

**AN EVALUATION OF THE SENIOR HIGH SCHOOL
LIBRARY BOOK COLLECTION OF THE
SUMNER IOWA COMMUNITY SCHOOLS**

BY

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ABSTRACT

The purpose of this study was to evaluate the senior high school library book collection and the budget for the book collection of the Sumner Community Schools in terms of the standards established by the American Library Association, the North Central Association of Colleges and Secondary Schools, the Iowa Department of Public Instruction, and book catalogs. The curriculum was surveyed to determine the adequacy of the book collection in meeting the needs of the students in curriculum areas.

According to the standards established by the three organizations, the Sumner senior high school book collection with 2,585 titles was below the numerical standard for the number of books set by the American Library Association. The standard set by the ALA was 6,000-10,000 titles. The Sumner book collection was below the Iowa Department of Public Instruction standard of 5,000 titles. The North Central Association did not state a numerical standard for the book collection.

The budget of \$3.50-\$4.00 per senior student enrolled for the library book collection was above the recommended standard of the North Central Association at \$1.00 per student. The Sumner book budget was slightly above the State Department's standard of \$3.00 per student. The budget for the book collection was on the low border-line of the standard recommended by the American Library Association, which was \$4.00-\$5.00 per student.

The curriculum of the Sumner Community Schools was surveyed by areas and compared with the book collection in terms of the number of volumes which could be used to implement, supplement, or enrich the experiences of the students taking part in the curriculum areas.

Based on the literature and the standards, recommendations were made that would improve the book collection and library services of the Sumner Community Schools. Among the recommendations were the enlargement of the book collection, the gradual increase of the budget for the book collection, and the creation of a faculty professional library collection.

CHAPTER I

INTRODUCTION

The high school library has increased in number and in importance as a supplement to the school curriculum in the past few decades. The name has or is undergoing a change from a library to a collection center of instructional materials which gives more emphasis to its changing status in the educational structure. Despite the number and kind of materials that may be added to the library, the book collection is the major consideration of the school administration in their budgeting and to the librarian in the selection, processing, and service to the school personnel.

Purpose of the Study

The purpose of this study is to evaluate the high school book collection of the Sumner Community Schools, Sumner, Iowa, in terms established by recognized agencies. After a survey of standards and a comparison of the book collection in terms of these standards, this study can serve as a guide to purchases to the librarian in expanding the book collection to better meet the needs of the school curriculum.

Procedures

The American Library Association, The North Central Association of Colleges and Secondary Schools, the Iowa Department of Public Instruction, and certain catalogs of basic books; such as, H. W. Wilson's Standard Catalog for High School Libraries, and the American Library Association's A Basic Book Collection for High Schools, have established guidelines for

evaluating high school library book collections. These guidelines will be investigated in their literature and used to establish criteria to evaluate the senior high school library book collection of the Sumner Community Schools, Sumner, Iowa.

The standards established for a book collection by these guides will be related to the Sumner High School library book collection. The standards which will receive specific study will include standards for budgeting for the maintenance and expansion of the book collection and standards for the book collection itself. In addition, the high school book collection of the Sumner Community Schools will be examined in terms of classes being offered by the school and the number of books relating to each course.

From the evaluation made of the Sumner High School book collection, guidelines will be established which may be of use to the librarian and to the administration in the further development of a more effective and usable library book collection.

Limitations

The writer has placed certain limitations on this study. They are (1) that only the senior high school book collection will be surveyed as far as budget, classes, and recommended books, (2) the agencies recognized as establishing standards are those that directly affect the Sumner Community Schools, and (3) that only books are to be considered, not the other materials frequently included in a collection center; such as, periodicals, audio-visual materials, and records.

The standards established by the agencies and standards established by special book catalogs will be examined next.

CHAPTER II

PURPOSE, STANDARDS, AND GUIDELINES

Literature relating to the school library will be examined to determine the purpose of the secondary school library in the broad educational structure of our society. This literature will also be examined to determine the book collection standards for high schools recommended by recognized agencies. From the book collection standards found in the literature, guidelines will be established by which the writer will evaluate the book collection of the Sumner senior high school library, Sumner, Iowa.

Educators have generally agreed that the schools attempt to enrich the experiences and broaden the horizons of its citizens. To do this in the school situation requires a multiplicity of divergent ingredients; everything from the facilities to the staff to the receptive students.

To partially fulfill this responsibility, educational administrators and the general public have encouraged the establishment of school libraries in the last few decades. Many sections of the country have not been able to advance as rapidly as others, but according to the United States Department of Education in 1953-1954 only five per cent of all the schools reporting had no library service and the other 95 per cent had some sort of library service ranging from classroom collections to centralized libraries.¹

The growth of school libraries demonstrates, to a degree, the amount of importance that it has assumed.

¹U. S. Department of Health, Education, and Welfare, Office of Education, "Statistics of Public-School Libraries, 1953-4," Biennial Survey of Education in the U. S., 1952-54 (Washington, D. C., 1957) Chapter 6, pp. 19-20.

Purpose of a School Library

The growth of the importance of the school library depends upon the meaningful purposes that have been assigned to the school collection centers. The implementation of the curriculum is the purpose most commonly attributed to the library. This implementation may take many forms from assisting the teacher in preparation of class units to the recreational reading of the students.

The State of Iowa, while it has not been among the leaders in actively encouraging school libraries, is now beginning to realize the functional part that the library (in its fullest meaning) can play in the development of its young people. In a State Department of Public Instruction bulletin inquiring into the over-all quality of the local school program, the editors of the bulletin have made special reference to the library as contributing significant value to the educational program. They state:

Probably there is no better way "to take the pulse" of a school system than to inquire into (1) the adequacy of its facilities and equipment relating to library and materials of instruction, and (2) the effectiveness of the services to teachers and pupils based thereon. These material items and services are, to a highly significant degree, the discriminating determinants of a school's success or failure in operating an educational program which meets the needs of modern children.²

In the introduction to the bulletin, the editors state why the library receives a greater emphasis than previously given in their bulletins and circulars.

²How Good Is Your Local School System? Bulletin 100--A Guide for Examining the Quality of your Local School System. State Department of Public Instruction, Des Moines, Iowa, 1958. p. 31.

In this bulletin it will be noted that certain areas such as library and materials-of-instruction services have been given somewhat greater emphasis than others. This added emphasis has been deliberately planned because such areas have been sadly neglected in many of our schools. In this area of educational materials, for instance, there is no expenditure other than for teachers' salaries that is likely to yield greater learning dividends per dollar.³

Educators and librarians in other sections of the country have held the opinion for years that school libraries could be and should be an integral part of the school facilities. Jordan L. Larson of Mt. Vernon, New York, has stated this opinion by saying:

.....the superintendent of schools should look at the library with the thought of its growing importance in the education of our children. He should also realize his responsibility toward securing adequate finances, up-to-date facilities, competent library staff, the best co-operation with the public library and attaining the most effective use possible of the school library. The results will benefit the education of our youth.⁴

Another educator, Benjamin C. Willis, in the Midwest has called the library the "Hub of the Learning Wheel" when he stated:

The library as a service center makes a contribution to the school curriculum, to the students, and to the teachers. A variety of library materials enriches the school program by making it possible for every youth to participate to the extent of his ability and interest.....They add motivation, zest, interest, and understanding to classroom work. They challenge young people to think which is more important than acquiring facts from textbooks. Learning takes stronger roots in the library than in any other environment.⁵

³Ibid., p. 5.

⁴Larson, Jordan L., "Your School Libraries," in Wolff Gertrude, Your Schools are only as Good as Your School Libraries, Library Journal, New York. p. 5.

⁵Willis, Benjamin C., "Better School Libraries Make Better Schools," in Wolff, Gertrude, Your Schools are only as Good as Your School Libraries, Library Journal, New York. p. 7.

Among the educators appraising the value of the library to the school, Willard E. Goslin has stated the necessity to have both the materials center and a trained librarian who can put the materials to use in the wider educational sense. He calls the librarian a "teacher of teachers" in his statement before the Library Institute at the University of Chicago in 1947. He stated:

The librarian is the key source person in helping faculty develop curriculum.....to meet the changing needs of youth. The librarian is a teacher of teachers.⁶

Librarians have seen the need for trained personnel and an organized materials center (or library) in the schools longer than some school administrators have. In 1915 the American Association of School Librarians, as a division of the American Library Association, was established to work and to be concerned particularly with the problems of school libraries. Since its inception in 1915 the membership has grown to 6,000, as an indication of the growth and regard for school libraries and librarians shown within the profession and by educators.

