

A SURVEY OF THE
BEAVERTON HIGH SCHOOL LIBRARY

by

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Preface

This research paper is a study of the Beaverton High School Library and a comparison of it with other high school libraries. This library study has grown out of a realization that the library ought to be a laboratory of the exploratory experiences of the pupil.

The following represents the writer's point of view and served as a basis for undertaking this survey:

(1) If our schools are to serve as a means for the improvement of society, the pupils ought to be trained to use the library as a tool for searching and finding the answers to their thinking. (2) If the library is to serve in a key position its facilities ought to be in keeping with the needs of the pupils as they are adapting themselves to local conditions. (3) As a part of the school program, the library deserves special attention, for it seems very possible through its influences to create a reading or a non-reading public. (4) If the library is not adjusted to the needs of the pupils it may lose them permanently.

In discussing the problems of the Beaverton High School Library with the library staff, with other teachers, and with the Superintendent, the need for some kind of evaluation became increasingly evident. The need for evaluation prompted this survey.

The writer gained some new insights into the problems of libraries from Miss Hill, librarian of the Model School Library at the Oregon State Library. Miss Hill encouraged investigation of reading habits in the periodical field. It is hoped the results of this study will be helpful in revealing present trends.

The writer is very grateful to Miss Geraldine Sanford for reading the manuscript, and to the library staffs, and to the Superintendents throughout the state for giving helpful suggestions and information.

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A SURVEY OF BEAVERTON HIGH SCHOOL LIBRARY

Chapter I

Introduction to the Problem

The number of studies concerning corrective reading measures for high school pupils is extensive. Also many studies have been made to determine what books ought to be found in an adequate library. Hence much has been written about reading methods, and corrective exercises. The field of reading habits has not received such close scrutiny, as is indicated by the paucity of material. The discussion in this chapter will center on the need for studying reading habits, and on the methods to be used. This will be followed by a statement of the problem.

The study of reading habits in the high school library is a relatively new field of investigation. Only recently has the problem of serving young people through the library begun to gain attention. The following refers to library service for high school age: "Although some libraries are organizing departments to serve this group of young people, this type of service is as yet too new to present cleancut organization patterns or administrative functions susceptible of detailed analysis."¹ Studies have been made in reference to library facilities such as

1 Lucas, M. R., The Organization and Administration of Library Service to Children, (Chicago: American Library Association, 1941) p. 1

equipment and housing. Studies have also been made on the reading difficulty of various types of materials and on the various types of readability styles.¹

The progress in high school library development has been so meager as to warrant a statement by the Oregon State Planning Board on the inadequacy of the school library. The earliest laws in this state provided for a common fund for schools and the purchase of suitable libraries and apparatus. Indicative of the fact that libraries are neglected is the following statement which still is in effect. The provisions made have in many instances remained quite the same according to the Oregon State Planning Board.

The first law authorizing a county levy for school libraries, and establishing a general school library fund, was discretionary and was adopted in 1901. (Oregon Laws, 1901, p. 69) The county court was authorized to levy on property within the county not less than ten cents per capita for each child between the ages of four and twenty. This provision was made mandatory in 1905....These provisions are still in force.²

Until recently there has been relatively little progress in library service. The Board has the same criticism of both public and school libraries.

- 1 see Walker, T. D., A Study of Secondary School Libraries in Oregon, (Corvallis, Ore.: Oregon State College, 1938) For a discussion of readability see: Flesch, R., Marks of a Readable Style, (New York: Teachers College, Columbia University, 1934)
- 2 Oregon State Planning Board, A Survey of Public Library Service in Oregon, (Salem: Oregon Planning Board, 1938)

Because of the lack of material in high school library work, it was found necessary to adapt some of the techniques and practices of the public library service for the purposes of this study. Several studies have been conducted on a national scale. These have been made, for the most part, on the use of the library by the general public. The methods of such studies must of necessity be broad in their purposes as well as in their applications. To attempt to follow such a course of action would be beyond the scope of this study. However, the basic principles of library research are just as applicable to this study as to a study of national scope. In so far as possible, the methods used by the public library studies will be used in this study.

The two techniques of library research that will be applicable here are the survey method and the method of comparison by observation of similar situations.

In using the survey as a method of investigation, it is essential to consider the aims for which it is intended. A statement of the aims of the survey is important for two reasons. It is essential, first, in determining the type of survey to be undertaken, and second, in defining the problems which need special attention. This survey will, in part, be determined by the two major aims of the library, which are, to provide collateral reference materials, and to provide desirable recreational

reading. "The functions dominantly accepted for the library by principals and librarians, are the enrichment of the curriculum by supplying reference material and provision for desirable recreational activity."¹ In limiting the problem for this study the following four phases of library investigation will be considered: (1) The use made of the library by the high school students. (2) A consideration of pupil reactions to the employment of student librarians. (3) The collection of books in comparison with minimum standards and in comparison with several other libraries. (4) Possible recommendations based upon the comparison with other school libraries for the new library that is proposed.

1 Koos, L. V., "A National Survey of Secondary Education-- A Preliminary Summary," North Central Association Quarterly, VII (September, 1932)

Chapter II

Studies of a Similar Nature

Several studies have been conducted which are somewhat similar to this one. The Oregon State Planning Board¹ conducted a survey of the library service of Oregon in 1938. However, the survey was on public library service. The school library was only a small part of it. Reference has been made above to early school legislation applying to libraries. That study concerned itself with public library legislation, number of libraries, personnel, and library holdings.

Lathrop² conducted a study in 1933 in conjunction with the Department of Interior on the practices and services of libraries in rural schools. His study differed from the one undertaken here in that it was on the nature of the library and its scope, treating the library as an integral part of the course of study, and as an agency of the state and county. The one chapter on the rural school library considered libraries largely from the standpoint of size of book collections, amount of equipment, and administration.

1 Oregon State Planning Board, A Survey of Public Library Service in Oregon,

(Salem, Oregon: Oregon State Planning Board, Oc. 1938)

2 Lathrop, E. S., A Study of Rural School Library Practices and Services,

(Chicago: The American Library Association, 1934)

Another study was conducted by Lazar¹ which treated reading interests of bright, average, and dull children. The study is mentioned here because the survey method was used.

The study most nearly like the one undertaken here has been made by Adams² as a Southern California Education Monograph. The study centered on two main aspects of the library. In the first part, the aims of the library are considered; in the second part, the usage of the library is considered. A comparison of usage of senior high pupils and junior high pupils is also made. The study differs from this one because the first part is conducted on a state wide basis and the second part on an inter-state scale.

Questions asked in various surveys vary considerably. McDiarmid³, in listing specimen forms of questions, asks, "What language do you speak in your home?" "Which of the following things do you do in your spare time?" This is followed by fourteen activities ranging from sedentary pastimes to very active ones. The interviewee is asked to

- 1 Lazar, M., Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children, (New York: Teachers College, Columbia University, 1937)
- 2 Adams, A. E., The Use of Libraries in Junior and Senior High Schools, (Los Angeles, Calif.: The University of Southern California Press, 1936)
- 3 McDiarmid, E. W., The Library Survey, (Chicago: American Library Association, 1940)

check those he does weekly. Questions asked in other types of surveys center around the number of magazines read, which ones, and how often. The parts of the newspaper read is also quite frequently asked. Others ask if the interviewee is able to find the information he desires in the library. The questions pertained to public library service but will be adapted to meet the needs of this paper.

Chapter III

Development and Organization of the Study

Nature and Purpose of the Survey

It is at this point that a decision must be reached regarding the items to be studied and the data to be collected. In considering the library collection the use pupils make of the library, much wasted effort can be avoided by asking the following questions: (1) What type of library service is needed? (2) Is the school able to support such service? (3) To what extent is the present library service fulfilling the needs? (4) What may be done to bring the library up to the desired status?¹

The following methods of investigation were considered before beginning the study, the conversational method in which the interviewer gathers information by speaking with the people involved in the study, analysis and criticism by an expert, the questionnaire, and the check list methods. The most adaptable to high school groups seemed to be a combination of the questionnaire and check list methods.¹ The evaluation of library use by the survey method would be most adaptable to internal conditions of the library, while the comparison with other

1 McDiarmid, E. W., The Library Survey,
(Chicago: The American Library Association, 1940) pp.5-8

libraries would as an indication of the rate of development of the library under observation.

"The library survey may be defined as the careful, critical, and factual analysis of library conditions."¹ In the light of the above statement, a survey amounts to a collection of facts that are analysed by the scientific method. Statistics, however carefully collected and studied, are inadequate in themselves.

The industrious collection of facts alone does not constitute science or the scientific method; interpretations, with understanding and intelligence, must follow, by whatever method good judgment indicates. Here as elsewhere, statistics are no adequate substitute for common sense.²

The above indicates that a survey may not be adequate in analysing a situation. Beyond the mere administration of a survey is the necessity for making it applicable to the local conditions or to the peculiarities of the particular problem. The full implications of the above criticism of survey methods are significant only when applied to all the data revealed by the survey. It may not be enough to consider the outstanding facts revealed by this survey, nor is the survey necessarily adequate though all the facts indicated are taken into

¹ ibid, p. 2

² ibid, p. 3, from, Howard J. Savage in Ells, W. C., Surveys of American Higher Education, (New York: The Carnegie Foundation for the Advancement of Teaching, 1937) p. iv.

consideration. More than this, if the survey is to fulfill its complete function, the absence of data must also be taken into consideration. If the presence of facts is significant, the failure of certain data to result from this survey ought to be as significant as the facts the study may reveal.

The survey must be an exact and impartial analysis of the facts. All pertinent information must be reported impartially and exactly, regardless of the conclusion to which they point. The organization of a survey cannot be made with a certain desired outcome in mind. This is not to be confused with the aims of the survey. The aim to reveal facts is quite in keeping with scientific practice. What those facts will be depends upon the group to which the survey is given.

The facts presented must be applicable to local conditions if the survey is to give an adequate picture of them. To the extent that it does this it can be a representative sampling. A survey must be conducted at a time when conditions are normal if it is to describe the group fairly.

Again, the data presented must be reliable. Material that can not be verified should not be included. This does not mean that material which the surveyor deems undesirable will be discarded. Rather, that which is or can be accepted only on the basis of personal

assumptions can not be accepted as reliable material concerning the group.

Waples, in his book, Investigating Library Problems,¹ gives in addition the following as being sound criteria for determining the value of a survey. These points suggested the basis upon which this survey was constructed. First, the survey is valuable to the extent that the author of it can hypothesize certain values, through which needless work can be avoided by determining on the basis of observation, discussion with others conversant in the field, and preliminary study, just what outcomes would be likely to hold valuable data for library improvement. Second under analysis is listed the ability to assemble relevant objective evidence. The best assumptions are not demonstrated in fact until they have been put on an objective basis, a basis upon which anyone conducting the same survey would receive the same answers. The question might well be asked -- when are data significant and when are they insignificant? Determining the value of the items in the following study is not merely a matter of numerical differences, or of amassing quantitative data. It is only pertinent to the extent that it represents conditions or trends of significance in the school library.

1 Waples, D., Investigating Library Problems, (Chicago: The University of Chicago Press, 1939) pp. 53-4

The ability to reach a fuller understanding of the values imputed to the phase of librarianship studied is also essential. As the implications for improvement can be seen in the data procured, the value of a survey increases. The following criteria on books were considered. (1) Are there any penalties which the individual or group may suffer because they do not know of particular books or bodies of information? (2) Are materials under study too difficult or too easy for the general reader? (3) Is the range of interests or literature in the library adequate? (4) Are the materials of a timeliness that will exceed that of the wear of the books? (5) Are the books obtained the best available at the time? These criteria of analysis are important in this study to the extent that they are incorporated in it.

The direction of this survey was determined by its purposes. The purposes of the survey as used by the American Library Association are applicable here.

The survey should be a means of interpreting the library to the public.... If it is objective, thorough, and impartial, it will provide effective publicity material, besides being a means of publicity itself. The purpose of the survey is the analysis and interpretation of facts. It is at this point that the survey ceases to be a mere collection of data and becomes the foundation for future improvements.¹

1 McDiarmid, E. W., The Library Survey, (Chicago: The American Library Association, 1940) p. 2

"All assumptions should be plainly stated. The basis or claims for classification of the data should be chosen with due reference to the nature of the data itself."¹

1 ibid, p. 198

Planning the Survey

Some surveys do not need much advertising as preparation for administering them. Surveys of administration or for training of personnel need not have wide publicity. In a survey such as this one, where the pupil reaction is a dominant factor, there is need for carefully preparing the students. Interest in the survey must be stimulated. The pupils must realize the importance of the survey. Approximately a week was spent in giving emphasis to the library and to the pupils interests in it. A definite attempt was made to create an atmosphere which would give the questionnaire the pupil's attention. It was hoped an explanation of it would enlist the serious cooperation of the pupils. Little information of significance could be procured from an apathetic groups.

In preparing the ground for the survey, care was taken to emphasize the purpose of the survey. It was not treated as an end in itself, but rather as a tool, as a beginning of an effort that would be continued to improve the school library in as many respects as possible. The pupils were told this was only an initial step.

At the time the questionnaire was constructed, as many items were included as possible, even though the

value of each item could not be determined at the time. Items were included which might possibly have a bearing on the use made of the library. It was considered a better practice to include an item which might prove to be of little value rather than find later that items which would have been worthwhile had been omitted.

The number of miles the pupils live from school was included since the time involved in going to and from school may have an effect on the number of hours the pupils must study or upon the amount of reading the pupil may do.

The number in the family may be important because it might determine the time devoted to earning school expenses. There need be no significant relationship here, since the locality in which the survey was conducted is in the proximity of Portland's potential income area, though it may be a factor because of the ease with which pupils can find employment.

The hours of radio listening and movie attendance were included to see whether they influenced reading.

