



## Gratia A. Countryman and Family Papers.

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*Our* *seem to*  
The school people approve of it, and many  
requests are made <sup>by the principals</sup> for a library branch ~~even~~ in old  
buildings where there is no room. <sup>provided</sup> ~~(Miss Cutright~~  
~~of the~~ *made a survey and then* School Research Department, asked for several  
additional branches in old buildings, and ~~made an~~  
~~interesting survey. Use it if time.)~~

We have not <sup>had</sup> ~~yet taken over~~ the administration  
of the Senior High School libraries, which may come  
*And perhaps never will*  
~~about with us in time, as it has in some other cities,~~  
*the Administration of*  
but we have ~~taken~~ all the Junior High School libraries  
as far as there are any, and will gradually adopt  
others as fast as maintenance will allow. *Let's say*

*Mr* I haven't said anything that hasn't been said many

t given all of



THE PLACE OF THE LIBRARY  
IN THE MODERN SCHOOL

Fargo No. 10  
Jl. 15, 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 <sup>will</sup> 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.



May 7, 1924

2 copies



MINNEAPOLIS PUBLIC LIBRARY  
GRATIA A. COUNTRYMAN, - - - LIBRARIAN  
MINNEAPOLIS, MINN. —

WHAT PARENT-TEACHER ASSOCIATIONS CAN DO FOR LIBRARIES

Librarians are so accustomed to thinking of what they can do for other groups of people, that it is difficult for us to turn our thoughts about and think what others can do to further the usefulness of libraries. But when one thinks of the multitude of things which the Parents' organizations have done to better the schools, we are glad to offer you suggestions for enlarging your usefulness by helping the library.

For the Library has a program, a large one; as large as the subjects that interest mankind, — so large that it covers all classes and ages of people; a program for usefulness which we ourselves are just beginning to comprehend. But we know, when we stop to think of it, that however eager we are, we cannot put our program across without the understanding help of the public, and especially of such groups as the Parent-Teachers' Associations which are avowedly interested in education.

What is our program? It is one which you too are



concerned with, a program for community education-- the whole community, adults as well as children, Home education as well as school education. We are in it to stay until every one learns to use and love books and their winged messages.

It is a great problem in a democracy, that of trying to keep the whole community alive to the pressing problems and absorbing interests of the day, and to plant in them the desire to know. But our program isn't over until all of our citizens are vitalized and are on the quest for knowledge.

Only in the last few years have we widened our ideas of education beyond the class room door to include the idea of lifelong education. Most of us didn't expect to study much after we graduated, yet I'm sure that every one of us has learned nearly everything that we know since we left school, and we have learned from the University of print. School was only the beginning; it just pointed the way and gave us the first necessary shove in the right direction. Since then we have been reading and thinking and applying our learning,-- a process which we hope to continue the rest of our lives , for there is no time limit to learning.



That makes education a much longer and vaster process than we have been accustomed to think it. It begins with early childhood and continues to death-- it is assisted by two great educational institutions, the public schools and the public libraries; the first educates with the aid of teachers and books, the second ~~stage~~, with the aid of books alone-- a continuous process of growth. And it is from that point of view that libraries look at the problem of community education.

Our program covers not only the book needs of the children in school but every educational effort for adults, such as night schools, Y. M. C. A. classes, University Extension courses, Chautauque circles, women's clubs, workers' colleges, and many other classes of adult work, too numerous to mention, but with which we co-operate. Our program of educational help covers especially every individual effort at self education, and when all the various organized groups and classes are rounded up and numbered, the largest number of all is the group of individual men and women, who are trying to better their jobs or take Civil Service examinations, or studying some interesting problem, or just cultivating some natural taste through the aid of that all-embracing teacher-- the library.



Perhaps no other institution sees so many kinds of attempts at self education nor aids so many varieties of people who seek for assistance, as the Public Library. Nor does any other public institution seek more faithfully to put the opportunity of learning before those who have not known that there might be such an opportunity. The Library is alive to the greatness of the tools with which it works, and is alive to the great field of educational opportunity which lies through and beyond school days, out through the fields of human ignorance along all the paths that men and women tramp. We are anxious that you should face our problems with us and help us to solve them as you have helped the schools. Perhaps no organization is so close to school problems as yours is. Whether in town, country, or city, you gather around and support the school.

If you live in the country, you are proud of your consolidated school which is a real community center and rivals in equipment the best city buildings. Is there a library in it where you and your older sons and daughters can keep up a course of reading? Did you equip a gymnasium and a community kitchen and forget a library which not only the children absolutely need but the whole neighborhood as well? If



the library was really forgotten by the School Board and the architect, then here is a place for your immediate assistance of the Library and the cause of good reading. Find a place for a library and reading room, and hire as good a librarian as you would a teacher. You do not set a teacher to teach a subject which she does not know; neither should you have a librarian who does not know books and cannot help you to find the book or information which you seek. Your School Board ought to take the needs of the library into consideration, and the value of the librarian as much as any other department or activity.

Again, many states have a law which allows the establishment of county libraries. Its purpose is to enable every rural family or village dweller to have the benefit of books. I cannot think of any way in which an active Parent-Teacher organization or Mothers' Club could more effectively spread the opportunity of education than by putting the county library law into operation all over the country. What couldn't be done in the way of producing an intelligent citizenship if the rural population were everywhere provided with books? Here in the county in which we now stand, the county service has provided books, constantly renewed and cared for, in



every rural school and in every community and village,-- something over one hundred and twenty points in the county. With the county system and reduced postal rates, books could be as available for thirsty minds as fresh water. Will the educated parents take up this job? The law is in force; it only needs diligent friends to establish county libraries and the opportunity to read books throughout our rural districts.

But the libraries in the towns and cities need help just as much. It is easy to see the necessity for school maintenance; it has been comparatively easy to get sufficient funds for the building and equipment of wonderful school buildings. Americans believe so thoroughly in education that we make school attendance compulsory. We are committed to the theory of general education; and yet we confine our efforts in the main to formal class room education, without thinking of that more important and continuous education throughout life, which the Public Library is organized to maintain. So it has been hard, as every librarian can testify, to get a pittance for the library to struggle along with, to carry out its ministry through books and trained workers. The Library as an institution has never been supported



sufficiently even at the very best, to carry on work which librarians feel is an essential. The Library always struggles along attempting to place its feast of good things before every one, the poor, the blind, the cripples, the shut-ins, the workers, and the unemployed. How can we do it all without support?

The Library, as one of your public institutions, needs your careful study and your active support. Do all of your school children, even in the cities, have access to books? Have you ever considered that a reading room with books and a librarian who knows how to help the children, might be as important to their development as other features in the school building? Do you find mothers in your district who need books on child training and home-making; do you find foreign mothers who need books in their own language or help in knowing our history and institutions? Do not the whole group of mothers and fathers need books within a reasonable distance of their homes? The Library itself is studying the problem of community education quite as carefully as any other class of educators, and we know that the library needs your help and the pressure of your influence just as the



schools have needed it, if the library is going to be sufficiently maintained to fulfil its purpose.

But the Parent-Teacher Associations did not know the needs of the Schools until they organized to study them. Now you look over the buildings: Is the building large enough; is the plumbing in first class shape; is there sufficient drinking water; how about the playgrounds? You get acquainted with the principal and teachers and discuss the curriculum and teaching methods; you study the whole program. Have you given the Library program any careful study?

The voice of the mother has been heard in the land, and she has thought of penny lunches and a milk supply for the undernourished, and a supply of garments for the poor children, and dental clinics and nutrition clinics. But what happens to these poor children when they must stop and go to work? Should not the Parent-Teachers Associations follow them on to that other school, the Public Library? Why should not that great after-school be adopted also and looked over, and encouraged to do its utmost? Everything we want this nation to be, we must begin to teach in the schools. Yes, begin to teach; but the library is the continuation school and what has been begun must be carried on there.



What the libraries in this country need most is not simply financial support; they need intelligent understanding from the public. The library project has not loomed large enough in the minds of the people. Each one who uses it thinks of it in the light of the particular service he has received, because library service is always a particular service for an individual by an individual-- always individual service, never mass or class service. Only such organizations as this great Parent-Teacher organization could see it as a whole in its wide application to adult education.

That is the great thing you can do for libraries. You can get a large and comprehensive idea of what a library can do for a community. Always the idea has been so small and cramped. In a 1917 number of Scribner's, I find under their "Points of View" a description of the foundation of a village library. I quote: "We knew we should have to begin on a small scale. We thought perhaps we could borrow enough books to begin with, providing we could procure money for running expenses." So this village library started and reported that their actual running expenses were \$250.00 a year, and that they hoped to spend \$25.00 a year for books, and they were



proud enough of their attempt, and so was Scribner's, to print its history. Far be it from any librarian to scorn such small beginnings: All over the country women's clubs have labored and felt rewarded when they could establish such little libraries. But were not these small villages taxing themselves to carry on schools; were they not teaching the children to read? Why were they not taxing themselves to give them something to read after they had taught them how to read?

I can remember when the Minnesota Legislature was considering the Travelling Library project, that Ignatius Donnelly as a legislator spoke contemptuously of the idea, saying "You might as well provide the people with boots as with books." Probably many of his type of thought still exist and that is why it is a matter of such pride when a few valiant women succeed in starting a little library. But against such odds has the library made its way, battling with the misunderstanding of even those who loved and treasured books for themselves. You who have the interests of education deeply at heart know that there is a great awakening desire for knowledge on the part of our adult population. People are alive to the many inventions and political changes. They are



seeking information; they are already making heavy demands on libraries. The Library has its finger on the public pulse, the librarian knows that now is the time to prepare for a great public service. You can do no greater service to the cause of adult education, which is the cause of libraries, than to understand and support and foster the widespread extension of free libraries.





