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SERVICE TO STUDENTS.

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SOCIO-ECONOMIC FACTORS AND LIBRARY SERVICE TO STUDENTS

A THESIS

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Preface

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Chapter 1

INTRODUCTION

The Problem: The provision of quality education for all American youth is not an easy matter at a time when our very survival as a nation may depend on our human intellectual resources and when kindergarten and elementary school enrollments are expected to rise 30% in the next twenty years and high schools increase in size by 65% or more.¹

Experimentation and reappraisal within the last few years have resulted in a number of changes in educational practice notably affecting attention to the sciences, mathematics, and modern foreign languages, special programs for the gifted, and experimentation with such new techniques as programmed learning and team teaching. Among other changes in public school practice is the attention being given in urban school systems to pupils who are culturally deprived, whose families have had limited access to books and other means of education. The emergence of the education of the culturally deprived, as one of the major problems of urban schools today, can be attributed to many things. Closely related to it are the continuing influx into urban neighborhoods of migrants with low levels of education, income, and vocational competence; a high birth rate; broken family units; a shortage of trained man power; high failure and dropout rates in the schools; a rising rate of unemployment; and increasing juvenile delinquency.

Schools and libraries, which have traditionally concentrated their attention on the middle classes, are being increasingly asked to adjust themselves to work with a previously almost unrecognized group.

It has been pointed out that a great reservoir of intellectual talent is available in American underprivileged neighborhoods, and that many potentially bright students may not be identified by the I.Q. and achievement tests now in use because of reading problems, lack of verbal skills, and environmental disadvantages.² "There is now clear, scientific evidence that these tests use chiefly problems which are far more frequently met in urban, middle-class culture."³

The schools attended by these students are located in the lower income neighborhoods of cities and may differ not only in the composition of the student body, but also in school plant, in educational and personnel facilities, in library resources, and in the general effectiveness of the teaching done.

Educational opportunities such as library facilities provided should be available to all socio-economic groups in the population. Failure, however unintentional, to offer equal library facilities, and other educational opportunities to children and adults deprives them of the means for learning and of coping with and improving the conditions of their lives.

If library facilities (both school and public) are important for the educational advancement of young people, and if provisions for library service to young people of senior high school age appear

to favor those who are more advantaged, and if this can be determined through objective analysis, the implications should be useful.

(1) Analysis of library service to senior high school students of whatever socio-economic background will produce information which is useful in planning a service which will yield the best possible outcomes for the student.

(2) The analysis of library facilities in terms of the "style and culture" of the culturally deprived may identify types of materials and facilities particularly suitable for this group.

(3) The analysis of data relating to the library habits of students of varying social backgrounds may produce information useful in planning library service.

Assumptions Concerning Library Service to Students

(1) Library service to senior high school students should be a normal part of the school program.

(2) Specialized library service to young people should be a normal part of the public library's program in meeting the needs of all ages and groups in the population.

(3) Provisions for library service (both school and public) should be equally available to all senior high school students. Youth attending school in lower income neighborhoods should have school and library opportunities as well adjusted to their special needs and capacities as youth in middle and upper income areas.

The following statements are given as evidence supporting these assumptions:

(1) "... the school library is one of the basic requirements for quality education."⁴

(2) "... the school library program, embracing teaching, guidance and advisory services, forms a unique and vital part of quality education."⁵

(3) "The materials, services, personnel and physical facilities of the public library cover the interests of all ages and groups in the population."⁶

(4) "Public and school libraries are part of a network of library facilities and should work together to provide coordinated and complete library service for children and young people."⁷

(5) "All activities of the public library are designed to facilitate use of resources - to remove barriers, to invite use, to guide reading toward the goals of each individual."⁸

Purpose of this Study: The purpose of this study is to test the hypothesis that provision for library service (both school and public) to senior high school students (twelfth grade) varies according to the socio-economic level of the neighborhood.

To that end, it is necessary to examine the provision for library service (both school and public) to senior high school students in school districts of varying social characteristics in order to determine the validity of the assumptions as stated above.

Procedures: In making this study, the following steps were taken:

(1) A literature search was made to survey the pertinent research in the fields of education and librarianship.

(2) Twenty-five communities, their senior high schools and their public libraries, were visited to collect data prior to the selection of the eight neighborhoods to be studied.

(3) Eight schools in six communities were selected to represent the extremes and middle of the socio-economic scale.

(4) Measures for collecting data on library collections and services were selected, adapted, or developed, and tried out, and revised.

(5) A measure to establish the socio-economic level of the families of the sample of twelfth grade pupils from each of the eight schools was selected.

(6) A questionnaire to obtain information about the habits of library use of a sample of twelfth grade students from each of the schools was prepared, tried out and revised.

(7) Each school and public library was then visited, and data collected on personnel, expenditures, quarters, services, and socio-economic level of the communities based upon a ten per cent sample of the twelfth grade students.

(8) Observations of library use were made in both school and public libraries, and various staff members were interviewed.

(9) A study of the data gathered has been made to determine if the provision for library service to senior high school students (twelfth grade) varies according to the socio-economic level of the community.

Previous Research: From a survey of the literature, it may be concluded that there are many studies that attempt to relate socio-economic level to academic achievement, delinquency, educational and occupational status, and reading. Most clearly related to the present investigation are three studies drawn from the general field of education that link socio-economic level with the general level of education available in different types of neighborhoods.

In a report on ninety-seven school systems in New York State, Goodson found that school systems tend to assign their best teachers and to spend the most money on children of higher socio-economic level and greater achievement.⁹

James B. Conant has contrasted schools in the wealthy suburbs and the slums of five major cities, noting differences in physical and personnel facilities, but finding the real difference in the kind of learning that takes place in the two types of schools. The chief problem of the suburban school is that of preparing everyone for college, while the slum school tries to hold the youngster in school until he can find employment. In the suburban community the parents keenly desire good teaching and are willing to support it, while in the city system, the schools grapple with such problems as aging physical plants, high pupil-teacher ratios, low per capita expenditures, and the social setting in which the school operates, i.e., migrants, broken family units, low aspirations, employment opportunities, etc.

Sexton's factual case study of the correlation between economic status and academic achievement in the entire school system (243 elementary schools and seventeen high schools) of a major city, classifies the schools according to the average income of the families living in each school district.¹¹ Charts are then presented to show average I.Q.'s, general school achievement, reading skills, truancy, school delinquency, health conditions, number of dropouts, mobility, class size, extent of half-day sessions, age of building, length of service of individual teachers, and data on parent organizations. The figures on desirable school achievements and situations, with some variations, rise as income rises. There is some library data, primarily concerned with scores on reading tests, types of books read in the classroom, and the physical facilities of the library.

Library provisions were not directly studied in any of these investigations, although there are some implications concerning library service in all. Sexton notes that public library branches were not open evenings in the low income neighborhoods, that lower income students have never been encouraged to make themselves at home in these "silent, forbidding quarters." Both Sexton and Conant discuss the types of books made available for the culturally deprived and report that many of the titles fail to communicate in any meaningful way with the students and their experiences.^{12,13}

Summary: The problem of providing equal library facilities for all socio-economic groups in the population, the assumptions

regarding library service to senior high school students, the purpose of the study, related research and the procedure for the investigation were discussed in this chapter. Chapter 2 will describe the eight neighborhoods, their public libraries and the eight schools.

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Chapter 2

COMMUNITIES, PUBLIC LIBRARIES AND SCHOOLS

The field of research for this study was six communities all located in the same state, their public libraries, and eight of their schools. By request, the communities and schools have not been identified by their true names but have been assigned fictitious names. A brief description of the schools and their neighborhoods follows: (1) a high school located near some of the worst slums of the largest city of the state; (2) a second school in the same city located in an upper-income neighborhood; (3) a high school located in a low income neighborhood of another large city; (4) a second high school located in the same city in a middle-class neighborhood; (5) a high school in a wealthy suburban community where there is a strong interest in college preparation; (6) a regional high school with students drawn from six small townships and one borough; (7) a high school in a middle class suburban commuter community; (8) the comprehensive high school of an industrial town.

Big City

Adams High School and Buchanan High School are located in the same city, the largest of the state. One-half of the citizens of the state live within a densely populated twenty-mile radius. There have been radical population shifts within the city and its surrounding suburbs in recent years, and net population losses over

the years. Since World War II, the Negro population has increased proportionately and absolutely.

The city, with a population of 438,776 is a leading commercial and industrial center and a large and important wholesale distributing point for the state. It is also an important retail shopping center, one of the foremost insurance cities in the United States and ranks high in volume, value, and diversity of industry.

A statistical profile of the city's neighborhoods based on the 1960 census showed a median income of \$5454, median educational level for adults over twenty-five as 9.0, and unemployment rate for males over fourteen as 7%. Of the total population, 34% are non-white, 2% Puerto Rican, and 34% of foreign stock. Seven per cent of the population had moved to the city between 1955 and 1960, slightly less than half coming from the south.¹

Two senior high schools from two neighborhoods in the city were used in the study. These two neighborhoods are discussed below.

The Neighborhood of Adams High School: Adams High School is located south of the center of the city, near many industrial plants and a part of the main business section. About 64,000 people live in the area, around 69% of whom are Negro. Both the whites and the Negroes in the area are relatively uneducated. The median years of school completed by adults over twenty-five is 8.9.²

Residence mobility in this section is high. Some of the city's worst slums are located here, although the area is now undergoing major redevelopment. A research team from the state university has

begin work on a project to provide additional educational, economic and social opportunities for underprivileged youth in the area of Adams High School, and of the elementary and junior high schools sending students to it.³

Home ownership in this neighborhood is rare. A 1958 survey of some of the dwellings showed that 70% were sub-standard because of one or more serious deficiencies. A large proportion of the area is composed of factories and businesses; many residences are situated between or above small businesses. There are few one-family houses, but primarily multi-family dwellings, private and public housing projects, stores, taverns, rooming houses and low income residential streets.

The four occupational categories of "operatives, household and service workers, and laborers" contain 60% of the employed Negro males, and 18% of the white males were "craftsmen, foremen and kindred workers." Ten per cent of the Negro males and 23.5% of the white males were in clerical or sales work. The median income for the neighborhood in 1960 was \$4523, compared with \$5454 for the city as a whole.⁴

The Neighborhood of Buchanan High School: Buchanan High School is located in the southwest section of the city, and is primarily a residential community, with several retail and commercial sections which serve the large Jewish population. The population of the area is roughly 50,000, of whom about 13% are Negro. The area is experiencing an increase in lower income white and non-white

residents, and efforts are being made to aid the adjustment problems of a changing neighborhood situation.

This is a somewhat more stable community than is average for the city, as many people who own houses also grew up in the neighborhood. Many of the streets are pleasant, middle-income neighborhoods, with small but well-kept and attractive houses.

About 50% of the parents of students at Buchanan High School occupy jobs which would be classed as professional or managerial. The median years of schooling for adults over twenty-five is 10.3, as compared with 9.0 for the city as a whole, and 8.9 for the Adams High School neighborhood. Many adults in the neighborhood have had college experience, and nearly one-half of the parents of the high school students graduated from high school.

This neighborhood has the largest and most-used branch of the Big City Public Library. What is probably the city's best hospital is located in the area, and the Young Men's-Young Women's Hebrew Association has a large and well-used recreational building less than a block away from the high school.^{5,6}

Big City Public Library: The largest public library in the state opened its doors, although not at the present site, in 1888. The need for the present building came about ten years after, and it was completely modernized in 1952, almost doubling its space for readers.

The four-story building, located in a favorable spot for city activity, has its children's room, young adult room, charge and

return desk, registration desk, and Education Division on the first floor. The second floor houses Lending and Reference, the public catalogs, the main reading room and entrance to the stacks, popular reading room and fiction room, and the Divisions of Science and Technology, and Social Science and Labor. On the third floor are the local and state history collections, Art Department and administrative offices. The fourth floor contains the music rooms, auditorium, and smaller meeting rooms. In addition to the collections of the main library, there is a business department located in its own building, the ten branches and bookmobile service.

The library has a rich collection of 850,000 volumes, including those in the branches. There are seventy-eight professional librarians employed at the main library, which includes three trainees. The library is extensively used by adults for information related to business, trade, professional or recreational needs, and by college, and high school students, not only from the city, but from surrounding areas as well.

The library is open for a total of sixty-eight hours per week, with evening hours until 9:00 p.m. Monday through Friday. All persons who live, work or pay taxes in the city may use library facilities, also non-resident students who attend local institutions. Other non-residents who wish to use the library may receive a card on payment of a fee. In addition to all the previously mentioned services, the library offers photoduplication services, microfilm, public typewriters, ceiling projectors and books on film for loan

to hospitals and invalids, film showings, story hours for children, book reviews and discussions, lecture series, exhibits of various types, several publications such as calendars of local events and library events, film listings, and publications about current literature in education, labor, technology, business and many other services.

The library's young adult room, as previously mentioned, is located on the first floor of the library. It is staffed by five and one-third professional librarians plus clerical assistance, and has been a part of the library since 1964. The book collection includes 11,876 volumes, the majority of them adult titles selected to meet the needs, interests and abilities of the young people who use them. There is a budget of \$2,000 for books, \$250 for pamphlets and \$30 for periodicals. The room has a small reference collection, and the recent issues of a few periodicals. This department sponsors a Youth Advisory Council, composed of representatives from all city high schools. This group plans and participates in library programs for young people.

High school students come to this room for all library service, and are directed to the appropriate adult department if the young adult room cannot supply their need. The main library and branch staffs make school visits to junior high schools and conduct classes for eighth grade students in the use of reference books and the card catalog. At the time of these classes, eighth grade students

receive application forms for high school library cards which they may return to the main library or branch in order to receive a library card.

The library offers a delivery service to schools, intended to supplement the books already in the school library. Loans of books, pamphlets, maps and pictures are made - for specific titles or for materials on a given subject. These may be kept for a period of two months. The requests are handled through the school library and delivery is weekly. Some books may be kept on permanent loan. The service does not attempt to provide informational or recreational reading for the personal use of teachers or students, nor for material for term papers. These limitations were made by the library because of the increased demand on them.

Branches: Big City Public Library has ten branches; however, only four are of interest in the present study. Adams High School has three branches located near it; only one branch is located in the district of Buchanan High School. For purposes of discussion, they will be hereinafter referred to as Branches A1, A2, A3 and B.

Branch A1: This is a small sub-branch of 6,442 volumes located in an elementary school 2.1 miles from Adams High School. The library staff consists of a supervising non-professional and a full-time clerk, both of whom work at the Main Public Library in the mornings and come to Branch A1 in the afternoons. The library is open from 3:15 p.m. to 5:30 p.m. five afternoons each week, and from 6:30 to 9:00 p.m. on Tuesday. The library is used as a school

library during the school day, with its own librarian, but no book can be charged until 3:15 p.m. The school supplies the furniture, janitorial service, heat and light; the public library supplies personnel and books. The room is about double classroom size, with two small workrooms at one end. Many of the tables are of a size for children.

There is a separate entrance to the library, but it is down a flight of outside steps, then up two flights of inside stairs. The courtyard leading to the library entrance is dark and older people who might use the library at night hesitate to do so because of this difficulty. The school is open in the evenings during part of the year for Adult Education classes and during these times library patrons may come to the library by way of the school building, where the entrance is at street level.

Around 70% of this collection is for children. The supervising non-professional has made some effort to obtain needed reference books for the high school students who use the library. There is a bus from Adams High School that comes almost to the door of Branch A1 in the afternoons after school, bringing students who live in the nearby housing developments. The supervisor also pointed out that the housing developments in the area have smaller apartments than some of the newer ones in other areas and that larger families with several children have moved away, leaving more older people in the neighborhood.

There is a small collection of adult non-fiction, a somewhat larger collection of fiction, a very small collection of fiction and non-fiction for young people, and a few volumes of reference material. The library is apparently used rather extensively by children and by a slowly increasing number of high school students.

Branch A2: This is a much larger branch than Branch A1, in a separate building located about .7 of a mile from Adams High School. The building is a two-story structure, with the children's room on the second floor. On the first floor is the adult department, reference area and books for young people. The book collection includes about 21,705 volumes, of which 8,301 are juvenile. The staff is composed of two professionals, plus three other full-time employees, and two part-time employees. The library is open from 10:00 a.m. to 5:30 p.m. Monday through Friday, and from nine to one on Saturday. Evening hours have been abandoned because of lack of use and the unsafe neighborhood.

This branch is in the heart of a low income area. The population is largely transient; the underprivileged from all areas of the city and other places are congregating here. The librarian reports a highly pragmatic use of books - materials on practical nursing, civil service examinations, manuals of car repair, etc. - in addition to the usual requests for light fiction.

There is no assistant or other personnel who has work with young people as his special responsibility. The librarian reported little response to his effort to get students at a nearby junior high

school to apply for library cards. On the other hand, the children's librarian reported excellent response from elementary school visits and to the story hours held on alternate weeks.

Branch A3: This branch, also located in a low income neighborhood and 1.8 miles from Adams High School, has only one professional librarian on the staff, although there are several clerical assistants.⁷ The book collection totals 16,583, of which slightly less than one-half is juvenile. The children's room is located on the second floor, with the adult collection, reference collection, and a section of books for young people in the adult area. On the second floor is a small room arranged for story hours and small group meetings.

This library is open from 10:00 a.m. to 5:30 p.m., Monday through Friday, and from 9:00 to 1:00 p.m. on Saturdays. Evening hours have been abandoned because of dark, unpaved streets, lack of use, and the general unsafe conditions in the neighborhood after dark.

The branch librarian reported such neighborhood services as children's story hours, book talks, visits to elementary and junior high schools, talks to DECA and YMCA groups, and church groups. He also indicated a highly pragmatic use of books by adult patrons. The most popular volume in the library is a book on passing the Post Office Civil Service test. Other popular books are those on passing Armed Services tests and books on automobile repair. There is also much interest in books that have been made into movies, so much so that a separate section of shelving is set aside for them.

The rooms of the library are large and somewhat bare. The building seems well-kept but the furniture is worn, and the whole atmosphere somewhat dreary. The branch librarian is an alert man who talks vividly and sympathetically of the people who live in the neighborhood and of their efforts to cope with their environment.

Branch B: Branch B is a very attractive two-story building located on a residential street about a mile from Buchanan High School. The furniture in this building appears to be much newer than that found in the other branches. The whole atmosphere is different, seeming more alive and energetic. This branch has the largest book collection of any of the four branches previously discussed. The book collection totals 30,361, of which 15,659 are juvenile. This branch has the largest number of professional librarians in the branches thus far discussed (it has five, including two trainees), and also has the highest circulation. The circulation for March 1963 was 77,905, compared with 948 for Branch A1, 2,219 for Branch A2 and 1,590 for Branch A3.

The adult department is located downstairs, also reference and periodical areas, and a small section of fiction for young people. The large attractive children's room on the second floor has the largest and best collection of children's books noted in any branch visited, and a full-time children's librarian. A professional librarian in the adult services department is a member of the Young Adult Book Committee for the whole library system, and has some responsibility for work with young people, although this is not her chief assignment.

The library is an extremely busy and active place. The fact that this is a predominantly upper-middle class neighborhood means that adults in this area read more extensively than in the branches previously discussed, and that the library is heavily used by students.

Summary: The large public library system serving the residents of Big City has ten branches, only four of which are of interest in the present study. Adams High School has two branches located within its school district, and a third located just outside it. Branch A1 is located 2.1 miles from Adams High School; Branch A2 is located .7 of a mile from Adams High School and Branch A3 is 1.8 miles from Adams High School.

Buchanan High School has one branch within its district, located .7 of a mile from the school. It must be noted that these two school districts adjoin each other. The distance from Branch B to Adams High School is 1.6 miles; the distance from Branch B to the Adams school district line at its nearest point is just slightly over one mile.

The total number of professional staff for the three branches in or near the school district of Adams High School is none, two and one for Branches A1, A2 and A3, respectively, or a total of three professionals for the three branches in or near the district of Adams High School. Branch B, serving the neighborhood of Buchanan High School, has five professional librarians, including two trainees, on its staff.

Adams High School: Established in 1913, and planned for 1200 students, this large urban high school now accommodates a student body of 1600. It is currently operating on an overlapping schedule because of a sharp increase in enrollment.

The building has two floors, basement and sub-basement levels. There are forty-four classrooms, a shop, cafeteria, auditorium, gymnasium, offices, and library. The building is old, but efforts have been made to keep it in good condition.

The faculty includes three administrators, seventy-four teachers and seventeen special personnel such as guidance counselors, part-time psychiatric social worker, librarians, nurse, clerks, etc. About 45% of the faculty held the master's degree or above. The average number of years of teaching experience is 19.0.

The guidance department has one full-time counselor with about twenty-six other guidance periods divided among a group from the faculty. One counselor who is available three periods each day is in charge of college counseling, and another available two periods each day is in charge of job placement.

No record was available of how many pupils were taking college preparatory or other programs because pupils follow patterns rather than a set curriculum. The Head Guidance Counselor estimated that around 20% of the graduates go immediately from high school to college, with another 8% going on eventually. From September 1962 to January 1963, there were around fifty students who entered later than the beginning of the term, around fifty who transferred to

other schools, and around fifty who left school for various other reasons.

Courses are offered in English, mathematics, social studies, science, art, music, business education, homemaking, three foreign languages, industrial arts, health and physical education.⁶

Adams High School Library: The Adams High School library is located on the first floor, immediately to the right of the front entrance of this large building. The library is actually a suite of four rooms, plus a small magazine storage room. The large main reading room contains wall shelving holding fiction, some non-fiction, and reference materials. The card catalog, charge desk and attendance desk are located here also. At the far end is a smaller "middle room" containing additional wall shelving holding more non-fiction. This room also housed the display cases, which on every occasion that the researcher visited the library, held extremely attractive displays, featuring original work done by the students.

Behind this room is what might be called the "special collections" room, which in addition to the rest of the non-fiction, houses the library's large collection of Negro history and life, professional books, vocational materials and college catalogs. An entrance from the middle room leads to the workroom. This library had the largest number of books waiting to be cataloged seen in any school library but was circulating many titles before cataloging if there was a demand for them.

The collection for this library is composed of around 10,785 volumes. The library receives 116 periodicals, fifty-seven through Board of Education funds, and fifty-nine which are given to the library regularly, or are purchased through special funds.

Adams High School and Buchanan High School belong to a system that has pioneered in combining all instructional media in the school library. The Department of Libraries and Audio-Visual Education advises and stimulates library activity in the schools and coordinates all materials of instruction - films, recordings, radio, television, etc. - as well as the more traditional library materials. There is a central library of audio-visual materials, and the schools receive a weekly delivery of needed items. The equipment and some materials - primarily filmstrips and recordings - are housed in the individual school libraries and classrooms.

The library staff is composed of two professional librarians. There is also a student library club, the members assisting with circulation, processing, ordering and various other duties.⁹

Buchanan High School: Buchanan High School, established in 1933, serves a student body of 2290, grades nine through twelve. In 1958, a sixteen room addition was made to the building. The building has three floors and basement levels.

The faculty numbers 115, with an average teaching experience of twenty years. About 67% of the faculty hold the master's degree or above.

The guidance department has one full-time counselor, and about twenty other guidance periods are divided among a group from the faculty. In addition, a counselor is available five periods daily for college guidance. His office is directly across from the school library, and the counselor has developed an excellent "departmental library" of college catalogs, reference materials such as the Lovejoy series, and various other materials devoted to this subject.

This high school has an excellent academic reputation. The class of 1961 earned a total of 102 scholarships worth \$225,835. Of the last two graduating classes, 65% entered a total of 111 colleges. The school had semi-finalists in the 1962 National Merit tests, and fifteen students received letters of commendation.

Around 70% of the students are enrolled in a college preparatory curriculum, with about 20% in commercial and 10% in various other non-specific curricula. The course offerings are unusually rich. For example, six languages - Latin, French, Spanish, Hebrew, German and Russian - are offered, with Greek, Chinese, Swahili and Indonesian having been offered at various times in the extra-curricular program. Offerings in mathematics include elementary, intermediate and advanced algebra, plane and solid geometry, trigonometry, probability and statistics, and advanced placement mathematics. Advanced placement is also offered in all sciences, and honors courses are offered in English, mathematics, the sciences, history and foreign languages.¹⁰

Buchanan High School Library: The Buchanan High School Library is located on the third floor, front, of this large three-story school. It is a long narrow room, with wall shelving covering almost all of the available space. The circulation desk is located directly in front of the entrance, causing all patrons to walk around it on one side, creating something of a traffic jam at the beginning and end of periods.

At the far end of the room is the combination work-storage-audio-visual room. A student sits at a table in front of the door to get needed periodicals and pamphlets as students are not permitted to enter this area. Audio-visual equipment is stored here, and students are occasionally permitted to use this space for listening to records and tapes. The library is a center for audio-visual materials such as films, filmstrips, tapes and records, and the delivery from the school system's Central Audio-Visual Library is made here. The entrance to a small balcony area, which houses professional materials for teachers, is also in this room.

The library of Buchanan High School has been the beneficiary of several gifts, the most notable being the memorial collection of books on American life and history, to which books are added each year. There is also a collection of history texts donated by a former faculty member, and a mathematics and science collection in memory of two former teachers. The book collection totals 9700 volumes, and the library receives eighty-six periodicals.

The library staff of Buchanan High School is composed of three professional librarians, and the student library group who assist with routine operations.

Middle City

Cleveland High School and Dewey High School are located in the same city, the second largest of the state, located in the heart of a metropolitan market area of fifteen million people. The proximity of two other large cities, the shipping facilities for ocean going lines, excellent highways, and availability of labor have made it attractive to industry. There are over five hundred manufacturers operating within the city, and around 62% of the total employed are engaged in manufacturing work.

Middle City, with a population of 276,101 has suffered a decline in population for the last three decades. It is an old city; many areas have deteriorated, leaving problems of sub-standard housing and blighted sections. A recent report from the Executive Committee of the local Council of Churches cited many problems upon which action is needed. Among these were decaying housing, 20% of elementary school children on half-time school sessions, numerous high school dropouts, de facto segregation in public housing and schools, violation of civil rights, unfair job opportunities for minorities, and no implementation of urban renewal promises, plus a rising crime rate. The mayor, the Roman Catholic and Jewish clergymen took issue with the report but admitted the truth of many of the statements.¹¹

The 1960 census showed a median income of \$5950, median educational level for adults over twenty-five as 9.3, and unemployment rate for males over twenty-five is 8.2%. Of the total population, 13.5% are non-white and less than 1% of foreign stock.¹²

TABLE 1
COMPARATIVE CENSUS DATA ON BIG CITY AND MIDDLE CITY¹³

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Big City	438,776	-7.6	\$5454	18.9%	12.1%	7 %	9.0
Middle City	299,017	-7.7	\$5940	13.7%	14.5%	8.2%	9.3
New Jersey			\$6786	11.4%	22.0%		
United States			\$5660	21.4%	15.1%		

(1) Population, 1960 (2) Per cent population increase since 1950
(3) Median income (4) Per cent with incomes under \$3,000 (Families)
(5) Per cent with incomes over \$10,000 (Families) (6) Per cent unemployment among males over fourteen (7) Median level of education for adults over twenty-five

Two senior high schools from two neighborhoods in the city were used in the study. These two neighborhoods are discussed below.

