



Gratia A. Countryman and Family Papers.

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The Library + the School -

The relation of the library to the school system is necessarily a very close one. The one important thing which a child learns in school, indeed the one most indispensable thing, is to learn how to glean knowledge from the printed page. If the child forgets all the facts of history or geography or literature but has learned how to read intelligently and discriminatingly, he has the best possible equipment for further study and for the renewal of forgotten facts.

It is for this reason more than
anything else, that the library
tries to co-operate with the schools.
It is ~~a~~ ^a great assistance to
furnish the children with
supplementary reading during their
school years, but it is more
lasting assistance ~~to~~ to give them
the habit of reading, ~~and~~ they very
soon learn that books are
interesting and that books contain
what they want to know, and that
books are available at the library
~~for~~ even if school days must end.

I ideally every school building
should be supplied with an
adequate collection of books. But
as neither the school funds nor the
library funds can be stretched to
accomplish this, the ~~same~~ library

has for some years past furnished
classroom libraries (25 volumes
to each room) to some forty of the
outlying school buildings. The
books in these small libraries are
chosen with special to the
grades and the teacher attend
to the circulation. It is with the
deepest regret that the library board
finds itself unable to supply books
for this work during the coming year.

In addition to the classroom
libraries, the library has equipped
Jermann's library room in Room
~~Building~~ school building. The
School Board has planned a
room in the new building, with
an outside entrance ~~for~~ especially
for the use of the library. Books
are chosen with special reference
to the grades in the building, a
special library attendant is in charge

and ~~delivered~~ frequent deliveries
are made from the Central library.
This makes a convenient library
service both for teachers and scholars
as well as for neighboring community.
Unless library funds are cramped
too severely this service to the grade
schools will continue.

The Bremer and Seward Junior
High Schools ^{also} have well equipped
library branches in their buildings.

But the library has ~~continually~~ ~~many~~
~~in mind~~ abundant material for
school work, in its various branches
and Central Library. Every school
debater, every school contest, ~~every~~
brings dozens of pupils to the library.
Sometimes hundreds of children all
studying the same thing throughout
the city descend upon the library ~~in~~
in the same week, for the same material.

We have tried to meet the situation
by making hundreds of multigraphed
copies of poems which we know they
will all want, or hundreds of copies
of local history material which they
always call for at a given time.

We have enlarged the debate material
by a collection of clippings of current
topics - the collection containing about
75000 mounted clippings for circulation.

Pictures and art designs, needed
from the Kindergarten to the
High Schools have been mounted
ready for use in the Art Department.
Sometimes a school will borrow
150 or more at a time for
class room work; for geography
or nature work, for drawing or
hand work. Our collection of
such material must now amount to
100000 pieces.

The pupils use the lantern slides ~~times~~ with increasing frequency. Many educational slides have been purchased for their use. In many sets of slides have accompanying lectures, written by library assistants, so that pupils may get the most concrete and exact information ~~to~~ with the slides. Perhaps nothing has added more to the pleasure of some school studies than the 12000 lantern slides which are loaned freely to the schools.

Each fall after school work is well under way, the children's librarians ~~from various~~ in various parts of town, visit the school rooms and take the registration of the pupils, keeping them to get library cards with as little

Red tape as possible. ~~Power~~
~~Children~~ Story telling on Saturdays
Draw the little new comers into
a friendly relation with the
"library lady". "Joining the library"
is quite a ceremonie with every
~~year~~ fall opening of schools.

But the children ~~are not~~
and ~~regular~~ teachers are not the
only phase of school life which
the library attempts to serve.

Above all else the library
is a school for adults, for
those who have finished
regular school life.

The night schools are also
visited for registration, and
not a school escapes the

Vigilance of the registration
Clerk, Every man who studies
in night school is supplied with
a card, ~~But~~ He is supplied with
lists of books on the subjects he
is studying and is introduced to the
library, so that he may continue
his studies by himself later by
himself.

As this is not the place to announce
any

I Come to you as a public Librarian
who has had much experience with
School libraries in a city system, and with
Rural School libraries under the County system.
But mainly I Come with the firmest
Conviction that this matter of
Education is a much bigger matter
than any of us Comprehend.

What is education

The process of fitting the child for
the fullest, finest life of which he
is capable. The process of relating
him to his social duties and his
human obligations.

You and I, Teachers and Librarians
Are engaged in this supremely
important work and neither of us
Can do it alone.

~~Change every school be equipped with~~
Reading is a fundamental process.
Let us think a minute - What

Does any child learn in school that
is more important than reading?
He has to be taught that the very
first thing before he can get any
other lessons. But I mean by
reading, not how to pronounce
the words; I mean the ability to
get ~~the~~ a real understanding of the
printed page; I taking in what
the printed words really mean.

~~Many children learn to read
words, without really learning to
see the ideas.~~

No teacher can ever teach anything
more fundamental than that.
If the child does not learn to
really read while he is in the
school room, then his education
probably stops when he ceases to
go to school. We know that
this is constantly happening, that
children in our city schools and
even more in our rural schools
are getting through their school

years without any sense of the word
of books, or any knowledge of the
joy there is in reading.

Love of reading is the basis of
all education. It is the
basis of all culture; it is the
gateway to new experiences. The
love of books is the strongest
stimulus, which nothing else can
replace, to our ideas, our vision,
our understanding and our
appreciation. I can scarcely
think of anyone growing to his
full mental stature and to his
best spiritual development who has
not ~~had~~ ^{learned} the companionship
of books.

The Natural place to learn the love
of reading is the school.
Librarians for many years have
been emphasizing the essential
fact that somewhere and somewhere
either in the public library, the
school or home, children must

be brought into contact with books,
must somehow be exposed to
them in early childhood, and the
earlier and more constantly the better.

The most natural place for
this constant exposure to books is
in the school building where the
children must go daily, and
where they are in ~~the atmosphere~~
under the direction of teachers
who should appreciate the
value and necessity of teaching the
love of books to their pupils. The
School library should be the heart
of the school.

Favorable in attitude toward School libraries

I can remember with great
distinctness that when our own
library made its first attempt
to put books into the hands of children
through the school by the method
of the class room library many teachers
opposed it and would not accept the
care of them. They would not loan

The School and Public Library

Certain schools are fortunate in having public library branches. Every opportunity should be made to use them. A program providing for at least a thirty-minute period each week should be arranged at which time the teacher may take the class to the library. She should note the books in which individuals are interested and should help the child who has no interest in books.

class Second and third grade children should become acquainted with the routines of getting library books and with the obligation which they assume in becoming patrons of the public library. After a visit to the public library, teachers of these grades frequently have found that the room library has greater appeal. A room librarian may be chosen, who is responsible for the issuing and receiving of books from the children. The library, room or public, should never be used as a reward for the children who are able readers. The child who has reading difficulties is the one, particularly, who needs the stimulus of frequent visits to the library.

The teacher and class should visit the nearby public library at least once each semester unless the library is situated at such distance that it cannot be reached comfortably.

*From N.Y.C. Public Schools
Source of study
Reading
Grades 1-2*

p. 104-5

them to the children, some of them
asking if they were going to be
paid for circulating our books; why
should they do library work for
the librarians, not at all realizing
that we were only trying to reach
the need of the children for
books by co-operating with the
children's teachers.

Now in our public schools, the
public library not only furnishes
something like 330 different
branches, but has regular
library branches in the Junior
Hights as in fifteen elementary
school buildings, and our County
system takes care of 82 rural
schools. This year the Manual on
Reading in the Course of Study has
also a say to teachers of Grades 1-3.

This is a ~~very~~ great change, and begins
at the very beginning of school life to
encourage library habits - which is the
reading habit. ~~The reaction of teachers~~

~~is being felt in~~

Miss Dora Smith of the College of Education
in the University of Minnesota is the most
earnest advocate of good reading. She
says "that no movement has been
heretofore with more decision than the
program of extensive reading throughout the
schools". She compares the method,

still much in vogue of spending four
weeks on Silas Marner or six weeks on
Trantor, a method which usually makes a
child hate the book which he
might have loved if he could have curled
up in a chair and gulped it down, she
compares this outgrown method of teaching
English with the hope of wholesome book
friends ~~where~~ to which the real book-loving
teacher introduces the children.

Anyway the attention toward teaching
English, through teaching the love of good literature,
has changed the whole situation with
regard to ~~and~~ the school library.
~~Therefore every~~ So whether the opinion

of the elementary teacher or the Junior
or Senior High teacher is considered. We
now may say without hesitation that the
School people consider books as necessary
as aids to School work.

The School Library therefore becomes
an essential part of the School
equipment, in each elementary school &
in the Secondary School; a School
Library, carefully chosen, properly cared
for, constantly growing and intelligently
administered. May I repeat this
this. A School Library to be of service
should be carefully chosen, properly
(Cared for) constantly growing, and
intelligently administered. May I
take them up point by point.

First The ideal School Library is
a room definitely set apart for
library purposes. Located in the
School building. Very valuable
service may be given to the School

library ~~by outside~~ from the outside
and outside keeps well continuous. But
even when the school library is
conducted by the public library, as it
is in some of the large cities, it
should be in the same building ^{working}
in cordial co-operation with principals
and teachers.

But the chief thing is that the
library should not be scattered
all around the building, but
should be in a room set apart
for it. Schools which are
emerging from the old into the
new method will demand that the
library be a department of the school.
This room should not be large enough
for reading tables, where a student
could read or look up subjects, but
should not be the regular study
hall, where they get their lessons
and spend their extra periods, except

in ~~some~~ buildings - I am speaking
now of the ideal school library to
which we will approximate as nearly
as possible. In many of the new
~~buildings~~ school buildings, the library
room is being as definitely planned
as the ~~gym~~ classroom, or gymnasium
or manual training shop. This library
room should be designed with reference
to its use by all the school, not
serving the English teacher or the
history teacher, but the manual training
or science teacher, the school orchestra
and the football team. In other
words, the library should be the heart
of the school, prepared to serve on all subjects.
Paralleling that of the well-organized
children's library in a public library.
and it cannot find this service
unless it has a well planned room
and becomes a distinct separate
department of the school properly
founded and cared for.

The school library will be carefully
chosen

We have already stressed the point
that the most important function
of any school is to establish among
life-long boys and girls the life-long
habit of association with books - a
habit that we hope will be life-long
a habit that is the basis of all
after-life adult education
To carry out any such a function
we need books, plenty of books,
books galore, and we need not fear,
our library minded folk, to make
ourselves public nuisances, to
harm our communities to compel
them to furnish ~~except~~ the
books which these children must
have. We must have all types
and varieties of books to fit all
types and grades of children's reading.
We must have the books which
teachers need to enrich the curriculum

In the ideal school library has
a two fold purpose.

- 1 - to enrich the curriculum with
supplemented material, and to
increase the social value of
every subject in the modern school program
- 2 - to provide recreation and
cultural reading for the
pleasure of the children.