Study hours in school were interpreted as the time spent in study in the study hall and any time devoted to regular study in classes.

Because the area is so close to Portland, many of the pupils have three libraries as a potential source of reading material.

Attention should be drawn to a distinction between reading and studying both in and out of school hours. Reading that could be interpreted as study was to have been classified as such. The question on reading as a leisure time activity was included in the hope that it might serve as an indication of the attitudes of the pupils toward library reading. The questions on newspaper reading, comic book reading, and magazine reading were listed in order to break the total number of reading hours into some meaningful representation of the group's reading tendencies. The distinction between reading for recreation and the use of the library for reference ought to be included in any evaluation of library use on its own merit.

Much discussion in this school has been centered on the need for more library hours to make the library available to those who can not use it during the school day. For this reason the questions on library use at lunch period, and before and after school hours was included.

The question on library space was included that it might indicate one way or another whether the library space is enough to cope with potential library service.

The reasons pupils usually give for not finding material in the library are that it either is not there or that someone else is using the source material. By breaking the question into four parts it was hoped that the

composite of figures would give a more accurate picture of actual success in finding material than would a general response.

While the pupils were being prepared for the survey there were many requests for information on library methods. The most often repeated was, why does the library not keep more back numbers of magazines. The item was included in the hope that a representative expression of pupil thinking might be obtained. The question pertaining to the number of books read other than library books was included for the same reason.

The questions on the reasons for going into the library for five minute periods are based upon many discussions with faculty members and librarians on the value of five-minute periods. This is the first attempt known to the writer to get a definite classification of reasons for going into the library for such a short time. With the exception of reason six, they represent the usual reasons of student librarians and others in charge for having pupils dismissed from the library. Crowded conditions and inadequate supervision may make full free periods difficult.

It has been the observation of the writer that of the books in the library, both fiction and non-fiction seem to be lacking in challenge to the average pupil. They are read, evidently, because there is nothing better

to do. Such an opinion could not be tenable unless verified. Again, there seem to be many non-fiction books which may be above the average high school pupil's reading capacity. The criticisms which pupils make of the collection seem to merit the inclusion of the question.

The first list of magazines in the questionnaire is a list of the magazines to which the school subscribes. They are listed in alphabetical order, as this seemed to be representative of those that could be procured in Beaverton. The second list was compiled from the sales lists of the various agencies handling magazines in Beaverton. They are not listed in any particular order but merely represent the types of magazines available. The pupils were asked to put the names of any magazines which they read and which were not listed, on the back of the questionnaire. They were not asked to emphasize the type of magazine, but were simply asked to give the names. The reason for this was to give the pupils ample opportunity to express themselves fully on this point. In this way a more accurate count of the number of different types of magazines read could be obtained. For instance, if just the word "comic" were listed and checked, it would be no indication of the number of comic books read by that particular individual.

No effort was made to direct the pupils in their expressions pertaining to library improvement. Suggestions

might have acted as lead questions. A safer and more accurate statement may be expected, within limitations, if the pupil is free to write his own criticisms.

Neither was any effort made to direct the criticism of pupil personnel. Those criticisms, however, which were only personal criticisms of the pupil librarians were deleted, as they were obviously not constructive in their intent.

The pupils were not asked to give their names in filling out the questionnaire. It seemed more likely the answers the pupils were to give would not be influenced by the person giving the questionnaire if the pupil could remain unidentified.

The library statistics available on the use of the library represent the regular data collected by the library staff. No effort was made to improve the records of the use before the survey was conducted. Care was taken that the faculty or the library staff would not tend to increase the library attendance through a knowledge of records being checked. The period covered in the survey of library records was for approximately six weeks. This was selected as being a representative period because it covered only one of the regular six week grading periods. It was far enough from the end of the school year to avoid the last rush period in preparation for examinations.

Limitations of the Survey

The errors due to sampling may be considered as a limitation of this study. However, care was taken to reduce this to a minimum by taking a cross section of the student body, by selecting the pupils questioned at random throughout the school day. No special classes or subject matter areas were selected. The number of pupils selected was equally balanced between boys and girls and nearly equally balanced between the upper and under classmen. These efforts were made to reduce the probable errors in the sampling.

Further limitations of the study are recognized. There were many items which students failed to answer either because of haste or carelessness. The possibility is also borne in mind that many of the failures to answer specific questions may have been because the pupils misinterpreted the questions. Many of the questions were wrongly answered, indicating that the pupils did not know what was wanted. Again, some of the answers were too vague to be of any value. Care was taken, however, not to set the stage for the survey.

Another limitation of the study developed because of the inadequacy of the library records. This is evident in the data from the local library as well as that from the other libraries participating in the comparison of

collections and library practices. Some of the schools found it a problem to answer the questions during the summer months.

Further limitations are to be recognized through the study of other surveys.

For the library which cannot undertake a more comprehensive survey of its book collection, several numerical measures may be employed: Number of volumes in the library, number of volumes per resident, or per borrower, the proportion of volumes in various subject classes, and percentage of duplication in the collection.¹

The following quotation points out the widespread lack of records, as well as pointing out that the very lack of information is the greatest limitation in seeking to use records in evaluation the library's service.

In all too many surveys, the lack of satisfactory records of use and the difficulty of collecting new ones has resulted in inadequate attention to records of library use. The importance of such information is self evident, and its provision is a major obligation of the survey.²

1 McDiarmid, E. W., The Library Survey, (Chicago: The American Library Association, 1940)p. 117

2 ibid, p. 144

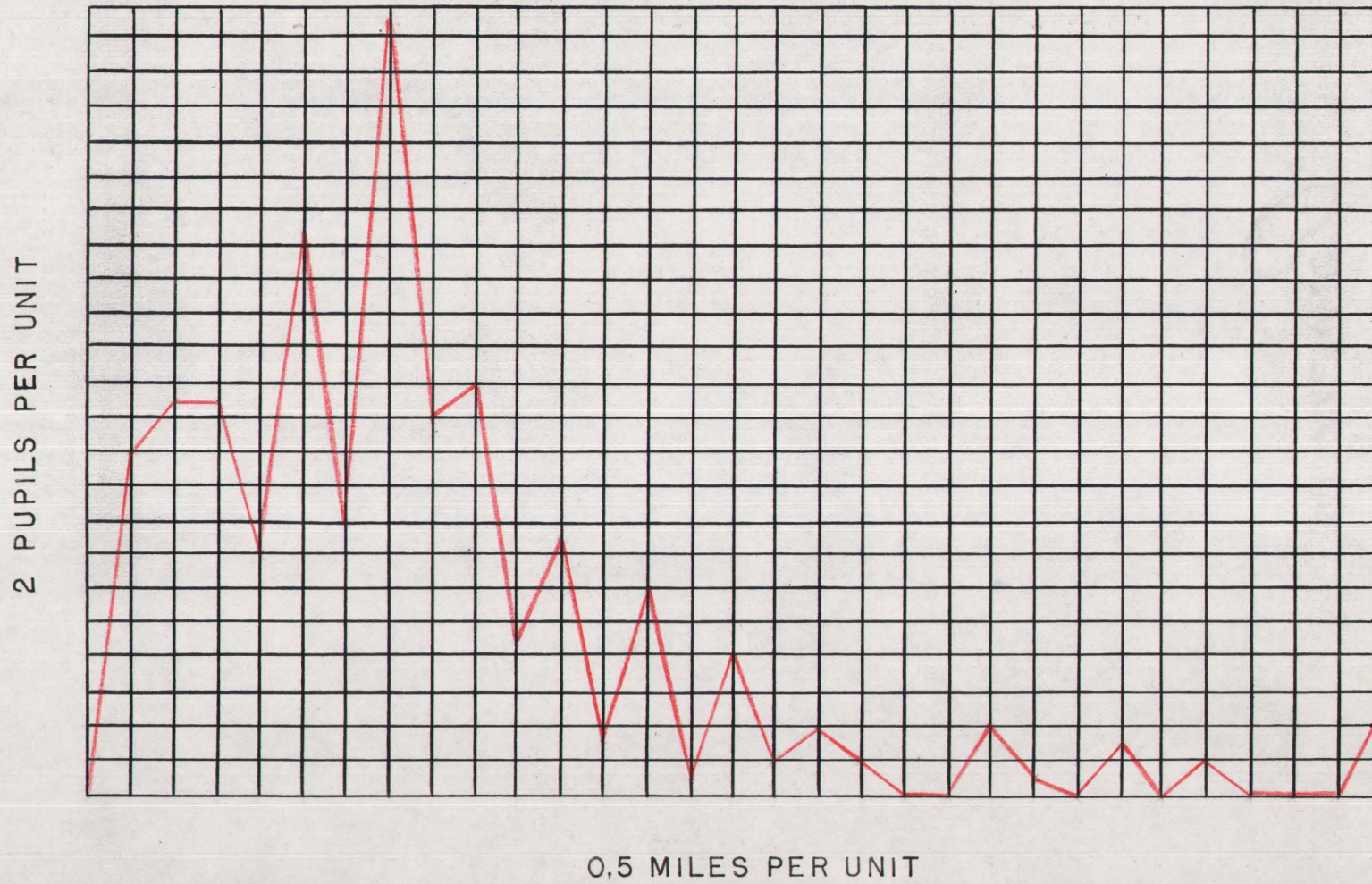
Chapter IV

The Data of the Study

The survey was administered to three hundred pupils in Beaverton High School. Only one failed to return the questionnaire. Of those who did, one hundred forty-four were boys and one hundred fifty-five were girls. Dividing the pupils according to upper classes and lower classes in the four-year high school, there were one hundred fifty-six upper class pupils and one hundred forty-three under class pupils. Five hundred twenty-five pupils represent the peak enrollment at the high school during the year. Two hundred ninety-nine represent three-fifths of the student body in regular attendance and about four-sevenths of the enrollment. The number of pupils in attendance is used throughout this study to represent the enrollment.

The number of miles the pupils live from the high school building was tabulated by intervals of five-tenths of a mile. (See Table I) The distribution of frequencies points out the value of such an interval. A closer approximation of the distribution was derived at five-tenths than if the intervals had been one mile. It is important to notice that the pupils living over one mile from school ride the school bus. This means that the lowest forty-three pupils in the scale do not ride the bus. There seems to be relatively little difference in the

Table I
Distances Pupils Live From the High School

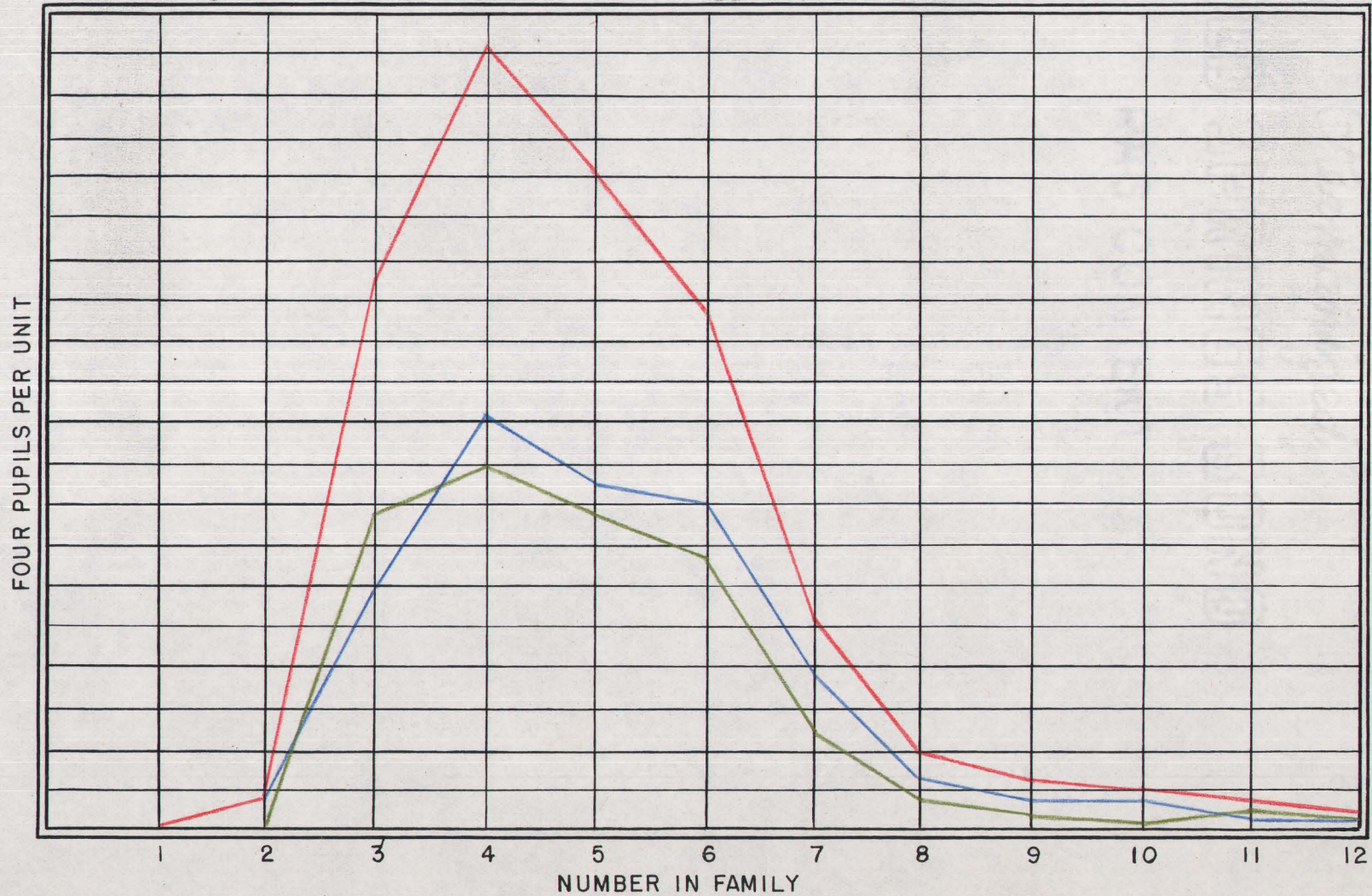


distribution of the number of miles pupils live from the school. No marked difference seemed to appear between the under class pupils. A marked difference in the miles from school between upper and under class pupils would indicate faulty judgment on the part of either group. Since there is no marked difference it is an indication that the number of miles from school is quite accurately represented on the questionnaire. When the results of this question are compared with the results from the question pertaining to the possible use of the library during the school day, an interesting correlation becomes evident. It appears possible that the same people who live less than a mile from the school are the same ones who could use the library after school. The number of pupils who could use the library after school are about the same.