The Neighborhood of Cleveland High School: Cleveland High School is located not far from the center of the city. The estimated population for the area is around 70,000, of whom about 40% are Negro as compared with 13.5% for the city as a whole. The median years of schooling for adults over twenty-five in the area is 9.6.

The district is located so that students from both low and upper-income groups would normally attend the school. The city is predominantly Roman Catholic, and many students from all income groups attend parochial schools.

Housing in the area includes apartment houses for middle and low income groups, low rent housing projects, one to six-family houses and many apartments over stores, restaurants and taverns. The buildings, for the most part, were constructed before 1900. The school is located just off one of the main traffic arteries; in the immediate neighborhood are located a number of empty stores and storefront churches.

The occupational categories of "clerical and kindred occupations, craftsmen, foremen and kindred occupations, operatives and kindred workers, and laborers" include about 83% of the employed males of the area. The median income is around \$5900, compared with \$5950 for the city as a whole.¹⁴

The Neighborhood of Dewey High School: Dewey High School is located in an area of the city that is both residential and industrial. The population of the area, estimated to be around 70,000, is on the increase. An estimated 15% of the population is Negro, compared with 13.5% for the city as a whole. The median years of schooling for adults over twenty-five in the area is 10.1.

Housing in the area is primarily of one to four-family type. There is considerable building activity, including a forty-two acre site that is being sub-divided into 750 lots for one and two-family

houses, estimated to house one thousand families. A state teachers' college is located a short distance from the high school, and one of the city's special schools for the mentally and physically handicapped is next door. Further proposed building for this section includes new elementary schools, playgrounds, and public housing for the elderly.

The occupational categories of "clerical and kindred workers, craftsmen and kindred occupations" include around 85% of the employed males of the area. A recent trend indicates that there is an increase of professional and technical workers moving into the neighborhood. Median income is around \$6200, compared with \$5950 for the city as a whole.¹⁵

TABLE 2
COMPARATIVE DATA ON SOCIAL CHARACTERISTICS FOR THE FOUR
NEIGHBORHOODS IN BIG CITY AND MIDDLE CITY¹⁶

	(1)	(2)	(3)	(4)
Big City				
Adams area	62,000	69%	8.9	\$4523
Buchanan area	50,000	13%	10.3	\$6500
Middle City				
Cleveland area	70,453	40%	9.6	\$5900
Dewey area	70,000	11%	10.1	\$6200
(1) Estimated population (2) Per cent Negro (3) Median years school for adults over twenty-five (4) Median income				

Middle City Public Library: The public library of this large city opened in 1891, and moved to its present site in 1901. The main library is now somewhat removed from the main business section of the city, although at the time the building was constructed, there was more activity in the area. Middle City is unique among the communities studied in that the high school libraries in the city are operated as branches of the public library, and the school library staffs are members of the public library staff rather than the school faculty.

The first floor of the building contains the children's room, a reference room for young people, and the children's service office. Information desk, circulation and registration, reference room, the public catalog and technical processes are on the second floor. Administrative offices, local and state history collection and rare books are on the third floor, and museum and gallery on the fourth floor. In addition to the collections of the main library, there are nine branches and a bookmobile service.

The main library contains the principal collection of 309,322 volumes. There are twenty-two professional librarians employed at the main library.

The library is open a total of 65½ hours per week, with evening hours until 8:30 p.m. Monday through Friday. All persons who live, work, attend school or pay taxes in Middle City may use library facilities. Special services include story hours, library tours, class visits for elementary school children, classroom collections

for the schools, a law library, deposits of books in city institutions such as hospitals, jail, nursing home, city firehouse, camps, boys' clubs, etc. Group services include monthly film showings, exhibits, program planning, meeting rooms for civic uses, reading lists and speakers, pictures and films for lending, records for listening and lending.

Middle City Public Library does not provide special personnel for work with young people, but considers it a part of adult service. The main public library provides a children's room, and a young people's reference room. The collection in the latter does not circulate and is intended for the use of children from the third to the eighth grade. Children in the ninth grade and above are encouraged to use the adult collections. There are small collections of books for young people in the branches, and a section of shelving in the children's room at the main library for young people, but the bulk of material that young people might be expected to use is in the library's general collections.

The library supplies classroom collections to public and parochial schools. Books for the high school libraries are cataloged at the Main Library and delivered to the schools. The high school librarians have been provided with telephones, and may make special requests for needed material. Frequent delivery is made to the high schools.

Branches: Middle City Public Library has nine branches; however, only four are of interest in the present study. Cleveland High

School has two branches near it; Buxey High School also has two branches in its district. For purposes of discussion, they will be hereinafter referred to as Branches C1 and C2, D1 and D2.

Branch C1: Located not far off one of the main traffic arteries, and four-tenths of a mile from Cleveland High School, Branch C1 is a large two-story building, which was erected in 1921. There are three fairly large rooms on the main floor and three rooms upstairs. On the main floor is the entrance area with the circulation desk, and a stack area just behind it. On either side of the entrance area are located the children's room and an adult reading room. Staff and workrooms are located just behind the children's room. The second floor contains the meeting room, museum and reference room. A gateway across the stairs prevents free access to the reference room, as no one is permitted to use the room without an attendant present, and the room is not staffed until the school children come in around 3:00 p.m. The library building also contains a mezzanine level for work and storage space.

The book collection totals 20,334 volumes. The library is open from nine to six Monday through Friday, and until 8:30 p.m. Monday and Thursday evenings, also from nine to five on Saturdays; however, the children's room closes nightly at 6:00 p.m., except at 5:00 p.m. on Saturday.

The books in the children's room are for children up to junior high school age. Many books are graded, and have grades six, nine, five, etc., lettered on the spine. There is a small section of

shelving in the stacks containing both fiction and non-fiction for young people - about sixty volumes.

The staff is composed of three professional librarians, three non-professionals and two part-time pages.

Branch C2: This branch is located in a store about six-tenths of a mile from Cleveland High School. It is badly in need of painting and some general repair has recently been done on the roof of the building. The hours are from 12:30 p.m. to 7:00 p.m., Monday through Friday. The room is divided into an adult and juvenile area by the use of double-faced, counter height shelving. There are five tables in the room with around twenty chairs. There is a small collection of reference books.

Work at this branch is largely with children. The 1962 circulation was about one-half juvenile and the percentage of the collection appears about the same. There are two large parochial schools nearby, and children from these and other schools use the library and make class visits.

The staff consists of one full-time employee who is not a professional librarian and a college student who works twenty hours each week. The branch collection totals about 6,068 volumes.

The supervisor has made some efforts to encourage high school students and adults to use the collection by closing the library to children at six, and thus making more time and space for adult users. There are a few volumes in a special section for young people, some career material and pamphlets.

TABLE 3
COMPARATIVE DATA ON BIG CITY AND MIDDLE CITY PUBLIC LIBRARIES

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Big City	Municipal	850,513	264	105	68	11	5½
Middle City	Municipal	466,380	113	27	65½	9**	—
(1) Type of library (2) Number volumes in library (3) Full-time staff (4) Part-time staff (5) Hours open per week (6) Number branches (7) Young adult librarians ** Does not include branches in schools or law library							

Branch D1: Located four-tenths of a mile from Dewey High School on one of the main traffic arteries of the city, Branch D1 is a large two-story building, very similar to Branch C1 in structure, and erected in 1926. There are three fairly large rooms on the main floor, and several rooms upstairs, with an auditorium in the basement. On the main floor is the circulation desk, with a stack area for the general adult collection just behind it. On either side of this room are located the children's room to the right, and adult reference and periodical room to the left. Just off the main lobby is a small alcove where a young adult collection is located. The second floor contains workrooms and exhibition rooms.

The library hours are the same as for Branch C1, from nine to six Monday through Friday, and until 8:30 on Monday and Thursday, from nine to five on Saturday. The book collection is also about the same size as for Branch C1 - 20,565 volumes - compared with

TABLE 4
COMPARATIVE DATA ON BIG CITY AND MIDDLE CITY PUBLIC LIBRARY BRANCHES

	(1)	(2)	(3)	(4)	(5)	(6)
Big City						
Branch A1	6,442	26	-	13 3/4	2 1/2	2.1 miles
Branch A2	21,705	63	2	46 1/2	-	.7 of a mile
Branch A3	16,583	61	1	46 1/2	-	1.8 miles
Branch B	30,361	76	5**	53 1/2	9	.7 of a mile
Middle City						
Branch C1	20,334	73	3	58	5	.4 of a mile
Branch C2	6,068	23	-	40 1/2	5	.6 of a mile
Branch D1	20,565	39	2	58	5	.4 of a mile
Branch D2	2,570	27	1	45	1	.6 of a mile

(1) Number of volumes in branch (2) Number of periodicals received (3) Number professional librarians on staff (4) Number hours open weekly (5) Number hours open weekly after six p.m. (6) Distance from branch to high school ** Includes two library trainees.

20,334 for Branch C1. The library staff consists of two professional librarians and four non-professional assistants.

Branch D2: This is one of the newer branches in the city, having been established about ten years ago. Like Branch C2, it is located in a store, but on a corner location of a busy street. It is much more attractive than Branch C2, with fresh paint, newer

locking books and furniture, and displays in the windows. The book collection appears to be largely children's books. Several elementary schools are located in the neighborhood, and the immediate area appears to have a large Negro population.

The library hours are somewhat different from Branch C2, although there is only a slight difference between the number of hours open weekly. The library is open from twelve to seven on Mondays, from ten to six Tuesday, Thursday and Friday, twelve to six Wednesday and nine to five Saturday. There is one professional librarian on the staff and an additional non-professional employee.

The library collection totals 2,570 volumes. A special collection of books for young people is maintained, although personal inspection indicates that these books are largely for the junior high school age group.

Summary: The large public library serving residents of Middle City, in which Cleveland High School and Dewey High School are located, includes nine branches, only four of which are of interest in the present study. Both schools have two branches located in their respective school districts, one large branch and one small branch in each case. The distances from Cleveland High School to Branches C1 and C2 are four-tenths of a mile and six-tenths of a mile, respectively. The distances from Dewey High School to Branches D1 and D2 are 1.6 miles from Dewey to Branch D1, and six-tenths of a mile from Dewey to Branch D2.

The total number of professional staff for Branches C1 and C2 are none and three, respectively, and two and one for Branches D1 and D2.

Cleveland High School: An old high school, the second built for the city, the present building was constructed in 1917. It is a two-story building with fifty-five classrooms, library, offices, auditorium and other facilities usually found in high schools. The present enrollment is 1655.

The faculty includes seventy-eight teachers, four guidance counselors, principal and administrative assistants to the principal. About 50% of the faculty have the master's degree or above. The average number of years of teaching experience is 13.7.

The guidance department has four full-time counselors who have divided responsibilities for general counseling, testing, college admission counseling, and job placement.

No record was available of how many pupils were taking college preparatory or other programs. The librarian estimated that less than 20% of the school's graduates go on to some further education.

Cleveland High School offers a general curriculum, college preparatory and commercial curricula. An industrial arts curriculum is offered at the city's other three high schools, and students in the Cleveland district who wish to do so may enroll in any of these schools with special permission. Courses are offered at Cleveland in English, mathematics, science, social science, business education, foreign languages, health and physical education.

Cleveland High School Library: The Cleveland High School library is located on the second floor front of the building. It consists of one large room, and a second smaller room which serves as a combination stack, magazine room and work room. Students are not permitted to enter this second room without permission, and during the visits of the researcher, no student was observed to request or receive permission to do so. There are stacks holding many of the newer non-fiction books in this room.

In the main reading room, there are stacks at both ends of the room as well as wall shelving. Several of the stacks are the type covered with glass doors. Many of the books appear not to have circulated in years, nor to have been removed from the shelves.

The room has a rather forbidding atmosphere. There are about fourteen tables, placed less than three feet apart with six chairs at most of the tables, making very narrow aisles and creating only a very small work space for each student, if the chairs are all filled. There are chairs and tables in the other room, but the students do not use them. There is a small bulletin board, and posters about reading are attached to shelves and doors. There are signs up - "SILENCE," "TEXTBOOKS ARE NOT TO BE USED IN THE LIBRARY," "DO NOT GO BEHIND THIS CASE", "DO NOT ENTER WITHOUT PERMISSION."

Most of the library books were bought and are owned by the public library, which also does the processing for the books bought through them. The library does receive an appropriation for the Board of Education, and also uses National Defense Education Act

funds. The card catalogs are in three parts - one for the public library books, one for the Board of Education books, and a third smaller one (one tray about a third full) for the National Defense Education Act books. When asked about this, the librarian replied that this was the way the principal wanted them. The audio-visual equipment and materials are housed in the subject departments, primarily the science department, and the library has no concern with them, except for having a list of the equipment. The subject departments make all loans of the equipment and materials.

The library collection is composed of 17,500 volumes, the largest collection of any of the eight school libraries. Eighty-six periodicals are received by the library.

There are two members of the staff, one professional librarian and a clerk, both of whom are members of the public library staff rather than the school faculty.

Dewey High School: Established in 1938 as Middle City's third senior high school, Dewey High School has an enrollment of 3000 students. The building, which was built in 1924, served as a junior high school until 1938. It is a large, three-story structure, with eighty-six classrooms, auditorium, library, offices and gymnasium, etc.

The faculty includes 152 teachers, clerical assistants, librarian, five guidance counselors, and three teachers assigned to the principal's office, assistant principal and principal. About 48% of the faculty hold the master's degree or above. The average number of years of teaching experience is 20.0. The guidance

department has five full-time counselors. The director of guidance was a member of the original faculty when the school was organized in 1938.

No record was available of how many pupils are enrolled in college preparatory or other curricula. The records show that of the 1962 graduates, 36% are attending some type of post-secondary school. Almost 60% of the present senior class plans to attend some type of post-secondary school after graduation, 43% planning to enter college.

Dewey High School offers four different patterns for students to follow - general, college preparatory, industrial arts and commercial. Courses are offered in business education, English, five foreign languages, health and physical education, homemaking, industrial arts, mathematics, music, science, social studies and driver education.¹⁷

Dewey High School Library: The Dewey High School library is located on the second floor front of the building. It consists of two rooms divided by an archway. Stacks are so placed at one end that a small work room is created. There is wall shelving on three sides with windows facing the front, or fourth side.

Back issues of periodicals are shelved in locked cases in the hall. Three sections of double-faced shelving around seven feet high hold a collection of books donated by the now defunct local junior college. This section has not been properly cataloged, and is kept separate until such time as this work can be done.

TABLE 5
COMPARATIVE DATA ON BIG CITY AND MIDDLE CITY HIGH SCHOOLS

	(1)	(2)	(3)	(4)	(5)
Big City					
Adams	9-12	94	1601	173	381.1
Bochannon	9-12	110	2290	512	508.8
Middle City					
Cleveland	9-12	86	1655	229	413.7
Drew	9-12	162	3000	500	500.0
<u>(1) Grades in school (2) Faculty (3) Enrollment (4) Enrollment</u> <u>in twelfth grade (5) Number of students per guidance counselor</u>					

The library contains six rows of rectangular tables which have three or four chairs at each table. The ends of the tables are pushed together so that there is little space for movement except around the edges of the room.

The collection for the library totals 10,000 volumes, and the library receives eighty-five periodicals.

The staff includes the librarian and a full-time clerical assistant, both of whom are members of the public library staff rather than the school faculty. Plans have been completed to remodel the library during the summer of 1963, but no increase will be made in the size of the library, as its space for expansion is restricted by stairways at either end of the room. The present space is far

too small for a school of this size; however, the remodeling will provide more shelving, new furniture, and the ceiling will be lowered, lighting improved, and painting done.

TABLE 6
COMPARATIVE DATA ON SCHOOL LIBRARIES FOR THE FOUR URBAN HIGH SCHOOLS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Adams High School	2	-	800.5	10,785	6.6	116	\$.90
Bachman High School	3	-	763.3	9,700	4.2	86	\$.91
Cleveland High School	1	1	827.5	17,500	10.5	86	\$1.17
Deasy High School	1	1	1500.0	10,000	3.3	85	\$1.25
(1) Professional library staff (2) Non-professional staff (3) Number students per total staff (4) Number volumes in library (5) Volumes per student (6) Number periodicals (7) Expenditures for books per student							

Kilville

This village of approximately 27,000 population is located twenty-one miles from New York City. Largely a residential community with less than one-fifth of a square mile zoned for the shopping center, a high proportion of the male population commutes to New York City daily.

The median years of education for adults over twenty-five is 12.9. Around 20% of the heads of families are in the high income bracket, receiving substantial salaries rather than owners of inherited wealth. The median income in 1960 was \$11,207. The

categories of professional and managerial occupations contain around 80% of the employed males of the village.

Kilville has grown rapidly in the last decade. The 1960 census showed a gain of 45.2% for the last decade. Town planners predict a maximum of 35,000 to be reached around 1970. Multiple housing in luxury apartments will account for this as there is little land left on which houses can be built. The streets are lined with well-kept houses on large lots, well landscaped with trees and shrubbery.

There is no industry aside from the main business area. Long recognised as a wealthy residential community, Kilville is also becoming a quality shopping center for towns in the area. There are many cultural and civic organisations, a new public library and a high quality school system.¹⁸

Kilville Public Library: The tax supported village public library opened in 1923, being established through funds left to the village in a will. The original building is on the west side of town, and served the community for forty years. It will continue as a branch of the new main library to serve the people who live in that area.

The new library, located next to the Village Hall, and near the main business section, was opened to the public in August, 1962. Essentially, the main floor is one large room, but shelving is so arranged that it is divided into separate departments. Stacks are on three levels, two open to the public, the third kept for periodical files and special collections.

TABLE 7
COMPARATIVE CENSUS DATA ON THE FOUR SUBURBAN COMMUNITIES

	(1)	(2)	(3)	(4)	(5)	(6)
Kilville	25,391	45.2%	\$11,207	5.0%	56.4%	12.9
Fairhaven (County)	224,499	65.2%	\$ 6,467	11.2%	18.4%	11.2
Glendale	18,810	213.2%	\$ 7,813	5.9%	26.2%	12.2
Heritage	11,743	-13.0%	\$ 6,449	12.0%	15.4%	8.8
(1) Population, 1960 (2) Per cent population increase since 1950 (3) Median income (4) Per cent with incomes under \$3,000 (Families) (5) Per cent with incomes over \$10,000 (Families) (6) Median years education for adults over twenty-five						

The main floor contains the stack area, entrance to the second level of stacks, reference area, browsing area, offices, young people's section, art and music area, as well as a section for current newspapers and magazines. The children's room, additional stacks, technical processes department, and board-conference room are on the lower level. A mezzanine level provides additional stack area for the adult collection. The library is furnished throughout with modern furniture, and has lovely walls, drapery and floors. There are several study carrells in the reference area.

The collection totals around 67,228 volumes. The professional library staff includes the director, assistant director, cataloger, adult services librarian, young people's librarian, children's librarian, branch librarian and a part-time professional who serves

as reference librarian. The staff of the library was greatly increased in 1962 with the expansion of library facilities. During that time, the positions of adult services librarian, children's librarian, young people's librarian, and branch librarian were added. The library was closed for four weeks in July, 1962 when the move to the new building took place.

The library is open for a total of sixty-nine hours per week, with evening hours until nine Monday through Friday. Books, magazines, pamphlets, pictures and phonograph recordings are available for loan. The library sponsors story hours for children, loans school collections, and cooperates with local organizations to provide exhibits, booklists and speakers. New services added when the new building opened include a microfilm reader-printer, with the New York Times on microfilm, young people's study area and collection, and young people's librarian to supervise this work.

The collection for young people is small since this service is new, but many titles useful for this age group are available in the other collection. The study area for young people is provided with tables and chairs. Two encyclopedias and an extra set of the Readers' Guide to Periodical Literature form a special reference section for students; however, stacks for general adult collection and reference are nearby.

During the fall of 1962, a new wing was added to the local high school, necessitating split-sessions at a junior high school, and closing of the high school library. During this time, the public

TABLE 6
COMPARATIVE DATA ON THE FOUR SUBURBAN PUBLIC LIBRARIES

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Kilville	Municipal	61,015	9	2	68	1	1
Fairhaven (County)	County	93,000	15	2	46	-	-
Glendale	Association	24,000	2	7	37	-	-
Heritage	Municipal	23,920	3	3	54	-	-
(1) Type of library (2) Number volumes in library (3) Full-time staff (4) Part-time staff (5) Hours open per week (6) Number branches (7) Young adult librarians							

library experienced an unusually large influx of high school students during the mornings, so that one of the high school librarians spent mornings in the public library, working with the students.

This community has demonstrated unusual interest in the public library. A citizen's committee raised funds for the furnishings of the new building, and thirty-seven local groups made donations to the fund, as well as a number of individuals.¹⁹

Kilville High School: Kilville High School, established in 1917, has an enrollment of approximately 1646 students. Additions have been made to the building on several occasions, and during the 1962-3 school term, a new wing was added which included additional classroom space, library and student union facilities.

The faculty includes eighty-nine classroom teachers, principal, two assistant principals, dean of girls, four guidance counselors,

two librarians, a secretarial staff and several part-time staff members such as doctors, nurse, psychologist, etc. The average number of years teaching experience is about twenty years. About 60% of the faculty have the master's degree or above.

The guidance department has four full-time counselors. The Dean of Girls is in charge of girls' counseling, and one of the assistants to the principal is in charge of boys' counseling.

The school is located in a community where the inhabitants would be classed as well-to-do. Normally around 80% of the graduates go on to some type of further education. Of the class of 1962, 86% of the girls went on to some type of post-secondary school, 58% to four-year colleges. The percentage of boys attending college (75%) was somewhat higher.

Course offerings include art, business education, English, homemaking, industrial arts, four foreign languages, mathematics, music, health and physical education, science, social studies, public speaking and credit for participation in the program for library assistants. Suggested programs include one leading to secretarial or accounting work, liberal arts or engineering college, distributive education, industrial arts with an automechanics, drafting, graphic arts, metalworking or woodworking major, program leading to nursing school, or individual programming according to the needs, interests and aptitudes of the student.

Kilville High School Library: As of late February, 1963, Kilville High School had a new library. The old library closed

in May, 1962. From that time until the new library was ready for occupancy, students who were attending split-sessions at the present school and a junior high school used the junior high school library and public library, making especially heavy demands on the latter. The high school placed one of the high school librarians at the public library in the mornings during the first semester to assist the students.

The new school library is located on the second floor of the building. It is semi-circular in shape, with excellent natural and artificial lighting and modern furniture. Two conference rooms, the audio-visual suite and combination office-work-storage room open off the library, with a faculty library and additional conference space across the hall. Double-faced shelving radiates from the semi-circular portion of the room, with additional wall shelving on the hall sides. There are locked glass cases for displays, rare books, etc., at one end. At the opposite end are located the informal reading area, and magazine and newspaper racks.

The library collection is composed of about 14,662 volumes, primarily adult titles useful for high school students. This is the second largest school library of the eight studied, only Cleveland High School having a larger book collection. The library subscribes to 120 periodicals. The Audio-Visual Aids coordinator handles circulation, scheduling and selection and purchase of this material. The records, filmstrips and tapes are being cataloged by the library staff, and cards filed in the catalog.

TABLE 9
COMPARATIVE DATA ON THE FOUR SUBURBAN HIGH SCHOOLS

	(1)	(2)	(3)	(4)	(5)
Elmville	9-12	100	1646	441	274.3
Fairhaven	9-12	96	1717	230	429.2
Glendale	7-12	110	1501	210	500.3
Heritage	9-12	34	606	103	404.4
(1) Grades in school (2) Faculty (3) Enrollment (4) Enrollment of twelfth grade (5) Number students per guidance counselor					

The library staff is composed of two professional librarians, and two secretaries, one of whom devotes about half time to the Audio-Visual department. The Audio-Visual Aids coordinator is a teacher who devotes about half-time to this work.

Fairhaven High School District

Fairhaven High School is a regional high school serving students from six townships and one borough, an area around 250 square miles with a population somewhat over 25,000 in 1960. This region comprises about one-third of the entire area of the largest county in the state.

The median years of education for adults over twenty-five is 11.2. The basic industry carried on is farming, but commuters to nearby business and industry have moved into the area as well. The median income for the county is \$4,677. The seven communities in

the district range from predominantly farm type villages to residential areas typical of the wealthy suburbs of large cities.

The population of the county increased 65.2% in the last decade. Four new high schools have been built since 1953, and more will be built, as well as additions made to the present schools. In 1958, ten elementary schools were under construction. The projected population for the county by 1975 is 272,700. The district is almost exclusively white in population, and there are few Negroes in the high school.²⁰

Fairhaven County Library: Residents of the Fairhaven High School district are served by a county library, the eldest in the state. Only one of the small communities in the school district has a public library, although there are ten member libraries of the county system, and eleven library stations. The small public library in the Fairhaven district has a book collection of 5,816 volumes and has very limited opening hours.

The county library is a one-story building with work space for the extension service and processing in the basement. It was originally built to house county records, and is as fireproof, burglar proof, etc., as possible, so that alterations for the library are expensive. There is a special room for children and junior high school students with a children's librarian in charge.

The county library headquarters has a collection of 93,000 volumes. Other material includes periodicals, pamphlets, prints, recordings, and a clipping file.

The library is open forty-five hours each week. County residents are served by the county library through its headquarters located about five miles from Fairhaven High School in the county seat, through the member libraries, library stations, and by the county library bookmobile. Regular bookmobile stops are scheduled in all of the communities served by the school, some of which are evening stops.

The children's librarian has been extremely active in the development of elementary school libraries, and the library staff has produced a manual to explain some basic procedures of library work for PTA volunteers who work in these libraries. The library loans needed material to high school libraries, and collections of books to elementary school libraries.

In addition to offering advice, help and materials to school libraries, the county library staff has conducted a series of workshops for elementary school librarians, high school librarians, principals, teachers, and PTA volunteers on such topics as elementary school library development, storytelling, sources, uses of and ways to organize state and local history materials, and perhaps will offer one later in the year on reference materials.

High school students under sixteen may use the adult collection, but are required to have parental permission to secure adult fiction unless it is on a school reading list. The bookmobile librarian reported some use of the evening bookmobile service, but more requests of material for students by their parents. Since

the county library headquarters does not have evening hours, high school students have little opportunity to use the library during the school year. Students may use their county library cards only at the county library headquarters and bookmobiles. Students wishing to use the member libraries (some of which are nearer to the students' homes than county library headquarters) must pay non-resident fees.

The county library staff includes the director, assistant director (who also serves as children's librarian), three senior librarians (one full-time and two part-time), one supervising librarian (extension service), one library trainee, and fourteen other employees.²¹

Fairhaven High School: Established in 1958, Fairhaven High School is a regional high school serving a student body of 1717. The enrollment has increased by almost 50% since the school opened, and construction will soon begin on another building to take care of an estimated increase of eight hundred students by 1967. This is a rural school and almost 100% of the student body is transported at school expense. Late buses permit students to participate in after-school activities such as clubs, sports, student council, etc., and also to use the school library.

The building is a modern structure located on a beautiful site of fifty-three acres of land. The building has two floors with classrooms, library, auditorium, cafeteria, shops, offices, gymnasium, etc.