I would like to stop longer than
I may to discuss these two
purposes of a library school library

~~The first purpose to supplement
and enrich the curriculum~~

(As to fully discuss which is the
most important of the two, but
of course each is important and
Hence the school library will have
the two purposes when choosing
the library collection of books.

But the ideal school library was more
likely to have the classics only,
to have excerpts, selections,

Supplementary readers, the classic
possibility the classic material - that
is written down to children and
forms a kind of for them (I'd
like to say, parenthetically, that
if teachers cannot gradually lead
their children up to an appreciation
of the original Shakespeare or
Tennyson or Eliot or Robinson
Crusoe, instead of ~~reading~~ feeding
them in one-syllable doses
the child has better never know it.
There are plenty of fine things now
written for children.)

But to return to the choice of
the school library, it should
represent the needs of every department
and every subject furnished by
books which boys and girls will
enjoy. A ~~good~~ school library
is dealing with both boys and
girls, and the books must include
the vital interests and activities
of boys and girls. The school library
must have encyclopedias and other
fact-finding material, but it must

Lee Butler on the natural
interests and curiosity of individual
boys and girls. This has always
been the principle of book selection.
~~The old type of course needed~~
~~text books. The new type requires~~
~~something more - a series of~~
~~courses the purpose of which is~~
~~to provide for supplementary~~
~~reading material.~~

If we consider only the first
purpose of the library as
supplementary to the text book
which teachers are no longer
tied, ~~even~~ the range of litera-
ture written books from every
opportunity for choice of interesting
books.

~~If I were to decide~~
But we must consider the
voluntary reading of children
what do they choose when left
to themselves. You all know
of the Wilmeth Study, you

Probably know that questionnaires
have frequently been taken to find
out what children read from
choice. And that is important.

The key here and soul of a good
library is its opportunity for voluntary
reading. If there is nothing in
the library collection which can
harm a child then there
is nothing more useful in
developing his intellectual taste
than to turn him loose
among books to read mostly all
kinds of things. Why not let
him do this in the school
library as well as the public
library. It is only necessary that
some one in each type of
library should know how to
choose wisely and sympathetically
and understandingly and ~~not~~ critically
the best books published for boys & girls

*Dana 1910

But in the school library especially the two
fold function must not be forgotten, ^P &
is so easy for a teacher to feel that her
Subject is ~~so~~ ^{more} important than other Subjects
that many school libraries are overloads on
some Subject and very meagrely supplied in
others. It is a fortunate school library
that has had some one who chooses with
discretion an evenly balanced Collection

In order that the student may
have this opportunity to browse.
Certain library requirements are necessary

1 - The library should be open
full time or as nearly as
as possible.

2 - Classes should be scheduled
regularly into the library for
voluntary reading or browsing.
This is likely to make the library
visit a much coveted
and valued part of the
weekly program. In
elementary schools, the teacher
will of course accompany the
class, in Junior or Senior
High, the teacher would not
need to.

3 - Regular instruction in the
use of the library, by the librarian
(give our plan for elementary
instruction, both in school room
and in our branch library, and the

use of "Find it yourself" in the ~~same~~
High School. Teaching use of encyclopedias,
Dictionary, alphabetizing, Atlases, catalogs
indexes, Handbooks etc etc)

~~But all of these regulations are for
the benefit of the student~~

In every way possible in these
and other ways, the library provides
for the student's own intelligent
use of the library for his pleasure
and study, aside from the many
uses which he will make
of it under the teacher's classroom
assignments.

Next The library must constantly grow

Everything in relation to the modern
School changes and grows. Perhaps
there is no formation of the social
structure which is being studied
more ~~critically~~ analytically, and is undergoing
more criticism than the methods

of education. Changes upon changes
can be looked for. Just now the
limited text book supply is being tried
in Mass. Rooms are supplied with sets
of text books but the children do not
use them. They are given a subject to study, not a
lesson. And what burden will
this throw upon the library collection.
Whatever changes come, whatever
new methods are tried, whatever
new subjects are taught, the library
must keep up with the growth. It
must do far so money will allow
buy the new-up-to-date titles, every year
stones see as ~~many~~ new large an
addition of illustration, attraction, color
Alluring books as will fill out the
fast changing curriculum and will
draw in even reluctant readers.
The trouble with most school libraries
is that it is allowed to grow shabby
and old and dingy. New additions
constantly give life & interest to any
collection of books.

Finally The Library Should be
intelligently administered. ~~But~~

Perhaps this is the most important
of all. In the library world we
are accustomed to say that the
good librarian is ~~more~~ ^{as} important
as a good collection of books. If
there is a good librarian then
there will be a good collection of books.
She will make it so. If there
is a good teacher in a classroom,
she will ~~impose~~ ^{fill} her pupils with
ambition even if she lacks what
seems like absolutely necessary equipment.
Teaching has a technique; men and
women take normal courses,
College pedagogical courses, Psychology
courses, and get ready to teach in the
a professional way.
Library work has a technique, a
very distinct professional technique
and professional schools in which

Methods are taught, and the
whole spirit of this education ^{venture}
through books is promoted. No one,
not even a good teacher is more
eager to dispense the tools of
learning than the first librarian.
There has been most marked
progress in the growth of school
libraries in the past few years, but
one of the handicaps to its best
development still remains - the
failure of the school to realize that
~~the ideal~~ ^{the ideal} a library ^{should} ~~must~~
~~be administered to~~ ^{be administered to} by a trained
librarian, ~~not~~ whose effort and thought
is given solely to that department.
In the small school where economies
must be practiced, the teacher-librarian
~~may be~~ ^{may be} a necessary way to
better the matter. ~~But it is not~~
~~necessary~~ ^{necessary} But this plan is practiced
much more than is necessary. The
school provides the properly trained

teacher for other departments, but
thinks that the library can be taken
care of by almost any of the teacher
and teacher librarians are ^{more than} ~~syndrom~~ ^{institutions}
this idea prevails, because the
school authorities have not yet
realized what a real library can
be ~~as the constant keeps as the~~
~~center and of the school and the~~
~~laboratory in which in its development~~
to all of the other subject-matters.

It is true that in the one or two
rooms rural school, the teacher
must take charge of the books -
(with our earnest hope that she
appreciates books and knows something
about them) It is probably true
that the smaller village + towns may
not be able to afford a trained librarian.
But as soon as a school has special
teacher, it can afford that central
and specialized person - a librarian, who
does not mix up her library duties with
teaching duties and who can give her
undivided interest to ~~the~~ all of the
teachers and to the needs of her individual

boys & girls. For it is true that
a teacher teaches classes, but a
librarian always works with single
individuals.

A library is not a collection of books
with a guardian in charge to keep
track of the books, and check them
out and in. No, indeed, a library
is an organized unit, in which the
books are carefully selected, ~~examined~~
not only as to title, but as to editions
and well classified and catalogued
and in order. - Ready for instant use.
~~in charge of~~ administered by some
person who knows how to make it
available for every activity, curriculum
or extra-curricular, and who gets
material ready ^{in advance} for class work ~~and~~
or for teacher use. She should be
the right hand assistant all around
the school because she is giving
her whole time to doing her job well.
~~But the real librarian just does~~
~~librarian is something else.~~
She is the one who can find instruction
in the use of encyclopedias, atlases

reading of the right kind, as well
as directed reading based on the
school courses. I have spoken
of this several times, because I
~~think~~ ~~the~~ feel sure from long
experience that ~~the~~ children can
work books through following their
own taste, turned loose in a good
selection of books. and I must
plead for this ~~voluntary~~ chance for
voluntary reading which the child can
find in the well administered school
or public library, under a trained
and sympathetic librarian.

But I cannot throw the whole
responsibility ~~either~~ upon either librarian
or teacher. The librarian for a field
of her own, but the teacher cannot
throw off her own great obligation
to introduce children to books.
My contact with teachers has disclosed to
me that some teachers are a capital
inspiration to their pupils, they start

the children on a path way of reading
that leads them forward through
their lives, but other teachers know
little or care nothing for books
beyond the necessity of the day's lessons.

In this new type of school that is
coming, where the text book will
sink in importance and a wide
reading program will be introduced
and teachers preparing themselves to
know books ~~to keep up with the~~
~~standards~~ ^{and} ~~the standards~~

to recommend the right books to their
children? Any educator, teacher
or librarian, ~~must~~ if he is going to
be a power, must be at home
in the world of books. And must
be able to pass on his love for books
to the young people.

The modern school must surely
be a place where the child will
live a normal happy life and

one of which he ~~will~~ should
come, a thoughtful self-disciplined
socially minded individual capable
of further self-education and
continuing ambitions.

I cannot think of any opportunity
so great as that for a teacher
who can turn young human
things into honest straight-thinking
citizens who will care to help
their fellow humans and to participate
honorably in public office and civic
affairs, and who through having learned
to read understandingly and to form
thoughtful consideration to our many
problems, will thank the person
who pointed the way to a fuller
life.

Summary
Questionnaire sent to 189 teachers
answered by 154 teachers = 81½%
MINNEAPOLIS PUBLIC LIBRARY

LIBRARY QUESTIONNAIRE FOR TEACHERS

*% of 154 who
underlined*

Grades two through eight

In the following underline those which apply to you and to your room.

I. Services rendered by your school library:

- 45% 1. Calling attention to new material in books and magazines
- 66% 2. Securing professional material from the Main Library
- 70% 3. Finding material for auditorium or classroom programs
- 44% 4. Suggesting and collecting materials for curriculum projects
- 5. Affording pupils library periods for:

- 62% a. Introduction to new books
- 47% b. Enjoyment of poetry
- 33% c. Enjoyment of folklore
- 33% d. Audience reading
- 65% e. Voluntary reading
- 62% f. Reference reading
- 22% g. Examining exhibits
- 28% h. Book reviews
- 75% i. Exchange of books for home reading
- 65% j. Instruction in the use of a library

II. Services rendered by the Main Public Library through your school library:

- 62% 1. Furnishing professional books on request direct from you
- 76% 2. Furnishing reference materials
- 46% 3. Loaning clippings
- 21% 4. Supplying sets of poems
- 6% 5. Supplying music scores
- 76% 6. Supplying pictures and other illustrative material

III. Skills emphasized by the librarian during library instruction periods:

- 33% 1. Alphabetizing
- 48% 2. Finding subject material in books
- 66% 3. Learning the arrangement of books on the library shelves
- 44% 4. Interpreting library symbols
- 34% 5. Finding books by their call numbers
- 44% 6. Using the card catalogue

IV. Habits which library periods have helped to establish:

- 98% 1. Reading in leisure time
- 55% 2. Having favorite subjects
- 37% 3. Having favorite authors
- 55% 4. Doing effective browsing
- 29% 5. Scanning wisely
- 33% 6. Taking notes
- 22% 7. Evaluating books
- 80% 8. Taking care of borrowed property
- 79% 9. Returning borrowed property promptly
- 72% 10. Respecting the privileges of others

V. Has the library work helped your pupils to:

- 72% 1. Read various kinds of children's literature
- 54% 2. Appreciate beauty and art in children's books
- 93% 3. Develop the habit of reading for pleasure
- 81% 4. Search for information?

