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## A Study of LDS Seminary Libraries

F. Burton Winters

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A STUDY OF L.D.S. SEMINARY LIBRARIES

A Thesis

Presented to the  
Department of Religious Instruction  
Brigham Young University

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Religious Education

by

F. Burton Winters

August 1964

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## CHAPTER I

### INTRODUCTION

For more than fifty years The Church of Jesus Christ of Latter-day Saints has had seminaries operative in various parts of the Church for the education of youth in religious principles. Expenditures of the Church for educational institutions have been exceeded only by the money spent in the building program. The latest available statistical report--April, 1959--shows that over fifteen million dollars were spent from the general funds of the Church to maintain and operate the Church schools during 1958.<sup>1</sup> This figure does not include expenditures contributed from local church funds for Church schools. A concerted effort is being made toward giving superior secular and religious education to the young people of the Church.

The Department of Education of The Church of Jesus Christ of Latter-day Saints (hereafter called the L.D.S. Department of Education or Department of Education) works under the direction of the First Presidency and Quorum of the Twelve in the supervision of the Church schools. As of April,

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<sup>1</sup>One Hundred Twenty-ninth Annual Conference of The Church of Jesus Christ of Latter-day Saints (Salt Lake City, Utah: The Church, 1959), 92.



1964, there were 165 full-time seminaries functioning in the Church School System. These seminaries hold classes in Church-owned buildings where the students are under the tutelage of qualified instructors. The teachers look to the Department of Education for direction and help in teaching the gospel to the young men and young women of the Church.

The L.D.S. Department of Education encourages all full-time seminaries to have adequate facilities for a library, and urges that a regular amount of money be appropriated annually to increase the number of volumes in the book collection. In many seminaries thousands of dollars have been invested in library books over the years, providing a valuable source of knowledge for both teachers and students.

### Purpose of the Study

This paper is devoted to an examination of seminary libraries. The study has a threefold purpose:

1. To determine some basic professional standards for seminary libraries.
2. To make a study among seminary faculties and students to determine library size, operation method, and use.
3. To draw conclusions and make recommendations that may be helpful to seminaries in maintaining adequate libraries.

### Methods and Procedures

Permission was sought from and granted by President

William E. Berrett, administrator responsible for seminaries and institutes in the Church, to proceed with a survey of seminary libraries. He requested that seminaries not be used which were in the vicinity of Salt Lake Valley and Utah Valley because of their involvement with other studies. Therefore, the seminaries which were used were from the northern part of Utah and the southeastern part of Wyoming.

Questionnaires were mailed to fourteen seminaries to determine pertinent information concerning their libraries. Thirteen responded with the desired information.

There were two types of questionnaires: (1) a faculty member questionnaire to be filled out by a faculty member from each seminary, and (2) a student questionnaire to be filled out by students from each seminary.

The faculty questionnaire asked for information in three specific areas: library size and facilities, method of library operation, and student use of the library. The two-page questionnaire contained eighteen questions. The questions were mostly of the objective type, with some space allowed for the subjective comments of the faculty members.

The student questionnaire was divided into two parts. Part I (containing seven questions) was completed by all students; Part II (containing five questions) was completed only by the students who had used the seminary library. The questionnaire was filled out by 821 students, the majority of whom were juniors and seniors in high school. The larger

seminaries received one hundred student questionnaires; the smaller ones received fifty.

Upon receipt of the completed questionnaires from the thirteen seminaries, the results were tabulated on a master report chart and interpreted on a percentage basis. These data formed the basis of the tables and illustrations of this study.

### Organization of the Study

This paper is organized in the following way:

Chapter I contains an introduction to the study and defines the purpose of the study and the methods and procedures used.

Chapter II contains a review of related literature.

Chapter III concerns the philosophy and standards of L.D.S. Seminary libraries.

Chapter IV contains the report of the findings.

Chapter V contains the conclusions and recommendations.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### I. Church Libraries

The L.D.S. seminary library is unique because: it serves high school students who are predominantly members of The Church of Jesus Christ of Latter-day Saints; it is intended to house books primarily pertaining to history and doctrine of the L.D.S. Church; it is staffed by teachers who know little about library operation procedures; it does not dispense secular literature; the students normally attend seminary only one period a day on a "released time" basis. These conditions make the seminary library somewhat different in aims and functions from the public school library, the community library, or other church libraries.

A review of related literature, however, yields some information which is relevant to the L.D.S. seminary libraries. This literature stems mainly from the field of religious education, for therein we find the purposes and practices somewhat compatible with the goals of the L.D.S. seminary libraries.

There are three general institutions in the religious education movement with which libraries are connected:

1. Parochial schools. These are full-time church schools in which both secular and religious subjects are taught. They are operated on elementary, secondary, and post-high school levels. The libraries in the parochial schools are analogous with other school libraries, except for the inclusion of religious books.

2. Theological seminaries. These are schools conducted primarily for the training of clergy. Their libraries are suited to their particular purposes.

3. Local churches. Many local churches maintain church or parish libraries as a service to their members. They are normally housed in a part of the church building and are usually operated by volunteer workers.

Since the available literature on religious libraries deals primarily with church or parish libraries, and since this kind of library has characteristics in common with the seminary libraries with which this paper deals, particular attention will be given to the literature which shows the purposes and functions of the church library.

The growth of church libraries in recent years has been encouraging. Straughan reports:

Today, the church library occupies an increasingly important place in religious life. Churches, large and small, new and old, realize how much a library can help in every phase of Christian work, and many denominations have established a department of Church Library Service to assist in library functions.

.....

Even more encouraging are the statistics of rapid growth in the church library movement. One of the largest Protestant denominations in America has a total of 7,862 church libraries; during 1961, 649 new ones were registered. Libraries in another denomination number 7,777; the first one was organized in 1941. Several other denominations report an increasing registration of new libraries.<sup>1</sup>

### Purposes

The purpose of the church school library is, according to Leona Althoff, ". . . essentially different from any other library in the world in that its chief aim is the dissemination of religious information and the positive development of the moral and spiritual life."<sup>2</sup>

Straughan suggests the proper aim for the church library should be the development of Christian character.<sup>3</sup> Another Protestant writer, Christine Buder, concurs with this philosophy. She says:

The church is one institution of our society which is primarily concerned with the development of Christian personality. Therefore, a collection of materials that will help individuals to live as Christians should be a vital part of every church's trust.

Just as books are windows to the soul, enlarging one's vision, so the church library is the

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<sup>1</sup>Alice Straughan, How to Organize Your Church Library (Westwood, New Jersey: Fleming H. Revell Co., 1962), 13-14.

<sup>2</sup>Leona Lavendar Althoff, The Church Library Manual (2nd ed. rev.; Nashville, Tennessee: Convention Press, 1955), 47.

<sup>3</sup>Straughan, op. cit., 13.

doorway to enriched Christian living and teaching.<sup>4</sup>

### Physical Considerations

Increased attention is being given to the physical facilities of church libraries. In commenting on this, Buder states:

The library should be in a room by itself if it is at all possible. If it must share its room, it should not be in the church office or any place that is used during the week, nor should it be used as a classroom.

It should be in a place accessible to most people. One way to improve the library is see that it is used by the greatest possible number of people, and accessibility will make for continued use.<sup>5</sup>

Althoff's philosophy is similar to that just expressed. "In an ideal situation", she says, "the library room should be used exclusively for the library. If possible, avoid the use of the library for other purposes."<sup>6</sup>

Attention is also being given among church library workers to such details as book classifying, hours of library operation, equipment, fines, book selection. There is a general trend toward more professional library standards.

It is held by Erwin E. John, for instance, that churches should establish due-dates for books and charge fines on

<sup>4</sup>Christine Buder, How to Build a Church Library (St. Louis: The Bethany Press, 1955), 6.

<sup>5</sup>Ibid., 15.

<sup>6</sup>Althoff, op. cit., 10.

overdue books.<sup>7</sup>

Althoff suggests the Dewey-Decimal system for numbering books in church libraries,<sup>8</sup> while John contends the Dewey-Decimal system is not as workable in a small church library as a simpler alphabetical arrangement by categories.<sup>9</sup>

Althoff defends the establishment of library hours and rules for church libraries. She states: "The entire church membership will have more respect for the library if it has rules and hours and strictly observes them."<sup>10</sup>

### Book Selection

Another area of concern is book selection. A Catholic writer states:

Since parish library funds are limited, the purpose of the library should be kept in mind and only "Catholic" books should be selected for purchase. Other good books can be obtained from the public library.<sup>11</sup>

Somewhat broader terms of book selection are suggested by other writers. Althoff, for instance, recommends three types of books for church libraries: informational books,

<sup>7</sup>Erwin E. John, The Key to a Successful Church Library (Minneapolis: Augsburg Publishing House, 1958), 33.

<sup>8</sup>Althoff, op. cit., 74.

<sup>9</sup>John, op. cit., 7-8.

<sup>10</sup>Althoff, op. cit., 16.

<sup>11</sup>The Catholic Library Association, Parish Library Manual (Villanova, Pennsylvania: The Catholic Library Association, 1959), 9.



inspirational books, and recreational books.<sup>12</sup>

Another writer, speaks of a minimum library for the church in these words:

Every church should provide a minimum library for its workers. This library should include basic reference books--commentary, concordance, Bible dictionary--and also reliable books on the church, Christian beliefs, Bible, children, youth, adults, and ways of teaching. Each department should have the background books which are recommended in the current curriculum materials. In addition, the best denominational and interdenominational church-school magazines should be given regularly to teachers.

To establish such a library is a costly project. Each annual budget should include an item for the library.<sup>13</sup>

Several proposed criteria for book selection are given by Buder. According to her criteria, attention must be given to the following matters:

1. For whom is the book written? To whom will it appeal? Is it readable and suitable for the group for whom it is intended?
2. Is it in keeping with Christian ideals and teachings?
3. Is the subject matter unbiased, or does the author intentionally express an interpretation of his own?
4. Is factual material accurate, reliable, authoritative and up-to-date?
5. Is the style of the book--vocabulary, sentence structure, form, diction--appropriate and effective?
6. Is the format--the physical makeup--of the book satisfactory?
7. Are the illustrations in keeping with the text? Are they of any artistic value?
8. Is the author qualified to write in the field the book covers?

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<sup>12</sup>Althoff, op. cit., 47-48.

<sup>13</sup>Marvin J. Taylor (ed.), Religious Education (New York: Abingdon Press, 1960), 177.

9. Is the publisher reliable, with an established reputation for issuing books in this field?

10. Has the book been included in any book list? Has it been reviewed in contemporary periodicals?<sup>14</sup>

Basic equipment for book loaning in a church library varies according to size of library, the purposes, and funds. John suggests that a librarian, if it is necessary, can "get by with" the following items: accession book, book pockets, book cards, date-due slips.<sup>15</sup> Others extend the list of needed materials to include furniture and other physical details. Buder lists nine items which she considers basic to a church library: (1) open shelves three feet long, eight to ten inches deep, (2) librarian's desk, (3) two-drawer card catalog cabinet--wood or metal, (4) supply cabinet to hold catalog cards, daters, ink, poster materials, etc., (5) reading tables and chairs, (6) magazine racks, (7) filing cabinets to store pictures, information, slides, film, etc., (8) book supports for each shelf, (9) bulletin board.<sup>16</sup>

### Use of Libraries

Problems are found not only in the establishment of church libraries but in their use. "The chief problem," as one writer has expressed it, "seems to be to get the books actually used. The closer relationship between the library

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<sup>14</sup>Buder, op. cit., 21.

<sup>15</sup>John, op. cit., 18.