The faculty of ninety-four includes classroom teachers, guidance counselors, principal, assistant principal, librarian and secretarial staff. Slightly over 21% have the master's degree or above. The faculty is young, with an average of 6.5 years of teaching experience.

The four guidance counselors have divided responsibilities for the various aspects of counseling. There is one general counselor, a counselor who is in charge of job placement, one in charge of college placement and application, and the director of counseling who also has charge of testing.

The school has a special class of educable children. Around 46% of the class of 1962 entered colleges of various types.

Courses are offered in art, business education, agriculture, distributive education, driver education, English, four foreign languages, health and physical education, homemaking, industrial arts, mathematics, music, science and social studies. Students have choices of college preparatory, general and specialized curricula such as business education. These curricula are flexible enough to allow for registration of any student for courses according to his special abilities or needs.

Fairhaven High School Library: The Fairhaven High School library is located on the first floor of this large modern building. It consists of a main reading room, a conference room which is used two periods a day for classes, a workroom and magazine storage room. The library has wall shelving on three sides; on the fourth side,

there are windows facing the front of the room, and double-faced stacks at the south end of the room. Bulletin boards are located on either side of the entrance, and there are wall display cases in the hall. An outside entrance is so placed that the library can be used before or after school, or during the summer months, without opening the entire building.

The library collection numbers 8,371 volumes, and the library receives 114 magazines. This is the only school library among the eight that uses a commercial processing firm; however, it will be recalled that the processing for the two schools in Middle City, Cleveland High School and Dewey High School, is handled by the Middle City Public Library. The library is a center for audio-visual materials used in the classroom, but there are no facilities for listening, previewing, etc., in the library.

The library staff is composed of one professional librarian and a full-time clerk. There are also student library assistants who carry out routine clerical procedures.

Glendale

This rapidly growing town is located in one of the most densely populated counties in the state. The population, which was 18,810 in 1960, increased 213.2% in the last decade. There is almost no industry in the town aside from the main business section, the majority of the residents commuting to New York City, or other towns in and near the county.

TABLE 10
COMPARATIVE DATA ON THE FOUR SUBURBAN HIGH SCHOOL LIBRARIES

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Elmville High School	2	2	411.5	14,662	8.9	120	\$2.66
Fairhaven High School	1	1	858.5	8,371	4.8	114	\$3.20
Glendale High School	2	2	500.3	7,803	5.1	83	\$4.06
Heritage High School	1	-	606.0	5,729	9.4	48	\$2.73
(1) Professional library staff (2) Non-professional library staff (3) Number students per total staff (4) Number volumes in library (5) Volumes per student (6) Number periodicals (7) Expenditures for books per student							

The educational level of the population is high. The median years of education for adults over twenty-five is 12.2. The categories of "craftsmen, foremen and kindred workers, officials and proprietors" include about 75% of the population. The median income in 1960 was \$7813.

Glendale Public Library: Glendale Public Library had its start in 1935 when a group of local PTA members donated a number of books and sought donations for the purpose of buying others. Space was provided in the town hall for a brief period, and then a small building was erected on town property with funds donated by the town. The library is still an association library, i.e., free service is given to the public but the library has not been municipalized so that tax support is mandatory. Steps are being taken at present toward municipalization.

The building is located in a parklike area at the extreme northern end of the long narrow town, an inconvenient location, especially so for children who must use two main north and south traffic arteries. The high school is about a block away.

The library building was enlarged in 1947, but is now entirely too small for the needs of the community. The building consists of two small rooms, a lobby area in between and a small combination office-work room at the rear. One of the two front rooms was originally intended as a children's room, but the space situation is such that the children's department is only a part of it. There is space for only two tables in the adult room, and two tables in the children's room. The latter, because of size, are useful only for children under ten. The rooms are extremely crowded, and in the afternoons when students come in, it is difficult to carry on any serious study or reading, indeed even movement is sometimes hampered when the library is busy.

The library is open a total of thirty-seven hours weekly, including five evenings from seven to nine. The staff consists of one professional librarian, one full-time non-professional who has been with the library almost since its inception, and three other people who give half-time service. There is no staff member who has work with young people as his special responsibility although the full-time non-professional serves as children's librarian.

Glendale Public Library is a member of a county federation of several small libraries, and students who hold library cards may

also use these seven member libraries. The member libraries have selected subjects for specialization, and have also agreed to maintain files of certain periodicals. Glendale's subject field is state history, and it has agreed to maintain files of the New York Times Magazine, and Harper's Magazine. Member libraries have such subject specialties as education, home economics, gardening, and languages, and maintain files of such periodicals as Life, Time, Atlantic, Congressional Digest, etc.

The library collection totals 24,000 volumes. There is a small fiction collection for young people in the children's room, but all non-fiction materials (for adults and young people) are shelved together. A collection of books in demand for book reports, college catalogs, and some information file material on schools and colleges are shelved together behind the circulation desk in the foyer.

The Friends of the Library sponsor a discussion group for young people, the discussions led by a young mother in the community. The librarian reported an average attendance of ten, mainly gifted youngsters, who also carry heavy school loads. The books (paperbacks) have usually been donated by a local merchant, and have included such titles as The Status Seekers, Antigone, Death of Ivan Ilych, etc.²²

Glendale High School: Until 1960, high school students from Glendale attended school in two nearby communities, but population growth forced the community to make its own arrangements for secondary education. The old junior high school was enlarged, and

the first senior class graduated in 1962. The present enrollment is 1501.

The original junior high school, built in 1929, had a new addition which was completed in 1961. The building now contains thirty-four classrooms, auditorium, two gymnasiums, library, cafeteria, and offices.

The faculty includes three administrators, four guidance counselors, two librarians, ninety classroom teachers, and a secretarial staff. There is in addition, a school psychologist and other specialists who serve the whole school system. The faculty is young with an average teaching experience of about five years. About 25% have the master's degree or above.

As previously mentioned, this school has had only one graduating class, so that few figures on the number of students from the community who attend college are available. Of the first graduating class 54% went on to some sort of higher education.

Course offerings include art, business education, English, health and physical education, homemaking, industrial arts, four foreign languages, mathematics, music, science, and social studies. Students may follow one of a variety of programs: terminal programs to fit them for future employment; general education; college preparatory and advanced programs for gifted students. Students may also follow a combination of programs geared to their interests and needs.²³

Glendale High School Library: The Glendale High School library is located on the first floor in the new wing of the building. It

is a long narrow room with an expanse of windows almost the length of the room. At the south end, two conference rooms are located, but are not at present, being used for library purposes. The librarian's office and workroom are located at the opposite end. Behind the work room is a stack area with steel shelving for books and periodicals. There is no access to the stack area through the work room, i.e., solid walls make supervision and access difficult.

The walnut furniture is modern and attractive; there is a small informal reading area. The library is badly in need for a card catalog. The present catalog is full, and the staff has found it necessary to create extra trays by using card boxes, which are placed on top of the present catalog.

The collection totals 7,803 volumes, and the library receives eighty-three periodicals. The staff has no responsibility for audio-visual materials as a teacher devotes one-third of his time to this work. The library and audio-visual department are entirely separate, the latter having its own budget. The audio-visual department has a small collection of materials, and is a member of the county film association.

The staff is composed of two professional librarians, and a full-time secretary. There is also a student library council, the members assisting with routine clerical work.

Glandale High School was evaluated by a team from the Middle States Association of Colleges and Secondary Schools during the first

week of April, 1963. Although the full report was not yet available, the preliminary release especially commended the library and the music department of the school.²⁴

Heritage

Located in the heart of a metropolitan area, this small industrial community of 11,743 is approximately one mile square. It is tightly boxed in by the river, and surrounding communities, and stands in need of land for home sites and public purposes. The 1960 Census showed a population decrease of 13.0% in the last decade.

The median years of school completed by adults over twenty-five is 8.8. Most of the citizens work in the nearby factories, either in the community or the metropolitan area. The occupational categories of craftsmen and kindred occupations, and laborers make up about 60% of the employed males of the community. The median income in 1960 was \$6449.

Heritage is largely a manufacturing town. The industries pay the greater portion of the tax, and the low tax rate makes it a favorable location. It is within walking distance of the largest city in the state.

Heritage Public Library: The Heritage Public Library opened in 1911. The present building was erected in 1937. It is a colonial building, located conveniently to the main street of the town, near the new senior high school, and across the street from a large parochial school.

The main floor consists of the large reading room and a small office. There is also a balcony, which houses periodicals and some reference books. In the basement is a staff room, work room and auditorium, where civic meetings as well as library activities are held.

About one-half of the main reading room is set aside for children. The shelves of children's books are crowded, and much of the juvenile non-fiction is shelved in the stack area and balcony. The other half of the reading room holds several sections of new adult fiction, and non-fiction, some sections of books for young people and several sets of encyclopedias, the older volumes of which are allowed to circulate.

The book collection totals 25,042 volumes. The library has only one professional librarian on the staff. The particular need at the moment appears to be of a children's librarian. Attendance at the weekly story hour, conducted by a non-professional, is unusually high (as many as seventy children have attended) and the circulation is almost one-half juvenile.

Services include photoduplication, story hours, and a loan service of classroom collections to teachers. Because of the under-developed state of public and parochial school elementary school libraries, collections of books are loaned to schools, but there is no delivery service.

Heritage High School: The new \$3 million senior high school, serving a student body of 606, began operation in September, 1962.

There are twenty-two classrooms, eleven special area rooms such as homemaking, library, etc., and gymnasium, auditorium and swimming pool.

The faculty is composed of the principal, assistant principal, a guidance counselor, director of athletics, a visual aids director who gives the high school one-fifth of his time, librarian, nurse and twenty-nine classroom teachers. There is also a secretarial staff. The average number of years of teaching experience is 11.6 years, and 35% have the master's degree or above.

In addition to a full-time director of counseling, there is one other faculty member who gives about two-thirds of his time to counseling.

The school has an exceptionally stable enrollment. Most students attend school for the full four years. There has been a slight increase in enrollment since the new school opened. This community is predominantly Roman Catholic, and many students attend nearby parochial high schools.

The school offers courses in art, business education, English, three foreign languages, mathematics, industrial arts, homemaking, social studies and science, music, health and physical education. The program of studies outlines college preparatory, scientific and commercial programs, but also offers a flexible program geared to student interests and needs.

Heritage High School Library: Heritage High School Library is located on the first floor of the two-story building, directly across the courtyard from the administrative offices.

Library facilities include the main reading room, which opens into an attractive courtyard with benches, grass and shrubbery, librarian's office, storage and work room, conference room and visual aids room. The conference room houses the professional collection of books for teachers, materials on colleges and vocational guidance, and reference books. The storage room contains back issues of magazines, information files and supplies. The combination office-work room contains more information files, sink and cabinet. The office and conference room are glass partitioned for ease of supervision.

The book collection totals 5,729 volumes; forty-eight periodicals are received by the library. The objective judgment of the researcher is that this collection is quite old, and badly in need of weeding. The greater portion of some of the non-fiction areas include school textbooks, many quite old. The Audio-Visual Aids coordinator who allots one-fifth of his time to the high school handles all loans, schedules and purchases of this material. The office is located in the library but is not a responsibility of the librarian.

One librarian forms the staff of the library; however, she is assisted by the students who are members of the Library Guild. Because of the very few study periods (most students are scheduled for classes every period), the library appears to be comparatively empty most of the day except when a class comes in.

The high school and community are within walking distance of the largest public library in the state. Heritage residents, however,

must pay non-resident fees for a library card. The librarian of Heritage High School has discussed the services of this large library with school classes, and urged students to use it, especially in connection with periodical references needed for term papers.

Summary: The data presented in the preceding chapter are subjective to some extent, but are supported by the objective data from the 1960 United States Census and other sources. Some of the data presented are not used in testing the hypothesis of the study, but are presented to provide a more complete picture of the schools, neighborhoods and libraries. It is clear from the descriptions that the communities vary widely in social characteristics.

There are also differences in the kind of library provision found in the school and public libraries. For example, it can be seen that students who attend Adams High School do not have access to branch libraries in the evenings, except for one evening each week, when the smallest branch (Branch A1) is open from six-thirty to nine o'clock. On the other hand, Branch B, serving the district of Buchanan High School, which has the largest collection of books, exceeding the next largest branch (Branch A2) by 8,656 volumes, is open two evenings each week.

These differences in hours, personnel provision, collections, physical facilities, services and pupil use of libraries will be discussed in Chapter 4 in terms of the socio-economic rank of the schools and communities.

Notes

1. "Newark Income Rated at \$5,454." The New York Times, May 5, 1963.
2. U.S. Bureau of the Census. U.S. Census of Population: 1960. Detailed Characteristics. N.J. Final Report PC (1) - 32 B. U.S. Government Printing Office, Washington, D.C., 1962; U.S. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics. N.J. Final Report PC (1) - 32 C. (Hereafter, references to population, median years schooling for adults over twenty-five, types of workers in the communities, income statistics, etc. have been obtained from these two sources unless otherwise credited. Bibliographical references for these two sources will not be repeated.)
3. Rutgers, The State University. "To give a better break to city youth". Report from Rutgers, 14: 4, December 1962.
4. Schwartz, Eleanor E. "Data Sheet, South Side High School, Newark, New Jersey." 6 p. mimeo.
5. Weequahic High School, Newark, New Jersey. School and Community Profile. mimeo.
6. U.S. Bureau of the Census. U.S. Census of Population and Housing: 1960. Census Tracts. Final Report PC (1)-105. U.S. Government Printing Office, Washington, D.C., 1961.
7. This branch, although located outside the Adams High School district is included in the study because students stated in the questionnaire administered (See p. 76) that they used the branch. It seems significant that they used this branch outside the district, and that the branch librarian (the only professional on the staff) is a Negro, as are most of the other staff members.
8. Schwartz, op. cit.
9. Schwartz, op. cit.
10. Weequahic High School, Newark, New Jersey, op. cit.
11. Jersey City, New Jersey. Council of Churches. The Commission of The Church in Society of the Jersey City Council of Churches. March 22, 1963. mimeo.
12. Jersey City, New Jersey. Chamber of Commerce. 4 p. mimeo.

13. U.S. Bureau of the Census. U.S. Census of Population: 1960. Detailed Characteristics. N.J. Final Report PC (1) - 32 D. U.S. Government Printing Office, Washington, D.C., 1962; U.S. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics. N.J. Final Report PC (1) - 32 C.
14. U.S. Bureau of the Census. U.S. Census of Population and Housing: 1960. Census Tracts. Final Report PHC (1)-67. U.S. Government Printing Office, Washington, D.C., 1961.
15. U.S. Bureau of the Census. U.S. Census of Population and Housing: 1960. Census Tracts. Final Report PHC (1)-67, ibid.
16. U.S. Bureau of the Census. U.S. Census of Population: 1960. Detailed Characteristics. N.J. Final Report PC (1) - 32 D. U.S. Government Printing Office, Washington, D.C., 1962; U.S. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics. N.J. Final Report PC (1) - 32 C.
17. Snyder High School, Jersey City, New Jersey. Evaluator's Handbook for the Visiting Committee of the Middle States Association of Secondary Schools and Colleges, March 26-28, 1963. Snyder High School, Jersey City, New Jersey. unp. mimeo.
18. Ridgewood-Northwest Bergen, New Jersey. Board of Realtors. unp.
19. Ridgewood, New Jersey. Annual report of the library director of the Free Public Library of the Village of Ridgewood, New Jersey for the year - 1962.
20. "Burlington County Industrial Review" Mt. Holly Herald, Mt. Holly, New Jersey, May 11, 1961.
21. Burlington County Library, Mt. Holly, New Jersey. 41st Annual Report.
22. DuPre, Grace. "The New Milford Public Library" Field Seminar Report. Graduate School of Library Service, Rutgers, The State University, May, 1957.
23. Palish, Anna. "New Milford, New Jersey High School Library" Field Seminar Report. Graduate School of Library Service, Rutgers, The State University, April, 1961.
24. Palish, ibid.

Chapter 3

THE MEASURES

Description of Measures

As mentioned in the description of "Procedure" (Page 4), several types of data were collected to test the hypothesis that provision for library service (both school and public) for senior high school students (twelfth grade) varies according to the socio-economic level of the neighborhood. Some of these data related to the communities, their public libraries, and eight schools located in the communities have been described and presented. It was necessary, however, to locate, or develop measures to obtain certain types of information required for an objective study of the provisions made for library service to senior high school students by school and public libraries. A description of the procedure for selecting, adapting and/or developing the seven measures follows.

Socio-economic Measure

The measure used for determining the socio-economic status of the students of the eight schools was an adaptation of the Warner Index of Status Characteristics.¹ Using the table of random numbers, a ten per cent sample of twelfth grade students from each of the participating schools was selected. Two ratings were made for each student, based on the occupation and level of education attained by the father, or chief breadwinner for the family.

In the Warner scale, the occupational level of the principal wage earner for the family is assigned a value ranging from one to

seven, giving the lower numbers to such professional individuals as doctors, and lawyers, to proprietors and managers, and so on down to farmers who are assigned a value of seven. For convenience, the scale was reversed, and the scores assigned in the normal order, higher occupations receiving higher scores. For educational level attained, the values are assigned from one (elementary school) to four (post-graduate).

This measure was used to collect data on the socio-economic status of ten per cent of the twelfth grade pupils of each of the eight schools. The mean score and standard deviation for each of the eight schools was calculated, and the schools ranked according to socio-economic data.

Collections Measures

Evaluating the collections for eight school libraries, six public libraries and eight branch libraries appeared impossible except in terms of number of volumes, per capita or per student, or in terms of expenditures. It was thus decided to select several areas of the collection that have special significance for the study, and evaluate the quality of the collection on the basis of these samples.

In view of the hypothesis, it appeared important to study areas which might be expected to have some value and appeal, not only for average and gifted high school students, but also for slower or culturally deprived students. After some consideration, the following four areas were selected: high interest-low vocabulary

books; school, college and scholarship materials; mathematics books; and periodicals.

High Interest-Low Vocabulary Books: Many studies have indicated the correlation between the reading disability of students and high school dropouts.² It thus appears important to evaluate library provision for the retarded reader of high school age in order to help him achieve a higher degree of academic success, increasing the likelihood that he will remain in school.

In order to evaluate library provision for the retarded reader of high school age, a survey was made of the available literature. Darling lists eleven bibliographies of books for students who read below grade level.³ Seven of the bibliographies are four years old or older. A study was made of the titles included in three of these bibliographies,⁴ and a preliminary list of one hundred titles were selected for their appeal to high school students, but with a reading level from grades five to eleven.

One of the difficulties of compiling such a list is the scarcity of published materials suitable for this purpose. Examination of the one hundred titles showed the majority of them were unsuitable for use with senior high school students who read below grade level for the following reasons:

- (1) Many of the titles were of questionable literary merit, e.g., Girl of the Limberlost, by Porter, and Nobody's Girl, by Malot.
- (2) Many of the titles were old, out-of-date, not in step with contemporary affairs or interests, and as a result, students

will find it difficult to identify themselves with, or understand the characters, e.g., Freckles, by Porter, Understood Betsy, by Fisher, or The Jumping-Off Place, by McNealey.

(3) The contents of many of the titles will not communicate in any meaningful way with lower-income urban students, e.g., Junior Miss, by Benson, Life with Father, by Day, or the books by Alcott.

Some of the better titles on this preliminary list appear in a bibliography published in Top of the News.⁵ Twenty-six of the twenty-nine titles from the Top of the News bibliography were also listed in the Standard Catalog for High School Libraries, and it seems quite likely that almost every high school would have the majority of them.

A search was made of the literature describing desirable characteristics of reading material for over-age students, who are handicapped by inadequate reading skills. Since the majority of the references cited the same, or similar characteristics, only a few typical examples will be cited.⁶ A compilation of these criteria is given below.

(1) Material should contain the mature interests of people of the student's own age or older, e.g., Winter Wheat, by Walker or Bridges at Toko-Ri, by Michener.

(2) The same literary values applied to the selection of books for any other group of readers should be kept in mind when selecting high interest-low vocabulary material for high school students.

Examples of well-written titles are Frank's Diary of a Young Girl, and The Yearling, by Rawlings.

(3) The titles should include some characters with whom lower-income urban students may identify themselves, e.g., I Always Wanted To Be Somebody, by Althea Gibson, or Ready or Not, by Mary Stolz.

(4) The content of the book should be of real interest to the student, and the style lively, simple and direct. The story should move quickly to an exciting climax, and the suspense created should be resolved only on the last few pages. The plot should not be too complicated, with a limited number of characters. Excellent examples of this type are Gibson's Old Yeller, and Freedman's Mrs. Mike.

(5) The format and general appearance of the books should not be too juvenile, nor should the length of the book, the size of the type, and width of the margins, create a forbidding impression. Reading level should permit the student to read the material without undue discomfort and inconvenience. Sparing use of scientific and technical words, foreign words and abstract or unusual words, should be made. Good examples of books in keeping with these criteria are Schaeffer's Shane and Forbes' Mama's Bank Account.

A search of all available book selection aids was made to locate adult books suitable for young people and meeting these criteria. Twenty-eight titles were located. All were tested for reading level, and ranged from fourth to eighth grade level; this was also true of the twenty-nine titles on the Top of the News list.

The two lists were then combined to form a measure listing fifty-seven titles for the evaluation of high interest-low vocabulary materials in the libraries being studied.

The list was then checked against the collections of the six public libraries, eight branch libraries, and eight school libraries. The number of titles from the list, and the percentage of holdings were tabulated, and the results compared on the basis of the socio-economic rank of the school district.

School, College and Scholarship Materials: The rationale for development of a measure to evaluate the collections of the libraries of school, college and scholarship materials can be found in the following quotation. "... Lower income students usually lack even the crudest information about such simple matters as how to prepare for college, which college to choose, how to get in, how to get along once in, how to fill out acceptable applications. They don't have the 'know how' of the upper income students. Their parents and friends, typically, have not been to college or even inside a college classroom. Thus they cannot give directions or even show them the way. The upper income student on the other hand, learns the way from his parents who have usually been there before. He is headed in the right direction early in his life, equipped with a rather complete blueprint of the route to school success."⁷

In lieu of parents and friends, the school - teachers, counselors, and librarians - must provide this information for the student. The library with a good collection of college catalogs, and a variety

of such tools as American Universities and Colleges can provide information for students, teachers and counselors alike.

The list of fourteen titles to be used for evaluating the collections of the libraries in this field was compiled by checking three standard book selection sources, and listing titles or latest editions of titles found in two or more of these sources.⁸

This list was then checked against the card catalogs of the libraries being studied, and the number of titles and percentage of holdings from the list determined. The results were then compared according to the socio-economic rank of the school districts.

Mathematics Books: A National Education Association Research Monograph concerned with secondary school teachers and their use of school libraries placed high school mathematics teachers along with business education teachers as the minor users of the school library.⁹ "Some of the teachers indicated that the nature of these subjects precluded great use of the library because of the heavy demands upon the acquisition of skills, and the necessity for devoting class time to practice and drill. However, other teachers in these subjects reported that they believed library service essential to their effective teaching."¹⁰ Because of this, and because of the post-Sputnik emphasis on science and mathematics, one of the measures selected to measure the quality of the book collections in the school and public libraries studied was concerned with mathematics.

The mathematics section of a book selection tool already available was selected to be used, that of the AAS Science Book List, which was published in 1959.¹¹ This tool serves as a guide to recreational and collateral reading for junior and senior high school students, as well as college undergraduates and non-specialist adults. The fact that the guide was published in 1959 allows sufficient time for the books to have become available in the libraries. Titles in the mathematics section numbered one hundred and three, thirty-seven of which are included in 3000 Books for Secondary School Libraries and twenty-two in Standard Catalog for High School Libraries.

This list was checked against the card catalogs of the libraries studied, and the number and percentage of the holdings from the list determined. The findings were then analyzed on the basis of the socio-economic rank of the school districts.

Periodicals: Almost every survey of student use of public libraries has mentioned heavy use of periodicals. Ryan's survey, made in the Newark, New Jersey, Public Library during the 1960 Christmas-New Year's holidays, found that 39.1% of the 4,977 respondents to his questionnaire used periodicals, as compared with 67.4% for books, and less than 10% for other types of materials such as recordings, illustrations, microfilm, etc.¹² He noted in his recommendations that students will tend to go where both books and periodicals in substantial runs are available, since their chances of finding what they need from books alone, which may be

in circulation, are not as good, and that short files of limited-range periodicals do not meet the needs of high school and college students, especially for those working on term papers.

The measure to be used for evaluating the periodical collections of the school and public libraries was developed by combining several periodical lists previously published. The bibliography compiled by the Magazine Evaluation Committee of the Young Adult Services Division, American Library Association, for use in connection with the Stern Family Fund Project was used as a basic list.¹³

To the Stern list was added the periodicals listed in ten bibliographies also compiled by the Magazine Evaluation Committee of the Young Adult Services Division, American Library Association, and published in various issues of Top of the News from 1958-61.¹⁴ Also added were the four indexes that index the majority of the periodicals on the combined lists.

A number of periodicals that have ceased publication were dropped from the final listing, and several periodicals had made slight changes in name. The latest name was used in such cases. After these changes and additions had been made, the list totalled one hundred and one periodicals, including the four indexes.

The list was then checked against the holdings of the libraries studied, and the length of run noted. The number and percentage of the holdings from the list was determined. The findings were then compared on the basis of the socio-economic rank of the school districts.

Library Services

The device created to measure the extent and kinds of library services offered to senior high school students was constructed from a survey of the literature concerned with this aspect of library work. A similar checklist used in the Rutgers Study proved to be a measure that differentiated among levels of library provision in the elementary school, and therefore seemed feasible for the secondary school.¹⁵ This questionnaire, however, was designed to elicit responses from teachers, and the present questionnaire is intended for librarians. The services listed on the checklist were described in the literature as having been put into practice in some library somewhere. One hundred and ten services were identified.

A tryout of the questionnaire's ability to provide the information requested, and its ability to differentiate among school libraries according to the services provided, was conducted. The population for the tryout consisted of the high school libraries of a single metropolitan county, and a national group of schools whose libraries had been identified by state school library supervisors as having superior programs of service. The average number of services provided by these two groups was calculated, with the national sample having the higher mean. A significant difference between the means was observed at the 5% but not at the 1% level, indicating that the results are probably significant and warrant further investigation.¹⁶

The questionnaire was then revised. Several items were added, and the wording of some items which had been misinterpreted by the group was changed. The revised list had one hundred and nine items. The questionnaire was then distributed to the librarians of the schools and public libraries studied. Whenever a public library had a young adult librarian on its staff, he was asked to respond. In those public libraries where there was no specialized personnel for service to young people, the library director or other person designated by him to do so, answered the questions. The head school librarian answered the questionnaire for each of the school libraries.

The findings were tabulated, and analyzed according to the socio-economic rank of the school district. They were also compared with the findings for the tryout group.

Student Use of Libraries

In order to prepare a questionnaire on student use of school, public and other libraries, a survey of the literature was undertaken, to learn the chief problems connected with student use of libraries. Watts and Simpson reported on a survey of public library use by students of some 5,500 public libraries of all sizes and types in the United States and Canada.¹⁷ Suggestions for improving the situation are offered in the report, but the primary purpose was to show that a serious problem does exist, that it is not entirely a library problem, but an educational problem as well.

