

UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, Secretary

OFFICE OF EDUCATION

WILLIAM JOHN COOPER, Commissioner

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STATE DIRECTION
OF RURAL SCHOOL LIBRARY
SERVICE

By

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., April 22, 1930.

SIR: Schools were never so dependent upon adequate library facilities as they are at the present time. This condition has come about largely through modern school curricula which demand for their execution large collections of books, magazines, and other reading matter relating to many subjects. At the present time much stress is being placed upon the necessity for well-trained teachers and supervisors of instruction. It is poor economy to provide a highly trained teaching personnel and withhold the tools necessary for good instruction. Libraries, like maps, globes, blackboards, and laboratory equipment, are tools of instruction.

The need for better library facilities for children living in the rural areas of our country is very great. The seriousness of the situation is pointed out in the opening chapters of this study.

Those persons who are concerned with ways and means for the improvement of library facilities for rural schools in their respective States should have a knowledge of what is being done along similar lines in other States. This study shows, for each of the 48 States, the principal State agencies that are directing library service for rural schools; and describes the administrative machinery that these agencies have set up for the performance of their duties. It also discusses the chief rural school library activities of the agencies. I believe that a knowledge of the contents of the study will be of great assistance to State educational and library officials, members of State legislatures, leaders in educational, civic, and farm organizations, and all others who are responsible for improving library service for rural schools. I recommend, therefore, that it be published as a bulletin of the Office of Education.

Respectfully submitted.

WM. JOHN COOPER.
Commissioner.

The SECRETARY OF THE INTERIOR.

STATE DIRECTION OF RURAL SCHOOL LIBRARY SERVICE

Chapter I

Introduction

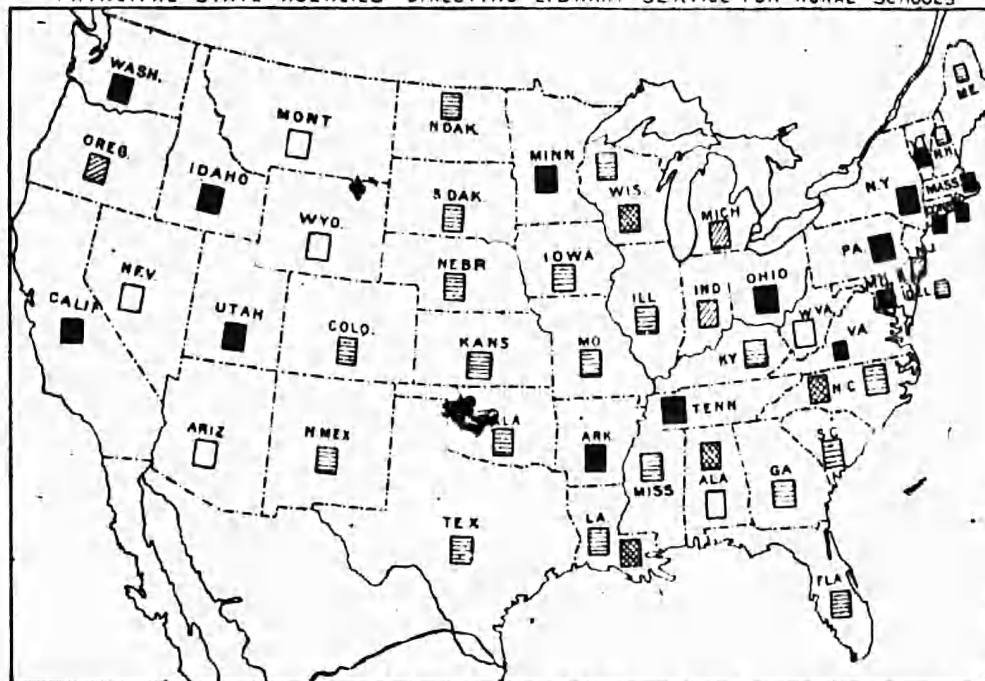
At the present time more emphasis than ever before is being placed upon the improvement of library service for rural schools. This is evidenced chiefly by the demand created by certain types of teaching for libraries, by the problem of providing activities for children of superior mental abilities, by the need of cultivating the natural desire that most children have for reading, and by the increased interest in adult education.

Modern psychology and a new philosophy of education have wrought changes in teaching during the past few years. The practice of requiring children to memorize the contents of a few pages of a textbook is being replaced by the project method, the Dalton plan, etc., which encourage children to make their own investigations through the medium of books, magazines, newspapers, pictures, museums, and personal interviews. A single textbook on a subject, no matter how complete it may be, can not supply all the data necessary in solving the many problems arising from a project. It is impossible to carry out effectively the newer methods of teaching unless children have access to books and other reading matter treating of various subjects.

Children in the rural schools, in working out their problems, must get much information from books that city children obtain first hand. For example, urban children experience the thrills of the celebrations that cities give to Lindbergh. Museums and botanical and zoological gardens afford opportunities for city children to obtain first-hand knowledge of plant and animal life and objects of interest from all parts of the world. Schools, churches, and other organizations in cities provide, to a far greater degree than do similar organizations in rural regions, opportunities for children to hear lectures—often illustrated—from noted people, not only from various sections of the United States but from foreign countries as well, and to make other contacts that widen the intellectual and social horizon.

Every teacher is confronted with the problem of keeping children of superior mental abilities busy. This is a difficult problem, especially for the teacher in the small rural school with its multiplicity of grades and subjects. To keep such children marking time while their classmates catch up with them inculcates habits of laziness and indifference. The better school systems are solving the problem of working children of supernormal abilities up to their capacities by providing courses of instruction which require different amounts of work suited to the needs of slow, normal, and gifted children. Such courses of study require extra reading for children of superior mental

PRINCIPAL STATE AGENCIES DIRECTING LIBRARY SERVICE FOR RURAL SCHOOLS



- LIBRARY EXTENSION AGENCIES AFFILIATED WITH DEPARTMENTS OF EDUCATION
- ▨ DEPARTMENT OF EDUCATION STAFF MEMBERS ASSIGNED TO SCHOOL LIBRARIES
- ▩ LIBRARY AGENCIES SUPERVISE SCHOOL LIBRARIES
- ▧ LIBRARY AGENCIES EXTENDING SOME SERVICE TO SCHOOLS
- NO LIBRARY EXTENSION AGENCY OR AGENCY NOT FUNCTIONING

abilities. Many rural schools are unable to use such courses because they do not have access to the reading matter required therein. In their study of differences in the mental abilities of children, Terman and Lima found that exceptionally bright children read on an average three or four times as many books as children of average intelligence.¹

Recent studies of children's reading show that most children, after they have mastered the mechanics of reading, have a natural desire for reading. One such study—that of Terman and Lima—draws the following conclusion regarding this craving for reading:

The twelfth or thirteenth year usually marks the beginning of what is called the "reading craze." Never again in his life does the average individual read

¹ Children's Reading. By Lewis Terman and Margaret Lima. P. 56.

as many books in one year as he reads at 12 or 13. Boys generally reach this maximum at 13, but girls, who mature more rapidly than boys, usually read their greatest number of books at 12.¹

Another evidence of the natural desire of children to read is noted in the fact that children in cities who have access to public libraries frequent the reading rooms of such libraries in large numbers by the time they reach the upper grades of the elementary schools. Many children living in the rural sections of the country have no opportunity to satisfy their craving for reading, due to a lack of school and other library facilities. Doctor Finley, formerly commissioner of education of the State of New York, says that if the child does not read, once he has learned to read, he is likely to become as much of an illiterate as if he had never learned, and so defeat the very purpose of his early training.²

The increased interest in adult education is making it more and more necessary for every individual to obtain much information from books. This is particularly true of people living in the rural districts—more especially of those living in the isolated sections—for people so located must get from books much information that people living in cities get through evening schools, lecture courses, and personal contacts of many and varied kinds. In a democracy it is essential, not only from the standpoint of the individual but also from that of the Nation, that every child capable of learning to read shall develop a desire for reading and a taste for wholesome literature in order that such child when an adult may intelligently assume the duties of franchise and other responsibilities of citizenship. The burden of accomplishing this ideal for the approximately 19,000,000 children living in the rural sections of the country rests largely upon the library services available for rural schools.

Purpose of This Study and Sources of Data

This study was made for the purpose of determining the principal State agencies that are devoting any considerable portion of their time to improving library facilities for rural schools; to secure information relative to the administrative machinery that such agencies have set up for the performance of their duties; to compare the likenesses and to show the differences of the principal rural school library activities of these agencies; and to give such statistical and other data as are available, showing to what extent the various agencies are improving library conditions in rural schools.

The data were obtained from a study of such printed matter as is available in the Office of Education library, in the Library of Congress,

¹ Ibid., p. 27.

² Finley, John H. In the foreword of *An Annotated, Classified, and Graded List of Books Suitable for Use in Elementary School Libraries*. The University of the State of New York. 1919.

and other libraries in Washington, D. C., by correspondence and personal interviews with educational and library officials, and by visits to rural schools.

The printed matter examined included the school laws of the various States; recent reports and other publications concerning school libraries issued by State departments of education, State library commissions, State libraries, the American Library Association, and the National Education Association; educational surveys and library studies; and the leading books and magazine articles relating to the subject of rural school libraries that have been published within recent years.

Information not found in the libraries in Washington, D. C., was secured through correspondence with library and educational officials in the various States. The chief executive heads of State departments of education, State libraries, and State library commissions cooperated in verifying synopses showing the principal activities of library officials and divisions in each of their various departments, libraries, and commissions; and the American Library Association gave helpful suggestions and information and reviewed the manuscript.

State departments of education, State library commissions, and State libraries were visited and library officials interviewed in Connecticut, Massachusetts, New Jersey, New York, and Ohio. Rural schools—particularly those of the one and two teacher types—were visited in Connecticut, Massachusetts, New Jersey, and New York, for the purpose of observing their library facilities and noting to what extent library books were used by the children in the schools.

It is hoped that the information given in the study will be of benefit to all States interested in establishing and developing central agencies that are capable of furnishing the leadership necessary to stimulate the development of adequate library facilities for the children living in the rural areas of the country.

Chapter II

Present Rural School Library Situation

At the outset of this study it is desirable to know what kind of library service is provided for rural schools in the various States. Statistical data and other information are found chiefly in reports of State departments of education, State library commissions, State libraries and educational surveys, and in school library studies. Unfortunately, reports of most State departments of education give but little data concerning small rural schools; educational surveys usually do not include the subject of school libraries, and but few school library studies have been made. The information concerning school libraries given in reports of State libraries and commissions relates chiefly to the circulation of traveling libraries.

Provision for State financial support for libraries in rural school districts is provided by law in 15 States, for county support in 13 States, and for local district support (in States in which the county is not the local unit for school administration) in 23 States. Provision for State support is mandatory in 4 of the 15 States and permissive only to supplement funds raised locally in the remaining 11 States. Provision for county support is mandatory in 6 of the 13 States, mandatory only to supplement funds raised locally in 3, permitted unconditionally in 2, and permitted only to supplement funds raised locally in 2. Local district support is mandatory in 4 of the 23 States, mandatory in 5 States if districts wish to share in State funds, and mandatory in 1 other State when funds are raised by school patrons, and specifically permitted in 13 States.¹

In Minnesota, Michigan, New York, Oregon, Wisconsin, and a few other States in which public funds have been appropriated for libraries for a considerable number of years, collections of library books are found generally in the rural schools.

In States in which either little advantage is taken of laws permitting expenditures of public funds for school libraries, or in which there are no laws providing for such expenditures, parent-teacher associations and other organizations are frequently instrumental in placing libraries in rural schools. Such organizations in Delaware and Maine are expending considerable energy in this direction. The State superintendent of Delaware says that the majority of the books in the libraries of rural schools have been secured through teacher

¹ Lathrop, Edith A. State laws concerning financial support for rural school libraries. Rural School Circular No. 31, March, 1929, U. S. Office of Education. (Mimeographed.)

and community cooperation, particularly through the efforts of the parent-teacher associations. One of the objects of the School Improvement League of Maine is to make good reading matter available for boys and girls living in the rural communities of that State.

In Connecticut, Massachusetts, and other New England States the rural schools draw on the public libraries for books. In California, a State in which county libraries have been developed more extensively than in any other State, the rural schools make very considerable use of such libraries.

