

AN ABSTRACT OF THE THESIS OF

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Title A Study of Secondary School Libraries in Oregon
with Special Reference to Housing Facilities and Equipment.

Abstract Approved: [REDACTED]
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The purpose of this study is to present some facts concerning the status of the secondary school libraries of Oregon, special emphasis being placed on housing facilities and equipment.

This study brings to light conditions and practices now existing in Oregon schools. Such data should enable the State Department of Education, the State Librarian, and the school authorities to improve secondary school libraries and thus aid them in increasing their contribution to the educational needs of both pupils and communities.

The original survey, which was conducted by means of a questionnaire sent out by the State Department of Education to 293 schools, contained necessary explanation and general instruction for reporting needed data. All data relative to housing facilities and equipment were transferred from the survey blanks to master sheets. This information was then tabulated according to the size of schools. The schools were placed in the following five groups: rural high schools, enrollment, one to 99; small high schools, enrollment, 100 to 249; medium high schools, enrollment, 250 to 499; large high schools, enrollment, 500 to 999; and city high schools with an enrollment of 1000 or more.

From the tabulations, summaries were then prepared to show the status of each group of high schools with respect to its library facilities.

It was found that the library facilities in rural and small high schools in Oregon were woefully inadequate. Many of these schools have little or no furniture and equipment, much of which is entirely unsuited for library purposes.

Few libraries are so located as to make them of possible use to the community, outside of regular school hours, since in most cases, it is necessary to heat the entire school plant to make the library available for such use.

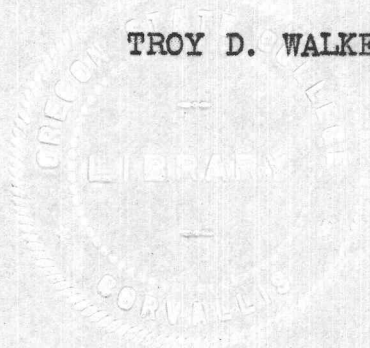
Statistics indicated that little or no scientific planning had been given to the establishing of secondary school libraries. Faced with a housing problem, the administration, in an effort to establish a library, located it in the first "outcast" classroom that was available. As a result, the libraries are poorly located, poorly lighted, and in general fail to function as libraries should.

There were no definite standards with respect to housing facilities and equipment found in the secondary school libraries of Oregon.

A STUDY OF SECONDARY SCHOOL LIBRARIES IN OREGON
WITH SPECIAL REFERENCE TO
HOUSING FACILITIES AND EQUIPMENT

by

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It is difficult to express personal thanks to everyone assisting in this investigation. The writer is greatly indebted to the high school principals, librarians, and teachers who prepared data called for in this study. Special thanks is due Dr. Frank W. Parr, the writer's major professor, who suggested the study, for his helpful criticism and inspirational guidance throughout the progress of this investigation. The writer further wishes to acknowledge his indebtedness to Miss Harriet C. Long, State Librarian, for her kindly interest and sympathetic help. To Mr. Donald A. Emerson of the State Department of Education must go the credit for the practical and constructive implications of this study. To Mr. C. F. Muncy, Assistant Chief, Division of Research and Statistics, and to members of the Survey Committee of the School Library Association of California is given credit for the form of the survey and for permission to use it.

T. D. W.

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A STUDY OF SECONDARY SCHOOL LIBRARIES IN OREGON
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CHAPTER I

INTRODUCTION

STATEMENT OF PROBLEM

One of the pertinent educational problems of today is that of determining how the high school library can function more effectively in the pupils' educational program. That many educational objectives may be served by a good library is emphasized by various outstanding educators.

The modern high school is no longer the college preparatory or academic school made up of only ten per cent of the young people of high school age. On the contrary, "It is the social-centered school which enrolls more than fifty per cent of the population of high school age."¹ That those attending high school may be better prepared for citizenship and for solving daily life problems, is the responsibility of the school, of which the library occupies a strategic place." To further emphasize this viewpoint, Porter² says:

We should so organize our high schools and

¹William John Cooper, "Letter of Transmittal." The Secondary School Library (National Survey of Secondary Education, Monograph No. 17, Washington: U. S. Government Printing Office, 1933), p. 5.

²Dwight E. Porter, "A School Principal Looks for a School Library." Bulletin of American Library Association, 10:784. October, 1934.

libraries that each individual within their influence may develop within himself the future ideals, habits, and powers whereby he will fill his place in the world and use that place to shape both himself and society toward every nobler end."

The library in the modern high school must, to carry out the aims mentioned, furnish general information, add extra text interests by acting as a book laboratory especially for the social studies and related subjects, encourage reading for pleasure, and develop a library habit that throughout life leisure time may be used with profit as well as pleasure.

Training in the use of books. "In keeping with the modern philosophy of education the library aims to help the pupil to help himself. Many schools give definite instruction in the use of books and of the library."³ Sometimes all the teachers, sometimes the librarian, but more often the English teacher is responsible for instruction on the book and its parts, the use of books, and general library procedures.

The library as a laboratory. Science and industrial studies with their laboratories and shops have shown the value of learning to do by doing. To become proficient in basketball, the student must have a laboratory, the gymnasium. Progressive education demands a book laboratory - the library.

³Martha Walson, School Library Management (New York: The H. W. Wilson Company, 1924), p. 123.

Progressive methods of education, designed to secure maximum initiative, participation, and effort on the part of pupils and demanding the use of a wide variety of books and other study materials to supplement class texts, are accompanied by the development of a book laboratory or school library.⁴

Encouragement of reading for pleasure. Under the present economic system in our country, the individual is less occupied with work than formerly and finds himself with much free time. Educators recognize that the library can be made to satisfy the objective, "Worthy Use of Leisure," which was one of the seven cardinal objectives set up by the National Education Association in 1918 and which now demands greater consideration.

Natural integration through extensive reading. As stated before, one of the definite aims of the library is to encourage the pupil to read more than that required of him in connection with his class work. This viewpoint is well illustrated by the following quotations:

After the mechanics of reading have been mastered and the process becomes easy, the pupil will enjoy reading for pleasure.⁵

The attendant joy makes the pupil an eager reader who of his own accord or through the wise guidance of a sympathetic librarian selects books dealing with various and related topics.⁶

⁴Alice R. Brooks, "The Integration of the Library Instruction with the High School Social Studies." School Library Year Book, (No. 5, 1932), p. 121.

⁵Maxie N. Woodring and Grace L. Aldrich, "The Library and the Study Program." Teachers College Record, 34:678-90, May 1933, p. 681.

⁶Leonard V. Koos, the American Secondary School (Boston: Ginn and Company, 1927), pp. 715-720.

Extensive reading becomes a voluntary activity instrumental in developing an integrated or unified individual.⁷

A problem in our schools. Members of the State Department of Education and the State Librarian have expressed concern over conditions found in our high schools. The complete lack or meagerness of space suitable for library purposes in the majority of the high schools reveals a failure to appreciate the important part the library should have in high school education. The prevailing tendency to limit the pupils' use of books to the prescribed texts plus a few general references, and the failure to use even these effectively give little assurance that pupils after leaving school will know where to find or how to select good books. Since such a deficiency exists, we are confronted with the problem of determining its cause and formulating measures to correct the situation.

⁷Gladys E. Warren, The Integration of the School Library with the Junior High School Program (unpublished Master's Thesis, University of Southern California, Los Angeles, California, 1930). p. 13.

PURPOSE AND VALUE OF THE STUDY

Purpose and value of the study. In the belief that the school library should make an increasingly significant and necessary contribution to the activities of secondary schools, the State Department of Education and the State Librarian undertook to survey conditions in Oregon high school libraries. This study represents a partial analysis of survey data, particularly those dealing with housing facilities and equipment, administration and organization, and current trends affecting the school libraries. Libraries of all types of secondary school organizations, including the junior high schools, high schools, and senior high schools are included.

In setting up the survey, the following purposes were formulated to guide the study:

1. To present the essential facts concerning the status of the secondary school libraries in Oregon.
2. To assemble and describe those practices which have been found effective in improving the service rendered by secondary school libraries.
3. To develop suggested standards for the evaluation of library procedures in secondary schools of Oregon.
4. To formulate a working statement of the functions of school libraries in relation to socially

effective educational programs in secondary schools.

Until recently, little attention has been given secondary school libraries of Oregon. At present, there is no complete report on school libraries of this state that will give a true picture. Some information concerning a few of the libraries may be secured from Mr. Emerson of the State Department of Education, or from Miss Long, State Librarian. It has been shown that some of the libraries evidence a wide range of organization and function; while others indicate no organization and little or no functioning.

This study, therefore, can bring to light such organizations and practices as now exist in Oregon schools. Such data should enable the State Department of Education, the State Library, and the school authorities to improve conditions and facilities of secondary school libraries. The school library may thus be aided in making an increasingly significant contribution to the educational needs of pupils and communities in Oregon.

It is hoped that this study will furnish data of value to the State Librarian in the following ways:

1. To enable her to study the common weaknesses of the secondary school libraries.
2. To give her in the light of these general deficiencies a basis upon which to encourage

correction and improvement

3. To aid her in the selection of supplementary material to be made available to secondary schools.

The data might also be used by the Northwest Association for Secondary and Higher Schools and by other accrediting agencies in checking and revising library standards, or as a basis for further investigation in secondary school libraries.

At this conference, many problems relative to the school library were discussed, and as a result this survey and study were formulated.

The original survey was designed to secure data on every phase of the library. Items were to be arranged in six divisions or volumes:

A. Book collections and materials of secondary school libraries:

1. Reference books
2. Textbooks
3. Pamphlets, bulletins, and Government documents
4. Manuscripts
5. Maps and Periodicals for Professional Use of Librarians
6. Other Library Materials
7. General Information Concerning Classification

SOURCE AND TREATMENT OF DATA

Source of data. In the summer of 1936, the writer was informed that conditions in secondary school libraries were causing the State Department of Education and the State Librarian considerable concern. A conference was arranged at which representatives of the State Department of Education, the State Librarian, and the School of Education of Oregon State College were present. At this conference, many problems relative to the school library were discussed, and as a result this survey and study were formulated.*

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2. Periodicals
3. Pamphlets, Bulletins, and Government Documents
4. Newspapers
5. Books and Periodicals for Professional Use of Librarian
6. Other Library Materials
7. General Information Concerning Classifica-

tion and Cataloguing of Book Collection

8. Recent Additions to School Library Book Collection
9. Organization and Administration of Classroom Libraries
10. Procedure Employed in Supplementing School Library Book Collection
11. Administration of Secondary School Textbooks

B. Housing facilities and equipment of secondary school libraries in 1936-37.

1. Is major portion of library book collection and materials housed in individual classrooms?
2. When was building which houses library constructed?
3. Is library now housed in temporary quarters?
4. Indicate type of housing facilities provided for library.
5. Indicate number and kind of room included in school library.
6. Indicate location of library (with respect to first, second, third floor, separate building, or separate wing of building).

7. Is normal functioning of library interfered with because of its location with respect to: playground, gymnasium, noisy street, cafeteria, music room, power plant, school shop?
8. Is library located advantageously with respect to study hall, administrative offices, English, and other classrooms?
9. Indicate lighting facilities and equipment for main reading room.
10. Indicate adequacy and convenience of heating and ventilating equipment for main reading room.
11. Indicate amount and quality of furniture and equipment in library.
12. Indicate physical conditions determining acoustic qualities of main library.
13. Indicate physical conditions contributing to inviting appearance of main library reading room.
14. Indicate facilities and equipment provided in workroom of library.
15. Indicate type of shelving facilities in main library.
16. Provide floor plan of school library housing.

C. Secondary school library - availability and use.

1. Describe procedure by which individual students usually secure access to services of school library.
2. Describe procedures by which groups or classes of students usually secure access to services of school library.
3. Does school library provide special service to classrooms?
4. Indicate procedure followed in giving to student body class instruction in use of books and libraries.
5. Is school library regularly used as study hall room?
6. Has usual loan period for library books proved satisfactory?
7. Is major portion of books available in open or closed shelves?
8. Report circulation statistics of school library for each day of week starting on a Monday.
9. Report number of persons in library during each period of day, for a week, beginning on a Monday.

D. Secondary school librarian and library staff.

1. Professional training.
2. State certification.
3. Employment status.
4. Experience.
5. Professional activity.
6. Schedule of daily assignments of librarian and library staff.
7. Status of clerical and student assistants in library.

E. Current educational trends affecting secondary school libraries.

This division deals both with the current educational trends in the individual school toward improvement of the program of studies; and with the changes contemplated in the functioning of the library to accomplish the desired improvement.

On April 2, 1937, these survey blanks were sent in duplicate by the State Department of Education to the heads of all schools with the following instructions:

Two copies of these schedules will be received by each secondary school on or before April 10, 1937. One copy should be filled out and returned to the State Department of Education, Salem, Oregon, as soon as convenient, and not later than May 1, 1937. The other copy may be filled out and kept by the school for their records.

A final letter from the State Department was mailed on May 7th to all those who had not yet replied. The blanks contained necessary explanation and general instruction for reporting needed data. Out of 293 survey blanks mailed, 235, or slightly over 80 per cent, were filled out and returned.

Treatment of data. As already stated, this thesis is of necessity limited to an analysis of the survey data taken from the questionnaires. The topics to be considered in this study are indicated in the following outline:

A. Housing Facilities

1. Type of Housing Facilities
2. Construction Date
3. Location
4. Seating Capacity
5. Number of Kinds of Rooms Included
6. Lighting Facilities
7. Types of Shelving
8. Heating and Ventilating
9. Physical Conditions Contributing to
Appearance
10. Physical Conditions Determining Acoustic
Qualities

B. Furniture and Equipment

1. Amount and Quality
2. Equipment for Workroom

All data relative to the above headings were transferred from the survey blanks to master summary sheets. This information was then tabulated according to the size of schools.

Group 1. Rural high school from 1 to 99 enrollment.

Group 2. Small high school from 100 to 249 enrollment.

Group 3. Medium high school from 250 to 499 enrollment.

Group 4. Large high school from 500 to 999 enrollment.

Group 5. City high school with a 1000 or more enrollment.

From these tables, summaries were prepared showing the status of each group of high schools. Specific deficiencies were noted and analyzed to determine exact conditions existing in Oregon secondary schools.

Limitations. As is true, however, in most surveys conducted by the questionnaire method, this study reveals certain limitations. Some of the schools failed to furnish part of the desired information; some misinterpreted certain sections of the questionnaire and gave incorrect answers. For example, one section asks, "Is the normal functioning of the library interfered with because of its location with respect to playground, gymnasium, noisy

street, cafeteria, Music classroom, power plant, school shops, etc?" Many answers were obviously the response to personal prejudices and therefore incorrect, so that the entire section was thrown out of this study. Under Amount and Quality of Furniture and Equipment, most returns showed the item simply checked, with but few indicating the amount as called for in the study. A further limitation to be noted is the fact that this study represents only 80 per cent of the secondary schools of Oregon. Since parochial schools function under somewhat different organization and administration than public schools, no attempt was made to include them.

CHAPTER II

REVIEW OF SIMILAR STUDIES

In preparing to carry on a state-wide survey, such as is described in this thesis, one is naturally interested in discovering whether similar, or comparable, investigations have been conducted in other states. As a means of locating information concerning such studies, letters were written to The American Library Association, and to the Superintendents of Public Instruction in Washington, California, Montana, Idaho, Utah, Nevada, Arizona, and Wyoming, inquiring as to recent studies made that would give a true picture of secondary school libraries. The response from the Superintendents may be expressed in the phrase: "little or no information available." Letters were also sent to the heads of Schools of Education of the following institutions: University of Washington, University of Oregon, University of Idaho, University of California, University of Montana, University of Wyoming, University of Southern California, and Washington State College. The purpose of this inquiry was to learn if, and when, similar studies had been made.

As a result of this preliminary investigation, it was learned that the State of California is conducting a survey similar to this study, and that the city of Los Angeles has made a comprehensive study of its library

facilities and resources. The University of Idaho reported that a master's thesis dealing with libraries in that state had been prepared.

The three studies to which reference has been made in the preceding paragraph are believed to be the only ones in the West comparable to the present survey. A review of these three is given in the following pages.

standards now in effect is a study of the requirement of school libraries in accredited schools. The preliminary investigation revealed that in April, 1931, the Committee on Library Standards of the Northwest Association of Secondary and Higher Schools made a comparison of the library standards of the member schools. This study was made by means of a questionnaire sent to 185 accredited four-year high schools in Idaho. The information received was tabulated and used as a basis for comparison with present library standards. A summary of conclusions and recommendations is as follows:

1. That conditions of library facilities and equipment should be improved in all schools. In schools where the library is located in a room which is not suitable for library purposes, an effort should be made to move the library to a more suitable room. In schools where the library is located in a room which is not suitable for library purposes, an effort should be made to move the library to a more suitable room.

HIGH SCHOOL LIBRARIES IN IDAHO - HELEN HOWARD MILLER¹

Miss Miller, in her study of the libraries in Idaho, used the standards of school libraries as set forth by the Educational Committee of the American Library Association. She found that the "School Library Yearbook: Number Four" had a compilation of state laws and regional standards now in effect in regard to the requirement of school libraries in accredited schools. Her preliminary investigation revealed that in April, 1931, the Committee on Library Standards of the Northwest Association of Secondary and Higher Schools made a comparison of these regional standards; and that as a result of this comparison the present Library Standards were proposed. Miss Miller secured data by means of a questionnaire sent to 156 accredited four-year high schools in Idaho. The information received was tabulated and used as a basis for comparison against present library standards. A summary of conclusions and recommendations is as follows:*

1. That conditions found in housing and equipment should be improved in Idaho high schools. In some a definite room should be set aside for library purposes; in others, an alcove off the study hall, or at least an end of the study hall

¹Helen Howard Miller. High School Libraries in Idaho: A Survey - Unpublished thesis, University of Idaho, 1935.