Hills discussed trends in juvenile and young adult use of the public library and services provided for them, in terms of rising school enrollments, changing curricula, and methods of teaching, changes in service patterns of use, circulation, acquisition, reference, and information work, programs in the medium-sized public library, and secondary-school library facilities.¹⁸ He concludes that a willing spirit and improved communication between school and public library can do much to bridge the gap between status and need, but only money can provide larger reading rooms, more books, and a trained staff.

The questionnaire used in connection with the Deiches Study was also examined, and the report of the findings.¹⁹ The report was based on data gathered from students in one hundred and eleven classrooms in Baltimore. Twenty-three schools, representing a cross-section of socio-economic level, were included. There is much data on use by students of school and public libraries, and student reading habits, but the main finding was that the public library is being called on as the primary source of library materials in the county studied.

The questionnaire developed for the present study was designed to investigate various aspects of student use of public or other libraries, how it differed from use of the school library, and student dissatisfaction with school or public libraries. Still another aspect of this problem concerns any difference that may be found in student use of libraries in districts different in social class.

The questionnaire identifies library membership, use of school, public or other libraries, libraries preferred and reasons for preference, books borrowed, and from which libraries, and data on amount of reading and types of reading preferred.

Following construction of a preliminary questionnaire, a tryout was made with a twelfth grade English class at Plainfield, New Jersey Senior High School. Results of the findings were tabulated and analyzed. Except for certain questions which were misinterpreted by the tryout group, the questionnaire appeared to provide the necessary information. These questions were revised.

The questionnaire was then administered to a ten per cent sample of the twelfth grade students at each of the eight high schools, the sample selected by use of the table of random numbers. This sample, in each case, was the same group for which the socio-economic status ratings were obtained. The results of the questionnaire were tabulated and analyzed, according to the socio-economic rank of each school.

Summary

Chapter 3 described the measures selected, adapted, and/or developed for the collection of data on the socio-economic status of the families of a sample of twelfth grade students from the eight schools, student use of school, public and other libraries, school and public library collections, and services. The rationale for the sections of the collections to be evaluated is also stated.

The data collected through the use of these measures will be presented in Chapter 4 in terms of the socio-economic rank of the neighborhoods or school districts of the eight schools.

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Chapter 4

THE DATA

Socio-economic Characteristics

Using the Warner Index of Status Characteristics, data were collected on the socio-economic status of the families of a ten per cent sample of the twelfth grade students in each of the eight schools.¹ Two ratings were made for each student: (1) the score of the occupation of the father (or chief breadwinner for the family); and (2) the score of the education of the father (or chief breadwinner for the family). Tables 11 and 12 show the number and per cent of the families of the sample of students in each school at each level, and the mean and standard deviation for each school.

The ranks of the school districts for occupational status and educational status are somewhat different. The ranks, from high to low, for occupation are Elmvilla, Glendale, Dewey, Cleveland, Buchanan-Fairhaven (tied), Adams and Heritage. The ranks for education are Elmvilla, Buchanan, Dewey, Cleveland-Glendale (tied), Fairhaven, Adams and Heritage. The coefficient of rank correlation is .774, indicating a relatively high degree of agreement between the two ranks. This is expected because of the usual close correlation between occupation and amount of education.

Ranking the school districts another way, the following ranks were produced by the median income of the communities or of the

TABLE 11
NUMBER AND PER CENT OF FAMILIES OF STUDENTS AT EACH OCCUPATIONAL LEVEL
WITH MEANS AND STANDARD DEVIATIONS

[illegible]

TABLE 12
NUMBER AND PER CENT OF FAMILIES OF STUDENTS AT EACH EDUCATIONAL
LEVEL WITH MEANS AND STANDARD DEVIATIONS

Schools	(1)		(2)		(3)		(4)		Mean	SD
	No.	%	No.	%	No.	%	No.	%		
Adams	5	29.4	9	52.9	3	17.6	0	0	1.88	.68
Buchanan	2	4.0	7	14.0	36	72.0	5	10.0	2.88	.62
Cleveland	5	21.7	13	56.5	5	21.7	0	0	2.00	.66
Dewey	5	10.0	31	62.0	12	24.0	2	4.0	2.22	.67
Elmville	0	0	11	25.0	23	52.8	10	22.2	2.97	.69
Fairhaven	6	21.4	17	60.7	5	17.8	0	0	1.96	.63
Glendale	3	14.2	15	71.4	3	14.2	0	0	2.00	.53
Heritage	3	30.0	6	60.0	1	10.0	0	0	1.80	.60
(1) Grade school (2) High school (3) College (4) Post-graduate										

census tracts comprising the school district - Elmville, Glendale, Fairhaven, Buchanan, Dewey, Cleveland, Heritage and Adams. The coefficient of rank correlation between this ranking and the occupational ranking is .780, and the correlation between the ranking for median income and the educational ranking is .673.

In Sexton's study which included seventeen senior high schools in one large city, the schools were ranked according to major income groups which were made at every one thousand dollars of income.² Table 13 shows a comparison of the schools used in that study, and

TABLE 1)
COMPARISON OF SCHOOLS BY INCOME LEVELS

Income Levels	Number of schools in Sexton study	Number of schools in present study
\$4,000	-	Adams
\$5,000	5	Cleveland
\$6,000	3	Buchanan, Fairhaven, Dewey, Heritage
\$7,000	4	Glendale
\$8,000	4	-
\$9,000	1	-
\$10,000	-	-
\$11,000	-	Kilville

the eight school districts used in the present study. The two low ranking school districts are Cleveland and Adams; Buchanan, Fairhaven, Heritage and Dewey, from high to low, in that order, rank in the next group. Glendale falls in the \$7,000 category. There is no community in the present investigation that falls into the next three one thousand dollar income groups since Kilville ranks above all school districts at the \$11,000 level. Buchanan is the only school district among the four urban neighborhoods that ranks in the top half.

On the basis of these data, and to avoid the tied rankings developed by the Warner index, the ranking used in the study will

be, from high to low, Elaville, Glendale, Buchanan, Fairhaven, Maritage, Dewey, Cleveland and Adams.

Library Personnel

The personnel for service to young people in the public libraries has already been indicated in the description of libraries. The largest library system - that of Big City - has a young people's room in the main library staffed by 5 1/3 professional librarians. The four branches have no personnel specifically assigned to work with young people except in the case of the largest branch - Branch B - where a professional librarian in the adult services department belongs to the Young Adult Book Selection Committee for the whole library system, although work with young people is not her chief assignment. The Senior Librarian in the Young Adult Room at the main library is chairman of the Young Adult Book Committee, and while she might suggest policies, does not direct the work with young people in the branches.

The public library in Middle City has no special provision for work with young people, either at the main library or in the branches. This work remains the responsibility of the Adult Services Department, although the library does provide a young people's reference room, which is intended for children up to junior high school age.

With the other public libraries, only Elaville has a young people's librarian who has work with this group as her chief assignment. This is a recently created position. The library is in a

it is apparent that none of the schools are meeting the standards in this respect. No school provides sufficient clerical assistance. The standards recommend one clerk for each six hundred students. In the case of three schools, no clerical assistance whatever is provided, while in the other five, one clerk is provided for school enrollments ranging from 1501 to 3000, except in the case of Elaville, where one clerk is provided for every 823 students.

Column five in Table 14 gives the ratio of students per library staff member regardless of whether they are professionals or non-professionals. Elaville, which consistently ranks at the very top of all socio-economic measures applied, has the lowest ratio of students per library staff members, but ranks below Adams, Buchanan, Glendale, and Heritage in students per professional librarian.

Cleveland School, Dewey and Fairhaven have the highest number of students per professional staff, non-professional staff and students per total staff. It will be recalled that the high school at Fairhaven has almost doubled its enrollment since the school was built in 1958. A building program is underway to take care of another estimated increase of around eight hundred students by 1967. A new library is to be part of the new building, but the librarian reported no plan of the school administration to employ additional library personnel, either professional or non-professional.

Cleveland and Dewey High Schools have libraries staffed by the public library. Both of these libraries are badly understaffed,

with one librarian for enrollments of 1655 and 3000, and one clerk in each case.

Totalling the entire library personnel, and showing the ratio of all staff members, the schools are still not meeting the school library standards, even when all staff is counted as professional. Indeed all but Knoxville High School are far from it. Two of the school districts ranking highest in socio-economic status - Knoxville and Glendale - show ratios of students per total staff member at least one hundred less than the other schools. Heritage High School, ranking in the lower half among the eight school districts in the socio-economic order, most nearly approaches these two, and is the smallest school with an enrollment of only 606. Column six in Table 14 shows the ratio of students per guidance counselor in the eight schools. In every case, the ratio for students per guidance counselor is less than students per professional librarian, and is less than students per total library staff in every case but one. The ratios for students per counselor and students per total library staff are the same for Glendale High School.

The tryout for the measure on library services provided some data on school library staff.^h These data are shown in Table 15. Six of the eight schools used in the present study are smaller than the average enrollment of the thirty-two schools used in the tryout. The average ratio of students per librarian in the tryout schools is 1/900 and 1/566 for the total library staff. Three of the eight

TABLE 15

COMPARISON OF SCHOOL LIBRARY PERSONNEL IN THE EIGHT SCHOOLS
WITH PERSONNEL DATA FROM THE TRY-OUT SAMPLE

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1832.7	750-4500	2.03	1-5	1/900	1.2	0-4.5	3.23	1-9.5	1/566
(1) Average enrollment (2) Range in enrollment (3) Average number of librarians (4) Range in number of librarians (5) Ratio librarians to students (6) Average number paid non-professional assistants (7) Range in number of paid non-professional assistants (8) Average number total staff (9) Range in number of total staff (10) Ratio of total staff to students									

schools used in the present study - Cleveland, Dewey, and Fairhaven - have student/librarian ratios of more than 1600 students per professional librarian, one professional librarian per three thousand students in the case of Dewey High School. All schools used in the present study have ratios of students per total staff higher than the average ratio of students per total staff for the tryout group (1/566) except Elmville and Glendale. Elmville has one staff member for each 411.5 students, and Glendale one staff member per 500.3 students.

Table 16 shows the number of professional librarians who are available to students in the neighborhood libraries. Again, students attending Elmville High School are fortunate in having a public library located conveniently to the high school and to the homes of many students, with a large professional staff of 7 1/2, plus the availability of a young adult librarian.

TABLE 16
LIBRARY PERSONNEL AVAILABLE IN THE EIGHT NEIGHBORHOODS

Schools	(1)	(2)	(3)	(4)	(5)
Adams	5 1/3	3	2	5	320
Buchanan	5 1/3	5*	3	8*	286
Cleveland	0	3	1	4	413.7
Dewey	0	3	1	4	750
Kilville	1	7 1/2	2	9 1/2	176.3
Fairhaven	0	5**	1	6**	286.1
Glendale	0	1	1	3	500.3
Heritage	0	1	1	2	303

(1) Young adult librarians in system (2) All professional librarians in neighborhood libraries (3) Number of school librarians (4) Total professional librarians in neighborhood libraries and schools (5) Number of students per total professional librarians in neighborhood libraries and schools *Includes two library trainees **County library staff, with library located five miles away from school in county seat

Students attending Buchanan High School have a branch library located a short distance from their school, which has a professional staff of five, including two library trainees. There is, however, no staff member designated to work specifically with young people.

The county library staff which serves the school district of Fairhaven is located five miles away from the regional high school, and out of the school district. Students apparently find it difficult to use this library because of hours or transportation problems.

Students attending Cleveland High School have two branches of the main library located in their neighborhood. One branch does not have a professional on the staff; the other much larger branch which is open two evenings each week, has three. Dewey High School, which belongs to the same school system, also has two branches of the public library in its district. One is a very small branch with one professional librarian, while the other much larger branch has two professionals.

Adams High School has three branches in or near its school district. Branch A1, which has very limited opening hours, does not have a professional librarian on its staff; Branch A2 has two professionals and Branch A3 has one. Branch A1 is the only one of the three open in the evenings and it is open only on one evening.

The small public libraries at Glendale and Heritage can offer little professional library service to young adults beyond book selection and loan, since their staffs are so small, with only one professional in each case.

It is evident from Tables 14 and 16 that students who attend Elmville High School, where the school district ranks first in socio-economic status, have more access to library service from professional librarians in their community than do the students in the other schools. Students attending Buchanan High School, where the school district ranks above Adams High School in the socio-economic order, have professional library assistance available to them to a greater degree than do the students in Adams High

School. These two schools are located in the same city, with their neighborhoods served by the same public library system. Cleveland High School and Dewey High School, which belong to the same school system in Middle City, have an equal number of professional librarians available in their respective neighborhoods; Dewey is a much larger school, however, so that the ratio of students per librarian is higher than in the Cleveland district.

The only school district ranking high in the social order and low in number of professional librarians available in the community is Glendale High School. Elaville, ranking first in the socio-economic order, ranks first in students per total professional librarians available in the neighborhood, while Buchanan and Fairhaven (third and fourth in the socio-economic order) rank next in students per professional librarian.

Accessibility and Physical Facilities

Students attending Adams High School, Buchanan High School, Cleveland High School and Dewey High School, have available to them two of the largest municipal libraries in the state. The Big City Public Library has provided a young people's room on the library's first floor, a book collection of 11,876 volumes, and a professional and clerical staff to assist young people with their reading needs. This collection, which includes books for informational, educational and recreational needs, also includes a number of periodicals. Students whose needs are not met by the materials in this room are directed to the other departments of the library.

In the branches of the Big City Public Library system, there are no special rooms for young people's service, but service is rendered through the regular adult department. All branches, however, also provide special collections of books for young people, primarily recreational reading directed toward a junior high school audience. These collections are usually found in both adult and children's departments. Librarians in both departments assist with the reading needs of young people.

The Middle City Public Library has a young people's reference room adjoining the children's room, on the first floor of the library, but intended for children from the third grade up to junior high school age. There is a small collection of books for young people in the children's room, but the major portion of books which young people might be expected to use are in the general library collection.

Service to young people in this section is handled through the adult services department, and no special personnel is assigned to this work except for staffing the young people's reference room during after-school hours. The branch libraries in this system have very small collections of books for young people, less than one hundred volumes in the case of all branches except C1 and B1.

All of the branches of the Big City and Middle City library systems located in or near the school districts of the four urban schools - Adams, Buchanan, Cleveland and Dewey - are in reasonably good locations for the students attending these schools. Students

attending Adams High School, however, have only one branch library in their neighborhood that is open in the evenings (one evening each week). This is the smallest branch - Branch A1 - with a book collection of 6,442 volumes, a large proportion of which are children's books. This branch is located at the extreme end of the school district, slightly over two miles from Adams High School and out of the way for students who do not live in the immediate neighborhood.

Students attending Buchanan High School have access to the largest branch in the system, located only a short distance from the school (seven-tenths of a mile) with a collection of about 30,361 volumes, about half of which are adult books. The library is open two evenings each week. The Adams High School district is closer to the Main Library and students who live on the edge of the school district would be able to walk to the main Library, which is open five nights each week. However, the students who live in the Adams district, which ranks last in the socio-economic order, have somewhat less access to an adequate branch collection than the students at Buchanan High School, who come, on the average, from homes of higher income.

For students who attend Cleveland High School, only one of the branches is really satisfactory for study in terms of space and collection. Branch C2, which is located in a store, has only a very small collection of books, largely for children, and is open only from 12:30-7:00 p.m. five days each week, closing at five on

Saturday. Branch C1, which has a larger book collection and more study space, also has more liberal opening hours, and is open two evenings each week until 8:30 p.m.

Students attending Dewey High School have somewhat the same situation in their branch libraries. Branch B2 is not open after seven on any day, and has an extremely small collection and limited study space. Branch B1 has the same hours as Branch C1, and is also open two evenings each week.

The public library of Elaville is located almost in the center of town, convenient to the high school and reasonably accessible to the entire community. The library is open five evenings each week until nine o'clock. There is a young people's section in the library, a special book collection and a librarian whose chief assignment is work with young people. In addition, the branch library, which served the community until the new school opened in the summer of 1962, serves residents who live on the west side of town, and is open two evenings each week.

The county library serving students who live in the district of Fairhaven High School is the most inaccessible to students. This library, located in the county seat, about five miles away from the high school, closes at five each day and is open from twelve to three on Saturdays. The January-June bookmobile schedule shows four stops visited twice each month in after-school hours in the six towns and one borough of the school district. Two of these stops are evening stops in two different towns, one lasting about

TABLE 17
PUBLIC LIBRARY HOURS

Public Libraries	Days	Evenings	Hours per Week
Big City Main Library	(M-F 9-9, S 9-5)	-	68
Branch A1	M-F 3:15-5:30	Tues 6:30-9	13 3/4
Branch A2	M-F 9-5:30, S 9-1	-	46 1/2
Branch A3	M-F 9-5:30, S 9-1	-	46 1/2
Branch B	M-F 9-5:30, S 9-1	Tues, Thurs until 9	53 1/2
Middle City Main Library	(M-F 9-8:30, S 9-5)	-	65 1/2
Branch C1	M-F 9-6, S 9-5	Mon, Thurs until 8:30	58
Branch C2	M-F 12:30-7, S 9-5	-	40 1/2
Branch D1	M-F 9-6, S 9-5	Mon, Thurs until 8:30	58
Branch D2	M 12-7, Tues, Thurs, F, 10-6, Wed 12-6, S 9-5	-	45
Elmville	(M-F 9-9, S 9-6)	-	69
Fairhaven	M-F 9-5, S 9-3	-	45
Glendale	M-F 2-6, S 10-12, 2-5 Tues 10-12	M-F 7-9	37
Heritage	(M-F 11-9, S 11-3)	-	56

2 1/2 hours and ending around eight, the other for one hour ending around 8:15 p.m.

The other two stops are in the same township, but at different places. They are visited twice each month. One is from four to

five in the afternoon, the other from 5:15-6:00 p.m. This means that students of this fast-growing high school district must either fulfill their library needs at school (where there is one librarian and one clerk for 1717 students and less than five books per pupil), obtain needed books from the bookmobile primarily through parent requests, get to the county library before five during the week, or use the county library during the five hour period when it is open on Saturday.

For students who attend Glendale High School, their tiny public library is open a sufficient number of hours when students are not at school, but lacks sufficient seating space and quiet for any prolonged study. This library is located only a very short distance from the high school (less than a block) but is at one end of the long narrow town.

Heritage Public Library is also open a sufficient number of hours, but like the Glendale Public Library, lacks sufficient professional assistance since the one professional librarian on the staff cannot be available throughout the library's opening hours.

It is evident from Table 17 that the two large library systems and the Elaville Library offer longer hours than the other public libraries. Excluding the main library serving students at Adams High School and Buchanan High School, the branches near Adams offer less service than does the branch near Buchanan. Although there are three branches in or near the school district of Adams High School, the two larger branches - Branches A2 and A3 - are never

open in the evenings, whereas the students who attend Buchanan High School have service two evenings each week from their branch, which has a larger book collection plus a sizeable professional staff. The one branch in the Adams High School neighborhood that is open in the evenings is Branch A1, open 2 1/2 hours one evening each week, but without the service of a professional librarian and with a book collection of 6,442, of which a large proportion is juvenile.

The public libraries at Glendale and Heritage have only one professional librarian on their staffs, and in the case of the Glendale Library, seating space is inadequate. The Fairhaven Library, open forty-five hours each week, or less than any of the main public libraries but Glendale, is never open during the evenings, closing at five except on Saturday, when it closes at three. Occasionally there are evening bookmobile stops available to students in some communities but not all.

It may be seen that students of Adams High School and Heritage High School, both school districts which rank in the lower half of the socio-economic order, have less access to public library facilities than students attending Elaville and Buchanan High Schools, which rank higher. Students attending Glendale School, where the community ranks second in the socio-economic order, have sufficient access to a library, but to one lacking seating space and professional assistance.

Students attending Cleveland High School and Dewey High School have access to two branches located in each school district, about equal in the facilities provided, both having one large and one small branch. Cleveland High School students have available to them the same number of professional librarians as in the Dewey High School neighborhood, but the smaller branch (Branch C2) does not have a professional librarian on its staff. The hours of the two larger branches (B1 and C1) are the same in each case, both open two evenings each week.

Of the eight schools studied, all were open before and after school, but for varying lengths of time. All libraries were open at least thirty minutes before the beginning of the school day, and seven libraries were open for about an hour after school. One library - Heritage High School - closed within ten or fifteen minutes after classes ended.

Students at the eight schools make use of the library during study periods, or whenever they receive permission as groups or individuals to use the library during class periods. Students who have commitments for every period of the school day then are limited to the before and after school hours, or to class use.

With respect to school library facilities, Table 15 shows the amount of space available in the main library reading room. These figures are compared with enrollment figures which determine the reading room accommodations for seating the number of students called for in the school library standards, and allowing the minimum requirements of thirty square feet per reader.

TABLE 18
READING ROOM AREA IN SCHOOL LIBRARIES

Schools	(1)	(2)	(3)	(4)	(5)	(6)
Adams	1913	1601	1822	4803	-	X
Buchanan	1933	2290	2331	6870	-	X
Cleveland	1917	1655	2064.6	4965	-	X
Dewey	1924	3000	1500	9000	-	X
Elmville	1963	1646	3670	4938	-	X
Fairhaven	1958	1717	1440	5151	-	X
Glenndale	1961	1501	3416	4503	-	X
Heritage	1962	606	1765	1818	X	-

(1) Year school or library was built (2) Enrollment (3) Actual area of library reading room in square feet (4) Minimum standards for reading room (5) Number meeting standards (6) Number below standards

The range is from 1440 square feet in a school having 1717 students to 3670 square feet in a school having 1646 students. Only one school - Heritage High School - has a room large enough to meet standards. The largest school (Dewey High School with three thousand students) ranks seventh in actual library size. The smallest school (Heritage High School with 606 students) ranks sixth and has a larger reading room than Fairhaven High School and Dewey High School, both with enrollments over twice as large.

All schools except Heritage reported enrollments over one thousand, which would require, according to school library standards,

an additional reading room. The Adams High School Library is actually a suite of rooms, and the Cleveland library does have an additional reading room, but is not used by students. The other libraries have only one main reading room.

In the school library standards, there are additional library facilities recommended for school library quarters, such as conference rooms, workrooms, space for listening and viewing, etc. Table 19 shows the presence or absence of these facilities in the school libraries. The facilities are noticeably lacking in the older schools. The standards also note that smaller schools (250-350 students) will have to make modifications in the recommendations for space and equipment; however, all schools included in the study are well beyond such an enrollment.

No school is truly a center for audio-visual materials with the possible exception of Elaville High School, which has an audio-visual suite adjoining the school library but handled by a teacher. Adams and Buchanan School borrow most of their audio-visual materials from their Central Library for Audio-Visual materials, but as with all schools included in the study, have no equipment for listening and viewing in the library.⁵

According to the standards, all schools need at least one conference room and larger schools two or more. Four schools have conference rooms, but only two are available throughout the day for library purposes.

Fairhaven High School, Elaville High School, Heritage High School and Glendale High School possess more of the added facilities

TABLE 19
ADDED FACILITIES FOR SCHOOL LIBRARY QUARTERS

Schools	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Adams	1913	X	0	0	0	X	0	0
Buchanan	1933	X*	0	0	0	0	0	0
Cleveland	1917	0	0	0	X	0	0	0
Dewey	1924	0	0	0	0	X	0	0
Kilville	1963	0**	0	X	0	X	0	X
Fairhaven	1958	X	0	X#	0	X	0	0
Glandale	1961	X	0	X##	X	X	X	X
Heritage	1962	X	0	X	0	X	0	X
(1) Year school or library was built (2) Magazine storage room (3) Listening and viewing room (4) Conference room (5) Stack area (6) Work room (7) Librarian's office (8) Informal reading area * Combined magazine and work room ** Combined magazine, work room and office # Used for class two periods ## Not used for library purposes @ Combined office and work room X - Facility present 0 - Facility absent								

than do the other schools, and these school districts rank, with the exception of Heritage, in the upper half of the socio-economic order. All of these four schools are new buildings (built within the past five years), or the libraries are in sections of the building constructed or remodeled within the same period.

Collections

It is evident from Tables 3 and 9 that the public libraries of Big City and Middle City offer a far larger book collection than the libraries of the other communities studied. Table 20 shows the bookstock in the branches of these two systems. The bookstock in the branches of the Big City system ranges from a low of 6,442 volumes in Branch A1 to a high of 30,361 in Branch B. The total book collection in the three branches in the district of Adams High School - Branches A1, A2 and A3 - is 44,730, or nearly 699 books per thousand population. The same average for Branch B in the Buchanan High School district in the same city is 607 books per thousand population. The range in the branches of the Middle City Library is from 2,570 volumes at Branch D2 to 20,565 volumes at Branch D1. The average number of books per thousand population in the district of Cleveland High School is 377, and 308.5 in the district of Dewey High School. The collections for the other four library systems range from 23,920 volumes in Heritage Public Library to 93,000 at the Fairhaven County Library.

The school library standards recommend that ten books per pupil is a minimum size for a school library. Tables 6 and 9 show the number of volumes in each of the eight school libraries studied, volumes per pupil, number of periodicals, and expenditures per student. No school library but Cleveland meets the standards for number of volumes. Only Klaville High School receives the minimum requirement of 120 periodicals for a senior high school library,

TABLE 20
BRANCH LIBRARY COLLECTIONS

Branches	A1	A2	A3	B	C1	C2	D1	D2
Bookstock	6,442	21,705	16,583	30,361	20,334	6,068	20,565	2,570
Books per thousand population	[699] [607] [377] [308.5]							
Periodicals	26	63	61	76	73	23	39	27

* Figures in brackets represent all the branches in each school district

although Adams and Fairhaven are not far behind, with 116 and 114, respectively. The others receive less than ninety titles. Glendale School (\$4.06 per pupil) is the only school with the \$4-\$6 recommended minimum for book expenditures, although Glendale does not yet have the basic book collection recommended. Fairhaven High School ranks next with \$3.20, Heritage with \$2.73, and Elmvilla fourth with \$2.66. The remaining four are Cleveland and Dewey with \$1.17 and \$1.25, respectively, and Adams and Buchanan with \$.90 and \$.91, respectively.