Suggestions for improving service to your room by and
16% through the school library:

June 10, 1932

THE PLACE OF THE LIBRARY
IN THE MODERN SCHOOL

In Fargo
1932

I come to you as a public librarian who has had much experience with school libraries in a city system, and with rural school libraries under the county system. But mainly I come with the firmest conviction that this matter of education is a much bigger matter than any of us comprehend.

WHAT IS EDUCATION?

The process of fitting the child for the fullest, finest life of which he is capable. The process of relating him to his social duties and his human obligations. You and I, teachers and librarians, are engaged in this supremely important work and neither of us can do it alone.

READING IS A FUNDAMENTAL PROCESS

Let us think a minute. What does any child learn in school that is more important than reading? He has to be taught that the very first thing, before he can get any other lessons. But I mean by reading, not how to pronounce the words; I mean the ability to get a real understanding of the printed page, of taking in what the printed words really mean. No teacher can ever teach anything more fundamental than that. If the child does not learn to really read while he is in the school room, then his education probably stops when he

ceases to go to school. We know that this is constangly happening, that children in our city schools and even more in our rural schools are getting through their school years without any sense of the world of books, or any knowledge of the joy there is in reading.

LOVE OF READING IS THE BASIS OF ALL EDUCATION

It is the basis of all culture; it is the gateway to new experiences. The love of books is the strongest stimulus (which nothing else can replace) to our ideals, our visions, our understanding, and our appreciation. I can scarcely think of any one growing to his full mental stature and to his best spiritual development who has not learned the companionship of books.

THE NATURAL PLACE TO LEARN THE LOVE OF READING IS THE SCHOOL

Librarians for many years have been emphasizing the essential fact that someday and somewhere, either in the public library, the school, or the home, children must be brought into contact with books, must somehow be exposed to them in early childhood, and the earlier and more constantly the better.

The most natural place for this constant exposure to books is in the school building where the children must go daily, and where they are under the direction of teachers who should appreciate the value and necessity

of teaching the love of books to their pupils. The school library should be the heart of the school.

FAVORABLE CHANGE IN ATTITUDE TOWARD SCHOOL LIBRARIES

I can remember with great distinctness that when our own library made its first attempt to put books into the hands of children through the school by the method of the class room library many teachers opposed it and would not accept the care of them. They would not loan them to the children, some of them asking if they were going to be paid for circulating our books; why should they do library work for the librarians, not at all realizing that we were only trying to fill the need of the children for books by co-operating with the children's teachers.

Now in our public schools, the public library not only furnishes something like 330 different class rooms, but has regular library branches in the Junior Highs and in fifteen elementary school buildings, and our County system takes care of 82 rural schools.

This year the Manual on Reading in the Course of Study had this to say to teachers of Grades 1 -- 3:

"Certain schools are fortunate in having public library branches. Every opportunity should be made to use them. A program providing for at least a thirty-

minute period each week should be arranged at which time the teacher may take the class to the library. She should note the books in which individuals are interested and should help the child who has no interest in books.

"Second and third grade children should become acquainted with the routines of getting library books and with the obligation which they assume in becoming patrons of the public library. After a visit to the public library, teachers of these grades frequently have found that the room library has greater appeal. A room librarian may be chosen, who is responsible for the issuing and receiving of books from the children. The library, class room or public, should never be used as a reward for the children who are able readers. The child who has reading difficulties is the one, particularly, who needs the stimulus of frequent visits to the library.

"The teacher and class should visit the nearby public library at least once each semester unless the library is situated at such distance that it cannot be reached comfortably."

This is a great change, and begins at the very beginning of school life to encourage library habits,

which is the reading habit.

Miss Dora Smith of the College of Education in the University of Minnesota is the most earnest advocate of good reading. She says that "no movement has been heralded with more acclaim than the program of extensive reading throughout the schools." She compares the method, still much in vogue, of spending four weeks on "Silas Marner" or six weeks on "Ivanhoe", a method which usually makes a child hate the very book which he might have loved if he could have curled up in a chair and gulped it down; she compares this outgrown method of teaching English with the host of wholesome book friends to which the real book-loving teacher introduces the children.

Anyway the attitude toward teaching English, through teaching the love of good literature, has changed the whole situation with regard to the school library. So whether the opinion of the elementary teacher or the Junior or Senior High teacher is considered, we now may say without hesitation that the school people consider books a necessity as aids to school work.

THE SCHOOL LIBRARY THEREFORE BECOMES AN ESSENTIAL PART OF THE SCHOOL EQUIPMENT, in each elementary school and in the secondary school: a school library, properly cared for, carefully chosen, constantly growing, and intelligently

administered. May I repeat this. A school library to be of service should be properly cared for, carefully chosen, constantly growing, and intelligently administered. May I take these up point by point:

First; THE IDEAL SCHOOL LIBRARY IS A ROOM DEFINITELY SET APART FOR LIBRARY PURPOSES, located in the school building. Very valuable service may be given to the school library from the outside and outside help will continue. But even when the school library is conducted by the public library, as it is in some of the large cities, it should be in the school building working in cordial co-operation with principal and teachers.

But the chief thing is that the library should not be scattered all around the building, but should be in a room set apart for it. Schools which are emerging from the old into the new methods will demand that the library be a department of the school. This room should be large enough for reading tables, where a student could read or look up subjects, but should not be the regular study hall, where they get their lessons and spend their extra periods, except in small buildings. I am speaking now of the ideal school library to which we will approximate as nearly as possible. In many of the new school buildings, the library room is being as definitely planned

as the class room, or gymnasium, or manual training shop. This library room should be designed with reference to its use by all the school, not serving the English teacher or the history teacher, but the manual training and science teacher, the school orchestra, and the foot-ball team. In other words, the library should be the heart of the school, prepared to serve on all subjects; an all round service paralleling that of the well organized children's library in a public library. It cannot give this service unless it has a well planned room and becomes a distinct, separate department of the school, properly housed and cared for.

THE SCHOOL LIBRARY WILL BE CAREFULLY CHOSEN

We have already stressed the point that the most important function of any school is to establish among boys and girls the habit of association with books-- a habit that we hope will be life-long, a habit that is the basis of all adult education. To carry out any such a function we need books, plenty of books, books galore, and we need not fear, we library minded folk, to make ourselves public nuisances, to hound our communities to compel them to furnish the books which these children must have. We must have all types and varieties of books to fit all types and grades of children's reading.

We must have the books which teachers need to enrich the curriculum.. For the ideal school library has a two-fold purpose:

1. To enrich the curriculum with supplemental material, and to increase the social value of every subject in the modern school program.
2. To provide recreational and cultural reading for the pleasure of the children.

I would like to stop longer than I may to discuss these two purposes of a school library and to ~~fully~~ discuss fully which is the most important of the two, but of course each is important and the school library will link the two purposes when choosing the collection of books.

But the old school library was more liable to have excerpts, selections, supplemental readers, the classics, possibly the classics mutilated,- that is written down to children and forever ruined for them. (I'd like to say, parenthetically, that if teachers cannot gradually lead their children up to an appreciation of the original Shakespeare or Tennyson, or "Iliad" or "Robinson Crusoe," instead of feeding them in one-syllable doses, the child had better never know it. There are plenty of fine things now written for children.)

But to return to the choice of the school library,

it should represent the needs of every department and every subject furnished by books which boys and girls will enjoy. A school library is dealing with live boys and girls, and the books must include the vital interests and activities of boys and girls. The school library must have encyclopedias and other fact-finding material, but it must be built on the natural interests and curiosities of individual boys and girls. This has always been the principle of book selection.

If we consider only the first purpose of the library as supplementary to the text-book, to which teachers are no longer tied, the range of fine well written books gives every opportunity for choice of interesting books.

But we must consider the voluntary reading of children. What do they choose when left to themselves? You all know of the Winnetka Study; you probably know that questionnaires have frequently been taken to find out what children read from choice. And that is important. The very heart and soul of a good library is its opportunity for voluntary reading. If there is nothing in the library collection which can harm a child then there is nothing more useful in developing his intellectual tastes than to turn him loose among books to read widely all kinds of things. Why not let

him do this in the school library as well as the public library? It is only necessary that some one in each type of library should know how to choose wisely and sympathetically and understandingly and critically the best books published for boys and girls. But in the school library especially, the two fold function must not be forgotten.

It is so easy for a teacher to feel that her subject is more important than other subjects that many school libraries are overloaded on some subjects and very meagerly supplied in others. It is a fortunate school library that has had some one who chooses with discretion an evenly balanced collection.

In order that the students may have this opportunity to browse certain library regulations are necessary:

1. The library should be open full time or as nearly so as possible.
2. Classes should be scheduled regularly into the library for voluntary reading or browsing. This is likely to make the library visit a much coveted and valued part of the week's program. In elementary schools, the teachers will of course accompany the classes; in Junior or Senior High the teacher would not need to.

3. Regular instruction in the use of the library, by the librarian.

(Give our plan for elementary instruction, both in school room and in our branch libraries, and the use of "Fine it yourself" in the High Schools. Teaching use of encyclopedia, dictionary, alphabeting, atlases, catalogs, indexes, handbooks, etc., etc.)

In every way possible in these and other ways, the library provides for the students' own intelligent use of the library for his pleasure and study, aside from the many uses which he will make of it under the teacher's class room assignments.

NEXT: THE LIBRARY MUST CONSTANTLY GROW

Everything in relation to the modern school changes and grows. Perhaps there is no function of the social structure which is being studied more analytically, and is undergoing more criticism than the methods of education. Changes upon changes can be looked for. Just now, the limited text-book supply is being tried in Minneapolis. Rooms are supplied with sets of text-books, but the children do not have them. They are given a subject to study, not a lesson. And what burden will this throw

upon the library collection? Whatever changes come, whatever new methods are tried, whatever new subjects are taught, the library must keep up with the growth. It must as far as money will allow buy the new, up-to-date titles. Every year should see as large an addition of illustrated, attractive books, alluring books, as will fill out the changing curriculum and^{will} draw in even reluctant readers. The trouble with most school libraries is that they are allowed to grow shabby and old and dingy. New additions constantly give life and interest to any collection of books.

FINALLY: THE LIBRARY SHOULD BE INTELLIGENTLY ADMINISTERED.

Perhaps this is the most important of all. In the library world we are accustomed to say that the good librarian is as important as a good collection of books. If there is a good librarian there will be a good collection of books; she will make it so. If there is a good teacher in a class room, she will fill her pupils with ambition even if she lacks what seems like absolutely necessary equipment. Teaching has a technique; men and women take normal courses, college pedagogical courses, psychological courses, and get ready to teach in a professional way.

Library work has a technique; a very decided professional technique and professional schools in which methods are taught, and the whole spirit of this educational venture through books is promoted. No one, not even a good teacher, is more eager to dispense the tools of learning than the good librarian.

There has been most marked progress in the growth of school libraries in the past few years, but one of the handicaps to its best development still remains:-- the failure of the school to realize that the ideal library should be administered by a trained librarian whose effort and thought are given solely to that department. In the small school, where economies must be practiced, the teacher-librarian may be a necessary way to settle the matter. But that plan is practiced much more than is necessary. The school provides the properly trained teacher for other departments, but thinks that the library can be taken care of by almost any of the teachers, and teacher-librarians are seldom more than custodians or clerks.

This idea prevails because the school authorities have not yet realized what a real library can be in its helpfulness to all of the other subjects taught. It is true that in the one or two room rural school, the teacher

must take charge of the books (with our earnest hope that she appreciates books and knows something about them.)

It is probably true that the small villages and towns may not be able to afford a trained librarian. But as soon as a school has special teachers, it can afford that central and specialized person, a librarian, who does not mix up her library duties with teaching duties and who can give her undivided interest to all of the teachers and to the needs of her individual boys and girls. For it is true that a teacher teaches classes, but a librarian always works with single individuals.

A library is not a collection of books with a guardian in charge to keep track of the books, and check them out and in. No, indeed, a library is an organized unit, in which the books are carefully selected, not only as to titles, but as to editions, are well classified and catalogued, and in order-- ready for instant use, administered by some person who knows how to make it available for every activity, curricular or extra-curricular, and who gets material ready in advance for class work or for teachers' use. She should be the right hand assistant all around the school because she is giving her whole time to doing her job well. She is the one who can

give instruction in the use of encyclopedias, atlases, handbooks, periodical indexes, in the general care and use of books, in the arrangement and classification of books on the shelves, in the use of the card catalog. She can teach the children how to find their own material and can make them so at home in a library that they will never feel lost in after life in a public library.

She can do something even more important. She will give that personal guidance in the world of books which every child needs. She will appreciate that if her library is to function as a lasting educational influence it must give the same chance for voluntary reading that a public library offers, that the school library is not simply an adjunct of the school curriculum, but that it offers an opportunity for independent reading of the right kind, as well as directed reading based on the school courses. I have spoken of this several times because I feel sure from long experience that children learn to love books through following their own tastes, turned loose in a good selection of books, and I must plead for this chance for voluntary reading which the child can find in the well administered school or public library, under a trained and sympathetic librarian.

But I cannot throw the whole responsibility upon either librarian or teacher. The librarian has a field of her own, but the teacher cannot throw off her own great obligation to introduce children to books. My contact with teachers has discovered to me that some teachers are a life-long inspiration to their pupils; they start the children on a pathway of reading that leads them forward through their lives, but other teachers know little and care nothing for books beyond the necessity of the day's lessons.

In this new type of school that is coming, where the text-book will sink in importance and a wide reading program will be introduced, are teachers preparing themselves to know books and to recommend the right books to their children? Any educator, teacher, or librarian, if he is going to be a power, must be at home in the world of books, and must be able to pass on his love for books to the young people.

The modern school must surely be a place where the child will live a normal, happy life and out of which he should come a thoughtful, self-disciplined, socially minded individual, capable of further self-education and continuing ambitions.

I cannot think of any opportunity so great as that of a teacher who can turn young human things into honest straight-thinking citizens who will care to help their fellow humans and to participate honorably in public office and civic affairs, and who, through having learned to read understandingly and to give thoughtful consideration to our many problems, will thank the person who pointed the way to a fuller life.

So. Dak.

Abundant

Oct. 29, 1931

ADMINISTERING THE PUBLIC LIBRARY AND THE SCHOOL LIBRARY
AS A SINGLE UNIT

Pratt County man

The love of reading is the basis of all education.

I might go farther; the love of reading is the basis of all culture; it is the gateway to new experiences which many of us may have only vicariously through books. And to go further yet, the love of reading is the strongest stimulus, which nothing else can replace, to our ideals, our visions, our understanding, and our appropriation of the finest things in life. I can scarcely think of any one growing to his full mental stature and to his best spiritual development who has not loved the companionship of books.

I do not need to elaborate on this; every librarian knows it, and every librarian loves her work just because she is concerned with this fundamental process of reading. It is a poor librarian that has no enthusiasm for reading, or cannot pass her own enthusiasm on to her patrons, especially to the children. After all, what does any child learn in school that is as important to him all his life as reading. He will forget the facts of history or geography, of mathematics or civics, but if he has learned how to read,-- I don't mean ^{how} to mumble off the words,-- I mean the real understanding of a printed page-- of taking in what the printed words mean; if a child has

learned to sit down with a book and to get its content, he can keep right on with his education. If he does not learn to really read, -and again I do not mean how just to pronounce words, - while he is in the school room, then his education probably stops when he ceases to go to school. We know that this is constantly happening; we know that children in many parts of our country and in many of our country schools and also in many of our city schools, get through their school years without any sense of the world of books, or of the joy there is in reading.

On the contrary, we all know for ourselves that we have gotten the most of our education since we left school through our contact with books and our taste for reading.

I am not saying anything new to librarians; I am only emphasizing the essential fact which we have been insisting upon many years that somehow and somewhere either in the library or school or home, children must be brought into contact with books, exposed to their influence in early childhood, and the earlier and more constantly the better.

We librarians have been most earnestly striving for this very end ^{to reach the children through the classroom} for many, many years, and unfortunately we have not until quite recently had the co-operation of the teachers.

~~Leaders-in-education-in-years-past-have-not-stressed-reading~~

I can remember with great distinctness that when our own library made its first attempts to put books into the hands of children through the schools by the method of class room libraries, many teachers opposed it and would not accept them, *or send them to the children* some of them asking if they were going to be paid for circulating library books. Why should

they do library work for the librarians? -- not realizing *that we were only trying to fill* the needs of the children for those books.

Leaders in education in years past have not stressed ~~reading~~ reading. Teachers have had curricula, sometimes very crowded ones, to follow; a definite amount of ground had to be covered in the grade; there was no time left in school hours for reading. It was only the occasional teacher who inspired her pupils to read. The whole subject of English has had a hard time getting a proper footing in the schools. When it was first proposed to teach English, it was accepted only on condition that it compare ^{in disciplinary drill} with Greek and Latin. It had to be etymological and analytical to serve as mental training comparable to the classics. It is still burdened with this traditional idea, and one can find classes studying for weeks on "Lady of the Lake" or "Julius Caesar," and tearing it to bits for mental training, while not a single book is being ^{in the English department} read ^{plain} for cultural or recreational purposes.

There is now under progress a survey of our secondary schools. The survey of English has been made by Miss Dora Smith of the College of Education of the University of Minnesota. A talk with her after this survey had been completed was very revealing. She ^{herself} teaches a course in Children's Literature in the Department of Education. She is an earnest advocate of good reading. She believes that the teacher has a great challenge in developing the love of

reading and she reports that in her survey she finds that the schools are more and more getting the idea of a wider reading program and that the educational program is getting in every way much closer to life. To quote from her report, "It is gratifying to find foremost among the aims of the teaching of literature compiled from 86 Junior and 94 Senior High School Courses of Study, that of extending the range of the pupils' understanding and interests through reading." To quote again from Miss Smith who is as enthusiastic as any librarian could be, and who is passing her enthusiasm on to hundreds of prospective teachers, she says in an article, "The most important function of the teacher of literature in the Junior High School is to establish among boys and girls the habit of life-long association with good books."

So librarians and teachers are coming more closely together on this subject of reading, and more and more they will co-operate closely to bring about the desired end. ^{R. Horv} The first and most essential thing to carry out ^{What is coming to be} their common purpose is to have plenty of books,-- books galore, and one of their common projects will be to hound the community and to make public nuisances of themselves, if need be, to compel the community to furnish the books which these children must have. One must have all

varieties of books to reach all types and grades of children. As well try to make a fire without fuel or bread without flour as try to teach the habit of reading without books. Libraries are one of the social necessities of today. A thinking community cannot exist without something to stimulate thinking. Books-- books, and more books where everybody can get them. As for the child, he should have books at home, ~~or~~ books that he can take home from the library; ^{books} ~~he should have them~~ in his school building. He ought not to be able to get away from them, until they are as common a necessity as his clothes or his food. It seems to me an essential part of school equipment that there be a school library, ^{in each elementary school in all} carefully chosen, properly cared for, constantly growing, and intelligently ^{administered} administered.

Now to get down to the subject of program
It does not seem to be a matter of ~~great~~ ^{me} concern ^{so much} whether ^{the public library} it is administered by the School Board or by a Library Board, whether it is a part of the public library system or a part of the school system. But it is a matter of the deepest concern that it be not subordinated to any one school department, ^{or subject} but that it be a laboratory for the whole school; ~~and~~ that it serve not simply as an adjunct to the curriculum, but also as an independent and valuable department in itself. How many times we find the school

library in a tucked-away little corner, its shelves disorderly, its books worn. It has no dignity, no standing. In many very well equipped schools, the library has been an afterthought instead of being the heart of the school; it has an improvised place, is open very short hours, and is presided over by a teacher who could not be expected to be a book guide on all subjects or an inspiration to reading in the few moments she may have left in a busy day.

Again, I say it is not important in theory under what administrative board the library be conducted, but it is most important that it be a real library and that it accomplishes in the lives of boys and girls all that the combined efforts of an earnest teacher and a wise librarian can effect.

It is my observation and experience that wherever the co-operative effort ^{of public library + public school} can be established, and it can be in any place where there is a public library, the best and most economical and most enduring results come where the school library is administered as a part of the public library system. ^{It is hard to make the school}

Some of the reasons are most obvious: ^{Automatic due this, having discovered the library, they are inclined to grab it}

Both the public library and the public school are supported from the same public purse. Any combination

which reduces duplication of books and administration expense is economical. *providing the same or better service can be obtained* The public library ^{must} serve the same school children after school hours and on Saturdays, and must be acquainted with the school curricula and must be provided with the self-same books which are locked up in the school building out of use. The public library must provide for the school assignments, for required reading, for debate material. The public library, even when it is administering the school library, must be prepared for the overflow and for the after school hours of the pupils. In either case, the public library must be prepared to meet a large part of the school requirements. School methods and school needs are not foreign to it, nor is the literature needed by all ages and grades of children unknown to it. There is no reason why the school librarian under school administration should be in any closer touch with school matters or be any more under obligation to co-operate with school authorities than the librarian who administers a school library as a part of the public library staff. *for the whole public library staff works constantly for the school needs.*

If the school library be a part of the public library, especially in a large town or city, it has access to the entire central collection; each individual school library, as a part of the system, has a call system and a regular delivery of books from the Central Library. Each small

It can constantly supplement its collection from the larger collection. For reasonable interest it can enlarge its collection & then return the books

collection is therefore potentially a large collection, and a telephone call or request slip will bring the required material very quickly. Then the school librarian, as a part of the regular library staff, commands the assistance of a whole group of allies in many specialized departments.

It is certainly more effective and more economical to have material delivered directly from a central reservoir, as needed, and returned when not needed, than to attempt to buy all material which is needed only at certain seasons. It is also a much simpler administrative problem to loan this material to one of its own branches under its own rules and regulations than to loan to a school library over which it has no control.

Aside from any economic consideration it is valuable from the child's interests that the school library be a *part* *of the* public library. If the school library to which he goes for school work is to him just the school library, he will *be* *inclined* leave it behind when he leaves school. We who have tried the co-operative plan, believe that it is valuable if the books he uses have the public library mark; if he is reminded every time he uses it that he is borrowing public library books. It is valuable that he has been registered by a public librarian, that he has a borrower's card which

school or the public library
he can use at the library and can take with him when he leaves school. He will be acquainted with the library rules and regulations; he will have gone through all the preliminary red tape. Moreover, the stamp of approval has been set upon the public library by his teachers and the school authorities. It is established in his routine. The librarian, moreover, has not only helped him in his school work, but she has kept the atmosphere *not of a school but the one* which a public library strives to give in its children's reading rooms, an attitude of friendliness, absence from restraint, a freedom of intercourse which a library always cultivates and which constitutes our pre-eminent advantage over formal education. When a public library establishes a branch in a school building, it does not become a school in its formality but retains its public library attitude, an attitude which would be more difficult to maintain if administered by school people only.

In Minneapolis we have been co-operating for a long time. We began with class room collections and still maintain them in about 40 school buildings. In more recent years there has been a contract between the school and library boards establishing very close co-operation. Every new school building recently built provides a large

room on the ground floor near an outside entrance for a school library, administered by the public library. There are now ^(fifteen) sixteen such elementary libraries; some in new and some in old buildings. ^{and there would be more except for a budget that limits us} And we may say here, that this co-operative plan benefits the community also. Books for parents and people in the surrounding neighborhood can be ^{at the school branch} shelved or be requested through the delivery service, and the school branch can serve as a community branch. Our co-operation reaches also through the Junior High Schools, and we have equipped six of these schools with splendid collections and a corps of trained librarians. ^{It is in my fact a regular branch of the public library as if it were in a library building}

The teachers themselves are unfailing in their co-operation. We go into each school every fall and register ^{whether they have a home library or not} the children for borrowers' cards. Occasionally we have omitted a school because the children were too far away from any library branch to use a card, but the principal usually calls us up and objects to the omission. Every summer we have a summer honor reading course. Pupils are registered for this summer course in the school buildings with the full co-operation of the teachers. The children who complete the course are given certificates, and these certificates are presented to the children at assembly meetings, with much pomp and ceremony, by the librarian.

^{as the children are given certain credits in their school work}

In the elementary school branches the principal schedules the children to come to the library by grades at a certain time in school hours, for exchanging their books. We have been trying a new method which we call a cadet system. Two children are appointed in each class room, who precede the class into the library room, bringing the due books to be discharged so that they can be ready to go out again when the class arrives. These cadets see that books are not overdue, or collect fines. For grades 2 and 3, the books are put out on *the library* tables so that the pupils will get the right books, but grades 4 and above are expected to know where to find things.

We begin our library instruction in grade 4, giving them a drill on how to use the catalog and how and where to find things on the shelves. They are taught to alphabet and file, to find books by subjects, through small individual sets of card catalogs. By the time they are through the 6th grade they can make simple bibliographies. We continue our instruction through the Junior Highs, and believe that the present Senior High School students are much better acquainted with reference material and the methods of using the library than was possible heretofore.

But ~~after all~~, these are only details of the co-operation of teachers and librarians. These and many more can come about easily when the public library has its official place in the school building, when it is not subordinate to the schools but co-equal with the schools; when the teacher fills her educational function, and the librarian fulfills hers. The librarian in the school building should be just as well educated as the teacher. She should be on an equal salary footing. They should have mutual respect for each other. The teacher's business is to know the capacities of each child, and to know as well as she can the books that fit each child. The librarian's business is to know her books, and to help the teacher fit them to the children. *or do it herself -* The teacher should always find the librarian ready to assist her in any class projects, and she should in turn give the librarian as much of the time of her pupils for library work as she can, so that the librarian can bring her knowledge of individual books to the children, guiding them into the joy of reading and self-discovery.

Co-operation is the watchword of today. Very little is accomplished without it, and certainly all the educational enthusiasts ought to work together on their common project.

We have had real co-operation in our school and library work in Minneapolis. Each group has been in earnest, and when one is in earnest she is free from any petty jealousies or self-aggrandizement. When we have more interest in the task that we are doing, than in the way that it is done, I am perfectly sure that the public library and the public school people can help each other more than we have in the past and that we will enjoy the walking side by side.

Sent to Miss McGuffey.

*Prepared for
the A.S.A. Conference
1904*

*Printed questions
is a handbook*

State Aid to Libraries.

In order that this topic may be somewhat limited, it will be understood as precluding all state aid to public school and district school, ^{libraries,} to State Law libraries and State Historical libraries. It will be interpreted as meaning that form of state aid which has sought to promote the establishment of free public libraries by the appropriation of State funds. It will also include the effort to furnish, through State agency, the free use of books to the entire population of the State, and to supervise and organize this library effort through State organizations, as the Public School system is organized.

The aid of the State was first invoked when the movement for Library extension felt the need of help which could not be supplied by any other means. The story of State aid and of library extension are therefore nearly identical, and State aid has been the good right arm without which little would have been accomplished. *Library extension*

Library extension has been the battle cry of the library leaders for the last decade and a half. Previous to that time nearly every city or large town had its well equipped library, more or less properly maintained by municipal taxation. The advantage which the city had over village or country life was as marked in its library facilities as in every other. The continual and alarming drift of the country population into the cities was due to the barrenness of opportunity which up to that time library workers had done little to mitigate.

There have been many movements looking toward a reversal of this condition such as rural mail routes, rural telephones, better

school privileges, and not least among them, the village and travelling libraries which have been made possible through State aid. The city no longer has a monopoly of libraries, and perhaps no more significant thing has happened in the history of libraries than the rapidity with which the spirit of library extension has spread over the country, and the zeal with which the work has been prosecuted. For the most part, the ^{initiatary} work has been accomplished by the voluntary and unpaid services of enthusiastic library workers and by the well directed efforts of Women's clubs, and the wisdom of an occasional legislator.

To most of us State aid to libraries seems as natural a use of the function^s of the State, as aid to schools or commercial enterprises. It seems as legitimate to have a library commission as a State Board of Education or a Dairy and Food commission. But in the earlier history of the work, and in some localities still, it was considered as an act of paternalism not to be countenanced. In the Minnesota legislature Ignatius Donnelly, a literary legislator, said in regard to the proposed law for State Aid to libraries, that the State might as well furnish the people with boots as with books. No arguments however, have prevailed against the conviction that if libraries were a good thing for cities, they were equally good for all towns, villages and country communities, and that since the smaller towns and country places could not maintain libraries themselves, that the State should give aid in some systematic way that could be applied impartially to all of its people who needed ^{such} ~~that~~ aid.

Under this conviction twenty two states have enacted laws embodying state aid in some form. State aid is therefore a principle

#3.

established by practice, the experimental stage is passed and it remains to us to review what it has accomplished for library extension, and the methods by which a great educational and constructive work has been begun.

State Aid, having for its object the building up of free libraries, has taken two chief methods of accomplishing this result; that of a direct gift of money or books, and that of a loan of books by the travelling library method. Each state has placed the distribution of state aid under a State Library Commission or under its State Library, so that the personal aid of expert librarians has been employed, and has ^{in fact} become the most important application of State benefit.

Of the 22 states above mentioned, 7 use both forms of State aid, 11 use the travelling library only, and 3 give direct aid only, and 2, Colorado and Georgia, have Library Commissions which are at present advisory only. Of the ¹⁰ states which give direct aid, 9 are Eastern states, and of the 18 which use the Travelling library method, 11 are Western states. Quite a distinct difference of method seems to be drawn between the East and West. ^{The East preferring to use the direct money aid.} The difference also in the amount of personal visitation given by Eastern and Western Commissions is very marked; the West making it a chief feature. This difference has come about partly by accident, in that one state is liable to pattern its law after an adjacent state, but chiefly because of the difference of population. Eastern states like Massachusetts and Connecticut have a much larger town population than states like Wisconsin, Minnesota or Nebraska, which have a large and scattered country population. In the West, moreover where the towns and villages are comparatively new, other necessary improvements make it impossible to levy a library tax. The travelling library has

exactly fitted the conditions of both town and country, whereas in the East many towns which were able to support a library needed only the initial impetus of State Aid in some form, and a wise direction of their efforts. East and West have therefore developed along somewhat different lines, as will be manifest from the following resume.

Massachusetts was the pioneer state in this direction, establishing a library commission in 1890 which was authorized to grant \$100 in books to any town upon the establishment of a free public library. These books were to be selected by the Commissioners, who used the greatest care in selection and required the assurance of each town receiving the gift, that they would take all reasonable means to make the books accessible. Information and advice on library economy ^{had} been freely given, but no actual personal assistance in the organization or classification. In 1890, ^{when the law was enacted} there were 105 towns out of 352 without free libraries. At the end of 5 years this number was reduced ^{from 105} to 24, and now in 1904, every town in Massachusetts has a library. The work of the Commission has been altogether through direct aid, but it has ^{recently} been considerably supplemented by the Women's Educational Association, who themselves have equipped travelling libraries, and ~~now~~ have 43 in the field.

This pioneer step of Massachusetts, quickened library interest everywhere. ^{It suggested the new possibility of aid from the State Treasury} Within a year, the Commissioners received requests for information from nearly every state in the Union, and even from Great Britain and Continental Europe.

New Hampshire followed ^{the next year,} in 1891, enacting a law nearly identical with the Massachusetts law, giving \$100 to each town founding a free library. The New Hampshire Commission was not satisfied however,

had no assurance of further support,
 with starting a library which ~~might not be supported~~, so in 1895 they were instrumental in passing a compulsory library law, which is unique, and which comes nearer ^{to} paternalism than any other piece of library legislation known to the writer. According to this law, every town must levy a certain assessment to maintain a library; the minimum amount instead of the maximum is prescribed; if the town has no library, then the fund accumulates. If a town wishes to omit an assessment, it must especially vote to do so; failure to vote results favorably to the library fund. So ~~that~~ when the New Hampshire Commission establishes a library by a gift of \$100, that library is assured a continuous support. The Commission also publishes a bulletin of much merit for the instruction of libraries. In 1903, 144 libraries had been established by State Aid during the 12 years, leaving but 24 towns without a free library. The Board of Library Commissioners was then abolished, and the work turned over to the

Trustees of the State Library, who assumed the work, and are in effect a State Library Commission

The next year, 1892, New York entered the list with quite an elaborate law ^{the results of} which we will review a little later on.

In 1893, Connecticut established a Commission ^{later} ~~which is~~ annually appointed by the State Board of Education. This Commission like the others was advisory and was authorized to give an amount in books equal to the amount spent by the town for the establishment of a library, not exceeding \$200. In 1895 an act was passed allowing an annual grant to any town equal to the amount expended by the town not exceeding \$100. In 1903, an increased appropriation was made for Travelling libraries, and for a library visitor, who should personally encourage and assist new libraries.

In 1894 Vermont's law was passed following the Mass. law, but in 1900

the Commission was empowered to buy travelling libraries, and in 1902 to hire a secretary, the whole appropriation being \$900 annually.

Maine and Rhode Island had by this time passed laws giving direct aid under certain conditions, but Maine did not establish a Commission until 1899. Since that time Maine has had an appropriation of \$2000 annually for travelling libraries, besides giving \$100 to new libraries and 10% cash on the yearly appropriation.

The Commission conducted a training school of two weeks duration ^{in 1904} ~~in 1904~~ and ^{the} State Librarian, who is Secretary of the Commission, assists new libraries by visits and correspondence.

It will be noticed in all these states that ^{in the beginning} the method of State aid was confined to the direct gift of books or money, following Massachusetts as a model. The amendments authorizing travelling libraries were made quite recently, ^{after that plan was a well} ~~after other states had thoroughly~~ ^{established the movement.} ~~tried the system.~~

To return to New York; in 1892, the Regents of the State University established the Public Libraries Division ^{by the State Library} ~~and in 1893~~ the first system of Travelling libraries was organized: The Regents

^{were given} have power to charter libraries which fulfilled certain conditions, ^{and to} ~~and~~ ^{give them financial aid} these libraries are supervised and inspected yearly, which gives

opportunity for much valuable personal ^{counsel} help. Attention has been ^{and the furnishing of library buildings} given particularly to library architecture. The State appropri-

ations have varied from \$25000 to \$62000 at present, and could be expanded for travelling libraries, for direct aid to town libraries, and for the necessary administration. The direct aid given, is equal to the amount spent by the town, not to exceed \$200 and may be granted annually. The New York ^{Public} Library Division has engaged in numberless activities, it does very valuable work for clubs, prints

most helpful reports and lists of books and conducts the finest training school in the country. Not only have the libraries of New York benefitted by the activities carried on under State aid, but other states have watched and learned from New York experiments, and the publications and reports sent throughout the country have been most suggestive.

The story must now pass to the West. Wisconsin established a commission in 1895, Ohio in 1896 and Georgia in 1897. Then the labors which had been going on in a number of states for several years came to a head in 1899, when 7 states passed laws establishing commissions, all carrying appropriations for travelling libraries except Colorado. The seven states were Maine, Indiana, Kansas, Colorado, Minnesota, Pennsylvania and Michigan. Then followed Iowa and New Jersey in 1900, Idaho, Washington, Nebraska and Delaware in 1901, and Maryland in 1902, and so the movement has crossed and recrossed the continent.

Just as Massachusetts had been the model for the New England states, and New York a model for us all, Wisconsin became the pioneer and inspiration of the West. Massachusetts gave direct aid ^{only} to libraries, New York added the features of travelling libraries and library inspectors, ^{while} Wisconsin, dropping the feature of direct aid, ~~has~~ made the plan of field workers and personal visitation and instruction the chief feature, with the travelling library as a necessary but subordinate feature. They began with a nominal appropriation of \$500 and now have \$18000. From the beginning, most of the appropriation has been spent in salaries, and administration, but the work has been largely missionary work, the creation of a desire for books, and the personal work was the first necessity. Right here it seems fitting to express our appreciation of that great

hearted man, Frank A. Hutchins, who has worn himself out in the service of Wisconsin libraries, and who in spite of his ^{unceasing} ~~increasing~~ efforts to reach every man, woman and child in Wisconsin with free books, still had time to give sympathetic counsel to every other worker, and to impart to them his own earnest spirit. Wisconsin activities include general and ~~aspecial~~ travelling libraries, a magazine clearing house, a state document department, publications of book lists and other helps. They also help without cost to organize and classify new libraries, to reorganize old ones, and to visit and interest towns having no libraries. They conduct a summer training class, which will probably be changed soon to a permanent school.

Ohio began work in 1896, in connection with the State Library. Indeed the Library commission has charge of the State Library, and appoints the State Librarian. The State Library of Ohio is a State library in fact as well as in name, and is open to all citizens of the state. It consists of two departments, the general library and the travelling library department, which in 1904 had an appropriation of \$8600. According to the 1903 report, Ohio sent out 923 travelling libraries, and reached 553 different communities, more than any other state in the Union. The travelling libraries of Ohio are not in fixed collections, but are made up anew each time they are sent out. This flexible feature may account ~~for~~ their great popularity, and might well be copied. The Ohio law does not authorize field workers, or the ^{free} organization of town libraries, that work has been accomplished in other ways than by State Aid.

In Minnesota, Iowa, Indiana, Kansas, Nebraska and Idaho, the work has proceeded along lines very similar to Wisconsin, with more

limited facilities, but just as commendable work. Each has a travelling library system with salaried officers to administer the work. Each, except Kansas and Idaho, do as much organization, and field work as their appropriations will allow. Each is seeking to establish free libraries and to better those already in existence. Minnesota, Indiana and Iowa have summer training schools.

While the working details vary somewhat, yet so nearly akin is the work of the western states, that more or less co-operative work

has been found practicable, and more is contemplated for the future.

And the time will certainly come, when all the Commission will find it economical and
practicable to do many things which are for the common good as one Central office.
But to return to the resume of each state.
 In Kansas, ~~there has been a perfect passion for missionary effort,~~
~~among the library workers.~~ *the Commission has* ~~They have~~ *it* confined their efforts to travelling libraries, having 15000 books in circulation, visiting 371 localities, which is as extensive a work, considering the time and money so far expended, as is done in any other state. They expect to send out a library organizer as soon as possible.

Indiana P-Indiana has at present an appropriation of \$10500 for Commission work. Besides the usual features of travelling libraries, club libraries, free organization of libraries and training schools, Indiana is making a specialty of Library Institutes. For this purpose the state has been divided into 17 districts, which will be covered systematically; 5 institutes were held in 1903 and 8 in 1904. A new department of Library work with Schools, has just been formed, which will be watched with interest.

Minnesota with an appropriation of \$6000 has now about 300 travelling libraries, containing over 10000 books, and having a circulation of nearly 60000 annually. Since the establishment of the Commission the number of free libraries has increased from 34

#10.

to 74 and the number of library buildings from 5 to 32. The plans for many of these buildings have been made in accordance with the advice of the commission, and most of the new libraries have been organized and catalogued free of cost.

State aid in Michigan is carried on by two organizations, The State Library has charge of the travelling library system, and supplies books to communities having no libraries. The Board of Library Commissioners are concerned with building up town libraries, and to this end have a system of registered free libraries to whom 100 books are loaned for six months. ^{Each} ~~Every~~ library in the state through a mandatory law must make a report to ^{its} ~~the~~ County Commissioner of Schools, who in turn must make report of every district, school and public library in his county to the Library Commission. This method seems to affiliate schools and libraries very closely.

Iowa, established in 1900, makes a specialty of the personal assistance of town libraries in the way of visits and correspondence, and also through the publication of a Quarterly Bulletin. They also have spent much time and labor in aiding library boards to plan their new buildings. They have accomplished at least a beginning in the ^{better} ~~the~~ distribution of State documents.

Nebraska, nearly the last to form a Commission, is following along the same lines as their predecessors, with equally successful results.

Idaho has 6000 books in circulation at 100 stations, many of these being lumber and mining camps.

Washington, which has so new a field before it, is organized like Ohio, with a commission having the State Library also in charge. Their law authorizes direct financial aid to libraries, the no appropriation has yet been made for this purpose. A good beginning has been made ^{with} ~~and~~ 57 travelling libraries ~~are~~ in use.

^{now} Pennsylvania has an appropriation of \$6000 annually, and has ~~now~~ about 7000 volumes in use in 227 communities.

Maryland unfortunately has two organizations working ^{separately} in ~~that~~ small state. Each Commission has \$1000 annually. The Public Library Commission is attempting to establish county library systems. The State Library Commission uses the travelling library plan, and in 1903 sent out 109 libraries; They are also anxious to prosecute the work of establishing town libraries more vigorously.

The Delaware Commission has sent a library organizer over the state, has published a handbook on library economy, which has recently been revised & greatly enlarged.

New Jersey has an appropriation of \$2500 annually, \$1000 of which ^{may} be used directly to aid free libraries. They have published a handbook of instruction and a list of 1000 best books, and have sent out an organizer to aid small libraries. They have a good field for missionary effort, as only \$400 out of \$1000 has been used any one year to aid free libraries, and of the 62 travelling libraries which they possess, but 12 are in use.

Aid is in brief we have reviewed very incompletely the work which it is impossible in this paper to enter into much detail of various States and the work of each state; a handbook of Library Commissions will shortly be a necessity. It is even more impossible to tabulate the results for the very best results have been intangible. That many towns have felt the awakening of library interest through the efforts of some enthusiastic library worker, that dead libraries have been put into working shape, that laws have been remodeled, that many Country communities have rejoiced in the use of free books, that these and many other things have been brought about, are matters which do not yield readily to statistical tables. But these and many others are the fruits of library extension carried out through State aid, which we believe are only the first fruits.

#12.

The field is unlimited, and the only wonder is that fourteen years
has accomplished so much.

OUTLINE FOR
EXTENSION SYSTEM OF THE PUBLIC LIBRARY

Educational Services of the Minneapolis Public Library

Final

General purpose of library
Co-worker with schools

I. Helps directly to teacher from the Public Library resources

Teachers' room
Special reference work
Special material, such as pictures, lantern slides, clippings.

II. Public Library Branches in school buildings

How it began, Minneapolis
Official set-up in contract
Librarian
Staff meetings
Improvement in reading
Instruction in use of library
Advantages of Public Library school branch

III. Public Library service in library buildings

Registration for borrowers' cards
Duplication of material for schools
Graded lists
Vacation Honor reading
P. T. A. meetings and radio talks
Students in College of Education

IV. Night Schools
Adult education services

Branch libraries reading rooms
Business Branch; Social Service Branch
Business House collections
Hospital Department
Readers' Advisory Service

V. County

*In writing this paper I have had in mind the
organized services of the Minneapolis Library. But
they are typical of many other libraries.*

~~EXTENSION SYSTEM OF THE PUBLIC LIBRARY.~~

~~The~~
Every

In the general library
many direct helps to

these intensive efforts to supply all the ^{Schools} ~~children~~ in town with material on Ethan Allen or on Pioneer Occupations, the librarian feels that she, too, belongs to the teaching group, ~~but is an important factor in the educational program.~~

Then there are collections of pictures of various countries, of industries, of periods and events of history. There are pictures of national costumes for plays, and musical scores and songs. Over 80,000 pictures were loaned to the schools of Minneapolis from the Art Department in 1932, and 98,000 from the Children's Rooms. The Minneapolis Library has a collection of 25,000 lantern slides which may be borrowed in sets or in any re-grouping of slides. Many of the sets are accompanied with a simple lecture which teachers or pupils may use. More than 90,000 slides were borrowed by the schools in 1932, by nearly 2,000 people, and given to as many audiences. It may be interesting to know that sets of Christmas slides went out 82 times; United States History, 100 times; Industries, 128 times; United States Geography, 161 times; Juvenile Stories, 236 times, with many other subjects following in popularity. The Library has six lanterns which it loans at a small cost to such schools as have no lantern, and the use of slides is increasing yearly.

(The Library has formed a very large clipping collection, probably ~~150,000~~ ~~200,000~~ 200,000 clippings. Both teachers and pupils make a very wide use of this material, much of which is selected with particular reference to school use.

II. Schools cannot function properly in the newer methods of teaching reading without close proximity to a well chosen collection of books. The most common method of meeting this need has been through the classroom library. The plan has persisted for forty years in Minneapolis and is still used in 49 schools in outlying districts, with a home circulation in 1932 of 150,102 ~~volumes~~.

The most ideal method is a school library in ^{each} the school building administered either by the School or the Public Library. In 1912 the Minneapolis Library established a community branch in an elementary school at the urgent request of the neighborhood. The teachers were enthusiastic about it and the idea spread to a few other localities. So, without a premeditated plan, a system of Public Library

School Branches began. The first building afterward became a Junior High School; the Library remained and adapted itself to the Junior High requirements and so began a group of Public Library Branches in Junior High Schools. The plan of co-operation between the Schools and Public Library is now officially set up by a contract between the Board of Education and the Library Board, which reads as follows:

"RESOLVED that in every school building hereafter to be built, upon the request of the Library Board, to whom notice shall be given in advance of the proposed erection of such building and plans submitted, there be provided on the ground floor in the corner, with separate entrance and separate lighting, heating, and toilet facilities, a space for a branch public library to serve the children and adults of the community. In case such a room is built, the Board of Education is to provide for the space, heat, light, and janitor service; and the Library Board will provide the equipment and service."

Fifteen elementary school libraries have so far been established and seven Junior High libraries. In the case of the Junior High Schools the rooms are large, well lighted reading rooms which are fully furnished and turned over to the Public Library for administration and maintenance. The elementary school library rooms are turned over to the Library unfurnished. The Library furnishes them and maintains them. *The Junior High Libraries are open from 8:00 A.M. to 4:30 P.M. and the elementary libraries are open for 4 or 5 hours each school day.* The librarians in charge are for the most part trained librarians with teaching experience. The school librarian, whether she be a part of the School system or a member of the Library staff, is a specialist. She should be all that a good children's librarian should be and in addition should have a knowledge of

school organization and methods, and this is the kind of librarian that we seek. *Our Junior High Librarians are under the supervision of the Central Branch Department.* Our school librarians are a part of the staff of the Public Library School Department. *Elementary* They meet the chief of the Department in regular staff meetings to discuss

their problems; they review new books; are introduced to new material for special occasions; they learn the various services available in the Central Library, and keep acquainted with each other and the Central staff. Through the joint efforts of teachers and ^{school} librarians, the quality of reading has steadily improved. A graph shows the gradual rise in poetry, literature, and history, and the quality of fiction reading. In one school the teachers kept a record of the books read by their pupils for three successive years in order to know the extent and kind of reading done. The object was to promote the best possible use of the school library. Questionnaires were sent to teachers, pupils, and parents at the end of the period. Reports of teachers called attention to the increased skill of the pupils in looking up references, the better care of books, the interest in special subjects, and the increase in the circulation of non-fiction.

Instruction in the use of the Library is given regularly beginning with 4 A grades, as follows:

4 A. Simple use of card catalog; author and title entries, involving alphabetizing tests and the finding of books on the shelves.

5th grade. Further use of card catalog, finding subject entries and using indexes of books; classification and the use of simpler encyclopedias.

6th grade. Introduction to library reference tools: Who's Who in America, World Almanac, Legislative Manual, and Agricultural Year Book.

The goal of the above instruction is to make each child leaving 6th grade confident in his command of the tools and facilities of his school library and ~~to~~ ^{of} know many of the resources of the Central Library that are useful to him.

Junior High Schools. Take up the use of the Readers' Guide, Larned's History of Ready Reference, and advanced encyclopedias and many other important sources of information using the Scripture-Greer course, Find it yourself.

The result of this continued instruction in the use of tools is daily shown at

the Central Public Library. Students coming in large numbers go directly to the card catalog and find their references without help or go directly to the ~~book tools~~ ^{encyclopedias} which they have been taught to use. *This knowledge is going to be invaluable to them the rest of their lives.*

The school library administered by the Public Library is in no essential sense different from one administered by the school. Classes are scheduled for library periods and the librarian studies the needs of the school. *as intimately in one case as the other.* It has, however, certain advantages. Because the school library staff are members of the Public Library staff they feel considerably more freedom in sending to the Central Library for material. The Central School Department has reference assistants whose whole time is given to requests from the schools. A telephone message for rush material meets quick response ~~from~~ and the entire Central collection with its specialized departments is commandeered. Regular deliveries of books are made from the Central Library to each school branch on the same basis as to any other branch. As for the child, he uses the same borrower's card to draw books from the school branch or from the community branch. He is accustomed to the same rules and regulations and the same classification in each and, on leaving school, is already a borrower and has established relations with the Public Library. The atmosphere of the school library is kept as nearly as possible like the atmosphere of a children's room in the Public Library and is more likely to remain so as a part of the Public Library system. The very heart of library work in either place is the freedom from restraint, the air of friendliness which pervades the place, and the individual attention which is given every child. While scheduled attendance seems necessary in a large school, voluntary attendance and cultural and recreational reading are constantly encouraged. *Mr. Wood like here to commend to every school or children's librarian and teacher the reading of Lucille Farrow's 'The Library in the School'. She has said the important things.*

III. But while the ideal situation is a school library in every school building, the system in Minneapolis and probably in most cities is far from complete. Public Library school branches are located in ^{only} fifteen ^{of the 91} elementary schools ~~buildings only~~ ^{of the eleven} and in seven Junior High Schools. Many children ~~are not cared for~~ ^{therefore} in school branches and must depend upon the facilities offered in the Public Main Library and its community branches. The children's rooms ^{and reference rooms} must therefore be prepared to take care of school demands as thoroughly as the school branch

and, as a matter of fact, ~~are~~ much more so. Their book collections must duplicate the books and magazines shelved in the school branches and must be very much more extensive ^{to serve as} ~~as a~~ regional center for several schools. The librarians must give more or less instruction in the use of books. They must look up information for school topics and prepare for special occasions. The Library must be open longer hours to serve the children after school hours. At present far the larger number of school children use the regular library branches and the Central Library not only for recreational reading but in the preparation of school work. Indeed, when one comes to think of the various things which the Public Library constantly does for the schools, their intimate relationship and inter-dependence is very apparent.

At the beginning of every school year librarians visit the elementary schools and take applications for borrowers' cards. An application must be signed by the parent before a borrower's card is issued. Every child is entitled to a card as soon as he can write his name. Often the teacher makes quite a ceremony of the time when the child can write his name well enough to merit a "liberry" card. The Children's Department has prepared graded lists of interesting books, and all kinds of special lists and Christmas lists.

The Vacation Honor Reading has kept up the quality of reading during the summer. Just before school closes the children of the fifth to eighth grades are registered in each school by the children's librarians for Vacation Honor Reading.

The children are furnished with Required lists ^{chosen} for each grade of carefully selected books, somewhat in advance of the grade, ~~are furnished each child~~. When the plan began in 1922 the required lists were largely composed of fiction, each title counting a certain number of points with two hundred points as the necessary amount to obtain a certificate. The lists are now much more advanced, and the child must read one from each group of travel, biography, science, history, etc., in his particular grade. The children are required to make a verbal or written report on each book to the satisfaction of the librarian. Those that finish are given a certificate, and those that finish all four grades in successive years are given a large

certificate. The schools have always co-operated in this feature, and the certificates are usually awarded during Book Week in the school assembly. In 1925, only 304 children won certificates; in 1932 there were 1,542. But this does not measure the use of this course of honor reading, for many read only two or three or four books from this excellent list. We estimate that the registered group read 18,000 books and made excellent reports.

The children's librarians frequently meet with P. T. A. groups and give talks on children's reading and books valuable to parents. Radio talks are also given each year. Close relations are maintained with the College of Education of the University of Minnesota. Two courses, one in juvenile and ⁱⁿ one/adolescent literature have been instituted in this College under the inspiring direction of Miss Dora Smith. She believes it is a challenge to teachers and librarians to build up in boys and girls the invaluable habit *leading* ^{to} of life-long association with good books. Library-minded teachers and expert children's librarians who can understand books from a child's point of view can together meet this growing challenge.

IV. The Library follows the schools into Americanization classes and night schools, providing each person with a Library card and with a list of the branch libraries. Often the school is invited to a friendly evening in the nearest branch and is shown the books and magazines interesting to them.

This brings us to the chief function of the Public Library, the education of adults. It has always been its most important task. When formal education is over, there must be a place for continuation. The habit of reading having been formed, there must be provision to exercise it voluntarily and according to personal tastes, and an opportunity for self education for those who did not have a formal education. The extension plan of any public library is built around this essential service to adults through a system of community branch libraries scattered widely within walking distance of the people, each with a trained librarian who knows books, and each with a collection of books chosen especially for the group to be served, with children's rooms, reference and periodical rooms. These many small community libraries are the best distributing places for library opportunities. Minneapolis

has fifteen such branches in addition to the school branches. A business branch is maintained in the office district with special material on financial, commercial, and municipal subjects. A quite unique branch for social workers occupies a room in the building which houses the social agencies. This branch specializes in books and magazines on every phase of social work.

In order that the Library may not fail to reach the people who work, it has established book collections in many factories and business houses, in street car buildings, in telephone exchanges, in mills, or wherever a more or less permanent group of people are employed.

The Library service reaches institutions for the old or disabled, and carries on a completely organized system for hospital patients. In Minneapolis every patient, who is able to read, in every hospital of the city, is visited twice every week with a carefully selected group of books. Other disabled people in homes are served by a mailing system.

This effort to supply books to the adult population is carried on more intensively by specialized departments of the Library such as the Technical and scientific Department, the Art, Music, and the Reference Departments, where students of any subject get the most careful personal assistance. But the most effective personal service is now offered through the Readers' Advisers. Any individual who wants to study at home, or to read progressively on any line, may work out a course of study or reading with the assistance of the Readers' Advisers. In Minneapolis hundreds of courses have been worked out for individuals, and books chosen for thousands of readers who have not known what books they wanted.

V. Briefly we must mention the growing form of extension work into the County, for the enrichment of rural life is one of the problems of the day and will be an increasingly important one. Throughout Hennepin County, the Minneapolis Library has developed every phase of extension service which has grown in the city. A contract with the County Commissioners and the levy of a county tax has furnished a working fund. Branches have been established in twenty-one villages, stations in fourteen smaller units; collections have been placed in

the County sanitarium, the workhouse, and the school for delinquent boys. All the consolidated high schools have well equipped school libraries and eighty-nine rural schools have collections which are changed monthly. As the book truck travels to these regular branches, it stops at 285 different farm homes which are too far to use the regular branches. Children and adults are as well provided with books and expert service in Hennepin County as they are in Minneapolis.

After all, a man or woman with the right book and a desire to learn is equipped with everything necessary to get an education. The modern library attempts to furnish adult readers with the right book and the special adviser to stimulate the desire or to find the latent desire. In the stress of these present days, men and women are seeking books for recreation, for leisure time occupation, and for vocational and cultural study, and the whole effort of adult reading and education is increasing by leaps and bounds. If we are to look forward to shorter working days and increasing leisure, the opportunity and desire for cultural reading must be greatly increased. The finer things of life, the resources within oneself, the appreciation of beauty, the wonder of astronomy and geology, the unfolding of plant life, and numberless interesting things of our human and spiritual lives, will come through the influence of books. Schools and libraries are the essential institutions in preparing people for the new age. We cannot extend our opportunities too widely; we cannot begin too young, nor carry on too long. From youth to old age we offer the best in life.

2404/29 Bureau of Ed - Schopf. Life
LIBRARY SERVICE TO THE SCHOOLS OF HENNEPIN COUNTY, MINNESOTA

The County Library of Hennepin County, Minnesota, in its service to the rural schools of the County differs in no essential respect from the work of any city library for the public schools. The purpose of each is to put good books into the hands of children and to make them enjoy reading and incidentally to send books into the home for the larger circle.

The public library is so pliable an institution that it bends to every growing need of community life, so susceptible to the social needs, so eager to render all possible service, that it must by virtue of its own nature reach out beyond the city borders.

It is the one educational institution that reaches all classes and ages and degrees of intelligence with the chance to keep on learning throughout life. Through the free distribution of books, it gives a chance for that thing which is so dear to the American heart,-- equality of opportunity.

But not all of our people live in reach of a public library, and some way must be found to take the books to them. If books are important to the children in a city they are just as important, or more so, to the country child. Families living in more or less isolation should in justice participate in all of the opportunities to become intelligent citizens.

This was the fixed idea of the Minneapolis Public Library. Accordingly, the Library Board began, in 1915, to allow every resident in Hennepin County to draw books from the Minneapolis Library. The city was encouraging trade with County residents, all roads through the County led into Minneapolis; why shouldn't the educational roads lead in that direction?

This County contains 565 square miles; the most distant point is about forty miles from Minneapolis which is on the extreme eastern border of the County. Only nearby residents ^{took} ~~could take~~ advantage of the privilege of drawing books on a borrower's card, and ^{very few of these were} ~~these did not include~~ children.

LIBRARY BOARD MEETING
FEBRUARY 7, 1929

DATE

The regular meeting of the Library Board was held on Thursday

With the help of a very small sum from the County Commissioners to defray clerical help, a system of travelling libraries was begun to the country schools and to a few village libraries that led a precarious existence. Reference work was done for the teachers, and packages of books went out to them by parcel post.

This service, in due time, cultivated an appetite for books in our county neighbors, a habit of expecting an exchange of titles at frequent intervals, and a dependence upon the new facilities supplied to them. After seven years of almost free service, the Minneapolis Library had to tell the County leaders that the expense was becoming too great for the Library to carry and suggested that they apply to the County Commissioners to levy a County library tax as allowed by law and to make a contract with the Minneapolis Public Library.

The County Superintendent of Schools was the prime mover, and the people all over the County sponsored the move. They could no longer do without books. Since the people desired it, the County Commissioners levied a one mill tax in 1922 and have continued to do so annually for the past seven years. A contract which was made and annually renewed with the Minneapolis Library Board provides that the Library continue to loan its books to County residents on the same basis as ^{to} city residents, that the County work be housed in the Library building, and that the Librarian of the city library be the County Librarian in charge of the County Library fund. Since the County Library was established, the work with the rural elementary schools has been organized in close co-operation with the County Superintendent of Schools. State Library Aid is granted to these schools and wherever the local Board has taken advantage of this grant, the Superintendent has used very this/small fund for supplementary material and permanent reference books. The County fund has supplied a carefully chosen collection, changed frequently, of circulating books for both teachers and pupils. Where additional reference

tools were needed, the County has supplied those quite as freely. The County Superintendent and the County Library Director have been quite in accord in the type of books supplied and in the object to be gained of enlarging the horizon of the children.

In a recent visit to the various schools, I could not but compare the looks of the present collections of neat, orderly, well used, but well kept books, with the dirty out-of-date and often ill chosen books huddled in disorder on a back shelf or closet which we found in these same school buildings when we first began our County service. There was no comparison between the children's attitude toward this constantly renewed clean school library and the disgraceful remnants of books which used to serve as one.

Each one of the eighty-two elementary schools is visited monthly by the County Director and the book truck, roads and weather permitting. These schools vary from one-room ungraded schools, on out of the way ungraded roads, to modern well organized schools in new and well equipped buildings. The County Director is a trained librarian with much experience and an infectious enthusiasm. The book truck is provided with shelves opening on the inside, and carries about five hundred books. The pictures submitted are of a previous truck which had shelves on the outside. The cold days of Minnesota winters and rainy days of summer made it difficult for patrons to select books. But in the new truck patrons can go inside and keep warm and dry, and we recommend this type of truck. The Director travels on a scheduled route, so that the teachers know when to expect her. Often the Director receives messages from the teachers telling of special titles or subjects which they will want on the next trip, and if possible all of these special requests are included on the book truck shelves. When the truck draws up at the front door of the school, especially if it

be a smaller school, teacher and pupils come out with enthusiasm to exchange their books. This is the opportunity for guidance by a trained library director. She has already chosen the books carefully with reference to the schools to be visited that day; then as each school begins to choose its month's supply from the book truck shelves, she judiciously recommends this or that for the particular needs of that group of children. So well has she learned the characteristics of each school and the type of teacher that she knows just what will please them. All of the children call her by name and look forward to her cheery visits. Usually she carries away with her a list of titles which the school will need before the next trip, and these are sent by parcel post from the County collection upon her return.

The only criticisms which the Superintendent of Schools has offered are that the visits to each of these eighty-two schools cannot be made oftener than once a month, and that the Director cannot stay at each one long enough to give a talk on book appreciation. This Superintendent often speaks of the

which have been

enrichment of the curriculum and the many opportunities given to the teachers through this travelling collection of County books carried to the door of the school house. History, geography, and English are made vivid by historical stories, biographies, stories of other lands, and good editions of classics. Children with mechanical minds have "how-to make" books, while the fine recreational books widen their horizons and stimulate their curiosity. Home reading has been developed and encouraged by the County Library so that older members of the family get the benefit of the school collection.

Every Saturday, many teachers are in the County room going over the shelves for special material. As the city library is open to the County residents, the teachers are at liberty to borrow much material which the County Library ~~could not~~ ^{cannot} furnish. There are music and lantern slides for a school entertainment; there are books on costumes if the school is going to put on a little play; there are dozens of pictures on nature work, -birds, trees, flowers; there are photographs of famous places and buildings. All of this wealth of material may be borrowed by the rural teacher as well as by the city teacher because there is a County Library administration in conjunction with a city library. Perhaps no service to the schools is so important as is the interest and inspiration given to the teaching staff through the library.

As a rule the teacher or principal is in charge of the collection of books which is loaned to her school, but in the larger elementary schools having several rooms, the County Library has employed a librarian who is ^{on duty} ~~there~~ certain hours a day. These librarians are most zealous, often visiting the County headquarters several times a week to get material for the teachers especially if ^{there} ~~is~~ is a rush call. Just as in the city, the librarian does not always know in advance what subjects the teachers will assign, and every child

curriculum and the many opportunities given to the teachers through this travelling

will come for the same thing at the same time. A librarian who will make extra trips into town for hurry-up calls is a boon to any country school.

To guide the summer reading, the lists of books for the Vacation Honor Reading, which are used ^{for} ~~in~~ the Minneapolis schools, are distributed through the rural schools. Although the schools are closed, many of the children are reached by the book truck if their homes are on the scheduled route, and they often borrow books of their neighbors when they live on the side roads. Of course many of the children work on the farm during the summer and have little time for reading, but it is surprising how many read a goodly number of the books on the honor lists and are ready to report in the fall. A certificate is given ^{by the mpls. Library} to each child who completes a certain specified number ^{on the list} and can intelligently report on the books read. A growing number of country children win these certificates each year.

The Director of the County Library gives a talk each year to the teachers at a meeting held in the County Superintendent's office, and appears occasionally on the programs of the Parent-Teachers' meetings in the County.

But besides this direct contact and service to the elementary ^{district} schools, there are the schools in the villages. Branch libraries are maintained in all of these, with comfortable reading rooms, a permanent collection of books, and a librarian. These branches give the usual library service. The County tax supports these village libraries and provides the books necessary for school work. The general County book collection and the Minneapolis Library can always be called upon to supplement the County branch collection.

Then there are the large consolidated High Schools. In each of these the County Library has established a branch with a combined school and community service. The local School Board furnishes the room for a library and enters into a contract with the County Library to jointly pay the salary of a librarian and to turn their State Aid Library fund to the County Library. The County uses this school library fund for books requested by the teachers

for school use and adds many other titles both for school and community use. Loans are also made from the general County collection. Our very best and most adequate branch libraries have been built up in these consolidated High Schools. In the case of two of them, the school librarian has taken charge of the grade schools in her district as a sub-group. In these High School branches, regular library instruction in the use of library tools and card catalogues has been given to the students. Boys' and girls' clubs have been formed in almost all of our rural High Schools, and these farm interests are aided by up-to-date agricultural books.

It is amazing to us who are librarians and who value books so sincerely *to find* that in many homes of well-to-do people in the country there are no books, no magazines, and sometimes no newspapers. The County books in the school library which are taken home week after week have developed and encouraged home reading in the family circle. It is hard to say which is more valuable to the child, the use of books in connection with school work, or ⁱⁿ the home use which stimulates the idea of having reading matter on the home table.

The story of our work for rural schools is a repetition of our work for city schools carried on with as little red tape as possible. The children do not have borrower's cards, and the teachers keep very simple records. There are yet many things to be improved. The County tax is not sufficient to buy enough books nor to hire ^{enough} trained librarians. At headquarters there are not enough people to give as efficient help to the teachers as the cause deserves, but, all in all, the children are getting more books and the teachers better personal assistance through the County system than they ever have had before.