# PROGRAM

## SECOND NATIONAL CONFERENCE ON HOME EDUCATION

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CALLED BY THE UNITED STATES COMMISSIONER OF EDUCATION  
DR. JNO. J. TIGERT

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TO BE HELD IN CONJUNCTION WITH THE  
ANNUAL MEETING OF THE  
NATIONAL CONGRESS OF MOTHERS AND  
PARENT-TEACHER ASSOCIATIONS

WEDNESDAY, MAY 7, 1924

MORNING SESSION, 9 A. M.  
AFTERNOON SESSION, 2 P. M.

AUDITORIUM OF THE MUSIC BUILDING

UNIVERSITY OF MINNESOTA  
MINNEAPOLIS, MINNESOTA



## OFFICERS OF THE CONFERENCE

GENERAL CHAIRMAN: Dr. Jno. J. Tigert, United States Commissioner of Education.

PRELIMINARY PROGRAM COMMITTEE: Mrs. Augustus H. Reeve, President National Congress of Mothers and Parent-Teacher Associations, Chairman.

PRESS AND PUBLICITY COMMITTEE: Dr. W. Carson Ryan, jr., Associate Editor *School and Society*, and Professor of Education, Swarthmore College, Chairman.

EXECUTIVE SECRETARY: Miss Ellen C. Lombard, Director of Home Education, United States Bureau of Education.

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## GROUPS REPRESENTED

Directors of Extension,  
Librarians, Representatives of Parent-Teacher Associations.

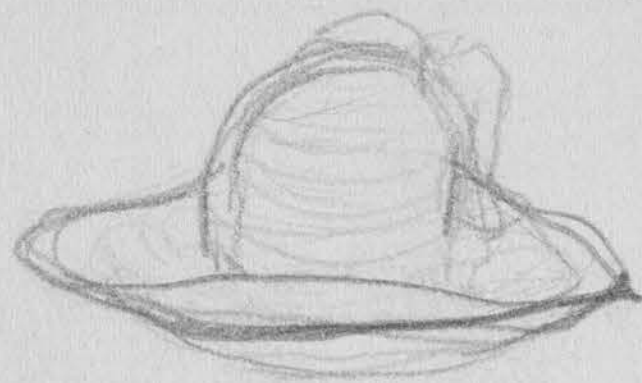
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## ORGANIZATION OF COMMITTEES

PRELIMINARY PROGRAM COMMITTEE: Mrs. Augustus H. Reeve, Chairman, Prof. W. D. Henderson, Mr. Carl H. Milam, Miss Ellen C. Lombard.

PRESS AND PUBLICITY COMMITTEE: Dr. W. Carson Ryan, jr., Chairman, Mrs. Laura Underhill Kohn.





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## PROGRAM

General Chairman, Dr. Jno. J. Tigert, Presiding.

9.00 A. M. Address of Welcome: Dr. Lotus D. Coffman, President, University of Minnesota.

Remarks by the Executive Secretary.

9.30 A. M. Topic Chairman: Prof. W. D. Henderson, Director, University Extension Service, University of Michigan.

TOPIC: *The Place of the University Extension Service in a Cooperative Plan for Extension of Educational Opportunities.*

Discussion:

Prof. Walton S. Bittner, Indiana University.

Prof. Richard R. Price, University of Minnesota.

Prof. Elmore Peterson, University of Colorado.

Mr. James A. Moyer, Massachusetts Department of Education.

Prof. T. H. Shelby, University of Texas.

11.15 A. M. Topic Chairman: Mr. Carl H. Milam, Secretary, American Library Association.

TOPIC: *The Library in the Home Education Movement.*

Discussion:

Miss Gratia A. Countryman, City Librarian, Minneapolis.

Mr. Clarence B. Lester, Secretary, Wisconsin Free Public Library Commission.

Mrs. J. R. Dale, Secretary, Oklahoma Library Commission.

Mr. Webster Wheelock, Librarian, St. Paul Public Library.

1.00 to 2.00 P. M. Luncheon Served on the Campus.

2.00 P. M. Report of Press and Publicity Committee: Dr. W. Carson Ryan, jr., Associate Editor *School and Society*, and Professor of Education, Swarthmore College, Chairman.



2.15 P. M. Topic Chairman: Mrs. Augustus H. Reeve, President, National Congress of Mothers and Parent-Teacher Associations.

TOPIC: *Practical Methods of Cooperation in Educating for Parenthood.*

Discussion:

Miss Sarah B. Askew, State Librarian, New Jersey.

Miss A. L. Marlatt, Chairman of Home Economics, National Congress of Mothers and Parent-Teacher Associations, and Director of Course in Home Economics, University of Wisconsin.

Miss Julia Wade Abbot, Advisory Chairman of Committee on Pre-School Circles, National Congress of Mothers and Parent-Teacher Associations, and Associate Director Health Education Division, American Child Health Association.

Mrs. Arthur C. Watkins, Executive Secretary National Congress of Mothers and Parent-Teacher Associations.

3.45 P. M. Report of Preliminary Program Committee.

Permanent Program Committee announced.

4.00 P. M. Address: "*Good Literature in the Home.*" Prof. Richard Burton, University of Minnesota.

5.30 P. M. Conference Dinner, Ball Room, University of Minnesota.

CONFERENCE ADJOURNED



G. B. Duann  
62  
Robt. B. Davis

## A. FIELD TO BE REACHED

### 1. The home—

Parents.

Boys and girls.

Men and women in all walks of life.

### 2. The school—

Teacher.

Children.

Parent-Teacher Association.

## B. ADMINISTRATION AND CONDUCT

Public agencies—

1. United States Bureau of Education.
2. State Departments of Education.
3. State Universities—Extension Divisions.
4. State Library Commissions.
5. County Libraries.
6. City and Town Libraries.

Private agencies—

1. American Library Association.
2. National Congress of Mothers and Parent-Teacher Associations.
3. Press.

## C. MATERIALS

1. Sources.
2. Subjects.
3. Length of courses.



## GENERAL STATEMENT

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THERE are in the United States approximately eighty-five million people over ten years of age. Nearly five million of them can neither read nor write. Nearly seventy-eight million can read in the English language or in their native tongues. The number of men and women attending high school and college increases every year, but there are still thousands who leave school before reaching the high school.

In hundreds of communities there are no public libraries, no school libraries, and few books in the homes. In many communities in which libraries are established the people have not developed the reading habit. In every community considerable numbers do not read even a daily paper. For them, the only information is what is obtained from contact with neighbors; the news is confined to the gossip which is passed from door to door. For them, the world of books which would furnish a glimpse of great issues, great ideals and purposes, is unknown.

These people are not confined to one State nor one section of the United States. If we do not provide means by which such people may enrich their lives and then bring these opportunities to their attention, they suffer an inestimable loss and their children also must suffer. The community, the State, and the Nation are affected by the lack of enlightenment and breadth of vision.



*Radio broadcast*  
THE SCHOOL'S BEST FRIEND

*July 16, 1930  
in motion. m*  
9 If ~~we~~<sup>I</sup> could give but one gift <sup>to</sup> for every child,  
we think we should choose the same gift for every  
one,-- the love of reading. And why this gift?

Because the child who learns to love reading ~~is on~~<sup>has</sup>

*learned the way*  
~~the highway~~ that leads to success and happiness.

*Can always keep himself to the knowledge of the world*  
Think what lies between the covers of books

for him to discover if he loves to read. All the  
knowledge of the beautiful world in which we live,  
~~its forces, its teeming life, and the stars that~~  
~~reach out into infinity.~~ All the history of other  
lands and the problems of other peoples, all the  
stories of great men, of discovery and invention,  
all the experiences and emotions of our human hearts,  
and the conditions of our common daily life. All  
these are wrapped up in books and are open to the  
*for the* child who has learned to love reading and has been  
introduced to the world of books. *furnished with the books to read*

I believe that every child has a right to be  
introduced to this wonderful world of books,--  
these winged messengers of life. He has been  
*he has not had books*  
deprived of his opportunity if ~~the world's thought~~ *to read*  
~~has not been accessible to him.~~ There is nothing  
save the air we breathe that we have so sacred and



clear a right to as the immortal truths that have been <sup>gathered</sup> garnered up in books. And yet how many children ~~yet~~ have had no chance to get even a nibble.

Some of us remember the little school houses in which we got our first education, -unattractive places; no books except our necessary textbooks. If a book <sup>Some way appeared</sup> came into any child's hands, it was passed around and read and read again.

But changes have taken place, and we who love books ~~and have chosen as our profession the care and distribution of books through our libraries, have long been giving earnest attention to children's reading, and have been co-operating with the schools~~ <sup>Teachers and librarians</sup> in furnishing <sup>the schools with</sup> through them the books which children need. A teacher can do nothing better, nor a school function to better purpose than to <sup>give</sup> send the children <sup>the habit of reading - It will be</sup> out prepared to get a life-long enjoyment out of books and a never ending chance for an education.

Heywood Broun in a recent radio talk said that a University course can give us little more than we could get by reading. That is an interesting observation and worth thinking about. At any rate, he



emphasizes what we are also trying to say,-- that intelligent reading is the key process to an education, and that a library-- a carefully selected collection of books-- is the school's best friend.