The selection of the measures used for evaluating the collections of the libraries has already been described and presented. Tables 21 and 22 show the number and per cent of the titles from each of the measures available in the school and public libraries. The figures do not indicate the total holdings by the libraries in these fields, but do indicate the comparative holdings by the

Libraries	(1)		(2)		(3)		(4)		(5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Big City	69	66.9	69	68.3	55	96.4	14	100	12	85.7
Branch A1	2	1.9	6	5.9	21	36.8	1	7.1	0	0
Branch A2	4	3.8	19	18.8	28	49.1	5	35.7	0	0
Branch A3	4	3.8	10	9.9	32	56.1	3	21.4	2	14.2
Branch B	19	18.4	23	22.7	46	80.7	10	71.4	7	50.0
Middle City	46	44.6	39	38.6	46	80.7	13	92.8	10	71.4
Branch C1	5	4.8	18	17.8	35	61.4	5	35.7	4	28.5
Branch C2	1	.9	4	3.9	15	26.3	2	14.2	1	7.1
Branch D1	2	1.9	14	13.8	35	61.4	3	21.4	3	21.4
Branch D2	2	.9	6	5.9	19	33.3	3	21.4	3	21.4
Kilville	14	13.5	41	40.5	46	80.7	6	42.8	2	14.2
Fairhaven	27	26.2	22	21.7	50	87.7	12	85.7	10	71.4
Glendale	8	7.7	26	25.7	40	70.1	4	28.5	2	14.2
Heritage	5	4.8	14	13.7	34	59.6	5	35.7	3	21.4

(1) Mathematics books (2) Periodicals (3) High Interest-Low Vocabulary books (4) School, College and Scholarship Materials (5) School, College and Scholarship Materials - Latest Dates

TABLE 22
NUMBER AND PER CENT OF TITLES FROM THE COLLECTIONS MEASURES
HELD BY SCHOOL LIBRARIES

Schools	(1)		(2)		(3)		(4)		(5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Adams	30	29.1	23	22.7	32	56.1	9	64.2	6	42.8
Buchanan	39	37.8	36	35.6	43	75.0	7	50.0	5	35.7
Cleveland	29	28.1	25	24.7	28	49.1	11	78.5	4	28.5
Dewey	21	20.3	22	21.7	27	47.3	7	50.0	5	35.7
Elaville	43	51.4	43	42.5	38	66.6	7	50.0	3	21.4
Fairhaven	51	49.5	35	34.6	47	82.4	6	42.8	3	21.4
Glendale	36	34.9	26	25.5	37	64.9	5	35.7	5	35.7
Heritage	12	11.6	13	12.8	19	33.3	8	57.1	5	35.7

(1) Mathematics books (2) Periodicals (3) High Interest-Low
Vocabulary Books (4) School, College and Scholarship Materials
(5) School, College and Scholarship Materials - Latest Dates

libraries of the titles on the measures. Big City Public Library, the largest public library in the state, owned more of the titles from every measure than any of the other libraries. Middle City Public Library ranked second in some but not all instances. Elaville Public Library came second in holdings from the periodical measure, Fairhaven County Library in holdings from the High Interest-Low Vocabulary measure, and tied Middle City Public Library in holdings from the School, College and Scholarship measure.

Mathematics: Big City Public Library held two-thirds of the titles from the mathematics list, or over 20% more of the titles than any other public library. Middle City Public Library came second; however, two of the school libraries - Elaville High School and Fairhaven High School - owned more of the books than Middle City. Four of the six public libraries held a lower proportion of the titles on the mathematics measure than in any other category. The school libraries, however, held fewer of the periodicals, as a whole, though the percentage of holdings for school libraries was generally lower on all of the measures than for the public libraries.

Only one title - Mayer's Fun with Mathematics - was held by all six of the public library systems. Ball's Men of Mathematics was owned by five systems, and Huff's How to Live with Statistics, Adler's Magic House of Number, Kasner's Mathematics and the Imagination, Miller's Popular Mathematics, and Palmer's and Ribb's Practical Mathematics were owned by four libraries. Twenty of the one hundred and three titles on the list were not owned by any of the public library systems.

Only one of the eight schools - Elaville High School - possessed as many as 50% of the mathematics titles, although Fairhaven High School held 49.5%. Heritage High School possessed only twelve of the titles. One title was held by all of the eight school libraries. This was Allenderfer's and Oakley's Principles of Mathematics. Twenty titles were not owned by any of the school libraries, and twenty-four by only one library. Six titles not

owned by any of the public libraries were also not owned by any school, but the remaining fourteen were held by one or more. Four of the twenty titles not owned by any school library were also not owned by any of the public libraries.

As mentioned in the description of the measure, thirty-seven of the titles were listed in 3000 Books for Secondary Schools, and twenty-two in Standard Catalog for High School Libraries. Table 23 shows the number and per cent of the school library holdings of these titles. As might be expected, the libraries hold far greater proportions of the titles listed in these sources. Four libraries held more than three-fourths of the title listed in Standard Catalog for High School Libraries while the school with the lowest score owned 27.2%. The holdings for the titles listed in 3000 Books for Secondary Schools is somewhat lower but still higher than the percentage from the measure.

Elaville High School, which ranks first in percentage of holdings from the measure, ranks second (tied with Glendale) in holdings of titles listed in Standard Catalog for High School Libraries. Heritage High School ranks last in all cases.

It is interesting to note the holdings in mathematics for the schools that prepare a greater number of students for college. Buchanan, Elaville and Glendale Schools cited figures to show that over 50% of their graduating seniors entered college. On the mathematics measure, Buchanan High School ranked third with almost 38%, Elaville High School first with almost 51.4%, and Glendale High

TABLE 2)
MATHEMATICS COLLECTIONS IN SCHOOL LIBRARIES

Schools	(1)	(2)	(3)	(4)	Schools	(1)	(2)	(3)	(4)
Adams	12	54.5%	16	54.4%	Elmville	17	77.2%	25	67.5%
Buchanan	20	90.9%	19	51.3%	Fairhaven	18	81.8%	26	70.2%
Cleveland	13	59.0%	12	32.4%	Glendale	17	77.2%	19	51.3%
Dewey	15	40.5%	9	24.3%	Heritage	6	27.2%	6	16.2%
(1) Number in Standard Catalog for High School Libraries (2) Per cent in Standard Catalog for High School Libraries (3) Number in 3000 Books for Secondary Schools (4) Per cent in 3000 Books for Secondary Schools									

School fourth with almost 35%. Fairhaven, which ranked second in holdings from the mathematics measure sends around 42-44% of its graduating senior to college.

Several school librarians noted that there were other mathematics titles in classrooms and offices, some of which were included in the measure. These titles, however, were not noted in the school library catalog, and so were not noted for the study.

Both school and public libraries ranked low on the mathematics measure. None of the branch libraries of the two large public library systems held more than five of the titles except for Branch B in the Big City system, which owned 18.4%, or more than any of the four smaller public libraries but Fairhaven. All of the school libraries except Heritage High School held a larger percentage of the titles than any of the smaller public libraries.

Although there is naturally some duplication among the volumes owned by the school and public libraries, a summary of holdings in mathematics by communities shows the following. Students attending Adams High School have access to thirty of the mathematics titles at school, and ten additional titles in their three neighborhood libraries. Students attending Buchanan High School have thirty-nine titles at school, and nineteen in the Branch B library or a difference of eighteen titles between the two neighborhoods which are in the same city.

The difference between neighborhood availability of these mathematics titles for Cleveland High School and Dewey High School is nine. Cleveland owns twenty-nine of the titles and six more are available in the two neighborhood libraries. Dewey High School owns twenty-one of the titles, and five more are available in the two branches.

Kilville High School owns fifty-three of the mathematics titles and there are fourteen more in the public library. Fairhaven High School holds fifty-one titles and the County Library has twenty-seven, or a total availability of seventy-eight. Glendale High School owns thirty-six titles and the public library has eight. The students in Heritage are least fortunate, having access to only seventeen of these titles, five through the public library and twelve at school. The rank order for availability of the mathematics titles in the eight neighborhoods, not including possible duplication of the titles, is Fairhaven with seventy-eight,

Elaville with sixty-seven, Buchanan with fifty-eight, Glendale with forty-four, Adams with forty, Cleveland with thirty-five, and Heritage last with seventeen. The four top-ranking communities or neighborhoods are also the four that rank in the top half of the socio-economic order.

High Interest-Low Vocabulary Books: Four school libraries and five of the six public libraries owned more of the titles on this measure than any other. The majority of the titles on the list are fiction (39); the remaining nineteen are biography or personal narratives with strong human interest appeal. Twenty-five of the fifty-seven titles were owned by all of the six public library systems. Only one title - Carson's The Twenty-Third Street Crusaders - was not owned by any public library, but three school libraries owned this title.

Six titles were owned by all of the school libraries. These were Life with Father, by Day, Mama's Bank Account, by Forbes, A Ball for Adano, by Hershey, Goodbye Mr. Chips, by Hilton, Bridges at Toko-Ri, by Michener, and Winter Wheat, by Walker. Two titles - Winter Thunder, by Sanders, and Tammy Out of Time by Sumner - were not owned by any school library.

Several of the titles on the list were deliberately chosen because the leading characters came from low income homes in urban communities. Table 2b shows the number of school libraries, public library systems and branch libraries owning the titles. The titles were The Twenty-Third Street Crusaders, Mary Anna and Company,

TABLE 2h
LIBRARY HOLDINGS FOR TITLES FEATURING LOW INCOME
URBAN ENVIRONMENTS

<u>Titles</u>	<u>Schools</u>	<u>Public Library Systems</u>	<u>Branches</u>
<u>The Twenty-Third Street Crusaders</u>	Adams, Buchanan, Fairhaven	-	-
<u>Mary Emma and Company</u>	Buchanan, Fairhaven	Big City, Middle City, Elaville, Heritage, Fairhaven, Glendale	D1
<u>I Always Wanted To Be Somebody</u>	Adams, Buchanan, Dewey, Cleveland, Elaville, Glendale	Big City, Middle City, Elaville, Fairhaven, Glendale	A1, A2, A3, B, C1, D1, D2
<u>Ready or Not</u>	Buchanan, Cleveland, Elaville, Fairhaven, Glendale, Heritage	Big City, Middle City, Fairhaven, Glendale, Heritage	A2, B, D1
<u>Pray Love Remember</u>	Cleveland, Elaville, Fairhaven, Glendale	Big City, Middle City, Fairhaven	C1, D1
<u>Simple Speaks His Mind</u>	Buchanan	Big City	-
<u>The Best of Simple</u>	Adams, Buchanan	Big City	A3, D2
<u>Victory Over Myself</u>	Adams, Elaville	Big City, Middle City, Elaville	A3, B, C1, D2

I Always Wanted to Be Somebody, Ready or Not, Pray Love Remember, the "simple" stories by Langston Hughes and Victory Over Myself.
No school held all of the eight titles. Of the four schools that

rank in the lower half of the socio-economic order, Heritage School owns two of the titles, Dewey one, Cleveland three and Adams four.

Students attending Elaville High School and Buchanan, which prepare large numbers of students for college, have access to more of the titles on the list than do students attending Adams High School and Cleveland High School, where more students might be expected to read below grade level. Buchanan owns nearly 20% more of the titles than Adams High School. There is also a difference in the holdings of the branch libraries serving these two schools, which are in the same system. Students using the three branches in the Adams High School district have available to them 56% of the titles in their largest branch, while Branch B holds nearly 81%.

Cleveland and Dewey High Schools each have two public library branches serving their respective school districts, one large and one small branch in each case. The two large branches - C1 and H1 - have about the same number of titles (about 61% in each case) as do the two smaller branches. Branch C2 has 26.3% and D2 33.3%.

No public library system held less than 50% of the titles, and most of the branches held over 30%. All school libraries held close to 50% or more, except Heritage, which had about one-third. The location of the books in the public libraries varied widely. Sometimes they were classified as juveniles, more often in young adult collections or general adult collections.

The rank order for availability of the high interest-low vocabulary books in the eight communities or neighborhoods, not including possible duplication of titles, is first the neighborhood of Adams School with 111 titles, Fairhaven with 101, Elaville with ninety-nine, the neighborhood of Buchanan High School with eighty-five, Cleveland High School neighborhood with seventy-nine, Glendale with seventy-six, Dewey with seventy-five, and Heritage last with forty-six. Three of the top-ranking communities - Fairhaven, Elaville and Buchanan High School neighborhood - were also in the top half in the mathematics collection, however, Adams High School neighborhood which ranks first on the High Interest-Low Vocabulary Measure ranked third from the bottom in mathematics.

School, College and Scholarship Materials: Tables 21 and 22 show the holdings for the school and public libraries of titles on the school, college and scholarship list. The two large public library systems hold 100% and 92.5% of the titles; Fairhaven County Library and Branch B of the Big City Public Library hold 85.7% and 71.4%, respectively. The other libraries followed with only a few titles each, none of them holding as many as seven. Since many of the titles are of the yearbook variety, with a new edition published at intervals, a check of the recency of date of the holdings was made. Column five of the tables shows the holdings of the more recent issues of these titles, which presents a somewhat different picture. The Big City Public Library, Middle City Public Library and Fairhaven County Library still own a greater number of the titles

but the holdings for all libraries on this measure drops an average of 1.7 titles.

With respect to the school library collections in this field, it might be expected that senior high schools would own nearly 100% of the titles. Although some of the schools did own a high proportion of the titles, a check of the dates as shown in column five of Table 22 indicates that not a single school owned as many as 50% of the latest issues of these volumes. The range was from a low of three of the fourteen titles in Elmsville High School and Fairhaven High School to a high of six titles in Adams High School. The single title on the list held by all eight of the school libraries was Wilson's and Bucher's College Ahead. Fine's American College Counselor and Guide (1958) was owned by all six of the public library systems. The 1960 edition of American Universities and Colleges was held by four of the school libraries, four main public libraries and Branches B, C1 and D1.

Almost all of the school and public libraries owned collections of college catalogs and career material, and other titles covering college admission. A good deal of this material covered the various types of tests such as College Boards, etc. In all of the schools visited the guidance offices had collections of college catalogs, pamphlets, and other titles on schools, colleges and scholarships, many of the same titles as listed on the measure. In no case was a single item of this material recorded in the catalog of the school.

For example, it was noted that what was apparently Heritage High School's only copy of the 1960 edition of American Universities and Colleges was to be found in the guidance office, as well as many other titles of this type, which were not available in the school library. In Heritage High School, and most of the other schools, these offices have what amounts to a departmental library on college admissions, vocational guidance, armed services material, etc. School librarians were usually aware that material of this kind could be found there, but frequently did not know specific titles. The accessibility of these materials is questionable when they are housed only in the offices of counselors, some of whom are teaching, in conference, or about the school on various other duties during the school day, rendering access to these materials difficult. Guidance offices are seldom equipped to organize or to circulate material for home and school use. If cataloged by the school library and sent on long or short term loan to counselors, material can be readily located. The duplication of these titles is not questioned; in fact, more not less duplication is needed in view of the data shown in Table 22, but the access to material through library catalogs and circulation records is much more efficient than permanent shelving without catalog listing in the guidance office, where only a few people are aware that such material is available in the school.⁶

In view of the clamor concerning college admission and rush of middle and upper-class parents and students to inform themselves

about the subject, both school and public library collections were surprisingly low in number of the titles on the list. The greatest number of titles were found in the main library of Big City, where there is an Education Division and a Young Adult Room, both with professional staffs that presumably take note of the new materials in the field. The school library ranking third from the bottom in number of graduates entering college, had the greatest number of titles among the school libraries. Buchanan High School, which ranks second in holdings from the list, although it owns only five titles, has a college admissions counseling office directly across the hall from the library, and many of the titles are available for use there. These titles are not recorded in the library catalog, however.

Elizville High School, which sends a larger per cent of its graduates to college than any of the other seven schools, had only three of the latest editions of these titles, and the local public library owned only two. The county library serving students who attend Fairhaven High School, had ten of the latest editions of these titles, but only three of them are available in Fairhaven High School. This county library is probably more inaccessible to the high school students at Fairhaven High School than the public libraries of any other communities are to their students. The other two public libraries - Glendale and Heritage - had only two or three of the titles. Five of the titles were available in the school in each case.

The neighborhood libraries serving the Adams area, Buchanan area, Cleveland area, and Dewey area each have a few of the titles. Branch B has the highest number - seven. The other range from one in Branch C2 to four at Branch C1.

The rank order for availability of the titles on the measure in the eight neighborhoods is Fairhaven with thirteen titles, Buchanan with twelve titles, Dewey with eleven titles, and Cleveland with nine titles. The neighborhoods of Adams High School, and Heritage High School had eight titles each. Glendale possessed seven titles, and Elaville owned five. Two of the communities ranking in the top half in the number of titles held, also rank in the top half in the socio-economic order; however, the difference in the number of titles held in all communities is not great with a range from five to thirteen.

Periodicals: Big City Public Library was the only public library subscribing to as many as 50% of the periodical titles on the list. It receives sixty-nine of the 101 titles. Elaville Public Library is next with forty-one, followed closely by Middle City Public Library with thirty-nine. Glendale received slightly over one-fourth of the titles, but neither Fairhaven County Library nor Heritage Public Library received as many as 50%. No school library except Heritage High School ranked as low as the public libraries of Fairhaven and Heritage.

Thirty of the periodicals were not received by any public library or branch, in comparison with forty not received by any

school. All six main public libraries received the Christian Science Monitor, Current History, Harper's Magazine, National Geographic, New York Times, Today's Health, United Nations Review, and U.S. News and World Report. Five of the six main public libraries received American Girl, The Atlantic, Mademoiselle, The Nation, Natural History, New Republic, The Reporter, Saturday Review, Science Digest, Scientific American, Seventeen, and Theater Arts. All systems received the Readers' Guide to Periodical Literature, although it was available in only four of the eight branches - A2, A3 and B in Big City - and D1 in the Middle City library system. Biography Index was owned by four library systems, Art Index by two, Music Index by two and Public Affairs Information Service Bulletin by two. None of these latter four indexes were available in the branches.

No school library subscribed to as many as 50% of the periodical titles. The range was from a low of thirteen titles in Heritage High School to a high of forty-three at Elsville High School. Three periodicals - National Geographic, Saturday Review, and Today's Health - were received by seven schools. Of the five indexes included on the list, all school libraries received the Readers' Guide to Periodical Literature; however, only one school library received Biography Index, and none received Art Index, Music Index, or Public Affairs Information Service Bulletin. Forty of the periodical titles were not received by any school.

The Big City and Middle City library systems almost invariably had files of all periodicals received, from the beginning of the periodical subscription; however, other public libraries had only one or two year runs of the periodicals. One public library - Glendale - is extremely limited in storage space, but cooperates with a county federation of small libraries to keep and share files of some of the more popular and widely used periodicals.

With the branch libraries, only Branch B had magazine files of more than a year's issue. In 1962, this branch began to bind periodicals, and will continue to bind The Atlantic, Business Week, Commentary, Commonweal, Harper's Magazine, Newsweek, The Nation, National Review, Scientific American, Time, U.S. News and World Report, and Vital Speeches.

The standards for school libraries recommend that the back issues of periodicals needed for reference work be kept in the school for a time span covering at least five years. Table 25 shows the holdings of the titles on the periodical list by school libraries. None of the schools has any extensive binding of periodicals done, but some maintain files of periodicals as shown in Table 25. Elaville High School and Fairhaven High School, which have ranked consistently high in the collections category, have files of at least five years of eight and four periodicals, respectively, with files of twenty-eight and thirty periodicals for two to four years. Space of course, is a major item in magazine storage. All of the libraries have some storage space for periodicals

TABLE 25
HOLDINGS OF PERIODICAL TITLES FROM MEASURE

Schools	Number of titles kept for 2-4 years	Number of titles kept five years or longer
Adams	13	4
Buchanan	19	1
Cleveland	12	2
Dewey	22	0
Elmville	28	8
Fairhaven	30	4
Glendale	28	1
Heritage	10	2

but combined with office, work room, conference room, etc. No school has a microfilm reader nor microfilm materials.

Both school and the small public libraries lack substantial magazine subscription lists, adequate back files of magazines, and most of the branches need periodical indexes. The two large public libraries have excellent periodical reference materials, but the lack of material in the branches and schools has created heavy demands on these collections. With the exception of Elmville Public Library, the other public libraries have very small collections of reference material in periodical form. The school libraries generally offer only one or two year runs of the most popular periodical.

Summary of Holdings by Communities

Big City: Two schools in two different neighborhoods of this large city were included in the study. In the collections categories, Adams High School ranked below Buchanan High School in percentage of the holdings from the collections measure in all but one instance. Adams High School had six of the latest editions of the titles on the School, College, and Scholarship Measure, while Buchanan High School had only five. The difference on the Mathematics Measure was nine titles, thirteen on the periodicals list, and twelve on the High Interest-Low Vocabulary Measure, Buchanan High School holding the greater number of the titles in these three instances.

Summarizing the availability of the holdings by neighborhood libraries, it will be recalled that there are three branches of the public library in or near the Adams High School district, and one branch in the district of Buchanan High School. Branch B in the Buchanan district owned more of the titles on the measure than the combined holdings of the three branches in the Adams district in two cases - mathematics and the latest editions of books on the School, College and Scholarship List. The combined total of the three branches was more than the total for Branch B in periodical holdings and the High Interest-Low Vocabulary List. There is, of course, some duplication of the titles in the three branches of the Adams school neighborhood. It therefore seems likely that students who use Branch B have access to a greater variety of materials than do students who use one or more of the other three branches.

For example, Branches A1, A2 and A3 received six, nineteen and ten of the periodicals listed on the measure. The six periodicals received by Branch A1 are also received by Branch A2, and the ten received by Branch A3 are among those received by A2. The three smaller branches keep only six back issues of the periodicals, while Branch B, which receives seventy-six periodicals, began to bind twelve periodicals in 1962, so that better periodical reference service is available in the branch in the Buchanan High School neighborhood.

Thus, it would seem that on the whole, students who use school and public libraries in the neighborhood of Adams High School will find fewer of the titles listed on the measures than students who use the library in the neighborhood of Buchanan School.

Middle City: Two schools in two different neighborhoods of this city were also used in the study. In the collections categories, Dewey High School ranked below Cleveland High School in percentage of holdings in all but one instance. Dewey had five of the titles listed on the School, College and Scholarship list while Cleveland had four. The difference on the Mathematics List was eight titles, three titles on the Periodical Measure and one on the High Interest-Low Vocabulary list, or a very negligible difference in every case, but with Cleveland High School holding the greater number of titles.

There are two neighborhood libraries in each of these two school districts, one large branch and one small branch in each case. There is a difference of only one or two titles in the

holdings of these four branches, students having access to about the same number of titles in the school and public libraries of both school districts.

Elaville: Elaville High School ranked first on the collections measures in two fields - mathematics and periodicals. It ranked last - tying with Fairhaven High School - in number of titles on the School, College and Scholarship list and third on the High Interest-Low Vocabulary books measure.

The public library of Elaville also held a relatively large number of the titles from each measure, more than the two small public libraries of Glendale and Heritage in almost every case.

Fairhaven: Fairhaven High School, which is a large regional high school located about five miles away from the county headquarters of Fairhaven County Library ranked first among the schools on the High Interest-Low Vocabulary list, second in holdings from the Mathematics Measure and third on periodical titles. It ranked last among the schools, tying with Elaville High School in holdings of the titles on the School, College and Scholarship list. The county library had a relatively small number of the titles on the mathematics list, and received only a few of the periodicals, but ranked high among the public libraries in holdings of the titles on the High Interest-Low Vocabulary book list and School, College and Scholarship Measure.

Glendale: Glendale had less than 50% of the titles on any of the measures except the High Interest-Low Vocabulary Measure where

the school library held 65%. The public library holdings were also small, except in this same category.

Heritage: Heritage High School ranked last among the school libraries in every collections category, and held less than 50% of the titles on every list, except School, College and Scholarship materials, but dropped below 50% in that area when a check was made on date of the editions. The public library of this community ranked equally low, although it held nearly 60% of the titles on the High Interest-Low Vocabulary list.

Summary

A personal inspection of the collections at the smaller public libraries, branch libraries and school libraries shows many good books; however, it can be seen that except for the two large municipal libraries, there are many required materials that are not available. The relatively high score of nearly all schools and public libraries on the High Interest-Low Vocabulary Measure indicates fair attention to fiction collections but serious lacks were found in mathematics, reference books on college admission, and periodical materials.

Library Services

The librarians of the eight schools and the directors of the six public libraries, or other personnel delegated by the director, and the branch librarians were asked to respond to the questionnaire on library services for young people. This questionnaire was developed through a survey of the literature and the listing of

services that had actually been put into practice in school and public libraries.

Table 26 shows the scores of the school libraries on the services checklist, and compares them with the ranges and means for the tryout group. It will be recalled that the tryout was conducted with two groups of school libraries. One group consisted of the schools in one county in New Jersey; the second consisted of a group of thirty-two school libraries in eighteen states that had been identified by state school library supervisors as having superior programs of service. The means, range and standard deviations for the two groups are shown in Table 26, in comparison with scores made by the eight schools in the present study. The mean for the national group of schools (62.5%) was found to be significantly higher than the mean of the New Jersey county (47.6%) at the 5% but not at the 1% level, indicating that further investigation is warranted.³ The range for the schools in the New Jersey county was from 26.3% to 62.9%, and the range for the national sample was from 36.3% to 90.9%.⁷

The scores for the eight schools included in the present study are all above the mean of the New Jersey group except for Cleveland High School and Dewey High School, which are slightly below. Three schools - Adams High School, Buchanan High School and Glendale High School - are above the mean for the national group of schools.

In the tryout, eight services were identified as being provided 100% in both groups of schools. These services include:

TABLE 26
SERVICES PROVIDED BY THE SCHOOL LIBRARIES

School	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Adams	78	31	71.5%	26.3%	36.3%	47.6%	62.5%	12.2	13.5
Buchanan	81	28	74.3%	62.9%	90.9%				
Cleveland	50	59	45.8%						
Dewey	50	59	45.8%						
Elmville	64	45	59.0%						
Fairhaven	65	44	59.6%						
Glendale	76	33	69.7%						
Heritage	54	55	49.5%						

(1) Number services provided (2) Number services not provided
(3) Per cent services provided (4) Range of New Jersey county schools
(5) Range of national sample (6) Mean of New Jersey county schools
(7) Mean of national sample (8) Standard deviation of New Jersey county schools (9) Standard deviation of national sample

Three in the library instruction area

- (1) Use of reference books and tools is taught to class groups
- (2) Orientation is given to new students and new readers
- (3) Instruction in use of libraries is integrated with

English classes

One service to faculty

- (4) Special releases are sent to faculty on new library materials

Four in reading guidance

(5) Group guidance in reading is given through displays

(6) Group guidance in reading is given through conferences
with teachers

(7) Individual guidance in reading is given through assistance
in selection of material

(8) Individual guidance in reading is given through assistance
in location of material

Seven of these eight services are also provided in the eight schools
included in the present study. The one service that is not provided
is (6) - group guidance in reading is given through conferences
with teachers. This service is not provided in the libraries of
Cleveland High School and Dewey High School. These two schools,
which are in the same system, are staffed by school librarians who
are not members of the school faculty, but belong to the public
library staff, and who therefore apparently do not feel themselves
a part of the faculty and have little contact with them.

Twenty services were provided by the national sample at a 30%
higher ratio than in the New Jersey county schools. These were:

Five services to faculty and other adults

(1) Orientation of new faculty to library services

(2) Special releases to faculty on new library services

(3) Work with school curriculum committee

(4) Consultation with other school and public libraries on
books for young adults

(5) Consultation with other school and public librarians on cooperation between school and public library

Seven reading guidance activities

(6) Individual guidance in reading is given through individualized reading lists

(7) Reserve book service for home loans

(8) Multiple copies of paperback books in demand are available for home loan

(9) Paperback books are sold in the school

(10) Group guidance is given through book talks in the classroom

(11) Group guidance is given through classroom book discussions

(12) Group guidance is given through book talks to school clubs

Seven activities in guidance in listening and viewing

(13) Audio-visual materials for use in the library include films

(14) Audio-visual materials for use in the library include filmstrips

(15) Audio-visual materials for use in the library include tapes

(16) Audio-visual materials for home use include filmstrips

(17) Audio-visual materials for classroom use include tapes

(18) Collections of college catalogs for use in the library

(19) Collections of college catalogs for home use

and

(20) Special observance is made of National Library Week.