<sup>16</sup>Buder, op. cit., 16-19.

and the church work, the better the chance that the library will be used."<sup>17</sup>

## II. Secular Libraries

In addition to church library literature some other literature has bearing on the seminary library situation. Mary Peacock Douglas, for instance, has written a book called Teacher-Librarian's Handbook (Chicago: American Library Association, 1941). This book explains in detail the steps an inexperienced "teacher-librarian" can use to establish and maintain a library. Mrs. Douglas has compiled a list of basic library equipment. This is adapted into the following list:

1. Accession book with space for one thousand initial entries.
2. Book card and book pocket for each book.
3. Rubber stamp with name of school.
4. Stamp pad.
5. Date-due slip for each book.
6. Electric stylus with white transfer paper or white lettering ink with pen for numbering books.
7. Clear shellac or plastic spray to coat number on book spine.
8. Charging tray to hold three by five bookcards; preferably of wood.
9. Alphabetical guide cards, A - Z (fibreboard), to

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<sup>17</sup>Taylor, loc. cit.

be used in the date-due file of books checked out; cards are filed vertically.

10. Band dater to stamp date due.

11. Three by five cards for catalog file with hole punched for rod. An average of three cards for each book title.

12. Catalog guide cards, A - Z.

13. Tray for three by five catalog cards, with no fewer than two trays per one thousand books.

14. Bookends--one for each shelf section.

15. Shelf label holders if desired.

16. Pamphlet boxes if necessary.<sup>18</sup>

Another book--profusely illustrated throughout--is School Library Routines Visualized, by Winifred Lemon Davis (Madison, Wisconsin: Library Research Service, 1948). This publication shows, through pictures and written explanations, the basic mechanics of setting up a library.

A few studies have been made of libraries in local school districts,<sup>19</sup> but they were found to be virtually unrelated to the libraries in the seminaries. The author could find no previous studies of L.D.S. seminary libraries.

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<sup>18</sup>Pp. 16-18, 109-110.

<sup>19</sup>See, for instance, Jack O. Wright, "A Survey and Evaluation of the Library Facilities of the Secondary Schools in the Nebo School District of Utah" (unpublished Master's thesis, Department of Education, Brigham Young University, 1957).

## CHAPTER III

### PHILOSOPHY AND STANDARDS OF SEMINARY LIBRARIES

#### I. Philosophy

In a revelation given through the Prophet Joseph Smith, the Lord said:

And as all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom; seek learning, even by study and also by faith.<sup>1</sup>

This philosophy, underlying the Church education program from early times, has emphasized acquaintance with good literature. Joseph Smith, himself a student with knowledge of a number of diversified subjects, organized the first classes for adult education in America. After the death of the Prophet the burden of educational advancement rested upon the Council of Twelve Apostles and subsequent leaders. The concern of the Twelve for educational materials is apparent from the "General Epistle" issued to the Latter-day Saints in December, 1847, from Winter Quarters.

It is very desirable that all the saints should improve every opportunity of securing at least a copy of every valuable treatise on education--every book, map, chart, or diagram that may contain interesting, useful and attractive matter, to gain

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<sup>1</sup>Doctrine and Covenants 88:118.

the attention of children and cause them to love to learn to read; and also every historical, mathematical, philosophical, and all other variety of useful and interesting writings, maps, etc., to present to the general church recorder, when they shall arrive at their destination, from which important and interesting matter may be gleaned to compile the most valuable works on every science and subject, for the benefit of the rising generations.<sup>2</sup>

B. H. Roberts, in commenting upon this passage from the epistle, states:

These suggestions were followed by the migrating saints, with the result that from the books, charts and maps hauled across the plains and over the mountains by ox wagons, within the two years following, a free public library was opened in Salt Lake in 1850.<sup>3</sup>

Thus, from the beginning of the Church to the present, the Church has been education-minded. Never before has there been such an array of Church books in homes and libraries as now. The standard works have wide distribution throughout the world, and missionaries distribute scores of pamphlets to investigators. In the educational program of the Church, books are at the core of religious instruction and play an important role within the structure of religious education.

Other Church leaders, subsequent to Joseph Smith, have spoken strongly about books and education. Brigham Young's philosophy of books is illustrated by this quotation from his

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<sup>2</sup>Millennial Star, X, No. 6 (March 15, 1848), 85.

<sup>3</sup>A Comprehensive History of The Church of Jesus Christ of Latter-day Saints (Salt Lake City, Utah: Deseret News Press, 1930), VI, 507.

teachings:

We are in a great school, and we should be diligent to learn, and continue to store up the knowledge of heaven and of earth, and read good books, although I cannot say that I would recommend the reading of all books, for it is not all books which are good. Read good books, and extract from them wisdom and understanding as much as you possibly can, aided by the Spirit of God.<sup>4</sup>

President Young further admonished: "I would advise you to read books that are worth reading; read reliable history, and search wisdom out of the best books you can secure."<sup>5</sup>

Joseph F. Smith, President of the Church from 1901 to 1918, expressed himself in these words: "Books constitute a sort of companionship to everyone who reads, and they create within the heart feelings either for good or for bad."<sup>6</sup> Other leaders in our own day have spoken strongly in defense of good books, as is shown in this admonition by President Hugh B. Brown:

We seek to arouse in all who are young in mind a broad and well-rounded acquaintance with and enthusiasm for fine books, that their increasing knowledge shall continue to be vigorous, dynamic, and zestful, that life may be worth living. . . .

The love of great books should earnestly be desired by every person. If we are to be free, our

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<sup>4</sup>Discourses of Brigham Young, selected and arranged by John A. Widtsoe (Salt Lake City, Utah: Deseret Book Company, 1941), 248.

<sup>5</sup>Ibid., p. 256.

<sup>6</sup>Joseph Fielding Smith, Gospel Doctrine (Salt Lake City, Utah: Deseret Book Company, 1949), 324.

minds must be free. He who loves and becomes acquainted with great books is the richest and happiest of men. Beginning with the Bible, great books are always and everywhere contemporaneous. Reading minds are growing minds, and when we cease to read, we cease to grow. If we do not read well, we will not think well.<sup>7</sup>

## II. Standards

The goals of a library must be correlated with the goals of the organization which it serves. In the seminary program the library must implement the effectiveness of the total seminary curriculum, and must be based upon the objectives of the seminary system. Therefore it is impossible to specify seminary library goals and standards without first examining the seminary objectives. These objectives, as stated by the L.D.S. Department of Education, are:

1. To help students acquire skills, knowledge and attitudes in secular and religious fields which will enable them to earn a livelihood and fit them for a worthy place in society.
2. To help students acquire a knowledge of God and a dynamic faith in His power and goodness.
3. To develop in the life and experiences of students an appreciation and understanding of Jesus, as the Christ; and to create in students a desire to follow the Gospel of Jesus Christ as a way of life and salvation.
4. To guide students in the development of a testimony of the divinity of the work of Joseph Smith, and to a conviction that the restored gospel is being disseminated throughout the world through the power and authority of the Priesthood of God.
5. To help students develop the ability and disposition to serve the Church in its many functions,

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<sup>7</sup>Hugh B. Brown, Continuing the Quest (Salt Lake City, Utah: Deseret Book Company, 1961), 329.



and to bring them to the experience of joy in service.

6. To help students arrive at a sound interpretation of life and the universe, to develop the ability and disposition to see God's purpose and plan in the universe, to understand man's relation to it, and to assist in the formulation of a philosophy of life built upon this interpretation.

7. To foster in students a progressive and continuous development of personality and character which is harmonious within itself, adjusted to society, to the physical environment, and to God.

8. To fire students with a desire to make the world a better place in which to live and to instill in them a love for all mankind.

9. To develop a love for and an appreciation of the Standard Works of the Church.<sup>8</sup>

The curriculum, through which these basic objectives are approached, is divided into four courses of study: Book of Mormon, New Testament, Old Testament, and Church History and Doctrine. The texts in three of these courses are the scriptures; the fourth course of study (Church History and Doctrine) uses The Restored Church by William E. Berrett as the text. In all courses of study supplementary books are used which are subordinate to the texts.

### Book Selection

Within the broad framework of the curriculum and the objectives, help is given in the selection of appropriate library books by (1) the course outlines, and (2) directives from the L.D.S. Department of Education. The course outlines suggest a number of books which are considered to be valuable to the teacher in the preparation of his lessons. The

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<sup>8</sup>Manual of Instructions for Released-time Seminaries (Provo, Utah: L.D.S. Department of Education, 1959), 8-9.

directives of the Department of Education have been helpful in furnishing lists of publications which are deemed valuable for seminary libraries.

The faculty of a new seminary finds it difficult to determine which books are worthy of purchase for the library. This task is made particularly difficult when the principal is unacquainted with past memoranda from the Department respecting suggested books, and when there is no list readily available upon which to make intelligent selection.

For the convenience of seminaries--new seminaries particularly--the writer has compiled a list of basic books in each of the four areas of study. The selections were based upon (1) the books mentioned in the course outlines, and (2) books suggested by the L.D.S. Department of Education in their letters of memoranda. These lists are found in Appendix A of this paper. The books are divided into five categories: Book of Mormon, New Testament, Church History, Old Testament, and Doctrine. For further convenience in cataloguing books properly, each book listed has been assigned a catalog number based on the abridged Dewey-Decimal system worked out by the Brigham Young University library staff.

#### Size of Library

The Department of Education has not been specific regarding either the number of library books that should be in seminary libraries, or the amount of library space which

should be available for books. The Department has suggested only that "adequate" libraries be maintained.

An arrival at some standard of library adequacy may be determined by considering both the number of books in the library and the amount of shelf space. Approximately three hundred basic books, based on the teacher outlines and the Department memoranda, are listed in Appendix A. Many seminaries would undoubtedly need multiple copies of some of these books in order to better serve their students. There are, moreover, many other worthwhile books which seminaries may wish to acquire. With these considerations in mind, it would seem that "adequate" space would be room enough to house from 1,000 to 1,500 books in a seminary of moderate size. Allowing three feet of shelf space for every twenty-five books, as determined by Douglas,<sup>9</sup> this would require between 120 and 180 lineal feet of shelf space. Seminaries with large enrollments might possibly provide space for 2,000 volumes--a number requiring 240 lineal feet of shelving.

#### Establishment and Operation of Libraries

Definite instructions have been given by the Department of Education concerning the establishment and operation of seminary libraries. These directions have been issued to released-time seminaries:

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<sup>9</sup>Mary Peacock Douglas, Teacher-Librarian's Handbook (Toronto: Longmans, Green and Company, 1948), 108.

It is expected that principals will do all that is possible to maintain and improve the Seminary library in order that teachers and students can be provided with enrichment and source materials. Books should be selected with care, with various church histories, biographies of Church leaders, and outstanding books on doctrine coming first on the list of desired acquisitions.

The main source of funds for increasing the library is through provision in the annual budget submitted to the Stake or District Board of Education. This, of course, will depend upon the financial ability of the stake(s) involved and will have to be discussed with the Board. Part of the monies collected from students for books and supplies can be used when a surplus has accrued. A local drive to get contributions in the way of books is, also, a possibility. If such a project is entered into, a list of books which would be acceptable should be prepared in order that those of no value will not be submitted. Members of wards or stakes who do not have a book might be encouraged to contribute the price of a book so that newer books dealing with doctrine and history might be purchased. The Department of Education does not contribute to the cost of acquiring new books.

A library system providing for a record of accession of books, their systematic arrangement and cataloging, and their loaning should be set up and maintained.<sup>10</sup>

At least four guides for libraries are defined by the above instructions:

1. The principal is obligated to maintain and improve the library.
2. Church histories, biographies of church leaders, and doctrinal books should be a basic part of the seminary library.
3. Funds for library books are appropriated by the

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<sup>10</sup>Manual of Instructions for Released-time Seminaries,  
op. cit., p. 50.

local boards of education, according to the needs of the seminary and the ability of the board to pay.

4. A proper system for accessioning, cataloging, and loaning books should be maintained.

To the basic instructions in the Handbook just referred to may be added other statements from the Department of Education regarding libraries. In a memorandum signed by President William E. Berrett, vice-administrator responsible for seminaries and institutes in the Church, the following information was sent under the date of April 30, 1957: "May we urge all Seminary Principals and Institute Directors to consistently build adequate libraries. A reasonable amount in the budget each year will finally achieve the result you are after."<sup>11</sup>

Three and one-half years later Alma A. Gardiner, director of curriculum, sent this directive to all seminary principals:

From time to time you have been reminded by this office that a small amount should be included for library books in making up your yearly budget for submission to your Seminary boards of education. This does not need to be a large sum, but it should be requested yearly in order that Seminary libraries might be regularly enlarged to some extent. When this has been done, enviable libraries are being acquired and, thus, teachers are enriching their presentations and students are growing through their own efforts in research.