Modern city schools have the large public libraries to depend upon, and <sup>at</sup> teachers are using them more and more <sup>so</sup> to the end that children may have expert guidance and may develop a permanent interest in reading. School <sup>in school buildings</sup> libraries are becoming more and more frequent and some enthusiastic teachers consider the school library as the heart of the school. The modern method of teaching absolutely requires a good library. <sup>either in the school or near by.</sup>

But our minds wander out from the cities and from the fine consolidated district school where <sup>are already being</sup> libraries have been established, and where teachers and libraries are working together, to the many small rural schools scattered throughout every county in this state. Teachers in many of these rural schools are working against poor equipment, no books, uninterested parents, <sup>who have the same as a</sup>

Sometimes and under some conditions, country life seems the most attractive life in the world, but in many instances it is the most desolate. The improvement of rural life, the solving of rural problems, and the bettering of rural homes is one of the major problems of the Country.

omit



In the educational world the rural school is the weakest spot, and the greatest problem in the rural school is the rural library. How can this teacher in the small ungraded school send the children out equipped to "carry on" after they leave school. How can the child be equipped for citizenship, for community life, for the use of leisure time; how can he see out beyond his own limited horizon; how can he get spiritual vision if he has not had any books in his school years, nor any person about him, at home or in school, who loves books. How can he continue to grow? *after he leaves school. What was the use of learning to read, if he hasn't had anything to read*

Then, the father and mother; are they going to vegetate with their gardens and live dumb lives with their dumb brutes, without any of the outlook and outreach that comes to a man through books. Maybe I am exaggerating this blessed thing-- a book--but I don't think so.

Someway this problem of libraries for the rural school and for the families of rural districts should be taken to heart and solved. It is only a matter of justice that this country child and his family should

*as well as  
the city child*



participate in all possible opportunities to become intelligent citizens and a school library in every district is of the first necessity. *and it is a possibility*

So I am going to ask you to consider with me the fitness of the County Library System to furnish *with a Central County library* this opportunity, and to cover the whole county with a system of rural school and village libraries.

This County plan is no longer an experiment; it is a rapidly growing plan. Thirty-four states have enacted laws permitting the establishment of county libraries and 253 county systems have been in active operation, some of them for many years. So I am not proposing that you consider an untried plan.

What is a County System? ~~It differs in no essential respect from a city library with its branches and stations and school libraries.~~ It is a public library system for the entire county. It is supported by a county tax just as other county departments.

It is a particularly good plan because the county is a small unit, is usually a well organized unit, and a convenient unit for taxation. It is a co-operative plan. *a* Each district school, and *as* each small village cannot very well work out its library problem



alone, even with the best of school trustees and State Aid; but as a part of the county library <sup>may form the book it needs &</sup> system it ~~participates in the regular distribution~~ <sup>exchanges them regularly from the Central</sup> and supervision of the county library. <sup>County Collection</sup>

It may be managed by a county library board or by a contract with some strong public library <sup>which</sup> ~~manages the county fund and~~ can give efficient county service; but whatever the <sup>method</sup> organization, if it be properly financed, it can cover the needs of every school and village.

May I tell you the experience of one County System,-- that of Hennepin County, Minnesota, where the County Library System has been operating under a regular tax levy for eight years. <sup>of this county</sup>

In a recent visit to the various schools, I could but compare the present collections of neat, orderly, well used, but well kept, and constantly renewed shelves of books, with the dirty out-of-date, and often ill chosen books huddled in disorder on a back shelf or closet in these same school buildings when we first began our county service. There was no comparison, moreover, between the children's <sup>feeling</sup> attitude toward this clean, constantly changing and carefully chosen school library and the disgraceful remnants of books which used to serve as one--if they had any at all.



-7-

Hennepin County Library now serves 82 elementary schools. These vary from one-room ungraded schools on out of the way ungraded roads to modern well equipped schools in new and well equipped buildings. Each one is visited monthly by the County Director in the book truck, roads and weather permitting. The County Director is a trained librarian with much experience, a knowledge of books, and an infectious enthusiasm.

The truck carries about 500 books shelved on the inside so that patrons can go inside on the cold days in winter and rainy days in summer. When the truck draws up at the front door of the school on the regularly scheduled days, teachers and pupils are waiting and come out with enthusiasm to exchange their books. This is the opportunity for helping the teacher to choose wisely. The trained Director has already chosen the books <sup>in the truck</sup> carefully with reference to the schools to be visited that day, and as each school begins to choose its month's supply from the book truck shelves, she judiciously recommends this or that title for the particular needs of the group of children. So well has she learned the characteristics and nationalities of each school and the type of teacher that she knows just what will interest them.



If the teachers need special material, a note is made of it and this material,-- books, pictures, maps, etc.,-is sent out the next day by parcel post. Saturdays are busy days at headquarters when teachers come in to choose special books from the general collection.

Teachers have said again and again that their teaching has been made much more interesting and that their curriculum-- the subjects which they could teach-- has been much enriched. The Library has become the heart of the school.

Just recently our County Superintendent told us that the only grievance she had was that the book truck could not visit <sup>these</sup> the 80 or 90 schools oftener than once a month and could not stay long enough for the County Director to give the teachers and pupils talks on book appreciation. Maybe that can be done some time.

Now this County System which also serves the whole County community through branch libraries and stations does still more for the children. It serves the children all summer long when the schools are closed, through the home service and indeed this home service of the book truck does another wonderful thing, for this



sympathetic County librarian going from school to school and from family to family comes to understand the home life as well as the school life of these children and is able to administer to the child book needs much better from knowing his home background. The school life of children cannot and should not be separated from the home life, and the County Librarian<sup>can help</sup>/through the ministry of books and her own sympathetic attitude to introduce magazines and personally owned books to the farm center table. She can connect books with daily living and make the child realize that books are not simply a part of school work and the preparation of lessons, but companions at home.

Altogether our County book truck starting out twice each week, loaded with books, visits 20 branch libraries, fourteen deposit stations at crossroad stores, 82 rural schools, and 265 separate families. It can hardly be conceived that in any other way could books be taken more cheaply or more regularly into the rural districts, or that these rural schools could have the variety and wealth of material which

they are now getting. *Through the County Library.*

*Let us join all of these County Schools a chance for books. Get a County library in your County.*



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County Librarian through the Ministry of Books and Library a *Library a hand must - a right arm* her own sympathetic attitude to introduce magazines and personally owned books to the farm center table. *Unit that through the project* P. I. A. - the same -

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Aberdeen, So. Dak. October 29, 1931

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

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 <sup>how</sup> to mumble of words,-- I mean the real understanding of a word, of taking in what the printed words mean.



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 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, 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 the needs of the children for those books.



Leaders in education in years past have not stressed 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 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 read for cultural or recreational purposes.

There is now under progress a survey of our secondary school. 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 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. The first and most essential thing to carry out 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; 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, carefully chosen, properly cared for, constantly growing, and intelligently administered.

It does not seem to be a matter of great concern whether 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, 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 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.

Some of the reasons are most obvious:

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. The public library serves 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.

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



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 public library. If the school library to which he goes for school work is to him just the school library, he will leave it behind when he leaves school. We who have tried the co-operative plan, believe that it is valuable if the book 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



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 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 begin 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 <sup>fifteen</sup> sixteen such elementary libraries; some in new and some in old buildings. 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 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.

The teachers themselves are unfailing in their co-operation. We go into each school every fall and register 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.



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 tables so that the pupils will get the right books, but grades 4 and above are expected to know where to find things.

We began 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. 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.



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# ILLINOIS LIBRARIES

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Vol. 11

Number 1

SPRINGFIELD

January, 1929

LIBRARY EXTENSION DIVISION  
STATE LIBRARY

William J. Stratton, Secretary of State and  
State Librarian

EDITOR

Anna May Price, Superintendent of Division.

Distributed free in Illinois.

Published Quarterly.

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EDITORIALS.

Louis L. Emmerson took the oath as Governor at the inaugural ceremony on January 14.

Four hours before taking the office Mr. Emmerson closed his efficient administration as Secretary of State, in which office he had served for three terms.

William J. Stratton, his successor, took the oath as Secretary at 8:15 Monday morning, previous to the other officers-elect.

For the few hours intervening between the inauguration of Mr. Stratton and that of the other State officers, Mr. Emmerson became a private citizen.

The inauguration of officers was a brilliant occasion, attended by representative guests from many states, and by a large assembly from all parts of Illinois.

Following the oath of office, Governor Emmerson delivered his mes-

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TO

LIBRARIAN'S OFFICE



sage to the people, in which he outlined his policies for administration in the next four years. The day was also marked by the Governor's reception at the Mansion and the inaugural ball at the Arsenal.

Mr. Stratton, by virtue of his new office as Secretary of State, is also the State librarian in control of the Archives, Extension and General divisions. He has made reappointment of the superintendents of the three divisions and has announced his intention to retain their employees.

The libraries have enjoyed expansion and progress in their twelve years under Mr. Emmerson's administration, and appreciate the interest in their welfare expressed by the new Secretary.

The new postal rates governing library loans, which went into effect July 1, 1928, permits a rate of 3 cents for the first pound and 1 cent for each additional pound. The rate applies only to packages mailed to addresses within the State. Periodicals are excluded from the rate because of their advertising content.

Each package must be marked:

Contents: Books mailed under Section 444½, P. L. & R.

Public libraries desiring to carry on inter-library loans must apply directly to the U. S. post office. In all packages sent from the Library Extension Division, a return address slip is enclosed, which enables the borrower to return the material under the terms of the new rate.

The Library Bill to be introduced into the Legislature this session will contain a clause permitting municipal libraries to contract with adjacent village and rural communities for library service.