Only one of these twenty services - (7) Reserve book service for home loans - is provided by all of the eight schools in the present study. Seven services - (1), (2), (3), (4), (18), (19) and (20) -

were provided in seven of the schools. Services (1) and (20) were not provided by Heritage High School; services (2), (18) and (19) were not provided by Fairhaven High School Library; number (3) is not provided by the library of Dewey High School, and (4) is not provided by Cleveland High School Library.

Seven services not provided by any school in the New Jersey county included in the tryout were:

- (1) Radio and television programs are prepared and put on
- (2) Photoduplication service is provided
- (3) Book talks are given to parents
- (4) Extended hours of service are provided on Saturdays
- (5) Audio-visual materials provided for home use include filmstrips
- (6) Audio-visual materials provided for home use include tapes
- (7) Audio-visual materials provided for home use include slides

Only Adams High School provides the first service. The photoduplication service is offered by Buchanan, Cleveland, Elmsville and Glendale, but through equipment available in the school offices rather than actually in the library. Adams and Fairhaven provide the third service. The remaining four are not offered by any school included in the present investigation.

The summary of findings on activities carried out by the two groups of high school libraries included in the tryout indicated that library instruction was integrated with science, social studies, and mathematics to a greater extent in the national sample

than in the schools in the single New Jersey county, but the differences were less than 30%.⁸ It has already been pointed out that all schools integrated library instruction with English classes. With the eight schools included in the present study, seven schools (all but Cleveland) integrated library instruction with social studies classes; five schools (all but Cleveland, Dewey and Elaville) integrated library instruction with science classes, but only Adams, Fairhaven and Glendale with mathematics. Table 22 shows that these schools ranked fifth, second and fourth on the mathematics collection measure.

The eight school libraries appear to be deficient in the area of services connected with audio-visual materials. Of the five services that are not provided by any of the eight schools, four are concerned with audio-visual services. The fifth is concerned with extended hours for Saturdays and/or Sundays. Table 27 provides the data on the number of schools offering various types of audio-visual materials and services. No school library but Elaville can be said to be truly an instructional materials center since no other library is actually equipped with listening and viewing equipment for individual students although makeshift arrangements can be made in work rooms, conference rooms, etc., in some of the libraries.

Table 28 shows the services other than the audio-visual services provided by four or less of the eight schools. It is notable that the majority of the services listed here have the chief requisite

TABLE 27

AUDIO-VISUAL SERVICES PROVIDED BY THE EIGHT SCHOOL LIBRARIES

Services	Schools Providing Service
Radio and television programs are given	Adams
Photoduplication service is available	Buchanan, Cleveland, Elmville, Glendale
Audio-visual materials available in library	
- for use by students	Buchanan, Dewey, Elmville, Fairhaven, Glendale
- for use by teachers	Adams, Buchanan, Dewey, Elmville, Fairhaven, Glendale
Audio-visual materials available for use in library include	
- films	Adams, Buchanan, Elmville, Glendale
- filmstrips	Adams, Buchanan, Elmville, Fairhaven, Glendale, Heritage
- tapes	Adams, Buchanan, Elmville
- recordings	Adams, Buchanan, Elmville, Fairhaven, Glendale, Heritage
- slides	Adams, Buchanan, Elmville, Glendale, Heritage
- pictures	Adams, Buchanan, Dewey, Elmville, Fairhaven, Glendale
- maps	Adams, Buchanan, Dewey, Elmville, Fairhaven, Glendale
Audio-visual materials available for home use include	
- filmstrips	-
- recordings	Fairhaven, Glendale
- slides	-
- pictures	Dewey, Elmville, Fairhaven, Glendale
- tapes	-

TABLE 27 (Continued)

Services	Schools Providing Service
- maps	Adams, Buchanan, Dewey, Elmville, Fairhaven, Glendale
Audio-visual materials available for classroom use include	
- films	Adams, Buchanan, Glendale, Heritage
- filmstrips	Adams, Buchanan, Elmville, Fairhaven, Glendale, Heritage
- tapes	Adams, Buchanan, Elmville, Heritage
- recordings	Adams, Buchanan, Elmville, Fairhaven, Glendale, Heritage
- slides	Adams, Buchanan, Elmville, Glendale, Heritage
- pictures	Adams, Buchanan, Dewey, Elmville, Fairhaven, Glendale, Heritage
- maps	Adams, Buchanan, Dewey, Elmville, Fairhaven, Glendale, Heritage

of a great deal of professional librarian time. For example, seven of these services are connected with book talks and discussion groups, both of which require much preparation from the librarian, and as shown in the section on professional librarians employed in the eight schools, none of the school libraries has the recommended minimum professional and non-professional staff.

It is also interesting that the activities listed in Tables 27 and 28 include many that appear to be especially appropriate for culturally deprived students. Riessman points out that culturally deprived students have difficulty expressing themselves and do not

TABLE 28

ACTIVITIES OTHER THAN AUDIO-VISUAL SERVICES PROVIDED LEAST
OFTEN IN THE SCHOOL LIBRARIES

Services	Schools Providing Service
Library handbook for students is available	Buchanan, Cleveland
Field trips from school to public library are arranged	Adams, Fairhaven
Special library workshops for faculty	Buchanan
Checklist of services offered distributed to faculty	Adams, Buchanan, Glendale
Instruction in use of libraries is integrated with mathematics classes	Adams, Fairhaven, Glendale
School newspaper publicizes public library activity for young adults	Adams, Buchanan, Cleveland, Dewey
Local newspaper publicizes - public library activities for young adults	Adams, Dewey, Glendale
- book reviews and/or annotations	Adams, Cleveland, Dewey
Book fair is held	Buchanan, Cleveland, Fairhaven, Heritage
Assembly and library programs are held on books and libraries	Heritage
Talks to parent groups on - books for young adults	Elmville, Glendale
- library activities for young adults	Elmville, Glendale, Heritage

TABLE 26 (Continued)

Services	Schools Providing Service
Talks to youth groups on - books for young adults	Elmville, Glendale
- library activities for young adults	Elmville, Glendale, Heritage
Special observance is made of Spring Book Week	Adams, Cleveland, Dewey
Vacation Reading Programs	Buchanan, Cleveland, Fair- haven, Glendale
Classroom collections available to teachers	Cleveland, Fairhaven, Glen- dale, Heritage
Textbook collections available to teachers	Fairhaven, Buchanan
Paperback books are sold in school	Buchanan, Cleveland, Fair- haven
Inter-library loan service for students	Adams, Buchanan, Fairhaven
Group guidance in reading is given through	
- book talks in library	Adams, Buchanan, Cleveland, Elmville
- book talks in classroom	Adams, Buchanan, Elmville, Glendale
- book talks to community groups	Buchanan
- book talks to teachers	Adams, Buchanan, Elmville
- book talks to parents	Adams, Fairhaven
- book talks to school clubs	Buchanan, Glendale
- discussion groups for young people	Buchanan, Cleveland, Elm- ville, Heritage
Individual guidance in reading is given through	
- parent-teacher-librarian con- ferences	Elmville, Glendale

TABLE 28 (Continued)

Services	Schools Providing Service
- maintenance of reader interest files for students	Glendale
- maintenance of reading records for Glendale individuals	
- maintenance of reader interest files for teachers	Glendale
Library open until 5:00	Cleveland, Elaville, Fairhaven, Glendale
- evenings	-
- Saturdays and/or Sundays	-
Reference materials available for home loan	-

respond well to words alone. He recommends the extensive use of visual aids and of role playing to improve verbal expression.⁹ Although some use may be made of visual aids, in classroom situations in these schools, the availability of listening and viewing devices for individual and group use in the library would add significantly to the means of learning for these students. Discussion of books, and role playing in connection with these discussions are other devices that teachers and librarians might use. The sale and use of paperback books in the schools that rank low in the socio-economic order would appear to be an excellent device for helping underprivileged students build personal libraries.

Only three schools sell paperback books at the schools - Buchanan, Cleveland and Fairhaven. Of these, Buchanan and Fairhaven rank in the upper half of the socio-economic order. Dewey High School, Adams High School and Heritage High School, all school districts that rank in the lower half of the socio-economic order do not provide this service.

Extended hours of service in Cleveland and Adams High Schools would appear to be a very worthwhile service, in view of the data to be presented in the section on student library use which indicates a preference of lower income students for work in the library rather than at home.

Table 29 shows the scores of the public libraries and branches on the services checklist. The range in the scores for the six public library systems is from 24.7% for Glendale to 51.3% for Fairhaven County Library. The two large metropolitan public libraries - Big City and Middle City - rank second and third. The two public libraries that rank the lowest in number of services provided are Glendale and Heritage where only one professional librarian is on the library staff. The two libraries that provide special personnel for work with young people - Big City and Elaville - rank second and fourth, respectively.

The range for the eight branches is from 9.1% for Branch C2 and B2 in the Middle City System to 40.3% for Branch B in the Big City System. The branches with the greater number of professional librarians on the staff - Branches A2 and B - rank somewhat higher

TABLE 29

SERVICES PROVIDED IN THE PUBLIC LIBRARIES

Libraries	No. services provided	Per cent services provided
Big City	46	42.2
Branch A1	17	15.5
Branch A2	30	27.5
Branch A3	28	26.6
Branch B	44	40.3
Middle City	43	39.4
Branch C1	20	18.3
Branch C2	10	9.1
Branch D1	18	16.5
Branch D2	10	9.1
Kilville	41	37.6
Fairhaven	35	31.3
Glandale	27	24.7
Heritage	33	30.2

than the other branches for Big City but all of the branches in the Middle City system rank relatively low.

Eight services were identified as provided for young people by all six of the public library systems. These services were:

Three in reading guidance

- (1) Group guidance in reading is given through displays

(2) Individual guidance in reading is given through assistance in location of material

(3) Individual guidance in reading is given through assistance in selection of material

and

(4) Special observance is made of National Library Week

(5) Audio-visual material available for home use includes recordings

(6) College catalogs available for use in the library

(7) Vocational materials available for home use

(8) Vocational materials available for classroom use

Four of these services - (1), (2), (3), and (4) - were provided 100% in the forty-five schools included in the tryout, and in the eight schools included in the present study.

Twenty-four of these one hundred and nine services were not provided by any public library. Since this checklist was designed to serve a dual purpose, and listed services appropriate for both school and public libraries, it is true that many of the services are directed toward the classroom and would not appear appropriate for public libraries. However, several of the services not provided by the public libraries do appear to be appropriate for public libraries. These services are listed below.

(1) Orientation of new school faculty to library services

(2) Orientation of all school faculty to new library services

(3) School newspaper publicity of public library activity for young people

(4) Individual guidance in reading is given through individualised reading lists

(5) Maintenance of reader interest files for students and faculty

Branch library activity in the two large public library systems is shown in Table 29. Two branches - one in each system - do not have professional librarians on their staffs. These are branches A1 and C2. The branch library with the highest score (B) has the largest professional staff of any of the branches.

All public libraries seemed to have a much larger collection of audio-visual materials than the school libraries, both for use in the public library and for home use. This activity for the two large libraries is largely centered at the main library, and branches have very small collections of records, or other audio-visual materials and equipment, if they have any at all. For example, all public libraries owned recordings for home loan, and most libraries had scheduled film showings, and loaned films to community groups, but the smaller branches did not offer these services. Listening facilities for recordings are available in all of the library systems but Glendale.

Summary

Adams High School and Buchanan High School which rank first and second in the percentage of library services provided in the eight schools are located in a community where the public library also provides good library service. Big City ranks second among

the six public libraries, providing 42.2% of the services. Heritage High School, which ranks last among the school libraries in number of services provided, is in a community that also ranks low with respect to the number of services provided by the public library. Heritage High School provides 49.5% of the services in the school library, while the public library provides 30.2%.

The services provided in the four schools where the community ranks low in the socio-economic order, i.e., Dewey, Cleveland, Heritage and Adams do not appear to rank significantly lower than the other four schools in number of services provided. The average number of services provided by these four schools is fifty-eight or 53.2%, while the average for Buchanan, Elaville, Fairhaven and Glendale is 71.5, or 65.5%. The most significant relationship here appears to be the number of professional and non-professional staff. The data showing percentage of services provided, and students per librarian, and per total staff are shown in Table 30. In most cases, the four school districts ranking in the top half of the socio-economic order, also ranking somewhat higher in percentage of services provided, have a lower ratio of students per librarian in the school library than do Adams, Cleveland, Dewey and Heritage. The provision of non-professional staff appears to free professional time for providing a greater number of the services. Heritage High School, which ranked low among the school libraries in number of services provided, although it has an enrollment of only 606 students and one professional staff member, also ranked last among all school libraries on all the collections measures.

TABLE 30
SERVICES PROVIDED IN THE EIGHT SCHOOL LIBRARIES AND STUDENT-
LIBRARIAN STAFF-RATIO

Schools	(1)	(2)	(3)
Lower four in socio-economic order			
Adams	71.5%	1/800.5	1/800.5
Cleveland	45.8%	1/1655	1/827.5
Dewey	45.8%	1/3000	1/1500
Heritage	49.5%	1/606	1/606
Upper four in socio-economic order			
Duchanau	74.3%	1/763.3	1/763.3
Kilville	59.0%	1/823	1/411.5
Fairhaven	59.6%	1/1717	1/858.5
Glandale	69.7%	1/750.7	1/500.3
(1) Percentage of services provided (2) Ratio of students per professional librarian (3) Ratio of students per total library staff			

The number of staff members on the public library staffs also appears to affect the number of services provided in these libraries, since the libraries providing the greater number of services - Big City, Middle City, Fairhaven County Library and Branch B of the Big City system - also have the largest professional staffs.

A number of services which are important for all schools but appear to have special significance for schools located in the lower income neighborhoods of cities are provided to a very small degree in most of the libraries. These services are concerned with the provision of audio-visual equipment and materials in the school library for the individual and group use of students, sale of paperback books in the school, book discussion, and use of role playing techniques in connection with the latter.

Student Use of Libraries

Two hundred and thirty-nine students or a ten per cent sample of the twelfth grade of each of the eight schools responded to the questionnaire on student library use. These students were selected by use of a table of random numbers. Of this number, one hundred and ninety-five or 81.5% of the students held library cards for their local public library. Except for Fairhaven High School and Heritage High School, where only 7.1% in the former and 38.4% in the latter held library cards, the percentage was above 80% for all schools. These data on library membership for the local public library, for other libraries, use of school and public libraries and average number of books borrowed from school and public libraries are shown in Table 31.

It is interesting that 39.2% of the students at Fairhaven, where only 7.1% held cards from the county library, hold cards for other libraries. This was the highest proportion holding library cards from other libraries, the next highest group being 18.2% at

TABLE 31
STUDENT USE OF LIBRARIES

Schools	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Adams	173	17	82.3%	11.7%	82.4%	70.6%	.4	3.0	8.8
Buchanan	512	50	92.2%	3.8%	94.3%	80.8%	2.3	4.2	15.1
Cleveland	229	23	82.6%	13.0%	91.4%	87.0%	1.7	2.7	10.5
Dowry	500	50	94.0%	6.0%	54.0%	78.0%	.8	4.0	13.9
Elizville	441	44	90.9%	18.2%	86.4%	91.0%	1.3	7.5	26.0
Fairhaven	230	23	7.1%	39.2%	89.3%	39.3%	2.9	.9	18.0
Glendale	210	21	83.3%	16.6%	87.5%	75.0%	2.1	1.9	15.7
Heritage	103	11	38.4%	0	98.3%	61.3%	1.8	1.3	10.9

(1) Twelfth grade enrollment (2) Number in sample (3) Members local public library (4) Members other libraries (5) Used school library in month (6) Used public library in month (7) Average* number books borrowed from school library (8) Average number of books borrowed from public library (9) Average number of books read in year

Elizville, where nearly 91% of the students also had cards for the local public library. Students from Elizville held cards for libraries in surrounding communities and from New York City libraries, while students at Fairhaven held cards for libraries that were members of the county library system, one library located in a community in the Fairhaven school district, and two others in the county, but outside the school district. Students living outside the communities where the libraries are located used non-residents' cards even though the libraries are members of the county library system.

A higher percentage of the student sample at Dewey High School held public library cards than any other school, but the range for Adams, Buchanan, Cleveland, Dewey, Elzville and Glendale was from 82.3% at Adams High School to 94% at Dewey, or a very small difference. Heritage ranked second from the bottom in number of students who held local library cards, and had no students who held library cards for other libraries. The Big City Public Library is within walking distance of the school at Heritage but no student responding to the questionnaire had used the library within a period of a month. Except for Dewey High School, where only 54% of the students indicated that they had used the school library within that period, the range was from 82.4% for Adams to 98.3% for Heritage. The totals for the public library within that same period were also high, however, not quite so high as for school libraries. The range was from 39.3% for Fairhaven to 91.0% for Elzville.

For Fairhaven and Heritage, where fewer students held library cards, it appears that many students are using the public library for reference purposes without applying for library cards, and that all but a small percentage of all the students in the sample who held library cards, make some use of public libraries.

The Deiches report showed comparative use of school and public libraries by senior high school students in the Baltimore area.¹⁰ These data are compared in Table 32 with the data obtained from the student sample in the present study. The data for the student

TABLE 32
COMPARATIVE USE OF SCHOOL AND PUBLIC LIBRARIES
BY TWO GROUPS OF SENIOR HIGH STUDENTS

	Percentage Using School Libraries		Percentage Using Public Libraries	
	(1)	(2)	(1)	(2)
No use during month	19.5%	17.1%	9.2%	25.1%
1-2 times	36.7%	23.8%	31.4%	27.6%
3-5 times	25.8%	25.9%	38.8%	23.8%
6-10 times	14.0%	18.4%	15.6%	13.3%
More than 10 times	4.2%	14.6%	5.0%	10.0%
(1) Deiches study sample		(2) Sample in present study		

sample used in the Deiches study includes figures only for students in the Baltimore area who read on an average of four books per month outside of textbook reading.

For the use of school libraries, the differences between the two samples are less than 10% except in two cases. Students in the Deiches sample using the school libraries from one to two times numbered 36.7%, while students in the present study using the school library the same number of times during a month numbered 23.8%. Only 4.2% of the students in the Deiches study sample used the school library more than ten times in a month while 14.6% of the students in the present study used the school library the same number of times.

For the use of public libraries, the differences between the two samples that are more than 10% occur in two cases. While 25.1% of the sample used in the present study did not use the public library at any time during the period of a month, only 9.2% of the students in the Baltimore sample did not use the public library during the same period. Students in the Baltimore sample who used the library from three to five times during the period of a month numbered 38.8%, while only 23.8% of the students in the present study used the public library the same number of times during the same period.

The two hundred and thirty-nine students who responded to the questionnaire used in the present investigation indicated that they read within the last year a total of 4,049 books other than school textbooks, or an average of 16.9 books per student. This is slightly over one book per month as an average; the Deiches study reported that the typical teen-age reader read four books other than textbooks in whole or in part each month for school work.¹¹ In average number of books read by the students from the eight schools used in the present investigation, the range was from a low of 8.8 books per student per year in Adams High School to a high of 26.0 books per student per year in Elaville High School. Only two students in the entire sample, both at Adams High School, indicated that they had not read any books within the past year; the other students all reported reading one or more.

One hundred and fifty-four of the students or about 65% reported borrowing at least one book from the public library within the period of a month, and about 56% reported borrowing at least one book from the school library within the same period. The students borrowed a total of 1,491 books from libraries within a period of a month, 1,071 or nearly three-fourths from the public library, the remainder from the school library. This is an average of 4.4 books per student from the public library as compared with 1.2 books per student from the school library. The range for the number borrowed from the school library within a month's time was from .4 books per student at Adams to 2.9 books per student at Fairhaven. The range for the number borrowed from the public library within that same period of time was from .9 books per student at Fairhaven to 7.5 books per student at Elmville.

Table 33 shows the comparative data for number of books borrowed from school and public libraries for the students in the present study, and the Deiches sample.¹² More of the students in the present study appeared to borrow from school libraries than the sample used in the Deiches report, perhaps because the majority of the public libraries of the eight communities are less satisfactory than the Enoch Pratt Library, and because the students in the present study included those who read little as well as those who read a great deal.

Students, however, overwhelmingly preferred to use their main library to either branches, school libraries or other libraries,

TABLE 33
COMPARATIVE INCIDENCE OF BORROWING FROM SCHOOLS AND PUBLIC
LIBRARIES BY TWO GROUPS OF SENIOR HIGH STUDENTS

	Percentage from School Libraries		Percentage from Public Libraries	
	(1)	(2)	(1)	(2)
Borrowed during month	51.8%	64.4%	72.7%	53.9%
Did not borrow during month	48.2%	35.6%	27.5%	46.1%
(1) Deiches sample	(2) Sample in present study			

in all but a few instances. This was also true of the sample in the Deiches report and much the same reasons were given.¹³ The majority of the student sample in Fairhaven and Heritage schools preferred the school library and students at Cleveland were about evenly divided between the main public library and the branches, with a small percentage preferring the school library. At Ellettsville High School, where nearly 91% of the students indicated that they preferred the main public library, the same percentage held library cards, and had borrowed over seven books per student from the library within a month's time. In contrast, students at Fairhaven where nearly 61% preferred the school library, only 7.1% held public library cards, and had borrowed not quite one book per student from the public library within a month's time. At Cleveland, where about 43% of the students preferred to use branch libraries, nearly 83% had public library cards, and had

averaged borrowing nearly three books per student within a period of a month.

Highest ranking reasons for preferring the main public library to other libraries were better book and periodical collections, convenient hours, pleasant atmosphere, and helpful library staff.

TABLE 3:
LIBRARIES PREFERRED BY STUDENTS

Schools	Main Public Libraries	Branches	School Libraries	Others
Adams	64.7%	5.8%	41.1%	0
Beckham	65.3%	11.5%	23.0%	0
Cleveland	43.4%	43.4%	13.0%	0
Dewey	61.0%	6.0%	30.0%	0
Elaville	90.9%	4.5%	2.2%	17.8%
Fairhaven	21.4%	0	60.7%	17.8%
Glendale	58.3%	0	41.6%	10.6%
Heritage	53.4%	0	92.3%	0

For Fairhaven and Heritage Schools, where more students preferred the school library, highest ranking reasons given for this preference were helpful library staff, convenience and pleasant atmosphere. For students at Cleveland where preference was about evenly divided for using the main public library and branches, highest ranking reasons for preferring to use branch libraries

were helpful library staff, lack of time for using school library, convenient hours and pleasant atmosphere. Discounting the better library collections of the public libraries, it appears that students preferred to go wherever they found it convenient, where a pleasant atmosphere prevailed and where professional library assistance was available.

There are some interesting differences among the student groups in the individual schools as to reasons for visiting the public libraries and branches. These data are shown in Table 35. Students in Adams, Buchanan and Cleveland Schools were the only students who indicated that they attended library programs. It will be recalled that Adams and Buchanan are in the same city, where the Young Adult Room in the public library sponsors a Youth Council, which in turn sponsors library activities for young people. Only a very small percentage of students at Buchanan checked this category, however, and it is significant that both the other schools are in neighborhoods ranking low in socio-economic characteristics.

Students at Adams and Cleveland showed a strong preference for using materials at the library, preferring to use library books there and study their own books at the library. Since these two school districts together with Heritage, rank low in the socio-economic order, it seems likely that students lack space, sufficient quiet and perhaps adequate lighting at home for study, and therefore prefer to use public libraries and branch libraries

TABLE 35
REASONS FOR VISITING PUBLIC LIBRARIES AND BRANCHES

Schools	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Adams	76.4%	17.6%	94.1%	35.3%	5.8%	76.4%	23.5%	17.6%	11.6%
Buchanan	90.0%	26.0%	60.0%	44.0%	28.0%	16.0%	2.0%	4.0%	4.0%
Cleveland	82.6%	4.3%	82.6%	26.0%	10.3%	82.6%	21.7%	26.0%	1.9%
Devey	80.0%	16.0%	68.0%	40.0%	20.0%	6.0%	8.0%	4.0%	0
Elmville	79.5%	47.8%	64.0%	47.8%	40.9%	34.0%	0	22.7%	0
Faithaven	56.5%	0	30.4%	17.7%	0	0	0	0	0
Glendale	90.4%	37.5%	42.8%	28.5%	28.5%	19.0%	0	0	4.1%
Heritage	63.6%	44.4%	54.5%	27.2%	27.2%	50.5%	0	18.1%	9.0%

(1) Borrow books (2) Borrow magazines (3) Use books in library (4) Use magazines in library (5) Meet friends (6) Study your own books (7) Attend library programs (8) Use newspapers in library (9) Other

for this purpose in the afternoons and evenings, whereas students from the other schools are more likely to borrow books and do their studying at home. Although students at Elaville indicated that they visited public libraries to read newspapers to a higher degree than students in many of the other schools, Adams, Cleveland and Heritage again ranked higher in this respect, perhaps because some students may not have newspapers at home.

It is also notable that the students from school districts ranking highest in the socio-economic order (Buchanan, Elaville, Glendale) tend to use the public library as a social center, i.e., a place to meet their friends to a greater extent than do the students from less privileged homes. A total of 40.9% of the students from Elaville checked this category, 28.5% from Glendale and 28% from Buchanan. Fairhaven also ranks in the upper half of the socio-economic order, and no students from this school checked the "meet your friends" category. This library is a county library located five miles from the school and even farther from the homes of many of the students. Furthermore, it is not open in the evenings. As one student from Buchanan High School put it, the public library is "a good place to make acquaintances." Other reasons given by students for visiting the public library and branches were to use record and picture collections, use college catalogs, pay fines and in the case of the new public library in Elaville, "to see what its like."

The reasons given for visiting the school library were largely for purposes of borrowing books and using books in the library. It

TABLE 36
REASONS FOR USING SCHOOL LIBRARY

Schools	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Adams	76.4%	0	94.1%	29.4%	11.7%	0	0	82.3%	0
Buolanan	86.0%	22.0%	74.0%	40.0%	8.0%	22.0%	28.0%	26.0%	4.0%
Cleveland	86.9%	8.6%	86.9%	26.0%	8.6%	13.0%	30.4%	60.8%	0
Dewey	53.0%	8.0%	70.0%	26.0%	12.0%	12.0%	14.0%	28.0%	8.5%
Elmville	63.6%	15.9%	59.0%	34.0%	13.6%	25.1%	52.2%	0	3.5%
Fairhaven	100.0%	17.3%	95.6%	56.5%	30.4%	8.6%	47.8%	13.0%	8.6%
Glendale	80.9%	38.0%	80.9%	38.0%	14.2%	19.0%	66.6%	47.6%	9.0%
Heritage	90.9%	36.3%	81.8%	63.6%	54.5%	18.1%	45.4%	90.9%	18.1%

(1) Borrow books (2) Borrow magazines (3) Use books in library (4) Use
magazines in library (5) To meet your friends (6) Use newspapers in library
(7) Class visits (8) Study own books (9) Other

is interesting to note that no student from Adams High School indicated that he visited the library with a class while a fair percentage from all other schools indicated that they did. Students in Adams School appeared to use the school library for studying their own books to a greater extent than do the students in the other schools. In fact, in several of the schools, this practice is discouraged because of the large numbers of students in study periods who wish to use the library. "Other" reasons given for visiting the library included work on library staff, browsing, use college catalogs, "to relax", and "a place to sit and think."

