

HISTORIC
DOCUMENTS
OF
SCHOOL
LIBRARIES

COMPILED BY:

MELVIN M. BOWIE

HI WILLOW RESEARCH
& PUBLISHING

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Hi Willow Research and Publishing
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Fayetteville, AR 72702

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All but one of the documents have been reproduced from the originals not only as a matter of economy but for accuracy and authenticity. The reader is asked to forgive some problems with reproduction when photocopying from the original was particularly challenging.

INTRODUCTION

The documents collected here represent important milestones in the long history of school library/media center development. Beginning in 1876, which was the year of many noteworthy events in the library field in general, the documents focus primarily on the early development of library standards which are important to today's school library/media specialists. Once standards were conceived, drafted, and published, the various school programs geared into action to meet the challenges of the standards. Realizing that this would not be easy, library leaders and school administrators pressured state legislators to allocate funds and personnel to this end. What resulted was a growing awareness of the need for sustained state-level participation in the establishment, maintenance, evaluation, and improvement of school libraries.

The earliest document in the collection is an accounting of the first twenty-one states that had made provisions for the establishment of school libraries by 1876. Though all twenty-one states did not have such libraries in actual existence at the time, the fact that laws were in place shows widespread concern for their establishment. This document further serves as the earliest research conducted on the status of school library service in this country.

If the schools were to realize maximum value from the funds made available for the purchase and circulation of books, some type of measuring stick had to be put in place in order to accomplish this. Thus, school library standards were born. In the late 1910's and the early 1920's, Casper Carl Certain and his committees made available sets of recommendations for secondary and elementary school library practices. These Certain Reports remain as benchmarks in the long search for accountability in school library programs. Their publications sparked renewed

public and professional commitment to provide good instructional materials in the schools.

Today's school library/media specialist is able, upon reading these early standards, to realize the move away from very strict control over library programs to sanctions of more flexible individualized programs. To establish and lament a plight of the librarians who had to work under the control of these first standards would be tantamount to a denial of the vision and innovation of the persons who created them. Despite the narrow focus of the early standards the reader realizes that these pioneers in the field were on the right track.

By 1920 the idea of the school library was well entrenched. The question soon became, "How do we keep the school program going now that it has been established?" For help in answering the question, leaders turned to the various state governments. The 1927 report by Frank Koos was the second published study of state governmental involvement in school library development. As the report so well documents, the role of the states in fostering good library programs in the schools cannot be overemphasized. It is difficult to speculate about the endurance of these programs without the help of state agencies.

An important document in the collection is an early attempt to assess school library programs in an objective and scientific manner. It was felt that an objective rating sheet could help to determine a program's level of accountability to the taxpayers. While Martha Wilson's Score Card endured only a short time, it served as the basis for the development of the many many other survey forms being used in school library/media centers today.

Two bibliographies of studies conducted during the 1930's on the development of school libraries have been included to help researchers and other serious readers who might wish to locate a potentially obscure piece of research. These

documents are also included because of their lengthy discussions of the many problems confronting pioneer researchers in the field.

The final document in the collection is a well written history of school libraries by Cecil and Heaps. This history is one of the most frequently cited studies of the development of school libraries during the late nineteenth and early twentieth centuries.

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THE FIRST HISTORY OF SCHOOL LIBRARIES, 1876

One of the earliest documents in the history of school library media centers appeared as Chapter II of a Special Report by the Bureau of Education, which at that time was part of the Department of the Interior. The Report was entitled Public Libraries in the United States of America; Their History, Condition, and Management. This first government publication on the history of libraries has been cited as an early indication of the modern library movement in this country (Cecil and Heaps, 1940, p.48). It also serves as an benchmark of federal government involvement in the growth of school libraries.

Reading this 1876 assessment of school libraries contributes significantly to a general understanding and appreciation of the work which had and had not been accomplished prior to that time. The Bureau, while acknowledging the importance of libraries in the schools, did not hesitate to identify program defects and lay blame for those defects. State legislators were chastised for their lack of supervision and control over state funds earmarked to purchase school resources. Trustees of county and district schools were found wanting in local administrative practices. While positive recommendations were not made to correct the list of problems cited, the reader is able to assume that wrongs were stated in order to prompt action.

Individual states with thriving school libraries in 1876 numbered fifteen. Another six (Colorado, Minnesota, Kentucky, Virginia, Kansas, and Oregon) had laws on the books to establish and fund such libraries, but at the time of the Report none had been established in these states. Accounts of the inception and growth of school libraries in the various states are chronicled in terms of legislative mandates, holdings, and annual book budgets. The reader is unable to compare,

however, holdings and budgets for a single year. For example, the Report cites figures for school library holdings and budgets in the state of New York for the year 1853, while 1850 figures are given for schools in the Commonwealth of Massachusetts. In spite of this limitation, the reader achieves a good sense of the initial commitment by state leaders in education and public taxpayers in providing much needed learning resources in the schools.

PUBLIC LIBRARIES
IN THE
UNITED STATES OF AMERICA
THEIR
HISTORY, CONDITION, AND MANAGEMENT
SPECIAL REPORT
DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

PART I

WASHINGTON
GOVERNMENT PRINTING OFFICE
1876

CHAPTER II.

SCHOOL AND ASYLUM LIBRARIES

 BY THE EDITORS

I. -- COMMON SCHOOL LIBRARIES

INTRODUCTORY REMARKS--HISTORICAL SKETCH OF COMMON SCHOOL LIBRARIES IN NEW YORK, MASSACHUSETTS, MICHIGAN, CONNECTICUT, RHODE ISLAND, IOWA, INDIANA, MAINE, OHIO, WISCONSIN, MISSOURI, CALIFORNIA, OREGON, ILLINOIS, PENNSYLVANIA, KANSAS, VIRGINIA, NEW JERSEY, KENTUCKY, MINNESOTA, COLORADO, IN THE ORDER OF ESTABLISHMENT--SCHOOL LIBRARIES IN THE PROVINCE OF ONTARIO.

Although the history of school libraries in the United States is marked by many changes and mishaps, it would be untrue to say that these libraries have entirely failed to accomplish the good expected of them. From first to last, their shelves have held millions of good books, affording amusement and instruction, and cultivating a taste for reading in millions of readers, young and old. In a single State, New York, fifteen years after the first library was formed, over 1,600,000 volumes were reported in the school libraries, without account of the large number probably not reported, and the still larger number worn out and lost during that period. It should also be said that in a number of States the school libraries furnished, for many years, the only supply of reading; the imperfect facilities for procuring, and the comparative scarcity of books, preventing their purchase. Thousands of youth, then as now, left the district school to engage at once in the active duties of life, and their only hope of retaining what they had acquired and adding to it, lay in the means of self-instruction afforded by the district school library.

A careful study of the history of the school library system in the several States where it has been tried develops the causes of the dangers and failures that have attended it. These may be grouped in two classes: first, defects and frequent changes in legislation; second, incompetence and indifference in the administration of the law. Premising that the system of no one State or district exhibits all, but that, with a few exceptions, each will be found to contain one or more of the evils, they may be summed up as follows:

First: Defects of legislation: In permitting school districts to raise by tax and expend money for libraries, without providing for State aid, or supervision of the selections of books; in granting State aid without supervision of selections; in suspending at intervals the grants of State aid; in limiting the size and usefulness of the libraries, by permitting the diversion of the funds to other purposes, after each had acquired a certain number of volumes, or for any other reason; in not requiring that a sum equal to the State grant to any district should be raised by local taxation as a condition of such grant; in failing to provide by stringent regulations, in cases where the library funds were to be partly or wholly derived from fines or other variable sources, for the full payment and legitimate use of such funds; in not cultivating interest in the libraries by holding trustees and other school officers to a more strict accountability for their management and preservation.

Second. Defects of administration: As shown by the selecting and purchasing unsuitable and often improper and immoral books by trustees unacquainted with, or indifferent to their merits or demerits; by placing the libraries in the charge of teachers whose interest in the school and library alike terminated with the close of the school term; by failing to hold librarians responsible for the care and preservation of the books; by perverting the library funds to other uses without authority of law; by allowing the libraries to sink into neglect and contempt through failure to provide regular supplies of fresh reading; by trustees failing to realize their duty and personal responsibility in respect to the proper management and preservation of the libraries, and their indifference respecting the fate of the books; by a like indifference, in too many cases, on the part of town and county superintendents; by injudicious selections of books by State superintendents and boards of education, when charged with the performance of that duty.

It is believed that an examination of the subjoined sketches of the school library system in the different States where it has been adopted will disclose all these causes as operating. The endeavor has been to present each with as little comment as practicable, leaving the reader to draw his own conclusions.

The brief sketch of the libraries connected with the public schools of the province of Ontario has been introduced on account of certain features, which seem to commend the system to those charged with the administration of school libraries already in operation or which may be hereafter established in the United States.

NEW YORK

New York was the pioneer in founding school libraries. In 1827, Governor De Witt Clinton, in his message to the legislature, recommended their formation; but it was not till 1835 that the friends of free schools saw their hopes realized in the passage of a law which permitted the voters in any school district to levy a tax of \$20 to begin a library, and a tax of \$10 each succeeding year to provide for its increase. Much apathy was shown, and few districts voted the necessary tax. In 1831, James Wadsworth, with others, had succeeded in getting the State to republish and place in every school district in the State, Hall's Lectures on School Keeping. The favor with which this book had been received and read by both teachers and parents, was one of the practical arguments used to secure the passage of the law of 1835. Mr. Wadsworth again came forward and agreed to pay one-fourth of the first year's tax to each district in the towns of Genesee and Avon. Even this failed to get a response, and the friends of the libraries saw that other means must be found or their plans would fail. Their efforts were at last successful, and in 1838 the law was passed which was to place within fifteen years over 1,600,000 books on the shelves of the school libraries of New York. General John A. Dix, then secretary of the state, and ex officio superintendent of schools, from the first a zealous and powerful friend of the movement, was charged with the execution of the law giving to the school districts \$55,000 a year to buy books for their libraries and requiring them to raise by taxation an equal amount for the same purpose. The law met favor everywhere save among those who opposed the common schools themselves; so that General Dix's successor was able in 1841 to report 422,459 volumes in the school libraries; in 1842 this number had

increased to 630,125 a growth in one year of more than 200,000 volumes. In 1843 authority was granted school district to use the library fund for the purchase of school apparatus, and after that had been sufficiently obtained, for the payment of teachers' wages, provided that each district containing more than fifty children between five and sixteen years of age, should have a library of not less than 125 volumes, and each district containing less than fifty children, a library of not less than 100 volumes. Year by year the libraries grew and multiplied until, in 1853, they contained an aggregate of 1,604,210 volumes. Then began the period of decadence. In his annual report for the year 1861, the State superintendent said:

Concurrent testimony from nearly every quarter of the State represents the libraries in the rural districts as almost totally unused and rapidly deteriorating in value. The whole number of volumes reported during the past year is 1,286,536, which is 317,674 less than was reported in 1853, although \$55,000 has been appropriated each year since that period for library purposes.

His successor, in his report for the following year, finds the libraries --

mainly represented by a motley collection of books, ranging in character from Headley's Sacred Mountains to the Pirate's Own Book, numbering in the aggregate a million and a half of volumes, scattered among the various families of districts, constituting a part of the family library, or serving as toys for children in the nursery; . . . crowded into cupboards, thrown into cellars stowed away in lofts, exposed into the action of water, the sun, and of fire, or more frequently locked away into darkness unrelieved and silence unbroken. . . . The darkness of this picture is partially relieved by the fact that the cities and larger villages of the State . . . have been less negligent, . . . and that under the law of 1858, as also by the sanction of the department under a previous stature, much of the appropriation has been applied to the payment of teachers' wages. Still, in the last five years, \$139,798.10 has been expended in the rural districts for library purposes, while the number of volumes reported has diminished in the same period from 1,288,070 to 1,206,075, a loss of 81,995 volumes as a return for the expenditure named. I think this may safely be set down as among our permanent investments of the school fund from which no revenue is derived.

In 1864 the legislature authorized all districts (11,000 in number, according to Hon. S. S. Randall, formerly general deputy superintendent of schools for the State) which received less than \$3 a year for library purposes to expend it for teachers' wages, and in all other districts for the purchase of school apparatus, and this being supplied, to teachers' wages. Mr. Randall observes:¹

So far as the rural districts were concerned, and most of the city schools, this enactment was virtually equivalent to an entire abandonment of the library system, manifestly and unquestionably a retrograde movement. It is earnestly to be hoped that before the millions of volumes still remaining in the 12,000 districts of the State shall have disappeared, this great and beneficent feature of

our common school system will be restored and placed upon a permanent and improved footing.

The diversion of the library fund to other purposes continues, and all the official reports indicate that, in a majority of the districts, the people have come to accept the diversion as a matter of course, and that in some the very existence of a library at any time is rather a matter of tradition than of knowledge. The prediction of Superintendent Morgan, in 1840, that any diversion of the library fund to any other purpose, in any case and under any circumstances, would lead to the destruction of the libraries, seems to be fully verified.

The present State superintendent, writing in 1875, says:

The total amount of State appropriation since 1838 is \$2,035,100. . . . I doubt whether more than one-half of the State appropriation has, for many years, been used for library purposes. . . . It is safe to say that, at the present time, the amount raised by local taxation for the maintenance of district libraries is very small. . . . The district library system has not worked well in this State and has utterly failed to accomplish what was expected of it by those who inaugurated it. The libraries have fallen into disuse, and in a large majority of the districts of the State have become practically valueless. The number of volumes is annually decreasing. . . . At the date of the last report it was but 831,554.² . . . Mr. Weaver's³ plan for improving and increasing the usefulness of libraries, was to prohibit, absolutely, the use of library moneys for any other purpose, to compel districts to raise, by local taxation, a sum equal to that apportioned from the State funds, and to permit them to raise by taxation a sum four times greater than the State apportionment. He also believed there should be a change in the method of selecting books--and in that belief I most heartily concur. In very few instances are the school trustees competent to make selections. I have no doubt that under Mr. Weaver's plan, the system would be vastly improved. I have, however, been of the opinion that it might be better to consolidate the district libraries in the several towns, and form joint town libraries, with a town fund for their support.

MASSACHUSETTS

School libraries in Massachusetts owed their origin to the earnestness and eloquence of their advocate Horace Mann, through whose influence a law was enacted, in 1837, allowing school districts to raise and expend \$30 for one year and \$10 for each succeeding year to begin and support a library; the school committee to select the books. Few districts availed themselves of the authority thus granted, and four years after, in 1841, there were only 10,000 volumes in all the school libraries, while it was estimated that one hundred towns in the State were without libraries of any kind save private. The friends of school libraries did not despair, and in 1842, owing to their unwearied efforts, a resolution was passed appropriating to each district that should raise an equal amount the sum of \$15 for library purposes. Neither this resolution, nor that of 1843 extending its provisions to cities and towns not

hitherto divided into school districts, gave more than \$15 to any one library. In 1842 one-fourth of the districts, gave more than \$15 to any one library. In 1842 one-fourth of the districts formed libraries at an expense to the State of \$11,355; they contained by estimate 35,000 to 40,000 volumes. The applications for aid gradually diminished from 1843 until 1850, when the law was repealed. The total amount paid from the school fund in aid of 2,084 libraries was \$31,260; the value of the first libraries was therefore \$62,520. According to the report of the board of education for 1849 the value of all the libraries was \$42,707; the number of volumes, 91,539.

The school libraries have been superseded by free town libraries.

MICHIGAN

The school law of 1837 empowered the voters of each district to raise by tax a sum not exceeding \$10 annually for the purchase and increase of district libraries. Each district that levied the library tax became entitled to-- its proportion of the clear proceeds of all fines collected within the several counties for any breach of the peace laws, and also its proportion of the equivalent for exemption from military duty, which fines and equivalent shall be paid over by the several officers collecting the same to the county treasurers, to be apportioned according to the number of children in the townships between the ages of five and seventeen years.

An amendment, in 1840, directed that the fund arising from fines and exemptions should be used for library purposely. The act of 1843 provided for the establishment of township libraries and for an annual income of \$25 for each, to be raised by taxation; it permitted the electors, after a library had acquired 200 volumes, to reduce the amount to be raised by taxation to a sum not less than \$10 annually; and it was made the duty of the State superintendent to publish a list of books suitable for school libraries. The law also empowered the electors of any town to raise by special tax \$50 additional for the purchase of books for the library. The act of 1859 authorized the voters of any town to determine what portion of the amount raised by taxation for school purposes should be used to purchase books for the town library; it also authorized the electors to divide the township library into district libraries. The law of 1869 permits the electors of any town to unite the several district libraries and form a township library. The electors of a school district may vote a tax for library purposes.

The following, from the annual report of the State superintendent for 1869, will indicate some of the difficulties that beset the system:

The old law demanded \$25 of the mill tax in every town, often absorbing the entire tax. This, with the fines, or so much of them as could be coaxed through the hands of magistrates and county treasurers, was paid for town libraries. The books were distributed to the districts by the town clerk, to be returned by the directors every third month for exchange. This would now

require more than 60,000 miles' travel per annum, at a positive expense to the directors, certainly, of \$100,000, to say nothing of more than 10,000 days' time. This was like putting "two locomotives ahead of each other," as an old editorial friend once expressed it, "to draw a hand-car." The result was, the books were generally hidden away in the clerks' offices, like monks in their cloister, and valueless to the world. And what kind of books were they? Some good ones, doubtless; but generally it were better to sow oats in the dust that covered them than to give them to the young to read. Every year, soon after the taxes were collected, the State swarmed with peddlers, with all the unsalable books of eastern houses--the sensational novels of all ages, tales of piracies, murders, and love intrigues--the yellow covered literature of the world.

It was one of the first acts of Superintendent Gregory to secure a change in the law, authorizing district instead of town libraries, so as to bring the books within reach of the people; and by the supervision of the board of education absolutely prohibiting the purchase of bad books. The change was approved by the people, as shown by three-fourths of the towns adopting it at the first election. But, alas! it was like a new railway, fully equipped, and no provision for wood except as town meetings might vote part of the highway taxes to buy it. The law failed solely because no reliable means were provided for the purchase of books.

...If we could have an honest administration of the fine moneys and 10 per cent of the two-mill tax, I am sanguine we should soon be proud of our school libraries.

The State superintendent's report for the year 1873 discusses the question of school libraries, and from it the following statements are taken:

While it must be admitted that there are not a few who are decidedly opposed to school libraries as a useless appliance in our school work, and many more are quite indifferent to the subject, there are yet a host of earnest citizens, and among them our most active educators, who believe the value of school libraries, properly managed, can hardly be overestimated.

The opponents say, that though there was a time when school libraries may have been desirable, at the present, when the country is full of books, and they can be so easily and cheaply procured by all, it is a waste of public money to maintain such libraries. To this it may be replied, that although books are plenty, it is very far from true that all or even a majority of the people can individually procure them to any desirable extent. Multitudes are unable to buy them, and those who are able generally will not, unless they have first acquired a "taste for reading." If one were to go through the country and take an inventory of the books to be found in all the houses, he would hardly be willing to assert that the people are supplied with books; and if he ask the people how much they find to the credit account of their finances at the end of the year, and how strong (or how weak) is their desire for

books, the answer might sweep to the winds the belief he may have entertained that the people will supply themselves.

* * * * *

Very few districts are now voting sums of money sufficient to build up creditable libraries. The whole system seems to have come into general disfavor, and is, more than any other feature of our school system, the one of which we are least proud. Many persons attribute the ill success to the division of the township libraries to the districts, and advocate as a remedy a return to the township system. The townships can return to that system at any time if they wish, but we have no information that any have done so. The township libraries have fared no better since the change in the law than the district libraries. If any advantage has been gained it has probably been by the latter. The radical defect and failure was in destroying all certain means for the support of the libraries. The moneys from fines, &c., were never designed as a support to the libraries, but were so appropriated by the constitution as merely incidental, and to make the penalty for crime aid in preventing crime by an increased intelligence.

According to the same report there were 1,265 district libraries, containing 120,577 volumes, and 207 township libraries, containing 49,872 volumes, making 170,449 volumes. The amount paid during the year for township libraries was \$5,576.64; for district libraries \$13,374.77, making \$18,951.41. There were added to all the libraries during the year 14,836 volumes.

The funds are derived from three sources:

1. From fines for breaches of the peace.
2. Townships can vote a portion of the two-mill tax.
3. The districts can vote a tax for their support.

From the first source about \$40,000 were realized in 1873. From the second \$2,122 were reported; of the third we have no report, but the amount voted was small, doubtless. Less than \$19,000 were reported as expended for books, showing one-half of the fund, small as it was, illegally used for other purposes. Our law, as it now stands, gives us an admirable library system, but there is a want of disposition on the part of our people (save in exceptional instances) to vote the means for the support of the libraries. Nothing is certain but the fine money, and that is wholly inadequate, (except in the county of Wayne, including the city of Detroit.) Only seventeen townships of the 955 voted anything the past year, and these in the aggregate less than \$1,500.

CONNECTICUT

In 1838 there were but six school libraries, containing altogether less than 1,000 volumes, in the State. In 1839 districts were authorized to tax themselves for a school library. In 1840 the secretary of the board of commissioners of common schools reported:

I do not find that anything has been done by districts to secure for themselves a library of useful books as they are now authorized to do by a tax not exceeding thirty dollars.

The school law of 1841 gave school districts the power "to establish and maintain a school library." In 1842, the secretary reported:

Some assistance has also been rendered to districts, in purchasing and procuring libraries and apparatus. In this way, to my personal knowledge, more than 3,000 volumes have been added to district libraries.

A long period of inactivity followed, and the school libraries languished. In 1856 a new law was enacted, giving to each district that would raise by taxation or subscription for library purposes an equal amount, the sum of \$10 the first and \$5 each succeeding year by the State. The first year after the passage of the law, \$1,330 were appropriated by the State, and \$2000 raised by the districts for the "purchase of libraries and apparatus." In the year ending March 31, 1875, the State appropriated \$2,865, and the districts raised \$4,803.82 for the same purposes. ; As the two items are not charged separately, it is impossible to know what part was expended for libraries.

By a subsequent modification of the law, large districts are allowed to draw the sums named for each one hundred pupils in actual attendance at school. High schools supported by towns also participate in the benefits of the law.

There are 1,500 school districts in the State, and about 960 of them have availed themselves of State aid.

The secretary of the State board of education writes:

The workings of the system are entirely satisfactory. No changes are required. Local wants are provided for as local authorities prefer.¹

RHODE ISLAND

An act of February, 1840, gave the school committee of each town power to appropriate out of the public school money to be distributed to each district the sum of \$10 annually, to be applied to the purchase and maintenance of a school library for said district.

The law of 1845 made it the duty of the State commissioner of common schools to select the books for school libraries.

The earnest exertions of Hon. Henry Barnard, then superintendent, resulted in the formation of school libraries in nearly every town in the State, mainly by the subscriptions of generous individuals; and in 1852 there were some 20,000 volumes in all the libraries.

A period of inactivity followed, and in 1874 a new law was enacted, which provides that the board of education "may cause to be paid annually, to and for the use of each free public library," \$50, for the purchase of books, provided

the library contains 500 volumes, and \$25 for each addition of 500 volumes, though no library can receive more the \$500. The board of education is directed to oversee the choice of books and secure their free use to the inhabitants of the town in which the library is situated.

The law and code of regulations were published in August, 1875. These regulations seem so wise that they are here inserted.

1. The trustees or board of management of every library claiming aid under the provisions of chapter 464 of the general statutes, shall show to the satisfaction of the board of education that the free use of all the advantages of the library is granted to all citizens of suitable age and character of the town or city . . . including those of the neighboring territory within a radius of three miles.

2. Every application for said aid shall be accompanied by a catalogue of books in the possession of the library, and also a written statement by the librarian of their number and condition.

3. In the number of books reported as belonging to the library, only those shall be counted which are in good condition for use. Furthermore, in such enumeration no duplicate of congressional reports, State documents, or books of a similar character, shall be reckoned; but unbound magazines may be counted in their complete volumes.

4. With each application for aid following the first, there shall be filed a schedule of the books purchased with the preceding grant from the State.

5. Every library receiving aid from the State shall have a printed catalogue of all its books.

6. Each application for aid shall be made to the commissioner of public schools and be submitted by him to the committee on libraries, who shall report thereon at the next meeting of the board.

7. Every library receiving aid in accordance with these provisions shall be open at all times to the inspection of the board of education, or of any member thereof, or of their agent.

Applications for State aid have been received from seven libraries, the grants to which amount to \$550; they contain, in the aggregate, 9,356 volumes.

The commissioner of public schools writes, September 25, 1875:

I think the indications are very favorable, and I am strongly in hopes that within a few years we shall have a library in every village and town in our State.

IOWA

By an act of the territorial legislature, passed in 1840, school districts were authorized to impose a tax of \$10 a year for the purchase and increase of school libraries. In 1849, after the admission of Iowa into the Union, a new law was passed, empowering school districts to expend a portion of the money raised by taxation for school purposes for the formation and increase of school libraries.

The growth of these libraries seems to have been sure though slow. The whole number of volumes reported in 1863 was 3,857; in 1875, 13,120.

In 1875 there were 3,670 school districts in the State.

INDIANA

An act passed in 1841 authorized taxation not exceeding \$20 in any one year, for the purchase and increase of a library in any school district in the State. In 1852 a law was enacted requiring that a tax of one-fourth of a mill on each dollar of property taxable for State purposes, and 25 cents on each poll, should be levied during two years, and the proceeds applied to the purchase of township libraries by the superintendent of public instruction, under the direction of the State board of education. The libraries were to be distributed by the superintendent among the counties on the basis of population, but the injustice of this method became manifest as soon as it was tried, and the books were afterward assigned to the townships on the basis of school population.

The sum realized in the two years was about \$176,000. According to the report of the superintendent of public instruction for the year 1855, 691 libraries, containing an aggregate of 135,378 volumes, had been distributed.

The revised school law of 1855 provided for the levy of a tax for one year, and the whole amount received during the three years was \$266,597. Up to 1857, 226,213 volumes, costing \$252,333, had been purchased.

In his report for 1856, the superintendent wrote:

Sufficient time has now elapsed, since the first selection of books was distributed to the townships, to test, to a limited extent, the capacity of the library feature as an educational instrumentality, as an appropriate adjunct of our school system. It has, even in the brief period of its operations, accomplished results equal to the most sanguine expectations of its friends, and fully redeemed their pledges in its behalf. The reports from many of the townships will show that the number of books taken out, in twelve consecutive months, is from one to twenty times the entire number in the library.

The libraries continued to grow until they were reported to contain 315,209 volumes in 1861, from which time they began to decline. The superintendent's report for 1864 contains this significant sentence:

I have . . . again to urge upon the legislature to make provision for reasonable, not large, annual additions to these libraries, and for better care of them, under the full conviction that if such provision is not soon made they will mostly, if not entirely, waste away and disappear, and the immense amount of money invested in them be lost to the State, and this powerful auxiliary educational agency lost to the schools.

In 1866, \$41,000 were raised by taxation for the purchase of books, and about 29,000 volumes added to the libraries. The circulation of books in that year was about 85,000 volumes; the small addition made awakened interest, so that two years later the circulation was reported at about 140,000 volumes, showing that the people craved fresh reading. The additions since 1866 have been small, amounting, in 1874, to only 2,510 volumes, while out of 253,545 volumes reported in the libraries, only 85,366 were reported as having been "taken out during the year."¹

The average condition and use of the libraries are fairly indicated by the subjoined excerpts from the report of the superintendent of public instruction for 1874, as reported to him by the superintendents of the several counties named:

Bartholomew County.-- The number of volumes reported as belonging to twelve townships is 2,572; the number taken out, 395. A few volumes of reports have been added to each library during the year. Many of the books have been lost, the remainder are in bad condition, and but little read. The expense overruns the benefit derived. I would suggest that an appropriation be made to fill the empty shelves with reading matter that will command respect by its worth; if not, our township libraries will soon belong to the past.

Volumes in libraries, 2,572; taken out during year, 395; added during year, 46.

Benton County.-- The township libraries under the present arrangement are simply of no benefit whatever; not 50 volumes out of the 1,350 are reported as having been taken out and read.

Volumes in libraries, 1,350; taken out during year, 45; added during year, 8.

Carroll County.-- Our libraries are in rather poor condition, and poorly patronized. Many of the books are stale, and people seem to take little interest in them.

Volumes in library, 3,428; taken out during year, 428; added during year, 7.

Crawford County.-- Each township has a good bookcase and the books are kept tolerably well. In some townships they are not kept as well as in others. They get weak for want of exercise.

Volumes in libraries, 2,0666; taken out during year, 1,281; added during year, 17.

Dearborn County.-- Our libraries are greatly neglected, the people seeming to care but little for the books, they generally being supplied with fresher publications for general reading.

Volumes in libraries, 3,518; taken out during year, 1,541.

Decatur County.-- Contrary to what was expected the township library system in the State, at least in this county, is comparatively a failure. Never have the advantages been realized from it that its projectors expected. In this county the books are but little read, and are slowly but surely becoming scattered and lost, and its complete reduction is only a matter of time.

Volumes in libraries, 3,637; taken out during year, 528.

DeKalb County.-- Our libraries are in a fair condition, though in some townships the books are not much read.

Volumes in libraries, 2,573; taken out during year, 50; added during year, 1. There are nine townships in DeKalb County.

Delaware County.-- The public libraries of the various townships of our county are in a most deplorable condition. Many books are lost and but few read. I am afraid many of our citizens do not know of the existence of such libraries. Our teachers, too, many of them at least, are unacquainted with the character of these books, and hence cannot call attention to them and make such recommendations to their pupils as will enable them to read profitably. A great reformation is here needed.

Volumes in libraries, 2,824; taken out during year, 600; added during year, 11.

Fountain County.--Our township libraries are in general a failure. They have been poorly preserved, often left to the mercy of visitors, and in this way more than half of the books have been carried away and lost. They are now practically of no value, but a decided expense. Unless we can get more new books, I hope the next legislature will pass a law ordering the sale of our old books and that the proceeds be added to the general school fund.

Volumes in libraries, 2,748; taken out during year, 546; added during year, 60.

Franklin County.--The books in our libraries are well taken care of, but not read as much as they ought to be. A small addition by State aid, or otherwise, to each of them, would have a good effect in calling the attention of the people to their existence, and attracting them to a perusal of the books.

Volumes in libraries, 4,062; taken out during year, 1,019; added during year, 5.

Grant County.--Our libraries in some township do tolerably well, while in others they do poorly. When some one takes an interest in this work, as in other things, and talks it up, invites persons to call in the examine the books in the library, the people as a result appreciate the reading of such books, and are benefited; while in some other places no one speaks of the library, and it is considered a thing of expense for no profit, for the books are not read. I am of opinion that there is advantage and great profit in the aggregate, even as it is, though the books are not read as much as they should be by our people.

Number of volumes reported, 1874, 2,556; taken out during year, 566; added during year, 4.

Howard County.--By the statistical report you will observe that in our township libraries are 1,820 volumes; that not a book has been added; that only 362 of these books have been taken out and read.

Montgomery County.--The libraries are doing very well, being rarely ever molested. If the case, box, or apartment wherein contained, is of good material and kept in the dry, the probability is they will serve the next generation as well as they have this. As a general thing they are composed of very poor selections, consequently they are but little read. I am decidedly of the opinion that they are not worth what it costs to keep them. If they were distributed among the different districts, and placed under the charge of the teacher, I believe they would be productive of great good, and cost the public less. As now handled they are of but little value.

Volumes in libraries, 3,728; taken out during year, 908; added during year, 2.

Wayne County.--The libraries, in most cases, are well preserved, and centrally located. The books, however, have been on hand so long that calls for them are not so frequent as they would be had they a supply of fresh new books. It would be well, in my opinion, to amend the law so as to permit the levy of a small tax by the township trustee, to increase the books on hand from year to year.

The Morrison Library, in the city of Richmond, established by the generosity of a former citizen, has done and is still doing much to diffuse general intelligence.

Volumes in libraries, 13,459; taken out during year, 29,708; added during year, 230.

MAINE

By an act dated March 19, 1844, school districts were authorized to expend not exceeding 5 percent of the district school appropriation each year in the purchase of books for school libraries, and two districts might unite their funds for this purpose. Few, if any, libraries grew up under the above provision, and the State superintendent, writing in 1875, says:

We have no library system in this State recognized by the school laws.

OHIO

The pioneers of Ohio were men who knew and appreciated the importance of common schools. When they began the building of the State they also began an effort in behalf of public education. Amid all the discouragements that beset them in the wilderness, their energy did not flag nor their faith waver. The school law of 1825 gave place in 1837 to one more efficient. Prior to this a State convention of friends of education, presided over by Governor Robert Lucas, met at Columbus during the session of the general assembly, in January, 1836. One of the resolutions adopted recommended that authority be granted for the formation of school libraries.

The law enacted the following year provided for the appointment of a State superintendent of schools. He immediately entered on his duties, and, after

traveling twelve hundred miles on horseback and visiting three hundred schools, submitted his report and recommendations, one of which was the establishment of school libraries. From this time onward the advocates of the libraries were unwearied in their efforts, and the legislature was constrained in 1847 to enact a law by which the county commissioners of eleven counties, named in the act, were empowered to grant the whole or any part of the proceeds of surplus revenue to teachers' institutes, one-half of which was to be devoted to the institution of libraries for their use. This act was amended February, 1848, so as to require that all money used for libraries should be devoted to the purchase of common school libraries, and its provisions were extended to all counties in the State having possession of the fund named in the first act. In 1853, after a severe struggle, the general school law was passed, which contained a clause creating a fund by a tax on one-tenth of a mill on the dollar, yearly, on the taxable property of the State, "for the purpose of furnishing school libraries and apparatus to all the common schools in the State." It was estimated that this tax would produce \$80,000 per annum. The State superintendent was charged with the duty of selecting and purchasing the books.

During the first three years after the enactment of this law 332,579 volumes were placed in the school libraries. A suspension of the operation of the law for two years produced its natural result, a diminution of the number of books, and therefore of the usefulness of the libraries. The decrease in the number of volumes reported was over 1000,000. It would not be fair to suppose that one-third of the books had disappeared in two years; much must be attributed to imperfect returns through waning interest. As soon as operations under the law were resumed and new books were added, interest was re-awakened, and for several years they prospered. In 1860, a law authorizing the levy of a tax for school libraries was adopted. In 1865, the number of volumes reported was nearly 350,000.

From the report of the State superintendent for the year 1858 and from other sources it appears that the selections of books for the school libraries during the early years of the system were not in all respects satisfactory, and some of the criticisms evoked, though severe, seem just and reasonable.

It was felt that the libraries would command greater interest and better care if, instead of being divided among the several districts, they were consolidated and the town system adopted. Accordingly an act, dated March, 1864, was passed directing such consolidation, which it was hoped would infuse new life into the system. The reports of the State superintendent show, however, that this hope was not realized. The libraries continued to languish. In his annual report for 1868, the State superintendent said:

There can be little question that our township libraries have either fulfilled their mission or are destined never to fill it. The books are scattered or lost in large numbers. Those that are gathered into the township central libraries, as required by the amended law of 1864, are read by few or none but the families of the librarians; and in the townships where the requirements of the amended law have not been complied with, the books, at least the great bulk of them, are hopelessly scattered or destroyed. . . . Township school officers are puzzled to know what to do with the few books remaining, and in many cases are calling for the

privilege to sell them by public auction or to be otherwise relieved of their care.

The superintendent recommended that the books be transferred, under proper restrictions, to voluntary associations, which--

already exist in nearly all our cities and in many of our towns and villages; and if the public school library books were turned over to these associations, or offered to others that may yet be formed, a very commendable enterprise would be promoted, and the books be properly cared for and used.

According to the report above quoted, there were 286,684 volumes in all the school libraries. In 1869 there were but 258,371 volumes reported. Since that year no statistics of school libraries have been published by the State superintendent; the last mention of them appears in the annual report for 1871, where allusions are made to them in the reports from eight counties, without exception unfavorable.

The recommendations of the superintendent in his report for 1868 were in May, 1873, embodied in a law which provides that a majority of the electors in any city or incorporated village not exceeding one thousand inhabitants, may levy an annual tax not exceeding one-tenth of a mill on the dollar on the taxable property, for the purpose of creating and maintaining a public library, and on consent of the board of education being had, the Ohio school library of the town may be transferred thereto.

An act passed March, 1867, empowers boards of education in cities of the first and second classes to levy an annual tax of one-tenth of a mill on the dollar on all property taxable for school purposes, for the purchase of books for public school libraries. The law of February, 1868, authorizes the city council of any city of the second class to levy a tax not exceeding one-half a mill on the dollar for a free public library and reading room, provided suitable accommodations are furnished without expense to the city.

In several cities large public libraries have grown up, the creation of which was due to the school library law of 1853. The article entitled Public Libraries of Cincinnati, in another part of this report, will be found to contain an interesting description of the most important of this class, the Public Library of Cincinnati.

WISCONSIN

The constitution of Wisconsin, adopted in 1848, provided for the formation of school libraries in the same section which enacted that common schools should be established. The first school law authorized the town superintendent to deduct 10 percent from the school fund and with it buy books for the several districts. This law remained in force until 1859, when it was repealed. In 1858 there were 1,125 district libraries and 250 joint libraries in the State, containing an aggregate of 38,755 volumes. At that time there were 4,000 school districts in the State; there were 56 counties in the State, 20 of which did not report a single library; six others reported nine libraries, with a total of 131 volumes--an average of less than 15 volumes each.

There seemed good reason, after summing up the results of ten years' effort and finding them so meager, for the superintendent to recommend the substitution of the township system.

In 1859 a law for town school libraries was enacted. By it a permanent library fund was to be created by devoting 10 per cent of the school fund "subject to apportionment in 1860, and annually thereafter," and adding the proceeds of a tax of "one-tenth of one mill on the dollar valuation of taxable property." This fund could only be used for library purposes. The local school boards were no longer to purchase books, that duty being devolved on "public authority." Unfortunately the law was not specific, and a bill prepared by three distinguished educators, who had been appointed by the legislature in 1859 to make a revision of the school laws and report to the succeeding legislature, presented to that body a bill which cared for all details. It failed to become a law, and in 1862 the law of 1859 was repealed, the funds that had accumulated, amounting to more than \$88,000, being transferred to the school and general funds whence they had been derived.

A return to the district system was inevitable, and in 1863 a law was passed allowing school districts to vote a tax of \$50 a year, and, if the district contained two hundred or more children of school age, \$100 a year for a library. In 1874 there were reported in the district libraries 16,157 volumes, valued at \$14,657.43, and \$809.77 had been paid for 776 volumes during the year. Six counties reported less than 10 volumes each in their school libraries. Reports were received from fifty-one counties; twelve made no report.

MISSOURI

An act passed February, 1853, empowered the voters of any school district to raise money by a tax for the purchase and support of a school library. Few districts appear to have exercised the power granted. The annual report of the State superintendent for 1868 contained library returns from 14 counties only. The aggregate number of volumes reported was 23,794, and 20,206 of these were in St. Louis County. The last annual report does not contain returns from any school libraries except at St. Louis and St. Joseph, the latter acquired entirely by the donations of individuals and the voluntary efforts of the pupils. A full account of the former will be found in the article entitled Public Libraries of St. Louis, in another part of this Report.

CALIFORNIA

Between 1854 and 1866 several school libraries were formed in California, mainly by the efforts of individuals. In 1856 a little more than \$200 of school money was expended for books and apparatus; in 1863 all the school libraries were valued at \$3,600--one at Marysville contained about 1,000 volumes; in 1865 nearly \$6,000 were expended for school libraries and apparatus.

The friends of education had long felt the need of placing books in the school districts, and left no means untried to carry out the plan. At length, in 1866, the recommendations of the superintendent of public instruction, in

his biennial report for 1864-'65, were embodied in the present excellent law for school libraries. The provisions of the law and the results so far achieved are fully described in the following statement from the State superintendent, made in 1875:

A public school library is established by law in every school district of this State. Except in cities not divided into school districts, the library fund consists of 10 per cent of the State school fund annually apportioned to the district, unless 10 per cent exceed \$50, in which event it consists of \$50, annually taken from the fund so apportioned. In cities not divided into school districts, the library fund consists of the sum of \$50 for every 500 children between the ages of 5 and 15 years, annually taken from the State school fund apportioned to the city. Previous to 1866, school libraries had been established in connection with several districts; but the system of public school libraries, supported by the State, dates from March, 1866. The State grants from 1867 to 1874 inclusive amounted to \$169,009.75.

The only other source of revenue for supporting these libraries, provided for by law, consists in fines, penalties, and fees of membership. "Fees of membership" are to be collected of residents of the district who are not pupils of the public school, and yet desire to become entitled to the privileges of the school library. But in point of fact no "fees of membership," or fines and penalties have ever been collected; and the libraries have been established and supported exclusively by the State.

The libraries are under the direct control of the board of trustees or of education, who generally delegate this power to the teacher, who acts as librarian.

The State board of education prescribes a list of books from which all books for district libraries must be selected.

The results of this system of public school libraries have been that reference books have been placed at the disposal of the teacher; the children have obtained access to those best of teachers, good books; and in hundreds, nay thousands, of districts, a store of mental food has been placed at the disposal of the residents of such districts, which otherwise would be beyond the means of all except the most opulent. Under this system every district in the State established for any length of time has a good school library; and the legislature, at its last session, made it therefore optional with the trustees to expend the library fund for books, or for apparatus, or for both. Up to 1874 the library fund could be expended only for books. Our system of public school libraries has worked so satisfactorily that not even a wish for a change has been expressed.

An examination of the excellent list of books prepared by the board of education in 1873 for the use of school officers shows that it is composed with great care and a catholic regard for the tastes of all. Following it, no

school director, however unfamiliar with books, can fail to make selections that will gratify as well as improve the tastes of pupils and parents alike.

OREGON

While Oregon was yet a Territory, a law was enacted authorizing electors of school districts to levy a tax for ordinary school purposes, and an additional tax for the purchase and increase of school libraries. The school law of 1854 charged school directors with the duty of appointing a suitable person for librarian when the district had procured a library.

The State constitution, adopted in 1857, provides for the "purchase of suitable libraries and apparatus" for the common schools.

The general school law, published in 1870 provides that the board of directors may, "when authorized by a majority vote of the district, . . . furnish their school houses with the necessary . . . libraries, apparatus, &." The sparseness of population and the difficulties attending the settlement of a new State probably constitute the main reasons why the reports of the State superintendent do not show that school libraries have been formed.

ILLINOIS

The first legislative action for the institution of school libraries appears to have been taken in 1855. Section 43 of the general school law provides:

"For the purpose of . . . procuring furniture, fuel, libraries, and apparatus, . . . the directors of each district shall be authorized to levy a tax annually." "The directors may also use for the purchase of libraries and apparatus any surplus funds after all necessary school expenses are paid."

It is thus discretionary with the school directors whether money for the purchase of libraries shall be raised by tax or not. In 1874, the date of the last official return, there were reported in all the libraries 60,871 volumes. These, together with the unknown number lost and worn out since 1857, the date of the first purchase, had cost \$194,966.

Under date of April, 1875, the State superintendent of public instruction writes:

The statute makes no provision as to the manner of selecting the books, nor as to the management and use of the libraries, each local board being left to the free exercise of its own judgment in these respects. The omission to prescribe any rules or regulations for the guidance of directors upon these important points must be regarded as a very serious defect in our present law.

The State superintendent of public instruction has no legal authority or jurisdiction in the matter of school libraries. He

may, however, in virtue of the general powers attaching to his office, give such information and advice in relation thereto as he may deem expedient. Accordingly, Dr. Newton Bateman, my very able predecessor, near the close of his term prepared an extended list of books as an aid to local school boards and other, in making selections for school libraries. The list was compiled with great labor and care, and although it is purely suggestive, and of no official obligation, it is believed that it will prove of great assistance to those for whose benefit it was prepared, as well as to the cause of good reading and culture. The list referred to will be found at the close of the tenth biennial report of this department.

Our present law in relation to the raising of funds for school libraries is a very liberal one, and when supplemented by a few simple regulations touching the selection, care, custody, and use of the books, the best results may be anticipated.

It is my purpose to recommend that the law be so changed that when a district levies a tax for school library, the State shall grant an equal amount for the purpose. Of academies, we have but few in the State, the public high schools having for the most part taken their place.

PENNSYLVANIA

School libraries may be formed under the law of 1864, by subscription or otherwise, and it is the duty of the school directors to receive and care for the same; but they are prohibited from purchasing from the school fund any books except those of a strictly professional character, for the use and instruction of teachers. No book, unless approved by them, can be placed on the shelves of the school library. They are authorized to receive bequests and endowments for the benefit of school libraries.

As might reasonably be expected, very few public school libraries have been formed in Pennsylvania, and those existing are of minor importance.

KANSAS

An act approved February 28, 1870, empowers the voters of any school district in the State to raise money by a tax, (in no case exceeding two mills on the dollar of taxable property,) for the purchase by the board of directors of a school district library; and directs that the purchases shall be restricted to "works of history, biography, science, and travels."

The annual reports of the State superintendent do not indicate that any action has been taken to institute such libraries.

VIRGINIA

Section 6, article 8, of the constitution, as amended in 1870, is as follows:

The board of education shall provide for uniformity of text books and the furnishing of school houses with such apparatus and library as may be necessary, under such regulations as may be provided by law.

Section 51 of the school law, approved July, 1870, directs that "such apparatus and library as may be necessary shall be provided for on some gradual system by the board of education." No school libraries are yet reported.

NEW JERSEY

The act passed by New Jersey in 1871, to "encourage the formation of libraries in the free public schools," provides that any school district which shall raise \$20 by subscription of a library shall receive a like sum from the State for the same purpose, and that each year after shall be entitled to the sum of \$10, on the same conditions. The selection of books and the administration of the library are placed in the control of the trustees of the district.

In 1874 there were 1,369 school districts in the State. In the year 1872, 189 districts formed libraries under the act; in 1873, 47 additional libraries were formed, and 49 districts (raising by subscription the \$410 required) received further aid from the State; in 1874, 31 new districts formed libraries, 28 made the first and 29 the second addition; or, to summarize, 267 districts have formed libraries; 77 have made two, and 29 three additions.

The State superintendent of schools, writing in 1875, says:

The reports I receive represent that the books are generally read by the pupils and by many of the parents. I am satisfied that the law has been productive of great good in the State. I do not think the law for us could be improved by any change in its provisions.

KENTUCKY

The school law of 1873 provides that when, "by contribution, purchase, or otherwise," 40 volumes have been collected for the purpose in any school district, the trustee may organize a school library--

Provided, That none of the school revenues collected by general taxation for the purpose of common school education shall ever hereafter be used to purchase books, maps, or charts for the same.

It is made the duty of the State board of education to prepare a list of books suitable for school libraries. So far as known no such list has yet been prepared. No school libraries are reported.

MINNESOTA

Minnesota, in March, 1873, passed a law authorizing voters in school districts to raise money by taxation for library purposes, but no such libraries are yet reported as having been established.

COLORADO

The territorial legislature enacted a general school law February, 1876, by a unanimous vote of both branches. Section 58 empowers the electors of school districts of the second class to levy a tax for several purchases specified, one of which is, "for procuring libraries for the schools." In districts of the first class, i.e., those in which the population exceeds 1,000 inhabitants, the board of education has the same power.

SCHOOL LIBRARIES IN THE PROVINCE OF ONTARIO, CANADA

It is thought proper to give here a brief account of the school libraries on Ontario. The system was in a large degree due to the example of that State.

The act under which the libraries were organized was passed in 1850. Its several provisions are succinctly stated by the chief superintendent of education for Ontario, in his annual report for the year 1874.

In regard to the free public libraries, it may be proper to repeat the explanation that these libraries are managed by local municipal councils and school trustees, (chiefly by the latter,) under regulations prepared according to law by the council of public instruction. The books are procured by the education department, from publishers both in Europe and America, at as low prices for cash as possible; and a carefully prepared classified catalogue of about 4,000 works (which have been approved by the council of public instruction) is printed and sent to the trustees of each school section, and the council of each municipality. From this select and comprehensive catalogue the local municipal and school authorities desirous of establishing and increasing a library, select such works as they think proper, or request the department to do so for them, and receive from the department not only the books at prices about from 25 to 35 per cent cheaper than the ordinary retail prices, but an apportionment in books of 100 per cent upon the amount which they provide for the purchase of such books. There is also kept in the department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

The first purchases of books were made in 1854, when \$51,376 were expended for that purpose.

According to the report above quoted, collections valued at \$152,419 had been furnished up to the end of that year. The libraries, exclusive of subdivisions, numbered 1,334, an increase of 51 for the year; they contained 266,046 volumes; the increase for the year was 7,167 volumes; the sum of \$2,668 was expended, of which the department paid one-half. The character of the libraries is sufficiently shown by the following statement of the number of books belonging to the several classes placed in them since they were formed: History, 45,664 volumes; zoology and physiology, 16,013 volumes; botany, 2,931 volumes; phenomena, 6,455 volumes; physical science, 5,048 volumes; geology, 2,328 volumes; natural philosophy and manufactures, 13,722 volumes; chemistry, 2,403 volumes; practical agriculture, 10,187; literature, 25,237 volumes; voyages, 23,931 volumes; biography, 30,181; tales and sketches, practical life, 75,413 volumes; fiction, 2,399 volumes; teacher's library, 4,134 volumes.

The report does not indicate the value of the libraries as expressed by the extent of their use except in a few of the counties, but their growth from the year 1854 to the present time shows clearly that they are gradually increasing in usefulness as well as extent, and proves that the law, excellent in itself, has been well administered.

II. LIBRARIES OF SCHOOLS FOR SECONDARY INSTRUCTION

THEIR ORIGIN, GROWTH, AND CHARACTER OF THE AID THEY HAVE RECEIVED

Besides the libraries established in connection with common schools, there are others belonging to schools for secondary instruction. In several of the States such libraries of academies began early in the century. In New York they have been aided by State grants, under the act of 1834; in New Hampshire aid was given at an early day to the libraries of the academies. These collections have been multiplied as different kinds of schools have been established, until now there is hardly a school of any kind, seminary, normal school, commercial school, or other higher school, public or private, without its library.

Statistics reported to this Bureau show that there are, in 826 such schools, nearly 1,000,000 volumes. There are doubtless many such libraries not reported. Statistics of libraries of this class will be found in the general table in another part of this report.

Some of the high schools have received municipal aid for libraries. In New York, as has been stated, many academies receive regular State aid from the literature fund. The number of such academies last reported was 234. They contained libraries amounting in the aggregate to 163,669 volumes, the estimated value of which was \$193,454.

Most of the collections belonging to these schools in the different States are of a miscellaneous character, mainly consisting of gifts of individuals. The schools are for the most part without special library funds; although in

many instances means have been afforded to make selections that would aid students in their course of study.

III. LIBRARIES OF ASYLUMS AND HOSPITALS

Most of the institutions for the care and education of the deaf and dumb and the blind, for the insane, for orphans, and other unfortunates in the United States, possess libraries, many of which are important and valuable. Belonging to asylums of the class first named there are reported 52 special libraries intended for the instruction of the inmates. The best known is that built up by the exertions of the late Dr. S. G. Howe, of Boston, in connection with the Perkins Institute for the Blind; that of the Hartford Asylum, Hartford, Conn.; and that of the Deaf-Mute College at Washington, D.C., under the charge of Professor Gallaudet. The last named institution is sustained by the General Government. Others, begun later, have acquired a high rank in the class to which they belong.

Asylums and hospitals for the insane are also to a considerable extent provided with libraries. The best known is that of the McLean Asylum, at Somerville, Mass.

Asylums for orphans and others, maintained by State or city governments, or by private benevolence, generally possess libraries.

Reference is made to the general table in another part of this report for statistics of libraries in the several classes above named.

REFERENCES

NEW YORK

1. History of the Common School System of the State of New York, by S. S. Randall. New York and Chicago, Ivison, Blakeman, Taylor & Co., 1871, pp. 363, 364.
2. Valued, according to the superintendent's report, at \$500,959.
3. Hon. Abram S. Weaver, late State superintendent of public instruction.