* Ibid. pp. 17-19.

should be given over to the library.

2. The book collection was found to be about equally divided; one-half the schools having the recommended five books per student; while the other half had less than five. In many schools there had been no definite provision for an annual library appropriation. The recommendation is of course obvious; namely, that an annual budget be provided in order that this standard could be complied with. Many of the high schools did not have their libraries catalogued or classified. Others made no attempt to record their books or to make extensive use of the library. In the majority of the schools, the average teacher knew nothing about the organization of a library for service.

This study recommended that:

1. That one teacher in each school be appointed and given responsibility of organizing and administering the library.
2. That such teacher be required to take preparation needed to become proficient in this service.
3. That where necessary to employ a teacher-librarian, her schedule be so planned as to allow adequate time for proper care of the library.

4. And, finally, that where the school has an enrollment of 1000 or more, two trained librarians be employed.

The study was conducted to determine the organization and administration of the Los Angeles school libraries. It was hoped that such an investigation might help the libraries of the Los Angeles elementary schools, high schools, and junior colleges, as well as the Central Division of Library Activities, to function more effectively toward the achievement of educational goals.

In making this study, Allen visited the Central Division of Library Activities and held interviews with the supervisor to secure information bearing on the following:

What do you consider to be the functions of the Central Library Division?

What services do you perform for the elementary schools and how are they carried out?

What services do you perform for the junior high schools and how are they carried out?

What services do you perform for the junior colleges and how are they carried out?

What are your policies and regulations in connection with the Central Library Division?

What are the problems and difficulties in these services?

What might be done to make the Central Library services more effective?

ORGANIZATION AND ADMINISTRATION OF THE LOS ANGELES
SCHOOL LIBRARIES - JESSIE H. HUME³

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What services do you perform for the junior colleges and how are they carried out?

What are your policies and regulations in connection with the Central Library services?

What are the problems and difficulties in these services?

What might be done to make Central Library services more effective?

³Jessie H. Hume. The Organization and Administration of the Los Angeles School Libraries. Thesis presented at University of Southern California, August, 1935.

⁴Ibid. p. 5.

Hume visited the libraries of 17 secondary schools and 16 elementary schools, and held interviews with the librarian, the principal, and certain teachers. A set of questions similar to those used at the Central Division of Library Activities was again employed.

As a result of these interviews, definite information was secured concerning the organization and administration of the Central Division of Library Activities, the junior high school libraries, the six-year and senior high school libraries, and the junior college libraries. The findings of the study deal with the following:

The number of the staff, their functions, duties and relationship.

The status of the staff, their preparation, experience, salary, and promotion.

The services performed for the schools and how carried out.

Policies and regulations controlling services.

Problems and difficulties of each organization.

An analysis of the data collected by Hume reveals the following conditions in the city of Los Angeles:

1. In the larger schools, the staff consists of two Librarians or a Librarian and a full-time clerk. In the other schools, the staff consists of a single Librarian, assisted occasionally by a clerk from the main office of the school.

2. The functions of the Librarian are to see that the Library supplements the work of the classroom; to furnish books for pupils to use for collateral reading, reference, and recreational reading; to help pupils establish the reading habit as an added leisure-time activity; to teach use of books and libraries and the love of books; to serve teachers and pupils as far as possible; to make the library a laboratory for the classes; and in the trade schools to help pupils to learn how to select trade material.

3. The duties most commonly mentioned by the Librarians were general responsibility of the library; ordering books, supplies, the equipment; checking and preparing new magazines and books for the shelves; contacting and consulting heads of departments and teachers; assisting pupils and teachers in reference work; keeping discipline of the library; directing work of pupils in the library; and instructing in use of the library.

4. According to this study, the principal is the person to whom the senior and six-year high school Librarians feel most directly responsible; the vice-principal is second, the Supervising Librarian third, the Business Manager fourth, the director of student body finances fifth, and the Board of Education sixth.

5. The status of the senior and the six-year high school Librarians is the same as that of the senior and the

six-year high school teachers. The status of the junior high school library clerks is the same as that of the office clerks.

6. To fill a position in the Los Angeles Schools, the senior or six-year high school Librarians and the junior high school Librarians must hold a Library Credential.

7. The salary scale for six-year and senior high school Librarians is \$166 to \$284 per school month; after the completion of two years of service, there is an automatic salary increase until the maximum for the position held.

8. Most of the senior or six-year high school libraries are open from 8:00 a.m., to 4:00 p.m. Libraries with clerks or second Librarians are kept open longer.

9. The teacher is the most helpful of those in the school in the selection of books, although in some cases that help is very limited. The principal does little except sign the book requisition. The pupils make a few suggestions, but these are generally of little value.

10. In most senior and six-year high schools, there is no direct policy for the distribution of the budget, but it is the aim of the Librarian to order books that make for a well-balanced library, and to supply books to those departments having the greatest need and making the best use of them.

11. Although the principal goes over the final list and may reject any books he desires before affixing his signature, the Librarians feel that they have practically the final decision about the book requisition within the school. As far as the whole school system is concerned, the final decision rests with the Advisory Committee, since it checks over the requisitions from all the schools before the books are finally ordered.

12. In some cases, books are sent to the classrooms in varying numbers and for varying lengths of time. In these schools classes are not so frequently scheduled for the library as they are in the junior high schools. Pupils are allowed more free use of the library.

13. The number of student helpers trained by the Librarians varies from four to ten or twelve a period. Although in one case only honor points were given pupils, as a rule, receive credit for their work to other members of the student body. In addition to this training, the Librarian generally gives some general talks on the use of the library.

14. The rules and regulations of the library are for the most part flexible. They relate to the discipline of the library, the checking in and out of books and magazines, the care for overdue and lost books, and attendance in the library.

15. The difficulties most commonly listed in the questionnaires were those of getting new material (too much time elapsed between order and delivery), the duplication of work with the Central Division or with the Purchasing Department in the ordering of books, the insufficient book supply due to lack of funds, the lack of duplicate copies of certain books, and the fact that the library and the curriculum were not closely enough related.

16. The difficulties most commonly mentioned in interviews were: the lack of books, the apparently unnecessary time spent on the book requisitions and the expense of the Cumulative Book index, the defacement of books by pupils, the difficulty of reaching pupils, the lack of cooperation on the part of teachers in making assignments and in returning books, and, where the textbooks were handled by the Librarian, the amount of time which that added duty took from library service.

As a result of this study, Hume makes the following recommendations for the senior and six-year high school libraries:

1. That the libraries be allowed more clerical help, and that there be in the large schools a second trained Librarian instead of a clerk, so that the Librarians may be relieved of more of the technical and

clerical work and so have more time for the educational demands of pupils and teachers.

2. That the relationships of the Librarians be centralized to fewer departments with fewer people in these departments.

3. That the principal take more interest in the library and book selection, and, to bring this about, that greater stress be placed on the administration of the library in courses in administration of the schools and in other education courses in universities and colleges.

4. That the pupils' wishes be consulted more freely in book selection so that they may feel the library is more truly their own. This might be done, as it was once in the junior college, by providing a box into which pupils might drop slips with their suggestions.

5. That more help be engaged at the Central Division to facilitate the delivery of books and to speed bindery service.

6. That a careful check be made on the method of handling book requisitions with a view to eliminating some of the clerical work, and that there be no duplication of work done by the Librarians and that done by the Central Division.

7. That more money be spent on books for the libraries. With the tendency of discarding the text-

book and supplementing text materials with library study, the Librarian should call for more books.

8. That a closer relationship be set up between the library and the curriculum division.

9. That the Librarians be relieved of all duties related to the handling of textbooks. It is poor economy to ask such highly paid specialists to do the work of a textbook clerk.

10. That the Central Division send to the principals a statement of the purposes for which a school library may be used, in order that school libraries may not be closed for pupil use while parties and other social functions are held there.

11. That in order to check the defacement of library books, the regulation that pupils must cut out pictures to be used in reports in the presence of the teacher be more carefully observed.

12. That teachers and Librarians both exert greater effort to cooperate in making the best use of the library.

13. That Librarians be allowed more freedom in the expenditure of fine and lost-book money.

14. That the status of the library clerk range from that of a clerk to that of a secretary; that after a certain number of years of satisfactory service as a library clerk, she be automatically advanced to the position of Library Secretary with the status of secretary.

SURVEY OF SECONDARY SCHOOL LIBRARIES
IN CALIFORNIA - C. F. MUNCY⁵

In October, 1934, a committee of school librarians was organized to work under the direction of C. F. Muncy, assistant chief of the Division of Research and Statistics of the State Department of Education. The duty of this committee was to prepare a questionnaire that would picture accurately the existing conditions, practices, and specific trends in secondary school libraries in California.

The following is a statement of the purposes which guided the committee in its work:

1. To present the essential factors concerning the status of secondary school libraries in California.
2. To assemble and describe these practices which have been found effective in improving the service rendered by secondary school libraries.
3. To develop suggested standards for the evaluation of library procedures in secondary school libraries.
4. To formulate a working statement of the function

⁵Survey of Secondary School Libraries in California - C. F. Muncy. Conducted as a joint project of the California State Department of Education and the School Library Association of California, under the direction of C. F. Muncy, Assistant Chief Division of Research and Statistics. December, 1936.

of school libraries in relation to socially effective educational practices in secondary schools.

The combined efforts of the California State Department of Education and the State Library Association of California were enlisted in this enterprise, as it was felt that the results of such a study would be state-wide in significance. A steering committee was then appointed, which outlined carefully the general scope of the proposed study. It included the following headings as subjects for desired study in relation to secondary school libraries in California:

1. Book Collection and Materials of Secondary School Libraries
2. Housing Facilities and Equipment of Secondary School Libraries
3. The Secondary School Library - Its Availability and Use
4. The Secondary School Library and the Library Staff
5. Financing the Secondary School Library
6. Current Education Trends Affecting the Secondary School Library

The questionnaires or reporting schedules* were distributed to 520 secondary schools in California. The fact that

*So-called by this committee.

there was an unusually large response, (493 - approximately 95 per cent), would indicate a wide representation and keen interest in the study.

The only published material dealing with the results of the California Survey available to the writer was a summary in Wilson Bulletin for Librarians for December, 1936, entitled "Current Trends in Secondary School Libraries."

CHAPTER III

HOUSING FACILITIES

The present-day situation in regard to libraries is quite different from the old storehouse idea. Libraries in both college and high school have developed into workshops or laboratories for the acquisition and enjoyment of literature by all students. As the schools have developed, so have the libraries grown in an attempt to meet their needs. In general it may be said that each library is typical of the school it serves.

Library practices in this country are now fairly well standardized, as is indicated by the fact that the same departments are found in each library, and the classification and cataloguing of books is practically uniform. The various accrediting associations have recommended suggested standards to serve as guides for secondary schools.

This study was undertaken with the purpose of bringing to light a true picture of the secondary school libraries in Oregon. The present study must, of necessity, be limited to the Housing Facilities and Equipment. The information presented in this chapter is based upon data secured in the initial comprehensive survey, but is limited to the following items:

1. Type of Housing Facilities Provided
2. Construction Date of Library Building

3. Location of Library
4. Seating Capacity
5. Number of Kinds of Rooms Included in Library
6. Lighting Facilities
7. Types of Shelving
8. Heating and Ventilating
9. Physical Conditions Contributing to Appearance
10. Physical Conditions Determining Acoustic Qualities

Because of the increased need for a library in the modern program of education, the problem of housing the school library has become more acute in recent years. One of the chief factors in the success of the library is accessibility. This is further emphasized in summarizing data shown in Table I.

TABLE I

TYPE OF HOUSING FACILITY

	Rural H. S.	Small H. S.	Medium H. S.	Large H. S.	City H. S.	Total
	No. %	No. %	No. %	No. %	No. %	No. %
In Separate Libra- ry Room	33 27.3	20 37.0	19 61.2	9 52.9	9 75.0	100 42.5
In Study-Hall Li- brary Room	41 33.9	13 24.0	10 32.2	7 41.2	3 25.0	74 31.4
In Classroom	21 17.3	11 20.3	0 0.0	0 0.0	0 0.0	32 13.6
In Assembly	10 8.3	3 5.5	0 0.0	0 0.0	0 0.0	13 5.5
In Principal's Office	0 0.0	2 3.7	0 0.0	0 0.0	0 0.0	2 0.8
Practically No Library	9 7.4	2 3.7	2 6.4	0 0.0	0 0.0	13 5.5
County Supplies Library Needs	3 2.4	1 1.8	0 0.0	0 0.0	0 0.0	4 1.7
Use City Library	4 3.3	2 3.7	0 0.0	0 0.0	0 0.0	2 0.8
Use County Library	0 0.0	0 0.0	0 0.0	1 5.8	0 0.0	1 0.4

TABLE I

Careful consideration would indicate that educators in an effort to make the library function, are giving this problem considerable attention. For example, 21 schools using classroom libraries are rural schools, with a limited number of books and, no doubt, limited room; therefore, the classroom library. Likewise, in an effort to make the library available and to conserve space, many schools have placed the library in the study hall. Further consideration shows that 33 schools of the rural high schools have separate library rooms, with only 100, or 42.5 per cent, of the total number of schools shown having separate library rooms. There are 74, or 31.4 per cent having study hall libraries; while only 21, or 8.9 per cent, have classroom libraries. The rural high schools seem to face more of a problem than do the larger schools, having 41, or 33.9 per cent, in study halls, 33, or 27.3 per cent, in separate rooms, and 21, or 17.3 per cent in classrooms. The same is found true in the small high schools. The medium, the large and the city high schools seem to be more evenly divided between separate library rooms for their libraries. A shocking discovery is that 13 schools in the state admitted having practically no library. Professional pride forces most librarians and principals to camouflage almost any sort of a setup as a library. Therefore, when nine rural,

two small, and two medium high schools in the state admit having no library, we may well wonder what facilities are listed as libraries in many of the other secondary schools of Oregon

Table I indicates a trend that is most encouraging, especially to the rural and small high schools. A close cooperation was discovered between city and county libraries and the schools, a service provided for schools in remote sections. The county supplies the needs of three rural and one small high school; while the city library is used by four rural, and two small high schools. One of the larger high schools reported that it uses the city and county library exclusively, since it is located directly across the street from both Junior and Senior High Schools. It was found that in many cases the school district contributes to the city library budget for school purposes.

TABLE II

DATE BUILDING IN WHICH LIBRARY IS LOCATED WAS CONSTRUCTED

	Rural H. S.		Small H. S.		Medium H. S.		Large H. S.		City H. S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1935-1937	7	5.7	8	14.8	1	3.2	1	5.8	1	8.3	18	7.6
1930-1934	4	3.3	1	1.8	0	0.0	2	11.7	0	0.0	7	2.9
1925-1929	10	8.2	7	12.9	9	29.0	6	35.2	0	0.0	32	13.6
1920-1924	11	9.1	3	5.4	5	16.1	1	5.8	0	0.0	20	8.5
Before 1920	17	14.0	9	16.6	7	22.5	5	29.4	2	16.6	40	17.0
Did Not Know	25	20.6	6	11.0	7	22.5	1	5.8	1	8.3	40	17.0
Did Not Answer	47	38.8	20	37.0	2	6.4	1	5.8	8	66.6	78	33.1

TABLE II

One might say that the library is no better than the building in which it is located. Table II reveals that 118, or 50.2 per cent, of the school people either did not know when their building was constructed or failed to answer the question. During the period 1925 to 1929 many schools were built, 32, or 13.6 per cent, buildings having been completed in this period. From 1930 to 1934 very few buildings were erected. Again, the period 1935 to 1937 shows a marked increase in school construction. The increase in school construction from 1925 to 1929, was no doubt influenced by the rapid growth in enrollment of our secondary schools as well as by the "free spending" that characterized those years. The effects of the depression were keenly felt from 1930 to 1934, and, logically enough, except for absolute necessity, there was little or no building. A building boom was experienced again in 1935, as is shown in the table, and was undoubtedly stimulated by the federal government through its furnishing of funds for such projects.

TABLE III

LOCATION OF LIBRARY

	Rural H. S.	Small H. S.	Medium H. S.	Large H. S.	City H. S.	Total
	No. %	No. %	No. %	No. %	No. %	No. %
On First Floor	71 58.6	27 50.0	12 38.7	5 29.4	3 25.0	118 50.2
On Second Floor	41 33.9	24 44.4	16 51.6	9 52.9	7 58.3	97 41.3
On Third Floor	0 0.0	0 0.0	1 3.2	2 11.7	0 0.0	3 1.3
In Separate Building	0 0.0	1 1.8	0 0.0	1 5.8	1 8.3	3 1.3
In Separate Wing of Building	0 0.0	0 0.0	1 3.2	0 0.0	0 0.0	1 0.4
Scattered	9 7.4	2 3.7	1 3.2	0 0.0	0 0.0	12 5.1
Did Not Answer	0 0.0	0 0.0	0 0.0	0 0.0	1 8.3	1 0.4

TABLE III

It is believed that the school library is most satisfactorily located in the central part of the building. That many schools do not have their libraries so located is shown in Table III. Most libraries in rural high schools, 71, or 30.2 per cent, have their library located on the first floor, and 41, or 17.4 per cent, on the second floor. This is probably due to the size of the building. The small high schools are about evenly divided in placing the library on the first or second floor; while the medium sized high schools slightly favor the second floor location. In the large high schools and city high schools, there is a marked tendency for the library to be placed on the second floor, so that it may be readily accessible to the pupils.

TABLE IV

CAN THE LIBRARY BE USED CONVENIENTLY
DURING OUT OF SCHOOL HOURS BY PATRONS
WITHOUT OPENING REMAINDER OF SCHOOL PLANT?