State libraries and State library commissions are furnishing rural schools with traveling libraries in a number of States, but in most of the States only a limited number of rural schools are served by such libraries, largely because the funds are insufficient to provide such service for all the schools.

School Library Data in Reports of State Departments of Education

Most of the annual and biennial reports of State departments of education give certain statistical data pertaining to school libraries. In general, these data show for each county the number of volumes in school libraries and the amounts spent for library books during the current school year. Some reports give in addition the estimated value of all the books in school libraries. Such data give but little insight into the real library situation. A knowledge of the number of volumes in a school library means but little unless it is known to what extent such volumes can be used by the children attending the school. It is not uncommon to find in rural schools books that are entirely unsuited for the children attending the schools. Before it can be known to what extent expenditures for library books have added to the efficiency of the schools, it is necessary to have certain other information, such as the number and character of the books purchased and the grades represented in the school.

Another difficulty in regard to school library statistics found in reports of State departments of education is that in most instances there is no way by which statistics for schools located in the small towns and cities can be separated from those of schools located in the open country and small villages.

The reports for Kansas and Wisconsin are exceptions in that they give certain school library data for 1-teacher and other small rural schools. These data were assembled for 5-year periods and are given in Tables 1 and 2. A comparison of the data given in Table 1 shows a decrease for each succeeding school year in the number of 1-teacher schools in Kansas, and with one exception an increase for each succeeding school year in the number of such schools with libraries. It is anticipated that subsequent reports will show a considerable increase not only in the number of 1-teacher schools with libraries,

but also in the number of volumes in such libraries, for in 1925 the Legislature of Kansas enacted a law making it mandatory on the part of school districts to expend at least \$5 per teacher each year for library books.

The amounts spent for library books in rural and State-graded schools in Wisconsin for the school years 1923-24 to 1927-28, inclusive, are given in Table 2. The terms "rural" and "State-graded" are technical terms that apply particularly to Wisconsin. In that State a "rural" school is a 1-teacher school located outside a town or village, which complies with certain standards authorized by law and by regulations of the State superintendent of public schools; and a "State-graded" school is a graded school located in a district that does not maintain a high school and that complies with certain standards authorized by law and by regulations of the State superintendent of schools. Districts including rural and State-graded schools, as well as others in Wisconsin, are assured a library fund of at least 20 cents per person of school age residing in the school district by reason of a legislative act which makes it mandatory on the part of county treasurers to withhold that amount for the purchase of library books from the State common school fund. The number of volumes in the rural school libraries of Wisconsin increased from 1,389,550 to approximately 1,500,000 during the 5-year period from 1923-24 to 1927-28, inclusive.

TABLE 1.—Number of libraries and volumes in 1-teacher schools in Kansas, 1921 to 1925, inclusive

1-teacher schools	Years				
	1921	1922	1923	1924	1925
Total number in State.....	7,413	7,303	7,278	7,253	7,223
Number with libraries.....	6,234	6,303	6,565	6,625	6,577
Number of volumes in libraries.....	338,995	370,611	387,563	428,831	420,103

TABLE 2.—Amounts spent for library books in rural and State-graded schools in Wisconsin, 1923-24 to 1927-28, inclusive

Amount spent for books in—	School years				
	1923-24	1924-25	1925-26	1926-27	1927-28
Rural schools.....	\$24,784.22	\$35,359.94	\$36,851.89	\$41,232.99	\$43,555.27
State-graded schools.....	9,069.18	10,039.57	11,973.43	11,053.00	11,894.43

The following data from reports of departments of education in Arizona, Arkansas, Maine, North Dakota, and Tennessee show the need for libraries in rural schools. During the school year 1925-26 the average number of library books per pupil in average daily attend-

ance in the elementary schools of Arizona was 2.1. More than two-thirds of the elementary schools and nearly one-fourth of the high schools of Arkansas were without libraries in 1927. In 1928 Maine reported 3,254 public schools located in rural communities and only 1,698 schools, including urban and rural, with libraries. North Dakota, which is largely a rural State, reported 335 out of a total of 5,523 schools, 4,735 of which were 1-teacher schools, not having libraries as required by law in 1926. In 1928, 3,316 of the 6,026 schools in the county school districts of Tennessee were without libraries.

What Educational Surveys Show

From the few educational surveys that give information relative to library facilities in rural schools it appears that not only is there insufficient space for libraries, but also that there is a lack of books, and that such books as are found in the libraries are not adapted to the needs of children. Recent educational surveys in Florida, New York, Texas, Virginia, West Virginia, and county surveys in Louisiana (parishes) and Texas contain some information regarding school libraries.

The Florida survey states that there are but few rural schools with libraries.² In discussing the buildings and equipment connected with the rural high schools of New York, the Rural School Survey of New York says, that the library equipment, not including books and magazines, is little more than half what it should be if rural high-school pupils are to have advantages comparable to those of pupils in city high schools, particularly in the phases of high-school work that are dependent upon libraries.³

According to the Texas educational survey, 44 per cent of the one and two teacher schools from which library data were obtained had no libraries. In others 13 per cent had 10 or fewer books. The authors state that, judging from experience, many of the books in the school libraries had no significance for children, particularly those enrolled in the first four grades. Seventy per cent of the one and two teacher white schools and 50 per cent of the three and four teacher white schools studied in Texas had neither magazines nor newspapers. It is emphasized in the report that since a large portion of the reading done by the average individual to-day is in the field of magazines and newspapers, it would seem that the school should assume the responsibility for teaching children how to read newspapers and magazines profitably.⁴

The Virginia survey calls attention to the fact that the provision of the law of that State which makes available for school libraries

¹ Educational Survey Commission and Survey Staff Report to the Legislature, State of Florida, 1929. P. 281.

² Rural School Survey of New York State. The Rural High School. P. 78.

³ Texas Educational Survey Report, Vol. V. Courses of Study and Instruction. Pp. 389-390.

State funds to supplement funds raised locally has increased the number of volumes in school libraries within recent years. However, there was found to be a great loss in the number of books from year to year due to the fact that in many instances no one is charged with definite responsibility for their care. The condition in this respect is somewhat better in the high schools than in elementary and consolidated schools. Student activities, donations, and State aid have been the chief means of support of libraries. Practically all of the public-school libraries have been largely dependent for their income upon student activities.⁵

Libraries in many schools of West Virginia were examined by the members of the survey staff. They found parents and teachers making heroic efforts to raise money to purchase books for school libraries by means of ice-cream suppers and entertainments. Often this hard-earned money was spent for books that could not be used in the schools. It is suggested that communities which are making real efforts to build up their school libraries be furnished carefully prepared lists of books adapted to the needs of pupils in the various school grades.⁶

In a survey made by the State department of education in Washington Parish, La., it was found that libraries in the small schools of the parish are noticeably absent. The seven high schools of the parish have made commendable progress in providing small libraries that serve within their limitations.⁷

For the past few years the bureau of extension of the University of Texas has been conducting a number of rural surveys in various counties of that State. Reports from Karnes, Runnels, Wichita, and Williamson Counties give some information on school libraries. In Karnes County it was found that many of the books in the rural school libraries were not adapted to the needs of the children of elementary school age.⁸ In Runnels County the maximum number of books in the library for any one school was 450. Eleven schools reported that they had from 3 to 100 books each that were of no use to them.⁹ In Wichita County the rural scholastic population of 2,471 children had a total school library equipment of only 1,240 volumes.¹⁰ In Williamson County the children in the common school districts had less than one library book per child.¹¹

⁵ Public Education in Virginia. Report to the Educational Commission of Virginia of a Survey of the Public Educational System of the State. M. V. O'Shea, director. Pp. 449-450.

⁶ Survey of Education in West Virginia. Vol. I, Organization, Administration, and Finance. Pp. 184-185.

⁷ Foote, John M. An Administrative and Financial Study of the Washington Parish School System. Bulletin No. 112. State Department of Education, Louisiana. August, 1927. P. 43.

⁸ A Study of Rural Schools in Karnes County. University of Texas Bulletin No. 2246. 1922. P. 31.

⁹ A Study of Rural Schools in Runnels County, Tex. University of Texas. University of Texas Bulletin No. 2426. 1924. P. 24.

¹⁰ A Study of Rural Schools in Wichita County. University of Texas Bulletin No. 2243. 1922. P. 10.

¹¹ A study of Rural Schools in Williamson County. University of Texas Bulletin No. 2238. 1922. P. 44.

What School Library Studies Show

From the school library studies that are available and upon which comments are made in the following paragraphs, it appears that many rural schools in the States and localities in which such studies have been made are without library books; that most of the books in rural schools with libraries may be classed as fiction; that many books in school libraries have no significance for children; and that children are reading books far too easy for them.

Reports of library surveys of Barry and Jackson Counties, Mich., show that the small libraries in the rural schools are not meeting the needs of the children. Although some schools had accumulated a number of books, many of these were old supplementary textbooks of little present-day value. No additional books had been added to the libraries of the 1-teacher schools in Barry County for a number of years, due to the fact that money available for library purposes was used to purchase dictionaries and encyclopedias. It was found that the yearly reading of seventh and eighth grade pupils in Jackson County was limited to a few poorly selected books.¹²

A study of children's reading in the rural districts of 55 counties in Minnesota¹³ and an examination of rural school libraries in these districts in the fall of 1924 show that of the books in school libraries 43.55 per cent are classed as fiction. The poorest allotment is found in books relating to the social sciences, such as geography, travel, history, and biography.

Other findings relating to children's reading in Minnesota are that many children have read only a few books, some not any; that they lack a definite knowledge of authors and book titles and are reading books far too easy for them. The conclusion drawn from the study is that teachers need to be more familiar with children's books in order that they may be better fitted to direct children in the right kind of reading, and that they need to have a definite knowledge of the suggestive graded lists of children's reading, especially the Minnesota graded list, in order that they may develop in children the ability to read what is suitable for them at their different age levels.

Responses to questionnaires by county superintendents, in a study made in Nebraska show that 62.5 per cent of the schools in 79 of the 93 counties of the State have libraries. In 48 counties the money for purchasing the books was earned by the schools themselves; in 14 it was appropriated by the districts; and in 13 it was earned in part

¹² Reports of Library Surveys of Barry and Jackson Counties, Mich. American Association for Adult Education, 41 East Forty-second Street, New York City. (Mimeographed.)

¹³ A Study of the Reading of Rural School Children, Grades Four to Eight. State Department of Education, Minnesota. (Mimeographed.)

by the schools and appropriated in part by the districts. In 37 counties the books are largely fiction; in 19 reference works predominate.¹⁴

In a study of library opportunities of South Dakota published in 1928 it is stated that there are about seven library books per pupil in the public schools of that State, including rural, consolidated, and independent schools. This average has prevailed since 1920. The number of volumes replaced each year through the library fund offsets books discarded and destroyed.¹⁵

Excerpts from summarizations of school library studies made in Michigan, Illinois, and Ohio, and quoted by Gray, are as follows:¹⁶

Vaughn found the average number of books in 40 rural schools of Michigan to be 242. It is explained that this large number of books may be partly accounted for by the fact that money paid to the State for penal fines must be used exclusively for school libraries.

Data found in an unpublished master's thesis by Rethlingshafer give certain information regarding the number of books in school libraries in 39 one-teacher elementary schools, 4 centralized schools, and 4 high schools in Adams County, Ill.; and 12 centralized schools in Butler County, Ohio. The total number of books in the 39 one-teacher rural schools of Adams County, Ill., was 2,000. Almost one-fifth of these books were reported as unsuitable for use in any grade. There were no library books in 9 of the schools and the average number of books per pupil was 4.

Inequality of service was evident both in counties and in the various types of schools studied. For example, in the case of the 39 one-teacher schools there were 262 pupils in 20 schools who had access to a total of 281 books, while there were 273 pupils in 19 schools who had access to 1,719 books. In the case of the elementary grades of the centralized schools, 901 pupils in 9 schools had access to 1,210 books, while 916 pupils in 7 schools had access to 2,723 books. Among the high schools, 247 pupils enrolled in the 4 high schools and in the high-school departments of the 4 centralized schools in Adams County, Ill., had access to 2,016 books; and 256 pupils in the high-school departments of 4 centralized schools in Butler County, Ohio, had access to a total of 3,933 books. The average number of books for each pupil in both the elementary and high schools ranged from less than 1 in the first grade to 11 in the high school.