Some Seminaries have not heeded this directive. It is again renewed at this time, and with greater

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<sup>11</sup>L.D.S. Department of Education Memorandum No. 14.

emphasis. Kindly see that your yearly budget, though the amount may be small in many instances, include a sum for the purchase of library books.

We have periodically sent out lists of new publications which are felt to have particular value for the work of the seminaries. . . .<sup>12</sup>

In May, 1963, further instructions were issued regarding libraries:

You will soon be making up your budget for 1964. A sum should be set up for the purpose of adding to your Seminary libraries. It is the regular addition of books, even though small in number, that counts in the long run.<sup>13</sup>

At times the Department of Education has recommended specific books which it feels would be of particular value to seminaries. The memorandum from William E. Berrett is illustrative of this assistance from the Department:

There is a current volume which would be most helpful to all Seminary teachers. It is The Art of Counseling by James J. Tschudy. It is written for Church people who have occasion to give counsel and advice. Basic problems and questions are considered along with the manner and methods a counselor should use.

Other current books to consider are listed in the Deseret Book Company price list recently sent to each Seminary.<sup>14</sup>

Although the Department of Education has issued general instructions concerning seminary libraries, the actual task of library establishment and operation remains a local function--a task performed by "teacher-librarians", most of

<sup>12</sup>Ibid., No. 33, September 7, 1960.

<sup>13</sup>L.D.S. Department of Education Memorandum, from William E. Berrett, No. SP-33, May 9, 1963.

<sup>14</sup>Ibid.

whom entirely lack professional training in library science. The problem is augmented when seminary personnel are assigned to new buildings where library books and equipment are non-existent. Here the faculty must begin the arduous process of acquiring books and of setting up proper methods of book processing.

As an aid to seminaries in the establishment and maintenance of libraries, the Department of Education has issued a brochure entitled Library Systems in which professional help is offered. This material is summarized as follows:

1. An accession book should be kept in which all books are listed as they are purchased or given to the library. Information concerning the author, title, publisher, year of publication, source, and cost should be kept. Each book is numbered consecutively with an "accession number" as it is added to the library.

2. Every book in the library should bear a label which gives indication of ownership, call number, and accession number.

3. A pocket and library card are essential items for convenience in checking out books. These are generally placed in the front of the book on the same cover as the label.

4. A "date due" slip for each book is recommended. This is usually placed in the front cover opposite the pocket

to serve as a reminder to the student of the date the book is due at the library.

5. A "call number" should be marked on the spine of each book so that it is clearly visible when the book is on the shelf. The recommended method of marking is to use an electric stylus with white transfer paper. The call number should be one inch from the bottom of the book and should be coated with plastic spray or shellac for durability.

6. A card catalogue should be maintained. In this file 3 by 5 cards are placed alphabetically according to authors. Other cards may be prepared so that books are also referred to by title or subject. The call number is placed in the upper left hand corner of the catalog card.<sup>15</sup>

Further detail is given on the cataloguing of library books in these words:

The arrangement of library books can be very important. It is supposed that every seminary has ample shelving. Books are easily destroyed or misplaced if they are allowed to accumulate in boxes or piles in your office.

Perhaps there are no more authoritative sources for library organization than people who work at the profession day after day. Every librarian will recommend the Dewey-Decimal system for cataloguing books. According to this system the section containing religious references is from 200-300, therefore, our libraries would be categorized with most of our volumes coming under this classification. Within this area each number is assigned to a category. If you are using this to set up your library it is

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<sup>15</sup>Library Systems (Provo, Utah: Department of Education of The Church of Jesus Christ of Latter-day Saints), pp. 1-3.



very essential that you make a thorough and comprehensive study of this system and follow its recommendations.

A library set up under the Dewey-Decimal system has several advantages:

a. An indefinite number of books can be added to your library without changing your system. There are no limitations as to size.

b. Libraries throughout the United States are set up after this manner, therefore it would not matter where you studied or taught, you would already be familiar with the system.<sup>16</sup>

It has been shown that the philosophy of the Church justifies due concern over adequate educational facilities, and that the use of library books is an important aspect of the curriculum of the Church School System. It has further been shown that specific directions have been given to seminaries so that the establishment and maintenance of libraries will be based on professional library standards.

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<sup>16</sup>Ibid., pp. 4-5.

## CHAPTER IV

### REPORT OF FINDINGS

After the establishment of some standards for seminary libraries in Chapter III, attention is now given to the findings of the survey made in this study. As has already been discussed, thirteen seminaries were surveyed regarding their libraries. The results provide data in three areas: (1) the size of libraries, (2) the method of operating libraries, and (3) student use of libraries. These findings will be discussed in detail in this chapter.

#### I. Size of Libraries

The examination of the size of the seminary libraries provided information which could be measured against acceptable library standards. In the survey, consideration was given to: (1) the age of the building, (2) the number of classrooms, (3) enrollment, (4) the number of volumes in the library, and (5) the amount of shelf space for books.

The seminary buildings in the study ranged in age between three years and forty-eight years. Six were twenty-five years or older; seven were ten years or less.

The number of classrooms in the seminaries varied between one and eight, giving an average number of 4.7 rooms

per building.

The size of the seminaries, based on enrollment, was widely spread. The smallest enrollment was 196; the largest was 1,160. Five seminaries had enrollments exceeding one thousand.

Four seminaries had one thousand books or more in their libraries. The numbers of books ranged between 200 and 1,836. Library shelf space fluctuated from 252 lineal feet in one seminary to 40 feet in another.

The above findings are summarized in Table 1. The seminaries are listed according to size.

TABLE 1

A COMPARISON OF THIRTEEN SEMINARIES AS TO AGE, NUMBER OF CLASSROOMS, ENROLLMENT, NUMBER OF VOLUMES IN LIBRARY, LINEAL FEET OF LIBRARY SHELF SPACE

Years in Building	Number of Classrooms	Enrollment	Number of Volumes In Library	Lineal Feet Of Shelving
35	1	196	...	40
27	3	371	650	70
40	3	415	700	...
48	4	640	700	...
42	6	648	250	75
4	6	740	200	100
10	6	750	1,058	125
4	7	750	650	144
3	7	1,000	...	252
8	5	1,000	1,753	217
8	5	1,100	1,165	130
27	7	1,150	800	80
4	8	1,160	1,836	168

It will be noted from the above data that the seminaries with book collections of one thousand or more are seminaries which have been in existence from three to ten years, and that the seminaries falling short of one thousand volumes are older seminaries. It is also observed that the older seminaries have less shelf space than the newer seminaries.

A faculty member from each of the seminaries was asked the question: "Is there sufficient room in your library for a card catalogue file and other necessary library facilities?" Eight seminaries considered their facilities "adequate" or "fairly adequate", and five judged their condition to be "crowded" or "no room". (See Figure 1.) It was also noted that of the five seminaries who indicated they were either "crowded" or had "no room", four had other functions (work-room, storage space, audio-visual equipment, etc.) combined with the library. Seven seminaries had libraries entirely separate from all other facilities.





Response		Number of Responses
Adequate		6
Fairly Adequate		2
Crowded		3
No Room		2

Fig. 1.--Amount of space in the library for card catalogue file and other library equipment.

The survey dealt with ten specific areas of books: (1) books about the life of Christ, (2) church histories, (3) biographies, (4) doctrinal, (5) principles of teaching and guidance, (6) fiction and books of a poetic or inspirational nature, (7) Bible dictionaries, commentaries, etc., (8) books about the Book of Mormon, Doctrine and Covenants, Pearl of Great Price, (9) other churches, (10) periodicals. Five respondents indicated an adequate supply of books in all ten areas. Eight noted a need for more books in one or more areas: other churches (2), teaching principles (2), recent editions (2), guidance (1), doctrinal (1), biographies (1), all areas (2).

The amount of money spent annually on books ranged between twenty-five dollars and one hundred and fifty dollars. The largest amount was spent by two of the newer seminaries. Figure 2 shows the breakdown of amounts as given by the respondents.

Closely related to the amount of money spent annually for library books is the number of volumes regularly being added to the library. Extending over a five-year period (1959-60 to 1963-64), the additions ranged from forty-two volumes in an older seminary to seven hundred in a newer one.

Student respondents gave an indication of the convenience of the library location in the building. The study showed that 96.1 per cent of them knew where the library was located in the building; 92.3 per cent considered the library

to be conveniently located in the seminary. Seven seminaries made the library convenient to students as a "reading room" where the students could read library books.








Number of Seminaries	Amount Spent Annually for Books	
2		\$ 25.00
1		35.00
1		40.00
1		50.00
1		55.00
2		75.00
2		150.00

Fig. 2.--Amount of money spent annually for seminary library books.

The survey gave opportunity for the faculty members to comment on the size of their libraries. Some of their statements were: "Excellent"; "We are quite proud of the quantity and quality of the books in our library"; "Between two classrooms and noisy"; "Ought to be twice the size"; "Located in the wrong place".

## II. Method of Library Operation

In addition to revealing information on library size and other related matters, the survey disclosed information respecting methods and procedures used in operating the

various libraries. The faculty members who participated in the survey responded to some specific questions about accession books, book labels, pocket and library cards, system of classification, loan period, fines, library hours, library staff, and procedures used in checking out books.

Concerning these details, it was found that eight of the seminaries kept accession books in which all library books were listed according to accession number; ten used book labels to identify each book as to ownership, call number, and accession number; eleven seminaries provided pocket and library cards for each library book for convenience in checking out books; eight seminaries had "date due" slips pasted in each book; nine seminaries marked all library books on the outside with catalogue numbers; complete card catalogue files were maintained in eleven seminaries. This information is summarized in Table 2.

TABLE 2  
LIBRARY PROCEDURES USED IN THIRTEEN SEMINARIES

Library Procedure	Responses	
	Yes	No
Accession book	8	5
Identifying book label	10	3
Pocket and library card	11	2
Date due slip	8	5
Card catalogue	11	2

In relation to numbering and classifying library books, eleven seminaries had some system of classifying books. Eight of the seminaries used the Dewey-Decimal or modified Dewey-Decimal system of numbering, and two used their own system of classification. Figure 3 gives this information





Classification system		Number of Seminaries
Dewey-Decimal		2
Modified Dewey-Decimal		6
Other		3
None		2

Fig. 3.--Library book classification systems used in thirteen seminaries.

As has just been noted, most of the seminaries maintained a classification system for numbering books. In addition, twelve seminaries maintained card catalogue files for their books. Ten seminaries filed the cards under two or more divisions. Six filed the cards under author and title; three filed the cards according to author, title, and subject; and one filed cards under author and subject. This is graphically portrayed in Figure 4.

Although most of the seminaries paid particular attention to classifying and cataloguing their books, they



appeared quite flexible in the length of time for which a book may be borrowed by a student. Six of the seminaries had no rigid time limit on book loans. In these seminaries a student could keep a book for an indefinite period of time. In the remaining seven seminaries, three had established limitations of one week on loans, and four had limited the loans to two weeks. (See Figure 5.) Only four seminaries charged fines on overdue books--two charging two cents per day and one charging five cents per day. The remaining seminary gave no indication of the amount of fine levied.

In all seminaries surveyed, the library was made available five days a week for loaning books to students. Twelve stated that students could borrow books before the beginning of the school day; thirteen indicated books could be borrowed at the end of school. During the school day, according to the survey, books could be borrowed between classes in eleven seminaries, and during classes in nine seminaries. None of the seminaries restricted book loaning to a limited number of school days. The details of library availability for loaning are shown in Figure 6.

