A SURVEY OF THE PRACTICES, PRINCIPLES AND FACILITIES
OF THE WILLIAMSON HIGH SCHOOL LIBRARY,
MOBILE, ALABAMA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE
IN LIBRARY SERVICE

BY
CAROLYN LOLITA BOLDEN RHODES

SCHOOL OF LIBRARY SERVICE

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CHAPTER I

INTRODUCTION

In the schools of today phases of the modern educational program must be infused into the total curriculum so that the students will acquire the maximum benefit from their high school education. The school library must assuredly be considered an integral part of the over-all school program, and its function in the development of the student is of no little importance.

Because learning is an individual matter, an effective school program must embrace a wide range of learning experiences commensurate to the individual differences of pupils. These experiences can best be facilitated through a service that provides a large quantity of materials, varying in difficulty and appeal, and an administrative person possessing broad general knowledge and certain specialized knowledge and skills including an understanding of educational psychology. The major share of this responsibility falls most logically to the school librarian.¹

The school library plans an important role in implementing

the general educational objectives of the school. It is constantly concerned with working cooperatively with teachers and pupils to enhance the total development of the pupils.

In addition to fostering the intellectual growth of the pupils, the library has a definite contribution to make toward their social, emotional and vocational adjustment. It must serve not only as a laboratory for reference work for class activities, but as a place for leisure reading and browsing and sometimes as a guidance center. If it is to perform these services effectively, then some thought must be put into its planning.¹

Some school libraries are not deliberately planned to meet the needs of the school community; their materials and program evolve more or less opportunistically. Such school libraries urgently need a systematic appraisal as a first step toward planning improvements. Essentially it is upon this kind of library that attention is focused in the present study.

The library at Williamson High School evolved as one phase of the school expansion program of the Mobile County Board of Education. It began in 1953 when the Board activated an add-a-grade-a-year plan and ended in 1957 when the school operated for the first time with a completed high school department. During the period of expansion

little or no planning went into the development of the Williamson High School Library.

**Purpose and Scope**

This survey, conducted during the 1958-59 academic year, was made to determine how adequately the library at Williamson High School serves the faculty and student body and how well this library measures up to accepted standards. More specifically, the purpose of this study was to survey the library at Williamson High School in an effort to answer the following questions: What are the practices and principles that exist in the library program? How adequate are the library facilities? To what extent are the facilities used?

This study should be helpful in the future planning of the Williamson High School Library and of other school libraries in the local area that may be in the process of expanding. It may also be used as a standard against which the growth and development of the Williamson High School can be measured in the future.

**Methodology**

The normative survey method of research was used in this study. The procedure used for collecting data is based on suggestions by Frances Henne and others in *A Planning Guide for High School Libraries*.1

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The data for the community background information were obtained from The Mobile Visitor\(^1\) and the Statistical Abstract of the United States\(^2\). Interviews were used to secure information concerning the history of the school.

Questionnaires were administered to the faculty and student body to obtain data on the use of the library. A comparison of the holdings in the Williamson High School Library with the titles in the Standard Catalog for High School Libraries\(^3\) and the Basic Book Collection for High Schools\(^4\) provided an appraisal of the book collection. The magazine holdings were appraised by comparing the collection with areas of interest found in the Basic Book Collection for High Schools\(^5\) and Magazines for School Libraries\(^6\). The per pupil


\(^5\) Ibid.

expenditures of Williamson High School Library were compared with the minimum per pupil expenditures suggested by the Alabama State Accrediting Agency. A brief summary of the total library budget was prepared in order to show how it was allocated.

Community Background

Mobile is the second largest city in the state of Alabama and one of the oldest cities in the state. It was founded in 1702 by Sieur de Bienville. From 1702 to 1720 Mobile served as the first official capital of the huge section then known as the Louisiana territory. The city became incorporated in 1814 and the Chamber of Commerce was organized in 1884. Mobile has been under the commission form of government since 1911.¹

There are four hotels, five railroads, four airlines, four inter-state bus lines, one municipal and one military airport in the city. Ten federal and state highways connect the city to outside points. Mobile has one principal auditorium for indoor activities and for outdoor activities one stadium which seats 11,000 people. There are many fresh and salt water beaches, three golf courses, and 17 motion picture theaters five of which cater to Negro clientele. Mobile keeps abreast of world and local events through its two daily newspapers. There are five weekly newspapers in

¹Foote, op. cit., pp. 5-6.
operation in the city and of this number one is owned and operated by Negroes.\textsuperscript{1} Mobile is a typical southern city with segregated facilities. There are no Negro hotels in operation in the city, but there is one motel operated exclusively for their use.

In Mobile County, of which Mobile is the seat, there are 113 public, private and parochial schools. Twenty-seven of these schools are for the exclusive use of Negroes, six high schools, 16 elementary schools, and five parochial schools. There is only one privately operated 12-grade school for Negroes in Mobile. There are three co-educational institutions of higher learning in Mobile. One of these institutions is open to Negroes only, one is interracial, and one is open to Caucasians only.

Five hospitals are located in the area; only three of these hospitals admit Negro patients. The city has 40 miles of paved streets, 10 miles of sanitary sewers and 232 miles of bus lines. There are 18 religious denominations in Mobile represented by 260 churches.\textsuperscript{2}

The Williamson High School is located in the southwestern section of Mobile in a community commonly known as Maysville. Maysville is populated predominately by Negroes and the majority of the students who attend Williamson live in the surrounding area. A housing project, several local businesses, a Catholic school, and

\textsuperscript{1}\textit{Ibid.}
\textsuperscript{2}\textit{Ibid.}
a Lutheran elementary school, a parish and a community recreation center are in close proximity to the school. At the present time the Williamson High School has to use the gymnasium of the recreation center as an auditorium for school assemblies and programs because of the fact that the school has no facility large enough to accommodate its student body.

Most of the students who attend Williamson school come from families where both parents are employed outside the home. According to local school records the chief occupation of the men in the Maysville section is common labor; while many of the women are employed as domestic workers. The major sources of employment for the male portion of the population of this community are: Brookley Air Force Base, Alabama Shipyard and the Southern Kraft Paper Mill.¹

The parents of the students who attend Williamson High School are in the lower economic wage earning group. The average number of years completed in school by these adults is eight.²

The cultural resources of Mobile, as well as of the Maysville community, are limited as far as the Negro population is concerned. Occasionally a fraternal or civic group will sponsor an artist or produce a play but these activities are presented on the average of once a year. Similar performances which are sponsored by a local theater permit Negroes to attend but these events are seldom presented.

¹Records secured from Principal's Office, April 29, 1959.
²Ibid.
Williamson High School serves students from a radius of approximately 15 miles or as far as Lloyd Station, Alabama. The immediate area served by the school covers four square miles. The students who attend the school from Lloyd Station are transported by school bus at public expense. These students comprise about 10.3 percent of the Williamson High School student body.

Characteristics of the School

Williamson High School is a public school accredited by the State of Alabama. The teaching staff consists of 43 teachers. Of this number 37 have bachelor of science degrees and six have master's degrees. Approximately seven of the 37 teachers without the master's degree are attending summer school regularly. The school has 12 grades with a total of 1294 students. Of the students enrolled 59.9 percent are in the elementary school while 40.1 percent are enrolled in the high school. In the elementary school 52.1 percent of the students are boys and 47.9 percent of the students are girls. In the high school 51.4 percent of the students are in the male group while 48.6 percent are in the female group.

Williamson High School offers three courses of study, general, academic and vocational. The academic curriculum is offered primarily to those students who anticipate entering college. The vocational curriculum attempts to prepare the student for some trade or some career which he may pursue without further academic training. The general curriculum is offered to those students who have made no definite plans for the future, these students may be accepted in
college or they may decide not to attend college. Sixteen basic units are required for graduation. In 1958 Williamson High School had its first graduating class of 21 students. Approximately 50 percent of these graduates are now attending college.

Williamson High School is undergoing a building program and some of the facilities which have been available have been demolished to make way for the building now in progress. The present school plant consists of four buildings with a total of 28 rooms, a gas heating system, and adequate lavatories and drinking fountains for the student population. There is no federal lunch program in existence at the school because there is no cafeteria, but there is a federal milk program in operation. Crowded conditions permit only two of the elementary grades to be housed on the campus. Grades one through four are housed off the campus in churches and other community buildings.

Objectives of the School

At Williamson High School, the philosophy advocated is that the growth and development of the individual student should be emphasized first rather than subject matter. It is believed that this can be done by proportionally developing the student physically, mentally, socially and emotionally into a well-rounded person in order that he will be able to meet the problems of his daily life and environment in ways that will be satisfactory. The school also embraces the concept that every student should be aware of the rapidly changing life of today and that the school should guide
his development in such a way that he will be trained and prepared in practical things not only to make the necessary adjustments to the political, economic, and social conditions which all people must face, but also to be resourceful and contribute to such a degree that he will be a vital, integral part of the defense and progress program for a democratic life.¹

Finally, Williamson High School advances the theory that the true evaluation of a student's progress cannot be computed in terms of grades or ratings but rather in terms of mastery of meaningful understandings, efficient skills, desirable social attitudes and ideals, and in the use of these in his everyday living.²

History of the School

The earliest form of education for the people of Maysville dates back many years before any form of education for the general public was provided by the school board of Mobile County. According to The Mobile Visitor the first public school was established in Mobile in 1852.³ The first teacher in the Maysville community was a young Baptist minister whose name was Henry Europe. He lived in another section of Mobile but each day he would come to Maysville in his horse and buggy and teach the children in an old house located

¹Course of Study, Williamson High School, 1958.
²Ibid.
Mr. Europe conducted classes for several years but the venture proved unsuccessful and the children stopped attending. As a result of non-attendance the school was discontinued. Shortly after this school closed its doors, another school was established by Mr. George Hall. He used the same building formerly used by Mr. Europe until it was destroyed by a tornado; then the school was moved to Dublin Street in the Sons' and Daughters' of Honor Hall. After this move the Mobile Board of School Commissioners began to support the school, and it became known as Maysville School.\(^1\)

With the beginning of support by the school board, Miss Louella Banks was sent to act as principal of the small school, with Mr. Hall still serving as teacher. After the administration of Miss Banks, Miss Lillie B. Williamson became principal, and the name of the school was officially changed to Williamson School. Six teachers were assigned to work along with Miss Williamson and one of these teachers, Mrs. Bessie Eastland, is currently serving as truant officer for Negro schools in Mobile County. After Miss Williamson's death, Mrs. Eliza Thompson was appointed principal of the school and the citizens of Maysville decided that the time had come to build a real school. With the staging of numerous rallies and other fund raising enterprises, the people of Maysville raised enough money to purchase property for a new school site. Land was purchased on the corner of Waterford and Rotterdam Streets. The School Board then

\(^1\)Interview with Mr. Edward Travis, Janitor, Williamson High School for 15 years, August, 1958.
agreed to build a school on this site.\(^1\)

The first building constructed by the School Board housed grades one through six and an office for the principal. Lavatory facilities were located on the outside.

In 1948, Mrs. Thompson retired and Mr. Lemuel Keeby became principal of the school. At that time the school had only seven grades and 12 teachers. The building, by this time, had become painfully inadequate as the school population had grown immensely. Eventually the School Board remodelled some wartime housing units to supplement the school facilities. By 1953 the school population had grown to such an extent that it became necessary to add more grades so the children could attend school in their own community. This decision eliminated crowded school conditions in other communities to some extent, and the process was continued until all 12 grades had been added to the school. The school graduated its first class in 1958 and the School Board realized that the school could not serve adequately its population operating under the existing conditions. A new school building is under construction at the present time. It is believed that this building will improve overcrowded conditions to some extent as well as provide for science laboratories, shops, music rooms, a home economics department and a modern library.

\(^1\)Interview with Miss Josephine Sales, Teacher, Williamson High School for 25 years, September, 1958.
The Williamson High School Library does not adequately meet the needs of its students. The room now being used as the library was originally an auditorium and a stage occupies much space which could be used otherwise. The seating capacity is limited to 36 seats and there is no separate reading room. All of the books are located on open shelves and students have access to all of its facilities.

Libraries in the Community

The students at Williamson High School have access to the Mobile Public Library Branch for Negroes located on Davis Avenue, a distance of about two and one-half miles from the Maysville community. The Branch Library is eager to serve all of its clientele and if material requested is not available it is secured from the main library as soon as possible. Another and very important service which the Mobile Public Library provides is its bookmobile. The bookmobile visits the Williamson School campus once every two weeks and is valuable to the students who have no opportunity to visit the branch library because of transportation and other reasons. The bookmobile service began before the library was established at Williamson High School and proves very helpful especially for the elementary department. The library at the school is very small and no provision is made in the schedule for the lower grades to use it. The lower grades are not prohibited from using the library but the
bookmobile seems more accessible to them at this time.

High school students may, if they desire, use the Alabama State Teachers College Branch Library. This library is approximately three miles from the Maysville community. The librarian is very helpful to students if they find it necessary to use its materials. Many high school graduates find it easy to obtain financial aid by working in the college library as a result of their high school experiences as student library assistants.

All of the librarians in the junior and senior high schools work cooperatively in trying to establish an awareness of library service in the schools and the need for more librarians in the elementary schools. The librarians have an organization which has as its purpose the establishment of libraries in elementary schools and assistance to teacher-librarians who ask for aid. All of the student assistants in the Mobile district belong to one student assistant library group. They hold regular meetings and discuss problems and methods of solving them.
CHAPTER II

SERVICES

Library Activities and Services to Students

The school librarian should make a conscientious effort to help young people enjoy reading, develop appreciation for worthwhile books, acquire ability to use library tools, form the habit of using the library and its materials and respect the rights and privileges involved in the use of public property.¹

Students should be encouraged to select materials for the library through any of the following ways: classroom projects under the direction of a teacher with the cooperation of the librarian, suggestions from library student assistants, a project for the library club or by means of suggestions from students other than student assistants.²

The close of the 1958–59 school term marked the end of the second year of the existence of a library at Williamson High School with a full-time librarian. Prior to this time a book collection was in use at the school but this collection was supervised by a group of interested classroom teachers who had little or no extra

¹Douglas, op. cit., p. 16.
²Henne, Ersted, Lohrer, op. cit., p. 8.
time to devote to this work. There was no opportunity to train students as library assistants or to form a library club or a reading club. When the library opened at the school on a full-time basis many students showed their eagerness to learn the procedures necessary to become library student assistants. The following criteria cited in a student library handbook used in the Mobile schools were adopted for selecting student library assistants at Williamson High School:¹ (1) passing grades in all subjects, (2) high citizenship rating, (3) interest in people and books, (4) attitude of helpfulness and cheerfulness and cooperation with librarian, faculty and fellow students, (5) good health, (6) neatness of person and dress, (7) legible handwriting, (8) educational ambition, (9) ability to type, print or do art work, (10) recommendation of homeroom teacher, fellow student or parent.

Students who are selected for work as library assistants serve six weeks. If during this period they show a genuine interest in the library and the tasks to which they have been assigned, they are named student library assistants and given the opportunity to serve the remainder of the school year and throughout the following years. This procedure for acquiring student library assistants has proved quite successful. When a student becomes a library assistant he is introduced to the general library routine, taught the use

¹Elinor Blakslee, "Library Watchwords" (Mobile Board of School Commissioners, Mobile, Alabama, September, 1958), p. 6. (Mimeographed).
bibliographical tools, the process of book circulation, and a
genral knowledge of reference. Those students who show interest in
some specific phase of library work are instructed in the area that
interests them most. Schedules and work assignments are made for
each student assistant. While the schedules point out specific
duties for each student, assignments are established on a rotating
basis in order to provide a variety of experiences for each student
and to keep interest at a maximum level.

The student assistants have helped their schoolmates to use
the card catalog. Two students have shown a strong interest in
cataloging and have taken advantages of opportunities offered to
learn more about it.

In the area of book selection, student assistants have shown
that they have excellent ideas about the types of materials that
should be in a high school library. A small reading club for
students, consisting largely of student assistants makes many use-
ful suggestions in the selection of books and other library
materials. Suggestions for new materials from other students
are welcomed and in most instances the materials suggested by them
are actually ordered if they are listed in accepted book selection
aids.

The Reading Club, in close association with the Library
Student Assistants Club, holds regular meetings twice per month
for one half hour after school hours. During these half hour
periods the students engage in the following activities: (1) making
brief book reviews, (2) making suggestions for improving library service, and (3) entertaining the Student Library Association for the Mobile District when it meets at Williamson High School.

In general the students at Williamson High School accept the student assistants as an integral part of the library and approach them readily for information and suggestions. The student library assistants receive no pay for their services but the respect and admiration shown them by other students seems to furnish a satisfying reward.

Opportunities should be provided for the students to shape some library policies. These may concern any regulations or situations for which the librarian feels an expression of student opinion provides the most constructive way to formulate policies.¹ For example, the student assistants and other students were asked to help to formulate a policy concerning overdue books. These students made a unanimous decision that students should be fined for failing to return books on time. A fine of two cents per day is charged for all overdue books.

Reading Guidance Program

There is general agreement among educators and psychologists that a program of guided reading can be important in the development

¹Henne, Ersted, Lohrer, op. cit., p. 9.
of the child's taste and ultimately of his character. However, no book can be guaranteed to influence a child's behavior in a given direction, and no book will do the same for all children. Each child is an individual and it is necessary to find the right book for the right child.¹

At Williamson High School every effort is made to develop, first of all, an interest in books and reading; then help is provided in the selection and use of materials. The first and most commonly used device for encouraging reading at the school is book talks. In addition to formally planned programs, these talks are given to individual students, to informal groups and to classes.

Another method designed to encourage students' reading is the use of book displays in the library. The students seem to enjoy handling the books and looking at the attractive book jackets, and reading the brief synopses or annotations given on them. Displays involving book jackets along with an inviting caption, seem to encourage many students to read some particular book. Displays that are centered around a holiday, special event at the school, or a famous person have also been found helpful in promoting reading. Through casual contacts with students the librarian seeks to discover some of their reading interests. The librarian encourages browsing

in the library and whenever possible invites entire classes to the
library for this purpose. It has been noted, with interest, by
the librarian that the students at Williamson High School follow
certain trends in reading. During the past school year reading
interests were noticeably strong in books on psychology, sexual
ethics, and quotations. It was considered clever by the juniors
and seniors at the school to be able to quote some famous person.
This idea was probably started in the English classes as the know-
ledge of several quotations was required and the library in coopera-
tion with the English Department provided source material for this
project.

Social Guidance Program

The library has significant contributions to make to the
school's program of social guidance, and the school librarian should
contribute to this phase of guidance by providing the following
services: (1) help develop in students the proper attitudes towards
public property, (2) help students learn the proper behavior of an
individual in a group situation as is found in the library, and (3)
report to counsellors or teachers any undesirable social viewpoints
(racial and religious hatred, for example) as noted.

The librarian at Williamson High School has excellent
opportunity for providing social guidance. The principal and heads
of departments work cooperatively with the library program and the

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1Henne, Ersted, Lohrer, op. cit., p. 13.
librarian is given frequent opportunity to talk at assembly pro-
grams. The students seem to feel no reluctance about coming to
the library or to the librarian for information and help with
educational and personal problems which are important to them.

Good library citizenship is stressed both in the classroom
as well as in the library. The students seem to feel a great need
for social etiquette, and the librarian is consulted for advice and
resource material on many different phases of etiquette. For example:
the junior class of 1958 was the first class at the school to sponsor
a prom. They wanted information about planning for a prom, correct
forms for invitations, correct dress and prom etiquette. A club
of girls wanted to send a congratulatory message to a friend who
was being honored and consulted the resources of the library for
the correct way to word the message. Many students and groups
found the library could be relied upon for help and information
in solving these types of problems.

Library Activities and Services to Teachers

The library at Williamson High School must provide many
services but the most important of these is effective library service
to teachers. Fargo advocates the idea that no library can be success-
ful without full cooperation and support of the principal and faculty.
Many calls from the faculty and administrative officers who are
working on reports, community enterprises and speeches come to the
library for faculty information. These requests should be answered
immediately and if the library does not have the material requested
the librarian should direct the person desiring the material to the proper source.\textsuperscript{1}

Some of the practices employed in the Williamson High School Library in providing services to teachers are comparable to those recommended by Mary P. Douglas in the \textit{Teacher-Librarian's Handbook}\textsuperscript{2}. Of these services the most useful appear to be the sending of lists of new materials received by the library to teachers, working with teachers in assembling materials for new units of instruction, and sending to teachers lists of interesting magazine articles. Other library services for teachers include the sending of salient information about the work methods, reading interests and habits of individual students for use in their personal record folders.

Teacher Participation in the School Library Program

School library service is not the responsibility of the librarian alone, or of the principal and librarian, but of the entire faculty group. Nowhere is this factor more noticeable than in the area of the selection of library materials. No one person in the school, and no few persons, can possibly know enough about all the work going on in all the classrooms, and about all the interests and needs of the entire group to be served, to select alone all of the materials needed\textsuperscript{3}.


\textsuperscript{2}Douglas, \textit{op. cit.}, p. 19.

In the modern school there is a faculty library committee whose business it is to provide leadership in organizing teachers and students to participate in the selection of materials and in so doing to make sure that no single title is selected and purchased except in terms of the definite value which it is likely to contribute to the enrichment of class work or to the development of an individual pupil who is known to his teachers. Selection is an ongoing, cumulative undertaking, with an active considerations file in the making.1

At the present time there is no organized faculty library committee at Williamson High School but the librarian has secured the approval of the principal and faculty to form such a committee. In the tentative plans for the approaching school year a faculty library committee will be composed of interested teachers and the administrative committee which is made up of the subject department heads.

An active considerations file is maintained and teachers are asked to indicate needs for books and materials. Book catalogs, magazine lists, and school library order cards are placed at the disposal of all teachers at all times during the school year and they are urged to send requests for materials.

All of the teachers at Williamson High School have access to the information file. This file is composed of newspaper and

1Ibid.
magazine clippings, pictures and pamphlets. A separate file composed of pamphlets alone is kept in the library and teachers may borrow materials from either of these files.

Teachers at Williamson High School capitalize on opportunities to bring classes to the library or to send groups of students to do special assignments. The English and social studies classes seem to find correlation of library materials with their regular work especially helpful. The foreign language department utilizes the English translations of many important works. The science department has encouraged students to read to such an extent that almost every book in the science collection has been checked out of the library at least once.

There are 20 teachers in the high school department of the Williamson High School. These teachers instruct all of the junior and senior high school classes which include grades seven through 12. The questionnaire for teachers to indicate their use of the library was administered at a regularly scheduled faculty meeting on April 20, 1959. Before distributing the questionnaires the writer explained that its purpose was to provide an accurate picture of the use that teachers make of the library. Teachers were urged to answer the questions frankly and they were told it was unnecessary to sign their names. Each of the 20 teachers responded to the questionnaire and returned it before leaving the room. A copy of the questionnaire appears in Appendix A.

According to Table 1, of the 20 teachers who answered the questionnaire six use the library once per week, four less than once
TABLE 1
FREQUENCY OF LIBRARY USE BY TEACHERS
1958 - 1959

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of Teachers</th>
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<td>Once per week</td>
<td>6</td>
</tr>
<tr>
<td>Less than once per week</td>
<td>4</td>
</tr>
<tr>
<td>Once every two months</td>
<td>4</td>
</tr>
<tr>
<td>Once every two weeks</td>
<td>3</td>
</tr>
<tr>
<td>Less than once per month</td>
<td>2</td>
</tr>
<tr>
<td>Once per month</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
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</tbody>
</table>

per week, three every two weeks, two less than once per month, one once per month and four listed once every two months. Seventeen of the teachers said they consulted the library or librarian before making assignments, and three said they did not. One of the three teachers felt that students receive full benefit from assignments without the teacher consulting the library's resources. Sixteen of the teachers knew the library had a file of pamphlets, pictures and clippings and they found these materials helpful. Four of the teachers did not know the library had such a file. Twelve of the teachers said they bring classes to the library, and eight said they did not bring classes to the library. Seven of the teachers bring classes to the library occasionally, two of the teachers bring classes weekly, four of the teachers seldom bring classes to the library. Five of the teachers who do not bring classes to the library said the library is too small. Of these teachers one stated the schedule is too crowded, another said the library material is too limited. Sixteen teachers reported that they send students
to the library; four teachers reported that they do not send students to the library. Twelve teachers send classes to the library occasionally, four weekly, and four seldom. Sixteen of the teachers borrow books from the library for their personal use, four do not. Ten teachers said they borrow books for recreational reading and four said they borrow professional books. Thirteen teachers borrow books for classroom use while seven do not.

The majority of the teachers are aware of the services of the library and use it at intervals; however, few of them use it consistently. Failure of the teachers to use the library may be due in part to crowded scheduling and to limited space.
CHAPTER III

GENERAL USE OF THE LIBRARY

Accessibility Factors

In a carefully planned school the library is usually centrally located so that it will be easily accessible to all of its users. The library at Williamson High School is located at the end of the central corridor in the main building with several classrooms intervening between the library and the main entrance to the school. The library has two entrances one inside the school building and one outside of the school building. The library is open from 8:00 A.M. to 3:30 P.M. each day. This period includes 15 minutes before the school day begins and 30 minutes after the school day ends.

All of the students in the high school are entitled to use the library. A small number of students have regular library periods but the students who do not have library periods may obtain written permission from the classroom teacher to use the library.

Attendance and Use

There are 527 students in the high school department at Williamson High School. These students are in grades seven through 12. Because all of the students in the high school department do not
have scheduled library periods it was necessary to devise some type of instrument to secure data on student use of the library. A questionnaire was selected for this purpose. The library questionnaire for students was administered through the English Department on April 21, 1959. Before the questionnaire was administered the writer met with the six English teachers in the high school department and explained that the purpose of the questionnaire was to gain an accurate picture of students' use of the library. The writer visited one section of each grade to administer the questionnaire and the subsequent questionnaires were administered by the English teachers. The number of questionnaires returned was 356. Because of the nature of the questionnaire certain questions elicited more than one response from a student. A copy of the questionnaire appears in Appendix B.

According to Table 2 the largest number of students, 166 or 46.6 percent, visit the library weekly, the next highest number of students, 143 or 40.2 percent, visit the library whenever possible. Ninety-four or 26.4 percent visit the library daily, eight or 2.3 percent about once per month, two students or 0.5 percent visit once per month and once per year. Eight students or 2.3 percent never visit the library, while 10 or 2.8 percent of the students gave other intervals for visiting the library.

According to Table 3 the largest number of students 91 or 25.6 percent do not visit the library because they have no free periods, 44 or 12.3 percent because the library is too noisy. Forty
TABLE 2
FREQUENCY OF LIBRARY USE BY WILLIAMSON HIGH
SCHOOL STUDENTS, 1958-1959

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of Students (356)</th>
<th>Percent of Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>166</td>
<td>46.6</td>
</tr>
<tr>
<td>Whenever Possible</td>
<td>143</td>
<td>40.2</td>
</tr>
<tr>
<td>Daily</td>
<td>94</td>
<td>26.4</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>2.8</td>
</tr>
<tr>
<td>About Once Per Month</td>
<td>8</td>
<td>2.3</td>
</tr>
<tr>
<td>Never</td>
<td>8</td>
<td>2.3</td>
</tr>
<tr>
<td>Once Per Semester</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Once Per Year</td>
<td>2</td>
<td>0.5</td>
</tr>
</tbody>
</table>

or 11.2 percent because the library is too small. Five or 1.4 percent of the students dislike the librarian, 12 or 3.4 percent because the library is not open when they have free periods. Ten students or 2.8 percent do not go to the library because it is too much trouble to get permission to go, eight students or 2.3 percent can do assignments without using the library, six or 1.7 because the library is too quiet, 15 or 4.2 percent because the librarian is not nice about helping to find materials and four or 1.1 percent find the library unattractive or uncomfortable.

Table 4 indicates that 329 students or 92.5 percent visit the
TABLE 3
STUDENTS' REASONS FOR NOT VISITING THE WILLIAMSON HIGH SCHOOL LIBRARY, 1958 - 1959

<table>
<thead>
<tr>
<th>Reasons for Not Visiting the Library</th>
<th>Number of Students</th>
<th>Percent of Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No free periods</td>
<td>91</td>
<td>25.6</td>
</tr>
<tr>
<td>Too noisy</td>
<td>44</td>
<td>12.3</td>
</tr>
<tr>
<td>Library is too small</td>
<td>40</td>
<td>11.2</td>
</tr>
<tr>
<td>Librarian not nice about helping you</td>
<td>15</td>
<td>4.2</td>
</tr>
<tr>
<td>Not open when you have free periods</td>
<td>12</td>
<td>3.4</td>
</tr>
<tr>
<td>Too much trouble to get permission</td>
<td>10</td>
<td>2.8</td>
</tr>
<tr>
<td>Can do assignments without library</td>
<td>8</td>
<td>2.3</td>
</tr>
<tr>
<td>Too quiet</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>Dislike librarian</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>Library uncomfortable, unattractive</td>
<td>4</td>
<td>1.1</td>
</tr>
</tbody>
</table>

school library because they are taken by teachers, the next highest number of students, 235 or 63.2 percent visit to get assignments, 185 or 51.7 percent visit to study on their own. One hundred forty-five or 40.7 percent visit to return a book, 73 or 20.5 to study for examinations, 61 or 17.1 percent to do recreational reading, 44 or 12.3 percent to read magazines, 29 or 8.1 percent to do required reading, 17 or 4.8 percent because they have no other place to go, and eight or 2.3 percent to browse. Statistics of student use of the library indicate that the majority of the students used...
TABLE 4

STUDENTS' REASONS FOR VISITING THE WILLIAMSON
HIGH SCHOOL LIBRARY, 1958 - 1959

<table>
<thead>
<tr>
<th>Reasons for Visiting the Library</th>
<th>Number of Students</th>
<th>Percent of Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because teacher took you</td>
<td>329</td>
<td>92.5</td>
</tr>
<tr>
<td>To get assignments</td>
<td>235</td>
<td>63.2</td>
</tr>
<tr>
<td>To study on your own</td>
<td>185</td>
<td>51.7</td>
</tr>
<tr>
<td>To borrow a book</td>
<td>145</td>
<td>40.7</td>
</tr>
<tr>
<td>To return a book</td>
<td>130</td>
<td>36.5</td>
</tr>
<tr>
<td>To use library as a study hall</td>
<td>73</td>
<td>20.5</td>
</tr>
<tr>
<td>To study for examinations</td>
<td>63</td>
<td>17.7</td>
</tr>
<tr>
<td>To do recreational reading</td>
<td>61</td>
<td>17.1</td>
</tr>
<tr>
<td>To read magazines</td>
<td>44</td>
<td>12.3</td>
</tr>
<tr>
<td>To do required reading</td>
<td>29</td>
<td>8.1</td>
</tr>
<tr>
<td>No other place to go</td>
<td>17</td>
<td>4.8</td>
</tr>
<tr>
<td>To browse</td>
<td>8</td>
<td>2.3</td>
</tr>
</tbody>
</table>

The library because they were taken by teachers, because they wanted to get assignments, or because they wanted to borrow or return a book. The smaller percentage of students used the library for a study hall, to browse, to do recreational reading, or because they had no other place to go.

Other items of the questionnaire were designed to determine whether students could find material in the library, whether students received help from the librarian and/or student assistants, and whether students had received lessons on the use of the library.
The results of students' responses to these items are as follows:

1. One hundred fifty-five students or 43.5 percent reported that it was easy to find books in the school library, 81 or 22.7 percent did not find it easy to locate books.

2. One hundred fifty students or 42.1 percent said they received help from the librarian, 27 or 7.6 percent said they did not. Two hundred twenty-nine or 64.3 percent were helped by student assistants and 82 or 23 percent were not.

3. One hundred eighty-eight or 52.8 percent of the students reported that they had been taught to use the library and 63 or 18 percent had not been taught to use the library.

Circulation

The circulation policies at Williamson High School are those generally used by high schools throughout the country. The rules are found on the printed book pockets used in the library and are as follows:

(1) All pupils in the school are entitled to use the library and to draw books.

(2) Reference books such as encyclopedias, dictionaries, and the like are to be used only in the library.

(3) Reserve books may be borrowed for overnight use and must be returned to the library the following school day.

(4) Two cents a day is charged for all books kept overtime.

(5) Injury to all books beyond reasonable wear and losses shall be paid for.

(6) No book may be taken from the library without being charged.

(7) All non-fiction books, other than reserve books, may be checked out of the library for a period of seven days, and all biography and fiction books may be checked out of the library for a period of 14 days.1

1Rules on printed book pockets, Gaylord Brothers Library Supplies, Syracuse, New York.
The charging routine at Williamson High School Library is simple and consists of the following steps:

(1) Borrower removes card from book pocket and signs his name.

(2) Card and book are presented at charging desk to be stamped with the date the book is due; date due slip is stamped, borrower may then take book.

(3) Card is placed in the charging tray behind its classification number to be filed and recorded at close of school day.

The process for returning books is not complicated and the only duty of the borrower is to return the book on time and present it to the person at the charging desk. When a book has been returned, the person at the charging desk compares the number on the book card with the number on the book pocket, the book is slipped and ready for shelving. A daily statistical record of books circulated outside the library is kept, and the total number of books is recorded monthly and annually.

A record of book circulation at Williamson High School for a one-year period is shown in Table 5. Table 5 shows a steady increase in circulation for each successive month with the exception of December. The Christmas vacation for a two-week period curtailed the circulation as books are not circulated during vacation periods. The huge increase during the last two months of school occurred because four teachers carried on required reading programs.

Magazines are not circulated outside the library at Williamson High School at the present time because the school is permitted only one copy of each magazine subscription.
Material from information and pamphlet files may be borrowed by teachers only because the collection has not been built up to such an extent to permit general circulation.

### Implementing the Use of the Library

The effectiveness of a library program probably can be measured in terms of how well it stimulates use of its facilities. During the 1958-59 school year the major emphasis of the library program was placed upon teaching the use of the library; however

<table>
<thead>
<tr>
<th>Month</th>
<th>Non-Fiction</th>
<th>Fiction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>77</td>
<td>19</td>
<td>96</td>
</tr>
<tr>
<td>October</td>
<td>167</td>
<td>49</td>
<td>216</td>
</tr>
<tr>
<td>November</td>
<td>218</td>
<td>55</td>
<td>273</td>
</tr>
<tr>
<td>December</td>
<td>123</td>
<td>51</td>
<td>174</td>
</tr>
<tr>
<td>January</td>
<td>196</td>
<td>56</td>
<td>252</td>
</tr>
<tr>
<td>February</td>
<td>182</td>
<td>143</td>
<td>325</td>
</tr>
<tr>
<td>March</td>
<td>252</td>
<td>237</td>
<td>489</td>
</tr>
<tr>
<td>April</td>
<td>536</td>
<td>275</td>
<td>811</td>
</tr>
<tr>
<td>May</td>
<td>101</td>
<td>128</td>
<td>229</td>
</tr>
</tbody>
</table>

**Total** 1852 1013 2865

---

TABLE 5

RECORD OF BOOK CIRCULATION, WILLIAMSON HIGH SCHOOL LIBRARY, 1958 - 1959
attention was given to a reading guidance program and a social
guidance program.

In its library standards the State of Alabama Accrediting
Agency requires that all students in grades 7 to 12 be instructed
in library use. Units on library use usually are taught in coopera-
tion with the social studies classes or English classes, and the
librarian works with teachers of these classes. The following units
must be included:

(1) Arrangement and organization of the library
(2) Make-up and care of books
(3) Guidance and reading for pleasure
(4) Use of encyclopedias and dictionaries
(5) Use of special reference books
(6) Use of the card catalog and information file
(7) Use of the Readers' Guide to Periodical Literature
(8) Bibliography-making and note-taking
(9) Audio-visual materials

Using these units as a guide the librarian instructed the students
in grades 7 to 12 in library use. These lessons were taught whenever
the teachers asked for them.

The social guidance program of the library and the reading
guidance program were also phases of implementing use of the library.

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These two phases have already been discussed at length in Chapter II. Briefly they include library citizenship, social behavior, book talks, book reviews, book displays, bulletin board displays, and cooperation of the principal and faculty with the library program.
CHAPTER IV

MATERIALS, FACILITIES AND EQUIPMENT

The Materials Collection

Books
Because books are so important and because they comprise a major part of the materials collection at Williamson High School, much time and effort is put into the selection of them. Book selection is based upon the needs of the students and the curriculum. Books are selected with the following factors in mind: the present and potential interests of students, their age range and their reading ability. Each area of the curriculum is represented to some extent in the collection, and at the same time effort is put forth to acquire and maintain a well-balanced collection. Books to stimulate a wider interest in reading for personal enjoyment, recent titles, and older materials are included. Books to help teachers understand children and books to foster the professional growth of teachers are important parts of the collection.

The criteria for selecting books are the same as criteria widely advocated by authorities in the field of library science: scope, authority, format, clarity, literary quality, and readability. The major tools for book selection at the school are A Basic Book
In Table 6, the book collection of the Williamson High School Library is shown in terms of the number and percent of volumes in each subject division of the Dewey Decimal System.

Table 6 reveals that the largest number of book holdings are in the areas of fiction, social sciences, literature, general works and science, and the smallest number of book holdings are in world history, philology, and psychology. Among these subject divisions of the book holdings that correspond to areas of the curriculum, the largest are social science, literature and science. The proportion of books in these areas appropriately reflects curriculum demands in the sense that during each of the four high school years every student must take courses in social science, literature and science. The only other course required during each of the four years is physical education; the book needs for this course are met in part through the social science and fine arts collections. Among the smallest holdings that correspond to areas of the curriculum are world history and philology. World history is a year's course required of all sophomores, while foreign languages are two-year courses elected by a few students at the junior and senior levels. The paucity of books in these areas has not been incompatible

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1American Library Association, Subcommittee of the Editorial Committee, op. cit.

TABLE 6
NUMBER AND PERCENT OF VOLUMES BY SUBJECTS IN THE BOOK COLLECTION OF THE WILLIAMSON HIGH SCHOOL LIBRARY

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of Volumes in Each Subject Area</th>
<th>Percent of Volumes in Each Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>General works</td>
<td>333</td>
<td>11.3</td>
</tr>
<tr>
<td>Psychology</td>
<td>51</td>
<td>1.7</td>
</tr>
<tr>
<td>Religion</td>
<td>44</td>
<td>1.5</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>380</td>
<td>13.0</td>
</tr>
<tr>
<td>Philology</td>
<td>28</td>
<td>0.9</td>
</tr>
<tr>
<td>Science</td>
<td>301</td>
<td>10.2</td>
</tr>
<tr>
<td>Applied Science</td>
<td>238</td>
<td>8.2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>157</td>
<td>5.4</td>
</tr>
<tr>
<td>Literature</td>
<td>351</td>
<td>11.9</td>
</tr>
<tr>
<td>History</td>
<td>16</td>
<td>0.5</td>
</tr>
<tr>
<td>Travel</td>
<td>103</td>
<td>3.5</td>
</tr>
<tr>
<td>Biography</td>
<td>209</td>
<td>7.2</td>
</tr>
<tr>
<td>History</td>
<td>106</td>
<td>3.6</td>
</tr>
<tr>
<td>Fiction</td>
<td>406</td>
<td>13.9</td>
</tr>
<tr>
<td>Juvenile Collection</td>
<td>210</td>
<td>7.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2943</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

with the expressed needs in these courses.

The number of volumes in the areas of general works, history, applied science, fine arts, travel, biography and fiction shown in
Table 6 seems to meet the needs of the students adequately.

The proportion of a balanced book collection given in A Basic Book Collection\textsuperscript{1} and in the Standard Catalog for High School Libraries\textsuperscript{2} was used to measure the book collection at Williamson. The total number of books in each classification listed in the two sources was counted. The shelf list file was used to check the number of the same titles found in the Williamson High School Library, and the percent of the number of books found in the library as listed by these two sources was determined.

Table 7 indicates the number of titles listed in A Basic Book Collection for High Schools and in the Standard Catalog for High Schools and the percent of these titles found in the Williamson High School Library. In the philosophy, religion, social science, philology and travel holdings, Williamson has a high percent of titles listed in A Basic Book Collection for High Schools, whereas science, applied science, fine arts, biography, history and fiction are low in the percent of titles listed. The percent of holdings of the Williamson High School Library in relation to the number of titles listed in the Standard Catalog for High Schools is low in all categories with the exception of social science, philology, and science. Williamson has 45 percent of the titles listed in A Basic Book Collection for High Schools and 24.1 percent of the titles found in the Standard Catalog for High Schools.

\textsuperscript{1}American Library Association, Subcommittee of the Editorial Committee, \textit{op. cit.}

\textsuperscript{2}Standard Catalog for High School Libraries, \textit{op. cit.}
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Basic Book Collection for High Schools</th>
<th>Williamson High School Library</th>
<th>Standard Catalog for High School Libraries</th>
<th>Williamson High School Library</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Titles Listed in Each Subject</td>
<td>Number of Titles Held</td>
<td>Percent of Titles Held</td>
<td>Number of Titles Listed in Each Subject</td>
</tr>
<tr>
<td>General Works</td>
<td>37</td>
<td>13</td>
<td>35</td>
<td>71</td>
</tr>
<tr>
<td>Philosophy</td>
<td>14</td>
<td>11</td>
<td>78</td>
<td>52</td>
</tr>
<tr>
<td>Religion</td>
<td>12</td>
<td>10</td>
<td>83</td>
<td>43</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>116</td>
<td>115</td>
<td>78</td>
<td>389</td>
</tr>
<tr>
<td>Philology</td>
<td>22</td>
<td>15</td>
<td>68</td>
<td>47</td>
</tr>
<tr>
<td>Science</td>
<td>100</td>
<td>74</td>
<td>74</td>
<td>308</td>
</tr>
<tr>
<td>Applied Science</td>
<td>157</td>
<td>65</td>
<td>41</td>
<td>374</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>139</td>
<td>16</td>
<td>33</td>
<td>352</td>
</tr>
<tr>
<td>Literature</td>
<td>165</td>
<td>86</td>
<td>52</td>
<td>366</td>
</tr>
<tr>
<td>Travel</td>
<td>23</td>
<td>16</td>
<td>73</td>
<td>148</td>
</tr>
<tr>
<td>Biography</td>
<td>157</td>
<td>76</td>
<td>58</td>
<td>593</td>
</tr>
<tr>
<td>History</td>
<td>162</td>
<td>33</td>
<td>20</td>
<td>340</td>
</tr>
<tr>
<td>Fiction</td>
<td>304</td>
<td>98</td>
<td>32</td>
<td>1004</td>
</tr>
<tr>
<td>Total</td>
<td>1438</td>
<td>658</td>
<td>45</td>
<td>1087</td>
</tr>
</tbody>
</table>
The American Association of School Librarians states that for satisfactory library service a school with an enrollment up to 500 students should have 5,000 volumes.\textsuperscript{1} Williamson High School with 2,733 volumes has less than the specified number of volumes. To meet the American Library Association standards 2,267 additional volumes are needed.

The Southern Association of Secondary Schools and Colleges requires 2,500 to 5,000 well selected books for an enrollment of 501 to 1,000 pupils and an average of five books per pupil.\textsuperscript{2} The library at Williamson School meets these standards.

The State of Alabama Accrediting Agency recommends that a school library have an average of five books per pupil.\textsuperscript{3} In the Williamson High School Library there are 2,733 books for high school use or 5.1 books per pupil; therefore, this state recommendation is met.

The book collection at Williamson High School is classified according to the Dewey Decimal Classification System. A shelf list file, an accession record and a card catalog are maintained in the library. Wilson catalog cards are used whenever possible.

Periodicals

The importance of periodicals, according to the American


\textsuperscript{2}Henne, Ersted, and Lohrer, op. cit., p. 59.

\textsuperscript{3}State of Alabama, Department of Education, op. cit., p. 25.
Association of School Librarians requires that a school library should subscribe to as many as the school can put to good use. The Association specifies that a high school with an enrollment of 200 should subscribe to 15 to 25 magazines. When the school enrollment exceeds 200 pupils, the number of subscriptions should be proportionately increased. On this basis Williamson High School with 527 students should subscribe to between 40 and 66 magazines. With subscriptions to 54 magazines this standard is met.

As required by the Southern Association of Colleges and Secondary Schools, a school with an enrollment of 501 to 1,000 pupils should subscribe to at least 30 to 50 periodicals to meet the needs of pupils. The number of magazines subscribed by Williamson High School Library in 1958-59 adequately meets these standards.

The accrediting Agency of Alabama advocates that a school with an enrollment of 500 to 1,000 pupils subscribe to at least 40 different magazines selected from an accepted source. Williamson High School Library subscribes to 54 different magazines selected from titles and subject areas listed in Magazines for School Libraries and a Basic Book Collection for High Schools. Magazines for each

1American Library Association, Association of School Librarians, op. cit., p. 22.
2Henne, Ersted, and Lohrer, op. cit., p. 76.
3State of Alabama, Department of Education, op. cit., p. 25.
4Martin, op. cit.
5American Library Association, Subcommittee of the Editorial Committee, op. cit.
subject area taught at the school are represented in the collection as well as other types. Both of the sources include the following areas: art, aviation, book reviews and creative writing, current comment and personality, drama, family life and consumer education, beauty aids, fiction and the American scene, the home, handicrafts, school and club activities, music, science, social problems, world today, and women's fiction magazines. All of these areas are included in the magazines subscribed to by Williamson. A card file is kept to record magazine and newspaper holdings. Magazines are kept for a one-year period with the exception of the indexed magazines. These magazines are kept for a two-year period. A list of the magazines the library receives may be found in Appendix C.

Newspapers

The school subscribes to one nationally known newspaper, two nationally known Negro weekly newspapers and local daily paper. Newspapers are kept for one month, after which time they are clipped and discarded.

Pamphlets

A pamphlet file was initiated during the 1958-59 school year and is still in the developmental stage. The file is composed of pamphlets secured from free and inexpensive sources. The pamphlets are cataloged by subject and the cards are included in the card catalog. They are placed in pamphlet boxes and shelved.
Audio-Visual Materials

The school librarian at Williamson High School does not administer audio-visual materials. A special committee composed of several teachers, administers and supervises these materials at the school. A list of all audio-visual materials and equipment is kept in the school library. Card catalog entries for all audio-visual materials such as maps, charts, filmstrips and slides are to be made as soon as possible.

Classroom Collections

There are no funds available at the present time for classroom collections, but books may be borrowed by classroom teachers from the school library on short temporary loans. The teacher who is responsible for the books may charge them out to individual students.

Special Collections

A professional collection for teachers consisting of books, magazines, and pamphlets is the only special collection in the Williamson High School Library. These materials are ordered from general library funds with the approval of the principal. Selection of these materials is the responsibility of the school librarian, the principal and the teachers.

Facilities and Equipment

Personnel

The personnel needed in a school library with an enrollment of 500 according to the American Association of School Librarians is
one full-time librarian and one full-time clerical assistant. The librarian should have completed an organized college program in library science usually 30 to 36 semester hours and he should have completed professional education generally required for certification of teachers.\(^1\) The librarian at Williamson has completed 35 semester hours in library science and meets the other requirements as specified by the American Library Association; however there is no clerical assistant employed in the Williamson Library.

The Southern Association of Colleges and Secondary Schools' recommendations for the library personnel for a school with an enrollment of 501 to 1,000 pupils are one full-time librarian and one full-time clerical assistant. The librarian should have the same educational background as the teachers and 30 semester hours in library science or a full year of library service in an approved library training agency.\(^2\) These stipulations are met at Williamson in terms of the librarian's training but there is no clerical assistant.

According to the state standards a school with an enrollment of 500 to 1,000 pupils should have one librarian with at least 18 semester hours or 27 quarter hours in library science and one part-time clerical assistant. The librarian should be scheduled the

\(^1\)American Library Association, Association of School Librarians, op. cit., p. 18.

\(^2\)Henne, Ersted and Lohrer, op. cit., p. 45.
entire teaching day for high school library service free of regular study hall supervision. Pupil assistants should help in the operation of the library. The librarian at Williamson High School has 35 semester hours of library science and is working toward the master's degree at Atlanta University. There is no clerical assistant in the school library. The librarian works in the school library the entire school day and has the following duties to perform: select, order and classify books; select and order periodicals; guide students in their choice of books and other materials; maintain a card catalog, an information or vertical file, a shelf list file and accession record; prepare lists of new materials to send to teachers; help teachers to select available materials for units of work; carry on reference and circulation work; supervise study halls; teach library usage and encourage reading and use of the library; and act as advisor to the library and reading clubs. In addition to these library related duties the librarian serves as a member of the school finance committee, the dance committee, and the guidance committee.

Finance

For the purchase of books, periodicals and other printed materials, and supplies in schools with more than 200 pupils but less than 1,000 the American Association of School Librarians recommends an annual per-pupil expenditure of $1.50 to provide adequate printed resources. The Southern Association of Colleges and

1 State of Alabama, Department of Education, op. cit., p. 23.

2 American Library Association, American Association of School Librarians, op. cit., p. 32.
Secondary Schools suggests that a school library budget be set up for the year to include books, periodicals, other materials, supplies and bindings. There should be an annual appropriation of $625.00 for a school with an enrollment of 501 to 1,000 pupils plus $1.00 per year for each pupil in excess of an enrollment of 500. With a per-pupil expenditure of $2.67 the criteria as set up by the American Library Association and the Southern Association of Colleges and Secondary Schools were met.

The standards for high school libraries as recommended by the State of Alabama Accrediting Agency specify that there should be a minimum annual expenditure of $1.25 per high school pupil in average daily attendance for books, library supplies and bindings. During the 1958-59 school term a total of $1,409.08 was appropriated by the Mobile County Board of School Commissioners for library use at Williamson High School. The per pupil expenditure was $2.67 for the 527 high school students. Of the appropriation of $1,409.08 the following amounts were spent: $1,120.38 or 79.5 percent for library books, $152.70 or 10.8 percent for library supplies, and $136.00 or 9.7 percent for periodical subscriptions. All library supplies, materials and equipment are ordered through the School Board on special requisition forms which are supplied. The Board does not make known its appropriation to the librarian at the beginning of the school term, but all of the materials requested at three times

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1Henne, Ersted, Lohrer, op. cit., p. 90.

during the year usually are sent. There are no specified dates with the exception of the last order which must be submitted before the final two weeks of the school term.

Quarters and Equipment

The American Association of School Librarians lists minimum standards for library quarters, recommendations for additional library space, and basic equipment for high school libraries. The minimum requirements for library quarters are a reading room, workroom, and storage room. For a school enrollment of 500 the reading room should allow 25 square feet of floor space per reader and should provide for seating at any one time 15 to 20 percent of the student body. Recommended are a conference room, librarian's office, and rooms for previewing films and listening to recordings. Equipment should include electrical outlets at all work centers and on every wall side, tables and chairs, bulletin boards, display cases, card catalog case, book truck, vertical file cases, map cases, poster files, dictionary and atlas stands and a typewriter.¹ In terms of basic rooms and floor space, Williamson Library does not meet the minimum standards for library quarters, nor does it have a conference room, librarian's office or rooms for previewing films and listening to recordings. The following equipment is needed to meet the American Library

Association's standards: display cases, book truck, map cases, and poster files.

The Southern Association of Colleges and Secondary Schools' standards provide that library quarters should seat the largest class plus 20 students and that there should be 25 square feet of floor space per reader. There should be a separate workroom and storage room. Further, the library should be equipped with tables, chairs, loan desk, magazine rack, bulletin boards, and typewriter. Williamson Library does not meet the standards for library quarters. The standards for equipment are met.

The library should be attractive, well-lighted well-ventilated, and adequately equipped with tables, chairs, adjustable shelves, loan desk, magazine shelves, bulletin boards, catalog case, information file, typewriter, and storage space. The library should be centrally located and include space for a workroom, reading room, conference room, and if possible an audio-visual screening and listening room. The reading room should be large enough to seat a minimum of 15 percent of the enrollment (allowing 25 square feet per person) but never fewer than the largest class group plus 10 students.