A consideration of the feasibility of this system and its operation in the metropolitan districts of Detroit, Toledo and Cleveland is presented in

this issue in the report of the Mid-year Conference of Librarians of Large Libraries.

Two years ago the Illinois Bill containing a clause providing for contract service was vetoed by Governor Small. Study of the procedure followed in other states will serve to clarify the meaning of the passage of a similar law for Illinois.

The American Library Association will hold its fifty-first annual conference at Washington, D. C., the week beginning May 13.

The last (1928) report of the Carnegie Corporation calls to attention the growth in the Association since the founding of the Carnegie Corporation seventeen years ago. In that period the American Library Association has increased its membership from 2,365 to more than 10,000; its active committees and boards from 24 to 64; its professional staff from 7 to 70. The total income has been increased from \$36,000 to \$294,000.

From June 15 to June 30, 1929, an international library conference will be held in Rome. The conference, which has received the approval of the Prime Minister of Italy, Minister of Foreign Affairs, will be convened by the International Library and Bibliographical Committee, a Committee formed by representatives of fifteen nations at the fiftieth annual meeting of the British Library Association in 1927.

Invitations will be extended by the Italian Minister of Foreign Affairs to different countries to send official delegates as guests of the Italian government.

As the A. L. A. conference will be held in Washington, May 13-18, it is probable that a special party will sail for the international conference within a few days after the close of the meeting.



9. May close library part of school day.

10. Sometimes employs librarians not trained as school librarians.

11. Tendency to develop complicated machinery in handling of routine which is of interest to both agencies; for example, in book ordering.

12. Schedule of working hours for staff must conform to that of other public library assistants and the schedule of salary is based upon that operative in the public library, with longer hours, shorter vacations and less pay.

13. There is apt to be lack of recognition of the librarian and staff on the part of the administrative staff and teachers, because of the fact that the library staff is relieved of school routine and the members of the staff not appointed in the same way as they are. Librarian may be regarded as an outsider by teachers and pupils.

14. Librarian may not have had sufficient teacher training or teaching experience to understand the school situation as she should; teaching method curriculum, organization, discipline, etc.

15. To become an integral part of the school system where the fullest support and progress may be expected, library service must be one of the direct responsibilities of the school organization with staff enrolled on teacher scale and rating, budget part of annual allotment and schedule of activities planned as for any other department. No extra ad-

ministered organization can ever function completely with another no matter how good the will between the two. School libraries are not merely distributing agencies—to be educational they must be so directed.

#### **General Comment.**

1. School library service by a public library should not be at the expense of its public library work. Proper financing will not cut into funds necessary for general public library service (estimated by the A. L. A. at one dollar per capita) but it will provide for them additionally.

2. There is usually a well defined policy as to which the two agencies should be responsible for matters involved in organization and administration. This plan can be expected to work satisfactorily only when both school and library maintain high standards of service and have a will to cooperate. Under such conditions probably most resultful method of giving school library service.

3. Some of these pros and cons lifted from various sources are flatly contradictory. These rise out of the variant experience and different theories of those consulted.

#### **Finally.**

1. Attention is called to a **Project for a study of school library service in the United States**

as set forth in the A. L. A. Bulletin vol. 21 : p. 111-113, on which the Council may wish to take some action.



**PUBLIC LIBRARY ADMINISTRATION OF SCHOOL LIBRARIES\***

By Gratia Countryman, Librarian, Public Library, Minneapolis.

It is apparent that no matter what is said here today, we will perhaps have the same opinions still. Some of us will still firmly believe that the schools should administer school libraries. Some of us, of which I am an earnest advocate, will believe that libraries are libraries whether they are housed in separate buildings or in school buildings, and that the library administration should manage all of the city's libraries for the same reason that the school administration should manage all the public schools. Each knows how to do its own job best.

But even if we cannot see entirely eye to eye, it is also apparent that where there was once no problem to solve, because there was practically no co-operation between the schools and libraries, now there is a problem because co-operation on a large scale is being established.

Miss Wade of Port Arthur, Texas, in an article, "Library relationships with schools," calls our attention to a speech of Charles Francis Adams in 1876 in which he lamented the fact that no bridge had been built to connect these two great educational institutions. Which reminds me of a bridge which is nearing completion in Minneapolis over the Mississippi. One end started out, and considerable of the bridge was built before it was decided where the other end should land: But it struck out in the right direction trusting to find a landing. So it seems to me that the public library has for as many years as some of us can remember been trying to connect with the schools. It has thrown out a bridge from its end and has persistently built toward the other landing, hoping to get co-operation from the other side.

Now, the schools, as never before, are recognizing the importance of libraries and it almost seems as if, in

spite of all of our years of effort in building that bridge out toward the schools, the schools have made a discovery of libraries and want to take over bridge, libraries, and all. It is a matter of great congratulation to both that the discovery has been made and that libraries are considered so important that the school library has become an absolute necessity. Indeed, the new methods, the new curricula, the abandonment of text-books, the new reference methods, the silent reading, etc., etc., make it imperative that the school have plenty of material. It should rejoice every librarian's heart that this great increase in the use of books has been brought about by the schools.

Our problem which is now in process of solution in many cities is only that of building the proper approaches at both ends of the bridge and creating easy traffic back and forth in this co-operative undertaking of educating children. But the solution should be co-operative, not absorptive. The public library has for many years, through its own eagerness on the subject, practically forced its services upon the schools, through classroom libraries, special loans and privileges to teachers, and special supplementary collections for loan to schools. The foundations have been laid by the public library upon which to build this larger development of branches in the school buildings, and it is prepared in most instances to enter upon this additional school library plan without overdue expansion of the library plant.

In an ideal system, every school building will be equipped with a school library. Every elementary school and every Junior and Senior high school, in order to carry out present school programs, needs a library and reading room in the building. But to accomplish this or even

\*Read at the Mid-winter Meeting of the American Library Association, Dec., 1928.



approach it, shall there be two separate library systems in a town, one a system of school libraries and one a system of community libraries equipped with children's departments?

If the schools are to have separate libraries, then there must be either a central organization with purchasing and cataloging departments, and supervising librarians, or else separate units in each school. Since the funds for both schools and libraries come out of the same public pocket, one can imagine the overburdened tax payer objecting to such a wasteful and uneconomic arrangement as supporting a central school library system and a central public library system, duplicating each other's resources.

For even if there were a complete system of separate school libraries, it would not relieve the public library from its service to school children. The school plant cannot economically keep open after school hours. The school library must close early, whereupon the children and often their parents come to the public library or its branches for the selfsame 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 librarian must be informed on school methods and school curricula just as much as the school librarian. 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.

The dovetailing and co-operation of city departments in the interests of economy and efficiency are being preached everywhere. Tax burdens are heavy. Why should the Park Board, for instance, have a playground and the School Board have another one in the same neighborhood? Similarly, why should two departments with such similar objects as the Library and School

Boards each maintain a separate library in the same neighborhood, each used by the same children and using the same type of books? But if the public library maintains the school library, this one library may in many cases be sufficient both for community and for school uses. Books for teachers, for parents, and for children may in many neighborhoods be housed in the school building to the mutual advantage of all concerned.

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 is part of the public library staff. All of the larger libraries have live school departments, whose assistants follow closely all the new theories of education and changes in curricula and the new publications interesting to teachers. It is not the business of teachers to keep up with all the new publications, but it is the business of librarians. With a well-organized school department in the public library it is quite as possible to keep up well-chosen and well-managed libraries in the schools in harmony with the school requirements and working in as close co-operation as it would be if kept up by the school administration.

There is much more that might be said on the side of economy. I haven't exhausted the subject. One most vital point perhaps is that every branch of the public library has access to the entire central collection; each individual school library, as a part of the public library system, has daily or frequent deliveries from the central library. Each small collection is therefore potentially a great collection; a telephone call or a request slip will bring the required material on the next delivery or by mail. Each school librarian, as a part of the public library staff, commands the assistance of a whole group of allies



as no separately administered library could do, unless there were another just as complete a co-ordinated and centralized system under the School Board. It is surely more effective, as well as economical, that each school librarian should have behind her a body of library experts in many departments of Art, Music, and Technical literature, upon whom she may call, as one of the group of branch librarians. It is certainly more effective to have material delivered directly and regularly from a central reservoir than to attempt to buy all the material needed only at certain seasons. It is much more economical to return such material to a central reservoir where it may be called for by others. It is a much simpler problem of administration also for the public library to loan this occasional or timely material to one of its own branches in a school building, under its own rules and regulations, than to loan to teachers or to a library over which it has no control. And right here the schools may say that it is simpler for them to have a library over which they have control and can make the rules and regulations. That sounds reasonable, and if I were a teacher I should want a good working group of books on my desk all of the time, that I could control, and I should want in my room a good collection of supplementary books for school room use. Even if there were a good library and reading room in the building, these working tools should be in each room, and it seems to me to be the part of the School Board to supply these. But such a working collection of tools for grade and teachers' use, does not constitute a library in the sense that a librarian means it.

But, after all, the benefit to the child is the chief thing. His future development is the thought in the mind of all of us. That is basic. He must learn to read for pleasure, to love books, to get the habit of reading. He must be introduced to the public library which he will use, we

hope, the rest of his life. If the school library, to which he goes for his school work, is to him just the school library, he will leave it behind when he leaves school. We librarians believe it is valuable if the books which he uses in his school library have the public library mark,—if he is reminded every time he uses them that he is borrowing public library books. It is valuable to him to be registered by a public librarian, and to have a public library borrower's card which he will take with him when he leaves school. He will be acquainted with the library rules and methods; he will have gone through all the preliminary red tape. He has "joined" the library through the branch in his school building. It is valuable, too, that the books are numbered and classified just the same in the school branch and in any other public library branch. If the child knows the number of any book which he finds in his school branch, he will find that book under the same number in any other library branch, if they are all a part of the same system. A small matter, maybe, but the uniformity of rules and methods simplifies matters for the child and helps him to use the public library with the least possible embarrassment and the most intelligence.

But still another important thing that I hesitate to mention before school people. Dr. Bostwick has emphasized it in an excellent article in *Libraries* of March, 1926. He says that "many schoolmen have been unwilling to recognize any outside educative process. The library as an independent educator they simply do not visualize." He emphasizes that "though a library truly educates, it is in no sense a school." If the school library is administered by the school as a school adjunct only, it is likely to lose just the atmosphere which public libraries strive to give to their children's reading room. There is an attitude of friendliness, the absence of restraint, the lack of any sense of



compulsion, the freedom of intercourse which a library cultivates, which constitutes our pre-eminent advantage over formal education. Can this library attitude and atmosphere be as easily built up by the school administration as by the library administration, when, as Dr. Bostwick says, so many school people do not recognize or visualize or properly evaluate our methods? We do not become a school, even if we serve in a school building. We serve the school interests as capably as we know how, but we retain our library attitude. Would not the library become a school in its formality, in its supervised reading and its close connection with the school curriculum if administered by School people only? We believe that the child feels more at home, learns to absorb more readily through his own personal interests, in the spirit and atmosphere of the public library, than through the school administered library.

With reference to library instruction in the schools, I notice that in a recent article by Miss Dixon of Des Moines, who is supervisor of a system of school libraries under the School Board, she speaks of the instruction in library methods being given by the teacher-librarian to the English classes. It would seem to me much more reasonable for such instruction to be given by the public librarian who is probably dealing with most of these children in the children's reading rooms and will be dealing with them through their high school and college days. The public librarian would instruct from a much larger fund of resources and experience. It isn't simply the English classes, but all of the grades which should be taught how to use books and library tools.

With the deepest respect for the teaching profession, I must pro-

foundly believe that the methods of a library are so distinctly its own, that a library even in a school building could not be as successfully administered by the school as by the library.

Speaking for a moment of the problem in Minneapolis, we have no problem of administration to solve. We look forward to a public library branch with a library assistant in many elementary schools. We have a contract with the School Board, and every new building is planned with a library room. Our school people seem to approve of it, and many requests are made by the principals for a library branch in old buildings where there is no room provided. The School Research Department made a survey and then asked for several additional branches in old buildings.

We have not had the administration of the Senior high school libraries, and perhaps never will have, but we have the administration of all the Junior high school libraries as far as there are any, and will gradually adopt others as fast as maintenance will allow.

Now I haven't said anything that hasn't been said many times before, and better said. I haven't given all of the reasons that might be given for public library administration of school libraries. I am aware that many school people will continue to believe that they can administer libraries better than librarians, but of one thing we are all convinced, that school people are more and more convinced of the value of libraries. The bridge between the two is being traversed much more frequently. The relation between the two is becoming more intimate and the part which each plays in the education of the child will be gradually worked out so that each will lend its best service to the children.



## COUNTY LIBRARY ADMINISTRATION OF COUNTRY SCHOOL LIBRARIES\*

By Gratia Countryman, Librarian, Public Library, Minneapolis.

Every one who has had personal experience with a county library system is thoroughly convinced of its value and, in commercial vernacular, is completely sold on the idea. County library systems are the most promising of all extension methods and the coming thing in library growth.

I am equally convinced that the county library system should administer the school libraries in the country schools. Otherwise the county library would be for community use only and there must be a separate county system for rural and village schools or no supervision at all.

With your permission I will speak from our own experience. This fall I took one of the monthly trips to a group of country schools in our county. Some of them were one-room ungraded schools on out-of-the-way muddy roads, and some were modern well-organized schools with new and well-equipped buildings. At every place, teachers and children came out with much enthusiasm to pick out their books from the book truck which carried several hundred books. The books which the school had just had were exchanged for others. In charge of the book truck was a trained librarian who constantly suggested and helped both teachers and pupils to choose the right things for their grades.

In every building whether large or small were collections of well-kept and well-chosen books. I could not but compare the looks of these present collections with the dirty out-of-date and often ill-chosen books huddled in disorder on a back shelf which were found in these same school buildings a few years ago when we first began our county li-

brary system. There simply was no comparison, and the children's attitude toward this constantly renewed, clean school library was completely changed from their former careless, uninterested regard for the old remnants which served as a library.

The teachers told us that teaching had been simplified and subjects made much more interesting and valuable to them as well as to their pupils. Over and over, I heard the county director say to a teacher who wanted some books not on the truck that she would mail it to her immediately upon her return. Often the teacher would reply that she would be in on Saturday to get special books from the general county collection.

As there is a contract between the county and the Minneapolis public library, this county collection may draw upon anything from the Minneapolis library shelves. Every Saturday, dozens of county teachers are in and out of the county room getting special material. A teacher may borrow not only the county and city library books, but she may borrow lantern slides and music for school entertainments. She may borrow stereographs, post cards and reflectoscopes, or photographs. She may borrow plays and arrange the scheme of costuming. She may borrow maps, or clippings, or anything else that the city library circulates. All because there is a county library administration. It can hardly be conceived that in any other way could these rural schools have the variety and wealth of material which they are now getting.

Just before preparing this informal paper I called up the county superintendent of schools, who hap-

\*Read at the Mid-winter Meeting of the American Library Association, Dec., 1928.



pens to be a woman, and asked her what arguments she could give against the county library administration of the rural school libraries. She was breathless for a moment, thinking maybe there was a plan afoot to change the system; then she launched forth on the advantages, and finally said that she couldn't express herself strongly enough on the value of the county library plan. Her only grievance was that the book truck could not visit the 80 or 90 schools more than once a month and could not stay long enough for the director to give the teachers and children longer talks on book appreciation.

But she went on to speak earnestly of the enrichment of the curriculum in the rural schools, of the many opportunities of helpfulness put into the hands and minds of the teachers through the good library collections, and of the stimulus and the widened horizons which they brought to the children.

But her great argument for the county library administration was one which we who have worked with it are well aware of. Rural school boards are always short of money and, being mainly farmers who have few or no books in their own homes, they see no reason for adding a book fund to the school expenses, not even the small amount necessary to get the State aid fund. Even if they did appropriate the amount necessary to get the additional State aid, the sum total would buy but a few books each year which would soon become candidates for the bindery with nothing to pay for the binding.

Our superintendent tells us, however, that since the working out of the county system, quite a number of school boards have become convinced that the children do need books and are paying the amount necessary to get the State aid fund. In the case of the district schools, this money is used to buy permanent

reference tools and supplementary material for school room use, while the county supplies the circulating books.

It is amazing that in many homes of well-to-do-people in the country, there are no books, no magazines, and sometimes no newspaper. The county books in the school library, which are taken home week after week, have not only made all the difference in the world to the children of such a home, but have brought sweetness and light to father and mother, who now often borrow on their own account. Home reading has been developed and encouraged by the county library in the schools.

But so far, we have been considering the rural school. There are also village high schools and consolidated country high schools. In each of these, with two exceptions, we have built up a combination school and community library—usually housed in the school building. Through a contract arrangement, the school board turns over the State aid fund and its own corresponding fund to the county library fund. The teachers make out lists of books which they want to have in the school library and, whether all of these books are on the State list or not, they are purchased for the county school library. In addition they borrow from the county collection or the Minneapolis library whatever they need for special times or occasions. We have yet to hear from any of the principals that they did not have much more to gain than to lose through the county administration of their high school libraries.

The school librarians are paid jointly by the school board and county library because they serve both school and community. As county librarians they attend the county library institutes and get the enthusiasm and broader viewpoints of the public librarians. They are helped by the county director to work out details and to catalog their



material. If the librarian has not had the opportunity of training, which sometimes happens, she is brought in to the Minneapolis library and given such training as will help her particular work.

The whole plan of county libraries is flexible; books are not allowed to stand unused in one place when they might be useful in some other. Books from the schools and from the village libraries can be interchanged since they all belong to the county

collection and can be placed where most needed.

There are yet many things to be worked out: funds are not sufficient, there are not enough books, there are not enough trained librarians, there are not enough people at the headquarters, but all in all the country schools are surely getting more books and better personal assistance and more trained service through this County plan which serves the whole County, than through any other form of administration.

### THE LIBRARY AND ITS COMMUNITY; A CHECK LIST FOR THE LIBRARY

By Professor William L. Bailey, Northwestern University.

There is general agreement of library administrators and of community analysts that the following items in approximately the order given constitute the best tests of the library as a community institution.

The original of this may be found in the portion of the "How good is your town?" published by the Extension Division of the University of Wisconsin a few years ago. My contribution to the matter has been to arrange the items organically, and by the method of correlation, using what statistics on public libraries are available, to establish the values assigned to each item as a mere matter of scoring and rating. On statistical analysis I find no reason to differ.

The comparison of these values with other items of community life, I have also made, statistically, and think that the conclusions—as outlined in my paper before the Illinois Library Association—are a challenge to a community to consider its support of its library. In this matter, I have used my own original method of rating towns and cities as to general living conditions, and then shown what effect a good or

bad library has on that general standing for the community life.

The library items run in order of relative vital significance, both to the library as a whole and to other phases of community life.

Income.