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	3	2.4	2	3.7	2	6.4	3	17.6	3	25.0	13	5.5
No	89	73.5	41	75.9	19	61.2	12	70.5	4	33.3	165	70.2
Did Not Answer	29	23.9	11	20.3	10	32.2	2	11.7	5	41.6	57	24.2

Social and industrial changes have increased leisure time; education encourages the wise use of this time. One of the places where we may profitably spend our leisure time is the library. Table IV would indicate that little or no thought is given to this problem. Only 13 schools have located the library so that patrons can use it conveniently during out-of-school hours without the opening of the remainder of the school plant. The larger high schools and the city high schools are outstanding in this matter, each having three schools, 17.6 and 25 per cent respectively, in their group. However, since 57, or 24.2 per cent, did not answer, the picture might be somewhat altered. The groups range from 11.7 per cent in the larger high schools to 41.6 per cent in the city high schools. A tabulation by groups not answering is as

follows: In the rural high schools, 29, or 23.9 per cent, failed to answer; in the small high school group, 11, or 20.3 per cent; in the medium high school group, 10, or 32.2 per cent; in the large, two, or 11.7 per cent; and in the city group, five, or 41.6 per cent.

TABLE V

IS THE LIBRARY LOCATED ADVANTAGEOUSLY WITH RESPECT TO -

	Rural H. S.		Small H. S.		Medium H. S.		Large H. S.		City H. S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
STUDY HALL												
Yes	94	77.6	35	64.8	27	87.0	13	76.4	10	83.3	179	76.1
No	25	20.6	13	24.0	4	12.9	3	17.6	2	16.6	47	20.0
Did Not Answer	2	1.9	6	11.1	0	0.0	1	5.9	0	0.0	9	3.8
SOCIAL SCIENCE												
Yes	79	65.2	14	25.9	18	58.0	8	47.0	9	75.0	128	54.4
No	39	32.2	40	74.0	10	32.0	9	52.9	3	25.0	101	42.9
Did Not Answer	3	2.5	0	0.0	3	10.0	0	0.0	0	0.0	6	2.5
ENGLISH												
Yes	102	84.2	36	66.6	17	54.8	9	52.9	8	66.6	172	73.1
No	16	13.2	12	22.1	12	38.7	6	35.2	4	33.3	50	21.2
Did Not Answer	3	2.5	6	11.1	2	6.5	2	11.9	0	0.0	13	5.5
PHYSICAL SCIENCE												
Yes	85	70.2	28	51.8	17	54.8	11	64.7	4	33.3	145	61.7
No	28	23.1	19	35.2	13	41.9	5	29.4	8	66.6	73	31.0
Did Not Answer	8	6.7	7	12.9	1	3.2	1	5.9	0	0.0	17	7.2
ADMINISTRATIVE OFFICES												
Yes	86	71.0	30	55.5	15	48.3	10	58.8	9	75.0	150	63.8
No	20	16.5	18	33.3	14	45.1	6	35.2	3	25.0	61	25.9
Did Not Answer	15	12.4	6	11.1	2	6.5	1	5.9	0	0.0	24	10.2

TABLE V

The importance of the school library in the modern program of instruction is today practically unquestioned. We agree that the library should be a laboratory for the school curriculum, a correlating factor in the work of the various school departments. It should also, through reading for pleasure and profit, be a medium for the development of good reading habits and tastes.

A summary of the data in Table V clearly indicates that a radical change in practices is in order. Only the study halls seem generally to be located advantageously so far as the library is concerned. This is doubtless due to the fact that many libraries are located within the study hall or in an adjoining room connected with the study hall.

The social sciences seem the department suffering most from poor choice of library location, 101 schools, or 42.9 per cent, indicating the library is not located advantageously with respect to this department. The table further indicates that the small schools are most at fault, with 74 per cent social science classes feeling slighted; while the larger high schools have 52.9 per cent, and the city schools even less, with 25 per cent.

The physical sciences come next, with 73, or 31.0 per cent, indicating dissatisfaction. With each group

except the large high school, the tendency shows a constant increase. The rural high schools indicate 23.1 per cent disapproval; the small high schools, 35.1 per cent; the medium high schools, 41.9 per cent; the large high schools, 29.4 per cent; and the city high schools, 66.6 per cent.

So far as advantage is concerned, the English Department apparently holds the key position, only 50, or 21.2 per cent, expressing the view that the library is so located as to put their department at a disadvantage. A further summarization of the data shows: rural, 13.2 per cent; small, 22.1 per cent; medium, 38.7 per cent; large, 35.2 per cent; and city, 33.3 per cent. In the last three groups, the percentage is almost constant at 33 per cent.

The table shows a wider variation with respect to the administrative offices than with any of the departments, e.g. rural, 16.5 per cent; small, 33.3 per cent; medium, 45.1 per cent; large, 35.2 per cent; and city, 25 per cent. In the rural high schools, the books are few and are frequently placed in the principal's office. Sometimes the principal puts his desk in a room used jointly for his office and the library, or the books are shelved in the English room. In the small high schools, book shelves are placed wherever space is available, a

fact which accounts for the increase in percentage. Many of the medium high schools have not remodeled and are using a spare classroom for the library; thus the library is placed away from the administration office. The percentage drop in the large and city schools is 35.2 per cent and 25 per cent respectively. This is due in part to the establishing of a library with proper planning as to its location and size and thus providing for many of the administrative needs. Doubtless the administrators avail themselves of the city library and other sources not found in smaller centers.

TABLE VI
NORMAL SEATING CAPACITY OF MAIN READING ROOM

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
125+	0	0.0	0	0.0	0	0.0	0	0.0	2	16.6	2	0.8
81-125	0	0.0	0	0.0	6	19.3	4	23.5	6	50.0	16	6.8
51-80	10	8.2	0	0.0	3	9.6	2	11.7	3	25.0	18	7.6
21-50	21	17.3	15	27.7	19	61.2	9	52.9	0	0.0	64	27.2
11-20	26	21.4	30	55.9	3	9.6	1	5.8	0	0.0	60	25.5
1-10	63	52.1	9	16.0	0	0.0	0	0.0	0	0.0	72	30.6
Did Not Answer	1	0.8	0	0.0	0	0.0	1	5.8	1	8.3	3	1.2

It is a recognized fact that the library room and its seating facilities have a direct bearing on the use of the library. The data summarized in Table VI indicate a great need for better seating facilities for our Oregon libraries.

As can be expected, the smaller the high school, the smaller the reading room; also, the larger the school, the larger the reading room accommodations. For instance, (Table VI), 63 or 52.1 per cent of the rural schools have seating accommodations of from one to ten. Of the small high schools 30, or 55.9 per cent, accomodate from 11 to 20; of the medium high schools, 19, or 61.2 per cent, have a reading room seating from 21 to 50; of the large

high schools, 52.9 per cent have a seating capacity of 21 to 50; while the city high schools show 50 per cent and have seating room for from 51 to 80 students. This table further reveals that 72, or 30.6 per cent, of the schools have a normal seating capacity for from one to ten students; 60, or 25.5 per cent, from 11 to 20; and 64, or 27.2 per cent, from 21 to 50. In other words, 196, or 83.4 per cent, of all the schools in Oregon have for their main reading room a normal seating capacity of 50 or less.

TABLE VII

DOES THE SIZE AND PLACEMENT OF THE MAIN ENTRANCE DOOR
PERMIT READY ENTRANCE AND EXIT
WITHOUT CONFUSION?

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	110	90.9	25	46.2	18	58.0	12	70.5	8	66.6
No	11	9.9	29	53.7	13	41.9	5	29.4	4	33.3
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

In the establishment of a central high school library, the size and placement of the main entrance door should receive consideration. It is evident from data presented in Table VII that such has not been the custom. In the rural high schools this presents no problem, as 90.9 per cent of the schools in this group indicate that no confusion of cross lines exists in the passing to and from the library and classrooms. On the other hand, only 46.2 per cent of the small high schools indicate no difficulty; while 53.7 per cent show there is a problem. In the medium high schools, 58 per cent are not troubled in this matter; while 41.9 per cent state there is confusion due to size and placement of the door. The large and city high schools indicate that approximately one third (24.9 large, 33.3 city) consider this a

factor in relation to the proper functioning of their libraries. The use of the library has a direct relation to the ease with which it can be reached.

TABLE VIII

IS THE LIBRARY DESK PLACED TO INSURE
EASE AND EFFICIENCY IN THE SUPERVISION
OF THE MAIN LIBRARY READING ROOM?

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	110	90.9	49	90.7	31	100.0	16	94.1	12	100.0	218	92.7
No	10	9.2	5	9.2	0	0.0	1	5.8	0	0.0	16	6.8
Did Not Answer	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4

In a majority of the schools of the state, the trend is toward a greater integration of the instructional program. In recognition of this fact, the librarian's desk must be so placed as to insure ease and efficiency in the supervision of the library. An analysis of Table VIII would indicate that the schools have eliminated this problem by placing the librarian's desk in the best available space for serving this need. As shown by the table, 218, or 92.7 per cent, have done so; while only 16, or 6.8 per cent, indicate that the location of the librarian's desk does not afford ease and efficiency in the supervision of the reading room or library.

TABLE IX

ARE THE GENERAL SPECIFICATIONS AND PLACEMENT
OF THE CHARGING DESK SUCH AS TO INSURE
MAXIMUM WORKING EFFICIENCY?

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	87	71.9	13	24.0	19	61.2	10	58.8	5	41.6	134	57.0
No	33	27.2	41	75.9	12	38.7	7	41.1	7	58.3	100	42.5
Did Not Answer	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4

A library will function in direct proportion to the amount of service it renders. Little or no use will be made of a library that cannot quickly and efficiently supply the needs of an individual. It is significant to note, from the data presented in Table IX, that 134 or 57 per cent of the secondary schools included in this report state that the general specifications and placement of the desk are such as to interfere with maximum working efficiency. The rural schools have the poorest showing of the group, with 27.2 per cent indicating that some change would be desirable. The low percentage is doubtless due to the size of the school as well as to the limited number of books. Many schools of this size keep all their so-called "library" in the English classroom.

The small schools indicate the highest, 75.9 per cent, dissatisfaction. This can be attributed to the

ambitious administrator in his desire to be progressive. He establishes a library with little or no planning, then suddenly finds himself limited in building space, as well as in teaching personnel qualified to organize or handle a library.

Table IX further indicates that 38.7 per cent of the medium, 41.1 per cent of the large, and 58.3 per cent of the city high schools consider the general specifications and placement of the charging desk to be inadequate. The increased demand made for library service in our secondary schools and the employment of part and full-time, trained librarians who have established library standards, doubtless account for the heavy percentage in the last two groups.

TABLE X

KINDS OF ROOMS INCLUDED IN THE SCHOOL LIBRARY LAYOUT

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reading (Main) Room	37	24.7	21	38.8	22	70.9	15	88.2	9	75.0	104	44.2
Work Room	2	1.6	2	3.7	4	12.9	8	47.0	3	25.0	19	8.0
Librarian's Office	1	0.8	1	1.8	1	3.2	1	5.8	4	33.3	8	3.4
Reference Room	3	2.4	2	3.7	6	19.3	4	23.4	6	50.0	21	8.9
Storage Room	6	4.9	5	9.2	1	3.2	8	47.0	3	25.0	23	9.7
Restricted Shelves	8	6.6	2	3.7	2	6.4	2	11.7	0	0.0	14	5.9
Browsing Room or Corner	8	6.6	3	5.5	1	3.2	1	5.8	0	0.0	13	5.5
Library Training Room	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Locked Bookcase	6	4.9	0	0.0	2	6.4	2	11.7	1	8.3	11	4.1
Library Staff-Room	0	0.0	0	0.0	0	0.0	0	0.0	5	41.6	5	2.1
Comm. or Conference Room	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Periodical Room	0	0.0	2	3.7	1	3.2	1	5.8	2	16.6	6	2.5
Faculty Reading Room	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	1	0.4
Textbook Room	5	4.1	0	0.0	0	0.0	0	0.0	0	0.0	5	2.1
Reserve Book Room	0	0.0	1	1.8	1	3.2	1	5.8	0	0.0	3	1.2
Separate Circul. Room	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Study Hall Library	41	33.8	13	24.0	10	32.0	7	41.1	0	0.0	53	22.5
Stock Room	0	0.0	0	0.0	0	0.0	0	0.0	4	33.3	4	1.7
Did Not Answer	4	3.2	2	3.7	3	9.6	0	0.0	0	0.0	9	3.8

TABLE X

Table X lists the types of rooms included in the library layout found in each school. In the analysis of the data, a number of significant features are brought to light. For instance, 104, or 44.2 per cent, of the schools have a main reading room, with the per cent increasing in proportion to enrollment increase; this ranges from 24.7 per cent in the rural, to 88.2 per cent in the large high schools, with a slight drop to 75 per cent in the city schools. To the above figures there should be added 41 for the rural, 13 for the small, and 10 for the medium high schools, 168, or 71.4 per cent, that use a study hall library as their main reading room. The trend is well indicated toward supplying reading rooms for library purposes.

Few schools have separate workrooms where book mending, binding, etc., can be carried on. Only nineteen, or 8.0 per cent, have such facilities, the greater number being in the two larger groups; 8 or 47 per cent, in the larger, and 3, or 25 per cent, in the city high school group. Except in the city group, practically none have an office for the librarian. This is probably because only a relatively few schools employ full-time librarians, have only limited space available in the school buildings, and have administrators who fail to

recognize such needs.

In the matter of reference rooms, the range is from 2.4 per cent in the rural to 50 per cent in the city high schools, the per cent constantly increasing in proportion to the size of the school.

The data further indicate a need for reference rooms, and that restricted shelves are rapidly being replaced by browsing rooms or corners where students can have access to books that they can take down, thumb through, or read if they so desire. Naturally the larger school, the greater its library accommodation. That is, the libraries in the large and city groups have more rooms and more facilities than do those of the schools of the smaller group. This is to be expected, as the demands for increased service in the larger schools have necessitated better facilities.

TABLE XI

WINDOW EXPOSURE

	Rural No.	H. S. %	Small No.	H. S. %	Medium No.	H. S. %	Large No.	H. S. %	City No.	H. S. %	Total No.	%
North	27	22.3	4	7.4	4	12.9	8	47.0	3	25.0	46	19.5
South	28	23.1	11	20.3	5	9.2	2	11.7	1	8.3	47	20.0
East	36	29.7	23	42.5	9	29.0	2	11.7	3	25.0	73	31.0
West	19	15.7	12	22.2	6	19.3	3	17.6	3	25.0	43	18.3
North and East	0	0.0	1	1.8	2	6.4	0	0.0	0	0.0	3	1.2
South and West	0	0.0	3	5.5	1	3.2	0	0.0	0	0.0	4	1.7
East and West	0	0.0	0	0.0	3	9.6	0	0.0	0	0.0	3	1.2
North, East and West	0	0.0	0	0.0	0	0.0	1	5.8	0	0.0	1	0.4
North, South, East and West	0	0.0	0	0.0	0	0.0	1	5.8	1	8.3	2	0.8
No Outside Windows	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4
Did Not Answer	10	8.2	0	0.0	1	3.2	0	0.0	1	0.0	12	5.1

TABLE XI

One of the major educational problems that administrators are struggling with is that of lighting facilities. The securing of adequate lighting presents a greater problem in libraries than in classrooms, for two reasons: First, because library should be the laboratory of knowledge seekers; and second, because of the location which the library has been allotted. In many cases, the least suitable room in the building is used to house the library.

The data in Table XI indicate a trend for east window exposure, with 73, or 31.0 per cent; south follows with 47, or 20.0 per cent; north with 46, or 19.5 per cent; and west with 43, or 18.3 per cent. Three had north and east exposures; four, south and west; three, east and west; one, north, east, and west; two, north, south, east, and west; and one school library had no outside windows.

Breaking down this tabulation even more reveals that the rural, small, and medium high schools have a greater per cent (29.7 per cent; 42.5 per cent; 29.0 per cent) of east window exposure; while the larger high schools with 47 per cent favor the north window exposure. The city high schools are about equally divided, covering

the four major directions of exposures. In the individual groupings, only two stand out prominently; the small high school has 23, or 42.5 per cent, with east window exposure; and the large high school group has 8, or 47 per cent, north window exposure.

TABLE XII
WINDOW COVERING

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Shades	63	52.0	43	79.6	27	87.0	12	70.5	6	50.0
Venetian Blinds	0	0.0	4	7.4	0	0.0	1	5.8	3	25.0
Draw Curtains	0	0.0	0	0.0	2	6.4	1	5.8	0	0.0
Awnings	0	0.0	1	0.8	1	3.2	0	0.0	0	0.0
No Covering	14	11.5	3	5.5	0	0.0	2	11.7	0	0.0
Did Not Answer	44	36.3	3	5.5	1	3.2	1	5.8	3	25.0

Many schools do not use window coverings, especially on the north side. As revealed in Table XII, a number of schools did not indicate the type of covering, if any, for their library windows. The data does reveal, however, although returns were low on this information, that from 50 per cent in the city high schools to 87 per cent in the medium high schools have shades on the library windows. It is interesting to note that four (7.4 per cent) of the small high schools, one large high school (5.8 per cent), and three city high schools, (25 per cent), have venetian blinds. Further investigation reveals that these are all new schools or have undergone recent remodeling. It might, therefore be safe to assume that in our libraries the old type window shade is being replaced by the modern venetian blind.