¹⁴ Clark, I. N. The Rural School Library. In *Twenty-sixth Biennial Report of the State Superintendent of Public Instruction, 1919-1921, Nebraska*. Pp. 48-57.

¹⁵ South Dakota State College of Agriculture and Mechanic Arts, Brookings. *Equalizing library opportunities in South Dakota*. Pp. 20-21.

¹⁶ Gray, William S. *Summary of Reading Investigations*. University of Chicago. 1926. Pp. 20-23.

A study made by Ashbaugh and reported by Buckingham shows a range from 16 to 488 volumes in rural schools in one county in Ohio. A classification of titles showed 40 per cent belonged to the field of English literature; 17 per cent to science; 15 per cent to history and citizenship; 11 per cent were textbooks; and the remainder were reference books as well as books relating to geography, biography, and agriculture. Reports were also secured from the superintendents of 10 other Ohio counties who sent lists of books from their average and poorest libraries. The number of books per school in the 10 libraries classified by the superintendents as average varied from 29 to 215. The average number of volumes in the poorest libraries was 50 and in the so-called "average" 131.

Chapter III

Principal State Agencies Directing Library Service for Rural Schools

The principal State agencies directing library service for rural schools are: (a) State departments of education, and (b) State library extension agencies—that is, State libraries, with extension as one function, and State library commissions.

State Library Extension Agencies Affiliated with Departments of Education

In 16 States library extension agencies are affiliated with departments of education in the following ways: (a) By making such agencies divisions or bureaus in departments of education; (b) by placing the governing board of the State library agency in the department of education; (c) by giving the State board of education authority to appoint the personnel of the State library board; and (d) by making the State's chief school officer supervisor of library extension. The practice of affiliating State library extension agencies with State departments of education is the result of a growing tendency to centralize all of a State's predominantly educational activities.

At the present time State library extension agencies function as divisions or bureaus in departments of education in 12 States—Arkansas, California, Connecticut, Massachusetts, Minnesota, New York, Pennsylvania, Rhode Island, Tennessee, Utah, Vermont, and Washington.

In one State—Ohio—the State library, with extension as one function, is affiliated with the State department of education, by virtue of an act passed by the Ohio Legislature in 1921, which created a State library board in the department of education and made the State director of education chairman of the board.

In one other State—Virginia—the State board of education is given legal authority to appoint the board of directors of the State library, except the law library.

In two other States—Idaho and Maryland—State library commissions are affiliated with State departments of education by legislative acts that give the State board of education or the chief State school officer supervision of library extension. The laws of Idaho provide that the State board of education shall supervise, govern, and direct the State library commission. The State superintendent of schools in Maryland became the supervisory head of the library extension agency through a recent legislative act.

That possibly there is a movement to form affiliations between State library agencies and departments of education is exemplified by the fact that in each of the 16 States, except Connecticut, New York, Virginia, and Rhode Island, such affiliations are comparatively recent. Since 1911 State library extension agencies have been consolidated with departments of education in the following States: California, Massachusetts, Minnesota, Pennsylvania, Tennessee, Ohio, Vermont, and Washington; library extension divisions have been established in departments of education in Arkansas and Utah; and State school authorities have been given supervision of State library commissions or State libraries in Idaho and Maryland. School librarians are employed in 5 of the 16 States, viz, Minnesota, New York, Pennsylvania,¹ Tennessee, and Virginia. C

In California the county library organizer of the staff of the State library, a division of the State department of education, performs duties similar to those of State school library supervisors.

Further information concerning the affiliation of State library extension agencies with State departments of education, titles of officials or divisions that direct service for rural schools, and other details regarding the types of organization are given in the following paragraphs for each of the 16 States, except Idaho and Maryland.

In 1921 the Legislature of Arkansas enacted a law providing that a free library service bureau be placed in the State department of education and be operated by it. The bureau did not begin to function until 1923, as no appropriation was forthcoming until that date. As one person had charge of all the activities of the bureau until 1930, only a small proportion of her time could be devoted to schools. In 1930 the work of this bureau was greatly strengthened by a financial grant from the Julius Rosenwald fund. This fund provides State aid to any of the Southern State library agencies that need it and that meet certain conditions stipulated by the fund. The grant received by the Arkansas free library service bureau, together with the increased State appropriation made necessary to take advantage of the Rosenwald offer, has raised the annual budget of the bureau from \$2,000 to \$7,750.

The State library of California became a division of the State department of education in July, 1927, by reason of an act passed by the California Legislature of that year. The chief of the division is known as the State librarian.

The Connecticut public library committee was established in 1893. It is appointed annually by the State board of education and is essentially an administrative division of it. The title of the officer who directs work for the schools is "Visitor and inspector of libraries."

¹ Position of school librarian temporarily vacant.

The Legislature of Massachusetts placed the free public library commission under the supervision of the State department of education in 1919. It now functions as the division of public libraries, State department of education.

In 1919 the library activities of Minnesota were consolidated into a division of the State department of education known as the library division. The work of the library division falls into three lines: (a) Supervision and aid of public-school libraries; (b) advisory and instructional work for public libraries; and (c) the operation of the traveling and reference library. The first of these has always been a function of the State department of education, and the second and third were formerly carried on by the public-library commission. The assistant director of libraries in charge of school libraries and the librarian of the traveling library are the officials that have most to do in promoting library service for rural schools.

New York is placed with the group of States in which State library agencies affiliate with State departments of education because the University of the State of New York corresponds to departments of education in other States. At present two divisions of the University of the State of New York direct library service of schools: (1) The library extension division; and (2) the State library. The library extension division has, since its establishment, either functioned as a section of the State library or as a division of the university. It was established in 1891 as a section of the State library, and since 1907 it has been a division of the university. Two sections of the library extension division extend service to schools: (a) School library supervision through its supervisor of school libraries and assistant supervisor of school libraries; and (b) the traveling library section. The State library, through its reference section, lends books and debate material to schools.

The Ohio State library directs library service for rural schools as follows: Through its main division it acts as a central source of supply for every school library in the State, furnishing through interlibrary loans unusual and expensive books not found in smaller collections; the State circulation department cooperates with all schools in filling mail requests for books to supplement the collections of books in the schools; the reference department takes care of general reference work for rural schools and makes bibliographies and reading lists on subjects requested by the schools; the library organization department collects information about school libraries and assists schools in classifying, cataloguing, and organizing school libraries; and the traveling library department gives state-wide book service to rural schools. The policy of this department is to furnish books to groups of children in communities in which public libraries do not exist.

In a legislative reorganization of the State government of Pennsylvania in 1923 the powers and duties of the State library and museum were transferred to the department of public instruction, and it now functions as a division of the department. In 1921 a director of school libraries was added to the staff of the department of public instruction. At the present time the position of director of school libraries is temporarily vacant. The State superintendent of public instruction says that when the position is filled it will be placed in the library extension section of the State library and museum division of the department of public instruction.

The State board of education in Rhode Island exercises the functions of a library commission. Activities relating to library service for schools are performed chiefly by the commissioner of education, who selects books for school libraries, and the library visitor who administers traveling libraries and aids public libraries in establishing branch libraries in schools.

The department of education in Tennessee assumed school library duties in 1919, when a director of school libraries was employed by authorization of the legislature. In 1925 traveling libraries were transferred from the State library to the department of education. A rural school librarian is now a member of the State department of education staff.

The Legislature of Utah in 1911 gave the State board of education authority to appoint a secretary of libraries and gymnasiums. For a few years the position was not filled because of financial stringency, but in June, 1925, a secretary of State library service was appointed on part time.

By an act of the General Assembly of Vermont the free public library commission of that State was placed under the supervision of the State department of education in 1923, and now functions as the "free public library department" of the State department of education.

The supervisor of textbooks and school libraries in the State department of education in Virginia supervises expenditures of State-aid libraries for rural schools and encourages the development and growth of libraries in such schools. The extension division of the State library, whose members are appointed by the State board of education, supplies schools with traveling libraries. The commission which recently surveyed the educational system of Virginia recommends that the State's school library activities be merged and lodged in the State department of education.²

The State library and the traveling library service of Washington were consolidated with the department of education by action of the 1929 legislature, which abolished the former State library committee

² Report of the Commission to Survey the Educational System of Virginia submitted to the general assembly January, 1928. P. 16. In Public Education of Virginia.

and transferred its powers and duties to the superintendent of public instruction. The books of the former traveling library (56,000 volumes) have been loaned by the State department of education to the counties and schools of the State as incentives for establishing county or community library service. The books will be made permanent gifts to counties or communities establishing proper library service.

Departments of Education with School Library Staff Members

Departments of education in four States—Alabama, Louisiana, North Carolina, and Wisconsin—whose relationship to State library agencies is neither that of affiliation nor supervision, include staff members who give all or a considerable portion of their time to the direction of library service for rural schools.

In Alabama supervision of school libraries is one of the duties assigned to the division of school and community betterment in the State department of education. Certain duties pertaining to school libraries have been performed by the State Department of Education of Alabama since 1911, when the legislature of that State passed an act providing State aid for the establishment and maintenance of libraries for rural schools.

State aid for school libraries has been distributed by the department of education in North Carolina since 1901. Since 1923 the State inspector of elementary schools had been performing this and other duties pertaining to school libraries—in all devoting about one-fifth of her time to the work. In July, 1930, it is expected a director of school libraries will be employed on full time.

In September, 1929, the State department of education of Louisiana added a supervisor of school libraries to the staff. This officer will eventually give attention to all phases of school library work. At the present time special effort is being made to assist high schools in meeting the library standards recently adopted by the commission on secondary schools of the association of colleges and secondary schools of the Southern States. The department of education cooperates with the Louisiana Library Commission. Together the two agencies are working out policies for joint service to schools and communities by parish (county) libraries.

In Wisconsin two members of the staff of the State department of education give full time to the direction of school library activities—a supervisor of school libraries and an assistant supervisor of school libraries.

School Library Activities of Departments of Education in Other States

Replies received from State departments of education in the remaining 28 States show that, while no officials are assigned work pertaining to school libraries that requires any considerable portion

of their time, some few activities relating to rural school libraries are carried on by various members of the departments—especially by elementary and high school supervisors. These activities are concerned chiefly with the preparation of lists of books from which selections are to be made for school libraries, the promotion of reading courses for children, the administration of State funds for school libraries, and the establishment of a minimum level of library attainment for schools seeking to meet the requirements for standardization.

The replies indicate further that State departments of education not only cooperate with State library commissions and other agencies that are attempting to improve library service for rural schools, but that some of them make special efforts to emphasize the need of libraries as necessary aids in the use of improved methods of teaching. It is common for the State's chief school officer to be an ex officio member of the State's library agency.

State Library Extension Agencies Supervise School Libraries

The circulation of traveling libraries, the lending of books and pamphlets (sometimes pictures) for short periods, are the usual services extended to rural schools by State library extension agencies. In addition to this service, State library extension agencies in two States—Indiana and Michigan—employ school library supervisors; and the New Jersey public library commission and the Oregon State library, while designating no special staff members as school librarians, apportion public-school library funds and carry out certain policies pertaining to the improvement of library service for rural schools in each of their respective States.

The Indiana Public Library Commission, which since 1925 has become a part of a large State department known as the Indiana Library and Historical Department, has been supervising school libraries since 1904, when a school library supervisor was added to the staff. From 1916 to 1920, inclusive, there was no school library supervisor on the staff, but the work was carried on by other members of the commission until 1921, when such supervisor was again employed.

In Michigan, work pertaining to the supervision of school libraries formerly functioned under the State library commission. In 1921 the legislature abolished the commission and transferred its duties and powers to the State library. Due to lack of funds, all field work ceased until July, 1924, when funds were secured to establish the extension division of the State library, which includes a supervisor of school libraries.