Organization and staff.

Balanced expenditure.

Book stock.

Catalogue circulation.

Building.

Work with the schools.

Professional literature—i. e. library helps.

Reference service.

Registration.

Publicity.

Extension.

1. Total income available for annual operation is one dollar per capita.

2-12. Personnel includes a library board, whose vacancies are promptly filled, and which holds at least monthly meetings.

Staff of trained librarian, and assistance equal to one full-time person for every 20,000 circulation.

Month's vacation with pay for all full-time workers after a year's service.



# Library Service to the Schools of Hennepin County, Minn.

*Residents of County Were Long Permitted to Use Minneapolis Public Library, But Few Took Advantage of Opportunity. Limited Service to Rural Districts was Tried and Proved Successful. Appetite for Books Was Created and County Authorities Cheerfully Provided Funds for Full Library Service in County. Contract with City Library Is Renewed Annually. County Director a Trained Librarian with Infectious Enthusiasm*

By GRATIA A. COUNTRYMAN  
*Librarian, Minneapolis (Minn.) Public Library*

**H**ENNEPIN County Library, 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 an institution so pliable 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.

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 country children. Families living in more or less of isolation should in justice participate in all of the opportunities to become intelligent citizens.

## *Library Used to Encourage Trade*

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 should not the educational roads lead in that direction?

Hennepin County contains 565 square miles; the most distant point is about 40 miles from Minneapolis, which is on the extreme eastern border of the county. Only near-by residents took advantage of the privilege of drawing books on a borrower's card, and very few of these were children. With the help of a very small sum from the county commissioners to

pay clerical help, a system of traveling libraries was begun to the country schools and to a few village libraries that had 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. *Tell law is the next*

## *Library Tax Levied for Seven Years*

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 1-mill tax in 1922 and have continued to do so annually for the past seven years. A contract which was made and is 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 cooperation 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 this very 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 freely. The county superintendent and the county library director have been fully in accord in the type of books supplied and in the object to be gained of enlarging the horizon of the children.

## *School Libraries Now Neat and Orderly*

In a recent visit to the various schools, I could 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 82 elementary schools is visited monthly by the county director and the book truck, roads and weather permitting. These schools vary from 1-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 500 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 small school, teacher and pupils come out with enthusiasm to exchange their books. This is the opportunity for guidance by a trained library director.



We have so much evidence of the beneficent effect of well-trained leaders in developing courses of study, improving teaching skill, and otherwise furnishing educational opportunity for the country child approaching that of the city child that we can safely recommend legislation along three lines: (a) To increase the salary, improve the training, and raise the standards for county superintendents. (b) To allow from State money a "supervision fund" to be used for employing professionally trained rural supervisors in each county. (c) To provide a State rural-school staff adequate in ability and size to stimulate, lead, and assist the county officials, to direct the local school attendance supervisors, and to safeguard the educational rights of children of migratory workers.

Realizing that everything can not be accomplished even by State legislatures at one session, I have made no effort to outline any comprehensive plan for rural-school improvement. My purpose has been rather to suggest several steps which I believe are in line of advance and which may be undertaken without waiting for extended research, and to offer two suggestions for research study, namely, to develop in each State a plan for financing schools and to discover the best unit for rural-school administration.



Thirty-four religious faiths are represented by students this year in the University of Wisconsin. Answers by 6,479 of the 9,042 students brought out the following record of church affiliation in certain denominations: Roman Catholic 1,042, Lutheran 1,018, Methodist 959, Congregational 887, Presbyterian 680, Jewish 553, Episcopal 441, Baptist 235, and Christian Science 189. These nine faiths claimed 93 per cent of the students reported.

## Educational Exhibit at the Seville Exposition

The United States Government, through the Departments of the Interior, Commerce, Agriculture, and other agencies, is participating in the Hispano-Americano Exposition, which will be opened this month at Seville, Spain, and continue for approximately one year. In the public resolution approved by Congress on March 3, 1925, the Secretary of the Interior was authorized to collect and prepare suitable exhibits pertaining to education and other phases of the work of the department.

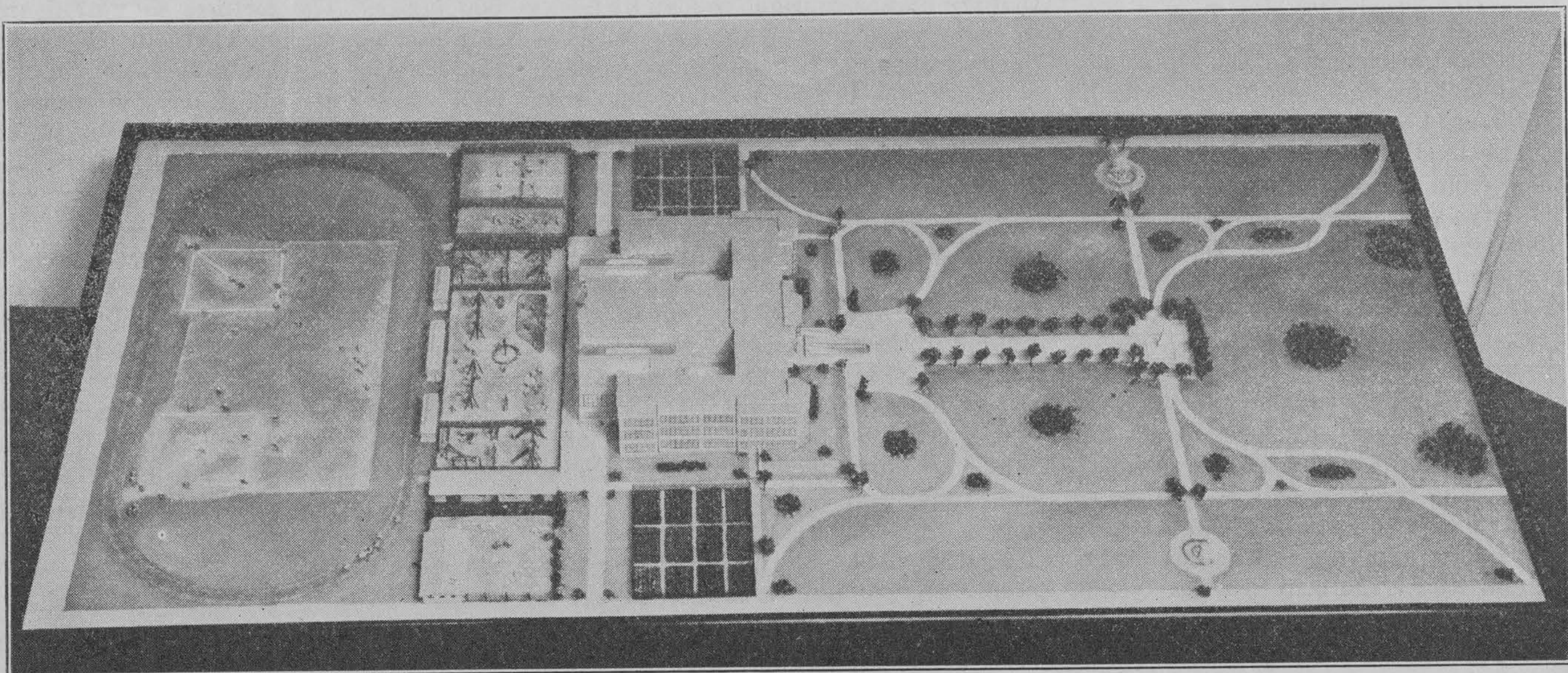
The objective for the Bureau of Education exhibit is to convey as complete a picture as possible of the educational developments in this country in the limited space available. The coordinating feature is a bulletin printed in Spanish and in English entitled "Education in the United States of America." It contains a statement of the function of the Bureau of Education, the National Government in education, and of the philosophy, organization, and characteristic features of education in this country.

The exhibit is composed largely of colored enlargements, handiwork of school children, publications of the Bureau of Education, and a model of a school building. The board of education, Gary, Ind., loaned to the bureau three unique colored enlargements of the Froebel School in that city. A large painting of a cross-section view of the building showing the internal design, equipment, and the arrangements for curricular and extracurricular activities is displayed, with a professionally made model of the same building and grounds. The making of the model required three months; it

shows in excellent detail the architecture, landscape, school gardens and animal houses, wading pool for young children, tennis and volley ball courts, recreational facilities for small children, and the athletic field. Minature models of boys and girls portray the recreational and athletic activities, including the great American game of baseball.

Handiwork of elementary and junior and senior high-school pupils is displayed. Minature models of the *Spirit of St. Louis* and of boats used for commercial purposes on the Great Lakes illustrate regular projects of the manual arts classes in junior high schools. Handiwork, representative of class projects in home economics classes in the respective grades was supplied by the public schools of Baltimore, Md., and of Washington, D. C. Products from other subject fields were displayed. Another section of the exhibit contains Bureau of Education publications.

Colored enlargements show modern curricular and extracurricular practices, school buildings, and equipment. Kindergarten activities, and the equipment of Cornell University are represented. Other school levels and the vocational aspects were illustrated by carefully selected material. One group of pictures exemplify some of the practices in health, safety, rural, and adult education. Aviation pictures of the campuses of the Massachusetts Institute of Technology and of the University of Washington were included. These enlargements compose a very attractive portion of the exhibit and tell their story in the universal language of pictures.—John O. Malott.



The Bureau of Education will exhibit at Seville a beautiful model of Froebel School, Gary, Ind.



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 the 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.