TABLE XIII
WINDOW AREA

Number of Windows	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
10+	16	13.2	5	9.2	9	29.0	3	17.6	10	83.3
9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8	5	4.1	0	0.0	0	0.0	4	23.5	1	8.3
7	18	14.8	0	0.0	3	9.6	1	5.8	0	0.0
6	12	9.9	17	31.4	7	22.5	0	0.0	1	8.3
5	0	0.0	6	11.1	6	19.3	5	29.4	0	0.0
4	0	0.0	0	0.0	5	16.1	2	11.7	0	0.0
3	10	9.0	14	25.9	1	3.2	0	0.0	0	0.0
2	41	33.8	6	11.1	0	0.0	2	11.7	0	0.0
1	0	0.0	4	7.4	0	0.0	0	0.0	0	0.0
No Windows Did Not Answer	7	5.7	0	0.0	0	0.0	0	0.0	0	0.0
	2	1.6	2	3.7	0	0.0	0	0.0	0	0.0

The presence of glare is one of the most common and serious faults of lighting. Glare interferes with clear vision, causes discomfort and eye fatigue, and may result in permanent impairment of vision. Glare results from too powerful a source of light or from too much light coming directly into the eyes. Windows in the school library should be plentiful, and well distributed throughout the room.

As might be expected, the number of windows in the library room is definitely related to the size of the school. Table XIII presents some interesting data concerning the number of windows reported by the various schools. It is startling to discover that seven schools, or 5.7 per cent, in the rural group, reported that they have no windows in their library, while 41, or 33.8 per cent, have but two windows. Of the small high schools, 17, or 31.4 per cent, have six windows; of the medium high schools, 9, or 29 per cent, have from nine to 12; while of the larger high schools, five, or 29.4 per cent have but five. The city schools usually have 20 or more windows. Until we link the information given in other tables relative to size and location of windows, and the size of room they serve, little significance can be attached to data in this table.

TABLE XIV
SIZE OF WINDOWS

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
6½ x 7	0	0.0	0	0.0	2	6.4	0	0.0	0	0.0
6 x 8	0	0.0	0	0.0	0	0.0	1	5.8	0	0.0
5 x 9	14	11.5	0	0.0	0	0.0	0	0.0	0	0.0
5 x 8	0	0.0	18	33.0	0	0.0	0	0.0	0	0.0
5 x 7	0	0.0	0	0.0	3	9.6	0	0.0	0	0.0
5 x 5	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3
4½ x 9	0	0.0	0	0.0	0	0.0	2	11.7	0	0.0
4½ x 8	0	0.0	0	0.0	0	0.0	1	5.8	0	0.0
4½ x 5½	0	0.0	0	0.0	0	0.0	2	11.7	0	0.0
4 x 9	0	0.0	4	7.4	0	0.0	1	5.8	0	0.0
4 x 8	24	19.8	0	0.0	0	0.0	3	17.6	0	0.0
4 x 7	27	22.3	0	0.0	0	0.0	1	5.8	0	0.0
3½ x 11	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3
3½ x 8½	0	0.0	0	0.0	3	9.6	2	11.7	0	0.0
3½ x 8	0	0.0	0	0.0	12	38.7	1	5.8	0	0.0
3½ x 7½	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3
3 x 12	0	0.0	0	0.0	3	9.6	0	0.0	0	0.0
3 x 9	0	0.0	0	0.0	0	0.0	1	5.8	0	0.0
3 x 8	0	0.0	12	22.2	0	0.0	0	0.0	0	0.0
3 x 7	0	0.0	15	27.7	4	12.9	0	0.0	0	0.0
3 x 6	0	0.0	0	0.0	0	0.0	1	5.8	0	0.0
3 x 5	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3
3 x 3	0	0.0	0	0.0	0	0.0	1	5.8	0	0.0
2½ x 8	0	0.0	0	0.0	2	6.4	0	0.0	0	0.0
2½ x 6	48	39.6	3	5.5	0	0.0	0	0.0	0	0.0
1-2/3 x 8½	0	0.0	2	3.7	0	0.0	0	0.0	0	0.0
Did Not Answer	8	6.6	0	0.0	0	0.0	0	0.0	8	66.6

Information given in Table XIV is most striking. There were 26 different sized windows reported by the 235 schools in this study. These windows range in many combination sizes, from 1-2/3 ft. by 8½ ft. to 6½ ft. by 7 ft. There seems to be little uniformity in size in any one group, neither can one say that these data indicate a

popular or standard size. For instance, in the rural high schools, 48, or 39.6 per cent, have windows $2\frac{1}{2}$ ft. by 6 ft; 27, or 22.3 per cent, schools have windows 4 ft. by 7 ft.; while 24, or 19.8 per cent, in this group have 4 ft. by 8 ft. windows.

In the small high schools, the range is again wide. Windows of 3 ft. by 7 ft. were reported by 15, or 27.7 per cent; 12, or 77.2 per cent, have 3 ft. by 8 ft. windows; and 18, or 33 per cent, have windows that measure 5 ft. by 8 ft. The medium sized schools have 12, or 38.7 per cent, with windows $3\frac{1}{2}$ ft. by 8 ft. The other schools in this group have windows that vary from $2\frac{1}{2}$ ft. by 8 ft. up to the top bracket, $6\frac{1}{2}$ ft. by 7 ft. So far as window size is concerned, the large and city high schools are scattered well up and down the list. However, 8 or 66.6 per cent, of the city high schools failed to report the size of their windows.

TABLE XV

TYPE OF LIGHTING

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Direct	67	55.3	35	64.8	6	19.3	0	0.0	1	8.3	109	46.3
Semi- Direct	51	42.1	15	27.7	24	77.4	16	94.1	10	83.3	116	49.3
Indirect	0	0.0	0	0.0	0	0.0	1	5.8	1	8.3	2	0.8
Did Not Answer	3	2.4	4	7.4	1	3.2	0	0.0	0	0.0	8	3.4

Lighting is a matter of great importance to the library. The strain of modern life upon the eyes is very great and is especially noticeable during the school age. The increase in eye defects and discomfort during this period is striking evidence of this fact. The scientific formulas evolved by illumination engineers should be followed, for there are few schools in this state that do not use artificial light.

Information given in Table XV indicates that 109, or 46.3 per cent, of the schools have direct type of lighting, and 116, or 49.3 per cent, have semi-direct; two, or 0.8 per cent, have indirect lighting, and 8, or 3.4 per cent, did not answer.

The large and city high schools lead with 16, or 94.1 per cent, and 10, or 83.3 per cent, respectively, with semi-direct lighting. As might be expected, the rural and small high schools, 67, or 55.3 per cent, and

35, or 64.8 per cent, respectively, have direct lighting in their libraries. This fact is in many instances due to the time when the building was wired and equipped for electricity.

TABLE XVI

NUMBER OF ELECTRIC BULBS USED

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
25+	0	0.0	0	0.0	0	0.0	0	0.0	2	16.6
19-24	3	2.4	0	0.0	3	9.6	0	0.0	7	58.3
13-18	0	0.0	3	5.5	0	0.0	2	11.7	1	8.3
9-12	11	9.0	8	14.8	0	0.0	8	47.0	2	16.6
5-8	47	38.8	24	44.4	12	38.7	7	41.1	0	0.0
1-4	52	42.9	18	33.3	15	48.3	0	0.0	0	0.0
Did Not Answer	8	6.6	1	1.8	1	3.2	0	0.0	0	0.0

The information given in Table XVI reveals that very few schools have more than 12 electric light bulbs in their library. These data indicate that 85, or 36.1 per cent, of the schools have from one to four electric bulbs in their libraries; while 90, or 38.3 per cent, have from five to eight.

In the rural group 52, or 42.9 per cent, of their schools use from one to four bulbs, and 47, or 38.8 per cent, use five to eight. In the small high school group, 18, or 33.3 per cent, have one to four bulbs, and 24, or 44.4 per cent, have from five to eight. In the medium group 15, or 48.3 per cent, have one to four; while 12, or 38.7 per cent, have from five to eight electric bulbs.

In the large high school group, the number increases; for example, 7, or 41.1 per cent, have five to eight bulbs; while eight, or 47 per cent, have from nine to 12.

The city high school group varies from nine to more than 25 bulbs, with 7, or 58.3 per cent, having from 19 to 24 bulbs in use in the library.

This condition is undoubtedly a direct result of the size of the library room. In city high schools, the room is large and necessitates many bulbs for adequate lighting.

TABLE XVII

WATTAGE OF ELECTRIC BULBS

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
300	0	0.0	0	0.0	0	0.0	2	11.7	0	0.0
200	0	0.0	6	11.1	3	9.6	2	11.7	3	25.0
150	51	42.1	5	9.2	6	19.3	5	29.4	7	58.3
100	43	35.5	36	66.6	18	58.0	4	23.5	2	16.6
75	22	18.1	6	11.1	3	9.6	3	17.6	0	0.0
Did Not Answer	5	4.1	1	1.8	1	3.2	1	5.8	0	0.0

It is interesting to note the results of Table XVII with regard to bulb wattage. Few schools, 34, or 14.4 per cent, rural, and 26, or 11.0 per cent, small high schools used bulbs ranging from 75 to 200 wattage. The general practice was the use of 100 watt bulbs, 109, or 46.3 per cent, schools using such wattage. Next popular was the 150 watt which was used by 74, or 31.4 per cent, of schools. Two schools in the large group used 300 watt bulbs.

An analysis of these data by groups reveals that 51, or 42.1 per cent, rural high schools use 150 watt bulbs; 36, or 66.6 per cent, small high schools use 100 watt; 18, or 58 per cent, medium high schools also use the 100 watt bulb; while 5, or 29.4 per cent, and 7 or 58.3 per

cent, in the large and city high schools respectively use the 150 watt bulb in the library.

Again this condition is necessitated by the increase in size of the library rooms, from very small in the rural schools to very large in the city high schools.

TABLE XVIII
HEIGHT OF CEILING LIGHTS ABOVE FLOOR

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
14 ft.	46	38.0	19	35.1	9	29.0	1	5.8	4	33.0
13 ft.	0	0.0	10	18.5	0	0.0	1	5.8	0	0.0
12½ ft.	0	0.0	0	0.0	0	0.0	0	0.0	4	33.0
12 ft.	13	10.7	6	11.1	5	16.1	6	35.3	0	0.0
11 ft.	0	0.0	1	1.8	0	0.0	0	0.0	1	8.3
10 ft.	21	17.3	9	16.6	4	12.9	3	17.6	1	8.3
9½ ft.	4	0.3	0	0.0	0	0.0	2	11.7	0	0.0
9 ft.	23	19.0	5	9.2	11	35.4	2	11.7	0	0.0
8½ ft.	0	0.0	0	0.0	2	6.4	2	11.7	0	0.0
8 ft.	6	4.9	0	0.0	0	0.0	0	0.0	0	0.0
Did Not Answer	8	6.6	4	7.4	0	0.0	0	0.0	2	16.6

The height of ceiling lights above the floor is usually governed by the height of the ceiling. The trend is for 14-foot ceilings. This height is popular in the rural, small, and medium high school groups, but drops to a 12-foot ceiling in the large group, 6, or 35.3 per cent, of the schools having the lower ceiling. Again, the city high schools are somewhat divided as to the height of their lights. A significant fact, not shown in this table but indicated by foot note in the original study,

is that a number of schools with high ceilings have lowered the lights to afford better lighting for the students. This indicates an effort to provide even lighting distribution in all parts of the library.

TABLE XIX
COLOR OF WALLS

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Dark	3	2.4	0	0.0	0	0.0	0	0.0	0	0.0
Medium	21	17.3	21	38.8	30	56.7	3	17.6	2	16.6
Light	93	76.8	33	61.1	0	0.0	14	82.3	10	83.3
Did Not Answer	4	3.3	0	0.0	1	3.2	0	0.0	0	0.0

It is now known that some colors have a depressing effect upon individuals; also that some colors have a tendency to absorb light. With this in mind, one cannot overlook the importance of proper color scheme for the library. Table XIX reveals the color schemes found in the libraries in the secondary schools of Oregon. That the trend is to have a light ceiling is indicated by the fact that 154, or 65.5 per cent, of the schools reported they use a light color. Only 77, or 32.7 per cent, had walls of a medium shade; while the dark color was found in only 3, or 1.2 per cent, of the schools.

TABLE XX
COLOR OF CEILING

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Dark	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Medium	0	0.0	11	20.3	0	0.0	0	0.0	0	0.0
Light	117	96.6	43	79.6	30	96.7	17	100.0	12	100.0
Did Not Answer	4	3.3	0	0.0	1	3.2	0	0.0	0	0.0

Information presented in Table XX reveals that 2.9 or 93.1 per cent of the schools now have the ceiling of their library in a light color. A comparison of data in Table XIX with that of this table indicates clearly that the schools are following a recommended practice that experience has proved, namely, that white ceilings and light or buff colored walls are best for library rooms.

TABLE XXI

TYPE OF SHELVES

	Rural H. S.		Small H. S.		Medium H. S.		Large H. S.		City H. S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
OPEN FACED SHELVING												
Yes	110	90.9	54	100.0	28	90.3	17	100.0	12	100.0	221	94.0
No.	10	8.2	0	0.0	3	9.6	0	0.0	0	0.0	13	5.5
Did Not Answer	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4
ADJUSTABLE SHELVING												
Yes	10	8.2	30	55.5	21	67.7	13	76.4	12	100.0	86	36.6
No	111	91.7	24	44.4	10	32.2	4	23.5	0	0.0	149	63.4
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
WOODEN SHELVING												
Yes	121	100.0	53	98.1	31	100.0	17	100.0	12	100.0	234	99.5
No	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Did Not Answer	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	1	0.4
METAL SHELVING												
Yes	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No	121	100.0	54	100.0	30	96.7	17	100.0	12	100.0	234	99.5
Did Not Answer	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	1	0.4
BOTTOM SHELF STATIONARY												
Yes	77	63.6	35	64.8	30	96.7	17	100.0	12	100.0	171	72.7
No	44	36.3	19	35.2	0	0.0	0	0.0	0	0.0	63	26.8
Did Not Answer	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	1	0.4
CLOSED DISPLAY SHELVES												
Yes	22	18.1	5	9.2	0	0.0	1	5.8	0	0.0	28	11.9
No	99	81.8	49	90.7	30	96.7	16	94.1	12	100.0	206	87.6
Did Not Answer	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	1	0.4
FREE STANDING FLOOR STACKS												
Yes	0	0.0	0	0.0	0	0.0	2	11.7	2	16.6	4	1.7
No	121	100.0	54	100.0	31	100.0	15	88.2	10	83.3	231	98.3
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

TABLE XXI

Books that do not prove their usefulness by being in demand in the secondary schools are hardly justifiable. Therefore, the general run of library books, with the exception of a limited group of reserves, should be displayed on open shelves around the walls of the main reading room. Few books will be used if they are kept in a closed-off stack or in a locked bookcase.

Table XXI lists the type of shelves found in the secondary school libraries of Oregon. Open faced shelves are used in 221, or 94.0 per cent; 86, or 36.6 per cent, indicate the use of adjustable shelves, the large and city high schools leading with 13, or 76.4 per cent, and 12, or 100 per cent, respectively. This is, in itself, a sign that libraries are receiving consideration in our program of curriculum revision.

All schools but one indicated they used wooden shelves, which of course, forced a negative answer on the use of metal shelves.

One hundred and seventy-one, or 8.9 per cent, indicated the bottom shelf was stationary, a fact which shows permanency of the library location. This situation ran extremely high in the medium, large, and city high schools. Sixty-three, or 26.8 per cent, indicated the

shelf was not stationary. The data further show that only 28 schools had closed display shelves; while 206 did not. There is a marked tendency to do away entirely with the traditional closed display shelves.

Of the 235 schools reporting, not one had free standing floor stacks in their library. This, however, is not a shocking discovery as library development is a comparatively new thing in secondary schools of Oregon.

TABLE XXII

HEIGHT OF TOP SHELF ABOVE FLOOR

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
8 ft.	26	21.4	0	0.0	5	16.1	0	0.0	0	0.0
7 ft.	0	0.0	11	20.3	0	0.0	0	0.0	0	0.0
6 ft. 10 in.	3	2.4	1	1.8	0	0.0	0	0.0	0	0.0
6 ft. 6 in.	2	1.6	2	3.7	1	3.2	2	11.7	4	33.3
6 ft. 4 in.	0	0.0	3	5.5	0	0.0	0	0.0	0	0.0
6 ft. 3 in.	0	0.0	0	0.0	0	0.0	2	11.7	1	8.3
6 ft.	8	6.6	17	31.4	12	38.7	1	5.8	0	0.0
5 ft. 11 in.	17	14.0	0	0.0	0	0.0	8	47.0	4	33.3
5 ft. 6 in.	63	52.0	4	7.4	1	3.2	2	11.7	1	8.3
5 ft. 4 in.	0	0.0	0	0.0	0	0.0	1	5.8	0	0.0
5 ft. 2 in.	0	0.0	0	0.0	0	0.0	1	5.8	1	8.3
5 ft.	0	0.0	14	25.9	9	29.0	0	0.0	0	0.0
4 ft. 10 in.	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3
4 ft. 6 in.	0	0.0	0	0.0	3	9.6	0	0.0	0	0.0
Did Not Answer	2	1.6	2	3.7	0	0.0	0	0.0	0	0.0

Books may be said to be conveniently housed when they are readily accessible and easily kept in order. This means that shelving is not to be higher than the reach of the average person, and not deeper than is necessary to accommodate the general run of books when placed on end.

An analysis of Table XXII reveals that the shelves range in height from 4 ft. 6 in. to 8 ft., with the majority (138, or 58.7 per cent), reporting heights of 5 ft. 6 in. to 6 ft., which are within the above recommendation. Again radical departure is found most prevalent among rural and small high schools, 26, or 21.4

per cent, rural high schools having shelves as high as 8 ft.; while, 11, or 20.3 per cent, of the small high schools had shelves 7 ft. in height. The rural high schools, 63, or 52 per cent, had shelves 5 ft. 6 inches high; 17, or 31.4 per cent, of the small high schools used shelves an even 6 ft. high; 12, or 38.7 per cent, of the medium sized high schools also used 6 ft. shelves, and eight, or 47 per cent, of the large high schools used shelves 5 ft. 11 inches high.