The survey among the students disclosed that 47.8 per cent of those who had borrowed library books said the library staff had been helpful to them in locating desired books. A slightly smaller number (41.6 per cent) said the books of their choice were easily located in the library. The vast majority of students (96.1 per cent) knew the location of the






Division or Divisions in Card Catalogue File		Number of Seminaries
Author and title		6
Author, title, and subject		3
Author and subject		1
Author only		1
Subject only		1

Fig. 4.--Card catalogue division arrangement used in twelve seminaries.




Loan Period Limit		Number of Seminaries
1 week		3
2 weeks		4
Indefinite		6

Fig. 5.--Loan period limit placed on library books.






Availability of the Library For Book Loaning		Number of Seminaries
All school days		13
Before start of school day		12
At end of school day		12
Between classes		11
During classes		9

Fig. 6.--Times made available for loaning books.

library in the seminary building; however, only one-third of the students were aware of the hours when the library was open for use.

Further investigation along this line showed that fewer than half the seminaries (5) had a faculty or student librarian who was in the library at regularly appointed hours to loan books to students. Only two of the seminaries used students to check out books and to help with the accessioning and cataloguing of books; the remaining twelve seminaries used faculty members for these tasks.

"Open stack" privileges (the privilege of entering the library and selecting books from the shelves) were granted to students in eight seminaries; yet only 49.3 per cent of the students knew the procedure to use in checking out a library book.

Some of the details related to loaning books to students are illustrated in Figure 7.





Library Provision		Number of Seminaries
Student librarian		2
Faculty librarian		11
Regular library hours		5
"Open stack" privileges		8

Fig. 7.--Library provisions in thirteen seminaries.

### III. Student Use of Library

A third area of concern in this study was in determining how extensively seminary libraries were used by the students. An attempt was made to assess the degree of helpfulness of the libraries to the students, the amount of encouragement to use the libraries given by seminary teachers to their students, the number of students using the libraries, the number of books being read, and the types of books being used most by students.

The survey asked the question: "How helpful do you find the seminary library to be in your seminary work?" Of 813 students who responded to this question, 47 per cent felt the library was of "little" or "no help" to them in their seminary work. On the other hand, 53 per cent indicated the library was of "some help" or "a great deal of help" to them in their work. Figure 8 illustrates the student responses to this query.

Degree of Helpfulness of the Library	Student Responses in Per Cent
A great deal of help	13.4
Some help	18.8
A little help	16.4
No help	31.4

Fig. 8.--Degree of helpfulness of the seminary library according to seminary students.

Further indication of the lack of maximum student involvement with the library is revealed in Figure 9. Nearly half the student respondents had received "little encouragement" or "no encouragement" from their seminary teachers to read from library books. Only 10.6 per cent of the students stipulated having received "a great deal of encouragement."

Encouragement Received from Teacher to Read Library Books	Student Responses in Per Cent	
A great deal		10.6
Much		13.6
Some		27.6
A little		26.2
None		22.0

Fig. 9.--Amount of encouragement received by students from seminary teachers to read library books.

Closely correlated with the encouragement received by students to use library books, is the number of assigned readings given to students by the teachers. The students involved in the survey were asked to indicate the number of times their teachers had given assigned reading from library books or periodicals during the school year. More than half (61.6 per cent) the students declared that their teacher had given no assigned reading from books or periodicals during the year. Among the students who had been given reading assignments,

31.8 per cent had been given from one to five assignments; merely 6.8 per cent had received more than five assignments throughout the year. (See Figure 10.)





Number of Assigned Readings Given from Library Books		Student Responses in Per Cent
More than 10		3.4
6 to 10		3.2
1 to 5		31.8
0		61.6

Fig. 10.--Number of assigned readings from seminary library books given by teachers to students during one year.

The study further revealed that less than half (42.8 per cent) the students had used the seminary library at any time. The responses from the individual seminaries ranged between 18 per cent and 87 per cent of the total enrollments using library books. The girls used the library slightly more than the boys (girls, 43.3 per cent; boys, 42.4 per cent).

The responses from the faculty members were widely distributed concerning the numbers of library books used monthly. (See Table 3.) All seminaries except one gave estimates ranging between five and fifty books being used per month; the remaining seminary estimated that five hundred books were used from its library monthly. The latter seminary used the library extensively each day for devotional purposes.

Other survey questions disclosed that in five seminaries the libraries were used daily. Six indicated their libraries were used two or three times a week; two said their libraries were used once a week or less.

TABLE 3

ESTIMATED NUMBER OF SEMINARY LIBRARY  
BOOKS USED PER MONTH

Estimated Number of Library Books used per Month	Number of Seminaries
500	1
50	1
40	1
30	1
25	4
20	1
15	1
5	1

Among the perusers of the library, few students had used more than five books in a year's time. In fact, 91.7 per cent had used from one to five books; the bulk of the remaining students had read from six to ten. The number of students who had read more than ten books was negligible. Figure 11 gives the exact statistics on the numbers of books used by students.

The survey revealed not only the number of students who had read books, but the reasons for which they had used them. Over sixty-five per cent of the students had read from library books to fill assignments. Other reasons given were:

to prepare talks, 44.7 per cent; to answer personal questions, 22.2 per cent; to read for pleasure, 22.2 per cent; to read for pleasure, 20.5 per cent; enrichment reading, 12.8 per cent; miscellaneous reasons, 6.5 per cent. (See Figure 12.)



Number of Books Used	Student Responses in Per Cent
Over 25	/ .3
21 to 25	0
16 to 20	/ .3
11 to 15	/ .6
6 to 10	 7.1
1 to 5	 91.7

Fig. 11.--Numbers of books used by students during one school year.







Reasons For Which Library Books were Read	Student Response in Per Cent
To fill an assignment	 65.5
To prepare talks	 44.7
To answer personal questions	 22.2
To read for pleasure	 20.5
Enrichment reading	 12.8
Other reasons	 6.5

Fig. 12.--The reasons students used seminary library books.



The student respondents were also asked where they had read their seminary library books. The results shown in Figure 13 show that 53 per cent had done their reading at home, and 42 per cent had read the books in seminary class. A somewhat lesser number had done reading in the seminary library, in the high school, and other places.

Where Seminary Library Books Were Read	Student Response in Per Cent
Home	53.3
Seminary class	42.1
Seminary library	15.4
High school	6.5
Other	.5

Fig. 13.--Where seminary library books were read by students.

It was apparent from the study that certain types of books were read more frequently than others. The student questionnaire asked the students to indicate all types of books which they had used from the seminary library. Among the ten categories of books listed in the survey, church history books had more use by students than books in any other area. The complete results disclose the specific groups of books and the percentages of students who had read from each group: church history, 59.5 per cent; doctrine, 33.9 per cent;

short stories and thoughts, 27.9 per cent; personal problems, 26.2 per cent; books about the Standard Works, 23.3 per cent; church magazines, 18.2 per cent; biographies, 14.8 per cent; books about Christ, 14.2 per cent; other churches, 6.8 per cent; fiction, 6 per cent; other, 3.4 per cent. See Figure 14 for a graphic presentation of the data.












Types of Books Used	Student Response in Per Cent
Church history	 59.5
Doctrine	 33.9
Short stories and thoughts	 27.9
Personal problems	 26.2
Books on the standard works	 23.3
Church magazines and periodicals	 18.2
Biographies	 14.8
Books about the life of Christ	 14.2
Other churches	 6.8
Fiction	 6.0
Other types	 3.4

Fig. 14.--Types of library books used most by seminary students.

Particular attention was given in this study to see if a positive relation existed between the number of volumes in the individual seminary libraries and the number of students using library books. It was found that the seminary with the

least number of volumes in the library had the least number of students using library books, and that, furthermore, the larger libraries had greater usage of their libraries than the smaller libraries. Figure 15 shows the exact relationships between the twelve seminaries regarding volumes in the library and the number of students using the library.













Number of Volumes in Library	Students Using Library in Per Cent
1,836	 45
1,753	 87
1,165	 38
1,058	 49
1,050	 44
800	 43
700	 36
700	 25
650	 32
650	 83
250	 37
200	 18

Fig. 15.--Relationship between number of volumes in the library and number of students using library books.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

A comparison of the information gained from the survey with proper library standards leads to certain conclusions about the maintenance and effectiveness of seminary libraries. These conclusions, together with recommendations, will be discussed in this final chapter.

#### I. Size and Adequacy of Libraries

The major determining factors in the physical adequacy or inadequacy of the library are (1) the amount of shelf space and library area and (2) the number of volumes in the book collection.

##### Room Size and Shelf Space

It was observed that four of the seminaries who considered their libraries to be "crowded" had other facilities (workroom, supply room, etc.) combined with the library. Only two of the eight seminaries with "adequate" or "fairly adequate" space had other facilities combined with the library. The inadequacy of library space was felt more acutely by older seminaries, with only one of the newer seminaries being termed inadequate. These factors would seem to favor complete

separation of the library room from all other functions, thus eliminating the chance of bulky equipment taking up needed space in the library.

Slightly over half the seminaries that were studied made the library accessible to students as a "reading room", though only a small number of the students who had read seminary library books had used the library for that purpose. A substantially-high percentage of the reading students had read their seminary books either at home (53 per cent) or in the classroom (42 per cent). A much smaller percentage had used them in the seminary library (15.4 per cent) or in the high school (6.5 per cent).

Idealistically, a "reading room" may be a desirable thing to have in a seminary building, but from a practical point of view the average seminary student has a rigid schedule of classwork to follow each day, with little time to do individual reading outside the classroom. Where conditions are appropriate, a table and some chairs in the library would provide sufficient area for the few students with time to read during the school day. Primarily, however, the library in the seminary is a dispenser of books and literature, rather than a reading room for students.

In regard to the location of the library in the seminary building, the data indicate 96.1 per cent of the students knew where the library was located in the building, and 92.3 per cent felt the location was convenient.

The adequacy of shelf space within the library is another physical aspect of major concern. As was previously defined in Chapter II, "adequate" shelf space would be sufficient shelving to hold from 1,000 to 1,500 books. (Larger seminaries might possibly have upwards of 2,000.) This would require between 120 and 180 lineal feet of shelf space for libraries with 1,000 or 1,500 books.

Agreeable with this definition, it was found in the study that seminaries with less than one hundred lineal feet of shelf space were termed "inadequate" by the faculty member respondents. On the other hand, all the seminaries with 1,000 volumes or more had more than 100 lineal feet of shelving--ranging between 130 and 252 lineal feet. According to this definition of "adequacy", six seminaries had sufficient shelf space; five were inadequate. Two seminaries did not respond to the survey question.

#### Number of Library Volumes

Contrary to the original hypothesis, newer seminaries (those from three to ten years old) had more volumes in the book collections than seminaries built thirty or forty years ago. It was found that all seminaries with book collections of one thousand or more had been in their present buildings from three to ten years. All seminaries twenty years or older had library collections of less than one thousand. One forty-two year old seminary had only 250 library volumes. At least

one of the newer seminaries, however, had moved into a new building in recent years and had actually been adding to the library for a number of years prior to moving. Regardless of this, it would seem that the older seminaries, being crowded anyway, have added very slowly to their book collections, and have fallen behind the newer seminaries in the number of books accumulated. Several of the newer seminaries with superior library facilities had conducted book drives in their local areas and had sometimes gathered several hundred volumes in a school year.

All seminaries involved in the study seemed to be adding to their book collections each year, though no significant rate of growth was apparent.

Concerning the types of books in the libraries, all respondents indicated they had books in all ten of the specified areas. Books on doctrine, however, superseded, in number, the books in all other categories. The tabulations in the other nine areas ranged so widely that the only warranted conclusion which could be made was that all seminaries possessed books on a variety of Church-related subjects. Two of the newer seminaries expressed a need for more books in all areas. The types of library books needed is entirely a local problem with each seminary.

## II. Method of Operation

### Book Processing

Compared with normal library standards, the practices of most seminaries fell short of the ideal in one or more areas. Five seminaries, in particular, had notable deficiencies in two areas: (1) the keeping of accession books, and (2) supplying all books with "date due" slips.

Procedures of merit, in which most of the seminaries approached library standards, were (1) in providing pocket and library cards for use in checking out books, and (2) in maintenance of card catalogue files.

Only two seminaries failed to keep card catalogues. Among the seminaries who did keep card catalogues, ten filed the catalogue cards under two or more divisions, such as author and title. Three of the ten filed cards under three divisions: author, title, and subject. Considering the inexperience of many seminary personnel with library procedures and the heavy teaching loads placed upon them, this is a commendable accomplishment.

Two-thirds of the seminaries used the Dewey-Decimal or modified Dewey-Decimal system for numbering and classifying books, according to Department of Education recommendations. The modified Dewey-Decimal system has been worked out in detail for seminaries by the Brigham Young University Library Staff. This system classifies all religious books in the



class 200-299, as in the regular Dewey-Decimal system, but is expanded to provide a better subject classification for L.D.S. theological works. Three seminaries had their own system for numbering books, while two of the older seminaries had no system for classifying their books.

### Loaning Books

Six seminaries had established no rigid time limit on book loans, and only four seminaries charged fines on overdue books. It seems possible that under an indefinite loan period a loss of books would occur which might be avoided under more strict loan limitations. Under stricter loan terms, seminaries could still provide flexibility in book loans by allowing renewal privileges for students who wished to keep books for extended periods of time. This renewal would serve a double purpose: It would remind the borrower of his obligation to return the book, and would discourage carelessness and forgetfulness.

### Library Hours

A notable improvement needs to be made in both the establishment of specific hours when the library is open to students, and in the education of the students to the library schedule. Over nine-tenths of the students knew where the library was located in the building, but only one-third knew when the library was open for their use. Theoretically, the libraries were open to students five days a week, but in

actual practice the students in some seminaries had to make a request of the seminary teacher in order to borrow a book. The very general nature of the library hours may be one of the reasons half the students never use the library. In trying to make the library open at all times it has become open (in the literal sense) very little of the time. The "hours" have depended on the hours during the day when a teacher can be found to make the library "open" to a particular student with a particular request.

There would seem to be some value in assigning specific hours for loaning books. An opened library door and a helpful librarian would serve as invitations to students to investigate the library facilities. A closed library door, open only upon request from individual students, draws no more than a select few into the library shelves. It discourages the timid student and makes it impossible to obtain a book when no faculty member is available.

#### Library Staff

It is apparent that the seminary libraries are being operated almost entirely by faculty members. Only two seminaries, according to the survey results, used students to check out books and to help with the accessioning and cataloguing.

It is interesting to note that the seminary which was the most successful in numbers of books checked out by

students was a seminary using student management in the operation of the library. This seminary had, for instance, a faculty member who was the adviser to the library and its staff. Under his direction, a responsible student served as "head librarian" who did much of the work related to checking out books, collecting fines, and processing new acquisitions. Other student librarians were appointed from each period throughout the day to check out books during the first few minutes of each class. The students themselves became more actively involved and interested in the library and, consequently, increasing numbers of books were checked out.

The use of student help may be a valuable key in getting full use of our libraries. The faculty members, already burdened down with full teaching loads and extra-curricular activities, could be relieved of much of their work with the library by using competent students who, with proper training and supervision, could do an excellent job in operating the library.

### III. Extent of Use of Library

It was found that most seminary libraries were not used by extensive numbers of students. Among the 821 students surveyed, less than half (42 per cent) had used the library to any degree. The responses further showed that nearly 58 per cent of the students considered the library to be of little or no help to them in their seminary work; only 13.4 per cent

disclosed that the library was a great deal of help to them.

Part, if not most, of the reason for library disuse lies, apparently, in the teacher himself. Forty-eight per cent of the students disclosed having received little or no encouragement from their seminary teachers to read from library books, and 61.6 per cent of the students said the teacher had given no assigned reading from seminary library books during the year. Even among those who had received reading assignments, only 6.8 per cent had received more than five assignments during the entire year.

A close look at the number of books used by individual students reveals that few students are involved in an appreciable amount of study in seminary library books. Of those students who had used books during the school year, over ninety-one per cent had used only between one and five books. Only four students from the 821 surveyed indicated a perusal of more than ten books during the entire school year.

The books most commonly used by students were, in descending order, books on church history, doctrine, short stories and thoughts, personal problems, and books about the standard works. Biographies, church magazines, and books about other churches and the life of Christ had been read by less than twenty per cent of the students.

It may not be surprising to see that the books read most widely were church history and doctrinal since the study dealt largely with upper grades--juniors and seniors.

Furthermore, it is somewhat normal for upper grade students to be more verbal than students in the lower grades. Perhaps the greater availability of church history and doctrine books in the libraries is another contributing factor in explaining their more frequent use. Still another question presents itself: Does the church history outline used in the seminaries encourage more individual student reading than do the other course outlines? This is a problem which is not answered within the scope of this study.

The essential problem disclosed by the study seems to be that the seminary libraries are rather well-equipped with books and literature on most religious subjects but are far short of being used to capacity. Furthermore, the faculties of some seminaries are not operating the libraries professionally according to library standards so as to encourage the more frequent use of library books. The problem, mainly, consists in getting more use from the already-existing libraries.

#### IV. Recommendations

On the basis of the results and conclusions of this study, the following recommendations are made:

##### Size of Libraries

1. The seminary library could be more effective if it were made separate from all other facilities in the building. If this were done there would be less danger of the library being hampered by other functions and being

reduced to relative minor importance. Sufficient attention should be given in the planning stage of buildings to see that the physical facilities are adequate, with at least 120 lineal feet of shelf space being provided for every 1,000 volumes, and additional space being provided for work area in the library.

2. A suggested list of library books, if it were available to seminaries, could prove helpful in proper library book selection. This would be particularly true with new seminaries. Appendix A of this paper provides a basic list which might possibly be used for this purpose.

#### Method of Operation

1. Each seminary could profit from several basic reference works on library standards and procedures. Some suggested publications of merit are:

Library A B C's, by Mary I. Mustard. Three chapters of particular usefulness deal with the subjects of taking care of books, finding books, and cataloguing books.

Library Systems, by the L.D.S. Department of Education. (Mimeographed.)

School Library Routines Visualized, by Winifred Lemon Davis. An illustrated book showing in pictures and in words the mechanics of establishing a library.

Teacher-Librarian's Handbook, by Mary Peacock Douglas. The author treats, in basic terms, the organization of the book collection, classification and cataloguing, and care of the library and of the books.

2. The Department of Education has issued some pertinent instructions concerning the method of operating seminary

libraries. The seminaries would do well to study all available literature from the Department on this matter. Additional aid from the Department might provide helps in a number of areas:

- a. Sending printed matter to seminaries, particularly to new ones, on library organization and operation.
  - b. Extending professional help and consultation to seminaries through the services of the Brigham Young University library staff. A special summer school course on library management for seminary personnel could prove advantageous. Appointment of a professional librarian to supervise library services throughout the church school system might also be considered.
  - c. Including library matters as a part of the monthly district faculty meetings during the year, with demonstrations of library details and discussions of problems.
  - d. Providing continued assistance to seminaries in the matter of selection of worthwhile books to be acquired. A reviewing committee, working under the direction of the Department, could be extremely helpful in providing reviews of new books as a basis upon which seminaries might judge the worth of new literature.
3. Each seminary could become more effective in library management by giving detailed attention to a number of important items:

- a. During what hours will the library be open for student use? This information could be posted on the library door, or in some other conspicuous place, and put into the hands of all teachers for dissemination to students.
  - b. Which faculty member is in charge of the library and how does he become thoroughly acquainted with library methods?
  - c. What is the length of time for which a book is loaned? Will fines be charged on overdue books? If so, how much will be charged, and what procedure will be used to collect the fine?
  - d. Who is responsible for the daily and weekly chores of checking out books, keeping the records in order, ordering new books and accessioning and classifying them?
  - e. How will the students become aware of the library content, hours of operation, and procedures to be used in borrowing books?
4. It is recommended that student involvement with the library begin with a student library staff to work throughout the school day with the library details. A possible student arrangement might include a main librarian with an assistant librarian for each period of the school day. A librarian could be appointed to be in the library during the first ten minutes of each class period (or at other



regular times) to check out books and to keep the library orderly. With proper training this staff of students could be a great asset in accomplishing the many tasks of library operation and in making the students themselves more conscious of the value of the library.

### Use of the Library

One of the indictments given by the students surveyed was directed toward the teachers. It would be helpful if the teachers were more library-conscious by (a) making frequent announcement to students of the library hours and facilities, (b) giving assigned readings from library books, (c) bringing library books into the classroom where students may either use them in the room or check them out for later use, and (d) drawing upon library resources for class devotionals, student committee work, talks, etc. Every attempt should be made to expose the students to good literature so that they will be better-prepared missionaries and future leaders of the church.

APPENDIX A

## SUGGESTED BASIC BOOK LIST FOR SEMINARY LIBRARIES

This suggested book list is derived from two primary sources: the teacher course outlines, and the memoranda from L.D.S. Department of Education. A few other books have been added by the writer to some of the lists; these, however, are listed separately under the caption, "Others". The books which the Department of Education considers to be of "prime importance, and should be obtained first", are so indicated by an asterisk (\*) placed before the call number. (See Memoranda Number 6, March 11, 1959.) The call numbers of the L.D.S. books are based on the abridged Dewey-Decimal system.

I. BOOK OF MORMON

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.31 F	<u>Americas Before Columbus, The</u>	Dewey Farnsworth
289.31 N	<u>Approach to the Book of Mormon, An</u>	Hugh Nibley
289.31 H	<u>Archaeology and the Book of Mormon</u>	Milton R. Hunter and Thomas S. Ferguson
289.31 R	<u>Book of Mormon Chronology Chart</u>	George Reynolds
289.31 R	<u>Book of Mormon Commentary</u>	Eldin Ricks
289.31 H	<u>Book of Mormon, Message and Evidences</u>	Franklin S. Harris
289.31 Sp	<u>Book of Mormon Testifies, The</u>	Sidney B. Sperry
289.31 St	<u>Branches Over the Wall</u>	Ora Pate Stewart
289.31 H	<u>Christ in Ancient America</u>	Milton R. Hunter
289.31 Sj	<u>Commentary on the Book of Mormon (7 vols.)</u>	J. Sjodahl
*289.31 R	<u>Complete Concordance of the Book of Mormon, A</u>	George Reynolds

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.31 R	<u>Dictionary of the Book of Mormon</u>	George Reynolds
289.31 W	<u>From Babel to Cumorah</u>	J. A. Washburn
289.31 P	<u>Golden Plates, The</u>	F. Pierce
289.31 H	<u>He Walked the Americas</u>	L. Hansen
289.31 M	<u>How We Got the Book of Mormon</u>	Cecil McGavin
289.31 Sj	<u>Introduction to the Study of the Book of Mormon, An</u>	J. Sjodahl
289.31 N	<u>Lehi in the Desert</u>	Hugh Nibley
289.31 Ev	<u>Message and Characters of the Book of Mormon, The</u>	John Henry Evans
289.31 R	<u>New Witnesses for God in America</u>	B. H. Roberts
289.31 Sp	<u>Our Book of Mormon</u>	Sidney B. Sperry
289.31 W	<u>Outline Study of the Book of Mormon (Mineographed.)</u>	J. Karl Wood
289.31 W	<u>Seven Claims of the Book of Mormon</u>	John A. Widtsoe
*289.31 R	<u>Story of the Book of Mormon The</u>	George Reynolds
289.31 R	<u>Story of the Formation of the Book of Mormon Plates</u>	Eldin Ricks
289.31 Sj	<u>Study of the Book of Mormon, The</u>	J. Sjodahl
289.31 B	<u>Teachings of the Book of Mormon</u>	William E. Berrett
289.31 W	<u>Trial of the Stick of Joseph</u>	J. West
*289.31 N	<u>Witnesses of the Book of Mormon, The</u>	Preston Nibley

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
	<u>Others</u>	
289.31 Z	<u>Analysis of the Book of Mormon</u> <u>An</u>	W. Ziegler
289.31 M	<u>Ancient America Speaks</u>	Leland Monson
289.31 F	<u>Book of Mormon Evidences in</u> <u>Ancient America</u>	Dewey Farnsworth
289.31 P	<u>Book of Mormon Stories for</u> <u>Young Latter-day Saints</u>	Emma Marr Petersen
289.31 Im	<u>Book of Mormon Treasury, A</u>	Improvement Era
289.31 W	<u>Contents, Structure and Author-</u> <u>ship of the Book of Mormon</u>	J. N. Washburn
289.31 P	<u>Doctrinal Approach to the</u> <u>Book of Mormon</u>	Glenn Pearson Reid Bankhead
289.31 W	<u>Joseph Smith Begins His</u> <u>Work, vol. 1</u>	Wilford Wood
289.31 F	<u>One Fold and One Shepherd</u>	Thomas S. Ferguson
289.31 Sp	<u>Problems of the Book of</u> <u>Mormon, The</u>	Sidney B. Sperry
289.31 St	<u>Treasures Unearthed</u>	Ora Pate Stewart

## II. OLD TESTAMENT

221 J	<u>Antiquities of the Jews</u>	Flavius Josephus
220.9 K	<u>Bible as History, The</u>	W. Keller
220.9	<u>Bible Atlas</u>	
220 Sm	<u>Bible in the Making, The</u>	J. P. Smyth
220.9 M	<u>Bible Manners and Customs</u>	George M. Mackie

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
220.8 Eg	<u>Bible Story Book</u>	Elsie Egermeier
220.9 B	<u>Daily Life in Bible Times</u>	A. E. Bailey
220.3	<u>Dictionary of the Bible</u>	
221 Sk	<u>First 2000 Years, The</u>	Cleon Skousen
222 K	<u>Founders and Rulers of United Israel</u>	C. F. Kent
221 M	<u>Genesis Flood, The</u>	H. M. Morris J. Whitcomb
220.9 C	<u>Geography of Bible Lands, The</u>	R. L. Crosby
221 K	<u>Heroes and Crises of Early Hebrew History</u>	C. F. Kent
222 B	<u>History of the Hebrew Commonwealth</u>	A. E. Bailey
220.9 L	<u>How the Bible Grew</u>	F. G. Lewis
220 Sm	<u>How to Read the Bible</u>	J. P. Smyth
220 Sr	<u>How We Got Our Bible</u>	J. P. Smyth
220.8 H	<u>Hurlbut's Story of the Bible</u>	J. L. Hurlbut
222 K	<u>Kings and Prophets of Israel, The</u>	C. F. Kent
221 D	<u>Land and Leaders of Israel</u>	Ezra C. Dalby
221 B	<u>Literature of the Old Testament, The</u>	J. A. Bewer
296 K	<u>Makers and Teachers of Judaism</u>	C. F. Kent
289.331 Sr	<u>Man, His Origin and Destiny</u>	J. F. Smith

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
221 J	<u>Message of the Old Testament, The</u>	M. B. Jacobs
221 L	<u>Old Testament and Problems of Life, The</u>	Vernon F. Larsen
222 M	<u>People of Ancient Israel, The</u>	D. Mills
289.33 H	<u>Pearl of Great Price Commentary</u>	Milton R. Hunter
224 W	<u>Prophets and the Problems of Life, The</u>	S. A. Weston
221 W	<u>Spiritual Values of the Old Testament</u>	Roy A. Welker
220 V	<u>Story of the Bible, The</u>	H. Van Loon
221 W	<u>Story of the Old Testament, The</u>	J. A. Washburn
221 D	<u>Ten Commandments Today, The</u>	Deseret Book Co.
*224 Sp	<u>Voice of Israel's Prophets, The</u>	Sidney B. Sperry

### III. NEW TESTAMENT

270 G	<u>Apostolic Fathers, The</u>	Edgar J. Goodspeed
221.02 Al	<u>Bible Ready Reference</u>	B. Alward
901 D	<u>Caesar and Christ: Story of Civilization</u>	W. Durrant
232.9 T	<u>Christ's Ideals for Living</u>	O. C. Tanner
220.2 Am	<u>Concordance to the Holy Bible</u>	American Bible Society
220.3 M	<u>Encyclopedia of Bible Life</u>	M. Miller

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
225 G	<u>Formation of the New Testament, The</u>	Edgar Goodspeed
220.9 B	<u>Graphic Bible, The</u>	L. Browne
220.8 B	<u>Great Men of the Bible</u>	W. Bowie
220.9 M	<u>In the Steps of the Master</u>	H. V. Morton
232.9 W	<u>Jesus, His Life and Teachings</u>	Franklin West
232.9 Ol	<u>Jesus in the Light of History</u>	A. T. Olmstead
*232.9 T	<u>Jesus the Christ</u>	James E. Talmage
220.92 Sp	<u>Life and Letters of Paul</u>	Sidney B. Sperry
220.92 R	<u>Life of Paul, The</u>	B. W. Robinson
225 Sm	<u>Message of the New Testament</u>	J. R. Smith
813 As	<u>Nazarene, The</u>	S. Asch
225 T	<u>New Testament Speaks, The</u>	O. C. Tanner
220.7 D	<u>One Volume Bible Commentary, The</u>	J. R. Dummelow
*232.9 C	<u>Our Lord of the Gospels</u>	J. Reuben Clark, Jr.
220.9 L	<u>Palestine, Land of Promise</u>	W. Lowdermilk
220.92 G	<u>Paul</u>	Edgar J. Goodspeed
232.9 Sm	<u>People's Life of Christ, A</u>	J. P. Smyth
220.9 F	<u>Pilgrimage to Palestine</u>	H. E. Fosdick

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
232.9 R	<u>Rasha, the Jew</u>	B. H. Roberts
232.9 Sk	<u>Real Story of Christmas, The</u>	Cleon Skousen
813 D	<u>Robe, The</u>	Lloyd C. Douglas
225 G	<u>Story of the New Testament The</u>	Edgar J. Goodspeed
232.9 B	<u>Teachings of the New Testament</u>	Lowell Bennion
220.9 R	<u>Visit to the Holy Land, A</u>	Thomas C. Romney
IV. <u>CHURCH HISTORY</u>		
813 Y	<u>Adventure in Faith, An</u>	S. Dilworth Young
289.392 Sn	<u>Biography and Family Record of Lorenzo Snow</u>	Eliza R. Snow
289.39 Sm	<u>Church History and Modern Revelation (2 vols.)</u>	Joseph F. Smith
289.39 C	<u>Church, Its History and Mission, The</u>	Silas L. Cheney Roy A. Welker J. Karl Wood
*289.39 R	<u>Comprehensive History of The Church of Jesus Christ of Latter-day Saints</u>	B. H. Roberts
289.39 W	<u>Divine Church Restored, The</u>	Roy A. Welker
289.38 C	<u>Dramatic Pioneer Stories</u>	Silas Cheney
*289.39 Sm	<u>Essentials of Church History</u>	Joseph F. Smith
289.332 H	<u>Faith of Our Pioneer Fathers</u>	Bryant S. Hinckley
270 R	<u>Falling Away, The</u>	B. H. Roberts



<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.39 L	<u>Fate of the Persecutors of the Prophet Joseph Smith</u>	N. B. Lundwall
*270 T	<u>Great Apostasy, The</u>	James E. Talmage
289.392 H	<u>Heber J. Grant: Highlights in the Life of a Great Leader</u>	Bryant S. Hinckley
284 H	<u>His Many Mansions</u>	Rulon S. Howells
289.392 Sm	<u>History of Joseph Smith</u>	Lucy Mack Smith
*289.39 Sm	<u>History of the Church (7 vols.)</u>	Joseph Smith
289.367 T	<u>House of the Lord, The</u>	James E. Talmage
289.32 L	<u>Introduction to the Doctrine and Covenants and Pearl of Great Price</u>	T. Edgar Lyon
289.392 K	<u>J. Golden Kimball</u>	C. Richards
289.392 Sm	<u>Joseph Smith</u>	John A. Widtsoe
289.392 Sm	<u>Joseph Smith, An American Prophet</u>	J. H. Evans
289.392 Sm	<u>Joseph Smith, The Man and the Seer</u>	Hyrum L. Andrus
289.392 Sm	<u>Joseph Smith, the Prophet</u>	Preston Nibley
289.39 G	<u>Kingdom of God Restored, The</u>	Carter E. Grant
289.3 L	<u>Latter-day Prophets Speak</u>	Daniel H. Ludlow
289.392 K	<u>Life of Heber C. Kimball</u>	Orson F. Whitney
289.392 T	<u>Life of John Taylor</u>	B. H. Roberts
289.392 Sm	<u>Life of Joseph F. Smith</u>	Joseph F. Smith

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.392 Sm	<u>Life of Joseph Smith the Prophet</u>	George Q. Cannon
289.392 Sn	<u>Life of Lorenzo Snow, The</u>	Thomas C. Romney
289.392 W	<u>Life of Wilford Woodruff</u>	Mathias F. Cowley
289.372 N	<u>Missionary Experiences</u>	Preston Nibley
289.3 H	<u>Mormon Story, The</u>	Rulon S. Howells
289.39 B	<u>Mormon Trail from Vermont to Utah, The</u>	Alma P. Burton
*270 C	<u>On the Way to Immortality and Eternal Life</u>	J. Reuben Clark
909 Y	<u>Origin and Brief History of Nations</u>	Thomas Yates
289.392 In	<u>Our Prophets and Principles</u>	Instructor Magazine
289.39 L	<u>Outline History of Utah and the Mormons</u>	Gustive O. Larson
270 R	<u>Outlines of Ecclesiastical History</u>	B. H. Roberts
289.392 R	<u>Porter Rockwell, the Mormon Frontier Marshall</u>	N. Van Alfen
289.39 L	<u>Prelude to the Kingdom</u>	Gustive O. Larson
*289.392 N	<u>Presidents of the Church, The</u>	Preston Nibley
*289.361 W	<u>Priesthood and Church Govern-ment</u>	John A. Widtsoe
270 B	<u>Protestors of Christendom, The</u>	James L. Barker
289.39 B	<u>Readings in L.D.S. Church History (3 vols.)</u>	William E. Berrett Alma P. Burton
*289.332 B	<u>Religion of the Latter-day Saints, The</u>	Lowell Bennion

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.331 Sm	<u>Restoration of All Things, The</u>	Joseph F. Smith
289.39 B	<u>Restored Church, The</u>	William E. Berrett
289.39 P	<u>Route from Liverpool to Great Salt Lake Valley</u>	Frederick H. Piercy
289.392 B	<u>Sermons and Missionary Service of Melvin J. Ballard</u>	Bryant S. Hinckley
289.39 Ev	<u>Short History of the Church, A</u>	John Henry Evans
289.392 Sm	<u>Stories about Joseph Smith</u>	E. F. Perry
*289.33 C	<u>Story of the Pearl of Great Price, The</u>	James R. Clark
289.367 L	<u>Temples of the Most High</u>	N. B. Lundwall
289.392 N	<u>Three Mormon Classics</u>	Preston Nibley
279.2 H	<u>Utah in Her Western Setting</u>	Milton R. Hunter
813.08 H	<u>Utah Indian Stories</u>	Milton R. Hunter
289.392 W	<u>Wilford Woodruff</u>	Preston Nibley
289.392 C	<u>William Clayton--Missionary, Pioneer and Public Servant</u>	Paul E. Dahl
*289.31 N	<u>Witnesses of the Book of Mormon, The</u>	Preston Nibley
270 N	<u>World and the Prophets, The</u>	Hugh Nibley
	<u>Others</u>	
270 B	<u>Apostasy from the Divine Church</u>	James L. Barker
289.392 P	<u>Autobiography of Parley P. Pratt</u>	Parley P. Pratt

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.392 Y	<u>Brigham Young at Home</u>	Mabel Spencer Alice Harmer
289.392 Y	<u>Brigham Young the Colonizer</u>	Milton R. Hunter
289.392 Y	<u>Brigham Young, the Man and His Work</u>	Preston Nibley
289.392 M	<u>Home Memories of President David O. McKay</u>	Llewelyn R. McKay
289.32 W	<u>Joseph Smith Begins His Work (vol. 2)</u>	Wilford Wood
289.392 M	<u>Karl G. Maeser</u>	R. Maeser
289.392 Y	<u>Life of Brigham Young</u>	George Q. Cannon
289.32 D	<u>Latter-day Prophets and the Doctrine and Covenants, The (2 vols.)</u>	Roy Doxey
289.39 N	<u>Myth Makers, The</u>	Hugh Nibley
289.392 C	<u>Oliver Cowdery</u>	Stanley R. Gunn

#### V. DOCTRINE AND MISCELLANEOUS

*289.331 Sm	<u>Answers to Gospel Questions (4 vols.)</u>	Joseph F. Smith
289.37 T	<u>Art of Counseling, The</u>	James Jay Tschudy
*289.331 T	<u>Articles of Faith</u>	James E. Talmage
289.372 D	<u>Challenge, The</u>	Alvin R. Dyer
220.2 R	<u>Combination Reference</u>	Eldin Ricks
*289.32 B	<u>Concordance to the Doctrine and Covenants</u>	J. V. Bluth
289.33 H	<u>Concordance to the Pearl of Great Price</u>	Lynn Hilton

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.331 R	<u>Discourses of B. H. Roberts</u>	B. H. Roberts
*289.331 W	<u>Discourses of Brigham Young</u>	John A. Widtsoe
*289.331 B	<u>Discourses of the Prophet Joseph Smith</u>	Alma F. Burton
289.331 D	<u>Discourses of Wilford Woodruff</u>	G. Homer Durham
289.384 B	<u>Do Unto Others</u>	Carl Buehner
289.32 D	<u>Doctrine and Covenants and the Future, The</u>	Roy W. Doxey
289.32 Sj	<u>Doctrine and Covenants Commen- tary</u>	J. Sjodahl H. Smith
289.32 Sp	<u>Doctrine and Covenants Compen- dium</u>	Sidney B. Sperry
*289.331 Sm	<u>Doctrines of Salvation ( 5 vols.)</u>	Joseph F. Smith
613 L	<u>Don't Let Smoking Kill You</u>	C. W. Lieb
289.331 Sm	<u>Elijah the Prophet</u>	Joseph F. Smith
289.331 B	<u>Eternal Quest</u>	Hugh B. Brown
215 M	<u>Evidences of God in an Expand- ing Universe</u>	J. C. Moussa
289.331 W	<u>Evidences and Reconciliations</u>	John A. Widtsoe
813 U	<u>Exodus</u>	Leon Uris
289.367 B	<u>Family Exaltation</u>	Archibald F. Bennett
289.383 P	<u>For Time or Eternity</u>	Mark E. Petersen
289.332 W	<u>Fruits of Religion</u>	Franklin West

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.38 H	<u>Gems of Thought</u>	Milton R. Hunter
289.331 R	<u>Gospel and Man's Relationship to Deity, The</u>	B. H. Roberts
*289.331 Sm	<u>Gospel Doctrine</u>	Joseph F. Smith
*289.331 M	<u>Gospel Ideals</u>	David O. McKay
289.331 T	<u>Gospel Kingdom, The</u>	John Taylor
289.38 R	<u>Gospel Quotations</u>	Henry Rolapp
289.331 G	<u>Gospel Standards</u>	Heber J. Grant
289.331 H	<u>Gospel Through the Ages, The</u>	Milton R. Hunter
289.331 C	<u>Gospel Truth</u>	George Q. Cannon
270 T	<u>Great Apostasy, The</u>	James E. Talmage
289.332 Sk	<u>How to Pray and Stay Awake</u>	Max B. Skousen
301 Sk	<u>I Thee Wed</u>	Rex A. Skidmore
220.1 V	<u>Inspired Revision of the Bible</u>	Merrill Y. VanWagoner
289.384 As	<u>It's Your Life to Enjoy</u>	Marvin Ashton
289.332 B	<u>L.D.S. Reference Encyclopedia</u>	Melvin R. Brooks
289.384 Si	<u>Leadership</u>	Sterling Sill
289.331 L	<u>Lectures on Faith</u>	N. Lundwall, compiler
*289.331 L	<u>Latter-day Prophets Speak</u>	Daniel Ludlow

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
215 M	<u>Man Does Not Stand Alone</u>	A. Cressy Morrison
289.331 C	<u>Man--God's Greatest Miracle</u>	J. Reuben Clark
289.331 Sm	<u>Man, His Origin and Destiny</u>	Joseph F. Smith
289.331 R	<u>Marvelous Work and a Wonder, A</u>	LeGrand Richards
289.332 H	<u>Master's Touch, The</u>	Dorothy S. Hackworth
289.331 C	<u>Matthew Cowley Speaks</u>	Matthew Cowley
289.331 T	<u>Mediation and Atonement</u>	John Taylor
289.331 D	<u>Messages of Inspiration</u>	Deseret Book Co.
289.38 Z	<u>Minute Sermons</u>	Albert Zobell
289.332 St	<u>Modern Miracles</u>	J. Stokes
289.331 M	<u>Mormon Doctrine</u>	Bruce R. McConkie
289.332 St	<u>Mormonism and the Negro</u>	John Stewart
289.38 B	<u>Oil for Their Lamps</u>	Lynn M. Bennion
*289.331 M	<u>Pathways to Happiness</u>	David O. McKay
289.33 H	<u>Pearl of Great Price Commen- tary</u>	Milton R. Hunter
*289.361 W	<u>Priesthood and Church Govern- ment</u>	John A. Widtsoe
289.331 Sm	<u>Progress of Man, The</u>	Joseph F. Smith
289.332 Sk	<u>Prophecy and Modern Times</u>	Cleon Skousen
215 P	<u>Science and Belief in God</u>	F. J. Pack

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
*215 Ey	<u>Science and Your Faith in God</u>	Henry Eyring
289.331 Sm	<u>Signs of the Times</u>	Joseph F. Smith
289.38 L	<u>Smile Posts of Satisfaction</u>	J. Lillywhite
613 Oc	<u>Smoking and Cancer</u>	Alton Ochsner
613 Oc	<u>Smoking and Health</u>	Alton Ochsner
289.372 C	<u>Suggestions for Missionaries</u>	Church of Jesus Christ of Latter-day Saints
289.331 T	<u>Sunday Night Talks</u>	James E. Talmage
289.38 R	<u>Talk Topics</u>	Jennie B. Rawlins
289.37 H	<u>Teaching with New Techniques</u>	Charles R. Hobbs
289.32 B	<u>Teachings of the Doctrine and Covenants</u>	William E. Berrett
*289.331 Sm	<u>Teachings of the Prophet Joseph Smith</u>	Joseph Smith
289.384 As	<u>To Whom it May Concern</u>	Marvin O. Ashton
289.331 In	<u>Truths We Live By</u>	Instructor Magazine
301 B	<u>'Twixt Twelve and Twenty</u>	Pat Boone
289.384 Ev	<u>Unto the Hills</u>	Richard L. Evans
*289.331 T	<u>Vitality of Mormonism, The</u>	James E. Talmage
*289.331 Sm	<u>Way to Perfection, The</u>	Joseph F. Smith
289.3 B	<u>What is Distinctive About Mormonism?</u>	Adam S. Bennion
301 Eb	<u>What Shall We Do With Love?</u>	Ernest Eberhard



<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.331 R	<u>Where is Wisdom?</u>	Stephen L. Richards
289.332 B	<u>Why I am a Mormon</u>	Wallace F. Bennett
289.331 H	<u>Will a Man Rob God?</u>	Milton R. Hunter
613 W	<u>Word of Wisdom, The</u>	John A. Widtsoe Leah D. Widtsoe
613 Oa	<u>Word of Wisdom and You, The</u>	L. W. Oaks
289.37 D	<u>You Too Can Teach</u>	Paul H. Dunn
289.331 L	<u>Youth and the Church</u>	Harold B. Lee
	<u>Others</u>	
423	<u>Abridged Dictionary</u>	
289.331 B	<u>Candle of the Lord, The</u>	Adam S. Bennion
289.37 B	<u>Chalk Talk</u>	W. A. Bixler
289.392 M	<u>Cherished Experiences of David O. McKay</u>	Clare Middlemiss, compiler
289.331 B	<u>Continuing the Quest</u>	Hugh B. Brown
289.38 L	<u>Faith Like the Ancients</u>	N. B. Lundwall
289.384 Si	<u>Glory of the Sun, The</u>	Sterling Sill
289.38 M	<u>Golden Nuggets of Thought</u>	Ezra L. Marler
220.5 B	<u>Holy Scriptures (Inspired Revision)</u>	Joseph Smith
289.331 R	<u>Israel! Do You Know?</u>	LeGrand Richards
289.38 R	<u>Just to Illustrate</u>	LeGrand Richards

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
289.331 P	<u>Key to Theology</u>	Parley P. Pratt
289.384 Si	<u>Law of the Harvest, The</u>	Sterling Sill
289.37 D	<u>Master's Art, The</u>	Howard R. Driggs
289.331 P	<u>Masterful Discourses and Writings of Orson Pratt</u>	N. B. Lundwall, compiler
289.331 P	<u>Orson Pratt's Works</u>	Orson Pratt
289.37 B	<u>Principle of Teaching</u>	Adam S. Bennion
289.383 Ur	<u>Quest, The</u>	O. F. Ursenback
289.331 W	<u>Rational Theology, A</u>	John A. Widtsoe
289.37 In	<u>Reader for the Teacher, A</u>	Instructor Magazine
284 R	<u>Religions in America</u>	Leo Rosten
289.367 B	<u>Saviors on Mount Zion</u>	Archibald F. Bennett
289.331 M	<u>Secrets of a Happy Life</u>	David O. McKay
289.331 Sm	<u>Sharing the Gospel with Others</u>	George Albert Smith
289.37 W	<u>Teaching as the Direction of Activities</u>	John T. Wahlquist
289.37 W	<u>Teaching the Gospel</u>	Asahel D. Woodruff
289.384 Ev	<u>This Day and Always</u>	Richard L. Evans
289.331 M	<u>Treasures of Life</u>	David O. McKay
289.384 Si	<u>Upward Reach, The</u>	Sterling Sill
301 J	<u>What Do I Do Now? A Book for Teens With Questions</u>	B. T. Jacobs

<u>Call Number</u>	<u>Title</u>	<u>Author</u>
301 B	<u>You and Your Marriage</u>	Hugh B. Brown
301 G	<u>You Can Learn to Speak</u>	Royal L. Garff

## APPENDIX B

## SEMINARY LIBRARIES QUESTIONNAIRE

## Part I - Size and Adequacy of Libraries

1. Concerning your seminary:  
 \_\_\_\_\_ Grades in school served by your seminary  
 \_\_\_\_\_ Enrollment  
 \_\_\_\_\_ Years in your present building  
 \_\_\_\_\_ No. of classrooms
2. Concerning your library:  
 \_\_\_\_\_ Approximate square feet of shelf space  
 \_\_\_\_\_ Total number of volumes in the book collection  
 \_\_\_\_\_ Amount of money, approximately, spent on books annually  
 \_\_\_\_\_ No. of volumes added to the library since 1959-60 (5 years)
3. Is there a separate room in your building for library facilities only? Yes \_\_\_ No \_\_\_ If your library is not separate with what is it combined?
- 
4. Is there sufficient room in your library for a card catalogue file and other necessary library facilities? Adequate space \_\_\_; Fairly adequate \_\_\_; Crowded \_\_\_; No room \_\_\_
5. Approximately how many books does your library contain in each of the following areas? (Count multiple copies of the same book as 1 book)

1-5	6-10	11-20	21-30	31-40	41-50	Over 50	
							Books about the life of Christ
							Church Histories
							Biographies
							Doctrinal
							Principles of teaching; guidance
							Fiction; books of poetic or an inspirational nature
							Bible dictionaries, commentaries, concordances, etc.
							Books about The Book of Mormon, D.&C., Pearl of Great Price
							Christian and non-Christian churches of the world
							Periodicals subscribed to

6. In what area or areas do you need more books? \_\_\_\_\_
7. Do you have a room in your building (library, classroom, etc.) which serves as a "reading room" where a student may sit and read a library book? Yes \_\_\_\_\_ No \_\_\_\_\_  
Where? \_\_\_\_\_
8. Where are such things as maps, charts and posters kept in your building? \_\_\_\_\_
9. Comments, if any, on size and adequacy of your library.  
\_\_\_\_\_

## Part II - Method of Operation

1. Concerning the method of operation of your library: (Use a check mark ( ✓ )

Yes No

- |       |       |   |
|-------|-------|---|
| _____ | _____ | An accession book is kept up to date in which all library books are listed according to accession number.                                 |
| _____ | _____ | Each book bears a label which identifies the book as to ownership, call number and accession number.                                      |
| _____ | _____ | Each book contains a pocket and a library card for use in checking out books.   |
| _____ | _____ | A "Date Due" slip is pasted in each book.   |
| _____ | _____ | Each book is marked on the outside with a catalogue number.   |
| _____ | _____ | A complete card catalog is maintained.  |
| _____ | _____ | The Dewey-Decimal system for numbering books is used.   |
| _____ | _____ | A <u>modified</u> Dewey-Decimal system is used.   |
| _____ | _____ | <u>Our own</u> system for numbering books is used.  |
| _____ | _____ | A <u>faculty</u> member is responsible for the upkeep and operation of the library. (Accessioning; cataloguing; checking out books, etc.) |
| _____ | _____ | A student is responsible for the upkeep and operation of the library.   |
| _____ | _____ | All students have "open-stack" privileges where they may enter the library and select books from the library shelves.                     |
| _____ | _____ | A librarian (either student or faculty) is in the library at regularly-appointed hours to check out books.                                |
| _____ | _____ | There is sufficient printed matter on how to operate a library in our seminary.   |

2. Under which division or divisions are books filed in the card catalog? Author \_\_\_\_; Title \_\_\_\_; Subject \_\_\_\_
3. What is the loan period limit on library books for students? 1 week \_\_\_\_; 2 weeks \_\_\_\_; 3 weeks \_\_\_\_; Other (Explain) \_\_\_\_\_
4. Is a fine imposed on overdue books? Yes \_\_\_\_ No \_\_\_\_ How much? \_\_\_\_\_
5. When may students check out library books? (Check all that apply to your situation)
  - \_\_\_\_\_ Before school begins in the morning
  - \_\_\_\_\_ After the dismissal of school in the afternoon
  - \_\_\_\_\_ Between classes; \_\_\_\_\_ During classes
  - \_\_\_\_\_ On all school days during the week; \_\_\_\_\_ On only certain days of the week.
6. Comments, if any, on method of operation of seminary libraries. \_\_\_\_\_

### Part III - Use of Library

1. As near as you can estimate, how many books are checked out or used per month during the school year? \_\_\_\_\_  
volumes per month
2. How frequently is your library used by students? Daily \_\_\_\_;  
Two or three times a week \_\_\_\_; Once a week or less \_\_\_\_\_
3. Comments, if any, on the use of your library. \_\_\_\_\_

### STUDENT QUESTIONNAIRE

Part I - Place a check (✓) on the line provided by the answer of your choice.

Male \_\_\_\_\_ Female \_\_\_\_\_

1. What year in school are you? 9th \_\_\_\_; 10th \_\_\_\_; 11th \_\_\_\_;  
12th \_\_\_\_\_
2. Do you know where the seminary library is located in your building? Yes \_\_\_\_ No \_\_\_\_
3. Do you know the hours when the seminary library is open to students? Yes \_\_\_\_ No \_\_\_\_ What are they? \_\_\_\_\_

4. How helpful do you find the seminary library to be in your seminary work? No help \_\_\_; A little help \_\_\_; Some help \_\_\_; Much help \_\_\_
5. How much encouragement do you receive from your seminary teacher to read from library books? None \_\_\_; A little \_\_\_; Some \_\_\_; Much \_\_\_; A great deal \_\_\_
6. How often has your teacher given assigned reading from seminary library books or periodicals this year? 0 \_\_\_; 1-5 times \_\_\_; 6-10 times \_\_\_; More \_\_\_
7. Do you know the procedure to use in checking out a book from your seminary library? Yes \_\_\_ No \_\_\_

Part II - Only those students who have used books from the seminary library please answer these questions.

1. Approximately how many books have you used this year from the seminary library? 1-5 \_\_\_; 6-10 \_\_\_; 11-15 \_\_\_; 16-20 \_\_\_; 21-25 \_\_\_; Over 25 \_\_\_
2. Which of the following items are appropriate statements regarding your seminary library? Check ( ) the items that you agree with.
- \_\_\_ The library is conveniently located in our building.  
 \_\_\_ The library is open at regular times.  
 \_\_\_ The method used in checking out a book is relatively simple.  
 \_\_\_ The length of time for which a book may be borrowed is reasonable.  
 \_\_\_ The library staff is helpful to students in locating desired books.  
 \_\_\_ The books of my choice are easy to locate in the library.
3. What has prompted you to use the seminary library?
- |                           |   |
|---------------------------|---|
| ___ To prepare a talk     | ___ To answer a personal question                               |
| ___ To fill an assignment | ___ To provide enrichment reading in connection with class work |
| ___ To read for pleasure  | ___ Other (Explain) _____                                       |
- 
4. Where have you done most of the reading of your seminary library books?
- |                           |                             |
|---------------------------|-----------------------------|
| ___ At home               | ___ In the seminary library |
| ___ In seminary class     | ___ In the high school      |
| ___ Other (Explain) _____ |                             |
-

5. What types of books have you used from the seminary library? (Check all kinds that you have used)

- Church History
- Biography
- Doctrinal
- Personal problems
- Church magazines and periodicals
- Short stories and thoughts
- Fiction
- Books about the life of Christ
- Books about the Bible, the Book of Mormon, The Doctrine and Covenants, The Pearl of Great Price
- Books about other churches
- Other (Explain) \_\_\_\_\_



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**A STUDY OF L.D.S. SEMINARY LIBRARIES**

**An Abstract of**

**A Thesis**

**Presented to the**

**Department of Religious Instruction**

**Brigham Young University**

**In Partial Fulfillment**

**of the Requirements for the Degree**

**Master of Religious Education**

**by**

**F. Burton Winters**

**August 1964**

## ABSTRACT

Statement of the problem.--The objectives of this study of seminary libraries were threefold: (1) to determine some basic professional standards for seminary libraries, (2) to make a study among seminary faculties and students to determine library size, operation method, and use, and (3) to draw conclusions and make recommendations that may be helpful to seminaries in maintaining adequate libraries.

Research design.--The study involved a survey among thirteen seminaries in Northern Utah and Southeastern Wyoming. Thirteen faculty members and 821 seminary students responded to questionnaires concerning library size, method of library operation, and student use of the library.

Summary of findings and conclusions.--It was found that the older seminaries had smaller libraries and fewer books than the newer seminaries, and that four libraries had one thousand books or more. Eight seminaries considered their library facilities to be adequate and five judged their condition to be crowded. The seminaries who were crowded generally had other facilities combined with the library.

Deficiency in method of library operation was noted particularly in the keeping of accession books and in supplying library books with date due slips. All seminaries except

two maintained card catalogues. Six seminaries had established no rigid time limit on book loans and only four charged fines on overdue books.

It was found that two-thirds of the students were not aware of the hours in which the library was open for use, and that few seminaries used student help in the operation of the libraries.

The seminary libraries had been used by less than half the students surveyed. Most of the students who had used the library had checked out five books or less during the school year. Little encouragement to read from seminary library books was given by teachers to students.

Recommendations.--

1. The seminary library could be more effective if it were made separate from all other facilities in the building.
2. It would be helpful for each seminary to have a list of basic library books. A suggested list is found in Appendix A of this thesis.
3. Seminaries' instructors would do well to study all available literature from the L.D.S. Department of Education on maintenance of libraries.
4. The Department of Education might give consideration to extending professional help and consultation to seminaries through (a) the services of the Brigham Young University library staff, (b) the inclusion of library matters as a part of monthly district faculty meetings, (c) providing

continued assistance to seminaries in reviewing worthwhile books being published.

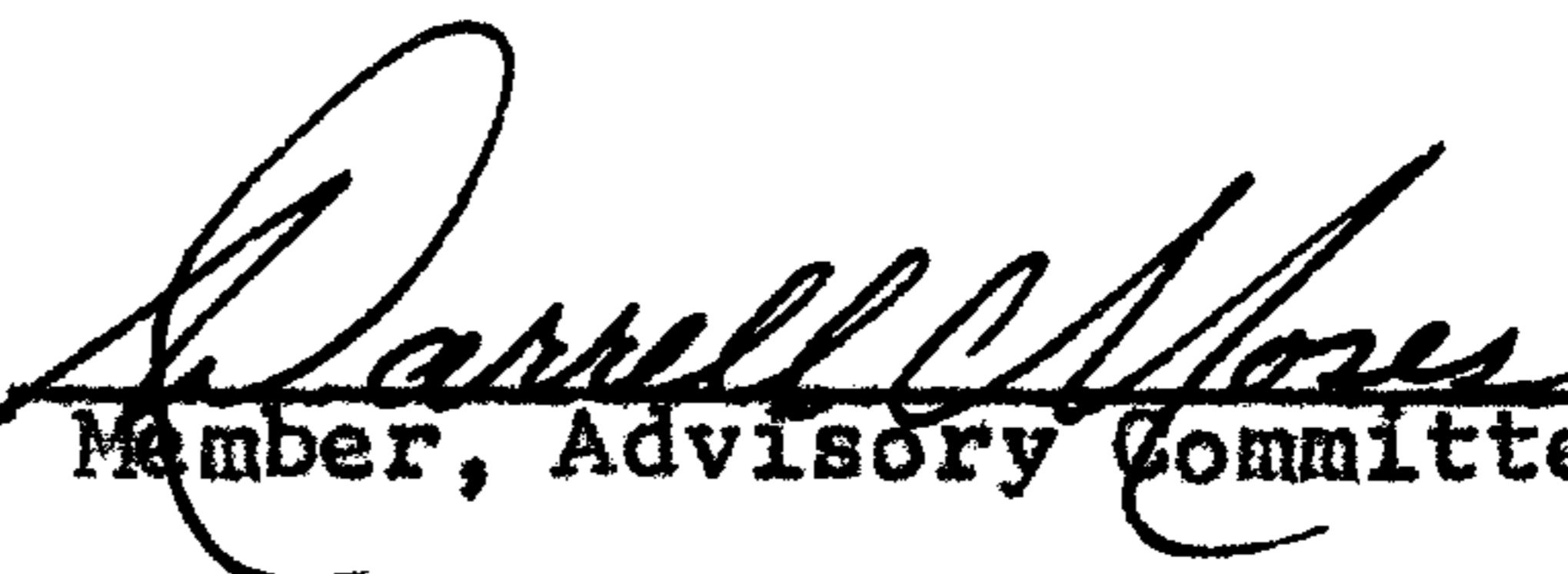
5. Each seminary could become more effective in library management by giving detailed attention to matters of library staff, library hours, length of book loans, fines, and promoting student awareness of the library.

6. Student involvement with the library could begin with a student library staff to help in library maintenance.

7. It would be helpful if the teachers were more library-conscious by (a) making frequent announcement to students of the library hours and facilities, (b) giving assigned readings from library books, (c) bringing library books into the classroom for student use, (d) drawing upon library resources for class devotionals, student committee work, talks, etc.

APPROVED:

  
\_\_\_\_\_  
Chairman, Advisory Committee

  
\_\_\_\_\_  
Member, Advisory Committee

  
\_\_\_\_\_  
Chairman, Major Department