The total number of persons in each family is represented in the data on the question on the number in each family. When the results are considered on the basis of frequency, the greatest number is found in the four person bracket. This would mean there are more families in the area from which the pupils come who either have a brother or sister in a Beaverton school or have had some member of the family attending. The community seems to be a relatively stable one as indicated by the school records. Next to four, the greatest number of frequencies fall in the five bracket, giving families with three children second

Table II
The Number of Persons in Each Family

green - underclassmen blue - upperclassmen red - total



place. Third in order of frequency is the bracket having three in a family. Families with one child rank third in order of frequency.

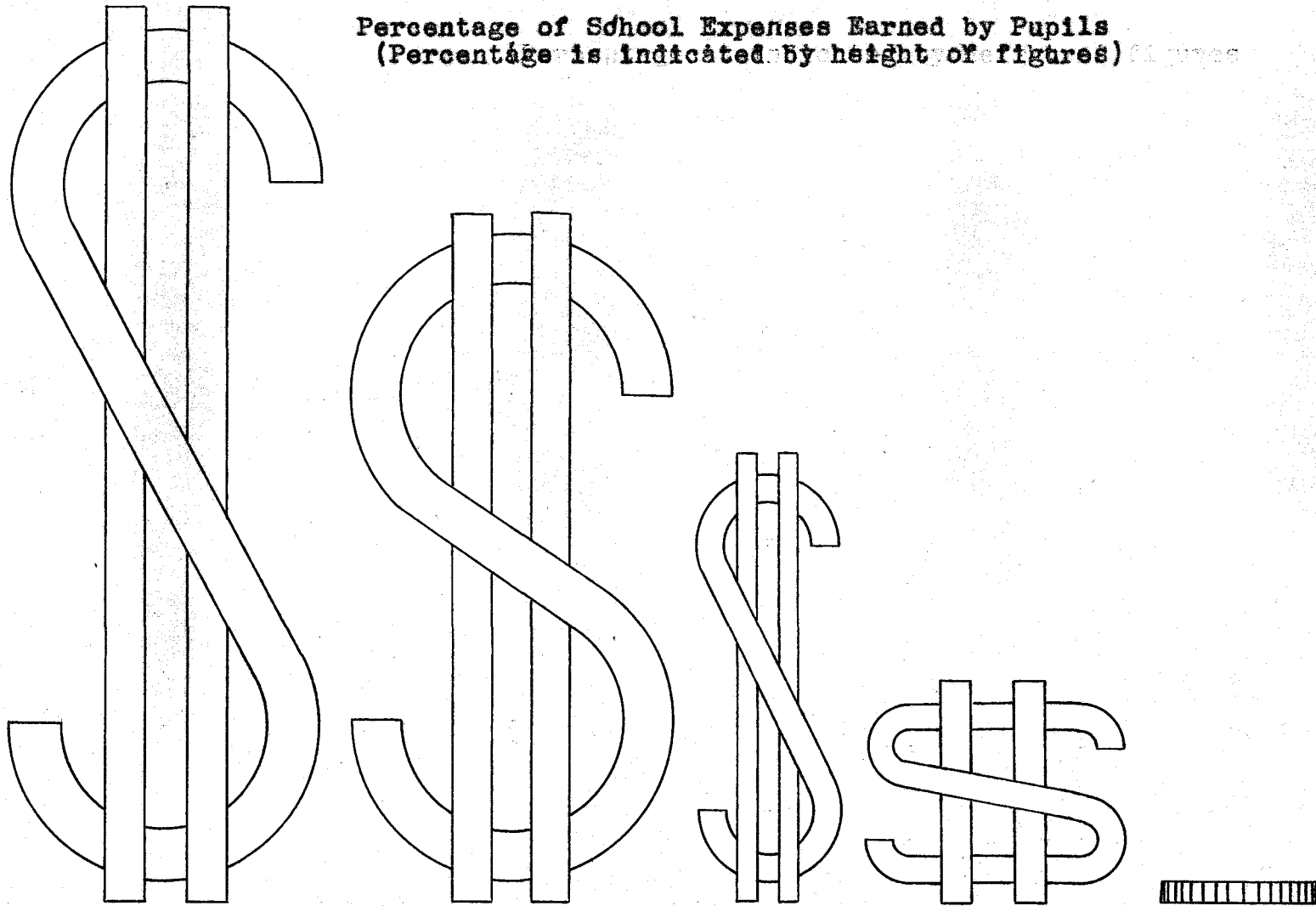
The number of children in the family does not seem to have an effect on the leisure time, or the number of books, magazines, and comic books each pupil reads. The number of magazines read is too widely scattered to indicate any outstanding tendency.

The question asked in obtaining the information in Table III was, "What part of your school expenses do you earn?" The question did not ask how much each student earned. No distinction was to be made as to whether the money was earned during the school year or during the summer. It was hoped a better representation of earning capacity in relation to the rest of the group would be derived by not specifying whether the work is done after school, on Saturdays, or during the summer.

A glance at the graph will show that the pupils interpreted the amount they contributed toward their school expenses in intervals of twenty-five percent. The frequencies tend to fall either below twenty-five percent, at twenty-five percent, at fifty percent, at seventy-five percent, and at one hundred percent. Anything between the percentages above seemed to have been ignored by most.

Table III

Percentage of School Expenses Earned by Pupils
(Percentage is indicated by height of figures)



Considering the totals of both groups, one could say there are approximately as many earning all of their school expenses as there are earning less than twenty percent. This is followed by the group earning half their expenses, then one-fourth and three-fourths respectively.

On the basis of these findings, there seems to be little evidence that the time which should be devoted to study or reading is being used to earn money. The observations cited in the paragraph above seem to indicate quite an even distribution of earning over the entire group.

Table IV

Languages other than English Spoken in the Home
(Listed in the order of frequency)

<u>Language Spoken</u>	<u>Frequency</u>	<u>Total</u>
German	11111111	8
Italian	1111	4
Swedish	11	2
Greek	11	2
Bohemian	1	1
Dutch	1	1
French	1	1
Total number		19
Total in percentage		6.3%

The percentage of pupils with a foreign language background, 6.3%, would seem unimportant in determining reading habits. The number of pupils scattered over a range of seven languages, made the mean number of foreign background pupils per language only 2.7%. It would appear from the results of this question that the influence of foreign language speaking groups in reading habits is lacking. The foreign language problem would not seem important from the standpoint of the library, but could be an individual problem for classroom teachers.

Table V

Hobbies Tabulated According to Types
(Each "x" represents one person)

Collections: 57
XX

Creative: 40

XX

Sedentary: 39

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

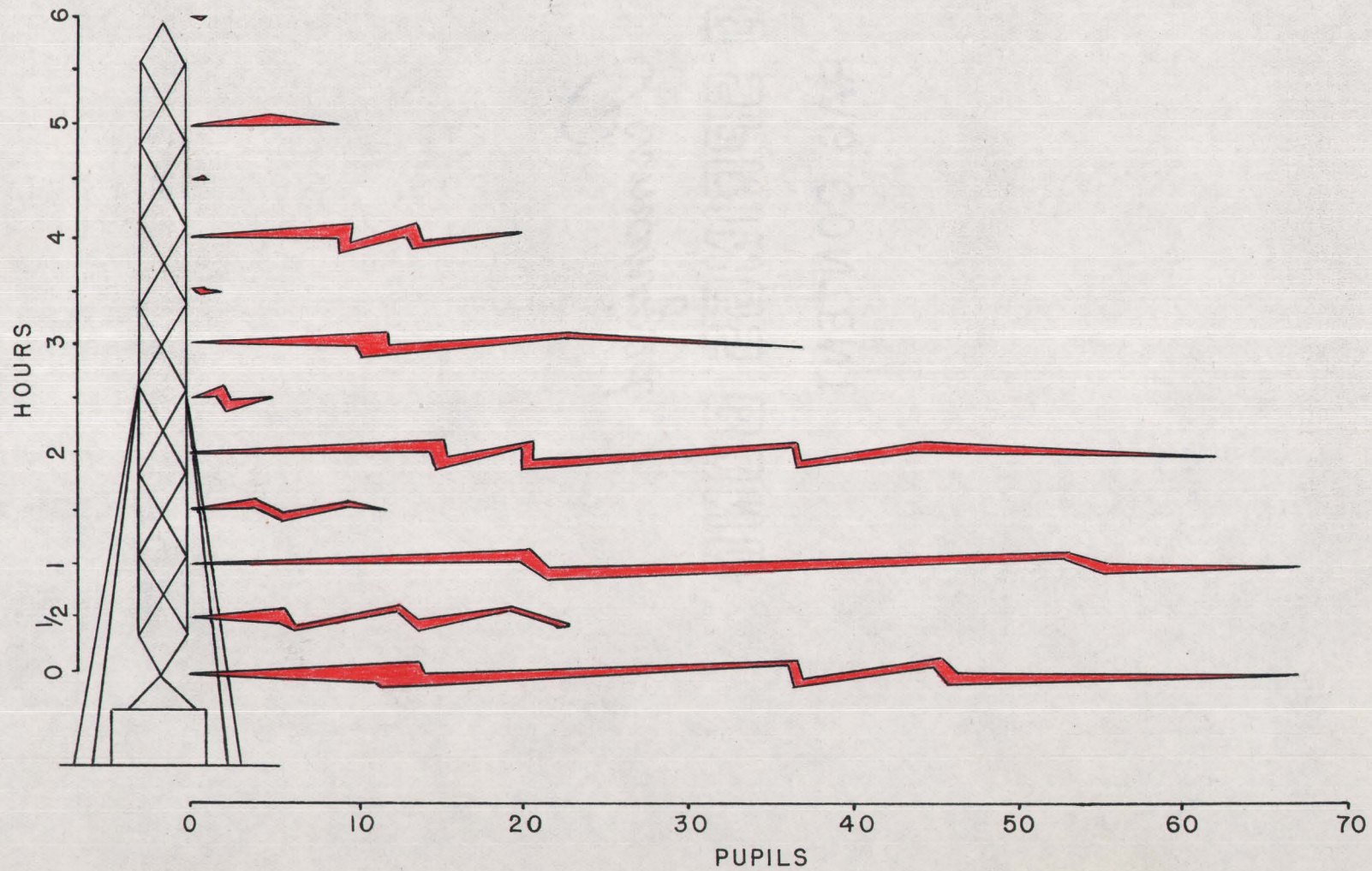
Outdoor: 32
XX

Animals: 20
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Technical: 3
xxx

The classification of hobbies in Table V was not done on an arbitrary basis -- it seemed the natural grouping into which the material was adaptable. By referring to the list of hobbies according to types on Appendix B, it can be seen that all types of collections were included in the first group. In the second group, the creative, were listed those in which the participant found opportunity to develop the art of self-expression more fully. Under sedentary were listed those in which the pupil took only a passive part. Outdoor, animals, and technical groupings are self-explanatory. The creative and sedentary types of hobbies seem to be quite evenly matched. Whether it is a good indication for so many pupils to have passive hobbies as the sedentary classification of hobbies indicates is open to question. Information that has a definite bearing upon the reading habits of pupils may be derived from the above table. It should be observed here, that the greater part of the sedentary hobbies revolve around reading. This would not seem to be quite so evident in the other groups of hobbies. Considering the number of pupils who have hobbies, it would appear quite likely that the library could use this as an opportunity to be of service to the pupils.