CONNECTICUT

1. Many towns in Connecticut, as in other parts of New England, enjoyed from an early period the educational advantages of libraries. Salisbury was particularly favored. Before the Revolution it received from an Englishman engaged in business there the gift of a library of 200 well selected volumes imported from London. This library flourished until the town was nearly a century old.

In 1803 Caleb Bingham, a native of Salisbury, editor and publisher of the American Preceptor, Columbian Orator, and other school books, then a publisher and bookseller in Boston, wrote to his brother, saying: "I well remember, when I was a boy, how ardently I longed for the opportunity of reading, but had no

access to a library. It is more than probable that there are at the present time, in my native town, many children who possess the same desire, and who are in a like unhappy predicament. . . . I have selected from my shelves 150 volumes for the commencement of a library for the sole use of the children of the town of Salisbury, from nine to sixteen years of age. . . . To the small beginning it is presumed the liberality of your fellow townsmen will induce them to make such additions from time to time, as that it will at length become respectable."

The expectations of the generous donor were not disappointed. The "Bingham Library" lived and prospered for many years, supported by occasional grants of money from the town, the first example, it is believed, of municipal aid to a library in the United States.

INDIANA

1. The number of volumes reported in the Public Library of Indianapolis, April 9, 1874, was 14,560; the circulation of books for the year ending on that date was 101,281 volumes.

SECONDARY SCHOOL LIBRARY STANDARDS, 1920

The secondary school library was the first public library in this country. It grew out of a need to provide reading materials for those students bound for college and university training. New York, Massachusetts, and Michigan led the way in school library development, with the first such library being founded in New York in 1835. Massachusetts and Michigan followed suit in 1837 (Cecil and Heaps, 1940, p.42). Rapid growth in the number of states providing reading materials for students in the schools soon demanded attention to uniformity in library service and book selection.

The first set of standards for high school libraries was the result of a group of surveys conducted across the country in 1915. Papers based on the survey results were presented the following year in New York City at the NEA National Convention. Casper Carl Certain of the Detroit Public Schools, who was chairman of the Library Committee, Department of Secondary Education, presided over the discussion of the papers. The Library Committee was later charged with the task of developing a set of recommendations for the proper use of the library in secondary schools. The report was finalized and adopted by its two sponsoring organizations - The National Education Association and the North Central Association. The Committee on Education of the American Library Association also voiced approval of the report. Since its publication by ALA in 1920, it has come to be known as the "Certain Report" in honor of C.C. Certain.

Doubtless, today's secondary school library/media specialist will chuckle upon reading these early standards. Yet there will also be a deep appreciation for the amount of vision and concern for the intellectual development and welfare of learners. Drafters of the report obviously regarded the school library as a place where students could and should receive the very best of materials and services

available at that time. School administrators and state inspectors were charged with making sure the library experiences of all students were positive ones.

Upon reading these standards, one is struck with the amount of emphasis on conformity in the smallest of details. Nothing appears to be left to chance or whim. The intentions and professional training of the school librarian are ignored throughout the lists of specifications for tables, chairs, paper clips, map racks, and work space. The library and the librarian are dissected into the smallest of pieces and the school's administrator has the responsibility of putting the pieces together into an accountable whole.

The Certain Report holds an important place in the history of school library/media centers. According to some historians in the field, the Report "...was the first attempt to formulate and to standardize school library practice" (Cecil and Heaps, 1940, p.64). This document was the first measuring tool for use by school administrators in determining the effectiveness of their school libraries (Ibid). Because the Report grew out of surveys of existing school conditions, we can also label it as an example of some of the earliest research in the school library/media field.

NATIONAL EDUCATION ASSOCIATION
DEPARTMENT OF SECONDARY EDUCATION

STANDARD LIBRARY ORGANIZATION AND
EQUIPMENT FOR SECONDARY SCHOOLS
OF DIFFERENT SIZES

REPORT OF THE COMMITTEE ON LIBRARY
ORGANIZATION AND EQUIPMENT

C. C. CERTAIN, *Chairman*
Case Technical High School, Detroit, Mich.

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COLLABORATORS

MARY E. HALL Librarian, Girls' High School Brooklyn, N.Y.	R. T. HARGREAVES Principal, North Central High School Spokane, Wash.
FRANK IRVING COOPER Chairman, N.E.A. Committee on School- house Planning and Construction Boston, Mass.	H. A. HOLLISTER State High-School Visitor University of Illinois Urbana, Ill.
MARTHA WILSON State Supervisor of Libraries, Depart- ment of Education St. Paul, Minn.	FLORENCE HOPKINS Librarian, Central High School Detroit, Mich.
EMMA J. BRECK Head of Department of English, Univer- sity High School Oakland, Cal.	W. W. BISHOP Librarian, University of Michigan Ann Arbor, Mich.
LUCY E. FAY Librarian, University of Tennessee Knoxville, Tenn.	H. O. SEVERANCE Librarian, University of Missouri Columbia, Mo.
EDNA PRATT Librarian, Public Library Passaic, N.J.	CLARENCE KINGSLEY State High-School Inspector Boston, Mass.
ELIZABETH KNAPP Head of Children's Department, Public Library Detroit, Mich.	JAMES FLEMING HOSIC Editor of the <i>English Journal</i> Chicago, Ill.
MARY SULLIVAN Department of English, Schenley High School Pittsburgh, Pa.	BESSIE SARGEANT SMITH Supervisor of High-School Libraries Cleveland, Ohio
JESSE B. DAVIS Principal, Central High School Grand Rapids, Mich.	WILLIS KERR Librarian, Kansas State Normal School Emporia, Kans.
HANNAH LOGASA Librarian, School of Education, Univer- sity of Chicago Chicago, Ill.	HARRIET WOOD Supervisor of School Library Public Library Portland, Ore.
WALTER G. HOOD Principal, Gilbert High School Winsted, Conn.	FRANK K. WALTER Vice-Director, New York State Library School Albany, N.Y.
	ELLA MORGAN Librarian, Lincoln High School Los Angeles, Cal.

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FOREWORD

C. C. CERTAIN, CHAIRMAN

The Library Committee of the Department of Secondary Education of the National Education Association was organized in 1915 at the annual meeting in Oakland, Calif. The members of the Committee at that time decided that two purposes should be carried out during the year: first, to investigate actual conditions in high-school libraries throughout the United States; and second, to make these conditions known to school administrators and to secure their aid in bettering existing conditions. The first purpose was accomplished thru a series of surveys, including the states of the South, of the Middle West, of the West, and of the East. A report based upon these surveys was presented to the Secondary Department at the New York City meeting in 1916 and published in the *Proceedings* of that year. Gathered together at that meeting were high-school principals, teachers, librarians, and state and city superintendents, who, in discussing the problems relating to high-school libraries, gave a new conception of the status of the library in the high school. It was thru this program that the Committee accomplished its second purpose. Taking part in the discussions at the meeting were such men as Dr. Davidson, of Pittsburgh, Pa.; Mr. Jesse B. Davis, of Grand Rapids, Mich., and Professor Charles Hughes Johnston, of Urbana, Ill. A full account of the meeting, with papers contributed by the speakers, is published in the *National Education Association Proceedings* for 1916.

It was the sense of the department at that time that the Library Committee should be continued and that it should work out a constructive program of library development acceptable to the Secondary Department. Professor Johnston consented to take the leadership in this movement. He was also chairman of the Commission on Unit Courses and Curricula of the North Central Association of Colleges and Secondary Schools. As chairman of this Commission he organized a library committee with the purpose of preparing, under the guidance of the members of the Commission, a much more detailed report than seemed possible in the National Education Association. It was my great pleasure to act as chairman of this Library Committee of the Commission and to work under the leadership of Professor Johnston. He planned to secure the adoption of the projected report by the North Central Association and then to present it to the Secondary Department of the National Education Association for similar action.

Professor Johnston's untimely death in the early stages of these plans brought irreparable loss to the teaching profession; but his plans, which

were projected with characteristic clearness and vigor, have survived and have been given expression in the following report prepared by the Library Committee of the Commission. I was asked to accept the chairmanship of the Library Committee of the Secondary Department and hence have had the privilege of carrying out the program planned by Professor Johnston. According to his plans I have presented the report of the Library Committee both to the North Central Association and to the Secondary Department of the National Education Association. The report has been adopted by both organizations. The action of these organizations has thus given school administrators a national standard for high-school library development.

The Library Committee has been instructed to prepare a report on "Methods of Using the Library in Teaching the High-School Subjects," to be presented at the next annual meeting of the Secondary Department.

THE NEED FOR HIGH-SCHOOL LIBRARY STANDARDIZATION

JESSE NEWLON, SUPERINTENDENT OF SCHOOLS, LINCOLN, NEBR.

In the building of high schools in the past twenty-five years it has been the custom to provide adequately, or approximately so, for science and a little less generously for household arts and manual arts. I do not wish to say anything whatever in disparagement of the provision made for science. We have not provided more than adequately; we have invested no more money in science than we should. In fact, the war is teaching us that we must spend more money in every line than we have ever spent before. But in planning our high schools we have overlooked, with very few exceptions, the high-school library.

What is true of high schools in general is true of junior high schools in particular. The library in the junior high school is just as important as the library in the senior high school; indeed, far more so in many respects. Most boys and girls leave school before they reach the senior high school, in fact before they reach the tenth grade of the public schools. If we are really to teach them to use the library, if we are really to create in them an interest in good books, an interest in study, it must be done in the junior high school. In my mind the need of library development applies in particular to the junior high school.

There are few well-planned high-school libraries in the United States. Sometimes there is a large study-hall for the library—generally just one room with no workroom or conveniences of any kind for the library staff. The reason for this has been that in the science department we have had definite standards by which to design. These standards have been worked out during many years in the colleges and in the secondary schools. We have appreciated the importance of science in the high-school curriculum. We have had standards in the university laboratories. In the laboratories in the high schools we have laboratory equipment. It has been easy, therefore, to convince boards of education that it is necessary to provide these—and so for the chemistry department, the physics department, or for science of whatever kind common to the curriculum. We have been able to take boards of education to neighboring cities and show them what has been done, but we have been unable to do that in the library field.

Herein lies the importance of the report on *Standard Library Organization and Equipment for Secondary Schools of Different Sizes*. For the first time administrators see that the library is the very heart of the high school. It will be possible now for those of us who believe in the importance of the

library to talk in definite terms to boards of education when we are planning junior and senior high schools. I have had that pleasure within the last four months. In drawing up my plans I have been able to refer to this recent report setting forth library standards, and I am happy to say that in these two schools we are going to provide as adequately for the library as for the science and manual-arts departments.

Those of us who deal with boards of education know that we are likely to get what we want if we know what we want. The person who approaches the board of education with a definite program in mind, knowing exactly what he wants, with recommendations and reasons for it, is likely to get what he wants, and that is true of the community. School superintendents and boards of education who have a constructive program to put before the community with good reasons for it will win, nine cases out of ten, and so this library report will make it possible to get good libraries—a thing we have not had in the past. Of course there are a few exceptions, but in general we do not have adequate arrangements in our high schools, either in room, in equipment, or in staff for libraries.

I am very happy to say that at the meeting of the North Central Association of Colleges and Secondary Schools in March we adopted this report as one of the recommendations of the Commission on Unit Courses and Curricula, and that similar associations of colleges and secondary schools in the South and Northwest and in various other parts of the country are likely to take similar action. We can now offer boards of education a report that is official—really official. This report represents the best thought of those who have studied libraries thruout the country. Great good will come from that.

SUGGESTIONS TO STATE HIGH-SCHOOL INSPECTORS

It is suggested that a committee be organized in each state to make a survey of library conditions in high schools. To begin the work of standardizing libraries, actual conditions should be studied in relation to the standards given in this report.

A complete survey should be made including such items as: (1) appropriate housing and equipment; (2) professionally trained librarians; (3) scientific service in the selection and care of books and other printed material, and in the proper classification and cataloging of this material; (4) instruction in the use of books and libraries; (5) adequate annual appropriations for salaries and for the maintenance of the library, for the purchase of books, for supplies, and for general upkeep; (6) a trained librarian as state supervisor of all the school libraries of the state.

Based upon this survey, a schedule of systematic library development should be outlined, with definite annual goals to be attained, until all standards have been achieved.

It is estimated that not more than five years should be required for the complete achievement of standards as given in this report.

Representatives of the state educational department and of the state library commission should be members of the surveying committee.

A statement of library conditions should be contained in the annual reports of state departments of education and in the reports of high-school inspectors.

STANDARD HIGH-SCHOOL LIBRARY ORGANIZATION AND ADMINISTRATION

This report endeavors to suggest a practical working standard for the following types of high schools:

- I. Junior high schools. Page 17.
- II. High schools with enrolment below 200. Page 18.
- III. Four-year high schools or senior high schools with enrolment between 200 and 500. Page 20.
- IV. Four-year high schools or senior high schools with enrolment between 500 and 1000. Page 22.
- V. Four-year high schools or senior high schools with enrolment between 1000 and 3000. Page 23.

Appendix:

- I. Acknowledgments. Page 25.
 - II. References. Page 25.
- Appraisal by Educational Leaders.¹

REQUISITES OF A STANDARD LIBRARY ORGANIZATION

The requisites of a standard library organization are: (I) appropriate housing and equipment of the high-school library; (II) professionally trained librarians; (III) scientific selection and care of books and other printed matter, and the proper classification and cataloging of this material; (IV) instruction in the use of books and libraries as a unit course in high-school curricula; (V) adequate annual appropriations for salaries and for the maintenance of the library, for the purchase of books and other printed matter, for the rebinding of books, for supplies, and for general upkeep; (VI) a trained librarian as state supervisor to be appointed as a member of the state education department, as in Minnesota, or under the library commission in co-operation with the state education department, as in New Jersey.

ATTAINABLE STANDARDS

The following standards are recommended as attainable in the high schools of the United States within the next five years. In general these standards apply to all high schools.

¹ See supplement accompanying this report.

I. HOUSING AND EQUIPMENT*

A. SCIENTIFIC PLANNING

In establishing a new high school or a new library in a high school, the librarian should be secured in ample time to aid in planning the library room and in selecting the equipment and books. No school superintendent or high-school principal should undertake to plan a new library without the expert assistance of a trained librarian. Crudely designed libraries are wasteful of funds, of space, of time, and of educational force.

B. INTEGRAL PART OF HIGH-SCHOOL ORGANIZATION

The library must be an integral part of the high school, housed in the school building, and should not as a rule be open to the general public.²

1. *The Room and its appointments.*—The library reading-room must be centrally located, well lighted, and planned appropriately with reference to general reading, reference, and supplementary study. It must be emphatically a place of refinement, comfort, and inspiration. The room in all its appointments should be a place essentially attractive to high-school students and should be made as free of access to them as is possible.

2. *Freedom of access.*—Freedom of access to the library must imply, not only freedom to consult books for reference and for supplementary and collateral study, but also freedom to read books for recreation and pleasure. The pupils should have direct access to the bookshelves.

C. THE READING-ROOM

1. *Location.*—A central location on the second floor is usually found most satisfactory for the reading-room. It should have an exposure admitting plenty of light and sunshine. It should be separate from the study hall and should not be used for recitation purposes.

It should be near the study hall. The library should be connected with the study hall by a door or special passageway so that students may go from the study hall to the library without the necessity of securing passes to the library. Where this is not feasible the library should be as near as possible to the study hall.

2. *Seating capacity and area.*—The reading-room should be provided with facilities to accommodate at one full period readers numbering from 5 per cent to 10 per cent of the total daily attendance of the school. In high schools enrolling 500 pupils the reading-room should have a seating capacity of from 40 to 50; and those enrolling 1000 should have a seating capacity of from 75 to 100. An area of at least 25 square feet per reader is required for complete accommodations and service. The minimum seating capacity in the small high school should be that of an average classroom.

* Architects and school superintendents planning high-school buildings should have on hand for reference the standards for high-school library rooms set forth in the pamphlets and books marked with an asterisk. Appendix 2, Housing and Equipment.

² Local developments in small towns in some instances may make it desirable to open the library to the public.

Tables 3 by 5 feet and seating 6 persons are the standard size recommended. The width of the room should be ample to accommodate from 2 to 3 rows of tables placed with sides parallel to the short walls of the room if the room is rectangular in form. A space of 5 feet should be allowed between the rows of tables and between the tables and the adjacent walls. Two rows of tables should be provided in small high schools and 3 rows in large schools.

3. *Lighting*.—The artificial lighting should be by means of electric ceiling fixtures of either the indirect or semi-indirect type.

4. *Finishes*.—White ceilings and light buff walls give the best lighting effects. Dark colors should be avoided in woodwork and trim.

5. *Wall space*.—All possible surface downward from a point 7 feet above the floor should be utilized for shelving. Chair railing, wainscoting, and baseboards should be omitted, and the walls plastered to the floor. Any necessary baseboards should be added after the shelving is in place.

6. *Floor covering*.—The floor should be covered with linoleum or cork carpet to deaden sound.

D. EQUIPMENT

1. *Indispensable equipment*.—

a) Built-in furniture: Low, open wall shelving to accommodate about eight volumes to the running foot.

The shelving should be placed against the wall spaces of the room. The cases should be made with adjustable shelves, should not be over seven feet high, and should accommodate six or seven shelves. The stationary shelf should be three or four inches above the floor, so that it will not catch all the dust. The shelves should be 3 feet long and 9 inches wide. These should be made of wood by the local carpenter, or steel cases should be purchased. The bottom shelves should be 12 inches wide to take the folio books. In estimating the capacity of shelving, eight books to the foot should be used as a basis. There should be shelving enough to provide for the present collection of books and for the probable additions for the next five years. If the wall spaces are not sufficient for the shelving, free-standing stacks should be installed. The passageway between the stack and the wall should be at least three feet.

The current periodicals should be laid on their sides on the shelves in one section devoted to periodical literature, or a few pigeonholes should be made for them. These should be 12 inches high, 10 inches wide, and 12 inches deep for the average-sized periodical. A few larger ones should be made for folios like the *Scientific American*. Better still, these spaces should be reserved for files of back numbers and for a rack¹ simply constructed to hold current magazines in a vertical position for display. This should be placed on a side wall of the library. If the school has sufficient

¹ Racks can be secured from reliable makers of library furniture.

funds, a standard periodical case² for the better display of periodicals should be purchased.

b) Closets: Ample provision should be made for closet space for storing back numbers of magazines, new books, books for binder, stores of supplies, etc., unless this storage space is provided in a librarian's workroom.

c) Furniture: Reading tables, each to accommodate not more than six or eight readers, comfortable chairs, charging desk and desk for reference work, card-catalog case, pamphlet cases, magazine stand, newspaper rack, vertical file, book truck, lockers for librarians.

d) Apparatus: Accession book,³ Library of Congress catalog cards, blank catalog cards, guide cards, book cards, book pockets, dating slips with dater, library stamp, book supports, shelf markers, typewriter, bulletin boards of corticine, circulating pictures, clippings, cards, and pamphlets.

2. *Additional equipment needed for the most effective work*.—

a) Stack shelving when needed, display case for illustrated editions of books, celluloid holders for handling pictures, files for lantern slides, post cards, victrola records, a globe, a cutting machine, pictures and mottoes on walls, casts, and plants.

b) Ample accommodations should be provided for assembling in the library all illustrative materials used in the high school, such as maps, pictures, lantern slides, and victrola records. In the library these can be made available to all departments thru proper classifications, cataloging, and filing.

E. LIBRARIAN'S WORKROOM

A librarian's workroom of at least 10 by 15 feet should adjoin the reading-room.⁴ It should be equipt with a desk for cataloging, a typewriter table, a typewriter with card-cataloging attachment, chairs, shelves, and ample closet space for storage of new books being cataloged and of old books being repaired.

F. LIBRARY CLASSROOM⁵

A library classroom also should, if possible, adjoin the reading-room. It should be furnished with from thirty to sixty chairs with tablet arms, a small stage, complete lantern outfit, moving-picture outfit, victrola, reflectoscope, table, and bulletin boards of corticine. Not more than two-thirds of the room should be occupied with chairs. A room so equipt would serve as a model classroom for visual instruction and should be available for use by teachers of all departments wishing to use slides, pictures, illustrated

² This has provision for current magazines on top and drawers below for storing back numbers. Can be purchased from dealers in standard library furniture.

³ It is possible to dispense with the accession book. Accession numbers may be used, arranged in the order of bills and entered in blocks in a small notebook.

⁴ Preferably at one end of the reading-room.

⁵ In the construction of special rooms, glass partitions and glass doors simplify the problem of supervision.

books, or victrola records kept in the library. The walls should be equipt with posting surfaces of cork or burlap for the display of posters and pictures.

NOTE.—For specifications as to standard library shelving and furniture, also planning of school library room, architects and school superintendents are referred to the following authorities:

School Library Management, by Martha Wilson. The H. W. Wilson Co., 958 University Ave., New York City.

Small Library Buildings, by Cornelia Marvin. American Library Association Publishing Board, 78 E. Washington St., Chicago, Illinois.

G. COMMITTEE ROOMS FOR SOCIAL STUDIES¹

There should be one or more committee rooms, among these the library classroom, adjoining the library, where students could work in groups upon problems assigned them in English, history, civics, economics, and other high-school subjects. It is also desirable that the offices of the heads of the department of English and of the social-studies department should be connected conveniently with the library.

H. STACKROOM

A stackroom is rarely necessary, except in the case of the very large high school in which many surplus books must be stored, such as textbooks and library books that are rarely used.

II. THE LIBRARIAN

A. QUALIFICATIONS

The librarian in the high school should combine the good qualities of both the librarian and the teacher and must be able to think clearly and sympathetically in terms of the needs and interests of high-school students.

A wide knowledge of books, ability to organize library material for efficient service, and successful experience in reference work should be demanded of every librarian. Most of all should the personality of the librarian be emphasized. Enthusiasm and power to teach and inspire are as essential in the high-school librarian as in the teacher. Successful library experience in work with boys and girls of high-school age, either in the reference room, in the children's department or school department of a public library, or in a high school should be required of candidates. Successful teaching experience in a high school is a valuable asset in the librarian.

B. PROFESSIONAL REQUIREMENTS

The standard requirements for future appointments of librarians in high schools should be a college or university degree with major studies in literature, history, sociology, education, or other subjects appropriate to any special demands, as, for example, those of the technical high school, upon the library. In addition the librarian should have at least one year

¹ Preferably at one end of the reading-room.

of postgraduate library training in an approved library school and one year's successful library experience in work with young people in a library of standing.

1. *Approved library schools*.—By approved library school is meant a school which meets the standards of library training set up by the Committee on Library Training in the American Library Association and adopted by the Committee on High School Libraries in the National Education Association. The following meet these standards and are approved by the National Education Association Committee on High School Libraries:

New York State Library School, Albany, N.Y.

University of Illinois Library School, Urbana, Ill.

The University of Wisconsin Library School, Madison, Wis.

Western Reserve Library School, Cleveland, Ohio.

Simmons College Library School, Boston, Mass.

Pratt Institute Library School, Brooklyn, N.Y.

New York Public Library School, New York, N.Y.

Atlanta Library Training School of the Carnegie Library, Atlanta, Ga.

Carnegie Library School, Pittsburgh, Pa.

Syracuse University Library School, Syracuse University, Syracuse, N.Y.

Los Angeles Public Library Training School, Los Angeles, Cal.

The following library schools which have been recently established give courses of one year or more in library training and are under consideration for approval by the National Education Association Committee on High School Libraries:

Los Angeles Library School, Public Library, Los Angeles, Cal.

California State Library School, Sacramento, Cal.

St. Louis Library School, Public Library, St. Louis, Mo.

University of Washington Library School, Seattle, Wash.

2. *Standard library-training courses*.—For information as to the standing of any library-training course in the country write to the Chairman of the Committee on Library Training, American Library Association, 78 East Washington St., Chicago, Ill., or to Mary E. Hall, Girls' High School, Brooklyn, N.Y., chairman of Committee on High School Libraries, National Education Association.

3. *Authoritative information*.—For help in securing efficient librarians for high schools apply to the directors of library schools listed in the foregoing paragraphs or to the Chairman of the Committee on High School Libraries, National Education Association. Help may also be secured from the Secretary of the American Library Association, 78 East Washington St., Chicago, or by writing to the secretary of the state library commission of any state having such a commission at the state capitol. Most states have such a commission.

include specific amounts for the maintenance and supervision of the library.

The maintenance of the library should not depend upon incidental sources of money, such as school entertainments and "socials." Students may be encouraged to raise funds for the library in appropriate ways, but these funds should be used only for such accessories as make the library more restful, more refreshing, and more attractive. By this means decorations, special equipment, finely illustrated editions, and plants may be secured; but the high school should not be forst to depend upon such means for necessary library service.

The initial expense of the library includes (1) the salaries of the librarian and assistants, which should be on the same schedule as those of other teachers; and (2) the cost of books and equipment.

Funds for maintenance should provide for increase of salaries, additional books, periodicals, binding and other repairs, replacement of worn-out books, Library of Congress catalog cards, general supplies, and funds for general depreciation, for new equipment, and for handling materials borrowed from public-library agencies.

Funds should be provided in such a way that the librarian may take advantage of sales to buy books as they are needed and offered, instead of being forst to buy only once or twice a year, as is customary with most boards of education. A contingent fund is necessary.

A minimum annual appropriation per student should be determined upon for books, pictures, magazines, and newspapers.

For books alone a minimum¹ of 50 cents a student is needed. Not less than \$40 a year for magazines is needed even in small high schools.

Funds should be apportioned scientifically by the librarian according to the specific needs of each department or subject, and according to the recreational and cultural needs of the students. A tentative schedule of disbursements should be prepared before book lists are made.

Each department should file with the librarian definite statements of needs, as they are felt thruout the year, and the librarian should make disbursements according to these needs.

In technical, commercial, or academic high schools, after the necessary quota of reference books has been accumulated and other necessary books acquired, the amount spent on books for teaching purposes should not exceed the amount spent on books for general recreational and cultural purposes. It should be borne in mind that the library is primarily for the pupils.

VI. STATE SUPERVISION OF SCHOOL LIBRARIES

A trained librarian should be employed by the state department of education, or by the state department of education in cooperation with the state library commission, to act as supervisor of all public-school libraries

¹ Amounts recommended are based upon prices quoted in 1917.

in the state—normal, high, elementary, and rural. Expert supervision will mean a high standard of efficiency in even the small high schools thruout the state.

In states having no supervisors of libraries high-school inspectors should keep records upon high-school libraries and embody in their reports detailed statements of library conditions in all high schools visited. A six weeks' course in modern library methods would be of advantage to inspectors.

I. JUNIOR HIGH SCHOOLS

The junior high school library should be organized in such a manner as to meet the needs of boys and girls in Grades VII, VIII, and IX. The materials in the library must be suited to the expansion and development of the students and to their natural interests and powers of appreciation and understanding. The library in the junior high school should be sharply differentiated from the library in the senior high school, not only as to the character of books selected, but also as to the kind of service expected from the librarian. It should contribute to more varied and extensive interests. Unlike the library of the senior high school, the library of the junior high school does not require the kind of material and the character of service necessary to a high degree of intensive study, concentration, and application in definite specialization.

The organization of the library in the junior high school should conform to the organization of the junior high school curriculum. Unremitting attention should be given to the details of supervised study when the students come to the library to do supplementary study or collateral reading.

1. *Housing and equipment.*—What has been recommended as to attainable standards with reference to location, size of reading-room, furniture, and equipment applies equally well to the junior high school library.

2. *The librarian.*—The librarian should be a student of children and adolescent psychology and should have sufficient culture and professional training to select books discriminatingly from the standpoint of the appropriateness and the educational value of their subject-matter. The librarian should be prepared to give tactful and intelligent supervision to the reading of the children.

The librarian should be a graduate of an approved library school¹ with special training in children's work and should be a normal-school graduate with college or university training in addition, or a college or university graduate with special courses in education. The librarian should have had several years' experience in library work with children, or in reference work, or in school-department work in a first-class public library.

The librarian should keep reading records of individual students, to be sent to the senior high schools in which students enrol.

¹ For list of approved library schools see p. 11.

3. *Scientific selection and care of books.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

4. *Instruction in the use of books and libraries.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that recommendations be adapted to specific needs.

5. *Annual appropriations.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that recommendations be adapted to specific needs.

6. *State supervision.*—A trained librarian should be employed by the state department of education, or by the state department of education in cooperation with the state library commission, to act as supervisor of all public-school libraries in the state—normal, high, elementary, and rural.

II. HIGH SCHOOLS WITH ENROLMENT BELOW 200

1. *Housing and equipment.*—The library should have a separate room whenever it is possible.

If a separate room is not available, a classroom should be fitted up with bookcases and a reading table, and the library atmosphere should be created even if recitations have to be held in the room.

The room should be easily accessible from the study hall and should be open to students only when the librarian or her assistant is in the room.

The room should be well lighted and should have an exposure which will admit plenty of sunlight during the day. The room should be well ventilated and heated. It should be large enough to accommodate the librarian's desk, catalog case, and tables and chairs sufficient to accommodate twenty-five or thirty readers, in addition to the bookshelves.

In small high schools with an enrolment of fewer than one hundred students it is very common to have a main room in which each student has his own desk. This arrangement brings all the students under the direct control of the principal, which is very important. In many of the smaller high schools there are frequent changes in the teaching staff, and the assistant teachers are very often beginners who have not as yet developed good methods of discipline. This plan is also desirable because it strengthens the unity of the school. With this arrangement the students do all their studying at their own desks. Recitations should not be held in the main room. When conditions make possible the use of home desks, library books and equipment should be in this main room, and not in a separate room. Reading tables, bulletin boards, and ample bookshelves should be provided in this room.

So far as the quality of equipment is concerned, the standard should be the same as for libraries in large high schools.

a) Tables and chairs: The size of tables depends upon the size of the room. Tables 8 feet long and 4 feet wide make convenient study tables.

b) Librarian's desk and chair: These may be secured through a local dealer. The flat-top desk and swivel chair would cost about \$25.* The desk should have drawers on either side of the opening in front and a vertical file below, with drawers on one side. It should be placed near the exit, so that borrowers must pass by the librarian's desk. There should be free access to the shelves. A regular library charging outfit should also be provided. There should be provided also a standard catalog case (3-inch by 5-inch cards), the number of drawers depending on the number of books in the collection. In estimating drawer space 700 cards should be counted to the drawer. Every book requires, on the average, four cards, including the shelf-list card. Five years' normal growth should be provided for in advance. Sectional cases are very satisfactory. A section of drawers should be added as needed, if this style of case is used.

2. *The librarian.*—A full-time librarian with the professional training of a one-year course in an accredited school for librarians is the ideal. In the larger schools this ideal should be realized, but in the smaller it may be necessary to provide "teacher-librarians." This term "teacher-librarian" means a high-school teacher who is relieved of a part of her teaching duties and placed in charge of the school library. To qualify for this work she should have at least a six weeks' course of training in a summer library school approved by the Committee on High School Libraries in the National Education Association, or in a public-library course of training which meets with the approval of this committee.

If college training is essential for the high-school teacher, then college and technical library training are essential qualifications for the librarian. For those schools which cannot have a full-time librarian, with the regular one-year course in library training in an accredited school for librarians, college graduation and an approved short course in library science are preferable.

When the library is under the supervision of a teacher, her daily schedule should be definitely arranged, in order that she may have regular hours in the library. She should then train one or more students to assist her, in order that the library may be open all day. Students should not be admitted to the library when there is no one in charge of it.

3. *Scientific selection and care of books.*—Greater care should be exercised in the selection of books for a small library than for a large one. It is difficult to select the few best books out of a multitude of really good books. Every book purchased for a high-school library should be a useful book and one that will be in constant use. Standard approved lists of books for high schools such as those published by the United States Bureau of Education should be used in building up a small library.

* These may be purchased from reliable makers of library furniture.

An accredited high school with an enrolment of 100 or fewer students should have a library of not fewer than 1000 carefully selected books, and schools with an enrolment of 200 should have at least 2000 volumes. This means practically ten volumes for every student in the high school. The high-school libraries could cooperate with the public libraries and make use of their reference and other books and of advice and service which the librarians of the public libraries may render. This will increase materially the efficiency of the school library.

The high-school libraries should subscribe to several good magazines, some for teachers, others for students.

4. *Instruction in the use of books and libraries.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

5. *Appropriations.*—There should be a definite annual appropriation, however small the amount may be, for the purchase of books, subscriptions to magazines, and equipment and supplies.

The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

6. *State supervision.*—A trained librarian should be employed by the state department of education, or by the state department of education in cooperation with the state library commission, to act as supervisor of all public-school libraries in the state—normal, high, elementary, and rural.

III. FOUR-YEAR HIGH SCHOOLS OR SENIOR HIGH SCHOOLS WITH ENROLMENT BETWEEN 200 AND 500

1. *Housing and equipment.*—Adequate housing and equipment include more than tables, chairs, books, and a corner in the study hall or in a classroom. There should be a library room large enough to seat at one time the largest-sized class in the school. As a rule it should have a seating capacity of at least thirty to fifty. Enough wall space is needed to provide standard shelving not only to hold the present number of books but to allow for a five years' normal growth. Sufficient floor space should be provided to accommodate a rack for periodicals, a vertical filing-case, and a librarian's desk, in addition to chairs and tables. The library room should be located in an accessible and quiet part of the building. The lighting, ventilating, and heating facilities of the room should be designed with particular care. The furniture and shelving should be of good quality and of standard size and made of a finish to harmonize with that of the room.

The same kind of equipment is needed as for larger high schools but on a smaller scale. Tables, a rack for periodicals, chairs, wall cases for books, librarian's desk, a typewriter, catalog case, and bulletin boards are the most important necessities. Additional furniture and equipment should be supplied as needs become imperative.

The library should be a separate room used for neither study-room nor recitation purposes.

If the library must be used as a study hall, students should not only be carefully guided in their use of time in reading but should be systematically aided in the improvement of their methods of study. If conditions are such that a librarian cannot be secured unless the study-hall teacher can be dispensed with, a competent librarian may not only attend to the library work but also advise students in their studies. Under such conditions the library and study hall should of course be combined.

In case that it is impossible to provide a separate room for the library, or combined library and study hall, a section of the assembly hall should be fitted up with reference books, tables, and chairs, or an English or history classroom should be equipped with shelving for books and with at least one table.

2. *The librarian.*—A full-time librarian with training and experience should be in charge of the library. The training should be a course in library methods approved by the National Education Association Committee on High School Libraries, such course to be in a library school, college, university, state library commission, or public library¹ in which an adequate training course is offered.

For the standing of such library courses apply to the Chairman of the Committee on High School Libraries in the National Education Association.

In the small city where the size of the high school alone does not warrant the salary of a trained librarian, the librarian should be employed not only for service in the high school, but also to supervise the grade-school libraries in charge of assistants.

Student assistants for clerical help should be employed when needed.

If the library is under the direction of a teacher a definite daily schedule should be arranged, apportioning the teacher's time between the classroom and the library, and other arrangements should be made for the library to be open all day for reading and reference. Thoroughly satisfactory library service, however, cannot be given by a teacher. Every standard high school should have a trained librarian.

Students should not be admitted to the library except when the teacher or other authorized person is in charge.

The supervision of the library should not be intrusted to anyone who has not had at least a six weeks' course of library training approved by the state library commission at the state capitol, or the National Education Association Committee on High School Libraries.

3. *Scientific selection and care of books.*—The proper selection and care of books are as vital considerations for libraries in small high schools as for libraries in large high schools.

¹ The training courses given in public libraries often are limited in scope and apply essentially to local methods, which make them inadequate for general professional training.

For a working library, from 2000 to 3000 carefully selected volumes are necessary. If the number of books is small, a large number of magazines, in proportion, might be taken.

The high school should cooperate systematically with the local public library, if there is one, with the state library commission, the state university extension department, and with other public-library agencies.

If conditions are at all favorable regular service should be secured from the county library.

By proper cooperation with public-library agencies in securing the loan of many necessary books, a generous portion of the book fund may be made available for subscription to a few well-selected magazines, the binding of these magazines for future reference use, and the supplying of a file of pamphlets, clippings, pictures, post cards, and lantern slides for illustrative use in class work. Each school library should have its own permanent collection of important reference books.

The smaller the library the more minute the cataloging should be.

4. *Library instruction.*—The same courses should be given as specified in Attainable Standards, pages 6 to 17.

5. *Annual appropriation.*—Definite funds for books, magazines, and papers are necessary, however small the funds may be.

Though smaller, the funds should be handled as for larger high-school libraries.

6. *State supervision of school libraries.*—Where there is no trained supervisor of school libraries, a six weeks' course in modern library methods would be of advantage to state high-school inspectors visiting small high schools.

IV. FOUR-YEAR HIGH SCHOOLS AND SENIOR HIGH SCHOOLS WITH ENROLMENT BETWEEN 500 AND 1000

1. *Housing and equipment.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

2. *The librarian.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

In schools of from 500 to 1000 enrolment and *even in some larger schools* conditions may make these qualifications impracticable. For such schools the following recommendations are submitted:

a) High schools with enrolment of 800 and over: The librarian should be a graduate of an approved library school, or should at least hold a certificate for a full one-year course in library economy successfully completed in an approved library school, and should have at least two years of successful experience in library work with young people in a library of standing, or in lieu of one of these years one year of successful teaching experience in a

high school. If the librarian is not a college graduate, four years of experience in library work or in teaching in a high school should be required in addition to the year of training in an approved library school.

b) High schools with enrolment between 500 and 700: A full-time librarian with training and experience should be in charge of the library. If possible, the standard should be the same as recommended above for schools of 800 and over. Where this is impossible the following standards are suggested:

(1) A full-time librarian with college graduation and at least a six weeks' course in library methods approved by the National Education Association Committee on High School Libraries, together with one year of successful library experience. Teaching experience is a valuable asset. The six weeks' course is of necessity superficial, but under some circumstances may be acceptable until higher requirements can be met.

(2) A full-time librarian who is a high-school graduate and has had a course of training in library methods, given by a public library, library commission, college, or other institution approved by the National Education Association Committee on High School Libraries, and in addition two years of experience in a library of standing.

3. *Scientific selection and care of books.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

Collections of 3000 to 8000 volumes are needed for high schools of 500 to 1000 enrolment.

4. *Instruction in the use of books and libraries.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

5. *Appropriation.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

High schools of 500 to 1000 students should have a minimum appropriation of from \$200 to \$300 per year for books and magazines; \$400 to \$500 should be appropriated.*

6. *State supervision of school libraries.*—A trained librarian should be employed by the state department of education, or by the state department of education in cooperation with the state library commission, to act as supervisor of all public-school libraries in the state—normal, high, elementary, and rural.

V. FOUR-YEAR HIGH SCHOOLS AND SENIOR HIGH SCHOOLS WITH ENROLMENT BETWEEN 1000 AND 3000

1. *Housing and equipment.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

* Amounts recommended are based upon prices quoted in 1917.

Shelving must be provided for a maximum collection of from 10,000 to 20,000 volumes for high schools of from 1000 to 3000 enrolment.

2. *The librarian.*—The statement of Attainable Standards, pages 6 to 17, applies here.

The standard requirement for the future librarian in high schools with an enrolment of 1000 to 3000 should be a college or university degree with major studies in literature, history, sociology, education, or other subjects appropriate to any special demands of the high school upon the library, together with one or two years of postgraduate library training in an approved library school and one year's successful library experience in work with young people in a library of standing.

In high schools of 1000 pupils a full-time trained assistant librarian should be appointed. This assistant should at least have completed satisfactorily a full one-year course in an approved library school.

In large high schools of 2000 to 3000 enrolment, a second assistant in the library should be appointed in addition to the assistant recommended for a school of 1000 pupils. This assistant should have the same professional training as the first assistant, and a library clerk or page or student pages should be employed to assist in general manual and routine work, as keeping records of circulation, listing books for purchase, listing books at bindery, preparing notices on overdue books and lost books, lettering display posters, keeping books in order on shelves, alphabetizing and filing cards, numbering books and pasting labels, and replacing books on shelves. The work of the assistant should be determined by the librarian.

3. *Scientific selection and care of books.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

For high schools not exceeding an enrolment of 1000 students, from 5000 to 8000 volumes, not including duplicates, carefully selected, make a good working library.

4. *Instruction in the use of books and libraries.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

5. *Adequate appropriation.*—The statement of Attainable Standards, pages 6 to 17, applies here. It is suggested that the recommendations be adapted to specific needs.

High schools of 1000 to 3000 students need as a minimum appropriation from \$300 to \$500 per year; from \$500 to \$1200 should be appropriated.¹ For binding and rebinding, high schools of 800 to 1000 students need a minimum of \$40 a year; high schools of 1200 to 3000 need \$75 a year.²

¹ Amounts recommended are based upon prices quoted in 1917.

² When the library is new it is evident that comparatively little rebinding will be necessary. The need for rebinding and repairing increases with the age of the library and with the increased use of the library materials.

6. *Supervision of school libraries.*—A trained librarian should be employed by the state department of education, or by the state department of education in cooperation with the state library commission, to act as supervisor of all public-school libraries in the state—normal, high, elementary, and rural.

APPENDIX

I. ACKNOWLEDGMENTS

1. For many of the definite recommendations of this report the Committee is indebted to the report of the Committee on Library Equipment in the report of the Joint Committee of the National Education Association and National Council of Teachers of English on the Reorganization of English in Secondary Schools, published by the Bureau of Education, Washington, D.C.

2. Reports also of the Committees of the National Education Association, of the National Society for the Study of Education, and of the American Library Association have been freely consulted.

3. For many definite recommendations as to planning and equipping the library room we are indebted to the pamphlet *School Libraries* published by the Library Bureau, New York.

4. Helpful criticisms¹ have been received from the librarians in the Orange Union High School (350 students), Orange, Cal.; the high school (small high school), White Plains, N.Y.; the Wausau High School (700 students), Wausau, Wis.; Olean High School (small high school), Olean, N.Y.; from librarians in the public libraries of Detroit, Mich.; Cleveland, Ohio; Portland, Ore.; and from other persons in the library and teaching professions.

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ELEMENTARY SCHOOL LIBRARY STANDARDS, 1925

The publication of a set of standards for high school libraries in 1920 prompted the education and library professions to look more closely at library service in elementary schools. Casper Carl Certain of the Detroit Public Schools had headed the earlier task force and was again called upon to head the drafting of a second set of recommendations aimed at elementary school libraries. The remaining members of the new committee were members of the Department of Elementary School Principals of the National Education Association and the School Librarian's Section of the American Library Association. Using a study of elementary school libraries in the city of Detroit as groundwork, the Certain Committee drafted and finalized standards for library practices in schools housing grades one through six. The report was published by ALA in 1925. It, too, became known as one of the "Certain Reports".

There are similarities between these two earliest sets of recommended standards for school libraries. There is in both a strong emphasis on conformity among library practices to the smallest of details. Guidance is provided for the purchase and installation of floor covering, library tables and chairs, filing cabinets, trays, and the like. The librarian is generally regarded as a ward of the school who is retained to guard and keep the library. There is little or no encouragement for creativity and innovation.

Unlike those for high schools, however, the elementary school standards reflect the input of the practicing school librarians who were a part of the drafting committee. The committee on high school standards had been made up almost exclusively of educators who were outside the library profession. The earlier committee did, however, receive the collaboration of many school librarians, but these librarians were not official members of the committee. The high school

standards, therefore, reveal a strong concern for the physical environment and atmosphere of the library and for the routine duties of the librarian.

The elementary school library standards of 1925 reflect a growing concern for the quality of instructional materials. In the early pages of the report, the Committee acknowledges new trends in methods of classroom instruction and the need for good resources to support the emerging instructional program. There is mention of "the introduction into classrooms of moving pictures, stereopticons, or victrola records". The standards even go so far as to recommend individual book titles of good quality as a core collection for a beginning library.

ELEMENTARY SCHOOL LIBRARY STANDARDS

PREPARED UNDER THE SUPERVISION OF

A JOINT COMMITTEE

OF

THE NATIONAL EDUCATION ASSOCIATION

AND

THE AMERICAN LIBRARY ASSOCIATION

C. C. CERTAIN, *Chairman*

CHICAGO

THE AMERICAN LIBRARY ASSOCIATION

1925

REPORT OF THE JOINT COMMITTEE ON ELEMENTARY SCHOOL LIBRARY STANDARDS¹

C. C. CERTAIN

*Chairman of Committee representing The Department of Elementary School
Principals and The School Librarians' Section of the American
Library Association*

The committee is constituted as follows, representing jointly the Department of Elementary School Principals of the National Education Association and the School Librarians' Section of the American Library Association:

1. *Representing the National Education Association*

Worth McClure, Assistant to the Superintendent, Seattle, Washington.

Sara E. Slawson, Principal, Eagle School, Cleveland, Ohio.

Cora S. Rushing, Principal, Cheremoya School, Hollywood, California.

Rebecca J. Coffin, Principal, Elementary Department, Lincoln School,
Teachers College, Columbia University, New York City

G. Bates, Principal, Dwyer School, Detroit, Michigan.

T. C. Young, Principal of South Highland School, Birmingham, Alabama.

2. *Representing the American Library Association*

Jasmine Britton, Supervisor of Elementary School Libraries, Los Angeles Public
Schools, Los Angeles, California.

Annie Cutter, Schools Department, Public Library, Cleveland, Ohio.

Mabel Williams, Schools Division, Public Library, New York City.

Adelaide Zachert, Director of School Libraries, State of Pennsylvania, Department of Public Instruction, Harrisburg, Pennsylvania.

3. C. C. Certain, General Chairman, Supervisor of Public School Libraries,
Detroit, Michigan.

FOREWORD

MODERN DEMANDS upon the public school presuppose adequate library service. Significant changes in methods of teaching require that the school library supplement the single textbook course of instruction and provide for the enrichment of the school curriculum. Children in the school are actively engaged in interests which make it necessary for them to have the use of many books and a wide variety of materials, such as pictures and lantern slides. An essential consideration is that the books and materials be readily available when needed, and under the direction of a library staff which is part of the school organization.

In the traditional schoolroom, the library was more of a luxury than a necessity. Until recently there was no library in most public elementary schools. This was because the schoolroom procedure of

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the past was an impoverished procedure so far as social values were concerned. The teacher spent her time largely in urging the children from day to day to master, page by page or section by section, some instruction. It is a far cry from this traditional schoolroom with its textbook courses to the modern ideals of public school teaching. The modern school is being developed more and more in terms of activities bearing important relations to life outside of the school. The modern school is organized with the purpose of giving children an opportunity to live and develop normally in the home and later in other great social institutions to which they may belong. We no longer teach, or no longer should teach, in terms of deferred values. As some one has said, "The children themselves have a right to live," a right to do more than turn the pages of textbooks. There is need, therefore, of a new department in the school whose function it shall be to assemble and distribute the materials of instruction. This department, moreover, must serve in the specific capacity of giving instruction in the use of books and libraries. It has the dual purpose of library service and library instruction.

In its first purpose, that of school library service, it may be thought of as the one agency in the school that makes possible a definite systematic manipulation and control of the materials of instruction.

Certainly no other factor in school organization bears more directly upon educational environment than does the library. When one considers how seriously a school may be cluttered up by the introduction of magazines and newspapers into classrooms, or how seriously work may be interrupted through a haphazard introduction into classrooms of moving pictures, stereopticons, or victrola records, he will appreciate the importance of having a centralized agency for storing these materials where they may be readily available exactly at the time when they are needed.

Aside from the fact that the school itself is liable to appear disordered without library facilities, there is another important consideration in the fact that good teaching methods depend upon the accessibility of appropriate materials of instruction.

Books, pamphlets, pictures, and maps through the school library are selected, classified, housed, and distributed when needed without loss of time. Then, too, the library has an important bearing upon the *esprit de corps* of the school.

When properly housed and designed, the library does much to contribute to institutional tone and atmosphere. Properly administered, the library makes subject-matter a normal influence in school life. The library is in a functional sense a coordinating agency

REPORT¹

In this report the committee defines *purposes* and sets up *standards* for the organization and maintenance of the library in elementary schools with a minimum enrolment of 500 or a maximum enrolment of 2000.

The report includes both Standards and Appropriations.

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¹The Report is an adaptation of the Detroit report with modifications after three years' use in the administration of the elementary school libraries. The committee wishes to acknowledge the work of the Detroit Committee on

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II. CONTINUATION OF THE COMMITTEE

The committee has been continued to prepare standards for the following types of *elementary school libraries*:

- Rural Elementary Schools
- Rural Consolidated Elementary Schools
- Elementary Schools with enrolments of 500 or under

III. SUPPLEMENTARY REPORTS

Reports are partially completed upon:

The remodeling of old classrooms for use as standard libraries in elementary schools

The architectural design of the library room in new elementary school buildings

STANDARD LIBRARY SERVICE FOR ELEMENTARY SCHOOLS, GRADES ONE TO SIX, INCLUSIVE

A. Definitions:

1. Aim. The aim of the library shall be:
 - a. To train children
 - (1) To like to read that which is worth while
 - (2) To supplement their school studies by the use of books other than textbooks
 - (3) To use reference books and library tools easily and effectively

- b. To correlate the school library and the public library in order to make the proper connection
 - (1) With leisure time
 - (2) With practical needs
2. Scope. The school library shall:
 - a. Serve an integral part of the daily life of the school
 - b. Provide instruction leading directly to the use of books and the public library as a part of the required curriculum
 - c. Be equipped with well-balanced collection of books selected by a competent school librarian—see page 12 for qualifications of librarian—in coöperation with other competent school authorities
For a typical well-balanced collection, see list in Appendix I—a list of 212 books, costing about \$400
 - d. Not be open to the general public
3. Use. The use of the library shall include:
 - a. Recreational reading
It is of the utmost importance that full opportunity be given for recreational reading that is free from the constraint of assigned tasks and duty, the reading that springs from normal impulses and interests with consequent pleasure and enjoyment, the reading that is itself an experience worth while and life-giving
 - b. Reference reading
 - c. Story-telling of such merit that the finished rendering and effective presentation of the great stories will lead to reading
 - d. Class discussion of books and magazines read by individual children to stimulate wider reading in the group and to give opportunity for natural practice of oral expression. This should not duplicate work done elsewhere in the school, but should spring naturally from the library reading interests of the children
 - e. Both group and individual instruction in use of library organization and materials
 - f. Class and pupil activity in searching for material on projects
 - g. Circulation of books once a week
 - h. Overnight circulation as necessary

B. Essentials:

1. Book Collections

a. Scope

(1) Reference books

(a) Any books which are consulted for definite points of information, such as dictionary, encyclopedia, and yearbook

(b) General reference material, such as indexed texts to be used in all study of a fact-getting nature

(b) All books for use of teachers and pupils, which must remain in the library for consultation purpose at all times

(d) Material on all subjects of the curriculum

(c) Examples of the best literature for all grades represented in the schools

(f) Fugitive material of value in teaching

(2) Books to be read for appreciation and enjoyment

(3) Books for teachers

Very few of these books should be bought from the school library budget

(4) Duplicate copies of books in the circulating collection when more than three copies of each title are required

b. Selection

(1) Initial stock. The initial stock shall

(a) Be based on curriculum subject needs and home reading lists

(b) Be based on the approved standards for juvenile books included in authentic lists and publications of the National Education Association and the American Library Association

(c) Include the reference books to be taught in accordance with the library course of study outlined

(d) Include a selection of current magazines from an approved list

(2) Added titles. The added title shall

(a) Keep collection up-to-date

(b) Supply omissions

(3) Replacements

(a) Only titles shall be replaced that have proved valuable

c. Cataloging

(1) Author, title, and subject catalog shall be

2. Other material

a. Visual material

Cards and pamphlets

Clippings from newspapers and magazines

See Appropriations—2. Other materials, pages 21-22

Moving picture films—loans from central office of Department of Visual Education

Pictures for illustrative purposes

Post cards

Stereopticon slides

Stereographs

b. Victrola records

c. This material shall be recorded by the librarian and distributed from the library

d. Material available from public or even private agencies, such as museums, city, State, or National bureaus or departments, business houses, collectors, etc., shall be distributed by the library

e. The library shall also be the distributing center for all materials from the department of visual education

3. Equipment

a. The library should be equipped with Atlas stand

Bulletin board of corticine

Case for slides

Case for Victrola record

Catalog case, six drawer

Chairs—one third of the total number of chairs should be 14" high, and two thirds should be 18" high—the 14" chairs to match the 24" tables and the 18" chairs to match the 28" tables

Chairs—tips—necessary if no floor covering is provided

Charging tray

Desk for reference work. See specifications, page 5

Exhibit, glass bookcase

Floor covering—battleship linoleum desirable

Glass covered exhibit case for exhibits from children's museums

Librarian's desk and office type chair

Lockers for librarians (not in the reading room)

Magazine rack

Picture and pamphlet case—four-drawer vertical file, 15½ x 10½"

Portable blackboard—placed in librarian's office, or in library classroom

Shelving—lower open-wall shelving to accommodate

Tables—3 feet by 5 feet

One third of the total number of tables for the reading room should be 24" high and two thirds should be 28" high

Typewriter

Typewriter desk—desirable

Typewriter chair—desirable

b. Specifications¹ for and construction of furniture are as follows:

(1) Charging desk chair

Revolving chair to fit desk, 3' 2½" high

White oak, built-up saddle seat, with steel rotary parts; tilt regulated by compression spring

Finish to be office golden oak

(2) Charging tray

Double each side to be 3¼" wide by 3¼" deep by 12½" long

Construction—dovetailed corners. Plain or sawn oak. Felt covered bottoms. To be provided with following block of approved design:

Finish—office golden oak, with high grade varnish, rubbed

(3) Library table

34" x 60" and 24" or 28" high. No drawers

Top—quartered oak—5-ply, 1½" thick

Legs and frame—plain white oak; legs built up 2½", tapered and fastened to top with expansion clips. Apron of frame to be 4" deep

Finish to be office golden oak color, finished with high grade varnish, rubbed. Contractor will submit sample of color

(4) Library chair

Seat 18" from floor

Construction—White oak, plain or quarter sawed. Banister, curved back. Built-up saddle seat on frame construction; seat screwed solidly to frame with screws through frame. Rails of seat frame mortised and tenoned and firmly corner blocked

Finish—Finish will be office golden oak color, with high grade varnish, rubbed. Sample of color required of contractor

(5) Library filing cabinet

To consist of the following sections: 1 to 2 draw unit legal cap size, 26" deep; 1 to 5 draw unit

for 4" x 6" cards; 1 to 6 draw unit for 3" x 5" cards; 1 top; 1 base

All to be built of oak. Finish to be golden oak

(6) Atlas and dictionary stand

This specification is intended to cover all labor and material necessary for the fabrication of the above stand. All details not called for but considered necessary to make a first-class job are to be incorporated by the contractor

Material—The sides and top of this stand are to be constructed of selected, quartered white oak, free from shakes, knots and all other defects. All other wood may be selected plain white oak, free from all defects as above. All lumber must be thoroughly kiln-dried

Construction—All joints must be fitted in the best approved manner prevalent to make a strong, serviceable stand, and the workmanship bear comparison with the best grade of cabinet work. The shelves are to be fixed. Glued joints must be of a character that would stand a test if made which would break the wood rather than the glued joint

Finish—Color will be office golden oak to match a sample submitted to contractor

(7) Periodical rack

Rack to be free standing type, with slot shelves, in which magazines will stand vertically

Rack to be in graduated depths to accommodate magazines of various sizes, all according to dimensions called for by accompanying drawing

To be constructed of quartered white oak, well seasoned, selected lumber, slow kiln-dried

Cork board to be built in of first-class material, and cemented to three-ply built-up panel with best quality glue, so as to make a firm board for tacking bulletins

All joints are to be tenoned and glued and held with clamps, a sufficient time to assure a first-class job

Tack moulding around cork board in place with finish brads and set brads sufficiently to hold putty

Finish to be office golden oak and to be in accordance with the best practice

¹ Prepared by Mr. George Styles, of the Equipment Department, Detroit Public Schools.

4. Supplies
 - d. Alcohol, wood. for cleaning brushes
 - Blotters (desk size)
 - Blotters (small)
 - Bone folder
 - Book cards
 - Book supports (olive green)
 - d. Calendar (perfection desk)
 - Catalog cards
 - Cards for teaching care of books
 - Chair tips for quiet (unnecessary if floors are covered)
 - Cheese cloth
 - d. Celluloid holders for pictures
 - Clips (Gem)
 - Dating stamp and date holder
 - Envelopes
 - Eraser (steel)
 - Eraser (ink and pencil)
 - d. Filing box, drop front
 - d. Gaylord binders (various sizes)
 - Guide for catalog
 - Guides for charging tray (numbered)
 - d. Holders for posters
 - Ink, Higgins' black
 - Ink, David's letterine white
 - Ink well
 - Letter paper
 - d. Letter, Wilson ticket and tablet (white assorted sizes)
 - d. Magazine covers
 - Mounting board
 - Onion skin by sheet (ungummed)
 - Paper cutter for picture mounts 15" blade
 - Paste (jar)
 - Paste brushes
 - d. Pen tray, glass
 - Pencils
 - Pens—Judge's Quill 312
 - Periodical record cards
 - Pocket, plain
 - Post cards
 - Posters for teaching use of library
 - d. Reading record book
 - d. Record book for circulation
 - d. Roller for mounting pictures

- Rubber stamp (name of library)
 - Ruler 15"
 - Scissors 6"
 - Scratch pads
 - Shelf label holders (olive green)
 - Shelf list cards
 - Shellac
- d. Sponge cup
 - Stamping pads (red)
 - Thumb tacks
 - Twine
 - Wastepaper basket
 5. Records
 - a. Essential records shall cover
 - (1) The usual library routine, such as—a record of circulation—an annual inventory record
 - b. Desirable records may consist of any special investigation relating both to children's own choice of books and that under the direction of the librarian of the teachers
 6. School Library Supervisor
 - a. Requirements of supervisor. The requirements of the supervisor shall include
 - (1) Educational prerequisites of any other supervisor in the school system
 - (2) Graduation from an accredited library school
 - (3) Experience as school librarian for at least two years
 - (4) Experience as a teacher
 - b. Duties

The supervisor shall

 - (1) Give advisory help to all school librarians
 - (2) Set up standards for the administration of the school libraries
 - (3) Recommend books and materials of value to the schools
 - (4) Recommend candidates for appointment to positions in school libraries
 - (5) Develop a centralized system of cataloging analytics, etc.
 - (6) Order books and supplies for all libraries
 - c. Appointment
 - (1) The supervisor shall be appointed by the superintendent of schools as the representative of the Board of Education
 7. School Librarians
 - a. Status

teacher as to requirements and salary. In departmentalized schools, her position shall be that of a department head

- (2) The librarian shall be employed by the Board of Education

b. Requirements

The qualification requirements for school librarians shall be as follows:

- (1) Teachers College, four-year course, or its equivalent, such as course specially designed to train school librarians
- (2) Two-year normal course with state life certificate
- (3) Teaching experience
- (4) Public library experience, including work with children
- (5) A library-school certificate

NOTE.—A grouping on the basis of minimum requirements ranked as follows shall be acceptable: 1-3-4, 2-3-4, 2-4-5.

NOTE.—A university degree is highly desirable in any of these groupings.

c. Duties

The duties of the school librarian shall be:

- (1) To organize the library and look after all details of administration
- (2) To teach the use of libraries and books through close coöperation with the departments of the school
- (3) To encourage recreational reading in every way possible
- (4) To make recommendations to the principal of the school concerning administrative policy, materials, and books for the library
- (5) To confer with other elementary school supervisors, the supervisor of the school libraries, members of the public library who are interested, on the selection of books and materials needed
- (6) To assist the teachers of the schools in every way possible in securing material for their teaching—
for example:
 - (a) Annual purchasing list
 - (b) Suggestions concerning inter-library loans
 - (c) Recommendations concerning sources of free material
- (7) To be in charge of the library full time

NOTE.—Sets of textbooks for class use are not to be cared for by the librarian.

C. Housing:

NOTE.—In planning for the housing of the library the architect should be governed by the following considerations:

The purpose of the library shall be solely to afford a reading-room and a center for library activities as defined in this report.

The library reading-room shall be reserved exclusively for library use and shall not be used for meetings that in any way interfere with the children's using the library. The library shall be essentially a reading-room and shall not be converted into a study hall.

1. The Library Reading-Room

a. Location

- (1) A central location on the second floor is usually found most satisfactory for the reading-room
- (2) It shall have an exposure admitting plenty of light and sunshine
- (3) Unless there is a possibility of having skylights, the width of the room shall not be so great as to lose the efficiency of window light. It should not be over $2\frac{1}{4}$ times the distance from floor to the window head

b. Seating capacity and area

- (1) The reading-room shall be provided with facilities to accommodate at one full period a class of from forty to fifty children
- (2) There shall be an alcove or anteroom adjoining the reading-room to accommodate two or three tables for children interested in individual reading. This may be secured by an inclosure of low shelving
- (3) The width of the room shall be ample to accommodate from two to three rows of tables placed with sides parallel to the short walls of the room, if the room is rectangular in form
- (4) A space of five feet should be allowed between the rows of tables and the adjacent walls

c. Wall space

- (1) All possible surface downward from a point six feet above the floor shall be utilized for shelving
- (2) Wood panelled wainscoting shall extend 8' 0" to 8' 6" above floor on wall surface not having shelving
- (3) In the wall back of the bulletin board suitable base-board shall be incorporated in panel design

d. Shelving

- (1) There shall be two three-foot sections of shelves 12" deep to take folio books and magazines such as the *Scientific American*
 - (a) The shelving should be built into the walls of the reading-room, and of the alcoves or ante-

- rooms, if practicable. The shelves should be 8" wide
- (b) A built-in magazine rack should be substituted for two sections of shelving
 - (c) It is important that this rack or a similar one be so designed as to provide adequately for picture books for the little children
 - (d) If the capacity permits, a built-in newspaper rack should be substituted for one section of shelves
- (2) The top shelf shall be not more than six feet from the floor. The bottom shelf shall be at least nine inches above the floor with a four-inch base-board of slate or wood. Alternate space between the lowest shelf and the next above shall be made into cupboards with solid doors
 - (3) The normal arrangement of shelves shall be 10 inches apart. The two lowest shelves should be 12 inches apart
 - (4) In estimating the capacity of shelving, ten books to running foot shall be used as the basis
 - (5) There shall be shelving enough to provide not only for an adequate collection of books when the library is first organized, but for the probable additions for the next five years. The minimum capacity shall provide for two books for each child and teacher belonging to the school
 - (6) In schools of 1200 enrolment, there shall be shelving in the reading-room proper, outside the conference rooms, to accommodate at least 4000 volumes
- e. Furniture
- (1) Tables 3 by 5 feet and seating six persons are the standard size recommended. Two thirds of these shall be 26" high; one third of them shall be 24" high
 - (a) The rows of tables shall be so placed that the fewest possible readers have to face the windows
 - (b) Two rows of tables shall be provided in small elementary schools and three rows in large schools
- f. Bulletin Board
- (1) The wainscoting on each side of the entrance should be made of cork from a point 3' to 3' 6" above the floor of a design in character with the

- g. Lighting
- (1) Artificial
 - (a) The artificial lighting should be by means of ceiling fixtures of either the indirect or semi-direct type
 - (b) There should be no table lights
 - (2) Natural
 - (a) The glass area of the windows should be equal to 20 per cent of the floor area (1 square of glass to each 5 square feet of floor space)
 - (b) Steel casement sash is advisable to insure that a maximum amount of glass area is obtained with wall opening
- h. Finishes
- (1) Ceiling
Color, ivory white
 - (2) Upper wall
Lichen grey, or light buff
 - (3) Wainscoting, or lower wall
Color, light buff, stone, or pale yellow
- i. Woodwork
- (1) Dark colors should be avoided in woodwork, trim, and furnishings
 - (a) Oak; fumed oak acid stain, filled with gray filler, consisting of white lead paint, with addition of lamp black to tone to the proper color of gray
 - (b) Birch
 - (c) Golden oak. Furniture shall, if possible, harmonize with wall finishing tone and match the woodwork. All golden oak
- j. Floor
- (1) The floor shall be covered with cork or linoleum carpet to deaden the sound. If a solid color is varied from, a plain material, in grey, green, or brown, with a simple border, is preferable to any pattern
 - (2) The color of the floor covering should harmonize with the finish of the room
2. Closets
- Ample provision shall be made for closet space for storing back numbers of magazines, new books, books for binder, store of supplies, etc.; unless this storage space is provided in connection with the librarian's workroom
3. Workroom

to be utilized for built-in cupboards. Cabinet space, 12" deep, for storage purposes, shall be substituted for one or two sections of shelving

(b) There shall be running water, sink, and drainboard

D. Administrative Requirements

(1) Distinction shall be made between library service and clerical service

a. Clerical Work

(1) Clerical work of the elementary school in the nature of office work shall not be demanded of the librarian

(2) Under no circumstance shall the librarian be expected to do clerical work properly required in the principal's office, such as keeping records of attendance and official records. To require such work of trained librarians is wasteful of educational resources and money

(3) Free textbooks shall not be handled by the library staff, but by the special book clerk. They shall not be stored in the library

b. Administrative Work

The administrative work may be summarized as follows:

(1) Directing the policy of the library, selecting books, ordering, planning the room and its equipment, keeping records of pupils, and planning the annual budget, planning and directing the work of trained or student assistants, and building up a working collection of pamphlets, clippings, and of illustrative materials

(2) The librarian shall be present at all teachers' meetings held with reference to courses and policy governing instruction, and be able to work for and with teachers in order to adapt the book collections to their needs

c. Technical Work

The technical work may be summarized as follows:

(1) Establishing a practical charging system to keep track of books and other materials borrowed; keeping records and statistics of additions to library, use of library, etc.; filing of all pamphlet material, that it may be readily available for use; keeping library in order, including simplest mending

(2) Collecting fines and tracing lost books

(a) Lost and damaged books shall be paid for by the borrowers responsible

(b) Overdue books shall be traced promptly by the

(c) It is desirable when penalties are necessary that they shall be adapted to the case in question, so as to have the greatest effect, such as deprivation of use of library, or a money fine

E. Library Instruction

The instruction is not to be formalized, but is to be in the nature of assistance to children in accordance with their needs. (See suggestions as to the nature of the needs of the various grades in list below of minimum essentials)

1. Aims

The aims of the course of study for library rooms in schools shall be:

a. To introduce children to many kinds of books on many subjects in order to foster and stimulate a love of reading

b. To develop an appreciative use of libraries through voluntary reading for information, recreation, or inspiration and to give skill in the use of reference materials and library tools in achieving those ends

c. In communities having a public library, to give every child in the school such direct contact with the public library service that as a citizen he will both continue to make use of that service and to contribute gladly to its support and extension

2. Methods

a. The methods of instruction shall be such that the children will acquire familiarity with library resources, arrangements, and manuals through the use of an organized library collection of attractive, interesting literature of the best types in each subject of the curriculum in a special library room suited to school purposes, under the direction of a school librarian. There should be allotted hours of library class work, and all grades of children should be brought under the influence of the library atmosphere and surroundings

b. The school librarian shall work in close cooperation with the teachers of the school and with the public library. He shall aim to assist in vitalizing the curriculum through making available in the library current material related to the topics being studied in the various classrooms and by aiding teachers in securing material needed for classroom work

c. The children are to be encouraged in their desire to read, and directed in their choice of books by the circulation of books in regular library ways at least once a week

3. Objectives

- a. The children should acquire understanding of the organization, equipment, and reference material of the library, through explanations by the school librarian as need arises and skill in using the library through practice in finding materials needed in projects in other classes and subjects; voluntary reading for knowledge, pleasure, or inspiration and opportunity to borrow material for home reading
- b. The children are to be introduced to many types of literature and their reading stimulated as need may arise

4. Minimum Essentials of Library Work for Grades 1-6

a. Grade 1

Instruction in the care of books and in library courtesy
 Reading for enjoyment books suited to the grade;
 story and verse
 Use of picture books, with illustrations by such artists
 as

Walter Crano	Boyd Smith
Leslie Brook	J. W. Smith
Randolph Caldecott	Willebeek LeMair
Kate Greenaway	Maud and Miska Petersham
Illustrated Editions of Mother Goose	

b. Grade 2

Care of books
 Use of picture books continued
 Telling of simple folk tales, fables, and animal stories

c. Grade 3

Review work of Grade 2
 Learning of alphabetical arrangement, in preparation for dictionary
 Use and meaning of parts of book; contents, index, title page, information
 Introduction to public library by illustrated talks, and by visits where feasible
 Explanation of arrangement of books in room
 Selection of books from the shelves through reading of shelf labels, e. g., "easy books," "picture books," "fairy tales"
 Telling of fairy tales and reading of simple stories, as stories of children in other countries
 Reading of poems
 Discussion of public library facilities and needs, visits to branch and main library

d. Grade 4

Review of use of parts of a book
 Simple use of dictionary. Looking up words alphabetically and for definitions
 Classification briefly explained, with selection by the children of books by subject-matter divisions, as history, geography, etc.
 Discussion of public library rules and facilities
 Reading of fairy tales continued
 Reading of stories of other children continued
 Reading of humorous stories, as Lear's *Nonsense Book*, Carroll's *Alice in Wonderland*
 Explanation of how books are made, and the necessity for care in handling

e. Grade 5

Discussion of public library facilities and needs, visits to branch and central libraries, museums, etc., with visits for observation and investigation, including catalog lesson in children's room
 Review care of books
 Study of the dictionary—use, value, parts
 Possibilities in individual use of the dictionary
 Instruction in use of encyclopedia
 Arrangement of books—use of call numbers
 Simple use of card catalog
 Reading of hero stories
 Reading of biography

f. Grade 6

Review work of Grade 5
 Practice in classifying books in the classes
 Kinds of questions the catalog answers
 Talks on ownership of books
 History of making of books
 Examples of fine editions with emphasis on illustrations
 Use of reference books—Atlas, World Almanac, etc., as needed for school work
 Reading of stories of heroes and biography continued
 Reading of travel stories
 Reading of adventure
 Discussion of public library, museum, etc., with visits and lessons in finding books in classes by numbers
 Also location of reference books referred to in the school books taught in the school

APPROPRIATIONS¹

A. Definition of Requirements for Annual Appropriations and Method of Allotment

1. Requirements

Requirements for annual appropriation shall include:

- a. Money to provide for initial equipment to meet standard library needs and to install new libraries
- b. Money to provide working funds for annual maintenance of school libraries

2. Allotments

The method of allotment shall provide that

- a. The library appropriation for each school be made annually
- b. Principal be responsible for expenditure in his school
- c. The money appropriated for library purposes be not transferable
- d. The librarian apportion the budget
- e. Expenditures be apportioned by time units (months, terms, etc.), as may be best adapted to given situation
- f. Librarian be directly accountable to the principal for all expenditures recommended

B. Essentials

1. Book Collections and Periodicals

Book collections and periodicals shall be provided for as follows:

a. Reference

- (1) Initial stock—\$600

Reference

Recreational reading

- (2) Additions and duplications—\$300 annually
- (3) Replacing and rebinding—\$300 annually

b. Recreational

- (1) Initial stock—amount to be based on school attendance of children above second grade—not less than \$600

- (2) Additions and duplications, not less than \$200 annually

- (3) Replacing and rebinding—\$200 annually

c. Periodicals

Selected list \$45

2. Other materials

a. Visual materials

(1) Initial stock

(For school of 1000)

Globes	\$30
Maps, set of dozen.....	200
Pictures	25
Portable motion picture machine.....	250
Stereopticon	50
Stereopticon slides, each.....	1
Stereoscope, \$1.50 each.....	—
Stereoscope sets	250
Victrola	200
Victrola records	100

3. Furniture

Atlas stand, 40" x 48".....	\$65.00
Bulletin board of corticine (\$1.25 per square foot) and frame.....	—
Built-in shelving	Contract prices
Catalog case and vertical file—two rows to unit—\$50 and \$65.....	115.00
Chairs—14" and 18" high, at \$5.35 and \$5.50..	75.00
Chair tips, per dozen.....	1.25
Desk for reference work.....	75.00
Film case	157.00
Floor covering—cork or battleship linoleum (\$2.17 per foot laid).....	—
Lantern slide case.....	40.00
Librarian's desk	55.00
Lockers for librarians.....	6.35
Magazine rack	75.00
Portable blackboards	16.50
Tables—24" and 28" high, at \$22.35 and \$22.75.	539.20
Typewriter	65.00
Typewriter chair (swivel).....	11.00
Typewriter desk:	
No drawers	50.00
One row drawers.....	65.00
Unit shelving per thousand volumes.....	133.00

4. Supplies

The Board of Education shall provide supplies as follows:

(Prices quoted are only nominal prices. Orders are placed on the basis of satisfactory bids.)

d. Alcohol, wood, for cleaning brushes, 1 pint..	\$0.35
Blotters (desk size), 6.....	.50
Blotters (small), 6.....	.10
Book folders 1	25

¹ See also the Elementary School Library Defined in Dollars and Cents, p. 29.

Book cards, 1500.....	\$5.63
Book supports (olive green), 100.....	16.75
d. Calendar (Perfection Desk), 1.....	1.50
Cards for teaching care of books, 500.....	1.25
Catalog cards, 4000.....	22.80
d. Celluloid holders for pictures, 4 dozen.....	24.00
Chair tips for quiet (unnecessary if floors are covered), 6 dozen.....	1.60
Cheese cloth, 10 yards.....	1.25
Clips (Gem), 6 boxes.....	.20
d. Dating stamp and date holder, 2.....	1.80
d. Envelopes, 100.....	Office
Eraser (steel), 1.....	.80
Erasers (ink and pencil), 1 each.....	.50
d. Filing box, drop front, 1.....	1.50
d. Gaylord binders (various sizes), 100.....	18.60
Guides for catalog drawers (in thirds), 200.....	1.60
Guides for charging tray (numbered), 1.....	.35
Guides, vertical file, 100.....	16.00
d. Holders for posters, 3.....	.60
d. Ink, Higgins' black, 1 bottle.....	.35
Ink, David's letterine white, 1 bottle.....	.25
d. Letter paper, 100 sheets.....	Office
Letters, Wilson ticket and tablet (white, assorted sizes), 1 box.....	3.50
d. Magazine covers, 18.....	28.80
Mounting board, 100 sheets.....	7.75
d. Onion skin by sheet (ungummed), 6.....	.12
d. Paper cutter for picture mounts, 15" blade, 1.....	17.00
Paste (jar), 1 quart.....	1.40
Paste brushes, 6.....	1.20
d. Pen, tray glass, 1.....	.50
Pencils, 1 dozen.....	1.00
Pens—Judge's Quill 312, 1 box.....	1.20
Periodical record cards, 11,000.....	.75
Pockets, plain, 1500.....	7.05
Post cards, 50.....	.50
Posters for teaching use of library, 10.....	1.50
d. Reading record cards, 1000.....	8.00
d. Record book for circulation, 1.....	.75
d. Roller for mounting pictures, 1.....	.35
Rubber bands, 1 box.....	.50
Rubber stamp (name of library), 1.....	.50
Ruler, 15", 1.....	.25
d. Scissors, 6", 6 pairs.....	3.50
Scratch pads, 12 dozen.....	9.00

d. Sponge cup, 1.....	\$0.35
Stamp pads (red), 2.....	.60
Thumb tacks, 500.....	1.75
Twine, 1 ball.....	.25
Waste paper basket, 1.....	.75
60 sheets adhesive paper, @ .05.....	3.00
1 gallon paste, @ \$1.50.....	1.50
4 yards cloth, cheese, @ .04.....	.16
40 sheets cloth, gummed, @ .06.....	2.40
3 dozen erasers, art gum, @ .24.....	.72
3 dozen erasers, ink, @ .24.....	.72
1 quart glue, Arabols, @ .80.....	.80
1 pint oil, olive, @ .60.....	.60
1 gallon alcohol, @ \$1.00.....	1.00
3 quarts shellac, white, @ \$3.80 per gallon.....	2.85
5 pounds paste, Stecco (dry), @ .10.....	.50
50 yards stripping (roll), single 1½, @ .05.....	.25
50 yards stripping (roll), double 1½, @ .15.....	.75
3 spools thread, carpet, @ .06.....	.18
3 spools thread, Barbour's No. 40, @ .20.....	.60
5. Ordering	
Provision shall be made for additional assistants necessary for routine in handling book orders	
6. Cataloging	
Provision shall be made for such additional assistants as may be needed in the centralization and cataloging of this collection	
7. Service	
a. Supervisor	
(1) The supervisor shall be paid by the Board of Education, the salary to be equal to that of other school supervisors	
b. School Librarian	
(1) The school librarian shall be paid by the Board of Education, the salary to be equal to that of the highest elementary grade teacher	

APPENDIX I—THE BEGINNINGS OF AN ELEMENTARY SCHOOL LIBRARY¹

The accompanying lists of books and magazines have been tested in some thirty school libraries of one city for at least three years. There are 212 titles at an approximate cost of \$400.

The arrangement of these books is as they stand on the shelves, according to the Dewey classification used in the school libraries.

New books are purchased in the schools annually. The recent books are not included in this list. The lists show only the beginnings and tested material after three years of use.

INITIAL PURCHASE LIST OF BOOKS

For Elementary School Libraries

Arranged by Subject Classification Used in Libraries:

REFERENCE BOOKS

(Used in Library only or in classroom hour by hour)

- Eastman, M. H. *Index to fairy tales*. Boston Book.
 Fay and Eaton. *Instruction in use of books*. Boston Book.
 Wilson, M. *School library management*. Wilson.
 Hunt, Clara. *What shall we read to the children*. Houghton.
 Olcott, F. J. *The children's reading*. Houghton.
 ———. *What shall we read now?*—Wilson.
 One of the best encyclopedias for children.
Bible. King James Version. Nelson.
 New York World. *World Almanac* (cloth edition).
 Roberts, H. M. *Rules of order*. Scott (8 grades only).
 Strayer and Norsworthy. *How to teach*. Macmillan.
 Webster. *New international dictionary* (unabridged). Merriam.
 Trafton, G. H. *Teaching of science*. Houghton.
 Hopkins, A. A. *Scientific American cyclopedia*. Munn.
 Reinach, Solomon. *Apollo*. Scribner. (8 grades only).
 Champlin, J. D. *Young folks cyclopedia of literature and art*. Holt.
 Granger. *Index to poetry* (new edition). McClurg.
 Hoyt, J. E. *Cyclopedia of practical quotations* (new edition). Funk.
Who's Who in America, 1920-21. Marquis (purchase every 5 years).

PICTURE BOOKS

- Adelborg, Otilla. *Clean Peter*. Longmans.
 Brooke, L. L. *Story of the three bears*. Warne.
 ———. *Story of the three little pigs*. Warne.
 Burgess, Gelett. *The goop encyclopedia*. Stokes.
 Caldecott, Randolph. *Collection of pictures and songs*. Warne.
 ———. *Babes in the woods*. Warne.
 ———. *Golden goose*. Warne.
 ———. *House that Jack built*. Warne.
 ———. *John Gilpin*. Warne.
 ———. *The milkmaid*. Warne.
 ———. *Grand panjandrum*. Warne.
 ———. *Ride-a-cock horse*. Warne.
 Potter, Beatrice. *Tailor of Gloucester*. Warne.
 ———. *Tale of Benjamin Bunny*. Warne.
 ———. *Tale of Tom Kitten*. Warne.
 ———. *Tale of Peter Rabbit*. Warne.

MYTHS AND LEGENDS

- Bulfinch. *Age of fable*. Lothrop.
 Grierson, Mrs. E. *Children's tales from Scottish ballads*. Macmillan.
 Harris, J. C. *Uncle Remus; his songs and sayings*. Appleton.
 Mabie, H. W. *Norse stories retold from the Eddas*. Rand.
 Guerber, H. A. *Myths of Greece and Rome*. American Book.
 Hawthorne, Nathaniel. *Wonder book and Tanglewood tales*. Jacobs.
 Brown, A. F. *In the days of the giants*. Houghton.
 Lanier, Sidney. *Boy's King Arthur*. Scribner.
 ———. *Boys' heroes and knights*. Ginn.

- Pyle, Howard. *Merry adventures of Robin Hood*. Scribner.
 Anderson, H. C. *Fairy tales*. Lippincott.
 Arabian Nights. *Arabian nights' entertainments*. Holt.
 ———. *Arabian nights' entertainments*. Longmans.
 Grimm, J. L. K. *Household stories*. Macmillan.
 Jacobs. *English fairy tales*. Putnam.
 Lang, Andrew. *Blue fairy book*. Longmans.
 Aesop. *Fables*; selected by Jacobs. Macmillan.

SCIENCE

- Fabre, J. H. C. *Secret of everyday things*. Century.
 Trafton, S. H. *Science of home and community*. Macmillan.
 Smith, D. E. *Number of stories of long ago*. Ginn.
 Collins, F. A. *Boys' airplane book*. Stokes.
 Rocheleau, W. F. *Minerals*. Flanagan.
 Dopp, K. E. *Early cave men*. Rand.
 ———. *Early sea people*. Rand.
 ———. *Later cave men*. Rand.
 ———. *Tree dwellers*. Rand.
 Langford. *Pic, the weapon maker*. Boni.
 Van Loon, H. W. *Ancient man*. Boni.
 Slusser, E. T. *Stories of Luther Burbank's plant school*. Scribner.
 Keeler, H. L. *Our native trees*. Scribner.
 Matthews, F. S. *Familiar trees and their leaves*. Appleton.
 Rogers, J. E. *Trees that every child should know*. Doubleday.
 Collins, A. F. and D. D. *Wonders of natural history*. Stokes.

ANIMALS AND BIRDS

- Hornaday, W. T. *American natural history*. Scribner.
 Sharp, D. L. *The whole year round*. Houghton.
 Burgess, T. W. *Burgess animal book for children*. Little.
 Patch, E. M. *A little gateway to science*. Atlantic Monthly Press.
 *Dickerson, M. C. *The frog book*. Doubleday.
 Burgess, T. W. *Burgess bird book for children*. Little.
 Potter, Beatrice. *Tale of Pigling Bland*. Warne.
 ———. *Tale of Squirrel Nutkin*. Warne.
 Pyle, Howard. *The wonder clock*. Warne.
 Smith, E. B. *The farm book*. Houghton.

EASY BOOKS

- Adams. *Pioneer life for little children*. Bobbs.
 Dopp, K. E. *Bobby and Betty at home*. Rand.
 Fox, F. C. *Fox reader* (third year). Putnam.
 Grover, E. O. *Folk-lore readers* (book two). Atkinson.
 Grubb, M. B. *Industrial primary readers*. Heath.
 Lansing, M. F. *Rhymes and stories*. Ginn.
 Meyer, Zoe. *In the green fields*. Little.
 Mother Goose. *Mother Goose melodies*. Houghton.
 ———. *Real Mother Goose*; illustrated by Wright. Rand.
 Peary, J. D. *Snow baby*. Stokes.
 Pratt, M. L. *America's stories* (5 vol.). Heath.
 Smith, M. E. *Eskimo stories*. Rand.
 Welsh. *Book of nursery rhymes*. Heath.

BIBLE

Bible. Century.

Tappan, E. M. *Old old story book*. Houghton.

SOCIAL SUBJECTS

Pritchard and Turkington. *Stories of thrift*. Scribner.Bengston, N. A. *Wheat industry*. Macmillan.Price. *Land we live in*. Maynard.Toothaker. *Commercial raw materials* (new edition). Ginn.Adams, E. W. *Community civics*. Scribner.Cabot, Mrs. Ella. *Course in citizenship and patriotism*. Houghton (8 grades only).Fryer, Mrs. Jane. *Community interest and public spirit*. Winston (8 grades only).———. *Our home and personal duty*. Winston (8 grades only).———. *Our town and civic duty*. Winston (8 grades only).Waldo, Mrs. L. McLean. *Safety first for little folks*. Scribner.Hughes, R. O. *Community civics*. Allyn.Richman and Wallach. *Good citizenship*. American Book.Woodburn and Moran. *Citizen and the republic*. Longmans.Jackson and Evans. *Marvel book of American ships*. Stokes.Olcott, F. J. *Good stories for great holidays*. Houghton.Schauffler, R. H. *Arbor day*. Moffat.———. *Christmas*. Moffat.———. *Easter*. Moffat.———. *Flag Day*. Moffat.———. *Lincoln's birthday*. Moffat.———. *Mother's day*. Moffat.Smith and Hazeltine. *Christmas in legend and story*. Lothrop.Wynne. *For days and days*.

HANDWORK AND INVENTIONS

Pickard, A. E. *Industrial booklets*. Webb (8 grades only).———. *Industrial work for boys*. Webb (8 grades only).Pickard, A. E. and Hennegren. *Industrial work for girls*. Webb (8 grades only).*Spon. *Mechanics' own book*. Spon.Burns, E. E. *Story of a great invention*. Harper.Cochrane, C. H. *Modern industrial progress*. Lippincott.Darrow, F. L. *Boys' own book of inventions*. Macmillan.Ferguson, H. M. *Child's book of the teeth*. World.Finch, V. C. *Geography of world's agriculture*. Government Print.McRady, S. B. *Rural science readers*. Heath.Rocheleau, W. F. *Products of the soil*. Flanagan.Sanford, A. H. *Agriculture in the United States*. Heath.Brooks, E. C. *Story of cotton*. Rand.Burrell, C. F. *Saturday mornings*. Page.———. *Little cook book*. Page.Morgan, Mary E. *How to dress a doll*. Altemus.Morgan, A. P. *Wireless telegraph construction*. Van Nostrand.Bassett, S. W. *Paul and the printing press*. Little.Rocheleau, W. F. *Transportation*. Flanagan.———. *Manufacture*. Flanagan.Adams, J. D. *Carpentry for beginners*. Moffat.Griffith, I. S. *Projects for woodwork*. Manual Arts.Kunou, C. A. *American school toys*. Bruce.Conway, A. E. *Children's book of art*. Macmillan.

LITERATURE

Stevenson, B. E. *Days and deeds (verse)*. Doubleday.———. *Home book verse for young folks*. Holt.Wiggin, K. D. *Pinafore palace*. Doubleday.Bryce, C. T. *Storyland dramatic reader*. Scribner.Lutkenhaus, A. M. *Plays for school children*. Century.Payne, F. N. *Plays for any child*. Harper.Scudder, H. H. *Children's book*. Houghton.Stevenson, H. E. *Days and deeds (prose)*. Doubleday.Tappan, E. M. *Children's hour* (15 vol.). Houghton.Field, Eugene. *Love songs of childhood*. Scribner.Longfellow, H. W. *Poetical works*. Houghton.Riley, J. W. *Child rhymes*. Bobbs.Darton, F. J. H. *Canterbury pilgrims*. Stokes (8 grades only).Stevenson, R. L. *Child's garden of verses* (illustrated by Florence Stores). Scribner.Lamb, Charles. *Tales from Shakespeare*. Houghton.Church, A. J. *Iliad for boys and girls*. Macmillan.Colum, Padraic. *Adventures of Odysseus*. Macmillan.

HISTORY

Tappan, E. M. *Old world hero stories*. Houghton.Terry, A. G. *History stories of other lands* (6 vol.). Row.Atwood, W. W. *New geography* (2 vol.). Ginn.Morris. *Industrial and commercial geography*. Lippincott.Rocheleau, W. F. *Geography of commerce and industry*. Educational Publis'.Smith, J. R. *Commerce and industry*. Holt.Allen, N. B. *New Europe*. Ginn.Gordy, W. F. *American beginnings in Europe*. Scribner.Hall, Jennie. *Our ancestors in Europe*. Silver.Rowell, C. W. *Leaders of great war*. Macmillan.Torrance, S. A. *Geographical results of the great war*. American Book.Sabin, E. L. *Boys' book of border battles*. Jacobs.Sabin, E. L. *Boys' book of frontier fighters*. Jacobs.Hart, A. B. *Source book in American history* (4 cols.). Macmillan.Marshall, H. E. *This country of ours*. Doran.Semple, E. C. *American history*. Houghton.Smith, E. B. *Story of our country*. Putnam.Tappan, E. M. *Elementary history of our country*. Houghton.Blaisdell, A. P. *Pioneers of America*. Little.Coe, F. E. *Founders of our country*. American Book.Southworth, G. V. *Builders of our country*. Appleton.Henderson, W. J. and others. *Strange stories of 1812*. Harper.Baldwin, James. *Discovery of the old northwest*. American Book.———. *Discovery of the northwest and its settlement by the Americans*. American Book.Drake, S. A. *Making of the Ohio valley states, 1600-1837*. Scribner.

MUSIC

Sampson. *Prince Melody in music land*. Knopf.Upton, G. P. *Story of the operas*. McClurg.

DRAMATICS

Mackay, C. D. *Costumes and scenery for amateurs*. Holt.
 ———. *How to produce children's plays*. Holt.

SCOUT BOOKS

Beard. *Jolly book of suncraft*. Stokes.
 Coals, A. W. *Summer in a girl's camp*. Century.
 Withington. *Book of athletics*. Lothrop.
 Campfire Girls. *Book of campfire girls*. Campfire.
 Girl Scouts. *Scouting for girls*. Girl Scouts.
 Boys Scouts. *Official handbook* (cloth binding). Grosset.

TRAVEL

Hunter, G. M. *When I was a boy in Scotland*. Lothrop.
 Quennell. *Everyday things in England* (2 vol.). Scribner.
 Winslow, Clara V. *Our little Czecho Slovak cousin*. Page.
 Meiklejohn, N. *Cart of many colors*. Dutton.
 Olmstead, E. *Ned and Nan in Holland*. Row.
 Mirza, Y. B. *When I was a boy in Persia*. Lothrop.
 Allen, A. E. *Children of the palm lands*. Educational Publishing.
 Barnard, H. C. *America in pictures*. Macmillan.
 Fisher, E. F. *Resources and industries of the United States*. Ginn.
 Rusmisl, L. C. *Industrial commercial geography in the United States*. Palmer.
 Tomlinson, E. T. *Places young Americans want to know*. Appleton.
 Brooks, N. *First across the continent*. Scribner.
 Muir, J. *National parks*. Houghton.
 Mitchell, A. F. *Paz and Pablo*. World Book.
 Schwatka, F. *Children of the cold*. Educational Publishing.

BIOGRAPHY

Roosevelt, T. *Letters to his children*. Scribner.
 Smith, M. S. *Maid of Orleans*. Crowell.
 Edwards, C. *Treasury of heroes and heroines*. Stokes.
 McSpadden, J. W. *Book of famous soldiers*. Crowell.
 Sanford, C. M. *Modern Europeans*. Laurel.

FICTION

Bailey, R. R. *Sure Pop and safety scouts*. World Book.
 Barrie, J. M. *Peter Pan in Kensington Gardens*. Scribner.
 Carroll, Lewis. *Alice's adventures in wonderland*. Macmillan.
 ———. *Through the looking glass*. Macmillan.
 Craik, Mrs. D. M. *Adventures of a Brownie*. Harper.
 Hopkins, W. J. *The sandman, his farm stories*. Page.
 Kingsley, Chas. *Water babies*. Jacobs.
 Lagerlof, Selma. *Wonderful adventures of Nils*. Doubleday.
 Lamprey, Louis. *In the days of the guild*. Stokes.
 ———. *Masters of the guild*. Stokes.
 Rolt-Wheeler, S. W. *Boy with the United States inventors*. Lothrop.
 Spyrri, Mrs. Johanna. *Heidi*. Crowell.

THE ELEMENTARY SCHOOL LIBRARY DEFINED IN DOLLARS
AND CENTS

To define the elementary school library in terms of dollars and cents is not an impossible task. Many so-called elementary school libraries are set up without a penny in the school budget to meet either initial costs or costs of maintenance. It should be said just here that the school that has no provision in the annual budget for the library has no library. This statement is made without qualification. Schools in this class resort to all kinds of make-shift arrangements for securing funds. The proceeds from parties, school plays, or waste paper are depended upon. Or perhaps the school receives gifts of books—in general, worthless old books rescued from the dusty darkness of bat-infested attics. If not books from this source, the principal garners sample copies from the textbook departments of publishing houses.

There are schools in another class which have budget provisions for books, but none whatever for equipment or salary. The school in this class often spends as much as \$150 over a period of four or five years for so-called library books. The result is not at all satisfactory, of course, and cannot be called even the nucleus of a library.

In a somewhat higher class than either of the foregoing are the schools which make provisions in the budget over a period of two or three years of about \$200 a year for books and equipment, although no provision is made for salary. This class of schools usually requires teachers to serve during rest periods, or asks the coöperation of upper-class pupils in caring for the books.

There is a fourth class which not only makes a moderate beginning, but annually thereafter makes budget appropriations of \$100 or more until a library is established requiring a trained librarian in charge full time.

Schools in the highest class definitely plan to develop a library and seek expert assistance in determining initial costs and maintenance. Schools in this class are building and maintaining adequate libraries on budget appropriations approximately as given in the following outline of costs.

For the satisfaction of persons who are endeavoring at the present time to develop libraries in their schools, the following graded outline of elementary school library facilities is arranged varying from the zero level to the well-organized, well-equipped library with a trained librarian in charge full time. The outline is presented in three parts: The first, descriptive of the rural school; the second,

of the school with enrolment of 500 or below; and the third, of the school with enrolment between 1000 and 2000.

It may be of interest to the reader to check on the outline the level of development of the library facilities afforded the children and teachers in his school. The outline gives approximate costs where the facilities afforded entail definite expenditures of money. The average costs per pupil is also given.

SERIES I—RURAL SCHOOLS

School A is a rural school with no provision whatever for a library. The children have a few textbooks with practically no supplementary books for reading.

School B is a rural school in a county with a system of extension school library service. Package libraries are received at regular intervals. These libraries consist of books selected not merely on the basis of requests from the teacher concerned, but also on the basis of reports upon actual experience in the use of books loaned in the school. The arrangement is maintained largely through the enthusiasm of those in charge of the county library extension system, although the teachers are not averse to receiving book loans.

School C is a rural school employing a teacher who is greatly interested in reading materials. She has had shelving built in one of the rooms to accommodate two or three hundred books. Through various ways she has raised money for buying many attractive, well-selected books. She secures loans, package libraries from the nearest public library, or from the county library. Manufacturing houses, insurance companies, State departments of education, and city health departments are sending her much pamphlet material and other printed matter prepared for free distribution. The teacher spends her own money in carrying out her plans.

School D is a rural consolidated school of 500 enrolment. In this school there is a room set aside for reading purposes. The room is open on given hours during the day when pupils from the upper classes are in charge. In some instances, a teacher is in charge during rest periods or after school, or older pupils are paid a small amount of money for their services.

The room is furnished with two tables, 34" by 60", 26" high; three tables 34" by 60", 30" high; 12 chairs 15" high; 18 chairs 18" high; one catalog case; one charging tray with guides.

Shelving was built in at a cost of \$75. The cost of the initial set of books was \$225. The furniture cost \$250. Supplies were bought

at \$25. The total initial cost of the library was \$575. About \$100 a year is spent on salaries. The average cost per pupil annually is 20 cents.

School E is a rural consolidated school with a special room set aside for the housing of a library. The enrolment is 700. A teacher librarian is in charge, giving at least half of her time to the library and the other half to teaching in the schoolroom.

The library reading room is large enough to accommodate two tables 34" by 60", 26" high; four tables 34" by 60", 30" high; twelve 15" chairs; twenty-four 18" chairs; one teacher's desk, one teacher's chair; one catalog case; charging tray and guides; one magazine rack.

There is built in shelving of standard, high-grade workmanship costing \$100. The initial cost of the furniture was \$360. The initial set of books cost \$400, and supplies \$70. The total initial cost of the library was \$930. Each year the amount of \$175 is spent on new books, magazines, book replacements, and rebinding. One-half of the librarian's salary, or \$900 is charged to the library annually. The average cost per pupil annually is \$1.53.

SERIES II—SCHOOLS WITH ENROLMENT NOT EXCEEDING 500

School A has no provision for library reading materials.

School B has two or three teachers in English, who in teaching English, geography, and history endeavor to secure supplementary materials. Some of this material they buy themselves, using their personal funds and some of it is secured in the form of supplementary readers.

School C has several teachers who borrow materials from the nearest public library. They raise through school entertainments each year funds amounting to about \$75 for books to be distributed in classrooms.

School D has a principal whose persistent garnering of books from book agents resulted in an office library. The books are stored in locked bookcases with glass doors. Occasionally a teacher borrows one of the books. As a rule, the books are not molested from the beginning of the year to the close of the school term.

School E has a library room with four tables, one card catalog, twenty-four substantial chairs, a teacher's desk, and built-in shelves to accommodate a thousand books.

A teacher librarian is in charge, giving about 75 per cent of her time to the library.

The total expense of this library is approximately as follows:

INITIAL COST

Shelving	\$60
Furniture	350
Supplies	50
Magazines	30
Books	250
Total	\$710

COST OF MAINTENANCE

New books	\$75
Magazines	30
Supplies	25
Rebindings	25
Replacements	25
Total maintenance	\$180
Salary	1,500
Total maintenance and salary	\$1,680
The average cost per pupil annually is	\$3.36

SERIES III—ELEMENTARY SCHOOLS WITH ENROLMENT OF 1000 TO 2000

School A has no library reading room. No teacher in the school makes any attempt to use books other than the regular textbook.

School B has in addition to the use of the textbooks a generous allotment of supplementary books of various kinds. These are apportioned to teachers once or twice during each term.

School C has several teachers who make use of classroom libraries largely consisting of books from their own personal libraries and borrowed on their own cards from the public library.

School D has a library in the principal's office. The library consists of a supply of textbooks left by visiting book agents or secured by the principal on requests from publishing houses. There is also a number of subscription books in the library, which shrewd book agents have been keen enough to sell to the principal. There are three sets of sectional bookcases filled with books of this character. The books are the pride of the principal, but afford little interest or service to any one else in the school.

School E has a library reading room open to teachers and pupils part of each day with a teacher in charge who volunteers to do the work during vacant periods. In this same type of school, pupils are sometimes put in charge as a special assignment or work for a small remuneration. Only about \$50 a year is spent on student services.

School F has a small library reading room with accommodations for about twenty readers. Three discarded tables have been brought

TABLE I—SHOWING COSTS OF THE LIBRARY IN TYPICAL SCHOOLS

	I Initial cost shelving	II Initial cost furniture equipment	III Initial cost books, magazines, supplies	IV Total initial cost	V Annual main- tenance books magazines, rebinding replacements, supplies	VI Salary	VII Total annual costs	VIII Average cost per pupil annually, based upon maximum enrolment
Rural Schools— 75 to 100 enrolment	\$25	\$150	\$100	\$275	\$80	0	\$80	\$80
Rural	A 50	250	215	515	100	0	100	.20
Consolidated Schools— 250 to 500 enrolment	B100	400	425	925	175	900	1,025	2.05
Schools—	A 60	350	300	710	125	900	1,025	2.05
Enrolment below 500	B100	450	425	975	175	1,500	1,675	3.35
Schools— 500 to 1,000	150	450	500	1,100	175	1,800	1,775	1.77
Schools— 1,000 to 2,000	200	600	600	1,400	350	2,100	2,450	1.22

COST OF MAINTENANCE ANNUALLY

New books	\$150
Magazines	50
Supplies	50
Rebindings	75
Replacements	25
Total annual maintenance	\$350
Salary, annually	2,100
Total maintenance and salary	\$2,450
The average cost per pupil annually is	\$1.36

in from corridors and classrooms to serve the needs of readers. There are about a dozen and a half chairs in various stages of repair and of three or four different styles of manufacture. These chairs have been borrowed from other parts of the building, some from classrooms, and some from the gymnasium and the auditorium. The shelving is home-made. Boys more interested in reading than in manual arts volunteered to do the work. The shelving is not of standard length nor of standard width. In consequence it bends down and is badly twisted. Nevertheless it bears the load of about six hundred books. These books were selected by committees of pupils. Many of the books are unsuited to school work. Members of the student council of the school take turns in serving as librarians at least four periods every day. The principal recognizes the fact that the library is not an ideal one but is proud to say it is very largely a student project and has cost the taxpayers nothing.

School G is a school with a commodious room, well lighted, centrally located, and well-equipped. The enrolment of the school is 1800. There are accommodations for about fifty readers at one time. There are in the room six tables, 3' by 5' by 26" high, four tables 3' by 5' by 30" high, forty-five chairs, a teacher's desk, one teacher's chair, catalog case, a charging tray and guides, and a magazine rack. A trained librarian is in charge, giving all her time to the library. A regular course of instruction is given in the use of books and libraries.

The total expense of this library is approximately as follows:

INITIAL COSTS	
Shelving	\$200
Furniture	600
Supplies	100
Magazines	40
Books	450
Total	\$1300

CONCLUSION

The task of securing from the school boards, money to be expended upon the elementary school library is one involving many local problems. The foregoing estimates concerning costs are based upon figures received in actual bids from dealers in school furniture. These estimates should be of value to principals and superintendents who desire to develop and maintain standard elementary school libraries in their schools.

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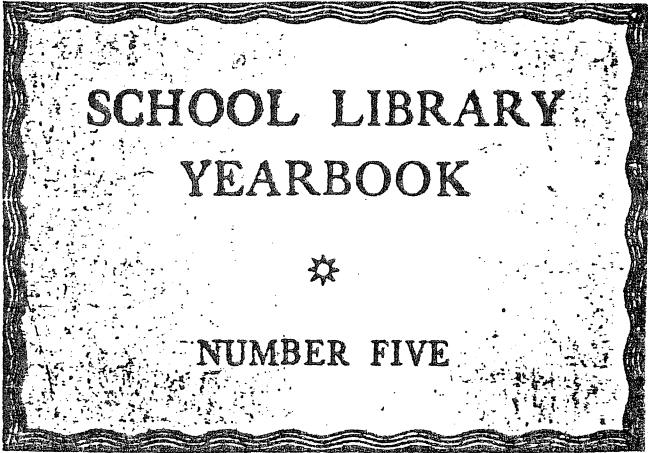
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SUMMARIES OF ELEMENTARY AND SECONDARY
SCHOOL LIBRARY STANDARDS, 1932

Summaries of both the 1920 High School Standards and the Elementary School Standards of 1925 were later done by Jasmine Britton and put into table form for easy use. These summaries were published in the Fifth School Library Yearbook in 1932 by the American Library Association. The summaries from the Yearbook are included here as evidence of efforts to focus national attention on the new standards.



The Lakeside Press
R. R. DONNELLEY & SONS COMPANY
CRAWFORDSVILLE, INDIANA
CHICAGO

Foreword

The fifth *School library yearbook* considers standards for libraries in elementary schools, secondary schools and teachers colleges. Part I outlines the standards that have been set up. Part II contains studies and descriptive articles which will aid individual librarians in setting up standards for their own libraries. Part III presents a bibliography of books and periodical articles that have been published from July 1928 to June 1932, and a directory of school librarians.

In preparing the standards in Part I, we wish to acknowledge our indebtedness to earlier studies made to the same end:

Elementary school library standards, prepared by a joint committee of the National Education Association and the American Library Association, published by the American Library Association, 1925.

Standard library organization and equipment for secondary schools of different sizes, adopted by the National Education Association and the North Central Association of Colleges and Secondary Schools, approved by the Education Committee of the American Library Association, and published by the American Library Association, 1920.

The Kerr Measuring stick for normal school libraries.

Library facilities of teacher-training institutions, by George Walter Rosenlof, published by the Bureau of Publications, Teachers College, Columbia University, 1929.

In the best interpretation of the word, standards should be sufficiently flexible to meet new conditions and local situations. Standards should stimulate continuous growth. Rigid standards cannot be maintained and arbitrary pronouncements are undesirable. Heretofore school library standards have listed practices found in recognized school libraries. We believe we are entering upon a new period in which scientific studies will precede the setting up of standards, and we hope that the next revision of school library standards will be evolved from such studies.

There are at present three nation-wide studies being carried on by the Library Division of the Office of Education. A survey

of secondary education, which will include a comprehensive study of library conditions in secondary schools, is about to be published. Another study will give information on the adequacy of library facilities in teacher-training institutions. A third survey, of library facilities in rural elementary schools, is under way.

The Department of Elementary School Principals of the National Education Association will devote its 1933 yearbook to the subject of school libraries.

Probably the most important factor in planning the school library program is the principal of the school. Where the principal enjoys books and is educationally alert the library in the school can become a vital part of the organization, reaching into every classroom with effective service. Teachers respond to this attitude of the principal and in turn encourage the children to read eagerly and widely. The entire school hums with interesting problems which are being solved through books.

Mr. Hicks' analysis, in Part II, of the objectives and methods in junior high schools from the principal's point of view is provocative and stimulating.

The present economic situation makes it doubly imperative for school librarians to plan expenditures wisely. Two articles present administrative and financial aspects of school library problems and should be especially useful in planning the school library budget. Miss Eaton's contribution to the yearbook is a summary of her thesis prepared in partial fulfilment of the requirements for the degree of Master of Science at the University of Michigan in 1931. Librarians will find practical suggestions also in an article by Edith Thomas, "The problem of the library in the secondary school" (*School and Society* 25: 233-35, 19 F 1927) and in a study of college library budgets by F. W. Reeves and J. D. Russell, "The administration of the library budget" (*Library Quarterly* 2: 268-78, July 1932). Miss Thomas advises that the school librarian survey the library resources and study classroom assignments as a basis for adequate support. Analysis of the total number of books available for teaching the different subjects and of the demands, actual and potential, made

on the library, would reveal needs and possibilities. Mr. Reeves and Mr. Russell show that the factors to be considered in making the book budget are enrollment, relative use of the library by the different departments, relative cost per volume of books in different fields, the proportion of books in different classes already in the library and the needs of new instructors. They urge that a large proportion of the total budget be left to the librarian for apportionment.

A summary of one portion of a larger study by Miss Brooks, a Carnegie Fellow for 1931, shows how the work of the high school library may be integrated with the teaching of social studies. Methods of centralized cataloging have been worked out for the school libraries of Seattle and Los Angeles and will prove useful to other librarians facing the problem of cataloging for several schools in one city. A few aspects of school library administration in Los Angeles, selected from a more comprehensive account prepared by the school librarians, are printed here, with floor plans and descriptions of the libraries.

Each year the chairman of the School Library Committee of the A.L.A. prepares the *Yearbook*, which is published the following year. The School Library Committee and the School Library Section have agreed that the *Yearbook* and the annual program of the section should be coordinated, so that each *Yearbook* will grow out of the work of the section for the year. Regional reports of the type presented in earlier yearbooks will not be continued. Those who are interested in library progress in any one locality will find specific articles noted in the Bibliography in Part III. The Directory includes the names of the school librarians who are members of the A.L.A., with summaries by states.

JASMINE BRITTON
Chairman 1930-31

SCHOOL LIBRARY YEARBOOK

NUMBER FIVE

Standards for Elementary School Libraries

In carrying forward a program of elementary school library development it is suggested that it be divided into three periods, charting those steps to be taken the first year and the next, and the progress to be made in the third year.

I. OBJECTIVES

- (1) To select a balanced collection of books to meet the demands of an integrated educational program as it is outlined by grade and subject in the curriculum.
- (2) To encourage an interest in reading and books.
- (3) To stimulate exploratory reading for facts and the effective use of library tools for research.
- (4) To establish the habit of using the public library freely.
- (5) To foster a fine feeling for books and a discriminating judgment in values.

II. BUDGET

Uniform budgets are impossible but general recommendations can be made. In an elementary school of medium size, 500-1,000 students, with a library fund of 75c per pupil the preliminary budget, exclusive of salaries, may be worked out in this way. These tables of percentages are to be considered only as tentative guides and should be modified to meet local conditions.

Book fund	70%
Periodicals	5%
Binding	10%
Equipment	4%
Supplies	6%
Contingent fund	5%
	<hr/>
	100%

The book fund may be subdivided as follows:

Reading and literature	25%
Social studies	25%
Science	20%
Other departments	10%
Reference	10%
General	10%
	<hr/> 100%

III. LIBRARIAN

(1) Enrollment of 100 or less students.—An alert teacher interested in books who directs the children to books and provides an opportunity daily for free reading.

(2) Enrollment of 100 to 500 students.—A teacher-librarian who has completed at least 6 semester hours training in library science and who devotes a definite number of periods each day to the library.

(3) Enrollment of 500 to 1000 students.—A teacher-librarian or a full-time librarian with the qualifications, educational background and salary status of the teacher, and 24-30 semester hours in an accredited library school. One or two years experience in teaching or in public library work with children is desirable.

(4) Enrollment of 1000 or more students.—Same requirements as above.

IV. BOOK APPROPRIATION

(1) Enrollment of 100 or less students.—\$500 provides about 350 volumes including an encyclopedia for elementary students. In one or two room schools, \$25.00 per teacher annually.

(2) Enrollment of 100 to 500 students.—\$715 provides about 500 volumes for the first purchase of a basic collection.

(3) Enrollment of 500 to 1000 students.—40c-75c per student per year for books automatically provides for growth as it occurs. The appropriation per student should be larger in smaller than in larger schools.

(4) Enrollment of 1000 or more students.—Same as above.

V. BOOKS

(1) Enrollment of 100 or less students.—A collection averag-

ing 2 to 5 books for each student. In the smaller schools a larger number of books per pupil is needed. 3 or more periodicals.

(2) Enrollment of 100 to 500 students.—200 to 2500 books averaging 2 to 5 for each student. 5 to 10 periodicals.

(3) Enrollment of 500 to 1000 students.—1000 to 5000 books, 10 or more periodicals.

(4) Enrollment of 1000 or more students.—3000 or more books; 20 or more periodicals allows for duplication of some titles.

For assistance in book selection the librarian may refer to the titles listed in the *Handbook for teacher librarians*, prepared by the Elementary Sub-Committee of the Education Committee, American Library Association, 1931. 65c.

For a more extensive list the librarian may refer to the *Graded list of books for children*, compiled by Nora Beust, American Library Association, 1930. \$2.00.

VI. HOUSING

(1) Enrollment of 100 or less students.—A library table in each classroom large enough to accommodate 6 children; 6 comfortable chairs, proper height; 1 small open bookshelf to shelve the books not in use for the moment, and the encyclopedia. (Perhaps the shelf has been made and painted by the children themselves.)

(2) Enrollment of 100 to 500 students.—Separate classroom equipped with tables, chairs and open shelves.

(3) Enrollment of 500 to 1000 students.—Reading room well lighted and accessible, if possible on the first floor near the entrance; equipped with tables, chairs, shelves, catalog case, desk, magazine rack, bulletin board. It should be large enough to seat 40 to 50 pupils at one time; a class plus occasional students from other rooms for individual reference work or for free reading. An estimate of 25 square feet per reader allows space for the necessary furniture and aisles. Allow 5 feet between tables. Have double doors swinging into hall.

(4) Enrollment of 1000 or more students.—Reading room

adequately equipped, seating at least 10% of the enrollment together with a work room and a conference room. The work room should be equipped with running water, closed cupboards, work table and chairs, a bulletin board and locker for wraps. Door should open into hall. The conference room should be equipped with wall shelving, 3'x5' table, and six chairs. Glass partitions will allow supervision from the library.

VII. EQUIPMENT AND SUPPLIES

All library furniture and equipment should be bought from standard library supply firms which will provide catalogs upon request. Names of reliable library equipment firms may be obtained from the American Library Association. Prices quoted are subject to change and will vary downward about 10% depending on freight charges.

MINIMUM ESSENTIALS

Furniture

7 units	Shelving: adjustable, without doors, lining all available wall space. Dimensions— 6 shelves in height 3' width of each section 10" usual space between shelves 8" usual depth 4"—6" base	Approximately per unit \$26.75 Add. units 15.25
	A few 12" shelves desirable for encyclopedias and other large books.	Approximately \$48.50 Add. units 29.75
7	Tables: 3'x5' Height—graduated, 24", 26" (28" may be desirable)	Approximately \$36.00
42	Chairs (without arms) 6 to each table. Light weight. Heights—14", 16" (18") corresponding to tables. Chair tips, per dozen	" \$6.50-7.75 " 1.25
	Floor covering: Inconspicuous linoleum, padded,	

	preferably not a plain color. Per foot, laid	"	\$2.17
1	Librarian's desk (flat top), 61"x72"	"	\$40.00
1	Swivel chair	"	13.75
1	Catalog cabinet (Tray of 6 drawers) Base, 26"	"	\$36.00 14.00
1	Filing case, 3 drawer, for pamphlets and pictures. Legal size, 10½"x15"x24" inside measurement, ball bearing slides		
	Steel	"	\$40.00
	Oak	"	69.00
1	Charging tray	"	\$2.00
1	Cupboard, with locked doors, for supplies	"	\$20.00
1	Bulletin board, wall 36"x28" or, free standing, 44"x34", double-faced	"	\$13.50 57.00
1	Book truck, small	"	\$39.50

Additional tables, chairs and shelving added as needed.

Desirable additions:

A work room or alcove, equipped with shelving, locked cupboard, table, sink and running water is needed for effective library housekeeping. A small conference room separated from the library by glass partitions is highly desirable as it gives opportunity for group reference work.

Other desirable equipment:

Low rack for about 15 picture books or periodicals	Approximately \$51.00
Display racks—small, to stand on table	" 12.00
Display case	" 31.00
Glass door for one section of shelving	
Dictionary stand or a shelf against wall, sloping, with a ledge at lower edge, 41" high	

Equipment

Book ends, one for each shelf and a dozen in addition

Charging stamps
 Circulation record book
 Inkwell
 Pencil sharpener
 Rubber stamp with name of library
 Shelf label holders
 Stamp pad
 Typewriter
 Waste basket

VIII. STANDARD SUPPLIES

Initial budget for supplies for basic collection of 500 volumes—
 \$50.00

AMOUNT	ARTICLE	UNIT PRICE	TOTAL
3 rolls	Binding tape, double stitched, 2"	\$0.23 per roll	\$0.69
1 doz.	Blotters, desk	.024 each	2.88
1 "	" hand	.001 "	.012
500	Book cards	.10 per C	.50
500	Book pockets	.14 " C	.70
12 sheets	Bulletin paper, assorted colors	.0075 per sheet	.08
500	Catalog cards, 3x5, plain white, red edged	.26 per C	1.30
100	Catalog guides	.35 " C	.35
10 yards	Cheesecloth	.038 per yd.	.38
2 sets	Date guides, 1-31	1.40 per set	2.80
500	Date slips	.60 per M	.30
4 doz.	File folders, manila, cap size	.018 each	.864
1 qt.	Ink, blue-black	.10 per qt.	.10
1 bottle	" India (3/4 oz.)	1.49 per bottle	1.49
1 "	" White lettering (2 oz.)	.20 " "	.20
1 "	" Stamp pad, black	.20 " "	.20
5 doz.	Mending tissue	.30 " doz.	1.50
6 boxes	Paper clips	.023 per box	.138
50 each	Pamphlet binders 5 x 9 6 x 10 8 x 11	5.60 per C	8.40
2 pints	Paste	.75 per pt.	1.50
6	Paste brushes	.13 cach	.78
1 doz.	Pencils	.28 per doz.	.28
1 box	Pens, stub	.40 per box	.40

STANDARDS FOR ELEMENTARY SCHOOL LIBRARIES

SIZE	BOOKS	LIBRARIAN	BOOK APPROPRIATION	ORGANIZATION	HOUSING-EQUIPMENT
100 or less students	A collection averaging 2 to 5 books for each student. In the smaller schools a larger number of books per student is needed 3 or more periodicals	An alert teacher interested in books who directs the children to books and provides an opportunity daily for free reading	\$500.00 provides about 350 volumes including an encyclopedia for elementary students. In one or two room schools, \$25.00 per teacher annually	Accession record and adequate charging system	1 Library table in each classroom large enough to accommodate 6 students, 6 comfortable chairs proper height, 1 small open book shelf to shelve the books not in use and the encyclopedia
100 - 500 students	200 - 2,500 books averaging 2 to 5 books for each student 5 - 10 periodicals	A teacher-librarian who has completed at least 6 semester hours training in library science and who devotes a definite number of periods each day to the library	\$715.00 provides about 500 volumes for the first purchase of a basic collection	Accession record, shelf-list, card catalog and adequate charging system	Separate classroom equipped with tables, chairs and open shelves
500 - 1,000 students	1,000 - 5000 books 10 or more periodicals	A teacher-librarian or a full time librarian with the qualifications, educational background and salary status of the teacher and 24 to 30 semester hours in an accredited library school. One or two years experience in teaching or in public library work with children is desirable	40c - 75c per student annually for books automatically provides for growth. The appropriation should be larger in smaller schools than in the larger schools	Same requirements as above	Reading room large enough to seat 40 to 50 students. Allow 5 feet between tables
1,000 or more students	3,000 or more books 20 or more periodicals allows for duplication of some periodicals	Same requirements as above	Same requirements as above	Same requirements as above	Reading room seating at least 10% of the enrollment together with a work room and a conference room

1 box	Rubber bands	.36	per box	.36
1 pair	Scissors, 4" cut	1.25	per pair	1.25
100	Scratch pads, 3x5, bond paper	.011	each	.11
500	Shelf-list cards	.32	per C	1.60
1 pint	Shellac	.218	per pt.	.218
2 boxes	Thumb tacks	.05	per box	.10
				<u>\$29.50</u>

IX. READING GUIDANCE AND THE USE OF BOOKS

At least five lessons in the use of books and the library to be given by the teacher with the practical application and coordination worked out by the librarian and teacher together.

Appreciation and care of books

Parts of a book { author, title, publisher
 { contents, index

Arrangement of books in the library

The encyclopedia and *World almanac*

The public library and how to use the card catalog

In many communities the public library gives instruction in the use of books which to be most valuable should be coordinated with the current activity then under way in the classroom.

Appreciation of books is one of the fundamental objectives of librarians and teachers and should be a part of all instruction.

Note—This statement of Standards for Elementary School Libraries is to be considered tentative. These standards should be studied, then modified or extended.

Standards for Secondary Schools

Southern Association of Colleges and Secondary Schools

ARTICLE ELEVEN

Standards for School Libraries:

I. BOOKS

(1) Enrollment of 100 or less students—500 well-selected books exclusive of government documents and text-books, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students—500 to 1000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students—1000 to 2500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1000 students—2500 to 5000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1000 or more students—5000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. LIBRARIAN

(1) Enrollment of 100 or less students—Teacher-librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students—Half time librarian

STANDARDS FOR SCHOOL LIBRARIES
SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

SIZE	BOOKS	LIBRARIAN	APPROPRIATION	ORGANIZATION	EQUIPMENT
I. 100 or less students	500 well selected books 2 newspapers 5-10 periodicals	Teacher-librarian with at least 6 semester hours' training in library science. Devotes definite number of periods each day to library. Library open all day.	\$1.00 per student per year for books and periodicals, exclusive of salaries.	At least adequate shelf list made and loan system installed.	Separate classroom or end of study hall fitted up with tables, chairs, and shelving.
II. 100-200 students	500-1000 books, averaging 5 per student Newspapers 5-15 periodicals	Half-time librarian with one year course of 24-30 semester hours in library science, or college graduation including 12 semester hours in library science.	\$1.00 per student per year, exclusive of salaries.	Card catalogs, shelf list, accession record and adequate loan system.	Separate classroom or end of study hall fitted up with tables, chairs and shelving.
III. 200-500 students	1000-2500 books Newspapers 15-30 periodicals	Full-time librarian with training of a teacher including one year course of 24-30 semester hours in approved library school.	\$1.00 per student per year, exclusive of salaries.	Same as II above.	Separate library equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin board, catalog case, typewriter and other essential office equipment. Room large enough to accommodate 10% of enrollment, allowing 25 sq. ft. per person.
IV. 500-1000 students	2500-5000 books Newspapers 25-50 periodicals	Full-time librarian with training of a teacher including one year course of 24-30 semester hours in library science.	\$0.75 per student per year for books, exclusive of salaries.	Same as II above.	Same as III above plus library workroom and essential office equipment.
V. 1000 or more students	5000 or more books Newspapers 40 or more periodicals	Full-time librarian with college graduation plus at least 24-30 semester hours in approved library school. One full-time trained librarian for every 1000 students.	\$0.75 per student per year for books, exclusive of salaries.	Same as II above.	Same as IV above with additional equipment to meet needs. Separate rooms for conference and instruction in use of library are desirable. At least two full-time librarians should be employed.

with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students—Full time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1000 students—Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1000 or more students—Full time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

III. APPROPRIATION

(1) Enrollment of 500 or less students—Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students—Annual appropriation of at least 75 cents per student per year for books, periodicals, etc., exclusive of salaries.

IV. COURSE IN USE OF LIBRARY

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. ORGANIZATION

(1) Enrollment of 100 or less students—At least an adequate shelf list made and an adequate loan system installed.

(2) Enrollment of more than 100 students—Card catalogs, shelf-lists, accession record and adequate loan system.

VI. EQUIPMENT

(1) Enrollment of 100 or less students to 200—Separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students—Separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment allowing 25 square feet per person.

(3) Enrollment of 500 to 1000 students—Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1000 or more students—Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary where impossible to get space in school building now in use for groups 2 and 3 study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4.)

EQUIPMENT FOR JUNIOR AND SENIOR
HIGH SCHOOL LIBRARIES

Bookcase, glass door, to lock. Finished top. 4 shelves, all but the base shelf adjustable in height. Equipped with 1 pair of detachable finished ends.	
Initial unit.....	\$ 55.00
Additional unit	45.00
Bookcase, section, counter height, 6' long, back of charging desk. 3 shelves high. Shelves 16" deep outside. Finished tops. To include 1 pair of finely finished paneled ends. For use with charging desk.....	85.00
Bookcase, section, counter height, 9' long, back of charging desk. 3 shelves high. Shelves 16" deep outside. Finished tops. To include 1 pair of finely finished paneled ends...	120.00
Bookcase, section, reference volume. 4 shelves high. To have sloping reference shelf 3' wide and 14" deep. Supported by oak brackets attached to sitting height. (For librarian's office.)	
Initial unit	35.50
Additional unit (with shelf).....	21.70
Additional unit (without shelf).....	20.15
Bookcase, section, wall, for circulation books. 5 shelves, all but the base shelf adjustable in height, 5'½" high, 8" deep.	
Initial unit	30.00
Additional unit	18.00
Bookcase, section, wall, for circulation books. 7 shelves, all but the base shelf adjustable in height 6'10" high, 8" deep.	
Initial unit	35.00
Additional unit	20.00
Bookcase, section, wall, for reference volumes and bound magazines. 5'½" high, 10" deep, 5 shelves, all but the base shelf adjustable in height.	
Initial unit.....	37.00
Additional unit	22.00
Bookcase, section, wall, for reference volumes and bound magazines. 6'10" high, 10" deep, 7 shelves, all but the base shelf adjustable in height.	
Initial unit	40.00
Additional unit	25.00

Book end, folio support, non-losable.....	ea.	.80
Book end, non-losable. 2 per shelf.....		.25
Cabinet, catalog, 4 tray, for 3"x5" and 7.5 cm. by 12.5 cm. cards, 8 $\frac{3}{4}$ " high, 13 $\frac{1}{4}$ " wide, 17 $\frac{3}{8}$ " deep. 1.....		20.00
Cabinet, catalog, sectional, 15 tray, metric size. Fitted with 15 round rods. All exterior hardware solid cast bronze. To include cornice and 26" height leg base. 1.....		90.00
Sliding reference shelf. 1.....		13.00
Cabinet, catalog, unit tray, with rod for periodical table. 1..		10.00
Case, atlas, sloping top. 6 pull-out shelves. Pedestal design. Sides 5-ply construction. 1.....		75.00
Case, combination, "special study," and bulletin board. Pedestal design. Sides 5-ply construction. 1.....		80.00
or		
Case, double-faced display with bulletin board.....		85.00
Case, exhibit, 60" long, 42" high, 28" deep, movable shelf on telescopic supports, top, 4 sides and shelves plate glass, 2 sliding glass doors with lock on one long side, table to be of oak. 1.....		90.00
Chair, high swivel, charging desk. Saddle seat. Reinforced construction. 1.....		12.00
Chair, library. Saddle seat. Reinforced construction, 16"....		7.00
Chair, library. Saddle seat. Reinforced construction, 18"....		7.50
Chair, typewriter, swivel, without arms. 1.....		7.50
Cutter, paper, 15". 1.....		8.00
Desk, charging, wing, with detachable ends. Equipped with sunken charging compartment under roller curtain, shelves, foot rest, cash drawer, cupboard, etc., and the interior fittings for the charging system and administrative records of the school library. Top 5-ply construction. 1.....		475.00
Desk, charging, wing, without detachable ends. Equipped with sunken charging compartment under flush cover, shelves, foot rest, cash drawer, cupboard, etc., and the interior fittings for the charging system and administrative records of the school library. Top 5-ply construction. 1.		325.00
Desk, flat top, double pedestal, 34"x 60". 1.....		40.00
Desk, wing, sitting, for charging desk. 1.....		80.00
Drill, hand. 1.....		2.50
Filing case, collection, mounted pictures. Contains 3 drawers with rods, the inside dimensions of which are 12 $\frac{3}{8}$ " high, 15 $\frac{1}{4}$ " wide and 24" deep front to back; also 1 drawer above divided into 3 compartments for pictures mounted on standard size shelf list cards. Mounted on monel bearing pro-		

gressive steel slides. Each large drawer fitted with a Flexi-File of 12 compartments. Paneled and finished back. Fitted with 1 pair of detachable paneled ends. 1.....		100.00
Filing case, office, sectional stack, to consist of 5 tray metric size shelf list unit; 2 legal size drawers on roller slides, 24" deep front to back; sectional top; and leg base 16" high. All exterior hardware solid cast bronze. Back finished. 1.....		85.00
Filing case, pamphlet, for clippings and government documents. To intermember with above mounted pictures collection file. To contain 4 drawers, the inside dimensions of which are 10 $\frac{1}{2}$ " high, 15 $\frac{1}{4}$ " wide and 24" deep front to back. Mounted on monel bearing progressive steel slides. All exterior hardware solid cast bronze. Each large drawer fitted with a Flexi-File of 12 compartments. Paneled and finished back. 1.....		90.00
File, pamphlet, 5 $\frac{7}{8}$ "x3 $\frac{7}{8}$ "x7", Princeton. 1.....		.35
Hammer, claw, 7 oz. 1.....		.55
Holder, book display ("Have you read this book?") 3.....		1.80
Holder, newspaper, for newspaper rack, capacity each holder 6 papers. 10.....		.80
Holder, poster, oak, 5". 3.....		.40
Holder, poster, oak, 10". 3.....		.50
Machine, numbering, 6 wheel, 8 movement. 1.....		19.80
Machine, stapling, 12" neck. 1.....		11.00
Pad, felt, to go under typewriter. 1.....		1.25
Punch, hand and eyelet, Triumph.....		2.45
Punch, Solidhed. 1.....		.70
Rack, display, book, 24" wide, equipped with steel clasp to hold bulletin board. 1.....		13.00
Rack, magazine, with adjustable holders, 5' high, 4' wide. 1.		135.00
Rack, newspaper, for current newspapers and inter-school exchanges. Capacity 10 holders. Cast bronze hardware. Pedestal design. Sides 5-ply construction. 1.....		55.00
Scissors, 1 sharp and 1 blunt point, 5" over-all. 1 pair....		.20
Shears, 8" over-all, 4" cut. 1 pair.....		.50
Shelving wing, for charging desk. 1.....		69.50
Stand, dictionary, revolving, to place on table or desk, 21"x 13"x4" high. 1.....		8.50
Stylus, electric. 1.....		6.75
Table, index, magazine, with book rack. Top 5-ply construction, 2'x3'x30" high. Quarter-sawed oak showing on all four sides of each leg. 2.....		30.00

Table, library, rectangular, 3'x5' (librarian to specify 28" or 30" high), 5-ply top, 1½" in thickness. Quarter-sawed oak showing on all four sides of each leg.....	44.00
Table, library, rectangular, 3'x7'6" (librarian to specify 28" or 30" high), 5-ply top, 1½" in thickness. Quarter-sawed oak showing on all four sides of each leg.....	75.00
Table, typewriter, single with drawer and slide, oak. 1....	7.00
Tray, card, tin, olive green finish. 2.....	1.60
Tray, memorandum, hinged top. 1.....	2.00
Tray, sorting. 2.....	2.75
Truck, book, school library, 3 shelves high. 1.....	40.00
Typewriter, 10" carriage. (Specify elite or pica type). 1....	72.50
Card attachment for typewriter. 1.....	1.00

All prices are approximate.

Some of these articles need not be ordered if they are available in the school.
Prices will vary about 10% depending on freight charges.

THE KOOS STUDY OF THE STATE ROLE
IN SCHOOL LIBRARY DEVELOPMENT, 1927

Published standards for school library practices in the early 1920's prompted national attention to question the qualifications needed by school librarians who were to implement and carry out the newly drawn up standards. Leaders in the educational community now turned to the various state departments of education to insure that library personnel received needed professional training. Without the authority and appropriations from the state level, it was generally felt that such training at best would be haphazard and ineffective if left to the supervisors of local and county school districts.

Much discussion of the amount and type of training that school librarians should receive and the role of the state in the development of school libraries took place in many quarters. The problem of state participation was surveyed and the results were compiled in a 1927 report by Frank Hermann Koos. This document serves as one of the first to indicate the extent of governmental participation in the growth of school libraries.

One of the most important tasks of the early librarian was the selection of appropriate reading materials for young people. Thus, much emphasis in the early standards was placed on the need for the librarian to be trained in the art of selecting books and in teaching the proper use of books for learning and enjoyment. Book lists flourished among the states to guide the librarian and the principal in selecting approved reading materials. Many states provided small schools with traveling book collections to supplement the few materials purchased by those schools.

The Koos Report underscores the public's desire to maintain control over the reading materials used in the schools. The state library supervisors were empowered

to oversee and conduct the library programs established in the states and to make sure that students were exposed to the materials deemed appropriate.

The six chapters compiled here from the Koos Report tell us much about the activities conducted by the various states governments in the establishment, support, and control of school libraries in this country. Without a doubt, these activities were significant in and of themselves, but of equal importance was the vast number of records and documents which emanated from such activities. Fortunately, bureaucracies have always been notorious for record keeping and report writing.

STATE PARTICIPATION
IN
PUBLIC SCHOOL LIBRARY SERVICE

By
FRANK HERMANN KOOS, Ph.D.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
CONTRIBUTIONS TO EDUCATION, No. 265

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STATE PARTICIPATION IN PUBLIC SCHOOL LIBRARY SERVICE

CHAPTER I

STATE PARTICIPATION IN PUBLIC SCHOOL LIBRARY SERVICE

BRIEF HISTORICAL SKETCH AND STATEMENT OF THE PROBLEM

There has spread over the country during the last fifteen or twenty years a renewed interest in the establishment and development of public school libraries. This has been reflected in the reports of the meetings of the National Education and the American Library Associations. This interest has resulted in the publication by joint committees of these organizations, of sets of standards for high school¹ and elementary school² libraries. The interest is also reflected in courses of studies of the various states. Any one reading the state documents will find this interest manifested by the many references to school library establishment. The 1924 Alabama³ elementary school course of study makes this statement: "No teacher should be satisfied without a school library. This is just as important in the elementary grades as in the high school." Similar quotations are found in other states. The Colorado⁴ course of 1922 makes the statement that "No school should be without a library." In a Connecticut⁵ 1923 publication, we find that "In every school and schoolroom there should be found a library of books, pamphlets, magazines, articles, and illustrative materials of all kinds." A Maryland⁶ school bulletin reports that "One of the indispensable adjuncts of a high school is a working library, which should contain at least sufficient reference books to vitalize the work of the school, which should grow with the school, and which in large schools should constitute one of the most important ad-

¹ All bibliographic references appear in Appendix A, page 177.

2 State Participation in Public School Library Service

juncts." In even a cursory search, one will find similar allusions in the pamphlets of twenty-eight different states.

Educational publications appearing during this time are also replete with suggestions of a like nature. Lucy E. Faye⁷ tells us that "changing methods in teaching, a broader conception of education and efficient management of libraries by expert and trained librarians, have been prominent factors in establishing the important place now held by the school library."

C. C. Certain⁸ makes this statement:

Modern demands upon the public school presuppose adequate library service. Significant changes in methods of teaching require that the school library supplement the single textbook course of instruction and provide for the enrichment of the school curriculum.

The literature appearing on the problem or project method has emphasized the importance of the school library. Hardly a project is published without a list of books necessary for carrying it forward.

This present-day interest is not a new one. It is reported that in 1740 Benjamin Franklin⁹ included a library in his plan for an academy. In 1812, Governor Daniel D. Tompkins,¹⁰ in his annual message to the New York legislature, "called attention to the importance of a judicious selection of books for use in the school." Governor DeWitt Clinton¹⁰ in 1827 suggested to the New York legislature that it would be wise to provide for a small collection of books in each school district. The 1835 legislature of this state passed a law permitting a school district to provide a library.¹⁰ The Michigan¹¹ State Constitution of 1835 contained a provision that permitted the legislature to establish a library in every township. The Michigan Legislature of 1836 made it a duty of the state superintendent to propose to them "a system for the organization and establishment of common schools." In his plans, this officer, John D. Pierce,¹¹ recommended that there should be established in every school district a library. He stated that:

No means next to the establishment of schools can be more adequately adapted to the intellectual and moral culture, the improvement and progress of the people in knowledge than the founding of well-selected libraries. Its books will fill the vacant hours, especially of the rising generation, that would be spent in no useful or honorable employment.

The Michigan Legislature of 1837 approved Superintendent Pierce's school plan and adopted his school district library plan. The New York and Michigan library ideas spread over the country with some rapidity. Connecticut¹⁴ passed a library law in 1838, Rhode Island¹² and Iowa¹⁴ in 1840, Indiana¹² in 1841, Massachusetts¹⁴ in 1842, Maine¹⁴ in 1844, New Hampshire¹³ in 1845, Ohio¹² in 1847, Wisconsin¹² in 1848, Missouri¹² in 1853, Oregon¹⁴ in 1854, Illinois¹² in 1855. In twenty years, fourteen states had passed laws making it possible for school districts to establish libraries. Ten years later, a new group of states enacted similar laws. Pennsylvania¹⁴ passed its law in 1864; California¹⁴ in 1866; Kansas¹⁴ and Virginia¹⁴ in 1870; New Jersey¹² in 1871; Kentucky¹² and Minnesota¹² in 1873; and Colorado¹² in 1876. No further legislation seems evident until 1890 during which year North Dakota⁷² and Washington⁷³ passed school library legislation. Utah¹⁵ passed a law in 1892, Montana¹⁶ in 1895, Wyoming¹⁷ in 1899, North Carolina¹⁸ in 1901, Idaho¹⁸ in 1903, South Carolina³¹ in 1904, Louisiana²⁰ and Mississippi²¹ in 1906, Nebraska²² and South Dakota²³ in 1907, Tennessee²⁴ in 1909, Oklahoma²⁵ in 1910, Alabama²⁶ in 1911, Arizona²⁷ and Nevada²⁸ in 1912, Texas²⁹ in 1915, Vermont³⁰ in 1917, West Virginia³² in 1919, and Arkansas³³ and Delaware³⁴ in 1921.

Even though laws were placed upon the statute books, there was no assurance that schools would have libraries and that a state's first enthusiasm would wear over a period of years. There has been a constant complaint about the type of books selected for these libraries for a period of seventy-five or eighty years. In 1843, the superintendents of common schools in Delaware County,³⁵ New York, complained that they found in one library alone "over thirty novels." They said: "Many libraries contain novels and some contain works of a still more objectionable character." A Genesee County,³⁶ New York, superintendent said in 1843 that "There would unquestionably be a much greater circulation if a larger proportion of the books were suited to the taste and capacity of the younger class of readers. Quite too great a proportion of the books are not sufficiently juvenile in their character for children." Another superintendent³⁶ said that the books in the libraries "should not be children's books, or of a juvenile character, or light and frivolous tales and romances, but works containing solid information, which will

excite a thirst for knowledge and also gratify it, as far as such a library can." Superintendent Henry S. Randall³⁷ of another county advised that a state library book list be published by the state school officer in order to get for the school libraries a better selection of books. He said:

Trustees who purchase books for districts are frequently men who, notwithstanding the good sense and public spirit which may belong to them as men and as school officers, possess no extended acquaintance with books. In by far the greater portion of instances, as might be expected, the books which they purchase have not been previously read by them. They are taken on the specious representation of the vender, sometimes the itinerant vender, who fills his case with those inferior productions which have outlived their popularity or never having had any popularity, can be purchased by him for a mere trifle.

In 1892, State Superintendent J. W. Anderson³⁸ of California said that the books in many of the libraries "were entirely unsuitable for the school." In 1913, Rural School Inspector E. M. Phillips³⁹ stated:

An intimate investigation of rural school libraries revealed the fact that Grate's *Greece*, Gibbons' *Rome*, Macaulay's *England*, and Motley's *Dutch Republic* were very popular titles among rural school authorities who are intrusted with the selection of library books. One such dignitary defended his selection on the ground that they *wear* longer than other books. An investigation proved that his position was unassailable. Purchased in 1891, the volumes were in every respect as good as new in 1911. Not even the leaves had been cut. A good record for 20 years.

In the literature on school libraries, there can be found many similar quotations which indicate a lack of knowledge on the part of local authorities of the kinds of books to be selected for the school library. The appeal of these quotations is for state aid in the selection of books.

After the laws for school libraries had been passed, there was a marked increase in the number of volumes of books which came into these libraries. In New York, for example, Governor Silas Wright⁴⁰ reported that there were 1,145,250 volumes in school district libraries; 106,854 had been added during the previous year at a cost of \$95,158.25. This was in 1846. In 1848, Governor Hamilton Fish⁴⁰ reported that there were 1,300,000 books in the libraries; \$81,626.05 had been spent during the previous year. In 1851, the Smithsonian Institute⁴¹ reported that there were in school libraries of the United States 1,522,322

volumes. In New York⁴¹ state libraries, this organization reported there were 1,388,848 volumes. According to the United States Bureau of Education⁴¹ by 1876, the total number of volumes in all school libraries had declined to 1,365,407. By 1892, this number had dwindled to 825,000; the latter bureau reported. During 1917, the state superintendent of Oregon⁴² stated that for years books had been added to school libraries but at the time of his writing many schools had no more books than they had at the beginning. Through lack of care, the books had been scattered about the community. Nebraska⁴³ in 1920 reported that "little more than one-half of the schools had libraries." Virginia⁴⁴ and New Jersey⁴⁵ report in 1923 that many of the accredited high schools were without libraries. Reports typical of the above may be found in much of the literature on school libraries. The provision of library facilities in most of the states is dependent upon local initiative. Many school districts provide either inadequate collections or provide nothing at all.

During 1875, a survey of the library facilities of the United States was made by the United States Bureau of Education. The report was printed in 1876. We quote here its conclusions⁴⁶:

A careful study of the history of the school library system in the several states where it has been tried develops the causes of the dangers and failures that have attended it. They may be grouped in two classes: first, defects and frequent changes in legislation; second, incompetence and indifference in the administration of the law. Premising that the system of no one state or district exhibits all, but that, with a few exceptions, each will be found to contain one or more of the evils they may be summed up as follows:

First, defects of legislation: In permitting school districts to raise by tax and expend money for libraries, without providing for state aid or supervision in the selection of books; in granting state aid without supervision of selection; in suspending at intervals the grants of state aid; in limiting the size and usefulness of the libraries by permitting the diversion of funds to other purposes, after each had acquired a certain number of volumes, or for any other reason in not requiring that a sum equal to the state grant to any district should be raised by the local taxation as a condition of such grant. . . .

Sophie H. Powell,⁴⁷ after a careful study of the school library situation in our country from available literature, draws similar conclusions at a later date. She concluded that school libraries were not adequate because:

(2) There was no provision for the supervision of the purchase of books, or for the continuous additional purchases necessary to keep interest alive; (3) the books were never organized into libraries but remained collections of books and very unsuitable collections they were in most cases; (4) the teachers or superintendents who were appointed librarians were not qualified to administer libraries and were not held responsible for the care of books; and (5) for lack of a personal driving enthusiasm behind the book purchases the interest soon died.

From the early part of the past century to the present time, there has been a constant appeal for an educated state oversight of public school libraries. A reading of the paragraphs above shows that there seems to have been desired expert opinion in the selection of books for these libraries; a task which in itself could require the entire time of several individuals. The decrease in the size of libraries, the loss of interest in their use and maintenance and the lack of library organization described above call for expert knowledge in the care, use, and management of libraries. These items require that some training be provided for the individuals whose duty it is to care for the libraries. A state program of library encouragement and supervision, which seems necessary to promote adequate school library service, has been advocated and requested by those people who were acquainted with school library conditions in their own states and in the whole country. If a library is essential equipment of a school, as so many of the state educational and library authorities claim it to be, it should then be encouraged and controlled by state supervision as are such educational projects as art, music, agriculture or other special school activities.

State encouragement and supervision of school libraries were provided to some extent at the beginning of the school library movement in this country. The early laws of Massachusetts¹² and New York¹⁰ provided subsidies to be administered by the state education departments. Another instance of this is expressed in the legislative mandate to the Michigan¹¹ state superintendent to provide for a system of libraries for his state. The laws of thirty-nine other states subsequently provided for the state education departments some administrative or supervisory duty in connection with school libraries. These are described in Chapter III.

During the early nineties a new organization appeared among the many state boards and commissions, which had prescribed

for its powers and duties to provide library service for the various communities of the state. In 1890, a state library commission was established in Massachusetts⁴⁸ to give advice and aid to any free library which requested it. A similar commission was established in New Hampshire⁴⁹ in 1892, in Connecticut⁴⁹ in 1893, in Vermont⁴⁸ in 1894, in Wisconsin⁴⁸ in 1895, in Georgia⁴⁹ in 1897, in Maine,⁵⁰ New Jersey, Pennsylvania, Michigan, Indiana, Minnesota, Kansas, and Colorado in 1899, in Iowa⁵⁰ in 1900, in Delaware,⁵⁰ Idaho, Maryland, Nebraska, and Washington in 1901, in Oregon⁵⁰ in 1905, in Alabama,⁵⁰ Missouri, and North Dakota in 1907, in Illinois,⁵⁰ North Carolina,⁵⁰ and Tennessee in 1909, in Kentucky⁵⁰ in 1910, in South Dakota⁵¹ in 1913, in Oklahoma⁵² in 1919, and in Louisiana⁵³ in 1920.

For the purpose of providing a legal library for the state supreme courts and legislative reference work, state libraries were established in Pennsylvania⁵⁴ and New Jersey in 1796, in Ohio⁵⁴ in 1817 and in New York⁵⁴ in 1818. Every state has a similar library. The majority of these libraries were established when states were admitted to the union. Some of them did not confine their work to the legal activities. They began activities similar to that of the library commissions. This was done in New York⁵⁰ in 1892, in Ohio⁵⁰ in 1896, in California⁵⁰ in 1903, and in the Virginia state library in the education department in 1906.

The library commission's functions were added to those of the state education department of Rhode Island⁵⁰ in 1907, of Utah⁵⁰ in 1910, and of Arkansas⁵⁵ in 1921.

In 1903, a traveling library commission was established in Colorado.⁵⁰ There are two commissions doing library work in this state.

Since 1913, the various state commissions on efficiency and economy have been amalgamating a number of state boards, commissions and departments in order to decrease the number of different spending units, and to center governmental responsibility. The library commissions have been affected by this reorganization in fifteen different states.

Two types of opinion seem to exist as to the place in state government of the library commission. One group of efficiency commissions believes that all state library activities should be centered in the state library. The Oregon⁵⁶ commission was

abolished in 1913. Its work was taken over by the state library. The Illinois,⁵⁷ Maine,⁵⁸ Michigan,⁵⁹ and Washington⁶⁰ commissions were absorbed by the state libraries in 1921. All state library activities in Indiana⁶¹ were merged in 1925 under one department called the Indiana Library and Historical Department. In Pennsylvania,⁶² during 1920, the commission was moved to the state library. The California⁶³ State Library was placed under the control of the Department of Finance in 1921.

The other opinion believes that the library is an educational institution and therefore places all library activities under the control of the state education department. Arkansas,⁵⁵ Rhode Island,⁵⁰ and Utah⁵⁰ commission activities were placed in the education departments from the first. The Tennessee⁶⁴ commission was abolished in 1913. Its powers, duties, and responsibilities were transferred to the education department. The North Dakota⁶⁵ commission was placed under the Board of Regents in 1915. In 1919, the Department of Administration took over all educational control including that of the Board of Regents. The Idaho,⁶⁶ Massachusetts,⁶⁷ and Minnesota⁶⁸ commission activities were placed under the control of the education departments in 1919. By legal enactment, the Connecticut⁶⁹ commission was placed in the education department in 1920. In 1921, all state library activities in Ohio⁷⁰ were placed under the control of the education department. The Pennsylvania⁷¹ commission which had previously been absorbed by the state library was transferred in 1923 with the state library to the department of education. All powers and duties of the Vermont⁷⁴ commission were transferred to the education department in 1923. In New York, all state library activities have for years been located in the University of the State of New York.

The demands of a modern school curriculum and modern methods of teaching make school libraries an essential part of school equipment. The intermittent interest in school library provision, the lack of provision of school libraries in a large portion of the schools of many of the states and the unsuitableness to school libraries of many of the books selected indicate the desirability of a well-equipped state agency to promote adequate and continued state and local interest in their support, organization, and maintenance and to supervise their activities.

The preceding paragraphs of this chapter and the chapters

on the statutory provision for the establishment of agencies of library supervision show that in a number of the state governmental units there are overlapping powers and duties in connection with their participation in service to public school libraries. In some instances, the activities which belong to one state department are carried on by another. A difference of opinion exists as to which state departments shall conduct the program of school library encouragement.

It is the purpose of this study to find the governmental agencies which are authorized by law to contribute service to public school libraries, to discover the activities of these organizations in their participation in this service and to set up a program of these activities for the encouragement of the establishment and maintenance of public school libraries. From a study of expert opinion, the study will suggest a place in state government of the agency which is to carry forward this program.

The sources of information for this study are the legal codes and session laws of the forty-eight states, the reports of the efficiency and economy commissions, the digests of judicial decisions, the state education and library department reports, the state courses of study, school manuals and school library book lists found in the Library of Congress, United States Bureau of Education, Teachers College Library, and the New York public libraries, and received by the writer from the various states. The information on the activities of school library supervision was secured by correspondence with the individuals and agencies which conduct this work. The organization charts which appear in the succeeding chapters were checked and verified by the state education and library departments whose organizations these charts represent. The opinions of school and library authorities cited have been gathered from current periodicals and books dealing with libraries and education. These sources are found listed in the bibliography in the Appendix.

CHAPTER II

STATUTORY PROVISION FOR THE ESTABLISHMENT, ADMINISTRATION AND CONTROL OF PUBLIC SCHOOL LIBRARIES BY LOCAL SCHOOL AUTHORITIES

PUBLIC SCHOOL LIBRARY ESTABLISHMENT

The legal codes of forty-one states¹ provide for the establishment of public school libraries. Florida, Georgia, Idaho, Massachusetts, New Mexico, Vermont, and Wyoming have no laws authorizing local school districts or officers to establish libraries in their schools. In the forty-one states, the laws have been made for the smaller local district units. Alabama,² Arizona,³ California,⁴ Maryland,⁵ Minnesota,⁶ North Carolina,⁷ Oregon,⁸ South Carolina,⁹ Utah,¹⁰ Virginia,¹¹ and Wisconsin¹² (11 states) have laws empowering the counties to provide for public school libraries. These same states also have laws for the smaller units of school government. In Connecticut,¹³ the law applies to towns and local districts; in Indiana,¹⁴ it applies to townships and cities; in Maine¹⁵ and Rhode Island¹⁶ to towns; in Michigan¹⁷ to townships as well as to cities and smaller school districts. Alabama,¹⁸ California,¹⁹ Indiana,²⁰ Michigan,¹⁷ Missouri,²¹ Oklahoma,²² and Virginia¹¹ have laws authorizing city school districts to establish school libraries.

Thirty-two states have laws *permitting* the local city, county, or districts to establish school libraries. These states are Alabama,² Arizona,²³ Arkansas,²⁴ California,²⁵ Colorado,²⁶ Connecticut,¹³ Illinois,²⁷ Indiana,²⁰ Iowa,²⁸ Kentucky,²⁹ Louisiana,³⁰ Maine,¹⁵ Maryland,⁵ Michigan,³¹ Minnesota,³² Mississippi,³³ Nebraska,³⁴ New Hampshire,³⁵ New Jersey,³⁶ New York,³⁷ North Carolina,⁷ Ohio,³⁸ Pennsylvania,³⁹ Rhode Island,¹⁶ South Carolina,⁹ South Dakota,⁴⁰ Tennessee,⁴¹ Texas,⁴² Utah,⁴³ Virginia,¹¹ Washington,⁴⁴ and West Virginia.⁴⁵ In sixteen states, there is *mandatory* legislation. The states are California,¹⁹ Iowa,⁴⁶ Kan-

sas,⁴⁷ Maryland,⁵ Michigan,⁴⁸ Minnesota,⁶ Missouri,⁴⁹ Montana,⁵⁰ Nevada,⁵¹ North Carolina,⁵² North Dakota,⁵³ Oklahoma,²² Oregon,⁵⁴ South Carolina,⁹ Virginia,¹¹ and Wisconsin.⁵⁵ Counties in Maryland,⁵ North Carolina,⁷ South Carolina,⁹ and Virginia¹¹ must duplicate as county aid such funds, to a maximal amount prescribed by law, that the local districts raise by donation, subscription, or appropriation. Besides being required to spend a minimal amount upon libraries, school districts in California¹⁹ may establish a library for teachers, pupils, and patrons.²⁵ In Michigan,⁵⁶ the laws indicate that funds accruing from penal fines must be "exclusively applied" to school district libraries. It also has permissive legislation for schools.⁵⁷ Counties in Minnesota,⁶ organized as large area, special school districts, must provide libraries for their schools. Iowa²⁸ has laws of a permissive as well as of a mandatory⁴⁶ nature. In California,¹² Iowa,⁵⁸ Kansas,⁴⁷ Michigan,⁵⁶ Missouri,⁴⁹ Montana,⁵⁰ Nevada,⁵¹ North Dakota,⁵³ Oklahoma,⁶⁰ Oregon,⁵⁴ and Wisconsin¹² the law is mandatory in that certain minimal amounts, to be described later, must be spent upon school libraries.

In order to provide library services for schools, the statutes permit the local school authorities to contract with existing, acceptable public libraries for such service. Alabama,⁶¹ California,²⁵ Illinois,⁶² Iowa,⁵⁹ Michigan,⁶³ Minnesota,⁶⁴ Montana,⁶⁵ Nebraska,⁶⁶ New Jersey,³⁶ New York,⁶⁷ Ohio,⁶⁸ Oregon,⁶⁹ Pennsylvania,⁷⁰ South Dakota,⁷¹ and Wisconsin,⁷² 15 states, have laws of this kind.

Counties in Alabama,⁷³ Missouri,⁷⁴ North Dakota,⁵³ South Dakota,⁷⁵ Washington,⁷⁶ and Wisconsin⁷²—six states—may use library appropriations with which to establish county circulating or traveling libraries for their schools.

APPROPRIATIONS AND REVENUES FOR PUBLIC SCHOOL LIBRARY PURPOSES

Thirty-eight states have laws which provide for appropriations and tax levies for school library purposes.⁷⁷ The states which do not have such legislation are Arkansas, Delaware, Florida, Georgia, Idaho, Massachusetts, New Mexico, Utah, Vermont, and Wyoming. In some of the thirty-eight states mentioned above, the laws are mandatory. In others, such legislation is permissive.

We shall report the information concerning compulsory provision for funds for school library purposes.

An appropriation, expenditure, or tax levy for the support of public school libraries must be made in sixteen states: California,⁷⁸ Iowa,⁵⁸ Kansas,⁷⁹ Maryland,⁵ Michigan,⁸⁰ Missouri,⁴⁹ Montana,⁸¹ Nevada,⁵¹ North Carolina,⁷ North Dakota,⁵³ Oklahoma,²² Oregon,⁸² South Carolina,⁵³ South Dakota,⁸⁴ Virginia,¹¹ and Wisconsin.¹² The law prescribes a minimal amount of money or tax rate to be devoted to school libraries in a number of states.

In cities and counties not divided into districts, the superintendents of California⁸⁵ must appropriate not less than forty cents per pupil in average daily attendance in the elementary schools. In counties divided into districts, the county superintendent shall apportion not less than twenty-five dollars per teacher.⁴ In Iowa,⁴⁶ the minimal amount is five cents per pupil residing in the district. The district board in Kansas⁷⁹ must expend not less than five dollars per school. The county authorities are obliged to appropriate money for school libraries when the local districts raise an amount specified by law in Maryland,⁵ North Carolina,⁷ South Carolina,⁹ and Virginia.¹¹ In Maryland,⁵ this amount is ten dollars; in North Carolina,⁷ fifty dollars per union high school; in South Carolina,⁹ not less than five dollars, and in Virginia,¹¹ fifteen dollars. The county officers in Michigan⁸⁶ must apportion the revenue from penal fines to townships and districts in proportion to the number of children between the ages of five and twenty. The minimum in Missouri⁴⁹ is five cents per census child. Montana⁸⁷ third-class districts must spend not less than five per cent of the county educational fund annually. Nevada⁵¹ districts are to devote not less than five dollars per census teacher. In North Dakota,⁵³ this amount is ten dollars per school until there are 200 books in the library. After this number has been reached, the amount is five dollars. One-teacher schools in Oklahoma²² must use five dollars as a minimum. Schools²² employing more than one and less than four teachers are required to expend not less than ten dollars; those²² having more than three, not less than twenty-five dollars. In cities,²² the amount is not less than fifty dollars. The minimal allotment in Oregon⁸⁸ is ten cents per child between the ages of four and twenty in counties of less than 100,000 population. South Dakota⁸⁹ county and local authorities must spend

ten cents for each child of school age. Wisconsin¹² officers must set apart for school library purposes twenty cents per child of school age.

Seventeen states provide a maximal annual amount to be expended or tax rate to be levied for school library purposes. They are California,⁴ Colorado,²⁶ Iowa,⁴⁶ Maryland,⁵ Mississippi,³³ Missouri,⁴⁹ Montana,⁸⁷ Nevada,⁹⁰ North Carolina,⁷ North Dakota,⁵³ Ohio,⁹¹ Oklahoma,²² Oregon,⁵⁴ Pennsylvania,⁹² South Carolina,⁹ Virginia,¹¹ and Washington.⁹³ The superintendents in California⁹⁵ cities and counties not divided into districts may not apportion more than eighty cents per elementary pupil in average daily attendance. In counties⁸⁵ divided into districts, this sum may not be more than fifty dollars per teacher. The Colorado⁹⁴ school officers may not levy more than one-tenth of a mill on a dollar. In Iowa,²⁸ not more than two hundred dollars may be appropriated to each district school in a county for libraries and apparatus. For each schoolhouse district in Maryland,⁵ the amount is not to exceed ten dollars. Each county in Mississippi³³ may not expend more than two hundred fifty dollars for the support of school libraries. In Missouri,⁴⁹ the amount that can be expended per census child is twenty cents. Third-class districts of Montana⁸⁷ cannot expend more than fifty dollars. In first- and second-class districts, this amount cannot exceed fifty dollars for each major fractional part of five hundred children between the ages of six and twenty-one.⁹⁵ Nevada⁹⁰ school officers may not levy over ten cents upon each one hundred dollars of property valuation. North Carolina⁹⁶ county school officials are limited to fifty dollars for each union high school. The districts of North Dakota⁵³ have an upper limit of twenty-five dollars. Ohio⁹¹ school districts may not expend more than two-hundred fifty dollars. For one-teacher schools in Oklahoma,⁹⁷ the maximum is ten dollars. Two- to four-teacher schools have twenty-five dollars as their upper limit.⁹⁷ For schools with more than four teachers, this limit is fifty dollars.⁹⁷ For schools in cities, it is one hundred dollars.⁹⁷ The school officers of Oregon⁵⁴ may not use more than fifteen per cent of the county school and apportionment funds for libraries and a number of other items of equipment and supplies. The maximal tax rate in Pennsylvania⁹² is one mill on the property valuation dollar. In South Carolina⁹ counties, the amount is

twenty-five dollars per school. For each school in Virginia,¹¹ the county authorities are limited to fifteen dollars. For a county circulating library in Washington,⁹³ the upper limit of the tax rate is fixed at one-tenth of a mill on the dollar of assessed valuation.