The American Association of School Librarians views the school library as a responsibility shared with educators, administrators, the community, and all others interested in education when they state:

It is the right of every child and young person in a democratic society to have the resources of learning easily accessible, primarily because these resources and the school library program that implements their use constitute a fundamental part of

⁶Goslin, Willard E. and Gilchrist, Robert S., "The Library in Today's School," In Henne, Frances; Brooks, Alice; and Ersted, Ruth eds., Youth, Communication and Libraries (Papers presented before the Library Institute at the University of Chicago August 11-16, 1947), American Library Association, Chicago, 1949. p. 134.

the education of youth.⁷

As yet another indication that educators in the mid-western states are awaking to the need of libraries in the schools is the number of states that have created a state library supervisor as a special library specialist in the educational department at the state level. This was done in Illinois in April of 1950,⁸ and Mildred L. Nickel was appointed Director of School Libraries. For the most part her job and that of her staff is to visit schools, evaluate their libraries and library programs, assisting where they can with suggestions and financial support. It is also interesting to note that under this state agency minimum standards have been raised in regard to location of facilities, number of materials, and qualifications of the librarian. A local school must be in a position to meet these minimum requirements before they are eligible for state financial aid.

Iowa has a librarian in a similar position of the State Department of Public Instruction, and the personnel of the state supported colleges and universities help in the visiting and evaluation program of the local school program.

A good school library is a collection of many materials of learning--selected, organized, and administered for service to the students and faculty of a school system. But in order for the school library to be more than just a storehouse for books, it must be used.

⁷The American Association of School Librarians. Division of the American Library Association, Standards for School Library Programs, American Library Association, Chicago, 1960. p. 7.

⁸Nickel, Mildred L., "School Libraries in Illinois," In Wolf, Gertrude, Your Schools are only as Good as Your School Libraries, Library Journal, New York. p. 14-15.

The good school library then, depends on three basic ingredients: the collection itself (books, pictures, records, pamphlets, and a variety of other materials of learning); the place in which those materials are kept; and the librarian who selects the materials and makes them alive for the children. With these three essentials, the school library can more nearly fulfill its purpose of (1) curriculum implementation with the administrators, faculty and students; (2) enrichment to the faculty and students in areas that are satisfying to the growth and development of the individual; and (3) helping the students adjust successfully to their environment and to the adult society of which they are becoming a part.

The standards that have been set up by the local school systems, the State Departments, the regional associations and the American Library Association and their use determine to what extent the local library can fulfill the purpose of the school library in meeting the needs of the American youth in their present and future educational programs.

Book Collection Standards

Standards for book collections vary as much as do the agencies establishing the standards--from the American Library Association on a national level to the state department of public instruction that has established minimal standards to allow local school systems to apply and use state funds for the improvement of school libraries.

By limiting this study to the book collection, the writer does not mean to limit the more encompassing term of the library, only to establish some guidelines to be used in evaluating this one segment of the materials center. Most library literature of the last few years has recognized the

term library and materials center, collection center, and instructional center to be synonymous as indicated in the following statement:

The school library is a materials center, an instructional materials center, an instructional resource center, or any of the equivalent terms now springing into existence. In like manner, the school librarian is a materials specialist or an instructional resources consultant.For the school library, through books, films, recordings, and other materials, goes beyond the requirements of the instructional program, and unfolds for the many private guests of children and young people the imagination of mankind.⁹

The materials center or the library in the fullest meaning includes all the supplementary instructional material that may aid in the development of the school curriculum. This instructional material includes; the literature of young people and adults, other printed materials, films, recordings, pictures, maps, and newer media developed as an aid to learning.

The distinction to be made in this paper concerning the library and the materials center is the same that has been adopted by the American Library Association and the American Association of School Librarians. This distinction is that the library and the materials center with all the additional teaching and instructional aids are the same. But again the standards and the evaluation to be considered here, concerns only the book collection--general fiction, informational books, and reference books.

American Library Association. The American Association of School Librarians, a division of the American Library Association has established standards for school libraries twice in the last twenty years; once in 1945 in the book entitled School Libraries for Today and Tomorrow, and in 1960

⁹American Association of School Librarians. op. cit., p. 11-13.

the standards were again set forth in the book entitled Standards for School Library Programs.

The belief of the importance of good school libraries to the over-all educational program did not show much change between the two publications of standards. Both seemed to stress the "right of every child in a democratic society to have the resources of learning easily accessible"¹⁰ and that the school library because it implemented the resources of learning "constitute a fundamental part of the educational of youth."¹¹

The standards presented in Standards for School Library Programs (the 1960 revision) consisted of three major types of standards. These were:

- (1) principles of policy and practice that make the library program an educational force in the school; (2) principles of administration and organization make the school library an efficient tool; and (3) specifications for the staff, materials collections, funds, quarters, and equipment required for the translation of principles into action.¹²

The standards of interest for this paper and to the writer were those enumerated in number three, the quantitative standards recommended for the materials collections and funds. These standards provide for very good school library programs, and the term good is interpreted as being average. Logically superior schools that have maintained a centralized collection center for a number of years would probably exceed these standards while a new school without a history of a stabilized library program would fall short of the standards although size and budgeting for the library seemed

¹⁰American Association of School Librarians. op. cit., p. 7.

¹¹Ibid., p. 7.

¹²American Association of School Librarians. op. cit., p. 6-7.

satisfactory.

The quantitative standards recommended for size of the collection were (1) "the minimum size of the book collection in schools having 200-299 students (was) 6,000-10,000; 1,000 or more students (was) 10 books per student (enrolled)."¹³ Other quantitative standards were recommended for magazines, professional materials for the school faculty, audio-visual aids, and supplementary materials; such as, texts, classroom reference materials. These were not included here, since this was to be a study of the library book collection itself.

The quantitative standards recommended for "annual expenditures" (or budget for the book collection) were:

(1) Funds for regular library books: In schools having 200-249 students....at least \$1,000-\$1,500. In schools having 250 or more students....at least \$4.00-\$6.00 per student. (2) Additional funds as required for: Encyclopedias, unabridged dictionaries, magazines, newspapers, pamphlets. (3) Rebinding. (4) Supplies and equipment. (Funds for supplies and equipment are provided in amounts sufficient for the needs of the school.)¹⁴

Again additional quantitative standards were recommended for professional materials for the school faculty, supplementary materials, and audio-visual aids.

A quantitative set of standards is unsatisfactory unless some criteria can be established and used by which such quantitative values can be made meaningful. With library numbers this would imply book materials meaningful to the curriculum needs and to the student-faculty needs. The number standards are therefore supplemented with principles governing the selection

¹³Ibid. p. 25.

¹⁴Ibid. p. 25.

of materials, policies of service that make the materials readily accessible to teachers and students. These standards are presented according to the size of the collections and for the annual appropriations for the purchase of materials in schools that have been established four years or longer and those that have 200 or more students. Although standards are set-up for other categories (new schools, or schools having fewer than 200 students), this is the classification that is pertinent to this paper.

The book collection as it appears on the shelves of many school libraries is a hodgepodge of gifts, antiquated editions, and additional copies of textbooks, sprinkled with a few usable volumes. This is not a usable collection of value to the school personnel, nor does it in any manner supplement the school curriculum or policies. This type of collection may, however, appear adequate in terms of numbers of volumes with a given quantitative standard. For this reason, that numbers alone are not enough, some mention needs to be made concerning the policy of book selection for good high school library service.

The American Association of School Librarians has established principles as guides to the selection of books and materials for high school libraries.

Following are sections of the principles:

1. Administrators, classroom and special teachers, and the library staff endorse and apply the principles incorporated in the School Library Bill of Rights....

2. The library collections are developed systematically so that they are well-balanced and well-rounded in coverage of subjects, types of materials, and variety of content.

3. Maintaining qualitative standards for the selection of materials is essential. All materials are therefore carefully evaluated before purchase,....

They (librarians) consult standard tools and reliable guides for the selection of materials....

4. Teachers make recommendations to the librarian for materials to be added to the collection....

5. Students are encouraged to make suggestions for mate-

rials to be acquired for the school library.

6. The collections are continuously re-evaluated in relation to changing curriculum content, new instructional methods, and current needs of teachers and students....This process of re-evaluation also leads to the replacement of outmoded materials with those that are up-to-date, the discarding of materials no longer useful, and the replacement of materials in poor repair.

7. In order that good service may be provided for teachers and students, materials are purchased throughout the school year as needed....

8. Final authority for materials to be acquired rests with the principal of the school and the head school librarian.¹⁵

If these principles are adhered to, the numerical evaluation of the book collection becomes more meaningful, because the library may realize three fundamental aspects of its being; good service to teachers and students, the easy accessibility of materials, and the availability of materials on a wide range of subjects and in many forms of expression.

Although one of the basic purposes of the school library is to implement the school curriculum, the book collection should not stop there, especially since another purpose of the library is to enrich and widen the horizons of young people. This means that in addition to supplementing the curriculum, the collection must be rich in imaginative writings, in non-fiction, and in reference resources that meet the students' many wants.

The recommendations for the minimum size of the book collection in schools having 200-299 students was 6,000 to 10,000 books. This size of a collection would allow for class implementation, faculty use, and student home circulation. This collection would also allow for some duplication of desirable volumes or popular editions.

While the 6,000 to 10,000 volume collection may be adequate for the

¹⁵ Ibid. p. 74-76.

200-299 student body, many school librarians will find and have found that this number does not meet the demand by either the students or the faculty. Consequently, the same student body could profitably use a collection of 10,000 volumes.