Table VI
Number of Hours Pupils Listen to the Radio



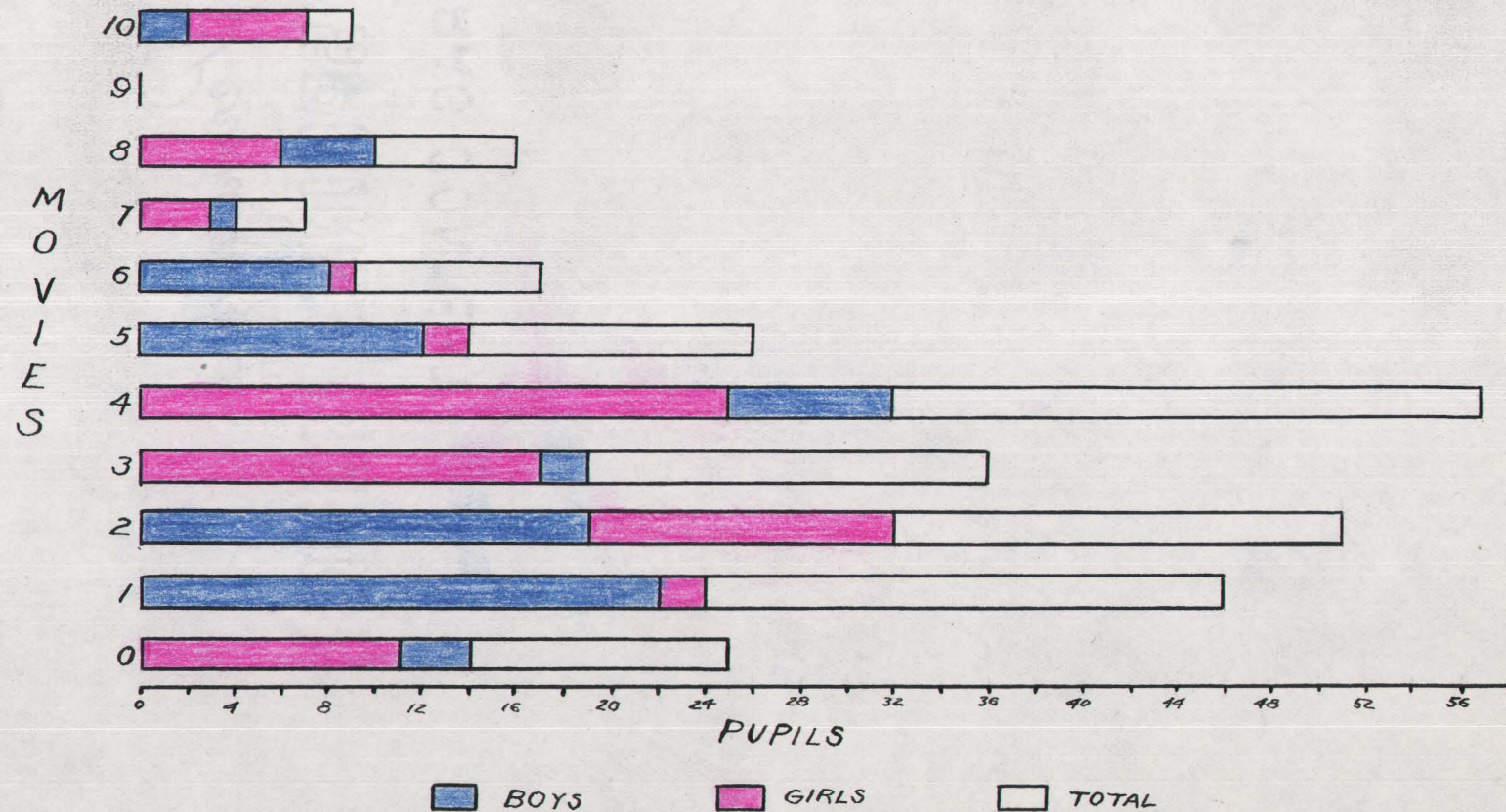
The evidence indicates that the pupils in the upper classes listen to the radio more than the pupils in the under classes. The point of greatest frequency in the upper classes is two hours. The greatest frequency in the lower classes is one hour. For the group as a whole the one hour bracket has the greatest frequency, with two hours following. It is significant that third in order of rank is the group that does not listen to the radio in any appreciable measure. The median number of hours listened by the group as a whole is one and four-tenths hours.

A closer observation of the table will indicate a possible point of error in the collection of the data. The question asked was, "How much time do you listen to the radio per day?" It will be noticed that most of the pupils indicated the amount in terms of even number of hours rather than refining their judgment more accurately. To the extent that they did not indicate accurately how much they listen, the sampling was in error. However, the table itself does not indicate to what extent this was true, so the error is at present unmeasurable.

In comparing this table with the number of hours studied in school and out of school (See Table VIII) a parallel seems to exist between the number of radio listening hours and the number of hours studied outside of school.

Table VII

Number of Movies Pupils Attend Per Month
(Total is represented by the last two bars)



The number of movies attended each month varies between the boys and girls. The order of frequency for the girls is two, four, and one, while the order of frequency for the boys is four, one, and two and one-half movies attended per month. The reason for the two and one-half is that the distribution is evenly divided between two and three movies per month for boys. In the total number of frequencies per month the trend seems to follow neither that of the boys or the girls, being four, two and one movies attended per month.

A more even distribution of movie attendance than of radio listening hours seems to be evident. Only twenty-five pupils do not attend movies in any amount, while sixty pupils do not listen to the radio.

This table could possibly give some indication of the leisure time activities of the pupils. According to the study represented in this table, the movies rank about equally with other activities taking the pupil's after school time. No correlation seems to exist between the number of movies attended and the number of books read. However, the order of frequency follows the same general trend. (See Table XII)

Table VIII

The Number of Hours Studied in School and Out of School

<u>No. of Hours</u>	<u>In School</u>			<u>Out of School</u>			<u>Total</u>
	Boys	Girls	Total	Boys	Girls	Total	
4	8	8	16	2	5	7	23
3½	0	2	2	0	2	2	4
3	14	14	28	6	13	19	47
2½	2	3	5	2	4	6	11
2	33	32	65	22	37	59	124
1½	15	20	35	9	20	29	64
1	45	44	89	39	36	75	164
½	9	7	16	21	11	32	48
0	3	5	8	39	21	50	58

The extreme right hand column represents the total of the boys and girls. The data in the above table indicates a correlation between the number of hours studied in school by boys and girls. The most frequent hour is one, the next frequent amount of time is two, and third in frequency is one and one-half. This seems to indicate that the pupils computed the hours spent in studying on the basis of hour intervals. Not giving attention to the half hour intervals makes this study subject to the same error of sampling as the one mentioned above.

The total number of pupils who do no studying either in or out of school would indicate that the greater number of pupils study in school. Multiplying the totals by the hours and totalling the product shows that the total time studied in school exceeds the time used for study out of school. The frequency deviates from the third choice of studying in school to no time spent in studying out of school. As has been mentioned before, the time spent in studying, reading, attending movies, etc. seems to be about equally balanced.

Table IX does not indicate the amount of reading done by those who think reading is or is not a leisure time activity. Whether the pupils had a specific idea as to what leisure time means is not indicated. It was presumed leisure time would be interpreted as meaning time that the individual could use as he wished. The returns would indicate the attitude of pupils toward reading on the basis of such an assumption, since the viewpoint was expressed. That more girls consider reading a leisure time activity than boys may be indicative of girls following more sedentary activities than boys, though there is nothing evident to indicate such a tendency.

Table IX

Is Reading a Leisure Time Activity?

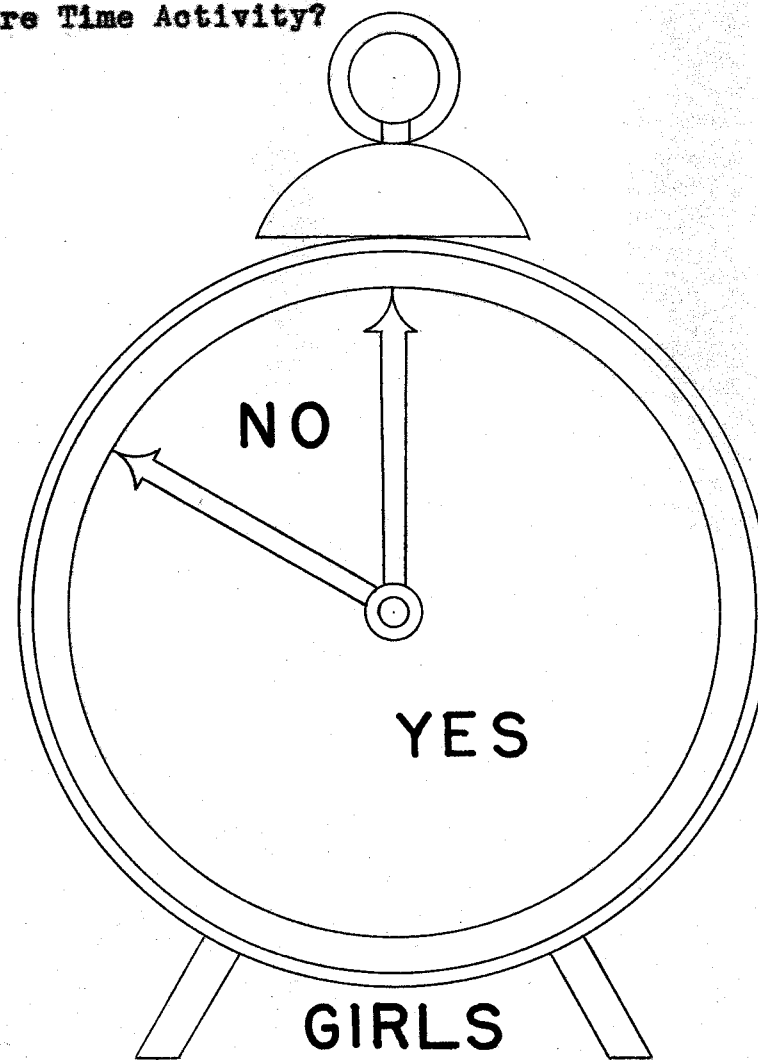
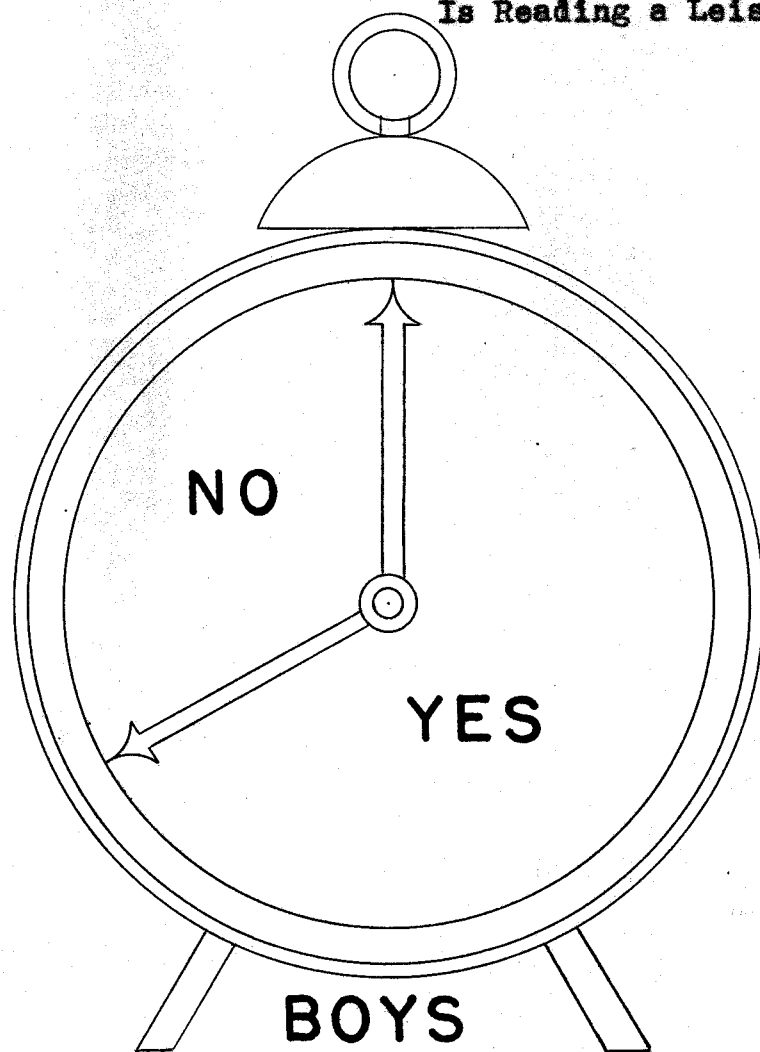


Table X

The Average Number of Hours of Reading
Done Outside of School Each Day

<u>No.</u>	<u>Hrs.</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
4		1	1	2
3 $\frac{1}{2}$		0	0	0
3		4	6	10
2 $\frac{1}{2}$		0	2	2
2		14	16	30
1 $\frac{1}{2}$		5	1	6
1		42	58	100
$\frac{1}{2}$		39	39	78
0		30	26	56

The parallel between the reading habits of girls and boys outside of school would appear to be marked. The similarity between the frequencies of the hours as well as the similarity of those who do not read at all should substantiate the validity of the evidence presented in this table. Though there need be no relationship between the evidence in this table and the evidence in Table VIII, it would be possible that the number of hours studied in school would have a definite bearing upon the number of hours of reading done outside of the school program. It should be noted that the figures only represent averages, and that they include all types of reading.

