A SURVEY OF TWO PUBLIC HIGH SCHOOL LIBRARIES
IN BIRMINGHAM, ALABAMA

A THESIS
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BY
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SCHOOL OF LIBRARY SERVICE

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CHAPTER I

INTRODUCTION

The South at the end of the nineteenth century was concerned with the need for school buildings, competent teachers and longer school terms. Little attention was given to the library. The slow development of the school library was due, in part, to unfavorable economic, political and social conditions. Since 1926, however, the South has become library conscious. Some important events that have influenced the development of the school library in the southern states have been the adoption of the revised high-school library standards in 1929 by the Southern Association of Colleges and Secondary Schools, the interest of the Julius Rosenwald Fund in school and county library development, the organization of the Southeastern Library Association and the increased facilities for training librarians.¹

It is of vital importance in terms of accreditation of the school that the library meet certain required standards. School libraries are much discussed in educational articles, however, few research studies have been made concerning them. Objective investigations are needed to evaluate adequacy and

progress in the school library movement.

Purpose and Scope

The purpose of this study is to find out what library facilities and services exist in the two four-year Negro public high schools of Birmingham, Alabama, and to find out how they are organized and used to meet the needs of teachers and students. This study was made during the second semester of the 1953-54 school term. The schools involved are Parker and Ullman High Schools. This is an over-all picture of the present library situation. In view of the philosophy, objectives, organization and administration of the schools, an attempt has been made to learn how closely these libraries with their books and services, meet the needs of students and teachers. In the light of the findings, plans and suggestions for future development and improvement of the libraries have been made.

Significance

This survey may be used by school officials to discover any deficiencies in these schools' library services and facilities. As Birmingham is the largest city in Alabama, a study of this kind may be significant in that it would show general library facilities and services which are available to Negro youth on a high school level. It should be helpful to principals, teachers and librarians in planning all phases of the school library programs. A study of this kind can very well serve as a basis for measuring the growth in library
facilities and services should another such study be made five or ten years hence.

**Methodology**

The entire study is made according to *A Planning Guide for the High School Library Program* by Frances Henne, Ruth Ersted and Alice Lohrer.¹ The normative survey method of research was used. Special techniques used for collecting data included general observation of the schools, interviews with principals, teachers and librarians and a study of the policies and procedures of the administration. Library literature dealing with school library service and Alabama School Laws as they pertain to school libraries were analyzed to gain a broader view of the subject. In as much as the pupils tend to reveal the environment from which they come, descriptive information was obtained about the population and the community.

From the above procedures, characteristics of the schools and general appearance of the libraries are described. A detailed analysis of the library activities and services for students and teachers was made. Information on the library staff includes academic training, professional training, experience and teaching loads. The materials collection was evaluated both quantitatively and qualitatively. A measure of the book collection was made to determine the total number of titles in

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the collection; to determine the extent to which the book collection is well balanced by counting the number of titles in each division of the Dewey Decimal Classification Scheme; to determine the appropriateness of the titles as measured by the number of the libraries' titles included in such reputable book selection aids as *The Basic Book Collection for High School Libraries*\textsuperscript{2} and its Supplement\textsuperscript{3}; and to determine the recency of the titles as measured by the number of titles in the social sciences and the sciences which have been copyrighted within the last five years. A spot sampling of certain subjects which are considered basic to carrying out the libraries' objectives and the objectives of the schools were made in a rather subjective manner to obtain the strength and weaknesses of the book collections in these particular areas.

The appropriateness of the magazines found in the libraries was measured by the number of titles found in the libraries which are listed in *Periodicals for Small and Medium-sized Libraries*.\textsuperscript{4}

\footnotesize
\begin{itemize}
\end{itemize}
Finance was evaluated as to total income, expenditures, library needs and organization of budget. Information on quarters and equipment includes accessibility of the libraries, adequacy of library space, amount of standard equipment and the attractiveness of the libraries. In the final chapter the information obtained is summarized and plans for improvement made.

**Characteristics of Birmingham, Alabama**

Birmingham is the largest city of Alabama, and it is located slightly north of the center of the State. The City was named after Birmingham, England, an allusion to the proximity of rich deposits of iron. It is situated in the midst of immense coal deposits. Birmingham has risen to high rank among the iron and steel producing centers of the country. Steel and steel products and coke account for a high percentage of the City's extensive output of manufactured goods, although in recent years the industries of Birmingham have become considerably diversified.

Birmingham is situated in the east-central part of Jefferson County, in Jones Valley and in the midst of the most extensive mineral district of the State. The valley was once a mountain and is wholly due to erosion, having been cut out of the mountain top by the action of water. Thus it presents the unusual spectacle of a valley which is a water divide. The floor of the valley for most of its length is higher than the mountainous country surrounding it, and its raised edges of rims of millstone grit are the highest points of the locality.
These facts cause the site and surroundings of the City to be exceedingly picturesque and they also have a marked influence on its climate.

It is usually said that Birmingham enjoys an "exceptionally good climate." Located on the ridges at the southwestern extremity of the Appalachian Mountains, Birmingham has altitudes of from 625 feet to over 1100 feet. Over a 53 year period, July has been the warmest month, with a mean monthly temperature of 80 degrees. January has been the coldest month with a mean monthly temperature of 45.9 degrees.

The City is substantially and handsomely built and has many fine streets, beautiful residences, imposing public buildings and also numerous commercial structures of the skyscraper type. Every type of architecture may be found in Birmingham homes. Many of the loveliest homes are built on the sloping hillsides commanding magnificent views and surrounded by colorful flower gardens.

Birmingham is a notable product of the industrial transformation that has taken place in the South since the Civil War. In 1870, the site of the City was a cotton field. In 1871, following the discovery of valuable coal and iron deposits in the vicinity, a land company founded Birmingham. Growth at first was slow but the population rose from 3,086 in 1880 to 26,178 in 1890.¹ Since the latter date Birmingham has enjoyed

remarkable growth. The population now is 326,037.\(^1\) On August 8, 1907, the Legislature authorized the extension of the corporate limits of the City to take in additional territory including Ensley, Pratt City, Woodlawn, North Birmingham and others, so as to form "Greater Birmingham." The growth in population, wealth and commercial importance has caused the City to be called the "Magic City."

**Educational Facilities.**—There are 76 elementary city schools in Birmingham, 42 for white students and 34 for Negroes. All of the larger elementary schools are operated on the "platoon" or work-study-play plan and free textbooks are furnished. Of the ten standard accredited city high schools, seven are for whites and three are for Negroes. These schools offer five regular courses of study as follows:

1. College preparatory, which is subdivided into arts preparatory and science preparatory

2. General

3. Practical arts, which includes manual training and home economics

4. Commercial

5. Music

The John Carroll High School for whites, Immacular and Holy Family for colored are private institutions operated by the Catholic Church. They offer substantially the same courses

\(^1\)Tbid.
of study at the high-school level.

The Negro high schools of Birmingham offer the usual academic courses found in standard high schools. On the ninth grade level a student enrolls in civics, general science, general mathematics and English. On the tenth grade level a student is offered world history, biology, elementary algebra and English. On the eleventh grade level a student is offered American history one semester and Negro history one semester, chemistry, plane geometry and English. On the twelfth grade level a student enrolls in American government for one semester, physics, intermediate algebra and English. English is offered every semester for four years. In addition to the English courses, English literature is offered in the eleventh grade and American literature in the twelfth grade. If a student is not enrolled in a formal literature class he is required to study along with his course in English, an outstanding literary selection such as: Henry W. Longfellow's "Courtship of Miles Standish," William Shakespeare's Midsummer Night's Dream, James Fenimore Cooper's Last of the Mohicans and Thomas Elliot's Silas Marner. In addition to the courses listed above pupils are required to spend two periods each day in vocational classes or electives such as: art, arts and crafts, beauty culture, book-keeping, clothing, choir, dance, foods and nutrition, first aid, home making, health and home nursing, photography, speech, Spanish, physical education, typewriting, or one of the seven industrial arts namely: printing, woodworking,
mechanical drawing, shoe repairing, automotive mechanics, upholstering and tailoring.

Birmingham has three senior colleges: two for whites and one for Negroes: Miles College for Negroes and Birmingham Southern College, a Methodist College and Howard College, a Baptist Institution for whites. All are co-educational and offer day courses in arts and sciences and business administration. There are business colleges for both whites and Negroes. Facilities for collegiate training in many fields are available within the Birmingham and Alabama area, with over 30 first class senior colleges and universities operating within a 200 mile radius.¹

**Economic conditions.**—The area included within the two school communities is primarily industrial. As the economic status of a community usually indicates its social, ethical and political levels, it is easy to see the underlying cause of the low economic, social, moral and non-existent political life of the community. For the most part, the economic well-being of the community is dependent upon such inconstant and paralyzing forces as strikes, labor disputes, discrimination in employment and the economic and social problems which result in most of the Negro women being employed as domestic service workers. These economic facts do not paint a bright picture of the community.

Because of limited economic opportunities, the social and cultural life of the community suffer proportionately. Restricted living in the most undesirable, unsightly and overcrowded parts of the city have given rise to increasing juvenile delinquency, social diseases, crime and immorality. Naturally, other factors contribute their share to the picture of one phase of the community, but the underlying factor seems to be basically economic.

On the other side of the picture, despite the many obstacles placed in the way of whole-hearted progress, much has been accomplished in this community. Home ownership is high, private businesses flourish and several professions are thriving lucratively.

A great percentage of the fathers of the students in the schools in this study do work which is classified as semi-skilled and common labor in the industrial plants and mines of this area. Two-thirds of them fall into this classification. Among the mothers 66 per cent of them are domestic servants. In contrast not many of them are homemakers.¹

Data concerning the educational status of the fathers and mothers of the children in the schools in this study show that they parallel each other. The only difference is one of

¹Selected members of the Parker High School Faculty conducted a survey to obtain this information which was needed for inclusion in The Report of the Parker High School Faculty on the Evaluative Criteria, October 19-23, 1953 (Birmingham: Parker High School, 1953), pp. 19-23.
degree. Thirty-three per cent of the fathers never completed elementary school while 28 per cent of the mothers did complete elementary school. Even a smaller percentage of the parents of the children in the schools in this study completed high school and just a very few of the parents studied beyond high school.¹

Churches.--Churches of every denomination are well represented in the community. For the most part, they provide the only social and recreational outlet for many children.

Libraries.--A well balanced, moderately extensive collection of materials is available at the Washington and Slossfield Branches of the Birmingham Public Library. The Washington Branch of the Birmingham Public Library is located in the Negro downtown business section where there is much to discourage library usage. The Negro population of Birmingham has recently been given a bookmobile.

Cultural outlets.--There are no cultural outlets such as museums, art galleries, a planetarium, botanical gardens and zoos. The Cooper Green Art Museum opens its doors only at specified times. Despite this inadequacy, it is not to be inferred that the high-school students are not given the opportunity to enjoy art, learn to appreciate it and participate in its creation. The Parker High School Art Club has made tours to the Vulcan Monument of Birmingham, The Carver Museum of Tuskegee Institute and the Alabama Archives of History at Montgomery.

¹Ibid.
The intellectual groups who are interested can find cultural outlets by attending forums, lyceums, operas, plays, and musical performances. Pupils and patrons of Parker and Ullman High Schools attend the various forums presented in the Birmingham area. The most important are: The Birmingham News Forum on public affairs, The Periclean Club forum and the Town Meeting sponsored by the Club Imperial. When not excluded by local segregation laws pupils and their parents get a chance to see road companies of Broadway plays. Many, however, attend the concerts by the Birmingham Civic Symphony Orchestra, The Parker High School Band and Ullman High School Choir. The ushers clubs of the schools serve at most of these functions and thereby the student members gain free admittance.

A few organized service groups such as, The Chamber of Commerce, Rotary Club and others, contribute to the cultural advancement of the Negro population in many ways. The Exchange Club presents an award to an outstanding graduate of each city high school every semester. Teachers in the Negro schools participated for the first time in the Chamber of Commerce-sponsored Birmingham-Industrial-Education Day. Three railroad companies, the Frisco, the Louisville and Nashville and the Southern furnished trains. The Negro teachers spent the day riding by the many industrial plants and shops within the Birmingham district. Each train was equipped with a public address system and each place of interest was pointed out.

Health agencies.—On the south side of town a section has been set aside for medical buildings. This is called the
medical center. The medical center consists of the University of Alabama Medical and Dental Colleges, the Crippled Children's Clinic, the Jefferson-Hillman Hospital, the Veterans Hospital, the Health Department and numerous clinics. There are 19 hospitals in the Birmingham area including sanitariums and clinics; of these, eight either take care of colored only or white and colored. The support of these hospitals and clinics comes from the Community Chest, churches, State and County, Salvation Army, industry and the Federal Government.

Recreational facilities.--There is under the supervision of the Park and Recreation Board a total of 55 facilities embracing 1,054 acres and including the following special types of recreation: two 18-hole golf courses, one nine-hole golf course, six swimming pools, nine community centers, one hobby shop for art and crafts, one public park of 203 acres of virgin woodlands with a deer enclosure and a lake of several acres which provides good fishing.\footnote{Birmingham, The Magic City (Birmingham: Chamber of Commerce, 1950), p. 19.} In addition the Board operates the Legion Field Stadium where high school, college and professional football games are played. Birmingham also provides two other public facilities for recreation; namely, the Municipal Auditorium and Fair Park.

Pool rooms, dance halls and night clubs are the main types of commercialized entertainment. These tend to have a bad influence upon the young people of the community. This
influence is reflected in the problems of juvenile delinquency in the city, in problems with students in the schools and problems with students' use of the library.¹

Descriptions of the Schools

Parker High School is located at Birmingham, Alabama, in the Smithfield residential section. The main school plant occupies a tract of land extending for a block and a half north on Eighth Avenue, between Third and Fourth Streets. Five buildings compromise this grouping. The original three are one-story California-type buildings of hollow tile and stucco construction.

Facing south on Eighth Avenue and extending the length of the block, the main building spreads in rectangular outline shape. It contains the administrative offices, classrooms, conference rooms, auditorium, lunch room and laboratories for chemistry and physics. Adjoining this structure, the boys' Vocational Building forms a right wing and extends along Fourth Street for a half block. On the right wing the Girls' Vocational Building extends the same distance along Third Street. To the north of these buildings was added later a brick and mortar two-story combination class room and girls' workshop building.

The last unit in this group, completed in 1951, is

built of cement blocks and steel with brick veneer. It houses the gymnasium and the Library. The Library's immense reading room with a full southern exposure, separate store room and combination office-work room serve adequately the library needs of the faculty and students.

Three blocks east of this group on Eighth Avenue is located the Annex. The Annex consists of nine converted frame structures with an administrative office, auditorium, thirteen classrooms, four workshops, a lunchroom and a Library. The school provides some one hundred rooms for instructional activities and comprises approximately eight acres of campus area.

The lunchroom is designed so that it can be used for other purposes, but it is not sufficient in size to allow adequate time for eating without excessive shifts and to render it free from traffic congestion. Kitchen facilities are very good with adequate provisions for storage and refrigeration. Located near the main entrance, the office is adequately equipped with typewriters, files, desks and a fire-proof vault for storing permanent records. Storerooms for office materials and supplies are conveniently located.\footnote{Ibid., pp. 201-206.}

Ullman High School is located in Birmingham, Alabama, on the South side of town. The school plant occupies a tract of land extending for a block on Seventh Avenue, South, between Twelfth and Thirteenth Streets, South. The front of the new structure runs one half block on Twelfth Street and the grounds
extend the same distance on Thirteenth Street facing east.

The new structure is a two-story brick building. In addition to nine classrooms, it contains the boys' advisor's conference room, a library and rooms for the teaching of art, typing, beauty culture and sewing. Lockers are provided in the halls on the first and second floors. Just back of this building is the original school, a three-story brick building with a basement that contains the cooking classrooms, the industrial arts room and cafeteria. The other three floors have the administrative office, girls' advisor's conference room, four science laboratories, a double room which serves as an auditorium and nine classrooms.

To the side of the old building, two units have been constructed to take care of certain vocations; one is a brick structure and the other a frame building. The frame building is used as a wood-work shop and band room; while the brick unit contains a tailoring and upholstery shop. The upholstery shop is elevated due to its placement over the boiler room which is the central heating unit for the School.¹

Grades nine through twelve are taught by 109 teachers at Parker High School and by 50 teachers at Ullman High School. Table 1 shows the number of students at both Parker High School and Ullman High School by grades and the total number of students at each school.

Objectives of the Schools

The chief objective of Parker High School is to help the

¹Information obtained from Mr. Ralph Harris and Mrs. Blanche Martin, instructors at Ullman High School, June 24, 1953.
growing individual to acquire the ability and the desire to
discover and develop his potentialities by acquiring through
learning:

1. A body of knowledge regarding the broad fields of
human intelligence together with an understanding of
the significance of this knowledge to the management
of human affairs;

2. The ability to think clearly, objectively, and in-
dependently;

3. The ability to comprehend readily and completely,
to communicate correctly and fluently ideas in the
English language;

4. The ability to appreciate, interpret and create the
beautiful;

5. The ability to maintain mutually satisfying and
creative relationships with other individuals and
with social groups;

6. An understanding of the laws of health, and of a
consciousness of the importance of healthy minds
and bodies;

7. A body of knowledge concerning vocational oppor-
tunities and the requirements for effective par-
ticipation in some chosen occupation;

8. The ability to develop an understanding of desir-
able relations between America and the world.¹

¹Report of the Parker High School Faculty on the Evalu-
ative Criteria, October 19-23, 1953, (Birmingham: Parker High
School, 1953), pp. 5-7.
TABLE 1
NUMBER OF PUPILS BY GRADE AT PARKER AND ULLMAN HIGH SCHOOLS

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<th>Grade</th>
<th>Number of Pupils</th>
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<tr>
<td></td>
<td>Parker</td>
<td>Ullman</td>
</tr>
<tr>
<td>9</td>
<td>796</td>
<td>433</td>
</tr>
<tr>
<td>10</td>
<td>632</td>
<td>354</td>
</tr>
<tr>
<td>11</td>
<td>521</td>
<td>290</td>
</tr>
<tr>
<td>12</td>
<td>599</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Total 2548</td>
<td>1297</td>
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The objectives of Ullman High School center around the needs of the pupils. It is the objective of the School to aid pupils in meeting these needs by endeavoring through training and guidance:

1. To teach boys and girls to live with other human beings;
2. To teach boys and girls to live in their natural and scientific environment;
3. To train boys and girls to meet the mental and physical health needs;
4. To train students to think logically and to express themselves clearly;
5. To prepare students for work and/or further education;
6. To give students guidance to aid them in learning to use their leisure well;

7. To motivate students to develop aesthetic appreciation.¹

Objectives of the Libraries

The first objective of the school library is to further the achievement of the over-all objectives of the school. With this in mind the Parker High School librarians made the following statement:

We believe that it is the right of every boy and girl to have the inspiration, information and recreation that are derived from sharing the best of the impressions and expressions of mankind. The primary source for the fulfillment of this right is the school library. We further believe that just as our democratic society evolves; just as our pupil population and school community evolve; just as the educational needs of youth evolve; so must the library service evolve so as to approach more nearly the ideal—'A resource center of instructional materials and a laboratory for learning to use library facilities effectively.'

The objectives of the Parker High School Library are:

1. To acquire books and other materials commensurate to the demands of the curriculum and the needs of boys and girls and to organize these materials for effective use;

2. To stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in judgment and appreciation;

¹These objectives were worked out after an interview with Mrs. Blanche R. Martin, Ullman instructor and member of the Committee on Philosophy and Objectives of the School. The School's objectives are to be revised in August of 1954.
3. To develop in pupils skill and resourcefulness in their use of library materials and encourage the habit of personal investigation;

4. To provide opportunity through library experiences, for boys and girls to develop helpful interests, to make satisfactory personal adjustments and to acquire desirable social attitudes;

5. To introduce pupils to community libraries, to work cooperatively with those libraries and to stimulate continuing reading and cultural growth;

6. To participate cooperatively and effectively in the school program as it strives to meet the needs of pupils, teachers, and other community members.¹

To affirm the fact that the objectives of the library should be in accord with the objectives of the school the Ullman High School Librarian made the following statement:

The Ullman High School Library is an integral part of the School. It serves both as a teaching and service agency which promotes the School's philosophy and attempts to carry out those objectives which will aid pupils in developing their capacities intellectually, emotionally and socially.

The objectives of the Ullman High School Library are:

1. To select a wide variety of material to meet the needs and demands of the curriculum;

2. To organize materials for effective use;

3. To assist pupils in developing skill in the use of materials;

4. To guide pupils in their choice of material for curricula and personal needs;

5. To cooperate with teachers in the selection and use of materials which supplement the basic text;

6. To encourage pupils to become members of the public library and cooperate with the public librarian in her effort to encourage cultural growth.¹

¹Obtained by interview with Mrs. Marian C. Russell, Ullman High School Librarian, May 10, 1954.
CHAPTER II

LIBRARY ACTIVITIES AND SERVICES FOR STUDENTS AND TEACHERS

Library Activities and Services for Students

Student Participation in the General Library Program

Student participation in the selection of library materials.--The students of Parker High School have not worked together on a classroom project for the purpose of selecting books for the Library. A project of this type is of considerable importance but no teacher has taken the responsibility to direct such. The student library assistants are given the opportunity to make suggestions for the selection of materials and for the most part the response has been fair. The library club of Parker High School undertook as one of its regular activities the selection of books for the Library. The club members compiled suggestions from other members of their classes and at one of the regular library club meetings the book selection aids were placed on the tables and students used them in making their list.¹

At Ullman High School once during the year one of the English teachers undertook as a student project, with the help of the librarian, the selection of books to be ordered for the Library. The student library assistants also made suggestions

¹Information obtained by interview with head librarian, Mrs. J. O. Reid, March 15, 1954.
as to new books that they would like to see in the Library. The library club used one of its regular meetings to offer suggestions for new library material.

Although attempts have been made to get groups of students to make suggestions for the purchase of Library materials, in the opinion of the librarians the response has not been satisfactory. The librarians at both schools stated that they had encouraged students to make suggestions for the purchase of materials and that the responses from individual students had been good. In each school it seems that much more could be done by student groups in selecting library materials as organized projects.

Student participation in the formulation of library policies.--It is of utmost importance that students be given the opportunity to shape some library policies. At Parker the student council members and also the student library assistants were the two student groups that participated in this activity. It has been the policy of the Library to admit students from the various study classes with a library permit signed by the teacher in charge of the study class. It would sometimes take the teacher ten or fifteen minutes to call the roll and write out permits; thus after a child walked to the Library too much time was wasted from his study. The student council members suggested that the class secretary write the library permits and students could go directly to the Library and thus have longer time there. There is a library club composed of one representative from each home room. This group is given the
opportunity to suggest library policies.

The student groups that help to formulate library policies at Ullman High School are members of the student library committee, members of the library club and student library assistants. The librarian took the responsibility of processing all new books, which was a big job and took much of her time. One of the library assistants offered to take charge of making book cards and suggested that students who could print take charge of lettering on the backs of books.

It seems that in both schools students are given ample opportunity to help formulate library policies.

The availability of library space for exhibiting work done by students in other departments of the schools.--In the Parker High School Library there are exhibits from time to time such as: some special hobbies, extra curricular projects, autographed pictures of groups taken with outstanding visitors to the School and projects centered around special holidays. The display cases contain trophies won in sports. A student group along with teachers had made a tour through the Ensley Steel Plant. Several pictures were made of the students as they stopped at various points inside of the plant. The steel company officials sent the School several large clear prints which were displayed in the Library.

There are no exhibits in the Ullman School Library of work that students have done in the classrooms, in clubs or outside of School.
The student library assistant programs.--Parker High School Library makes provisions for using student assistants. There are 35 student library assistants at the main building and 14 library assistants at the annex Library. The student library assistants at the main building Library work a total of 175 hours per week. The student library assistants at the annex Library work a total of 70 hours per week. They do the following types of work: circulating books, collecting overdues, marking, mending, typing book cards, typing catalog cards, general typing, preparing book lists, delivering materials to classrooms, shelving, shelf-reading, dusting, motivating library use through publicity, recording attendance and aiding with reference work.

The Ullman High School Library uses 16 library assistants who work a total of 80 hours per week. The Ullman student library assistants do the same types of work as that which is done by the student library assistants at Parker High School Library except marking, mending and typing catalog cards.

The student library assistant programs at the two schools are very much alike in many respects in that, the student assistants are carefully trained, each library has a work schedule which provides for a rotation of duties, the student assistants are not paid and they receive no reward. At Parker every student who works in the Library is given a grade which is recorded on the student's permanent record. If that student works in the Library in place of going to a work class, the grade received carries one-half unit credit the same as any other work class.
If the student assistant goes to a work class and in addition works in the Library on his study period the grade he receives carries no credit points. At Ullman High School students are given a grade if they work in the Library in place of going to a work class. If they work in the Library on a study period they receive no grade.

The Reading Guidance Program of the School Library

Librarians' knowledge of the reading guidance program.-- Both the Parker High School librarians and the Ullman High School librarian have had courses in reading and are familiar with the types of reading programs carried on in the Schools. They have a fair knowledge of the standard reading achievement that can be expected of students. The librarians are familiar with the types and nature of reading tests, their scope, purpose and use and they know how to interpret the scores made by the students on tests. Reading records are not kept by the Schools. The librarians' knowledge of the recent investigations, research and other developments in the field of reading is rated as good and is of utmost importance. Although the enrollment is large in each of these schools the librarians are familiar with the backgrounds and abilities of quite a large number of students.

Reading guidance activities performed by the librarians.-- The Parker High School librarians cooperate with the remedial reading specialist and all teachers in the School. They encourage in students an interest in and a liking for
reading. The librarians guide the reading of students by helping them individually in the selection of books. Students are also encouraged to develop their own home libraries. Not any of the librarians carried on individual cases of intensive reading guidance this year. One of the teachers has developed a class in remedial reading. Upon request the librarians will provide special reading lists for students and teachers.

At Ullman High School the librarian cooperates with the teachers in all phases of the reading program. No formal project has been fostered in the field of reading; however, the librarian talks informally with students about their reading, guides the reading of students by helping them in the selection of books, promotes effective publicity that stimulates reading by students, encourages students to develop their own home libraries and encourages students to develop an ability to evaluate materials.

The Social Guidance Program of the School Library

The contribution of the librarians to the social guidance program of the schools.--There is much information at Parker High School and at Ullman High School in pamphlets and in books that would aid students to develop proper social attitudes and that would contribute to their social growth. As the need is seen students are provided with this material. Along with the material in the libraries that would contribute to the social guidance programs of the two schools, the librarians contribute to the social guidance programs of the
schools by: providing direct guidance for individual students through conferences and reading guidance, helping students to develop proper attitudes toward public property, helping students to learn the proper behavior in a group situation, providing material on personality, sex education, etiquette, occupations and related fields and providing opportunities for students to work together in groups.

Parker High School librarians and the Ullman High School librarian cooperate wholeheartedly with the guidance counselors and their social guidance programs. It is rather difficult to measure the extent to which the behavior or attitudes of the young people have been changed through these activities.

Guidance in the Use of the Library and Its Resources

General nature of instruction in library use.--At Parker High School Annex the librarian reaches each new student by going to study classes and giving introductory lessons on the use of the library. These lessons deal with the arrangement of the Library, Library regulations and services, the classification plan by which the Library books are organized, and something of the content, arrangement and use of the most important basic reference books. This usually takes several class periods. All new students who enter Parker High School at the ninth grade junior level\(^1\) must come through the Parker

\(^1\)Junior level refers to the first semester of a grade and senior level refers to the second semester of a grade.
High School Annex. Some students leave the Annex after one semester, at the ninth grade senior level and some remain two semesters and go to the main building at the tenth grade junior level. Before a class leaves Parker High School Annex, the librarian takes at least two study periods and talks informally with the students about the Library in the main building as it is quite different from the annex Library and most of the elementary school libraries.

At Parker High School every class is given instruction in the use of the Library. This instruction is usually given at the tenth grade junior level. Every class comes to the Library with the English teacher for at least two class periods at which times the librarian gives the instruction in library use.

Concrete evidence was noted by the librarian at Parker High School of the integration of instruction on the use of the library with the classroom assignments. The English Department does more to integrate the teaching of library usage than any other department. In order to create interest in the Library the Parker High School librarian sponsored auditorium programs on different phases of library service and films were shown on the use of the Library.

Analysis of School Library Services to Meet Student Requests

In order to determine the extent to which a library program is functioning successfully it is necessary to analyze the type of service rendered. A record was kept for a week at
Parker High School and at Ullman High School of the types of requests made by students for materials from the libraries. A check of this kind will give some indication of the general pattern of service to students and to what extent these services are performed satisfactorily. A follow up of the requests was recorded by the number of services the librarians could and did perform and the number of services that the librarians did not perform. Additional information was obtained as to why service was not rendered in certain areas.

From an analysis of this type the librarian secures useful information revealing such facts as: the amount of time the librarian should spend in each service area, the areas where materials are needed most and areas where the demands for service are greatest.

During the week this record of requests was kept at Parker High School, there were 428 requests for fact questions. Of these 375 or 87 per cent were answered. There were 85 requests for material on term papers, reports, speeches, et cetera. Of these requests 70 or 82 per cent were answered. There were 60 requests for material for extra-curricular activities. Of these requests 50 or 83 per cent were answered. There were 11 requests for reading lists and six or 54.5 per cent of these requests were answered (see Table 2).

During the week that the record was kept at Ullman High School 150 requests for fact questions were made. Only 25 or 16 per cent of these were not answered. There were 90 requests for material for extra-curricular activities. All of which
were answered. Seventy-five requests were answered for the compilation of reading lists and 50 requests were answered for reading guidance. No table was made for Ullman High School because the picture presented was not complete as all requests were answered except 25 requests by students for fact questions.

Library Activities and Services for Teachers

Parker High School teachers are notified by the librarian of new materials as soon as the material comes in. At frequent intervals during the school year the librarian has compiled general reading lists for teachers and special lists on different topics were compiled upon request.

Some attempt is made by the librarian to report to teachers and advisors useful information about individual students. Very few anecdotal records of students are kept at the School. The librarian is notified about changes in the curriculum as soon as the teachers concerned are notified.

The Ullman librarian notifies teachers about new materials added to the Library as soon as it is received. Ten reading lists for teachers' use were compiled by the school librarian during the last academic year. The Librarian reports to teachers and advisors useful information about individual students, their work methods, reading interests and habits. The librarian is notified about changes in the curriculum.

In order to provide satisfactory library service for teachers and students, the librarian needs to be informed reasonably far in advance about assignments to be made or units
to be taught. The librarians of both schools feel that they have not been able to get the necessary cooperation to merit maximum service in this area.

**TABLE 2**

**ANALYSIS OF SCHOOL LIBRARY SERVICE TO MEET STUDENT REQUESTS AT THE PARKER HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Types of Requests</th>
<th>Requests Filled</th>
<th>Reasons Given for Requests Not Filled</th>
<th>Requests Not Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Lack of Time</td>
</tr>
<tr>
<td>Fact Questions</td>
<td>375</td>
<td>87</td>
<td>10</td>
</tr>
<tr>
<td>Material for Term papers, Reports, Speeches, et cetera</td>
<td>70</td>
<td>82</td>
<td>2</td>
</tr>
<tr>
<td>Material for Extra-curricular Activities</td>
<td>50</td>
<td>83</td>
<td>1</td>
</tr>
<tr>
<td>Compilation of Reading Lists</td>
<td>6</td>
<td>54</td>
<td>5</td>
</tr>
<tr>
<td>Reading Guidance Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>501</td>
<td>85</td>
<td>18</td>
</tr>
</tbody>
</table>

Extent of teacher participation in the selection of library materials.—The Parker High School Librarian had some order blanks made to distribute to teachers. Books for the Library are ordered three times per year in October, February and June. These order blanks are given to the heads of each department and they are asked to work with the members of their
departments in selecting materials for the Library. Every teacher in the School is given the opportunity to select library books and each teacher is requested but not required to do so. Some teachers in every department have responded each time such a request has been made.

At Ullman High School, out of 11 teachers in the English Department, two of them made requests for new library materials once in the year. Out of eight teachers in the Social Science Department two of them requested library material more than once a year and two teachers requested new material at least once during the year. Of the five faculty members in the Home Economics Department two of them requested new material at least once a year. Of the eight teachers in the Science Department and the eight teachers in the Mathematics Department one person in each department requested new material more than once a year and one from each department requested new library material at least once a year. Of the trade teachers in the School, eight of them requested new library material more than once a year. All of the teachers are given the opportunity to make selections at least twice a year.

There is a faculty library committee at both Parker and Ullman High Schools. These committees assist in formulating Library policies, in the selection of Library materials and serve as liaison officers between the Library and other faculty members.

The teachers at both schools participate very little in weeding the school Library collection. The weeding process
is an important activity and is necessary in order to maintain an up-to-date well-balanced collection. Each item of library stock should be retained in terms of definite need and probable use. If materials are to be retained in the library collection on these bases, probably the most effective result comes when teachers and pupils plan together and decide what they will undertake to do in certain courses, departments and activities and determine what kinds of materials they will need and will not need in order to reach the desired goals. Thus it is recommended that the faculty make a careful examination and re-evaluation of the library collections from time to time in order that books of doubtful value because of date, content or physical conditions may be discarded.

Analysis of School Library Service to Meet Teachers Requests

In making an analysis of school library service to meet teachers requests the same facts are revealed about the services of the Library as were revealed in making an analysis of school library service to meet student requests.

A record was kept of services to teachers at both schools the first week in March, 1954. At Parker High School there were 60 requests from teachers for fact questions. Of these 33 or 55 per cent were answered. There were 60 requests for material for class assignments; of these 40 or 66 per cent were answered. There were 20 requests for material for extra-curricular activities. Ten of these requests or 50 per cent were answered. There were 13 requests for the compilation of
reading lists. Only five or 38 per cent of these requests were answered (see Table 3).

During the week that the record was kept at Ullman High School there were 10 requests for fact questions, six requests for material for class assignments, 20 requests for material for curriculum planning, four requests for material for extra-curricular activities, five requests for the compilation of reading lists and three requests for remedial reading material. All requests were answered: therefore, a table was not constructed to analyze services to teachers at Ullman High School as there were no comparisons to make between the number answered and the number not answered.

TABLE 3
ANALYSIS OF SCHOOL LIBRARY SERVICE TO MEET TEACHER REQUESTS AT THE PARKER HIGH SCHOOL

<table>
<thead>
<tr>
<th>Types of Requests</th>
<th>Requests Filled</th>
<th>Reasons Given for Requests Not Filled</th>
<th>Requests Not Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Lack of Time</td>
</tr>
<tr>
<td>Fact Questions</td>
<td>33</td>
<td>55</td>
<td>12</td>
</tr>
<tr>
<td>Material for Class Assignments</td>
<td>40</td>
<td>67</td>
<td>2</td>
</tr>
<tr>
<td>Material for Curriculum Planning</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Material for Extra-curricular Activities</td>
<td>10</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>Compilation of Reading Lists</td>
<td>5</td>
<td>38</td>
<td>8</td>
</tr>
<tr>
<td>Remedial Reading Material</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>58</td>
<td>22</td>
</tr>
</tbody>
</table>
CHAPTER III

GENERAL USE OF THE LIBRARY

The preceding chapter presented a picture of the library activities and services for students and teachers. The purpose of this chapter is to determine the extent to which the students and teachers use the school libraries.

Such matters as school enrollment, number of available books, seating capacity of the library and amount of library equipment may be easily overestimated as indications of library use. A mere statement of these factors does not indicate the amount of reading done. The development of school library service as we know it at its best today has been a very functional development. The relationship between the work carried on in the classrooms and the library is an important determinant in the extent of library use. As long as teachers base their instruction upon a single textbook the library is not likely to be used and pupils are not likely to pursue many interests through reading widely and deeply.

Factors that relate to library use will be discussed in this chapter in an effort to determine the extent to which the libraries of Parker High School and Ulman High School are used by the students and teachers of the two schools.

Accessibility Factors

Charles H. Johnston indicates that the library room and
seating facilities have a direct bearing on the use of the library. The seating capacity of the Parker High School Library is 112. There are 18 tables in the reading room and there are no conference rooms. The seating capacity of the Ullman High School Library is 90. There are 16 tables in the reading room and there are no conference rooms. The seating capacity of the Parker High School Library is 4.3 per cent of the total pupil enrollment. The seating capacity of the Ullman High School Library is 6.9 per cent of the total pupil enrollment. The Southern Association of Colleges and Schools recommends seating facilities for 15 per cent of the first 500 pupil enrollment and 10 per cent of the number of students over and above 500.  

(see Table 4).

**TABLE 4**

<table>
<thead>
<tr>
<th>Libraries</th>
<th>Number of Tables in Reading Room</th>
<th>Seating Capacity of Reading Room</th>
<th>Number of Conference Rooms</th>
<th>Total Seating Capacity</th>
<th>Percentage of School Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parker</td>
<td>18</td>
<td>112</td>
<td>0</td>
<td>112</td>
<td>4.39</td>
</tr>
<tr>
<td>Ullman</td>
<td>16</td>
<td>90</td>
<td>0</td>
<td>90</td>
<td>6.93</td>
</tr>
</tbody>
</table>


Students at Parker High School and at Ullman High School usually have five scheduled study periods a week. The Parker High School Library is not used as a study hall. There are three study halls in the school. One of which is in the main building and it seats 102 pupils. The other two study halls are at the Parker High School Annex and each seats about 105 pupils. There are no study halls at Ullman High School and the Library is used for study each day by some assigned classes due to lack of available space elsewhere.

Probably the most important factor in the use of materials is ease and accessibility. The school library should be centrally located. It should be central with respect to all departments, workshops, classrooms and pupil traffic. Due to the size of the school and the design of the physical plant, the Parker High School Library is not centrally located; however, it is easily accessible to all students in the School. The Parker High School Library is located behind the regular classroom buildings, adjoining the gymnasium. The study hall is located on the second floor near the front of the School, away from the Library. Classes are assigned to regular classrooms for study if there is an overflow in the study hall. There is a study hall on both sides of the Library at the Parker High School Annex. The Parker High School Annex Library is easily accessible to all students. The Ullman High School Library is located on the second floor of the new building and is easily accessible to all students in the School.

Policies and procedures concerning library use.--
Students may gain admission to the Parker High School Library by reporting to the study class and permission is given them by the study teacher. They are given a library slip and time is allotted them for going to and from the Library. The slips are signed by both the study teacher and the librarian. As the Library at Parker High School seats only 112 readers it is necessary to limit attendance at each period by means of study hall quotas. Study hall quotas at present provide for 65 students coming from classrooms. That would mean about seven students each period from a study class could be admitted to the Library. Additional students may request permission to come to the Library from study halls. The Parker High School Annex Library is small; therefore, students may come to the Library, select the material and take it back to the study hall for use. There are four classes in the study halls each period. Students may gain admission to the Ullman High School Library through the study class teacher. A printed form issued by the Board of Education is used as an official library permit.

The Parker High School Library and the Ullman High School Library are alike in that borrower's cards are not used, students are permitted to do textbook school work in the libraries, and both libraries are closed during the summer months but circulating materials are loaned to students and teachers for use during the summer. The two school libraries are open during all periods of the school day, including the lunch hour. The library is open 15 minutes before school at Parker High School and at Ullman High School and the libraries
remain open after school as long as students are there to check out books which is seldom over 15 minutes.

The Parker High School Library is used for parties after school, teas, P. T. A. meetings, teachers' meetings, student club meetings, Red Cross meetings, Student Council meetings and other activities. These activities do not interfere with Library service to students and teachers. The Ullman High School Library is also used for class meetings and other activities; however, these activities do not interfere with Library service to students and teachers.

**Attendance and Use**

In planning any school library program one of the outstanding objectives should be to get as many pupils as possible to visit and use the library as often as time and space permits. On the other hand, the library should not be overcrowded but yet it is desired that the library be used to its capacity each period of the day. In order to determine the extent to which the library is used a record of attendance must be kept. Such a record was obtained from the Parker High School Library and the Ullman High School Library for the first week in March, 1954. At Parker High School during the first period in the morning and during the three recess periods fewer students attended the Library. At the third period the Library is used for club meetings and special groups. More teachers should be encouraged to use the Library each period of the school day (see Table 5).
**TABLE 5**

**LIBRARY ATTENDANCE OF STUDENTS AND TEACHERS AT THE PARKER HIGH SCHOOL LIBRARY MARCH 1-5, 1954**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Monday Students</th>
<th>Monday Percentage of Library Seating Capacity</th>
<th>Tuesday Students</th>
<th>Tuesday Percentage of Library Seating Capacity</th>
<th>Wednesday Students</th>
<th>Wednesday Percentage of Library Seating Capacity</th>
<th>Thursday Students</th>
<th>Thursday Percentage of Library Seating Capacity</th>
<th>Friday Students</th>
<th>Friday Percentage of Library Seating Capacity</th>
<th>Total Students</th>
<th>Total Percentage of Library Seating Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>10</td>
<td>XX</td>
<td>20</td>
<td>XX</td>
<td>4</td>
<td>XX</td>
<td>30</td>
<td>XX</td>
<td>33</td>
<td>XX</td>
<td>108</td>
<td>11</td>
</tr>
<tr>
<td>9:00</td>
<td>96</td>
<td>1</td>
<td>86</td>
<td>95</td>
<td>2</td>
<td>86</td>
<td>94</td>
<td>1</td>
<td>84</td>
<td>95</td>
<td>4</td>
<td>87</td>
</tr>
<tr>
<td>9:50</td>
<td>112</td>
<td>0</td>
<td>100</td>
<td>111</td>
<td>0</td>
<td>99</td>
<td>112</td>
<td>0</td>
<td>100</td>
<td>112</td>
<td>0</td>
<td>99</td>
</tr>
<tr>
<td>10:20</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>10</td>
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<td>11:20</td>
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<td>91</td>
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<td>92</td>
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<td>91</td>
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<td>91</td>
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<td>4</td>
<td>92</td>
<td>101</td>
<td>7</td>
<td>96</td>
<td>101</td>
<td>5</td>
<td>94</td>
</tr>
<tr>
<td>1:00</td>
<td>101</td>
<td>5</td>
<td>94</td>
<td>102</td>
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<td>97</td>
<td>103</td>
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<td>94</td>
</tr>
<tr>
<td>1:30</td>
<td>110</td>
<td>2</td>
<td>100</td>
<td>111</td>
<td>1</td>
<td>100</td>
<td>109</td>
<td>3</td>
<td>100</td>
<td>111</td>
<td>0</td>
<td>99</td>
</tr>
<tr>
<td>2:40</td>
<td>110</td>
<td>0</td>
<td>98</td>
<td>111</td>
<td>1</td>
<td>100</td>
<td>111</td>
<td>0</td>
<td>98</td>
<td>112</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>706</td>
<td>17</td>
<td>800</td>
<td>29</td>
<td>791</td>
<td>30</td>
<td>808</td>
<td>22</td>
<td>814</td>
<td>27</td>
<td>3979</td>
<td>121</td>
</tr>
</tbody>
</table>

*At percentage of seating capacity not recorded before and after school hours.*

At the Ullman High School Library more students attend the Library the last two periods in the day and fewer students visit the Library at recess than any other period. (see Table 6). Both
the Parker High School Library and the Ullman High School Library are used to at least 75 per cent of their capacity for most class periods in the school day. A record of this type is useful in scheduling library assistants, in planning publicity programs, in budgeting the time of the library staff and in determining the extent to which the library program is functioning properly.

TABLE 6
LIBRARY ATTENDANCE OF STUDENTS AND TEACHERS AT THE ULLMAN HIGH SCHOOL LIBRARY MARCH 1-5, 1954

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Teachers</td>
<td>Students</td>
<td>Teachers</td>
<td>Students</td>
<td>Teachers</td>
</tr>
<tr>
<td>Before School</td>
<td>15</td>
<td>5</td>
<td>XXX</td>
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<td>72</td>
<td>60</td>
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<td>11:10</td>
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<td>1:00</td>
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<td>100</td>
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<td>After School</td>
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<td>-</td>
<td>XXX</td>
<td>5</td>
<td>-</td>
<td>XXX</td>
</tr>
<tr>
<td>Total</td>
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<td>38</td>
<td>585</td>
<td>38</td>
<td>585</td>
<td>38</td>
</tr>
</tbody>
</table>

XXX Percentage of seating capacity not recorded before and after school hours.

Student use of libraries.—Considering the size of the Parker High School enrollment, in order for at least 75 per cent
of the students to use the School Library at least once during a typical school week 1,911 individual students would have to make use of it. This may be true for some weeks but not for the typical week; a record was kept for this study however, some students use the Library daily and some students never use it. It is evident that at least 500 individual students made some use of the Ullman High School Library during the typical week selected for this study. This is at least 75 per cent of the total school enrollment.

Students at both Parker High School and Ullman High School are encouraged to use the Library resources for non-assigned purposes by both librarians and teachers. Classes or groups of students from a class come to the Parker High School Library for the following purposes: free reading, class projects and library instruction. Classes of students come to the Ullman High School Library to a considerable extent for the purpose of working on class projects or for library instruction.

The Parker High School Librarian listed a few factors that might help to explain the non-use of the Library. Those factors were: textbook centered instruction, lack of interest in reading, lack of adequate library facilities and lack of awareness of the great benefits that can be derived from the use of the library. Along with the factors just listed, the Ullman High School Librarian listed additional factors that might explain the non-use of the Library. They are as follows: no free period, supervised study program in the classroom, physical education program, school directed work or activity
projects, use of classroom collections and use of library resources outside of the school. The librarians of both schools discuss the non-use of the Library with teachers, administrators and students.

There are two types of library records kept at Parker High School, daily circulation records and attendance records. Attendance records are kept daily by classes and totaled weekly, monthly and by semesters. The Ullman School librarian keeps a library attendance record from the library permits issued from the Board of Education.

Faculty use of libraries.--In both schools, teachers use the Library to some extent.

The success of school library service depends in large measure on the understanding and cooperation existing among teachers, administrators and librarians. Adequate provisions for the school library should include the ... continuous and systematic use of the library by teachers.¹

The reasons listed for teachers non-use of the libraries are: lack of time, textbook centered instruction and lack of adequate facilities. A few teachers occasionally bring classes to the Library. After investigating to find out to what extent Parker High School teachers bring classes or send groups to the School Library it was found out that of the 17 teachers in the English Department five of them sent or brought groups to the Library more than once a semester. Three of them brought groups of pupils once a semester and

¹Frances Henne, Ruth Ersted and Alice Lohrer, op. cit., p. 96.
nine of them never brought groups to the Library. Of the 14 teachers in the Social Science Department only one used the Library more than once a semester, four teachers used the Library once a semester, two teachers used the Library once a year, and seven never used the Library. Of the 14 teachers in the Home Economics Department, two of them used the Library more than once a semester. Of the 14 teachers in the Science Department, two of them used the Library more than once a semester, three of them used the Library once a semester, and eight of them never used the Library. Of the 13 people in the Mathematics Department, one used the Library more than once a year and one used the Library once a year. Of the eight shop teachers, two of them used the Library more than once a semester, three of them used the Library once a semester, one used the Library once a year and three never used the Library.

After investigating to find out to what extent the Ullman High School teachers bring classes or send groups to the School Library it was found that out of the nine teachers in the English Department three of them used the Library more than once a semester, one used the Library once a semester and two used the Library once a year. Of the nine teachers in the Social Science Department, two used the Library more than once a semester, two used the Library once a semester and one used the Library once a year. Of the nine people in the Science Department, two of them used the Library once a semester and one used the Library once a year. Of the eight teachers in the
Mathematics Department, two of them used the Library once a year. The Parker High School teachers stayed with their classes in the Library to assist individual students in using the resources of the Library. Some of the Ullman High School teachers remained with their classes and some did not.

**Circulation**

**Loan policies.**—The loan policies of the Parker High School Library are as follows: reserve books are circulated overnight, fiction books are circulated for seven days with renewal privileges, non-fiction books (other than reference books), magazines, pamphlets and pictures are circulated for seven days. Printed materials other than reference books are circulated for home use for seven days.

The loan policies of Ullman High School Library are as follows: reserve books are circulated overnight, fiction books, non-fiction books (other than reference books) and pamphlets are circulated for seven days, magazines are circulated overnight.

**Materials withdrawn from the library by students.**—A check of circulation records was made at both schools for the month of March, 1954. Information was obtained as to the number of non-reserve and reserve books and the total of the two by subjects.

This information cannot be accepted as conclusive evidence of the success or failure of a library program unless the information is analyzed and interpreted to show which pupils
are reading, how regularly each is reading, what each is reading and how much each is reading. However, general information as to the reading interests, reading habits and the extent of the reading of students will be secured if circulation records are kept each month. This information will prove helpful to the librarian in an objective evaluation of the individualized reading guidance program of the Library which is an important part of school library service.

At the Parker High School Library for the month of March 4,887 books were circulated. Of these, 63 were reference, 238 philosophy, 195 religion, 859 social science, 170 languages, 346 pure science, 372 useful arts, 343 fine arts, 509 literature, 214 history, 48 travel, 340 biography and 1190 fiction (see Table 7). If approximately 4,887 books are circulated to students per month this indicates that there is an average of 1.9 books circulated to every student per month. There were 54 magazines and 24 pamphlets circulated from the Parker High School Library during the month of March, 1954. More books were circulated in the subject areas of social science and literature than in any other subject area.

At the Ullman High School Library for the month of March 3,960 books were circulated. There were 226 reference books, four were nonreserve and 222 were reserve books. There were 63 nonreserve books on philosophy. Of the 90 books on religion 64 were nonreserve and 26 were reserve, of the 558 books on social science 540 were nonreserve and 18 were reserve, of the 570
books on science 463 were nonreserve and 107 were reserve books, 228 were nonreserve books on useful arts, 133 were nonreserve books on fine arts, of the 400 books literature, 332 were nonreserve and 68 were reserve, of the 349 books on history, 245 were nonreserve and 104 were reserve, of the 118 books on travel and geography 64 were nonreserve books and 54 were reserve books, 76 were books on biography, 860 were books on fiction and 83 were short story collections. There were 500 magazines and 200 pamphlets circulated from the Ullman High School Library the month of March, 1954. If approximately 3,960 books were circulated to students per month this indicated that there is an average of about three books circulated to every one child (see Table 8).

Materials withdrawn from the library by teachers.-- A record of materials withdrawn from the Parker High School Library by teachers for the month of March, 1954, revealed a total of 50 fiction books and 75 non-fiction books for classroom collections, eight pamphlets and two pictures. Twenty fiction books, 59 non-fiction books and 12 magazines were circulated for use other than classroom collections. If only 79 books were circulated for a month by 109 teachers at Parker High School for use other than classroom collections the per cent would be less than one book per teacher. This presents a rather negative picture.

A record of materials withdrawn from the Ullman High School Library by teachers for the month of March, 1954,
revealed a total of 125 fiction books, 200 non-fiction books, 40 magazines and 100 pamphlets for classroom collections. Fifteen fiction books, 75 non-fiction books and 20 magazines were circulated for use other than classroom collections. If 90 books were circulated by 90 teachers over a period of a month for use other than for the classroom collections that would be an average of one book per teacher.

Circulation records.--The Parker High School Library and the Ullman High School Library keep a record of all materials circulated. These records are kept daily and the circulated materials are recorded according to the ten major Dewey Classification divisions including biography, fiction, magazines, pamphlets and other materials. The above information is totaled each month. Records are kept in a standard loose leaf circulation book.

Implementing the Use of the Library

At both schools the librarians have done a representative job in motivating students and teachers to use the libraries. The librarians in the schools of the city are organized and at one of their meetings they worked out methods and techniques for stimulating library use. These methods were used by both the Parker High School librarians and the Ullman High School Librarian.

The librarians first of all made library materials as available as possible to faculty and students. Teachers were provided with a list of new materials as soon as they arrived.
TABLE 7
BOOKS WITHDRAWN BY STUDENTS FROM THE PARKER HIGH SCHOOL LIBRARY FOR THE MONTH OF MARCH, 1954 BY SUBJECT

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Non Reserve Books</th>
<th>Reserve Books</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>28</td>
<td>35</td>
<td>63</td>
</tr>
<tr>
<td>Philosophy</td>
<td>228</td>
<td>10</td>
<td>238</td>
</tr>
<tr>
<td>Religion</td>
<td>195</td>
<td>0</td>
<td>195</td>
</tr>
<tr>
<td>Social Science</td>
<td>555</td>
<td>304</td>
<td>859</td>
</tr>
<tr>
<td>Languages</td>
<td>164</td>
<td>6</td>
<td>170</td>
</tr>
<tr>
<td>Science</td>
<td>252</td>
<td>94</td>
<td>346</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>340</td>
<td>32</td>
<td>372</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>316</td>
<td>27</td>
<td>343</td>
</tr>
<tr>
<td>Literature</td>
<td>466</td>
<td>141</td>
<td>509</td>
</tr>
<tr>
<td>History</td>
<td>208</td>
<td>6</td>
<td>214</td>
</tr>
<tr>
<td>Geography and Travel</td>
<td>48</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>Biography</td>
<td>340</td>
<td>0</td>
<td>340</td>
</tr>
<tr>
<td>Fiction and Short Story Collections</td>
<td>1190</td>
<td>0</td>
<td>1190</td>
</tr>
<tr>
<td>Total</td>
<td>4332</td>
<td>555</td>
<td>4887</td>
</tr>
</tbody>
</table>

TABLE 8
BOOKS WITHDRAWN BY STUDENTS FROM THE ULLMAN HIGH SCHOOL LIBRARY FOR THE MONTH OF MARCH, 1954 BY SUBJECT

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Non Reserve Books</th>
<th>Reserve Books</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>4</td>
<td>222</td>
<td>226</td>
</tr>
<tr>
<td>Philosophy</td>
<td>63</td>
<td>0</td>
<td>63</td>
</tr>
<tr>
<td>Religion</td>
<td>64</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td>Social Science</td>
<td>540</td>
<td>18</td>
<td>558</td>
</tr>
<tr>
<td>Languages</td>
<td>160</td>
<td>46</td>
<td>206</td>
</tr>
<tr>
<td>Science</td>
<td>463</td>
<td>107</td>
<td>570</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>228</td>
<td>0</td>
<td>228</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>133</td>
<td>0</td>
<td>133</td>
</tr>
<tr>
<td>Literature</td>
<td>332</td>
<td>68</td>
<td>400</td>
</tr>
<tr>
<td>History</td>
<td>245</td>
<td>104</td>
<td>349</td>
</tr>
<tr>
<td>Geography and Travel</td>
<td>64</td>
<td>54</td>
<td>118</td>
</tr>
<tr>
<td>Biography</td>
<td>76</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td>Fiction</td>
<td>860</td>
<td>0</td>
<td>860</td>
</tr>
<tr>
<td>Short Story Collections</td>
<td>83</td>
<td>0</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>3315</td>
<td>645</td>
<td>3960</td>
</tr>
</tbody>
</table>
Through cooperative planning with department heads the librarians have been able to stimulate teachers to make greater use of a variety of materials. The librarians have asked the teachers to aid in weeding the library collection in order to keep the collection up-to-date.

Library assistants are selected who are interested in special subject areas. The librarians attempted to encourage working relationships between those students and teachers in specific subject areas. The librarians have worked with teachers in an effort to integrate subject matter and to provide a variety of reading materials. The librarians have shown real interest in trying to help students and teachers solve their problems.

Attractive bulletin boards have been prepared in specific subject areas for teachers and teachers have been encouraged to share the responsibility of providing bulletin board displays in the libraries. Teachers' hobbies have been utilized for displays. Birthday bulletin board displays have been dedicated to teachers each month. An attempt has been made to print and circulate a library bulletin or paper each month, listing important events of the month, teaching hints and names of teachers who have birthdays in the month. Much cooperation has been gotten through the faculty library committee. Bibliographies have been provided in specific subject fields. Teachers have been informed of vertical file materials in their subject areas.
In order to stimulate reading interest in students the faculty library committee has been asked to provide leadership for student participation in library activities. Instruction has been provided in use of library materials. In order to encourage use of the library for classroom work teachers are encouraged to make more meaningful assignments. Students are guided into the use of materials other than encyclopedias and ready reference books. Books and pamphlets on developing good study habits are publicized. An effort is made to acquaint teachers with library materials in their fields for both teachers and librarians must know the materials in the library in order to give effective reading guidance. Not only have students been encouraged to use the libraries for class assignments but students have been encouraged to use the library materials for free reading. Good readers are given publicity in school assembly programs. Reading awards have been given. Book quizzes have been sponsored. Open shelves are provided whereby students feel free to select reading materials of their choice. The librarians have given book talks in the classrooms, in the library and in other student groups. Students are encouraged to participate in all library activities.

When the librarian at Parker High School was asked to list elements of library service that were least adequate and in greatest need of improvement, use of library by students and teachers was on the list. Both the Ullman High School Librarian and the Parker High School Librarians feel that much improvement should be made in the area of library use.
Summary

The present chapter has attempted to evaluate library usage in terms of the objectives formulated for the school libraries. Based upon the data collected in this chapter certain factors that influence library use have given reliable indications of the extent of library reading. The libraries of both schools are easily accessible. The schedules of both schools are arranged to give pupils ample time for library activities. Procedures for gaining admission to the libraries are not too detailed to hinder attendance. Both libraries are used considerably but in view of the large number of pupils enrolled in the schools the libraries are not used to the desired extent.

There is a definite need for improvement in the use of the Libraries by the teachers.

The loan policies of both schools are liberal and allow for ample home or classroom use of materials. Circulation records revealed a need for the reorganization of the reading guidance programs of the schools and for new or different techniques to increase circulation. A more favorable picture was seen in that there were progressive faculty library committees at both schools and school administrators were interested in developing good library programs. In general, the result of the investigation seemed to indicate that much was left to be desired in the area of library usage, but that administrators, teachers and librarians were aware of the situation and were working toward improvement.
CHAPTER IV

ADMINISTRATIVE ORGANIZATION: STAFF, BUDGET,
QUARTERS AND EQUIPMENT

Staff

Characteristics of the Staff

Size and schedule of staff.--The staff of the Parker
High School Library consists of three full-time librarians.
Each librarian spends 35 periods per week, 50 minutes each
period, in the Library. The staff is assisted by 49 unpaid
student assistants; each of whom gives at least five periods a
week to rotating tasks that lend to their development. Clerical
assistance is moderately available from typing classes. The
clerical workers are needed to type letters, book cards, book
pockets, catalog cards, notices, announcements, book orders,
bibliographies and answers to any written requests for in-
formation.

The staff of the Ullman High School Library consists of
one full-time librarian, who spends 35 periods of 51 minutes
each per week in the Library. The librarian is assisted by 16
unpaid student library assistants; each of whom gives at least
five periods a week to library activities that have some educa-
tional value. Clerical assistance is moderately available from
students who have learned to use the typewriter. The clerical
assistants at Ullman High School Library perform the same tasks
as the clerical assistants at Parker High School.
The size of the library staffs of the Parker High School Library and the Ullman High School Library does not meet national standards. The national standards for library personnel require:

One full-time librarian to serve up to 500 pupils and one for each additional 500 pupils. One clerical assistant to serve up to 1,000 pupils and one for each additional 1,000 pupils.¹

In order to meet the national standards Parker High School would need five trained librarians and two clerical assistants. In order to meet national standards Ullman High School Library would need three trained librarians and one full-time clerical assistant.

The size of the library staffs of the two schools meets the regional standards as set up by the Southern Association of Colleges and Secondary Schools in that they have the required number of full-time librarians; however, there is not a full-time clerical assistant as recommended by the regional standards. Other clerical workers in the respective schools give assistance in the libraries to equal the required service. The regional standards for library personnel are in part:

Enrollment of 1,000 to 1,500 pupils, a full-time librarian and a full-time clerical assistant will be required. For 1,500 to 2,000 enrollment, two full-time librarians required and a full-time clerical assistant recommended.²

The state of Alabama uses the standards as set up by the Southern Association of Colleges and Secondary Schools.³

¹Frances Henne, Ruth Ersted and Alice Lohrer, op. cit., p. 4.
²Frances Henne, Ruth Ersted and Alice Lohrer, op. cit., p. 46.
The Parker High School Library is open the entire school day. Due to the fact that there are two librarians, one librarian may have one free unscheduled period per day. There is not a period in the school day when a student only or a classroom teacher is in charge. The Ullman High School Library is open the entire school day. The Ullman librarian does not have a free unscheduled period per day. At recess the Library is kept open by a teacher and one student assistant.

Training and experience of staff.--The head librarian at Parker High School holds an A. B. degree from a college that is accredited by the Southern Association of Colleges and Secondary Schools and holds a Secondary B Certificate granted by the accrediting agency of the Alabama State Department of Education. The head librarian at Parker High School has 33 semester hours in library science and has earned a bachelor's degree in library service from a University whose library school is accredited by the American Library Association. She has had 15 years of library experience in the present library and has served as army librarian and as public librarian.¹

The assistant librarian at Parker High School holds an A. B. degree from a college that is rated by the Southern Association of Colleges and Secondary Schools and holds a Secondary B Certificate granted by the accrediting agency of the Alabama State Department of Education. The assistant librarian of Parker

¹Information obtained by interview, with Mrs. J. O. Reid, head librarian of Parker High School, March 5, 1954.
High School has 57 semester hours in library science with 12 years experience in school library service and three years experience in the present library. She has also served as cataloger for a college library.

The Parker High School Annex librarian holds an A. B. degree from a college that is accredited by the Association of American Universities and holds a Secondary B Certificate granted by the accrediting agency of the Alabama State Department of Education. The Parker High School Annex librarian has 51 hours in library science with seven years of library experience in the present library.

The Ullman High School librarian holds a bachelor of science degree and a masters degree in Education from a College that is accredited by the Southern Association of Colleges and Secondary Schools. The Ullman High School librarian has earned 19 semester hours in library science and has had 10 years of library experience in the present library.¹

The professional preparation of each of the three librarians at Parker High School and the Ullman High School librarian meets regional and state requirements in that each librarian has over 18 semester hours in library science. More than six of those hours have been in the field of books and related materials for children and young people, and more than six semester hours in administration and organization of materials for school libraries. Additional courses have been in the field

¹Information obtained by interview with Mrs. M. R. Russell, Ullman High School Librarian, March 2, 1954.
of reference, cataloging, non-book materials and other courses not recommended by the Southern Association of Colleges and Secondary Schools. The Southern Association of Colleges and Secondary Schools requires a full-time librarian to have 18 semester hours in library science.¹

The Parker High School librarians and the Ullman High School librarian are recognized members of the schools' faculties and are entitled to the same privileges and status as other teachers. The Head librarian at Parker and the Ullman High School librarian do not receive a salary comparable to that of the heads of other departments in the schools, but full-time professional assistant librarians receive salaries comparable to those of teachers with similar amounts of training and experience. The libraries are not open in the summer thus the librarians do not receive additional salary for summer work.

Activities of the School Librarians

The head librarian of Parker High School during an average week spends about five per cent of her time in direct library work with teachers, 55 per cent in direct work with students, five per cent in the selection of books and other materials, 10 per cent in clerical work, one per cent in circulation work, one per cent in the care of the collection, 10 per cent in technical work, one per cent in mending and marking books, five per cent in publicity, one per cent in shelving, five per cent in discipline and one per cent on miscellaneous

¹Frances Henne, Ruth Ersted and Alice Lohrer, op. cit., p. 51.
duties (see Table 9).

**TABLE 9**

PERCENTAGE OF TIME THAT EACH LIBRARIAN GIVES TO VARIOUS TYPES OF WORK DURING AN AVERAGE WEEK AT PARKER HIGH SCHOOL AND ULLMAN HIGH SCHOOL

<table>
<thead>
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<th>Types of Work</th>
<th>1+</th>
<th>2++</th>
<th>3+++</th>
<th>4++++</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent if time spent in direct library work with teachers</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Per cent of time spent in direct work with students (reference, reading guidance, etc.)</td>
<td>55</td>
<td>66</td>
<td>50</td>
<td>61</td>
</tr>
<tr>
<td>Per cent of time spent in selection of books and other materials</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Per cent of time spent in circulation work</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Per cent of time spent in clerical work</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Per cent of time spent in care of the collection (dusting, &quot;picking up&quot; materials, etc.)</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Per cent of time spent in technical work (cataloging, classification, etc.)</td>
<td>10</td>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Per cent of time spent in mending and marking books</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Per cent of time spent in publicity (include reports)</td>
<td>5</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Per cent of time spent in shelving</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Per cent of time spent in discipline</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Per cent of time spent in other types of work</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

+Head librarian at Parker High School - Number 1
++Assistant librarian at Parker High School - Number 2
+++Annex Librarian at Parker - Number 3
++++ Ullman High School Librarian - Number 4
The Parker High School assistant librarian spends two per cent of her time per week in direct library work with teachers, 66 per cent in direct work with students, three per cent in the selection of books and other materials, three per cent in clerical work, one per cent in circulation work, two per cent in the care of the collection, two per cent in technical work, 15 per cent in publicity, one per cent in shelving, three per cent in discipline and two per cent in miscellaneous duties (see Table 9).

The Parker High School Annex Librarian spends five per cent of her time per week in direct library work with teachers, 50 per cent in direct work with students, 10 per cent in the selection of books and other materials, four per cent in clerical work, one per cent in circulation work, two per cent in the care of the collection, 10 per cent in technical work, five per cent in mending and marking books, 10 per cent in publicity and three per cent in discipline.

The Ullman High School Librarian spends 61 per cent of her time per week in direct work with students, 10 per cent in the selection of books and other materials, five per cent in clerical work, 10 per cent in circulation work, five per cent in technical work, 10 per cent in circulation work, five per cent in technical work, two per cent in mending and marking books, five per cent in publicity and two per cent in discipline.

The Parker High School librarians and the Ullman High School librarian spend a major portion of their time in working directly with teachers and students. The librarians at both
schools do not participate in the curriculum planning program of the schools other than to provide source materials.

The librarians at both schools are required to assume some responsibility for the general activities of the school. The Parker High School head librarian conducts the devotional exercises in the auditorium on alternate school days. The Parker High School assistant librarian is in charge of the Junior Red Cross Members and the Parker High School Annex librarian is adviser to a Y-teen group and responsible for an auditorium program twice a semester. The librarians at both schools are given homeroom classes. They are asked to usher at various programs at night and to check various reports at the end of the semester.

An annual written report is made to the principals of both schools by the librarians of both schools and special reports are made orally to the principals during the school year.

The librarians of both schools take part in community activities. They assist with the Girl Scouts and church groups. If the teacher or the student will notify the school librarians in advance about needed materials, the librarians will notify the public librarian in advance about possible requests which students may make of the public librarian.

Budget

Appropriations and Expenditures

The Parker High School Library and the Ulman High School Library are financed by an appropriation from the City Board of
Education based on the enrollment. The money given is to be spent for books and pamphlets. The audio-visual material is not bought out of the Library budget.

For the school year 1951-52 the Parker High School Library spent $3,124.00 for books and $185.78 for magazines and newspapers. The total amount spent was $3,309.78. For the school year 1952-53, the Parker High School Library spent $1,016.47 for books and $240.71 for magazines and newspapers. The total amount spent was $1,257.18. This current school year 1953-54 there was $600.00 spent (see Table 10).

**TABLE 10**

**EXPENDITURES FOR THE PARKER HIGH SCHOOL LIBRARY BY TYPE OF MATERIAL, 1951-1954**

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Expenditures 1951-52</th>
<th>Expenditures 1952-53</th>
<th>Expenditures 1953-54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$3,124.00</td>
<td>$1,016.47</td>
<td>$600.00</td>
</tr>
<tr>
<td>Magazines and Newspapers</td>
<td>185.78</td>
<td>240.71</td>
<td></td>
</tr>
<tr>
<td>Rebinding</td>
<td>Free</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$3,309.78</td>
<td>$1,257.18</td>
<td></td>
</tr>
</tbody>
</table>

For the school year 1951-52 the Ullman High School Library spent $98.00 for new books, $2.00 for duplicates, $90.00 for magazines and newspapers and $3.00 for pamphlets. The total amount spent was $510.00. For the school year 1952-53 the Ullman High School Library spent $1,000.00 for new books, $5.00 for replacements, $5.00 for duplicates, $100.00 for magazines and newspapers, and $4.00 for pamphlets. The total amount spent was
$1,114.00. For the school year 1953-54 the Ullman School Library spent $775.00 for new books, $3.00 for replacements, $27.00 for duplicates, $95.00 for magazines and newspapers and $33.00 for pamphlets. The total amount spent for the current school year was $933.00 (see Table 11).

**TABLE 11**

**EXPENDITURES FOR THE ULLMAN HIGH SCHOOL LIBRARY BY TYPE OF MATERIAL, 1951-1954**

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Expenditures 1951-52</th>
<th>Expenditures 1952-53</th>
<th>Expenditures 1953-54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$98.00</td>
<td>$1,000.00</td>
<td>$775.00</td>
</tr>
<tr>
<td>Replacements</td>
<td>2.00</td>
<td>5.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Duplicates</td>
<td></td>
<td></td>
<td>27.00</td>
</tr>
<tr>
<td>Magazines and Newspapers</td>
<td>90.00</td>
<td>100.00</td>
<td>95.00</td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pamphlets</td>
<td>3.00</td>
<td>4.00</td>
<td>33.00</td>
</tr>
<tr>
<td>Rebinding</td>
<td>Free</td>
<td>Free</td>
<td>Free</td>
</tr>
<tr>
<td>Total</td>
<td>$193.00</td>
<td>$1,114.00</td>
<td>$933.00</td>
</tr>
</tbody>
</table>

About twenty cents per child is spent for printed materials. The rebinding of books is taken care of without charge by the Board of Education rebinding service.

Both the Parker High School Library and the Ullman High School Library are financed by the City Board of Education. The School makes no provision in the budget for financing the Library. Library equipment and repairs do not come out of the Library budget. During the school year 1952-53 the Ullman High School Parent-teacher Association gave one hundred dollars to the Library. Sixty-five dollars was spent for magazine binders, $17.00 was spent for a globe map of the world and $18.00 was
spent for a magazine rack.

The librarians at both schools collect fines for over-due books. A fee of two cents per day is charged for non-reserve books and 25 cents per day is charged for reserve books. The Ullman High School librarian was able to collect fines but the Parker High School librarian reported that fines were collected when possible but that the regulation was not rigidly enforced.

Adequacy.--The Parker High School Library and the Ullman High School Library receive twenty cents per child for the purchase of books. The standards of the Southern Association of Secondary Schools require:

Enrollment of more than 1,000 pupils. Annual appropriation of $1,125.00 plus $0.75 per year for each pupil in excess of an enrollment of 1,000. This appropriation shall be expended for materials indicated such as, books, periodicals, other materials, supplies, binding, miscellaneous.

From the above requirements it is evident that the libraries do not meet the regional and state standards. The national standards are higher than the regional standards therefore the schools do not meet the national standards. In order to reach the state, regional and national standards both schools need more money.

When asked to what extent is the present budget adequate for the library purposes and needs of the school, the Parker High School librarian stated that provisions are limited in extent but are functioning well. The Ullman High School librarian stated that the present budget was fair but could be much better, however the library program has been worked out to fit the budget.

1Frances Henne, Ruth Ersted and Alice Lohrer, op. cit., p. 90.
Administration and Organization of Budget

At both schools the librarians discuss with principals and teachers their needs and from the requests of teachers and students and from the Library needs book orders are compiled three times per year and sent to the Board of Education, the Board in turn orders the books. The school librarians do not discuss the appropriation for the libraries with the school administrators and the schools library budgets are not examined by the school administrator and the librarians annually. The school administrator will not notify the librarians about the amount allotted in the school budget each year however if the librarian will call and ask him or go to him and ask him, he will give the librarian the desired information. The librarians at both schools have complete control of the library budget. The book orders do not have to be made out in full at the beginning of the year. Books may be ordered three times per year. All funds are spent at both schools by the end of the school year.

The Parker High School Library does not have a petty cash fund. Requests for small items are granted through the principal's office. The Ullman High School Library keeps on hand money from fines for the purchase of small items. The librarians at the two schools do not order books, the books are ordered by the Board of Education. The Board compiles orders from all schools and one big order is placed with a book jobber.

Records.-- The Parker High School librarian keeps a record of number and price of books ordered and the number and price of
books received. The Ullman High School librarian keeps the invoices of books and magazines received and a list of books and magazines ordered. These records are not adequate. The school librarian should keep a cash account covering all receipts and expenditures, including fines. Records should include: amount of monthly and annual expenditures and balance, amount of money involved in outstanding book orders and a record of petty cash.

**Quarters and Equipment**

**Adequacy.**--The Parker High School Library completed in 1951 is located in the same building with the gymnasium. The building is constructed with cement blocks and steel with brick veneer. The Library has a large reading room with full southern exposure, a separate store room and combination office-work room. There is no conference room. The Parker High School Library does not meet national, regional, or state standards for quarters in that there is no conference room and for schools with enrollments over 1,000 pupils, both the regional and the national standards recommend a suite of rooms and at Parker High School there is just one large reading room.  

The Ullman High School Library is housed on the second floor in a room 58 feet by 22 feet. There is no work room, office, conference or store room. The Ullman High School Library does not meet national, regional or state standards for quarters in that there is no work room, conference room, or store room.

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1. Frances Henne, Ruth Ersted and Alice Lohrer, *op. cit.*, pp. 95-96.
The City Board of Education plans to add two more high schools in the City, this will make the enrollment smaller at both Parker and Ullman High Schools and should make the libraries slightly more adequate in regard to size.

Standard library equipment.--The book shelves of the Parker High School Library and the book shelves of the Ullman High School Library are not adjustable. There are three magazine racks at Parker High School and one magazine rack at Ullman High School. At Ullman High School some magazines are placed upon tables as there are no shelves or racks available. There is a need for more bulletin board space at both schools. The vertical files, card catalog trays, dictionary and atlas stands, and desks for librarians are adequate in both schools. The 18 tables in the Parker High School Library and the 16 tables in the Ullman High School Library take up all the available space in both library rooms. The Ullman High School Library needs a sink with running water and work room which is properly equipped (see Table 12).

The audio-visual equipment is not housed in the Library at Parker High School nor at Ullman High School. At Parker High School there were no repairs, furnishings, or equipment urgently needed. At Ullman High School there is a need for space to work and do mending and repairing of books. The sound proofing is good at Parker High School. At Ullman High School Library the floor is cement and therefore not treated with sound absorbant materials.
<table>
<thead>
<tr>
<th>Type of Equipment</th>
<th>Parker</th>
<th>If Inadequate What Is Needed?</th>
<th>Ullman</th>
<th>If Inadequate What Is Needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelving for Books</td>
<td></td>
<td></td>
<td></td>
<td>Need more</td>
</tr>
<tr>
<td>Shelving for Magazines</td>
<td>3</td>
<td>adequate</td>
<td>1</td>
<td>need more</td>
</tr>
<tr>
<td>Bulletin Boards</td>
<td>2</td>
<td>need more</td>
<td>1</td>
<td>need more</td>
</tr>
<tr>
<td>Vertical files</td>
<td>2</td>
<td>adequate</td>
<td>2</td>
<td>adequate</td>
</tr>
<tr>
<td>Typewriter</td>
<td>1</td>
<td>adequate</td>
<td>1</td>
<td>adequate</td>
</tr>
<tr>
<td>Tables</td>
<td>18</td>
<td>adequate</td>
<td>16</td>
<td>adequate</td>
</tr>
<tr>
<td>Chairs</td>
<td>112</td>
<td>adequate</td>
<td>96</td>
<td>adequate</td>
</tr>
<tr>
<td>Card Catalog Trays</td>
<td>30</td>
<td>adequate</td>
<td>6</td>
<td>adequate</td>
</tr>
<tr>
<td>Desks for the Librarian or assistants in the Library</td>
<td>2</td>
<td>adequate</td>
<td>1</td>
<td>adequate</td>
</tr>
<tr>
<td>Book trucks</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dictionary and Atlas Stands</td>
<td>5</td>
<td>adequate</td>
<td>one each</td>
<td>adequate</td>
</tr>
<tr>
<td>Electrical outlet</td>
<td>3</td>
<td>inadequate</td>
<td>2</td>
<td>inadequate</td>
</tr>
<tr>
<td>Sink, running Water</td>
<td>Yes</td>
<td>adequate</td>
<td>none</td>
<td>inadequate</td>
</tr>
</tbody>
</table>

Appearance of the Libraries

The inside walls of the Parker High School are of unpainted cement blocks. The south wall of the library is glass and windows which extend the complete length of the reading room. The shelves, dictionary stands and magazine racks are
 painted a soft green. Appropriate library furnishings are well placed throughout the Library. There are flower boxes with growing plants in every window.

The walls and the shelves of the Ullman High School Library are painted green. There is a large circulation desk near the front door of the Library. The shelves for books are placed along the inside wall of the Library near the hall. There are windows the entire length of the opposite wall. In the back of the Library are cabinets with glass doors. These cabinets contain puzzles, games and a few recordings. Both libraries are attractive in appearance, clean and orderly.
CHAPTER V

THE MATERIALS COLLECTION

Statements of library aims are numerous, but probably the two major aims of the library are, first to provide collateral reference materials and second to provide desirable recreational reading. These two objectives appear in every statement of aims and are common to every school possessing a library. The exact type of library service will depend upon the educational practices of the school and the library resources.

It is evident that the materials collection is the backbone of the library and should be sufficient in number and quality to adequately serve the needs of pupils and teachers. In order for any agency to render adequate service it should possess adequate tools. The materials collection should consist of not only books but such non-book materials as periodicals, newspapers, pamphlets, information files, pictures, clippings, maps, charts, audio-visual materials and other learning aids.

The number of volumes in any school library will vary in general with the size of the school and the age of the library. This chapter includes a description and evaluation of the materials collections of Parker High School Library and the Ullman High School Library.

Books

The Parker High School Library embraces a central collection of materials, a collection at the Parker High School
Annex and a study hall collection. The faculty has free access to a professional collection located in the office of the director of Negro schools in the City of Birmingham. There are 7,614 volumes in the Parker High School Library. In the area of general works there are 61 different titles, 593 volumes and 18 titles published within the last five years. In the area of philosophy there are 141 different titles, 150 volumes and 51 titles published within the last five years. In the area of religion there are 103 different titles, 121 volumes and 59 titles published within the last five years. In the area of social science there are 709 different titles, 812 volumes and 139 titles published within the last five years. In the area of philology there are 132 different titles, 176 volumes and 44 titles published within the last five years. In the area of science there are 389 different titles, 434 volumes and 178 titles published within the last five years. In the area of useful arts there are 624 different titles, 674 volumes and 218 titles published within the last five years. In the area of fine arts there are 670 different titles, 715 volumes and 218 titles published within the last five years. In the area of literature there are 684 different titles, 763 volumes and 88 titles published within the last five years. In the area of history there are 428 different titles, 446 volumes and 90 titles published within the last five years. In the area of geography and travel there are 106 titles, 120 volumes and 39 titles published within the last five years. In the area of fiction there are 2,117 titles, 2,300 volumes and 69 titles published within the last
five years. In the area of history there are 330 different titles, 377 volumes and 126 titles published within the last five years. In the area of geography and travel there are 25 different titles, 25 volumes and 14 titles published within the last five years. In the area of biography there are 160 different titles, 176 volumes and 60 titles published within the last five years. In the area of fiction there are 890 different titles, 904 volumes and 465 titles published within the last five years (see Table 14).

**TABLE 13**

THE PARKER HIGH SCHOOL LIBRARY BOOK COLLECTION DISTRIBUTED BY TITLES, VOLUMES AND TITLES PUBLISHED WITHIN THE LAST FIVE YEARS BY SUBJECT

<table>
<thead>
<tr>
<th>Type of Books</th>
<th>Number of Titles</th>
<th>Number of Volumes</th>
<th>Number of Titles Published Within Last Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>61</td>
<td>593</td>
<td>8</td>
</tr>
<tr>
<td>Philosophy</td>
<td>141</td>
<td>150</td>
<td>51</td>
</tr>
<tr>
<td>Religion</td>
<td>103</td>
<td>121</td>
<td>59</td>
</tr>
<tr>
<td>Social Science</td>
<td>709</td>
<td>812</td>
<td>139</td>
</tr>
<tr>
<td>Philology</td>
<td>132</td>
<td>176</td>
<td>144</td>
</tr>
<tr>
<td>Science</td>
<td>389</td>
<td>434</td>
<td>178</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>624</td>
<td>674</td>
<td>243</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>670</td>
<td>715</td>
<td>218</td>
</tr>
<tr>
<td>Literature</td>
<td>684</td>
<td>763</td>
<td>88</td>
</tr>
<tr>
<td>History</td>
<td>428</td>
<td>446</td>
<td>90</td>
</tr>
<tr>
<td>Geography and Travel</td>
<td>106</td>
<td>120</td>
<td>39</td>
</tr>
<tr>
<td>Biography</td>
<td>289</td>
<td>310</td>
<td>69</td>
</tr>
<tr>
<td>Fiction</td>
<td>2117</td>
<td>2300</td>
<td>749</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6453</strong></td>
<td><strong>7614</strong></td>
<td><strong>1975</strong></td>
</tr>
</tbody>
</table>

Much new material is constantly being published on so many subjects that it is necessary to have current materials well represented in the book collection. There has been an earnest
attempt on the part of the librarians to include, as much as possible, current materials in the collections. The exact number of books published within the last five years is shown in Table 13 for Parker High School and in Table 14 for Ullman High School. From these findings it is to be concluded that more current material should be ordered in each school.

**TABLE 14**

THE ULLMAN HIGH SCHOOL LIBRARY BOOK COLLECTION DISTRIBUTED BY TITLES, VOLUMES AND TITLES PUBLISHED WITHIN THE LAST FIVE YEARS BY SUBJECT

<table>
<thead>
<tr>
<th>Type of Books</th>
<th>Number of Titles</th>
<th>Number of Volumes</th>
<th>Number of Titles Published Within Last Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>143</td>
<td>270</td>
<td>55</td>
</tr>
<tr>
<td>Philosophy</td>
<td>98</td>
<td>104</td>
<td>40</td>
</tr>
<tr>
<td>Religion</td>
<td>70</td>
<td>76</td>
<td>30</td>
</tr>
<tr>
<td>Social Science</td>
<td>397</td>
<td>409</td>
<td>117</td>
</tr>
<tr>
<td>Philology</td>
<td>103</td>
<td>103</td>
<td>22</td>
</tr>
<tr>
<td>Science</td>
<td>90</td>
<td>100</td>
<td>29</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>242</td>
<td>253</td>
<td>75</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>130</td>
<td>142</td>
<td>60</td>
</tr>
<tr>
<td>Literature</td>
<td>297</td>
<td>336</td>
<td>35</td>
</tr>
<tr>
<td>History</td>
<td>330</td>
<td>377</td>
<td>126</td>
</tr>
<tr>
<td>Geography and Travel</td>
<td>25</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Biography</td>
<td>160</td>
<td>176</td>
<td>60</td>
</tr>
<tr>
<td>Fiction</td>
<td>890</td>
<td>904</td>
<td>465</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2975</strong></td>
<td><strong>3275</strong></td>
<td><strong>1128</strong></td>
</tr>
</tbody>
</table>

*Adequacy.*—In order to avoid having too many books on one subject and too few books on other subjects it is recommended that the book collection be checked against an approved list. By so doing it is easy to determine what per cent of the total existing collection and what per cent on each subject are books
recommended especially for school libraries. It is also easy to determine the percentage of the existing collection which is not composed of first choice titles. The distribution of books in the *Standard Catalog for High School Libraries*\(^1\) forms a good percentage basis for evaluating the variety in high school book collections.\(^2\) The book collections of Parker High School Library and the Ullman High School Library were checked against the proportions found in the *Standard Catalog for High School Libraries*. It was found that the proportions of the book collections of the two school libraries varied from the proportions found in the *Standard Catalog* (see Table 15).

**Table 15**

**Comparison of Titles in Each Subject Field of the Book Collections of the Parker High School Library and the Ullman High School Library with the Percentages Found in the Standard Catalog for High School Libraries**

<table>
<thead>
<tr>
<th>Type of Books</th>
<th>Percentage of Titles in Each Subject Field</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard</td>
</tr>
<tr>
<td>General Works</td>
<td>1.5</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1.0</td>
</tr>
<tr>
<td>Religion</td>
<td>1.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>9.6</td>
</tr>
<tr>
<td>Languages</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td>7.6</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>16.7</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>8.0</td>
</tr>
<tr>
<td>Literature</td>
<td>10.8</td>
</tr>
<tr>
<td>History</td>
<td>9.9</td>
</tr>
<tr>
<td>Travel</td>
<td>6.0</td>
</tr>
<tr>
<td>Biography</td>
<td>9.9</td>
</tr>
<tr>
<td>Fiction</td>
<td>17.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
</tr>
</tbody>
</table>

\(^1\) *Standard Catalog for High School Libraries*, op. cit.

According to the proportions recommended in the Standard Catalog for High School Libraries, the Parker High School book collection has too many books in fiction, fine arts, and philosophy and too few books in general works, useful arts, history, travel and biography. The Ulman High School Library has too many books in general works, philosophy, religion, social science, language and fiction and too few books in the areas of useful arts, fine arts, science, travel and biography.

Both schools offer such a varied number of trade courses that it would be necessary to analyze the collection in order to see just what is included in the collection about each trade subject. The collections of both schools are strong in the general fields but there are few books in such fields as shoe repairing, beauty culture, upholstering and others. This may be due to the fact that there are few books written about these subjects; however, it was found that the trade shops for the most part had their own classroom collections which supplemented the libraries' collections.

The book collections of Parker High School and Ulman High School libraries do not meet the national, regional or state standards because they need more books. The national standards are higher than the regional standards\(^1\) and the state of Alabama uses the standards as set up by the Southern Association of Colleges and Secondary Schools.\(^2\) The Southern Association of

\(^1\)Frances Henne, Ruth Ersted and Alice Lohrer, \textit{op. cit.}, p. 59.

\(^2\)Information obtained by letter from Mrs. Blackshear, \textit{op. cit.}. 


Colleges and Secondary Schools requires a basic book collection of 5,000 to 10,000 well selected books, exclusive of duplicates, for a school if the enrollment is from 1,001 to 2,000 pupils; and for an enrollment of more than 2,000 pupils a basic book collection of 10,000 books.\footnote{Frances Henne, Ruth Ersted and Alice Lohrer, \textit{op. cit.}, p. 59.} The Ullman High School enrollment is 2,975 students and the book collection is 2,975 titles. A minimum of 2,025 more books are needed to meet the regional standard for a basic book collection. The enrollment at Parker High School is 2,548 pupils and the book collection is 6,453 titles. A minimum of 3,547 more books are needed to meet the regional standards for a basic book collection.

The general reference collection of Parker High School Library was recent and the material was used extensively. There was enough recent material to meet needs of users. The book collection was good in the fields of occupations, self-development and home and family living. Books on United Nations and world planning, hobbies, inter-group understanding, general science, applied science and books for retarded readers are fairly well represented but for the most part are not used frequently.

The book collection of Ullman High School Library is exceptionally good in the fields of occupations, personality, general science, applied science and fiction for grades nine and ten. Books on hobbies, inter-group understanding, home and family living and books for retarded readers are adequately
represented but books on hobbies and inter-group understanding were seldom used. The general reference collection was good. Books on United Nations and world planning were represented in the collection to some extent but more books should be added in that category.

Books were not borrowed from the local public library, the regional library, state library or any other library for use in the Parker High School Library or the Ulman High School Library. The students themselves used the public library as they needed the materials therein.

The week of October 19-23, 1953, Parker High School was visited by the reviewing committee from the Southern Association of Secondary Schools and Colleges in the school's preparation for accreditation. Needed information about the School was gathered for the visit of this committee. Included in this information about the Library was the number of book titles in the collection found in the Standard Catalog.¹ The numbers of titles in the various subject areas of the Parker High School Library collection found in the Standard Catalog for High School Libraries are: general works 45, philosophy 61, religion 61, social science 368, languages 24, science 115, useful arts 305, fine arts 295, literature 131, history 65, geography and travel 68, biography 138, and fiction 762. Out of a total of 6,453 titles in the Parker High School Library, 2,749 or 42.6 per cent of the titles were listed in the Standard Catalog for High School Libraries.

¹Standard Catalog for High School Libraries, op. cit.
Libraries.

The Ullman High School is to be visited by the reviewing committee of the Southern Association of Secondary Schools and Colleges in 1954-55 and the librarian was in the process of counting the number of titles in the Library listed in the Standard Catalog. At the time of this study the information was not complete.

The librarians are constantly on the alert to see that the book collections contain materials needed for new units of instruction as soon as they are introduced into the curricula.

The Parker High School Library is a long room with windows the entire length of its south side. On the north side of the library are the books. The shelves are not adjustable but the books as they stand on the shelves are attractive in appearance. They are clearly marked and in good condition which may be due, in part, to the fact that the City school system does its own re-binding.

The Ullman High School Library is a relatively new library. Most of the books have been in use only a few years, and for that reason are in good condition. The books are clearly marked which makes the book collection attractive in appearance.

Book selection procedures.—An attempt is made by the librarians at Parker High School and the librarian at Ullman High School to select titles first in the fields that are weakest. Recognition is given to needs and interest of pupils and teachers. First preference is given to books that are most needed to fill the needs of the curricula. Duplicate copies are ordered only
when necessary.

Both schools use the same procedure for ordering books. Every order for books is made up from current book selection aids that are issued monthly or bi-monthly, from lists included in recommended magazines, from announcements sent out by reputable publishing companies and from selections made by observing books in other libraries and book stores. After this tentative book order is made the librarians check with the Standard Catalog\textsuperscript{1} and its Supplements,\textsuperscript{2} the Basic Book Collection for High School Libraries\textsuperscript{3} and the Booklist\textsuperscript{4} to see if each title is included in one of these tools. If a title is not included the librarian critically appraises the book and secures valid reasons for including the book in the collection.

At the Parker High School Library in the school term 1951-52, there were 1,200 new books added to the collection and 79 books were missing or lost. In the school term 1952-53 there were 303 new books added to the collection and 115 books were lost or missing. This current school year 1953-54 at the time of this inquiry 448 new books had been added to the collection (see Table 16).

\textsuperscript{1}Standard Catalog for High School Libraries., op. cit.

\textsuperscript{2}Supplement to Standard Catalog for High School Libraries., op. cit.

\textsuperscript{3}American Library Association, A Basic Book Collection for High Schools, op. cit.

\textsuperscript{4}The Booklist, (Chicago: American Library Association, 1950).
### TABLE 16
**BOOKS ADDED TO OR LOST FROM THE PARKER HIGH SCHOOL LIBRARY 1951 TO 1954**

<table>
<thead>
<tr>
<th></th>
<th>1951-52</th>
<th>1952-53</th>
<th>1953-54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of New Book Titles Added</td>
<td>1200</td>
<td>303</td>
<td>448</td>
</tr>
<tr>
<td>Number of Duplicate Copies of New Titles Added (Books)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of Replacements (Books)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of Books Missing or Lost from Library</td>
<td>79</td>
<td>115</td>
<td>0</td>
</tr>
</tbody>
</table>

### TABLE 17
**BOOKS ADDED TO OR LOST FROM THE ULLMAN HIGH SCHOOL LIBRARY 1951 TO 1954**

<table>
<thead>
<tr>
<th></th>
<th>1951-52</th>
<th>1952-53</th>
<th>1953-54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of New Book Titles Added</td>
<td>200</td>
<td>408</td>
<td>305</td>
</tr>
<tr>
<td>Number of Duplicate Copies of New Books Added</td>
<td>0</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Number of Replacements (Books)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of Books Missing or Lost from Library</td>
<td>20</td>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>

At the Ullman High School Library in the school term 1951-52 there were 200 new books added to the collection. Two books were added to the collection as replacements and twenty books were lost. In the school year 1952-53 there were 408 new
books added to the collection with 13 duplicate copies of the
new books added. Two books were added as replacements and 50
books were lost. This current school year 1953-54 up to the
date of this inquiry 305 new books had been added and two books
had been added as replacements (see Table 17).

At Parker High School every department in the School is
asked to hold at least one of its regular meetings in the Li-
brary at which time the librarian places all book selection aids
on the tables and teachers are asked to look through and make
selections for their class work.

At the Ulman High School Library a bulletin is sent to
teachers listing the book aids and the teachers come to the Li-
brary and use the book selection aids at their convenience.

Organization and administration of books.—There are no
provisions in the school system for centralized cataloging.
Each library is responsible for its own cataloging of books.
Four copies are made of all book orders, two original copies and
two carbon copies. The book order must include the author,
title, publisher and price of each book. It is signed by the
principal, the librarian and the superintendent and then sent to
the warehouse where books are ordered from a central office for
every school in the city system. Books are received by the ware-
house and then sent to each school.

Books in both the Parker High School Library and the
Ulman High School Library are classified according to the Dewey
Classification System. Cutter numbers are not used. Printed
catalog cards are secured whenever possible. The librarians
keep an accession record and a record of holdings and additions. Inventory is taken each year during the last month of school.

**Pamphlets**

The number of pamphlets in the Parker High School Library collection was not counted but there were two vertical file cabinets with four drawers each filled with pamphlets and from inspection of the files there appeared to be an excellent collection. At the Parker High School Library there were 35 pamphlets added during the school term 1951-52. During the school year 1952-53 there were 40 new pamphlets added and during the current year 1953-54 there were 60 pamphlets added. The librarian is in the process of reorganizing the pamphlet collection. New folders and a new list of subject headings are being added.

The number of pamphlets in the Ullman High School Library collection was not counted but there was a vertical file cabinet with four drawers filled with pamphlets. At Ullman High School Library there were 20 pamphlets added during the school term 1952-53 and 90 pamphlets were added the current school year 1953-54. New subject headings are being added and the librarian was in the process of discarding pamphlets that were out of date. The pamphlet collection as a whole is well-balanced and there are pamphlets on enough different subjects to meet the needs of the enrollment.

The national, regional or state standards do not require a definite number of pamphlets however it is expected that the libraries will acquire a sufficient number and variety to fill
the needs of students and teachers.

The pamphlet collection at Parker High School contained excellent materials on occupations, personality, and health education. The collection was good in the fields of safety education and housing. The areas of labor relations, United Nations and world planning, transportation, communications and inter-group understanding were fairly well represented.

The Ullman High School Library pamphlet collection was excellent in the areas of occupations, personality and safety education. The collection was good in the areas of transportation, communications, science, inter-group understanding, conservation, housing and health education. Pamphlets on occupations, personality and safety education are used extensively.

Procedures for selecting pamphlets.--The librarians and the teachers of Parker High School and Ullman High School use the following aids in selecting pamphlets: Standard Catalog for High School Libraries, Vertical File Service Catalog, and the Booklist.

Organization of pamphlets.--At Parker High School the pamphlets are kept in the vertical file except in the cases where there are several pamphlets alike, then a few are put in the

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1Standard Catalog for High School Libraries, op. cit.


3The Booklist, (op. cit).
vertical file and the others are kept in the storage room in pamphlet boxes. The librarian keeps a list of subject headings used in the pamphlet file.

At Ullman High School the pamphlets are kept in the vertical file and the librarian keeps a list of the subject headings used in the pamphlet file.

There are no cards in the card catalogs of Parker High School or Ullman High School libraries indicating the pamphlet materials by subjects.

Magazines and Newspapers

The Parker High School Library receives as a gift four magazines, *Humane Review*, *Message*, *Freeman* and *Shoe Service*. The Ullman High School Library receives as a gift the *Freeman* and the *Christian Science Monitor*. In the Parker High School Main Building Library there are subscriptions to 61 periodicals, and in the Parker High School Annex Library there are subscriptions to 28 magazines. In the Ullman High School Library there are subscriptions to 27 periodicals. All periodicals that are listed in the *Readers' Guide to Periodical Literature*¹ are kept for three years by both of the libraries.

Over 75 per cent of the magazines in the Parker High School Library and the Ullman High School Library are included in Martin's *Magazines for School Libraries*.

The Parker High School Library subscribes to the Abridged Readers' Guide to Periodical Literature but the Ulman High School Library does not subscribe to the Abridged Readers' Guide to Periodical Literature. Both libraries subscribe to a local and a regional metropolitan newspaper.

The newspaper and magazine collection of the Parker High School Library meets the requirement of the national standards for school libraries and the requirements of the Southern Association of Colleges and Secondary Schools which requires 50 periodicals for a school with an enrollment of more than 2,000 pupils.¹ The Ulman High School Library magazine and newspaper collection does not meet the standards of the Southern Association and the national school library standards as they subscribe to only 27 magazines and the requirement is 50 magazines.

The following subject areas are included in the magazine collection of Parker High School Library: art, aviation, current comment and personalities, drama, family life and consumer education, fashion and beauty aids, fiction and the American scene, handicrafts, the home, music, nature study, outdoor life, photography, radio magazines, school and club activities, science, social problems, vocations and business interests, women's fiction magazines and the world today.

The following subject areas are included in the magazine collection of Ulman High School Library: art, aviation, book reviews and creative writing, current comment and personalities

¹Frances Henne, Ruth Ersted and Alice Lohrer, op. cit., p. 76.
family life and consumer education, fashion and beauty aids, fiction and the American scene, handicrafts, the home, outdoor life, school and club activities, science, social problems, women's fiction magazines and the world today.

Magazines in the fields of art, drama, handicrafts, music and nature study are not used frequently at Parker High School. The magazines in the Ullman High School collection are extensively used.

Organization of magazines and newspapers.--There is no kardex or visual file used to record magazine and newspaper holdings in either of the two schools' libraries. At Parker High School there are three standard magazine racks and two newspaper racks in the Library. The magazines are kept in attractive and durable magazine holders and the newspapers are placed on standard newspaper rods. At Ullman High School the magazines are placed in attractive and durable magazine holders and are placed on a table and on a magazine rack. The newspapers are placed on rods and displayed on a newspaper rack.

Audio-visual Materials

At both Ullman High School and Parker High School the audio-visual materials are not housed in the library and are not under the supervision of the librarian. A special committee is appointed by the principals to be in charge of audio-visual equipment and materials. At Parker High School it is expedient to house audio-visual equipment in the several buildings because of lack of storage space and because some classrooms are so
distant from the Library and from each other. Each department at Parker High School has its own equipment and it is usually handled by the head of the department. The equipment for each department includes slides, still-projection aids, projection equipment, record player and radio. There is one recording machine owned by the school. Some films are owned by the schools concerned but there is a film library at one of the white schools and all schools in the Birmingham City System have access to the audio-visual materials in this library.

Special Collection

The director of Negro schools has his office in the Parker High School building. In the director's office is a collection of professional books and magazines. These books and other materials are available to all teachers in the Birmingham City School System. Funds for this collection come from the Birmingham Board of Education and from gifts. Books for teachers and professional materials are not to be included on the orders of school libraries in the City system unless by special permission. The Board of Education prefers to have that money spent for books for students. This Library in the director's office gives teachers a source from which to get professional materials.
CHAPTER VI

SUMMARY AND RECOMMENDATIONS

This study has attempted to find out what library facilities and services exist in the two four-year Negro Public High Schools of Birmingham, Alabama and to evaluate library usage in terms of the objectives of the schools and the objectives formulated for the schools' libraries. Based upon the data collected in this investigation certain factors that influence library use have given reliable indications of the extent of library reading.

In 1870, the site of the City of Birmingham was a cotton field. In 1871, following the discovery of valuable coal and iron deposits in the vicinity, a land company founded Birmingham. Growth at first was slow but since 1890 Birmingham has enjoyed remarkable growth. The growth in population, wealth and commercial importance has caused the City to be given the name of "Magic City."

Birmingham has three senior colleges, one of which is for Negroes. It offers courses in arts and sciences and business administration. Birmingham also has a business college for Negroes. There are two four-year Negro high schools operated by the City Board of Education and two private high schools. The 34 Negro elementary schools are operated on the
work-study-play plan. The Negro high schools of Birmingham offer the usual academic courses found in standard high schools. In addition to these courses pupils are required to spend two periods each day in vocational classes or electives.

The economic status of a community usually indicates its social, ethical and political levels. Because of limited economic opportunities, the social and ethical life of the community suffer proportionately. Other factors contribute their share of obstacles in the way of progress by giving rise to increasing juvenile delinquency, social diseases, crime and immorality, but the major factor seems to be basically economic.

The community-serving aspect of the two schools enables their students to profit from the manifold community and cultural advantages to be found in Birmingham and vicinity. The city entertains each year a large number of educational, religious and business conferences and conventions. The schools render a unique service to the community and its students by providing a meeting place for many of these meetings. Cultural outlets found by attending forums, lyceums, operas, plays and musical performances along with the churches, libraries and a few organized service groups in the community all play a definite part in lifting the intellectual standard of the school and improving the aesthetic appreciation of faculty and students.

The school plant is of major importance in the execution of any educational program. The size and site of the building should be determined by the scope of the educational program of the school. From a description of the two schools in the
light of the size of the enrollments, one of the basic problems is that of size in relationship to space and facilities. Although with the establishment of Western High School, a third high school in the City, this problem has been reduced, yet it still looms as a problem which greatly affects the educational program of the schools.

In the statement of objectives of the schools there are many implications for library service. For example: it is said in stating the general objectives of both schools that students should develop an ability to think clearly, objectively and independently; that they should develop the ability to appreciate the beautiful, that they should learn to use their leisure well and that they should acquire a body of knowledge to prepare them for work or further education.

The objectives of the libraries suggest ways in which the library service should contribute specifically to the achievement of the objectives of the schools and to the achievement of other goals. For example: it is said that the libraries should acquire and make accessible materials for effective use; that the libraries should help students to develop skill in the use of materials; and that the libraries should cooperate with the school programs as the programs strive to meet the needs of pupils and teachers. It is against these statements that the conclusions of this study have been drawn.

**Library Activities and Services for Students and Teachers**

There were attempts made at both schools to have
students work together on classroom projects for the purpose of selecting library materials. These projects met with little success. The library clubs of both schools did undertake as a project the selection of library materials. The response was fair. The best response came from individual pupils and from suggestions made by student library assistants. Statements of the objectives of the libraries relating to the use of materials all indicate that materials should be used in order to achieve certain educational purposes; therefore, the selection of materials should be made in terms of definite values which they are expected to contribute to the development of boys and girls and in terms of the ways they will be used. Students as well as teachers should participate in the selection of materials.

Students should be given the opportunity to shape some library policies. At Parker High School the student council members and the student library assistants were the two student groups that participated in this activity. The student groups that helped to formulate library policies at Ullman High School were members of the student library committee, members of the library club and student library assistants. It seems that in both schools students are given ample opportunity to help formulate library policies.

In the Parker High School Library there are exhibits from time to time of work done by students in other departments of the School. In the Ullman High School Library there is no available space for exhibiting work done by students.

There are student library assistants at both schools
who do the following types of work: circulating books, collecting overdues, marking, mending, typing catalog cards, typing book cards, general typing, preparing book lists, delivering materials to classrooms, shelving, shelf-reading and dusting. The student library assistants are carefully trained.

The librarians at both schools have had courses in reading and are familiar with the types of reading programs carried on in the schools. No formal projects have been fostered in reading; however, the librarians talk informally with students about their reading, guide the reading of students by helping them to select books and encourage students to develop an ability to evaluate materials.

The librarians at both schools provide books and pamphlets that would aid students to develop proper social attitudes. Along with the materials in the libraries that would contribute to the social guidance programs of the two schools the librarians cooperate with the guidance department by helping students develop proper attitudes toward public property, and by providing opportunities for students to work together as a group.

It is noted that the librarians and the English Departments have placed much emphasis upon helping students to develop skills in using library tools.

Instruction is likely to be more effective when it is given as a part of a larger instructional program when learning to use the Readers' Guide, for example, becomes a part of learning to use current materials to locate certain needed information.1

Skills in use of library materials, like any other skill, needs constant practice. Practice in the use of these skills should be no more in the English classes than in any other department of the school as other departments depend upon the library materials too. It should be no more in the third semester or first semester than any other semester.

A record was kept for one week of the types of requests made upon the libraries. The record included types of questions answered, types of questions not answered and the reasons why they were not answered. Over 80 per cent of the questions were answered at both schools in this analysis of library service. From this information librarians were able to determine the areas of service that should be improved.

Teachers as a whole do not participate in the library program to the desired extent. With the help of the library committee in both schools it may be possible to interest the teachers more in the library program.

Recommendations

The following recommendations are made relative to library activities and services for students and teachers:

1. Students as well as teachers should be given more opportunity to participate in the selection of library materials.

2. The reading guidance program should include all groups of students.

3. The library instructional program should be
reorganized to give students more practice in the use of the library skills they actually need.

4. The librarian and the teachers should work together in an effort to increase teacher participation in the library program.

General Use of the Library

The Parker High School Library and the Ullman High School Library are both easily accessible to students. The libraries are open all of the school day and the students can easily gain admission to the libraries of both schools. The libraries are used for library purposes only during the school day. The Parker High School Library will seat only 4.3 per cent of the total school enrollment and the Ullman High School Library will seat only 6.9 per cent of its enrollment.

The Library is well attended every period in the school day and the students are given ample time within the school day to make use of the libraries if there is need for library material.

Both libraries have liberal circulation policies and various types of library materials are circulated. Circulation records are kept at both schools. From these records it can be seen that the libraries are not used as much as they should be. The librarians have many techniques for implementing the use of the library and there is an active publicity program at each school, but textbook centered instruction, lack of interest in reading and lack of adequate library facilities are other factors
that tend to hinder the use of the libraries.

Recommendations

The following recommendations are made relative to the use of these school libraries:

1. Teachers should make a careful inventory of the present library collections in order that they will become more fully acquainted with materials already on hand and therefore use them more advantageously.

2. Due to the size of the schools there is a need for classroom collections.

3. The present seating capacities of the libraries should be expanded.

4. An objective evaluation of techniques of reading guidance should be made in an effort to increase library use.

5. Teachers through group planning should develop methods to increase the amount of instruction given on library use.

Staff, Budget, Quarters and Equipment

Staff

The size of the library staffs of both schools as well as the professional preparation of each member of the staffs meet the regional standards. There is need for a full-time clerical assistant at both schools. There is ample provision made for staffing the school library at Parker so that the Library
remains open the entire school day. At Ullman High School there is a classroom teacher in charge during recess time which enables the Library to be open every period of the school day. The librarians at both schools spend a major portion of the day in working with students. They also assume some responsibility for the general activities of the School and they take part in some of the community activities provided for young people.

Recommendations

The following recommendations are made relative to the staffs of the two libraries:

1. The librarians should be given clerical assistance at both schools.
2. The librarians from time to time should reorganize their working schedules in an effort to give more time to direct work with pupils.

Budget

The Parker High School Library and the Ullman High School Library is financed by an appropriation from the City Board of Education. The librarians are given about 20 cents per child. This is not enough money per child. The librarians at Parker High School were not able to give the amount of money appropriated for the Parker High School Library. The Ullman librarian was able to give the amount of money allotted to the Ullman High School Library. The Library budgets of both schools do not meet the standards as set up by the Southern Association of Colleges and Secondary Schools. The money seems to be well spent but
there is need for more adequate financial records at both schools.

Recommendations

1. At both schools the library budget should be worked out with allocations based upon requests, needs, probable use, costs of various materials and materials in the library at present.

2. The librarians need to inform teachers of the amount of money allotted for materials in their respective fields.

3. Accurate, up-to-date business records need to be kept in the libraries to show allocations, incomes, disbursements and balances.

4. More money needs to be given each library for the purchase of materials.

The Quarters and Equipment

The fact that both schools have new libraries indicates that there has been a definite effort made to improve facilities and equipment. More space is needed for books. The libraries of both schools do not meet the requirements as set up by the National Association of School Libraries or the requirements as set up by the Southern Association of Colleges and Secondary Schools. The regional standards require that the library be able to accommodate at least 10 per cent of the total school enrollment. The Parker High School Library can seat only 4.3 per cent of its enrollment and Ullman High School Library can seat only 6.9 per cent of its enrollment. There are no conference
rooms in either of the libraries and at Ullman High School there is need for a storage room, a workroom and an office. At both schools the tables and chairs are of suitable type and size, but there is need for more bulletin board space, a charging desk and book trucks.

Recommendations

The following recommendations are made relative to the quarters and equipment of the libraries:

1. More seating space should be made available at both schools.

2. Storage and workroom space needs to be made available at Ullman High School.

3. Running water should be installed in the work space in the Ullman High School Library.

4. Conference rooms should be added to both school libraries.

5. More bulletin board space, a charging desk and a book truck should be made available at both schools.

The Materials Collection

Books

At the Parker High School Library there are 6,453 titles and at Ullman High School Library there are 2,975 titles. The Southern Association of Colleges and Secondary Schools requires a basic book collection of from 5,000 to 10,000 well selected books, exclusive of duplicates, for a school with an enrollment
of from 1,001 to 2,000 pupils; and for an enrollment of more than 2,000 pupils a basic book collection of 10,000 books. The Ullman High School enrollment is 1,297 students and the book collection is 2,975 titles. A minimum of 2,025 more books are needed to meet the regional standards for a basic book collection. The enrollment at Parker High School is 2,548 pupils and the book collection is 6,453 titles. A minimum of 3,547 more books are needed to meet the regional standards for a basic book collection.

According to the proportions recommended in the Standard Catalog for High School Libraries, the Parker High School Library book collection has too many books in fiction, fine arts and philosophy and too few books in general works, useful arts, history, travel and biography. The Ullman High School Library has too many books in general works, philosophy, religion, social science, language and fiction and too few books in the areas of useful arts, fine arts, science, travel and biography.

Books are classified and arranged on open shelves to facilitate their use. The libraries' collections include only printed materials. There is a dictionary card catalog in both schools and there is a shelf list in both school libraries.

Pamphlets

Pamphlets in the following categories are included in the collections at both schools: occupations, self-development, transportation, communications, science, inter-group understanding, conservation, safety education and health education.
The librarians keep a list of the subject headings used in the pamphlet file but there are no cards in the card catalog indicating pamphlet material by subject. The librarians were in the process of reorganizing the files but the completed sections were well organized. Students seemed to be using the materials freely and intelligently. Recognized sources are used for selecting pamphlet materials.

Magazines and Newspapers

The Parker High School Library subscribes to 61 periodicals and the Ullman High School Library subscribes to 27 periodicals. The magazines subscribed to in the two school libraries were checked against the list included in Martin’s Magazines for School Libraries. Over 80 per cent of the magazines ordered by the libraries were included in Martin’s List.

All magazines indexed in the Readers’ Guide are kept for three years. The Parker High School Library Magazine collection meets the requirement as set up by the National Association of School Libraries. The Ullman High School Library does not subscribe to enough magazines to meet the standards.

Audio-Visual Materials

The audio-visual material is not housed in the libraries but is kept in another part of the schools and is not under the supervision of the librarians. Audio-visual materials for the most part are borrowed from one of the white schools in the City. There are machines and other equipment in the schools.
Special Collection

The special collection of professional books and periodicals for teachers is housed in the office of the director of Negro schools in Birmingham. The Parker High School teachers and the Ullman High School teachers use the material from this professional library as there is not much material in the school libraries for teachers. The school librarians have no responsibility for acquiring, organizing or administering this collection.

Recommendations

The following recommendations are made relative to the materials collections of the libraries:

1. More books should be secured in both libraries.
2. Books should be ordered in needed fields to make a balanced collection.
3. More recent books should be ordered.
4. Interesting pamphlets should be removed from the vertical files and displayed so that teachers and students would make greater use of it.
5. More pamphlet material should be ordered.
6. The librarians should re-evaluate the policy of filing for three years all magazines listed in the Readers' Guide in terms of probable use.
7. Magazines that are not used and which are not indexed by the Readers' Guide should probably be discontinued.
Periodicals (Continued)


Unpublished Material


Education Program in Parker High School. Report prepared by the Faculty of the Parker High School, Birmingham, Alabama: Parker High School Printing Department, 1953.


BIBLIOGRAPHY

Books


Article


Periodicals