Rural School Service of State Library Extension Agencies in Other States

In addition to the 16 States in which State library extension agencies are affiliated with State departments of education and the 4 States in which such agencies either employ school librarians or exercise definite supervisory powers over school libraries, State library extension agencies in 22 States either direct certain services for rural schools or hope to direct such services in the near future. These States and the agencies are: State library commissions—Colorado, Delaware, Georgia, Iowa, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma, South Carolina, South Dakota, and Wisconsin. State libraries with extension as one function—Florida, Illinois, Maine, and Texas.

A report from the newly organized Florida State Library Board shows that one of the objectives of the board is that the State library shall lend books to rural communities with the hope that such action will build up sentiment for the establishment of county libraries.

State library extension service was established in New Mexico in connection with the State museum by the legislature of 1929. An announcement of the contemplated activities of the service shows that traveling libraries will be available for the schools as well as the personal assistance of the director of the service.³

In 1925, the League of Library Commissions began operating the work of the Louisiana Library Commission as a 5-year demonstration by means of a special grant of \$50,000 provided by the Carnegie Corporation. Particular emphasis is being placed on the establishment of county libraries.⁴

Funds have just been secured for the operation of the State library agency in South Carolina which was established without appropriation by an act of the 1929 legislature. One thousand dollars was raised by individual subscriptions and \$4,000 was given by the Rosenwald Fund. The law states that one of the objectives of this agency is to devise and carry into effect methods by which free public libraries can be extended to the rural districts of the State.

States Without Library Extension Service

In three States—Arizona, Nevada, and Wyoming—library extension agencies have not been established by law. According to the American Library Association, the Wyoming State library is actually performing some of the functions of a State library agency. In two other States—Montana and West Virginia—the necessary legislation has been passed, but at the present writing funds are not available in either of these States to put the work in operation.

³ State library extension. *New Mexico School Review*, September, 1929. P. 12.

⁴ Library extension. *American Library Association*, Chicago, 1926. P. 114.

The Alabama Department of Archives and History has definitely given up the limited amount of library extension work that it formerly carried on. Plans are under way to create in that State at the next meeting of the legislature a State library commission.

Summary

Forty-three States are directing library service for rural schools, either through their State departments of education or their State library extension agencies, or both. In 3 of the 43 States—Louisiana, North Carolina, and Wisconsin—both State departments of education and State library extension agencies are directing such service, making a total of 46 State educational and library agencies in the 43 States that are directing library service for rural schools.

In 16 of the 43 States library extension agencies are affiliated with departments of education either through making library extension a division or bureau of the department of education (12 instances), or by creating a library board in the department of education (one instance, Ohio), or by making the appointment of the library board a function of the State department of education (one instance, Virginia), or by giving the State chief school officers supervision of the library extension agencies (two instances, Idaho and Maryland).

State departments of education in 4 of the 43 States have on their staffs members who give all or a considerable portion of their time to the direction of library service for rural schools.

State library extension agencies in 4 of the 43 States either have school library supervisors on their staffs or have general supervisory powers over school libraries; and in 22 of the 43 States they direct some service for rural schools.

The 43 States and the names of the 46 educational and library extension agencies directing library service for rural schools are as follows:

I. Educational agencies—

A. States in which State library extension agencies are affiliated with departments of education:

Arkansas—Department of education, free library service bureau.

California—State department of education, of which the State library is a division.

Connecticut—State board of education, public library committee.⁵

Idaho—State board of education, Idaho State Traveling Library Commission.⁶

Maryland—Department of education, Maryland Public Library Advisory Commission.⁷

⁵ Public library committee appointed by State board of education and essentially an administrative division of it.

⁶ State board of education supervises State traveling library commission.

⁷ State superintendent of schools supervisory head of the Maryland Public Library Advisory Commission.

Massachusetts—State department of education, division of public libraries.

Minnesota—State department of education, library division.⁹

New York—University of the State of New York, library extension division,⁸ and State library.

*Ohio*⁹—Department of education, Ohio State Library.

Pennsylvania—State department of education,¹⁰ of which the State library and museum is a division.

Tennessee—State department of education, division of library extension.⁸

Utah—State department of public instruction, secretary State library service.

Rhode Island—Rhode Island State Board of Education, library visitor.

Virginia—State department of education.¹¹

Vermont—State Board of Education of Vermont, free public library department.

Washington—State department of education.

- B. States in which departments of education either are not affiliated with or do not supervise State-library extension agencies, but have staff members giving a considerable portion of their time to school library activities are: Alabama (division of school and community betterment), Louisiana,⁸ North Carolina,⁸ and Wisconsin.⁸

II. Library agencies—

- A. State libraries and commissions with school library supervisors or with general supervisory powers over school libraries:

Indiana—Library and Historical Department of the State of Indiana.⁸

Michigan—Michigan State Library.⁸

New Jersey—Public Library Commission of New Jersey.

Oregon—Oregon State Library.

- B. State libraries and commissions without school library supervisors, or supervisory powers over school libraries, but directing some service for schools:

Colorado—Colorado Library Commission.

Delaware—State Library Commission of Delaware.

Florida—Florida State Library.

Georgia—Georgia State Library Commission.

Illinois—State library, library extension division.

Iowa—Iowa Library Commission.

Kansas—Kansas Traveling Library Commission.

Kentucky—Kentucky Library Commission.

Louisiana—Louisiana Library Commission.

⁸ Has school library supervisor.

⁹ The Ohio administrative code of 1921 created a State library board in the department of education, of which board the State director of education is chairman.

¹⁰ Has a school library supervisor; position temporarily vacant.

¹¹ Circulation of traveling libraries carried on by State library, whose members are appointed by State board of education.

STATE DIRECTION OF RURAL SCHOOL LIBRARIES

Maine—Maine State Library, bureau of library extension.

Mississippi—Mississippi Library Commission.

Missouri—Missouri Library Commission.

Nebraska—Nebraska Public Library Commission.

New Hampshire—Public Library Commission of New Hampshire.

New Mexico—New Mexico State Library Extension Service—attached to State museum.

North Carolina—North Carolina Library Commission.

North Dakota—State Public Library Commission.

Oklahoma—Oklahoma Library Commission.

South Carolina—State Public Library Association.

South Dakota—South Dakota Free Library Commission.

Texas—Texas State Library.

Wisconsin—Wisconsin Free Library Commission.

Chapter IV

Activities of State Educational and Library Agencies

The chief activities of State educational and library agencies concerned with rural schools relate to the use of State school library funds; preparation of school library book lists, coordination of school and public library resources, lending books and other material, promotion of pupils' reading courses, and in-service training of librarians and teachers.

State School Library Funds

Among the principal activities reported by library officials and divisions in departments of education in Alabama, Connecticut, Minnesota, New York, North Carolina, Tennessee, Virginia, and Wisconsin, and by the New Jersey Public Library Commission are duties relating to the use of State school library funds.¹ In one other State—Oregon—the State library spends county school library funds.

The duties relating to the expenditure of school library funds involve, in addition to the approval of applications for State aid for school libraries, the forwarding of orders for books to the general depository in Alabama, the examination of lists of library books submitted by school districts in New York, and the buying and distributing of books in Oregon and Virginia.

In Wisconsin, the State superintendent of schools, the secretary of state, and the attorney-general constitute a committee whose duty it is to secure bids and make a contract with a responsible dealer for supplying books and periodicals purchased with funds withheld by county treasurers from the State common-school fund for the purchase of library books. The work of the committee involving correspondence, collecting of information, and preparation of lists for bidders, etc., is done by the supervisor of school libraries in the office of the State superintendent of schools, the committee being called together only when information has been collected and analyzed and made ready for its consideration.

Maximum yearly State grants for school libraries.—There is considerable variation in the maximum yearly State grants for rural school

¹ State funds for school libraries are provided in Maryland, South Carolina, South Dakota, and several other States not named in the above list; but this discussion is concerned only with the States in which duties relating to the expenditures of such funds are reported by library officials in departments of education or by State library extension agencies.

libraries in the aforementioned States. In Alabama \$25,000 a year is granted for schools which are under the direct supervision of county boards of education; \$40 for each school building in a district in Minnesota; \$40 for each school in Tennessee; \$15,000 a year in Virginia; and 20 cents per capita for each person of school age residing in the towns, villages, and cities of the fourth class in Wisconsin.

The maximum annual amount of State support for library books works of art, maps, globes, and apparatus in school districts in rural New York as stated in the law is: (a) Union free school districts, \$268, plus \$2 per teacher; (b) common-school districts, \$18 plus \$1 per teacher. The actual amounts received by schools are sometimes less than this. For example, the State grant allotted for school libraries in union free schools districts has been for some years approximately \$169, plus \$1 per teacher.

The laws of Connecticut and New Jersey provide State grants of money for the establishment and maintenance of school libraries. The maximum amount of State aid for the establishment of a library in these two States is: (1) Connecticut, \$10 to each school district and each town maintaining a high school; and (2) New Jersey, \$20 to each school. For maintenance the maximum yearly amount for each State is: (1) Connecticut—(a) One-teacher schools, \$10; (b) schools with more than one teacher, \$5 for each registration of 100 pupils or fewer and \$5 each additional 100 pupils for fractional part thereof; (2) New Jersey, \$10 per school.

In Alabama, Connecticut, Minnesota, New Jersey, New York, North Carolina, Tennessee, and Virginia the State grants monetary aid for school libraries only upon condition that a stated amount is raised by one or more of the following agencies: (a) Friends or patrons of the school; (b) local school districts; (c) towns (in Connecticut); and (d) county boards of education.

In Connecticut, Minnesota, New York, Tennessee, and New Jersey the State matches the amounts raised by the other agencies. In Alabama and North Carolina the State appropriates one-third—one-third being raised by friends or patrons of the school and one-third by county boards of education. In Virginia, the State appropriates one-fourth. A unit library for schools in Virginia consists of \$40 worth of books, of which amount the patrons and school district board each provide \$15 and the State, \$10. The State of Virginia has recently increased its annual appropriation to aid school libraries from \$10,000 to \$15,000.

Oregon State library supervises expenditures of county school library funds.—The Oregon State library supervises the expenditure of county school library funds, secures bids, contracts for the annual purchase of books, and, acting through county superintendents, functions as a

purchasing agent for library books for all school districts in the State. The law provides that the amount of county tax appropriated annually for school libraries shall aggregate an amount not less than 10 cents per capita for all children in the county between the ages of 4 and 20 years as shown by the preceding census. The law is applicable to counties in which the population is fewer than 100,000.

State School Library Book Lists

By whom issued.—In most of the States, lists of books suitable for rural school libraries are issued from time to time by one or more of the following agencies: The State's chief school officer, State department of education, State board of education, State board of educational examiners, State library board, State library commission, State library, and State reading circle board. The preparation or approval of such lists is usually mandatory on the part of certain State educational or library agencies in States in which financial support for school library books is required by law.

The State's chief school officer, or State board of education, or State department of education is required by law to prepare or approve lists of books suitable for elementary school libraries in the following States: Alabama (State superintendent of education assisted by director of archives and history), Idaho, Indiana, Kansas, Kentucky, Louisiana, Maryland, Michigan (State superintendent of public instruction assisted by the State librarian), Minnesota, Montana, Nevada, North Dakota, South Carolina, South Dakota, Tennessee, Virginia, Washington, West Virginia, and Wisconsin.

The preparation, from time to time, of lists of books suitable for school district libraries is a legal duty of the State board of educational examiners in Iowa.

In Missouri the laws provide that the work of selecting, classifying, and recommending books suitable for school district libraries shall be performed by a special board, known as the State library board. This board consists of five members appointed by the State board of education—the State superintendent of schools being one of the five members and chairman *ex officio* of the board.

The New Jersey public library commission is required by law to approve all books purchased in part with State funds; and in Oregon it is mandatory on the part of the State library to prepare annually lists of books suitable for use in school libraries.

In some other States, in which the preparation of school library book lists is not mandatory, State departments of education, State libraries, or library commissions publish lists of books from which they recommend that school library books be chosen. Departments

of education in the following States report the preparation of such lists: Arkansas, Arizona, Delaware (included in textbook list), Mississippi (included in course of study), New York, North Carolina, Oklahoma, Pennsylvania, Texas, Utah, Vermont, Virginia, and Wyoming (included in course of study). State library commissions and State libraries in Georgia, Michigan, Oklahoma, Ohio, and some other States issue similar lists. Pupils' reading circle lists are published by departments of education in Connecticut and Massachusetts and by the Missouri library commission.