Table XI
Sources of Books

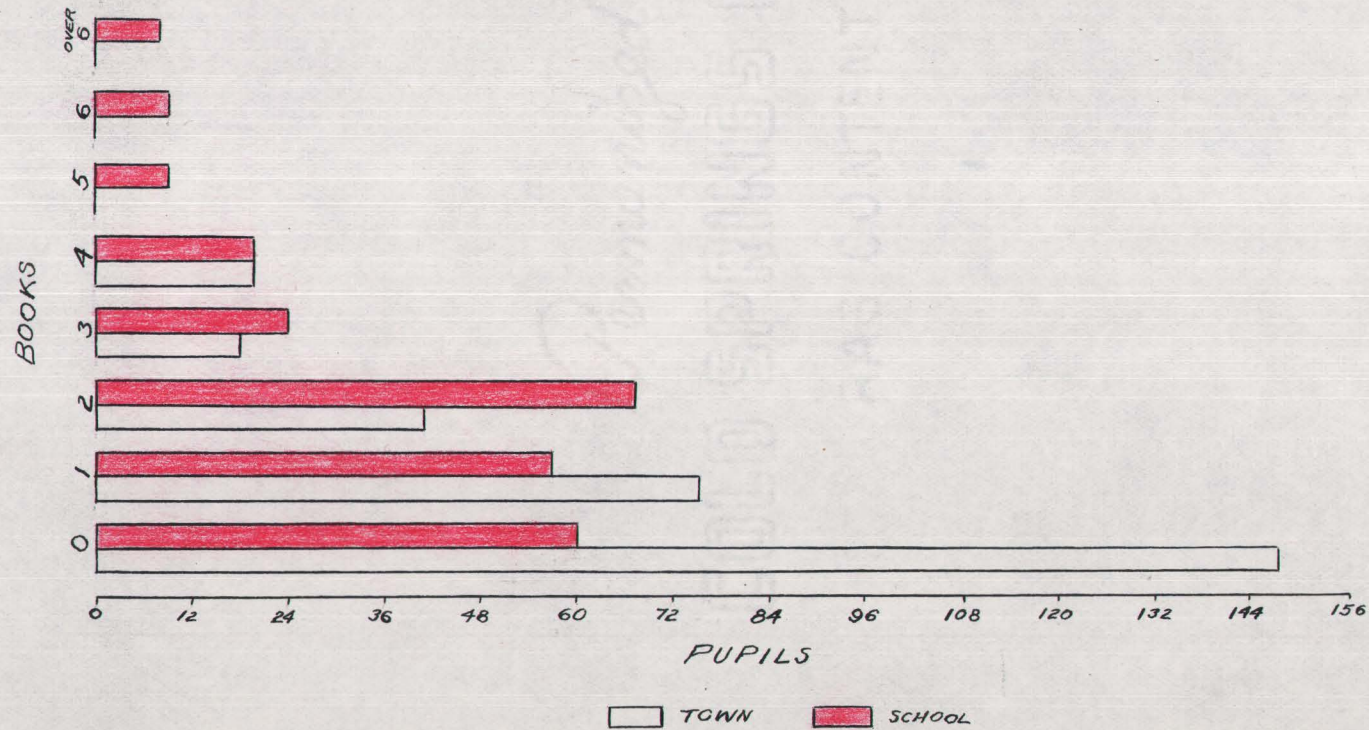


Table XI indicates the availability of books for the pupils of Beaverton High School. Two sources of books are considered in this table. Books were classed as either available in the high school library or as being available anywhere else in the town. Hence the white bar, representing the books available in town, includes all books from any other source than the high school library. More than twice as many pupils do not find books anywhere as there are pupils who do not use the high school library and who do not read any books. The availability of books in the high school library is significant. The library furnishes more books to those who read two, three, and four books than are furnished by any other source. Other sources in the town do not even compare with the library in supplying those who read five or more books per month. Nevertheless, it would seem that the total number of books supplied by the school library and supplied by other sources are about equal.

The horizontal lines in the following table (Table XII) represent the number of people reading the number of books found on the corresponding line on the extreme left side. The last horizontal line represents the total number of people who have each different source of books at their disposal. The figures on the bottom line are the totals of the vertical columns. The lower right

corner gives the total number of persons who responded to the question. It is possible that those who did not respond are the people who read no books at all. More pupils read books who have no library card than there are pupils who have a library card. Some of the pupils reported having both Portland and Beaverton cards. This is why the total number of responses exceeds the number of pupils questioned.

Table XII
Number and Source of Library Books

No. of books	Portland Card	Beaverton Card	No Card	Total persons per book
7	2	3	2	7
6	6	1	3	10
5	2	0	7	9
4	8	5	9	22
3	8	4	12	24
2	18	12	35	65
1	17	10	33	60
0	5	8	30	43
Totals	66	43	131	
No response				59
Total number of persons				240

Table XIII
Sections of the Newspaper Read

<u>Section of newspaper</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Headlines	8	20	28
Front Page	58	69	127
Second Page	2	8	10
Comics	103	122	225
Magazine	2	1	3
Sports	78	40	118
Home Section	1	2	3
Society	1	25	26
Entertainment	3	16	19
Picture Page	1	5	6
Editorials	13	12	25
Entire Paper	17	16	33
Advertisements (Classified)	11	0	11
Non-readers	3	2	5

The question on the sections of the newspaper as it was asked did not give any leads for the pupils to follow. It simply asked what sections of the newspaper they read regularly. The list of sections given in the table above represents the answers the pupils gave. The difficulty in drawing a line between scanning the headlines and reading

the entire page might have been a factor in the outcome of the question. Even so, the rank of frequencies would not have been altered any by combining the first two items. The totals reveal that more pupils read the funnies than any other section of the newspaper. This is followed closely by the news. Third choice is the sports section with twice as many boys reading it as girls. More girls read the sport section than the society and entertainment sections combined.

Table XIV

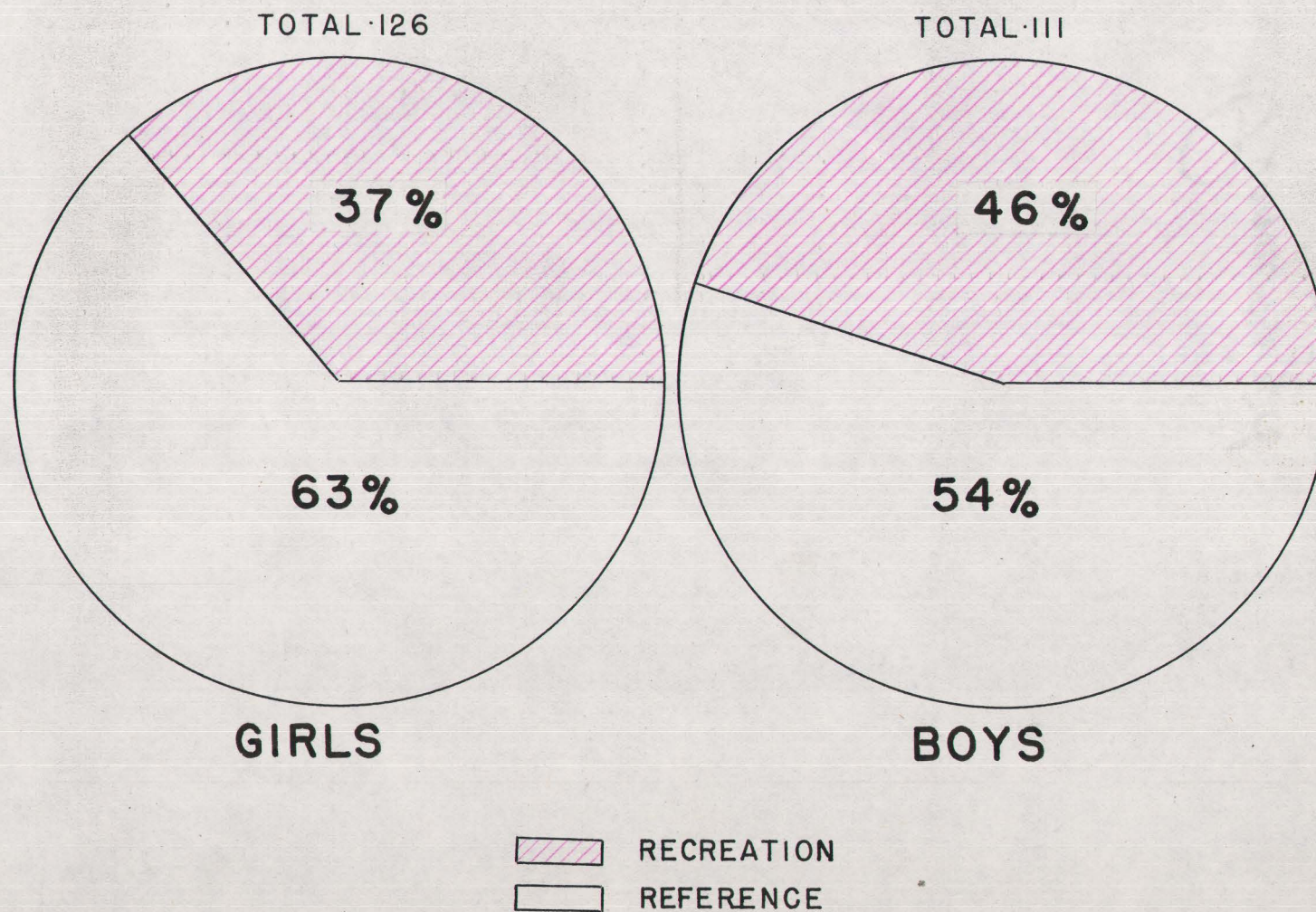
Number of Comic Books and Magazines Read Per Month

<u>Number Read</u>	<u>Comic Books</u>			<u>Magazines</u>		
	Girls	Boys	Total	Girls	Boys	Total
10	5	26	31	16	18	34
9	0	1	1	0	1	1
8	2	2	4	9	12	21
7	1	0	1	3	1	4
6	3	7	10	13	6	19
5	3	2	5	10	15	25
4	7	13	20	27	17	44
3	4	3	7	17	20	37
2	14	9	23	26	12	38
1	14	27	41	10	18	28
0	95	48	143	15	12	27
No Response	1	5	6	4	12	16

First in rank in the column representing comic books are those who maintain they read no comics at all. Second in rank for boys are those who read one comic book per month. Second in rank for girls are those who read one and five-tenths comic books per month. The figure one and five-tenths is derived by selecting the mid-point between one and two comic books, as they both received the same score. There is a wider scatter as well as a more even distribution in the number of magazines read than in the number of comic books. More magazines are being read per month than comic books. The peak in magazine reading for boys is three and for girls four magazines per month. Second in rank is one magazine for boys and two for girls. The wide scatter of magazine reading may be because of the wide range of interests contained in magazines.

The evidence presented in Table XV indicates that a slightly larger number of girls than boys use library slips. These slips are given to the pupils by the classroom teachers upon request. Some are given for reference work and others for recreational reading. Of those using these library slips, one hundred one are girls and eighty-six are boys. Interpreting the information in percentage form, thirty-seven percent of the girls and forty-six percent of the boys use library slips for recreational reading. Sixty-three percent of the girls and fifty-four percent of the boys use them for reference work.

Table XV
Use of Library Slips



This data does not reveal the number of library slips used, but it does tell how many use them. The highest frequency of library slips per week per pupil is between one and two.

Table XVI

Use of the Library Other Than During School Hours
(read across)

<u>Time of</u> <u>Day</u>	<u>Before</u> <u>School</u> Girls-Boys		<u>Lunch</u> <u>Period</u> Girls-Boys		<u>After</u> <u>School</u> Girls-Boys		<u>Not at All</u> Girls-Boys	
Yes	76	75	45	57	22	17	57	52
No	79	69	110	87	133	127		

The pupils were asked if they used the library during the lunch period. As a separate item they were also asked if they could use the library before and after school. More pupils could use the library before school than could use it either during the lunch period or after school. The following may be factors decreasing library attendance:

(1) noon dances, (2) pupils going home or downtown for lunch, and (3) the school buses leaving immediately after school.

