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A Study of Library Services in Seven Indiana High Schools Using the Evaluative Criteria of the National Study of Secondary School Evaluation

Olive Kinsley

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A STUDY OF LIBRARY SERVICES IN SEVEN INDIANA HIGH SCHOOLS
USING THE EVALUATIVE CRITERIA OF THE NATIONAL
STUDY OF SECONDARY SCHOOL EVALUATION

A Thesis
Presented to
the Faculty of the College of Education
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In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Olive Kinsley
August 1962
This thesis is approved for recommendation to the Graduate Council

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measures up to the performance of libraries in comparable schools.

This study is being undertaken to attempt to evaluate the school libraries of seven central and south central high schools of Indiana using the Evaluative Criteria of the National Study of Secondary School Evaluation, an instrument used for accreditation by the North Central Association of Secondary Schools and Colleges.

PURPOSES OF THIS STUDY

The purposes of this study are three-fold:
1. To organize and summarize the data concerning library services for the libraries filling out these criteria.
2. To find the strengths and weaknesses of these libraries.
3. To point up areas in which improvement needs to be made.

LIMITATIONS OF THIS STUDY

Some of the limitations of this study are as follows:

1. The data obtained for this study are obtained from the librarians of the schools involved. A self-check is admittedly not as objective as one made by an evaluating
committee. However, it is believed that since librarians are so interested in improving their libraries and their services, the data will be useful.

2. Two factors prevent the using of the evaluations made at the time these schools were accredited. First, most of them have been accredited for so long a time that it would be difficult to locate the papers. Second, the libraries, ideas of library service, new and modern buildings, and the availability of the newer media for learning have brought about changes in libraries that prevent much value being obtained from these original evaluations.

3. The non-objective nature of the evaluating device makes for a subjective evaluation differing each from the other as each librarian interprets the criteria. Because of a lack of exactness, the use of general qualitative statements rather than definite requirements, and a lack of suggestions for applying these statements, it is difficult to understand the data received and to interpret the results.

DEFINITIONS OF TERMS

Library services. This term means more than merely cataloging and checking out books. It is used in the Criteria
to include all aspects of the library and its program, grouped under the following headings: (1) Instructional Materials Staff (library and audio-visual), as to numerical adequacy, professional preparation, status, responsibilities, and services; (2) Organization and Management, including financial provisions, selection of materials and equipment; (3) Materials, printed and audio-visual; (4) Physical Facilities, furnishings, quarters, and audio-visual facilities; (5) Special Characteristics of Instructional Materials Services; (6) General Evaluation of Instructional Materials Services.

The library as an instructional materials center. The following is an official statement of the American Association of School Librarians:

The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading, guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books—the literature of children, young people, and adults—other printed materials, films, recordings, and newer media developed to aid learning.¹

Commendations and recommendations. The commendations point out the strong points of the library being evaluated by the use of the number "5", used according to the directions on page 258 of the Criteria, to indicate that the provisions or conditions are extensive and are functioning excellently. The recommendations are based on the weak points as revealed by the use of the number "2", meaning the provisions or conditions are fair. They may be moderately extensive and functioning poorly or limited in extent but functioning well. Even stronger recommendations are made by the use of the number "1", which means that the provisions or conditions are limited in extent and functioning poorly or are entirely missing but needed.

Qualitative and quantitative standards. Quantitative standards for school libraries specify the number of hours of library training of the librarian; the size of the staff and the amount of time each member spends in the library; the size of the collection of materials and the kinds of materials available; the size of the library quarters and the number of readers that can be accommodated at one time; the financial provisions; routines of organization. Qualitative standards are concerned with the program offered to the school, quality
of materials acquired, services performed by the library staff, atmosphere of the library, relationships with the teachers and students, and similar phases of library work.
CHAPTER II
REVIEW OF RELATED LITERATURE

The modern concept of a school library is that of a materials center, the heart of the school. The book collection, audio-visual materials, magazines and newspapers, the facilities for using these materials, trained librarians to organize these materials and aid the students and teachers in their use are necessities in the modern school program. John J. Farley says:

The high school library should be a curriculum materials center. All of the school's resources for learning should be there, including audio-visual materials. It should be a learning and information center for students and faculty. A school which is fortunate enough to have a really professional librarian and a half-way decent budget can go far in the improvement of instruction by centralizing all curriculum materials in the library. Such a school is not only increasing its administrative efficiency but is making the job of good teaching easier.²

³The Educational Executives Overview presents some of the difficulties in establishment of such a center. Most

administrators accept the idea that the instructional materials center is an intrinsic part of modern education and would prefer to integrate this center with the school library. A major problem in unifying printed and audio-visual materials is to be found in the difference in the rate of development of the two areas. The development of audio-visual facilities has moved ahead much more rapidly than library facilities. For example, 75 per cent of the elementary schools and 60 per cent of the high schools of the United States do not have library facilities. On the other hand, audio-visual facilities have mushroomed. In 1949, for instance, the audio-visual department of San Jose State College was housed in an abandoned textbook closet. By 1957, the space facilities of this department had increased to 12,000 square feet, (an area 109 times larger than the textbook closet).

Another factor contributing to the difficulties of unification is the disparity between the preparation teachers are receiving in the two areas. Colleges are preparing teachers in the use of audio-visual materials and many states demand such instruction for certification. No such support is given library science. Some schools have in-service classes for their teachers in audio-visual techniques, but take knowledge of the library for granted.
Libraries have come a long way from the concept of a storehouse to the present concept as a materials center and coordinating agency of the curriculum, but there is not yet universal acceptance of this concept.

Because of the great complexities of modern life, the rapid growth and changes in technology which affect every citizen, single text book teaching is an anachronism. Good teachers wish to use many books and periodicals in their teaching in an attempt to keep abreast of the times. The many fine audio-visual materials now available for teacher use and also for individual pupil use make a well-equipped, well-stocked, and well-staffed materials center a necessity. Henne makes this statement in discussing a good library program:

Neither the requirements of good teaching nor the intellectual curiosity and imagination of young people can be satisfied with a single textbook or with sets of books or with limited school library resources.

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A good library program is not cheap nor are adequately trained librarians to be found in abundance. The needs of the library, and indeed, the services which it could be possible for a librarian with time for really professional work to give students and faculties, must be brought to the attention of administrators and teachers, and perhaps to the librarians themselves. Alice Fedder, writing about the need for research in the school library field, presents an important idea when she writes:

In this day of challenge to education as a whole, any steps which can be taken to improve the effectiveness of the school library will help to insure better understanding of that part of the educational system and to bring better support financially and philosophically.5

Evaluation is an important step in trying to improve library services. In 1942, Arthur Clevenger and others made a general survey of high school libraries for the North Central Association of Secondary Schools and Colleges. He stated that, "Actual knowledge of the existing situation...is essential to the intelligent development of standards of excellence."

The committee found that

Wide variations in the amounts spent for books under the various library classifications would seem to indicate that teachers in certain fields such as English and social studies are making more extensive use of the high school library than are teachers in some of the other fields.  

Research in the school library field seems to be rather limited. There may be two reasons for this fact. First, many library schools have dropped the thesis as a requirement for the master's degree. Second, as Alice Lehrer says:

The school library as a social and educational institution has reached national recognition in very recent years. There is no uniform pattern of administration, service, training or progress. So much time and energy have been devoted to devising and fitting school library service to meet child needs that little effort has been available to carry on research.

Many attempts have been made to evaluate the library, both quantitatively and qualitatively. While the emphasis is upon qualitative excellence at the present time, the

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quantitative standards formerly insisted upon must not be neglected. Certainly, no great degree of excellence of service can be given if such standards are not adhered to. However, the best trained librarians, the best collection of materials, sufficient budget to procure all materials desired will avail but little if books and other materials are not used and the librarian is heedless of her educational responsibilities. Dr. Frances Henne, Associate Professor of Library Science at Columbia University, speaks of the "educational functionalism" of the library, a characteristic which she believes to be of great importance. Dr. Henne has this to say about measurement:

The evaluation of school libraries represents today a procedure quite different from that of other periods. Formerly, interest centered in the materials aspects of the library, and the library holdings, budget, and similar elements were compared with existing norms, or the emphasis was placed on the achievements of students as reflected in their scores on tests dealing with library skills; today, although these areas remain significant, the concentration of interest has changed to the measurement of the educational functionalism of the library in which the participation of the library in the personal development of the individual pupil assumes primary importance. 8

For several years the most common method of evaluating library service was that of measuring the library against various standards of the various regional accrediting associations. A growing dissatisfaction with the rigid quantitative standards brought about an investigation of the problems by representatives of the six regional associations which became known as the Cooperative Study of Secondary School Standards, a group now known as the National Study of Secondary School Evaluation. Fells reports the methods which were developed and used by the Cooperative Study to measure the adequacy of the more important part of a library's resources, the book collection. Four criteria were used to rate the collections in two hundred cooperating schools. These were the number of volumes, a balanced distribution, the appropriateness for secondary school purposes, and recency of publication.

The number of volumes varied from 125 to 19,750 with a median of 1,825. This was not to be taken as a standard but merely indicated what the situation was, not what it should have been. The Cooperative Study adopted the general principle that while absolute standards should be developed in most aspects of the work of a school, the best available basis for comparison is not a fixed standard but the practices in other comparable schools.
Wide variations in the distribution of books in the various classification were found in these schools. Two schools had such well-balanced collections that in each case the average deviations from their own averages were only two points. At the other end of the scale was a school with a deviation of eleven points in natural science, and fifty-nine points in useful arts, and an average deviation of twenty-nine points.

To measure the appropriateness of the library holdings the librarians were asked to check the number of titles they had in each classification listed in Wilson's Standard Catalog for High School Libraries. Only ninety-four of the two hundred schools replied on this item. They ranged from 1 per cent to 75 per cent of their titles in the Standard Catalog.

Because it would have been an almost impossible task to find the copyright dates of all the books in each library, the schools were asked to check the books in the two classifications in which recency is of the greatest importance, the 300's: social sciences, and 500's: pure science. The books to be reported on were all to have been published during the previous ten years. One hundred fifty-seven libraries did this. The range was as great as possible with one library
reporting no books to another library having all its books in these classifications published during this period.

The Cooperative Study weighted these quantitative measures so that the total for all four criteria amounted to 29 per cent. The remaining 71 per cent of the final evaluation was distributed among various measures of the use actually made of the library, the training and services rendered by the librarian, and other factors which measure the effectiveness with which resources are actually administered. The Cooperative Study therefore rated resources at about one-third, and the way in which they function a little more than two-thirds of the total evaluation.⁹

In final form the work of the Cooperative Study was published as the **Evaluative Criteria**, which tried to judge the worth of a school in terms of the achievement of its objectives by general qualitative statements rather than specific requirements for the library. Hayes reports that the lack of exactness of these standards makes them difficult...
to follow, but permits their application to all types of libraries. They must be applied by persons familiar with effective library services and equipment. The lack of suggestions for the method of applying them or for the type of evidence required to rate the library makes them hard to interpret by even the skilled librarian. Many efforts have been made to improve the Criteria and several revisions have been made. The latest revision combines audio-visual services with library services under the title Instructional Materials Services.

Harrell believes that the school library situation is improving. She says that the long-range plans for quality education which began in the middle fifties are beginning to show results. The realization of the urgent need for improvement, and knowledge that success of the improved curriculum depends upon adequate library services, brought a revision of its Standards for the School Library Program in 1960 by the American Library Association. Librarians are becoming aware of their opportunities and responsibilities in furthering the new curriculum.


A previous revision of standards for school libraries by the American Library Association had been made in 1945. The increasing flood of printed materials, the growing concern for an interest in the use of models, charts, objects, films, filmstrips, slides, and other audio-visual materials necessary for modern teaching sparked interest in a new revision. The American Association of School Librarians, a division of the American Library Association, with the cooperation of twenty professional and lay organizations and many practicing librarians and experts in the field, prepared and published a new handbook to provide a guide to the handling of this torrent of instructional materials. Many libraries may already be meeting or exceeding the new standards, but for many, they present goals to be striven for over a period of years.

These Standards suggest that for senior high schools where enrollment is from 299 to 900, a book collection of 6,000 to 10,000 volumes be maintained. They also suggest for schools of this size 120 magazines, at least five additional magazines in librarianship and instructional materials, from three to six newspapers, numerous pamphlets to meet the needs of the curriculum, purchase of frequently used films, filmstrips and recordings, from 200-1,000 books for use of the faculty and
parents, twenty-five to fifty professional magazines, as well as other professional resources as needed, and such supplementary printed materials used in the classrooms as textbooks and dictionaries.

The library itself should be centrally located with respect to the academic classrooms, should seat 10 per cent of the school enrollment with supplementary reading rooms if needed so that no more than 80 to 100 students are seated in one room, should be large enough to house and make easily available the materials it contains, should have adequate space for reading, viewing, listening, for equipment storage, work areas, and administrative offices as needed. It should be flexible. This characteristic can be obtained by minimum use of load-bearing walls, modular planning, mobile equipment and portable furniture, and use of separate levels and areas so that each can become an extension of the other.

The size of staff recommended is far in excess of what is found in many schools at this time. It is conservative, however, from the viewpoint of freeing the Librarian for completely professional services. For the first 900 students enrolled it is recommended that one librarian be available for every 300 students or major fraction thereof, provided that
the head librarian is in no way responsible for audio-visual materials. If he is partly responsible for such materials the number of librarians should be increased by 25 per cent; by 50 per cent if he is fully responsible for these materials. A half-time clerk should be employed if the enrollment is 200 or more. For 600 students or major fraction, a full-time clerk should be employed if the librarian is not responsible for audio-visual materials. If such materials are handled in the library the number of clerks should be increased in the same ratio and under the same conditions as the librarians.

If the library has a collection which meets the recommended standards for materials, a school with an enrollment of 250 students or more should spend annually $4 to $6 per student for books with an additional sum to be spent for encyclopedias to be replaced each five years, unabridged dictionaries, magazines, pamphlets, newspapers, and supplies needed to acquire, catalog, and circulate these materials. The annual budget for audio-visual materials, not including equipment, should be an absolute minimum of 1 per cent of the total instructional cost per pupil. If the school does not meet the standards for quantity of materials, the annual expenditure should be correspondingly larger until the
standard is reached.