In two States—Kansas and Illinois—State reading circle boards prepare lists of elementary school library books which have the indorsement of the department of education in each State. In Kansas the State superintendent of public instruction is chairman of the committee for book adoptions of the State reading circle board; and the Illinois pupils' reading circle has on its board of directors two members of the staff of the State department of education.

The books included in most of the library lists issued by State educational and library agencies are restricted to books suitable for elementary school libraries. A few such lists include books suitable for high-school libraries as well.

State departments of education in Florida, Illinois, Kentucky, Pennsylvania, and a number of other States, and the State library in Oregon issue lists of books exclusively adapted for high-school libraries.

Variation in form and content of book lists.—An examination of 36 of the latest available book lists issued by State educational and State library agencies shows a variation in form and content from 2-page mimeographed circulars giving only titles and authors of books listed to printed volumes of several hundred pages containing, in addition to titles and authors of books, prices, publishers, annotations, and evaluations; and including (in addition to the list of books) lists of periodicals, suggestions on the organization, care, and use of libraries, and separate indexes for authors and titles.

The number of books given in any one list varies from approximately 100 in a few lists to several thousand in the Wisconsin list.

Arrangement of books in lists.—In 14 of the 36 book lists the arrangement is by school grades—that is, books thought to be suitable for children in grade one are grouped together, etc.; 13 are arranged by subjects; 1 by authors and titles; 1 by authors, titles, and subjects; 1 partly by subjects and partly by publishers; and 6 partly by grades and partly by subjects. In instances in which books are arranged by subjects, the grades for which each book is thought to be adapted are indicated—usually by figures in parentheses preceding the name of the author.

In commenting upon the difficulty in determining the school grades for which children's books are adapted, Corinne Bacon says in her preface to *One Thousand Good Books for Children*, published by the H. W. Wilson Co.: "The impossibility of accurate grading is fully recognized by the editor, and grades have been given only because of the practically unanimous demand for them."

Annotations and evaluations.—The book lists issued by State boards of education in Idaho, Tennessee, and Virginia, by State departments of education in Maryland and New York, by the chief State school officers in Michigan and Wisconsin, by the New Jersey and Oklahoma library commissions, and by the Oregon State library, are annotated. The Illinois and Kansas pupils' reading circle lists give reviews of the books adopted.

Certain books in 8 of the 36 lists, which in the opinion of the compilers are "very good" or are "recommended for first purchase," are marked with asterisks. The Minnesota list marks with a double asterisk books considered "particularly noteworthy," and with a single asterisk those considered "very desirable."

Lists of periodicals.—Only 11 of the 36 book lists contain lists of periodicals suitable for children. These 11 lists of periodicals are in the book lists from the following States: Alabama, Maryland, Michigan, Montana, New Jersey, New York, North Carolina, South Carolina, Texas, West Virginia, and Wisconsin. The list of books for rural-school libraries prepared by the Oregon State library says that lists of periodicals desirable for school libraries may be had upon request.

The number of periodicals in any one list varies from 4 in the New York State list to 22 in the Michigan State list. Fifty-seven periodicals are listed in the 11 book lists. The names of the periodicals that appear in six or more lists and the number of lists in which each appears are as follows: *Little Folks*, 6; *National Geographic*, 6; *Current Events*, 7; *Popular Mechanics*, 8; *Boys' Life*, 8; *American Boy*, 8; *St. Nicholas*, 9; *Youth's Companion*, 10. *John Martin's Book* is given in 5 lists and *Child Life* in 2. *American Girl* is recommended in 1 list; *Everygirl's Magazine* in 2; and *Wohelo* in 2.

The periodical lists from three States—Texas, West Virginia, and Wisconsin—include one or more agricultural papers.

Suggestions on care and use of libraries.—Fifteen of the thirty-six book lists contain suggestions either on the care or use of school libraries, or both. The topics upon which suggestions are given are: The library rooms, bookcases, labeling of books, classification of books, accessioning books, book repairing, charging systems, and the proper handling of books. As one means of teaching children how to handle books the Oregon State library suggests that teachers

acquaint pupils with selections relating to the care of books that are commonly printed upon children's bookmarks. One of the selections recommended is this one by Hewins:

THE LIBRARY GOOPS

The *Goops* they wet their fingers
 To turn the leaves of books,
 And then they turn the corners down
 And think that no one looks.
 They print the marks of dirty hands,
 Of lollipops and gum,
 On picture-book and fairy-book,
 As often as they come.

Are you a Goop?

The suggestions given teachers on the use of libraries in connection with schools are of four kinds: (a) Those relating to the need of instructing children relative to the information to be gotten from title-pages, introductions, tables of contents, and indexes of books; (b) efficiency in the use of dictionaries, encyclopedias, and other reference books; (c) acquaintance with the classification scheme of a library; and (d) the use of the library as a means of creating a desire for reading on the part of the children attending the school.

Among the suggestions given in the North Carolina list regarding the use of the library as a means of creating a desire for reading on the part of the children are, reading aloud to children, telling stories, correlation of material in library books with the various school subjects—particularly geography and history—the setting aside of a certain hour known as library hour for the discussion of interesting characters in books, and the use of the library in connection with the preparation of special-day exercises.

Care in preparation of book lists.—More and more educational and library experts are stressing the fact that the preparation of school library lists is a task that can not be hurriedly done, and requires the combined judgments of experts in many fields. Books treating of subject matter that is technical or scientific in its nature should be selected only upon the recommendation of experts on the subjects treated. The practice of choosing books for school libraries on the basis of opinions of teachers and librarians as to their value is now being supplemented by consultation of lists based upon research studies of children's reading that give special attention to such individual conditions as age, sex, intelligence, and special interests.

School and library authorities are using much precaution in preparing school library lists by seeking the advice of librarians, supervisors, teachers, and publishers, and by consulting lists that have been carefully prepared. The following statement illustrates the care with which books are selected in Minnesota:

The preparation of lists entails the most careful consideration of each book listed, from the standpoint of subject matter, literary form, and suitability. Technical books are included only upon the recommendation of authorities on the subject. Practically every book has been tried out in libraries. It is the aim to avoid stereotyped collections of facts, sentimental treatments of subjects, sensational fiction, involved or advanced treatises, pedagogical books, out-of-print and out-of-date titles, unattractive and poorly bound volumes, and all books which are not well written and constructively in line with the best thinking and ideals for young people.

In order to insure a collection of books that will meet the needs of the school, the greatest care is taken to ally the list with the courses of study. The reference and home-reading lists accompanying the various courses, as well as the lists themselves, are made with as great bibliographic care as possible, as examples of good library form and usage. A sample collection of the more important books is kept at the home office from which it is possible for librarians and superintendents to borrow books for examination before purchasing.—*Harriet A. Wood, State supervisor of school libraries, Minnesota. In Selected Articles on School Library Experience, compiled by Martha Wilson, New York, 1925. P. 36.*

Lists of books issued by State library and educational agencies in Michigan, Minnesota, Oregon, and Wisconsin are among the few State school library book lists used as bases of selection in the leading catalogues of children's books.

Coordination of School and Public Library Resources

Reports from State library and educational agencies in California, Connecticut, Indiana, Massachusetts, Michigan, Minnesota, New Jersey, Ohio, Utah, Vermont, Wisconsin, and some other States emphasize the need of greater coordination of effort and resources on the part of school and public library forces in rural communities.

The Indiana library and historical department is recommending that the schools build up their own collections of reference books and supplementary reading sets, and rely upon public libraries for books for their general reading. Such a course, it is explained, will avoid the building up of duplicate collections in the same locality.²

One of the first duties of the secretary of State library service in the State department of education in Utah, when the position was reestablished in 1925, was to check up the small public libraries of the State in order to discover their immediate needs and to endeavor to promote a spirit of cooperation between such libraries and the schools. As a means of bringing about cooperation, teachers were advised to inform librarians of books which they wished pupils to read in order that such books might be ready when called for; and, in turn, librarians were asked to keep teachers informed regarding new books added to their respective libraries.

²Curry, Arthur R. *School and Public Libraries in Small Communities of Indiana.* *School Libs.* 10:123, March, 1925.

In Minnesota and some other States it is quite common for rural school districts to make arrangements with local township or county library boards for library extension service.

Many students of the school-library problem question whether it is desirable for small schools to attempt to build up large collections of library books. Usually the funds available are not sufficient to make it possible to keep the books in such libraries up to date, and many teachers in small rural schools have but meager training in children's literature and library technique. Coordination of work between schools and public libraries located in rural communities not only gives individual schools access to large numbers of books, but also it insures both teachers and pupils the services of trained librarians. Such coordination is being accomplished to some degree in the various States by school use of existing public libraries and by the establishment of county libraries.

School use of public libraries in New England.—In the New England States, where the rural schools make considerable use of the public libraries located in the several towns, the States usually aid, under certain conditions specified in the law, libraries located in towns with small property valuation, either by grants of money to be expended for the purchase of books or by the donation of books. Usually such aid is given only upon condition that the libraries extend their services to the schools.

In Connecticut, the State may grant annually not to exceed \$100 for the purchase of books to each public library located in a town whose grand list does not exceed \$1,250,000, provided the town raises and expends at least a like amount. Such libraries are required, as a condition of such grants, to send collections of books (suited to the size and grades of the schools) to schools located at remote distances from the libraries. The Connecticut public library requires that at least 20 per cent of each State library grant shall be expended for books suitable for children of elementary-school age. In reality the actual percentage is much greater than this, for of the 147 libraries receiving State aid many expend their entire allowances for children's books.

In Massachusetts, from 2,700 to 3,000 books a year are donated by the division of public libraries of the State department of education to 90 libraries located in towns under \$1,200,000 valuation. The books constitute works of reference and such children's books as can be used in connection with the regular school courses.

One of the conditions under which the free public library department of the Vermont State department of education donates books purchased with State funds to libraries located in towns of small valuations is that such libraries shall place books in schools several times a year, particularly in rural schools remote from the libraries.

In Rhode Island the schools receive the benefit of the \$500 State grant which may be made annually to each public library, because in that State public libraries establish branches in schools.

School use of county libraries in California.—A county library system provides for an extension to rural areas of the library service which large cities enjoy. The county outside of cities and towns maintaining their own libraries is the unit of taxation for support. A central library, usually at the county seat, is established with branches located at various points throughout the county.

California, although not the first State to establish a county library, has developed the idea more extensively than any other State. Since 1911, under the leadership of the California State library, which is a division of the State department of education, that State has extended library service to 46 of its 58 counties and has demonstrated the possibility of coordination of school and public library resources. One of the duties of the county library organizer of the State library staff is that of advising school trustees living in counties with county library service concerning the desirability of transferring school district library funds to county libraries.

School districts in California are assured a fairly good library fund, for the law provides that county superintendents shall apportion annually as a library fund to each school district a sum not less than \$25 for each teacher employed, which may be pooled with the county library funds. Statistics for 1928 show that 2,464 school districts, approximately 86 per cent, out of a total of 2,875 in 46 counties, had transferred their library funds to county libraries. According to the State librarian, the majority of these districts were located in rural areas. Most of the school districts not pooling their school-library funds with the county libraries comprise large town and city districts. Very few schools withdraw their funds after having once transferred them to the county libraries. The State librarian is of the opinion that not more than a dozen districts have withdrawn such funds since 1912, the year in which county library service to schools was started. Such withdrawals as have occurred have been caused by local conditions rather than by dissatisfaction with county library service. Usually the matter ends by the school trustees asking to join the county libraries again.

The union of school-district funds with those of county libraries has improved the service of school libraries, according to statements of teachers and county superintendents. Old books have been weeded out; new ones have been carefully chosen by expert librarians and more economically purchased; and the library resources of the schools have been greatly enriched by books, periodicals, clippings, pictures, material for special programs, etc. In short, it has been possible to give the various school districts direct service at least equal to their

library apportionment and in addition to place at their disposal a wealth of material for periodic use beyond their ability to purchase from district funds.

School use of county libraries in other States.—According to information furnished by the American Library Association, there are at the present time approximately 276 counties in approximately three-fourths of the States in continental United States in which public funds are appropriated for the purpose of furnishing library service to all parts of the counties. This number includes counties in which the library service of cities has been extended to the counties in which such cities are located, by means of contracts entered into between city and county governing boards.