Table XXVII
Over-crowded Conditions in the Library

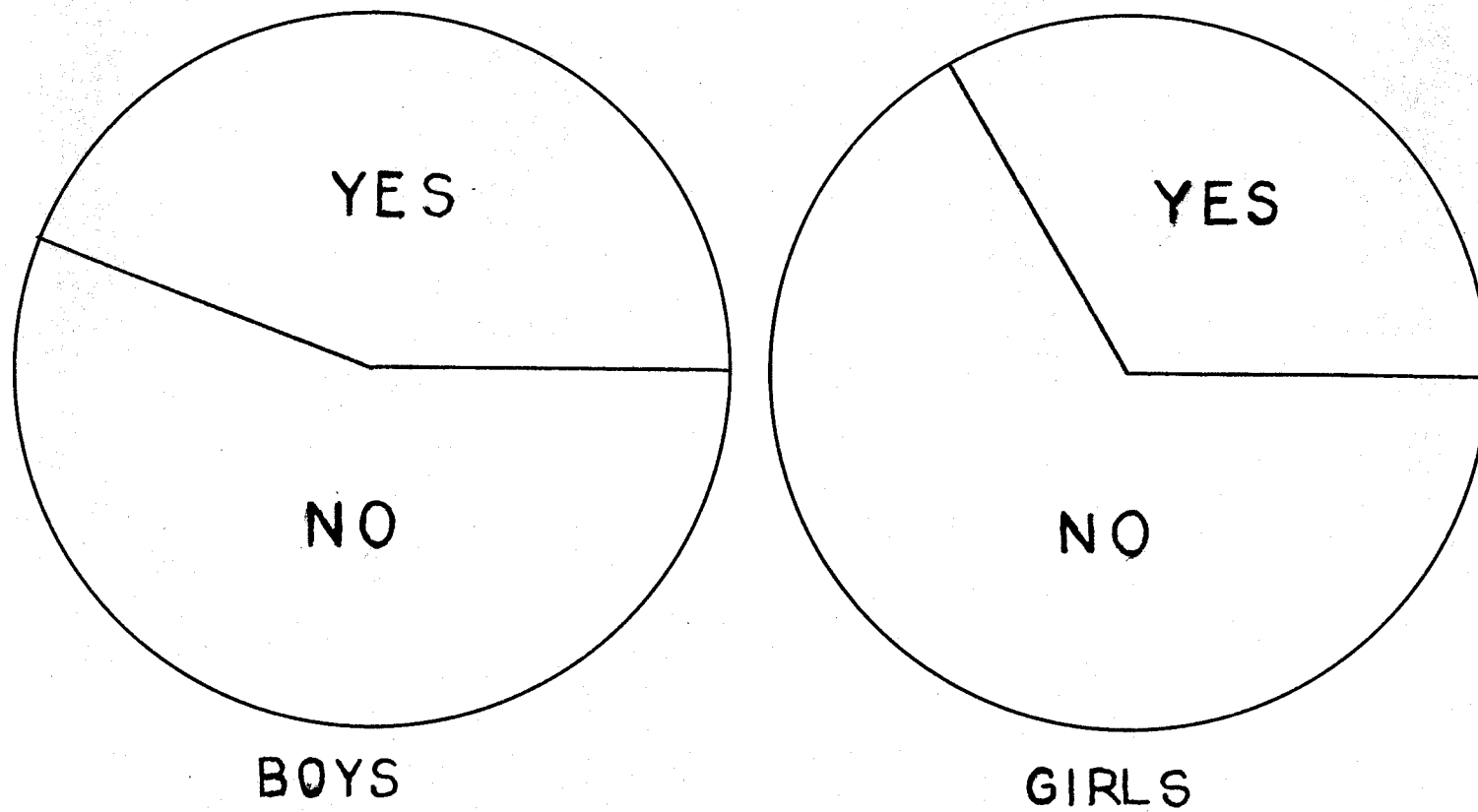


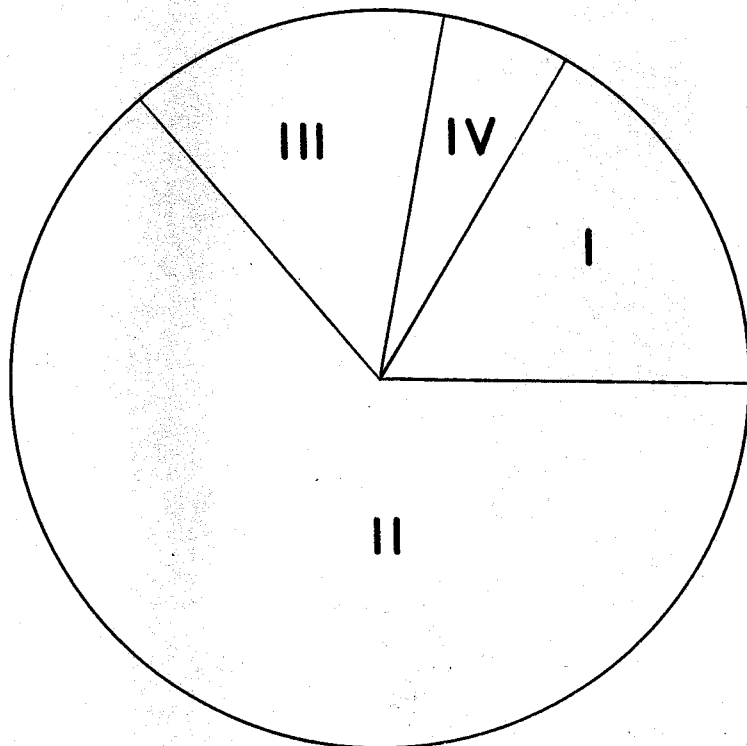
Table XVII is based upon the question, "have you ever been denied the use of the library because it was over crowded?" The number of pupils who are denied the use of the library during school hours and the number who do not receive library slips are almost the same. (See Table XV) It is possible that the same pupils responded to the question. There may be a relationship between the pupils who are denied library privileges and those who do not use the library at all as indicated by the "yes" response in Table XVI.

In preparing the question on the number of times the library material desired could be found, the pupil was given four choices -- always, usually, seldom, or never. (See Table XVIII) The frequency ranked highest by both girls and boys was "usually" with "always" ranking second highest. The pupils indicating they can never find material in the library may be the same ones who do not use the library, although the evidence does not show this.

Table XVIII

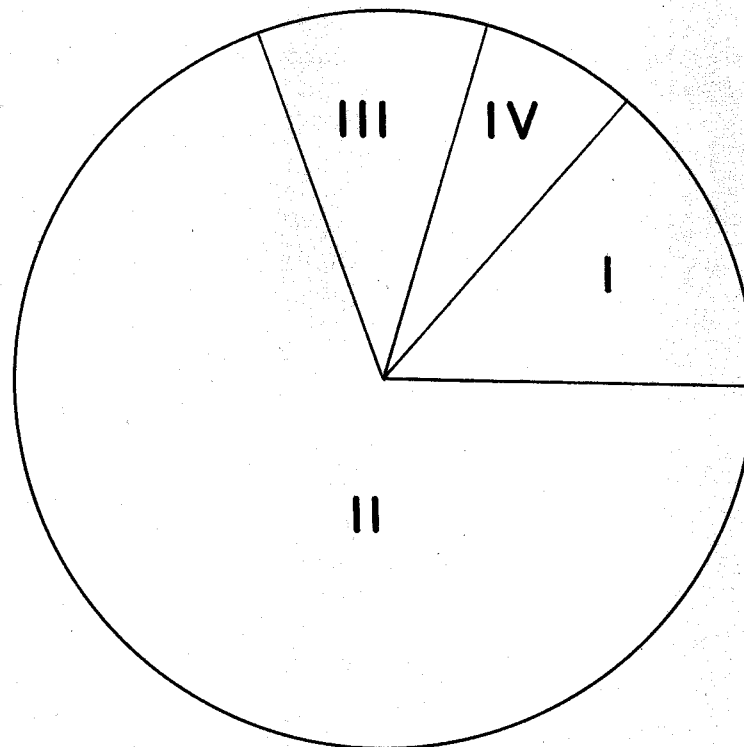
Availability of Material in the Library

TOTAL 135



BOYS

TOTAL 155



GIRLS

Table XIX

The Number of Back Issues of Periodicals
the Library Ought to Keep on File

<u>Number of Years</u>	<u>Girls</u>	<u>Boys</u>	<u>Total</u>
5	19	12	31
4	23	13	40
3	36	24	60
2	14	8	20
1	43	63	106
0	20	20	40

The above table may indicate the extent of pupil interest in past events. First choice for keeping back issues of periodicals is one year. Second choice is three years. The four year interval and not keeping magazines at all are equally balanced. There is nothing to indicate whether those who made zero their choice thought back issues should be kept or whether they were simply indifferent. However, the table does give one year as indicative of the range of most pupils' interests.

Table XX

Reasons for Using Five-minute Library Period

<u>Reasons</u> (Listed below)	<u>Girls</u>	<u>Boys</u>	<u>Total</u>
a	42	69	111
b	11	62	73
c	36	45	81
d	12	16	28
e	4	5	9
f	19	3	22

Reasons for using the five-minute library period as stated on the questionnaire:

- | | |
|-------------------------|--------------------------------|
| a - Read the funnies | d - Visit with friends |
| b - Read the sport page | e - Look out the windows |
| c - Nothing else to do | f - Study or do reference work |

The questions in the table above were used because they are most often quoted as the reasons why pupils use the five-minute library privilege. The pupils were not told why these were included. The results show the reason to be right except for "b" and "c", which are in reverse order. More pupils use the library for five minutes because they have nothing else to do than to read the sport page. This table does not show how many pupils actually use the library for study because it does not

include those who come into the library to study with library permits. (See Table XV) About six times as many use the library for study as indicated in Table XX. The reasons given by the girls are more evenly distributed than those given by the boys.

Table XXI

Reading Level of the Material in the Library

<u>Reading Level</u>	<u>Girls</u>	<u>Boys</u>	<u>Total</u>
Adult	7	8	15
Senior High	37	31	68
Junior High	105	76	181
No Response	6	29	35

The opinion of the pupils indicated by the highest frequency is obvious. It is possible that the six girls and twenty-nine boys made no response because they do not read books. However, except for these, the same trend is indicated in the opinions of both girls and boys. The table does not indicate which of the levels were chosen by Freshmen, Sophomores, Juniors, or Seniors. It may be indicative of the general attitude of the pupils toward their library.

Tables XXII through XXV are almost self-explanatory. The magazines in the first group were listed

on the questionnaire alphabetically. No particular order was followed in listing the second group of magazines. Those in the first group are the magazines to which the school subscribes for the library. Those in the second group are the types of magazines available in the local news-stands. This list was compiled from the purchase orders of the local agencies.

After the findings were tabulated, the magazines were arranged in the order of frequency. It was hoped a better representation of the pupils' reading tastes would be obtained by listing titles of magazines, rather than by simply asking pupils to list the magazines they read.

Tables XXII and XXIV show the order of frequency of the entire group. Tables XXIII and XXV indicate the frequencies according to the upper and under class pupils. The green line represents the under class pupils and the blue line the upper class pupils.

Tables XXII and XXIII show that half of the magazines which are in the school library are left comparatively untouched. Though the same general trend is evident in the list of magazines obtainable in Beaverton, yet Tables XXIV and ~~XXV~~ do not show a sudden drop in the number of readers as do the high school magazines.

Table XXVI

Library Magazine Subscriptions
(Ranked according to student preference)

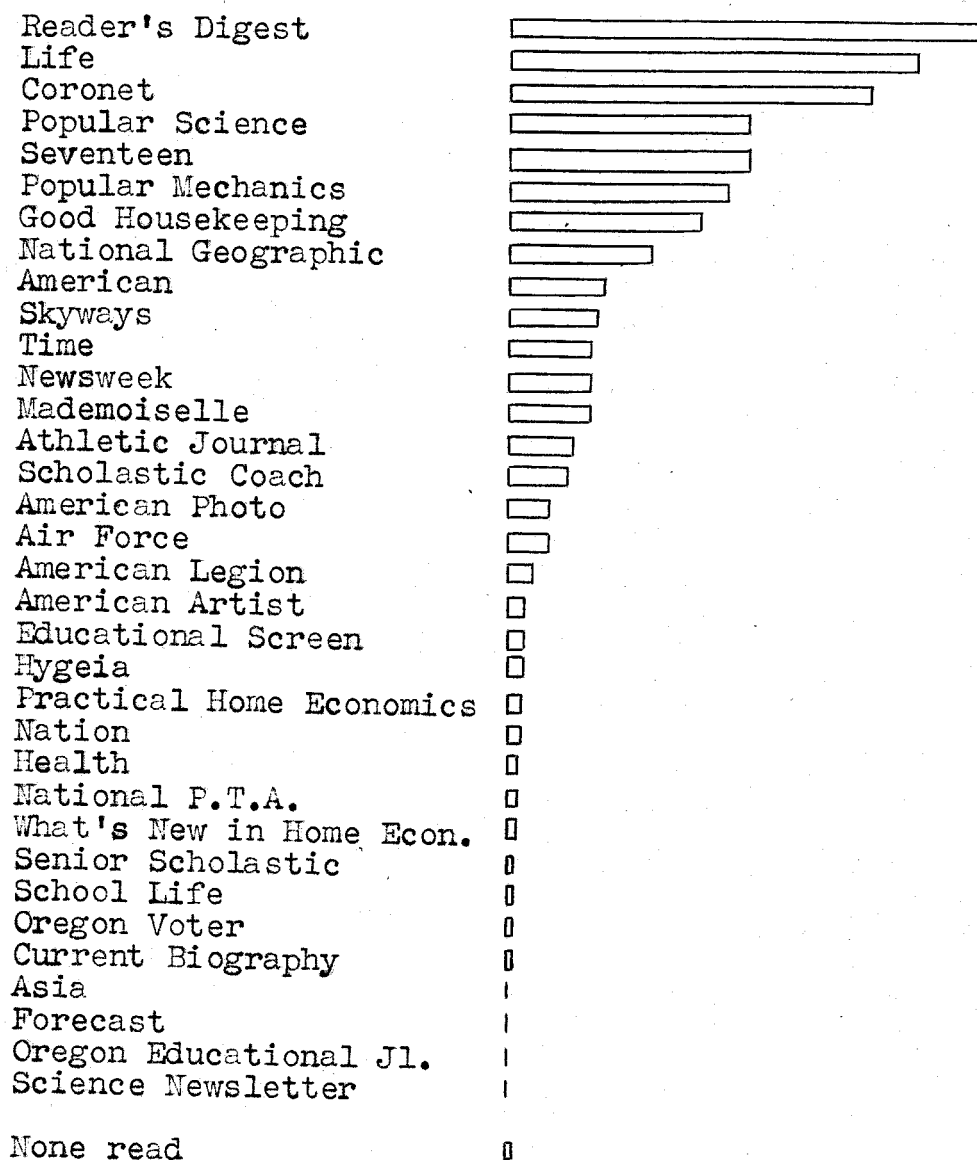


Table XXIII

Library Magazine Subscriptions
(Ranked according to student preference)

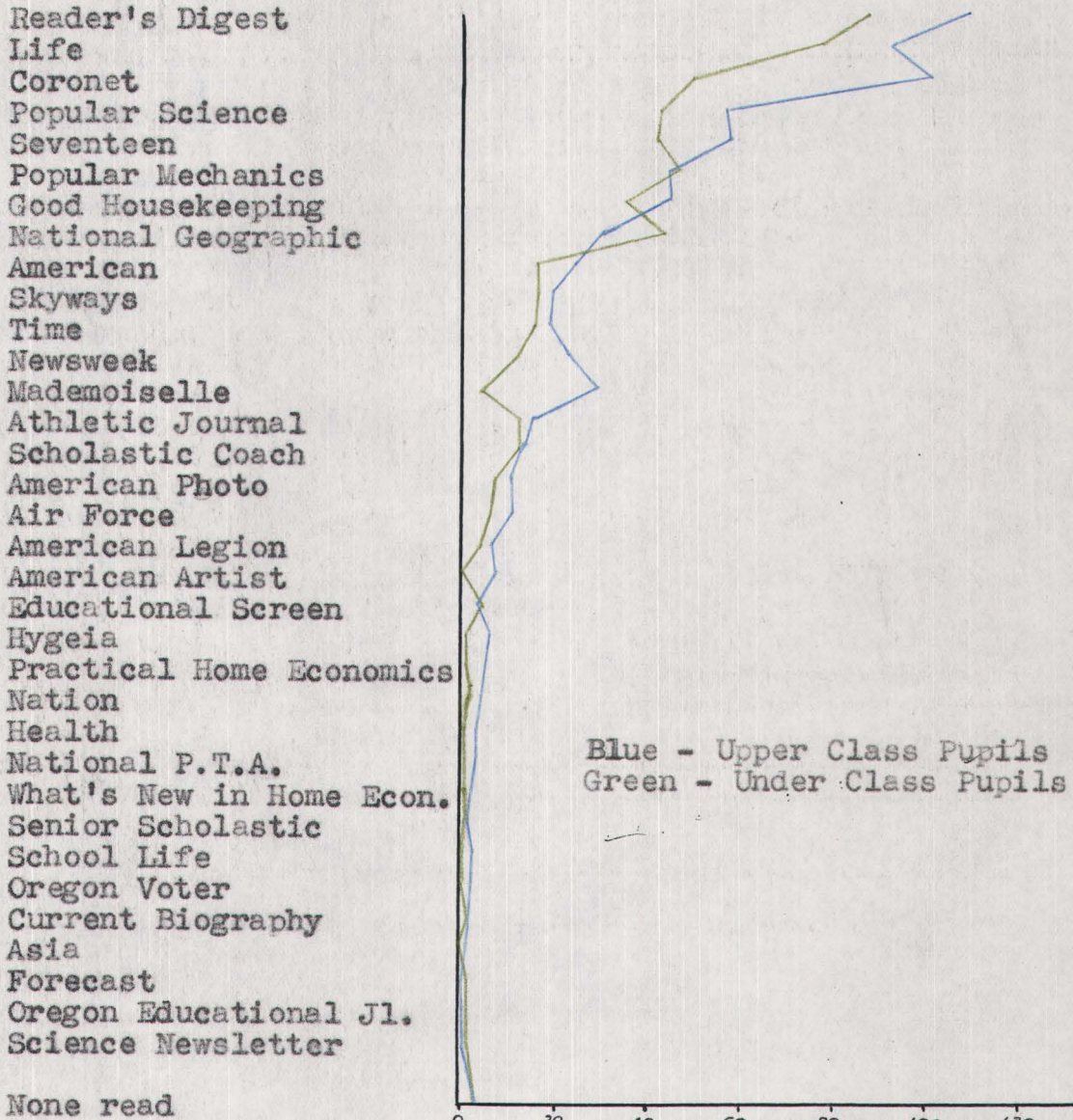


Table XXIV

Representative list of magazine available in Beaverton
(Ranked according to student preference)