#### *Books Have Widened Children's Horizons*

The only criticisms which the superintendent of schools has offered are that the visits to each of these 82 schools can not be made oftener than once a month, and that the director can not stay at each long enough to give a talk on book appreciation. The superintendent often speaks of the enrichment of the curriculum and the many opportunities which have been given to the teachers through this traveling collection of county books carried to

the door of the schoolhouse. 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, and the fine recreational books widen their horizons and stimulate their curiosity. Home reading has been developed and encouraged by county library so that older members of the family get the benefit of the school collection.

#### *County Teachers Visit Library Frequently*

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 can not 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.

#### *Librarians Employed for Large Schools*

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 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 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 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 the Minneapolis schools are distributed through the rural



The book truck makes monthly visits to every school in the county



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 farms 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 Minneapolis Public Library to each child who completes a 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-teacher meetings in the county.

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.

#### *Library Branches in Consolidated High Schools*

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 jointly to 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 two of them the school librarian has taken charge of the grade schools in her district as a subgroup. 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 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 borrowers' 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 had before.

### Boston Latin School Boys Win Scholarship Trophy

Harvard scholarship trophy offered each year by the Phi Beta Kappa Chapter of the university has been won for the fourth successive year by the Boston Latin School. Competition is open to all schools in the United States which prepare as many as seven boys for college. The offer provides that competing schools shall present as a team the best seven of their graduates, and in order to receive a place on the team each candidate must take the examination of the college entrance examination board, although it is not a requirement that any of the competitors shall enter Harvard College. Rivalry for the honor is keen, and difference in records made by leading schools is often very slight. In the last contest the weighted average of the Boston Latin School was 90.09 per cent; the school next highest was again Phillips Exeter Academy, with 87.84 per cent, followed closely by Hotchkiss and Phillips Andover. All the young men composing the winning team entered the university.

County school trustees of Idaho have formed a state-wide organization for the protection of educational endowments of the State. The announced purpose is to promote the investigation of all endowment resources of the State and the future protection of the same for the benefit of present and future citizenship of Idaho.

### Circulating School Library Books in Illinois

Following the recommendations of Homer Hall, county superintendent of schools in Boone County, Ill., 60 of the 64 school districts of the county have agreed to contribute \$5 annually to purchase library books to be circulated from various distributing centers in the county among the rural schools. One other school district, feeling that it is located too far from any of the centers from which books are circulated, purchased this year the entire set of 32 books recommended by the Illinois Pupils' Reading Circle in lieu of contributing to the circulating library fund.

According to a report on Boone County school libraries, issued January 1, 1929, a total of 2,531 library books are circulated from 6 centers in various sections of the county. The books purchased during the past year include, for the most part, sets of books recommended by the Illinois Pupils' Reading Circle and supplementary readers. Usually the teachers visit the centers and select the books they wish, returning them to the centers when they are through with them. In a few instances books are transported by parcel post.

The circulation of library books among rural schools in Boone County has been carried on for a number of years. Prior to last year the books were purchased with funds received from eighth-grade commencements. The number of books in the circulating libraries of the county was 2,140 before the plan of financing them by \$5 contributions from each school district began. Superintendent Hall feels that, with the books already on hand and with the assurance of \$300 a year to purchase others, fairly good collections of library books should be available to the schools of Boone County within a few years.

According to an article in a recent number of *The Illinois Teacher*, three other counties in Illinois—Bureau, La Salle, and Winnebago—are circulating library books among rural schools in a manner similar to that of Boone County. The money for the books in these three counties is obtained from the proceeds of entertainments given by the teachers and from village eighth-grade commencements. The books in Winnebago County have been distributed to the schools by a transfer company since 1927. At the beginning of the school year a box of books is deposited in each elementary school in the county; these boxes are exchanged every three months and at the close of the schools they are deposited in the office of the county superintendent of schools. This trucking service costs approximately \$250 a year. It is paid for from the library book fund and from the county superintendent's contingent fund.—*Edith A. Lathrop.*



File  
not speakers

# SOUTH DAKOTA LIBRARY BULLETIN

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Leora J. Lewis

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## Free Library Commission

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## TO LIBRARY TRUSTEES

The Council of the American Library Association at its meeting in Chicago, December 28-30, adopted the following resolution:

"The American Library Association believes that the depression offers a challenge to the public libraries of America, as it does to newspapers, magazines and other agencies for the diffusion of knowledge. The book supply, reading room space and personnel of libraries are being taxed now as never before because of the unprecedented number of readers and students. Economic insecurity breeds intellectual unrest, sending many thoughtful men and women to books, while idleness and lack of funds increase the popularity of reading as recreation. The loss of a job makes a man think about his education equipment for another job.

"The American Library Association recognizes the extraordinary difficulties brought about by the economic situation and, while advising all reasonable economy, calls upon library trustees to champion the cause of the library before appropriating bodies, pointing out the necessity of maintaining, in spite of all obstacles, those essential services which promote intelligent thinking and vocational education or re-education, and which help to keep up the public morale."

PLEASE RETURN  
TO  
LIBRARIAN'S OFFICE



### BUSINESS MAN FAVORS LIBRARIES

A very clear and forceful talk was given by Mr. A. F. Milligan, President of the Aberdeen Board of Library Trustees, in welcoming the members of the South Dakota Library Association to the city of Aberdeen for their October convention. In closing, Mr. Milligan said:

"Aberdeen has the pleasure of entertaining a good many conventions during the year, but in nearly all instances, group or trade interests are represented. The hardware convention has to do with the hardware trade, the druggists, implement dealers, bankers and many others are concerned only with their individual lines, while your convention has this distinction: You have gathered here for the sole and unselfish purpose of reviewing your work for the past year and for devising ways and means for improving service, not in the interest of any particular group or class, but for all the people. Your work is constructive and far-reaching in its results. The Public Library furnishes the means for placing the modest home, where there is little to spend for books, on a par with the most pretentious homes and through the functioning of the State Library Commission books are available for the people living in all parts of the state and this is certainly a great boon, especially in these times, to citizens residing in the sparsely settled and outlying districts where there is little opportunity for change, recreation or social contacts.

The chief means at the command of the state for determining the standard of citizenship lies in its educational institutions, the school and the library. The school comes first, but the library is a close second. It is a great help to school work and its service is supplementary to the school as it does not

cease when school days are over, but continues so long as there is an interest taken in the affairs of the world and the desire exists for self-improvement.

The library is entitled to consideration relative to the school in our various communities and by the state legislature in preparing their respective budgets to maintain adequately this important branch of service that means so much to the individual citizen and the state at large in developing the kind of manhood and womanhood that makes for the best type of citizenship upon which the welfare of a community and state must eventually rest."

### READING PROJECT WITH EXTENSION CLUBS

With the object of promoting a greater interest in books among the rural women of South Dakota, the Free Library Commission and the State Extension Department at Brookings have, during the past two years, cooperated in carrying on a reading project with the Home Extension Clubs of the state.

The first bulletin on reading was a general one which was issued in mimeographed form in September 1930, and which was used as the basis of a lesson on reading by a great many Extension Clubs.

As a basis for study in 1931-32, a larger bulletin was developed which centered on the novel. In this bulletin, which was printed by the Extension Department as Extension Circular 311, suggestions are given as to the type of novel which is most worth reading; qualities which make a novel worthwhile are outlined and a set of standards is set up by which a novel may be measured. As a basis for study, two novels are used: "A Lantern in Her Hand" by Bess Streeter Aldrich and "Giants in the Earth" by Ole Rol-



brarians of South Dakota see that they get them somehow? Will they adventure enough to do some pioneering? Will they care enough about these people? That is the challenge.

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

Paper prepared and read by Gratia Countryman, Librarian of the Minneapolis Public Library, at the South Dakota Library Association Annual Meeting held at Aberdeen, South Dakota, October 28th to the 30th, 1931.

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 had 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 and geography, of mathematics or civics, but if he has learned 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 contents, 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 or with the possibility of continuation.

On the contrary, we all know for ourselves that having learned to read, 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 children through the schoolroom for many, many years, and unfortunately we have not until quite recently had the cooperation of the teachers. 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 lend 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. 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 read in the English department for plain 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 interest 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 cooperate closely to bring about the desired end.

Now 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, books that he can take home from the library; books 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 be an essential part of school equipment that there be a school library in each elementary school, in all secondary schools, carefully chosen, properly cared for, constantly growing, and intelligently administered.

Now, to get down to the subject on your program, it does not seem to me a matter of so much concern whether the school library 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; 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 cooperative effort of public library and 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.

Some of the reasons are most obvious:

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 results 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. It can constantly



supplement its collection from the larger collection. For seasonal interests, it can enlarge its collection and then return the books. Each small 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 to leave it behind when he leaves school. We who have tried the cooperative plan, believe that it is valuable if the book 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 he can use at the school library or the public 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 cooperating 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 cooperation. Every new schoolbuilding 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 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 cooperative plan benefits the community also. Books for parents and people in the surrounding neighborhood can be shelved at the school branch or be requested through the delivery service, and the school branch can serve as a community branch. Our cooperation 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 every fact a regular branch of the public library as much as if it were in a library building of its own.

The teachers themselves are unfailing in their cooperation. We go into each school every fall and reg-



ister the children for borrower's 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 cooperation 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 and the children are given certain credits on 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 grade 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 High's, and believe that the present Senior High School students are much better acquainted with refer-

ence material and the methods of using the library than was possible heretofore.

But, these are only details of the cooperation 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.

Cooperation 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 cooperation 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.



## PUBLIC LIBRARY ADMINISTRATION OF SCHOOL LIBRARIES

(Read at the Midwinter Meeting of  
the American Library Association,  
December, 1928.)