Library shelves in city high schools ran from 4 ft. 10 inches to 6 ft. 6 inches. They fall, however, into two groups, four, or 33 per cent, of the schools had shelves 6 ft. 6 inches in height, and a like number had shelves 5 ft. 11 inches high.

This table shows that in the schools of the three smaller groups a replacement of books is needed for the convenience of the student.

TABLE XXIII

DISTANCE BETWEEN SOLID UPRIGHTS SUPPORTING SHELVES

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
12 ft.	13	10.7	0	0.0	0	0.0	0	0.0	0	0.0
10 ft.	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0
6 ft. 10 in.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6 ft. 3 in.	0	0.0	0	0.0	0	0.0	2	11.7	0	0.0
6 ft.	17	14.0	0	0.0	0	0.0	3	17.6	0	0.0
4 ft.	8	6.6	32	59.2	0	0.0	0	0.0	2	16.6
3 ft. 10 in.	0	0.0	0	0.0	17	54.8	5	29.4	1	8.3
3 ft. 6 in.	69	57.0	18	33.0	11	35.4	0	0.0	5	41.6
3 ft.	3	2.4	0	0.0	0	0.0	1	5.8	2	16.6
2 ft. 10 in.	0	0.0	2	3.7	2	6.4	3	17.6	1	8.3
2 ft. 8 in.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 ft. 6 in.	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3
Less than 2 ft. 6 in.	0	0.0	0	0.0	1	3.2	3	17.6	0	0.0
Did Not Answer	11	9.0	1	1.8	0	0.0	0	0.0	0	0.0

Another requisite for the library is that spacing between uprights should be reasonably short so that the shelves will not sag and cause books to fall in upon each other. As a three-foot shelf of good material will not sag, it has become standard in the modern library.

Table XXIII reveals that the standary practice among secondary school libraries is 3 ft. 6 inches; 110, or 46.8 per cent, of the Oregon high schools are in this group. In only two of the groups, however, did the majority of schools favor this dimension; the rural high school with 69, or 57 per cent, and the city high schools with 5, or 41.6 per cent. The small high schools, with

32, or 59.2 per cent, favored a 4 ft. shelf, while the medium and large high schools with 17, or 54.8 per cent, and 5, or 29.4 per cent, respectively, favored a 3 ft 10 inch shelf. Again, as shown by the table, the deviation is entirely out of line with the trend or standard.

TABLE XXIV

DEPTH OF SHELVING FROM WALL

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
12 in.	49	40.4	23	42.5	0	0.0	0	0.0	0	0.0
11½ in.	5	4.1	8	14.8	1	3.2	0	0.0	0	0.0
11 in.	0	0.0	0	0.0	13	41.9	11	64.7	0	0.0
10 in.	63	52.1	21	38.0	0	0.0	2	11.7	3	25.0
9½ in.	0	0.0	0	0.0	11	35.4	0	0.0	7	58.3
9 in.	0	0.0	0	0.0	0	0.0	0	0.0	2	16.6
8 in.	0	0.0	0	0.0	6	19.3	3	17.6	0	0.0
7 in.	0	0.0	0	0.0	0	0.0	1	5.8	0	0.0
6 in.	0	0.0	2	3.7	0	0.0	0	0.0	0	0.0
Did Not Answer	4	3.3	0	0.0	0	0.0	0	0.0	0	0.0

Experience has shown that a shelf depth of eight inches is sufficient for the majority of books. A few sections of deeper shelving should be included for oversized volumes that are found in all secondary schools. The common practice in Oregon schools, as shown in Table XXIV, seems to favor the 10-inch depth, inasmuch as 89, or 37.8 per cent, have shelves with that depth. Next is a 12-inch shelf found in 72, or 30.6 per cent, of the schools. The range is from 12 inches down to 6 inches, found in only two schools of the small group.

In analyzing this table, it would be safe to assume that in the majority of the secondary schools of Oregon the contractor or carpenter in providing book shelves followed the line of least resistance by using the board

seemingly handiest, and giving little or no thought to the purpose the shelf was to serve.

TABLE XXV
HEIGHT OF BOTTOM SHELF FROM FLOOR

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
24 in.	37	30.5	0	0.0	0	0.0	0	0.0	0	0.0
12 in.	42	34.7	0	0.0	0	0.0	0	0.0	0	0.0
9½ in.	2	1.6	0	0.0	2	6.4	2	11.7	0	0.0
9 in.	5	4.1	0	0.0	3	9.6	0	0.0	0	0.0
8 in.	3	2.4	0	0.0	0	0.0	2	11.7	0	0.0
7 in.	1	1.8	0	0.0	6	19.3	1	5.8	2	16.6
6½ in.	0	0.0	6	11.1	0	0.0	0	0.0	0	0.0
6 in.	29	23.9	2	3.7	9	29.0	2	11.7	0	0.0
5½ in.	0	0.0	11	20.3	2	6.4	2	11.7	0	0.0
4½ in.	0	0.0	0	0.0	0	0.0	0	0.0	4	33.3
4 in.	0	0.0	6	11.1	5	16.1	2	11.7	4	33.3
3½ in.	0	0.0	0	0.0	0	0.0	3	17.6	0	0.0
3 in.	0	0.0	5	9.2	3	9.6	0	0.0	2	16.6
Did Not Answer	2	1.6	1	1.8	1	3.2	3	17.6	0	0.0

In school library planning, four to six inches is considered sufficient base, that is, the height of the bottom shelf from floor.

Table XXV reveals that no standard practice has been followed. Ten, or 4.3 per cent, have a height of three inches, while 37, or 15.7 per cent, have 24 inches to bottom shelf from the floor. Forty-two, or 17.8 per cent, have a six-inch base while an equal number have a 12-inch base. The other schools are scattered rather equally among most known board widths from three inches to 12 inches.

TABLE XXVI

TOTAL LINEAR FEET OF SHELVING AVAILABLE
FOR LIBRARY USE

	Rural H.S.		Small H.S.		Medium H.S.		Large H.S.		City H.S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
500+	0	0.0	0	0.0	0	0.0	1	5.8	11	91.7	11	4.6
401-500	0	0.0	0	0.0	5	9.2	2	11.7	0	0.0	7	2.9
301-400	0	0.0	1	1.8	8	25.8	3	17.6	0	0.0	12	5.1
201-300	0	0.0	6	11.1	9	29.0	5	29.4	0	0.0	20	8.5
101-200	37	30.5	8	14.8	7	22.5	4	23.5	0	0.0	58	24.6
25-100	82	67.7	37	68.5	2	6.4	1	5.8	0	0.0	122	51.9
Did Not Answer	2	1.6	2	3.7	0	0.0	1	5.8	1	8.3	6	2.5

There seems to be no available record of shelving standards expressed in linear feet. Standards are recommended as to the number of volumes per student, and one can thus determine the linear feet of library shelving by estimating the enrollment of the school over a number of years.

The data listed in Table XXVI indicate that the majority, 122, or 51.9 per cent, of the schools have from 25 to 100 linear feet of library shelving. The next largest number are 26, or 11.0 per cent, with from 101 to 200 linear feet and 20, or 8.5 per cent, with from 201 to 300 feet. The data show scattered dimensions from the 300 foot group up to better than 900 linear feet of library shelving found in one of the city high schools.

TABLE XXVII

IS THE HEATING AND VENTILATING SYSTEM ADEQUATE?

	Rural H:S.		Small H:S.		Medium H:S.		Large H:S.		City H:S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	111	91.7	51	94.4	28	90.3	11	64.7	11	91.6	212	90.2
No	10	9.2	2	3.7	2	6.4	6	35.2	0	0.0	20	8.5
Did Not Answer	0	0.0	1	1.8	1	3.2	0	0.0	1	8.3	3	1.2

Heating and ventilating require consideration in the planning of a school library. Is the library properly heated: Can it be heated at night and on Saturdays without the heating of the entire school plant? These and many similar problems are of considerable importance to the library, if it is to function properly in the educational program. Two hundred and twelve, or 90.2 per cent, of the schools indicate (Table XXVII) that the heating and ventilating system in their school is adequate; while 20, or 8.5 per cent, indicate it is inadequate. The larger percentage is in the large high school group which indicates that six, or 35.2 per cent, of the schools have an inadequate heating and ventilating system in their school library.

TABLE XXVIII

DOES THE PLACEMENT OF THE HEATING AND VENTILATING
EQUIPMENT INTERFERE WITH THE MOST ADVANTAGEOUS
PLACEMENT OF FURNISHINGS?

	Rural		Small		Medium		Large		City		Total	
	H.S.		H.S.		H.S.		H.S.		H.S.			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	41	33.8	10	18.5	2	6.4	0	0.0	0	0.0	53	22.5
No	74	61.1	40	74.0	28	90.3	17	100.0	12	100.0	171	72.7
Did Not Answer	6	4.9	4	7.4	1	3.2	0	0.0	0	0.0	11	4.6

A room adequate in size and location, can oftentimes be made ineffective by the improper placement of heating and lighting equipment. Such things as steam pipes placed between two windows or out from the wall, radiators improperly placed, or the ventilating shafts running across the center and top of the room, are not uncommon.

The data in Table XXVIII reveal that such things may exist in many of the secondary school libraries in Oregon. For example, 53, or 22.5 per cent, indicate that the placement of the heating and ventilating equipment interferes with the most advantageous placement of furnishings in the library. Forty-one, or 33.8 per cent, of the rural schools, 10, or 18.5 per cent, of the small high schools, and two, or 6.4 per cent, of the medium high schools so indicated.

One hundred and seventy-one, or 72.7 per cent, indicate no interference, with the city and large high schools reporting 100 per cent in the negative, and the medium high schools 28, or 90.3 per cent. Eleven, or 1 per cent, did not report. The number reporting interference is sufficient to justify corrective effort.

TABLE XXIX

PHYSICAL CONDITIONS WHICH CONTRIBUTE TO APPEARANCE

	Rural No.	H. S. %	Small No.	H. S. %	Medium No.	H. S. %	Large No.	H. S. %	City No.	H. S. %	Total No.	%
HIGH CEILINGS												
Yes	101	83.4	50	92.5	24	77.4	11	64.7	8	66.6	194	82.5
No	20	16.5	4	7.4	6	19.3	6	35.2	4	33.0	40	17.0
Did Not Answer	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	1	0.4
APPROPRIATE LIGHTING												
Yes	33	27.2	29	53.7	21	67.7	14	82.3	8	66.6	105	44.6
No	87	71.9	25	46.2	9	29.0	3	17.6	4	33.0	128	54.4
Did Not Answer	1	0.8	0	0.0	1	3.2	0	0.0	0	0.0	2	0.8
FINE PAINTINGS OR PRINTS												
Yes	33	27.2	10	18.5	15	48.3	8	47.0	12	100.0	78	33.1
No	87	71.9	44	81.4	16	51.6	7	41.2	0	0.0	154	65.5
Did Not Answer	1	0.8	0	0.0	0	0.0	2	11.7	0	0.0	3	1.2
PLANTS												
Yes	121	100.0	9	16.6	12	38.7	7	41.1	0	0.0	149	63.4
No	0	0.0	45	83.3	19	61.2	10	58.8	12	100.0	86	36.6
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
BEAMED OR DECORATED CEILING												
Yes	11	9.0	5	9.2	0	0.0	0	0.0	5	41.6	21	8.9
No	110	90.9	49	90.7	31	100.0	17	100.0	7	58.3	214	91.0
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
CURTAINS OR DRAPES												
Yes	0	0.0	4	7.4	3	9.6	1	5.8	4	33.3	12	5.1
No	121	100.0	50	92.5	28	90.3	16	94.1	8	66.6	223	94.8
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
APPROPRIATE WALL COLORING												
Yes	51	42.1	54	100.0	24	77.4	15	88.2	12	100.0	156	66.3
No	70	57.8	0	0.0	7	22.5	2	11.7	0	0.0	79	33.6
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

TABLE XXIX (CONT.)

PHYSICAL CONDITIONS WHICH CONTRIBUTE TO APPEARANCE

	Rural H. S.	Small H. S.	Medium H. S.	Large H. S.	City H. S.	Total
	No. %	No. %	No. %	No. %	No. %	No. %
SCULPTURE						
Yes	0 0.0	9 16.6	7 22.5	5 29.4	3 25.0	24 10.2
No	121 100.0	45 83.3	24 77.4	12 70.5	9 75.0	211 89.7
Did Not Answer	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
POTTERY						
Yes	0 0.0	0 0.0	0 0.0	3 17.6	3 25.0	6 2.5
No	121 100.0	54 100.0	31 100.0	14 82.3	9 75.0	229 97.4
Did Not Answer	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
MURALS						
Yes	0 0.0	0 0.0	0 0.0	1 5.8	0 0.0	1 0.4
No	121 100.0	54 100.0	31 100.0	16 94.1	12 100.0	234 99.5
Did Not Answer	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
BROWSING CORNER						
Yes	0 0.0	0 0.0	6 19.3	1 5.8	0 0.0	7 2.9
No	121 100.0	52 96.2	25 80.6	16 94.1	12 100.0	226 96.1
Did Not Answer	0 0.0	2 3.7	0 0.0	0 0.0	0 0.0	2 0.8
DECORATIVE GLASS WINDOWS						
Yes	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
No	121 100.0	52 96.2	30 96.7	17 100.0	12 100.0	232 98.7
Did Not Answer	0 0.0	2 3.7	1 3.2	0 0.0	0 0.0	3 1.2
INFORMAL FURNITURE						
Yes	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
No	118 97.5	52 96.2	30 96.7	17 100.0	12 100.0	229 97.4
Did Not Answer	3 2.9	2 3.7	1 3.2	0 0.0	0 0.0	6 2.5
FIREPLACE						
Yes	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
No	119 98.3	53 98.1	29 93.5	17 100.0	12 100.0	230 97.8
Did Not Answer	2 1.6	1 1.8	2 6.4	0 0.0	0 0.0	5 2.1

TABLE XXIX

First impressions are most lasting; therefore, the school library should be as attractive as possible. It should be restful, with attractive surroundings, and should include some features of a good home. Good pictures or prints should be hung on the walls; the furniture and draperies should be simple but attractive and well placed. Growing plants could be included to add charm and color to the surroundings.

Various features that help to make a library attractive are shown in Table XXIX. A summary of these data reveals that 194, or 82.5 per cent, have ceilings sufficiently high to add to the attractiveness of the library; while 40, or 17.0 per cent, do not.

One hundred and five, or 44.6 per cent, indicated the lighting is appropriate and in keeping with good taste; while 128, or 54.4 per cent, indicated the contrary was true.

Fine paintings or prints were most prevalent in the large and city high schools and less prevalent in the small high schools; only 78, or 33.1 per cent, indicating they had either or both, while 154, or 65.5 per cent, had neither. One hundred and forty-nine, or 63.4 per cent, had plants; 86 did not. All rural high schools had plants but the opposite was true in the city high schools.

Twenty-one, or 8.9 per cent, reported having beamed or decorated ceilings, and 214, or 91.0 per cent, reported in the negative.

Few libraries had curtains or drapes, 12, or 5.1 per cent, did; 223, or 94.8 per cent, did not - one contribution to good appearance that has been neglected.

One hundred and fifty-six, or 66.3 per cent, indicated appropriate wall coloring, and 79, or 33.6 per cent, objected to their wall coloring. Twenty-four, or 10.2 per cent, had sculptures in the libraries; while 211, or 89.7 per cent, had none.

Of the 235 schools reporting, only 6, or 2.5 per cent, had pottery of any kind in their library, these schools being in the large and city high school group.

Only one school indicated having murals.

Only 7, or 2.9 per cent, reported an attractive browsing corner; while 226, or 96.1 per cent, reported no such space.

The data further reveal that none of the secondary school libraries in the state has decorative window glass, informal furniture, or fireplace, any one of which would add materially to the general appearance of the library.

TABLE XXX

PHYSICAL CONDITIONS WHICH DETERMINE ACOUSTIC QUALITY

	Rural H. S.		Small H. S.		Medium H. S.		Large H. S.		City H. S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
GLIDERS ON CHAIRS												
Yes	11	9.0	14	25.9	18	58.0	10	58.8	12	100.0	65	27.6
No	110	90.9	40	74.0	12	38.7	7	41.1	0	0.0	169	71.9
Did Not Answer	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	1	0.4
LINOLEUM FLOOR COVERING												
Yes	0	0.0	0	0.0	6	19.3	5	29.4	8	66.6	19	8.0
No	121	100.0	54	100.0	25	80.6	12	70.5	4	33.3	216	91.9
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
CORK OR RUBBER FLOOR COVERING												
Yes	10	8.3	0	0.0	0	0.0	1	5.8	1	8.3	12	5.1
No	110	90.9	54	100.0	30	96.7	16	94.1	8	66.6	218	92.7
Did Not Answer	1	0.8	0	0.0	1	3.2	0	0.0	3	25.0	5	2.1
UNCOVERED WOOD FLOORS												
Yes	110	90.9	49	90.6	27	87.0	16	94.1	0	0.0	202	85.9
No	11	9.0	5	9.2	4	12.9	1	5.8	12	100.0	33	14.0
Did Not Answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
SOUND PROOF WALL CONSTRUCTION												
Yes	0	0.0	9	16.6	6	19.3	1	5.8	0	0.0	16	6.8
No	121	100.0	45	83.3	24	77.4	16	94.1	12	100.0	218	92.7
Did Not Answer	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	1	0.4
HARD PLASTER WALLS												
Yes	110	90.9	48	88.8	30	96.7	17	100.0	12	100.0	217	92.3
No	11	9.0	5	9.2	0	0.0	0	0.0	0	0.0	16	6.8
Did Not Answer	0	0.0	1	1.8	1	3.2	0	0.0	0	0.0	2	0.8

TABLE XXX (CONT.)