The opinion is expressed in the reports of some State library and education officials that a county library system is the most effective agency for extending library service to the rural schools of a county. The establishment of county libraries is being actively promoted in Alabama, Arkansas, Iowa, Louisiana, Kansas, Maryland, Minnesota, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, and some other States.

Jefferson County, Ala., has county-wide library service for schools by means of a contract with the Birmingham Public Library. Three of the seven county libraries in Georgia furnish books to small rural schools. The supervisor of school libraries of the Indiana Library and Historical Department says that each of the 14 county libraries in that State serves the schools to the limit of its resources—some by sending collections of books to the schools for the use of children, and some by means of book wagons which visit schools at regular intervals.¹ By means of a contract with the Minneapolis Public Library and the county board of Hennepin County, Minn., library service is extended to the rural schools of that county.

There is the closest possible relationship between the 10 county libraries in New Jersey and the schools. Each school is supplied with a collection of reference and other books chosen by the county librarian with the aid of teachers and supervisors; and the boys and girls are provided with books for home reading. The county librarians visit each of the schools once a month or oftener for the purpose of exchanging books.

Four of the nine county libraries in Ohio are extending their services to the schools.

According to a communication received from the State librarian of Oregon, some of the 10 county libraries in that State have been conspicuously successful in serving the rural schools, and others because of lack of funds have not done much. One of the most successful

¹ Northey, Della F. County Library Service to Schools. Bulletin of the American Library Association, 17: 222-224, July, 1923.

is in Multnomah County. By means of a contract between the Portland Library Association and the county court of Multnomah County, the former has extended the privileges of its library to the residents of the county. The school librarian supervises the rural school libraries during the school session and remains in touch in summer with some of the children by means of book wagons which visit rural communities located within a 20-mile radius of Portland. Members of the school department staff of the Portland library who are in charge of the book wagon two days a week, guide the reading of rural school children during the summer months and hear comments on books which they have read.⁴

Nine branches of the Chattanooga Public Library in Hamilton County, Tenn., furnish books to 65 rural schools by means of the rotating stock of books in the extension department of the Chattanooga Public Library. One of the most flourishing of the nine branches is located in the high-school building of a mining village. One of the regular staff of teachers is employed as a librarian on half time. She says that since the establishment of the library the children of families that have been stamped with illiteracy for generations are reading books with a zest and avidity unknown in families where books have always been plentiful, and that high-school and college attendance in the territory served by the branch has increased.

The schools of Harris County, Tex., have improved since good reading material has been made available by the affiliation of the schools with the Harris County Library.⁵

Wyoming, one of the 6 States without a library extension agency, has county libraries in 17 of its 23 counties. These county libraries supply rural schools with books recommended in the State course of study. Members of the State department of education encourage county superintendents to cooperate with the county libraries in seeing that rural schools receive their services.

Further information on county library service to schools in States outside California (as well as in California) is found in a series of articles on the subject which began October, 1928, in *School Life*, a publication of the United States Department of the Interior, Office of Education.

Lending Service

The chief service extended to rural schools by State library extension agencies in most States is lending them collections of books, commonly known as traveling libraries; material for the development

⁴ Paxson, Ruth M., head of school department, Library Association of Portland. *Journal of the National Education Association*, 14: 19-20, January, 1925.

⁵ *Library Service for Rural Counties Now a Possibility in Texas*. *Texas School Journal*, 41: 10, March, 1924.

of special topics, including books, magazines, pamphlets, and newspaper clippings, and in some instances stereopticon slides, framed and unframed pictures, and Victrola records. Schools borrowing books and other material are expected to assume responsibility for loss and damage not caused by ordinary wear, and, in most cases, to pay transportation charges from State capitals to schools and return. In New York the State pays all going charges on traveling libraries and borrowers pay return charges.

School use of traveling libraries.—For purposes of this study, a traveling library for schools is defined as a collection of books, ranging in number anywhere from 8 to 500 volumes, which is lent for a period varying from six weeks to the entire school term.

The circulation of traveling libraries among rural schools, which is the earliest form of book extension service, is carried on at the present time by all of the State library extension agencies, except those in Alabama, California, Indiana,^o Louisiana, Massachusetts, Mississippi, and Utah. Traveling libraries have not been circulated by the department of archives and history of the State of Alabama since 1927. The schools of California are well cared for by the county libraries. The library and historical department of the State of Indiana has discontinued traveling library service to all except State-aided schools. The Louisiana Library Commission is putting its energy into the development of parish (county) libraries rather than traveling libraries. The division of public libraries of the department of education in Massachusetts believes that it can better fulfill its purpose by building up the small public libraries by direct gifts of books, which can be used in connection with the schools, than by circulating traveling libraries among schools.

Traveling libraries circulating among rural schools are not always composed of books planned primarily for school use. Usually they are general collections containing books for adults as well as for children and placed directly under the care of the teachers. There is a tendency at the present time either to make up special school collections in addition to the general collections or to restrict traveling libraries for schools to books adapted to the needs of children. For example, the Wisconsin Free Library Commission announces collections for schools as follows: (1) A collection of 50 books planned for the pleasure of the entire community—adults as well as children; and (2) a reading circle library consisting of a collection of 27 books chosen from the State pupils' reading circle list. The South Dakota Free Library Commission announces two special collections of books for schools—one a high-school collection containing books for supplementary reading in English, and the other a rural-school collection suitable for use in the elementary school grades.

^o To a limited extent.

Most of the traveling libraries are fixed collections—that is, they are made up in advance of the opening of schools by State library extension agencies. The present trend is to make up collections in conformity with requests from the various schools. In Maryland, North Carolina, Ohio, South Dakota, and some other States, library extension agencies send made-up rather than fixed collections to schools. In Ohio and South Dakota collections are made up directly from the library shelves in answer to specific requests from teachers. In some other States fixed collections are supplemented by made-up collections. The library extension division of the New York State Department of Education circulates both types, but finds that there is not much demand for the made-up collections. Apparently library extension agencies in other States would prepare made-up rather than fixed sets if they had help sufficiently familiar with books to assemble such collections.

In some instances two or more unit collections of books are combined to form a traveling library. In Georgia, for example, the State library commission gives careful consideration to the following types of small unit collections: (1) Books for elementary school grades; (2) books for high schools; and (3) books for community use. A traveling library in that State may then consist of units 1, 2, or 3, only, units 1 and 3, units 1 and 2, or units 1, 2, and 3.

An attempt was made to determine from the various State library extension agencies the number of traveling libraries and volumes that have been circulated during the 5-year period ending with the school year 1927-28 among schools of the one and two teacher type. Replies to these requests indicate that such data are not available. The Ohio State Library was able to furnish data showing the per cent of traveling library collections placed in one and two teacher schools during the school years 1924-25 and 1925-26. The percentages are 42 for the school year 1924-25 and 36 for that of 1925-26.

In a few States library extension data make no distinction between school and other borrowers, but in most of the States the number of school borrowers is kept distinct from other borrowers, but no differentiation is made in keeping data between borrowers from the smaller schools and those from the larger ones. It seems quite clear, however, from replies to questions, that the rural schools make more use of traveling libraries than urban schools, and that the circulation among rural schools is increasing.

Reports from State library extension agencies in Georgia, Michigan, New York, North Carolina, Oklahoma, and some other States indicate that considerable effort is made to meet the book needs of rural schools through the circulation of traveling libraries. In Maine special effort is made to supply such schools with attractive editions as a means of encouraging children to read. Of the 1,384

collections circulated by the South Dakota Free Library Commission during the biennium ending June 30, 1928, 995 went to schools.

In a number of the States the demand for traveling libraries exceeds the supply. The Missouri Library Commission is compelled to refuse almost as many requests for school libraries as are filled, because the supply is exhausted six weeks after school opens. The number of traveling libraries available for use by the Public Library Commission of New Hampshire is so small that it is felt that it is unwise to advertise the collections. In New York there are more demands for books than the library extension division can supply. During the school term the North Carolina State Library Commission reports that there are from 50 to 60 applications for traveling libraries, which can not be filled as requested. Such requests are met by sending a few books at a time. The Nebraska Library Commission is unable to meet the demand for fiction asked for by the English departments of high schools.

In a few States special efforts are made to inform teachers of the service of traveling libraries by means of exhibits, circular letters, and public lectures. In North Dakota and Michigan, in 1923 and 1924, respectively, traveling libraries were exhibited at teachers' institutes and meetings. In Ohio and Oregon it is customary to distribute among rural teachers circulars giving information about traveling libraries.

In New Mexico the State department of education during the school year 1924-25 solicited donations of library books, since there was no money with which to buy them. More than 300 of the newest and most interesting books were donated by publishing companies, superintendents of schools, and higher institutions of learning. Cases to carry the books were made in the manual training department of the Albuquerque schools—each case being so built that it would fit on the running board of an automobile and come within the rates for parcel post. These bookcases were then circulated among the schools by the State department of education and county superintendents.¹

The following excerpts from reports of State departments of education and State library extension agencies show that the traveling libraries are performing a much needed service:

The past school year was a successful one with the libraries. A number of the schools used more than one and some of the larger schools had the use of two for the different grades. As many as four requests at one time from the same school have been sent in, but as heretofore the number of libraries had to be limited to two to the graded schools.—*Delaware State Library Commission, Thirteenth Biennial Report, 1927-28. P. 4.*

The State traveling library is constantly extending its service to the schools of the State. The books furnished to the schools consist of reference works, books of history, science, travel, and some good fiction.—*Eighth Biennial Report of the*

¹ Annual report of the State superintendent of public instruction of New Mexico, 1925-26. P. 17.

State Board of Education and the Board of Regents of the University of Idaho, 1927-28. P. 43.

The demands upon the traveling library from schools are very heavy, so heavy and the supply in the traveling library so inadequate that the full list requested is seldom filled, and these requests come from country schools and towns without library facilities.—*Report of Iowa Library Commission, 1924-26. P. 15.*

As the rural schools each year improve their own libraries the type of collections sent them has gradually changed, so that this year many rural schools are depositories for books for the entire neighborhood. This, we feel, is a logical starting point for the development of county library interest.—*From statement concerning "Traveling library service" in Twenty-first Annual Report of the Missouri Library Commission, 1928. P. 11.*

A very special effort has been made to send attractive books to young children in the country, whose school day is often longer than that of the village child. To show how far the department came from reaching its goal it need only be said that to the 7,000 rural schools of Michigan only 901 collections were shipped. However, every request was met with a collection of books, even though it was sometimes a small one, owing to exhausted resources.—*Report of State Librarian of the State of Michigan for the Biennial Period Ending June 30, 1926. P. 14.*

Material for special projects.—The plan of lending books, magazines, bulletins, and newspaper clippings for use in connection with the various school projects and for the preparation of debates, oratorical contests, and essays is one of the newer forms of library extension service that has been made possible through the agencies of parcel post and rural mail delivery. Material for such purposes is known by various terms, such as "direct-by-mail service," "short-time loans," and "package libraries."

A large amount of such material is sent to schools in response to requests from both teachers and pupils, particularly to high schools located in consolidated districts and in towns that do not have access to large public libraries. During the biennium ending 1926, the North Carolina Library Commission loaned material for 751 debates to 315 schools located in 87 counties. Ninety-four requests for debates remained unfilled because of the difficulty of securing material on the subject selected for debate. The State library in Vermont finds that there is a keen desire on the part of the rural schools in that State for assistance in verifying quotations and material for debates and history assignments. The division of libraries of the California State Department of Education lends material for special projects to county libraries within the State.

Circulation of visual aids.—State library extension agencies in California, Michigan, North Carolina, Vermont, Pennsylvania, and some other States circulate pictures, stereopticons, and lantern slides among schools. In a few States, Victrola records are loaned, as well as pictures. The division of libraries of the California State Department of Education is a central source of supply for pictures that are loaned to county libraries. Some of the larger agencies have special divisions for this work known as visual education or art divisions.