As stated earlier, these qualitative standards and their qualifying remarks are limited to the book collection not the other materials that go to make up the collection center (or the library).

The quantitative standards for budgeting for the maintenance of a book collection in an established school system was \$1,000-\$1,500 in schools having 200-249 students, and in schools having 250 or more students the budget was to be \$4.00-\$6.00 per student.¹⁶ Depending upon the number of books previously in the collection, these figures would allow for some duplication of needed volumes. Additional funds (of an unspecified amount) were recommended for encyclopedias and unabridged dictionaries as they were needed.¹⁷ Additional funds that were recommended under the book collection were for magazines, newspapers, and pamphlets, rebinding, and for supplies.

Other general principles that would govern the amount needed for the annual expenditures of the library would include these considerations; (1) the amount budgeted for the library would be sufficient for the 'maintenance of functional materials....and an effective program of library services for teachers and students,¹⁸ (2) a larger annual expenditure would be necessary

¹⁶Ibid. p. 83. A minimum of \$4.00 per student expenditure would allow approximately one book per senior high student with publication prices at the 1960 level.

¹⁷Ibid. p. 83. It is recommended that encyclopedias be replaced "at least" every five years.

¹⁸Ibid. p. 82.

In a school system where the collection size and services were not yet standard, and (3) by following the principles of book selection, the librarian would tend to keep a balance between materials acquired in any specific area and those withdrawn.

Every school library contributes in the fulfillment of the objectives formulated by the local school system. The library can contribute only if the facilities (place, collections, and staff) are of use and are used by all the school personnel. The standards that have been established by committees of the American Association of School Librarians have allowed for variance of local situations to meet the quantitative material of their recommendations. Therefore, using these standards as a guide of a national organization, more local agencies were also examined to establish criteria for the evaluation of one local high school library.

As a result of the national standards published by the American Association of School Librarians in 1954 and in 1960, other agencies echoed their goals or altered them slightly to meet their local situations. Mary Virginia Carver, in a pamphlet intended for limited distribution to the homes of school children, encourages the parents to check into the adequacy of their local school libraries. The standards she suggested varied slightly from those of the American Association of School Librarians.

....the collection must be large enough to answer questions arising at any time from classroom work, to provide books for reading in their classes and at home, and to serve as a reservoir from which classroom teachers may draw for their changing classroom needs. Its size will vary, depending on the enrollment of the school, but no matter how large or how small it is, all of the children should have access to a "real" library collection.¹⁹

¹⁹Carver, Mary Virginia, Every Child Needs A School Library, (For a Better-read, Better-Informed America series) American Library Association, Chicago, no date. p. 5.

If you want to check your own child's school collections, here are some suggested yardsticks. Authorities believe that, as a rule, schools with more than 200 students should provide 5 volumes per pupil for minimum service, 10 volumes for adequate service, and 20 for superior service....²⁰

In 1956, the average net cost per book,...for adult books (needed for senior high schools)....was \$2.45. In addition to the funds necessary for the basic collection, there must also be a regular annual appropriation by the school authorities to provide new and fresh materials, to adjust to changing demands of the curriculum, and to maintain the level of quality desired by the community.²¹

Other interpretations of the national standards have been published between the standards of the American Library Association in 1945 and in 1960. Among the regional groups incorporating school library standards into their criteria for the approval of secondary schools was the North Central Association of Colleges and Secondary Schools.

North Central Association of Colleges and Secondary Schools. The North Central Association²² is an accrediting organization founded in 1895 and including 19 states that stretch from West Virginia to Colorado and from Wisconsin south to New Mexico. Iowa is one of the 19 states included in this association. This association grants approval to secondary schools which have met their standards of excellence as based on statements in their Evaluative Criteria regarding principles, regulations, and criteria. Among the regulations are requirements for the training of the instructional staff including the librarian, requirements for graduation, teaching load, and library expenditures. Among the criteria for approval of a secondary school

²⁰ Ibid., p. 5.

²¹ Ibid., p. 6.

²² The North Central Association of Colleges and Secondary Schools will be referred to as the North Central Association.

are the school objectives, the educational program (including library service), the school staff, the school plant and equipment (including library materials, location and equipment), and the administration and supervision program.

The standards set forth by the North Central Association are far more general (in quantitative terms used to state standards) and generally lower than the American Library Association standards. The section of criteria that covers library materials, location and equipment states:

The library should be conceived of as a communications center. The number and kind of library reference books, periodicals,....and other learning aids should be adequate for the number of pupils and the needs of instruction in all courses offered.²³

Size was in item of interest in the standard on library location, for the standard read:

The library room,....should be easily accessible, should accommodate approximately ten per cent of the enrollment, should be attractive in appearance, and should contain standard library equipment....²⁴

Also, a portion of the equipment in this same section of criteria was interesting to note, especially since this area was not covered as specifically in the American Library Association standards. This was the section of records which stated:

The record system should include a shelf list, alphabetically arranged card catalogs, an accession record, and should be classified by the Dewey Decimal system or other classi-

²³North Central Association of Colleges and Secondary Schools, Policies, Regulations, and Criteria for the Approval of Secondary Schools, 1956. p. 21-22

²⁴Ibid., p. 22.

fication system acceptable to the State Committee....²⁵

Section four of the second criterion on the educational program covers the library service. Although this section is not specifically on a quantitative measurement of the book collection, it does state succinctly the philosophy of the North Central Association in the matter of the school library, for the criteria states:

(1) The library is easily accessible to pupils, adequate in size, and attractive in appearance.

(2) Adequate provisions for the school library should include the following: (a) a well-educated, efficient librarian; (b) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (c) provision for keeping all materials fully catalogued and well organized; (d) a budget which provides adequately for the maintenance and improvement of the library; (e) encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value; and (f) continuous and systematic use of the library by teachers.²⁶

These statements are very similar to those cited earlier in this paper, especially concerning the easy accessibility of library and materials, the number of books sufficient to meet the needs of the curriculum, and to meet the needs of student-faculty enrichment.

Among the regulations established by the Evaluative Criteria, one section on materials, the standard for the budget is lower than the similar standard recommended by the American Library Association. Regulation 11 is divided into two parts; the first part discusses the minimum amount of money recommended, and the second part gives budget per pupil enrollment.

A. That part of the annual secondary school budget devoted to library expenditures varies according to the size of the

²⁵Ibid., p. 22.

²⁶Ibid., p. 15.

school; the smaller the school, the greater the pupil per capita expenditure. A minimum amount of \$200.00 is expended annually in each secondary school for the purchase of library books....

B. The budget is planned in accordance with the library needs as shown by the annual library inventory and in accordance with the school's objectives for library service. The following scale of annual expenditures is recommended as a guide.

(1) Schools with an enrollment of 1000 or more pupils expend approximately 50 cents per pupil, (2)....., (3) Schools with an enrollment of 200-999 pupils expend approximately \$1.00 per pupil, (4) Schools with an enrollment of less than 200 pupils expend not less than \$200.00.²⁷

The guiding principles of the booklet stated that the criteria for evaluating the facilities of a school library should be flexible, and of a type that can be adaptable to the local situation.

The flexibility of the national and regional standards seem to provide the general guidelines by which state departments of public instruction could formulate more specific recommendations for the individual schools in their state.

Iowa Department of Public Instruction. Iowa has used the principles for school libraries as they were established by both the regional and the national associations. The State Department has also been more exacting in its requirements for approved schools as far as books contained in the collection center. By doing this they have recognized the needs and variance of a more localized situation; namely, the state of Iowa.

The purpose of the school library (as voiced by the Iowa Department of Public Instruction) is the same or similar to those expressions cited by educators, librarians, and by the national and regional organizations. This

²⁷ibid., p. 13.

purpose was to provide the facilities in a school situation to meet the "needs of modern children".

In a State Department of Public Instruction circular 100a,²⁸ tentative standards for the approval of school districts recommended some specific materials be included in the school library book collection and that certain requirements be met. These recommendations in the form of standards were:

Standard 70. Each....high school shall have a central library with a seating capacity for at least 25 pupils.

Standard 71. Each secondary-school library shall contain a minimum of 850 books exclusive of encyclopedias, dictionaries, atlases, and biographical reference works. These books shall be distributed in a manner consistent with standard library classifications and at least 75 per cent of these books shall be from lists approved from time to time by the Department of Public Instruction.

Standard 74. Each secondary school (library) shall be provided with a least one multi-volume, adult encyclopedia with a copyright date not more than 10 years old....

Standard 75. Each secondary school....shall be provided with at least one multi-volume, junior encyclopedia....

Standard 76. Each secondary-school central library shall be provided with at least one unabridged dictionary....

Standard 77. Each....central library shall be provided with at least one world atlas and one historical atlas....

Standard 78. Each....central library shall be provided with at least one of the following biographical reference books: Who's Who in America....published within the last four years....or Current Biography Yearbook....

Standard 79. Each secondary-school central library shall be provided with a physical-political globe of a size, durability, clarity and completeness to meet the approval of the Department of Public Instruction.²⁹

Since these recommended standards are so highly specific in minimal

²⁸Subsequent to the writing of the standards in circular 100a, the standards have been adopted by the Department of Public Instruction.

²⁹Iowa Department of Public Instruction, Circular 100a, Tentative Standards for the Approval of School Districts, Iowa Department of Public Instruction, Des Moines, Iowa, 1958. p. 8-9.

requirements, there is little need for further explanations. Standards 74-77 and 79 each specified that the materials mentioned meet the approval of the Department of Public Instruction. This is done through checking circulars of the State Department that recommend a quantity of materials (reference in this instance) that coincide with their requirements. The State Department also allows and recommends for purchase the books listed in H. W. Wilson's Catalog for High School Libraries and the American Library Association guides frequently consulted by librarians of young people.

Specific as these required standards were (in circular 100a), there was no mention made of budget allowance for the purchase of these materials. A later circular 100d, which deals with the development of a school library, mentioned the budget when it stated:

Adequate funds need to be provided for library materials. In general practice the items provided for in the library budget are printed materials (books, magazines, pamphlets) and their binding, and special supplies not required elsewhere in the general school budget....Separate allocations should be made for the purchase of encyclopedias on all levels and in the junior and senior high schools for other expensive reference books.³⁰

This general statement was supported by additional comments which state:

In maintaining an established library collection an annual budget is imperative. No less than \$3.00 per pupil enrolled will maintain an established library. This is provided by the Board of Education. All other contributions help to supplement the budget.³¹

The \$3.00 a year per pupil allotment is lower than the \$4.00-\$6.00 per stu-

³⁰ Iowa Department of Public Instruction, Circular 100d, A Guide for Development of School Library Service. Iowa Department of Public Instruction. Des Moines, Iowa. 1959. p. 7.

³¹ Ibid., p. 8.

dent recommended by the American Library Association, but it is considerably higher than the \$1.00 per student suggested or required by the North Central Association.

The librarian is expected to spend whatever monies are budgeted to improve the materials of the collection center in a manner consistent with standard library classifications representing a balance among the classifications that supplement the curriculum of the local school system. The Iowa Department of Public Instruction supports the "Library Bill of Rights" in its selection policy when it states that the responsibility of the school library is "to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served."³²

For minimum satisfactory service the following quantities were recommended for the book collection: (1) for a school enrollment of 200 or below, 3,500 titles with 5,000 volumes; (2) for a school enrollment of 200-499, 5,000 titles with 7,000 volumes; and (3) for a school enrollment of 500-799, 7,000 titles with 10,000 volumes.³³

As with the annual appropriations, the quantitative measures assigned to the book collection shows that the standards recommended by the Iowa Department of Public Instruction are in the middle with the American Association standards being higher and the North Central Association standards

³² School Library Bill of Rights, School Libraries, 6:22-23, March 1957.

³³ Iowa Department of Public Instruction, Circular 100d. op. cit., p. 8.

being lower.

The State Department in several of its standards made reference to materials that were approved by the Department. The agencies that approved book lists from which selections for purchases could be made were similar to the recommended lists used by librarians throughout the United States.

Book Catalogs. Two of the most frequently consulted book lists for high school librarians are the Standard Catalog for High School Libraries and A Basic Book Collection for High Schools, published by the American Library Association.

The Standard Catalog for High School Libraries,³⁴ published by H. W. Wilson Company, New York, has had a long history (1926 to date) of service to libraries, especially to school libraries. The Standard Catalog is now in its eighth edition, and the list of editors and consultants reads almost like a who's who among librarians. The purposes of this catalog are to act (1) as a purchasing aid, (2) as a cataloging aid, (3) as a reference aid, and (4) as an aid in rebinding, discarding, and replacing.

In part one of the Standard Catalog, which is a classified catalog according to the Dewey Decimal System, some entries are single starred, others double starred, and still others have no stars. The single starred titles are those that the editors and consultants strongly recommend, and those that are double starred are "most highly recommended" for high school libraries. The consultants and editors have tried to assess the titles on

³⁴The Standard Catalog for High School Libraries will be referred to hereafter by full title and by the shortened title, Standard Catalog.

their usefulness to young people and in accordance with the "Library Bill of Rights." The eighth edition, published in 1962, has 4,160 books entered, of these 1,014 are single-starred, and 464 are double-starred.³⁵

Another highly recommended book selection aid is A Basic Book Collection for High Schools, which is a publication of the American Library Association and is now in its sixth edition. The consultants of this catalog are representatives of the American Association of School Librarians, the National Council of Teachers of English and the National Education Association--organizations that are all interested in the progress of American education. The consultants, in making their selection of titles, focused on the individual youth that these books could serve. The titles included had to help the youth in understanding himself and his society for the introduction stated:

(The titles had) to throw some light on the world's heritage, to create new channels into which divergent interests might run, or to give increasing depth to a maturing personality.³⁶

The purpose of the list is to assist the librarian in the selection of books for the small or medium-sized high school.

These two catalogs serve as examples of recommended book selection guides that influence the book collections of our high school libraries.

The standards and recommendations concerning book collections and budgeting of a national organization, of a regional association, and of a state department of public instruction have been presented so that criteria

³⁵West, Dorothy Herbert; Fidel, Estelle A.; and Shor, Rachel, eds., Standard Catalog for High School Libraries, 8th ed. H. W. Wilson Company, New York. 1962. p. 5.

³⁶American Library Association, A Basic Book Collection for High Schools, 5th ed., American Library Association, Chicago, 1950. p. iii.

for the evaluation of a high school library might be established.

Guidelines and Summary

To evaluate the Sumner Community Schools senior high school book collection the following specific guidelines will be used. The purpose of the school library is primarily to implement the local school curriculum by assisting the school faculty to better instruct and by assisting the student to richer, more meaningful experiences. The methods most successfully used to fulfill the purpose of the library are a variety of meaningful materials in the collection center, a place where the materials are kept that is easily accessible, and a librarian who makes the materials' selection coincide with the purpose of the library. The librarian can do this best by evaluating the local school situation in respect to guidelines established by reputable authorities.

The guidelines for the book collection and budgeting, used in this evaluation, are based upon the standards and recommendations of the American Library Association, the North Central Association of Secondary Schools and Colleges, the Iowa Department of Public Instruction, and book catalogs recommended by recognized agencies. The book collection standards form the summary of the standards recommended by the three agencies and the book catalogs.

Book Collection. The standards recommended for book collections in terms of the number of titles and/or the number of volumes are: (1) the American Library Association recommended 6,000-10,000 volumes in a school having an enrollment of 200-299 students; (2) the North Central Association recommended that the book collection should be adequate to meet the needs of

the curriculum and of the students--but no quantitative measurements were given as a guide; and (3) the Iowa Department of Public Instruction recommended 5,000 titles and/or 7,000 volumes. The Sumner senior high book collection will be evaluated in respect to the standards established by these three agencies.

Reference materials were mentioned by all three agencies as being necessary to a functional book collection, but only the Iowa Department of Public Instruction specified that certain titles be included in the reference collection.

All three organizations recommended that the book collection be arranged and cataloged by some standard form of classification system; for example, the Dewey Decimal Classification System, the Library of Congress, or some other organized system recognized by the State Department.

Similar practices of weeding the collection, rebinding, and purposeful replacements and additions were recommended by all three organizations.

All three organizations recommended that recognized book lists and catalogs be used to aid the librarian in the selection of purchases, replacements, additions, and in weeding.

Budgeting. The Sumner senior high school library book collection will be evaluated in respect to the standards for budgeting established by the three agencies. The standards recommended by the same three organizations for the annual appropriations to the school library are: (1) the American Library Association recommended at least \$4.00-\$6.00 per student in a school having an enrollment greater than 250 students; (2) the North Central Association recommended approximately \$1.00 per pupil for the same school enrollment, but added that the expenditures be in accordance with the library's

needs, and (3) the Iowa Department of Public Instruction recommended no less than \$3.00 per pupil to maintain an established library.

None of these organizations included in their recommended expenditures funds required for reference works, rebinding, cataloging, supplies, and/or for the librarians' salaries.

With the guidelines established, the writer will evaluate the Sumner high school library book collection.

CHAPTER III

EVALUATION OF THE SUMNER HIGH BOOK COLLECTION

The evaluation of a school book collection must be in accordance with the community and its school. The Sumner Community Schools' book collection and budget will be evaluated by standards established by book catalogs and agencies of a national, regional, and a state organization. Further the book collection will be surveyed in relation to curriculum areas of the local school system.

The Community and the Schools

Sumner, Iowa, is a predominantly rural community located in the northeast section of the state. The 1960 census indicated that the community had a population of 2,170 within the incorporated town limits.³⁷ The school district underwent a reorganization eight years ago (1956-1957) in which 23 rural schools (grades one to eight) were incorporated with the community school system. Since that time a new grade school building and an addition have been completed, the old high school building has been turned over to the junior high (grades seven through nine), and a new senior high school building has been completed and has been in use since the school year 1959-1960.

The library in the senior high building--with which this report is concerned--is a combination library-study hall located in the south central part of the building. The library room is equipped with standard library furniture, proper floor covering and lighting facilities. The library is

³⁷Columbia Lippincott Gazetteer of the World, Columbia University Press, New York, 1962. p. 1043.

easily accessible to the student body at least one period a day and usually two periods. The faculty have easy access to the library during a preparation period, or at any other time of the day. Because of the study hall-library arrangement, the library will seat 54 students when filled to capacity. This is slightly less than one-third of the student body at the present time. Standards recommended for the seating capacity ranged from 25 students to one-tenth of the enrolled student body.

The book collection of the senior high library is arranged according to the Dewey Decimal Classification System around three sides of the library room. The vertical file, the card catalog, the circulation desk, and current magazine subscriptions occupy a portion of the east side of the room.

When the library collection was moved from the old high school into the new building in 1959, the book collection and others were weeded extensively. Supplemental textbooks, old editions for which newer information was on hand, duplicate copies infrequently used, copies in poor repair, much unused pamphlet material, and old magazine copies were discarded. This rather ruthless weeding made the new senior high collection small, but useful and usable. At the same time a new high school card catalog was prepared. This catalog primarily contains printed Wilson cards, an arrangement recommended by the state library consultant from the State College of Iowa.

Although the book collection was split in 1959 between the junior high and senior high libraries, standard library tools were used to determine in which library the materials belonged. In many instances the curriculum of the two levels was given primary consideration. The same standard library tools were used to determine which titles should be discarded or

replaced. Recommendations of the American Library Association, the North Central Association, and the Iowa Department of Public Instruction stated that such tools or catalogs should be used.

The senior high school enrollment for the last four years since entering the new building has varied by 14 students. The senior high (grades 10-12) enrollment for the school year 1960-1961 was 238; for 1961-1962 the enrollment was 252; for 1962-1963 the enrollment was 239; and in 1963-1964 the enrollment was 248. From 1964 on a slight increase in enrollment is expected each year until the enrollment becomes stable between 275-300 students.³⁸

To evaluate the book collection of the senior high library the enrollment and the purpose of the school library need to be kept closely associated.

Book Collection

The book collection of the senior high library of the Sumner Community Schools has as its primary purpose the supplementation of the school curriculum. For this reason the major portion of the book titles are in subject area classifications rather than in the fiction area. Likewise, the major portion of the non-fiction titles are in areas correlated to the curriculum; for example, the religion area (or the 200's) is not covered in the curriculum, and this area has only 18 different titles while the sciences (or the 500's) which are included in the curriculum contain 389 titles.

³⁸Enrollment figures were obtained from the office of the Superintendent of Schools, Mr. M. M. Rogers, Sumner, Iowa.

The total number of book titles on the library shelves in 1961-1962 was 2,050; in 1962-1963 the total was 2,296; and in 1963-1964 the total was 2,585.³⁹ These numbers do not include reference titles, supplemental texts used as reserve books for such classes as homemaking, and driver education, classroom collections (vocational agriculture), nor special collections (as with music, both vocal and instrumental). The book titles of these collection are included in the card catalog, but the books are not housed on the library shelves, with the exception of the reference books and the reserve books.

The card catalog is arranged alphabetically with the author, title, subject, and analytic cards that are recommended by standard library procedures. These procedures are to facilitate the use of the collection by the personnel of the school system.

In comparing the Sumner senior high school book collection with standard selection tools, the Standard Catalog for High School Libraries⁴⁰ has been used. This guide has a good selection of titles suitable for high school students in all subject areas. Not all of these areas are included in the curriculum of the local school, consequently some areas have few titles.

The Standard Catalog (in the first part) is divided into the ten categories

³⁹Number of titles was obtained from reports submitted to the Iowa State Department of Public Instruction for the years given.

⁴⁰Standard Catalog for High School Libraries will be referred to in this chapter as the Standard Catalog.

of the Dewey Decimal Classification System are:

000 - General works
100 - Philosophy
200 - Religion
300 - Social sciences
400 - Language

500 - Pure science
600 - Technology
700 - The arts
800 - Literature
900 - History⁴¹

The ten major divisions will be discussed here with reference to the number of books in the Sumner senior high school collection that are recommended in the Standard Catalog, the total number of books single-starred, and the total number of books double-starred.⁴² Table 1 shows the total number of titles recommended by the Standard Catalog and the number of titles in the Sumner senior high school library according to the ten divisions of the Dewey Decimal Classification System.

The first division of the Dewey Decimal Classification System is the general works or 000's which include such materials as the bibliography, library science, encyclopedias, and general periodicals. The Standard Catalog lists 103 items in this category of which the Sumner senior high library has 42 titles. The Standard Catalog lists 26 single-starred items, and Sumner has 10 titles; the Standard Catalog lists 39 double-starred items, and Sumner has 24 titles. This indicates that the Sumner senior high school library has 40.7 per cent of the items listed in the Standard Catalog; 38.5 per cent of the single-starred items, and 64.0 per cent of the double-starred items.

⁴¹West, Dorothy Herbert; Fidell, Estelle A.; and Shor, Rachel, eds. Standard Catalog for High School Libraries, H. W. Wilson Company, New York, 1962. p. 12.

⁴²Appendix A will show similar information by tens concerning the number of titles in the Standard Catalog compared to Sumner's holdings.

TABLE 1. TITLES LISTED IN THE STANDARD CATALOG HELD BY THE SUMNER SENIOR HIGH LIBRARY ACCORDING TO THE DEWEY DECIMAL CLASSIFICATION SYSTEM.

DEWEY DECIMAL CLASSIFICATION	NUMBER OF BOOKS	
	STANDARD CATALOG	SUMNER LIBRARY
000 - 099	103	42
100 - 199	27	4
200 - 299	62	23
300 - 399	422	143
400 - 499	50	19
500 - 599	477	201
600 - 699	311	62
700 - 799	263	64
800 - 899	367	134
900 - 999	1135	524
Fiction	833	488
Story Col.	110	40
TOTAL	4160	1744

This division is different from most of the others in that it contains a substantial number of paper bound pamphlets used particularly in the bibliography and library science sections. The catalog contains such items as Free and Inexpensive Learning Materials and The New Library Key. These items are revised frequently and therefore are often replaced.

The second division of the Dewey Decimal Classification System is the

philosophy but also psychology. This section is the smallest division in the Standard Catalog for it contains only 27 book titles of which the Sumner library has four. Of the single-starred titles the Standard Catalog lists eight, Sumner none; of the double-starred titles the Standard Catalog lists four, Sumner has two. The percentages of the titles that the Sumner senior library has are 14.8 per cent of the total titles listed in the Standard Catalog; 0.0 per cent of the single-starred titles; and 50.0 per cent of the double-starred titles.

Religion or the 200's is the division for the Christian religion as well as for other religions and mythology of the world. The Standard Catalog lists a total of 62 book titles; four of these titles are versions of the Holy Bible, and 19 are titles about mythology. Of the 62 titles the Sumner library has 23 titles. Of the single-starred titles the Standard Catalog has 15 of which Sumner has eight; of the double-starred titles the Standard Catalog has 13 titles of which Sumner has seven. Sumner has 37.1 per cent of the total number of titles; 53.3 per cent of the single-starred titles; and 69.2 per cent of the double-starred titles listed in the Standard Catalog.

The fourth division of the Dewey Decimal Classification System is the social sciences or the 300's, which is a large section containing 422 book titles. This division includes a variety of subjects; for example, sociology, political science, economics, the United Nations, military branches, juvenile delinquency, education, transportation, and etiquette.

Of the 422 book titles in the social sciences division, the Sumner senior library has 143 titles, which is 33.8 per cent of the total of the titles listed in the Standard Catalog. Of the 127 titles that are single-

starred, Sumner has 53 titles or 41.7 per cent. Of the 37 titles double-starred in the Standard Catalog, the Sumner senior high library has 26 titles or 70.2 per cent.

The philology division of the Standard Catalog is also small and contains primarily dictionaries in English and foreign languages. This division of the Standard Catalog contains 50 titles, 15 single-starred titles, and eight double-starred titles. The Sumner library has 19 titles, seven single-starred titles, and six double-starred titles. The senior high library has 38.0 per cent of the total number of books listed, 46.7 per cent of the single-starred titles, and 75.0 per cent of the double-starred titles.

The 500's or the sciences are represented in the Standard Catalog by 477 titles of which the Sumner senior library has 201 titles or 42.1 per cent. Of the 109 single-starred titles in the Standard Catalog, the Sumner library has 66 titles or 60.6 per cent. Of the 33 double-starred titles in the Standard Catalog, the Sumner library has 22 titles or 66.7 per cent.

The applied sciences or the technology section includes engineering, agriculture, home economics, business, and manufacturing. The Standard Catalog is represented by 311 titles in this division, with 123 titles in the area of engineering. Of the 311 total titles, only 54 are single-starred, and 21 are double-starred. The Sumner senior high school library has a total of 62 titles, 18 single-starred titles, and 12 double-starred titles. This is 19.9 per cent of the total number of titles, 33.3 per cent of the single-starred titles, and 57.1 per cent of the double-starred titles.

Technology is the classification division that has a number of book titles housed in the particular subject area classroom; for example, the 100-200 materials for agriculture are housed in the Vocational Agriculture

Building (apart from the senior high school building); the 50-100 titles in the homemaking department are housed in the senior high and the junior high classrooms; and the 50-75 driver education titles are housed in the classroom and brought to the library on a reserve basis. These 200-375 titles have not been considered in checking the Standard Catalog for this division.

The fine arts division or the 700's includes primarily art, music, and recreational activities. Of the 263 titles in this division 129 are devoted to games and sports. There are 45 single-starred titles, and 11 double-starred titles listed in the Standard Catalog. Of the 263 titles Sumner has 64 titles (20 titles in games and sports), 17 single-starred titles, and six double-starred titles. The Sumner senior high library has 24.3 per cent of the total number of titles listed in the Standard Catalog, 37.8 per cent of the single-starred titles, and 54.5 per cent of the double-starred titles.

The literature division contains 367 titles in the Standard Catalog, 136 titles that are single-starred, and 59 titles that are double-starred. Both the fiction and the short story collections that are a part of the literature classification are discussed separately at the end of the Dewey Decimal Classification System. The Sumner library has 134 literature titles that are listed in the Standard Catalog, 66 single-starred titles, and 39 double-starred titles. The percentages are 36.5 per cent of the total number of titles listed in the Standard Catalog, 48.5 per cent of the single-starred titles, and 66.1 per cent of the double-starred titles.

The history division of the Standard Catalog lists a total of 1,135 titles, 293 single-starred titles, and 98 double-starred titles. The Sumner senior library has a total of 524 titles, 165 of the single-starred titles, and 80 of the double-starred titles. The Sumner library has 46.2 per cent of the total number of titles listed, 56.3 per cent of the single-starred titles,

and 81.6 per cent of the double-starred titles.

The history division or the 900's includes the individual and collective biography. Of the 1,135 total titles in this division of the Standard Catalog, 556 were of biography. The senior high library has 291 of these titles, or 51.4 per cent of the biographical titles recommended.

The fiction books that can be used as collateral reading for the English classes and others are classed apart from the general literature section in the Standard Catalog. The Standard Catalog lists 833 fiction titles, 150 of these titles are single-starred, and 140 titles are double-starred. Of the titles in this section Sumner has 488 total titles or 58.5 per cent, 122 titles that are single-starred or 81.3 per cent, and 128 titles that are double-starred or 91.4 per cent.

The other section of the literature classification that was separated from the 800's was the short story collections. In this group the Standard Catalog listed 110 titles of which the Sumner library has only 40; of the single-starred titles the Standard Catalog listed 35 titles of which Sumner has 20, and of the double-starred titles the Standard Catalog listed one, which Sumner has. The percentages of the total titles listed in the Standard Catalog are 36.4 per cent, of the single-starred titles 57.1 per cent, and of the double-starred titles 100.0 per cent.

The short story collection section has listed or recommended a number of collections or editions by the same author; for example, four collections of Edgar Allan Poe's short stories are listed; six collections of Sherlock Holmes stories (by Sir Arthur Conan Doyle) are listed. The number of editions of the same or similar works would make a larger number of total titles, but would not indicate that these works were different.

Of the 4,160 books that were considered in the Standard Catalog, the

the senior library of the Sumner Community Schools has 1,744 of these titles. Considering the 2,585 total number of titles in the Sumner collection, 67.5 per cent of these are recommended in the Standard Catalog for High School Libraries.

In addition to the single-starred and double-starred entries that indicate titles of recommendation or high recommendation, the Standard Catalog also marks some titles with an s to indicate that these titles are recommended only for senior high, or the titles may be marked with a j which indicates that these are especially designed for junior high, or for the less mature reader.

In the history classification (which listed 569 titles exclusive of the collective or individual biography) there were 63 titles classified as j or junior high level. Many of these titles were from the Landmark or World Landmark series; for example, Gettysburg by Mackinlay Kantor. Of these 63 titles only four are included in the senior high book collection while 35 are in the junior high collection. These 35 titles were not counted as part of the senior high book collection, but the titles were counted as a part of the total number of titles listed or recommended in the Standard Catalog. If these 35 titles were added to the 233 titles of the Sumner library book collection, the total would be 268 or 51.0 per cent. Compared with the 46.2 per cent of the total number of books listed in the Standard Catalog, this 51.0 per cent makes the figures appear about five per cent higher than the percentage reported. The single-starred titles and the double-starred titles would remain about the same, or just slightly higher.

The material listed in the Standard Catalog as being s or senior

high material includes such titles as Sir Winston Churchill's History of the English Speaking Peoples (six volumes). There were 34 s indicated titles in the history classification, and all of these titles were counted as a part of the total number of books listed by the Standard Catalog. In this particular division the Sumner senior high library has 23 of these 43 s labeled books.

The Standard Catalog for High School Libraries is a selection tool recognized as approved by the Iowa Department of Public Instruction. One of the State Department's standards was that each secondary school library should have a minimum of 850 books and that 75 per cent of these books should be from approved lists.⁴³

The Sumner senior high school library has 67.5 per cent of the titles on its shelves recommended in the Standard Catalog, and the Standard Catalog is only one standard list or catalog approved by the Iowa Department of Public Instruction. Other catalogs or book lists⁴⁴ will have some duplication with the Standard Catalog, but likewise they will have some titles that are different.

Another catalog tool recommended by the State Department is Ruby

⁴³Iowa Department of Public Instruction, Circular 100a, Tentative Standards for the Approval of School Districts Iowa Department of Public Instruction, Des Moines, Iowa, 1958. p. 8-9. (Standard 71).

⁴⁴American Association for the Advancement of Science, The AAAS Science Book List, 1959. American Association for the Advancement of Science, 1515 Massachusetts Ave. N.W., Washington, D. C.; Iowa Department of Public Instruction, Circular No. 200, A Collection of Mathematics Books for School Libraries, 1960. Iowa Department of Public Instruction, Des Moines, Iowa; American Library Association, Basic Book Collection for High Schools, American Library Association, Chicago, 1957; Eaton, Ann Thaxter, Treasure for the Taking, 1957. Viking Press, New York; Iowa State Education Association Library Service. Best Books for Children and Youth, Iowa State Education Association, Des Moines, Iowa.

Ethel Cundiff's, Recommended Reference Books for the High School Library.

This booklet lists 168 book titles in all the classification divisions of the Dewey Decimal Classification System. The Sumner library has 84 of these titles, or 50.0 per cent. Only 15 of the titles that the Sumner senior library has are not duplications of the material listed in the Standard Catalog.

The Standards 74-79 of the Iowa Department of Public Instruction circular 100a⁴⁵ has specific requirements for secondary school reference books. These standards include an adult encyclopedia, a junior encyclopedia, one unabridged dictionary, one world atlas and one historical atlas, one biographical reference, and one physical-political globe. The Sumner senior library has three adult encyclopedias, two junior encyclopedias, two different unabridged dictionaries (six copies), five atlases, two different historical atlases, 14 different collective biographical references (recommended in Standard Catalog), and no physical-political globe.

Standard 74 of the Iowa Department of Public Instruction circular 100a specified that the adult encyclopedia should have a copyright date not more than 10 years old. The American Association of School Librarians recommended that encyclopedias be replaced at least every five years. The Sumner senior high library has replaced one of its five encyclopedias each year; therefore, none of the encyclopedias are older than five years.

Two of the agencies, the American Library Association and the Iowa Department of Public Instruction, made specific recommendations for the size of the book collection. The American Library Association's recommendation

⁴⁵Iowa Department of Public Instruction, Circular 100a. op. cit. p. 8-9.

was that a high school with an enrollment of 200-299 students should have a book collection of 6,000-10,000 titles. The Iowa Department of Public Instruction recommended 5,000 titles for a book collection in a school having 200-499 students. The Sumner senior high book collection contains 2,585 different titles as of June 1, 1964. The Sumner book collection is 2,415 titles below the recommended standard of the Iowa Department of Public Instruction, and it is approximately 3,000 titles below the standard recommended by the American Library Association.

In circular 100a (Standard 71), the Iowa Department of Public Instruction suggested the minimum standard of 850 books. This minimum standard is exceeded by 1,635 book titles.

The American Library Association stated that in larger schools, the book collection should contain ten titles per student enrolled. This means that the 1963-1964 Sumner enrollment of 248 would allow as minimum 2,480 book titles.

The North Central Association of Colleges and Secondary Schools did not specify a quantitative measurement for the number of books in the book collection. The North Central Association did, however, state that the book collection should meet the needs of the faculty and of the students.

In meeting the needs of the school personnel, the book collection, the enrollment, the curriculum, and the means to support these items need to be considered in relation to each other.

Budgeting

The three agencies that recommended standards for appropriations for school libraries were the same that recommended standards for the book col-

lection. These agencies were the American Library Association, the North Central Association of Colleges and Secondary Schools, and the Iowa Department of Public Instruction.

The Sumner Community Schools has budgeted money for library expenditures in the following areas: (1) library general, a fund used for supplies, rebinding, and replacements for the elementary, junior high, and senior high libraries; (2) library books-high school, a fund used for books for the senior high school; (3) papers and magazines, a fund used for these materials in all three school libraries; and (4) encyclopedias is a fund used for expensive reference materials in the elementary, junior high, and senior high school libraries. An additional sum of money is allotted by the county each year to be used for by the school district is specifically for the senior high school book collection, except the library book-high school fund.

The total amounts of money budgeted for the Sumner Community Schools libraries for the school years 1960-1961 to 1963-1964 were: (1) for the 1960-1961 school year \$1,650.00 was budgeted; (2) for 1961-1962 the amount was \$1,650.00; (3) for 1962-1963 the amount budgeted was \$2,000.00; and (4) for the school year 1963-1964 the amount budgeted was also \$2,000.00⁴⁶ To these amounts budgeted by the local school district can be added the county money which was \$200.00 for the school year 1960-1961, \$250.00 for the school year 1961-1962, and \$350.00 for each of the two school years 1962-1963 and 1963-1964 respectively.⁴⁷

⁴⁶Budget figures were obtained from the office of the Superintendent of Schools, Mr. M. M. Rogers, Sumner, Iowa.

⁴⁷Ibid.

From the amounts budgeted for the school libraries approximately \$850.00 - \$1,100.00 has been spent on the senior high school book collection including reference materials. The amount spent on the senior high book collection has been higher in the past two years because the amount of money budgeted for library expenditures has been higher, and the school has received grants from the National Defense Education Act for purchase of library books in the areas of mathematics, science, and modern foreign language.

The standard established by the American Library Association for library appropriations in a school having an enrollment of 250 or more was \$4.00-\$6.00 per student. The average enrollment of the Sumner Community Schools since the 1960-1961 school year has been 244 senior high school students and the amount budgeted for the senior high book collection for the same time has been \$3.48-\$4.53 per student. The per student library expenditure of the Sumner Community Schools is on the low borderline of the American Library Association standard. The per student library expenditure of the Sumner Community Schools is even lower since the \$3.48-\$4.53 allowance includes reference materials that are specifically omitted from the American Library Association recommendation.

The North Central Association of Secondary Schools and Colleges recommended \$1.00 per student for the same enrollment of 250 students. The Sumner Community Schools' allowance of \$3.48-\$4.53 per student exceeds this recommendation by two - three dollars. Moreover, the North Central Association did not specify whether this amount included or excluded reference materials.

Another recommendation of the North Central Association was that the expenditures be in accordance with the library's needs. This recommendation

would need to be examined in relation to the enrollment and the curriculum.

The Iowa Department of Public Instruction recommended an expenditure of no less than \$3.00 per pupil to maintain an established library.⁴⁸ Again no statement was made to remove reference materials from this figure. The Sumner Community Schools meets and exceeds this standard.

Only the American Library Association specified that additional money should be budgeted for reference materials, rebinding, supplies, and magazines. The other two organizations specified expenditures for the book collection, which would include the book collection and reference but would exclude supplies and periodicals.

In accordance with the North Central Association recommendation that the library be in accordance with the library needs and in accordance with the purpose of the library to supplement the curriculum, the library and the curriculum will be discussed.

Library and the Curriculum

One of the primary purposes of the school library is to implement and to supplement the curriculum of the school. The curriculum of the Sumner Community Schools includes the following general areas; mathematics and the sciences, English and languages, commercial, government and history, and applied arts and sciences. There are several courses offered in each of these areas.

In the school year 1963-1964, 200 students were enrolled in the math-

⁴⁸Miss Elizabeth Martin, a state library consultant from the State College of Iowa, stated in a conference in April 1964 that the State Department library budget standards were to be raised gradually from \$3.00 to \$5.00 per pupil by 1970.

ematics and sciences area of the curriculum. The senior high school book collection contains 389 titles that are specifically appropriate for the supplementation and enrichment of these courses. The 230 students enrolled in the English and language section of the curriculum are serviced by 560 titles and an additional 600 titles in the fiction area. The commercial courses offered by the school involve 187 students and are serviced by only 11 titles in the library. Two hundred and seventy-six students are enrolled in government and history courses. These students are served by 755 titles, excluding biography. There are 266 students enrolled in courses in the area of the applied arts and sciences. These students are served by 116 titles regularly shelved in the library. As was stated earlier, industrial arts, driver education, homemaking, and vocational agriculture are serviced by individual room libraries which are cataloged, but not housed with the general library collection. Approximately 200-375 titles are found in these individual room collections.

In April 1964 a library consultant from the State College of Iowa made the observation that the senior high collection of supplemental materials in the area of art and art appreciation was weak. The art courses were introduced into the curriculum four years ago (1960-1961) and has involved approximately 35 students each year. The library materials in art have grown from seven titles in 1960 to 42 titles in 1964. The expansion of the library books in art has been in proportion to the expansion in other areas, except for the initial purchase of library materials when the course was first introduced into the curriculum.

Another example of this selective expansion to meet the needs of the curriculum occurred when German was introduced into the curriculum in 1963-

1964. Anticipating the introduction of the German program in 1962-1963, the librarian added 17 books in the area of German. Additional expansion in this area will occur as the student needs increase.

This type of selective expansion to meet the needs of the students and the faculty has been one of the guiding principles in the development of this book collection. Therefore, the North Central Association standard with respect to the book collection to meet the needs of the library and the students has been and is being met.

Summary

The book collection and the budget of the Sumner Community Schools were evaluated, and the curriculum was surveyed. The book collection was surveyed to determine the number of titles which were recommended in the Standard Catalog for High School Libraries and the number of those titles the Sumner senior high school library had on its shelves as of the spring of 1964.

The Sumner senior high book collection was examined according to the standards established by the American Library Association, the North Central Association, and the Iowa Department of Public Instruction. The total number of titles recommended for the enrollment approximating Sumner's enrollment was lower than the number of titles recommended by the American Library Association and by the Iowa Department of Public Instruction. The reference materials were evaluated by Cundiff's Recommended Reference Books for the High School Library and by the specific standards set up by the Iowa Department of Public Instruction. The Sumner senior high reference materials were satisfactory by the recommendations of both standards.

The budget for the book collection was evaluated by the standards of

the same three organizations. The Sumner senior high library budget was lower than the standards recommended by the American Library Association, slightly above the Iowa Department of Public Instruction's standard, and above the standard recommended by the North Central Association of Colleges and Secondary Schools.

The book collection of the senior high school library was evaluated in terms of the curriculum. Curriculum areas were surveyed to determine the number of students in each of the curriculum areas, and to determine the number of titles in the book collection that could be supplemental material in each of the curriculum areas. The changing curriculum requires the rapid book expansion of some areas and the gradual book expansion of the entire collection to meet and to continue to meet the needs of the students and faculty.

A summary of the evaluation and recommendations follow.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The evaluation of the Sumner Community Schools senior high school book collection was undertaken in order to determine how well the book collection rated with standards recommended by recognized library agencies.

Professional librarians in the public school rely for guidance on the American Library Association. The American Library Association, through its various publications, provides guidelines by which a library can best meet its purpose--that of meeting the needs of the students and the faculties of today's schools.

In addition to the American Library Association, schools in the Midwest are also evaluated and rated by the North Central Association of Colleges and Secondary Schools. As a part of its evaluation the North Central Association, establishes certain standards for the evaluation of a local school system, and among these are criteria for the evaluation of the school library.

Every public school in the state of Iowa is approved by the Iowa Department of Public Instruction. The State Department has established certain specific standards for the approval of any school system. These specific standards include the school library and its program.

Summary

The Sumner senior high book collection was evaluated to determine how well the book collection met the standards of the American Library Association, the North Central Association of Colleges and Secondary Schools and the Iowa Department of Public Instruction. The budget for the book col-

lection was also evaluated by guidelines determined from the standards of the three named agencies. The curriculum was surveyed in relation to the book collection to determine if the collection met the needs of the Sumner high school students.

The book collection of the Sumner senior high school library consists of 2,585 titles of which 67.5 per cent are listed in the Standard Catalog for High School Libraries. This number of total titles represents approximately 40 per cent of the total number of titles recommended by the American Library Association for a library in a school of this size. These 2,500 titles represent approximately 50 per cent of the total number of titles recommended by the Iowa Department of Public Instruction. This collection does represent a relatively new library collection, however, within the past four years it has been split, extensively weeded, and culled. Today the library collection is usable and reasonably complete in the coverage of curriculum areas, and consequently meets the needs of the students and the faculty.