PHYSICAL CONDITIONS WHICH DETERMINE ACOUSTIC QUALITY

	Rural H. S.		Small H. S.		Medium H. S.		Large H. S.		City H. S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
ACOUSTIC WALL TREAT- MENT												
Yes	12	9.9	8	14.8	3	9.6	1	5.8	3	25.0	27	11.4
No	109	90.0	45	83.3	27	87.0	16	94.1	9	75.0	206	87.6
Did Not Answer	0	0.0	1	1.8	1	3.2	0	0.0	0	0.0	2	0.8

ARE ACOUSTIC QUALITIES OF THE READING ROOM GENERALLY SATISFACTORY?

	Rural H. S.		Small H. S.		Medium H. S.		Large H. S.		City H. S.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	99	81.8	30	55.5	18	58.0	7	41.1	12	100.0	166	70.6
No	22	18.1	24	44.4	12	38.7	8	47.0	0	0.0	66	28.0
Did Not Answer	0	0.0	0	0.0	1	3.2	2	11.8	0	0.0	3	1.2

TABLE XXX

One of the important features of a library seems to have been generally overlooked in the libraries of this state, namely, the physical conditions which determine acoustic qualities. Such qualities, as listed in Table XXX, are: gliders on chair, linoleum floor covering, sound-proof wall construction, cork or rubber floor covering, hard plastered walls, acoustically treated walls, and uncovered wood floors. These data reveal that only 65, or 27.6 per cent, of the schools had gliders on their chairs. All of the city high schools were found to be using gliders on the chairs in their library. Very few, however, 19, or 8.0 per cent, had linoleum covered floors; 6, or 2.5 per cent, of these were in the medium high school group, 5 in the large, and 8 in the city high school group.

Twelve, or 5.1, per cent, indicated cork or rubber floor covering; while 218 reported neither was used in the library. Two hundred and seventeen, or 7.2 per cent, had hard plastered walls; while 16, or 6.8 per cent, indicated their walls were not of hard plaster. Twenty-seven, or 11.4 per cent, reported the walls had acoustic wall treatment; while 206 reported nothing had been done to their walls. Twenty of the 27 schools were from the rural and small high school groups, a fact which indicates

that at least an attempt has been made to make the library more conducive to good study habits. Two hundred and one, or 42.9 per cent, of the 235 secondary schools reporting, indicate uncovered wood floors in the library, with but 33, or 14.0 per cent, having their floors covered.

So far as soundproof wall construction was concerned, 16, or 6.8 per cent, reported "Yes", and 218, or 92.7 per cent, reported "No." To the question, "Are acoustic qualities of the reading room generally satisfactory?" 166, or 70.6 per cent, indicated "Yes," and 66, or 28.0 per cent, indicated "No;" there were numerous footnotes. It is believed that those answering this question hesitated to express the truth lest the administration consider it faultfinding. Such notes as, "Open space overhead leading to main hallway makes it terribly noisy;" "Noise of talking and walking carries badly;" "Bare floors and stools without gliders to supplement our chairs, taken for other purposes, make it rather noisy;" "Heating equipment noisy;" and "Squeaky floor and door banging are disturbing elements" show the unfavorable conditions existing in many school libraries in Oregon.

CHAPTER IV
FURNITURE AND EQUIPMENT
AMOUNT AND QUALITY

The charge is frequently made that schools are too much circumscribed by the textbook. To overcome this defect one must seek to develop the pupil's desire to become familiar with the best that has been written in the various fields of knowledge. By being taught to use and respect good books, a pupil may procure, through his own initiative, as varied and valuable information, as he can obtain in a classroom with the textbook as his sole inspiration.

It is hoped that as secondary education develops, the high-school library will become the correlating center of school activities. As such, it should contribute directly to the effectiveness of instruction and should also serve in providing training for "motivating the life of the pupil outside the classroom."

Because it has not always shared the scientific planning and management given to other departments, the development of the school library has been retarded. It is still not fully understood that there are standards for library equipment and organization which have been tested for usefulness and economy and that much time, money, and effort may be saved by the accepting of such plans and systems rather than by the invention of new ones.

One noticeable tendency has been lack of uniformity in regulations or standards of equipment and furniture. The most important general statement on this is found in the Report on Standards of Organization and Equipment for Schools of different sizes, prepared by C. C. Certain of Detroit, for the Commission on Unit Courses and Curricula of the North Central Association of Colleges and Secondary Schools.

The standard specifications for the physical equipment of a high school library should be similar to those set up by the Association of Colleges and Secondary Schools. Although the atmosphere of the modern library demands beauty and artistry, the selection of comfortable, convenient furniture and equipment should be the first consideration.

Table XXXI-A gives the data which reveal the condition of furniture and equipment in rural school libraries. The information on each item is listed under the headings "suited to library use," "unsuited to library use," or "do not have."

The first item considered in this table is the librarian's desk. In 32, or 26.4 per cent, of the schools, there is no librarian's desk; while in 88, or 72 per cent, a librarian's desk is included in the list of equipment. However, 11, or 9 per cent of the schools, find the desks unsuited to library use; while 77, or 63.6 per cent are

TABLE XXXI-A

FURNITURE AND EQUIPMENT
RURAL HIGH SCHOOLS

	Did Not Answer		Suited to Library Use		Unsuited to Library Use		Do Not Have	
	No.	%	No.	%	No.	%	No.	%
Librarian's Desk	1	0.8	77	63.6	11	9.0	32	26.4
Charging Desk	0	0.0	21	17.3	10	8.2	90	74.3
Library Tables	2	1.6	66	54.5	21	17.3	32	26.4
Library Chairs	2	1.6	100	82.6	0	0.0	19	15.7
Card Catalog Case	0	0.0	64	52.8	0	0.0	57	47.1
Shelf-list file	0	0.0	56	46.2	0	0.0	65	53.7
Shelving	1	0.0	112	92.5	0	0.0	8	6.6
Book-Display Case	12	9.9	32	26.4	0	0.0	77	63.6
Exhibit Case	1	0.8	0	0.0	0	0.0	120	99.1
Picture-Filing Case	1	0.8	0	0.0	0	0.0	120	99.1
Magazine Rack of Sp. Shelves	10	8.2	34	28.0	0	0.0	77	63.6
Book Truck	2	1.6	0	0.0	0	0.0	119	98.3
Bulletin Board	2	1.6	74	61.1	10	8.2	35	28.9
Vertical Files								
Letter Size	3	2.4	31	25.6	0	0.0	87	71.9
Legal Size	0	0.0	11	9.0	0	0.0	110	90.9
Architectural Size	1	0.8	10	8.2	0	0.0	110	90.9
Newspaper Rack	1	0.8	21	17.3	0	0.0	99	81.8
Closed Book Case	2	1.6	12	9.9	0	0.0	107	88.4
Individual Desks for Pupils	0	0.0	32	26.4	0	0.0	89	73.5
Typewriter	1	0.8	23	19.0	0	0.0	97	80.1
Telephone--Sch. Exchange	1	0.8	34	28.0	0	0.0	86	71.0
Telephone--Outside Exchange	2	1.6	34	28.0	0	0.0	85	70.2
Clock	0	0.0	43	35.5	0	0.0	78	64.4
Blackboard	0	0.0	45	37.1	0	0.0	76	62.8
Phonograph Record Case	0	0.0	11	9.0	0	0.0	110	90.9
Dictionary Stand	0	0.0	21	17.3	0	0.0	100	82.6
Atlas Case or Stand	1	0.8	33	27.2	0	0.0	87	71.9
Wastebasket	2	1.6	65	53.7	0	0.0	54	44.6
Map Case	77	63.6	0	0.0	0	0.0	44	36.3

supplied with suitable ones.

The next item of equipment listed is the charging desk. The table shows that 31, or 25.5 per cent of the schools have such desks; ten of these however, are not suited to library use. It is interesting to note that 90, or 74.3 per cent, of the rural libraries are without charging desks of any type.

The rural schools seem well supplied with library tables and chairs. Only 32, or 26.4 per cent, do not have library tables; 21, or 17.3 per cent, have unsuitable ones; 66, or 54.5 per cent, have tables suitable for library use. And of the 121 schools in this group, 100 or 82.6 per cent, have satisfactory library chair, only 19, or 15.7 per cent, not having them. The card catalog case has been omitted from the equipment of 57, or 47.9 per cent, of the rural schools. In 64, or 52.8 per cent, suitable card catalogs are used.

Out of the 121 rural schools answering the questionnaire, 56 or 46.2 per cent, have suitable shelf-list files. Sixty-five, or 53.7 per cent, have neglected this item.

Shelving has apparently been given more attention, for 112, or 92.5 per cent, have adequate shelving. Only eight schools, or 6.6 per cent, have no shelves for the high school library.

Rural schools are too small to be well-supplied with exhibit cases. Seventy-seven, or 63.6 per cent, do not have book-display cases. Only 32, or 26.4 per cent, have suitable ones. The exhibit case and the picture-filing case have been totally neglected. None of the rural schools responding to the questionnaire has listed these items. Because of the size of the libraries, the book trunk has also been entirely overlooked. Several schools have indicated their intentions of purchasing a trunk this coming year.

The next item listed is bulletin boards. Eighty-four schools, or 79.3 per cent, are supplied with them but out of this number ten, or 8.2 per cent, are unsuited to library use. Twenty-five, or 28.9 per cent, have none such equipment.

The vertical files are apparently not considered essential to the rural library. Thirty-one, or 25.6 per cent, have letter-size, vertical files; 87, or 71.9 per cent, are without them. One hundred and ten, or 90.9 per cent, have omitted legal- and architectural-size vertical files from their lists of equipment.

Ninety-nine, or 81.8 per cent, of the rural schools have newspaper racks. Twenty-one, or 17.3 per cent, have racks which adequately meet the library needs.

The closed bookcase is used in 12, or 9.9 per cent, of the schools. One hundred and seven, or 88.4 per cent, do not have them.

The data show that 32, or 26.4 per cent, of this group have individual desks for pupils. Eight-nine, or 73.5 per cent, use other seating arrangements in the library.

Out of the 121 schools considered in this table, 23, or 19 per cent, have typewriters. Ninety-seven, or 80.1 per cent, are not so supplied.

Thirty-four, or 28 per cent, have telephones on the school exchange. The same number is listed with outside exchange telephones. There may have been some confusion in answering this item of the questionnaire.

Clocks are found in 43, or 35.5 per cent, of these libraries. Seventy-eight, or 64.4 per cent, are without them.

Forty-five or 37.1 per cent, have blackboards in the library. Seventy-six, or 62.8 per cent, do not have them.

The remainder of the list deals with pieces of special equipment which are, for the most part, not essential to the rural library. Only 9 per cent, or 11 schools, have phonograph record cases. Twenty-one or 17.3 per cent, have atlas stands; 87 or 71.9 per cent, do not. Map and trophy cases are not used by any of these schools.

TABLE XXXI-B
FURNITURE AND EQUIPMENT
SMALL HIGH SCHOOLS

	Did Not Answer		Suited to Library Use		Unsuited to Library Use		Do Not Have	
	No.	%	No.	%	No.	%	No.	%
Librarian's Desk	4	7.4	15	27.7	0	0.0	35	64.8
Charging Desk	3	5.5	10	18.5	5	9.2	36	66.6
Library Tables	0	0.0	49	90.7	5	9.2	0	0.0
Library Chairs	5	9.3	40	74.0	4	7.4	5	9.2
Card Catalog								
Case	4	7.4	34	62.9	0	0.0	16	29.6
Shelf-list File	3	5.5	15	27.7	0	0.0	36	66.6
Shelving	2	3.7	41	75.9	5	9.2	6	11.1
Book-Display								
Case	0	0.0	11	20.3	0	0.0	43	79.6
Exhibit Case	0	0.0	10	18.5	0	0.0	44	81.4
Picture-Filing								
Case	0	0.0	5	9.2	0	0.0	49	90.7
Magazine Rack of								
Sp. Shelves	0	0.0	25	46.2	0	0.0	29	53.7
Book Trunk	0	0.0	0	0.0	0	0.0	54	100.0
Bulletin Board	0	0.0	19	35.1	4	7.4	31	57.4
Vertical Files								
Letter Size	0	0.0	6	11.1	0	0.0	48	88.8
Legal Size	0	0.0	5	9.2	0	0.0	49	90.7
Architectural								
Size	0	0.0	0	0.0	0	0.0	54	100.0
Newspaper Rack	1	1.8	20	37.0	0	0.0	33	61.1
Closed Book Case	1	1.8	11	20.3	0	0.0	42	77.7
Individual Desks								
for Pupils	0	0.0	9	16.6	0	0.0	45	83.3
Typewriter	3	5.5	0	0.0	0	0.0	51	94.4
Telephone--Sch.								
Exchange	1	1.8	5	9.2	0	0.0	48	88.8
Telephone--Out-								
side Exchange	4	7.4	0	0.0	0	0.0	50	92.5
Clock	1	1.8	22	40.7	0	0.0	31	57.4
Blackboard	1	1.8	3	5.5	0	0.0	50	92.5
Phonograph Record								
Case	4	7.4	0	0.0	0	0.0	50	92.5
Dictionary Stand	3	5.5	16	29.6	0	0.0	35	64.8
Atlas Case or								
Stand	3	5.5	0	0.0	0	0.0	51	94.4
Wastebasket	1	1.8	44	81.4	0	0.0	9	11.6
Map Case	1	1.8	10	18.5	0	0.0	43	79.6

TABLE XXXI-B

In Table XXXI-B data on furniture and equipment of the small high school library are given in the same manner as the information on the rural school libraries.

The first article listed is the librarian's desk. Fifteen, or 27.7 per cent, of the 54 schools in this group have desks suitable to library use; 35, or 64.8 per cent, do not include this piece of furniture in their library equipment.

There may have been some confusion in the minds of those answering the questionnaire concerning the terms "librarian's desk" and "charging desk," the next item listed. Here 10 schools, or 18.5 per cent, have charging desks; five, or 9.2 per cent, have desks unsuited to library use; leaving 36, or 66.6 per cent, with no charging desk. Combining these two items, we find only 25, or 46.2 per cent, of the schools have service desks of any type in their libraries.

Evidently the library table is the only piece of library furniture considered indispensable by all the schools. All are supplied with library table, although five, or 9.2 per cent, of the schools list tables as being unsuited to library use. Forty-nine, or 90.7 per cent, have tables fit for service.

One would expect the data on library chairs to correspond with those given on the library table. However, five, or 9.2 per cent, have no library chairs. Of the 44, or 81.4 per cent, schools, with chairs, four, or 7.4 per cent, have chairs that are unsuited to library use.

A card catalog case is considered indispensable to the well-organized small library. Sixteen, or 29.6 per cent, do not have such a case; 34, or 62.9 per cent, are suitable; no schools indicated having unsuitable cases.

The shelf-list file has been overlooked by 36, or 66.6 per cent, of the small schools. Only 15, or 27.7 per cent, have such equipment listed.

Forty-one, or 75.9 per cent, have adequate shelving for the small library; five or 9.2 per cent, have inadequate shelving; while six, or 11.1 per cent, have no shelving.

The next three items of this table gain little attention from the small schools. The book-display case is found in 11, or 20.3 per cent, of these schools; not found in 43, or 79.6 per cent. The exhibit case has practically the same percentages; while the picture-filing case is used in only five, or 9.2 per cent, of the libraries. Forty-nine, or 90.77, do not list the picture-filing case among their equipment. Possibly the book trunk should also be mentioned here, as none of these schools indicated having a book trunk.

The magazine rack of special shelves is listed from 25, or 46.2 per cent, of the schools. Twenty-nine, or 53.7 per cent, are without such racks.

The vertical files are omitted from the list of indispensables for small schools. However, six schools, or 11.1 per cent, do number vertical files -- letter size -- in their equipment. Forty-eight, or 88.8 per cent, do not have them. Five schools, or 9.2 per cent, are found with vertical files -- legal size; 49, or 90.7 per cent, are without these files. In none of these schools are vertical files, architectural size, listed.

The newspaper rack is used in 20, or 37 per cent, of the small schools. Thirty-three, or 61.1 per cent, are not using such racks.

Eleven, or 20.3 per cent, of this group use closed bookcases. Thirty-three, or 61.1 per cent, have other shelving arrangements.

Individual desks are listed from 9, or 16.6 per cent, of this group. Forty-five, or 83.3 per cent, use other seating arrangements.

Twenty-two, or 40.7 per cent, have a clock in the library; 31, or 57.4 per cent, are without one.

No typewriters are found in this group.

Likewise no outside exchange telephones are listed, although five schools, or 9.2 per cent, do have school

exchange telephones. There are 48, or 88.8 per cent, without telephone service of any kind.

These schools are too small to have many pieces of special library equipment. No phonograph cases, atlas stands, or trophy cases are listed. However, 16, or 29.6 per cent, of these schools have dictionary stands suited to library use; 35, or 64.8 per cent, are without them.