Lending service of higher institutions of learning.—Extension divisions of higher institutions of learning in some States, particularly in those States without State library extension agencies, are supplying rural schools with traveling libraries. For the past few years the extension division of the University of Florida has circulated traveling libraries among schools. The collections consist of books representing fiction, history, nature study, health stories, and biography, suitable for children from the first to the eighth grades, inclusive. In one State at least—Pennsylvania—which has a strong library extension agency, most of the 14 State normal schools are lending collections of books to rural schools situated in the territory surrounding each of the respective normal schools.

Children's Reading Courses

The promotion of reading courses for children stimulates the development of rural school libraries. Such courses are carried on in a number of States either by educational or library agencies or by independent reading circle boards. Children reading a prescribed number of books either are awarded certificates or diplomas or receive school credit in English—sometimes both. State departments of education in Alabama, Connecticut (public library committee appointed by State board of education), Louisiana, Massachusetts, New York, North Dakota, Vermont, West Virginia, and Washington, report the promotion of such courses.

The Georgia library commission encourages reading during the summer vacation among the school children of that State living in communities without public library service by promoting a vacation reading club for them. The Oklahoma State Library Commission sponsors pupils' reading courses in connection with the home reading courses that it conducts for the United States Office of Education; and the Cooperative Education Association of Virginia promotes reading circles among the members of its junior leagues. The Oregon State Library, in cooperation with the department of education, inaugurated in 1927 a Children's Book League for the purpose of rendering a special service to children in rural communities who do not have access to public libraries.

In Colorado, Idaho, Indiana, Illinois, Kansas, Missouri, Ohio, and Wisconsin pupils' reading circle boards, are generally sponsored wholly or in part by State teachers' associations of the respective States. Generally there is close cooperation between such boards and departments of education, the chief State school officers or other members of the departments being members of the boards.

Kinds of awards and requirements for same.—State departments of education in Alabama, Connecticut, Louisiana, North Dakota, Massachusetts, New York, Oregon, West Virginia, and Vermont issue

awards in the form of certificates, diplomas, honor certificates, gold stars, or honor seals to pupils reading a prescribed number of books. In four States—Connecticut, Massachusetts, Vermont, and West Virginia—the issuance of such awards is limited to pupils enrolled in certain specified grades. In Massachusetts it is grades 4 to 8, inclusive; in West Virginia, grades 6, 7, and 8; and in Connecticut and Vermont, grades 3 to 8, inclusive.

The minimum number of books that pupils are required to read for certificates is 5 in Alabama, Connecticut, Louisiana, and Massachusetts. In Vermont it is 5 books for grades 3 to 5, inclusive; and 10 for grades 6 to 8, inclusive; 2 for each month that school is in session in North Dakota; and 1 for each school month in Oregon. In West Virginia the reading of 4 books entitles a pupil to a diploma. The New York "testimonial of reading" is awarded to any pupil reading 50 books during his or her elementary school course. Six States—Alabama, Louisiana, Connecticut, Massachusetts, North Dakota, and West Virginia—make requirements concerning grade suitability of books.

In Alabama and Massachusetts pupils must read 20 books in order to earn diplomas in the former and honor certificates in the latter; in Connecticut, 25 for honor certificates. Gold seals are attached to certificates or diplomas already earned in Louisiana and Vermont for reading 5 additional books; and to honor certificates in Connecticut for reading 25 additional books within 2 years. As an incentive to pupil ownership of books, special honor seals are affixed to diplomas already earned in West Virginia for reading eight books in a school year, provided such books are owned by the readers.

Usually certificates and diplomas are signed by one or more of the following officials: Chief State school officer, county or district superintendent, teacher, or State or local librarian. A number of them contain reproductions of the seals of their respective States.

Departments of education usually accept the judgment of the pupils' teachers (local librarians in Massachusetts) in determining whether pupils comprehend the contents of books read. In West Virginia teachers are required to submit to the department of education written tests on the contents of the books that pupils have read. The tests call for information regarding pupil ownership of books read; titles of books; nationality, additional works, and residence of authors (if living); brief outlines of the contents, including names of important characters and favorite characters with reasons for choices; and the special value of the books to readers.

The public library committee of Connecticut warns against overstimulation of children's reading—thus leading to hasty and poorly digested reading, and it suggests that pupils be encouraged to keep diaries of books read. Written examinations are recommended in

Massachusetts, and both oral and written tests in Vermont. In North Dakota it is felt that a few oral questions on the part of the teachers are sufficient to determine whether children understand the contents of books read. In Massachusetts, North Dakota, Vermont, and West Virginia school credit in English for home reading is recommended by departments of education.

Two States—Massachusetts and North Dakota—urge that the time of awarding certificates be made a special occasion, with a certain degree of ceremony.

In 1925 most of the librarians in Massachusetts awarded the honor certificates twice a year, in the schools, libraries, or town halls—at the close of the school year in June and again during Children's Book Week in November, in order that the children might associate the books that they had read with a library and a festival. In North Dakota it is recommended that certificates be presented to pupils at the time of the closing exercises in the various schools as an incentive to other pupils to compete for the course in voluntary reading.

Number of awards made.—Information showing the number of certificates, diplomas, and gold stars awarded to pupils is available for only seven States—Alabama, Connecticut, Georgia, Massachusetts, New York, Oregon, and Wisconsin. About 15,000 reading circle certificates and 3,000 diplomas were issued in the department of education of Alabama during the school year 1927-28.

During the 1925-26 school year 19,043 certificates, 1,114 honor certificates, and 93 gold stars were issued to children enrolled in grades 3 to 8, inclusive, by the public library committee of Connecticut. Children enrolled in the rural schools received approximately twice as many awards as children enrolled in the schools of the large towns and cities. Table 3 gives the number and distribution of each particular kind of award.

TABLE 3.—*Number and distribution of awards for reading issued to children by the Connecticut public library committee, school year 1925-26*

Districts	Certificates		Honor certificates		Gold stars	
	Number	Per cent	Number	Per cent	Number	Per cent
In rural school districts.....	12,743	67	779	70	60	65
In large towns and cities.....	6,300	33	335	30	33	35
Total.....	19,043	100	1,114	100	93	100

During the summers of 1927 and 1928, 249 boys and girls belonging to the vacation reading clubs promoted by the Georgia State Library Commission received certificates for reading 10 books selected from lists furnished by the commission. Twenty-one of the 249 read from 20 to 25 books and received gold star certificates. More than

20,000 reading certificates were awarded to pupils in grades 4 to 8, inclusive, in Massachusetts during the school year 1925-26. More than 4,000 of these were honor certificates. This is more than twice as many certificates as were awarded during the previous school year. As voluntary reading for certificates on the part of children of elementary school age is promoted largely by State-aided libraries, it is evident that most of the 20,000 certificates were earned by children living in the rural areas and in the less densely populated towns.

Massachusetts is not only awarding reading certificates to elementary school pupils but also to prospective rural teachers. During the 1925-26 school year 500 such certificates were awarded students in English in the normal schools at Hyannis, Salem, and Westfield—State normal schools especially designated for the preparation of rural school teachers. In these normal schools the English instructors use the list of books approved by the division of public libraries for State certificate reading as bases for their courses in English in children's literature and award reading certificates to students meeting the requirements. Such a course of procedure not only acquaints prospective teachers with children's literature, but also furnishes these teachers incentives to stimulate voluntary reading on the part of the pupils they will later teach.

New York reports an increased interest in reading for the testimonial of reading which is issued to pupils who have read at least 50 approved books during the elementary school course. During the school year 1927-28, 3,908 such testimonials were issued. This was 1,000 more than the preceding year. During the school year 1927-28, 1,936 pupils in the rural schools of Oregon secured certificates from the Children's Book League; in the same year nearly a quarter of a million persons in Wisconsin completed reading-circle courses which entitled them to diplomas and seals.

The latest available biennial report of the State Department of Education of West Virginia, while not giving the number of awards for certificate reading, does give information showing the growth in the number of reading-circle readers. In that State 15,200 pupils read 90,000 books during the school year 1924-25, and 32,435 persons read 145,000 in 1925-26.

In-Service Training

State library and educational agencies provide in-service training for librarians and teachers through cooperation with higher institutions of learning in offering courses of instruction in subjects pertaining to libraries, conferences for librarians, public addresses, field visits, circulars of information, and in urging the certification of librarians.

Courses of instruction.—Usually courses of library instruction, more particularly the summer courses, offered by State library and educational agencies in cooperation with higher institutions of learning are

not intended to compete with the courses given by the library schools, but are courses planned to meet the needs of librarians in charge of libraries in small public libraries, teacher-librarians, and teachers. The term "teacher-librarian" is applied to persons filling the position of both teacher and librarian. In the smaller high schools it is quite common for teachers, particularly English teachers, to be given charge of school libraries.

Such preliminary library courses as are mentioned in the preceding paragraph usually include one or more of the following subjects: Children's literature, cataloguing and classification of books, book selection, book mending, reference and bibliography, library economy, and library administration, particularly the administration of high-school libraries. The instructors are usually members of the staffs of the State library extension agencies or departments of education (school library supervisors if there be such) and librarians connected with the institutions in which the courses are given.

The California State library, a division of the State department of education gives a course of instruction in library law and the county library in the department of library science in the University of California which is especially helpful to county librarians. The supervisor of school libraries in the library and historical department of the State of Indiana assists teacher-training institutions in that State in offering courses for school librarians and teachers. The supervisor of school libraries in the library division of the State department of education in New York cooperates with the State library and the State normal schools in that State in maintaining courses at summer schools for teacher-librarians.

Teacher-training institutions in New Jersey and Wisconsin give training in library technique suitable for teachers in small rural schools. Teacher-librarians' courses particularly adapted for teacher-librarians in small high schools are offered in the Wisconsin Library School, which is conducted by the Wisconsin Free Library Commission in cooperation with the school of education of the University of Wisconsin. During the school year 1927-28 the total student enrollment was 105, of whom 36 were taking teacher-librarian work. Of the 36 taking the teacher-librarian courses, 21 were enrolled in the 2-hour, summer course which is conducted for students in the school of education who desire the minimum training for teacher-librarians. Some other States in which State library extension agencies are cooperating with universities and colleges in maintaining courses of instruction for librarians are Alabama (department of education), Iowa, Oklahoma, Pennsylvania, Maryland, and Vermont.

Conferences for librarians.—State library agencies in a number of States hold conferences for librarians lasting from one to several days. The writer observed one such conference in Connecticut which was

attended by about 25 town librarians and conducted by the State visitor and inspector of libraries. A considerable portion of the time at this conference was devoted to reports by the various librarians present regarding their work with the schools. Since the librarians in attendance were located in the towns of small property valuation, their school experiences were predominantly rural. The discussion brought out the following school activities: Talks to teachers by librarians, circulation of books and pictures among schools remote from libraries, story hours for children, and reports from children concerning motives impelling them in the selection of books and their opinions regarding books read by them.

Public addresses.—Some State library officials give addresses at teachers institutes and summer sessions in normal schools for the purpose of informing teachers regarding children's books, the uses of libraries, and the various kinds of library service that the States provide for the schools.

In 1926, at the request of the State elementary school supervisor, officials of the public libraries division of the Massachusetts Department of Education presented the relationship of the library to the school before seven local teachers institutes and the summer session of teachers at the State normal school at Hyannis. These addresses resulted in an increased interest in pupils' reading courses and in a greater demand for loans of books on education from the division of public libraries of the department.

In Minnesota and New Jersey, State library officials give lectures on children's literature and the uses of the library at teachers institutes. Some other States reporting library addresses at gatherings of teachers are Ohio, Oregon, Utah, Virginia, and Wisconsin.

Field visits.—State school librarians and other members of State library extension agencies spend considerable time in the field assisting librarians and teachers in the organization and cataloging of libraries. In most of the States such assistance is confined to libraries in high schools located in the smaller towns and cities. A few States report visits by State librarians to consolidated schools and small rural schools for the purpose of giving assistance in the organization of the libraries.

State library officials in Indiana, Michigan, New York, and North Carolina spend much time in assisting in the classification of high-school libraries.

When school authorities in high schools in Indiana are willing to spend \$1.75 per pupil for library books, the State school librarian meets with the teachers of such high schools for the purpose of assisting them in the selection of books. When the books are purchased, the State school librarian returns to each school previously visited to assist in the organization of the library and to give pupils instruction

in the use of books. The high schools of Indiana have spent hundreds of dollars in bringing their libraries up to standard in order to secure free the services of the librarian. Thirty-one high schools were visited during the school year 1926-27.