The laws empower the local school officers of seventeen states to receive gifts of books or money for public school library purposes. They are Alabama,⁷³ Illinois,⁹⁸ Indiana,⁹⁹ Kentucky,¹⁰⁰ Louisiana,¹⁰¹ Maryland,⁵ Mississippi,³³ Missouri,¹⁰² Montana,⁵¹ New York,³⁷ North Carolina,⁹⁶ North Dakota,¹⁰³ Pennsylvania,¹⁰⁴ South Carolina,⁹ Tennessee,¹⁰⁵ Texas,¹⁰⁶ and Virginia.¹¹

LIBRARY BOOKS AND THEIR SELECTION

The laws of fourteen states empower the local school authorities to select books for their libraries. These states are Alabama,¹⁰⁷ Connecticut,¹⁰⁸ Kansas,⁴⁷ Michigan,¹⁰⁹ Montana,¹¹⁰ Nevada,⁵¹ Oklahoma,¹¹¹ Oregon,¹¹² South Carolina,¹¹³ Tennessee,¹⁰⁵ Virginia,¹¹⁴ Washington,¹¹⁵ West Virginia,⁴⁵ and Wisconsin.¹¹⁶ In Iowa,¹¹⁷ Louisiana,¹¹⁸ North Dakota,¹¹⁹ and Oregon,¹¹² the county superintendent shall aid the local authorities in making their selection of books. In Indiana,¹²⁰ the state superintendent purchases and selects books for and distributes books to the townships. In Oregon,¹¹² after the local authorities and county superintendent have made their selection, the books are purchased by the state librarian. If the selection is not made by a certain date, the state librarian chooses and purchases the books, sends them to the county superintendent and charges them to the local district.¹²⁰

The books must be selected from a list provided by the state education department in fifteen states: Alabama,¹²¹ Iowa,¹²² Kansas,⁴⁷ Louisiana,¹⁰¹ Maryland,¹²⁴ Michigan,¹⁰⁹ Missouri,¹²⁵ Nevada,¹²⁶ North Dakota,¹¹⁹ South Carolina,¹¹³ South Dakota,¹²⁷ Tennessee,¹⁰⁵ Washington,¹²⁸ West Virginia,¹²⁹ and Wisconsin.¹³⁰ In Oregon,¹¹² the list from the state library must be used as a source. In North Dakota,⁵³ the state list need not be used after there is a library of two hundred volumes. In Missouri,¹²⁵ this number is one hundred volumes. County book lists must be used in California,¹³¹ Mississippi,¹³² Montana,¹¹⁰ and Oklahoma.¹¹¹

In Alabama,¹²¹ Kansas,¹²³ and Minnesota,¹³³ the books selected must represent a wide field of literature and subject matter. Ref-

erence books must be chosen in Delaware,¹³⁴ Kansas,¹²³ Minnesota,¹³³ Missouri,¹²⁵ New Jersey,³⁶ Rhode Island,¹³⁵ and Washington.¹¹⁵ In North Dakota¹⁰³ and Kentucky,¹⁰⁰ the books in the library must not be of a sectarian or immoral nature. In Colorado,¹³⁶ "books, tracts, papers and other publications of an immoral or pernicious nature" must not be placed in the library. No books of an infidel nature shall be selected in Kentucky.¹⁰⁰ The minimal number of volumes in a Kentucky¹³⁷ school library shall be forty; in a North Dakota⁵³ school library, three hundred volumes.

HOUSING OF LIBRARY BOOKS

Legal provision is made for the housing of books in twenty states. In Arizona,¹³⁸ Iowa,¹³⁹ Kentucky,¹³⁷ Minnesota,³² Montana,¹⁴⁰ New York,¹⁴¹ North Dakota,¹⁰³ Oregon,¹⁴² Pennsylvania,¹⁴³ South Dakota,⁷¹ and Wisconsin¹⁴⁴ library books are to be kept in the schoolhouse. In Indiana¹⁴⁵ and New Jersey,³⁶ they must be kept in some central place. In Indiana,⁹⁹ Minnesota,⁶⁴ New Jersey,³⁶ New York,¹⁴⁶ Ohio,¹⁴⁷ and Wisconsin,⁷² they may be kept in the public library if the local authorities make a contract with the public library for service to the schools. Book shelves or bookcases must be provided in Alabama,¹²¹ Louisiana,¹⁰¹ Michigan,¹⁴⁸ Minnesota,¹⁴⁹ Mississippi,³³ South Carolina,¹⁵⁰ South Dakota,¹⁵¹ and West Virginia.⁴⁵

THE SCHOOL LIBRARIAN

The states empower the local authorities to appoint a librarian in fifteen states. These states are Alabama,¹⁵² California,¹⁵³ Iowa,¹⁵⁴ Kansas,¹⁵⁵ Kentucky,¹³⁷ Louisiana,¹⁰¹ Michigan,³¹ Minnesota,¹⁴⁹ Mississippi,¹³² New York,¹⁵⁶ North Dakota,¹⁰³ Oklahoma,¹⁵⁷ Oregon,¹⁴² West Virginia,⁴⁵ and Wisconsin.¹⁵⁸ In Alabama,¹⁵² California,¹⁵³ Louisiana,¹⁰¹ North Dakota,¹⁰³ South Dakota,¹⁵⁹ and Wisconsin¹⁵⁸—six states—a teacher may be appointed to act as librarian. In New York,¹⁵⁶ Oregon,¹⁴² South Dakota,¹⁵⁹ and Wisconsin,¹⁵⁸ a teacher in the school may act as librarian. A principal may be or may appoint some one to be the librarian in schools in Wisconsin.¹⁵⁸ One of the local school officers shall have charge of the books in Iowa,¹⁵⁴ Kansas,¹⁵⁵ South Dakota,¹⁵⁹ and Wisconsin.¹⁵⁸ In California,¹⁶⁰ no one may act as a librarian in a high school for more than two hours

a day unless he holds a certificate for this kind of work. In Minnesota,¹⁴⁹ the state superintendent must be assured that there is a librarian before state aid will be granted. No stipulation is made in this law as to the qualifications of the librarian.

RULES AND REGULATIONS

Fifteen state laws empower the officers of local schools to make rules and regulations for the care, use, and management of the school library. These states are Alabama,¹⁶¹ Arizona,⁵ Colorado,²⁶ Connecticut,¹⁰⁸ Indiana,⁹⁹ Iowa,¹⁶² Kansas,¹⁶³ Kentucky,¹³⁷ Minnesota,¹⁶⁴ Mississippi,¹³² Montana,¹⁶⁵ Nebraska,¹⁶⁶ North Dakota,¹⁰³ South Dakota,⁴⁰ and Washington.¹⁶⁷

In Alabama,¹⁶¹ Mississippi,¹³² and Washington,¹⁶⁷ the county superintendent makes these regulations. The laws indicate in many of the states that these rules and regulations made by the local authorities must concur with those made by the state authorities.

LIBRARY RECORDS

Records of the statistics, the condition of, and the care, use and management of public school libraries are to be kept by the county superintendent in Alabama¹⁶⁸ and Oregon¹⁶⁹; by the local board officer in Iowa,¹⁷⁰ Michigan,¹⁷¹ and Montana¹⁷²; by the librarian in California,¹⁷³ Iowa,¹⁵⁴ Oregon,¹⁴² and Wisconsin¹⁷⁵; and by the teacher in Iowa.¹³⁹ In Iowa¹⁷⁴ and Oregon,¹⁴² the records of the activities of the library may be kept by either one of the officers mentioned above.

REPORTS OF LIBRARY ACTIVITIES

In eight states, Arizona,¹³⁸ Colorado,¹⁷⁶ Michigan,¹⁷⁷ Mississippi,¹³² Montana,¹⁷² North Dakota,¹⁰³ Pennsylvania,¹⁷⁸ and Utah,¹⁷⁹ reports of school library activities are to be made by local officers to the state education department. In Louisiana,¹⁶⁰ the school librarian makes this report. In five states, Alabama,¹⁸¹ Colorado,¹⁸² Michigan,¹⁸³ North Carolina,¹⁸⁴ and Oregon,¹¹² these reports must go to the state library departments. Local school officers must report to the county superintendent in eight states: Arizona,¹³⁸ Michigan,¹⁸⁵ Mississippi,¹³² Montana,¹⁷² North Dakota,¹⁰³ South Dakota,¹⁵⁹ Washington,¹⁸⁶ and Wisconsin.¹⁷⁵ It will be noted that in Michigan reports must be made to both the state school and the state library departments.

SUMMARY

1. Forty-one state legislatures have considered public school libraries of enough importance to education to make laws for their establishment.

2. Sixteen states make public school libraries mandatory by legal enactment.

3. Local officers in fifteen states may provide school library service by contracting with the public libraries for this service. County traveling libraries for schools are also authorized in six states.

4. Thirty-eight state laws empower local school authorities to provide financial means for the support of public school libraries. Sixteen states make minimal expenditures compulsory. Seventeen state laws stipulate a maximal outlay or tax levy. In California, only, does the maximal appropriation permitted approximate fifty cents per capita suggested by the Certain Report ten years ago. The laws were enacted for small schools in most cases. The prices of books must have been much lower when the laws were passed.

5. The kind of books which get into school libraries has been considered of enough importance to receive legal consideration from twenty-seven states. Fourteen states prescribe the individuals who shall select the books; sixteen states provide that they shall be selected from a state list; and eleven endeavor to control the kinds of books to be selected.

6. Twenty states have laws empowering local school authorities to provide housing and equipment for library books. In eleven states, books are to be kept in the school building.

7. Fifteen states make provision for the appointment of a school librarian.

8. Fifteen states authorize local school officers to make rules and regulations for the care, use, and management of the school library.

9. The statutes provide that the local authorities shall keep records of school library activities and report them to the state school and library authorities.

CHAPTER VIII

SCHOOL LIBRARY STANDARDS

HIGH SCHOOL LIBRARY STANDARDS

The United States Bureau of Education Bulletin,¹ *Accredited Secondary Schools in the United States*, has compiled the high school standards from the regional associations of secondary schools and colleges. It quotes in full the standards of these organizations for high school libraries. The Association of Colleges and Secondary Schools of the Middle States and Maryland² require that the "laboratory and library facilities shall be adequate to the needs of the instruction in the subjects taught." The Commission of the Association of Colleges and Secondary Schools of the Southern States³ uses the same words in prescribing its standards and adds that the "library should have five hundred volumes exclusive of duplicates and government bulletins." The standards of the Northwest⁴ and North Central Associations⁵ are similarly expressed.

Fourteen state education departments express their requirements for high school libraries in terms similar to those used by the accrediting organizations. The standards as defined are for standard high schools in Idaho,⁶ accredited, and first-, second- and third-class high schools in Mississippi,⁷ Missouri,⁸ Montana,⁹ Nebraska,¹⁰ South Dakota,¹¹ Utah,¹² and Virginia¹³ accredited, New Mexico¹⁴ and North Dakota¹⁵ standard, Wyoming¹⁶ four-year, and all high schools in Oklahoma,¹⁷ New Hampshire,¹⁸ and South Carolina.¹⁹

IN TERMS OF ANNUAL EXPENDITURE

Three states require as a fulfillment of the requirements for standardization an annual appropriation for all library purposes. In Maine²² Class A and B high schools, it is \$75 and \$50, respectively. Maryland²³ first-class high schools must spend \$50. In Washington,²⁴ an annual expenditure of \$15 per accredited grade must be made.

Four states ask that an annual appropriation be made for books. For Illinois²⁴ accredited high schools, this expenditure is from \$50 to \$100; for Minnesota²⁵ state-aided high schools, \$60; for Wisconsin²⁶ state-aided high schools, \$50. Indiana²⁷ commissioned high schools with enrollments of five hundred to one thousand are requested to spend from \$375 to \$500 annually until they have a sufficient number of volumes in the library. Commissioned high schools with enrollments of one thousand to three thousand pupils should spend from \$500 to \$1,000 annually until their libraries are adequate. High schools with an enrollment of less than five hundred in this state must spend \$1.75 per pupil for books until the library is adequate. After that, this amount should be seventy-five cents. For Class A and B high schools in Maine,²² an annual expenditure of \$1.50 per pupil is set as a standard. The Connecticut,²⁸ Iowa,²⁹ Oklahoma,³⁰ and Pennsylvania³¹ state school authorities require a definite annual appropriation for high school library purposes. No amount is stipulated in these four cases.

INITIAL EXPENDITURE FOR BOOKS AND THE LIBRARY

Three state education departments express expenditure standards in terms of initial expenditure for books and the library. In Indiana²⁷ commissioned high schools, this amount is \$1.75 per pupil; in Maryland²³ first-group high schools, \$250 per school; in Maryland²² second-group high schools, \$150 per school; in Missouri³³ first-class high schools from \$900 to \$1,100; in Missouri³³ second-class high schools, \$540 to \$840; in Missouri³³ third-class night schools, from \$390 to \$440.

VALUE OF BOOKS

The standards of six states are represented in terms of the value of books in the library. In Florida³⁵ junior, Class A and B, and senior high schools, Class A and B, these values are \$200, \$250, \$300, and \$400, respectively. In Illinois²⁴ accredited high schools, this value is \$375. In Kentucky³⁶ accredited, Class A and B, and in first-, second- and third-class high schools, this amount is \$150, \$75, \$60, \$45 and \$30, respectively. In New Jersey,³⁷ it is \$2,000. In New York³⁸ junior, middle and senior academic schools and approved four-year high schools,

this sum is \$200, \$300, \$500, and \$400, respectively. In Texas³⁹ first-, second-, and third-class schools, it is \$400, \$300, and \$200.

The Illinois³⁴ and Texas⁴⁰ requirements indicate how this value should be distributed among various subject groups. Missouri³³ second- and third-class high schools must spend \$140 for encyclopedias.

The Certain⁴² Report suggests that an initial expenditure and annual appropriations be made for library books, equipment, bookbinding, replacements, and periodicals. The annual expenditure suggested ranges from \$400 to \$1,200 in amount. It also suggests that from \$40 to \$75 be spent each year for periodicals. It provides a per-pupil annual expenditure of fifty cents. These standards were recommended by a committee of school and library experts. For this reason, there should be in them an element of soundness. A casual reading of the state standards described above will easily indicate the small number of states which define their requirements in similar terms or in similar amounts. The Indiana²⁷ and Maine²² per-pupil recommended expenditures of \$1.75 and \$1.50, respectively, are the only ones which exceed those made by the report mentioned. The Missouri⁴³ maximal initial expenditure of \$1,100 for its best high schools is the only recommendation which approaches in amount the maximal sum of \$1,200 recommended by the Certain Report.

BOOKS: THEIR NUMBER, KIND, SELECTION AND CARE

Seventeen states require their standard or approved high schools to have a certain number of volumes in their libraries. In Delaware⁴⁴ state-aided high schools, there must be 250 volumes. In Florida⁴⁵ junior high schools, Classes A and B, and senior high schools, Classes A and B, must have 200, 250, 300, and 400 volumes. Georgia⁴⁶ four-year, Louisiana⁴⁷ and Minnesota²⁵ state-aided high schools must have 500 volumes. The larger commissioned high schools of Indiana²⁷ must have from 2,000 to 8,000 volumes. The Montana⁴⁸ one-year, two-year, three-year and four-year high schools are required to have 100, 150, 250, and 300 books. North Carolina⁴⁹ Group I, Classes AA, A, and B, and Group II, Classes A and B, high schools must have 1,000, 500, 500, 300, and 300 volumes, respectively. North Dakota⁵⁰ schools with enrollments of 100 to 200, 200

to 500, and 500 to 1,000, respectively, must have 1,000, 1,500, and 3,000 volumes. Ohio⁵¹ first-grade schools must have from 275 to 550 volumes. The requirements for Oregon⁵² four-year, three-year, and two-year schools are 250, 150, and 75 books. For Pennsylvania³¹ junior, first-, second-, and third-class schools it is 300, 600, 500, and 400 volumes. For Tennessee⁵³ first- and second-class schools it is 500 and 200 or 300 volumes. Virginia¹³ accredited schools must have 350 volumes; Washington⁵⁴ accredited schools, 300 volumes. West Virginia⁵⁵ junior, first-, second-, and third-class high schools are required to have 250, 500, 350, and 250 volumes, respectively. Wisconsin²⁶ state-aided high schools must have at least 200 volumes. Indiana²⁷ high schools with an enrollment of 200 or less must have in their libraries ten volumes per pupil. The same number holds for North Dakota⁵⁰ schools with an enrollment of 100 or less. Ohio⁵¹ first-grade schools with an enrollment of 200 or more must have three volumes per pupil. Pennsylvania³¹ is the only state which requires a minimal number of books to be added each year. In junior, first-, second-, and third-class high schools, 100, 150, 125, and 100 volumes, respectively, must be added each year.

KINDS OF BOOKS

Twenty-seven state education departments specify that the high school library collections shall consist of a number of different classifications or kinds of books. In some states, the special types of books are listed; in others only general classifications are named. Six states mention agricultural books. Iowa⁵⁶ accredited high schools must have 15 volumes; Maryland²³ first group, 10; North Carolina⁵⁷ standard, 10; Ohio⁵¹ first-, second-, and third-class high schools, 10; and first-grade high schools, 15 volumes. Minnesota⁵⁸ state-aided, Missouri³³ first-, second-, and third-class and New York⁵⁹ agricultural schools must add books of this subject group to their collections. Minnesota⁶⁰ state-aided and Missouri³³ first-, second-, and third-class high schools are required to have books in American history. North Carolina⁵⁷ standard high school libraries must contain 25 volumes of British and American poetry. Iowa⁵⁶ accredited and Maryland²³ first-group schools must have 5 and 10 volumes dealing with commercial subjects. Louisiana⁶³ and North Carolina⁵⁷ secondary schools shall have

biographical material. Seventy-five volumes of this sort must be present in North Carolina⁵⁷ standard high school libraries. Georgia⁶² and Louisiana⁶³ schools must have a classical dictionary. The state-aided high schools of Minnesota⁶⁰ must provide books in civics and citizenship. Books of literary criticism must be present in Oregon⁵² accredited high schools. Georgia,⁶² Kentucky,⁶⁴ Louisiana,⁴⁷ Maryland,⁶⁵ Mississippi,⁶⁶ Missouri,⁶⁷ Tennessee,⁶⁸ Wisconsin,²⁶ and Wyoming¹⁶ high school libraries are required to have unabridged dictionaries. A dictionary is required to be in Iowa,⁵⁶ Maine,⁶⁹ Michigan,⁷⁰ Ohio,⁷¹ and Texas⁴⁰ accredited, approved, or standard high schools. Georgia,⁶² Indiana,⁷² Iowa,⁵⁶ Kansas,⁷⁴ Kentucky,⁶⁴ Louisiana,⁴⁷ Maine,⁶⁹ Maryland,⁶⁵ Michigan,⁷⁰ Mississippi,⁶⁶ Missouri,⁶⁷ Ohio,⁷¹ Oklahoma,¹⁷ Oregon,⁵² Tennessee,⁵³ Texas,⁴⁰ Washington,⁵⁴ Wisconsin,²⁶ and Wyoming¹⁶ accredited, approved, state-aided, or standard high schools must place encyclopedias in their libraries. Iowa⁵⁶ accredited schools must have 25 volumes of material on English. Works of this nature are mentioned in the library standards of Louisiana,⁴⁷ Minnesota,⁶⁰ Mississippi,⁶⁶ Missouri,⁶¹ South Dakota,⁷⁹ and Texas⁴⁰ high schools. English poetry is specifically named for Illinois²⁴ schools. European history is listed for Illinois,²⁴ Minnesota,⁶⁰ and Missouri⁶¹ high school libraries. Maryland first-,²³ second-,³² and third-group⁷⁵ high schools must have 40, 35, and 25 volumes of fiction. North Carolina⁵⁷ standard high schools must have 50 volumes of this nature. Ohio⁷¹ junior, first-, second-, and third-grade high schools are required to have 35, 50, 75, and 100 volumes of fiction. Material on foreign languages is to be placed in Illinois²⁴ accredited high school libraries. Works dealing with general literature are to be present in Georgia,⁶² Louisiana,⁴⁷ Maine,²² and Maryland²³ high schools. Fifty volumes of it are required in Maryland.²³ Works on home economics are required for Illinois,²⁴ Iowa,⁵⁶ Louisiana,⁶³ North Carolina,⁵⁷ and Ohio⁷¹ high school libraries. Eight volumes of it must be in Iowa⁵⁶ schools; 10 volumes in North Carolina⁵⁷ schools; and from 5 to 25 volumes in Ohio⁷¹ high schools. Literature is specified for accredited or approved high schools in seven states: Illinois,²⁴ Indiana,⁷² Louisiana,⁴⁷ Maryland,²³ Mississippi,⁶⁶ North Carolina,⁵⁷ and Ohio.⁷¹ Maryland²³ schools must have from 35 to 70 volumes; North Carolina,⁵⁷ 50 volumes;

Ohio,⁷¹ from 25 to 100 volumes. Illinois,²⁴ Iowa,⁵⁶ and Maryland²³ high schools must have books dealing with manual training; Iowa⁵⁶ schools must have five volumes; Maryland,²³ ten. Books pertaining to mathematics are required for Illinois²⁴ accredited schools. Books dealing with musical subjects are required in Louisiana⁶³ high schools. Ten books on natural science must be placed in these schools in Iowa.⁵⁶ Newspapers are listed as requirements for Louisiana,⁶³ Maine,²² Mississippi,⁶⁶ and North Dakota⁸³ schools. Illinois,²⁴ Iowa,⁷³ and South Dakota⁶⁰ high schools must have professional books for teachers. Periodicals must be placed in Illinois,²⁴ Iowa,²⁹ Louisiana,⁶³ Maine,²² Michigan,⁷⁰ Minnesota,⁷⁸ Mississippi,⁶⁶ Missouri,⁷⁷ New York,⁸⁴ North Dakota,⁸³ South Carolina,¹⁹ Texas,⁴⁰ and Wyoming¹⁶ approved high schools. From 10 to 40 volumes of poetry are required for Ohio⁷¹ high schools. Fifteen state education departments, those of Illinois,²⁴ Indiana,⁷² Kansas,⁷⁴ Kentucky,³⁶ Louisiana,⁶³ Maine,²² Michigan,⁷⁰ Mississippi,⁶⁶ Missouri,⁷⁷ New Hampshire,¹⁸ New York,⁸⁴ South Carolina,¹⁹ Tennessee,⁵³ Texas,⁴⁰ and Wyoming¹⁶ require general reference books. A book on "Rules of Order" is required to be in Georgia⁶² high schools. Science books must be placed in Illinois,²⁴ Maryland,²³ Mississippi,⁷⁶ Missouri,⁶¹ Ohio,⁷¹ South Dakota,⁸¹ and Texas⁴⁰ high schools. Maryland²³ schools must have from 10 to 15 books, and Ohio,⁷¹ from 10 to 50 books of this kind. Nine state education departments require for high school approval books on social science. These states are Iowa,⁵⁶ Maryland,²³ Minnesota,⁶⁰ Mississippi,⁷⁶ Missouri,⁶¹ North Carolina,⁵⁷ Ohio,⁷¹ and South Dakota.⁸² Iowa⁵⁶ requires 25 volumes of this nature; Maryland,²³ from 40 to 60; North Carolina,⁵⁷ 75; Ohio,⁷¹ from 50 to 150. Source books are required for Texas⁴⁰ high schools. Maryland²³ high schools must have 20 books on travel; North Carolina⁵⁷ high schools, 25; and Ohio⁷¹ high schools from 20 to 45 volumes. The schools of Ohio⁷¹ must have from 10 to 25 books of a vocational nature. *The World's Almanac* is required for Georgia⁶² and Louisiana⁶³ high schools; a world atlas for Georgia⁶² and Iowa⁵⁶ high schools.

The requirements for libraries in the high schools of Michigan,⁷⁰ Minnesota,⁶⁰ Wisconsin,⁸⁵ and Wyoming¹⁶ indicate that

books shall be selected to meet classroom needs. In Michigan⁸⁶ community needs shall be taken into consideration. In Louisiana,⁸³ teachers' and principals' advice shall be taken into consideration when books are selected for the library. In Maryland,⁸² Missouri,⁸¹ Pennsylvania,⁸¹ and Wisconsin,²⁶ these books are to be selected from the state high school library list.

The standards for high school libraries in Louisiana,⁸³ Minnesota,²⁵ Missouri,⁸⁸ Nevada,⁸⁷ New York,⁸⁹ Ohio,⁵¹ and Oregon⁵² require that books shall be accessioned when they come into the library. Louisiana,⁸³ Minnesota,²⁵ Missouri,⁸⁸ Nevada,⁸⁷ North Dakota,⁹⁰ Ohio,⁵¹ and Pennsylvania⁹¹ provide that the library books be properly classified. Kansas,⁷⁴ Louisiana,⁸³ Maryland,²³ Michigan,⁷⁰ Missouri,⁸⁸ Nevada,⁸⁷ North Dakota,⁹⁰ Ohio,⁵¹ and Pennsylvania⁹¹ high schools must see that their library books are catalogued. Library books shall be prepared for circulation purposes in Louisiana,⁸³ Minnesota,²⁵ Nevada,⁸⁷ North Dakota,⁹⁰ Ohio,⁵¹ Oregon,⁵² and Pennsylvania⁹¹ high school libraries.

The Certain Report⁴² suggests that the smallest high schools be supplied with at least one thousand books. Of the seventeen states which make requirements concerning the number of volumes in the high school library but three equal or exceed this number. The states are Indiana,²⁷ North Carolina,⁴⁹ and North Dakota.⁵⁰ The range of the number of volumes required in high school libraries is one hundred in Montana's⁴⁸ one-year high schools to 8,000 in Indiana's²⁷ largest high schools. The number 500 appears eight times when the volume requirements are stated.

The Certain Report⁴² suggests that books be selected from all subjects in an abridged library classification of fifteen different subject heads. Twenty states require that books be selected from 43 different subject groups. Nineteen states require encyclopedias; 15 states, reference books; 14, dictionaries; and 13, periodicals. With the exception of the four kinds of works mentioned immediately above, no more than nine states agree upon any other one subject group. Six states make requirements as to the source and purpose of book selection. Eight states make general statements as to the standards of care and management required.

HOUSING AND EQUIPMENT OF LIBRARIES

Eleven states make some requirements concerning the housing of high school library books. Connecticut,²⁸ Kansas,⁷⁴ Louisiana,⁸³ Michigan,⁸⁶ Minnesota,⁹² Missouri,⁸ North Carolina,⁸⁷ Texas,⁹⁴ and Wisconsin⁹⁵ require a separate reading room. Connecticut,²⁸ Louisiana,⁸³ Minnesota,⁹² and Missouri⁸ standards say that this room shall be used only for library purposes. Pennsylvania⁹⁶ standards ask for a classroom fitted for library purposes. In Oregon,⁵² there may be a combined study hall and library. Oregon⁵² suggests a librarian's workroom. No state makes requirements for a library classroom, committee rooms, or storage facilities.

The floor upon which the library shall be located does not concern these state standard makers. Kansas,⁷⁴ Oregon,⁵² Pennsylvania,⁹⁶ and Wisconsin⁹⁵ recommend that the library room shall be near the study hall. Michigan⁸⁶ and Minnesota⁹² ask that the high school library be centrally located. The Oregon⁵² standards recommend that the workroom be located near the library.

The library room should be large enough to seat from five to ten per cent of the enrollment in Pennsylvania⁹⁷ and ten per cent of the enrollment in Connecticut,²⁸ Minnesota,⁹³ and Wisconsin.⁹⁵ The minimal size should be 440 square feet in Minnesota.⁹³ In Minnesota,⁹³ Oregon,⁵² and Pennsylvania⁹⁶ it should be large enough to seat 25 or 30 pupils. The Wisconsin⁹⁵ standards require 20 square feet per pupil in the room used for the library.

Eleven states make some requirement concerning the physical equipment of the library. In the Certain Report,⁴² the following equipment is recommended, which equipment does not appear in any of the state standards: book truck, display case, lantern-slide case, librarian's locker, newspaper rack, typewriter, workroom, library classroom and committee room equipment. Of the other equipment recommended in the report named above, Connecticut,²⁸ Minnesota,²⁵ and Oregon⁵² require a bulletin board; Louisiana⁸³ and Oregon⁵² require a card catalogue case; Connecticut,²⁸ Louisiana,⁸³ Maine,²² Minnesota,²⁵ Missouri,⁸ Oregon,⁵² and Pennsylvania⁹⁶ require chairs; Pennsylvania,⁹⁶ a charging desk; Connecticut,²⁸ Louisiana,⁸³ Minnesota,²⁵ and

Oregon,⁵² a librarian's desk; Louisiana,⁶³ a pamphlet case; Connecticut,²⁸ Louisiana,⁶³ Minnesota,²⁵ and Oregon,⁵² a periodical case; Maine,²² Minnesota,²⁵ Nevada,⁸⁷ Oregon,⁵² and Pennsylvania,⁹⁰ open and adjustable shelves; Indiana,²⁷ Louisiana,⁶³ Missouri,⁸ and West Virginia,⁹⁸ bookcases; Connecticut,²⁸ Indiana,²⁷ Louisiana,⁶³ Maine,²² Minnesota,²⁵ Missouri,⁸ North Carolina,⁵⁷ Oregon,⁵² Pennsylvania,⁹⁰ and West Virginia,⁹⁸ tables; Oregon,⁵² a vertical file.

The acquisition of library supplies may be considered a part of the high school library requirements if there is suitable book service. But two states, however, deem it necessary to mention them as part of their requirements. Minnesota²⁵ mentions the fact that suitable supplies are necessary. The Certain Report⁴² indicates that third-group high schools should have an accession book, book pockets, book cards, book supports, catalogue cards, Library of Congress catalogue cards, a library stamp, stamp pad, and a date stamp. Oregon⁵² expects its standard high schools to equip and supply their libraries according to the Certain third-group high school library standards. This state does not list these items but the inference may be made that they are required.

QUALIFICATIONS OF THE HIGH SCHOOL LIBRARIAN

The high school library standards of nine states make requirements for the education and training of the high school librarian. These states are California,¹⁵⁸ Iowa,⁹⁹ Maryland,²³ Minnesota,²⁵ Missouri,¹⁰² New York,¹⁰⁰ Oregon,⁵² Pennsylvania,⁹¹ and Wisconsin.¹⁰¹ Three types of qualifications are mentioned in some one of the states. These are general or teacher-training education, technical or library education and experience.

GENERAL EDUCATION

The general or teacher-training education required in California,¹⁵⁸ Iowa⁹⁹ approved high schools, Maryland²³ first-group high schools, Minnesota²⁵ state-aided schools, Pennsylvania⁹¹ high schools with an enrollment of 500 or more, Oregon⁵² accredited high schools and Wisconsin¹⁰¹ state-aided high schools must be equal to that required of a teacher in the high school. In all probability, this is equal to college graduation. In New York¹⁰⁰ schools larger than 1,000 pupils, and Wisconsin,¹⁰¹ it

is the equivalent of graduation from a college or university. The librarian in New York¹⁰⁰ high schools of 700 to 1,000 enrollment need have but two years of college or normal school work. In Pennsylvania⁹¹ high schools, with an enrollment of 100 to 500, the librarian must be a normal school graduate. In New York¹⁰⁰ high schools, with an enrollment less than 700, this education is that of a high school graduate if the librarian has had experience of a certain amount and quality to be described shortly.

TECHNICAL EDUCATION

Missouri¹⁰² first-class high school librarians are required to be graduates of library schools. This is also true for Wisconsin¹⁰¹ accredited high school with an enrollment of 400 or more. In Pennsylvania⁹¹ schools with an enrollment of 1,000 or more, the technical training required is equivalent to two years' work in a standard library school. In New York¹⁰⁰ high schools with an enrollment of 1,000 or over, this education must be one year in an approved library school. In Iowa,⁹⁹ Maryland,²³ Minnesota,²⁵ and Oregon⁵² high schools, in New York¹⁰⁰ and Pennsylvania⁹¹ high schools with an enrollment of 1,000 or less, this technical education must be a six weeks' summer course in library training. If but six weeks of library training are offered by New York¹⁰⁰ high school librarians in schools with an enrollment of 1,000 or less, there must also be experience of a certain number of years and kind. Librarians in Wisconsin¹⁰¹ state-aided high schools with enrollments of 400 or less must have technical education to the amount of 72 recitations.

EXPERIENCE

The high school library standards of these states stipulate no experience qualifications except in New York¹⁰⁰ and Pennsylvania.⁹¹ Librarians in Pennsylvania⁹¹ high schools with an enrollment of 1,000 or over must have had one year's experience. In high schools of similar sizes in New York,¹⁰⁰ five years of experience in schools of 700 pupils or over are necessary if the librarian is a normal school graduate and has had one year of library training. If a librarian wishes to work in a school of 700 to 1,000 pupils and has had but six weeks' library training, she must have had experience amounting to two years of ten hours per week.

The Certain standards⁴² recommend college graduation and library training of one year for the smallest high school libraries. If librarians of this kind are not available, college graduation and six weeks of library training will suffice. Most of the states which require librarians for their high schools ask that this minimal education requirement be met.

LIBRARY SERVICE

Nine states provide for library service in their statements of standardization. The requirements deal with such items as length of time the library should be kept open for use, type of library loans to be made, and instruction in the use of the library.

The school librarian should devote her entire time to the work of the school library in Connecticut,²⁸ New York¹⁰⁰ schools with enrollments larger than 700, Oregon⁵² accredited high schools, Pennsylvania⁹¹ high schools with enrollments above 300, and Wisconsin¹⁰¹ high schools with above 400 pupils. The teacher librarian in Minnesota²⁶ should have at least three periods per day subsidized for library work. In New York¹⁰⁰ schools with enrollments of less than 100 pupils, this time should be one period; in schools with enrollments of from 100 to 300, two periods; in schools with enrollments of 300 to 500, one-half day; in schools with enrollments from 500 to 700, five periods per day; and in schools with enrollments of 700 and over, the entire day. Pennsylvania⁹¹ schools with less than three hundred pupils should have a librarian part of whose time should be devoted to school library work. In Wisconsin¹⁰¹ high schools with less than 400 pupils, the librarian should devote at least one period to library work each day. In Oregon,⁵² the high school library should be kept open before and after school.

The high school libraries of Minnesota²⁵ are expected to loan books for classroom use. The Oregon⁵² high schools should provide visual instruction material.

INSTRUCTION IN THE USE OF BOOKS AND THE LIBRARY

Eight states, Connecticut,²⁸ Louisiana,⁶³ Minnesota,²⁵ Nevada,¹⁰⁵ North Dakota,¹⁰⁶ Oregon,⁵² Pennsylvania,⁹¹ and Wisconsin¹⁰¹ include in their standards for high school libraries statements that there shall be instruction in the use of books

and the library for high school pupils. The Oregon,⁵² Pennsylvania,⁹¹ and Wisconsin¹⁰¹ standards ask that the course be taught by the school librarian. Louisiana,⁶² Oregon,⁵² and Wisconsin¹⁰¹ suggest that the course be given during the first years of high school, preferably during the first high school year. In Minnesota¹⁰⁴ such work is to be given during the first and third years of the high school course. The work is a part of the English course of study in Minnesota¹⁰⁴ and North Dakota.¹⁰⁶ It is to be given in connection with the English work and such other subjects which require it in Oregon⁵² high schools. In Minnesota¹⁰⁴ and Oregon,⁵² fifteen and twelve class periods, respectively, are to be devoted to teaching the use of books and the library.

In Oregon,⁵² this library course is to include the use of books for educational guidance and for recreational purposes; in Connecticut,¹⁰³ Minnesota,²⁵ and Oregon,⁵² *esprit de corps* in handling books as public property; in Oregon⁵² and North Dakota,¹⁰⁶ the use of books as tools. In Connecticut,¹⁰³ Louisiana,⁶³ Minnesota,¹⁰⁴ North Dakota,⁸³ Oregon,⁵² and Pennsylvania,⁹¹ the course is to teach the use of the card catalogue; in Oregon,⁵² the use of city documents and reports; in Connecticut,¹⁰³ Minnesota,²⁵ North Dakota,⁸³ Oregon,⁵² and Pennsylvania,⁹¹ the classification of the library; in Connecticut,¹⁰³ Louisiana,⁶³ Nevada,¹⁰⁵ North Dakota,⁸³ Pennsylvania,⁹¹ the use of the dictionary; in Connecticut,¹⁰³ North Dakota,⁸³ and Oregon,⁵² the use of encyclopedias; in Oregon,⁵² the history of books; in Pennsylvania,⁹¹ commercial indexes; in Louisiana,⁶³ Minnesota,²⁵ Oregon,⁵² and Pennsylvania,⁹¹ indexes to sets of books; in Connecticut,¹⁰³ Louisiana,⁶³ Nevada,¹⁰⁵ and North Dakota,⁸³ the printed parts of a book; in Connecticut,¹⁰³ North Dakota,⁸³ Oregon,⁵² and Pennsylvania,⁹¹ the *Readers' Guide*; in Oregon,⁵² state and national documents and reports; in Connecticut,¹⁰³ Minnesota,²⁵ and Pennsylvania,⁹¹ reference books.

The school documents of thirty-nine states make requirements for the libraries of their high schools. These requirements are for standard, approved, accredited, and state-aided high schools. The terms are merely general statements in a great many cases. They are quite detailed in a few cases. The great majority of descriptions of high school library standards seems

to indicate that there is a lack of knowledge of the school library literature which has appeared in the last decade.

ELEMENTARY SCHOOL LIBRARY STANDARDS

A survey of the literature on school libraries will inform any one that the rural school library claimed the attention of educators during the second quarter of the nineteenth century. Adequate high school library provision has been emphasized during the last twenty years. Very little has been written concerning elementary school libraries. Some few writers on educational subjects have called attention to the need of adequate elementary school libraries. Among them are Dr. C. A. McMurry and Dr. Sherman Williams. We quote Dr. McMurry: ¹⁰⁷

A small library is becoming indispensable to the teachers and pupils of the grammar school in carrying out the legitimate work of the school. In order to give definiteness to this idea of a small library, suppose it to consist of 500 to 1,000 books containing the best classics, stories, poems, biographies, histories, travels, novels and books of science suitable for use of children below the high school.

Dr. Williams ¹⁰⁸ says that the elementary school library is far more important than the high school library because:

All the pupils are trained in the grades and only a small portion of them ever enter high school.

The reading habit, like most habits, is most easily formed early in life and habits formed early are most likely to endure.

C. C. Certain, ¹⁰⁹ in his foreword to the *Report of the Joint Committee on Elementary School Library Standards* says:

Modern demands upon the public school presuppose adequate library service.

In the traditional school room, the library was more of a luxury than a necessity. Until recently, there was no library in most public elementary schools.

We can find but fourteen states which prescribe standards for elementary schools after a very diligent search among all their publications. Wisconsin ¹¹⁰ and North Dakota ¹¹¹ make legal provision for these libraries as a condition for receiving state school aid. The education departments of Minnesota, ¹¹² Nebraska ¹¹³ and South Dakota ¹¹³ require libraries in elementary schools as a condition of granting state school aid. Indiana, ¹¹⁴

Kansas, ¹¹⁵ Kentucky, ¹¹⁶ Missouri, ¹¹⁷ New York, ⁸⁴ North Carolina, ¹¹⁸ Oklahoma, ³⁰ Pennsylvania, ¹¹⁹ and Texas ¹⁵⁹ prescribe that elementary schools provide libraries if they wish to become standardized, approved, or classified. Seven states, Kansas, ¹¹⁵ Kentucky, ¹¹⁶ Minnesota, ¹¹² Missouri, ¹¹⁷ North Carolina, ¹¹⁸ Oklahoma, ³⁰ and South Dakota, ¹¹³ describe their requirements in general terms such as: "A suitable library must be provided." "There must be a full library." "The library must be adequate to the needs of the school."

FINANCIAL TERMS

New York ¹²⁰ requirements state that the initial cost of the library should be \$300. In Minnesota ¹¹² and Oklahoma, ³⁰ the annual expenditure for books should be, according to the standards, \$25. In Texas, ¹²¹ the value of the elementary school library should be \$25 per grade. In Indiana, ¹¹⁴ the annual expenditure per pupil for library purposes should be fifty cents. No other states define their elementary school library requirements in expenditures, annual costs, or appropriations, or values. Nothing is said of the appropriations for, or costs of magazines, equipment, supplies, replacements, or librarian's salary. The elementary school library standards report ¹⁰⁹ mentioned above suggests a total initial cost of from \$975 to \$1,400 per library. None of the state standards come within \$600 of the minimum. The minimal expenditure per pupil recommended in this report is \$1.22. Indiana ¹¹⁴ specifies a pupil cost of fifty cents.

BOOKS: THEIR NUMBER, KIND, SELECTION, AND CARE

A Kansas ¹¹⁵ elementary school must have 100 volumes in order to be considered superior. Minnesota ¹²² state-aided graded school must have 300 volumes; Missouri ¹²³ standard school, 100 volumes; North Carolina ¹¹⁸ Group I, Classes A and B, and Group II, Classes A and B, 700, 500, 500, and 300 volumes, respectively; Oklahoma ¹²⁴ elementary and consolidated, 65 volumes; Pennsylvania ¹¹⁹ standard, 300; and South Dakota ¹¹³ state-aided consolidated, 250 volumes. Kansas ¹¹⁵ standard and superior elementary schools must have 50 in the former and 10 volumes per grade in the latter type. New York ¹²⁰ elementary schools are required to have 50 books per grade. Indiana ¹¹⁴ elementary schools are required to have three

volumes per pupil. In Pennsylvania¹¹⁰ schools, 100 volumes should be added each year. The Kansas¹¹⁵ and Kentucky¹¹⁶ standards require that new books be added each year.

Kansas¹¹⁵ and Kentucky¹¹⁶ schools must have a dictionary. This dictionary must be unabridged in Nebraska¹²⁵ and Oklahoma.¹²⁴ Nebraska¹²⁵ and Oklahoma¹²⁴ schools must provide encyclopedias. Fiction must be present in the Nebraska¹²⁵ elementary school libraries. There must be books of a geographical nature in Kentucky¹¹⁶ and North Carolina¹²⁶ libraries. Books on health should be acquired by Kentucky¹¹⁶ elementary school libraries. In North Carolina,¹²⁶ 100 volumes of standard literature and the *National Geographic Magazine* are required. Books on nature study should be in Kentucky¹¹⁶ schools. Kentucky¹¹⁶ and North Carolina¹²⁶ libraries should have periodicals and reference books. North Carolina¹²⁶ requires 50 volumes of reference books. The Kentucky¹¹⁶ schools should acquire state and national documents.

In Minnesota,¹¹² library books should be selected from the state list; in Kentucky,¹¹⁶ they should be approved by the county superintendent.

Minnesota,¹¹² North Carolina,¹²⁶ and Oklahoma³⁰ library books should be accessioned. In Minnesota¹¹² and North Carolina,¹²⁶ they should be classified; in Kentucky,¹¹⁶ Minnesota,¹¹² North Carolina,¹²⁶ and Oklahoma,³⁰ prepared for loaning. Records of library service should be kept in Kentucky,¹¹⁶ Minnesota,¹¹² North Carolina,¹²⁶ and Oklahoma.³⁰ Books should be rebound and repaired in Minnesota.¹¹² In the last-named state,¹¹² a report of elementary school library statistics, condition, and service must be made to the state education department.

HOUSING AND EQUIPMENT

Minnesota⁹² state-aided graded schools must have a room having a floor area of 200 square feet and capable of seating twelve pupils. The library and principal's office may be combined in consolidated¹²⁷ schools. In this arrangement, there should also be room for twelve pupils.

Bookcases should be provided in Indiana,¹¹⁴ Kentucky,¹¹⁶ Nebraska,¹²⁹ and Oklahoma¹²⁴ elementary school libraries. There should be a bookcase in each North Carolina¹⁶⁰ elementary

sota¹¹² graded school libraries. Minnesota¹¹² and Nebraska¹²⁹ school libraries are required to have chairs. The libraries of these two states and North Carolina¹⁶⁰ must be provided with tables. Book supports are required for Minnesota¹¹² libraries.

In Minnesota¹¹² and Pennsylvania¹⁶² only is there a requirement for an elementary school librarian. This librarian must have a general education equal to that required by the standards of the school and also a six weeks' summer course in library work. This teacher-librarian in Minnesota¹¹² must be released from other school work in order that she may use a part of the day for the care of the library and library service.

In Kentucky,¹¹⁶ library books must be loaned to pupils for home reading. In Kentucky,¹¹⁶ Minnesota,¹¹² and North Carolina,¹²⁶ they are to be loaned to classrooms for reading and reference work. Kentucky,¹¹⁶ Minnesota,⁹² and Oklahoma¹²⁸ elementary school library books must be made available to patrons of the school. In Minnesota,¹¹² provision is to be made for giving to pupils instruction in the use of books and the library.

If we are to accept the statements made in the beginning of this chapter concerning elementary school library facilities, we shall recognize in the foregoing section on state elementary school library standards a lack of appreciation on the part of state school officials for anything like adequate elementary school library service.

RURAL SCHOOL LIBRARY STANDARDS

Twenty-three state education departments have small rural school library standards. In five of the states, Colorado,¹³⁰ Illinois,¹³¹ South Dakota,¹³³ Washington,¹³² and Wyoming,¹³³ the statement of this requirement is one of a general nature. Washington¹³² and Wyoming¹³³ do not describe in any detail whatever their standards. In the twenty-one other states, one or more items of these standards are specified.

FINANCIAL TERMS

The annual expenditures for books should be \$10 in Minnesota¹²² and \$5 in Oklahoma.³⁰ These requirements are for Minnesota state-aided and Oklahoma model schools. The re-

tion and the American Library Association recommends \$80. The Indiana¹¹⁴ per pupil cost requirement is fifty cents. Missouri¹¹⁷ and South Dakota¹³⁴ requirements are five and ten cents per pupil. The committee¹⁰⁹ mentioned above suggests a per capita expenditure of eighty cents. The initial investment in rural school libraries in Florida¹³⁵ one- and two-teacher schools should be \$15 and \$20; in New York¹²⁰ one-, two- and three-teacher schools, this cost should be \$100, \$200, and \$300, respectively. The value of a model rural school library in Oklahoma³⁰ is set at \$25. In New York only do these initial costs compare favorably with the library committee's¹⁰⁹ recommendation of \$275 for schools with an enrollment below 100 pupils.

BOOKS: THEIR NUMBER, KIND, AND SELECTION

Seventeen state education departments require in rural school libraries, as a condition for standardization, a minimal number of volumes. Kansas¹¹⁵ standard and superior schools must have 50 and 100 volumes; Maryland¹³⁶ standard schools, 50; Minnesota¹²² state-aided, 200; Mississippi¹³⁷ standard, 100; Missouri¹²³ standard, 200; Montana¹³⁸ standard, 76; Ohio¹³⁹ model, 15; Oklahoma¹²⁴ model, 65; Oregon¹⁴⁰ standard, 100; Pennsylvania,¹¹⁹ 300; South Dakota¹¹³ state-aided, 100; Vermont¹⁴¹ standard state-aided, 10; and West Virginia¹⁴² standard schools, 50 volumes. Colorado¹⁴³ and Illinois¹⁴⁴ standard rural schools should have 10 volumes per grade; Maryland¹³⁶ at least 50 books per room. Rural schools receiving the distinction of meritorious award in Delaware¹⁴⁵ should have five volumes per grade in their libraries. A standard of three volumes per pupil is set for Indiana¹¹⁴ classified rural schools. In Kansas,¹¹⁵ new books must be added each year. The number of new books to be added each year is specified in Pennsylvania¹¹⁹ and Vermont.¹⁴¹ This number in the former state is 50; in the latter, 5.

Library books for rural schools in Minnesota,¹¹² Mississippi,¹⁴⁶ Montana,¹³⁸ Oregon,¹⁴⁰ and Vermont¹⁴¹ must be selected from the state library book list. This selection must be approved by the county superintendent in Nebraska.¹⁶¹

The rural school libraries of thirteen states must be composed of various kinds of books if the schools receive recognition from the state education departments. Colorado¹⁴³ and Missouri¹²³ rural school libraries must contain books of an agri-

cultural nature. There must be 50 agricultural bulletins in the Missouri¹²³ libraries. The Kansas¹⁴⁸ schools must have a Bible. Colorado¹⁴³ schools must have biographical material. There must be a high school dictionary in Texas;¹²¹ an unabridged dictionary in Delaware,¹⁴⁵ Florida,¹³⁵ Illinois,¹⁴⁴ Maryland,¹³⁶ Montana,¹⁴⁹ Nebraska,¹⁵⁰ Oklahoma,¹²⁴ Oregon,¹⁴⁰ and West Virginia.¹⁴² Encyclopedias are required for Delaware,¹⁴⁵ Illinois,¹³¹ Nebraska,¹⁵⁰ and Oklahoma¹²⁴ rural school libraries. Books of fiction are to be placed in the Nebraska¹⁵⁰ collections. Colorado¹⁴³ and Illinois¹³¹ standards stipulate books of a geographical and historical nature. Juvenile books must be found in the libraries of Illinois¹³¹ and Kansas;¹⁴⁸ nature study in Colorado¹⁴³ and Illinois;¹³¹ newspapers in West Virginia;¹⁵¹ three magazines in Delaware,¹⁴⁵ and West Virginia;¹⁵¹ reference books in Delaware,¹⁴⁵ Illinois,¹³¹ Missouri,¹⁴⁷ Montana,¹³⁸ and Nebraska;¹⁵⁰ state university and national government bulletins in Illinois.¹⁴⁴ Illinois¹⁴⁴ standard rural schools must have nine different kinds of publications in their libraries. The schools of Colorado¹³⁰ must have five. Those of Nebraska¹⁵⁰ must have three. Among the twenty-three states, eighteen different kinds of books are specified.

These books must be loaned to pupils for home use in Colorado,¹³⁰ Kansas,¹⁴⁸ Mississippi,¹⁵² Nebraska,¹⁵³ and Oklahoma.⁵⁰ They must be used for reference work by the various classes in the schools of Delaware,¹⁴⁵ Illinois,¹³¹ Kansas,¹⁴⁸ and Missouri.¹⁴⁴ School patrons are to be allowed to borrow them in Colorado,¹³⁰ Illinois,¹⁴⁴ Mississippi,¹⁵² and Oklahoma.¹⁵⁵

HOUSING AND EQUIPMENT

A library room with a floor area of 80 square feet is a requirement for Texas⁹⁴ rural schools. It must be fitted with a bookcase, a table, and chairs. Bookcases are specified in the Colorado,¹³⁰ Delaware,¹⁴⁵ Florida,¹⁵⁶ Indiana,¹¹⁴ Missouri,¹⁵⁷ Montana,¹⁴⁹ Oklahoma,¹²⁴ and Washington³⁴ standards. A sectional bookcase is required in Illinois.¹³¹ Montana¹⁴⁹ rural school libraries should be provided with a bulletin board.

SUMMARY

1. Thirty-nine state education departments consider high school libraries of enough importance to prescribe for their estab-

lishment in their standards for high school approval, standardization, accreditation, or as a requirement to be fulfilled in order to receive state financial aid.

2. Similarly, fourteen states set up requirements for acceptable elementary school libraries. Twenty-three states have standards for libraries for rural schools.

3. Fourteen, seven, and five state education departments express this library requirement for high, elementary, and rural schools, respectively, in the general terms that there must be a suitable library provided in schools which meet with the approval of the state board of education.