It is apparent that no matter what is said here today, we will perhaps have the same opinions still. Some of us will still firmly believe that the schools should administer school libraries. Some of us, of which I am an earnest advocate, will believe that libraries are libraries whether they are housed in separate buildings or in school buildings, and that the library administration should manage all of the city's libraries for the same reason that the school administration should manage all the public schools. Each knows how to do its <sup>own</sup> job best.

But even if we cannot see entirely eye to eye, it is also apparent that where there was once no problem to solve, because there was practically no co-operation between the schools and libraries, now there is a problem because co-operation on a large scale is being established.

of Port Arthur, Texas, in an article, "Library Relationships with Schools," Miss Wade calls our attention to a speech of Charles Francis Adams in 1876 in which he lamented the fact that no bridge had been built to connect these two great educational institutions. Which reminds me of a bridge which is nearing completion in Minneapolis over the Mississippi. One end started out, and considerable of the bridge was built before it was decided where the other end should land: But it struck out in the right direction trusting to find a landing. So it seems to me that the public library has for as many years as some of us can remember been trying to connect with the schools. It has thrown out a bridge from its end and has persistently built toward the other landing, hoping to get co-operation from the other side.

Now, the schools, as never before, are recognizing the importance of libraries and it almost seems as if, in spite of all of our years of effort in building that bridge out toward the schools, the schools have made



a discovery of libraries and want to take over bridge, libraries, and all. It is a matter of great congratulation to both that the discovery has been made and that libraries are considered so important that the school library has become an absolute necessity. Indeed, the new methods, the new curricula, the abandonment of text-books, the new reference methods, the silent reading, etc., etc., make it imperative that the school have plenty of material. It should rejoice every librarian's heart that this great increase in the use of books has been brought about by the schools.

Our problem which is now in process of solution in many cities is only that of building the proper approaches at both ends of the bridge and creating easy traffic back and forth in this co-operative undertaking of educating children. But the solution should be co-operative, not absorptive. The public library has for many years, through its own eagerness on the subject, <sup>practically</sup> forced its services upon the schools, through classroom libraries, special loans and privileges to teachers, and special supplementary collections for loan to schools. The foundations have been laid by the public library upon which to build this larger development of branches in the school buildings, and it is prepared in most instances to enter upon this additional school library plan without overdue expansion of the library plant.

In an ideal system, every school building will be equipped with a school library. Every elementary school and every Junior and Senior High School, in order to carry out present school programs needs a library and reading room in the building. But to accomplish this or even approach it, shall there be two separate library systems in a town, one a system of school libraries and one a system of community libraries equipped with children's departments?



If the schools are to have separate libraries, then there must be either a central organization with purchasing and cataloging departments, and supervising librarians, or else separate units in each school. Since the funds for both schools and libraries come out of the same public pocket, one can imagine the overburdened tax payer objecting to such a wasteful and uneconomic arrangement as supporting a central school library system and a central public library system, duplicating each other's resources.

For even if there were a complete system of separate school libraries, it would not relieve the public library from its service to school children. The school plant cannot economically keep open after school hours. The school library must close early, whereupon the children and often their parents come to the public library or its branches for 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 librarian must be informed on school methods and school curricula just as much as the school librarian. 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.

The dovetailing and co-operation of city departments in the interests of economy and efficiency are being preached everywhere. Tax burdens are heavy. Why should the Park Board, for instance, have a playground and the School Board have another one in the same neighborhood? Similarly, why should two departments with such similar objects as the Library and School Boards each maintain a separate library in the same neighborhood, each used by the same children and using the same type of books? But if the public library maintains the school library, this one library may in many cases be



sufficient both for community and for school uses. Books for teachers, for parents, and for children may in many neighborhoods be housed in the school building to the mutual advantage of all concerned.

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 is part of the public library staff. All of the larger libraries have live school departments, whose assistants follow closely all the new theories of education and changes in curricula. and the new publications interesting to teachers. It is not the business of teachers to keep up with all the new publications, but it is the business of librarians. With a well organized school department in the public library it is quite as possible to keep up well chosen and well managed libraries in the schools in harmony with the school requirements and working in as close co-operation as it would be if kept up by the school administration.

There is much more that might be said on the side of economy. I Haven't exhausted the subject. One most vital point perhaps is that every branch of the public library has access to the entire central collection; each individual school library, as a part of the public library system, has daily or frequent deliveries from the central library. Each small collection is therefore potentially a great collection; a telephone call or a request slip will bring the required material on the next delivery or by mail. Each school librarian, as a part of the public library staff, commands the assistance of a whole group of allies as no separately administered library could do, unless there were another just as complete a co-ordinated and centralized system under the School Board. It is surely more effective, as well as economical, that each school librarian should have behind her a body of library experts, in many departments of Art, Music, and Technical literature, upon whom she may call, as one of the group of branch librarians.



It is certainly more effective to have material delivered directly and regularly from a central reservoir than to attempt to buy all the material needed only at certain seasons. It is much more economical to return such material to a central reservoir where it may be called for by others. It is a much simpler problem of administration also for the public library to loan this occasional or timely material to one of its own branches in a school building, under its own rules and regulations, than to loan to teachers or to a library over which it has no control. And right here the schools may say that it is simpler for them to have a library over which they have control and can make the rules and regulations. That sounds reasonable, and if I were a teacher I should want a good working group of books on my desk all of the time, that I could control, and I should want in my room a good collection of supplementary books for school room use. Even if there were a good library and reading room in the building, these working tools should be in each room, and it seems to me to be the part of the School Board to supply these. But such a working collection of tools for grade and teachers' use, does not constitute a library in the sense that a librarian means it.

But, after all, the benefit to the child is the chief thing. His future development is the thought in the mind of all of us. That is basic. He must learn to read for pleasure, to love books, to get the habit of reading. He must be introduced to the public library which he will use, we hope, the rest of his life. If the school library, to which he goes for his school work, is to him just the school library, he will leave it behind when he leaves school. We librarians believe it is valuable if the books which he uses in his school library have the public library mark,- if he is reminded every time he uses them that he is borrowing public library books. It is valuable to him to be registered by a public librarian, and to have a public library borrower's card which he will take with him when he



leaves school. He will be acquainted with the library rules; <sup>and methods;</sup> he will have gone through all the preliminary red tape. He has "joined" the library through the branch in his school building. It is valuable, too, that the books are numbered and classified just the same in the school branch and in any other public library branch. If the child knows the number of any book which he finds in his school branch, he will find that book under the same number in any other library branch, if they are all a part of the same system. A small matter, maybe, but the uniformity of rules and methods simplifies matters for the child and helps him to use the public library with the least possible embarrassment and the most intelligence.

But still another important thing that I hesitate to mention before school people. Dr. Bostwick has emphasized it in an excellent article in Libraries of March, 1926. He says "that many schoolmen have been unwilling to recognize any outside educative process. The library as an independent educator they simply do not visualize." He emphasizes "that tho a library truly educates, it is in no sense a school." If the school library is administered by the school as a school adjunct only, it is likely to lose just the atmosphere which <sup>public</sup> libraries strive to give to their children's reading rooms. ~~libraries.~~ There is an attitude of friendliness, the absence of restraint, the lack of any sense of compulsion, the freedom of intercourse which ~~is~~ a library cultivates ~~by a library, and~~ which constitutes our pre-eminent advantage over formal education. Can this library attitude and atmosphere be as easily built up by the school administration as by the library administration, when, as Dr. Bostwick says, so many school people do not recognize or visualize or properly evaluate our methods? We do not become a school, even if we serve in a school building. We serve the school interests as capably as we know how, but we retain our library attitude. Would not the library become a school in its formality, in its supervised reading and its close connection with the



school curriculum if administered by <sup>school people</sup> ~~teachers~~ only? We believe that the child feels more at home, learns to absorb more readily through his own personal interests, in the spirit and atmosphere of the public library, than through the school administered library.

With reference to library instruction in the schools, I notice that in a recent article by Miss Dixon of Des Moines, who is Supervisor of a system of school libraries under the School Board, she speaks of the instruction in library methods being given by the teacher-librarian to the English classes. It would seem to me much more reasonable for such instruction to be given by the public librarian who is probably dealing with most of these children in the children's reading rooms and will be dealing with them through their High School and College days. The public librarian would instruct from a much larger fund of resources and experience. It isn't simply the English classes, but all of the grades which should be taught how to use books and library tools.

With the deepest respect for the teaching profession, I must profoundly believe that the methods of a library are so distinctly its own, that a library even in a school building could not be as successfully administered by the school as by the library.

Speaking for a moment of the problem in Minneapolis, we have no problem of administration to solve. We look forward to a public library branch with a library assistant in many elementary schools. We have a contract with the School Board, and every new building is planned with a library room. Our school people seem to approve of it, and many requests are made by the principals for a library branch in old buildings where there is no room provided. The School Research Department made a survey and then asked for several additional branches in old buildings.



We have not had the administration of the Senior High School libraries, and perhaps never will have, but we have the administration of all the Junior High School libraries as far as there are any, and will gradually adopt others as fast as maintenance will allow.

Now I haven't said anything that hasn't been said many times before, and better said. I haven't given all of the reasons that might be given for public library administration of school libraries. I am aware that many school people will continue to believe that they can administer libraries better than librarians, but of one thing we are all convinced, that school people are more and more convinced of the value of libraries. The bridge between the two is being traversed much more frequently. The relation between the two is becoming more intimate and the part which each plays in the education of the child will be gradually worked out so that each will lend its best service to the children.