The Library Development Project was established by the American Association of School Librarians to assist the states in implementing the 1960 standards. Mary Frances Kennon is the director of the project. She has conferred with representatives from the fifty states and the District of Columbia, has corresponded with school library leaders in each of the fifty states, and has visited many states. She has recognized several trends that seem to her to be significant. First, the focus is on a program of services. Second, she observes cooperative action or team-approach to school library development. Third, the emphasis is on long-range planning. Fourth, there seems to be action on five fronts: program planning, budget, personnel, materials, quarters and equipment. There is recognition of the fact that the school librarian is first and foremost a teacher and a member of the teaching team. This means giving priority to services to pupils and teachers, rather than to organization and operation. Much improvement is needed. Almost two-thirds of the elementary

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schools of this country have no central libraries and many high schools have an inadequate number of librarians, inadequate materials, and quarters. She points out that to have more effective libraries, budgets must be improved, personnel must be used more wisely, additional staff members must be secured as rapidly as possible, teachers must be prepared to use facilities more effectively, adequate quarters must be provided, quarters should be used for purposes for which school libraries are intended, facilities should be made available to every pupil and every teacher, and, perhaps most important, a good program should be planned. She urges all schools to begin a long-range plan for library improvement and carry through as rapidly as possible.13

Dr. Henne finds that the great increase in the student population in the last few years makes a greater demand for provision for individual differences that exist in reading, learning, and personal development. A wide range of materials are needed because of the increase in knowledge and experience too extensive to be covered in the scope of classroom teaching. The library must be more than a collection of materials for

the curriculum. It must be a source for special interests, hobbies, leisure time pursuits; it must stimulate and foster ideas, knowledge and aesthetic experiences. It must contain material of all types, imaginary and factual, and all forms that pertain to the many interests of youth.

With relatively few exceptions, the school libraries of this country consist of one—librarian libraries, a prevailing condition that affects almost any problem in the school library field that can be mentioned. A complete library program cannot be implemented without sufficient staff, and the absence of any proof of this has exerted influence on the attitudes of many school administrators about the needs and services of school libraries. Development of national professional strength has been impaired because one librarian cannot get away to meetings and suffers from not having the many benefits that accrue from mutual discussions of problems and practices in the field. Other analysis would also support the need for more professional and clerical help than is now commonly found in school libraries. Records of what the library cannot do to meet needs and requests of students and teachers, because of lack of time due to understaffing, should be made and
presented to administrators.\textsuperscript{14}

Much has been written about the professional training necessary for the school librarian. Morton explains that preparation for school librarianship has had a rather short history, as indeed have school libraries themselves. Throughout the twenties and thirties the library schools pressed for professionally trained personnel to staff school libraries, while administrators turned more and more to the teacher training institutions for people to staff their school libraries, both because of a shortage of librarians and because they insisted upon having librarians with the preparation in education that library schools could not supply. These conditions contributed to the emergence of the school librarian trained in both areas.\textsuperscript{15}

In all states except Idaho, with no information available for Alaska, at least a baccalaureate degree is

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required for certification as a school librarian. All states require professional preparation in education as well. Indiana requires a minimum of eighteen hours of education and eighteen hours of library science.\textsuperscript{16} The present standards for a First Class Commissioned school require a librarian with twenty-four semester hours in library science. (An explanation of Commissioning may be found in Appendix B.) Students who are being prepared at the present time may qualify for a provisional school librarian certificate with a baccalaureate degree, a comprehensive teaching area, and eighteen semester hours of library science. The first-grade certificate requires five years of successful experience as a school librarian, or a teacher-librarian, and a degree in library science from a school accredited by the American Library Association, or a master's degree with ten semester hours of library science in addition to the eighteen hours required for the provisional certificate.\textsuperscript{17} These requirements have now been revised so that in 1963 a candidate for school librarian may have a minor


\textsuperscript{17} \textit{School Librarian Certificate} (Indianapolis: Department of Public Instruction, 1960) (Mimeographed) p.1.
in library science with thirty hours, or a major with forty hours. ¹⁸

The situation in Indiana in regard to hours of preparation of the librarian, the time allotted her to spend in the library, and the amount spent annually per pupil is revealed in a study made by Georgia Cole, Director of School Libraries and Teaching Materials in the Indiana Department of Public Instruction, using information taken from the annual library reports for 1957-58. The findings are compared with those from similar studies made by Margaret Rufsvold in 1947-48 and Carolyn Whitenack in 1953-54.

The Commission on General Education makes recommendations regarding the amount of time the librarian is to spend in library work and the amount of expenditure per pupil annually. A school enrollment of 100 or fewer should have a teacher-librarian giving one-third of her time to library service; an enrollment of 101-300 requires a half-time librarian; an enrollment of 301-700 must have a full-time librarian and

¹⁸ Manual of Teacher Education Programs Approved as Guides for Certification and Accreditation (Indianapolis: Department of Public Instruction, 1962) (Mimeographed) p.37.
a part-time clerk; an enrollment of 701-1000 requires both a full-time librarian and a full-time clerk. The expenditures per pupil are set in relation to the commission. A Special First Class Commissioned school should spend $2.50 per pupil; a First Class Commissioned school should spend $2.00 per pupil; a Continuous Commissioned school should spend $1.50 per pupil. The minimum annual expenditure is $150 for a Continuous Commissioned school, $200 for a First Class Commissioned school, and $500 for a Special First Class Commissioned school. These expenditures are to be made for books and other printed materials and audio-visual materials.

In 1947-48, 41 per cent of the schools had people serving in the library who had no preparation in library science; in 1953-54, this number had decreased to 29 per cent; unfortunately, in 1957-58 this number increased to 32.4 per cent. Fewer than ten per cent in each year had librarians with from one to fifteen hours of training. In 1947-48, there were 20 per cent of the schools with librarians with sixteen to twenty-three hours of training; in 1953-54, there were 23 per cent; in 1957-58, there were 20.9 per cent. In 1947-48, there were 22 per cent of the schools with librarians with twenty-four or more hours of training; in 1953-54, the percentage increased to 34 per cent; in 1957-58 the increase
was slightly more: 35.3 per cent. Of the 750 schools in the state at the time, 641 of them reported and less half of them, 44.3 per cent, met the standards for training of school librarians. Of the 582 schools with First Class and Continuous Commissions, 47 per cent met regulations regarding training and 53 per cent failed to meet them.

In 1957-58, 502 of these libraries did not meet the standards for time spent in the library; 139 of them did.19

Something more is necessary than a well-trained librarian with adequate time to spend in the library and a well-balanced, well-cataloged, large collection of materials. A wealth of materials will be useless unless the students and teachers make use of it. It is not "educationally alive unless it is used."20

Redfield and Hedges report on the use of school libraries


as seem by the science teachers in white high schools of Virginia. It was found that only 46 per cent of the teachers had been consulted in the selection of materials for the library, 46 per cent never gave assignments calling for use of library materials, and 35 per cent could not name a single periodical or book available in their libraries. Only 11 per cent of the schools had received the traveling science library from the American Association for the Advancement of Science, and only 46 per cent of the librarians were aware of its existence.21

Another study carried out by the Research Division of the National Education Association in 1958 bears out the results reported by Clevenger. Questionnaires were sent to five thousand teachers in city high schools attempting to measure the attitudes of the teachers toward the library and to analyze the uses they made of it. Only 1 per cent of the schools was without a central library and 8 per cent had no full-time trained librarian. In thirty per cent of the schools the library was used as a study hall at least part of the time.

and in some it was so used all of the time. Of the English teachers, 96 per cent felt that the library was very important in their subject field. Ninety-three per cent of the social studies teachers were convinced of its importance to their field. Teachers in other fields thought the library important to them as follows: science, 77 per cent; art, 63 per cent; foreign language, 59 per cent; household arts, 58 per cent; music, 54 per cent; industrial arts, 45 per cent; physical education and health, 43 per cent. Mathematics and business education teachers were almost unanimous in believing that the library was of limited value to them. Available library materials were rated excellent or good by 60 per cent of the teachers. Those who were most aware of the importance of the library were also most satisfied with the materials provided by their libraries. The English, social studies, and science teachers were the major users of the library and recommended for purchase the greatest number of books. Two out of three teachers reported that the librarian was well-informed with what was going on in classes. One in five did not know how well-informed the librarian was, apparently indicating a lack
of communication between the faculty and the librarians.22

A study of library services in Oregon high schools was made by Eleanor L. Ahlers in 1957. Data were secured from the evaluations made by the evaluating committees of the accrediting agency. There was a great deal of difference in the way the committees reported. Some reported specifically and in detail and were aware of commendable and uncommendable practices. Others reported superficially and showed little knowledge of the philosophy of the modern school library, as shown in national standards. Some stressed quality and some quantity. Part of this unsatisfactory result was due, it was felt, to the evaluating device which was a major limitation.

While some of the schools received many commendations and recommendations, some received very few of either. A third of the libraries was commended for organization and management; 55 per cent for fine relationships between the library staff and the students and faculty; 40 per cent for

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their fine book collections; 31 per cent for the attractiveness of their libraries. The largest number of recommendations concerned bettering the book collections; 60 per cent for larger physical facilities, especially additional work and storage space; 35 per cent for a central catalog for all materials in the school; 26 per cent for more systematic weeding of their collections; 30 per cent for paid clerical assistance; 27 per cent for planned instruction for library assistants and more effective instruction in library usage for the entire student body. Many members of the various committees suggested more clerical help for the librarian to free her for more professional duties, district library coordinators, centralization of cataloging, ordering, and processing of materials, for improving library use and relationships with teachers and students, and for elimination of the library study hall. 23

A study of the audio-visual materials and services in

Indiana school libraries was made in 1957 at Indiana University by Anna Mima Guill. In the annual school library reports of 797 schools for the year of 1954-55, it was found that 306 school libraries contained some audio-visual aids and offered services in this area. Films were owned by 48 school libraries, filmstrips by 196, slides by 73, recordings by 133, pictures by 60, and maps, charts, and globes by 159. In 96 schools, the librarians were in sole charge of the audio-visual program and assisted in the administration of the program in 101 schools. Library administered audio-visual holdings and services were more common in First Class Commissioned schools than in those with Continuous or Certified Commissions. The libraries most often providing audio-visual materials and services were in city schools of 600 or more enrollment, members of the North Central Association, serving grades nine through twelve. The number of school libraries with audio-visual materials had decreased during the previous five years but the number of librarians who ordered, housed, and/or scheduled audio-visual materials for the schools had increased. This was thought to be due to the increase in the number of county film libraries that had been founded during that five-year period.24

CHAPTER III

DESIGN OF THE STUDY

The data gathering device for this study was "Section F, Instructional Materials Services," of the Evaluative Criteria of the National Study of Secondary School Evaluation. This section is prefaced with the words:

The best teaching occurs when the student is brought into effective contact with important ideas and experiences in such a way that learning results and that the student will continue to seek further learning on his own initiative. ...books have long been considered to be the primary means whereby ideas of enduring importance are recorded and communicated across the barriers of space and time; and the libraries have traditionally accepted the responsibility for making books accessible and for encouraging their use. In recent years, however, there have been developed many new and wonderful devices which, while they cannot and should not replace books, offer their own unique contribution to the same ends, namely the recording and communication of ideas. Many schools have developed separate administrative organizations to provide the services that are peculiarly appropriate to these newer media of communication. Others have developed an integrated administrative unit, generally called the instructional materials center, which furnishes all the services usually associated with the library and, in addition, provides the services connected with audio-visual materials, radio, and television. ...The major purpose of the instructional materials center is to serve the established aims of the total educational program by (1) providing a rich variety of materials including books and other printed materials, recordings, still and motion pictures,
filmstrips, and other audio-visual materials and resources, for use by teachers and students; (3) making available facilities, services and equipment necessary for the selection, organization, and use of instructional materials; and (4) furnishing facilities for and assistance in the production of instructional materials and displays.

This section of the Criteria is applied by means of checklists and evaluations. The checklists consist of provisions, conditions, or characteristics found in good secondary schools. Five letters are used to mark the checklists as follows:

E Provision or condition is made extensively.
S Provision or condition is made to a moderate extent.
L Provision or condition is very limited or missing but needed.
M Provision or condition is missing but its need is questioned.
N Provision or condition is not desirable or does not apply.

The evaluations are the best judgments of the respondent, after considering carefully how well the library is contributing to the fulfillment of the objectives of the school and the needs of the students. The ratings used are:

5 Excellent: the provisions or conditions are extensive and are functioning excellently.
4 Very good:
   a. The provisions or conditions are extensive and are functioning well, or
   b. The provisions or conditions are moderately extensive, but are functioning excellently.
3. Good: the provisions or conditions are moderately extensive and are functioning well.

2. Fair:
   a. The provisions or conditions are moderately extensive but are functioning poorly, or
   b. The provisions or conditions are limited in extent but are functioning well.

1. Poor: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

M. Missing: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of a difference of opinion of evaluators.

N. Does not apply: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

The section of the Criteria "Part 2. Periodicals and Newspapers" was omitted, and a list of reference books contained in Wilson's Standard Catalog for High School Libraries and Basic Book Collection for High School Libraries (ALA) was added to be checked, and a list of magazines with the notation that the librarians were to add any other magazines received in their libraries.

The amended Criteria was then sent to the school librarians of Franklin, Greensburg, Greenfield, Martinsville, Rushville, Seymour, and Shelbyville. These schools were selected because they are of comparable size, are members of
the North Central Association of Secondary Schools and Colleges, and are situated geographically in the same section of the state of Indiana, that is, south and southeast of Indianapolis.

A copy of the Criteria is located in Appendix A.
CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

Of the seven copies of the Evaluative Criteria sent to the librarians of the seven schools selected for this study, all were filled out and returned. Not all of the categories were completely answered, in several instances because the information needed was not readily available to the librarian and in some cases because the librarian did not understand just what was wanted, since some sections of the Criteria are subject to various interpretations.

INSTRUCTIONAL MATERIALS STAFF

Preparation

Six librarians are professionally trained. The seventh has a special areas license and is working on her specialized training. All have baccalaureate degrees, two have master's degrees, all have successful teaching experience or internship, advanced professional preparation, and specialized preparation in instructional materials procedures with the exception of the one who is still studying such procedures. See Table I on page 38.
TABLE I

THE PROFESSIONAL PREPARATIONS OF THE LIBRARIANS
OF THE SEVEN PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Schools</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>A broad general education equivalent to the baccalaureate degree</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Professional courses in education equivalent to those required for teacher certification</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Successful teaching experience or internship</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Advanced professional preparation in fields such as reading guidance, curriculum development, research, etc.</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Administration of the instructional materials program</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Selecting of printed and audio-visual materials</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Selecting, maintaining, and operating audio-visual equipment</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Organization of instructional materials including classifying, cataloging, processing and distributing</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Use of reference tools</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Use of instructional materials</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Production of simple and inexpensive instructional materials</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Number of hours of professional library training</td>
<td></td>
<td>30</td>
<td>30</td>
<td>27</td>
<td>24</td>
<td>19</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Type of library license</td>
<td></td>
<td>1*</td>
<td>1#</td>
<td>1</td>
<td>1</td>
<td>**</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*The first grade certificate in library science requires 24 hours of professional training.