The amount budgeted annually for the Sumner Community Schools senior high school library book collection is approximately \$3.50-\$4.00 per student enrolled. This expenditure per pupil represents an expenditure of slightly less than the recommended minimum of the American Library Association. The Iowa Department of Public Instruction recommends a \$3.00 per student annual appropriation as a minimum, and the Sumner school library exceeds this amount. The North Central Association of Colleges and Secondary Schools recommended a \$1.00 per pupil expenditure which the Sumner library program exceeds.

The Sumner high school book collection minimally covers all areas of the curriculum. The book collection is being expanded at approximately 250-

300 titles per year to meet the changing needs of the faculty, student body, and the curriculum.

To keep abreast of these changing needs and the changing demands of the curriculum the following recommendations are made.

Recommendations

Based upon the standards recommended by the recognized agencies and upon the findings of this study, the writer makes the following recommendations:

In order to bring the Sumner Community Schools senior high school book collection up to suggested, or recommended, standards for total number of titles, the writer recommends that the collection holdings be expanded and the acquisitions be accelerated, but in a manner balanced with the curriculum needs. This expansion must and should be in accordance with the ability of the school district to finance such expansion.

According to a library consultant from the State College of Iowa, the per pupil allowance for books is to be gradually increased from the current \$3.00 to \$5.00 per pupil a year within the next six years. It is the recommendation of this writer that the school district take this into consideration in planning future library budgets.

As the book collection is expanded, additional shelving space must be considered, and allowances must be made for space in the architectural plans of the library. To provide this additional space within the architectural design, budgeting appropriations must be provided.

Standard library procedures should continue to be followed in the replacement of outmoded materials, in the continuous weeding of the collection,

and in the rebinding of frequently used books.

It is the recommendation of the writer that the high school faculty participate more actively with the librarian in the selection of book materials for the senior high school library.

A (union) card catalog incorporating the books of the junior high and the senior high school libraries, which could be centrally located, would be of value to the senior high school students and the faculty.

It is also recommended that space and materials be provided for the creation and expansion of a faculty-professional library.

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LITERATURE CONSULTED

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APPENDIX A

TABLE 1. BOOKS LISTED IN STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES AND THE BOOKS IN THE SUMMER SENIOR HIGH SCHOOL LIBRARY ACCORDING TO THE DEWEY DECIMAL CLASSIFICATION SYSTEM BY TENS.

Dewey Decimal Classification Divisions	Starred titles					
	Total in Standard Catalog		Single		Double	
	SC*	Sum.**	SC	Sum.	SC	Sum.
000 General Works	0	0	0	0	0	0
010 Bibliography	40	17	12	4	15	9
020 Library science	46	17	11	5	14	8
030 Encyclopedias	11	6	0	0	8	6
040 Collected essays	0	0	0	0	0	0
050 Periodicals	2	1	0	0	2	1
060 Societies	0	0	0	0	0	0
070 Journalism	4	1	3	1	0	0
080 Collected works	0	0	0	0	0	0
090 Manuscripts & rare books	0	0	0	0	0	0
Total	103	42	26	10	39	24
100 Philosophy	0	0	0	0	0	0
110 Metaphysics	1	0	1	0	0	0
120 Metaphysical theories	0	0	0	0	0	0
130 Psychology	15	2	5	0	4	2
140 Philosophical topics	0	0	0	0	0	0
150 General psychology	6	0	1	0	0	0
160 Logic	2	1	1	0	0	0
170 Ethics	3	1	0	0	0	0
180 Ancient phil.	0	0	0	0	0	0
190 Modern phil.	0	0	0	0	0	0
Total	27	4	8	0	4	2

* SC stands for Standard Catalog for High School Libraries

**Sum. stands for Summer Senior High School

TABLE 1 (Continued)

Dewey Decimal Classification Divisions	Starred titles					
	Total in Standard Catalog		Single		Double	
	SC	Sum.	SC	Sum.	SC	Sum.
200 Religion	0	0	0	0	0	0
210 Natural theology	3	1	0	0	0	0
220 Bible	18	5	2	1	2	2
230 Doctrinal theology	6	1	1	0	0	0
240 Devotional & practical	1	0	0	0	0	0
250 Pastoral Theo.	1	1	0	0	0	0
260 Christian Church	2	1	0	0	1	1
270 Christian Church history	1	0	0	0	0	0
280 Christian Church & sects	2	1	2	1	0	0
290 Other religions	28	13	10	6	10	6
Total	62	23	15	8	13	9
300 Social sciences	45	14	15	6	2	2
310 Statistics	5	4	0	0	5	4
320 Political science	50	16	14	8	5	4
330 Economics	40	16	18	10	2	1
340 Law	27	14	9	5	1	1
350 Public administration	59	26	19	7	2	2
360 Social welfare	8	2	1	0	2	1
370 Education	42	21	13	8	3	2
380 Public services & utilities	39	4	14	1	2	1
390 Customs & folklore	107	26	24	8	13	8
Total	422	143	127	53	37	26

TABLE I (Continued)

Dewey Decimal Classification Divisions	Total in Standard Catalog		Starred titles			
			Single		Double	
	SC	Sum.	SC	Sum.	SC	Sum.
400 Language	3	0	1	0	0	0
410 Comparative linguistics	3	1	1	0	1	0
420 English & Anglo-Saxon	33	15	10	5	5	5
430 Germanic languages	1	1	1	1	0	0
440 French	3	1	2	1	0	0
450 Italian	1	0	0	0	0	0
460 Spanish, Portuguese	2	0	1	0	1	0
470 Latin	4	1	0	0	1	1
480 Classical & modern Greek	0	0	0	0	0	0
490 Other languages	0	0	0	0	0	0
Total	50	19	16	7	8	6
500 Pur science	38	14	11	7	2	1
510 Mathematics	40	35	8	8	3	3
520 Astronomy	50	20	12	7	0	0
530 Physics	51	22	15	6	3	3
540 Chemistry & allied sci.	30	18	9	8	4	4
550 Earth science	48	18	9	5	1	1
560 Paleontology	12	6	4	3	2	1
570 Anthropology & biology	76	30	16	8	8	5
580 Botanical sci.	29	11	11	7	0	0
590 Zoological sci.	103	27	14	7	10	4
Total	477	201	109	66	33	22

TABLE 1 (Continued)

Dewey Decimal Classification Divisions	Total in Standard Catalog		Starred titles			
			Single		Double	
	SC	Sum.	SC	Sum.	SC	Sum.
600 Technology	18	3	3	0	1	0
610 Medical sciences	62	14	16	4	1	1
620 Engineering	123	26	28	9	11	7
630 Agriculture	33	9	6	3	5	3
640 Home economics	48	5	10	1	2	0
650 Business	13	1	0	0	1	1
660 Chemical technology	4	1	0	0	0	0
670 Manufactures	3	2	1	1	0	0
680 Other manufactures	5	1	0	0	0	0
690 Building construction	2	0	0	0	0	0
Total	311	62	54	18	21	12
700 The Arts	15	7	5	3	3	3
710 Landscape & civil art	1	0	0	0	0	0
720 Architecture	5	1	2	0	0	0
730 Sculpture	17	6	0	0	1	0
740 Drawing & decor- ative arts	38	16	4	2	0	0
750 Painting	5	1	2	0	0	0
760 Prints & print making	0	0	0	0	0	0
770 Photography	2	2	1	0	0	0
780 Music	44	11	14	5	4	1
790 Recreation	129	20	17	7	3	2
Total	263	64	45	17	11	6

TABLE 1 (Continued)

Dewey Decimal Classification Divisions	Total in Standard Catalog		Starred titles			
			Single		Double	
	SC	Sum.	SC	Sum.	SC	Sum.
800 Literature	77	24	21	7	12	10
810 American liter. in English	137	41	51	21	19	12
820 English & Old English	123	54	54	31	23	13
830 Ger. Liter.	2	1	1	1	0	0
840 French	5	2	1	0	1	1
850 Italian	0	0	0	0	0	0
860 Spanish, Portuguese	0	0	0	0	0	0
870 Latin	4	3	2	2	1	1
880 Classical & modern Greek	16	8	6	4	2	1
890 Other literatures	3	1	0	0	1	1
Total	367	134	136	66	59	39
900 History	21	8	9	3	4	3
910 Geography, travels, description	226	91	64	38	27	24
920 Biography	113	27	41	15	20	17
930 Ancient history	10	2	2	2	0	0
940 Europe	99	52	30	21	14	11
950 Asia	14	3	2	1	0	0
960 Africa	3	1	1	1	0	0
970 North America	184	71	64	27	14	8
980 South America	5	1	1	0	0	0
990 Other parts of world	7	4	1	1	0	0
Total	682	260	215	109	79	63

TABLE 1 (Continued)

Dewey Decimal Classification Divisions	Total in Standard Catalog		Starred titles			
			Single		Double	
	SC	Sum.	SC	Sum.	SC	Sum.
Individual Biography	453	264	78	56	19	17
Total of 900's (Including biog.)	1135	524	293	165	98	80
Fiction	833	488	150	122	140	128
Story Collections	110	40	35	20	1	1
Total	4160	1744	1014	552	464	355