4. Sixteen states express a part of their standards for high school libraries in such terms as annual appropriation, initial cost, values, and costs per pupil. There is very little similarity in these statements as to the items for which appropriations should be made. The term "value of books" appears the maximal number of times. Six states define their high school library standards in terms of values of books.

5. Five of the fourteen states which prescribe elementary school library standards use financial terms. But two of these agree upon the use of the same term—annual cost of books. Of the twenty-three states describing rural school standards, but seven use financial expressions. Three of the states define their standards in the same terms—annual expenditure per pupil.

6. The recommended costs of high school libraries in but three states, the elementary school and rural school costs of but one state approach in amount the costs recommended by the reports of the National Education and American Library Association Committees.

7. Seventeen states require their approved high schools to have a minimal number of books. The minimal number of volumes required ranges from 100 to 3,000 with 500 appearing most frequently. Seven states require a minimal number of volumes in approved elementary school libraries. The range is from 65 to 700. Seventeen states have book quantity stipulations in their rural school library standards. The range here is from 10 to 200, with 100 as the mode.

8. Twenty-seven high school, five elementary school, and thirteen rural school statements of library standards require books to be selected from a variety of subject groups. State

book lists are mentioned in a minority of cases as sources from which books should be selected.

9. The high school requirements of eleven states, the elementary school requirements for six states, and the rural school standards for ten states stipulate the kind of housing that shall be provided for the school library. The item, bookcase, appears most frequently in these descriptions. The high school standards provide for a library room in eleven states. The requirement for a library room appears but once in each of the elementary and rural school standards.

10. Nine state high school library standards and two sets of elementary school standards require that there shall be a librarian. This school librarian has fulfilled the educational qualifications of a teacher and has six weeks of library training.

11. In the larger high schools of those states which prescribe that a librarian shall be employed, this individual shall occupy her entire time in providing school library service. In the smaller high schools, from one to five periods each day shall be occupied with this work.

12. The state education departments of eight states provide in the high school library standards that the librarian shall be responsible for the instruction in the use of books and the library.

13. The type of a school library which state education departments require in most cases is one adequate or suitable to instruction in the subjects offered by the school.

14. In the states which specify more definitely the items of their requirements, the high school library becomes a collection of five hundred books housed in bookcases. Where better provision is made, this library is located in a separate room and has some one responsible for its care, management and service.

15. An elementary school library as described in the few standards found is a collection of about 300 books kept in bookcases.

16. A rural school library is a collection of about 100 books housed in bookcases.

17. A study of the state requirements for school library facilities will indicate that it is possible for state education departments to prescribe for standard, approved, accredited or state-aid schools in some detail: (a) the annual amount of money to be expended for all library purposes.

periodicals, illustrative material, equipment, and librarian's salary; (b) the monetary value of its library; (c) the number, kinds, and selection of its books and periodicals; (d) the type of library housing and equipment; (e) the qualifications of the librarians; (f) the kind and quality of service to be rendered by the library, and (g) the kind and amount of instruction to be given in the use of books and the library.

CHAPTER X

THE SCHOOL LIBRARIAN: PROVISION FOR CERTIFICATION AND TRAINING

RECOMMENDATIONS FROM GENERAL LITERATURE

A review of the literature dealing with school libraries indicates an emphasis placed upon the necessity of having a trained librarian for this institution. In many cases, the recommendation is expressed in general terms; in others, it is fairly specific. The North Central Association of Colleges and Secondary Schools requirement, according to Mr. J. E. Morgan,¹ is a professionally-trained librarian. The Certain Report,² so frequently referred to in any article on school libraries, makes the following recommendation:

The standard requirements for future appointments of librarians in high schools should be a college or university degree with major studies in literature, history, sociology, education, or other subjects appropriate to any special demands, as, for example, those of the technical high school, upon the library. In addition, the librarian should have at least one year of post graduate library training in an approved library school and one year's successful library experience in work with young people in a library of standing.

The Joint Committee³ of The National Education Association and The American Library Association on elementary school libraries recommends for elementary school librarians the following training.

The qualification requirements for school librarians shall be as follows:

- (1) Teachers College, four-year course, or its equivalent, such as a course specially designed to train school librarians.
- (2) Two-year normal course with state life-certificate.
- (3) Teaching experience.
- (4) Public library experience, including work with children.
- (5) A library school certificate.

Note: A grouping on the basis of minimum requirements ranked as follows shall be acceptable: 1-3-4, 2-3-4, 2-4-5.

RECOMMENDATIONS FROM STATE SCHOOL AND LIBRARY DOCUMENTS

A few states make recommendations for the qualifications of the public school librarian. The statements seem to be merely suggestive. For example, in an Indiana⁴ report, we find this:

A full-time librarian with an amount of training including one year of professional training in an accredited school for librarians equal to that required for teachers in the high school is the ideal. In the larger high schools, this ideal should be realized, but in the smaller schools teacher-librarians will be necessary. To qualify for this work, she should have at least a six weeks' course of training in a summer library school or its equivalent.

In Missouri:⁵

It is also urged that in all schools of over 250 students in grades 9-12 inclusive a professionally trained librarian be employed who devotes all her time to the care of the library. For the smaller schools where this is impractical, it is strongly recommended that some teacher who has had library training be relieved for a part of the teaching work to direct the organization and care of the library.

The Montana⁶ education department recommends a trained librarian for its high school librarians. The Tennessee⁷ library organizer advises that "teacher-librarians should have the equivalent of a summer library course." In Texas,⁸ the state education department advises that the high school library should have a trained librarian for six hours per day. The librarian should have the educational qualifications of the best teacher. If this is not possible, she should have had some library training.

QUALIFICATIONS REQUIRED FOR SCHOOL STANDARDIZATION

A survey of the state documents on school standardization or accreditation reveals the fact that four states make, in their requirements for approval or standardization, statements concerning the qualifications of the school libraries. The states are Iowa, Maryland, Pennsylvania, and Oregon. In Iowa⁹ and Maryland,¹⁰ the teacher-librarian should have the educational qualifications of the best teacher and six weeks' summer school work in library training. The Pennsylvania¹¹ requirement for elementary school librarians is an education equal to the highest elementary grade teacher and a course in a library school or the teacher-librarian course in one of the state normal schools.

In Pennsylvania¹² high schools of 100 to 500 enrollment, the librarian must have the equivalent of the teacher-librarian course in one of the state normal schools. The librarian in high schools with an enrollment of 500 to 1,000 must meet the requirements for certification of high school teachers and have had a six weeks' course in library methods in an approved summer library school. The librarian in high schools, with an enrollment of 1,000 or more, must hold a high school teacher's certificate, must have had one year's training in an approved library school, and one year's successful experience with young people in a library of standing. The Oregon¹³ standards are those of the Certain Report for third-group schools. For this group, this report makes the statement that the "training should be a course in library methods approved by the Department of School Libraries of the National Education Association."²

QUALIFICATION REQUIREMENT FOR RECEIPT OF STATE FINANCIAL AID TO SCHOOLS

Three states, Minnesota, New York, and Wisconsin, require as a condition for the receipt of state aid to schools, library training for the individual who has charge of the school library. In Minnesota,¹⁴ this requirement holds for elementary schools as well as high schools. It is:

School librarian: She shall have the same educational qualifications as a teacher and shall also have had at least a six weeks' course in library training.

The New York¹⁵ Regents rules require a high school education plus a six weeks' summer school in library training in schools with an enrollment of 300 or less. In schools with an enrollment of from 300 to 700 pupils, the librarian must be a high school graduate, and either a graduate of an approved normal school teacher-librarian course, or have had a six weeks' library training course with two years of experience averaging ten hours per week in an approved library. Schools with an enrollment of 700 to 1,000 pupils must employ a librarian who is a graduate of an approved normal school, or have completed two years of college or university work and have had one year's full work in an approved library school. In lieu of the technical requirement, this librarian may have graduated from an

approved teacher-librarian course in any normal school or college for teachers in New York and may have had two years of approved experience in a library of an academic school of not less than 500 pupils. As another substitute for this requirement, the librarian may present a six weeks' course in library training and five years of approved experience in an academic department of a school of not less than 500 pupils.

A school with an enrollment of over 1,000 must employ a librarian who is a graduate of an approved college or university and must have completed a one year's course in an approved library school. Each high school receiving special state aid in Wisconsin¹⁶ shall "employ as a teacher-librarian a teacher who has general qualifications of a high school teacher and who has special library training totaling at least 72 recitations with accompanying preparatory and practical work." This requirement is for schools of less than 400 enrollment. In schools of 400 or more pupils, the librarian must have had an education equivalent to that of a high school teacher and must be a library school graduate.

CERTIFICATION

The state education boards or executives of Alabama,¹⁷ California,¹⁸ Indiana,¹⁹ Minnesota,²⁰ New York,²¹ Oregon,²² West Virginia,²³ and Wisconsin,²⁴ and the library commission of Oklahoma²⁵ may, under the provisions of their laws, either make rules and regulations for the qualifications of, or issue certificates to school librarians. The laws of California,¹⁸ only, make a rather definite statement as to what these qualifications shall be. They say:

No librarian shall be employed for more than two hours a day in any high school unless such librarian holds a high school certificate or a special teacher's certificate in library craft, technique, and use, of secondary grade work in accordance with the provisions of this code.

The Oklahoma²⁵ library commission shall constitute a board of library examiners who shall issue certificates to individuals to act as school librarians. The superintendent of public instruction in Oregon²² may, at his discretion, issue certificates to librarians who are graduates of standard vocational schools.

The New York¹⁵ education department publishes the only printed statement that can be found concerning its requirements

for certification for public school librarians. According to this circular, there are four grades of certificates. They are called one-year, three-year, five-year, and permanent certificates. The one-year certificate requires the equivalent of a high school education and a six weeks' course in library training. The three-year certificate requires a high school education and graduation from an approved teacher-librarian course in any New York normal school or college for teachers. Instead of normal school or college work, there may be substituted a six weeks' course in library training and two years of approved library experience averaging ten hours each week. The five-year certificate requires graduation from an approved normal school or completion of two years' work in a college or university and the completion of one year's full work in an approved library school. In lieu of the technical education, there will be accepted for the five-year certificate graduation from an approved normal school or college teacher-librarian course and two years of approved experience in a library of a school of 500 pupils. As another alternative for the technical education of this certificate, there may be offered a six weeks' approved library course and five years of approved experience in a library of an academic department of a school of 500 pupils. A permanent certificate may be secured after graduation from a college or university and completion of one year's full work in an approved library school. A permanent certificate will be granted to a holder of a five-year certificate upon the completion of five years of approved library experience in a school of 700 pupils.

FACILITIES FOR TRAINING LIBRARIANS

In 1916, the Committee² on Standard Library Organization and Equipment for Secondary Schools of Different Sizes listed fifteen approved institutions in the United States in which school librarians may be trained. Six of these schools are located in New York, Pennsylvania, and Massachusetts. Four of these six are located in New York. Four more schools were located in four middlewestern states. Another is found in Georgia. Three are located in California, and one in the state of Washington. The 1925 Bureau of Education Directory²⁰ adds two more to this list. One is located in Pennsylvania and the second in Texas. The first work of these institutions is to train

public librarians. When the number of public librarians and school librarians that should be trained each year is considered, these schools would be inadequate in number and inaccessibly located if any serious effort was made to fulfill the standards set by the committee mentioned at the beginning of the chapter.

To provide a minimum of education and to make library training more accessible to librarians, a number of state education and library departments have instituted programs for such training. The California²⁷ state library coöperates with the state university in conducting a summer school of library training. The Colorado²⁸ Commission coöperates similarly with the state agricultural college. The Georgia,²⁹ Iowa,³⁰ New Hampshire,³¹ Oklahoma,³² Vermont,³³ and Wisconsin³⁴ library commissions likewise encourage training of school librarians through summer schools at their state universities. The Illinois³⁵ state library coöperates with the University of Illinois. The Minnesota³⁶ education department coöperates with the University of Minnesota in providing five library courses during the school year and during the summer. The Massachusetts library commission and education department report that they coöperate with Bridgewater³⁷ Normal School and Simmons³⁸ College for the education of school librarians. New York³⁹ has for years maintained one of the foremost library schools of the country in which school librarians could be trained during the year and in summer schools. The State Normal School at Genesee also provides work of a normal school grade. The Rhode Island⁴⁰ Normal School provides the work for the education board of that state. The commission in Indiana⁴¹ has conducted its own summer school in one of the high schools in Indianapolis for twenty-three years. The New Jersey⁴² commission conducts its own summer school, as does the Maine⁴³ library department. The Utah⁴⁴ education department holds an "occasional" summer school.

Short institutes are also used to provide training for school librarians. The Connecticut⁴⁵ committee holds a three weeks' course of this kind. The Maine,⁴⁶ Minnesota,³⁶ Nebraska,⁴⁷ New Jersey,⁴² Ohio,⁴⁸ Oklahoma,³² and Utah⁴⁴ library departments hold institutes in various parts of their states.

The Maine⁴³ department has a correspondence course which teacher-librarians may pursue. The Wisconsin commission and

the state university cooperate in conducting such a correspondence course.

SUMMARY

1. A survey of the state school and library documents reveals the fact that twelve states mention the qualifications necessary for a school librarian. Five states make recommendations only; four specify professional training for school standardization and three make educational requirements for the librarian as a condition of granting financial aid to schools.

2. Nine states have laws permitting state education or library departments to issue certificates to librarians. California laws specify educational qualifications.

3. Two states only indicate requirements for the elementary school librarian.

4. The literature indicates that a librarian should have sufficient education to secure a certificate to teach in the type of school in which she wishes to act as librarian.

5. Six weeks' library training beyond the education required by the standards of the school is the amount of technical education most frequently mentioned.

6. In three states, the educational and technical education requirements vary according to the size of the school.

7. In order to make library training accessible, state library and education departments cooperate with universities and normal schools in conducting courses and summer schools for this type of work. Institutes and correspondence courses are also provided for this purpose.

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MARTHA WILSON'S SCORE CARD, 1928

National concern for the development of school libraries reached new heights during the late 1920's and continued through the 1930's. School district personnel were pressured to meet the newly published library standards for secondary and elementary schools. Principals became concerned that their individual schools might not measure up to other schools in rendering library service. It soon became apparent that a written form of some sort was needed in order to assess what individual schools were doing.

The American Library Association designated its Education Committee to draft such a form. The Committee, in turn, appointed Martha Wilson of the Springfield, Illinois Public Library System to produce the survey form which became known as "Martha Wilson's Score Card". Upon its completion in 1927, the North Central Association of Colleges and Secondary Schools used the form to collect data on the secondary school libraries in that region.

The Score Card made it possible for a single library to receive a total of 145 score points spread over five broad areas. It is interesting to note that thirty-one percent (45 points) of the possible total hinged on the training and duties of the librarian. The other two-thirds could be gathered from an assessment of the collection and its use, the physical facilities, and administrative input.

Martha Wilson's Score Card did not endure. Instead, experience taught the futility of attempting to reduce a total school library program to a simple numerical score from which meaning or value could be derived. But it did represent a first attempt in a long history of school library/media center evaluations based on available standards.

SCHOOL LIBRARY
YEARBOOK

NUMBER TWO

Compiled by

THE EDUCATION COMMITTEE
OF THE
AMERICAN LIBRARY
ASSOCIATION

CHICAGO
AMERICAN LIBRARY ASSOCIATION
1928

School Library Score Card

By MARTHA WILSON

The school library score card is the outcome of a definite need for a survey form for school libraries.

In January, 1926, the Education Committee of The American Library Association accepted the problem, and the chairman, Harriet A. Wood, St. Paul, appointed Martha Wilson, librarian of the Lincoln Library, Springfield, Illinois, to work out and submit a survey outline.

In conference with instructors and librarians at the A. C. A. Institute for Instructors in Library Schools (University of Chicago, 1926), the present form and sequence was worked out.

Subsequently the score card has been reviewed and criticized, and suggestions from many sources have been incorporated.

In April, 1927, the score card was selected by E. L. Miller, assistant superintendent of schools, Detroit, Michigan, as a basis for a survey of the high school libraries of the North Central Association. For the purposes of this survey, the score card was tabulated and numbered by Marion Lovis, supervisor of public school libraries, Detroit, and P. T. Rankin and M. E. Irwin of the Department of Instructional Research, Detroit, Michigan.

The returns from the survey were tabulated by them, and presented by Mr. Miller at the N. C. A. meeting, Chicago, March 1928.

Mr. Miller's report was received with enthusiasm, and the Association voted to continue the study of the school library situation.

The score card as given here, is still to be regarded as in tentative form.

SCORE CARD FOR SCHOOL LIBRARIES

1. State..... 2. City.....
 3. High school.....
 4. High school enrollment..... 5. Grades.....
 6. Number of librarians..... 7. Seating capacity in library.....
 8. Number of volumes in library.....
 9. Person reporting..... 10. Position.....

1-24. Library Service Through the Librarian

	Standard	School
<i>Amount of Service:</i>		
1. If the librarian and assistants give service in the library the full teaching day..... Score	5	<input type="checkbox"/>
2-8. QUALIFICATIONS		
<i>Personnel Relations:</i>		
2. If the librarian cooperates in school policies and objectives Score	1	.....
<i>Intellectual Interests:</i>		
3. If she demonstrates wide knowledge of books and sources of material of tangible value to the school..... Score	2	.....
<i>Organizing Ability:</i>		
4. If the material in the library is well balanced, well arranged, and easily accessible..... Score	3	.....
<i>Education and Professional Library Training:</i>		
5. If the librarian has a college or university degree..... Score	1	.....
6. If a library school certificate, or a library degree..... Score	1	.....
<i>Experience:</i>		
7. If she has had successful public library experience in reference work and in work with young people, or successful school library experience..... Score	1	.....
<i>Certification:</i>		
*8. If she has a state library certificate or endorsement..... Score	1	.....
Items 2-8..... Total Score	10	<input type="checkbox"/> <input type="checkbox"/>

*If no school library certification system is in force in the state, omit this point and rate No. 6 on a scale of 2 instead of 1.

SCHOOL LIBRARY SCORE CARD

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9-12. STATUS

	Standard	School
9. If the librarian has the same status in the school as the teachers of equal preparation and responsibility.....Score	2
10. If the librarian's salary is on the same schedule as the teachers'.....Score	1	.....
11. For equal vacation allowance.....Score	1	.....
12. For full-time professionally trained assistant for every 1000 pupils enrolled.....Score	1	.....
<i>Items 9-12.....Total Score</i>	5	<input type="checkbox"/>

13-24. DUTIES

Educational:

13. If the librarian directs the reference work of the pupils.....Score	1	.....
14. If the librarian guides and provides aids for the recreational (non-required) reading of the pupils.....Score	1	.....
15. If she gives regular instruction in the use of books and the library.....Score	1	.....
16. If she helps the teachers to find suitable material on special topics.....Score	1/2	.....

Administrative:

17. If the librarian participates in planning the room and equipment.....Score	1	.....
18. If she has built up or is building an effective working organization (see Directing the policy of the library).....Score	1	.....
19. If the library appropriation is divided to cover all needs.....Score	1/2	.....
20. If she cooperates with other library organizations.....Score	1/2	.....

Technical:

21. For adequate charging system to locate books when in circulation.....Score	1/2	.....
22. For classification and cataloging adequate for speedy location of books or material.....Score	1	.....
23. If books and material are in good condition and arrangement.....Score	1

Clerical:

24. If the librarian is not required to do clerical work.....Score	1
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Items 1-24.....Total Score 30

25-33. Service Through Use of the Library

25-28.

To Pupils:

25. If all pupils in the school use the library for reference work or recreational reading at some time.....Score	5	.....
26-27. If the pupils seem to enjoy using the library.....Score	2	.....
28. If the library is open for recreational reading at the lunch hour.....Score	1

Items 25-28.....Total Score 8

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SCHOOL LIBRARY YEARBOOK No. 2

29-30.

To Teachers:

	Standard	School
29. If the librarian has secured the cooperation of each teacher in pupils' use of the school and the public library.....Score	4
30. If the librarian has encouraged each teacher to use the library for personal reading, professional study, or communication with the public library.....Score	4	.....
<i>Items 29-30.....Total Score</i>	8	<input type="checkbox"/>

31-33.

Extra-curricular Use

31. If exhibits showing the work of the library are held at the time of the general school exhibit.....Score	1	.....
32. If exhibits showing the work of the library are held at the time of Parent-Teacher meetings.....Score	1	.....
33. If the library makes bookish contribution to all school activities.....Score (If meetings or parties closing the library for book usage are held in the library, give No. 33 a score of 0.)	2	.....
<i>Items 25-33.....Total Score</i>	20	<input type="checkbox"/>

34-40. Service Through the Book Collection

Number of Suitable Books:

*34. If the number of suitable books averages five per pupil enrolled in the school.....Score	4	<input type="checkbox"/>
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Annual Acquisitions:

35. If new material, replacements, and duplicates, as needed, are added annually.....Score	2	<input type="checkbox"/>
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Subject Range of the Book Collection:

36. If each school department is represented in the library.....Score	4	<input type="checkbox"/>
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*Revision downward for schools over 2000.

Periodicals:

37. If there is a working collection of periodicals, including the Readers' Guide to Periodical Literature.....Score	2	<input type="checkbox"/>
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Other Forms of Material:

38. If there are files of clippings, bulletins, pictures, posters, etc.....Score	2	<input type="checkbox"/>
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Book Selection Policy:

39. If the book selection responsibility is given to the librarian, with the teachers' advice.....Score	3
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40. If the standard of quality of the books is equivalent to that maintained in a standard public library.....Score	3
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Items 34-40.....Total Score 20

41-47. Maintenance and Control

Appropriation:

41. If library has a definite appropriation according to the standards.....Score	3	<input type="checkbox"/>
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<i>Division of Appropriation (Budget):</i>	<i>Standard</i>	<i>School</i>
42-43. If library funds are distributed according to a budget plan.....Score	1
44. If book and periodical budget is according to standard Score	2	.....
45-46. For a budget item for binding, supplies, new equipment, L. C. cards, contingent fund.....Score	5	.....
<i>School Control and Administration:</i>		
47. School or public library and school joint control.....Score (a) If the library is wholly under the school and has a librarian with education equivalent to the teachers' and professional library training, give full score, or (b) if the library is controlled jointly by the public library and the school, has a trained librarian with education equivalent to the teachers' and ability to adjust to the school situation, give full score.	4	<input type="checkbox"/>
Items 41-47..... <i>Total Score</i>	15	<input type="checkbox"/> <input type="checkbox"/>
48-59. Service Through Library Room and Equipment		
<i>Location:</i>		
48. If the library is centrally located and separate from study hall.....Score	3	<input type="checkbox"/>
<i>Size:</i>		
*49. If the library has seating capacity for ten to fifteen per cent of the daily school attendance.....Score	2	.....
†50. If the library has wall space for shelving six to ten books per pupil.....Score	2	.....
Items 48-50..... <i>Total Score</i>	7	<input type="checkbox"/>
*10 per cent for smallest schools; 6 to 10 for schools of 2000 and over.		
†5-8 in schools of 2000 and over.		
<i>Equipment:</i>		
51. If the library has adequate daylight, and semi-direct artificial lighting.....Score	½	.....
52. If it has built-in wooden wall shelving of standard dimensions, without doors.....Score	½	.....
53. If it has periodical shelving.....Score	½	.....
54. If the floor is covered with battleship linoleum or other sound deadening material.....Score	½	.....
Items 51-54..... <i>Total Score</i>	2	<input type="checkbox"/>
<i>Furniture:</i>		
55. If the room has at least chairs, tables, library desk, card catalog case, vertical file, and typewriter.....Score	3	.....
56. If the furniture is of standard size and type for library use.....Score	1	.....
57. If the room is of inviting appearance.....Score	1	.....
Items 55-57..... <i>Total Score</i>	5	<input type="checkbox"/>
<i>Supplementary Rooms:</i>		
58. If the library has a connecting conference or class room with book shelving.....Score	½	.....
59. For a work room with shelving, running water, outside ventilation.....Score	½	.....
Items 48-59..... <i>Total Score</i>	15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Grand Total		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Approved.....		
Official position.....		

SCHOOL LIBRARY SCORE CARD

EXPLANATION

This score agrees with the standards set up by the *Report on standards of library organization and equipment for schools of different sizes*, prepared for the Commission on Unit Courses and Curricula of the North Central Association of Colleges and Secondary Schools. (N) indicates that the statement appears in this report.

Other standards have been taken from state regulations, and from practices in a number of successful school libraries, as reported in the compilation, *School Library Experience*, and other printed accounts.

(The standards as here given in outline form will be amplified and printed in full in future editions.)

r-24. Library service through the librarian

Use of books as tools of education is the aim. The librarian is the most important single factor: she is justified only as she brings about natural and easy use of books by the pupils and the departments.

Amount of service

- r. Full time in schools with high school enrollment of 200 or more (N)
Full-time trained assistant in schools of 1000
Six periods per day in schools having a total enrollment (grade and high school) of 800 (Minnesota standard) (See S. L. E., p. 33.)
Four periods per day in schools having total enrollment (grade and high) of 400 (Ibid)
- Night school. One of the most interesting opportunities for school library service is the evening high school (Hall—S. L. E. p. 81.)

2-8. Qualifications

Personnel Relations

2. Ability to adapt the library idea to service in the educational program of the school, toward knowledge and skills, and training the pupils in worthy life habits
The librarian should advise with the principal on all matters of policy, and cooperate closely with the teachers
Enthusiasm and power to teach and inspire (N)

Intellectual Interests

3. Book knowledge—wide knowledge of books (N)

Organizing Ability

4. Executive ability as evidenced by the organization of the room and materials

Administration

Control over method as evidenced by the spirit and effectiveness of the library
Quality of reports and promptness in handing them in

Rating Points (Detroit Michigan standards)

Vitality; Personality; Professional spirit; Control over method; Executive ability: Adaptability

Education and Professional Library Training

- 5-6. Academic—College or University degree (N)
Professional—At least one year in an approved library school

Experience

7. Public library experience in the reference, the children's or the school department
Needs to work with adults also to see problems needing early training
Teaching experience is a valuable asset (N)
8. State library certificates are required in Minnesota, New York and other states

9-12. Status

9. Basis of teacher with equal preparation and responsibility: i.e., planning and administration of department
10. Equal salary
11. Same vacation allowance as teachers
12. Assistants
Number—Full-time assistant for every 1000 (N)
Training—Same as for librarian except length of experience (N)

13-24. Duties

Educational

13. Reference work: Pupils—Helping to find suitable material on special topics (N)
14. Reading guidance (N) (Keyes—S. L. E. p. 102)
Lists
Club work
15. Instruction in the use of books
Minimum of three recitation periods per year in each English course (N)
Unit course of twelve lessons per year (N)
16. Reference work with teachers—Helping to find suitable material on special topics (N)
Material for courses; suggestive outlines
Home reading lists: Assisting in preparation of new lists
Book service to teachers in securing material for professional and personal interests

Administrative

17. Planning the room and equipment
The librarian should be secured in ample time to aid in planning the library room and selecting the equipment and books. Crudely designed libraries are wasteful of funds, of space, of time and educational force (N)

18. Directing policy of the library
 Admission requirements
 Room control
 Reports: Statistics
 Directing staff
 Instruction to student assistants
 Book selection and purchase
19. Budgeting—The librarian should plan the distribution of library funds
20. Advise with school library supervisor
 Maintain working relationships
 Public library: Information on school matters, special reference demands affecting library
 Inter-loans, pupils' organized visits
 State department of education
 Professional organizations
 A. L. A.
 N. E. A.
 State Library Association
 State Teachers Association
 Local H. S. Library Club

Technical

21. Charging system adequate to account for books and material
 Pupils' book loans
 Teachers' book loans
 Library material borrowed from public library (Books, pictures, etc.)
22. Classification of library material
 Standard system desirable
 Conform to public library system in same city
 Cataloging
 Dictionary
 Subject

- Special features or files
 Pupils' book review cards
 Subject for oral English
 Index to wall pictures in school building
 (A well made catalog is indispensable in a school library.)
- Book ordering
 Order cards
 Requests forms for teachers and pupils
23. Book repair
 (In large system a mender should be employed visit all the school libraries.)
- Book binding
 Records
 Inventory records

Clerical

24. Clerical work, such as records of attendance, office records, textbook work, should *not* be required of librarian (N)

25-33. Service through use of the library

To pupils

- 25-28. Number registered in library vs. number enrolled
 Laboratory use (Hall—S. L. E. p. 60.)
 Reading guidance and aids
 Readers' card file
- 26-27. Attitude of pupils in library (Keyes—S. L. E. p. 96)
28. Voluntary use
 School hours
 Lunch period—(Hall—S. L. E. p. 65-6; Keyes S. L. E. p. 98.)
 After school (Keyes—S. L. E. p. 98; Lovis S. L. E. p. 111.)

To teachers

- 29-30. Librarian encourages the teachers to stimulate the pupils to use the library for assigned topics and personal reading
Reserve shelves for required or suggested reading in connection with any study
Bulletin boards maintained by departments, e.g., French department, History department (Hall—S. L. E. p. 60, 75.)
Reading lists posted in the library
Personal use
Reading
Professional study
Communication with the public library

Extra-curricular use

- 31-32. Exhibits in the library should show laboratory service of books in connection with school work
33. Meetings or entertainments detrimental to library service should *not* be held in the library

34-40. Service through the book collection
34. *Number of suitable books* in relation to pupils. (A. L. A. Catalog; Standard catalog for H. S. Libraries, H. W. Wilson Co., New York; State School Library lists are typical standard lists)
Collections of 3000 to 8000 are needed for high schools of 500-1000 enrollment (N)
Ten books per pupil in schools of 200 or less

Annual acquisitions

35. See Shields—S. L. E. p. 170 (N) (1920 ed. p. 21)

Subject range of collection in relation to school curriculum

36. See Shields—S. L. E. p. 170

Periodicals. Other forms of material

- 37-38. Files of clippings and a well chosen collection of magazines and pamphlets make it possible to place before the pupils the most up-to-date material on all questions of the day.
Pictures, lantern slides, magazine articles, clippings make the subject alive. (Hall—S. L. E. p. 73.)

Book selection policy

- 39-40. Policy of book selection includes: purposeful buying; standards of quality equivalent to books included in such lists as the A. L. A. Catalog or H. W. Wilson Co. Standard Catalogs
Librarian should have responsibility of selection, with teachers, department heads, supervisors and principals

41-47. Maintenance and control

Appropriation

41. This should be in direct ratio to school needs (N)

Division of Appropriation (Budget)

- 42-46. Budget—See Winton—Detroit Journal of Education June, 1923
Salaries of librarians and assistants on same schedule as teachers (N)
(1) Books
(2) New and replacements: Minimum of fifty cents per term per student (N)
(3) Periodicals—not less than \$40 per year (N)
\$100-\$150 (Pope—S. L. E. p. 140.)
(4) Binding—\$100-\$150 per year (Pope—S. L. E. p. 140.)
(5) L. C. cards—\$60.00
(6) Equipment
(7) Supplies—\$75-\$150 (Pope—S. L. E. p. 140.)
(8) Contingent fund \$50.00 (Winton—Detroit Journal of Education, June, 1923)

*Control and administration*47. *School control*

(1) Wholly under school

School library wholly under school (Breck—S. L. E. p. 41.)

Advantages

Opportunity for official recognition

More rapid development in relation to the particular school. When the librarian chosen is educationally, professionally and temperamentally qualified and the school generous in policy and funds, there is opportunity for exceptional service

Disadvantages

Lack of understanding on the part of the school of the needs; sometimes inadequate equipment and help

Loss of contacts with new books

Heavy technical work

Public library and school joint control; features

School furnishes: room; furniture; one-half books; one-half salaries of library staff

Library furnishes: new books needed during the year; appoints the librarian—gives assistance in cataloging; supervision or counsel

Advantages—Connection with the larger collection of the public library, and its stable equipment; assistance in record and routine work

Disadvantages—Difficulty of making close contact with school organization

Supervision

In city or state systems, supervision is essential

City system—Lovis—Detroit Public Schools Annual Report

Functions

Organization of new school libraries

Book selection and compilation of standard approved purchase lists

Office book aids

Union shelf lists

Catalogs

Supply lists

Technical assistance

Cataloging—L. S.

Government publications

Book binding and repair

Supervision and provision of instructional materials

Courses of instruction in the use of the library

Supervisory meetings

Research

Active cooperation with public library committees—class visits, classroom collections

Meetings (Programs)

Field work

State system (Wood—S. L. E. p. 30.)

48-59. *Service through library room and equipment*

The library must attract by appearance, as well as by its usefulness,—provide harmonious environment (Freck—S. L. E. p. 40.)

Location

48. Central location, second floor; near study hall, but separate (N)

Size

49. Seating capacity—5-15 per cent of the daily school attendance (N)

Twenty-five square feet per reader

Minimum size—that of average classroom

Width should be ample to accommodate two or three rows of tables with five feet between

Note: The A. L. A. Survey of Libraries reveals the opinion that 5-10 is adequate

50. Book capacity; shelving enough for present needs and five years' additions

Equipment (Hall—S. L. E. p. 50; Howard—S. L. E. p. 93.)

51. Lighting

Natural, artificial

52. Built-in wooden wall shelving to accommodate 8 books to the running foot—Sections 3 feet wide, 7 feet high, without doors

Adjustable 8-10 inches deep

Oversize, 10-12 inches deep

53. Periodical shelving

Drawers for periodicals, if built in, should be deep enough for one volume at a time

54. Floor covering; Battleship linoleum or other sound-deadening material

Lock on door

Supplies: Standard library supplies for accessioning, cataloging (including Library of Congress cards) and charging system

Furniture

- 55-56. Tables, chairs, etc.

Size: Standard—3 x 5 feet

Number—to accommodate 5-10 per cent of the daily attendance

Chairs—Straight solid wood chairs, saddle seat

Charging desk, Standard: One designed for library use and equipped for library processes and materials

Reference desk in large schools

Card catalog case—standard size for Library of Congress and other library cards

Drawers equipped with rods

Periodical rack

Display rack

Vertical file

Book truck

Bulletin boards

57. General appearance—see also Harmonious environment
 Pictures—appropriateness
 Plants and flowers contribute only if in prime condition
 Class memorials—only those suitable for a library should be housed here

Supplementary rooms (Hall—S. L. E. p. 71)

58. Conference rooms

Class room

Shelving

Lantern

Furniture

Storage room

59. Work room

Size

Shelving

Equipment

Running water

Outside ventilation

Standards for High School Libraries of the Southern States¹

EQUIPMENT

I. Enrollment of 100 or less students to 200

Separate classroom or end of study hall fitted up with shelving, tables, and chairs; always accessible to students, but under supervision.

II. Enrollment of 200 to 500 students

Separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalog case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

III. Enrollment of 500 to 1000 students

Same as above with separate library *work* room and essential office equipment.

IV. Enrollment of 1000 or more students

Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the use of the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4)

BOOKS

I. Enrollment of 100 or less students

500 well-selected books, exclusive of government documents, textbooks and duplicates, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also,

¹Published in *Libraries*, Feb., 1928, p. 111.

one good general newspaper in addition to the local one, and a well selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern association.

II. Enrollment of 100 to 200 students

500 to 1000 well-selected books averaging 5 per student. Also good general newspapers, and well selected list of from 5 to 10 periodicals suitable for students' use.

III. Enrollment of 200 to 500 students

1000 to 2500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

IV. Enrollment of 500 to 1000 students

2500 to 5000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

V. Enrollment of 1000 or more students

5000 or more well-selected books, newspapers, and at least 50 suitable periodicals.

LIBRARIAN

I. Enrollment of 100 or less students

Teacher-librarian with at least 6 weeks' summer course in library science. Excused from certain number of hours in teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

II. Enrollment of 100 to 200 students

Half-time librarian with a one-year course in an accredited library school, or one-half time with college graduation and a 12 weeks' summer course in library science.

III. Enrollment of 200 to 500 students

Full-time librarian with same qualifications and educational background as teachers and a one-year course in an approved library school. One or two years' teaching experience is very desirable.

IV. Enrollment of 500 to 1000 students

Same as above, with sufficient help and some experience in teaching or library especially desirable.

V. Enrollment of 1000 or more students

Full-time librarian with college graduation and at least one year in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1000, or major fraction thereof, enrollment there shall be an additional full-time trained librarian.

APPROPRIATION**I. Enrollment of 500 or less students**

Annual appropriation of at least \$1 per student per year for books, periodicals, etc., exclusive of salaries.

II. Enrollment of more than 500 students

Annual appropriation of at least 75 cents per student per year for books, periodicals, etc., exclusive of salaries.

COURSES IN USE OF LIBRARY**I. Enrollment of 500 or less**

Course of at least 12 lessons in use of the library given by the librarian or teacher-librarian, preferably in first-year high school.

ORGANIZATION**I. Enrollment of 100 or less students**

At least an adequate shelf list made and adequate loan system installed.

II. Enrollment of more than 100 students

Card catalogs, shelf-list, accession record and adequate loan system. The standards suggested above should be complied with within a period of three years, with the view to the later adoption

of the standards approved by the National Education Association, the North Central Association of Colleges and Secondary Schools and the American Library Association.

J. HENRY HIGHSMITH

F. C. JENKINS

S. J. McCALLIE

D. L. HOVATER

Committee

Standards and Curricula in School Librarianship¹

The child no longer studies geography. He studies how the world travels, how it is sheltered, clothed, and fed. As an individual he may be presented with a "challenge"; as a member of a group he helps to work out a project. In either case he attacks his subject from the point of view of the investigator and the doer, not merely from that of the learner and memorizer. The class descends upon the school library individually, collectively, or through a committee. The librarian and the teacher have been in conference and the former is ready. For each child there is a book suited to his particular age, interest, and ability as far as the experience and expert knowledge of the librarian make it possible. But this is not all. This same librarian goes about it to train the child in the methods of independent investigation. He learns how to take notes; how to judge the value of a book from its date; how to use convenient tools like indexes and card catalogs. And so, whether the school functions under the platoon plan with regularly scheduled library hours, or under the Dalton plan with its trend towards individual instruction, the library is the very warp and woof of its educational scheme. There must be a room set apart, and books, and a library teacher, someone who combines knowledge of books and library technique with sufficient knowledge of educational methods to make the library an integral part of the school's educational scheme and not an appendage or an extra-curricular activity.

PREPARATION FOR SCHOOL LIBRARIANSHIP

The demand for this type of librarianship is urgent. It goes far beyond the limits of present library school facilities. More than that, the public school world is not convinced that the pursuance of the

¹ Reprinted in part from the Annual Reports, 1926, 1927, of the Board of Education for Librarianship, American Library Association.

average library school curriculum is an adequate introduction to school librarianship. The expert school administrator may demand more professional preparation for his high school librarian than librarians are wont to recommend; that is, courses in professional librarianship plus courses in educational method. In the elementary school there is distinct inclination to place teaching ability above library technique, though even here the more thoughtful educators agree that a balanced combination is best. But they insist on having the combination.

William F. Russell,¹ Associate Director of the International Institute of Teachers College, Columbia University, concludes from a survey of school library conditions in twenty large cities of the country that "superintendents are agreed that the properly trained librarian must have all that the good teacher has, and, in addition, library training." He adds, "If this be the case, then there should be greater rewards in prospect for the school librarian than either for the teacher or a public librarian because of the added demands made." The subordinate position of the school librarian of the past still prejudices the minds of school authorities in many places against official recognition, through salary and faculty standing, of the value, influence, and service of the school librarian. A general adoption of requirements for special preparation will no doubt hasten a satisfactory recognition.

Academic and professional requirements have been established by law in some states, by regulation of state boards in others, while in other sections cities have imposed standards for the librarians in the educational system. These qualifications differ in various parts of the country, ranging from "two years of post high school work" in several states to college graduation as the minimum academic requirement in a few states and cities. In most of these states and cities a one-year library curriculum also is required. The degree which represents a combination of three years of academic and one year of professional work is being accepted usually as meeting the above requirements.

¹ Russell, William F. The school library situation. *School and Society* 24:113-13, July 24, 1926.

PRE-PROFESSIONAL PREPARATION

The school library must be a cooperating unit in the educational system under which it operates. As modern educational practice varies widely in different types of schools, the preparation of librarians for these libraries should emphasize the distinctive functions and objectives of the library in schools of each type, as, elementary schools, junior and senior high schools, platoon schools, and those of the "experimental" group. An essential part of the background is an understanding of educational theory and practice, at present only to be obtained through the usual courses in education designed to prepare teachers, not librarians. It is anticipated that in the future there will be developed in colleges and universities educational courses specially adapted to the needs of school librarians. In the meantime it is suggested that college students who are planning to go into school library work so arrange their undergraduate courses as to include those in education which are most nearly suited to their future work. These should be courses dealing with problems of psychology and method, pupil guidance and individual instruction, high school administration, the curriculum, extra curricular activities, school law, hygiene, and professional ethics. For the library school student who has had no such introduction, the library school must offer some substitute, preferably courses in education conducted by instructors familiar with the best type of school libraries as well as with educational theories and methods.

THE IDEAL SITUATION

If it be true that the school librarian should have all of the training of a good teacher, and, in addition, the training of the librarian, it is necessary to plan an extended course of study. It is probable that soon one year of library science beyond the bachelor's degree will no more than serve the purpose and possibly further study also will be necessary. The Minimum Standards proposed are in the nature of a compromise between the ideal and the practical situa-

tion in the field. As the proper preparation for school library work becomes defined and as the school authorities learn the value of the expert school librarian and become willing to offer suitable rewards, it may be expected confidently that institutions will lengthen their courses of study and that students who can afford to do so will devote more time to preparation. Minimum Standards at the proposed level will not be satisfactory indefinitely.

Teachers' colleges and library schools both are attempting to come at the heart of the matter by providing school library courses for the public school administrator himself. Where principal and superintendent are alertly aware of the possibilities in professional library service there is no question of correct school library direction. The special summer courses on the place and function of the library in the school, to be offered for school administrators at Columbia and at the University of Washington this year, are experiments which should be fruitful.

There is need for careful study (1) by public school educators to determine whether they can afford to countenance inadequate professional preparation for school librarians; (2) by library schools to ascertain whether they have devised the best possible curricula for those of their students who intend entering the public school field; (3) by the library profession as a whole to determine without prejudice and after much thoughtful investigation of the modern public school what sort of library service is needful and what is the best preparation for it.

CURRICULA IN SCHOOL LIBRARY WORK

Having in mind the conditions outlined in the foregoing paragraphs, the Board of Education for Librarianship of the American Library Association has prepared, and the Association has adopted, the following curricula for school library science courses:

1. Curriculum in School Library Work to be offered in Accredited Library Schools.¹

¹See page 8 for list of schools accredited for profession

The Board believes that school librarians who give full time to the library should receive their library education in accredited library schools only.

2. Curriculum in School Library Work to be offered in Normal Schools, Colleges, and Universities.

Some school libraries are at present administered by teachers who do not know library technique. In order to aid these teachers in their double responsibilities, library science courses are now being offered in normal schools, colleges, and universities. These courses run all the way from a series of a dozen lessons to the well balanced curriculum closely approximating the Minimum Standards in School Library Work adopted by the Council of the American Library Association, presented on pages 84-87.

Much of the work done, however, is open to criticism. This may be because the courses are too few or too superficial; because there is over-emphasis on technical subjects; or because of the disposition to insert library science in the curriculum without providing teachers.

Too many teacher-training institutions are attempting to prepare teachers for school librarianship in one course of perhaps two hours per week. It is true that the teachers' college curriculum is overcrowded and that the catalog states that "the library methods course is designed to prepare for the position of teacher-librarian only." The absurdity lies in all-inclusiveness and in wrong emphasis in the subject matter. Another serious handicap has been inadequate staff. There is a tendency to superimpose teaching upon an already fully occupied librarian. "I am very much interested," writes one such librarian, "in the problem of library instruction, especially in the need for it in teachers' colleges, but have been unable to do much with it on account of the fact that I have no trained assistants, and find it impossible to add teaching to my already full schedule of work."

The remedies are obvious where a state law does not intervene: eliminate the highly technical subjects such as cataloging and classification, and concentrate on what the part-time librarian in the

small school really needs—knowledge of children's literature and book selection and a few simple administrative details. Where state law specifies the teaching of technical processes, or wherever the demand for school librarians suggests the necessity for intensive library science curricula in teacher-training agencies, several procedures are indicated: (1) making library science a full-fledged department of the school with an adequate staff and a curriculum approximating the best available standards; (2) concentration of library science courses in one or two of the several teacher-training agencies of the state, development of a full curriculum, employment of an adequate staff, and steering of prospective school librarians to that agency; (3) offering the full library science curriculum through the summer session, so arranging the program that students may complete the curriculum in a series of years.

MINIMUM STANDARDS FOR A CURRICULUM IN SCHOOL LIBRARY WORK

(Offered in Accredited Library Schools)

REQUIREMENTS FOR ADMISSION TO THIS CURRICULUM

Three years of work acceptable for admission to the senior class of an approved college or university, evidenced by a transcript of the college record

Two months of satisfactory observation and participation in the work of an approved library, or the equivalent during attendance at library school

Aptitude and personal qualifications for library work and evidence of ability to pursue profitably the curriculum

LENGTH OF CURRICULUM

One academic year

CERTIFICATE OR DEGREE

A certificate from the graduate library schools or a degree from the undergraduate schools for the satisfactory completion of the professional curriculum

SUGGESTED COURSES¹

	SEMESTER HOURS	
	<i>1st Sem.</i>	<i>2d Sem.</i>
Book selection and allied topics	3	1
Cataloging, classification, etc.	2	2
Children's literature and story telling		3
Field work (children's rooms, school libraries, and general)	1	2
History and administration of libraries	2	
Library work with children	2	
Methods of teaching the use of the library		2
Reference and bibliography	3	3
The place, function, administration, and opportunity of the library in the modern school		2
Elective ²	2	—
Total	15	15

MINIMUM STANDARDS FOR A CURRICULUM IN SCHOOL LIBRARY WORK

(Offered in Normal Schools, Colleges, and Universities)

ORGANIZATION

A curriculum in library science for school librarians who give part time to the library shall be offered at an approved normal school, college, or university³

ADMINISTRATION

The executive officer shall have sufficient authority delegated from the governing body, to administer the curriculum in accordance with the general policies of the institution

Secretarial assistance should be available for keeping adequate personnel and other records

¹It is desirable that these courses be offered also during summer sessions. The Charters' Curriculum Study now being made eventually will give definite facts upon which to base a curriculum. Until then the "Suggested courses" may be helpful.

²Should be course in education if student is lacking in that preparation.

³An institution accredited by generally recognized agencies for accrediting colleges and universities or an institution not so accredited but recognized in hour for hour transfer of credit by the local state university or by another university with standards at least as high.

INSTRUCTIONAL STAFF

Number:

For an enrollment of approximately twenty-five students in the curriculum the full time of one teacher¹ or an equivalent amount of time from several teachers.² For a larger enrollment the number of teachers should be increased proportionately. In addition there should be the necessary assistants to cover the revision of student work and other duties

Qualifications:

1. Academic preparation
Degree representing four years of work in an approved college or university, or an acceptable equivalent
2. Professional preparation
Completion of one year of work in an accredited library school, or an acceptable equivalent
3. Experience
Practical knowledge of the subjects taught, and efficiency in teaching

FINANCIAL STATUS

The financial provision for the curriculum should be such as to guarantee a faculty adequately salaried³ and sufficient in number

LIBRARY FACILITIES

Library facilities adequate for reference and practice work shall meet the approval of the Board of Education for Librarianship
Libraries of the types needed for observation should be readily accessible

QUARTERS AND EQUIPMENT

Quarters and equipment should provide sufficient office space and class rooms, preferably including one room equipped for individual study

REQUIREMENTS FOR ADMISSION TO THIS CURRICULUM⁴

- Completion of such work as would be acceptable for admission to the
- a. Junior class of the four-year institution
 - b. Second year class of the three-year institution
 - c. Second semester of the first year of the two-year institution
- Aptitude and personal qualifications for library work and evidence of ability to pursue profitably the curriculum

LENGTH OF CURRICULUM

Sixteen semester hours

¹The teaching schedule (page 7) is 20 hours (16 semester hours plus 4 hours of supervised study in *Cataloging, classification, etc.*). This work, if allotted in one year to one teacher, should constitute a full-time schedule because of the variety of topics and the time necessary for supervising field work.

²For members of the library staff whose duties include teaching, the class and conference hours, laboratory or other supervised study, preparation, etc., should be counted as part of their regular weekly library schedule.

³Salaries should be comparable to those paid in other departments of instruction in the same institution.

⁴The faculty should reserve the right to refuse to admit an applicant who meets the first requirement but who fails in the second.

CERTIFICATE

Statement of the satisfactory completion of the curriculum

SUGGESTED COURSES¹

	SEMESTER HOURS
Book selection and allied topics for the school library	2
Cataloging, classification, etc., for the school library	2
Children's literature and story telling	2
Field work (children's rooms, school libraries)	2
Library work with children	2
Methods of teaching the use of the library	2
Reference and bibliography for the school library	2
The place, function, administration, and opportunity of the library in the modern school	2
Total	16

ACCREDITED LIBRARY SCHOOLS 1926-1927

The following is the list of accredited and provisionally accredited library schools for 1926-1927 as judged by the Minimum Standards for Library Schools:²

GRADUATE LIBRARY SCHOOLS

Library School, Carnegie Library of Atlanta
 School of Librarianship, University of California
 Columbia University School of Library Service³
 Drexel Institute School of Library Science
 University of Illinois Library School
 University of Michigan, Department of Library Science
 Second year program
 Simmons College School of Library Science
 One year program for college graduates (called C II)
 School of Library Science, Western Reserve University
 Program for college graduates

¹It is desirable that these courses be offered also during summer sessions. The Charters' Curriculum Study now being made eventually will give definite facts upon which to base a curriculum. Until then the "Suggested courses" may be helpful.

²Board of Education for Librarianship. Annual report. 1926, p. 49-58.

³Fully accredited following one favorable report because the school is the result of the union of two accredited schools.

SENIOR UNDERGRADUATE LIBRARY SCHOOLS

University of Michigan Department of Library Science
 Simmons College School of Library Science
 Four year program (called C I)
 University of Washington Library School

JUNIOR UNDERGRADUATE LIBRARY SCHOOLS

Hampton Institute Library School
 Library School of the Los Angeles Public Library
 Carnegie Library School, Carnegie Institute, Pittsburgh
 Pratt Institute School of Library Science
 St. Louis Library School, St. Louis Public Library
 School of Library Science, Western Reserve University
 Program for undergraduates
 Library School of the University of Wisconsin

PROVISIONALLY ACCREDITED LIBRARY SCHOOLS

1926-1927

McGill University Library School
 First year program

SCHOOL LIBRARY STUDIES AND RESEARCH

1930-38

During the course of researching materials for School Library Service in the United States, Willard Heaps compiled one of the first comprehensive bibliographies in the research literature on school libraries. The bibliography contains over one hundred citations to important research studies conducted or published during the 1930's. It represents an early approach to the scientific and scholarly study of a then relatively new and developing field and is a companion to a 1936 bibliography compiled by Eleanor Witmer and published in Library Quarterly. Both bibliographies are included here as evidence of the vast amount of interest in school libraries as a topic of research, particularly following the publications of standards for public school libraries.

Arrangements of the bibliographies somewhat hamper easy utility. Broad and overlapping categories require the user to jump around among the citations in order to pluck all references on a given type of library or area of service. Cross-references on the Heaps' list to other works on the list by a single author are very helpful, but such help is not given in other instances. For example, there are studies on reading problems and reading materials in elementary school libraries in the section entitled "Elementary-School Libraries" as well as in the section entitled "Reading Problems and Materials". There are no cross-references in this case to assist the user. Heaps does, however, point out that classification of the studies depended upon primary emphasis.

Witmer outlines ten areas of then needed investigation in school library service. A perusal of the areas suggests currently existing gaps in the research even after fifty more years of research.

Heaps cites evidence that the school library had become an important area of educational research. Such evidence could be readily seen in the number of studies sponsored by national, state and local agencies, as well as in the growing number of individual theses and dissertations. However, variety and quality among the methods of inquiry were often lacking. Historical studies were generally found to provide no more than a chronological development in an area of focus with little attention to implications or significance of the developments. Only two studies could be classified as true correlation or causal-comparative research and only one could be termed noteworthy as experimental research. Acknowledging the difficulties encountered in these types of studies, Heaps encourages their use in future efforts. It is disconcerting when one realizes that as of the mid 1980's this charge has gone unheeded and the vast majority of studies on school libraries remain of the survey-questionnaire type and data analyses remain, to a large extent, unsophisticated.

Finally, there is a plea for the establishment of a clearinghouse to coordinate the research efforts in the field. Such a clearinghouse could help in securing a wider audience for research findings and thus avoid much duplication of efforts. Today there is ERIC, but one wonders about the needless duplication still prevalent in the field.

The Witmer and Heaps bibliographies should prove useful to current students interested in school library/media service as well as to those generally interested in the history of elementary and secondary schools in

this country. Such efforts are significant as we attempt to bring together the work that has been done and try to assess what still needs to be done.

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SCHOOL LIBRARY STUDIES AND RESEARCH

ELEANOR M. WITMER

BECAUSE the library has so recently become a recognized, integral part of the school plant and program, it offers unusual opportunities for study and research. Many avenues are open and many studies are needed to enable those who administer and use school libraries to move on a scientific basis toward an extension and improvement of their services. As yet too little is known about how practices successful in a few schools can be adapted to serve different ages and backgrounds in the many types of schools which are common in the United States. Few statistics have been compiled on the costs of school-library services. The availability and qualifications of school librarians must be studied further.

The school library is not a new institution. It extends back into the early history of American education. The story of its evolution from a shelf of books accessible to a few good scholars to a modern suite of laboratory-conference-browsing rooms offering reading materials and audio-visual aids to every student is spectacular and full of promise. With the aid of research and experiment this new school library has every chance of fulfilling its enlarging social opportunities. What these are and how they can be met should present a challenge to librarians and educators interested in carrying on research of both a practical and an academic nature.

At present there are a very limited number of investigators at work who have that firsthand experience in the school-library field which is so essential for the intelligent interpretation of the facts and figures produced through research. School librarians who continue formal study in higher institutions will meet little competition in their field. On the other hand, they may find it difficult to gather from printed sources much of the information

they need to carry out their investigations. Field work will be highly desirable to overcome the limitations imposed by questionnaires. No lists of school libraries have been compiled to guide research workers who wish to observe progressive practices and tendencies. These will need to be prepared on the basis of the problems being studied. The advice of the school-library specialist of the American Library Association, of the associate specialist in school libraries of the United States Office of Education, and of the various state supervisors of school libraries should be sought if more than local observation or study is being planned.

The section of this article devoted to "Areas of investigation" has been prepared for the purpose of calling the attention of investigators to needed studies in the school-library field. Only those of first importance whose solution is currently significant have been included. A checking of these with the list of "Recent studies" should help investigators to avoid serious conflicts and to define their problems more sharply. No attempt at completeness has been made in the compilation of either list. The theses accepted in graduate library schools and schools of education form a major part of the list of investigations made up to this time. Anyone wishing to check all studies made should consult such guides as the annual *Bibliography of research studies in education* issued by the United States Office of Education.

Many of the suggested studies have been stated in the form of questions. An effort has been made to avoid forms and phrases commonly used in theses and dissertations even though many of the questions raised lend themselves to such forms of research. Those which are more practical or philosophical are intended to suggest problems which might well interest research workers in non-academic situations.

RESEARCH AREAS

The fields of investigation relating to school libraries are so varied and so extensive that some division of them seems desirable. The ten areas brought out here do not cover all aspects

of the subject but rather suggest divisions having special significance today. The problems formulated under each area have likewise been chosen for the importance of their relationship to current school-library practices. They are intended to help investigators and research workers see where the more pressing needs occur and, in some instances, how they relate to general educational problems. It is doubtful if any of them have been expressed in terms of theses or dissertations. Nevertheless, it is to be hoped that scholars as well as practitioners will find in them subjects for research which can be carried on in the university and in the field to the mutual advantage of student, school, and pupil.

I. *The objectives of library service in schools*

It may be difficult for students and research workers to obtain statistics or experimental data on the problems in this field. However, forceful, interpretative studies are needed and should be prepared by persons having special powers of exposition.

1. The objectives of library service in elementary, junior, and senior high schools should be defined and the extent to which they are being met today and the methods of meeting them determined. On the basis of best practices an illuminating study could be made of the potential values of the library as an instrument of education.
2. There is need for a careful assessment of the influence of the school library on curricular developments and pupil attainment. Such a study would help to determine the place of the library in the educational program.

II. *School library administration*

Libraries are now administered by boards of education, public-library boards, county library agencies, and jointly by boards of education and library boards. In some states supervisors direct and aid in the establishment and ad-

ministration of school libraries. Likewise a few larger cities employ school-library supervisors. In the individual schools programs for the use of the library are being formulated by principals, librarians, and teachers. The many problems which center around the establishment, maintenance, and supervision need scientific study.

1. Thousands of one- and two-teacher schools exist in the United States. Many of them serve as community centers. As yet comparatively few have library services of any kind. Studies should be made to discover: what type of services will serve them most effectively; how large an area can be served by a central agency; what factors will condition the type of services recommended; at what cost each type can be established and maintained; and what should be the relation of libraries in such schools to county and other forms of large-unit public-library service.
2. The status and function of school library supervisors in city and state school systems have never been the subject of careful study or investigation.
3. It has been reported that the library-study-hall combination encourages the wider use of library materials. A study is needed to clarify the relationship of the librarian to the study hall and to determine the conditions under which the library and the study hall may render their most effective services.
4. Comparable data on school libraries in the United States is almost non-existent with the exception of such data as have been collected from time to time by the United States Office of Education. More uniform record-keeping is desirable. This involves a study of statistical reports, a definition of terms, and recommendations for pupil and service accounting.
5. An examination and evaluation of the types and sources of the financial support accorded school libraries in (a) large cities, (b) towns, and (c) rural areas is needed by school administrators.

6. The cost of library services to schools is an important factor in determining their spread. Authoritative cost analysis in typical schools at various educational levels should be made available for educators and librarians.
7. The responsibilities of the public library to the community in providing book service for the local educational program for (a) children and adolescents, (b) teachers, and (c) adults should be determined.
8. The establishment of libraries in schools is believed to create more widespread interest in reading and increased demands for a variety of books. An examination of the influence of both circulating and non-circulating school libraries on the juvenile use of the local public library and its branches would help to establish evidence of value to all communities.
9. Problems of library service in small schools are occasioned largely by the fact that the library serves only a small group of pupils. Methods of enlarging the size of the group served, increasing the funds available for its support, and extending the services of the librarian are pertinent to improvement of services. Studies of such practices with cost analyses would furnish practical data for the administration of school-library service units in small cities, towns, and regional areas.
10. In rural districts school-library service is commonly administered through the county superintendent's office. A comparative analysis of reading and scholastic attainments of children with and without such service would indicate what values it had.
11. What school-library service should cost per pupil in (a) small towns, (b) cities, and (c) rural areas is a subject deserving investigation.
12. In large and small schools throughout the country librarians have pupil assistants. The value of such experience for the pupil, the services he should be

permitted to render, etc., are factors to be considered in a study of these assistants.

13. State school-library supervision has been introduced rather widely in the South. A study showing the effect of this control on the development of library services in schools and on the juvenile use of printed materials in these states should be made.

III. *Library instruction*

A knowledge of book resources and an understanding of the school library and its tools are considered essential for independent study and continuing self-education. This applies to both pupils and teachers. Instruction which aims to develop abilities to use books and libraries is being given spasmodically in many elementary and secondary schools and in some teacher-training institutions.

1. A study of this type of instruction might devote itself to determining how the instruction can be improved; whether or not a separate library curriculum is desirable; whether teachers or librarians are the most effective instructors; what effect such instruction has on pupil attainment, and where such instruction should begin.
2. Library courses for elementary and secondary-school pupils differ widely in their content. A scientific determination of the knowledge and skills needed by children to carry out class assignments and to pursue individual reading interests at various educational levels is needed as a basis for revising the library curriculum.
3. The effect of library instruction in the secondary school on college-library usage and college scholastic attainments should be studied.
4. Progressive methods of teaching in the elementary and secondary schools demand skill in directing students' reading and study. A knowledge of book resources and library tools and techniques is involved. How

these can be presented most effectively in teacher-training programs, by whom, when, and where are all questions for study.

5. Orientation in the use of libraries as tools for professional study and leisure-time activities is recognized as desirable for all beginning students in teacher-training institutions. The nature of the knowledge needed by all such students and how and where it can best be made a part of their professional curriculum should be determined.

IV. *School library personnel: selection and training*

Expert school librarianship presupposes professional preparation, educational background, and personal traits which aid and stimulate the use of the library's resources.

1. Economic conditions have tended to raise requirements for professional workers in all fields. A determination of the desirable personal, academic, and professional qualifications for effective school-library service would be valuable. Studies of the qualifications of a hundred successful school librarians might be used to form a basis for the selection of candidates by professional library schools.
2. Aptitude tests have been devised for other professions. Have they significance for the school librarian? To what extent can they be modified for use as entrance tests for library schools? For vocational-guidance purposes?
3. Some special curriculums have been developed for training school librarians as apart from librarians expecting to enter other library fields. Few of these courses are based on any accurate knowledge of the problems confronting school librarians. A study of questions presented in progressive secondary-school libraries by pupils, teachers, parents, and other adults would furnish reliable data for determining the content of the reference courses for high-school librarians.

4. Preparation for school-library service is now being offered by (a) graduate library schools, (b) undergraduate library schools, (c) teachers colleges, (d) liberal arts colleges. A study of their placement records would show the types of schools in which graduates are placed; size and type of libraries; positions; salaries; extent of time given to library service; continued training; length of service; relationship of training to state certification requirements, and thus help to answer the question: Where should the school librarians of the future be trained?
5. Activity analyses of librarians in typical elementary, junior, and senior high schools would provide one basis for determining to what extent and how professional preparation should be differentiated and what common training could be given.
6. Many educators believe that teacher-training and experience are necessary prerequisites for successful school librarianship. No studies have yet been made of the preprofessional training and experience of successful school librarians.
7. The establishment of a school-library training agency in a given area is thought to be an important factor in promoting the establishment of libraries in schools and in increasing the use of trained librarians in that region. No careful studies have been made to prove the validity of this belief. They would be useful to those charged with determining the location and number of training centers needed.
8. The relations of age and sex to probable employment in school-library service provides a topic for investigation.
9. Teacher-librarians have been considered emergency or temporary agents for the smaller secondary schools. Facts and statistics are needed to show how widespread their employment has been; what size and kind of schools employ them; what services they

- render; what training they have had; what vocational objectives they hold; what salaries, hours of service, etc., are involved. Such information is needed to (a) relate training to actual field conditions; (b) determine the best training agencies; (c) set standards for these agencies; (d) derive plans for professionalized, regional, school-library services.
10. Training for the various grade levels of school librarianship has as yet been accorded little variation except in literature courses. Investigations of the administrative, organization, and reading-guidance problems of the various levels would show if the present training practices are sound.
 11. A study of whether or not school librarians want or need specialization of training in their first-year library curriculum and, if they do, what kind and degree of specialization is right presents a research project. This would lead to a formulation of the ideal program of training for school librarians.
 12. Do school librarians tend to continue their library-school curriculum with in-service training? What lines do they follow? Why?
 13. Teacher-training institutions have taken on a considerable share of responsibility for training persons to serve as teacher-librarians in small schools. On the whole they have adopted the library-school curriculum and have attempted to reproduce it in simplified form. Few if any schools have seen and grasped this opportunity to break away from the traditional pattern and to set up a curriculum based on actual small-school needs. Some studies of the conditions and needs of the small-school library might encourage experimentation.
 14. A comparative study of the activities of school librarians and teacher-librarians would provide material for determining to what extent and how the training for these two types of service should differ.

V. *Certification and standards*

Certification of school librarians represents an attempt to secure proper personnel through the setting-up of definite compulsory standards, to raise standards progressively, to weed out incompetents, and to fix the status of school librarianship.

1. Regional, state, and local standards for the employment of school librarians have been established in many sections of the United States. Comparisons of these with standards for teachers in the same areas with respect to training, hours of service, and salary are desired.
2. It is assumed that the widespread employment of qualified school librarians rests largely upon state certification laws. What results are evident in states having certification laws? Has the training tended to keep to the level of the lowest requirements? To what extent and where are more highly trained school librarians employed? What factors have influenced their employment?
3. Most state certification laws for the training and employment of school librarians are based on pupil attendance. Do service demands, duties, size of libraries, curriculum needs, and salaries warrant this basis for certification? If not, what should be the basis upon which to build a model certification law?

VI. *Reading problems and the school library*

The school library touches the reading programs of the school at many points. Provision of reading materials, guidance and stimulation in their use, and the study of their effect on the individual pupil's learning and background constitute some of its major activities. These present a wide variety of problems and offer many avenues for research.

1. Vital reading materials for the mentally and physically handicapped and problem child are constantly

- in demand. Studies of the reading interests of these special groups, the materials available, the best practices in directing their reading, and the organization of library services for them will form valuable contributions.
2. Psychologists tend to think that some mentally retarded children cannot be benefited by library services. What relationships can be traced between library usage and intelligence quotients of children from seven to twelve?
 3. The influence of social factors on children's choice of books might well be investigated.
 4. What effect have free library-reading periods on pupil attainment in the elementary school? A study of equated groups with special reference to (a) improvement in reading ability; (b) reading habits in and out of school; and (c) general scholastic attainment would be significant in determining the time which can profitably be given to library reading in the elementary school.
 5. Public-library records show that about half of the young people registered as readers drop out between the ages of fourteen and twenty-one. Do readers attending high schools which provide library services make greater use of the library both during the high-school years and afterward than those who have not had these services?
 6. What are the best devices used by secondary-school libraries for continuing the reading habit both during school days and after school days are over?
 7. Book resources for young people in rural areas are meager, and careful selections are necessary because of the limited funds and collections. Studies of the reading interests of groups of young people out of school in rural areas would give basic information for the improvement of traveling collections.
 8. Has the platoon school program with its scheduled library periods any noticeable influence on the reading habits and attainments of children as compared with the traditional school program?
 9. Audio-visual materials play an important part in modern classroom teaching. The development, organization, and use of such materials by the school library need to be studied.
 10. What techniques of individual study, reading assignments, and reports can be developed successfully with library-laboratory facilities available?
 11. Librarians are inclined to disparage any attempts to produce literature with limited vocabulary content for special groups of children. Scientific studies of the usefulness of such series as the "Thorndike classics" in libraries dealing with dull normal classes would give facts which are needed to develop a program for this group.
- VII. *The library and its equipment*
1. Since the formulation of the American Library Association—National Education Association standards for library organization and equipment in 1920, important changes have been made in both the curriculum and the methods of teaching. The effect of these on the size and types of library rooms, their equipment, and layout is significant. A revision of standards for all types of schools should be made in the light of a careful review of the problems involved.¹
 2. The lack of adequate facilities is rated first among the difficulties in realizing the aims of the secondary-school library as reported by principals, librarians, and teacher-librarians. The term "adequate" should be defined for the various kinds of sizes of schools.
- ¹ All standards for high schools, including standards for libraries, are now being revised by the Co-operative Study of Secondary School Standards, which represents the six regional accrediting agencies of the United States.

VIII. *History of school libraries*

1. The history of the school-library movement for the most part lies buried in educational records. Someone should trace its rise and development and its relationship to significant movements in education.
2. Educational foundations have given considerable financial support to the school-library movement. A history of their influence and contributions would be significant.
3. The historical surveys of the development of school-library services in the various states are meager. More thoroughgoing studies are wanted.
4. Koos's study of state participation in public-school library support should be brought up to date.
5. There are indications that the library movement in the secondary schools may have received considerable impetus from the early private academies of New England. Interesting historical studies might be made of the rôle books and libraries played in these schools.

IX. *School library surveys*

1. The United States Office of Education receives reports on school libraries from all parts of the United States. A study of these, supplemented by other sources, should reveal the extent and quality of library service now being provided in the public schools of the country.
2. A thorough survey of library conditions in the private schools of the United States is needed as a basis for developing appropriate standards for private-school libraries.

X. *Foreign school-library studies*

1. Few studies have been made of library services in progressive European schools. An examination of administrative methods, book content, instruction, and reading-guidance techniques would be timely.

2. A study of school-library training in European countries would give a better perspective of American methods and bring to light attitudes and objectives helpful in the evaluation of our own system of education for librarianship.

RECENT STUDIES

Since 1930 about a hundred studies pertaining to school libraries have been made by students, associations, and research workers. The list of these which follows shows that the great majority of the studies which have been completed or are in process are in the form of Master's theses. Four have been accepted as doctoral dissertations. Comparatively few are regularly published studies. This limits considerably both the availability of the information to research workers and the spread of the results among those who administer or are responsible for school-library services in the field. An annual review and an abstract of all studies made in this field are urgently needed to relate research to the improvement of practice.

Students who wish to examine unpublished studies should make arrangements for interlibrary loans with the college or university library in which they are working. The United States Office of Education has a large lending collection of theses which is available to scholars throughout the country under customary interlibrary loan regulation.

To facilitate the location of studies they have been arranged under the following divisions: (1) Administration; (2) Certification; (3) Curriculum; (4) Demonstration school libraries; (5) Elementary school libraries; (6) Reading problems and materials; (7) Rural school libraries; (8) Secondary school libraries; and (9) Training for school librarianship.

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- CARPENTER, HELEN SUTTON. *The preparation of a manual for the elementary and junior high school librarians of New York City*. Master's, 1930. Columbia.

- EATON, THELMA. *A study in school library finance*. (American Library Association, *School Library Yearbook*, V [1932], 84-99). Master's, 1931. Michigan.
- KLYVER, EULIN POMEROY. *A survey of the activities of city supervisors of school libraries*. Master's, 1930. Columbia.
- LEE, MARGARET IRENE. *A study of school library reports*. Master's, 1933. Columbia.
- McCLENAHAN, STELLA E. *The growth of school libraries in America*. Master's, 1934. Colorado State Teachers College.
- O'CONNELL, JOHN J. *Horace Mann's influence on school libraries in Massachusetts*. Master's, 1934. Massachusetts State College.
- RUTH, HELEN L. *Legal foundations for establishment, maintenance and administration of public school libraries*. Master's, 1932. Temple.
- SEELEY, WINIFRED. *Study of the junior college library service in relation to the educational program of the junior college*. Master's, 1933. California.
- SLAUSON, CELESTE M. *Comparison of the service of the study hall library and the separate library in the junior high school*. Master's 1932. Columbia.
- WOODWORTH, RACHEL. *School library publicity in senior high school newspapers*. Master's, 1932. Columbia.

CERTIFICATION

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- WATSON, DOROTHY STOREY. *Certification of secondary school librarians*. Master's, 1933. California.

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- BOUSFIELD, HUMPHREY G. *The need of library instruction in teacher-training institutions*. Master's, 1930. New York.
- BRANSTATOR, HOPE VIRGINIA. *An analysis of the needs of high school students in library instruction, together with suggested units of training*. Master's, 1934. Stanford.
- BROOKS, ALICE R. *Integration of library instruction with the high school social studies*. Master's, 1932. Columbia.
- CURRIN, ALTHEA MABELLE. *Instruction in the use of books and libraries*. Master's, 1932. Western Reserve.
- ETHELL, EMILY. *A plan for teaching the use of books and libraries in a junior college*. Master's, 1932. California.
- GILLETTE, GLADYS GERALDINE. *A course of study in library instruction for the junior high school*. Master's, 1934. Iowa.

- HARRIS, MABEL. *Non-professional library instruction in teachers colleges*. Master's, 1934. Peabody.
- HOUGHTON, CELIA M. *A service study of library skill of pupils entering senior high school*. Master's, 1931. New York State College for Teachers.
- RUMMEL, PAUL ZIMMERMAN. *A study to determine the training of eighth grade pupils in the use of reference books*. Master's, 1931. Pittsburgh.
- SHEPARD, ALICE CATHERINE. *An analysis of the types of training which should be given in the elementary school relating to the use of books and libraries*. Master's, 1932. Michigan.
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DEMONSTRATION SCHOOL LIBRARIES

- VIEHE, LUCILE. *The library in the demonstration school*. Master's, 1932. Indiana State Teachers College.
- WILSON, E. H. *The training school library in teachers colleges*. Doctor's, in process. Illinois.

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- CAPPELMAN, JOHN W. *The elementary school library and its influence on the progress of students*. Master's, 1932. Stanford.
- COMPTON, MARGARET WORK. *An investigation of libraries in selected elementary schools of Oklahoma*. Master's, 1934. Oklahoma.
- DOYLE, DORIS G. *Library facilities in rural elementary schools of Colorado*. Master's, 1935. Colorado State Teachers College.
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- MARTIN, LORA PEARL. *The present status of the elementary school library in representative city schools of Kentucky*. Master's, 1933. Cincinnati.
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- COLBURN, EVANGELINE. *A library for the intermediate grades; an account of the methods employed to stimulate and to guide the voluntary reading of pupils of grades IV, V, and VI in the Laboratory Schools of the University of Chicago, and an annotated list of books representing the most frequent choices of these pupils in the voluntary reading period.* ("Publications of the Laboratory Schools of the University of Chicago," No. 1 [November, 1930].) Chicago: University of Chicago, 1930.
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- GOLD, VERA LOCKER. *Methods of using the library for classroom instruction.* Master's, 1933. Southern California.
- NILSON, ARTHA V. *The conduct of outside readings, with reference to the library facilities of rural schools in Weld County.* Master's, 1934. Colorado State Teachers College.
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- SMITH, DOROTHY ELIZABETH. *How teachers in Queens Borough public schools find out about children's books.* Master's, 1934. Columbia.
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- WARD, MARY DOROTHY. *A study of the effect of school library publicity on the free reading of 9A students in the William Penn High School for Girls in Philadelphia.* Master's, 1933. Temple.

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- DIGGS, EVA MARIE. *A critical survey of the rural school libraries of Lyon County, Kansas.* Master's, 1934. Kansas State Teachers College.
- GREER, MARGARET J. *An investigation of rural school libraries.* Master's, 1931. Iowa.
- LATHROP, EDITH ANNA. *County library service to rural schools.* (U.S. Office of Education *Bulletin*, No. 20 [1930].) Washington, D.C.: Government Printing Office, 1930.
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- . *A study of rural school library practices and services.* Chicago: United States Office of Education, Department of the Interior; with the co-operation of Carnegie Corporation of New York and the American Library Association, 1934.

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ASSOCIATIONS AND ORGANIZATIONS ACTIVELY
INTERESTED IN SCHOOL LIBRARIES

- American Association of Teachers Colleges and the American Library Association. Joint Committee. Anita M. Hostetter, Secretary, 520 North Michigan Avenue, Chicago, Illinois.
- American Library Association. Board of Education for Librarianship. Anita M. Hostetter, Secretary, 520 North Michigan Avenue, Chicago, Illinois.

- American Library Association. Board on Library Service to Children and Young People in Public Libraries and Schools. Mildred L. Batchelder, School Library Specialist, 520 North Michigan Avenue, Chicago, Illinois.
- American Library Association. Committee on Co-operation with the National Education Association. Address, A.L.A., 520 North Michigan Avenue, Chicago, Illinois, or N.E.A., 1201 Sixteenth Street, N.W., Washington, D.C.
- American Library Association. School Libraries Section. Chairman, 520 North Michigan Avenue, Chicago, Illinois.
- Co-operative Committee on Secondary School Standards. Walter Crosby Eells, Co-ordinator, 744 Jackson Place, Washington, D.C.
- Middle States Association of Colleges and Secondary Schools. George W. McClelland, Secretary, University of Pennsylvania, Philadelphia, Pennsylvania.
- National Catholic Educational Association. Rev. George Johnson, Secretary, 1312 Massachusetts Avenue, N.W., Washington, D.C.
- National Congress of Parents and Teachers. William H. Bristow, General Secretary, 1201 Sixteenth Street, N.W., Washington, D.C.
- National Council of Teachers of English. W. Wilbur Hatfield, Secretary, 211 West Sixty-eighth Street, Chicago, Illinois.
- National Education Association. Department of Elementary School Principals. Eva G. Pinkston, Executive Secretary, 1201 Sixteenth Street, N.W., Washington, D.C.
- National Education Association. Department of Rural Education. Howard A. Dawson, Director of Rural Service, 1201 Sixteenth Street, N.W., Washington, D.C.
- National Education Association. Department of Secondary School Principals. H. V. Church, Executive Secretary, 5835 Kimbark Ave., Chicago, Illinois.
- National Education Association. Department of Supervisors and Directors of Instruction. Mary F. Hazell, Executive Secretary, 1201 Sixteenth Street, N.W., Washington, D.C.
- New England Association of Colleges and Secondary Schools. George S. Miller, Secretary, Tufts College, Massachusetts.
- North Central Association of Colleges and Secondary Schools. A. W. Clevenger, Secretary, University of Illinois, Urbana, Illinois.
- Northwest Association of Secondary and Higher Schools. Paul S. Filer, Secretary, 1322 Columbia Building, Spokane, Washington.
- Progressive Education Association. Frederick L. Redefers, Secretary, 310 W. Nintieth St., New York, New York.
- Southern Association of Colleges and Secondary Schools. Guy E. Snavelly, Secretary, Birmingham Southern College, Birmingham, Alabama.
- United States Office of Education. Edith A. Lathrop, Associate Specialist in School Libraries, Washington, D.C.

The following organizations of school librarians are typical of those having programs for the study of their problems:

- Connecticut School Library Association
 High School Librarians Association of Metropolitan Detroit
 Illinois Association of High School Librarians
 New England School Library Association
 New Jersey School Library Association
 New York School Librarians Association
 Pennsylvania Council of School Librarians
 School Librarians Association of Philadelphia (Pennsylvania) and Vicinity
 School Library Association of California.

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SCHOOL-LIBRARY STUDIES AND RESEARCH
1936-38

WILLARD A. HEAPS

SCHOOL-LIBRARY STUDIES AND RESEARCH 1936-38: A SURVEY, CRITIQUE, AND BIBLIOGRAPHY¹

WILLARD A. HEAPS

TO STATE that the school library has become an essential part of the educational system seems almost axiomatic. Yet its growth and development, forming a chapter unique in the history of education, have been so phenomenal and recent that the area as a setting for research provides many aspects and unresolved issues completely untouched or awaiting further investigation.

A survey of the studies and research in school libraries during the last four years reveals that increased attention is being paid to their associated problems by investigators both in education and in professional library schools. The most significant evidence of this cumulative development is shown in the character of the official organizations and institutions which have regarded the school library as important enough to merit research consideration.

RESEARCH SPONSORSHIP

Leadership in such inquiry has naturally been undertaken by the United States Office of Education. The chapter on public-school libraries, included as a part of the *Biennial survey of education* for 1934-36 (5),² offers the most complete available picture of the general status. Here is found in statistical and graphic form the true picture of school-library conditions in the United States—sometimes appalling in its revelations, as, for instance, the 66,101 schools with a total enrolment of

¹ The bibliography is intended to supplement Eleanor M. Witmer's "School library studies and research," *Library quarterly*, VI (1936), 382-404.

² Throughout this article the figures in parentheses indicate references to the titles so numbered in the bibliography, pp. 386-92.

12,501,017 pupils reported in the study, 27,863, or 42.11 per cent, have centralized libraries within the school building serving 7,209,674 pupils, or 57.67 per cent of those studied. The picture in regard to numbers, administrative control, and income and expenditure is complete. The Office is continuing its activities in the school-library field and has under way three investigations: a bibliography on administration, a bulletin on promising library practices in elementary schools, and a study of existent educational legislation referring to school libraries.³

NATIONAL SPONSORSHIP

The school library has also warranted increased and renewed attention from national agencies. As one phase of the Cooperative Study of Secondary School Standards in which six regional accrediting associations have been seeking more valid criteria for evaluation, the school library was found to be an essential consideration in the total evaluation of the individual secondary school. Attempting to determine qualitative as well as quantitative measurements of library service, the Study developed guiding principles and forms for library service and library participation in six other areas which have been brought together with the norms as worked out in an extensive tryout in two hundred carefully selected secondary schools in 1936-37 (78). Some findings have already been published (46, 48, 50, 79-80). The form has been adopted on a state-wide basis in Maryland and Connecticut and in twenty-three selected schools of Massachusetts. An example of its detailed application in an actual system is found in a report of the University City (Missouri) public schools (105). The publication of these library criteria as a separate includes the library sections of the Study's three 1938 publications, *How to evaluate a secondary school*, *Evaluative criteria*, and *Educational temperatures*. Certainly this work increases the library's stature nationally.

The National Education Association has made three out-

³ Charles H. Judd, *Research in the United States Office of Education: prepared for the Advisory Committee on Education* ("Staff study," No. 19 [Washington: U.S. Government Printing Office, 1939]), pp. 96-97.

standing contributions to the field during the period under consideration. In 1936 the Department of Rural Education issued its monograph on *Rural school libraries* (71), which considers the rural-school reading problem, administrative control, financial support, supervision, and associated questions. Many of the statistics are not to be found elsewhere and are useful for other types of library service as well. A most outstanding contribution was made by the Research Division in collaboration with the American Association of School Administrators in *Certain aspects of school library administration* (11), which reports replies from 240 school systems on aspects of central control. Information is given on five main topics: administrative control of school libraries, nature of library service provided, expenditures for school libraries, status of school librarians, and status of school-library supervision. The elaborate and detailed tables offer concrete evidence of these aspects which cannot be obtained elsewhere. The American Association of School Administrators has also co-operated with the Educational Policies Commission in publishing *Social services and the schools* (12), which investigates the school library as one of the community activities co-ordinate with education, recreation and health, and welfare. Information on school-library service was obtained from 414 city and county school systems.

STATE SPONSORSHIP

States have paid increasing attention to school-library problems. A most significant contribution comes from California, where, under the supervision of the State Department of Education and the sponsorship of the School Library Association, material was gathered during 1936-37 from 494, or 95 per cent, of the secondary schools with detailed returns from 457 schools maintaining libraries. The result (77) is the most complete large-scale picture of the high-school library obtainable and represents the basis for comparison and evaluation which should extend its influence beyond the periphery of the state borders. This survey, with its detailed findings in five aspects of service—books and materials, librarian and staff, finance, availability

and use, and housing and equipment—forms the outstanding example of state activity and co-operation up to the present time.

The Pennsylvania State Department of Public Instruction issued an interesting and unusual bulletin (13) which is a genuine contribution to the factual literature on library costs and expenditures. It should prove particularly helpful to administrators and librarians seeking to compare the situation in their own districts with those of a typical state from the standpoint of the amount of money expended.

The library aspects of the Regents' Inquiry into the character and cost of public education in the state of New York are treated in a separate volume by Waples and Carnovsky (17), which deals with the sources and quality of the reading of high-school students, their teachers, and their parents. Through a detailed study of two better-than-average communities, Extown and Wytown, the school library as a source of reading material is considered in its relation to the public library and the supervision of the state. The treatment of accessibility and quality of reading represents a high-water mark in research on this aspect of school-library service.

GENERAL EDUCATIONAL SURVEYS

Much valuable school-library research is being issued as a part of surveys of both school and library systems. In almost every educational survey—state, county, and local—the library receives appropriate consideration, though much, by its confidential nature, is unavailable for general consultation. Recent surveys of the St. Louis, Hartford, Evansville, and Stockton public schools—to name but a few—have detailed analyses of the school-library systems. The list of theses and studies issued annually by the United States Office of Education, under the section labeled "Surveys,"⁴ and the occasional bibliography of

⁴ Ruth Gray (comp.), *Bibliography of research studies in education, 1936-1937* ("U.S. Office of Education bulletin," No. 5 [Washington: U.S. Government Printing Office, 1938]).

school surveys issued by Smith and O'Dell⁵ list scores of educational surveys which devote attention to school libraries. State surveys of general library facilities, such as those of Missouri and Florida, present limited pictures of school libraries in relation to the larger systems of which they are a part. The programs of state-library planning boards—such as those of Illinois, Iowa, New Jersey, and Washington—consider possible school-library developments. County-library surveys such as that of Dutchess County, New York, include the school library as one of the essential book sources. Reports of city boards of education and superintendents of schools, of state libraries and departments of education, and of public libraries which participate wholly or in part in the administration of school libraries contain valuable data. But it is well to consider the nature of studies devoted entirely to the school library with a view of examining their nature and actual contributions to the field of research.

RESEARCH METHODS

If research in school-library service is to be considered a branch of educational research, it might be well to examine what types of work are being undertaken. A standard textbook in educational research,⁶ after examining the classifications of such research suggested by eighteen recognized authorities, presents four methods: (a) historical, (b) survey, (c) experimental, and (d) methods adapted to the analysis of complex relationships, that is, causal-comparative, correlation, and the case-study methods. Rarely does a single study represent a single method of investigation, for frequently several modes of attack must be employed in the collection of data adequate for the solution of a problem, yet a classification of school-library research of the last four school years is interesting from this point of view of primary methodology.

⁵ H. L. Smith and E. A. O'Dell (comps.), "Bibliography of school surveys and of references on school surveys," *Bulletin of the School of Education, Indiana University*, VIII (1931), 1-212, and XIV (1938), 1-144.

⁶ Carter V. Good, A. S. Barr, and D. E. Scates, *The methodology of educational research* (New York: D. Appleton-Century, 1936).

HISTORICAL RESEARCH

The historical method as such may be of two types: a mere accurate record of the past in order to show the unique events which have led to the present status or a survey of the past as a basis for the solution of current problems in reference to what has been. In a work of historical research, data should be gathered from varied sources; it should be studied critically to insure genuineness, relevancy, and accuracy; and, finally, it should be presented and conclusions drawn in a comprehensive report.

Recent school-library studies of this kind (3, 7, 10, 15, 16, 19, 35, and 85) fail to reveal work of the latter type, though Wofford (19) has defined the present status of school libraries in South Carolina from the standpoint of its progressive development since 1868; and Huggins (85) has treated the school libraries of North Carolina similarly. Little evidence exists that historical criticism has been utilized. If, as Pierce Butler⁷ suggests, the development of the library as an institution is an essential chapter in library science, studies of historical development should consider the personal elements which have entered into the structure; yet few studies in this field have attempted more than an examination of what is generally called "consciously transmitted written information" in the form of reports and both printed and unpublished materials. Investigators adopting this research procedure have failed to consider an important requisite suggested by Butler: "A study of the particular forces which have determined any significant event in library history must obviously have a place in every scheme of professional science."⁸ The implications of historical criticism in library science suggested by Waples⁹ have been almost totally neglected in the school-library field. The history of the school library in the United States is yet to be written. Historical treatments

⁷ *An introduction to library science* (Chicago: University of Chicago Press, 1933), p. 79.

⁸ *Ibid.*, p. 83.

⁹ Douglas Waples, *Investigating library problems* (Chicago: University of Chicago Press, 1939), pp. 40-48.

are needed which will consider developments as coexistent with changing educational philosophies and the unprecedented growth of the American educational system. Until such studies are made by workers in either education or library science, the evaluation of the present status of the school library will remain incomplete and without relation to the larger pattern of which it is a part.

SURVEY STUDIES

The survey technique, directed toward ascertaining the prevailing conditions in school libraries, has been used in about 90 per cent of the studies within the last four years, for it lends itself to the examination of the "status" factor so often indicated in the titles. Seeking to answer the question—What are the real facts with regard to existing conditions?—the worker seeks to obtain tangible information which can be useful in diagnosing weaknesses and in setting up new measures for improving conditions.

Many survey studies represent the mere collection of data without regard for implications, others fail to interpret findings in the light of constructive future action; still other workers are satisfied with vague and indefinite summaries which lack the concreteness necessary to be of any value in practical situations or are the result of what Waples has called "hypothetical analysis."¹⁰ In the last analysis the normative-survey study should contribute to the solution of practical problems, else it lacks meaning and significance.

However, this preponderance of surveys reveals some exceptional examples of superior work in the investigation of particular types of school libraries and phases of activity. California's state-wide survey (77), already discussed, should serve as a model for future work, and excellent examples of county-wide studies are those of Lancaster County, Pennsylvania (99), in which 39 schools participated, and Westchester County, New York (32, 75), which offers valuable comparative statistics. Private schools have been surveyed by Jones (43) and McPher-

¹⁰ *Ibid.*, p. 51.

son (44). Young (42) presents a detailed study of elementary-school libraries in a city-school system. Studies such as these may well serve as guides for similar work both as to procedure and as to scope, and the findings may prove useful for comparative purposes.

One of the most interesting and valuable uses of the survey has been in the comparison of existing conditions with recognized standards. Because the Cooperative Study of Secondary School Standards (78) has reopened and somewhat clarified this perplexing problem, studies which attempt to compare actual conditions with stated standards are of great value in seeking a saner restatement of such standards in line with actual conditions, realizing all the while their value as frames of reference, yet recognizing at the same time the inability of many schools to reach standards which are too difficult of attainment. An investigation like that of Sellers (100)—which compares the library practices in eighty-five high schools with the standards of the Southern Association of Colleges and Secondary Schools, finding that practices were from 25 to 50 per cent below the standards—will undoubtedly be a distinct contribution to the restatement of such standards and will point out apparent weaknesses in a constructive manner. Kirk's evaluation of quantitative standards as applied to New Jersey high-school libraries (87) devotes particular attention to the problem of book selection in the field of the social studies. Teter's study of Nebraska high-school libraries accredited by the North Central Association (101) shows incongruities between standards and practice. Hejtmanek (83) examined smaller high schools in the same state in order to propose standards which should govern them and to suggest certain means whereby these standards might be attained.

In a growing number of studies investigators have attempted an evaluation of "standards" in regard to book holdings and approved book-purchase lists. Pidduck (63) and Rouse (65) both analyzed state-issued or approved lists, but from varying points of view. Stover (67) attempted to formulate standards for book collections in the secondary schools of a Kansas county

based on an analysis of actual holdings; Norman (38) did the same for 5,484 titles found in elementary-school libraries in an Oklahoma county. Such studies may contribute to a reorientation and re-evaluation of book collections in general.

An interesting use of the survey technique is Carpenter's (108) study of the cultural and professional training and professional experience of 135 of the 136 school librarians in the New York City high schools. It is the more effective because it offers concrete evidence to substantiate the author's contention that the school librarians of New York City deserve professional ranking as teachers.

Survey studies will rightly continue to be a fruitful type of investigation, though their usefulness will be limited both as to date and as to locality. If made generally available, they might prove valuable for comparative purposes. It is to be deplored, however, that the survey type has attained such popularity that it bids fair to far outweigh its actual importance. Many such studies become mere carbon copies of work already done, with localities and figures changed. No originality can be discerned in either approach or treatment, for the set pattern is rigidly adhered to. Their large number is undoubtedly a result of the popularity and frequency of the technique in schools of education.

EXPERIMENTAL STUDIES

Experimental research involves the attempt to evaluate the effect of one or more experimental factors in a situation, usually by comparing the results secured when the factor is present and when the factor is absent. Ordinarily the plan is to try two or more different ways of doing something and to measure the differences in results secured. Experimental research seeks to discover which is the better of two or more different modes of procedure. It has been a most fruitful approach not only in education but in every applied science.

The application of experimental techniques to the school-library situation has to date been very limited, and, until this most scientific of all research techniques is applied, the field

will fail to yield constructive documented research. The lack of studies applying these measurement and testing techniques to controlled groups is the more appalling in view of their increased use in other phases of educational research. While many aspects of school-library work defy the objectivity required in this procedure, significant results might accrue from its application. Difficulties in controlling relevant factors may often prove insurmountable, but much of the future of school-library work will depend upon such studies. An experiment conducted in Denver might offer evidences that the technique is applicable. In this study,¹¹ conducted by the Division of Curriculum and Research, two equated groups in VII B social studies and English participated in an experiment to determine whether four periods in class and two spent in library free reading were as valuable as five recitations. The results were measured by tests and an evaluation of the types of books read. Similarly, a Baltimore primary teacher attempted to determine the effect of her guidance in using a room library.¹² Vandebark (68) used a similar method in attempting to compare second-grade children's story interests as influenced by their use of a room library and oral presentation by the teacher.

An outstanding example of the experimental technique applied to school libraries is the study made at the Graduate Library School of the University of Chicago (27), in which Dr. Reed selected abilities involved in the maximum use of library materials in both elementary and secondary schools and constructed preliminary tests utilizing the methods and procedures provided by experts in the field of educational measurement. Having tried the tests on a sampling of students to determine if they were reliable and valid measures for the investigation of differences in ability to utilize library resources, she revised the questions until a satisfactory index of reliability had been ob-

¹¹ "Free reading in the library: an experiment to determine whether free periods in the library secure as good results as regular class work," *Denver public schools bulletin*, I (March, 1928), 10.

¹² Mary S. Braun, "Experiment in directed library work, grades one, two and three," *Baltimore bulletin of education*, XVI (March, 1939), 145-49.

tained. This is the most objective study in the literature of school-library research, and it possesses many implications for research in related areas.

Further areas suggest themselves as valuable in the solution of persistent problems in school-library work—such as the comparative value of library instruction when offered by the teacher and the librarian as measured by test results, the effect of scheduled and unscheduled attendance on achievement and school success as measured in terms of marks, and the comparative value of classroom versus centralized use of library books in terms of achievement. Types of studies such as these presuppose controllable factors, but certainly the school library can offer excellent opportunities from the standpoint of equated groups, experimental materials, and place and time limitations. Such experimentation might be conducted in so-called “progressive” schools where the exigencies of administrative control found in the ordinary school may be minimized and where an educational climate compatible to such work will exist.

CAUSAL-COMPARATIVE STUDIES

This method of research seeks to establish causal relationships by comparing the circumstances associated with observed effects and noting the factors present in those instances in which a given effect occurs and does not occur. It is particularly useful in evaluating current practices and procedures but does not demand a specifically controlled group under experimental conditions.

An outstanding example is the thesis by Hudson (8), in which the investigator sought to establish a possible relationship between library use and other factors—such as student marks, achievement rating, and reading scores—in a California high school. The findings represent evidences of a relationship between these varying student qualities and library use. An other study, of particular interest because it represented the activities and evaluations of high-school principals, is the investigation of weaknesses and strengths of high-school teaching as observed by 212 principals who worked in their own libraries

on an average of four hours and reported to the library committee of the North Central Association of Colleges and Secondary Schools (86). The tabulations offer abundant comparative evidence of the part the library may play in determining the quality of instruction in an individual school. The possibilities this type of research offers in the school-library field are many and varied but are particularly applicable to questions of library service under the trained and untrained librarian, service under adequate and inadequate budgetary allowances, conditions under study-hall library and free-attendance systems, and problems in which comparison of conditions will present implications or evidences of success or failure in particular circumstances.

CORRELATION STUDIES

The Hudson thesis (8) is the single example where any attempt has been made to link a school-library factor with some other element in pupils' lives. A study made in 1928¹³ attempted to seek a correlative relationship between number of books read and scholastic achievement in terms of marks. The lack of studies employing this technique is the more inexplicable because the method is highly esteemed in educational research. Perhaps it has been avoided as a technique because many factors in school-library work defy the required specificity, though there are many aspects which might lend themselves to such treatment. The present tendency toward evaluation of school-library services rather than measurement will undoubtedly limit such research for some time, yet it must be admitted that the possibilities in the field of circulation and attendance are many and varied, and the results of such studies might offer specific implications.

CASE STUDIES

Few case studies are included in the list of recent studies. The study made in an administration seminar at the School of Education of Ohio State University (94) includes case studies

¹³ Isabella L. Duncan, “A study in the correlation of scholarship marks and number of books read by high school students” (unpublished Master's thesis, New York State College for Teachers, 1928).

of six high-school libraries of southeastern Ohio. Drawings of the floor plans of the school buildings in which the libraries are located and the plans of the libraries themselves are included so that the library may be better pictured in its setting. Rimkus (72) investigated the book and library needs of the Central School of Clinton, New York, and developed a scheme of service designed particularly for it. Realizing the impossibility of treating adequately in one volume the many school libraries in New York State, Waples and Carnovsky (17) presented detailed case studies of the school and public-library services and readers of two New York towns as their contribution on the library aspects of the New York State Regent's Inquiry.

An interesting piece of research which is composed entirely of case studies of secondary-school libraries in California is that of Thelen (102), who sought to show the influence on the library of core, basic, fusion, integrated, and other experimental curriculum developments. Because library practices in relation to new courses were unique in each school, comparable information was difficult to obtain, with the result that the investigator presents findings in descriptive case studies of twelve high-school libraries, emphasizing particularly current practices and opinions of administrators, teachers, and librarians. Because each school is studied in its setting, viz., its administrative and curriculum plan, the opinions of those intimately concerned with the work of the individual school attain more stature and balance. Following the case studies there is a summary section which attempts to generalize that part of the information which is adaptable to such treatment.

Few examples of this valuable technique exist which might serve to indicate the method by which a library adapted itself to the changing school curriculum or organization. Such a study would require the constant recording of problems and their solutions in order to present adequately the developmental aspects of the case. It could serve as a narrative of more than ordinary interest, showing how situations are met and how problems may be solved, or at least how they were solved under certain specific conditions, and would prove helpful to other school librarians in diagnosing their own difficulties.

READING AND THE SCHOOL LIBRARY
A RESEARCH BLIND SPOT

Studies in the school-library field have centered around administrative problems on various levels, with little attention to quality and quantity of reading. Such attention as has been paid to reading has been limited to problems of interest and so-called "standard" collections and holdings (see "Reading problems and materials" in bibliography). The paucity of such studies is strange when one considers the attention being paid to reading problems on all levels. In such consideration the school library has been overlooked and has woefully lagged behind comparative treatment in the public-library field. Investigators seem to have been occupied of late with the more tangible and measurable elements in the school library, either overlooking or utterly ignoring less concrete and more elusive "values" involved.

Because reading is the school library's excuse for being, the hub around which the program of service revolves, any observer may justifiably and reasonably expect studies and research in this phase of work. Such a searcher is confronted with an alarming gap, which reveals that investigators and school librarians as well have failed to grasp the significance of this element. Thoughtful workers in the area of community reading are paying increased attention to the school library as one of the principal sources of the reading of young people. Several studies have revealed that student use of the public library constitutes a fairly large percentage of total library use.¹⁴ The Wilson and Wight study found that student use constituted 65 per cent of the total in nine southern counties;¹⁵ Hunt found that 53 per cent of the visitors to the public library in Racine, Wisconsin, were students;¹⁶ Haygood found 38.2 per cent in New York

¹⁴ Louis R. Wilson, *The geography of reading* (Chicago: American Library Association and University of Chicago Press, 1938), p. 166.

¹⁵ Louis R. Wilson and Edward A. Wight, *County library service in the South: a study of the Rosenwald County Library Demonstration* (Chicago: University of Chicago Press, 1935), p. 101.

¹⁶ M. Louise Hunt and others, "A day's work of the Racine, Wisconsin, Public Library," *Library journal*, LIX (1934), 106-10.

City;¹⁷ and Ellsworth found 49.1 per cent in South Chicago and 50 per cent in St. Louis.¹⁸ Waples and Carnovsky (17) present graphic evidences which throw light on the importance of the school libraries of Extown and Wytown as sources of books and magazines compared with the personal library, public library, subscription, friends, rental libraries and newsstands, and bookstores. Of 13,181 items supplied, it is interesting to note that school libraries (25.7 per cent) and public libraries (13.3 per cent) combined furnish only 39 per cent of the total reading material. In book reading the school library provided 42 per cent, while the public library supplied 26 per cent, a total of 68 per cent of all book reading. Any study which attempts to evaluate the school library's part in the total reading experience of young people must necessarily recognize the allied and competing distributing agencies. Such comparative evidence may clarify the moot question of public- and school-library relationships and the responsibilities of each as a source of reading material, as well as offer evidence as to the school library's activity and function both in sharing responsibility during in-school years and in preparing youth for later use of the public library. Students of the school library may well be instrumental in eventually throwing light on the entire problem of the joint responsibilities of both agencies in the distribution of reading materials for young people. Comparative evaluations and tangible evidence are needed in order to guide future developments and policies.

Another unworked problem in the reading area is the question of quality and quantity of pupil reading. Evidence is needed in regard to the relationship between these two factors and the school library's possible influence. A frame of reference in regard to fiction already exists in work by Jeannette Foster,¹⁹

¹⁷ William Converse Haygood, *Who uses the public library: a survey of the patrons of the circulation and reference departments of the New York Public Library* (Chicago: University of Chicago Press, 1938), p. 28.

¹⁸ Ralph E. Ellsworth, "The distribution of books and magazines in selected communities" (unpublished Doctor's thesis, Graduate Library School, University of Chicago, 1937), p. 14.

¹⁹ "An approach to fiction through the characteristics of its readers," *Library quarterly*, VI (1936), 124-74.

and these standards have been applied by Waples and Carnovsky (17; pp. 43-45, 50-62). This might also be linked with the source of supply in order to offer evidence as to the comparative quality of materials furnished by all sources (17; pp. 60-62).

Again, the problem of value has been neglected. It is admitted, of course, that we have not as yet any valid criteria for the values of reading, but that need not act as a deterrent in seeking to set up workable criteria and measurements by which influences may at least be inferred. Similarly, reading purpose and its relation to the school library merit investigation. It has been proved that people generally read to reinforce their predispositions. The workers in this field should utilize the library as a source for further indications of this fact.

Much has been accomplished in the field of reading by research workers who have sought to determine the uses of reading to young people in school. Nothing has been done in attempting to determine how the school library facilitates the important uses and discourages the other.

In all these reading problems investigation will require and demand elaborate records. Circulation statistics, even of elaborate classifications, fail to reveal the personal element so necessary to study and evaluation. Elementary schools are far ahead of secondary schools in respect to such records. Both short- and long-term records of book and magazine reading will be needed.²⁰ Studies of groups on varied age and grade levels are a necessity. The mere reading record listing author and title only, kept at the librarian's desk, will not in itself reveal the information needed if workers are to delve deeply into the problem. Instead, concentrated inventories must be made of all reading from whatever source and of whatever type.

CLEARINGHOUSE NEEDED

If research is to make any contribution to the improvement of school-library service (granting that a prime purpose of any

²⁰ See discussion in Ralph W. Tyler, "The study of adolescent reading by the Progressive Education Association," in L. R. Wilson (ed.), *Library trends: papers presented before the Library Institute at the University of Chicago, August, 3-15, 1936* (Chi-

investigation is to offer aid in the solution of persistent and pressing problems), the results must be made available to interested persons. Otherwise its values are limited to a specific and selected group and the research is highly localized rather than becoming a part of the cumulative literature. For example, many active school librarians would be heartened to know that the Westchester County, New York, survey of secondary-school libraries (75) found a median of 23 per cent of the school population regularly using the library in twenty schools in its four principal cities. This fact alone has little significance when removed from the total study of those particular school libraries, but it does offer a frame of reference on which to postulate findings in a comparable situation. No contribution is made to professional advancement when only the author and his sponsors have been privileged to review findings, while persons involved or deeply interested and in a position to improve conditions or benefit constructively from results are either ignorant of the work or removed from access to it.

For these considerations it seems reasonable to state that, if research is to possess effectiveness in the future, a depository must be established. The library of the United States Office of Education is rapidly developing its thesis collection. But the difficulty (in the school-library area) seems to lie in the fact that studies are being made in both professional education and graduate library schools, with little co-ordination or relation.

A classification of the 110 studies listed in the accompanying bibliography, according to sponsorship and source, reveals the following:

Educational: schools, teachers colleges, or departments . . .	61
Library: schools or departments of library science	20
National agencies and auspices	17
State agencies	4
Local agencies	8

Often there is much overlapping and duplication of work.

The inclusion in *Library literature* of all Master's theses completed in accredited library schools to be made available through interlibrary loan and the publication of the Waples list in the *Library quarterly* permits wider circulation of studies made

under those auspices; but no such record exists for theses undertaken in schools of education or issued by other organizations and institutions. The United States Office of Education's *Bibliography of research studies in education* generally includes studies completed eighteen months or more previous and includes only theses which have been reported by institutions. The Association of American Library Schools is not fitted to be a central depository. Probably the most logical location for a clearinghouse would be at the headquarters of the American Library Association under the sponsorship of the school and children's library specialist; yet this possibility is not ideal from the educational point of view. Again, the Office of Education might reasonably form the location of such a depository. Suffice it to say that at present much valuable research is by its very nature consigned to oblivion or limited to inspection by a privileged few. Many investigations are typewritten manuscripts often unavailable for loan even from sponsoring schools. If sponsors of such work would encourage or require the printing of essential findings in abstract or summary form in educational or professional periodicals, the work would not be in vain and its values would be partially realized.

WORK IN PROGRESS

Another apparent need is a clearinghouse for theses and studies in process so that present overlapping may be minimized or eliminated. Two studies in the accompanying bibliography are so identical in character and findings that it seems almost unbelievable that the investigators did not discover the duplication. The tragedy (to the investigator) of discovering a similar piece of research under way, with its loss of time, effort, and money, and its accompanying psychological discouragement, could be minimized were there a clearinghouse where titles and short descriptions of studies could be entered. A list similar to that published annually in the January issue of the *Journal of educational research* might be printed for the school-library field. Or, again, titles might be "registered" through a central person with both professional education and library contacts. The American Association of School Adminis-

trators, through the Research Division of the National Education Association, issues an annual bibliography on questionnaire studies completed, which offers evidence of what has already been done. But the need is great for a clearinghouse for outlines of work under way.

AREAS FOR FUTURE WORK

Miss Witmer's study,²¹ sponsored by the Joint Committee of the American Library Association and the National Education Association, listed problems for future study and included a bibliography of studies through 1935. The appended bibliography, intended to bring this list to date through 1938, notes some studies completed in 1939. It is interesting to compare the list of suggested topics and areas of investigation with the titles of subsequent studies, revealing that since 1935 work has been done on many topics suggested by Miss Witmer. Another list which still offers fruitful suggestions is that of B. Lamar Johnson,²² stated in connection with his findings as a member of the staff of the National Survey of Secondary Education in 1932. But these lists have been superseded by the latest statement of thirty-eight unanswered questions in fourteen phases of secondary-school libraries, proposed by Lucile F. Fargo as a part of a report of the National Committee on Coordination in Secondary Education.²³ These specific suggestions should supply a frame of reference for fruitful future study. The list is the more valuable because of its appearance with similar suggestions for needed research in all divisions of secondary education, which will bring it to the attention of workers in education who may possibly gain inference through it as to the increasing importance of the school library as a field for educational research.

²¹ *Op. cit.*

²² *The secondary-school library* ("U.S. Office of Education bulletin," No. 17 [1932]; "National Survey of Secondary Education monograph," No. 17 [Washington: U.S. Government Printing Office, 1933]), pp. 108-10.

²³ "High school library," in National Committee on Coordination in Secondary Education, *Suggested studies in secondary education: a list of problems for research* (Washington, D. C.: Civic Education Service, 1939), pp. 79-84.

CONCLUSION

Because library work is attaining importance in the educational scheme, as shown by the many descriptive terms applied to it—such as hub, focus, center, centralizing agency, working laboratory, curriculum workshop, and service department—its opportunities as an area of investigation for research workers should be emphasized so that the future output from universities and the field may contribute anew to its growing significance.

Much research in the school library has emphasized mere pedagogical techniques with resulting pseudoscientific results—what Pierce Butler calls "a mere collection of obvious facts discussed with every possible pomposity of scientific manipulation and technical jargon."²⁴ Library science remains unbenefited because the general significance is not realized. This is unhappily true of the great majority of studies thus far completed, meriting his added assertion: "Because vast numbers of those who are studying science are busily engaged in counting and weighing and measuring the details of things as they are, it would seem that to open a new field of research all that is necessary is to commence in that area [the library field] also these same operations."²⁵ This is because of the activities of educational workers whose experiential background lacks a knowledge and appreciation of library techniques and the research basis of library science. A great need in the future is the appreciation of the fundamental basis and philosophy of school-library work, which will unite the library and educational viewpoints. Much basic spadework remains to be done.

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The divisions under which the subject matter has been classified are the same as those used by Miss Witmer, except that a division entitled "Private-school libraries" has been added. When a study might be classified under two divisions, the primary emphasis determined its placement.

Though primarily including studies completed between 1936 and 1938—seventy-five in number—thirteen studies completed in 1939 are listed, as well as twenty-two undertaken between 1929 and 1935 but not included in the previ-

²⁴ *Op. cit.*, p. 109.

²⁵ *Ibid.*, p. 110.

ous list. Periodical articles have been included only when they may be called definitely "research" or when they reveal evidences of the application of a research technique.

The titles are numbered in order to facilitate text references to them.

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THE CECIL AND HEAPS HISTORY
OF SCHOOL LIBRARIES, 1940

An important assessment of the growth of school libraries appeared in 1940 as Chapter II of a larger survey on school library service. The authors of this major work were Henry L. Cecil and Willard Allison Heaps. At the time the survey was published, Cecil was Superintendent of Schools in Tonawanda, New York and Heaps was on the staff of the School of Library Service at Columbia University. Heaps, a native of Iowa and a graduate of Northwestern and Columbia, had previously served as an instructor of library science in teacher training schools in Arizona and Pennsylvania. These experiences, coupled with the public school experiences of Cecil, rendered unique qualifications upon the authors for the writing of this document. Subsequent to its publication few students who ventured to library schools in this country left their degree programs ignorant of the work of Cecil and Heaps in the field of school library service. It remains to this day a benchmark of historical scholarship in the field.

The document is full of events that could have remained as isolated educational movements, library developments, and contributions of various professional organizations. With skill, however, the authors bring together these events so that the reader obtains a clear and complete picture of the growth and impact of libraries in the public schools prior to 1940. From the founding of school libraries in 1837, to 1875 when New York threatened to stop funds for library support because of flagrant mismanagement, to the 1927 decision by the Rosenwald Fund to aid Negro schools, this document tells the story of school libraries in a clear and readable fashion.

In a final section of the chapter, the authors beckon to the serious student of library history to consider the school library as a focus of study. Any student so inclined should find the many reference notes and citations contained in the document of particular value.

School Library Service in
the United States

An Interpretative Survey

By HENRY L. CECIL

Superintendent of Schools, Tonawanda, New York

and

WILLARD A. HEAPS

School of Library Service, Columbia University



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CHAPTER II

THE RISE AND DEVELOPMENT OF SCHOOL LIBRARY SERVICE IN ITS RELATION TO SIGNIFICANT MOVEMENTS IN EDUCATION

Though not primarily within the province of the present volume, a brief survey of the history of the school library movement is pertinent, in order to show the evolution and growth of school libraries today.

I. EARLY PERIOD, 1835-1876: RISE OF SCHOOL-DISTRICT LIBRARIES

During the early quarter of the nineteenth century a number of prominent Americans having diverse interests embarked on trips to Europe with the avowed purpose of securing new ideas to put into practice when they returned home. Included in one group were Governor De Witt Clinton of New York, William L. Marcy of New York, and Horace Mann of Massachusetts, who were interested in education, especially in methods of educating the young. Horace Mann devoted most of his time abroad to studying various school systems, especially those of Prussia, where the influence of Pestalozzi had been finding its way into the Prussian schools. The inspiration received by these men and brought back to our own shores had a great influence on the origin and growth of school libraries in the United States.

These educational leaders and others of the day realized that the development of intelligent citizens depended not only upon teaching reading but also on providing reading opportunities. It was for the purpose of providing such opportunities that the school district libraries came into being.

A brief résumé of the rise, initial popularity, and decline of these libraries in the first three states providing legislation for them will serve to illustrate the difficulties encountered in the struggle for their establishment and maintenance.

NEW YORK THE PIONEER STATE

Governor De Witt Clinton, in his message to the New York state legislature in 1827 recommending the formation of a better common school system, first proposed that a small library of books should be placed in every school house; but it was not until 1835 that the friends of the free schools saw their hopes realized in the passage of a law which permitted the voters in any school district to levy a tax to begin a library, and a tax of \$10 each succeeding year to provide for its increase. Much apathy was shown, and a few districts voted the necessary tax.

In 1838, Governor Marcy decided that something must be done to get the people in a receptive state of mind toward the idea of the district school library. In his inaugural address he recommended that the legislature appropriate a share of the United States Deposit Fund for this purpose. The New York state legislature passed an act respecting school district libraries on April 15, 1839.

After the New York legislature adopted Marcy's recommendation it was provided that \$55,000 of the fund should be set aside for three years to be applied to the district school libraries, with a further provision that the towns were also required to raise a like sum for the same purpose. General John A. Dix, then Secretary of State, and ex-officio Superintendent of Schools, from the first a zealous and powerful friend of the movement, was charged with the execution of the law. The law met with favor everywhere except among those who opposed the common schools themselves, so that General Dix's successor was able in 1841 to report 422,459 volumes in school libraries.

In 1842, the number of volumes in the district school libraries had increased to 620,125, a growth in one year of more

than 200,000 volumes. In 1843, authority was granted the school districts to use the library fund for the purchase of school apparatus, and after that had been sufficiently obtained, for the payment of teachers' wages, providing that each district containing more than fifty children between five and sixteen years of age should have a library of not less than 125 volumes. Year by year the school libraries grew and multiplied until in 1853 they contained 1,604,210 volumes. Then began a period of decline.

Volumes began disappearing at an alarming rate. Though \$55,000 had been appropriated each year for purchase, the number steadily decreased. In the 1875 report the evil was revealed as being worse than ever, as evidenced by the table included in the 1875 report of the Superintendent of Public Instruction.¹

1860	1,286,536 volumes
1865	1,269,125 volumes
1870	986,697 volumes
1871	928,316 volumes
1872	874,193 volumes
1873	856,555 volumes
1874	831,554 volumes

Since the total amount of appropriations since 1838 had been \$2,035,100, the Superintendent recommended that the law be repealed, since it was obvious that library monies had been applied freely to the payment of teachers' wages.

ORIGIN OF SCHOOL-DISTRICT LIBRARIES IN MASSACHUSETTS

School libraries in Massachusetts owe their origin to Horace Mann, who, in 1837, gave up a promising political and legal career to become the first secretary of the first board of educa-

¹New York Superintendent of Public Instruction, *Twenty-First Annual Report*, February 10, 1875, p. 26-7.

tion in the United States, the State Board of Education of Massachusetts. Through his influence an enabling school district library law was enacted in 1837, by the same legislature that created the State Board of Education, allowing school districts to raise and expend \$30 for one year, and \$10 each succeeding year to begin and support a school library, the school committee to select the books. No doubt the legislature was influenced by the Act of the state of New York which had provided somewhat similar legislation in 1835. However, few districts availed themselves of the authority thus granted, and Horace Mann became alarmed, and as a result included in his 1839² report a section on district libraries in which he elaborated on "useful" reading as compared with "amusing" and "fictitious" reading, and indicated that the hope of education in Massachusetts lay with the establishment of a program whereby a school library should be placed in every district in the state. This report is outstanding for its succinct statement of the purposes and values of reading, the more remarkable since it was written a century ago.

Again in his famous 1840 lecture "On District-School Libraries"³ he outlined the plan, emphasizing that common-school libraries were meant for the poor as well as rich, and that since learning to read was the principle purpose of school attendance, a supply of materials for such reading was a necessity. He went on to elaborate upon good and bad reading, maintaining that it was the function of the school to improve taste as well as to build it.

Four years later, in 1841, there were only 10,000 volumes in all school libraries in the state. It was estimated at this time that 100 towns within the state were without any kind of libraries save private.

The friends of school libraries did not despair, and in 1842, owing to their unwearied efforts, a resolution was passed appropriating to each school district that would raise an equal amount,

²Horace Mann, *1839 Report of the Secretary of the Board of Education*, p. 10-60.

³Horace Mann, *Lectures and Annual Reports on Education*, 1867. Lecture VI, p. 297-330.

the sum of \$15 for library purposes. Neither this resolution nor that of 1843 extending its provisions to cities and towns not hitherto divided into school districts, gave more than \$15 to any one library. In 1842 one-fourth of these districts formed libraries, at an expense to the state of \$11,355; they contained by estimate 33,000 to 40,000 volumes.

In 1843 the school library reached its height as shown by the number of applications for their establishment under the law of 1842. The applications for aid gradually decreased from 1843 to 1849 when, according to the report of the State Board of Education for 1849, the value of all the libraries was \$42,707 and the number of volumes 91,539. When Mann left the Secretaryship of the State Board of Education in this year, the school library was a definite part of the Massachusetts school system.

But it was not to remain a part of the system for long, for legislation in 1850 repealed the law. In its place an act was passed providing for the establishment and maintenance of public libraries by taxation. This legislation, which became effective in 1851, gave impetus to the growth of town libraries. They became so popular in a short time that they superseded the school libraries.

To Horace Mann must be given credit for educating the people of Massachusetts to the point of becoming library-minded. His lectures and writings on the value of common-school libraries during his whole term of office aroused the interests of citizens in all sections of the state, and made easier the establishment of the town library because it was felt the school library could not fill the two important needs, that of the school and the public.

SCHOOL-DISTRICT LIBRARIES IN MICHIGAN

The Michigan school law of 1837 empowered the voters of each district to raise by tax a sum not exceeding \$10 annually for the purchase and increase of district libraries. Each district that levied the library tax became entitled to its proportion of

the clear proceeds of all fines collected within the several counties for any breach of the peace laws, and also its proportion of its equivalent for exemption from military service, which fines and equivalents should be paid over by the several officers collecting the same to the county treasurers to be apportioned by the number of children in the townships between the ages of 5 and 17 years.

An amendment, in 1840, directed that the funds arising from fines and exemptions should be used for library purposes only. The Act of 1843 provided for the establishment of township libraries and for the annual income of \$25 for each, to be raised by taxation; it permitted the electors, after a library had acquired 200 volumes, to reduce the amount to be raised by taxation to a sum of not less than \$10 annually; and it was made the duty of the State Superintendent of Schools to publish a list of books suitable for school libraries. The law also empowered the election of a town to raise by special tax \$50 additional for the purchase of books for the library. The act of 1859 authorized the voters of any town to determine what proportion of the amount raised by taxation for school purposes should be used to purchase books for the town library; it also authorized the directors to divide the township libraries into district libraries. The law of 1869 permitted the electors of any town to unite the several district school libraries and form a township library. The electors of a school district might vote a tax for library purposes.

One of the first acts of the new Michigan State Superintendent of Schools, Mr. Gregory, in 1870, was an attempt to have the law changed, but his attempt failed and he said "If we could have an honest administration of the fine moneys and ten percent of the two mill tax, I am sanguine we should soon be proud of our school libraries."

The Michigan State Superintendent of Schools report for 1873 discusses school libraries and from it the following statement is gleaned:

While it must be admitted that there are not a few who are decidedly opposed to school libraries as a useless appliance in our school

work, and many more quite indifferent to the subject, there are yet a host of earnest citizens and many among them our most active educators, who believe the value of school libraries, properly managed, can hardly be estimated.⁴

While nineteen states, by 1876, had provided legislation of some sort designed to promote the development of public school libraries, the movement in general was considered a failure. Defects in original legislation, lack of state administrative coordination and supervision, and the lack of library techniques and trained personnel for each school were all handicaps to its success.

The school district library, though destined to be superseded in most areas by the town library and the public library of today, nevertheless served an important part in school library development. Although its usefulness in the school was hindered by the fact that it was organized primarily for adults and hence failed to consider children in its selection of books, its administration by school authorities, as provided by law, and its usual location in the school house, guaranteed its future consideration as school equipment.

By 1876 the movement for public libraries was on the ascendancy and with their rise into prominence was to come a new form of school library development.

II. MIDDLE PERIOD, 1876-1900: RISE OF PUBLIC-SCHOOL—PUBLIC LIBRARY COOPERATION IN PROVIDING LIBRARY FACILITIES IN THE SCHOOL

The year 1876 is usually designated as the starting point of the modern library movement. In this year events took place which greatly influenced the growth of all public-supported libraries, both school and public.

⁴ Michigan State Superintendent of Schools, *Report for 1873*, p. 70.

DEVELOPMENTS IN THE LIBRARY FIELD

One event of great importance occurred in this year, the publication of the first government report on the history, condition, and management of libraries in the United States.⁵ Coming as it did at this time, its importance can scarcely be overemphasized, for it not only publicized the need of libraries but also served as a basis for future library development.

A second event of far-reaching significance was the founding of the American Library Association, by Melvil Dewey, who brought together at the Centennial Exhibition at Philadelphia in 1876 a committee which organized the American Library Association under the following resolution:

For the purpose of promoting library interests in the country, and of increasing reciprocity of intelligence and good will among librarians and all interested in library economy and bibliographical studies, the undersigned form themselves into a body to be known as the American Library Association.⁶

This organization was the first of national scope devoted to the common purpose of library development.

The third event of importance was the publication of the first issue of the *Library Journal*, the first periodical in the United States to be devoted entirely to the interests of the library field. Files of this publication trace the growth and development of school libraries.

DEVELOPMENTS IN THE EDUCATIONAL FIELD

Meanwhile two events in the education field attracting the attention of educators at this time, the new movement in reading and the Herbartian movement, were powerful influences in the demand for books in the school and the subsequent revival of interest in school libraries as a means of furnishing this material.

⁵ U.S. Bureau of Education, *Public Libraries in the United States of America, Their History, Condition, and Management*. Special Report, Part I. Washington, Government Printing Office, 1876.

⁶ American Library Association, *Fifty Years of Library Service*. Chicago, American Library Association, p. 1.

The New Movement in Reading

The background of this movement may be traced to the time (1835-40) when Horace Mann and other Americans returned from visiting European schools bringing with them the German-Pestalozzian principles of teaching reading, as they had observed them, especially in the Prussian schools. These new and more sensible methods created a revolt in our country against the A B C plan generally in use here, and set educators at work developing a new approach to the reading problem.

From 1840 to 1880, series of readers appeared. The William McGuffey, the Russell Readers, the Tower Readers, the Swan Readers, and others were developed in an effort to put into practice Pestalozzian principles. McGuffey is given credit for being the first author to produce a clearly defined and carefully graded series consisting of one reader for each grade of the elementary school. The McGuffey readers included literature in the upper grades to lend itself to elocution, and the McGuffey primer contained realistic material because Pestalozzi placed emphasis upon object and science teaching.

It was about 1880, when, according to Smith,⁷ one finds the first well defined aims, methods, and all materials directed to the goal of developing a permanent interest in literature. From 1880 onward, for almost forty years, the predominant function of reading instruction was to be that of developing an appreciation for and a permanent interest in reading and literature. Thus was created an immediate and increasing demand for literature materials in the classroom.

The Herbartian Movement

About this time, another great educational movement, originating in Europe also, and known as the Herbartian Movement, was rapidly developing in this country. Johann F. Herbart, its founder, was a German philosopher and educator, who believed

⁷ Nila B. Smith, *American Reading Instruction*. Silver Burdett, 1934. p. 115.

in teaching character through the use of historical and literary stories. He stressed the aim of developing "many-sided interests" so that the individual would go into the world equipped with interest and ability in many lines. Virtue or moral character to him was the chief aim of education.

Herbart also emphasized ideas as outcomes of learning. These became the object of teaching in place of the training of the faculties, hence, this was the beginning of a theory opposing formal discipline. It was also the beginning of a long period of intellectual or bookish education.⁸

Thousands of books, not only texts, but historical and literary stories as well, were published based upon these new Herbartian principles. The Herbartian movement in reading which swept this country, particularly from 1889 to 1897, was a large factor in the awakening of educators to the potentialities of the library in the school.

RISE OF PUBLIC SCHOOL AND PUBLIC LIBRARY COOPERATION

In 1876, we find recorded, too, the first suggestion of the advantages to be derived from a possible cooperation of the public school and the public library. The suggestion of this possibility came not from a teacher nor from a librarian but from a layman, a Mr. Charles Francis Adams, Jr., Chairman of the School Committee, and President of the Town Library Board of Quincy, Massachusetts, whose interest in education and keen insight into its problems and possibilities made him a leader of his day. He prepared a paper for the teachers and called a meeting on May 19, 1876, to be read before them. In this paper he advocated the unification of the town libraries with the high and upper grades of the grammar school, in view of the fact that the school and public library were formed on a common basis, combined to make what he called "A People's College."

⁸ William H. Burton, *Introduction to Education*. D. Appleton & Co., 1934. p. 48.

In bridging the gap between the library and the school, Mr. Adams contributed in large measure. His speech was published and widely circulated among educators of the day. Further discussion of the question took place at the conference of the American Library Association in Boston, in 1879, when the reading of children was discussed. The viewpoint of the teacher was voiced at this meeting by R. C. Metcalf, Master of Wells School, Boston, in an article on "Reading in the Public Schools." After discussing methods of cultivating the tastes and directing the choice of pupils' reading, Mr. Metcalf said: ". . . It only remains to suggest how, in my opinion, the public library can be made a great public benefit, rather than what it too frequently is, a great public nuisance. So long as our pupils are allowed free access to a public library without direction as to choice, either by parent, teacher, or librarian, we can look for no good results." Mentioning the distance between some schools and the library and the lack of branch libraries, he further says: "Some plan must be devised whereby the principal or teacher can draw from the library such books as his pupils may need and deliver them at his desk whenever the school work suggests their use."*

The first record to be found which gives the results of actual experience between the school and the public library is found in a paper read by Samuel S. Green, public librarian at Worcester, Massachusetts, at the annual meeting of the American Social Science Association, September 8, 1880, on the topic—"The Relation of the Public Library to the Public School." In this paper Mr. Green described the method used in Worcester whereby borrowing privileges had been extended to teachers and pupils and class visits to the public library had been instituted. This article stimulated other libraries to attempt the same kind of work.

By 1882 this movement, which was to spread rapidly in the next two decades, was under way and in this year reports

*R. C. Metcalf, Reading in the Public Schools, *Library Journal*, Vol. 4, September-October, 1879, p. 343-5.

appear in the *Library Journal* from Indianapolis, Middletown, Conn., Buffalo, Chicago, and Cincinnati.

In 1885 a report was made to the American Library Association on the work with schools done by libraries throughout the country. Reports were received from seventy-five libraries, thirty-seven of which reported that official connection had been made with the schools, special privileges being granted pupils and teachers and direct effort made to add interest to school work. This report stimulated other libraries to attempt similar work. The more progressive librarians developed new ideas of cooperation with schools which were put into practice.

INTEREST OF EDUCATORS IN LIBRARY COOPERATION

It is well to examine the attention that educators were giving at the same time to this movement. So far the initiative in attempting cooperation between the school and the public library had come almost entirely from public librarians. Apparently, educators were either reluctant to try the new experiment or indifferent to its value. The first paper distinctly on the subject of the library was presented before the annual meeting of the National Education Association held in Chicago in 1887, by Thomas J. Morgan, Principal of the State Normal School at Providence, R.I. It dealt chiefly with the principles of teaching the pupil how to use books, indexes, references, etc., noting that in Providence, Worcester, and other cities, sets of books could be taken from the public library for school use.

The first presentation directly on cooperation before the Association was in 1892 when the librarian of the Cleveland Public Library described the work of his library in cooperating with the schools both through class use and loans.

The Establishment of the School Library Section of the National Education Association

Many public libraries which had been serving both the school and the public were facing serious administrative prob-

lems. These problems had reached such proportions in 1896 that leading librarians felt the National Education Association should have a department to assist in forming policies for future school library growth. To this end, John C. Dana, president of the American Library Association, prepared a petition to be presented to the Board of Directors of the National Education Association for consideration at their annual meeting at Buffalo, New York, in 1896. The petition was unanimously granted and the section was accordingly established. The purpose of the section was stated that it

should cover fully school and pedagogic libraries, but that its great work should be the practical recognition that education is no longer for youth and for a limited course in school, but that it is really a matter for adults as well as youth; for life, not for the course; to be carried on at home as well as in school This means that education must be carried on by means of reading and that, if the libraries are to furnish the books and give all necessary help in their proper field, the school must furnish the readers.¹⁰

The American Library Association in the same year appointed a committee to cooperate with the Library Section of the National Education Association.

Discussions, 1897-1899

At the special conference of the American Library Association in Atlantic City practically the entire program was given over to a symposium entitled "Work Between Libraries and Schools."¹¹ Prominent librarians from Worcester, Cleveland, Detroit, Milwaukee, and Dayton presented papers outlining the work of their public libraries in aiding schools.

At the 36th meeting of the National Education Association in Milwaukee the subject was further discussed. Two committees were appointed, one to prepare and recommend lists of books and editions suited for the reading and reference use of pupils in the grades, and a second to report on the relations of public

¹⁰ Melvil Dewey, *The New Library Department of the N.E.A.*, National Education Association, *Addresses and Proceedings*, 1896, p. 1001.

¹¹ *Work Between Libraries and Schools: A Symposium*, *Library Journal*, Vol. 22, April, 1897, p. 181-93.

libraries to schools, indicating methods of cooperation by which the usefulness of both might be increased.

The Committee made a preliminary report the next year and \$500 was appropriated for the expenses of a further intensive investigation. One Committee was created of five members instead of two committees. They offered their report at the 38th annual meeting in 1899 at Los Angeles, California, where a detailed re-statement of school and public library objectives was presented.

The importance and value of books in the child's education was now generally accepted by educators and librarians alike. Many differences of opinion existed, however, as to the methods by which these books could be made a part of his education. But the groundwork for future school library development had been laid. It remained for the philosophy of education and the educational researches of a later date to establish the school library as an indispensable unit of the modern educational program.

III. PERIOD OF RAPID GROWTH, 1900-1940

This new philosophy of education began to take form early in the twentieth century. In the development of mass education in the nineteenth century the American public school arose as a text-book-centered institution. Subject matter, teaching procedures, and all classroom organization were developed toward the learning of definite facts and the acquiring of so-called tool skills, more or less, as ends in themselves. Repression was the dominant note.

However, reaction against this form of regimentation had set in before the turn of the century. Among the pioneers of educational reform, mention should be made of Col. Francis W. Parker and Dr. John Dewey. Col. Parker in the public schools of Quincy, Mass., and later in Chicago at the Cook County Normal School, made an important contribution in his insistence that the child should be the center about which the subjects of study were to be organized. His emphasis upon the child's

growth as equal to or more important than absorption of subject matter was a new note in educational practice.

Dr. John Dewey was the first to see the educational implications of science to life and to realize the need of applying the scientific method in the reconstruction of education. His laboratory school, established at the University of Chicago in 1896 and dedicated to pupil freedom, differed widely in theory and practice from other schools of the time.

Through the teaching and influence of these two men and others, education soon came to be concerned with the study of the child as an individual and educational philosophies began to insist that his initiative and capacities be recognized.

THE PLATOON SCHOOL

The work-study-play platoon school, introduced by Superintendent William A. Wirt in Bluffton, Indiana, in 1900 was the next attempt to break from the traditional elementary school with its emphasis on subject matter knowledges and to give expression to this new social philosophy of education which insisted that the school should be a place in which the children could really be considered as a part of the business of living instead of being concerned with the needs of adult life or deferred values. It took the name Gary Plan when Dr. Wirt put it in operation in Gary when he went there as Superintendent of Schools in 1910. One writer says:

It might be truthfully said that John Dewey furnished the educational philosophy upon which William Wirt built the first platoon school and from which the platoon school philosophy of today has developed.¹²

The plan of organization calls for a division of all pupils of the school into two groups called platoons, which provide a schedule of classes arranged so that one platoon is studying the fundamental subjects in home rooms while the other platoon is engaged in activity subjects in special rooms. The library

¹² Roscoe D. Case, *The Platoon School in America*. Stanford University Press, 1931, p. 3.

is one of the special features of the platoon school, where it performs many carefully defined functions which were unknown in the traditional school.

WINNETKA PLAN

Another educator who attempted to introduce new procedures was Frederic L. Burk who developed a plan of individual instruction in the training school of the San Francisco State Teachers College in 1913. The possibilities of this method as a plan of public school organization and procedure were not put into effect until introduced by Dr. Carleton W. Washburne at Winnetka, Illinois, in 1920.

The individual instruction, or Winnetka Plan as it is known today, has as its primary objective the adaptation of instruction to the abilities of pupils. Reading plays an important part in the Winnetka curriculum and a wealth of library material is gathered around the plan.

DALTON PLAN

A third plan of school organization, devised in an attempt to put into practice new principles in education, was the Dalton Plan, first introduced by Miss Helen Parkhurst in 1919 in an ungraded school for crippled children. In 1920 the plan was adopted in the high school at Dalton, Massachusetts, hence the name Dalton Plan.

The Dalton Laboratory Plan is unlike the Winnetka technique in that it is not primarily a curriculum experiment, but rather an endeavor to give expression to a sociological philosophy of education through the curriculum which is commonly accepted. The Dalton Plan aims to achieve its sociological objectives by centering upon and socializing the life of the school.

In describing the plan Miss Parkhurst indicates three principles which must be recognized in applying the above theory. The first principle is freedom for an individual to work without interruption, and to develop concentration; the second principle

is cooperation in community living; the third principle is the apportionment of effort to maximum attainment through budgeting time.¹³

A well-equipped central library or "laboratory libraries" are essential in the Dalton plan of organization, for the core of the curriculum is the library.

NEW METHODS OF CLASSROOM TEACHING

Within the traditional school itself, new methods of classroom teaching were being introduced in an effort to incorporate as far as possible within the old framework the principles of this new educational philosophy and the findings of research in regard to adolescent learning, individual differences, and other related subjects. The socialized recitation, the problem lesson, the project method, supervised study, the laboratory method, were each an outgrowth of the earnest endeavors of educators to put new educational principles into practice.

In 1924 Morgan wrote:

Intelligence tests, subject matter tests, project method, Dalton Plan, Winnetka Plan, individual instruction, the laboratory system, the platoon, and the development of the library in charge of trained workers: all these are phases of our attempt to deal with the child as a human being to be developed by freedom rather than by compulsion.¹⁴

CONTROVERSY OVER ADMINISTRATION

While the educational teachings of Parker and Dewey were taking root, at the beginning of the century, making more urgent the need of books in the school, a controversy of great magnitude was taking place between educators and librarians over the administration of this reading material. There seemed to be little doubt at this date as to the advisability of having library books in the school building. Differences of opinion did exist,

¹³ Helen Parkhurst, The Dalton Laboratory Plan, in the *Twenty-Fourth Yearbook* of the National Society for the Study of Education, Part III, 1925, p. 84.

¹⁴ Joy E. Morgan, Schools and Libraries, *School and Society*, Vol. 20, December 8, 1924, p. 703-13.

however, as to whether the school should purchase its own books and maintain its own library, or whether the public library should furnish books and even administer the library room in the school as some public libraries were already doing.

Differences of opinion on this question had been strongly voiced at the 37th annual meeting of the National Education Association, held in Washington, D.C., in 1898. For the next decade the question was to be a live issue at all educational and library conferences and the subject of many articles in library and educational publications.

Objections to the cooperative plan of furnishing public library books to the schools was expressed in 1902 by Mr. N. D. C. Hodges of the Cincinnati Public Library who stated that he was not satisfied with the working relations between the schools and libraries of his city, and that the human element of the problem brought serious difficulties. He felt that the work of the two institutions, the school and the library, were quite distinct and that the library weakened itself by using its funds for supplying books to the schools. A different opinion was held by Mr. Frank O. Carpenter of the English High School, Boston, Massachusetts, who believed that all books bought in any town for the use of the school, from primary to high school, should be bought and distributed by the public library which for the purpose should be joined to the high school system of the town and made its head or center.

The schools are to educate the people when young; the library is to educate the people when older, and there is no good reason why the education of the young and the education of the old should be performed by different bodies of men; and in this modern age of progression and consolidation sound business sense demands this change as being in the interest of economy, convenience, and efficiency.¹⁵

Melvil Dewey, in reference to this question, also favored school libraries under the public library.

¹⁵ Frank O. Carpenter, The Library the Center of the School. *Education*.

DEVELOPMENT OF SCHOOL LIBRARIES UNDER
THE BOARD OF EDUCATION

Room Libraries in the Elementary School

While cooperative methods of furnishing reading materials in the school were being developed in many cities, both large and small, other school systems during these years were developing libraries independently, purchasing their books from school funds. Under this plan a common development in the elementary school was the room library where books purchased by the school were placed permanently in the classroom. As pupils progressed each year to a higher grade, they came in contact with the books selected especially for use in that grade. Many teachers of experience favored the room library because they felt that it did much to cultivate an appreciation for and an interest in literature as well as to increase the quantity of reading done. "A collection of fifty books in a room chosen with reference to the age and ability of the pupils in that room is the most satisfactory means of forming a taste for good literature."¹⁶

The Library in the Secondary School

Although the library in the secondary school was accepted from the beginning as a regular part of school equipment, little provision was made for its support, either by state aid or by direct appropriation from school funds. A library meant simply a collection of books and while nearly all the academies and high schools prior to 1876 had libraries of some sort we read in the government report on libraries published in that year that

most of the collections belonging to the schools in different states are of a miscellaneous character, mainly consisting of the gifts of individuals. . . . The schools are for the most part without library funds, although in many instances means have been afforded to make selections that would aid students in their courses of study.¹⁷

¹⁶ Clarissa Newcomb, *Schoolroom Libraries*, National Education Association, *Addresses and Proceedings*, 1899, p. 527.

¹⁷ U.S. Bureau of Education, *Public Libraries in the United States of America*, *op. cit.*, p. 58.

About 1890 there was a marked tendency to promote the organization and provide for the support of school libraries through direct appropriations of state moneys and the assistance given by library commissions. The rapid growth of public libraries caused a similar movement toward promoting libraries in schools. As a result of the lack of uniformity in legislation and support, and because of the variety of ideas regarding the best form of organization under which such libraries should be established, the library in the secondary school evolved under three forms of organizations (1) the high school library as a part of a system of public school libraries; (2) the high school library "maintained strictly as a piece of apparatus"; and (3) the high school library as a branch of the public library.

Mr. Edward D. Greenman of the United States Office of Education made a report in 1913 on the development of secondary school libraries and described these various forms.¹⁸ The high school library as a branch of the public library had already been widely discussed, and two other early forms need further discussion.

The High School Library as a Part of the System of Public School Libraries

In some of the larger cities very strong public school libraries were developed:

These libraries are of considerable size, are frequently housed in the high school or an annex to the high school, and are organized for the purpose of supplying books to all schools in the city. The central library is under the supervision of a trained librarian; branch libraries are established in each of the public schools, and in many instances classroom libraries are provided.¹⁹

The Public School Library of Columbus, Ohio, founded in 1847, is an example of this type of school library. In 1913 it comprised about 80,000 volumes, supplying books to 49 elementary

¹⁸ Edward D. Greenman, *Development of Secondary School Libraries*, *Library Journal*, Vol. 38, April, 1913, p. 183-9.

¹⁹ *Ibid.*, p. 187.

schools, 6 high schools, and one normal school. A second example of this type of school library is the High School Library of Albany, New York. This library, founded in 1868, was formed by the consolidation of all the district school libraries of the city.

The High School Library "Maintained as a Piece of Apparatus"

By far the most common type of library organization in the secondary school was this type. These libraries were housed in the school building under the supervision of a teacher, or in many cases, under a trained librarian. The library was supported from the school funds administered under the board of education. Many of these libraries, organized before the public library became prominent, had for years received financial aid from the state, and as a result possessed large and very valuable collections of books. The high school libraries of Spokane, Detroit, and Washington, D.C., were excellent examples of this type of organization.

CHANGING CONCEPTIONS OF THE HIGH SCHOOL LIBRARY

While the years 1900-1913 witnessed a tremendous increase in the number of high schools having libraries, the value of most of these libraries was questionable indeed. Although certain cities had built up excellent book collections, this same report of secondary school libraries in 1913 is authority for the statement that the

secondary school libraries are weighed down with books long since out of date, or with antiquated books. . . . Most of them are small collections of reference and text books, poorly quartered, unclassified and neither catalogued or readily accessible for constant use. Of the 10,000 public school libraries in the country at the present time, not more than 250 possess collections containing 3000 volumes or over. As a good working high school library should contain at least 3,000 to 5,000 carefully selected books, it is quite evident that there is still a broad field for development.²⁰

²⁰ *Ibid.* p. 184.

But the changes taking place in the rapidly expanding secondary school were focusing the attention of progressive educators upon the library and its potentialities as an instrument of education. Enriched courses of study, new methods of teaching, the rise of scientific education from 1903-1910, and the application of these scientific methods to the curriculum, all suggested the library as an effective agency in attainment of the new objectives of the school. If the laboratories which were at this time being equipped for students in physics, chemistry, zoology, and botany, were desirable, how much more necessary, then, was a well-equipped library which would administer to the needs of the entire faculty and student body? "The need of books as direct aids in the work of the school increases as the pupil passes from grade to grade, and becomes greatest in the high school. No really good high school is possible without at least fair equipment. . . . A high school without a library is as impossible as a high school without a teacher."²¹

That the high school library was in need of organization and some degree of standardization was apparent to all educators who had come to recognize its potential worth in the educational program. In 1912 a report of the Committee on the High School Library of the National Education Association made the following statement:

The twentieth century high school, with its broader curriculum and changes in methods of teaching from the exclusive use of the text book to the full use of the library as a laboratory and an important aid in all its work, is making demands which require radical changes in the organization and administration of the school library and closer connections with the public library.²²

An enlarged conception of the functions of the high school library was also expressed in this report. The need for trained personnel was also emphasized.

²¹ Robert J. Aley, Books and High School Pupils, National Education Association, *Addresses and Proceedings*, 1909, p. 844.

²² Mary E. Hall, Report of the Committee on High School Libraries, National Education Association, *Addresses and Proceedings*, 1912, p. 1274.

Certainly a new conception of the high school library had been born—an attractive room with necessary equipment, an adequate collection of books, selected with the needs of the curriculum in mind, under the supervision of a trained librarian. But what should constitute a good working library for high schools of varying sizes? What kind and amount of equipment should be provided? What standards should be set for the selection of books? What training should be required of those who administer the library? These were all questions which needed investigation. Such studies for school libraries had never been made. Experience had conclusively proved that a collection of unorganized books did not constitute an effective school library. Something else was lacking, too, and that missing link was now seen to be service. Whether the books were owned by the school or furnished by the public library became a matter of secondary importance. Books must be provided but with them librarians to organize and motivate their use in the functioning of the school program. And for the school administrator the need of standards by which he could determine the library requirements of his school system, was imperative.

THE CONTRIBUTIONS OF EDUCATIONAL AND LIBRARY ORGANIZATIONS

From 1913 onward, educational and library organizations began appointing committees and undertaking studies for the development of the school library. At this date, the Library Department of the National Education Association was in close touch with the Committee on Re-Organization of the English Curriculum, the report of which, appearing in 1917, set a high standard for the library in secondary schools.²³ In November, 1914, the National Council of Teachers of English appointed a standing committee on school libraries. In December, 1914, the

²³ National Joint Committee on English, *Reorganization of English in Secondary Schools*; report compiled by James F. Hosic. (U.S. Bureau of Education Bulletin 1917, No. 2).

American Library Association formed a School Library Section, "to further in every way possible the development of effective school libraries," and immediately set in operation two committees; the first, Secondary School Library Administration; and the second, Professional Training of the School Librarian.

During the year 1914-1915 a committee of the National Education Association which had been organized four years previously "set in motion a definite organized campaign for the establishment and maintenance of live high school libraries which shall vitalize the work of all departments of the modern high school and which shall be in charge of trained and experienced librarians." In addition to this aim the committee planned to work for the appointment of trained and experienced librarians in every state in the union to act as state supervisors of school libraries, in rural, normal, elementary, and high schools.²⁴

In August, 1915, the Library Committee of the Department of Secondary Education of the National Education Association was organized at the Oakland meeting of the Association. Beginning with a survey of library conditions, this committee together with one from the North Central Association of Colleges and Secondary Schools, worked out and presented to the two organizations a report on "Standard Library Organization and Equipment for Secondary Schools of Different Sizes."²⁵ This report, often referred to as the Certain Report, because Mr. C. C. Certain was chairman of the committee, was the first attempt to formulate and to standardize school library practice. The report was approved by the two organizations which sponsored it and in 1920, given the approval of the Committee on Education of the American Library Association, it was published by that association. For the first time school administrators had a national standard for high school library development. The report set up "definite standards for junior high schools; for high schools

²⁴ Mary E. Hall, Report of Committee of High School Libraries, National Education Association, *Addresses and Proceedings*, 1915, p. 1064.

²⁵ National Education Association, Committee on Library Organization and Equipment, *Standard Library Organization and Equipment for Secondary Schools*. Chicago, American Library Association, 1920.

with an enrollment below 200; for high schools with an enrollment of from 200 to 500; for four year high schools or senior high schools with an enrollment between 500 and 1,000; and for four year high schools with an enrollment between 1,000 and 3,000." It was complete enough to enable any administrator to determine the needs and standards of his school.

This report on secondary schools was followed in 1925 by a report on Elementary School Library Standards, which appeared first in the Fourth Yearbook of the Department of Elementary School Principals and was later published by the American Library Association.²⁶

Following these two classic reports, numerous sectional bodies began to make school libraries the subject of careful study. In 1928 a special committee on libraries of the North Central Association of Colleges and Secondary Schools published a report based on findings obtained through their use of Martha Wilson's Score Card.²⁷ The Southern Association sponsored a study of libraries in its accredited schools in charge of Doak S. Campbell of the Division of Surveys of George Peabody College for Teachers.²⁸ State surveys of high school library conditions in their own states were made by educational groups in Illinois²⁹ and Oklahoma.³⁰

In 1932, a national survey of the secondary school library was completed as a part of the National Survey of Secondary Education sponsored by the United States Office of Education. The study of the school library was made by Dr. B. Lamar

²⁶ National Education Association and American Library Association, Joint Committee, *Elementary School Library Standards*. Chicago, American Library Association, 1925.

²⁷ North Central Association of Colleges and Secondary Schools, Special Committee on Libraries, High School Library Study, *North Central Association Quarterly*, Vol. 3, September, 1928, p. 246-88.

²⁸ Doak S. Campbell, *Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools of the Southern States*. Nashville, Tenn., George Peabody College for Teachers, 1930.

²⁹ Arthur W. Clevenger and Charles W. Odell, *High School Libraries in Illinois*. (University of Illinois Bulletin No. 28, June 16, 1931, Bureau of Educational Research Bulletin No. 57).

³⁰ Oklahoma State Teachers Association, Department of Secondary School Principals, *Status and Functions of the High School Library*, n.d. Mimeo.

Johnson who chose for cooperation 390 school libraries in forty-six states and the District of Columbia.³¹ Though the report neither made recommendations nor suggested standards, it did serve to focus the attention of educators on school libraries and to make librarians realize the need for further study of school library problems.

In 1933 the Department of Elementary School Principals of the National Education Association devoted their twelfth yearbook to a study of elementary school libraries.³²

Nor had professional library organizations been sleeping, for increasing numbers of school libraries and librarians focused attention upon their problems. The School Libraries Section of the American Library Association had been founded in 1915. In 1932, the Board on Library Service to Children and Young People was established, its personnel of six representing children's librarians, young people's librarians, school librarians, administrators of public libraries, and a representative of the rural or state point of view. Its work has been mainly concerned with needed publications, including booklists and accounts of interesting experiments. In 1936 the School and Children's Library Division was established at the American Library Association headquarters, with a specialist in charge.

In 1936, the Department of Rural Education of the National Education Association devoted one issue of its bulletin to the subject of rural libraries,³³ an outstanding contribution to the field opened up by the Office of Education survey of Miss Lathrop, mentioned later.

A feature of the past two decades has been the growth of standards for schools set up and administered by accrediting agencies. Committees on the library have been at work in all the regional associations, attempting to restate the famous Certain standards in line with the developments within individual schools.

³¹ National Survey of Secondary Education. *The Secondary School Library*. U. S. Education Office-Bulletin No. 17, 1932. Monograph No. 17.

³² National Education Association, Department of Elementary School Principals. *Twelfth Yearbook: Elementary School Libraries*, 1933.

³³ National Education Association, Department of Rural Education, *Rural School Libraries* (Bulletin, February, 1936).

Because standards had been stated in quantitative rather than qualitative terms, the Cooperative Study of Secondary School Standards was begun in 1933, in order to determine qualitative as well as quantitative standards for determining the success and accomplishments of the educational program of a given school.³⁴ A try-out program of 200 carefully selected secondary schools was carried out in 1936-37, as a result of which norms were developed which might be used by other institutions. The library as an essential part of the school has received consideration and the phases of the evaluation which touch upon it have been printed as a separate publication.³⁵ The reprinting of these sections dealing with the school library was undertaken in the realization that even partial use could be highly stimulating to librarians and conducive to improvement of school libraries. Many of the evaluations are necessarily qualitative in nature, requiring judgment, usually the judgment of a person or persons outside of the school. Rating scales are provided and an individual library's score can be compared with the norms available. The forms have already been used on a state-wide basis in California and by certain schools in Massachusetts,³⁶ and during the school year 1939-40 Connecticut and Maryland are undertaking complete survey programs. But in other states and localities the checklists and evaluations of the study relating to the school library would be revealing and stimulating to the individual librarian willing and able to participate in such evaluation.³⁷ The publication of these criteria is undoubtedly one of the most significant events of recent years and will serve as a milestone in school library development.

³⁴ Cooperative Study of Secondary School Standards, *How to Evaluate a Secondary School*, 1940 edition. See also Carl A. Jessen, Cooperative Study of Secondary School Standards, *School Life*, Vol. 24, July 1939, p. 305-6.

³⁵ Cooperative Study of Secondary School Standards, *Evaluation of a Secondary School Library*, 1938 ed., sponsored jointly by the Study and the American Library Association, 1939.

³⁶ Massachusetts Planning Board for Libraries, Committee on School Libraries, *Report on 23 Massachusetts High School Libraries*, 1939. Mimeo.

³⁷ Edith A. Lathrop, Library Criteria Supplant Standards, *Secondary Education*, Vol. 9, September, 1939, p. 212-14.

1939 has seen unprecedented attention directed towards school libraries, and at least three highly important contributions have been made. As the library contribution to the New York State Regents' Inquiry into the Character and Cost of Public Education, Waples and Carnovsky³⁸ published a volume which described library conditions in two selected communities of wide differences. The California State Department of Education printed the survey of the 494 secondary school libraries in the state (95% of the total number) undertaken by the Department and the School Library Association of California. The publication³⁹ represents the most complete study of library service which has been published to date. Finally, mention should be made of the publication of the Research Division of the National Education Association which examined the school library systems of 240 cities and towns in the United States.⁴⁰

It seems reasonable to state that the school library is becoming recognized as an essential of the school worthy of consideration in any plan which aims at the optimum development of students. Individuals as well as national, state, and local organizations are constantly at work attempting to both improve and extend such services.

THE CONTRIBUTIONS OF EDUCATIONAL FOUNDATIONS

In connection with the growth and development of libraries, mention should be made of educational foundations and their contributions toward this growth. The rapid progress made by libraries, both school and public, particularly in the last three decades, has been due in large measure to the benefactions of Andrew Carnegie and the Carnegie Corporation, which together have contributed over \$41,000,000 to library development in the United States. Through their grants to schools and communities

³⁸ Douglas Waples and Leon Carnovsky, *Libraries and Readers in the State of New York*. University of Chicago Press, 1939.

³⁹ California State Department of Education, *The Secondary School Library in California*, 1939. (Its Bulletin No. 2, April, 1939.)

⁴⁰ National Education Association, American Association of School Administrators and the Research Division, *Certain Aspects of School Library Administration*, 1939 (Its Circular No. 6, May, 1939).

for the erection and equipment of public and school libraries, and through their generous endowment of the American Library Association and the further endowment of library schools, college libraries and college librarianship, they have strengthened the cause of libraries and their position in all sections of the country. One of its outstanding contributions in the school library field was the grant-in-aid for a nation-wide study of rural school library service, including county library service to schools, which was made in 1931.⁴¹

While the Carnegie Corporation has been the outstanding benefactor of libraries, other foundations, notably the General Education Board and the Rosenwald Fund, have found the public and school library a suitable outlet for energy and money. The Rosenwald Fund by 1935 had expended \$786,676 on library interests.⁴² The Rockefeller Fund has granted many times that amount for library buildings, library schools, development of libraries, and similar interests. The General Education Board established demonstrations of state supervision in several Southern states.

Of particular interest during the last decade has been the extension of the field of interest of the Julius Rosenwald Fund to the initiation of a general county library program in the south. This program had far-reaching effects upon the development of school libraries in every state touched by the grants. In 1927, the fund began to grant aid to negro elementary and high schools in the south. By June, 1932, aid had been given to 944 elementary and 245 high school libraries, as well as 567 counties. The Fund also contributed toward the purchase of new books for forty negro colleges and teacher-training institutions. In 1929, the Fund undertook to aid eleven county library systems where comprehensive rural library service might be demonstrated, equal service being given to negroes and whites and to all schools

⁴¹Edith A. Lathrop, *A Study of Rural School Library Practices and Services*. The U.S. Office of Education, Carnegie Corporation of New York and the American Library Association, 1934.

⁴²Robert M. Lester, *Review of Grants for Library Interests, 1911-1935*. Carnegie Corporation of New York, 1935, p. 129.

within a county.⁴³ At present the Foundation is distributing four sets of books for elementary schools. Negro schools may purchase these for two-thirds cost, white schools paying the full cost.⁴⁴

The general scope of the county work and the method upon which grants were based will be discussed in Chapter IV in connection with county and regional library development.

GROWTH OF THE SCHOOL LIBRARY AS A SUBJECT FOR RESEARCH

The increasing attention of educators to the school library is reflected also in the number of studies which have been made in universities, colleges, teachers' colleges, and library schools. The only two existing bibliographies⁴⁵ of such studies list a total of 206 undertaken between 1930 and 1938, many of which deal with administrative problems. Recently the National Committee on Coordination in Secondary Education has included the school library as a field for research problems, listing 38 unanswered questions in 14 phases of high school library administration.⁴⁶

CURRICULUM BUILDING AND SCHOOL LIBRARY DEVELOPMENT

An important current movement in education, giving impetus to the growth and development of school libraries, is the con-

⁴³Lucile Merriwether, High School Library Service in Tennessee Rosenwald Demonstration Units, *Peabody Journal of Education*, Vol. 12, November, 1934, p. 126-33; Margaret Rufsvold, History of School Libraries in the South, *Peabody Journal of Education*, Vol. 12, July, 1934, p. 14-18; Louis R. Wilson and Edward A. Wight, *County Library Service in the South: A Study of the Rosenwald County Library Demonstration*. University of Chicago Press, 1935. Esp. p. 142-64.

⁴⁴Julius Rosenwald Fund Libraries, *Wilson Bulletin*, Vol. 13, February, 1939, p. 426-7.

⁴⁵Eleanor M. Witmer, School Library Studies and Research, *Library Quarterly*, Vol. 6, October, 1936, p. 382-404; Willard A. Heaps, School Library Studies and Research, 1936-38: A Survey, Critique, and Bibliography, *Library Quarterly*, Vol. 10, July, 1940, p. 366-92.

⁴⁶Lucile F. Fargo, High School Library. In National Committee on Coordination in Secondary Education, *Suggested Studies in Secondary Education*. Washington, Civic Education Service, 1939, p. 79-84.

tinued and increased efforts in curriculum building. According to a recent survey⁴⁷ curriculum development programs are now under way in well over seven-tenths of the cities above 25,000 population, while slightly less than one-half of the school systems in communities of 5,000 to 25,000 are doing likewise, as are a third of the school systems in cities below 5,000. The same survey is authority for the statement that state wide curricular programs of widely varying degree of magnitude are now under way in 32 states. By far the majority of these enterprises have been begun since 1930.

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- See also* histories of school library development in individual states.

⁴⁷ Joint Committee on Curriculum of the Department of Supervisors and Directors of Instruction of the National Education Association, *The Changing Curriculum*. D. Appleton-Century Co., 1937, p. 1-3.