#This librarian has a master's degree and a certificate as supervisor of instructional materials.

**This librarian has a provisional library certificate.
The adequacy of preparation of all seven is very good to excellent and all are endeavoring to keep in touch with current developments in instructional materials.

Numerical adequacy

In addition to the librarians, four schools are reported as having an audio-visual coordinator, at least part time. In four schools the librarians report that there is little or no need for the services of an additional professional person at this time. In three, additional personnel are needed. The greatest need for additional assistance was felt to be for an adult clerk-typist. There is a clerk-typist in one school and one librarian does not need one. Five indicated a need and commented that the lack of such assistance accounted for the lack of excellence in several phases of the services of the library. Most of the clerical work devolves upon the librarian preventing her from giving professional service to the extent that she should. No student assistants were reported from one school. In others there are from seven to sixteen giving from thirty to eighty-four hours each week to library service.

Three librarians commended their schools for having an
adequate number of instructional materials personnel. One commended her school for the adequacy of the adult clerical assistance, but four made a recommendation for such assistance. See Table II on page 41.

Status

These librarians indicate that they are well satisfied with their status as faculty members. Additional compensation for work during vacation periods is not given. It is not known whether the librarians are working during vacation periods and felt that they should be compensated, or are not working at such times and believed that such work is necessary to their libraries and should be compensated for. Some believed that they are not used on curriculum and other committees to as great an extent as they should be.

Responsibilities

All the librarians felt that their responsibilities for instructional materials services are carried out excellently.

Services

Services to students seem to be better and more completely carried out than those to teachers and administrators.
## TABLE II

**NUMERICAL ADEQUACY OF STAFF FOR INSTRUCTIONAL MATERIALS**

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Schools</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time equivalence of all professional librarians</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalence of all professional A/V personnel</td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>½</td>
<td>0</td>
<td>½</td>
</tr>
<tr>
<td>Full-time equivalence of adult clerical assistants</td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of student assistants on a volunteer basis</td>
<td></td>
<td>16</td>
<td>-</td>
<td>7</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Total number of hours per week provided by the volunteer student assistants</td>
<td></td>
<td>71</td>
<td>-</td>
<td>35</td>
<td>51</td>
<td>30</td>
<td>34</td>
<td>84</td>
</tr>
</tbody>
</table>

### Evaluations

| How adequate is the number of instructional materials personnel to meet needs? | | 3 | *5 | 5 | 5 | 3 | 5 | 3 | 4 |
| How adequate is the provision for adult clerical assistance? | | 1 | 5 | N | 1 | 1 | 1 | 1 |

*5 Excellent
4 Very good
3 Good
2 Fair
1 Poor or missing but needed
M Missing; need questioned
N Does not apply
N Does not apply
All share with teachers the indexes and published bibliographies of instructional materials, and assist in selecting printed and audio-visual materials for classroom planning. All but one systemically inform teachers of new materials and equipment that have been acquired. The exception felt that the service given is very good but it might not be considered systematic. All but one assist in planning for effective use of instructional materials and equipment. That one felt that although such service is not being given it is needed. All inform teachers of student interests and needs as observed in the use of instructional materials. Four felt that this is done moderately well, three, excellently. Two felt that they assisted teachers in developing reading lists moderately well, one felt that such service is unnecessary in her library, the remaining four do so to a great degree. Two cooperate to a moderate extent, two to a great extent, and three not at all, although such a service they agree is needed, with teachers in providing materials for bulletin boards and displays. Only two do not provide professional materials, although indicating that it should be done. Two provide such materials to a moderate extent and three to a great extent. One furnishes facilities and assistance in the production of simple and inexpensive instructional materials to a great extent, one
moderately, one did not answer, and four felt that this is a service that is missing but needed in their schools. Six librarians indicated that they order and schedule the use of instructional materials rented or borrowed. One librarian indicated that this service is missing but needed. In five schools, projectionists, students to operate A/V equipment, are trained and scheduled. In two this service was deemed not needed. See Table III, Page 44.

Student services, except in one school, seem to fare somewhat better. In five schools, the services are rated very good or excellent. One librarian rated all services excellent or very good except that of training student assistants educationally and vocationally, which she rated as a service that is missing but needed. Twelve student assistants are used in that library and presumably receive considerable training. Perhaps there was a difference of interpretation of the phrase "educationally and vocationally" among the librarians. The remaining librarian marked "missing but needed" all services mentioned in the Criteria except that of helping to develop desirable attitudes in the care of school property which she felt is excellent. See Table IV, Page 45.
## TABLE III

**LIBRARY SERVICES FOR TEACHERS AND ADMINISTRATORS**

<table>
<thead>
<tr>
<th>Members of the instructional materials staff:</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share with teachers indexes and printed bibliographies and assist in selection of materials for classroom planning</td>
<td>E E E E S E E</td>
</tr>
<tr>
<td>Systematically inform teachers of new materials and equipment acquired</td>
<td>E E E E E S E</td>
</tr>
<tr>
<td>Assist in planning for effective use of materials and equipment</td>
<td>E E E E L E S</td>
</tr>
<tr>
<td>Inform teachers of student needs and interests as observed in use of materials</td>
<td>E E E S S S S S</td>
</tr>
<tr>
<td>Assist teachers in development of reading lists</td>
<td>S N E E E E S</td>
</tr>
<tr>
<td>Cooperate with teachers in providing materials for displays</td>
<td>E E S S L L L</td>
</tr>
<tr>
<td>Provide professional materials</td>
<td>E E E L L S S</td>
</tr>
<tr>
<td>Provide facilities and assistance in production of simple and inexpensive instructional materials</td>
<td>L E S L L L</td>
</tr>
<tr>
<td>Order and schedule use of materials rented or borrowed</td>
<td>E E E E L E E</td>
</tr>
<tr>
<td>Train and schedule projectionists for A/V equipment</td>
<td>E E E E N N E</td>
</tr>
</tbody>
</table>
### TABLE IV

**LIBRARY SERVICES FOR STUDENTS**

<table>
<thead>
<tr>
<th>Members of the instructional materials staff:</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperate with other members of staff in acquainting students with proper and effective use of materials</td>
<td>E* N E E E E E S</td>
</tr>
<tr>
<td>Guide students in their selection of books and other materials in terms of their abilities and interests</td>
<td>E N E E E E S</td>
</tr>
<tr>
<td>Assist students to develop discrimination in reading, viewing and listening</td>
<td>S N E E E S S</td>
</tr>
<tr>
<td>Provide educational and vocational experience for students through an organized student-assistant program</td>
<td>E N E L E E S</td>
</tr>
<tr>
<td>Help to develop desirable attitudes in the care of school property</td>
<td>E E E S E E E</td>
</tr>
<tr>
<td>Assist student organizations to use resources of center in the promotion of their projects</td>
<td>E N S E S E S E S</td>
</tr>
</tbody>
</table>

*Checklist symbols: E—provision is made extensively; S—provision is made to a moderate extent; L—provision is missing but needed; N—provision is missing but its need is questioned; N—provision is not desirable or does not apply.*
The average daily attendance ranges from 100 in one school to 250 in two of them. Two reported that this includes people who are assigned to the library for study hall. In only two cases was the study hall problem mentioned and one of these was looking forward to a solution of this problem, in part at least, by the addition of several classrooms that are now under construction.

Three librarians made commendations for the aid given teachers and administrators in the effective use of instructional materials and equipment by the staff, one felt it limited in extent but functioning well, two reported it very good, and one, good. Two indicated the work with teachers in selecting materials for use is excellent, two felt the aid given is very good, and three reported it good. Five indicated the information given teachers and administrators of the status of and the need for instructional materials services is excellent; one marked this item very good, and one good. One recommended that the staff help in the production of appropriate instructional materials, one said this help is not needed, three thought the help now being given is fair, and two thought it good. One reported the help given students to make effective use of instructional materials is fair, one that it is good,
four very good, and one excellent. Three found the cooperation of students and teachers in the care and maintenance of instructional materials and equipment good, three very good, and one indicated such cooperation is excellent. One reported that it is not necessary in her school for the students to use the materials and facilities for leisure activities, two thought they do so to a moderate extent, and four that such use is made of materials to a considerable extent. See Table V, Page 48.

ORGANIZATION AND MANAGEMENT

Financial provisions

Four of the librarians reported that they make a detailed budget. Two do not, but felt that it should be done. One reported that the administration does not provide her with information concerning the amount of money available for materials and supplies. She can send orders to the school office where they are considered for purchase, but she has no idea of how much they will approve and can make no plans for expenditures. The others have a sum of money budgeted for the instructional materials program, although some commented that it is not sufficient for a really good program. They may
### TABLE V

**SERVICES OFFERED BY THE INSTRUCTIONAL MATERIALS STAFF AND USE OF MATERIALS BY STUDENTS**

<table>
<thead>
<tr>
<th>Evaluations</th>
<th>Schools</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>How adequately do members of the instructional materials staff aid teachers and administrators in the effective use of materials and equipment?</td>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4b</td>
<td>3b</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>How adequately does staff work with teachers in selecting materials for use?</td>
<td></td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>How adequately does staff keep teachers and administrators informed of the status and need for instructional materials services?</td>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>How adequately does the staff help in the production of appropriate instructional materials?</td>
<td></td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>M</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>How adequately does staff help students make effective use of instructional materials?</td>
<td></td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>4b</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>How cooperative are students and teachers in the care and maintenance of instructional materials and equipment?</td>
<td></td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>How effectively do students use the materials and facilities for leisure activities?</td>
<td></td>
<td>4</td>
<td>N</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
spend the allotment as needed any time during the school year. The school accounting system facilitates the payment of postage, rental fees, and small purchases in these six cases. Accurate and current records are kept in the six libraries showing funds available, disbursements, encumbrances, balances, and income. The budgets provide for the purchases of books, periodicals, newspapers, and pamphlets, and the care, repair, and rebinding of printed materials, although three indicated that the libraries need better budgets if they are to provide the services their schools need. In five schools the budget provides for the purchase and rental of audio-visual materials and in four, for the purchase and maintenance of audio-visual equipment. In the others, money for audio-visual materials and equipment is budgeted separately. In three schools professional literature, institutional memberships in professional organizations, and professional travel are provided for in the budget but not to as great an extent as needed. In two this was felt unnecessary and in two it was felt missing but needed. Purchase of supplies and equipment for the production of instructional materials is provided for to some extent in one school and in another excellently. Two librarians felt it is not necessary in their schools and three felt it is missing but needed. See Table VI, Page 50.
TABLE VI
FINANCIAL PROVISIONS FOR PURCHASE OF MATERIALS
AND CARE AND MAINTENANCE
OF EQUIPMENT

<table>
<thead>
<tr>
<th>Budgetary provisions</th>
<th>Schools</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The director of the instructional materials services, after consulting with members of the faculty, constructs a detailed budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>E</td>
<td>L</td>
</tr>
<tr>
<td>A sum of money is budgeted for the instructional materials program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
</tr>
<tr>
<td>Budget allotments for instructional materials and equipment may be spent as needed</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>The school accounting system facilitates payment of postage, rental fees, and the disbursement of funds for small purchases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Accurate and current records are kept showing funds available, disbursements, encumbrances, balances, and income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>The budget provides for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Purchase of books, periodicals, newspapers, and pamphlets</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Purchase of A/V materials</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>M</td>
<td>E</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Rental of A/V materials and other</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Purchase and maintenance of equipment</td>
<td></td>
<td>S</td>
<td>E</td>
<td>E</td>
<td>M</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care, repair, and rebinding of printed materials</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Purchase of professional literature, memberships, and travel</td>
<td></td>
<td>E</td>
<td>M</td>
<td>S</td>
<td>N</td>
<td>S</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>Supplies and equipment for production of instructional materials</td>
<td></td>
<td>L</td>
<td>M</td>
<td>E</td>
<td>L</td>
<td>S</td>
<td>M</td>
<td>L</td>
</tr>
</tbody>
</table>

| Evaluations                                                                          |         |   |   |   |   |   |   |   |
| How adequate are funds for books?                                                    |         | 3 | 5 | 3 | 4 | 3 | 3 | 3 |
| How adequate are funds for A/V?                                                      |         | 3 | 5 | 3 | M | 3 | 4 | 3 |
| How adequate are funds for equipment?                                                 |         | 3 | 5 | 3 | 3 | 3 | 3 | 2 |
| To what extent do budgetary procedures help effective service?                       |         | 3 | 5 | 2 | 4 | 2 | 3 | 3 |
The amount of money spent for printed materials ranged from $787 to $1373 in 1959, from $647 to $1492 in 1960, and from $794 to $1760 in 1961. Figures for all three years were given for only three schools. No generalizations about the increase or decrease in appropriations can be made because of the many diverse factors. In some schools junior and senior high schools were separated during this period. Money was spent to buy duplicate copies of books needed in both divisions, more money was spent some years than others to help build up the collection in one division or the other, the division was made in some schools between the eighth year and the ninth, and in others between the ninth and the tenth.

The number of books owned in each library ranges from 3,475 to 5,892. The number of books owned in proportion to the enrollment ranges from four per pupil in the largest school to 9.8 per pupil in the smallest. The per pupil expenditure ranged from $1.20 in the largest school to $0.17 in the next to the smallest school, which also spent the greatest amount.

The librarians were asked to rate the books in the library according to the adequacy in each class of the Dewey Decimal system. See Table XIII, page 53. These ratings were then averaged. Only one librarian found the number of books
completely adequate and she qualified the rating with the comment that the number is adequate for the space available for them. Three found the number and quality good, and one fair. Only one school approaches the number of books per pupil, eleven, recommended by the State of Indiana.25 See Table VII, page 52.

TABLE VII

RELATIONSHIP OF SIZE AND GRADES SERVED TO NUMBER OF BOOKS AND AMOUNT SPENT FOR PRINTED MATERIALS IN 1961

<table>
<thead>
<tr>
<th>Schools</th>
<th>Grades</th>
<th>Number Enrolled</th>
<th>Number Books</th>
<th>Amount Spent</th>
<th>Books per Pupil</th>
<th>Spent per Pupil</th>
<th>Librarians' Adequacy Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9-12</td>
<td>655</td>
<td>3475</td>
<td>$870</td>
<td>5.3</td>
<td>$1.32</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>9-12</td>
<td>1155</td>
<td>5755</td>
<td>1391</td>
<td>4</td>
<td>1.20</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>9-12</td>
<td>530</td>
<td>5199</td>
<td>1096</td>
<td>9.8</td>
<td>2.07</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>9-12</td>
<td>624</td>
<td>4435</td>
<td>794</td>
<td>7.1</td>
<td>1.27</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>10-12</td>
<td>725</td>
<td>3653</td>
<td>1673</td>
<td>5</td>
<td>2.30</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>10-12</td>
<td>628</td>
<td>3911</td>
<td>1059</td>
<td>6.2</td>
<td>1.70</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>9-12</td>
<td>555</td>
<td>4165</td>
<td>1760</td>
<td>7.5</td>
<td>3.17</td>
<td>3</td>
</tr>
</tbody>
</table>

Selection of materials equipment

Five of the librarians reported that a process of evaluation of the effectiveness of more expensive materials is

maintained and applied to the selection of other materials. One said this is done to a moderate extent and the other thought that although it is not done, it needs to be. Four of the seven reported that films and recorded materials are reviewed before purchase, the other three that it is not necessary because little material is purchased. Two consult a file of film and television study guides extensively, two to some extent, and three said such a service is not necessary in their schools. All of the librarians use the ALA Booklist and Subscription Books Bulletin extensively in choosing subscription books and sets of books. They also all consider, when selecting materials, present and potential academic and recreational interests and needs of students, the range of intelligence, the present distribution and stock of materials, and use the basic selection tools such Basic Book Collection for High Schools, the Basic Book Collection for Junior High Schools, the Standard Catalog for High School Libraries, ALA Booklist, Educational Film Guide, Filmstrip Guide, and instructional materials bibliographies for specific subjects. All consider to a great extent the educational objectives of the total curriculum, the informational content of the curriculum, and inquiry data—the type and content of material called for—except one who said she considers these factors slightly
less than she does the others. Four consider to a great extent the quality of materials in terms of accuracy of content and approach, attractiveness, and durability. The others consider such factors to a moderate extent. Only one is influenced by the availability of similar material from non-school sources to any great extent. The others are influenced somewhat. Four are influenced by the evidence of effectiveness of instructional materials as determined by teacher evaluations prior to use, one didn't reply to this statement, and two thought such evidence missing but needed. Three thought evidence of effectiveness of materials as based on actual use very useful, three use it to a limited extent, and one thought such evidence would be desirable. Six consider somewhat special community needs and interests and one does not, but thinks it would be desirable. See Table VIII, page 55.

Two commended the provisions for the selection of instructional materials and equipment in terms of the needs of the educational program. The other five felt that they are good or very good. Four felt that their teachers are involved in the selection of materials to a moderately good extent, two good, and one fair. See Table IX, page 56.
### TABLE VIII

**PROVISIONS FOR SELECTION OF MATERIALS AND EQUIPMENT**

<table>
<thead>
<tr>
<th>Factors receiving consideration in selection of materials</th>
<th>School's</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Evaluation of effectiveness of more expensive materials maintained and applied</td>
<td>E S E L E E S</td>
</tr>
<tr>
<td>Filmed and recorded materials reviewed before purchase</td>
<td>S S E N N M</td>
</tr>
<tr>
<td>Film and television guides consulted</td>
<td>N E M E S S</td>
</tr>
<tr>
<td>Equipment selected on basis of specifications established</td>
<td>S E E E E E S</td>
</tr>
<tr>
<td>Subscription books and sets of books selected after consulting ALA Booklist and Subscription Books Bulletin</td>
<td>E E S E E E E</td>
</tr>
<tr>
<td>Present and potential academic and recreational interests and needs of students</td>
<td>E E E E E E E</td>
</tr>
<tr>
<td>Range of intelligence of students</td>
<td>E E E E E E E</td>
</tr>
<tr>
<td>Range of reading ability of students</td>
<td>E E E E E E E</td>
</tr>
<tr>
<td>Educational objectives of the total curriculum</td>
<td>E E E E E E S</td>
</tr>
<tr>
<td>Informational content of the curriculum</td>
<td>E E E E E E S</td>
</tr>
<tr>
<td>Present distribution and stock of materials</td>
<td>E E E E E E E</td>
</tr>
<tr>
<td>Inquiry data-type and content of material called for</td>
<td>E E E E E E S</td>
</tr>
<tr>
<td>Date of circulation or extent of use of materials</td>
<td>E E E E S E E S</td>
</tr>
<tr>
<td>Basic selection tools: Basic Book Collection, Standard Catalog, ALA Booklist, Educational Firm Guide, etc.</td>
<td>E E E E E E E</td>
</tr>
<tr>
<td>Quality of materials: accuracy, attractiveness, durability</td>
<td>E S E E E S E S</td>
</tr>
<tr>
<td>Availability of similar materials from other sources</td>
<td>S S E S S S S S S</td>
</tr>
<tr>
<td>Evidence of effectiveness determined by teacher evaluation</td>
<td>S S L L S S</td>
</tr>
<tr>
<td>Evidence of effectiveness based on actual use</td>
<td>E S E L S E S</td>
</tr>
<tr>
<td>Special community needs and interests</td>
<td>S S S S S L S S</td>
</tr>
</tbody>
</table>
### TABLE IX

**LIBRARIAN EVALUATIONS OF PROVISIONS FOR SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Schools</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>How adequate are provisions for the selection of instructional materials and equipment in terms of needs of the educational program?</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>How effectively are teachers involved in the selection of materials?</td>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Classifying, cataloging, and processing of materials

Three of the libraries have all instructional materials, printed and audio-visual, of permanent value, accessioned, classified, and cataloged centrally regardless of where these materials are housed. In four schools very little audio-visual materials are owned and the departmental materials are not yet centrally cataloged. As they can find time these librarians
are working on the central cataloging. The card catalogs are rated excellent by three, and in need of much work by the other four. All keep information about acquisition of materials and maintain an up-to-date shelf-list file. All have periodicals, pamphlets, and ephemeral materials organized for easy accessibility and effective use.

Four librarians reported that the extent to which printed materials are organized for effective use is commendable, two thought it very good, and one good. One felt that periodicals, pamphlets, and similar materials are not very well organized due to lack of space and facilities. Audio-visual materials are organized very well in only two libraries. In two the organization of these materials is very good, and in three they are moderately well-organized. These four have materials scattered among classrooms, audio-visual rooms and the library. Much of it is unclassified and uncataloged. They recommend that this material be housed in the library if possible and be centrally cataloged, no matter where it is housed.

Three libraries have accurate and up-to-date card catalogs and shelf-list files. The discrepancy between this statement and the previous one may be due to the fact that the librarians are still thinking of the card catalog and the shelf-
list file as being tools primarily for use of printed materials. Four of the librarians reported that these tools are accurate and up-to-date to a good or moderately-good extent. See Table X, page 59.

Accessibility of instructional materials services

All the librarians make materials available for both students and teachers before the beginning of the daily program of classes. Materials are available throughout the day including lunch periods except in two libraries where no provision is made for supervision while the librarian eats her lunch so of necessity the library is closed during that time. All the libraries are open as long as their use warrants, except in one case in which the library is open after school closes in the afternoon only part of the time.

Six librarians indicated that their students have access to the instructional materials during class periods, and study halls. The remaining one marked this as unnecessary or undesirable in her school, but did not explain why. All librarians provide open-shelf facilities and have developed a flexible and efficient loan system. In five schools audio-visual equipment is available in sufficient quantity to avoid
**TABLE X**

CLASSIFYING, CATALOGING, AND PROCESSING OF MATERIALS

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Schools 1</th>
<th>Schools 2</th>
<th>Schools 3</th>
<th>Schools 4</th>
<th>Schools 5</th>
<th>Schools 6</th>
<th>Schools 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instructional materials, printed and audio-visual, or permanent value are accessioned, classified, and cataloged centrally, regardless of where they are housed</td>
<td>S</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Instructional materials are classified</td>
<td>S</td>
<td>E</td>
<td>E</td>
<td>?</td>
<td>S</td>
<td>S</td>
<td>E</td>
</tr>
<tr>
<td>A card catalog is maintained, with author, title, and subject cards for each title, where necessary</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Information about the acquisition of materials is kept on shelf-list cards</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>A shelf-list file is maintained and kept up-to-date</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>All periodicals, pamphlets, and ephemeral materials are organized for easy accessibility and effective use</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
</tr>
</tbody>
</table>

**Evaluations**

| How adequately are books organized for effective use?                                                                                                                                                                                                                      | 5         | 5         | 5         | 4b        | 3         | 5         | 4         |
| How adequately are periodicals, pamphlets, and similar materials organized for use?                                                                                                                                                                                           | 5         | 5         | 5         | 5         | 4         | 4         | 2         |
| How adequately are A/V materials organized for effective use?                                                                                                                                                                                                             | 3         | 3         | 5         | 5         | 3         | 4         | 4         |
| How accurate and up-to-date are the card catalog and shelf-list files?                                                                                                                                                                                                     | 5         | 5         | 4         | 5         | 3         | 4         | 3         |
inconvenience and delay in its use. In two schools this condition is met moderately well. Two schools have audio-visual equipment stored in several areas throughout the building to be available as needed. One felt this is met only moderately well. Three say it is not necessary in their schools and one did not answer. All the librarians indicated the complete accessibility of all instructional materials and five, the accessibility of audio-visual equipment while two thought this condition met very well or moderately so. See Table XI, page 61.

Care and maintenance of materials and equipment

In all of these libraries, books and other printed materials are properly shelved and filed, books and other printed materials are repaired and rebound according to accepted library standards. Audio-visual materials are periodically inspected and repaired in four schools, and to a moderate extent in two. The seventh did not know what the situation is in her school in this regard. Periodicals are reinforced or placed in protective covers by five librarians although one of these indicated that this was done to a moderate extent only. The other two felt that this is not done but should be. Two did not know whether records of the
TABLE XI
THE ACCESSIBILITY OF THE INSTRUCTIONAL MATERIALS SERVICES

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Schools 1</th>
<th>Schools 2</th>
<th>Schools 3</th>
<th>Schools 4</th>
<th>Schools 5</th>
<th>Schools 6</th>
<th>Schools 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional materials are available for student and teacher use before the beginning of the daily program of classes</td>
<td>E E E E E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructional materials are available continuously throughout the day including lunch periods</td>
<td>E E S E S E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructional materials are available as long after the close of classes as their use warrants</td>
<td>E E E E E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have access to the instructional materials during class periods, including study halls</td>
<td>E N E E E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open-shelf facilities are provided</td>
<td>E E E E E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A flexible and efficient loan system has been developed</td>
<td>E E E E E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio-visual equipment is available in sufficient quantity to avoid delay in its use</td>
<td>S E E E E E E S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio-visual equipment is stored in several areas throughout the building to be available as needed</td>
<td>? E M M* N E S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluations

<table>
<thead>
<tr>
<th>How accessible are instructional materials?</th>
<th>5 5 5 5 5 5 5 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How accessible is audio-visual equipment?</td>
<td>3 5 5 5 5 5 4</td>
</tr>
</tbody>
</table>

*Librarian noted that central location and distribution seems to be more efficient in her building.
use of equipment are maintained, one thought it unnecessary, one said they are excellently well kept, and three said it is done to a moderate extent. Three did not know about the records on the repair of audio-visual materials and equipment, three said it is done moderately well and one said such records are not kept but should be. Equipment is tagged and the serial numbers recorded well in three libraries, moderately well in two, and no answers were given for the other two. Two schools have good and three excellent storage facilities that meet the peculiar conditions, such as those of temperature and humidity required by certain audio-visual materials and equipment. The other two did not reply. The provisions for care and maintenance of instructional materials were rated excellent by one, very good by four, and good by two. The provisions for care and maintenance of audio-visual equipment were evaluated as excellent by two, very good by three, good by one, and none was given by the other one. See Table XII, page 63.

MATERIALS

Printed materials

Books. The librarians were asked to evaluate the library's book holdings in each of the Dewey classifications.
# TABLE XII

## CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Schools 1 2 3 4 5 6 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and other printed materials are properly shelved or filed</td>
<td>E E E E E E E E</td>
</tr>
<tr>
<td>Books and other printed materials are repaired and rebound according to accepted library standards</td>
<td>E E E E E E E E</td>
</tr>
<tr>
<td>Periodicals are reinforced or placed in protective covers</td>
<td>E E S E L E L</td>
</tr>
<tr>
<td>Audio-visual materials are periodically inspected and repaired</td>
<td>E E E S E S ?*</td>
</tr>
<tr>
<td>Records of the use of equipment are maintained</td>
<td>? S S E N S ?</td>
</tr>
<tr>
<td>Records are maintained on the repair of audio-visual materials and equipment</td>
<td>? S S S ? L ?</td>
</tr>
<tr>
<td>Equipment is tagged and serial numbers of equipment are recorded</td>
<td>? E S E E S ?</td>
</tr>
<tr>
<td>Storage facilities are available to meet the peculiar conditions, such as those of temperature and humidity required by certain audio-visual materials and equipment</td>
<td>? E S E E S ?</td>
</tr>
</tbody>
</table>

**Evaluations by Librarians**

| How adequate are provisions for care and maintenance of instructional materials | 4 4 3 3 5 4 4 |
| How adequate are provisions for care and maintenance of audio-visual equipment | ? 5 3 4 5 4 4 |

*Used with note by some librarians to indicate that they did not know what the situation is since the A/V materials and equipment are not handled from the library.*
One rated her collection excellent in every classification, but commented that she was rating it in relation to the space she has for it. The librarian in the first school rated her collection good or very good in all classifications. In the third school recommendations were given for improvement in the collection in philosophy and pure science; in the fourth, in philosophy, philology, and biography; in the fifth, in general works, philosophy, useful arts, literature, history, and travel; in the sixth school, in literature; and in the seventh, in philosophy, religion, philology, and in fine arts and recreation. Improvement in general works was recommended by one, in philosophy by four, in religion by one, in philology by two, in pure science by one, in useful arts by one, in fine arts and recreation by one, in literature by one, in history by one, in travel by one, and in biography by one. See Table XIII, page 65.

Periodicals and newspapers. In six of the libraries extensive provision is made for newspapers and periodicals which include general coverage of a variety of subjects pertinent to the educational program. One said such provision is limited but needed. All provide the abridged Reader's Guide and have or are building a five-year collection of magazines indexed in the Guide. Three librarians indicated
TABLE XIII

LIBRARIAN EVALUATION OF BOOKS OWNED BY HER LIBRARY BY DEWEY CLASSIFICATION

<table>
<thead>
<tr>
<th>How adequate is each major classification in relation to need?</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3</td>
</tr>
<tr>
<td>000 General works</td>
<td>4  5* 4</td>
</tr>
<tr>
<td>100 Philosophy</td>
<td>3  5  2</td>
</tr>
<tr>
<td>200 Religion</td>
<td>4  5  3</td>
</tr>
<tr>
<td>300 Social sciences</td>
<td>3  5  4</td>
</tr>
<tr>
<td>400 Philology</td>
<td>4  5  4</td>
</tr>
<tr>
<td>500 Pure science</td>
<td>4  5  2</td>
</tr>
<tr>
<td>600 Useful arts</td>
<td>3  5  3</td>
</tr>
<tr>
<td>700 Fine arts and recreation</td>
<td>4  5  3</td>
</tr>
<tr>
<td>800 Literature</td>
<td>4  5  3</td>
</tr>
<tr>
<td>900 History</td>
<td>4  5  3</td>
</tr>
<tr>
<td>910 Travel</td>
<td>4  5  3</td>
</tr>
<tr>
<td>92-920 Biography</td>
<td>3  5  4</td>
</tr>
<tr>
<td>F Fiction</td>
<td>3  5  3</td>
</tr>
<tr>
<td>Average</td>
<td>3  5  3</td>
</tr>
</tbody>
</table>

*This librarian marked all categories with a "5" because the collection is adequate for the space provided for it.

that due to lack of space in the buildings formerly occupied, a complete file of all indexed magazines was not kept, but since they are now in new quarters they are working to complete five-year collections. Two libraries meet girl interests and needs and provide for different editorial points of view only moderately well. Two provide magazines and newspapers that meet faculty needs only moderately well. One meets boy needs
and interests only moderately well. Other conditions they felt they meet excellently. See Table XIV, page 66.

**TABLE XIV**

**PERIODICALS AND NEWSPAPERS**

**TO MEET VARIOUS NEEDS AND INTERESTS**

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Schools 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodicals and newspapers are provided:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pertinent to educational program</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>L</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Meet boy needs and interests</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
</tr>
<tr>
<td>Meet girl needs and interests</td>
<td>E</td>
<td>S</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
</tr>
<tr>
<td>Meet faculty needs</td>
<td>E</td>
<td>S</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Reader's Guide is provided</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Indexed periodicals are kept for 3-5 yrs.</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluations</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How adequate are periodicals for student needs?</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>How adequate for faculty needs?</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>How accessible are they?</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

The librarians were asked to supply a list of magazines to which they subscribe. This information may be found in Appendix C.

A list of fifty-seven reference books or sets recommended in the standard book selection aids was attached to the **Criteria**. The librarians were asked to check the ones that are on their shelves. One commented that she had a great many more that did
not appear on this list. All libraries have these eleven:

- Abridged Reader's Guide
- Encyclopedia Americana
- Encyclopedia Britannica
- World Almanac
- Statesman's Yearbook
- Roget's Thesaurus
- Spanish dictionary
- Bartlett's Familiar Quotations
- Twentieth Century Authors
- Atlas-Rand McNally
- Merriam-Webster Unabridged Dictionary

Six libraries have these thirteen in addition:

- World Book Encyclopedia
- Lincoln Library
- Occupational Outlook Handbook
- Emily Post-Etiquette
- Latin Dictionary
- Handbook of Chemistry and Physics
- Bullfinch-Mythology
- Benet-Reader's Encyclopedia
- Webster-Biographical Dictionary
- American Authors
- British Authors of the 19th Century
- Twentieth Century Authors Supplement

Five libraries have the following:

- Compton's Encyclopedia
- Information Please Almanac
- Statistical Abstract
- American Book of Days
- Vanderbilt-Etiquette
- Webster-Dictionary of Synonyms
- French Dictionary
- Brewer-Dictionary of Phrase and Fable
- British Authors before 1800
- Dictionary of American Biography
- Dictionary of American History

Four libraries have the following:

- Collier's Encyclopedia
- Kane-Famous First Facts
- New Cyclopedia of Names
- Dictionary of Work Origins
- Van Nostrand-Scientific Dictionary
- Stevenson-Home Book of Quotations
- Home Book of Verse
- Atlas of American History

Three libraries listed four more, two listed an additional seven, and one listed one additional. These lists may be found in Appendix D.
Vertical-file materials. Vertical-file materials provide for the various areas of the curriculum and guidance needs, reflect the local and world scene, and appeal to the interests and needs of the teachers and students extensively in three libraries, to a moderate extent in three, and in one in a very limited manner with a recognized need.

Provision is made for keeping vertical-file materials up-to-date excellently in three libraries, moderately well in three (in one of these the file is now undergoing reorganization), and in a very limited way in one. In the last one a lack of time and help prevent the rapid building of a file which was started two years ago. One librarian who has excellent materials well chosen and kept up-to-date, has a storage problem and finds that some material must be kept where it is not readily accessible. One, whose material is limited and who has difficulty keeping it up-to-date, finds that what she has is not easily accessible and is now attempting to reorganize the material on hand and build the collection. The others have all material easily accessible to both teachers and students. See Table XV, page 69.
### TABLE XV

**ACCESSIBILITY AND ADEQUACY OF VERTICAL FILE MATERIALS**

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Schools 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical-file materials provide for the various areas of the curriculum and guidance needs reflect the local and world scene, and appeal to the interests and needs of the teachers and students</td>
<td>S E E L E S S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision is made for keeping vertical-file materials up-to-date</td>
<td>S E E L E S S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vertical-file materials are readily accessible</td>
<td>E E E S S E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Evaluations

<table>
<thead>
<tr>
<th>Questions</th>
<th>Schools 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>How adequate is the supply of vertical-file materials?</td>
<td>3 5 4 2 4 3 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what degree are vertical-file materials kept up-to-date?</td>
<td>4 5 3 2 4 3 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Audio-visual materials

Two libraries contain little or no audio-visual materials. These are all housed and cared for by the audio-visual coordinator. One librarian felt that the audio-visual resources in her library are excellent, except for picture sets and models which she failed to evaluate at all. However she comments that almost all audio-visual materials are in the classrooms. One enumerated some of the materials owned, but failed to give any evaluations. Three rated motion picture and filmstrip moderately good or good, one indicated that her school did not use slides and tape recordings, but should have more discs, picture sets and models. One did not evaluate slides, disc recordings, or models, but marked the tape recordings and picture sets as very good. Disc and tape recordings were marked unnecessary by one, picture sets and models as very limited but desirable. See Table XVI, page 71.

PHYSICAL FACILITIES

Quarters

The instructional materials center is located conveniently in relation to academic classrooms in three schools, moderately well located in three and poorly located in one. It has easy access to the loading and delivery area in three
TABLE XVI
NUMBER OF TITLES OF AUDIO-VISUAL MATERIALS OWNED BY SCHOOLS

<table>
<thead>
<tr>
<th>Types of materials</th>
<th>1***</th>
<th>2</th>
<th>3**</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion pictures</td>
<td>155</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td>786</td>
<td>172</td>
<td>325</td>
<td>350</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets of slides</td>
<td>160</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Disc recordings</td>
<td>77</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Tape recordings</td>
<td>20</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture sets</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluations of A/V resources both owned and rented

<table>
<thead>
<tr>
<th>Types of materials</th>
<th>1***</th>
<th>2</th>
<th>3**</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion pictures</td>
<td>4</td>
<td>4b</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td>M</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disc recordings</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tape recordings</td>
<td>4</td>
<td>M</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture sets</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***These librarians were unable to give any figures.
****These librarians failed to evaluate these resources.
schools, has moderately easy access in three, and is poorly located in reference to this area in one. Three libraries are of excellent size to provide good reading and study conditions, three are moderately good, and one is too small. One librarian thought a classroom in connection with the materials center should have been included; the others stated they have none and doubt its desirability. Six centers are lit, heated, and ventilated to meet acceptable standards; one is moderately so. Six centers have a very attractive appearance; one is moderately attractive. Six are acoustically treated; one is not and the desirability is doubted. Five have attractive, hygienic, and sound absorbent floor coverings; one said it is not needed; the other one said that it is missing but needed. Four librarians reported one or more conference rooms, easily supervised, for use by students and teachers; two rate such a room moderately satisfactory; one said it is missing but needed. Three centers have glass-enclosed offices; one reported an office moderately satisfactory; two have none and need them; one has none and doubts the need. All the libraries have work areas of adequate size; four said they are excellent; three felt them only moderately good. No library has a photographic darkroom but only one felt that one is needed. One has one available down the hall from the library. One
library has excellent preview facilities; three have good facilities; three have none but do need them. No library has excellent facilities for storage of materials, supplies, audio-visual equipment, and such other materials as need storage between periods of use. Five libraries have a moderate amount of storage room; two need much better storage areas than they now have. See Table XVII, page 74.

Two librarians stated that the space provisions are commendable; four thought them to be very good; one, good. The location of the instructional materials center was rated excellent by two, very good by four, and poor by one. Provisions for workroom and storage space were found excellent by one, very good by three, good by two, and fair by one. See Table XVII, page 74.

Furnishings and fixed equipment

One librarian, in the newest of the buildings, rated all furnishings excellent. One checked to indicate the presence of most of these furnishings but did not rate them. The other five said that adjustable shelving was excellent. Of these five, magazine shelving is excellent in two, very good in two, and missing but needed in one. Newspaper
### TABLE XVII

**PHYSICAL CHARACTERISTICS OF THE INSTRUCTIONAL MATERIALS CENTER**

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Schools 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional materials center is located well in relation to academic rooms</td>
<td>E E L S S S E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The center has easy access to loading and delivery area</td>
<td>S E L S E E S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The size of the center is adequate to provide good reading and study conditions</td>
<td>E L S S E E S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The center includes a classroom</td>
<td>L N M M N M N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The center is lighted, heated, and ventilated to meet acceptable standards for various purposes</td>
<td>E E E E S E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The center has attractive appearance</td>
<td>E E S E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is acoustically treated</td>
<td>E E M E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It has floor covering attractive, hygienic, and sound absorbent</td>
<td>E N L E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It includes one or more easily supervised conference rooms</td>
<td>E L S E E S E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It includes a glass-enclosed office</td>
<td>E L S E E S E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It includes a workroom of adequate size</td>
<td>E E S E E E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It includes a photographic darkroom</td>
<td>M L M M N N N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It contains preview facilities</td>
<td>L E S S L L S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It contains adequate storage facilities for materials; supplies, audio-visual equipment, and such material as is not immediately needed</td>
<td>S L S S L S S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluations**

| How adequate are the space provisions to meet the needs?                | 5 4 3 4 5 4 4 |
| How satisfactory is the location of the materials center?              | 5 4 1 4 4 4 5 |
| How adequate are the provisions for workroom and storage space?        | 5 2 3 4 4 3 3 |
shelving is excellent in three, missing but needed in one, and missing but unnecessary in one. Tables and chairs of suitable size and height in four are excellent; in one, very good. Desks and chairs for staff are excellent in three, very good in one, and missing but unnecessary in the remaining one. Four have an excellent charge desk, one a very good one, and one does not have one and needs it. The dictionary stand is excellent in five and good in one. Five have an excellent atlas stand; one needs one. Five catalog cases are excellent; one is good. Four have excellent vertical-file cabinets; one rated this item good; in one library there is need for such equipment. Three have excellent bulletin boards and display area; in three libraries such facilities are missing but needed. Three have excellent display cases; two do not need them; one has none and needs it. Four have excellent book trucks; two have none and need one. All have excellent typewriters. All have stools that are satisfactory or excellent. One has a satisfactory locker; the others have none and do not need any. Four have excellent sinks with hot and cold running water; one has a good one; one has none and needs it. Only two of these rate as excellent the cabinets, cases, shelving, or racks for storage of materials such as recordings, large posters, maps, prints, films, filmstrips,
slides, tapes, and realia; one has good storage facilities; three reported such storage facilities missing but needed. Three of the seven said that the furnishings are commendable; two thought them very good; two good. See Table XVIII, page 77.

Audio-visual equipment and facilities

All the libraries have at least one motion picture projector, six have 2"x2" slide projectors, and four have 3½"x4" slide projectors. Only five have radios, four have television sets, all have one or more record players, four have listening posts, three have disc recorders, and six have tape recorders. All have opaque projectors, five have overhead projectors, only two have filmstrip previewers, and five have wall screens.

All have portable tables for equipment. Three reported that the number of pieces of equipment is excellent, commending it. One did not rate the number, one said it is very good, and two thought it good. Only one commended the condition of the equipment; three thought it very good; two, good, one did not rate it. See Table XIX, page 78.
### TABLE XVIII

**FURNISHINGS AND FIXED EQUIPMENT OF THE INSTRUCTIONAL MATERIALS CENTER**

The center is provided with: | Schools | 1 | 2 | 3 | 4 | 5 | 6 | 7  
--- | --- | --- | --- | --- | --- | --- | --- |  
Adjustable shelving | E | E | E | E | E | E | E |  
Magazine shelving | E / S | E | E | E | S | E | L |  
Newspaper shelving | E | M | E | E | E | E | L |  
Tables and chairs of suitable size and height | E / S | E | E | E | E | E | E |  
Desks and chairs for staff | E / E | M | E | E | S | E | L |  
Charge desk | E / L | E | E | E | S | E | L |  
Dictionary stand | E / S | E | E | E | E | E | L |  
Atlas stand | E / L | E | E | E | E | E | L |  
Card catalog cases | E / S | E | E | E | E | E | L |  
Vertical-file cabinets | E / S | E | E | E | E | E | L |  
Bulletin boards and display area | E | E | L | L | L | E | L |  
Display cases | E | M | M | E | L | E | L |  
Book truck | E / L | E | E | E | E | E | L |  
Stools (sitting and step) | E | S | E | E | E | E | L |  
Locker | E | S | M | N | M | N | L |  
Sink with hot and cold running water | E / S | E | E | E | E | L | L |  
Cabinets, cases, shelving or racks for storage of materials such as recordings, large posters, maps, prints, films, filmstrips, slides, tapes, and realia | E / S | E | L | L | L | L | L |  

**Evaluation**

How adequately is the center furnished and equipped? | 5 | 3 | 3 | 5 | 5 | 4 | 4 |  

*This symbol is used to indicate the places where the librarians merely put a check mark instead of a letter or number.*
## TABLE XIX

**AUDIO-VISUAL EQUIPMENT AND FACILITIES FOR ITS USE**

<table>
<thead>
<tr>
<th>Type of equipment</th>
<th>Schools</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion picture projectors</td>
<td></td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrip 2&quot;x2&quot; slide projector</td>
<td></td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrip 3½&quot;x4&quot; slide projector</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television sets</td>
<td></td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record players</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening posts</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recorders, disc</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Recorders, tape</td>
<td>30</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opaque projectors</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overhead projectors</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrip previewers</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wall screens</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable tables for equipment</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evaluations

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
<th>5</th>
<th>3</th>
<th>5</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How adequate is the audio-visual equipment?</td>
<td></td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>How good is the condition of the audio-visual equipment?</td>
<td></td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
SPECIAL CHARACTERISTICS OF INSTRUCTIONAL MATERIALS SERVICES

This section of the Criteria asked for comments on the best and the poorest elements of the instructional materials services. Only five respondents gave such comments. The first question asked for the best elements or characteristics of the instructional materials services. The first librarian mentioned the adequate, beautiful new quarters, easy accessibility of facilities, and a good quality collection although the quantity is small. Another commended the well-cataloged collection, availability of magazines, and an up-to-date and accurate shelf-list. The third said the vocational materials are readily available to students; there is a good current periodical section; no restrictions are placed on the student use of facilities. The fourth mentioned attractive new quarters, a growing, useful collection of materials, an attractive browsing section with magazines and newspapers easily accessible, easy chairs and a davenport, an up-to-date shelf-list, and all materials readily accessible to students and teachers. The fifth felt that the location of the library is a strong point and an excellent and large reference collection especially worthy of mention.
The second question asked what services are most in need of improvement or in what respects the library is least adequate. One librarian mentioned the small size of the collection of both books and audio-visual materials. The second listed the inadequacy of the book collection, few back issues of magazines, uncataloged filmstrips and the lack of cross references in the card catalog. The third stated that the collection needs weeding, the vertical-file is only half reorganized, and, due to over-crowded conditions, many students are assigned to the library for study hall. The fourth listed lack of clerical help, lack of a special table for the users of the Reader's Guide, an inadequate workroom without a glass wall between it and the reading room, and the assignment of pupils to the library for study hall. The fifth mentioned that the card catalog needs complete revision, a budget is completely lacking, and the collection needs to be better balanced.

The third question asked for any improvements made within the last two years. One librarian listed the new quarters occupied for the first time in September of 1961. Another stated that file boxes for storage of magazines had been secured, the card catalog and the shelf-list have been brought up-to-date, and a new use area for the Reader's Guide
has been provided. The third mentioned that subject headings have been added to the card catalog, a vertical-file has been established, and a magazine file has been started. The fourth said that a vertical-file cabinet has been purchased and a file started, teacher personnel for study hall duty has been assigned for additional study periods, and analytics for the short story collection have been made. The fifth said that books have been added in the categories in which the collection was inadequate; that is, in history and science; a budget is now under consideration which would improve the business management of the library.

The fourth question asked what improvements are planned. One librarian expects additional teacher personnel to be assigned for study hall duty, freeing her to do more library work. One plans to continue improvement of the card catalog, to build a community resources file, and to catalog the audio-visual materials now in various classrooms. Another expects a major addition to the building to relieve the library of assigned study halls so that she can devote all of her time to providing better library service for both students and teachers. In another school, plans are being made to increase the seating capacity of the library and to provide better storage facilities for the periodicals.
The fifth question asked what carefully conducted studies of its own the school has made within the last two years. There was just one reply. In one school, an evaluation was completed this spring. The recommendations of that study are now under consideration.

GENERAL EVALUATION OF INSTRUCTIONAL MATERIALS SERVICES

One librarian felt that the instructional materials services, library and audio-visual, accord perfectly with the philosophy and objectives of her school. Five thought that they harmonize very well, and one just fairly well. Four believed that the services meet the needs of the students and school community very well, but three rated them only moderately good. One commended her school for its excellence in identifying problems in instructional materials services and seeking their solution. Four believed their schools do so very well, and two rated their schools good in this respect. See Table XX, Page 83.

If the mean evaluation score of the general evaluation points is computed, it might be possible to say that the schools can be arranged in the order of the effectiveness of their materials center as rated by the librarians. See Table XXI, page 83.
TABLE XX

LIBRARIANS' GENERAL EVALUATION OF INSTRUCTIONAL MATERIALS SERVICES

<table>
<thead>
<tr>
<th>General evaluations</th>
<th>Schools 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well do instructional materials services accord with the philosophy and objectives of your school?</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>How well do these services meet the needs of the students?</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>To what extent is the school identifying problems in such services and seeking their solution?</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mean evaluation score</td>
<td>4.3</td>
<td>4.3</td>
<td>3.7</td>
<td>3.3</td>
<td>3.3</td>
<td>4</td>
<td>3.7</td>
</tr>
</tbody>
</table>

TABLE XXI

ARRANGEMENT OF SCHOOLS BY MEAN EVALUATION SCORE

<table>
<thead>
<tr>
<th>Schools</th>
<th>Mean Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>7</td>
<td>3.7</td>
</tr>
<tr>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>5</td>
<td>3.3</td>
</tr>
</tbody>
</table>

It may be observed that all of the schools fall within one point, from 3.3 to 4.3, of each other.
CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to evaluate seven Indiana high school libraries of comparable size, to point out their strengths and weaknesses, and to locate areas in which improvement is needed. The evaluations were made by the librarians of these schools using "Section F, Instructional Materials Services," of the Evaluative Criteria of the National Study of Secondary School Evaluation with the addition of a list of reference books and one of magazines to be checked. All seven librarians replied although not completely.

One of the strongest points of these schools is the professional preparation of the librarians. All have baccalaureate degrees with adequate professional preparation in education and, with the exception of one, first-grade licenses in library science. The exception has a provisional license and is studying to earn her first-grade license as soon as possible. Two have the master's degree and two are studying for that degree. All of them show an awareness of what a good library program should be.
Another strong point lies in the quarters that five of these libraries now occupy in new buildings. Another will be able to expand and provide additional facilities when the junior high school is moved into new quarters soon.

Many weak points in the programs of the libraries were revealed by this study. The librarians seem to be well aware of these deficiencies.

The size of the book collection in each of these seven libraries is inadequate. Three have less than half the number of books per pupil recommended by the State of Indiana. Four librarians mentioned that the amount budgeted for the purchase or rental of printed and audio-visual materials is too low as compared to the state standards.

The difficulties of providing the kind of library program that should be available when the librarians have many non-professional duties to perform are great. Two mentioned the study halls assigned in the libraries that seem to be needed because of overcrowded conditions. Five mentioned the lack of clerical help which constitutes a great hindrance to achieving the best possible program. Part of the lack of professional services seem to be revealed by statements of needs such as catalog revision, cataloging of film-
strips and other audio-visual materials, revision of vertical-file materials, and lack of cross-references in the card catalog, all of which demand the librarians' professional knowledge.

The data regarding audio-visual resources and equipment were not complete. Where there is an audio-visual coordinator in addition to the librarian, the information given was rather limited because as the librarians indicated, they were replying from their own knowledge and records. However, it seems from the data that were submitted that the audio-visual programs in these schools are not very extensive.

The mean evaluation score for all categories in each school was computed. The schools were arranged in the order of these scores. For ease in comparison, the mean evaluation scores obtained from the general evaluations were included. See Table XXII, page 87.

It may be observed that the order is a little different in the second arrangement than it is in the first. The same two schools remain in the top position. The difference between the school at the top and the one on the bottom is only .8 of a point in the second arrangement, as contrasted to a difference of one point in the first arrangement.
TABLE XXII

COMPARISON OF SCHOOLS
BY MEAN EVALUATION
SCORES

<table>
<thead>
<tr>
<th>School</th>
<th>Mean Evaluation Score Obtained from General Evaluations</th>
<th>School</th>
<th>Mean Evaluation Score Obtained from Evaluations in all Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.3</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>2</td>
<td>4.3</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>6</td>
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</tr>
<tr>
<td>3</td>
<td>3.7</td>
<td>3</td>
<td>3.72</td>
</tr>
<tr>
<td>7</td>
<td>3.7</td>
<td>6</td>
<td>3.7</td>
</tr>
<tr>
<td>4</td>
<td>3.3</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>5</td>
<td>3.3</td>
<td>7</td>
<td>3.5</td>
</tr>
</tbody>
</table>

The **Evaluative Criteria** is difficult to apply and differences in interpretation make comparison of schools difficult. It has been suggested by many writers that the **Criteria** be revised. Although it is recognized that the most valuable elements of a school library program are difficult to measure by any means, the **Criteria** could be applied with more uniformity of results if guides were given to define the type of evidence to be used in making the evaluation.
BIBLIOGRAPHY
BIBLIOGRAPHY


Manual of Teacher Education Programs Approved as Guides for Certification and Accreditation. Indianapolis: Department of Public Instruction, 1962. 61 p. (Mimeographed.)


APPENDIX A
Instructional Materials Services—Library and Audio-Visual

GUIDING PRINCIPLES

The best teaching occurs when the student is brought into effective contact with important ideas and experiences in such a way that learning results and that the student will continue to seek further learning on his own initiative. Teachers, parents, peers, and contemporary institutions are the sources of many ideas and much information for students, but books have long been considered to be the primary means whereby ideas of enduring importance are recorded and communicated across the barriers of space and time; and libraries have traditionally accepted the responsibility for making books accessible and for encouraging their use. In recent years, however, there have been developed many new and wonderful devices which, while they cannot and should not replace books, offer their own unique contribution to the same ends, namely the recording and communication of ideas. Many schools have developed separate administrative organizations to provide the services that are peculiarly appropriate to these newer media of communication. Others have developed an integrated administrative unit, generally called the instructional materials center, which furnishes all the services usually associated with the library and, in addition, provides the services connected with audio-visual materials, radio, and television. The criteria that follow are intended for the evaluation of the entire range of instructional materials services, regardless of the degree to which their administration has been unified. Therefore the following terms have been employed throughout as referring both to the library and to audio-visual materials and services:

- instructional materials center—school library and audio-visual department,
- instructional materials staff—librarian and audio-visual personnel,
- instructional materials coordinator—librarian and audio-visual director,
- instructional materials—printed and audio-visual.

The major purpose of the instructional materials center is to serve the established aims of the total educational program by (1) providing a rich variety of materials, including books and other printed materials, recordings, still and motion pictures, filmstrips, and other audio-visual materials and resources, for use by teachers and students as individuals and in groups; (2) offering leadership in developing techniques for the use of various materials by teachers and students; (3) making available facilities, services, and equipment necessary for the selection, organization, and use of instructional materials; and (4) furnishing facilities for and assistance in the production of instructional materials and displays.

---

NAME OF SCHOOL

DATE

Self-evaluation by

---

NATIONAL STUDY OF SECONDARY SCHOOL EVALUATION

Formerly, Cooperative Study of Secondary School Standards


257
EVALUATIVE CRITERIA

Instructions

GENERAL

Members of school staffs making self-evaluations and members of visiting committees should understand that a regular part of the evaluation process consists in modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the stated philosophy and objectives of the school and with the characteristics of the school and community. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the school's philosophy and objectives and (2) characteristics of the school and community. Therefore, Section B, "Philosophy and Objectives," and Section C, "School and Community," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school conform to the philosophy and objectives of the school?" and "How well do they meet the needs of the school and community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the philosophy and objectives and to the needs of the school and community. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS (See Manual, pp. 3-4, 8)

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters:
- E Provision or condition is made extensively.
- S Provision or condition is made to a moderate extent.
- L Provision or condition is very limited or missing but needed.
- M Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
- N Provision or condition is not desirable or does not apply.

When an item contains statements such as "Courses are required for all students ..." or "All teachers have the following qualifications ..." the intention is to indicate the upper limit for those items. It is not implied that the provision must be present to the full extent stated in order to use the rating "E."

EVALUATIONS (See Manual, pp. 3-4, 9)

Evaluations are the best judgments of the staff in the self-evaluation and normally are reviewed by the members of the visiting committee. These judgments are made after consideration of such evidence as (1) the local staff members' observation and analysis of the work of the school, discussions of faculty committees, study of relationships with the community, and (2) the visiting committee's observations, conferences with students, consultations with staff members, discussions within the visiting committee.

When one makes a judgment upon what is included in an evaluation item, using the ratings defined below, he should consider in the light of his whole experience how well the school is fulfilling its objectives and the needs of the students.

5.—Excellent: the provisions or conditions are extensive and are functioning excellently.
4.—Very good:*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3.—Good: the provisions or conditions are moderately extensive and are functioning well.
2.—Fair:*
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.
1.—Poor: the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.
M.—Missing: the provisions or conditions are missing but their need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Items marked "M" do not affect the graphic summary for the school. The visiting committee should discuss in the written report any evaluations marked "M" which the school should consider further.
N.—Does not apply: the provisions or conditions are missing but do not apply, or they are not desirable for the youth of this school or community, or they do not conform to the school's philosophy and objectives.

COMMENTS (See Manual, p. 9)

The school should enter in the proper spaces any notes or qualifications which will help to explain its responses or make more complete the description of its practices in the given area. If space allowed is insufficient, write in the margins or attach a sheet of paper.

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," and "2a" or "2b."
I. Instructional Materials Staff (Library and Audio-Visual)

A. NUMERICAL ADEQUACY

CHECKLIST

( ) 1. A staff member with special qualifications for the work is charged with responsibility for instructional materials services.

( ) 2. A professional audio-visual coordinator is charged with responsibility for audio-visual services.

( ) 3. Additional qualified personnel are provided as needed (both in library and audio-visual services). Describe:

( ) 4. Adult clerical assistance is provided.

( ) 5.

( ) 6.

SUPPLEMENTARY DATA

1. Full-time equivalence of all professional librarians.
2. Full-time equivalence of all professional audio-visual personnel.
3. Full-time equivalence of adult clerical assistants.
4. Number of student assistants on a volunteer basis.
5. Total number of hours per week provided by the volunteer student assistants.
6. Total number of teacher hours per week by teachers who are assigned to instructional materials duty.
7. Describe assistance in personnel given by state, county, district, or other agency.

EVALUATIONS

( ) a. How adequate is the number of instructional materials personnel to meet needs?

( ) b. How adequate is the provision for adult clerical assistance?

COMMENTS

B. PREPARATION

(For detailed Information, consult Section K, "Individual Staff Member."

CHECKLIST

The members of the professional instructional materials staff have the following preparation:

( ) 1. A broad general education equivalent to the baccalaureate degree.

( ) 2. Professional courses in education equivalent to those required for teacher certification.

( ) 3. Successful teaching experience or experience in an organized internship program.

( ) 4. Advanced professional preparation leading to a knowledge of such fields as reading instruction, curriculum development, guidance services, mass communication, and research.

Specialized preparation in:

( ) 5. The administration of the instructional materials program.

( ) 6. The selecting and securing of printed and audio-visual materials.

( ) 7. The selecting, maintaining, and operating of audio-visual equipment.

( ) 8. The organization of instructional materials including classifying, cataloguing, processing, and distributing.

( ) 9. The use of reference tools.

( ) 10. The use of instructional materials.

( ) 11. The production of simple and inexpensive instructional materials.

( ) 12.

( ) 13.

EVALUATIONS

( ) a. How adequate is the general preparation of the instructional materials staff?

( ) b. How adequate is the professional preparation of the instructional materials staff?

( ) c. How well do professional staff members keep in touch with current developments in instructional materials?

COMMENTS
C. STATUS

CHECKLIST

( ) 1. Instructional materials personnel (librarian, audio-visual director, coordinator) have status consistent with their responsibilities.
( ) 2. Salaries of the instructional materials staff are consistent with those of other faculty members.
( ) 3. Additional compensation is provided for services required during regular vacation periods.
( ) 4. Instructional materials personnel have time assigned to carry on their specialized duties.
( ) 5. Provisions for leaves of absence, sick leave, and retirement apply to the instructional materials staff members.
( ) 6. The members of the professional staff participate in faculty meetings.
( ) 7. The members of the professional staff are on curriculum and other committees.
( ) 8.
( ) 9.

EVALUATION

( ) a. How satisfactory is the status of the professional members of the instructional materials staff?

COMMENTS

D. RESPONSIBILITIES

CHECKLIST

Members of the instructional materials staff:

( ) 1. Exercise leadership in the development of policies for the selection and use of instructional materials.
( ) 2. Provide cooperative supervision of activities of students using the instructional materials center.
( ) 3. Organize all instructional materials for convenience, availability, and effective use.
( ) 4. Keep chief school administrators informed of the needs and services relating to the instructional materials program.
( ) 5. Provide professional services throughout the day.
( ) 6. Study the work of the elementary schools as well as that of the secondary school so that effective articulation and coordination in the use of instructional materials in the secondary school curriculum are promoted.
( ) 7. With cooperation of teachers, keep collection functional by systematic weeding.
( ) 8. Conduct periodic inventories of instructional materials wherever located.
( ) 9. Maintain a clearinghouse of information, including an up-to-date file, concerning community resources for instructional purposes.
( ) 10. Contribute to the public relations activities of the school.
( ) 11. Cooperate with community agencies in increasing the effectiveness of instructional materials and services in the community.
( ) 12. Encourage public support of instructional materials services.
( ) 13. Participate in the activities of professional organizations.
( ) 14. Contribute to knowledge through research and publication in the instructional materials field.
( ) 15. Coordinate procurement of instructional materials and equipment purchased by individual departments.
( ) 16. Encourage teachers to bring classes and small groups to use instructional materials for study and research.
( ) 17. Encourage teachers to order materials, equipment, and services far in advance of date of use.
( ) 18.
( ) 19.

EVALUATION

( ) a. How effectively do professional staff members carry out their responsibilities for instructional materials services?

COMMENTS
E. SERVICES

1. Services for Teachers and Administrators:

CHECKLIST

Members of the instructional materials staff:

( ) 1. Share with teachers the indexes and published bibliographies of instructional materials and assist teachers in selecting printed and audiovisual materials for classroom planning.

( ) 2. Systematically inform teachers of new materials and equipment that have been acquired.

( ) 3. Assist in planning for effective use of instructional materials and equipment.

( ) 4. Inform teachers systematically of student interests and needs as observed in the use of instructional materials.

( ) 5. Assist teachers in the development of reading lists.

( ) 6. Cooperate with teachers in providing materials and preparing exhibits for bulletin boards and other displays.

( ) 7. Provide professional materials.

( ) 8. Provide facilities and assistance in the production of simple and inexpensive instructional materials.

( ) 9. Order and schedule the use of instructional materials rented or borrowed.

( ) 10. Train and schedule projectionists for audiovisual equipment.

( ) 11. 

( ) 12.

2. Services for Students:

CHECKLIST

Members of the instructional materials staff:

( ) 1. Cooperate with other members of the instructional staff in systematically acquainting students with the proper and effective use of instructional materials.

( ) 2. Guide students in their selection of books and other instructional materials in terms of their abilities and interests.

( ) 3. Assist students to develop discrimination in reading, viewing, and listening.

( ) 4. Provide educational and vocational experience for students through an organized student-assistant program.

( ) 5. Help to develop desirable attitudes in the care of school property.

( ) 6. Assist student organizations to use resources of center in the promotion of their projects.

( ) 7.

( ) 8.

SUPPLEMENTARY DATA

1. Average daily attendance (number of students) in the library ____________

EVALUATIONS

( ) a. How adequately do members of the instructional materials staff aid teachers and administrators in the effective use of instructional materials and equipment?

( ) b. How adequately do members of the instructional materials staff work with teachers in selecting materials for use?

( ) c. How adequately do members of the staff keep teachers and administrators informed of the status of and the need for instructional materials services?

( ) d. How adequately do members of the staff help in the production of appropriate instructional materials?

( ) e. How adequately do members of the instructional materials staff help students make effective use of instructional materials?

( ) f. How cooperative are students and teachers in the care and maintenance of instructional materials and equipment?

( ) g. How effectively do students use the materials and facilities for leisure activities?

COMMENTS
II. Organization and Management

A. FINANCIAL PROVISIONS

CHECKLIST

( ) 1. The head (or director) of the instructional materials services, after consulting with members of the faculty, constructs a detailed budget.

( ) 2. A sum of money is budgeted for the instructional materials program.

( ) 3. Budget allotments for instructional materials and equipment may be spent as needed any time during the school year.

( ) 4. The school accounting system facilitates the payment of postage, rental fees, and the disbursement of funds for small purchases of materials and services.

( ) 5. Accurate and current records are kept showing funds available, disbursement, encumbrances, balances, and income.

The budget provides for:

( ) 6. Purchase of books, periodicals, newspapers, and pamphlets.

( ) 7. Purchase of audio-visual materials.

( ) 8. Rental of motion picture films and other materials.

( ) 9. Purchase and maintenance of audio-visual equipment.

( ) 10. Care, repair, and rebinding of printed materials.

( ) 11. Purchase of professional literature, institutional memberships in professional organizations, and professional travel.

( ) 12. Purchase of supplies and equipment for the production of instructional materials.

( ) 13. 

( ) 14.

SUPPLEMENTARY DATA

1. Enter expenditures for the past three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Purchase of materials:
- Books .......................................................... $
- Periodicals ..................................................
- Newspapers ..................................................
- Pamphlets .....................................................
- Motion pictures .............................................
- Filmstrips ...................................................
- Recordings ...................................................
- Care—repair, rebinding books ..............................
- Care—audio-visual materials ..............................
- Miscellaneous ............................................... 

Rental and transportation of materials ........................

Equipment—purchase ............................................

Equipment—repair ..............................................

Professional literature ........................................

Institutional memberships ....................................

Professional travel ............................................

Totals ..............................................................

EVALUATIONS

( ) a. How adequate are funds for the purchase of printed materials?

( ) b. How adequate are funds for the purchase and production of audio-visual materials?

( ) c. How adequate are funds for equipment purchase and repair?

( ) d. To what extent do the budgetary procedures contribute to effective service?

COMMENTS
B. SELECTION OF MATERIALS AND EQUIPMENT

CHECKLIST

1. A process of evaluation of the effectiveness of more expensive materials is maintained and applied to the selection of other materials.
2. Filmed and recorded materials are reviewed before purchase.
3. A file of film and television study guides (teacher guides) is consulted.
4. Equipment is selected on the basis of established mechanical and performance specifications.
5. Subscription books and sets of books are selected from standard lists after consulting the ALA Booklist and Subscription Books Bulletin.

The following factors receive consideration in the selection of instructional materials:

6. Present and potential academic and recreational interests and needs of students.
7. Range of intelligence of students.
8. Range of reading ability of students.
9. Educational objectives of the total curriculum.
10. The informational content of the curriculum.
12. Inquiry data—types and content of materials called for.
13. Data on circulation or the extent of use of materials of various types.
15. Quality of materials in terms of accuracy of content and approach, attractiveness, and durability.
16. Availability of similar or other equivalent materials from nonschool sources.
17. Evidence of the educational effectiveness of materials as determined by teacher evaluations prior to use.
18. Evidence of effectiveness of instructional materials as based on actual use.
19. Special community interests and needs.
20. 
21. 

EVALUATIONS

a. How adequate are provisions for the selection of instructional materials and equipment in terms of the needs of the educational program?

b. How effectively are teachers involved in the selection of materials?

COMMENTS
C. CLASSIFYING, CATALOGUING, AND PROCESSING OF MATERIALS

CHECKLIST
( ) 1. All instructional materials, printed and audio-visual, of permanent value are accessioned, classified, and catalogued centrally regardless of where these materials are housed.
( ) 2. Instructional materials are classified.
( ) 3. A card catalogue is maintained, with author (or producer, in the case of audio-visual materials), title, and subject cards for each title, where necessary.
( ) 4. Information about the acquisition of materials is kept in an accession book or on the shelf-list card.
( ) 5. A shelf-list file is maintained and kept up to date.
( ) 6. All periodicals, pamphlets, and ephemeral materials are organized for easy accessibility and effective use.
( ) 7.
( ) 8.

EVALUATIONS
( ) a. How adequately are books organized for effective use?
( ) b. How adequately are periodicals, pamphlets, and similar materials organized for effective use?
( ) c. How adequately are the audio-visual materials organized for effective use?
( ) d. How accurate and up to date are the card catalogue and shelf-list files?

COMMENTS
D. ACCESSIBILITY OF INSTRUCTIONAL MATERIALS SERVICES

CHECKLIST

1. The instructional materials are available for student and teacher use before the beginning of the daily program of classes.
2. The instructional materials are available continuously throughout the day including lunch periods.
3. The instructional materials are available as long after the close of classes as their use warrants.
4. Students have access to the instructional materials during class periods, including study halls.
5. Open-shelf facilities are provided.
6. A flexible and efficient loan system has been developed.
7. Audio-visual equipment is available in sufficient quantity to avoid inconvenience and delay in its use.
8. Audio-visual equipment is stored in several areas throughout the building to be available when needed.

EVALUATIONS

a. How accessible are instructional materials?
b. How accessible is audio-visual equipment?

COMMENTS

E. CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT

CHECKLIST

1. Books and other printed materials are properly shelved or filed.
2. Books and other printed materials are repaired and rebound according to accepted library standards.
3. Periodicals are reinforced or placed in protective covers.
4. Audio-visual materials are periodically inspected and repaired.
5. Records of the use of equipment are maintained.
6. Records are maintained on the repair of audio-visual materials and equipment.
7. Equipment is tagged and serial numbers of equipment are recorded.
8. Storage facilities are available to meet the peculiar conditions, such as those of temperature and humidity, required by certain audio-visual materials and equipment.

EVALUATIONS

a. How adequate are provisions for care and maintenance of instructional materials?
b. How adequate are provisions for care and maintenance of audio-visual equipment?

COMMENTS
### III. Materials

#### A. PRINTED MATERIALS

1. **Books** *(Fill in requested numerical data and evaluation):*

<table>
<thead>
<tr>
<th>Classifications</th>
<th>Number of Different Titles</th>
<th>Number of Volumes</th>
<th>Number of Titles Copyrighted within Five Years</th>
<th>EVALUATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 General works</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 Philosophy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200 Religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300 Social sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>400 Philology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500 Pure science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600 Useful arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700 Fine arts, recreation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>800 Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>900 History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>910 Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>92–920 Biography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Fiction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>XXX</strong></td>
</tr>
</tbody>
</table>

**COMMENTS**
Instead of Question 8, page 267, please check this list of magazines and add any others that your library receives:

- Booklist
- Library Journal
- Wilson Library Bulletin
- America
- American Heritage
- American Home
- Art in America
- Athletic Journal
- Atlantic Monthly
- Better Homes and Gardens
- Boy's Life
- Clearing House
- Coed
- Consumer Reports
- Current
- Current History
- Farm Journal
- Education Digest
- Field and Stream
- Flying
- Good Housekeeping
- Harper's
- Holiday
- Horizon
- Hot Rod
- House and Garden
- Ladies Home Journal
- Life
- Look
- McCall's

Mechanix Illustrated
NEA Journal
N.Y. Times Magazine
Nation
National Geographic
National Review
Natural History
New Republic
Newsweek
Outdoor Indiana
Outdoor Life
Parents
Popular Mechanics
Popular Science
Reader's Digest
Saturday Evening Post
Saturday Review
School Arts
Science Digest
Science News Letter
Scientific American
Senior Scholastic
Seventeen
Skin Diving
Sport
Sports Illustrated
Successful Farming
Time
Today's Health
U.S. News and World Report

Others (Please specify)
Please check this list of reference books:

Abridged Reader's Guide
Reader's Guide
Collier's Encyclopedia
Compton's Encyclopedia
Encyclopedia Americana
Encyclopedia Britannica
World Book Encyclopedia
Famous First Facts
Facts about the Presidents
New Century Cyclopedia of Names
Bullfinch's Mythology
Information Please Almanac
World Almanac
Lincoln Library
Statesman's Yearbook
Statistical Abstract
New Dictionary of American Politics-Smith
Congressional Directory
American Book of Days
Occupational Outlook Handbook
College Blue Book
Etiquette-Post
Etiquette-Vanderbilt
Dictionary of Word Origins
Webster's Dictionary of Synonyms
Fowler's Dictionary of Modern English
Rodale-Phrase Finder
Rodale-Word Finder
Merriam-Webster Unabridged Dictionary
French Dictionary
Spanish Dictionary
Latin Dictionary
Brewer's Dictionary of Phrase and Fable
Reader's Encyclopedia
Bartlett's Familiar Quotations
Stevenson's Home Book of Quotations
Stevenson's Home Book of Verse
Webster's Biographical Dictionary
American Authors
British Authors Before 1800
British Authors of the Nineteenth Century
Twentieth Century Authors
Twentieth Century Authors Supplement
Dictionary of American Biography
Current Biography
Rand McNally atlas
Historical atlas
Atlas of American History
Webster's Geographical Dictionary
Langer-Encyclopedia of World History
Dictionary of American History
Modern Science Dictionary
Van Nostrand's Scientific Encyclopedia
Handbook of Chemistry and Physics
Gray's Manual of Botany
Comstock-Handbook of Nature Study
2. Periodicals and Newspapers:

CHECKLIST

( ) 1. Periodicals and newspapers are provided which include general coverage of a variety of subjects pertinent to the educational program.

( ) 2. Periodicals are provided which are adapted particularly to adolescent boy interests and needs.

( ) 3. Periodicals are provided which are adapted particularly to adolescent girl interests and needs.

( ) 4. Periodicals and newspapers are provided which meet faculty needs.

( ) 5. Periodicals and newspapers are provided which include different editorial points of view.

( ) 6. A general periodical index is available (e.g., Readers' Guide).

( ) 7. Periodicals indexed in the Guide are kept for a period of three to five years and are accessible.

( ) 8. Periodicals are provided which emphasize one or more of the various areas of the curriculum, reflect the world scene, and appeal to the interests and needs of the teachers and students. Check the areas represented:

____ Agriculture.
____ American scene.
____ Arts.
____ Aviation and rocketry.
____ Book reviews and creative writing.
____ Business and economics.
____ Dance.
____ Drama and theater.
____ Family and consumer education.
____ Fashion and beauty aids.
____ Geography and travel.
____ Handicrafts.
____ Health and safety.
____ Homemaking.
____ Mathematics.
____ Mechanical arts.
____ Music.
____ National and world affairs.
____ Nature study.
____ Occupations.
____ Outdoor life.
____ Photography.
____ Physical education.
____ Radio and television.
____ Religion.
____ School and club activities.
____ Science.
____ Social problems.
____ Sports.
____ Trade and industry.
____ Vocational education.
____ Other.

EVALUATIONS

( ) a. How adequate are the periodicals to meet student needs and interests?

( ) b. How adequate are the periodicals to meet faculty needs?

( ) c. How accessible are the files of back numbers of periodicals?

COMMENTS
3. Vertical-File Materials:

**CHECKLIST**

1. Vertical-file materials provide for the various areas of the curriculum and guidance needs, reflect the local and world scene, and appeal to the interests and needs of the teachers and students.

2. Provision is made for keeping vertical-file materials up to date.

3. Vertical-file materials are readily accessible.

**EVALUATIONS**

- a. How adequate is the supply of vertical-file materials?
- b. To what degree are vertical-file materials kept up to date?

**COMMENTS**

---

**B. AUDIO-VISUAL MATERIALS**

(Checklists are provided in sections II A–E above.)

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number of Titles Owned by or Permanently Accessioned to School</th>
<th>Number of Titles Rented or Borrowed from Outside Sources during the Most Recent Year</th>
<th>Number of Titles Borrowed from School System Central Depository during the Most Recent Year</th>
<th>EVALUATIONS How satisfactory are the resources in audio-visual aids?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion pictures</td>
<td></td>
<td></td>
<td></td>
<td>( ) a.</td>
</tr>
<tr>
<td>Filmstrips</td>
<td></td>
<td></td>
<td></td>
<td>( ) b.</td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td></td>
<td></td>
<td>( ) c.</td>
</tr>
<tr>
<td>Disc recordings</td>
<td></td>
<td></td>
<td></td>
<td>( ) d.</td>
</tr>
<tr>
<td>Tape recordings</td>
<td></td>
<td></td>
<td></td>
<td>( ) e.</td>
</tr>
<tr>
<td>Picture sets</td>
<td></td>
<td></td>
<td></td>
<td>( ) f.</td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td></td>
<td></td>
<td>( ) g.</td>
</tr>
<tr>
<td>Others (list)</td>
<td></td>
<td></td>
<td></td>
<td>( ) h.</td>
</tr>
</tbody>
</table>
IV. Physical Facilities

A. QUARTERS

CHECKLIST

( ) 1. The instructional materials center is located conveniently in relation to academic classrooms.

( ) 2. The instructional materials center has easy access to the loading and delivery area.

( ) 3. The size of the center is adequate to provide good reading and study conditions.

( ) 4. The instructional materials center includes a classroom.

( ) 5. The instructional materials area is lighted, heated, and ventilated to meet acceptable standards for the various purposes served.

( ) 6. The instructional materials center has an attractive appearance.

( ) 7. The instructional materials center is acoustically treated.

( ) 8. The instructional materials center has floor covering that is attractive, hygienic, and sound absorbent.

( ) 9. The instructional materials center includes one or more easily supervised conference rooms for use by students and teachers.

( ) 10. The center includes a glass-enclosed office.

( ) 11. The instructional materials center includes a workroom of adequate size.

( ) 12. The instructional materials center includes a photographic darkroom.

( ) 13. The instructional materials center contains preview facilities for use by students and teachers.

( ) 14. The instructional materials center includes adequate storage facilities for materials and supplies, audio-visual equipment, and such audio-visual materials as are not immediately needed by students and teachers.

( ) 15.

( ) 16.

EVALUATIONS

( ) a. How adequate are the space provisions to meet needs?

( ) b. How satisfactory is the location of instructional materials?

( ) c. How adequate are the provisions for workroom and storage space?

COMMENTS
B. FURNISHINGS AND FIXED EQUIPMENT

CHECKLIST

The instructional materials center is provided with the following:

1. Adjustable shelving.
3. Newspaper shelving.
4. Tables and chairs of suitable size and height.
5. Desks and chairs for staff.
6. Charging desk.
9. Card catalogue cases.
12. Display cases.
13. One or more trucks for instructional materials and equipment.
14. Typewriter.
15. Stools (sitting and step).
16. Locker.
17. Sink and hot and cold running water.
18. Cabinets, cases, shelving, or racks for storage of materials, such as recordings, large posters, maps, prints, films, filmstrips, slides, tapes, and realia.
19. 
20. 

EVALUATIONS

a. How adequately is the center furnished and equipped?

COMMENTS
C. AUDIO-VISUAL EQUIPMENT AND FACILITIES

CHECKLIST

1. Audio-visual equipment is provided (insert number below):
   ( ) Motion picture projectors ______.
   ( ) Filmstrip—2 X 2 slide projectors ______.
   ( ) Filmstrip—3 X 4 slide projectors ______.
   ( ) Radios, AM-FM ______.
   ( ) Television sets ______.
   ( ) Record players:
       1 speed ______.
       3 speed ______.
       4 speed ______.
   ( ) Listening posts with earphones ______.
   ( ) Recorders, disc ______.
   ( ) Recorders, tape ______.
   ( ) Opaque projectors ______.
   ( ) Overhead projectors ______.
   ( ) Filmstrip previewers ______.
   ( ) Wall screens ______.
   ( ) Portable tables on which to rest and transport equipment ______.
   ( ) Others ______.

( ) 2. Equipment for the production of graphic and photographic materials.

( ) 3.

( ) 4.

EVALUATIONS

( ) a. How adequate is the audio-visual equipment?
( ) b. How good is the condition of audio-visual equipment?

COMMENTS
V. Special Characteristics of Instructional Materials Services

1. What are the best elements or characteristics of the instructional materials services?
   a. 
   b. 
   c. 

2. In what respects are instructional materials services least adequate or in greatest need of improvement?
   a. 
   b. 
   c. 

3. In what respects have they been improved within the last two years?
   a. 
   b. 
   c. 

4. What improvements are now being made or are definitely planned for the immediate future?
   a. 
   b. 
   c. 

5. What carefully conducted studies of its own problems in this field has the school made within the last two years or is it now making?
   a. 
   b. 
   c. 

VI. General Evaluation of Instructional Materials Services

EVALUATIONS

( ) a. How well do instructional materials services, library and audio-visual, accord with the philosophy and objectives described in Section B?

( ) b. How well do instructional materials services, library and audio-visual, meet the needs of the students and school community indicated in Section C?

( ) c. To what extent is the school identifying problems in instructional materials services, library and audio-visual, and seeking their solution?
Schools in Indiana are certified or commissioned by the Commission on General Education of the Indiana State Board of Education. To receive a certificate or a commission a school shall write to the State Department of Public Instruction, Inspection Division, and request a copy of the Annual School Report Blank. This report, properly filled out, constitutes a request for visitation of the school by the Inspector. The school is then evaluated and a recommendation is made to the Commission on General Education. This Commission will then issue to the school which meets the standards a certificate or commission covering all the work offered in that school. The commission will indicate the grades included, i.e., 1-12, 7-12, 9-12, 10-12, 7-9, 7-8, or 1-6. The term of the Certificate is one year; of a Continuous Commission, two years; of a First-Class Commission, three years; of a Special First-Class Commission, five years. A certificate or commission remains in force until the school is reinspected unless it is revoked for cause.

The type of rating received by the school is determined by certain standards set up for each classification. The basic
standards for a Certified school include a minimum school year of thirty-two weeks; a properly licensed principal and teachers; a library; a minimum annual expenditure for library materials of $1.25 per pupil enrolled; a school plant properly cared for; two curricula in high school; at least one year's work in fine arts; one year in practical arts for both boys and girls; a lunch program, if there is one, under the control of the principal; half-time for administrative duties for a principal in a school with 250 or more pupils.

A Continuous Commissioned school must meet these standards and, in addition, must have a school year of at least thirty-four weeks; the principal properly licensed; high school teachers with baccalaureate degrees; elementary teachers with at least seventy-two hours of professional training; a library with a teacher in charge who has a license in library science; three curricula in high school; a minimum annual expenditure for library materials of $1.50 per pupil enrolled; an adequate gymnasium and physical education facilities; a guidance program with a director in charge having at least five hours of guidance courses; an audio-visual director having at least five semester hours of audio-visual education courses.

Additional standards for a First-Class Commission
include a thirty-six week year; a principal with the appropriate license plus forty hours of approved graduate credit; all teachers with baccalaureate degrees; at least four curricula offered; art and music taught in all elementary grades and offered in high school; $2.00 per pupil spent annually for library materials; all recitation periods fifty-five minutes in length; a teacher with a Provisional Certificate in library science with at least six additional semester hours or a First-Grade certificate in library science.

For a Special First-Class Commission, the principal shall have sixty hours of graduate work and the proper license; at least 65 per cent of the teachers shall have the master's degree until July 1, 1965 when 70 per cent will be required and on July 1, 1970 when 75 per cent will be required; the minimum school year shall be thirty-eight weeks long; the annual expenditure for library materials shall be $2.50 per pupil. Additional criteria shall be used in evaluating the school for commissioning.

Provisions are made so that a school may meet higher standards and become commissioned in a higher classification.

APPENDIX C
APPENDIX C

Magazines listed by all seven librarians:

Wilson Library Bulletin
Atlantic Monthly
Ladies Home Journal
Life
National Geographic
Newsweek
Popular Science
Reader's Digest

Saturday Evening Post
Saturday Review
Science News Letter
Seventeen
Time
Today's Health
U.S. News and World Report
Holiday

Magazines listed six times:

Booklist
Farm Journal
Good Housekeeping
Popular Mechanics

School Arts
Science Digest
Sport

Magazines listed five times:

America
Athletic Journal
Better Homes and Gardens
Education Digest
Field and Stream

Flying
Look
NEA Journal
Parents
Senior Scholastic

Magazines listed four times:

Library Journal
American Heritage
Boy's Life
Clearing House
Consumer Reports
Current History

Hot Rod
McCall's
Natural History
Scientific American
Sports Illustrated
Magazines listed three times:

<table>
<thead>
<tr>
<th>Coed</th>
<th>School Musician</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York Times Magazine</td>
<td>Today's Secretary</td>
</tr>
<tr>
<td>Outdoor Life</td>
<td>Vogue</td>
</tr>
<tr>
<td>Successful Farming</td>
<td></td>
</tr>
</tbody>
</table>

Magazines listed twice:

<table>
<thead>
<tr>
<th>Arts and Activities</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education World</td>
<td>Outdoor Indiana</td>
</tr>
<tr>
<td>Educational Screen and A/V</td>
<td>Scholastic Coach</td>
</tr>
<tr>
<td>Guide</td>
<td>Scholastic Editor</td>
</tr>
<tr>
<td>Journal of Health, Physical Education and Recreation</td>
<td>School Shop</td>
</tr>
<tr>
<td>Mademoiselle</td>
<td>Sporting News</td>
</tr>
<tr>
<td>Mathematics Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Industrial Arts and Vocational Education

Magazines listed once:

<table>
<thead>
<tr>
<th>American Girl</th>
<th>Motor Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americas (Eng.)</td>
<td>Mechanix Illustrated</td>
</tr>
<tr>
<td>Americas (Sp.)</td>
<td>National 4H News</td>
</tr>
<tr>
<td>Business Week</td>
<td>National Review</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Nation's Business</td>
</tr>
<tr>
<td>Craft Horizons</td>
<td>New Republic</td>
</tr>
<tr>
<td>Current</td>
<td>Skin Diver</td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>English Journal</td>
<td></td>
</tr>
<tr>
<td>Electronic World</td>
<td></td>
</tr>
<tr>
<td>Forecast for Home Economics</td>
<td></td>
</tr>
<tr>
<td>Hoard's Dairyman</td>
<td></td>
</tr>
<tr>
<td>Home Craftsman</td>
<td></td>
</tr>
<tr>
<td>Instrumentalist</td>
<td></td>
</tr>
<tr>
<td>La Jeunesse</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D
APPENDIX D

REFERENCE BOOKS LISTED
ONCE, TWICE, AND THREE TIMES

Books listed three times:

College Blue Book
Gray's Manual of Botany
Historical Atlas
Webster's Geographical Dictionary

Books listed twice:

Kane's Facts about the Presidents
Smith's New Dictionary of American Politics
Congressional Directory
Fowler's Dictionary of Modern English
Rodale's Phrase Finder
Modern Science Dictionary
Comstock's Handbook of Nature Study
Langer's Encyclopedia of World History

Books listed once:

Rodale's Word Finder