Ten, or 18.5 per cent, have map cases. Forty-three, or 79.6 per cent, are not so supplied

TABLE XXXI-C

FURNITURE AND EQUIPMENT
MEDIUM HIGH SCHOOLS

	Did Not Answer		Suited To Library Use		Unsuited to Libra- ry Use		Do Not Have	
	No.	%	No.	%	No.	%	No.	%
Librarian's Desk	1	3.2	27	87.0	3	9.6	0	0.0
Charging Desk	1	3.2	12	38.7	0	0.0	18	58.0
Library Tables	0	0.0	31	100.0	0	0.0	0	0.0
Library Chairs	0	0.0	27	87.0	4	12.9	0	0.0
Card Catalog								
Case	0	0.0	29	93.5	0	0.0	2	6.4
Shelf-List File	1	3.2	21	67.7	0	0.0	9	29.0
Shelving	0	0.0	20	64.5	3	9.6	8	25.8
Book-Display Case	0	0.0	7	22.5	0	0.0	24	77.4
Exhibit Case	0	0.0	4	12.9	0	0.0	27	87.0
Picture-Filing								
Case	0	0.0	4	12.9	0	0.0	27	87.0
Magazine Rack of								
Sp. Shelves	0	0.0	27	87.0	0	0.0	4	12.9
Book Trunk	1	3.2	0	0.0	0	0.0	30	96.7
Bulletin Board	1	3.2	27	87.0	3	9.6	0	0.0
Vertical Files								
Letter Size	4	12.9	3	9.6	0	0.0	24	77.4
Legal Size	0	0.0	0	0.0	0	0.0	31	100.0
Architectural								
Size	1	3.2	0	0.0	0	0.0	30	96.7
Newspaper Rack	0	0.0	15	48.3	0	0.0	16	51.6
Closed Book Case	0	0.0	9	29.0	0	0.0	22	70.9
Individual Desks								
for Pupils	0	0.0	7	22.5	0	0.0	24	77.4
Typewriter	0	0.0	7	22.5	3	9.6	21	67.7
Telephone--Sch.								
Exchange	0	0.0	3	9.6	0	0.0	28	90.3
Telephone-- Out-								
side Exchange	0	0.0	0	0.0	0	0.0	31	100.0
Clock	0	0.0	21	67.7	0	0.0	10	32.2
Blackboard	0	0.0	7	22.5	5	16.1	19	61.2
Phonograph Record								
Case	0	0.0	0	0.0	0	0.0	31	100.0
Dictionary Stand	0	0.0	22	70.9	3	9.6	6	19.3
Atlas Case or								
Stand	0	0.0	12	38.7	0	0.0	19	61.2
Wastebasket	0	0.0	31	100.0	0	0.0	0	0.0
Map Case	1	3.2	7	22.5	0	0.0	23	74.1

TABLE XXXI-C

Data on the library furniture and equipment of the medium sized high school are given in Table XXXI-C. As could be expected, an improvement in library furnishing is found in this division. For instance, among these schools, no libraries are without a librarian's desk. However, three, or 9.6 per cent, do have unsuitable desks. Twenty-seven, or 87 per cent, have the correct kind. Again, the term "charging desk" may have been confused with "librarian's desk." Twelve schools, or 38.7 per cent, are listed as having charging desks. Eighteen, or 58 per cent, do not have them, a fact which indicates that such work must be done at the librarian's desk.

In the matter of library tables and chairs, this division shows another marked improvement. All these schools are supplied with library tables of the proper kind. Likewise all are equipped with library chairs, although in four, or 12.9 per cent, they are unsuited to library use. Hence 27, or 87 per cent, have the correct kind of chairs.

In this group, 29, or 93.5 per cent, have card catalog cases. Only two, or 6.4 per cent, are not so supplied.

Twenty schools, or 64.5 per cent, have suitable shelving; three, or 9.6 per cent list their shelving facilities as unsuited, and eight, or 25.8 per cent, do

not have any shelving. The shelf-list file follows this shelving problem closely, as 21, or 67.7 per cent, have shelf-list files; nine, or 29 per cent, have not.

The libraries in this division are not large enough to give much attention to exhibit cases. Seven schools, or 22.5 per cent, number book-display cases in their equipment list; 24, or 77.4 per cent, do not have them. Four, or 12.9 per cent, of these schools are listed as having exhibit cases and picture-filing cases. In each item, 27, or 87 per cent, have not. These schools are apparently not large enough to consider a book trunk necessary, none being indicated in the data.

Of the thirty-one schools listed here, 27, or 87 per cent, have suitable magazine racks of special shelves. Only four, or 12.9 per cent, have none.

All of the libraries of this division are supplied with bulletin boards, although three, or 9.6 per cent, list their boards as unsuited for library use. Twenty-seven, or 87 per cent, have boards that meet the library needs.

Three schools, or 9.6 per cent, use vertical files -- letter size; 24, or 77.4 per cent, do not. None of the schools use vertical files in either the legal or architectural size.

Of newspaper racks, 15 schools, or 48.3 per cent, have suitable ones; 16, or 51.6 per cent, have none listed.

Closed bookcases are used in nine schools, or 29 per cent. In 22, or 70.9 per cent, they are not.

Neither are individual desks much used, as only seven, or 22.5 per cent have the. Twenty-four, or 77.4 per cent use some other type of chair.

This group is better supplied with typewriters than is the small school group. Seven, or 22.5 per cent, have machines suited to library use; three, or 9.6 per cent, have unsuitable ones, and 21, or 67.7 per cent, do not have typewriters.

Three schools, 9.6 per cent, have school exchange telephones; 28, or 90.3 per cent, do not have. No outside telephones are listed.

Special pieces of library equipment are more in evidence. Twenty-two, or 70.9 per cent, have dictionary stands; only six, or 19.3 per cent, do not have them. The atlas-case item number 12, or 38.7 per cent. Nineteen, or 61.2 per cent, do not possess atlas cases. Seven, or 22.5 per cent, have map cases; 23, or 74.1 per cent, are without them. No phonograph nor trophy cases are listed. But all list wastebaskets.

TABLE XXXI-D

FURNITURE AND EQUIPMENT
LARGE HIGH SCHOOLS

	Did Not Answer		Suited to Library Use		Unsuited to Libra- ry Use		Do Not Have	
	No.	%	No.	%	No.	%	No.	%
Librarian's Desk	0	0.0	12	70.5	5	29.4	0	0.0
Charging Desk	0	0.0	4	23.5	7	41.1	6	35.2
Library Tables	0	0.0	9	52.9	6	35.2	2	11.7
Library Chairs	0	0.0	10	58.8	5	29.4	2	11.7
Card Catalog								
Case	1	5.8	12	70.5	4	23.5	0	0.0
Shelf-List File	0	0.0	6	35.2	2	11.7	9	52.9
Shelving	0	0.0	14	82.3	3	17.6	0	0.0
Book-Display								
Case	0	0.0	4	23.5	0	0.0	13	76.4
Exhibit Case	0	0.0	0	0.0	0	0.0	17	100.0
Picture-Filing								
Case	0	0.0	6	35.2	0	0.0	11	64.7
Magazine Rack of								
Sp. Shelves	0	0.0	11	64.7	0	0.0	6	35.2
Book Trunk	0	0.0	6	35.2	0	0.0	11	64.7
Bulletin Board	0	0.0	12	70.5	0	0.0	5	29.4
Vertical Files								
Letter Size	0	0.0	5	29.4	3	17.6	9	52.9
Legal Size	0	0.0	4	23.5	0	0.0	13	76.4
Architectural								
Size	0	0.0	0	0.0	0	0.0	17	100.0
Newspaper Rack	1	5.8	4	23.5	0	0.0	12	70.5
Closed Book Case	0	0.0	2	11.7	0	0.0	15	88.2
Individual Desks								
for Pupils	1	5.8	0	0.0	4	23.5	12	70.5
Typewriter	0	0.0	11	64.7	2	11.7	4	23.5
Telephone--Sch.								
Exchange	0	0.0	13	76.4	0	0.0	4	23.5
Telephone--Out-								
side Exchange	1	5.8	4	23.5	0	0.0	12	76.4
Clock	1	5.8	14	82.3	0	0.0	2	11.7
Blackboard	1	5.8	2	11.7	0	0.0	14	82.3
Phonograph Record								
Case	0	0.0	0	0.0	0	0.0	17	100.0
Dictionary Stand	0	0.0	4	23.5	0	0.0	13	76.4
Atlas Case or								
Stand	0	0.0	4	23.5	0	0.0	13	76.4
Wastebasket	0	0.0	17	100.0	0	0.0	0	0.0
Map Case	0	0.0	5	29.4	0	0.0	12	70.5

TABLE XXXI-D

In Table XXXI-D, information upon the furniture and equipment of the large high school is tabulated. Better equipment should be shown in this table. In the first item, however, this does not seem to be true. Five schools, or 29.4 per cent, have librarian's desks unsuited to library use. Twelve, or 70.5 per cent, have suitable desks. This is a lower percentage than that shown in the previous table. Again, there may have been some confusion over the term "charging desk." Four schools, or 23.5 per cent, have suitable charging desks; seven, or 41.1 per cent, have charging desks, but they are not fit for this use, and six, or 35.2 per cent, do not have charging desks.

In this table, library tables and chairs are fewer. Nine schools, or 52.9 per cent, have the proper kind of tables; six, or 35.2 per cent, have tables unsuited to library use; while two, or 11.7 per cent, are not supplied at all. A slightly higher percentage of good equipment is reached in the next item. Ten, or 58.8 per cent, have suitable library chairs; five, or 29.4 per cent, have chairs unfit to use in the library. Two, or 11.7 per cent, have none.

In this table, the card catalog cases increase in number. All schools list them in their equipment, but four, or 23.5 per cent, report cases unfit for use, which

means that only 12, or 70.5 per cent, have the correct kind.

Fourteen, or 82.3 per cent, of this group have adequate shelving facilities. Three, or 17.6 per cent, have shelves unsuited to use.

The shelf-list-file data do not follow the shelving data as closely as one would expect. Six schools, or 35.2 per cent, have adequate shelf-list files; two, or 11.7 per cent, have files unsuited to use, and nine, or 52.9 per cent, have no such files.

A majority of these libraries are not supplied with the various kinds of exhibit cases. Only four, or 23.5 per cent, have book-display cases; 13, or 76.4 per cent, are without them. The exhibit case is not found in any of these libraries. The picture-filing case is found in six, or 35.2 per cent, of them, with 11, or 54.7 per cent, not using this type of case.

Of the 17 schools listed, 11, or 64.7 per cent, have magazine racks of special shelves which meet their needs; six, or 35.2 per cent, do not have.

A larger percentage of book trunks is found in this group. Six schools, or 35.2 per cent, are supplied with them. Eleven, or 64.7 per cent, do not list them.

Among these libraries, five, or 29.4 per cent, do not have bulletin boards, but 12, or 70.5 per cent, are equipped with them.

More extensive use of files is noted here. Five, or 29.4 per cent, of the schools use letter-size, vertical files. Nine, or 52.9 per cent, do not list them. Four, or 23.5 per cent, use legal-size, vertical files; 13, or 76.4 per cent, do not. None list architectural-size files.

Twelve, or 70.5 per cent, do not have newspaper racks. Four, or 23.5 per cent, have racks suited to library use.

Only two, or 11.7 per cent, have closed bookcases. Fifteen, or 88.2 per cent, have not.

None have individual desks suited to library use. Four, or 23.5 per cent, have unsuitable desks. Twelve have none listed.

A more extensive supply of typewriters is found here. Eleven, or 64.7 per cent, are well supplied; two, or 11.7 per cent, have machines unfit to use; and only four, or 23.5 per cent, are not so supplied.

Thirteen, or 76.4 per cent, have school exchange telephones; four, or 23.5 per cent, do not have. Apparently these four have outside exchange telephones, as is shown in the next item.

These schools apparently considered a clock a necessary piece of equipment. Fourteen, or 82.3 per cent, have clocks in their libraries. Only two, or 11.7 per cent, are without them.

Special pieces of equipment are more in evidence in these large schools. Two, or 11.7 per cent, have blackboards; 14, or 82.3 per cent, do not. No phonograph cases are listed.

Four schools, or 23.5 per cent, have dictionary stands; thirteen, or 76.4 per cent are without them. The same percentages are given for the atlas stands. Five, or 29.4 per cent, have map cases; there are 12 schools, or 70.5 per cent, not supplied with them.

All the large high schools have wastebaskets.

TABLE XXXI-E

FURNITURE AND EQUIPMENT
CITY HIGH SCHOOLS

	Did Not Answer		Suited to Library Use		Unsuited to Libra- ry Use		Do Not Have	
	No.	%	No.	%	No.	%	No.	%
Librarian's Desk	0	0.0	9	75.0	0	0.0	3	25.0
Charging Desk	1	8.3	3	25.0	0	0.0	8	66.6
Library Tables	1	8.3	11	91.6	0	0.0	0	0.0
Library Chairs	1	8.3	10	83.3	1	8.3	0	0.0
Card Catalog								
Case	1	8.3	11	91.6	0	0.0	0	0.0
Shelf-List File	1	8.3	11	91.6	0	0.0	0	0.0
Shelving	1	8.3	11	91.6	0	0.0	0	0.0
Book-Display								
Case	1	8.3	9	75.0	1	8.3	1	8.3
Exhibit Case	1	8.3	0	0.0	2	16.6	9	75.0
Picture-Filing								
Case	1	8.3	9	66.6	1	8.3	2	16.6
Magazine Rack of								
Sp. Shelves	1	8.3	10	83.3	1	8.3	0	0.0
Book Trunk	1	8.3	10	83.3	1	8.3	0	0.0
Bulletin Board	1	8.3	11	91.6	0	0.0	0	0.0
Vertical Files								
Letter Size	1	8.3	10	83.3	0	0.0	1	8.3
Legal Size	1	8.3	11	91.6	0	0.0	0	0.0
Architectural								
Size	1	8.3	8	66.6	0	0.0	3	25.0
Newspaper Rack	1	8.3	3	25.0	0	0.0	8	66.6
Closed Book Case	1	8.3	10	83.3	0	0.0	1	8.3
Individual Desks								
for Pupils	1	8.3	1	8.3	0	0.0	10	83.3
Typewriter	1	8.3	3	25.0	0	0.0	8	66.6
Telephone--Sch.								
Exchange	1	8.3	9	75.0	0	0.0	2	16.6
Telephone--Out-								
side Exchange	1	8.3	4	33.3	0	0.0	7	58.3
Clock	1	8.3	11	91.6	0	0.0	0	0.0
Blackboard	1	8.3	3	25.0	0	0.0	8	66.6
Phonograph Record								
Case	1	8.3	2	16.6	0	0.0	9	75.0
Dictionary Stand	1	8.3	10	83.3	0	0.0	1	8.3
Atlas Case or								
Stand	1	8.3	9	75.0	0	0.0	2	16.6
Wastebasket	9	75.0	3	25.0	0	0.0	0	0.0
Map Case	9	75.0	1	8.3	0	0.0	2	16.6

TABLE XXXI-E

Table XXXI-E gives data upon the furnishings and equipment of the city school library. It is reasonable to expect the best equipment to be listed by this group. The first item shows only a slightly higher percentage than that given in the previous table, as nine schools, or 75 per cent, have librarians' desks suited to use; three, or 25 per cent, do not. Three, or 25 per cent, have suitable charging desks; eight, or 66.6 per cent, do not list them in their library furnishings.

There are a number of items with which the city school libraries are well-equipped. They all possess library tables and chair, although one school is listed with chairs unsuited to use. Likewise all schools filling out the questionnaires are adequately supplied with card catalog cases, shelf-list files, and shelving.

City high school libraries are better equipped with book-display cases than are large school libraries. Nine, or 75 per cent, of the schools have suitable book-display cases; one, or 8.3 per cent, has a case unfit for use, and only one school is without a book-display case. None of these schools has exhibit cases suited to library use; two, or 16.6 per cent, have unsuitable cases; nine, or 75 per cent, have none. Eight schools, or 66.6 per cent, possess picture-filing cases; one, or 8.3 per cent, has

an unsuitable case, and two, or 16.6 per cent, are without picture-filing cases.

All schools replying to the questionnaire have magazine racks of special shelves, although in one school the rack does not adequately meet library needs.

Likewise all but one of these schools are in possession of book trunks. One trunk is unsuited to the needs of the city school library. Hence the percentage for this item is the same as that for the preceding item, ten schools, or 83.3 per cent, are well supplied; one, or 8.3 per cent, does not have suitable equipment.

The city school libraries are equipped with vertical files. Of the schools replying to the questionnaire, ten, or 83.3 per cent, use legal-size files. Only one school, or 8.3 per cent, does not use letter-size vertical files. Architectural-size vertical files are not so widely used, as eight schools, or 66.6 per cent, use them; three schools, or 25 per cent, do not.

Three, or 25 per cent, of the city school libraries have newspaper racks suited to their use. Eight, or 66.6 per cent, do not use them.

All of the schools except one have closed bookcases. This makes a percentage of 83.3 per cent with them; 8.3 per cent, without.

Individual desks are not popular in the group, being

used in only one school, or 8.3 per cent. Ten, or 83.3 per cent, are not using them.

Only three, or 25 per cent, of this group are supplied with typewriters; the others are without this necessary piece of equipment.

Nine schools, or 75 per cent, have school exchange telephones; two, or 16.6 per cent are without them. Four, or 33.3 per cent, have outside exchange telephones. Seven, or 58.3 per cent, do not have outside telephones.

In this group, special pieces of equipment are more plentiful. Two schools, or 16.6 per cent, have phonograph cases; nine, or 75 per cent, do not. Ten, or 83.3 per cent, are supplied with dictionary stands; one, or 8.3 per cent, is not. Nine schools, or 75 per cent, list atlas cases among their equipment; two, or 16.6 per cent, are without such cases. Only one map case is listed. There are no trophy cases in this group of high schools.