The library at Williamson has 928 square feet of floor space all of which makes up the reading room. The library will seat 36 students or two percent of the student body. The following equipment is found in the library: six tables, 36 chairs, loan desk, librarian's desk, 12-drawer card catalog, atlas stand, dictionary stand, typewriter.

1Henne, Ersted, Lohrer, op. cit., p. 96.

magazine shelves, newspaper racks, book shelves, information or vertical file, shelf list file, bulletin board, and limited storage space. The library is not well lighted, heated or ventilated and no space is provided for a workroom or conference room.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study of the Williamson High School Library in Mobile, Alabama made during the 1958-59 school year was to survey the library to ascertain what principles and practices exist in the library program, to determine the adequacy of the facilities and the extent to which the facilities are used. This survey should be helpful in planning for the future expansion of the library at Williamson High School and other schools in the area. It could also serve as a means of appraising later growth and development of the library.

The data for the survey were collected through interviews, questionnaires and general observation. The procedure used was that suggested by Frances Henne and others in A Planning Guide for the High School Library Program. The book collection was compared with titles listed in A Basic Book Collection for High Schools and the Standard Catalog for High School Libraries. The accrediting standards for the State of Alabama were used as evaluative criteria. The magazine collection was compared with areas of interest listed in A Basic Book Collection for High Schools and Magazines for School Libraries.
Background Information

Williamson High School is located in Mobile, Alabama in the southwestern section of Mobile in a community commonly known as Maysville. The Maysville section is populated by Negroes predominantly, and the majority of the students who attend the school live in surrounding areas. A housing project, a Catholic school and parish, a Lutheran elementary school, and a community recreation center are in close proximity to the school. Most of the students who attend Williamson come from homes where both parents are employed outside the home. According to records secured from the principal's office the major sources of employment for the male portion of the population are an air force base, shipyards and a paper mill.

The immediate area served by the school is four square miles but the school serves students for a radius of 15 miles. These students are transported by school bus.

Williamson High School is a public school accredited by the State of Alabama. The teaching staff consists of 43 teachers. Twenty of these teachers teach in the high school and 21 in the elementary school. The principal and the librarian do not have teaching loads. The school has 12 grades with a total of 1294 students. Of this number 59.9 percent are in the elementary school and 40.1 percent are high school students. Three curricula are offered: academic, general and vocational.

At the present time the school is undergoing a building program, and many of the old buildings have been demolished to make way for the expansion program. The present school plant consists of
four buildings with a total of 28 rooms. The elementary school is housed off the campus in community buildings.

The objectives of the Williamson High School are promoting the growth and development of the individual student and developing proportionally physical, social, emotional, and mental growth in every student so that he can adjust effectively to his physical and social environment.

Services

Library services and activities to students were examined. Students who wish to become library assistants must have a high citizenship rating in the school, passing grades in all subjects and an attitude of helpfulness and cooperation toward the librarian, fellow students and teachers. Students are selected to work in the library for a trial period of six weeks. If during this period they show a genuine interest in the work, they are named student library assistants. Student assistants help with routine library duties, book selection, and serve as members of the library club.

The reading guidance program of the library endeavors to develop an interest in books and reading through the use of book talks, book displays, book reviews, browsing, talks with individual as well as groups of students, and talks with faculty members.

The social guidance program has as its aim to develop proper attitudes in students toward public property, help students learn correct behavior in a group situation as is found in the library, good library citizenship, and correct social etiquette.
Library activities and services to teachers were analyzed. The library serves teachers by sending them lists of new materials, lists of interesting magazine articles, salient information about the study habits of individual students and by helping them to find materials to be used in teaching.

Teachers participate in the library program by bringing classes for library lessons, sending students for special assignments, helping with book selection, and by advocating good library citizenship. A questionnaire administered to teachers to get an accurate picture of teacher library use revealed that a majority of the teachers are aware of the library's facilities, but few of them use these facilities consistently. Some of the reasons listed by teachers for not using the library were not enough time in their schedules, not enough materials in the library, not enough space in the library.

General Use of the Library

The library is located at the end of one corridor in the main building of the school. Students must pass several classrooms to reach the library, as only one entrance is used. The school library is opened at 8:00 A.M., 15 minutes before the school day begins, and closed at 3:30 P.M., 30 minutes after the school day ends. Only a small group of students have regular library periods but students may use the library at any time during the school day if they secure written permission from their classroom teachers.

Through the use of questionnaires student use of the library
was determined. The questionnaires indicated that 166 students or 66.6 percent visit the library weekly, 113 or 40.2 percent whenever possible, 94 or 26.4 percent daily and eight or 2.2 percent of the students never visit the library. The students checked the following reasons for visiting the library: to study on their own, to study for examinations, to do required reading, to do recreational reading, to borrow or return a book, to use the library as a study hall, to browse and because teachers took them. The reasons students checked for not visiting the library were the following: library is too small, assignments can be done without using the library, librarian not nice about helping to find materials, and no free periods. One hundred and fifty-five or 53.5 percent reported that it was easy to find books in the library and 81 or 22.7 percent did not find it easy to find books. One hundred fifty or 52.1 percent said they were helped by the librarian and 27 or 7.6 percent said they were not. Two hundred twenty-nine students or 64.3 percent said they were helped by student assistants and 82 or 23 percent said they were not. One hundred eighty-eight students or 52.8 percent reported that they had been taught to use the library and 63 or 18 percent said they had not.

Non-fiction books are circulated at Williamson High School for a seven-day period, fiction books for a fourteen-day period, and reserve books for a one-day period. All students at the school are entitled to use the library and to borrow books. Circulation statistics are kept daily and recorded monthly and annually. The total number of books circulated during the 1958-1959 school term was 2,865.
Of this number 1,852 were non-fiction books and 1,013 were fiction. The required reading programs carried on by four teachers may account for the large number of non-fiction books circulated.

Library lessons were taught in grades seven through 12 whenever teachers requested that they be presented. These lessons included the following areas:

1. Arrangement and organization of the library.
2. Make-up and care of books.
3. Guidance and reading for pleasure.
4. Use of encyclopedias and dictionaries.
5. Use of special reference books.
8. Audio-visual materials.

Materials, Facilities and Equipment

The materials collection in the school library consists largely of books and periodicals. There is a separate audio-visual department housed elsewhere in the school; however, a list of all audio-visual materials and equipment is kept in the school library. Tentative plans for the next school year include listing all audio-visual materials in the card catalog. There are no classroom collections, but teachers may borrow books for short periods of time to be used in the classroom. The only special collection at the school is the professional collection for teachers which is composed of books and periodicals. The materials for this collection
are purchased from general library funds with the principal's approval.

Books comprise the largest group of materials in the library and they are selected to meet the needs of the students and the curriculum. Every area of subject matter taught in the school is represented in the book collection. Books for recreational reading, books on hobbies and crafts, and books to foster the professional growth of teachers are also included. The collection consists of 2,943 books with representation in each main division of the Dewey Decimal Classification scheme. The book collection was measured with the titles listed in the Standard Catalog for High School Libraries and with titles in A Basic Book Collection for High Schools. The number of titles listed in A Basic Book Collection for High Schools was 1,438; of this number 658 or 45 percent of these titles are found in the Williamson High School Library. Of the 1,087 book titles listed in the Standard Catalog for High School Libraries 987 or 24.1 percent of the titles are in the Williamson High School Library. The largest collection is the fiction collection. Following the fiction collection in terms of size are the social science, literature, natural science, useful arts, biography, fine arts, and general works collections. The smallest collections are philosophy, religion, geography and travel.

The American Library Association recommends that a library with an enrollment up to 500 students have a book collection of 5,000 volumes. The Williamson High School Library has only 2,733 volumes for high school use; therefore, it does not meet these standards. The
standards set forth by the Southern Association of Secondary Schools and Colleges of 2,500 to 5,000 volumes are met by the library as well as the standards for the State of Alabama which advocate five books per pupil.

All library supplies, materials and equipment are ordered through the School Board on special requisition forms which are supplied. The Board does not make known its appropriation to the librarian at the beginning of the school term, but all of the materials requested at three times during the school year usually are sent. There are no specified dates for book orders with the exception of the last order which must be submitted before the final two weeks of the school term. During the 1958-1959 school year a total of $1,409.08 was spent for library supplies. The total amount spent for books was $1,120.38 or 79.5 percent, for library supplies $152.70 or 10.8 percent and for periodicals $136.00 or 9.7 percent. The per pupil expenditure for the 527 high school students was $2.67.

Williamson High School's library appropriation for the 1958-59 school term of $2.67 per pupil was adequate as compared with the American Association of School Librarians' $1.50 per pupil, the Southern Association of Colleges and Secondary Schools' stipulations of $625.00 for schools with enrollments of 501 to 1,000 plus $1.00 for each student in excess of 500, and the State of Alabama Accrediting Agency's recommendation of $1.25 per pupil.

The library quarters at Williamson High School Library are inadequate and do not meet the minimum requirements of the American
Library Association which advocates 25 square feet of floor space per reader, storage space, workroom, conference room and an audio-visual screening and listening room, nor do they meet the similar standards of the regional and state accrediting agencies. The equipment in the library includes most of the major items recommended by all three agencies with the exception of a book truck, display cases, poster files, and map files suggested by the American Association of School Librarians.

The library is small and consists of 928 square feet of floor space. All of this space is devoted to the reading room. The library has no workroom or conference room. There is adequate shelving for books but the shelves are not adjustable. The library has magazine shelves, newspaper racks, a bulletin board, typewriter, card catalog, tables, chairs, a loan desk, a vertical file, a shelf list file and a librarian's desk.

The library staff of Williamson High School is insufficient in terms of size according to the American Association of School Librarians, the Southern Association of Colleges and Secondary Schools, and the State of Alabama Accrediting Agency. Although the requirement for a full-time librarian with at least 30 semester hours in library science is met, there is no clerical assistant.

The library staff consists of one librarian. The librarian has 35 semester hours of library science courses and is working toward the master's degree at Atlanta University. Duties of the librarian are selecting, ordering, classifying, and cataloging books;
working with reference and circulation; assisting in reading guidance; teaching library lessons; preparing lists of new materials to send to teachers; and helping teachers select materials for units of work. The librarian also serves on the school finance committee, the guidance committee, and the dance committee. There are 17 unpaid student assistants. The work of these students is invaluable in the operation of the library.

**Recommendations**

This study revealed many of the limitations of the library at Williamson High School. As a result the following recommendations are offered:

1. That the library quarters be enlarged to seat 15 percent of the student body plus the largest class and 10 additional students.

2. That a workroom for the librarian and a conference room for the students and faculty members be added.

3. That the book collection be enlarged to include more materials from the standard lists that also supplement the curriculum and meet the needs of the students.

4. That adequate lighting, heating, and ventilation be provided in the library.

5. That a part-time clerical assistant be employed to aid the librarian.

6. That the class schedules be revised so that all students will have some definite time to use the library.

7. That available audio-visual materials be housed in and distributed from the library.
APPENDIX A

QUESTIONNAIRE FOR TEACHERS

1. About how often do you make library assignments for your classroom work? Check one (x).
   - Less than once per week
   - Once per week
   - Once every two weeks
   - Less than once per month
   - Once per month
   - Other

2. Is the library or the librarian consulted before you make an assignment to see what materials are available?
   Check one (x) Yes No

   If answer is No, do you feel that students get the best benefit from your assignments?
   Check one (x) Yes No

3. Do you know that the library has a file of pamphlets, pictures and clippings for your use?
   Check one (x) Yes No

   If answer is yes, do you find these materials helpful to you?
   Check one (x) Yes No
4. Do you bring classes to the library?
   Check one (x) Yes _____ No _____
   If no, why not?
   If yes, how often?
   Check one (x) weekly _____ occasionally _____ seldom _____ never _____

5. Do you send groups of students to the library for special assignments?
   Check one (x) Yes _____ No _____
   How often? Check one (x)
   weekly _____ occasionally _____ seldom _____ never _____

6. Do you borrow books from the school library for your personal use?
   Check one (x) Yes _____ No _____
   What kind? Recreational _____ Professional _____

7. Do you withdraw books from the school library for general classroom use?
   Check one (x) Yes _____ No _____

8. Please list any suggestions you have for improving library service at Williamson High School.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
QUESTIONNAIRE FOR STUDENTS

This is not a test it is merely an attempt to determine how often students use the library and its materials. You do not have to sign your name. Please read the questions carefully and answer them truthfully.

1. How often do you visit the school library? Check one (x)
   - Daily ____
   - Weekly ____
   - About once per month ____
   - Once per semester ____
   - Once per year ____
   - Whenever possible ____
   - Never ____
   - Other ____

2. If you never visit the school library please check your reason (x)
   - Library is too small ____
   - No free periods ____
   - Not open when you have free periods ____
   - Too noisy ____
   - Dislike librarian ____
   - Can do assignments without library materials ____
Library is unattractive and uncomfortable ____
Too quiet ____
Librarian not nice about helping you find materials ____
Too much trouble to get permission to use the library ____
Other reasons for not visiting the library. Please list:
........................................................................
........................................................................
3. If you do visit the library please check your reason (x)
To study on your own _____
To study for examinations _____
To do required reading _____
To do recreational reading _____
To read magazines _____
To get assignments _____
To browse _____
To return a book _____
No other place to go _____
Library used as study hall _____
Other reasons please list:
........................................................................
........................................................................
4. Is it easy to find the books you need in the library? Check one (x)
Yes ____  No ____
5. Do you get help from the librarian? Check one (x)
Yes ____  No ____
6. Do the student assistants help you? Check one (x)
   Yes ____  No ____

7. Has anyone taught you how to use the library? Check one (x)
   Yes ____  No ____
APPENDIX C

LIST OF TITLES OF MAGAZINES SUBSCRIBED TO BY THE WILLIAMSON HIGH SCHOOL LIBRARY, 1958-1959

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>1.</td>
<td>American Girl**</td>
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<tr>
<td>2.</td>
<td>American Home**</td>
</tr>
<tr>
<td>3.</td>
<td>Athletic Journal**</td>
</tr>
<tr>
<td>4.</td>
<td>Aviation*</td>
</tr>
<tr>
<td>5.</td>
<td>Better Homes and Gardens**</td>
</tr>
<tr>
<td>6.</td>
<td>Boys' Life**</td>
</tr>
<tr>
<td>7.</td>
<td>Calling All Girls*</td>
</tr>
<tr>
<td>8.</td>
<td>Charm*</td>
</tr>
<tr>
<td>9.</td>
<td>Children's Activities*</td>
</tr>
<tr>
<td>10.</td>
<td>Children's Playmate*</td>
</tr>
<tr>
<td>11.</td>
<td>Consumers Guide*</td>
</tr>
<tr>
<td>12.</td>
<td>Coronet*</td>
</tr>
<tr>
<td>13.</td>
<td>Crisis*</td>
</tr>
<tr>
<td>14.</td>
<td>Ebony***</td>
</tr>
<tr>
<td>15.</td>
<td>English Journal***</td>
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<tr>
<td>16.</td>
<td>Flying**</td>
</tr>
<tr>
<td>17.</td>
<td>Glamour*</td>
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<tr>
<td>18.</td>
<td>Good Housekeeping**</td>
</tr>
<tr>
<td>19.</td>
<td>Holiday**</td>
</tr>
<tr>
<td>20.</td>
<td>Jack and Jill*</td>
</tr>
<tr>
<td>21.</td>
<td>Junior Scholastic*</td>
</tr>
<tr>
<td>22.</td>
<td>Ladies Home Journal*</td>
</tr>
<tr>
<td>23.</td>
<td>Life**</td>
</tr>
<tr>
<td>24.</td>
<td>Look*</td>
</tr>
<tr>
<td>25.</td>
<td>McCall's*</td>
</tr>
<tr>
<td>26.</td>
<td>Modern Photography***</td>
</tr>
<tr>
<td>27.</td>
<td>Motion Picture***</td>
</tr>
<tr>
<td>28.</td>
<td>National Geographic**</td>
</tr>
</tbody>
</table>


**Titles listed in both Martin, op. cit. and in American Library Association, A Basic Book Collection for High Schools (Chicago: American Library Association, 1957).

***Titles not listed in either of the foregoing sources.
<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>29.</td>
<td>Nature**</td>
<td>42.</td>
<td>School Shop*</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Newsweek**</td>
<td>43.</td>
<td>Science Digest</td>
<td></td>
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<tr>
<td>32.</td>
<td>Popular Mechanics**</td>
<td>45.</td>
<td>Senior Scholastic**</td>
<td></td>
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<tr>
<td>33.</td>
<td>Popular Science**</td>
<td>46.</td>
<td>Seventeen**</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Reader's Digest*</td>
<td>47.</td>
<td>Social Education*</td>
<td></td>
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<tr>
<td>35.</td>
<td>Safety Education*</td>
<td>48.</td>
<td>Theatre Arts**</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Saturday Evening Post*</td>
<td>49.</td>
<td>Time**</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Saturday Review of Literature*</td>
<td>50.</td>
<td>Today's Health*</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>Scholastic Coach*</td>
<td>51.</td>
<td>Vogue*</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>School Activities*</td>
<td>52.</td>
<td>Wee Wisdom*</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>School Arts**</td>
<td>53.</td>
<td>What's New in Home Economics*</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>School Musician*</td>
<td>54.</td>
<td>World News of the Week*</td>
<td></td>
</tr>
</tbody>
</table>

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*Titles listed in Martin, op. cit.

**Titles listed in both Martin, op. cit. and in American Library Association, op. cit.

***Titles not listed in either of the foregoing sources.
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