One of the most discussed topics in all surveys of student use of public libraries is the heavy use made of periodical files. One hundred and four of the students, or 43.5% indicated that they had used periodicals 486 times during a month, or an average of 4.6 times per student. Only slightly over 10% of the students had made any effort to get the periodicals from the school library first.

In addition to school and public libraries, students indicated other sources from which they obtained the books they read, such as bookstores, drug stores, news stands, friend or relatives, home, etc. About 67.7% obtained books from book stores, 35.1% bought books from drug stores or news stands, 67.7% obtained books from friends or relatives and 51.0% obtained books at home. As might be expected, students from homes in the middle and upper-middle classes obtained more books from drug stores, book stores and news

TABLE 37
SOURCES OF BOOKS OTHER THAN LIBRARIES

Schools	Bookstore	Drugstore or News stand	Friends and Relatives	Home	Other
Adams	41.1%	23.5%	76.4%	23.5%	0
Buchanan	60.0%	40.0%	68.0%	44.0%	4.0%
Cleveland	52.1%	26.0%	93.9%	47.8%	3.8%
Dewey	46.0%	36.0%	60.0%	52.0%	4.0%
Kilville	72.7%	22.7%	61.3%	63.6%	2.2%
Fairhaven	95.6%	39.1%	82.6%	65.2%	8.6%
Glendale	90.4%	42.8%	76.1%	19.0%	14.3%
Heritage	63.6%	63.6%	54.5%	27.2%	9.0%

stands; however, all students appeared to do a large amount of borrowing from friends and relatives. Students from Adams, Cleveland and Heritage, obtained fewer books from home than students in the schools of higher socio-economic rank.

Students were also asked to check types of books that they might like to read and at least two interesting differences occurred among the individual schools in checking these categories. All students from school districts in the lower half of the socio-economic order checked the category of books on how to be a more popular or successful person to a higher degree than students in the other schools. Another difference is in the number of

TABLE 38
TYPES OF BOOKS PREFERRED BY STUDENTS

	Adams	Buchanan	Cleveland	Dewey	Elmville	Fairhaven	Glendale	Heritage
Detective and mystery stories	47.0%	38.0%	69.5%	48.0%	25.0%	65.2%	33.3%	90.9%
Romance	35.3%	36.0%	69.5%	56.0%	29.5%	52.1%	42.8%	45.4%
Sports	29.4%	22.0%	8.6%	26.0%	25.0%	56.5%	23.8%	45.4%
Adventure, war and sea stories	41.1%	48.0%	34.7%	38.0%	47.8%	65.2%	38.0%	45.4%
Biography	64.7%	60.0%	43.4%	54.0%	45.4%	65.2%	42.8%	100.0%
History, historical fiction	41.1%	32.0%	43.4%	38.0%	52.2%	47.7%	42.8%	72.7%
Science fiction	35.3%	42.0%	26.0%	38.0%	31.8%	39.1%	47.6%	36.3%
How-to-do-it books	35.3%	22.0%	39.1%	14.0%	.9%	30.4%	4.7%	45.4%
Vocations, jobs, college	47.0%	16.0%	34.7%	20.0%	40.9%	52.1%	17.3%	18.1%
How to be a popular or more successful person	29.4%	10.0%	26.0%	20.0%	6.8%	8.6%	4.7%	18.1%

TABLE 36 (Continued)

	Adams	Buchanan	Cleveland	Dewey	Elmville	Fairhaven	Glendale	Heritage
Science and technology	11.7%	12.0%	43.4%	20.0%	20.4%	26.0%	9.5%	9.0%
Number of "other" categories listed	8.0%	14.0%	7.0%	18.0%	14.0%	12.0%	20.0%	3.0%

different types of books checked in the free space. In addition to the eight types of books listed on the questionnaire, students were asked to list any other types of books they might like to read. Students in the individual schools listed "other" categories from a low of three in Heritage High School to eighteen in Elmvilla High School, and students in the four school districts in the lower half of the socio-economic order (Adams, Cleveland, Dewey, Heritage) tended to list fewer than students in the other four schools.

Students were also asked to list persons who recommended books to them, and persons who recommended best-liked books. Librarians, both school and public, ranked low on this question. Teachers ranked first among three schools - Buchanan, Cleveland and Heritage - and tied with friends in two other schools - Fairhaven and Glendale. Friends ranked first in the three other schools - Adams, Dewey and Elmvilla, while teachers ranked second.

Both school and public librarians ranked last or next to last in most cases. Exceptions include Buchanan and Cleveland where "other relative" ranked lowest. In Heritage and Buchanan, 40.3% and 63.6% respectively, indicated that school librarians recommended books to them, and 19.0% of the students at Heritage indicated that school librarians recommended to them books they liked best.

The data on student library use in the eight communities included in the study indicates that students tend to make rather frequent use of both school and public libraries. Students from the school districts in the upper half of the socio-economic order

Schools	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Adams	88.2%	29.4%	70.5%	17.6%	17.6%	23.5%	29.4%
Buchanan	70.0%	30.0%	80.0%	42.0%	18.0%	26.0%	16.0%
Cleveland	65.2%	30.4%	95.6%	34.2%	26.0%	26.0%	13.0%
Dewey	76.0%	44.0%	64.0%	2.0%	14.0%	32.0%	14.0%
Elmville	86.3%	45.4%	75.0%	2.2%	4.5%	29.5%	13.6%
Fairhaven	95.6%	30.4%	95.6%	13.0%	0	30.4%	30.4%
Glendale	80.8%	19.0%	80.9%	14.2%	9.0%	14.2%	14.2%
Heritage	63.6%	27.2%	90.9%	63.6%	18.1%	18.1%	36.3%

(1) Friends (2) Parents (3) Teachers (4) School librarians
 (5) Public librarians (6) Brothers and sisters (7) Other relatives

TABLE 40
PERSONS RECOMMENDING BEST-LIKED BOOKS TO STUDENT SAMPLE

Schools	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Adams	36.3%	17.6%	23.5%	11.7%	11.7%	0	5.8%
Buchanan	60.0%	16.0%	32.0%	12.0%	8.0%	8.0%	36.0%
Cleveland	56.5%	21.7%	52.1%	17.3%	8.6%	8.6%	13.0%
Dewey	54.0%	24.0%	18.0%	2.0%	4.0%	30.0%	6.0%
Elmville	56.5%	27.2%	22.7%	0	0	15.9%	4.5%
Fairhaven	65.2%	8.6%	26.0%	0	0	13.5%	8.6%
Glendale	90.4%	0	42.8%	4.7%	4.7%	4.7%	0
Heritage	36.3%	9.0%	36.3%	19.0%	0	19.0%	0
(1) Friends (2) Parents (3) Teachers (4) School librarians (5) Public librarians (6) Brothers and sisters (7) other relatives							

tended to borrow more books from both school and public libraries, and to read more books than students from schools in the lower half of the socio-economic order. There is some tendency for students in the school districts falling in the lower half to use the library for study - both with library books and their own books - more than students in the upper half, whereas students from the upper half tend to see the library as a place to meet and see their friends more than the other students.

Summary

Chapter 4 has presented the data on socio-economic characteristics of the eight school districts. The school districts were ranked on the basis of median income and data on school and public library collections, services, and student use of libraries were presented in terms of the socio-economic ranks. Chapter 5 will present conclusions and recommendations.

Notes

1. Warner, W. Lloyd et. al., Social class in America. Chicago, Science Research Associates, 1949.
2. Sexton, Patricia Cayo. Education and income. New York, The Viking Press, 1961. p. 154.
3. American Association of School Librarians. Standards for school library programs. American Library Association, 1960. p. 119-120. (Hereafter, it is referred to in the text as school library standards and bibliographical reference to the source is not repeated in the notes.)
4. Rutgers, The State University. Graduate School of Library Service. Summary of Findings on Activities Carried Out by Two Groups of High School Libraries. March, 1963. mimeo.
5. American Association of School Librarians. Standards for school library programs. American Library Association, 1960. p. 11-12. (This statement on the lack of provision of and instructional materials center in the library is made because all of the school libraries but Elmville lack provision for listening and viewing devices in the school library. All schools provided these materials for class use. "Taking into account individual differences of children and young people, the school library stimulates and guides each child in the selection and use of materials for the building of taste on the appropriate use of levels of maturity. Now in good library practice, the school library also helps both pupils and teachers to discover new materials of interest and to determine their values.

It may provide these materials and the equipment needed for their use for both individual and classroom study and teaching." p. 11-12.

6. A memorandum from Margaret Nichol森, Head Librarian, Evanston Township High School, Evanston, Illinois, dated July, 1963 states: "Evanston Township High School Library provides material for the counselors. Each has such titles as American Universities and Colleges, College Blue Book, Lovejoy's College Guide, Lovejoy's Vocational School Guide, etc. This policy means that the library must have about twenty copies of each title. These are on the shelves of the High School Library so that a counselor may check them out for the entire year, or, if a counselor does not want all titles, students may use them. This costs money, so the library budget includes several hundred dollars for "Materials for Counselors."
7. Rutgers, The State University. Graduate School of Library Service. Summary of Findings, etc., op. cit.
8. Rutgers, The State University. Graduate School of Library Service. Summary of Findings, etc., op. cit.
9. Riessman, Frank. The culturally deprived child. New York and Evanston, Harper and Row, Publishers, 1962. p. 77.
10. Martin, Lowell A. Students and the Pratt Library: Challenge and Opportunity. (No. 1 in the Deiches Fund Studies of Public Library Service) Baltimore, Enoch Pratt Free Library, July 1963, p. 20.
11. Martin, ibid., p. 1.
12. Martin, ibid., p. 20.
13. Martin, ibid., p. 2.

Chapter 5

CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

Investigation of school and public library provision for senior high school students (twelfth grade) was conducted in six communities. The libraries of eight senior high schools, six public library systems, and eight branch libraries belonging to the two largest systems, were studied. Data were collected on the socio-economic characteristics of the six communities and on a ten per cent sample of the twelfth grade pupils from each of the eight schools. Data were also collected on library personnel, physical facilities, and accessibility of school and public libraries, library collections, services and student use of school, public and other libraries.

Summary

Findings on Library Personnel

Public Libraries: The data shown in Tables 15, 16, 19 and 20 on hours of service, professional personnel on the branch library staffs, and branch library collections for the eight branch libraries in the two large city systems are summarized in Table 41. They are not repeated for the four suburban or small town public libraries because the differences are negligible. For the branches in the Adams area of Big City, the smallest branch has no professional librarian; the branch closest to Adams High School has two professional staff members, one of whom serves as children's

librarian. The third branch, which is just outside the Adams school district, has one professional librarian. The one branch in the Buchanan district has five professional librarians (including two trainees), one of whom serves as children's librarian.

In the Middle City system, each school district has the same number of professional librarians in the public library branches but the division among the branches is different. Each school district has one large branch and one small branch. In one school district, the large branch has three professional librarians; the smaller branch has none. In the other school district, the large branch has two professional librarians, and the smaller branch has one.

Among the four remaining public libraries serving smaller towns and a county, the difference in the number of professional library personnel is related to the population served rather than to the comparative wealth or the socio-economic rank of the four communities.

It was beyond the scope of the study to identify the number of Negro or Spanish speaking library staff members in the libraries. In one school district in Big City and one school district in Middle City, the Negro population is above 40%. In three of the four branches in the Big City system, there were Negro staff members at various levels - branch librarian, children's librarian, library assistant, page, etc. No Negro staff members were noted in the Middle City branches.

School Libraries: All of the schools failed to meet the recommended standards for provision of library personnel. There appears to be no relationship between the number of library staff and the socio-economic rank of the school district.

Findings on Physical Facilities and Accessibility

Public Libraries: Table 41 shows the hours of service for the four branches studied in the Big City system and the four branches studied in the Middle City system. The three branches in the Adams area are never open in the evenings, except for the smallest branch which is open one evening each week. The branch located in the Buchanan area is open two evenings each week.

In Middle City, the difference among the branches in hours of service is very small. The two larger branches, one in each school district, are open two evenings each week.

The four smaller public libraries serving smaller towns and a county offer adequate hours of service (around 40 hours weekly) including evenings with one exception. The one county library included in the study is never open in the evenings. Its bookmobile offers occasional evening hours, but not to every community in the high school district.

School Libraries: The data showing age of building or school library, area of reading room, number of added facilities, and number of schools meeting standards for the size of the reading room are summarized in Table 42. The schools are grouped into upper and lower socio-economic ranks. It is notable that all four

TABLE 42
SUMMARY OF DATA ON SCHOOL LIBRARY QUARTERS

	(1)	(2)	(3)	(4)
Upper four in socio-economic order				
Buchanan	1933	2331	-	1
Elmville	1963	3670	-	3
Fairhaven	1958	1440	-	3
Glendale	1961	1765	-	6
Lower four in socio-economic order				
Adams	1913	1822	-	2
Cleveland	1917	2064.6	-	1
Dewey	1924	1500	-	1
Heritage	1962	3670	X	4

(1) Year school of library was built (2) Area of reading room
(3) Number meeting standards for minimum size of reading room
(square feet per pupil) X - meets standards (4) Number added
facilities - work rooms, conference rooms, etc.

of the suburban or small town school libraries are in new school buildings or new sections of old buildings. The four urban schools tend to be around forty years older than the suburban or small town libraries. The amount of space per pupil and the provision of such added facilities as conference rooms, work rooms, etc., appears to be more closely related to the age of the school building than to the socio-economic rank of the school district.

Collections

Public Libraries: Table 41 shows the percentage of titles on the measures held by the four branches studied in the Big City system and the four branches studied in the Middle City system. In Big City, the branch in the district ranking higher in socio-economic class has a larger collection than any of the three branches in the lower ranking district. This is also true of the titles included on the measures. The branch in the district ranking higher in the socio-economic order held a significantly larger percentage of the titles on the mathematics, and school, college and scholarship measures. The difference in holdings for high interest-low vocabulary books and periodicals is not great. The usefulness of the periodicals to library patrons, however, is affected by the handling of the periodicals. The branch in the higher ranking district has begun within the last two years to bind twelve periodicals, while the three branches in the lower ranking district do not attempt to keep more than the last six issues of any periodicals.

In the branches of the Middle City system, the book collections for the branches located in each school district are approximately the same. None of the four branches in Middle City holds as many of the titles on the measures as the best branch in Big City, and the two best branches in Middle City held approximately the same number of these titles as the worst branches in Big City.

TABLE 43
RANK ORDER OF SCHOOL LIBRARIES FOR THE COLLECTIONS
MEASURES

	(1)	(2)	(3)	(4)
Upper four in socio-economic order				
Buchanan	5	2	2	1
Elmville	1	1	3	6
Fairhaven	2	3	1	3.5
Glendale	4	4	4	3.5
Lower four in socio-economic order				
Adams	5	6	5	3.5
Cleveland	6	5	6	7.5
Dewey	7	7	7	7.5
Heritage	8	8	8	3.5
(1) Mathematics books (2) Periodicals (3) High Interest-Low Vocabulary Books (4) School, College and Scholarship Materials - Latest Dates				

In the four smaller library systems, the larger collections are found in the two libraries serving larger populations. This is also true in most cases for the percentage of titles from the measures held by the libraries.

School Libraries: The schools in districts ranking higher in the socio-economic order ranked higher in provision of periodicals,

mathematics books, and the high interest-low vocabulary books. The provision of the titles on the school, college and scholarship list was low for all school and public libraries, but the lower ranking schools were not necessarily the schools ranking low in the socio-economic order.

Library Services

Public Libraries: The greatest difference in the number of services provided by both school and public libraries was apparently related to the size of the library staff. Libraries with larger staffs of professional and non-professional personnel provide more of the services than the smaller libraries. As already seen, the smaller professional staffs in the Big City neighborhood libraries are in the low income areas.

School Libraries: The school libraries with the larger professional staffs were providing a greater number of the services in most cases. The findings for the present study are supported by the findings in the tryout of the services measure, where it seems likely that the availability of non-professional assistance in the school libraries was operating to free professional time to students and teachers.¹

The most outstanding feature concerning the data on the kind of services provided in the school libraries was the lack of provision of audio-visual aids for use in the school library. In every school, devices for listening and viewing were available for classroom use, but in no case was the library truly an instructional materials center, with one possible exception.

TABLE 44
SUMMARY OF DATA ON LIBRARY SERVICES FOR THE PUBLIC LIBRARIES

	(1)	(2)		(1)	(2)
Big City	42.2%	5 1/3*	Middle City	39.4%	-
Branch A1	15.5%	0	Branch D1	16.5%	2
Branch A2	27.5%	2	Branch D2	9.1%	1
Branch A3	26.6%	1	Elmville	37.6%	7 1/2
Branch B	40.3%	5**	Fairhaven	51.3%	5
Middle City	39.4%	-@	Glendale	24.7%	1
Branch C1	18.3%	3	Heritage	30.2%	1
Branch C2	9.1%	0			

(1) Number services provided (2) Number professional librarians
* Number professional young adult librarians in main library
** Includes two trainees @ Middle City has no professional young adult librarians in main library or branches

Among other services provided least often are: (1) book talks to acquaint students with titles that might appeal to them, and; (2) book discussions to improve verbal ability, increase understanding of material read, and ability to read critically, and to stimulate the students to further reading.

In view of the data showing the preference of students in two of the schools in low income districts for using books in the library and apparently using both school and public libraries as study halls, it is interesting that neither of these schools (in

fact, none of the eight schools) has experimented with extended hours of service. No school library is open after 4:30 p.m., nor are any of the school libraries open in the evenings or on Saturdays.

Most of the reports on projects to raise the achievements and aspirations of able students who attend low income schools emphasize the use of paperback books to stimulate reading. Only three of the schools studied sell paperback books. Two of the three rank in the upper half of the socio-economic order.

Student Library Use

All students made rather frequent use of school and public libraries. In five of the communities, students on the average borrowed more books from the public library than the school library.

Students in the sample preferred to use the public library, a finding supported by the Deiches Study.² Although reasons for this preference included adequacy of book collection, atmosphere of the library, convenient hours, etc., there appeared to be other important factors. For example, the school library with what are probably the best physical facilities was preferred by only 2.2% of the student sample in this school, while the school library with perhaps the worst physical facilities was preferred by 41.1% of the student sample in that school. The latter school is a low income school and the students borrowed fewer books than students in the other schools; however, 82.4% of the sample has visited the school library during the period of a month. On the other hand,

students in the school with the best facilities read more books than students in any other school and appeared to do most of their borrowing at the public library. Although this school library was new and had been open slightly over a month before the questionnaires were filled out, 86.4% of the student sample had used the school library. There is, however, a large difference in the number of books borrowed from the school and public library. Students had borrowed 1.3 books per month from the school library but 7.5 books per month from the public library.

Table 45 shows the number of books borrowed from school and public libraries by the students attending the four schools in the lower half and the upper half of the socio-economic order. Students from lower income areas read less, and borrowed fewer books than did students from higher income neighborhoods. Students from lower income areas tended to use their own and the library's books in the library rather than at home. Students from upper income areas appeared to use the library somewhat more as a social center or a place to meet their friends.

Students in four of the schools indicated that they attended library programs. These four schools are located in the two larger cities, both with public libraries that provide book discussions, film showings, lectures, etc. Only a very small percentage of the students in the two school districts ranking higher in the socio-economic order noted attendance at the programs. In the lower ranking school districts, over 20% of the student sample at each of the schools said they attended library programs.

TABLE 45
NUMBER OF BOOKS BORROWED FROM SCHOOL AND PUBLIC LIBRARIES
AND AMOUNT OF READING DONE BY STUDENT SAMPLE

	Public Library (1)	(2)	School Library (3)	(4)	Books Read in year (5)	(6)
Schools in upper half of socio-economic order	735	5.3	308	2.2	2818	20.4
Schools in lower half of socio-economic order	336	3.3	112	1.1	1231	12.1

(1) Number of books borrowed from the public library within the period of a month (2) Average per student borrowed in month from public library (3) Number of books borrowed from school library within the period of a month (4) Average per student borrowed in month from school library (5) Number books read in year (6) Average number books per student read in year

A large number of the students (43.5%) had used periodicals in public libraries during the period of a month, a finding supported by nearly every recent study on student use of public libraries. Larger public libraries such as Big City, Middle City and Elaville can anticipate increasingly heavy use of these materials since none of the eight school libraries and few of the small public libraries or the neighborhood libraries had a substantial magazine subscription list, back files of magazines or sufficient periodical indexes. Eighty-three students or 34.7% had used libraries other than their local public libraries or school libraries within the period of a month.

Table 46 shows the data for the schools in the upper and lower sections of the socio-economic order and the sources other than libraries from which students obtained books. The percentages are similar in three cases, but there is considerable difference in the use of bookstores. Students from higher income homes buy more books from bookstores than students from the lower income homes. The accessibility of bookstores to the different neighborhoods was not studied.

TABLE 46
SOURCES FROM WHICH STUDENTS OBTAINED BOOKS OTHER THAN LIBRARIES

	(1)	(2)	(3)	(4)
Schools in upper half of socio-economic order	73.8%	35.5%	69.5%	51.4%
Schools in lower half of socio-economic order	48.5%	34.6%	65.3%	50.4%
(1) Percentage obtaining books from bookstores (2) Percentage obtaining books from drugstore or news stand (3) Percentage of students borrowing books from friends or relative (4) Percentage of students obtaining books from home.				

Students in the four lower income schools showed a preference for reading books on "how to be a more popular or more successful person." Students in the upper income schools wrote in more choices not listed on the questionnaire than students in the low income schools.

The data on student library use indicates that students in the eight communities are heavy library users. Where school libraries are used, public libraries and branch libraries are also used, as are college libraries and public libraries located in cities and towns nearby. Students in the sample read an average of 16.9 books per year, or somewhat over a book a month, exclusive of textbooks.

Conclusions

(1) Of the areas studied in Big City, students who live in the area which ranks low in the socio-economic order have poorer branch library facilities than do students living in the areas which rank in the upper half of the socio-economic scale.

(2) The differences between the branches located in high and low socio-economic areas in Middle City in hours of service, professional personnel available in the branches and branch library collections are small (See Table 41, p. 167). It must be noted, however, that library service in Middle City is generally below the level of service in Big City.

(3) The quality of library service provided by the four library systems serving smaller towns and a county is related to the size of the population served rather than to the comparative wealth or socio-economic status of the community.

(4) The amount of space per pupil provided in the school library and the number of added facilities provided, such as work rooms, conference rooms, etc., appears to be related to the age

of the school building rather than to the socio-economic rank of the community.

(5) The schools in neighborhoods ranking higher in the socio-economic order rank higher in provision of mathematics books, the high interest-low vocabulary books and periodicals than did those in lower socio-economic neighborhoods.

(6) All schools are failing to meet the recommended standards for personnel, even when all staff is counted as professional; however, schools ranking lower in numbers of personnel are not necessarily schools ranking lowest in the socio-economic order.

(7) Both school and public libraries with larger staffs provided more services than libraries with smaller staffs.

(8) Students from lower income areas preferred to use their own books and library books in the library rather than at home. Students in the upper income areas used library books more than did those in lower income areas but tended more to withdraw books for home use and appeared to view the library as a social center, i.e., a place to meet their friends.

(9) Students from lower income areas read less and borrowed fewer books than did students from higher income neighborhoods.

(10) The majority of students in the sample, whether from high or low income neighborhoods, preferred using the public library to the school library.

(11) Teachers and friends were more likely to recommend books to students and also to recommend books they liked best than were public or school librarians.

Therefore, the hypothesis that provision for library service (both school and public) for senior high school students varies according to the socio-economic level of the neighborhood is supported by the data on hours of service, number of professional personnel and library collections for the branch libraries in Big City. The hypothesis is not substantiated for Middle City. Library service in the branches in Middle City is at such a low level that differences in service to high and low income areas were not apparent. The presentation of the data in Chapter 4 shows that Big City library service is better than Middle City library service in both the main library and branches. The collection for the Big City system is larger; there is more professional library service available from the main library, and no branch visited in the Middle City system approaches the high quality library service provided in Big City's Branch 8.

The hypothesis is also substantiated by the data on: (1) library collections for the school libraries, and; (2) library services offered by all of the school and public libraries to the extent that more services are provided by those libraries with larger staffs, and that the libraries with larger staffs are generally in the communities or neighborhoods ranking in the top half of the socio-economic order.

The hypothesis is also partly substantiated by the data on school library quarters since three of the four schools ranking in the top half of the socio-economic order possessed newer library

quarters and were provided with more space per pupil. They also have more of the added facilities than three schools ranking in the lower half of the socio-economic order.

The analysis of the data and the information on student library use provides a basis for recommendations for improved library service to students and for further research.

Recommendations

(1) Although many public libraries lack adequate space, staff and collections for good library service, much of the problem of student use can be traced to very inadequate school libraries. One school library may meet the standards for library quarters, and another for number of books per pupil, but none of the eight schools meets the minimum standards recommended for good school libraries.

(2) Public libraries must also be brought up to the standards recommended for them. Deficiencies in neighborhood libraries in urban areas, particularly in the low income neighborhoods, must be remedied. Hours of service for these areas should be extended, and sufficient lighting and police protection provided to make the neighborhoods safe for library patrons and library staff.

(3) The library staffs of both school and public libraries should be trained to understand low income culture and the library's role in providing service for communities of this type.

(4) The problem of selecting books for young people who read below grade level is a serious one. There are many suitable books

for young people who read rapidly and well; however, the student who is physically, and in some ways mentally an adult, but is from a culturally deprived environment and cannot read well, does not enjoy the books that are easy enough for him to read. The books do not have plots or characters that seem real and exciting to him. Publishers, teachers and librarians must join forces to locate, select, and list books that are suitable for use with this group of students.

(5) School and neighborhood public libraries should be provided with suitable easy reading material as well as high quality reading materials in book and periodical form. Reference books useful for students, periodical indexes and adequate back files of magazines must be made available.

(6) Libraries (both school and public) must be equipped with audio-visual devices for listening and viewing. These materials are especially suitable for use with students who do not read well. Although audio-visual devices may prove transitional to encourage greater use of printed sources, they are also useful for learning in their own right, permitting students the use of a variety of techniques for learning.

(7) School and public libraries must be made more attractive places to which students will want to come. The four urban school libraries used in the present study were much older than the suburban school libraries. Almost all of the branch libraries were in old buildings, several in need of paint and a general

refurbishing. In some cases, the atmosphere inside the branch was cheerful but the outside of the building was forbidding and no large signs inviting people inside were observed.

Further Research

In view of the fact that neighborhood library service in one large city tended to support the hypothesis, and neighborhood library service in another large city was at such a low level that no differences were observed, another study using a larger sample would seem desirable.

The study of pairs of urban high school libraries in several large cities selected to represent the extremes of the socio-economic scale to test the same hypothesis is indicated. A study using elementary schools would also be useful since high schools draw students from wider geographic areas and are less homogeneous than elementary schools.

Library systems of several large cities such as Washington, D.C. and Detroit have provided high level library service in low income areas. A study of the effect of high quality library service on actual library use in these areas is needed. Demonstration projects to raise the achievement and aspirations of able students from low socio-economic backgrounds have identified several factors that lead to improvement in work and morale for these students. Application and evaluation of library service techniques specially adapted to these students would be useful.

Further research on library collections and the influence on student outcomes seems indicated. For example, it was shown that

the four schools in the communities in the upper socio-economic scale which sent the larger percentages of students on to college ranked higher on the collections measures than the schools in lower ranking communities. Do these students have good school libraries because many of them are going to college, or are the students more interested in going to college because they have been exposed to good school library collections?

Further research also seems indicated for the library services measure. This measure did appear to differentiate among schools with good and poor programs of library service but the level of significance for the difference between the two means indicates that further research is warranted.

Notes

1. Rutgers, The State University. Graduate School of Library Service. Summary of Findings on Activities Carried Out by Two Groups of High School Libraries. March 1962. mimeo.
2. Martin, Lowell. Students and the Pratt Library: challenge and opportunity. (No. 1 in the Deiches Fund Studies of Public Library Service) Baltimore, Enoch Pratt Free Library, July 1963. p. 2.

APPENDIX

GRADUATE SCHOOL OF LIBRARY SERVICE
AND
URBAN STUDIES CENTER
RUTGERS, THE STATE UNIVERSITY
MEASURE FOR COLLECTIONS NO. 1 - MATHEMATICS

Titles	In Library
Algebra in Easy Steps. Stein, E. I. 3d. Ed.	
Analytic Geometry. Rider, P. R.	
Analytic Geometry. Underwood, R. S. and Sparks, F. W. 2d. Ed.	
Analytic Geometry and Calculus. Hart, W. L.	
Analytic Geometry and Calculus. Kells, L. M.	
Analytic Geometry and Calculus. Peterson, T. S.	
Analytic Geometry and Calculus. Smail, L. L.	
The Anatomy of Mathematics. Karshner, R. B. and Wilcox, L. R.	
Arithmetic: Its Structure and Concepts. Mueller, F. J.	
Barlow's Tables. Comrie, L. J., ed. 4th Ed.	
Basic Mathematics for Engineers. Andres, P. O., Miser, H. J. and Reingold, H.	
Calculus. Sherwood, G. E. F. and Taylor, A. E.	
Calculus and Analytic Geometry. Thomas, G. B.	

Titles	In Library
Calculus Made Easy. Thompson, S. P.	
College Algebra. Hart, W. L. 4th Ed.	
College Algebra. Rosenbach, J. B. 4th Ed.	
College Geometry. Altshiller-Court, N.	
The Compleat Strategyst. Williams, J. D.	
Computers: Their Operation and Application. Berkeley, E. C. and Wainwright, L.	
The Development of Mathematics. Bell, E. T. 2nd. Ed.	
The Education of T. C. Mts. Lieber, L. R.	
Elementary Analysis. May, K. O.	
Elementary Concepts of Mathematics. Jones, B. W.	
Elementary Number Theory. Uspensky, J. V. and Heaslet, M. A.	
The Enjoyment of Mathematics. Rademacher, Hans and Toeplitz, Otto.	
Fantasia Mathematical. Fadiman, C., Ed.	
Faster, Faster, Eckert, W. J. and Jones, R.	
From Zero to Infinity. Reid, C.	
Fun With Mathematics. Meyer, J. S.	
Fundamentals of College Mathematics. Johnson, R. E., McCoy, N. H. and O'Neill, A. F.	
Fundamentals of Mathematics. Richardson, M.	
Fundamentals of Calculus. Richmond, D. E.	
Geometry and the Imagination. Hilbert, D. and Cohn-Vossen, S.	

Titles	In Library
High-Speed Math. Meyers, L.	
A History of Mathematics. Cajori, F. Ed.	
How to Lie With Statistics. Huff, D.	
How to Solve It. Polya, G.	
Infinity, Lieber, L. R.	
Intermediate Algebra for College Students. Peterson, T. S. Rev. Ed.	
Introducing Mathematics. Holton, F. F.	
Introduction to College Mathematics. Hill, H. A. and Linker, J. B. Rev. Ed.	
Introduction to Finite Mathematics. Kenney, J. G., Small, L. and Thompson, G. L.	
An Introduction to Mathematical Analysis. Griffin, F. L.	
An Introduction to Mathematical Thought. Stabler, E. R.	
An Introduction to Mathematics. Cooley, E. R.	
An Introduction to Mathematics. Whitehead, A. N.	
Introduction to Non-Euclidean Geometry. Wolfe, H. E.	
An Introduction to the Foundations and Fundamental Concepts of Mathematics. Eves, H. and Newson, C. V.	
Introduction to the Foundations of Mathematics. Wilder, H. L.	
An Introduction to the History of Mathematics. Eves, H.	
Introduction to the Theory of Sets, Brauer, J.	

Titles	In Library
Introductory College Mathematics. Jaeger, C. G. and Bacon, H. M.	
Magic House of Numbers. Adler, I.	
The Main Stream of Mathematics. Kravet, E. E.	
Math is Fun. Degrasis, J.	
Mathematical Analysis. Camp, E. J.	
Mathematical Models. Cundy, H. J. and Rollett, A. P.	
Mathematical Puzzles and Pastimes. Bakst, A.	
Mathematical Recreations and Essays. Ball, W. W. R. 11th Ed.	
Mathematical Snapshots. Steinhaus, S.	
A Mathematician Explains. Logsdon, M. I.	
Mathematics and Plausible Reasoning. Polya, G. Vol. I. Induction and Analogy in Mathematics Vol. II. Patterns of Plausible Inference	
Mathematics and the Imagination. Kanner, E. and Newman, J.	
Mathematics Dictionary. James, G. and James, R. C. Rev. Ed.	
Mathematics for Science and Engineering. Alger, P. I.	
Mathematics for the General Reader. Titchmarsh, E. C.	
Mathematics for the Million. Hogben, L. 3d. Ed.	
Mathematics in Human Affairs. Kokomoor, F. W.	
Mathematics in Western Culture, Klein, M.	
Mathematics: Its Magic and Mastery. Bakst, A. 2d. Ed.	

Titles	In Library
The Mathematics of Great Amateurs. Coolidge, J.L.	
Mathematics, Queen and Servant of Science. Bell, E. T.	
Men of Mathematics. Bell, E. T.	
Modern Elementary Statistics. Freund, J. E.	
A Modern Introduction to Mathematics. Freund, J. E.	
The Nature of Number. Dubisch, Roy.	
The New Mathematics. Adler, I.	
Number: The Language of Science. Dantzig, T. 4th Ed., Rev.	
Numbers: Theory and Its History. Ore, O.	
Numbers: Fun and Facts. Friend, J. E.	
Plane and Spherical Trigonometry. Kells, L. M., Kern, W. F. and Bland, J. E.	
Plane Trigonometry. Rickey, F. A. and Cole, J. P.	
Popular Mathematics. Miller, D.	
Practical Mathematics. Palmer, C. I. and Bibb, S. F. 4th Ed.	
Principles of Mathematics. Allendoerfer, C. B. and Oakley, C. O.	
Puzzle-Math. Gamow, G. and Stern, M.	
Riddles in Mathematics; A Book of Paradoxes. Northrop, E. P.	
The River Mathematics. Hooper, A.	
Romping Through Mathematics. Anderson, R. W.	

Titles	In Library
Say It With Figures. Zeisel, H.	
A Short History of Mathematics. Sanford, V.	
The Skeleton Key of Mathematics. Littlewood, D. E.	
Solid Geometry. Mandelbaum, H. and Conte, S.	
Statistical Inference. Walker, H. M. and Lev, J.	
Statistics: A New Approach. Wallis, W. A. and Roberts, H. V.	
The Structure of Arithmetic and Algebra. Maria, M. E.	
Take A Numbers. Lisber, L. R.	
Theory of Equations. MacDuffee, C. C.	
Through the Mathescope. Ogilvy, C. D.	
Trigonometry. Dobisch, R.	
Unified Algebra and Trigonometry. Vance, E. P.	
What is Mathematics? Courant, Richard and Robbins, H.	
The World of Mathematics. Newman, J. R.	

GRADUATE SCHOOL OF LIBRARY SERVICE

AND

URBAN STUDIES CENTER

RUTGERS, THE STATE UNIVERSITY

MEASURE FOR COLLECTIONS NO. 4 -

HIGH INTEREST - LOW VOCABULARY BOOKS

Titles	In Library
Aldrich, Bess. Lantern in Her Hand.	
Amixter, Jane and Paul. The Runner.	
Amixter, Paul, Pseud. Swiftwater.	
Benson, Sally. Junior Miss.	
Brickhill, Paul. Reach for the Sky.	
Burgess, Alan. The Small Woman.	
Barnford, Sheila. The Incredible Journey.	
Carson, John F. The Twenty-Third Street Crusaders.	
Cather, Willa. My Antonia.	
Coustau, Jacques and F. Dumas. Silent World.	
Day, Clarence. Life With Father.	
Dooley, Thomas. Deliver Us From Evil.	
Dooley, Thomas. The Edge of Tomorrow.	
Dooley, Thomas. The Night They Burned the Mountain.	
Doss, Helen. Family Nobody Wanted.	
Edmonds, Walter. Two Logs Crossing.	
Erskine, Loula Grace. The Far Journey.	

Title	In Library
Forbes, Kathryn. Mama's Bank Account.	
Frank, Anne. Diary of a Young Girl.	
Freedman, Benedict and Nancy. Mrs. Mike.	
Gilbreth, Frank and Ernestine Carey. Cheaper by the Dozen.	
Gibson, Althea. I Always Wanted to be Somebody.	
Gipson, Frederick. Old Yeller.	
Guarasci, Giovanni. Don Camillo and His Flock.	
Hayes, Joseph. The Desperate Hours.	
Hershey, John. A Ball for Adano.	
Hilton, James. Good-bye, Mr. Chips.	
Hughes, Langston. Simple Speaks His Mind.	
Hughes, Langston. The Best of Simple.	
Jones, James. The Pistol.	
Kantor, MacKinlay. Voice of Bugle Ann.	
Lane, Rose Wilder. Let the Hurricane Roar.	
Lockwood, Sarah. The Elbow of the Snake.	
Means, Florence Crannell. Reach for a Star.	
Medearis, Mary. Big Dog's Girl.	
Michener, James. Bridges at Toko-Ri.	
Moody, Ralph. Little Britches.	
Moody, Ralph. Mary Emma and Company.	
Mowat, Farley. The Dog Who Wouldn't Be.	
Papashvily, George. Anything Can Happen.	

Title	In Library
Patterson, Floyd. Victory Over Myself.	
Piersall, Jim and Al Hirschberg. Fear Strikes Out.	
Rawlings, Marjorie. The Yearling.	
Sandoz, Mari. Winter Thunder.	
Schaefer, Jack. Shane.	
Steinbeck, John. The Pearl.	
Stolz, Mary S. Ready or Not.	
Stolz, Mary S. Pray Love Remember.	
Street, James. Goodbye My Lady.	
Stuart, Jesse. Thread That Runs So True.	
Sumner, Cyd Ricketts. Tamy Out of Time.	
Trumbull, Robert. The Raft.	
Tunis, John R. Silence Over Dunkerque.	
Ullman, James R. Banner in the Sky.	
Walker, Mildred. Winter Wheat.	
West, Jessamyn. Friendly Persuasion.	
Wilson, Neill C. The Nine Bridges and Granny Hite.	

GRADUATE SCHOOL OF LIBRARY SERVICE
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URBAN STUDIES CENTER

RUTGERS, THE STATE UNIVERSITY

MEASURES FOR COLLECTIONS NO. 3 - PERIODICALS

	Library Subscribes To This Periodical		Dates of Holdings (Years)
	Yes	No	
Africa Report (Pais)			
Almanac of Current World Leaders			
American Artist (RG, AI)			
American Fabrics (AI)			
American Girl (SIGN)			
American Heritage (RG)			
Americas (RG)			
Arab World (Pais)			
Art in America (AI)			
Art Index			
Art News (RG, AI)			
Asian Review (Pais)			
The Atlantic (RG)			
The Beaver			
Benjamin			
Billiken			
Biography Index			
The Bride's Magazine			

	Library Subscribes To This Periodical		Dates of Holdings (Years)
	Yes	No	
Bulletin of the American Composers Alliance (ML)			
Bulletin of the Atomic Scientists (RG)			
Calling All Girls (SICM)			
Ceramics Monthly			
Challenge (Pais)			
Christian Science Monitor			
Congressional Digest (RG)			
Craft Horizons (RG, AI)			
Current History (RG)			
CTIAEHT			
Date Book			
Department of State Bulletin (RG)			
Design (RG, ML)			
Design Quarterly (AI)			
Downbeat (ML)			
Electronic Age			
Elementary School Science Bulletin			
Farm Journal (RG)			
Focus (RG, Pais)			
Frankfurter Illustrierte			
Graphis (AI)			

	Library Subscribes To This Periodical		Dates of Holdings (Years)
	Yes	No	
Handsewer and Craftsman (AI)			
Harper's Magazine (RG)			
Headline Series			
High Fidelity (MI)			
Horizon (RG)			
The Horn Book Magazine (RG)			
Illustrated London News (II)			
Ingenue			
Instrumentalist (MI)			
Intarcon			
La Jeunesse			
The Lamp (Pais)			
Lands East			
L'Express			
McCall's Pattern Fashions			
Mademoiselle (RG)			
Manchester Guardian Weekly			
Metropolitan Museum of Art Bulletin (AI)			
Monatspost			
Music Index			
Music Journal (MI)			
Musical America (MI)			

	Library Subscribes To This Periodical		Date of Holdings (Years)
	Yes	No	
The Nation (RG)			
National Geographic (RG)			
Natural History (RG)			
The New Republic (RG)			
New Statesman (11)			
New York Times (Sunday Edition)			
Paris Match			
Popular Electronics (RG)			
Popular Home Magazine			
Practical Home Economics (RG until Feb. 1961)			
Public Affairs Information Service			
Radio-Electronics (ASTI)			
Readers' Guide to Periodical Literature			
Realities (Paris)			
The Reporter (RG)			
Research Trends			
Saturday Review (RG)			
School Musician			
Science Digest (RG)			
Science World			
Scientific American (RG)			
Savanteen (RG)			

	Library Subscribes To This Periodical		Dates of Holdings (Years)
	Yes	No	
Sky and Telescope (RG)			
Space World			
Swiss Review of World Affairs (Pais)			
Teen			
Theatre Arts (RG)			
Today's Health (RG, Pais)			
Today's Secretary			
Tomorrow's Scientists			
UNESCO Courier (Pais, RG)			
United Aircraft Corporation's Beehive			
United Nations Review (RG)			
U.S. News and World Report (RG)			
USSR Illustrated Monthly (Pais)			
El Universal			
Vogue (RG)			
What's New In Home Economics			
Wisdom			
Woman's Day			

GRADUATE SCHOOL OF LIBRARY SERVICE
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RUTGERS, THE STATE UNIVERSITY

MEASURE FOR COLLECTIONS NO. 2

SCHOOLS, COLLEGE AND SCHOLARSHIP MATERIALS

Title	In Library	Copyright Date
American College Counselor and Guide. Fine, Benjamin. Prentice Hall, 1958. (1) (4)		
American Junior Colleges. Gleazer, E. J. Jr., Ed. 5th Ed. American Council on Education, 1960. (1) (2) (3) (4)		
American Universities and Colleges: Irwin, Mary, Ed. 8th Ed. American Council on Education, 1960. (1) (2) (3) (4)		
Choosing the Right College. Turngren, Annette, Harper, 1952. (1) (4)		
College Ahead! Wilson, Eugene S. and Bucher, Charles A. Harcourt, 1958. (1) (2) (4)		
College Blue Book ... 8th Ed. Burchell, Christian E. and Associates, 1959. (1) (4)		
How to be Accepted by the College of Your Choice. 1960-1961. Ed. Fine, Benjamin. Channel, 1960. (2) (3)		
How to Afford That College Education - and Where to Study. Adams, George, Pseud. Harian Publications, 1956. (1) (4)		

Title	In Library	Copyright Date
How to Plan for College and What To Do When You Get There. McReynolds, J. W. Simon and Schuster, 1956. (1) (4)		
Lovejoy-Jones College Scholarship Guide. Simon and Schuster, 1957. (1) (2) (3) (4)		
Lovejoy's College Guide. 5th Ed. Simon and Schuster, 1961. (1) (2) (3) (4)		
Lovejoy's Vocational School Guide. Simon and Schuster, 1955. (1) (2) (4)		
Scholarships, Fellowships and Loans. Feingold, S. Moram. Bellman, 1949-1962. 4 vols. (1) (4)		
You Can Win A Scholarship. Brownstein, Samuel C., Weiner, Mitchel and Kaplan, Stanley H. Barron's Educational Service, 1958. (1) (2) (4)		

GRADUATE SCHOOL OF LIBRARY SERVICE QUESTIONNAIRE NO. 2
AND LIBRARY SERVICES TO STUDENTS
URBAN STUDIES CENTER FEBRUARY, 1963
RUTGERS, THE STATE UNIVERSITY

DIRECTIONS TO LIBRARIANS

A list of services which you may offer to Library patrons (teachers and senior high school students) is given on the following pages. Your consideration of the following questions is requested:

Is this service provided by your library for senior high school students and teachers?

If this service is provided by your library, how frequently is it provided?

In your opinion is this service the proper responsibility of the school library and/or the public library?

Indicate your answers by placing a heavy black X in the appropriate column. For column (1), place an X under yes or no. If the answer is yes, place an X in column (2) in accordance with the frequency with which the service is provided in your library.

For column (3), place an X in the appropriate columns to indicate the agencies which you think should be responsible for these services.

School or Public Library _____

Librarian _____

TRIAL QUESTIONNAIRE NO. 2: LIBRARY SERVICES

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
Orientation is given to new students and new readers							
Library tours are arranged for school and youth groups							
Use of reference books and tools is taught - - to individual groups of students							
- to class groups							
Library handbook for students is available							
Field trips from school to public library are arranged - - school library takes initiative							
Orientation of new faculty to library services							
Orientation of all faculty to new services							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
Special releases to faculty on - - new library materials							
- new library services							
Special library workshops for faculty							
Library Handbook for faculty							
Consultation with faculty on - library collections in special subject areas							
- library services							
- library resources for instruction units							
Checklist of services offered distributed to faculty							
Cards distributed to teachers for giving library advance warning on assignments							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
Instruction in use of libraries is integrated with -							
- English classes							
- Social studies classes							
- Science classes							
- Mathematics classes							
Assembly and library programs are held on books and libraries							
<u>School newspaper</u> publicizes							
- School library activities for young adults							
- Public library activities for young adults							
- Book reviews and/or annotations							
<u>Local newspaper</u> publicizes							
- School library activities for young adults							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
- Public Library activities for young adults							
- Book reviews and/or annotations							
Book fair is held							
Radio and television programs are given							
Talks to parent groups on - - Books for young adults							
- Library activities for young adults							
Talks to youth groups on - - Books for young adults							
- Library activities for young adults							
Special observance is made of - - Book Week							
- Spring Book Week							
- National Library Week							
Work with school curriculum committee							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
Work with subject departments							
Consultation with other school and public librarians on -							
- Books for young adults							
- Library activities for young adults							
- Cooperation between school and public library							
Vacation reading programs							
Classroom collections available to teachers							
Textbook collections available to teachers							
Reserve service for books in demand is available							
Photoduplication service is available							
Paperback books -							
- Multiple copies of books in demand available for loan							
- Are sold by the library or other agency in the school							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
Inter-library loan service -							
- For teachers							
- For students							
Reserved Book collection for school assignment							
Group guidance in reading is given through -							
- Book talks in library							
- Book talks in class-rooms							
- Book talks to community youth groups							
- Book talks to teachers							
- Book talks to parents							
- Book talks to school clubs							
- Displays							
- Bulletin boards							
- Discussion groups for young people							
- Classroom book discussions							
- Preparation of reading lists							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
- Conferences with teachers							
Individual guidance in reading is given through							
- Conferences with individual students							
- Individualized reading lists							
- Assistance in location of reading materials							
- Assistance in selection of reading materials							
- Parent-teachers-librarian conferences							
- Conferences with guidance counselor							
- Conferences with teacher							
- Maintenance of reader interest file for student							
- Maintenance of reader interest file for faculty							
- Maintenance of reading records for individuals							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
Extended hours of library service are available to senior high school students							
- After school classes end until 5:00							
- Evenings							
- Saturdays and/or Sundays							
Audio-visual materials are available for use in the library -							
- By students							
- By teachers							
Audio-visual materials available for use in the library include -							
- Films							
- Filmstrips							
- Tapes							
- Recordings							
- Slides							
- Pictures							
- Maps							
Audio-visual materials available for home use include -							
- Films							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
- Filastrips							
- Tapes							
- Recordings							
- Slides							
- Pictures							
- Maps							
Audio-visual materials available for class- room use include -							
- Films							
- Filastrips							
- Tapes							
- Recordings							
- Slides							
- Pictures							
- Maps							
Collection of college catalogs available -							
- For use in library							
- For home loan							
Vocational materials available -							
- For use in library							

Service	(1) Is This Service Provided By Your Library?		(2) How Often Is This Service Provided By Your Library?		(3) Is This Service A Responsibility of -		
	Yes	No	Seldom	Often	The School Library	The Public Library	Neither
- For long term loan to counselors							
- For home use							
- For classroom use							
Reference materials available -							
- For home loan							
- For loan to study halls							
- For loan to classroom							

GRADUATE SCHOOL OF LIBRARY SERVICE
AND
URBAN STUDIES CENTER
KANSAS, THE STATE UNIVERSITY

QUESTIONNAIRE NO. 1
STUDENT LIBRARY USE
FEBRUARY, 1963

DIRECTION TO STUDENTS

On the following pages are questions concerning your use of libraries. There are no right or wrong answers to these questions. The purpose is to find out what use twelfth grade students make of libraries.

For each question, mark your choice for the answer with a heavy black X. In some instances, the answers given may not fit your particular case. When this happens, write your answer in the space provided.

Examples

Question: Do you have a library in your school?

Yes (X) No ()

Question: How many times have you visited the school library this week?

None

1 or 2 times ()

3 or 4 times ()

Other (Specify) ()

Five times (X)

School _____ Code No. _____

Student Questionnaire

- A. Do you have an active library card for the Public Library in your home town?

Yes ()

No ()

- B. Do you have a library card for any other libraries?

Yes ()

No ()

If your answer is Yes, list the names of these libraries.

1. _____

2. _____

3. _____

- C. In the last month, have you used any libraries for which you do not have a library card? This does not include the school library.

Yes ()

No ()

If your answer is Yes, list the names of these libraries.

1. _____

2. _____

3. _____

- D. Which library do you prefer to use?

1. Main Public Library ()

2. Branch Libraries ()

3. School Library ()

4. Other (Specify) ()

_____ ()

- E. If you checked (1), (2) or (4) in question D, answer Part I;
If your answer is (3), answer Part II. Check as many phrases
as apply.

PART I:

Why do you prefer to use the Public Library?

1. Convenient hours ()
2. Pleasant atmosphere ()
3. Helpful library staff ()
4. Better book collection ()
5. Better magazine collection ()
6. No time to use school library ()
7. Other (Specify) ()

PART II:

Why do you prefer to use the school library?

1. More convenient ()
2. Pleasant atmosphere ()
3. Helpful library staff ()
4. Other (Specify) ()

- F. How many times have you used the school library in the last month?

- | | |
|---------------------|----------------------------|
| 1. Not at all () | 4. 6-10 times () |
| 2. 1 or 2 times () | 5. More than ten times () |
| 3. 3-5 times () | |

G. What are your reasons for visiting the school library? Check as many phrases as apply.

- | | |
|-------------------------------------|-----|
| 1. To borrow books | () |
| 2. To borrow magazines | () |
| 3. To use books in the library | () |
| 4. To use magazines in the library | () |
| 5. To use newspapers in the library | () |
| 6. To meet your friends | () |
| 7. On class visits | () |
| 8. To study your own books | () |
| 9. Other (Specify) | () |

H. Have you borrowed books from the school library this last month for use at home?

Yes () No ()

If yes, about how many books, all together? _____

I. How many times have you used the Public Library or Branch libraries in the past month?

- | | |
|------------------------|-----|
| 1. Not at all | () |
| 2. 1 or 2 times | () |
| 3. 3-5 times | () |
| 4. 6-10 times | () |
| 5. More than ten times | () |

J. What are your reasons for visiting the public library or branch libraries? Check as many phrases as apply.

1. To borrow books ()
2. To borrow magazines ()
3. To use books in the library ()
4. To use magazines in the library ()
5. To use newspapers in the library ()
6. To meet your friends ()
7. To study your own books ()
8. To attend library programs ()
9. Other (Specify) ()

K. Have you borrowed books from the public library this last month for use at home?

Yes () No ()

1. If Yes, about how many books all together? _____

2. Were these books selected from the adult collection or a special collection for young people?

	Often	Seldom	Never
Adult collection	()	()	()
Special collection for young people	()	()	()
Other (Specify)	()	()	()

Had you tried to get these books from the school library first?

Yes () No () Sometimes ()

L. Have you used magazines in the public library or branch libraries in the past month?

Yes () No ()

1. If Yes, about how many times have you used periodicals all together? _____

2. Had you tried to get these periodicals from the school library first?

Yes () No () Sometimes ()

M. About how many books, other than school textbooks, have you read in the last year? _____

N. Who recommends the books that you read? Check as many as apply.

- | | |
|-----------------------|-----|
| 1. Friends | () |
| 2. Parents | () |
| 3. Teachers | () |
| 4. Librarian (School) | () |
| 5. Librarian (Public) | () |
| 6. Brother or Sister | () |
| 7. Other relative | () |
| 8. Nobody | () |

O. Who recommends the books that you like best to read?

- | | | | |
|-----------------------|-----|-----------------------|-----|
| 1. Friends | () | 5. Librarian (Public) | () |
| 2. Parents | () | 6. Brother or Sister | () |
| 3. Teachers | () | 7. Other Relative | () |
| 4. Librarian (School) | () | 8. Nobody | () |

P. Other than library books, where do you get the books that you read?

1. Bookstore ()
2. Drugstore or bookstore ()
3. Borrowed from friends or relatives ()
4. None ()
5. Other (Specify) ()

Q. If you could select some books to read from the following types, what kinds would you like? Check as many as apply.

1. Detective and mystery stories ()
 2. Romance, Love stories ()
 3. Sports stories ()
 4. Sci. fiction, war, and stories ()
 5. Biographies, books on the lives of well known people ()
 6. Books on history, historical fiction ()
 7. Science fiction ()
 8. Books on how to do things, such as build things, take pictures, etc. ()
 9. How to be a popular or more successful person ()
 10. Books on vocations, jobs, college ()
 11. Scientific and technical books ()
 12. Any other kinds of books ()
-
-