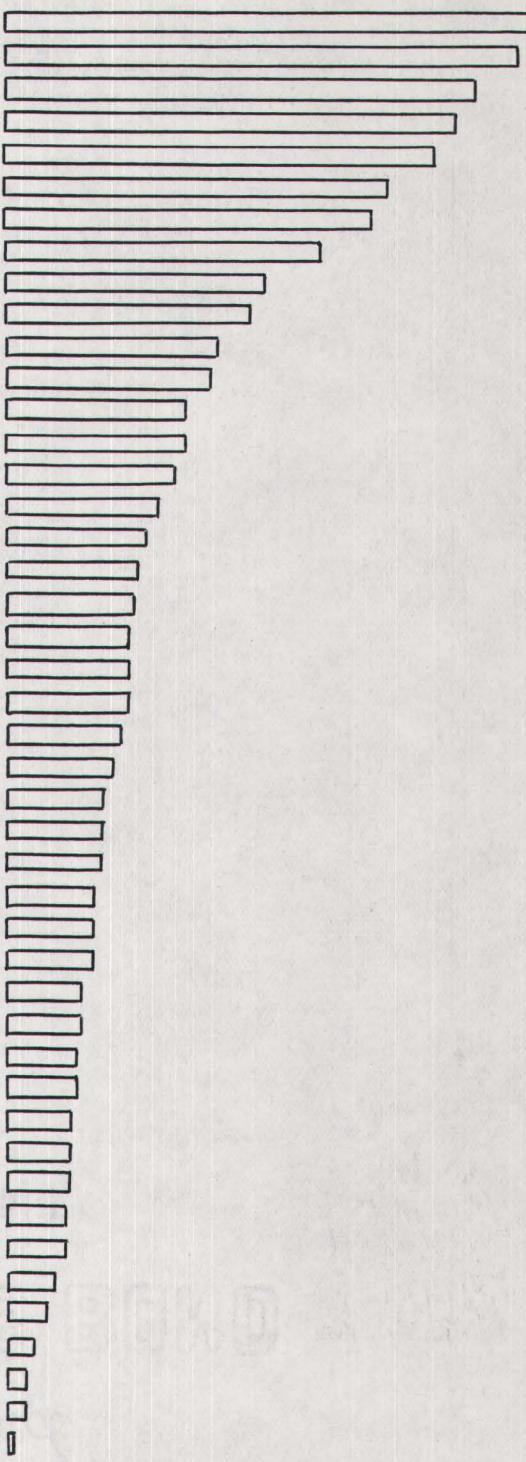
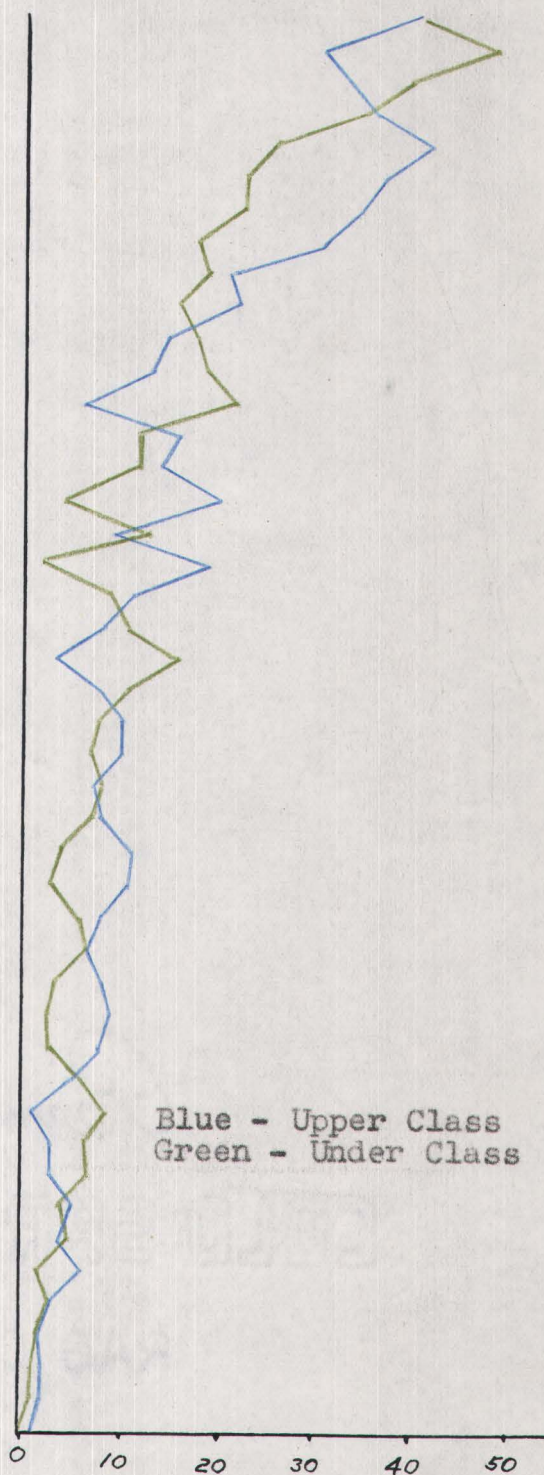
Saturday Evening Post	83	
Bugs Bunny Comics	81	
Colliers	74	
Look	71	
Ladies Home Journal	68	
Womens Home Companion	60	
McCalls	58	
Better Homes and Gardens	49	
Batman Comics	40	
Liberty	38	
Famous Funnies	33	
Field and Stream	32	
Calling All Girls	28	
Pocket Bk Series-25¢	28	
Bigshot Comics	26	
Vogue	24	
Halt	22	
Esquire	21	
Exciting Comics	20	
Roy Rogers Comics	19	
Miss America	19	
Model Airplane	19	
True Romance	18	
Sparkler Comics	17	
Hit	15	
Inside Detective	15	
Popular Photo	15	
Shadow Comics	14	
A-1 Comics	14	
Pathfinder	14	
Etude	12	
Broadcast Songs	12	
Love Story	11	
Best Seller Mystery	11	
Disney's Comics	10	
Movies	10	
Boy's Life	10	
Country Gentleman	9	
Tick Tock Comics	9	
West	8	
Catholic Digest	6	
Front Page Detective	4	
Debate	3	
Jungle Stories	3	
Atlantic Monthly	1	

Table XXVI

Representative list of magazines available in Beaverton
(Ranked according to student preference)

Saturday Evening Post	83
Bugs Bunny Comics	81
Colliers	74
Look	71
Ladies Home Journal	68
Womens Home Companion	60
McCalls	58
Better Homes and Gardens	49
Batman Comics	40
Liberty	38
Famous Funnies	33
Field and Stream	32
Calling All Girls	28
Pocket Bk Series-25¢	28
Bigshot Comics	26
Vogue	24
Halt	22
Esquire	21
Exciting Comics	20
Roy Rogers Comics	19
Miss America	19
Model Airplane	19
True Romance	18
Sparkler Comics	17
Hit	15
Inside Detective	15
Popular Photo	15
Shadow Comics	14
A-1 Comics	14
Pathfinder	14
Etude	12
Broadcast Songs	12
Love Story	11
Best Seller Mystery	11
Disney's Comics	10
Movies	10
Boy's Life	10
Country Gentleman	9
Tick Tock Comics	9
West	8
Catholic Digest	6
Front Page Detective	4
Debate	3
Jungle Stories	3
Atlantic Monthly	1



Student Criticisms of the Library

The pupils were asked to give constructive criticisms on the library. Emphasis was placed upon the word constructive. If the criticism could not be considered at all helpful it was dismissed. The majority of the pupils did not give any criticism. The pupils making desultory or destructive criticism were too few to be of any consequence.

Following are the criticisms listed in order of frequency: (1) A larger fiction and non-fiction book collection ought to be maintained. (2) The library room ought to be larger in size, and have more tables and chairs. (3) Students should be supplied with more reference material. (4) The library ought to subscribe to more magazines. (5) The back issues of periodicals ought to be kept on file. (6) Better discipline should be maintained.

Pupils who mentioned the discipline problem stated the need for stricter rules and a quieter atmosphere for study. Most of the pupils mentioning discipline referred to the periods during which student librarians had charge of the library. Thirteen pupils stated specifically that student librarians are not conducive to good discipline.

Data Procured from Library Records

Table XXVI

Use of the Library by Five-
Minute Periods in Weekly Totals

<u>Week</u>	<u>Total No.</u> <u>per week</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>School Day</u> <u>6</u>
1	326	45	79	29	55	33	34
2	143	42	109	80	52	46	45
3	168	42	105	88	57	56	46
4	328	42	65	86	37	51	31
5	206	44	109	88	35	40	41
6	296	35	86	57	34	41	32
Average no. per week	244.5	41.6	92.2	71.3	45	44.5	38.1

The data presented here could not be included in the section on the survey because the material was taken from the library records. The bottom figure, column one, represents the average number entering the library for five minutes for the entire six weeks. The figures at the bottom of the columns representing the periods give the average number of pupils entering the library for five minutes per period for the entire six weeks. The number entering the library per week deviates considerably from the average number entering per week. (See column one) The average number entering per period for the six weeks in the order of frequency is as follows: second, third, fourth, fifth, first, and sixth periods.

Table XXVII

Book Circulation
for a Six-week Period

<u>Classification</u>	1	2	3	<u>Week</u> 4	5	6	Total
000 General Ref.	---	---	---	---	---	---	---
100 Philosophy	1	2	2	---	---	3	8
200 Religion	4	1	---	---	2	---	7
300 Social Sci.	---	8	7	1	9	3	28
400 Philology	---	1	1	3	2	1	8
500 Natural Sci.	9	22	17	17	15	34	114
600 Useful Arts	42	29	20	16	16	21	144
700 Fine Arts	4	4	4	7	3	3	25
800 Literature	5	6	4	5	6	24	50
Travel	13	18	6	9	12	7	65
900 History	3	6	3	11	7	8	38
Biography	6	6	5	31	5	8	61
							*164
Periodicals	45	38	44	39	39	41	246
Totals per week	245	236	191	230	198	231	

* Represents the total for the 900 classification.

The data presented in Table XXVII indicates that fiction is the most popular reading choice of the pupils. If the figures can be construed to mean a degree of choice, fiction is four times as popular as the next highest classification which is the useful arts. The total circulation for the entire six-week period is 1331 copies. The entire student body must be considered as a factor in interpreting

the data in this table because the library records naturally include all the students. The average circulation per week for the six-week period was 221.8 volumes. The average circulation for each day was 44.3 volumes. The average number of books read by each pupil in the entire school would be two and one-half books, or about fifteen books per school year. Three library periodicals are the average number read by each pupil. Periodicals rank second in circulation.

Arranged according to rank the Dewey decimal classification takes the following order: (1) Fiction, (2) Travel, History, and Biography combined, (3) Useful Arts, (4) Natural Sciences, (5) Literature, (6) Social Sciences, (7) Fine Arts, (8) Philosophy and Philology, (9) Religion. General References are not considered here because the records were too incomplete.

Table XXVIII

Data Procured from Other High School Libraries

<u>Question Number</u>	<u>Description*</u>	<u>High School Libraries Visited</u> <u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1.	Enrollment	1115	350	-	585
2.	Seats in Library	70	55	108	50
3.	Full-time Librarian	1	1	-	-
	Part-time Librarians	6	6	-	-
4.	Number of Volumes	3284	4000	600	4500
5.	Number of References	17	-	7	20
6.	Back Issues of Periodicals in years	-	2	-	-
7.	Bound Periodicals	2	1	-	-
8.	No. of Periodicals	-	-	-	75
9.	No. of Newspapers	2	4	-	-
10.	Average Attendance	300	200	-	-
11.	Vols. circulated per month	-	55	-	-
12.	Library Arrangement	Separate	Adjoin	Comb.	Adjoining
13.	Method of Admittance to the Library	-	-	-	-
14.	Method of Issuing	-	-	-	-
15.	Decentralization	-	-	-	-
16.	Library Clubs	none	none	-	-
17.	Reading Programs	none	none	-	-
18.	Library Hours	8:30-4:30	8:30-4:30	-	-
19.	Instruction	Engl. I	Engl. V	-	-
20.	Other Sources	Portland	County	-	-

Table XXVIII (continued)

Data Procured from Other High School Libraries

<u>High School Libraries Visited</u>					
<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>	<u>I</u>	<u>Beaverton</u>
500	115	850	600	425	525
36	16	75	96	60	30
1	1	1	1	1	1
6	3	6	11	6	6
2500	1300	4622	6829	2900	2259
6	8	-	13	10	9
-	-	-	3	5	-
-	-	-	-	-	3
28	17	69	62	30	34
-	-	3	9	3	3
-	-	-	300	180	125
-	-	-	125	-	44
Adjoins	Adjoins	-	Adjoins	Adjoins	Adjoin
-	-	-	slips	slips	slips
-	-	-	On	On	On
-	-	-	Request	Request	Request
-	-	-	none	none	none
-	-	-	Extra	none	none
-	-	-	Credit	-	-
-	-	-	-	-	-
-	-	-	8:30-	8:20-	8:20
-	-	-	4:30	4:00	3:30
-	-	8th gr.	Eng.	Eng.	Eng.
-	-	-	3 days	1 week	1 wk.
-	-	-	County	O.S.L.	O.S.L.
-	-	-	O.S.L.	O.S.L.	O.S.L.

As part of this study, several high school libraries in Oregon were visited. These libraries, scattered over the State, were studied for suggestions for the improvement of Beaverton High School library. Schools B, D, and E, could not be included in the itinerary. The following are observations made while touring the State.

The library of school A, with a seating capacity of seventy, has individual stationary desks with movable seats. The library desk and counter are located in front of the stack room. The stack room is used only for back numbers of periodicals. It is not open to the pupils. Reference books and current periodicals are shelved around the walls of the library. The periodical display cases are divided into groups corresponding to the various types of magazine groupings.

The library of school C is not in a separate room, but is a set of shelves around the walls at the rear of the study hall. The seating capacity of this room is 108. No provision is made for separating the pupils working in the study hall from those using the library facilities. No storage space seemed to be provided for the library. The librarian also has charge of the study hall. Evidence seems to indicate that the building was constructed before the library was considered a vital part of the school program.

The provisions made for library study in school E are limited. The attitude of the administration is that

study halls are to be discouraged. No provision is made for pupils to study in a study hall. The library is large enough on the basis of state recommendations, seating 50 pupils in the reading section, and 36 in the reference section. In addition, the library has a stack room with about 140 feet of shelf space. This is used for back numbers of periodicals and also serves as a general storage space.

The library in school F adjoins the study hall. Windows between the two made it possible for the study hall teacher to supervise the library. In this school the librarian must also be a classroom teacher. This would make it necessary to have the study hall teacher supervise the library during the periods in which pupil librarians work in the library. Under present conditions the library is under student supervision for half the day. On the basis of state requirements the library space is adequate.

The library in school G seemed to be quite adequate for the needs of the school. Not only does it provide reading room for at least ten percent of the pupils, but has two extra rooms for library work. On each end of the library is a glass enclosed room. One of these serves as a stack room for back issues of periodicals and also as a business office. The other room is used by the librarian for a conference room and office. Here the pupils can discuss their problems with the librarian without disturbing

others in the library. Evidence in the library seemed to suggest that the library is one of the pupils projects of the school. Murals depicting scenes of Northwest history were made by the pupils. The tables and chairs in the library were made by the wood-working classes of the school. The two glass enclosed rooms were reported to make for a much more smoothly functioning library.

One of the county high school libraries visited uses the system of pooling the library funds from all the high school districts in the county. These funds supply a circulating library which is sent from one high school to another throughout the county. In this way each school has a supply of books which is continually changing. This practice was reported to stimulate pupil interest in the library as well as increase the size of the collection.

The library at Beaverton High School adjoins the study hall. As in school F, windows between the study hall and the library enable the study hall teacher to supervise the library when student librarians are in charge. Pupils are permitted to go into the library from the study hall by obtaining an admittance slip from the classroom teachers, or by asking permission from the study hall teacher to go into the library for five minutes. Tables and chairs provide seating space for thirty-six. The present library does not provide storage space for filing periodicals.

Chapter V

Conclusions and Recommendations

As a result of the survey and investigations of libraries the following conclusions seem warranted.

- (1) Three-fifths of the students of Beaverton High School can be considered an adequate sampling of the school.
- (2) The number of people in the family seems to bear no relationship to the reading habits of the pupils.
- (3) The evidence does not indicate that the time which should be devoted to study is being used to earn money.
- (4) The pupils who could use the library after school are probably the same ones who live less than a mile from the school.
- (5) More pupils could use the library before school hours.
- (6) Pupils who do not study in school, study less as a whole than those who study in school.
- (7) No evidence has been found indicating that the reading habits of pupils are markedly affected by the out of school or leisure time activities of the pupils.
- (8) Reading is one of the most frequently mentioned hobbies.
- (9) There are more pupils reading books without having library cards than there are pupils having library cards.
- (10) Most pupils who come into the library for newspaper reading use the five minute library period and read the comics, the front page, and the sports section, respectively.

- (11) Five minute periods are for recreational rather than for study purposes.
- (12) The data on the use of periodicals indicates a generally widespread use of magazines.
- (13) The choice of magazines read in school does not seem to depend upon availability.
- (14) The reading of magazines available in town tends to have a more even distribution than those available in the school library.
- (15) The circulation of the library centers around fiction, travel-history-biography, and the useful arts, respectively.
- (16) The pupils think much of the library material is on the junior high school level.
- (17) More fiction material of a more mature nature is desired by the majority of pupils.
- (18) Most pupils wish periodicals to be kept from one to three years.
- (19) More tables, chairs, and display space are desired by the students.
- (20) An antagonistic spirit seemed to exist between the student librarians and the other pupils.
- (21) The records of the average library are quite inadequate for the problems confronting the present day high schools.
- (22) One-half of the schools seem to have no systematic program to stimulate library usage.

(23) The majority of schools have libraries that were built when the library was considered only incidental to the school program.

(24) Presenting library material in a challenging and in an interesting manner seems to be the chief problem of our high school libraries.

(25) The library space is not adequate and library facilities are not recent enough.

Recommendations

As a result of the survey and investigation of other libraries the following recommendations seem warranted.

- (1) A constructive program is needed for improving the leisure time reading of the pupils.
- (2) Hobbies ought to be used to stimulate interest in reading.
- (3) The Beaverton High School Library ought to open at eight o'clock a.m.
- (4) More periodicals on the high school level ought to be purchased by the library.
- (5) The five minute library period should be studied more fully.
- (6) The book collection ought to be lifted to senior high level.
- (7) More up to date material should be had in the useful arts, in travel-history-biography, and in fiction.
- (8) Back issues of periodicals ought to be kept on file for three years.
- (9) Student librarians ought to receive instruction in administration. A full-time librarian should be in the library all the time.
- (10) The library ought to be larger. A glass enclosed room for a conference room is needed. Until the new school is built, a section of the present study hall ought

to be included in the library. A platform at the front of the study hall could be removed and the space added to the study hall.

(11) A library fund to which all the districts contribute is to be recommended. A circulating library which would serve all the high schools in the county could be developed gradually. By using this county library pool, each library would benefit by changing its collection of books from time to time.

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Appendix

Library Survey

Place the answers in the blanks following the questions.

Girl_____

Boy_____

Class in school?_____

Miles from the high school building?_____

Number in the family?_____

What part of your school expenses do you earn?_____

Do you speak another language other than English?_____

If so, which one?_____

What is your hobby?_____

How many hours do you listen to the radio per day?_____

How often do you go to the movies in a month?_____

How many hours do you read outside of school each day?

How much time do you study in school each day?_____

Out of school each day?_____

Do you consider reading a leisure time activity?_____

Do you get books from the library?_____

How many each month?_____

How many books other than library books do you read per month?_____

How many magazines do you read per month?_____

How many comic books do you read per week?_____ per month?_____

What sections of the newspaper do you read regularly?_____

Do you have a Portland library card?_____

Do you have a Beaverton library card?_____

How many library slips do you use per week?_____

How many library slips for recreational reading?

_____ for reference work?_____

Do you use the library during the lunch period?

Have you been able to find things you were assigned in the library?
always_____usually_____
seldom_____never_____

Have you ever been denied the use of the library because it was overcrowded?_____

Could you use the library
in the mornings before
school? _____
in the evenings after
school? _____

How many back numbers do
you think the library
should keep on popular
magazines,
1, 2, 3, 4, 5, years?

Which of the following are
reasons why you go into the
library for five minute
periods? (encircle the right
letter) A-read funnies,
B-read the sport page,
C-nothing else to do, D-visit
friends, E-look out the
windows, F-to study?

On what reading level do
you think the majority of
the fiction books in the
school library are,
A-juvenile or junior high,
B-senior high, C-adult?

Check those of the following which you read regularly?

American Artist _____

National Geographic _____

Air Force _____

National Parent Teachers _____

American _____

Newsweek _____

American Legion _____

Oregon Education Journal _____

American Photography _____

Oregon Voter _____

Asia _____

Popular Mechanics _____

Athletic Journal _____

Popular Science _____

Coronet _____

Practical Home Economics _____

Current Biographies _____

Reader's Digest _____

Educational Screen _____

Scholastic Coath _____

Forecast _____

School Life _____

Good Housekeeping _____

Science Newsletter _____

Hygeia _____

Senior Scholastic _____

Life _____

Time _____

Mademoiselle _____

Skyways _____

Nation _____

Seventeen _____

What's New in Home
Economics_____

Health_____

Big Shot Comics_____

Women's Home Companion_____

Batman_____

Saturday Evening Post_____

Exciting Comics_____

Catholic Digest_____

Famous Funnies_____

Halt_____

Shadow_____

Field and Stream_____

Sparkler_____

Etude_____

Tick Tock Tales_____

Best Seller Mystery_____

A -1 Comics_____

Popular Photo_____

Roy Rogers_____

Vogue_____

Bugs Bunny_____

McCalls_____

Inside Detective_____

Ladies Home Journal_____

Texas Ranger_____

Better Homes and Gardens_____

Broadcast Songs_____

Liberty_____

Colliers_____

Pathfinder_____

Front Page Det._____

Pocket Series Books 25¢_____

Look_____

Hit_____

True Romance_____

Debate_____

Love Story_____

Calling All Girls_____

Tune In_____

Miss American_____

West_____

Disney's Comics_____

Jungle Stories_____

Movies_____

Model Airplane_____

Boy's Life_____

Country Gentleman_____

Atlantic Monthly_____

Esquire_____

American Home_____

Copy

Questionnaire for Library Comparison
(Name of school will not appear in print)

The purpose of this questionnaire is to obtain material to be used in making a comparison of Beaverton High School Library with others in Oregon. It is hoped the findings will give some data that can be used in making recommendations for improving present library service and also recommendations for a new library building.

1. Number of pupils in the school.
2. Seating capacity of the library.
3. Number of full-time and part-time librarians.
4. Number of volumes in the library.
5. List of references. (or number)
6. Number of back issues of periodicals kept on file.
7. Number of bound periodicals.
8. List of periodicals in order of student preferences.
9. Number of newspapers.
10. Number of pupils using library for study and for recreational reading.
11. Circulation of volumes by Dewey decimal system .
12. Type of library arrangement. (e.g. library-study hall, library next to study hall, circulation only, etc.)
13. Method of admittance to library.
14. Procedure of issuing books.
15. Decentralization of library. (Extent to which books are sent to the various classrooms.)
16. Library clubs in the school.
17. Free reading clubs or programs in the school.
18. Library hours.
19. Extent of instruction in library use.
20. Possibility and extent of school library cooperation with public libraries. (including State Library.)

Copy

Dear Sir:

I am a high school teacher attending Oregon State College, and am working on a research problem pertaining to library usage in Oregon High Schools. This project is part of the program working toward and Ed. M. In conjunction with this summer's work, a group of teachers will be making a tour of Oregon from August 5th to August 25th. Two of us would like very much to visit your high school on Aug. 23.

Mrs. Fairbanks, Professor of supervised teaching at Santa Barbara State Teachers College, would like to see your home economics department. I would like to visit your high school library to get as much of the information asked on the accompanying questionnaire as possible.

Would you be able to provide a way for us to see the school between five and six p.m. on August 23? Perhaps the custodian could assist us if you could not find it convenient, however, we would like very much to have you conduct us through your school. Since we are to leave here on August 5th we hope to hear from you before then. If you could give me your address or the address of the person who is to conduct us to the school, we could call there, thus not necessitate any waiting.

If it cannot be arranged to see the school I would appreciate it very much if you could send me the needed information by August 5.

Thank you very much!

Sincerely yours,

Encl.

George E. Bauder

Hobbies According to Types*Outdoor activities:

Bike riding	2
Camping	1
Boating	2
Tennis	1
Fishing	4
Swimming	6
Skating	7
Baseball	5
Plants	4

Creative:

Photography	10
Drawing	6
Sewing	6
Model Airplane	5
Piano	5
Dancing	3
Whistling	1
Photo Tinting	1
Writing Letters	1
Cooking	1

<u>Animals:**</u>	15
Horses	4
Cats	1

Collections:

Stamps	18
Records	8
Figurines	5
Pins	5
Guns	4
Cards	3
Matchbooks	2
Buttons	2
Books	2
Rocks	2
Cups	1
Napkins	1
Maps	1
Perfume Bottles	1

Technical:

Gas Engines	1
Watch Repairing	1
Electricity	1

Sedentary:

Reading	17
Games	7
Radio	3
Music	11

* Of the total number of pupils questioned, 108 did not reply.

** Fifteen pupils did not specify the particular animal demanding their interest.