TABLE XXXI-F
FURNITURE AND EQUIPMENT
ALL HIGH SCHOOLS

	Did Not Answer		Equipment Available				Equipment Suitable for Use			
	No.	%	No.	%	No.	%	Yes No.	%	No.	%
Librarian's Desk	6	2.5	159	67.6	70	29.7	140	88.0	19	12.0
Charging Desk	5	2.1	72	30.6	158	67.2	50	69.4	22	29.6
Library Tables	3	1.2	194	82.5	34	14.4	166	85.0	32	14.9
Library Chairs	8	3.4	201	85.5	26	11.0	187	93.0	14	7.0
Card Catalog Case	6	2.5	154	65.5	75	31.9	150	97.4	4	2.6
Shelf-List File	5	2.1	111	47.2	119	50.6	109	98.2	2	1.8
Shelving	4	1.7	209	88.9	22	9.3	198	94.6	11	5.4
Book-Display Case	13	5.5	64	27.2	158	67.2	63	98.5	1	1.5
Exhibit Case	2	0.8	16	6.8	217	92.3	14	87.5	2	12.5
Picture-Filing Case	2	0.8	24	10.2	209	88.9	23	95.8	1	4.1
Magazine Rack of Sp. Shelves	11	4.6	108	45.9	116	49.3	107	99.1	1	0.9
Book Trunk	4	1.7	17	7.2	214	91.0	16	94.2	1	5.8
Bulletin Board	4	1.7	160	68.0	71	30.2	143	89.3	17	10.6
Vertical Files Letter Size	8	3.4	58	24.6	169	71.9	55	90.6	3	9.4
Legal Size	1	0.4	31	13.1	203	86.3	31	100.0	0	0.0
Architectural Size	3	1.2	18	7.6	214	91.0	18	100.0	0	0.0

TABLE XXXI-F (cont.)

	Did Not Answer		Equipment Available				Equipment Suitable for Use			
	No.	%	No.	Yes %	No.	No %	No.	Yes %	No.	No %
Newspaper Rack	4	1.7	63	26.8	168	71.4	63	100.0	0	0.0
Closed Book Case	4	1.7	44	18.7	187	79.5	44	100.0	0	0.0
Individual Desks										
for Pupils	2	0.8	53	22.5	180	76.6	49	92.4	4	7.6
Typewriter	5	2.1	49	20.8	181	77.0	44	89.7	5	10.3
Telephone--Sch.										
Exchange	3	1.2	64	27.2	168	71.4	64	100.0	0	0.0
Telephone--Out-										
side Exchange	8	3.4	42	17.8	185	78.7	42	100.0	0	0.0
Clock	3	1.2	111	47.2	121	51.4	111	100.0	0	0.0
Blackboard	3	1.2	65	27.6	167	71.0	60	92.3	5	7.6
Phonograph Record										
Case	5	2.1	13	5.5	217	92.3	13	100.0	0	0.0
Dictionary Stand	4	1.7	76	32.3	155	65.9	73	96.0	3	3.9
Atlas Case or										
Stand	5	2.1	58	24.6	172	73.1	58	100.0	0	0.0
Wastebasket	12	5.1	160	68.0	63	26.8	160	100.0	0	0.0
Map Case	88	37.4	23	9.7	124	52.7	23	100.0	0	0.0

TABLE XXXI-F

Table XXXI-F indicates that in general the library is furnished with only the essentials in furniture and equipment. For example, 159, or 67.6 per cent, of the schools have librarians' desks; 72, or 30.6 per cent, have charging desks; 194, or 82.5 per cent, have library tables; 201, or 85.5 per cent, have chairs. Other essentials available in a large percentage of the schools are card catalog cases, 154, or 65.5 per cent, of the schools having such cases: One hundred and eleven, or 47.2 per cent, have shelf-list files; 209, or 88.9 per cent, have shelving; 108, or 45.9 per cent, have special shelves for magazines; 160, or 68 per cent, have bulletin boards and wastebaskets.

Other pieces of essential equipment are scarce. Book-display cases are found in 64, or 27.2 per cent, of the schools; exhibit cases in 16, or 6.8 per cent; newspaper racks in 63, or 26.8 per cent. Of the 235 schools reporting, only 49, or 20.8 per cent, have typewriters assigned to the library. Dictionary stands are used in 76, or 32.3 per cent, of the schools. The book trunk, necessary to all but the small library, is found in only 17, or 7.2 per cent, of the Oregon high school libraries.

The data given in the section of Table XXXI-F list the available equipment suitable for use. Nineteen, or

12 per cent, of the 159 librarians' desks found in secondary schools are unsuited for use. Twenty-two, or 29.6 per cent, of the charging desks in use are unsuited for the purpose they were intended to serve. Similar cases may be pointed out by a further analysis of this table. For instance, 166 schools report having library tables, but 32, or 14.9 per cent, of them are unsuited to library use. The much-demanded bulletin board is found in only 160 of the schools, and of this number, 32, or 14.9 per cent, do not adequately fulfill the library needs adequately. Although the percentage of schools having typewriters assigned to the library use is small, there are five, or 10.3 per cent, of these unsuitable for use.

Tabulations indicate that articles which might be listed as special equipment are available in only a few schools, but that a high percentage of such equipment is suitable to library use.

THE WORKROOM

The workroom should not be overlooked. It should be conveniently located. Most librarians prefer that it adjoin the library. It should be provided with outside windows and should be planned to provide ample storage space for extra copies and for materials infrequently used. Hence it should be well-supplied with cupboards and shelving. The floor space should be large enough for one or more work-tables; some library authorities suggest 120 square feet as ideal. Running water is a necessary convenience.

Table XXXII summarizes the data on facilities and equipment provided in workrooms. It is apparent that the rural high schools made little or no provision for workrooms. The tabulation indicate that in these schools the workroom is more storeroom than workroom. In none of these libraries is there running water, electric wall or floor plug, circulating desk buzzer or booklift. Eighty-eight, or 72.7 per cent, of the schools in this group do not have satisfactory floor space; 77, or 63.6 per cent, claim inadequate floor space; 97, or 80.1 per cent, do not have adequate table space, 68, or 56.1 per cent, do not have adequate shelving, and 110, or 90.9 per cent, have inadequate cupboard space.

TABLE XXXII

FACILITIES AND EQUIPMENT PROVIDED IN THE WORKROOM

	Rural H. S.		Small H. S.		Medium H. S.		Large H. S.		City H. S.	
	No.	%	No.	%	No.	%	No.	%	No.	%
RUNNING WATER										
Yes	0	0.0	0	0.0	3	9.6	7	41.1	3	25.0
No	121	100.0	54	100.0	28	90.3	5	29.4	7	58.3
Did Not Answer	0	0.0	0	0.0	0	0.0	5	29.4	2	16.6
ELECTRIC FLOOR OR WALL PLUG										
Yes	0	0.0	11	20.3	6	19.3	6	35.2	7	58.3
No	121	100.0	43	79.6	25	80.6	7	41.1	5	41.6
Did Not Answer	0	0.0	0	0.0	0	0.0	4	23.5	0	0.0
SATISFACTORY FLOOR SPACE										
Yes	33	29.2	11	20.3	12	38.7	7	41.1	12	100.0
No	88	72.7	43	79.6	19	61.2	6	35.2	0	0.0
Did Not Answer	0	0.0	0	0.0	0	0.0	4	23.5	0	0.0
ADEQUATE FLOOR SPACE										
Yes	43	35.5	11	20.3	12	38.7	7	41.1	4	33.3
No	77	63.6	43	79.6	19	61.2	7	41.1	8	66.6
Did Not Answer	1	0.8	0	0.0	0	0.0	3	17.7	0	0.0
ADEQUATE TABLE SPACE										
Yes	24	19.8	24	44.4	15	48.3	10	58.8	12	100.0
No	97	80.1	29	53.7	16	51.6	7	41.1	0	0.0
Did Not Answer	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0

TABLE XXXII (cont.)

	Rural	H.	S.	Small	H.	S.	Medium	H.	S.	Large	H.	S.	City	H.	S.
	No.	%		No.	%		No.	%		No.	%		No.	%	
ADEQUATE SHELVING															
Yes	53	43.8		53	98.1		18	58.0		6	35.2		4	33.3	
No	68	56.1		0	0.0		12	38.7		11	64.7		8	66.6	
Did Not Answer	0	0.0		1	1.8		1	3.2		0	0.0		0	0.0	
ADEQUATE CUPBOARD SPACE															
Yes	11	9.0		11	20.3		12	38.7		7	41.1		5	41.6	
No	110	90.9		43	79.6		19	61.2		10	58.8		7	58.3	
Did Not Answer	0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
BUZZER TO CIRCULATION DESK															
Yes	0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
No	121	100.0		54	100.0		31	100.0		14	82.3		11	91.6	
Did Not Answer	0	0.0		0	0.0		0	0.0		3	17.7		1	8.3	
BOOK LIFT															
Yes	0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
No	120	99.1		53	98.1		30	96.7		14	82.3		8	66.6	
Did Not Answer	1	0.8		1	1.8		1	3.2		3	17.7		4	33.3	

The small high school group is in practically the same condition. None has running water, buzzer to circulation desk, or booklift. Few, 11, or 20.3 per cent, are supplied with floor or wall plugs, and a like number indicated inadequate floor space. This group is satisfied with shelving space, as 53, or 98.1 per cent, reported in the affirmative to this question. Twenty-nine, or 53.7 per cent, are satisfied with the table space found in the workroom.

The workroom of the medium sized high school shows an improvement over those considered in the first two groups. Twelve, or 38.7 per cent, have adequate or satisfactory floor space; 19, or 61.2 per cent, do not have. Fifteen, or 48.3 per cent, have adequate table space; 16, or 51.6 per cent, do not have. Eighteen, or 58 per cent, have adequate shelving; 12, or 38.7 per cent, do not. Twelve, or 38.7 per cent, have adequate cupboard space; 19, or 61.2 per cent, do not.

Running water, an essential to the workroom, is used in only three, or 9.6 per cent, of the rooms; 28, or 90.3 per cent, do not have it.

The electric wall or floor plug is listed in six, or 19.3 per cent, of the schools; 25, or 80.6 per cent, are not supplied with it.

The booklift is not used in these workrooms.

The workroom of the large high schools is better supplied to care for the needs of the library than are those of the smaller groups. The improved conditions in this group are, no doubt, due to the many recently constructed school buildings among schools of this size.

The data reveal that seven, or 41.1 per cent, of the schools listed in this group have running water in the workroom; that six, or 35.2 per cent, have electric floor or wall plugs, and seven, or 41.1 per cent, have adequate and satisfactory floor space as well as adequate cupboard space. Ten, or 58.8 per cent, have adequate table space. The workroom deficiencies in the large high school group are no booklift or buzzer to circulation desk, and, in the case of only six, or 35.2 per cent, is there adequate shelving.

In general, the city schools have much better equipped workrooms. Many of the inadequate facilities and equipment listed by these schools are due to improper or short-sighted planning at the time of construction, or increased enrollment resulting in over-crowding conditions and forcing administrators to use all available space.

The table lists three schools, or 25 per cent, as having running water in the workroom, and seven, or 58.3 per cent, with floor or wall plugs. All the schools

indicate that floor space is satisfactory, although eight, or 66.6 per cent, state that the space is not adequate for workroom purposes. This entire group is adequately supplied with table space.

Shelving space and inadequate cupboard space seem to be the items causing dissatisfaction. Eight, or 66.6 per cent, have inadequate shelving; while seven, or 58.3 per cent, do not have adequate cupboard space. None of the schools in this group has either buzzer to the circulation desk or a booklift.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study is to present some facts concerning the status of the secondary school libraries of Oregon, special emphasis being placed on housing facilities and equipment.

This study brings to light conditions and practices now existing in Oregon schools. Such data should enable the State Department of Education, the State Librarian, and the school authorities to improve secondary school libraries and thus aid them in increasing their contribution to the educational needs of both pupils and communities.

The original survey, which was conducted by means of a questionnaire sent out by the State Department of Education to 293 schools, contained necessary explanation and general instruction for reporting needed data. All data relative to housing facilities and equipment were transferred from the survey blanks to master sheets. This information was then tabulated according to the size of schools. The schools were placed in the following five groups: rural high schools, enrollment, one to 99; small high schools, enrollment, 100 to 249; medium high schools, enrollment, 250 to 499; large high schools,

enrollment, 500 to 999; and city high schools with an enrollment of 1000 or more.

From the tabulations, summaries were then prepared to show the status of each group of high schools with respect to its library facilities.

CONCLUSIONS

The data presented in this study are believed to warrant the following conclusions:

1. Library facilities in rural and small high schools in Oregon are woefully inadequate.
2. Much of the furniture and equipment now in use in the secondary school libraries is totally unsuited for such use.
3. Many combination study-hall libraries are found in secondary schools of Oregon, being made necessary because of inadequate space.
4. Many schools of the state do not have their library conveniently located in the central part of the building.
5. Few libraries are so located as to make them of possible use to the community, outside of regular school hours, since, in most cases it is necessary to heat the entire school plant to make the library available for such use.
6. Schools are following no general practice with respect to lighting. There are no standards as to size, number, or location of windows. No standard practice was found with regard to number, location, or wattage of electric lights.

7. Book shelves ranged from 4'6" to 8' in height, and from 6" to 12" in width, following no definite standard.
8. In most of the libraries the physical conditions which determine acoustic qualities have been overlooked.
9. The trend is toward supplying reading rooms in the library layout.
10. The heating and ventilating are adequate, although the present placement of the heating equipment was in many cases unsatisfactory.
11. In the majority of schools, considerable effort is made to increase the attractiveness of the library by the use of pictures, plants, etc.

RECOMMENDATIONS

The findings of this study and the resulting conclusions suggest the need of the following:

1. That this study be continued until the entire original survey is completed and the findings be reported to the State Department of Education, and the State Librarian.
2. That every school be required to have both library and classrooms measured with a light meter to determine the foot-candle power of light available in each room. The findings should be included in the annual high school report.
3. That all library floors be covered with some sound-deadening, but easily-cleaned, covering, such as battleship linoleum, cork, or rubber matting.
4. That the library be centrally located in the school building.
5. That further study be made of the effectiveness of the combination study-hall library.
6. That the State Department of Education appoint a committee to study further the library conditions in the state of Oregon so that definite library standards may be formulated; and that these committee recommendations be printed in

handbook form and made available to all
schools of the state.

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State of California
DEPARTMENT OF EDUCATION

Division of Research and Statistics
Sacramento

February 13, 1937

Troy D. Walker, Principal
Senior High School
Baker, Oregon

Dear Mr. Walker:

I genuinely appreciate your letter of February 8 relative to your proposal to use certain of the sections or divisions of the reporting schedule used in the California survey of secondary school libraries.

We did not copyright this publication and I personally believe that permission should be granted for its use as you propose in the State of Oregon. Since the California survey of secondary school libraries was undertaken as a joint responsibility of the School Library Association of the State and the State Department of Education, I will write immediately to Miss Elizabeth Neal, President of the State Association, asking for her approval.

I will communicate with you as soon as I have received definite work from Miss Neal who live in Compton, California.

Sincerely yours,

(Signed)
C. F. Muncy
Assistant Chief, Division
of Research and Statistics

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State of California
DEPARTMENT OF EDUCATION

Division of Research and Statistics
Sacramento

February 17, 1937

Troy D. Walker, Principal
Senior High School
Baker, Oregon

Dear Mr. Walker:

I take this opportunity of granting you permission to use certain materials from the reporting schedule prepared for use in connection with the California Survey of Secondary School Libraries in the study which you propose for the State of Oregon. A letter received this morning from Miss Elizabeth Neal, President of the California School Library Association, indicates that she believes such permission should be granted.

I would genuinely appreciate your courtesy in forwarding sample copies of the form which you finally develop for use in Oregon, so that we may have them for our information in California. At the present time we are analyzing and preparing for publication the data gathered in the California survey of secondary school libraries. I will be glad to communicate with you further as your study proceeds. May I wish you success in your undertaking?

Sincerely yours,

(Signed)
C. F. Muncy
Assistant Chief, Division
of Research and Statistics

COPY

AMERICAN LIBRARY ASSOCIATION
Executive Offices: 520 North Michigan Avenue, Chicago

May 27, 1938

Mr. Troy D. Walker
Oregon High School Athletic Ass'n
602 Studio Building
Portland, Oregon

Dear Mr. Walker:

I am not familiar with any other state survey of secondary school libraries comparable to the one made by Mr. Muncy in California.

I am sure that working on a survey at this time, you must be taking advantage of the library criteria which have been established by the Cooperative Study of Secondary School Standards. I am enclosing a reprint of two articles about the library parts of the study.

If you have not had opportunity to consult with Miss Harriet Long, State Librarian, Oregon State Library, Salem, I feel sure that you will wish to do so before continuing work on your survey of secondary schools in Oregon.

Very truly yours,

(Signed)
Mildred L. Batchelder, Chief
The School and Children's
Library Division

MLB/HS
Encl-1

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W E S T E R N
U N I O N

July 19, 1938

MR. WALTER F. DEXTER
SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE DEPARTMENT OF EDUCATION
SACRAMENTO, CALIFORNIA

PLEASE SEND BY FIRST MAIL POSSIBLE COPY
OF PUBLICATION ON SECONDARY SCHOOL LIBRARIES IN
CALIFORNIA REQUESTED IN OUR LETTER OF JULY EIGHT

TROY D. WALKER
OREGON HIGH SCHOOL ATHLETIC
ASSOCIATION
602 Studio Building
Portland, Oregon

PREPAY

CHARGE BE 1513,

COPY

State of California
DEPARTMENT OF EDUCATION

Division of Textbooks and Publications
Sacramento

July 20, 1938

Miss Una Van Houten, Office Secretary
Oregon High School Athletic Association
602 Studio Building
Portland, Oregon

Dear Miss Van Houten:

This will acknowledge your letter of July 8, requesting a copy of the bulletin on the secondary school library, addressed to Superintendent Dexter, which has been referred to me for reply.

The manuscript for this bulletin has not yet been completed and it will probably be quite some time before it will be published.

We will notify you when the bulletin comes from the press.

Sincerely yours,

(Signed)
Ivan R. Waterman

Chief of Division