The librarian in the State department of education in Arkansas reports visits to consolidated schools for the purpose of organizing libraries. In Wisconsin, State school librarians assist county supervisors of instruction in the organization of libraries in rural schools. The State school librarians gave assistance of this kind to 100 rural schools during the biennium ended December 31, 1926. They also visit all county superintendents in Wisconsin for the purpose of consulting with them regarding the best means of making libraries in rural schools more effective.

Iowa reports that requests for assistance in the organization of school libraries are constantly received by the State library commission, and help is given wherever possible. The lack of an adequate staff in the Missouri Library Commission makes it impossible to give aid to the many high schools that are trying to meet required library standards. During the year 1925, only five high schools were personally visited.

Circulars of information.—Library extension agencies and departments of education in a few States publish brief circulars of information intended to help teachers in the organization, management, care, and uses of school libraries. The most extensive printed helps of this nature are two pamphlets published by the library division of the department of education in Wisconsin. In some other States, lists of approved books and courses of study contain brief suggestions intended to assist teachers in the care and use of school libraries.

Organization and Management of Elementary School Libraries, published by the library division of the State department of education in Wisconsin, is intended for use in 1-teacher schools, graded rural schools, and city schools. Its purpose is to serve as an aid to teachers in the organization of school libraries and in such management and supervision of libraries as will bring about the effective use of books and school and home reading. The other publication prepared in the division, *Lessons in the Use of the School Library*, is intended for the guidance of teachers in giving to their pupils definite lessons in the uses of school libraries. Since in Wisconsin all teachers are required to show some ability in the cataloguing and classification of library books, both of these publications are used as textbooks in teacher-training classes in county normal schools, teacher-training departments of high schools, and State normal schools.

State courses of study for elementary schools usually contain lists of books suggested for use of pupils and teachers in connection with the various school subjects. The Minnesota curriculum for elemen-

tary schools contains references to home reading lists in all of the school subjects and lessons on book making in the industrial arts course and on the use of books and libraries in the English course. Some of the county courses of study for the elementary schools of California contain information relative to the services available for the schools by the county free libraries.

Requests received by the Texas State Library for aid in organizing small libraries, especially those in high schools, are given through references to books on the subject and by correspondence, because there is no provision in that State for a school librarian.

Certification of librarians.—State certification for school, county, and teacher-librarians is required in only a few States, among them being California, New York, Ohio, and Wisconsin. It is one of the objectives that educational and library extension agencies in a small group of States hope may be realized in the near future.

New York began issuing library certificates in 1924, and the accomplishment is looked upon by the department of education as a landmark in the history of library progress in that State. Certification requirements for county librarians in Ohio include both college and library training and successful library experience. The Wisconsin Legislature passed a law in 1921 requiring the certification of librarians. Since 1919 that State has required all high schools receiving special State aid to employ teacher-librarians who have general qualifications as high-school teachers and who have in addition special library training totaling at least 72 recitation hours. Candidates for county, city, and State teachers' certificates by examination in Wisconsin are also required to show ability in the cataloguing and use of school libraries.

The library and historical department of Indiana is making an effort to have school authorities recognize the importance of employing as high-school librarians persons who have educational qualifications equal to those required of teachers and some library training in addition. The State department of education in Minnesota says that the training of librarians in that State has not kept pace with the growing demands for more and better library service. To meet this condition it recommends a full library course in the University of Minnesota, courses for teacher-librarians in all institutions training teachers (private as well as public), and library institutes. The field librarian in South Dakota says that the high-school libraries in that State are poorly administered and are not being properly built up, because it is quite generally considered that anyone can administer a high-school library. Because of this condition the opinion is expressed that no great progress can be made until all accredited high schools in South Dakota are required to employ part-time librarians with some degree of training and spend a definite amount of money annually for books.

Chapter V

Summary and Conclusions

Summary of Present Rural School Library Situation

Library service for rural schools is provided in two ways: (1) By collections of library books in individual schools; and (2) by use of public libraries. In most of the States the former plan is more prevalent. In a few States, among which are California, Connecticut, Indiana, Massachusetts, and New Jersey, State educational and library agencies discourage the building up of permanent collections of books in small rural schools because of the belief that existing public libraries or county library systems give teachers and children in rural communities access to larger collections of well-selected books and assure the services of trained librarians. There are more county libraries in California than in any other State.

In Minnesota, Michigan, New York, Oregon, Wisconsin, and a few other States in which public funds have been appropriated for school libraries for a considerable number of years, collections of library books of considerable size are found generally in rural schools. In States in which appropriations of funds for school libraries have not been made over a period of years, the size of the collections of library books in rural schools usually shows considerable variation. Some schools have no books, or so few as to be of little value, while others are adequately supplied as to number of books.

The few studies that have been made of libraries in rural schools show that in the areas studied many schools are insufficiently supplied with books (some have none at all); library space is inadequate; money for libraries is frequently earned by schools by means of public entertainments; of the books in the libraries most may be classed as fiction and are not well selected as to kind and difficulty; and there is a lack of newspapers and current periodicals.

Summary of State direction of rural school library service.—In 43 States either State educational or State library extension agencies, or both, are directing library service for schools attended by children living in rural communities.

State library extension agencies are affiliated with departments of education in 16 States, and in 4 States, departments of education have on their staffs members who give all or a considerable part of their time to the work of rural school libraries. In the remaining

28 States, departments of education perform certain minor library services for rural schools and cooperate with the various agencies engaged in building up better libraries for such schools.

There are 4 States in which State library agencies with extension as one function either employ school-library specialists or have certain supervisory powers over libraries in rural schools, in addition to the circulation of traveling libraries. In 22 other States such agencies lend books to rural schools and perform some other services. Six States have no library extension agencies in operation at the present time.

The three States, exclusive of States like California, Minnesota, and New York, where State library agencies function as divisions of departments of education, in which both State educational and library extension agencies are directing to any considerable extent library service for rural schools, are Louisiana, North Carolina, and Wisconsin.

State school library supervisors are reported in nine States as follows: Louisiana, Indiana, Michigan, Minnesota, New York, North Carolina (after July 1, 1930), Pennsylvania,¹ Tennessee, and Wisconsin. A State county organizer in the California State Library performs a similar service for county libraries in that State.

The principal ways by which State educational and library agencies are directing library service for rural schools in the 43 States are: By the performance of certain duties relating to the spending of State school library funds (county funds in Oregon); preparation or approval of school library book lists; coordination of school and public library resources through school use of existing public libraries and the establishment of county libraries; circulation of traveling libraries, material for special school projects, and visual aids such as pictures, motion-picture films, and slides; promotion of reading courses for children; providing in-service training for librarians and teachers through courses of instruction, conferences, public addresses, circulars of information, and field visits, and bringing about legislation requiring the certification of librarians.

The work connected with the expenditure of State school library funds is one of the principal duties reported by library officials in State departments of education in Alabama, Connecticut, Minnesota, New York, North Carolina, Tennessee, Virginia, and Wisconsin, and of the New Jersey Public Library Commission. The Oregon State Library spends county school library funds.

Either State educational or library boards or the State's chief school officers are required by law to prepare or approve lists of books suitable for rural school libraries in 20 States. In most of the remaining States, departments of education, State library commissions, or

¹ Position temporarily vacant.

State libraries (sometimes both of the latter) issue lists of books from which they recommend that rural school library books be chosen. An examination of the book lists from 36 States shows that they vary from 2-page mimeographed circulars giving only authors and titles of books to volumes of several hundred pages giving not only titles and authors of the books listed but also prices, publishers, evaluations, and annotations; and containing, in addition to lists of books, tables of contents, indexes, synopses of library laws, and suggestions on the care and use of libraries. The lists issued by a few State educational and library agencies are used as bases of selection in some of the leading catalogues of children's books.

In the New England States the rural schools make considerable use of public libraries; and in California, under the leadership of the former State library, county library service has been extended to 46 of the 58 counties of the State. Some other States reporting the use of county libraries by rural schools are Alabama, Indiana, Ohio, Oregon, Maryland, Minnesota, New Jersey, Tennessee, Texas, and Wyoming.

Circulation of traveling libraries among rural schools is the oldest form of book extension service. It is carried on at the present time by all of the State library extension agencies, except those in California, Indiana,² Louisiana, Massachusetts, Mississippi, and Utah. From the information available it seems that the schools make more use of traveling libraries than all other borrowers, and that of the libraries circulated among schools the largest number go to rural schools. A large amount of material, including books, magazines, and newspaper clippings, is loaned by State library extension agencies to schools, particularly high schools located in small towns and rural areas. In a number of States but little effort is being put forth to inform rural teachers of the service of traveling libraries, for the reason that the demand for books exceeds the supply.

Under the leadership of a number of State departments of education, the promotion of pupils' reading courses is stimulating reading among rural school children. Pupils reading a prescribed number of books are usually awarded certificates or diplomas. Sometimes school credit in English is given in addition. Considerable interest is manifest in this activity by State departments of education in Alabama, Connecticut, Louisiana, Massachusetts, New York, North Dakota, Vermont, West Virginia, and Washington. In Colorado, Illinois, Wisconsin, and a number of other States, pupils' reading courses are sponsored wholly or partly by State teachers' associations.

Among the States in which educational and library agencies are cooperating with higher institutions of learning in offering courses of instruction for librarians and teachers in small towns and teacher-

² To a limited extent.

librarians of rural schools located in places that are without libraries are Alabama, California, Indiana, Iowa, Maryland, New Jersey, New York, Ohio, Pennsylvania, Vermont, and Wisconsin. States in which State library officials report public addresses at institutes and other gatherings of teachers are Massachusetts, Minnesota, New Jersey, Ohio, Utah, Virginia, and Wisconsin.

State school library supervisors in Indiana, Michigan, Minnesota, New York, North Carolina, and Wisconsin assist teacher-librarians in small high schools in the organization and classification of their libraries. There are more demands for this kind of service than can be supplied. The State school librarians of Wisconsin visit rural schools for the purpose of giving teachers assistance in the classification of their libraries and consult with county superintendents regarding the best means of making the libraries in the rural schools more effective. Departments of education and State library extension agencies in a number of States publish brief circulars of information intended to help teachers in the organization, management, care, and use of school libraries. The most extensive publications of this nature are issued by the library division of the State department of education of Wisconsin and are used as textbooks in teacher-training institutions in that State.

State certification of librarians, teacher-librarians, and county librarians is required in only a few States, among them being California, New York, and Wisconsin. In Wisconsin candidates for State, city, and county teachers' certificates are required to show ability in the cataloguing and use of school libraries.

Conclusion

The following general conclusions are drawn as a result of the study:

1. There is need for a segregation of library statistics applying to rural schools, particularly those of the 1-teacher and 2-teacher types, on the part of State departments of education, State library commissions, and other agencies collecting school-library statistics.
2. There is a lack of research studies dealing with the subject of libraries for rural schools for the various States. In most States definite information is needed regarding the types of library books available for children in rural schools and the extent to which such books are used in the schools.
3. The advice of the director of library extension of the University of the State of New York in proposing that the first thing to be done in improving school-library conditions in New York is to make a thorough survey of the entire library situation of the State,³ can be applied equally well to most States.

³ In Report of Library Extension Division, University of the State of New York. Twenty-first Annual Report of the Department of Education. P. 297.

4. A concentration of authority over the direction of library service for rural schools in either the State's chief educational or library agency should avoid duplication of effort.

5. The fact that 12 of the 16 States in which library extension agencies are affiliated more or less closely with departments of education have brought about such affiliations since 1911, and that the State's chief school officers are generally members of governing boards of State-library agencies indicate a possible tendency to recognize school-library activities as educational in nature and to favor giving departments of education either all or partial direction of such activities.

6. County libraries in California have successfully demonstrated the effectiveness of the county library system in placing large numbers of books and the services of trained librarians at the disposal of rural schools.

7. Library service for rural schools is promoted by the assurance of financial support from public funds for school libraries, familiarity on the part of teachers with children's books, provision for school-library supervision, and the coordination of school and public-library resources:

