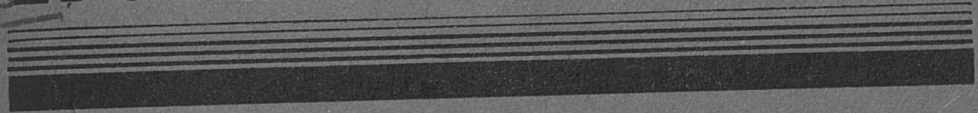


70.61
419
2
935
011
1042

Commonwealth of Kentucky •
EDUCATIONAL BULLETIN



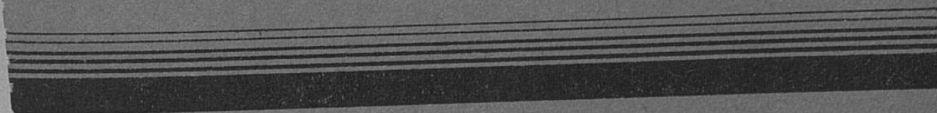
see also suppl. 2

**LIBRARY SERVICE
AVAILABLE TO THE PUBLIC SCHOOLS
OF KENTUCKY**



President Frank L. Mcvey
University of Kentucky
Lexington, Kentucky
(12)

Published by
DEPARTMENT OF EDUCATION
JAMES H. RICHMOND
Superintendent of Public Instruction



ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. II • January, 1935 • No. 11

LIBRARY
UNIVERSITY OF KENTUCKY

UNIVERSITY OF TORONTO LIBRARY

UNIV

Library Service
Available to the Public Schools
of Kentucky



Educational bulletin.

Published by

Ky. DEPARTMENT OF EDUCATION
FRANKFORT, KENTUCKY

LIBRARY
UNIVERSITY OF KENTUCKY

370.61
K419
v. 2
1935
no. 11
copy 2

FOREWORD

This issue of the Educational Bulletin is devoted to the general topic of *Library Service Available to the Public Schools of Kentucky*. There has long been need for a report of this type. It is quite apparent from a review of this Bulletin that public school library service in Kentucky is far from what it should be and that there should be made a comprehensive study of the whole problem of making available to Kentucky children a reasonable amount of library materials. A definite plan for providing adequate school library materials for the schools must be formulated. It is the hope of the State Department of Education that this Bulletin will help to classify some of the issues which must be considered when the school library service plan is formulated.

The purposes, arrangement, sources of data, and limitations of the Bulletin are set out in Chapter I. Responsibility for the report rested with Miss Ruth Theobald, Supervisor of Public School Libraries. Valuable assistance was rendered her in the planning of the report by Professor M. E. Ligon, University of Kentucky, and by Mr. Charles A. Maney, now connected with the Division of Finance. Mr. Maney also contributed a part of the materials in the chapters prepared in the State Department of Education. Where a chapter was contributed by a person not in the State Department a footnote indicates the author. Deep appreciation is due the persons assisting in the preparation of the Bulletin. Signed materials have been included regardless of whether or not the views coincide with those of the State Department of Education. Be this as it may, it is the main purpose of this report to bring to light the great need for some comprehensive and adequate plan of library service for Kentucky schools.

JAMES H. RICHMOND,
Superintendent of Public Instruction.

the general
of Kentucky.
is quite ap-
ary service
e should be
g available
aterials. A
als for the
Department
f the issues
plan is for-

itations of
the report
ool Libra-
ng of the
nd by Mr.
nce. Mr.
pters pre-
apter was
note indi-
sisting in
included
the State
a purpose
rehensive

uction.

TABLE OF CONTENTS

	Page
Chapter I. Introduction	5
Chapter II. History, Functions, and Classification of School Libraries	9
Chapter III. Public School Libraries in Kentucky	17
Chapter IV. The School Librarian in Kentucky	43
Chapter V. Book Service from the Kentucky Library Commis- sion to Schools	50
Chapter VI. The Public Library and Kentucky Schools.....	55
Chapter VII. Library Standards for Kentucky High Schools.....	62
Chapter VIII. Conclusions and Recommendations Regarding Library Service Within the School.....	66

www.pinn.com

has
lay
cur
In
me
a c
po
un
su

At

wa
th
of
to
an
bo

E
ec
pr
w
ch
fr
g
in

s
li
w
w
a
o

CHAPTER I.

INTRODUCTION

No complete picture of the school library situation in Kentucky has thus far been presented to the librarians, educators, and interested laymen of the state. The school library as a recognized factor in curriculum development is still a newcomer in our educational midst. Information on the various phases of the subject is still largely fragmentary. The existing gaps cannot be filled in until in the first place a clearer understanding exists with regard to the aims, functions, and possibilities of organized school library service, and in the second place until the administration of the school library includes the keeping of such records as measure the library service provided for the school.

Available Sources of Information Regarding School Library Facilities

Previous to 1932 definite statistical information on school libraries was lacking, except for figures as to the number of schools meeting the regulations and standards of the approving and accrediting bodies of the state, and the bare tabulations of data from reports submitted to the Superintendent of Public Instruction in Kentucky giving amounts expended by school districts for library and supplementary books.

Dr. R. E. Jagers, Director of Teacher Training, Department of Education, Frankfort, Kentucky, made an analysis of reports of the county boards of education for the school year 1930-31 which was published in the Kentucky School Journal in April, 1932. Two tables were included giving (1) the value of libraries per elementary school child in average daily attendance in the various counties, and (2) a frequency distribution of the figures in the first table. This study suggested that there was need for a greater emphasis on library service in county school systems.

There appeared in the Kentucky School Journal for May, 1932, selected results of a study made by Mr. Frank Crutcher and Mr. William Shelton, graduate students of the University of Kentucky, who worked under the direction of Dean W. S. Taylor and in cooperation with the Department of Education, Frankfort. This study involved a survey of 565 secondary school libraries, and furnished information on the following points:

1. Average number of volumes.
2. Librarian: full-time, part-time; other persons in charge of library.
3. Number of hours per day that the librarian devoted exclusively to library work.

4. Training of high school librarians in Kentucky: both general training and library training.
5. Institutions in which Kentucky high school librarians were trained.

Items 1-4 were given in terms of the classification of the various schools, i. e., whether Southern Association, Class A or Class B schools.

The Report of the Kentucky Educational Commission, 1933, contained information relative to library facilities in elementary and secondary schools of the state. According to statistics secured in 1931-32, it was shown that 45% of the elementary grades in county school districts and 11% of the elementary grades in independent graded school districts, had no libraries. In the county school districts, it was discovered that there was one library book for every two children in the elementary grades, and in independent graded school districts, two books for every three children in these grades. The number of library books per pupil in secondary schools of county school districts and graded school districts was far greater, averaging more than eight books per pupil.

The annual high school report form for 1933-34, sent out by the State Department of Education, included a set of fifteen questions concerning the school library. These were:

1. Name of librarian.
2. Number of periods devoted to library work.
3. Number of periods devoted to classroom instruction.
4. Is librarian a standard college graduate?
5. Number of semester hours of library training.
6. Number of volumes exclusive of textbooks, duplicates and government publications.
7. Number of volumes added since last report.
8. Give present year's appropriation exclusive of salaries and furniture for the high school library.
9. Give appropriation for the elementary school.
10. Is systematic instruction given in use of library?
11. Indicate location of library.
12. How many periods daily is the library open to pupils?
13. Are books cataloged and classified by the Dewey Decimal System?
14. Number of periodicals in the library.
15. Names and copyright dates of encyclopedias.

In December, 1933, a C. W. A. grant was made to the Tennessee Valley Authority for the purpose of gathering certain basic data, part of which was assigned to the study of public education in Kentucky. One of these investigations included a statistical study of library service in the public schools of the state. This study was accordingly made under the direction of Mr. Charles A. Maney, then connected with the Division of Research, State Department of Education, assisted by a group of workers, all of whom were professionally trained librarians. In addition to the Crutcher-Shelton study and the annual high school reports described above, other sources of information utilized by Mr. Maney in making the study were as follows:

1. Annual Statistical Reports and Annual Financial Reports submitted to the State Board of Education.

2. Biennial Report of the State Superintendent of Public Instruction, 1927.
3. Unpublished data gathered by Mr. Frank Crutcher and Mr. William Shelton, in their study of 1931-32.
4. Data secured from the files of the Kentucky Library Commission and biennial reports issued by the Commission.

The use of Library Commission data on traveling libraries and public library service to schools broadened the scope of the study. It then became a survey not only of library service *in* the public schools of Kentucky, but library service *to* the public schools by outside agencies as well: the State Library Commission and the public libraries of Kentucky.

Scope and Limitations of This Bulletin

This bulletin is an attempt to provide in published form for the use of school administrators, teachers, and librarians of the state, data on school library service, with a view to presenting as complete and accurate a picture of the library service available to the public schools of Kentucky as it has been possible to secure. Where validity might be questioned, material has been omitted. That there are very definite limitations in type of material may easily be seen. Less easily discernible, however, are the limitations arising from misinterpretation on the part of persons answering questions or filling out reports. These limitations are as serious, certainly, as those arising from dearth of information.

Akin to this difficulty is the restriction arising from the fact that a distinction between library books and purely supplementary book material has not been clearly drawn in Kentucky graded schools up to the present time. In addition, records of the book collection by classes, book losses, library attendance, and the home use of library materials are not kept in hundreds of our schools. It is accordingly easy to see that a complete picture of school library service is an impossibility at this time.

It is unfortunately true that figures merely indicate the adequacy of any book supply. Although it will be found that library books for secondary schools of Kentucky have on the whole increased in number during the past five years, no definite information is on hand regarding the quality of these books. The Supervisor of Public School Libraries, it is safe to say, finds in the majority of her visits to high schools that one-third to two-thirds of the books included in library collections have no value for the school or for the pupil. There is considerable difference between a book that is merely a good book and a book that fills some definite need, on the high school level, and in connection with the high school curriculum. Books that are adult in viewpoint to a degree that unfits them for secondary school use, quantities of textbooks that do not aid in curriculum enrichment, and volumes that are completely out of date are relatively useless as material for the high school library.

Possible Uses of Bulletin

It is hoped that school men, instructors in training colleges, and

librarians, especially, may find this Bulletin useful. The information included should enable students to reach a more accurate estimate of the present school library facilities of the state, and should be of help in assisting school men to present more graphically to their school boards the school library situation in their districts. Kentucky schools are sorely in need of adequate library service, and it is hoped that this Bulletin will in a measure at least contribute to the betterment of such service in the schools of the Commonwealth.

information
estimate of
be of help
their school
Kentucky
it is hoped
the better-

CHAPTER II.

HISTORY, FUNCTIONS, AND CLASSIFICATION OF SCHOOL LIBRARIES

History of the School Library

The library in the school is not an innovation. To quote from the writings of one well-acquainted with the school library field:

"Babylonian youths studied in the libraries of their great temples, which were the schools of the period, and the scholars of Alexander walked the colonnades of its great library with their peripatetic teachers."¹

The university library made its appearance early in the educational history of this country, and indeed was the first library of any kind in the United States. The library of Harvard University was founded in 1638, six years after the college itself; that of Yale, in 1700. Report has it that Benjamin Franklin, in the year 1740, included a library in his plan for an academy.

As early as 1835, school district libraries had been made possible in the states of New York and Michigan through legislative action and constitutional provision, respectively. These district libraries were in reality public libraries, administered by the school. The movement spread from 1835 to 1855, until fourteen states had followed the example of New York and Michigan. After an interval of ten years, another group of states enacted similar laws. This legislative action, however, did not guarantee either that schools would have libraries or that existing libraries would be carefully tended or even supported. There was no personal driving enthusiasm behind the book purchases, and as a result, the interest soon died.²

In 1892 a New York state law designated the school library as "a part of the equipment of the school, to be kept in the school building, to provide reference books and supplementary reading for the pupils with books relating to the branches pursued in the school and pedagogic books for the teachers."³

The development of the school library as we know it, however, may be said to parallel that gradual change in the theory and conduct of public education which began about 1900. Only within the last fifteen or twenty years has emphasis shifted from formal learning to learning through the activity of the child, from the use of a single textbook to the wide use of printed material.

"Once upon a time the typical form of instruction was the recita-

¹ Fargo, L. F. Library in the school. A. L. A., 1933, p. 11.

² Koos, F. H. State participation in public school library service. Teachers College, Columbia University, 1927, p. 6.

³ Fargo, L. F. Program for elementary school library service. A. L. A., 1930, p. 18.

tion, literally a period devoted to reciting what was learned. The teacher, inadequate in scholarship, was limited by the textbook, attended to that only and dared not go beyond. . . . Thus the old American history course was merely the mastery of one text. Now it demands many books, periodicals and source books; and in addition it requires excursions into literature, economics, political science, industrial history, science, geography, business, international law, psychology, and sociology. Good teaching in all subjects draws from a similarly wide range."⁴

School library development, almost from the first, has been tied up closely with the public library. We have already noted the association of the two in the organization of the school district library. The relationship of school and public library is also evident in the development of, first, secondary school libraries, and second, elementary school libraries.

The High School Library

As early as 1895, a branch of the city public library was installed in the Central High School of Cleveland, Ohio, and in 1897 a similar experiment was attempted in Newark, New Jersey. These libraries were not distinctively school libraries; they served the community in which the school was located. The school as a whole had not yet felt the effect of the "educational revolution", and learning was still a formal process which centered about the teacher and the textbook.

From the time, however, when secondary schools began to formulate objectives, there was evident a change in the attitude of educators in schools on this level toward the use of books. It became necessary to use a greater number of books, and with the appearance of the report of the committee on the reorganization of the English curriculum in 1917, a high standard was set for the high school library. This committee was in close touch with the school library department of the National Education Association, which was headed by Melvil Dewey.⁵ There followed a standardization of secondary school libraries by the National Education Association, district educational associations of the country, and educational bodies of practically every state in the union, until today a much clearer understanding exists than formerly with regard to the organization and functions of the high school library.

Objectives of the High School Library

The secondary school library has, indeed, come to be considered the indispensable laboratory of the curriculum, having as its major objectives (1) the training of pupils in the resourceful use of books and of the library, (2) the enrichment of the curriculum, and (3) the promotion of the reading habit as a provision for the wise use of leisure time.⁶ Still more recently expressed trends in education are adding to the already formulated objectives those of integration, crea-

⁴Russell, Dean W. F. Educational developments and the school library. American Library Association Education Committee, School library yearbook, no. 2, A. L. A., 1928, p. 51.

⁵Fargo, L. F. Library in the school. A. L. A., 1933, p. 446.

⁶National survey of secondary education. Secondary-school library. U. S. Office of Education, Bulletin 1932, No. 17; Monograph No. 17, p. 6.

tive education, exploration and appreciation.⁷ These objectives the high school library is preeminently, although in many cases as yet potentially, equipped to realize.

And if the secondary school library is so markedly equipped, of what does this equipment consist? That there should be an adequate collection of books and other printed materials, suitable for school use at a given level, goes without saying. These, however, must be so organized and treated that books, pamphlets, clippings, and the information they contain will be readily available. If the school library is to lend its materials for classroom and home use, a system must be installed so that records are accurately and systematically kept and books loaned and accounted for quickly, easily, and accurately. There must be a library room of ample size for its purpose, accessible and adequately furnished for the accommodation of books and the pupils who are to use them. Most important of all, there must be a librarian, temperamentally and intellectually equipped for librarianship, and well educated and trained for library service. If the library is to fulfill its high purpose, the librarian is a necessity.

The Library in the Elementary School

"The elementary school library in the United States is the resultant of two converging movements: the rise of children's library work in the public library, and the emergence of a new curriculum in the elementary school. Each movement is comparatively modern, the first dating back scarcely fifty years, and the second reaching its full significance only in the last decade."⁸

The change in emphasis in the educational program has already been discussed. Suffice it to say that the stress laid upon activity in the learning process has made it necessary for children to use many books and a variety of other materials, such as pictures, lantern slides, etc.

"From the beginning of the public library movement in America in 1876, reading rooms were open to children and in a few centers books were issued directly to them or for them on parents' cards. . . . The generic children's library . . . was aided in its development by both teachers and librarians. In Miss Hazeltine's volume on children's libraries there is a story of the beginnings of a children's library in 1885, by Emily Hanaway, a public school teacher in New York."⁹

Children's library work in the public library developed rapidly after trained children's librarians began their work. This significant advance took place about 1900.

"First . . . they carried on the development of the the children's library collection, painstakingly building an appropriate body of literature based on the interests of boys and girls. Printed catalogs and approved lists began to appear, and a technique of book selection was developed. . . . Second, children's literature was organized for service, books being classified, analyzed, and arranged in a fashion to

⁷Hicks, H. H. The junior high school library. American Library Association School Libraries Committee. Yearbook No. 5. A. L. A., 1932, p. 44.

⁸Fargo, L. F. Program for elementary school library service. A. L. A., 1930, p. 10.

⁹Power, E. L. Library service for children. A. L. A., 1930, p. 3, 5.

facilitate their use by boys and girls . . . or with the search for information initiated by the school.¹⁰

It must be said, however, that a rich and varied collection for the children's library room was also made possible by an increase in the publishers' output of juvenile literature.

From the first, this development in the public library was closely related to the schools. Cooperation between the two consisted at the outset of the loan of supplementary reading by the public library to the public school and of class visits by pupils and teachers to children's library rooms. Classroom libraries first made their appearance in Worcester, Massachusetts, in 1887.

As library work with children grew and flourished, divisions of children's work appeared in the larger library systems. Service to schools also grew, and good administrative practice suggested the creation of school departments or divisions in these systems, whose duty it was to maintain and foster library service to schools. As the demand for full library service within the school increased, school departments organized and operated libraries in school buildings. In some cases, schools and public libraries cooperated in sharing administrative and financial responsibility.

In the meantime, schools in localities without public library service continued to build up school library book collections of their own. Here another agency directly linked with the public library played an important role. The first state library commission was established in Massachusetts in 1890.¹¹ A great many states followed suit; and the resulting commissions provided library service for the various communities of the state. The operation of traveling libraries was among the prescribed duties of library commissions. In some instances, the state library took over the functions of the commission.

State education departments had early been charged with the encouragement and supervision of school libraries. At the present time, the principal state education officer is "authorized (by law) to perform some duty or hold some office in connection with library service in 38 states."¹² In 10 states there are supervisors of public school libraries connected with state departments of education, state libraries, or library extension divisions, who extend assistance and advisory service to school libraries within the state.

It will be observed that the activities described in the last few paragraphs above have not been confined to the elementary school library alone. In order to present a complete picture of elementary school library development, however, it has been necessary to inject references to school library departments, library commissions, and state school library supervisors into the discussion at this particular time.

¹⁰ Fargo, L. F. Program for elementary school library service. A. L. A., 1930, p. 33.

¹¹ Koos, F. H. State participation in public school library service. Teachers College, Columbia University, 1927, p. 7.

¹² Koos, F. H. State participation in public school library service. Teachers College, Columbia University, 1927, p. 29.

Functions of the Elementary School Library

The objectives of the elementary school library differ little from those of the high school library. Elementary school library objectives, as stated by the C. C. Certain report¹³ and W. A. King¹⁴ vary significantly among themselves only with regard to care and respect for library property, and the correlation of school and public library; and both are tacitly included in the school library objectives for elementary and secondary school libraries formulated by Miss Lucile F. Fargo, as follows:

- “1. To acquire suitable library materials and organize them for the use of pupils and teachers.
2. To provide through organization and intelligent service for
 - a. Curriculum enrichment.
 - b. Pupil exploration.
 - c. A growing realization of the library as the tool of intellectual achievement.
3. To teach the skillful use of books and libraries in the interests of research.
4. To create an atmosphere favorable to the growth of the reading habit.
5. To stimulate appreciations.
6. To demonstrate the desirability of books and libraries as the companions of leisure.
7. To provide fruitful social experience.”¹⁵

It is apparent, therefore, that at present the characteristic difference between school libraries in elementary and secondary schools lies in the organization and administration of libraries on these levels.

Supplementary Reading Material

The supplementary reader attained a wide vogue in American schools during the last quarter of the nineteenth century and has retained its place as a tool of the curriculum. This is not surprising, since the theory underlying the use of the supplementary reader is pedagogically sound. At first the selections from various classics included in books of this type were adult in viewpoint and were intended to instruct and improve the young. Children's interests, therefore, were not considered.

In addition, the supplementary reader at the outset consisted largely of excerpts. This condition in the main has been remedied in the past thirty-five years, largely as the result of a campaign initiated in 1890 by Mr. H. E. Scudder and President C. W. Eliot of Harvard.¹⁶

While the interests of boys and girls are more nearly reflected in the content of supplementary readers at the present time, the fact remains that this type of material as a whole is intended primarily for the group, rather than the individual, and is duplicated for classroom use with this purpose in mind. On the other hand, library

¹³ National Education Association and American Library Association Joint Committee: C. C. Certain, Chairman. Elementary school library standards, A. L. A., 1925, p. 4-5.

¹⁴ King, W. A. Elementary school library. Scribner, 1929, p. 4.

¹⁵ Fargo, L. F. Library in the school. A. L. A., 1933, p. 21.

¹⁶ Fargo, L. F. Program for elementary school library service. A. L. A., 1930, p. 24.

material is intended primarily for individual use, although the group is not overlooked.¹⁷

The foregoing statements must not be construed as arguments against the use of supplementary material. Supplementary texts or readers, as the case may be, are valuable adjuncts to classroom teaching, and are so recognized. Nevertheless, the responsibility of elementary schools for the provision of school libraries does not cease with the purchase of supplementary readers. This is merely the first step: the school must provide other books if a library collection is to be supplied.

It must be admitted that the rather wide use of supplementary reading material, where a distinction has not been drawn between supplementary texts and purely library material, has somewhat retarded the growth of elementary school libraries especially. For example, two sets of supplementary readers or primers, consisting of twenty copies each of two different titles, can be estimated in this state at present as forty library books, whereas only two separate books, actually, are available for each pupil. The school curriculum should instill a love of reading in children during the first few years of school if they are to become readers in after life. Later attempts as a rule fail miserably in the accomplishment of this purpose. The provision of a wider range of interesting and wholesome books which follow children's interests and are not too difficult to read, is necessary if children are to acquire the reading habit and retain it after they leave school.

Types of Elementary School Libraries

The elementary school library, for various reasons, has not been standardized in the same degree as has the library in the secondary school. The standards which have evolved have been adapted from the techniques of the public library children's room and the practices of the high school library, neither of which are aligned with the practices of the elementary school. The library of the platoon school has made rapid strides in developing a technique of its own, but an elementary school library suited to this type of school organization cannot be considered representative of the elementary school library as a whole.¹⁸

There is, indeed, no single type of elementary school library. Existing types may be classified on widely different bases such as location (i. e., whether urban or rural), curricular organization, or administration of the school library. For purposes of discussion in this study the elementary school library has been classified in the light of library organization within the school, i. e., whether classroom collection, or centralized school library.

The Classroom Library Collection

Although the use of the classroom collection is by no means con-

¹⁷ Fargo, L. F. Program for elementary school library service. A. L. A., 1930, p. 73-74.

¹⁸ Fargo, L. F. Program for elementary school library service. A. L. A., 1930, p. 59.

h the group
arguments
ary texts or
room teach-
y of elemen-
cease with
e first step:
on is to be

ined solely to the elementary school, this type of book service to schools is rather generally found in the elementary school, and is a valuable adjunct to classroom teaching. Such a collection possesses the advantage of accessibility at all times. If supervised study is a part of the teaching program, teacher and pupils have their material at hand. Books can be consulted when the pupil's interest is at its height. In addition, supervision of the library is assured for every moment the pupil is engaged in curricular activity, and passage through the halls to a more or less distant library room is unnecessary.

plementary
etween sup-
at retarded
r example,
of twenty
is state at
ate books,
um should
s of school
s as a rule
provision
ch follow
ecessary if
they leave

On the other hand, the classroom library seldom provides that range of reading material afforded by a well-chosen centralized library, even though the latter may be small. If an attempt is made to supply classroom teachers with adequate collections of books, inevitable duplication results, with a corresponding increase in expenditure. The care of a classroom collection of any size is apt to prove a burden for the teacher. The independent classroom library, in addition, is usually unorganized, i. e., the books have not been classified, listed, or analyzed for use. Moreover, pupils soon become tired of a static collection of books, and reading interest in time falls to a low ebb.

not been
secondary
ted from
practices
the prac-
school has
t an ele-
tion can-
brary as

It is possible to remove this final objection in part, by frequent replenishment or change of the classroom collection. Public library service in supplying classroom libraries to schools generally allows for this renewal of library material; the same is true of the traveling library service of the state Library Commission.

library.
such as
tion, or
ssion in
he light
assroom

Miss Edith Lathrop, associate specialist in school libraries for the federal Office of Education, discusses in her study of rural school library practices¹⁹ the plan pursued by many county school authorities in maintaining central lending collections for the use of schools in their respective counties. The superintendent's office, as a rule, acts as headquarters for this central collection, and classroom library books are exchanged for others at convenient intervals.

library.
such as
tion, or
ssion in
he light
assroom

In addition to the fact that classroom collections are thus prevented from becoming static, this procedure has a second distinct advantage, in common with public library and Library Commission lending service: books that might tend to disappear if left in small rural schools during the vacation period are removed to a central location for safekeeping at the close of the school year.

ns con-
L. A.,
L. A.,

Even in cases where such a service is maintained, however, there is need for a fixed collection of books which shall be the property of each school. Dictionaries and encyclopedias constitute the nucleus of this fixed collection. Where the school has more than one or two teachers, a problem immediately arises concerning the location of the place where these books had best be shelved.

The most serious existing difficulty connected with a circulating library service sponsored by the county superintendent is the fact that the person directly supervising such service lacks, except in rare

¹⁹ Lathrop, E. A. Study of rural school library practices and services. U. S. Office of Education, with the cooperation of Carnegie Corporation and the American Library Association, 1934, p. 60-65.

cases, both the requisite training in library science and the necessary and sufficient time for the full development of the service.

The Centralized Library

In actual practice, the centralized library may be situated in any one of several places in the school building: the principal's office, a convenient hallway, or even a locked case or closet. The principal's office and the hallway, however, serve other purposes; moreover, housing the library in a locked case or dark closet is not conducive to widespread use of its materials.

The elementary school library may also occupy a separate room or group of rooms. Here may be housed the library collection owned by the school, consisting of books, pamphlets, pictures, lantern slides, etc. These materials, although a part of the library collection proper, can be drawn upon for temporary classroom use by the teachers. In this way unnecessary duplication of any one title or type of book is prevented. It is easier, also, to know the whereabouts of books if they are loaned from a centralized library, and an inventory of library materials is less difficult if the library collection is not divided.

But a librarian is a necessity for the centralized elementary school library no less than for the high school library. Suitable books must be secured, and the centralized library must be organized for service if it is to function adequately. These necessitate adequate library training for the specialized service of the elementary school librarian, in order that both organization and administration of the library may harmonize with the practices of the elementary school.

CHAPTER III.

PUBLIC SCHOOL LIBRARIES IN KENTUCKY

School Libraries in Kentucky

It is safe to say that fifteen years ago the number of elementary and secondary schools of the state having acceptable library collections could be counted on the fingers of one hand. Whatever growth, therefore, that has taken place has occurred only quite recently.

The high school in Kentucky has far outstripped the elementary school in book supply and library development. This is due largely to the fact that standards for high school libraries in Kentucky have been in existence since 1923,¹ while standards for elementary schools are still in process of development.² The situation in Kentucky with respect to elementary school library standards is, therefore, similar to the situation in the United States as a whole. The traditional view, not confined to Kentucky, of the greater necessity for providing reading matter at the secondary school level, also has exerted an influence upon the elementary school library situation within the state.

The few figures which can be quoted for libraries in elementary schools are limited to general statistics regarding the number of books per pupil, amounts expended per pupil for library books, and the like.

Elementary School Library Service in Kentucky

The two types of elementary school library service discussed in Chapter II, exist in the state as a whole. Classroom library collections are the rule in Kentucky. A growing number of both county and city school systems in this state maintain lending collections for the use of their schools.³ The dearth of strong public libraries in the state has resulted in sporadic book service to school libraries; and the traveling library service of the State Library Commission has been hampered by lack of funds.

Centralized elementary school library collections are maintained in connection with the training schools of the University of Kentucky, Eastern Kentucky State Teachers College, and Berea College. Also, certain elementary schools of the school districts of the state either now have centralized library collections, or are engaged in organizing them. Among these schools are the Broadway School of Danville; Mortonville, Woodford County; the Lexington City Schools; the Picadome

¹ These are State Board of Education standards. Standards of the Association of Kentucky Colleges and Secondary Schools, as well as those of the Southern Association, were first published in 1927.

² The only standards for elementary schools of the state are those covering schools maintaining elementary and secondary schools housed in the same plant. In Manual of organization and administration for high schools. Kentucky. Department of Education, Educational bulletin, v. 1, no. 6, August, 1933, p. 30-31.

³ The outstanding example of this type of service is the book collection maintained for the use of schools in Fayette County. The office of the county superintendent houses a collection of 11,400 volumes.

School of Fayette County; and several of the Louisville schools. The school administration in Louisville has given recognition to the trend in the direction of centralized elementary school libraries in that the last four elementary school buildings constructed in that city have included rooms designed for the purpose of serving as library rooms.

There are roughly three types of school organization in Kentucky: (1) the elementary, (2) the secondary, which is usually a four- or a six-grade school, and (3) the school organization which combines both elementary and secondary schools within the same plant.

The city schools at Georgetown and Paris, and the county school at Independence are organizations of the third type. The school library houses both elementary and secondary centralized library collections. The results of this plan should prove interesting to other schools of this type.

Statistical Information Contained in This Chapter

It may be seen, by glancing rapidly over the tables reproduced in this chapter, that statistical information relative to school libraries in Kentucky has been supplied on several points, including the ranking of county political units in expenditures for library books, the book supply in terms of enrollment in both elementary and secondary schools, the periodical supply, the location of the library and the number of periods the library is open during the day, the time devoted by the librarian to both library and classroom duties,⁴ the organization of the library, and some information as to encyclopedias in use in the school library. The last five groups of statistics are applicable to secondary school libraries only.

Thus, while a complete picture of school library service in terms of book supply, housing, library organization and librarianship cannot be supplied at the present time, some very significant information on each of these three items is presented herein.

Expenditures for Library Books, 1931-33

Data secured from the recent Annual Financial Reports on file in the office of the Superintendent of Public Instruction furnish enlightening through somewhat astonishing information about public school libraries in Kentucky. Table I gives the ranks of the 120 county political units of the Commonwealth upon the basis of the two-year average of expenditures for library books for the school years 1931-32 and 1932-33. In this table the data for all of the school districts of a given county are combined and represent the situation for the entire county as a political unit.

⁴ The great majority of the school librarians in the state are teacher-librarians.

TABLE I.
RANKS OF COUNTY POLITICAL UNITS ACCORDING TO LIBRARY EXPENDITURES PER PUPIL ENROLLED FOR THE TWO YEARS 1931-32 AND 1932-33.
 (Data Secured from the Annual Financial Reports.)

Rank	County	Total Public School (a) Enrollment		Total Library (b) Expenditures		Two-Year Average Expenditures Per Pupil Enrolled
		1931-32	1932-33	1931-32	1932-33	
1	Fayette	13,325	13,809	\$4,923.02	\$3,154.80	\$.298
2	Pendleton	2,276	2,445	757.00	431.37	.251
3	Campbell	9,109	9,758	2,059.43	1,445.45	.186
4	Grant	2,152	2,463	408.52	405.38	.176
5	Johnson	6,932	6,897	1,966.02	333.81	.166
6	Daviess	8,759	9,021	2,698.02	242.44	.165
7	Henderson	5,856	6,152	1,326.86	391.80	.143
8	Union	4,124	4,083	677.25	474.65	.140
9	Hickman	1,996	2,235	587.45	-----	.139
10	Fulton	3,501	3,598	873.52	-----	.123
11	Bourbon	4,022	4,078	10.50	949.16	.118
12½	Boyd	10,617	10,593	1,930.39	336.61	.107
12½	Clark	4,241	3,958	502.63	372.33	.107
14	Lee	3,034	3,182	179.64	472.30	.105
15	Woodford	2,844	2,961	-----	565.06	.097
16	Livingston	2,189	2,184	401.13	-----	.092
17½	Mason	3,581	3,771	506.68	109.06	.084
17½	Shelby	3,760	3,752	477.96	156.80	.084
19	Marion	3,795	3,756	-----	629.21	.083
20½	Garrard	3,106	3,202	-----	508.81	.081
20½	Rockcastle	4,522	4,949	765.93	-----	.081
22	Barren	6,733	6,700	171.13	900.00	.080
23	Hardin	5,297	5,401	484.04	347.26	.078
24	Nelson	3,392	3,316	304.40	205.24	.076
25	Morgan	4,748	4,641	-----	658.68	.070
26	Franklin	4,003	4,237	66.79	495.80	.068
27	Logan	4,979	4,009	425.00	180.00	.067
28	Caldwell	3,047	3,478	60.00	366.20	.065
29	Elliott	2,131	2,153	-----	270.00	.063
30½	Carroll	1,879	1,873	132.53	100.00	.062
30½	Greenup	7,148	7,302	588.03	303.02	.062
32	Lewis	3,662	3,867	455.48	-----	.060
33½	Leslie	3,382	3,350	174.99	218.03	.058
33½	Simpson	2,617	2,545	141.69	160.00	.058
35	Jefferson	55,677	53,391	3,519.67	2,714.06	.057
36	Bell	10,549	11,507	629.58	574.33	.055
37	Anderson	2,052	2,064	89.85	128.09	.053
38	Harrison	3,278	3,261	107.92	229.93	.052
39	Graves	7,994	7,701	421.46	386.45	.051
40	Scott	3,475	3,450	180.81	130.26	.045
41	Lawrence	4,241	5,174	372.66	44.98	.044
42½	Carter	7,286	6,587	434.79	77.51	.037
42½	McLean	2,945	2,888	180.80	37.38	.037
44	Lincoln	4,536	4,776	235.99	88.32	.035
45	Pulaski	10,325	10,906	315.92	393.88	.033
46½	Bracken	1,858	2,020	119.16	5.00	.032
46½	Pike	18,365	18,594	696.87	499.49	.032
48	Jackson	3,183	3,182	188.13	-----	.030
49	Rowan	3,142	3,164	78.07	100.00	.028
50	Bath	2,523	2,573	50.00	86.16	.027
51	Grayson	4,514	4,771	203.61	40.25	.026
53	Boone	2,111	2,281	110.14	-----	.025
53	Owen	2,679	2,647	131.85	-----	.025
53	Taylor	2,908	3,017	130.00	18.75	.025
55	Whitley	9,613	9,803	200.57	271.21	.024
56½	Laurel	6,492	7,132	32.15	275.01	.023
56½	Spencer	1,338	1,661	67.50	-----	.023
58	McCracken	17,228	18,368	666.16	110.12	.022

TABLE I—Continued.

Rank	County	Total Public School (a) Enrollment		Total Library (b) Expenditures		Two-Year Average Expenditures Per Pupil Enrolled
		1931-32	1932-33	1931-32	1932-33	
59½	Marshall	3,534	3,448	\$107.50	\$40.00	\$.021
59½	Russell	3,511	3,619	-----	151.48	.021
61	Todd	3,227	3,051	35.00	90.80	.020
62	Harlan	17,282	21,299	318.72	416.74	.019
63	Hart	4,643	4,461	68.92	95.45	.018
64	Magoffin	4,629	4,854	14.87	150.86	.017
65	Powell	1,707	1,937	-----	60.00	.016
67½	Boyle	4,580	3,962	40.00	91.96	.015
67½	Kenton	12,113	12,475	16.00	362.82	.015
67½	McCreary	4,514	4,542	52.50	78.91	.015
67½	Oldham	1,674	1,661	-----	50.02	.015
72	Casey	4,577	4,744	132.68	-----	.014
72	Madison	6,513	6,664	79.75	106.16	.014
72	Monroe	2,613	3,489	96.77	-----	.014
72	Muhlenberg	9,482	10,097	266.72	-----	.014
72	Ohio	6,622	6,927	90.00	100.00	.014
75	Letcher	10,771	11,002	100.00	180.81	.013
77	Mercer	3,507	3,481	84.00	-----	.012
77	Montgomery	3,047	3,140	-----	75.00	.012
77	Wolfe	2,595	3,099	-----	66.70	.012
79	Perry	11,162	11,842	-----	246.76	.011
80	Estill	5,674	4,650	100.00	-----	.0097
81	Webster	5,068	5,057	91.46	-----	.0090
82	Washington	2,945	2,609	47.73	-----	.0086
83	Cumberland	2,777	2,843	43.20	-----	.0077
84	Trigg	3,168	3,305	-----	45.06	.0070
85	Breathitt	6,555	7,105	89.20	-----	.0065
86	Hopkins	9,086	9,042	54.65	45.00	.0055
87½	Allen	3,706	3,778	-----	34.29	.0046
87½	Carlisle	1,700	1,721	15.57	-----	.0046
89	Warren	7,589	7,498	61.83	-----	.0041
90½	Larue	2,209	2,211	-----	17.12	.0039
90½	Owsley	2,155	1,958	16.15	-----	.0039
92	Henry	2,768	2,896	2.35	16.86	.0034
93	Metcalfe	2,399	1,395	-----	11.45	.0030
94	Calloway	4,774	4,515	-----	17.54	.0019
95	Wayne	4,384	4,708	7.55	-----	.00083
96	Lyon	1,812	1,836	1.50	-----	.00041
108½	Adair	4,129	4,334	-----	-----	0
108½	Ballard	2,525	2,410	-----	-----	0
108½	Breckinridge	3,970	4,018	-----	-----	0
108½	Bullitt	2,433	2,351	-----	-----	0
108½	Butler	3,385	3,309	-----	-----	0
108½	Christian	8,046	7,859	-----	-----	0
108½	Clay	5,922	6,085	-----	-----	0
108½	Clinton	2,465	2,501	-----	-----	0
108½	Crittenden	3,107	3,579	-----	-----	0
108½	Edmonson	3,417	3,414	-----	-----	0
108½	Fleming	3,661	2,898	-----	-----	0
108½	Floyd	12,343	13,464	-----	-----	0
108½	Gallatin	893	903	-----	-----	0
108½	Green	3,618	2,882	-----	-----	0
108½	Hancock	1,525	1,603	-----	-----	0
108½	Jessamine	2,773	2,745	-----	-----	0
108½	Knott	4,841	5,366	-----	-----	0
108½	Knox	7,753	7,912	-----	-----	0
108½	Martin	2,785	2,849	-----	-----	0
108½	Meade	2,478	2,146	-----	-----	0
108½	Menifee	1,627	1,732	-----	-----	0
108½	Nicholas	1,713	1,880	-----	-----	0
108½	Robertson	717	695	-----	-----	0
108½	Trimble	1,151	1,198	-----	-----	0

TABLE II.
 NUMBER OF LIBRARY BOOKS AND ENROLLMENT FOR THE PUBLIC
 ELEMENTARY AND SECONDARY SCHOOLS BY COUNTY
 POLITICAL UNITS FOR 1931-32.*
 (Data Secured from the Annual Statistical Reports.)

County	Enrollment		Volumes in Libraries		Volumes Per Pupil		
	Elem.	H. Sch.	Elem.	H. Sch.	Elem.	H. Sch.	Total
Adair	3,825	304	1,115	2,050	.29	6.74	.77
Allen	3,401	305	3,111	2,135	.91	7.00	1.42
Anderson	1,760	292	1,150	3,300	.65	11.30	2.17
Ballard	2,034	491	3,472	5,540	1.71	11.28	3.57
Barren	6,109	624	5,281	2,945	.86	4.72	1.22
Bath	2,359	164	2,415	2,675	1.02	16.31	2.02
Bell	9,269	1,280	900	5,733	.97	4.48	.63
Boone	1,759	352	2,600	5,150	1.48	14.63	3.67
Bourbon	3,402	620	5,440	7,130	1.60	11.50	3.13
Boyd	8,882	1,737	11,672	5,993	1.31	3.45	1.66
Boyle	3,371	709	1,010	5,086	.30	7.17	1.49
Bracken	1,622	236	1,651	1,525	1.02	6.46	1.71
Breathitt	6,233	322	1,925	600	.31	1.86	.39
Breckinridge	3,593	377	1,905	1,607	.53	4.26	.88
Bullitt	2,191	242	1,680	1,394	.77	5.76	1.26
Butler	3,086	299	1,654	2,137	.54	7.15	1.12
Caldwell	2,493	544	914	3,649	.37	6.71	1.50
Calloway	4,096	680	82	5,202	.02	7.65	1.11
Campbell	7,324	1,785	12,210	14,357	1.67	8.04	2.92
Carlisle	1,435	265	1,503	2,379	1.05	8.98	2.28
Carroll	1,642	237	500	1,910	.30	8.06	1.28
Carter	6,733	553	2,280	2,758	.34	4.99	.69
Casey	587	203	6,273	1,484	1.07	7.31	9.82
Christian	7,061	985	9,709	8,567	1.38	8.70	2.27
Clark	3,417	824	970	2,046	.28	2.48	.71
Clay	5,684	238	0	1,690	.00	7.10	2.85
Clinton	2,143	322	188	1,067	.88	3.31	.51
Crittenden	2,683	424	2,730	4,476	1.02	10.56	2.32
Cumberland	2,671	106	1,553	928	.58	8.75	.89
Daviess	7,262	1,497	9,299	6,051	1.28	4.04	1.75
Edmonson	3,089	328	2,638	3,229	.85	6.80	1.72
Elliott	2,038	93	0	1,300	.00	13.98	.61
Estill	5,338	336	1,740	1,200	.33	3.57	.52
Fayette	11,017	2,308	5,118	11,294	.40	4.89	1.23
Fleming	2,561	330	1,800	3,150	.70	9.55	1.71
Floyd	11,215	1,127	9,959	16,000	.89	14.20	2.10
Franklin	3,285	718	1,376	3,823	.42	5.32	1.30
Fulton	2,986	515	1,692	2,458	.57	4.77	1.19
Gallatin	827	66	756	974	.91	14.76	1.94
Garrard	2,710	396	1,375	4,297	.51	10.85	1.83
Grant	1,754	398	1,410	3,470	.80	8.72	2.27
Graves	6,774	1,220	400	9,973	.01	8.17	1.30
Grayson	3,713	485	1,530	2,936	.41	6.05	1.06
Green	2,568	150	1,995	1,800	.78	12.00	1.40
Greenup	6,369	689	3,633	3,288	.57	4.77	.98
Hancock	1,321	204	1,410	1,650	1.07	8.09	2.01
Hardin	4,611	686	7,049	6,236	1.53	9.09	2.51
Harlan	15,812	1,470	5,589	8,153	.35	5.55	.80
Harrison	2,758	520	2,405	2,919	.87	5.61	1.62
Hart	4,219	424	3,485	5,089	.83	12.00	1.85
Henderson	4,981	875	6,431	9,344	1.29	10.68	2.69
Henry	2,350	418	2,728	4,100	1.16	9.81	2.47
Hickman	1,715	281	548	3,772	.34	13.42	2.16

* The figures in this table include data for both white and colored pupils. Data for the colored pupils separately of the county school districts are given in Table XX of the Appendix.

TABLE II—Continued.

County	Enrollment		Volumes in Libraries		Volumes Per Pupil		
	Elem.	H. Sch.	Elem.	H. Sch.	Elem.	H. Sch.	Total
Hopkins	7,787	1,299	4,119	10,575	.53	7.70	1.62
Jackson	3,041	142	240	530	.08	3.73	.24
Jefferson	46,023	9,654	143,793	56,733	3.12	5.88	3.60
Jessamine	2,401	372	1,047	2,380	.44	6.40	1.24
Johnson	6,244	688	4,518	4,020	.72	5.84	1.23
Kenton	10,307	1,806	8,417	9,483	.82	5.25	1.48
Knott	4,483	358	640	15,000	.14	41.89	3.23
Knox	7,288	465	530	2,817	.08	6.06	.43
Larue	1,974	235	1,598	1,450	.81	6.17	1.38
Laurel	5,898	594	3,399	3,691	.58	6.21	1.09
Lawrence	3,860	381	335	1,691	.87	4.44	.48
Lee	2,752	282	1,175	1,579	.43	5.60	.91
Leslie	3,235	147	1,500	1,100	.46	7.48	.77
Letcher	10,606	844	2,550	3,995	.24	4.73	.57
Lewis	3,439	223	2,873	983	.84	4.41	1.05
Lincoln	4,066	470	1,985	3,557	.49	7.56	1.22
Livingston	1,860	329	1,060	3,000	.57	9.12	1.85
Logan	4,407	592	3,670	5,595	.83	9.45	1.85
Lyon	1,637	175	531	1,075	.32	6.14	.89
Madison	5,663	850	5,985	6,191	1.06	7.28	1.87
Magoffin	4,407	222	818	1,260	.19	5.68	.45
Marion	3,384	411	3,810	3,449	1.13	8.39	1.91
Marshall	2,995	539	2,316	3,860	.77	7.16	1.75
Martin	2,623	162	1,300	0	.50	8.02	.47
Mason	2,954	627	1,725	4,719	.58	7.52	1.80
McCracken	7,060	1,554	4,814	5,578	.68	3.59	1.21
McCreary	4,236	278	1,273	1,859	.30	6.69	.69
McLean	2,563	382	1,975	2,095	.77	5.48	1.38
Meade	2,148	230	4,637	2,175	2.16	9.46	2.86
Menifee	1,543	84	1,085	500	.70	5.95	.97
Mercer	2,940	567	4,122	5,124	1.40	9.04	2.64
Metcalf	2,224	175	25	1,734	.01	9.91	.79
Monroe	3,376	237	602	1,389	.18	5.86	.55
Montgomery	2,644	403	1,603	2,015	.61	5.00	1.19
Morgan	4,434	314	3,620	3,060	.82	9.75	.63
Muhlenberg	8,305	1,177	4,481	7,690	.54	6.53	13.00
Nelson	3,076	316	4,260	1,874	1.38	5.93	1.81
Nicholas	1,458	255	1,630	2,785	1.12	10.92	2.58
Ohio	5,740	882	864	5,800	.15	6.58	1.01
Oldham	1,405	269	2,138	1,660	1.52	6.17	2.27
Owen	2,353	326	1,733	3,775	.74	11.58	2.06
Owsley	2,048	107	600	200	.29	1.87	.37
Pendleton	1,958	318	5,540	3,661	.28	11.51	4.04
Perry	9,309	852	7,410	6,470	.80	7.59	1.37
Pike	16,899	1,466	6,751	8,188	.40	5.59	.81
Powell	1,549	158	894	2,347	.58	14.85	1.90
Pulaski	9,200	1,125	4,059	9,725	.44	8.64	1.73
Robertson	602	115	377	600	.63	5.22	1.33
Rockcastle	4,228	294	555	2,228	.13	7.58	.62
Rowan	2,910	232	0	615	.00	2.65	.20
Russell	3,305	206	889	623	.27	3.02	.43
Scott	2,945	530	2,284	3,675	.78	6.93	1.71
Shelby	3,206	554	6,639	5,550	2.07	10.02	3.24
Simpson	2,283	334	1,768	2,650	.77	7.93	1.69
Spencer	1,173	165	1,216	925	1.04	5.61	1.60
Taylor	2,654	254	200	1,150	.08	4.53	.46
Todd	2,919	308	1,930	2,970	.66	9.64	1.52
Trigg	2,847	321	0	2,890	.00	9.00	.91
Trimble	993	158	1,239	1,124	1.25	7.11	2.05
Union	3,452	672	2,290	5,487	.66	8.17	1.89

TABLE II—Continued.

County	Enrollment		Volumes in Libraries		Volumes Per Pupil		
	Elem.	H. Sch.	Elem.	H. Sch.	Elem.	H. Sch.	Total
Warren	6,613	974	7,584	9,139	1.15	9.38	2.20
Washington	2,634	311	2,495	2,518	.95	8.10	1.70
Wayne	4,079	305	1,558	2,205	.38	7.23	.86
Webster	4,294	774	987	5,356	.23	6.92	1.21
Whitley	8,983	1,058	1,177	3,913	.13	3.70	.49
Wolfe	2,505	90	959	484	.38	5.38	.56
Woodford	2,406	438	750	2,345	.31	5.35	1.09
State totals	536,971	72,489	459,201	506,903	.86	6.99	1.59

It is plainly evident from this table that although we may be teaching the children to read in the elementary schools of Kentucky, we are nevertheless giving them little material from which to read. In this connection we might well weigh the significance of the following statement:

"The elementary school library is more important than the high school and college library because the habits which are formed through the elementary school years are persistent and tend to continue throughout life. Whatever enriches the elementary school makes the task of all other schools easier and adds to the certainty and joy of learning."⁵

Growth of Public High School Libraries

Table III presents a picture of the growth of public high school libraries from 1927 to 1934, comprehending an interval of seven years. It will be noticed that the units again employed are county political units, which include all types of school districts in the county, i. e., city, independent graded, and county districts, and white, and negro schools.⁶

In this table there are no doubt many inaccuracies, due to several reasons, chief of which is the fact that local school officials in the past at least have in many instances failed to furnish either complete or reliable data in their annual reports. Each succeeding year, however, shows an improvement in the accuracy of the reports received by the State Department. The data for the year 1933-34 may be considered more reliable than that given for the two preceding periods.

The figures in this table show that for the state as a whole there was only a relatively slight increase in the total number of volumes in the high school libraries in the two years between 1931-32 and 1933-34. Due to the greater rate of increase of high school enrollment in this period, however, the number of volumes per pupil enrolled actually shows a slight decrease. Whether the books added

⁵ Morgan, J. E. Cultural significance of the school library. In *National Elementary Principal*, Bulletin of the Department of Elementary School Principals, N. E. A., v. XII, no. 5, June, 1933, p. 142.

⁶ City and independent graded school districts became, under the terms of the School Code of 1934, independent districts. It is necessary here, of course, to refer to them by the terminology employed previous to that time.

to secondary school libraries between 1927 and 1934 were inferior in quality cannot be determined.

Another side to the picture is the fact that it is impossible in any case to determine immediately the effect upon a library of a starvation period in book supply. Many schools are using books today that should have been discarded months ago. The sight of soiled and ragged volumes upon library shelves does not encourage the pupil's care of books, and missing pages are hindrances to interest and accomplishment.

Correlation Between Size of School and Number of Library Books

Table IV, as might be expected, shows a distinct correlation between size of school and number of volumes in the library. Incidentally it may be noticed that 270 public high schools, or more than one-third of the total number, are very small high schools, with enrollments of 45 pupils or less.

Four hundred and seven schools, or 55 per cent of the total, reported from 0 to 525 books in the school library. Twenty-five schools reported libraries consisting of more than 2,250 volumes. One school, with an enrollment of more than 226 pupils, reported a collection of library books totaling less than 150 volumes.

Table V shows both the great difference between the number of volumes owned by large and small high schools and the great advantage in book supply of the city and private high schools over the high schools in county and graded school districts.

er Pupil	Total
8	2.20
0	1.70
3	.86
2	1.21
0	.49
8	.56
5	1.09
9	1.59

may be
Kentucky,
to read.
follow-

the high
through
through-
task of
arning."5

school
years.
political
r, i. e.,
negro

several
e past
ete or
wever,
by the
dered

there
lumes
2 and
nroll-
pupil
dded

1 Ele-
ipals,

of the
refer

TABLE III. GROWTH OF PUBLIC HIGH SCHOOL LIBRARIES IN COUNTY POLITICAL UNITS, 1927-1934.

County	From Biennial Report, 1926-27			From Statistical Reports 1931-32			From High School Reports 1933-34		
	Volumes	High School Enrollment	Volumes Per Pupil Enrolled	Volumes	High Sch. Enrollment	Volumes Per Pupil Enrolled	Volumes	High Sch. Enrollment	Volumes Per Pupil Enrolled
Adair	525	178	2.95	2,050	304	6.74	2,173	284	7.65
Allen	1,070	371	2.88	2,135	305	7.00	1,740	208	8.37
Anderson	650	272	2.39	3,800	292	11.30	1,379	247	5.58
Ballard	3,297	442	7.46	5,540	491	11.28	4,631	417	11.11
Barren	1,471	435	3.38	2,945	624	4.72	3,445	651	5.29
Bath	1,728	174	9.93	2,675	164	16.31	2,432	166	14.65
Bell	2,571	552	4.66	5,733	1,280	4.48	9,876	1,400	7.05
Boone	1,833	259	7.08	5,150	352	14.63	3,158	424	7.45
Bourbon	3,375	604	5.59	7,130	620	11.50	8,276	1,029	8.04
Boyd	2,035	1,064	1.91	5,993	1,737	3.45	9,059	1,428	6.34
Boyle	3,728	562	6.63	5,086	709	7.17	4,209	947	4.44
Bracken	900	237	3.80	1,525	236	6.46	2,196	240	9.15
Breathitt	2,175	118	18.43	600	322	1.86	400	94	4.23
Breckinridge	903	250	3.61	1,667	377	4.26	2,154	377	5.71
Bullitt	700	189	3.70	1,394	242	5.76	1,450	310	4.68
Butler	1,160	152	7.63	2,137	299	7.15	2,285	259	8.82
Caldwell	1,245	390	3.19	3,649	544	6.71	4,924	606	8.13
Calloway	2,534	621	4.08	5,202	680	7.65	4,171	980	4.26
Campbell	8,875	1,025	8.66	14,357	1,785	8.04	14,923	2,492	5.99
Carlisle	850	164	5.18	2,379	265	8.98	2,595	300	8.65
Carroll	808	159	5.08	1,910	237	8.06	2,332	305	7.65
Carter	1,076	268	4.01	2,758	553	4.99	3,677	787	4.67
Casey	450	186	2.42	1,484	203	7.31	500	136	3.68
Christian	2,880	569	5.06	8,567	935	8.70	7,253	1,188.5	6.10
Clark	1,050	174	6.03	2,046	824	2.48	5,700	766	7.44
Clay	350	110	3.18	1,690	233	7.10	1,151	266	5.09
Clinton	700	102	6.86	1,067	322	3.31	856	171	5.01
Crittenden	1,000	247	4.05	4,476	424	10.56	3,975	428	9.29
Cumberland	975	139	7.01	928	106	8.75	1,132	96	1.18
Davies	3,124	1,016	3.07	6,051	1,497	4.04	5,933	1,258	4.72
Edmonson	350	118	2.97	3,229	328	6.80	3,190	287	11.11
Elliott		No report		1,300	93	13.98	1,400	92	15.21
Estill	350	204	1.72	1,200	336	3.57	1,000	361	2.77
Fayette	3,686	1,033	3.57	11,294	2,308	4.89	9,490	2,794	3.40
Fleming	1,462	270	5.41	3,150	330	9.55	1,760	311	5.66
Floyd	4,575	367	12.46	16,000	1,127	14.20	8,712	1,316	6.62
Franklin	2,875	635	4.53	3,823	718	5.32	4,728	639	6.86
Fulton	1,825	450	4.06	2,458	515	4.77	2,598	522	4.98
Gallatin	250	35	4.14	974	66	14.76	947	81	1.17
Garrard	1,754	279	6.29	4,297	396	10.85	4,220	526	8.02
Grant	2,052	305	6.72	4,880	2,152	8.72	3,504	619	5.66
Graves	3,486	959	3.64	9,973	1,220	8.17	10,600	1,476	7.18
Grayson	1,461	344	4.25	2,936	485	1,922	1,922	390	4.93
Green	350	102	3.43	1,800	150	12.00	900	170	5.29
Greenup	2,130	339	6.43	3,288	639	4.77	4,300	938	3.52
Hancock	420	167	2.51	1,650	204	8.09	1,728	185	9.34
Hardin	2,410	582	4.14	6,236	686	9.09	5,917	740	8.00
Harlan	1,568	518	3.03	3,153	1,470	5.55	8,709	1,659	5.25
Harrison	2,500	413	6.05	2,919	520	5.61	5,749	821	7.00
Hart	4,920	393	12.51	5,089	424	12.00	4,976	443	11.23
Henderson	3,500	740	1.25	9,344	875	10.68	9,411	1,190	7.91
Henry	1,925	299	6.44	4,100	418	9.81	3,783	536	7.06
Hickman	1,050	219	4.79	3,772	281	13.42	3,702	316	11.72
Hopkins	4,097	704	5.82	10,575	1,299	7.70	12,803	1,741	7.35
Jackson	500	31	16.12	530	142	3.73	772	158	4.89
Jefferson	22,715	6,613	3.43	56,733	9,654	5.88	41,696	11,347	2.79
Jessamine	995	271	3.67	2,330	372	6.40	2,700	333	7.05
Johnson	1,158	270	4.29	4,020	688	5.84	4,813	739	6.51
Kenton	1,775	432	4.11	9,483	1,806	5.25	15,078	3,196	4.72
Knott	19,800	269	73.60	15,000	358	41.89	29,082	605	48.07
Knox	336	143	2.35	2,817	465	6.06	4,380	677	6.47
Larue	905	134	4.92	1,450	235	6.17	1,400	255	5.49
Laurel	615	278	2.21	3,691	594	6.21	4,888	702	6.96
Lawrence	750	267	2.81	1,691	381	4.44	907	352	2.58
Lee	460	86	5.35	1,579	282	5.60	2,215	217	10.21
Leslie	550	84	6.55	1,100	147	7.48	1,972	131	15.05
Letcher	1,000	256	3.91	3,995	844	4.73	5,995	1,115	5.38
Lewis	615	168	3.66	983	223	4.41	1,434	246	5.83
Lincoln	2,479	365	6.79	3,557	470	7.56	6,370	794	8.02
Livingston	730	98	7.45	3,000	329	9.12	1,864	320	5.83
Logan	2,595	565	4.59	5,595	592	9.45	6,854	705	9.72
Lyon	460	141	3.26	1,075	175	6.14	1,125	153	7.35
Madison	3,310	663	3.75	6,191	850	7.28	8,821	876	10.06
Magoffin	511	117	4.37	1,260	222	5.68	1,215	219	5.55
Marion	2,015	273	7.38	3,449	411	8.39	2,667	367	7.27

TABLE III. GROWTH OF PUBLIC HIGH SCHOOL LIBRARIES IN COUNTY POLITICAL UNITS, 1927-1934—Continued.

County	From Biennial Report, 1926-27			From Statistical Reports 1931-32			From High School Reports 1933-34		
	Volumes	High School Enrollment	Volumes Per Pupil Enrolled	Volumes	High Sch. Enrollment	Volumes Per Pupil Enrolled	Volumes	High Sch. Enrollment	Volumes Per Pupil Enrolled
Marshall	1,375	416	3.30	3,860	539	7.16	3,944	530	7.44
Martin	300	36	8.33		162		1,350	137	9.85
Mason	2,100	299	7.02	4,719	627	7.52	5,603	868	6.46
McCracken	2,650	1,031	2.57	5,578	1,554	3.59	5,241	1,308	4.01
McCreary	500	137	3.65	1,859	278	6.69	1,950	348	5.60
McLean	1,450	333	4.35	2,095	382	5.48	2,195	358	6.13
Meade	620	146	4.25	2,175	230	9.46	1,362	201	6.78
Menifee		66		500	84	5.95	1,350	90	13.78
Mercer	2,768	461	6.00	5,124	567	9.04	4,277	704	6.08
Metcalfe	852	122	6.98	1,734	175	9.91	1,683	184	9.15
Monroe	390	146	2.67	1,389	237	3.86	1,153	252	4.58
Montgomery	1,050	102	10.23	2,015	403	5.00	2,393	465	5.14
Morgan	650	230	1.03	3,060	314	9.75	2,050	332	6.12
Muhlenberg	3,845	789	4.87	7,690	1,177	6.53	7,792	1,531	5.09
Nelson	1,820	308	5.91	1,874	316	5.93	2,920	373	7.83
Nicholas	875	166	5.27	2,785	255	10.92	3,148	266	11.83
Ohio	2,248	488	4.61	5,800	822	6.58	14,788	780	18.95
Oldham	1,350	93	14.31	1,660	269	6.17	2,025	290	6.98
Owen	1,550	221	7.01	3,775	326	11.58	2,543	320	7.95
Owsley	No report			200	107	1.87	1,250	167	7.49
Pendleton	1,565	227	6.89	9,201	2,276	11.51	3,126	491	6.37
Perry	1,101	253	4.35	6,470	852	7.59	4,925	832	5.92
Pike	1,926	564	3.14	8,188	1,466	5.59	8,177	388	21.07
Powell	225	36	6.25	2,347	158	14.85	1,500	200	7.50
Pulaski	6,350	623	10.19	9,725	1,125	8.64	9,336	1,110	8.41
Robertson	100	33	1.20	600	115	5.22	550	98	5.61
Rockcastle	433	63	6.87	2,228	294	7.58	3,018	363	8.31
Rowan	15	52	.29	615	232	2.65	1,005	224	4.49
Russell	650	207	3.14	623	206	3.02	300	246	3.66
Scott	900	339	2.65	3,675	530	6.93	4,318	607	7.11
Shelby	2,490	621	4.01	5,550	554	10.02	5,611	916	6.13
Simpson	1,629	248	6.57	2,650	334	7.93	2,615	459	5.70
Spencer	616	117	5.26	925	165	5.61	1,050	135	7.78
Taylor	561	193	2.91	1,150	254	4.53	5,931	292	20.31
Todd	2,410	228	10.57	2,970	308	9.64	3,405	326	10.44
Trigg	1,070	182	5.88	2,890	321	9.00	2,286	368	6.21
Trimble	900	146	6.16	1,124	158	7.11	963	169	5.70
Union	2,592	574	4.52	5,487	672	8.17	4,959	725	6.84
Warren	4,748	815	5.83	9,139	974	9.38	9,437	1,043	9.05
Washington	1,345	228	5.90	2,518	311	8.10	2,111	309	6.83
Wayne	280	160	1.75	2,205	305	7.23	2,000	208	9.62
Webster	2,424	611	3.97	5,356	774	6.92	7,118	1,174	6.06
Whitley	1,584	476	3.33	3,913	1,053	3.70	3,773	828	4.56
Wolfe	200	32	2.44	484	90	5.38	250	62	4.03
Woodford	1,365	333	4.04	2,345	438	5.35	3,074	425	7.23
State totals	231,730	44,952	5.16 (Average)	513,853	76,141	6.75 (Average)	547,637	81,558	6.71 (Average)

TABLE IV.
 NUMBER OF LIBRARY BOOKS VERSUS REGISTRATION, PUBLIC HIGH SCHOOLS.
 (Data Secured from Annual High School Reports for 1933-34.)

Number of Volumes in Library	Total High School Registration															Totals		
	1-15	16-30	31-45	46-60	61-75	76-90	91-105	106-120	121-135	136-150	151-165	166-180	181-195	196-210	211-225		226 and over	
0	10	27	11	6	7	2		1										67
1-75	2	8	4		1													15
76-150	8	13	3	4				1										30
151-225	11	17	8	3		2												41
226-300	3	14	11	8	5	2	1	1	1									47
301-375	2	20	19	9	4	1	2	2				1						60
376-450	1	11	13	14	6	5	4	1				1						56
451-525	1	10	17	18	16	12	3	1	4	5	1	1		1	2			91
526-600		5	3	11	12	8	14	6	2	2	2							70
601-675					6	5	4	4	3	3	1	1				2		33
676-750			2	3	4	6	4	6	2	1	2							36
751-825		1	1	2	3	3	3	5	1	1	2		1	1	1			18
826-900			2	2	2	1	2	3	2	3	1	3	1	1				24
901-975					3	2	2	2	2	1								13
976-1050			1		3	6	4	2	3	1	1	1	2		1			30
1051-1125																		8
1126-1200		1				2	1	2	1	2								15
1201-1275						1			2	1			1					8
1276-1350									1	1			1		1			7
1351-1425					1		2	1		1			1					7
1426-1500		2																10
1501-1575						1				1								7
1576-1650												1	1	1	1			3
1651-1725													1					3
1726-1800					1						1		1					5
1801-1875							1				1							5
1876-1950					1													3
1951-2025								1										1
2026-2100									1			1		1				3
2101-2175																		6
2176-2250																		2
2251-								1			1							23
Totals	38	129	103	80	75	56	45	40	25	20	18	11	10	10	8	75	743	

HALL BROS. DEPT.

TABLE V.
COMPARISON OF THE AVERAGE NUMBER OF VOLUMES PER SCHOOL IN SMALL AND LARGE HIGH SCHOOLS.
 (Data Secured from Annual High School Reports for 1933-34.)

Size of School		Average Number of Volumes per High School									
		Public H. S. Co., Cy.; Gr.		County		City		Graded		Private	
		Average	No. Schools	Average	No. Schools	Average	No. Schools	Average	No. Schools	Average	No. Schools
Small H. S.	{ Enrollment A. M.	458	566	417	424	459	31	533	111	4,306	41
	{ 1-120 pupils Md.	417		378		460		528		1,745	
Large H. S.	{ Enrollment A. M.	1,463	177	621	27	2,004	76	1,068	45	7,764	20
	{ 121 and over Md.	1,220		608		1,632		887		2,272	
All High Schools	A. M. Md.	698	743	472	480	1,556	107	687	156	4,096	81
		497		417		1,195		582		2,214	

Encyclopedias in High School Libraries

Frequency tables, giving numbers versus copyright dates of each of seven standard encyclopedias used in 1933-34 in Kentucky high school libraries have not been reproduced in this Bulletin. Of 1,207 encyclopedias reported in public high schools, 98 sets bearing copyright dates previous to 1915 were in use during 1933-34. Eighty-eight other sets were reported but no copyright dates were given, which very likely means that many, if not all of these were old publications. Only 415, or slightly more than one-third of the total number reported, bore a copyright date of 1930 or later.

The copyright dates for encyclopedias, it is reasonable to suppose, correspond closely to the purchase dates for these publications. Advancing from this premise, it may be said that the year 1929, as might have been expected, was the peak year for encyclopedia purchase; 191 sets bearing a copyright date for that year were reported as against 48 sets with a copyright date of 1927, and 62 with a copyright date of 1933.

Periodical Supply in High School Libraries

The value of periodicals and newspapers for school children has been stressed by the Cleveland Education Survey:

“. . . There must be reading from newspapers and magazines for recreation, for social enlightenment, and for ideas, suggestions, and information with respect to vocations and civic problems.”⁷

Periodicals and newspapers in the small Kentucky school usually constitute the library's only source of current information. In larger schools, where full-time librarians are most often found, collections of pamphlets, arranged so as to be readily available, make up another aid in supplying recent information.

Table VI shows that 221 high schools, or 30 per cent of the total number of public high schools, reported no periodicals in their libraries, by far the larger number of these being schools with an enrollment of less than 100 pupils. There is a correlation evident between size of school and number of periodicals in the library. Four public high schools and six private high schools reported 36 or more periodicals in their libraries, as may be seen by Table VII.

⁷ Ayres, L. P., and McKinnie, Adele. *The public library and the public schools.* Cleveland: Survey Committee of the Cleveland Foundation, 1916, p. 78.

TABLE VI.
 NUMBER OF PERIODICALS IN LIBRARY VERSUS REGISTRATION, PUBLIC HIGH SCHOOLS.
 (Data Secured from Annual High School Reports for 1933-34.)

Number of Periodicals in Library	Total High School Registration																Totals
	1-15	16-30	31-45	46-60	61-75	76-90	91-105	106-120	121-135	136-150	151-165	166-180	181-195	196-210	211-225	226 and over	
0	25	62	40	25	19	16	8	5	4	4	2		2	3	1	5	221
1	2	6	5	4	3			2		2							24
2	3	20	11	11	9	5	6	2	1								68
3	1	11	12	15	8	8	4	2	4	2	1					2	70
4		9	13	3	9	4	1	4	4	2	2	3		1		1	56
5	3	7	5	8	10	9	8	5		2	4	1	2		1	3	68
6	1	2	5	6	4	6	4	3	1	2	2	2	2			3	43
7	1	1	1	1		2	1	2	1		1	1	1		1	3	13
8		3	1	3	3	1	1	3	1	2	1	1	1	1		3	23
9			1					1						1	1		4
10	1	4	5	2	3	2	7	2	4	1		1	1		2	5	40
11				1			2	1				1	1			2	8
12	1	3	1	1	4	2		3	2	1	2		3			5	28
13										1						1	2
14						1		1			2					5	9
15					3		1			1		1			2	5	15
16		1					1	1								2	4
17															1	2	1
18																3	3
19																1	1
20			1						1							3	7
21														2		3	3
22																2	2
23																5	5
24																4	5
25			2								1	1		1		4	9
26																2	2
27								1								3	4
28																	
29																	
30																2	2
31																1	1
32																	
33																	
34																	
35								1	1			1				2	2
36																1	4
Totals	38	129	103	80	75	56	45	40	25	20	18	11	10	10	8	75	743

TABLE VII.
 NUMBER OF PERIODICALS IN LIBRARY VERSUS REGISTRATION, PRIVATE HIGH SCHOOLS.
 (Data Secured from Annual High School Reports for 1933-34.)

Number of Periodicals in Library	Total High School Registration													Totals			
	1-15	16-30	31-45	46-60	61-75	76-90	91-105	106-120	121-135	136-150	151-165	166-180	181-195		196-210	211-225	226 and over
0	1	2	3	1	1			2	1								11
1																	
2																	
3			1		1												2
4	1	1	2														4
5		1		1	1			1									4
6		1	2	2	1												6
7				1	1												2
8				2	1												2
9		1		1													2
10			1	3	1			2	1		1					1	10
11																	
12			1														1
13			1				1										1
14											1						2
15				2							2		1				5
16	1													1			2
17																	
18					1				1								2
19																	
20				1	1				1					1			4
21	1																2
22			1		1			1									2
23					1												
24														1			1
25				1	1									1		1	4
26																	
27																	
28		1	1														2
29																	
30						1						1	1				3
31																	
32																	
33																	
34																	
35		1	1	1					1					1		2	6
36																	
Totals	4	8	14	16	11	1	3	5	3	4		2	3	3		4	81

Table VIII displays figures for the average number of periodicals per high school in small and large high schools by types of schools. As was also true in the case of the comparisons of the average number of books per pupil in the different types of schools, the large city and private high schools are much better equipped with periodicals than are the other groups. Kentucky high schools should provide more periodical literature for their libraries.

TABLE VIII.
COMPARISON OF THE AVERAGE NUMBER OF PERIODICALS PER HIGH SCHOOL IN SMALL AND LARGE HIGH SCHOOLS BY TYPES OF SCHOOLS.
(Data Secured from Annual High School Reports for 1933-34.)

Size of School		Average Number of Periodicals per High School									
		Public H. S. Co.; Cy.; Gr.		County		City		Graded		Private	
		Average	No. Schools	Average	No. Schools	Average	No. Schools	Average	No. Schools	Average	No. Schools
Small H. S. { Enrollment 1-120 pupils }	A. M.	3.4	566	3.3	424	2.7	31	4.0	111	11.3	62
	Md.	2		2		1		3		9	
Large H. S. { Enrollment 121 and over }	A. M.	11.4	177	8.1	56	16.2	76	7.2	45	21.6	19
	Md.	10		6		14		5		20	
All High Schools	A. M.	5.3	743	3.9	480	12.3	107	5.1	156	13.7	81
	Md.	3		3		11		4		10	

Number of Periods the High School Library is Open During the School Day

Obviously the number of periods^s that the school library is open during the day corresponds closely to the number of periods that the librarian can devote to library duties. A factor which influences this situation, however, is the location of the library itself. If, for example, the library occupies one end or a corner of the study hall, the book collection can be more easily supervised, and the library often is "open" for a larger part of the day.

Location of the High School Library

Table IX shows that the typical library located in either the separate room or the study hall is open eight periods during the day. On the other hand, the typical library located in the principal's office, according to the same table, is open only four periods during the day. This supports statistically the belief already held: that the principal's office is not, except in rare cases, a satisfactory location for the school library.

Table X gives a detailed summary of the average number of

^s A 45-minute class period is required in Kentucky high schools at the present time.

periods the library is open in the different types of high schools. As this table shows, the libraries in the public high schools of the state are open on the average 6 or 7 periods per day.

TABLE IX.
NUMBER OF PERIODS LIBRARY IS OPEN DAILY ACCORDING TO LOCATION OF LIBRARY, PUBLIC HIGH SCHOOLS.
 (Data Secured from Annual High School Reports for 1933-34.)

Periods Open Daily	Location of Library					Totals
	Separate Room	Study Hall	Class Room	Principal's Office	Miscellaneous	
No answer						4
1	5	1	2	3	4	17
2	5	5	5	5	6	37
3	7	6	6	2	14	35
4	13	7	5	3	11	39
5	3	7	1	1	14	26
6	13	15	4	1	29	62
7	26	43	14	2	40	125
8	71	116	48	7	93	335
9	1		1		2	4
10	2				1	3
Not Specified	2	3	3		48	56
Totals	148	203	89	24	279	743

TABLE X.
AVERAGE NUMBER OF PERIODS LIBRARY IS OPEN DAILY ACCORDING TO LOCATION OF LIBRARY, PUBLIC AND PRIVATE HIGH SCHOOLS.
 (Data Secured from Annual High School Reports for 1933-34.)

Average Number Periods Library is Open Daily in High Schools											
Library Location		Public H. S. Co.; Cy.; Gr.		County		City		Graded		Private	
		Average	No. Schools	Average	No. Schools	Average	No. Schools	Average	No. Schools	Average	No. Schools
		Av. No. periods separate rooms are open daily	A. M. Md.	6.6 8	146	6.3 7.5	88	6.6 7	20	7.3 8	38
Av. No. periods study hall is open daily	A. M. Md.	7.1 8	200	7.0 8	137	7.4 8	15	7.0 8	48	7.0 8	22
Av. No. periods classroom is open daily	A. M. Md.	6.6 8	86	6.9 8	65	5.0 6	3	5.9 7	18	2.7 3	3
Av. No. periods principal's office is open daily	A. M. Md.	4.7 4	24	4.6 4	16	4.0 3	4	5.0 5	3		
Av. No. periods open daily for all types of locations specified	A. M. Md.	6.5 7	687	6.7 8	428	6.3 7	107	6.7 8	152	5.5 7	81

These figures, on the whole, reveal a situation that is much more encouraging than might have been supposed. That is, the high school library is open for the use of pupils for the larger part of the school day. However, the answers to this question in the Annual High School Reports of 1933-34, it must be admitted, showed a larger percentage of answers which evidenced misinterpretation than in any other question asked. It is also unfortunate that these results must be submitted without any data as to whether pupils were allowed to use books freely in the various libraries. There are school libraries in the state where pupils have little access to books because they are not allowed free movement about the study hall or the library room.

There are school libraries, also, where the use of books, periodicals, or newspapers is permitted only to pupils with a recognized academic standing. Although there may be exceptions which justify restrictive measures for short periods of time, the fact remains that the use of books, magazines, and newspapers is here regarded as an end, rather than a means toward an end. The answer to the problem in these cases is often the enrichment of the curriculum by means of library material. The field of subject-matter is apt to be far too narrow, if the use of books and periodicals can be lightly withdrawn.

There are, in addition, school libraries in study halls and separate rooms that issue books "sight unseen" to pupils, i. e., boys and girls have no opportunity for actual handling or examination of books. Their only knowledge of a book, previous to calling for the volume by name and checking it out of the library, is gained from another pupil or from a teacher. The solution for this difficulty lies, not in the accessibility, but the availability of the library; not in physical proximity, but actual use. This is a question which should most certainly be investigated at some future time.

Time Devoted to the Library by the High School Librarian

The second aspect of the question, that of service in the library by the librarian, is further discussed in Chapter IV. Two hundred and seventy-nine schools omitted answers to this question. (See p. 6, Chapter I.) Two hundred and seventy other schools reported librarians giving either one or two periods' time to service in the school library. It is evident from this table that the majority of the public high schools of the state could not possibly have been approximating the library service that should have been given.

It is interesting to note the frequency tabulation of Table XI shows that 61 is the largest number of teacher-librarians falling into any one of the two-way groups. This group devoted five hours to classroom instruction and two hours to library service.

Table XII gives the values of the average number of periods devoted to library work in the different types of schools. Here again it is observed that the pupils in the city and private high schools fared better than those in the county and independent graded schools.

Organization of the High School Library

A summary of the answers to Question 13 in the Annual High School Report, 1933-34, "Are Books Cataloged and Classified by the

TABLE XI.

NUMBER OF PERIODS DEVOTED BY THE LIBRARIAN TO CLASSROOM INSTRUCTION VERSUS NUMBER OF PERIODS DEVOTED TO LIBRARY WORK, PUBLIC HIGH SCHOOLS.

(Data Secured from Annual High School Reports for 1933-34.)

Number of Periods Devoted to Library Work	Number of Periods Devoted to Classroom Instruction									Total
	I	II	III	IV	V	VI	VII	VIII	Not Specified	
I			4	2	55	41	6	1	15	124
II	1	1	5	28	61	33	3		14	146
III	1	1	3	22	19	2	1	2	9	60
IV	1	3	10	16	2	3	1	2	4	42
V		3	2	1		2	1	1	4	14
VI	3	4		1					9	16
VII	1				2		3	3	23	32
VIII						2			28	30
Not specified	2		1		13	18	4	8	233	279
Totals	9	12	25	69	152	101	19	17	339	743

TABLE XII.

AVERAGE NUMBER OF PERIODS DEVOTED BY THE LIBRARIAN TO LIBRARY WORK IN PUBLIC AND PRIVATE HIGH SCHOOLS BY TYPES OF SCHOOLS.

(Data Secured from Annual High School Reports for 1933-34.)

	A. M. Md.	Public H. S. Co.; Cy.; Gr.		County		City		Graded		Private	
		Average	No. Schools	Average	No. Schools	Average	No. Schools	Average	No. Schools	Average	No. Schools
		Av. No. periods Lib. Work	2.4 2	464	2.1 2	263	3.9 3	92	2.5 2	91	3.8 3

TABLE XIII.

SUMMARY BY PUBLIC AND PRIVATE HIGH SCHOOLS OF ANSWERS TO THE QUESTION: ARE BOOKS CATALOGED AND CLASSIFIED BY THE DEWEY DECIMAL SYSTEM?

(Data Secured from Annual High School Reports for 1933-34.)

High Schools	Yes	Partly	No	No Answer	Totals
County	290	15	125	57	486
Graded	125	4	23	4	156
City	97	0	5	7	109
Totals Public H. S.	512	19	153	68	750
Private	67	6	5	6	85
Totals Public and Private H. S.	579	25	158	74	836

Dewey Decimal System?" is reproduced here. The reports from 836 public and private high schools were used and the replies taken altogether are encouraging. Five hundred and seventy-nine, or 69 per cent of the schools, report libraries partly organized (classified and cataloged); twenty-five school libraries, or 3 per cent, are partly classified and cataloged; 158, or 19 per cent, are unorganized; 74 schools, or 9 per cent of the total, did not answer this question.

Further tabulations of these figures, under the head of training of the librarian in each case, resulted in the knowledge that all but 8 of the high school libraries in the state needing classification and cataloging had no librarian or were administered by a librarian without training.

CHAPTER IV.

THE SCHOOL LIBRARIAN IN KENTUCKY

"The effective school librarian is one who stimulates in boys and girls a wholesome curiosity about books, and a desire to possess books; who helps to develop correct reading tastes, and encourages reading for pleasure and profit; who provides for pupils systematic instruction in the use of books and libraries, and for teachers and administrators intelligent professional service; who makes the library a center for the socialized activities of the school."¹

The paragraph just quoted describes the ideal in school librarianship. The school librarian who approximates this ideal occupies an important place in the life of the school; but the type of service outlined demands high qualifications in ability, temperament, and preparation.

The effective school librarian must possess a sincere liking for boys and girls, and an unvarying respect for personality, regardless of its manifestations. This respect for personality, however, should be sharply distinguished from sentimentality. There should be, on the part of the librarian, "a good contact with children already established."² It follows that in addition to necessary ability and requisite training the librarian should be physically sound and mentally wholesome, in order that the multiple demands made by the position can be met.

The effective school librarian must be an administrator and a good organizer, both in the field of library routine and in relation to the socialized group served. Such a librarian must also be a technician, and, therefore, must be well equipped professionally for service. The ideal training for school librarianship includes the following units:

1. College graduation, or its equivalent.
2. Training in library science (24-30 semester hours).
3. Educational courses which include the psychology of learning at the different school levels and under school conditions, and courses in school organization.

Time Element of the School Librarian's Work

Unless the school administrator or the classroom teacher has had experience in a library or courses in library training, it is difficult for either to envisage the duties that the librarian assumes when undertaking to administer the modern school library. In a well-administered school library these duties are both manifold and exacting. In

¹What constitutes effective school library service. In American Library Association Education Committee. School library yearbook, no. 2, A. L. A., 1928, p. 53.

²In the standards of the Southern Association, Chapter VII.

every type of school, it is necessary to consider well the time element of the school librarian's work.³ One phase of the librarian's work has to do with the keeping of records. The library contains many single items. Accurate records should be made of each one, and an indexing service maintained in order that books and other materials may be available when needed. Among the most important of such records are records of the book collection by classes, book losses, library attendance, and the home use of library materials. These are all of vital importance in the successful administration of the library.

The school library is at the present time the one institution within the school organization which is equipped, actually or potentially, for individual instruction. This fact is worthy of the most serious consideration on the part of educators. In the modern school library, individual instruction is carried on steadily and unostentatiously. The school librarian is available for assistance to every boy and girl who uses library resources, but does not give constant aid to each individual, for this would prove overwhelming both for pupil and librarian. One type of assistance may be that which is given in connection with instruction in the use of books and libraries, for a portion of this instruction, at least, falls to the lot of the school librarian. When by this means a pupil learns to help himself, the librarian has accomplished much by her assistance—an independent reader has come into being. This desirable end, needless to say, is not reached in a single day.

But the point at which expert librarianship achieves its finest expression is in the ability to bring boys and girls and books together, so subtly that the reader is hardly aware of a guiding hand, and so skillfully that "a wholesome curiosity" whets his appetite for the joys of reading. He who attempts to schedule such service is lost.

The School Librarian in Kentucky

The school librarian in Kentucky is almost invariably the high school librarian. The elementary school librarian, as a type, does not exist. This situation, in all likelihood, will undergo a change within the next decade. At the present time approximately five-sixths of the school children in Kentucky are in the elementary school. The number of schools in the state maintaining elementary and secondary schools housed in the same plant far exceeds the number of high schools organized as separate units. An existing regulation of the State Board of Education states that the high school shall not be maintained at the expense of the elementary school.⁴ In schools of the type described above, therefore, library service for the elementary school must equal library service for the secondary school. It is moreover the duty of the educational people of the state as a whole to see that reading facilities for the elementary schools are not neglected.

Adequate elementary school library service presupposes adequate training for this service of a type which will be differentiated from

³ Wilson, Martha. *School library management*. H. W. Wilson Co., 1931, p. 5.

⁴ *Manual of organization and administration for high schools*, prepared by Mark Godman. Kentucky. Department of Education, Educational bulletin, v. 1, No. 6, August, 1933, p. 29.

training for service on a different level. It will therefore be necessary to train for elementary school library service to meet the demands anticipated for the near future.

Statistical data with respect to school librarianship in the state included in this chapter embrace information on points touching high school librarians specifically. Data are supplied first, on the number of secondary school librarians in Kentucky, second, their training, and, third, the amount of time devoted by the librarian to library duties.⁵

Number and Training of High School Librarians

In 1933-1934 there were 559 high school librarians listed as such by name in the state of Kentucky. Two hundred and thirty-eight of this total, i. e., 43 per cent of the whole, were untrained. It is of interest to note that 57 school librarians had 24 to 30 semester hours of library training to their credit, this number of librarians corresponding closely to the number of full-time librarians in high schools of the state, viz. 58.

TABLE XIV.

PROFESSIONAL TRAINING OF THE 559 HIGH SCHOOL LIBRARIANS LISTED BY NAME IN THE ANNUAL HIGH SCHOOL REPORTS FOR 1933-34.

Hours of Training	none	1-5	6	7-11	12	13-17	18	19-23	24	25-29	30 and over	Total
Number of Librarians	238	95	56	25	40	23	17	8	15	9	33	559

Tables XV and XVI present another side of this question, in a somewhat different way. The number of semester hours of library training of the librarians for public and private schools is here given, for schools of varying enrollments. The results obtained are more representative of the state as a whole than Table I, since all schools are included, not merely those reporting the librarian by name. Five hundred and six, out of 824, in other words more than 60 per cent of all the high schools in Kentucky, were without the service of a trained librarian. One hundred and forty-seven of the high schools in the state reported librarians with from 1 to 6 semester hours of library training.

⁵ This item has also been discussed in Chapter III.

TABLE XV.
SEMESTER HOURS OF PROFESSIONAL TRAINING OF LIBRARIANS VERSUS
HIGH SCHOOL REGISTRATION OF THE PUBLIC HIGH SCHOOLS.
 (Data Secured from Annual High School Reports for 1933-34.)

No. of Sem. Hours of Library Training	Total High School Registration																Totals
	1-15	16-30	31-45	46-60	61-75	76-90	91-105	106-120	121-135	136-150	151-165	166-180	181-195	196-210	211-225	226 and ov'r	
0	37	112	87	60	53	37	25	18	15	7	7	5	2	4	3	8	480
1		2	1	1	2				1								7
2	1	2	1	3	2		4	5				1				1	22
3		9	3	5	6	2	4	1	3	2			1	1	1	1	37
4			1			2	2	2			2	1					10
5			1	2		1		1		2						1	8
6			7	2	7	6	7	6	3	2				1	1	9	51
7		1	1	1			1	2			1						7
8		1		1		2			1			1		1			7
9					2		1					1					4
10				1		1					1						3
11																1	1
12		2			1	2		1	2	5	3	1	3			8	28
13					1			1						1	1	2	6
14										1						1	3
15				1												2	5
16					1									2		2	3
17						1											1
18							1				2		1			4	8
19								1								1	1
20																1	1
21						1					1					1	3
22																1	1
23													1			1	1
24				1						1			1		11	14	
25				2				1							1	2	6
26																	
27																	
28			1														2
29															1		
30						1						1				9	11
31								1								1	1
32									1			1				5	7
33																1	1
34																2	2
35																1	1
36																1	1
Totals	38	129	103	80	75	56	45	40	25	20	18	11	10	10	8	75	743

TABLE XVI.

SEMESTER HOURS OF PROFESSIONAL TRAINING OF LIBRARIANS VERSUS
HIGH SCHOOL REGISTRATION OF THE PRIVATE HIGH SCHOOLS.
(Data Secured from Annual High School Reports for 1933-34.)

No. of Sem. Hours of Library Training	Total High School Registration																Totals
	1-15	16-30	31-45	46-60	61-75	76-90	91-105	106-120	121-135	136-150	151-165	166-180	181-195	196-210	211-225	226 and ov'r	
0	3	4	8	3	4			3								1	26
1																	1
2				1													3
3				3													1
4					1												1
5																	7
6		1		3	1	1										1	1
7					1												1
8																	2
9				1				1									2
10																	10
11																	11
12			3	2					1	2		1	1	1		1	12
13		1															1
14									1	1							2
15		1															1
16																	16
17																	17
18			2	2	2		1	1					1				9
19																1	1
20																	20
21																	21
22								1									1
23																	23
24		1															1
25															1		1
26																	26
27																	27
28																	28
29																	29
30	1			1	2							1	1	1			7
31																	31
32								1	1								2
33																	33
34																	34
35																	35
36			1							1							2
Totals	4	8	14	16	11	1	3	5	3	4		2	3	3		4	81

In Table XVII, arithmetic mean and median average are given for the training of school librarians in large and small high schools. The arithmetic mean for small public high schools (1-120 pupils), it will be noticed, is 1.6 semester hours, with the typical or median amount of training in those schools standing at 0. The median average is the same for small high schools in county, city, and graded districts. Larger schools fare better as far as the training of the librarian is concerned. Average values and numbers of schools for all types of public high schools combined are given in the first two columns of figures; the corresponding values for private high schools separately are given in the last two columns.

TABLE XVII.
AVERAGE VALUES FOR NUMBER OF SEMESTER HOURS IN LIBRARY TRAINING OF LIBRARIANS IN THE PUBLIC AND PRIVATE HIGH SCHOOLS FOR 1933-34.
(Data Secured from Annual High School Reports for 1933-34.)

Size of School		Public H. S. Co.; Cy.; Gr.		County		City		Graded		Private	
		Average	Number	Average	Number	Average	Number	Average	Number	Average	Number
Small { Enrollment H. S. { 1-120 pupils	A. M. Md.	1.6 0	566	1.3 0	424	2.0 0	31	2.9 0	112	8.7 6	62
Large { Enrollment H. S. { 121 and over	A. M. Md.	11.1 8	177	7.4 3	56	16.5 14	76	7.4 5	44	17.8 14	19
All High Schools	A. M. Md.	3.9 0	743	2.0 0	480	11.7 9	107	4.2 0	156	10.9 9	81

Time Devoted to the Library by the High School Librarian

It is unfortunately true that although a well-trained librarian may be provided for a high school, it is more often impossible, in a small high school, to allow this librarian such time for library duties as will insure the minimum essentials of library service for the school. During the school year 1933-34, it has been noted, there were 559 school librarians listed by name in the high schools of the state. Four hundred and sixty-one of these, or 82 per cent of the total number listed, were teacher-librarians, devoting a part of their time to classroom instruction. It has already been pointed out, in Chapter II, that the average number of periods devoted by the librarian to the library during the school day is 2 periods. This amount of time is far too short to permit of adequate service on the part of the librarian; and yet the number of teachers in the high school is so small, in a number of these cases, that it is impossible to allow the teacher-librarian more time for library duties.

Problem of the Library in the Small High School

Three-fourths of the high schools of the state have enrollments

of 120 or less. If the typical high school librarian in the public high schools of the state can devote only 2 periods of the school day to the library, and the typical librarian in the small school has had no library training, it will be observed that adequate library service for the small secondary school in Kentucky is a distinct problem.

Two solutions to this problem present themselves. One of these is the consolidation of two or more schools, where conditions justify such a procedure. The other is regional book service by county units or units representing a larger area of service. This latter arrangement could be so maintained as to include the classification and cataloging of all books by an agency other than the hard-worked librarian. Within the school, this technical service having been supplied, the provision of well-trained pupil assistants and an arrangement of the daily schedule whereby every pupil could have access to the library during the periods the librarian is on duty, would constitute at least a partial solution of the problem. It would be necessary, however, to so arrange the time the librarian spends in the library that these periods would be uninterrupted by the performance of duties other than those of a library nature.

CHAPTER V.

BOOK SERVICE FROM THE KENTUCKY LIBRARY COMMISSION TO SCHOOLS*

The Kentucky Library Commission is a state department, maintained by state funds and located at the state Capitol. It is, in effect, a public library for the use of all the people of the state.

Origin and Growth of the Kentucky Library Commission

The Commission had its beginning in a system of traveling libraries, inaugurated some 34 years ago by the Kentucky Federation of Women's Clubs. Religious workers in the eastern section of the state had appealed to this organization for books. The Federation decided to meet the need with traveling libraries, utilizing voluntary funds and labor as far as possible.

Within a few years, stations were established in 32 mountain counties. These stations were located at county seats, in small towns, in lumber and mining camps, and in schools, churches, and isolated homes. In ten years' time the Federation had collected 5,000 books and 100 wooden traveling cases.

In the meantime, calls for books came from the extreme western section of Kentucky, as well as other parts of the state. Due to lack of funds, it was necessary to confine the work to the eastern section of the state.

In 1910, knowing that the need for books was state-wide, and realizing that any state-wide activity should be promoted by a state agency, the Federation petitioned the legislature for the establishment of a department, to be maintained and operated by the state, which would build upon the service already begun. When the bill creating the State Library Commission was passed, the Federation presented its books and equipment as a nucleus.

Individual loan and reference service were soon established, as an expansion of the book service. The traveling library system, which now constituted the Traveling Library Department of the Commission, grew and developed until its field covered the entire state. To date, traveling library stations have been established in every county. The books not only provide reading matter where it is needed, but also serve as an impetus for the establishment of permanent local collections. Thus some of our local public libraries have come into being.

Other books have been added to the original 5,000 until there are now 20,524 books in the Traveling Library Department and 7,782 in the General Loan Collection, making a total of 28,306 volumes.

* Lena B. Nofcier, Secretary and Director.

All of these books except reference books and a few out-of-print books are loaned to citizens of the state. Each borrower is required to leave an agreement card on file which bears his signature and a counter-signature. The borrower is also asked to pay postage or transportation charges on borrowed materials.

Traveling Library Service

Approximately 10,000 of the books in the Traveling Library Department are in an open shelf collection, and serve as a reservoir both for individual loans and traveling libraries. The collection is listed, and copies of this list are sent to borrowers desiring to select their own books.

The remaining books in the Traveling Library Department are arranged in fixed groups of fifty books each, assembled for study and reading by both children and adults. They are designed to meet the need of the small town, rural community, or study club, and to supplement the book collection in schools, public libraries, and state institutions. Traveling libraries are shipped in neatly and substantially constructed wooden boxes, each fitted with shelves, lock and key. The boxes thus serve both as bookcases and carriers. The only cost to the borrower is the nominal sum of \$2.10, in part payment of transportation charges. An agreement card countersigned by six taxpayers guarantees the safe-keeping and return of the books. These groups of books are also listed, and copies of the lists can be sent to persons desiring to select a traveling library.

Teachers have learned that the demand for traveling libraries far exceeds the supply, and reservations are often made months in advance of the school term. There is not only a great demand from the teachers and principals for traveling libraries, but also for individual reference service. As a result, books are sent to teachers for assistance in classroom preparation and for individual study. The General Loan Division gives extensive service to pupils in the preparation of debates and themes.

The following table will show the number of traveling libraries, number of volumes contained, circulation and number of counties using traveling libraries during the last three years.

TABLE XVIII.
TRAVELING LIBRARY SERVICE OF THE KENTUCKY LIBRARY COMMISSION, JULY 1, 1931-JULY 1, 1933.

	1931-32	1932-33	1933-34
Number of traveling libraries	350	293	304
Number of volumes	17,650	14,650	15,200
Average circulation per volume	14	16	14
Yearly circulation	247,100	232,400	212,800
Number of different counties into which traveling libraries were sent	71	63	72

The average circulation per volume is taken from the readers' cards which are sent with each traveling library. Since many libra-

ries are returned without these cards, the Commission feels confident that assembled figures showing yearly circulation and average circulation per volume are conservative.

A decrease is apparent in the number of traveling libraries and number of books loaned in 1932-33, with an increase in 1933-34. The decrease at this time was due partially, at least, to the fact that the appropriation received by the Commission was cut 42% on July 1, 1932. This necessitated a 50% reduction in staff and a reduction in the book budget of more than 50%. Service was maintained, nevertheless, as fully as possible. Under the circumstances, the volume of work performed was remarkable.

From July 1 to November 1, 1934, 156 traveling libraries, comprising 7,800 books, were loaned to schools in 65 different counties. Of the 55 new stations added, between 45 and 50 are located in schools which have hitherto never borrowed traveling libraries.

Special Exhibits

Special exhibits of books have also been made available to schools. During 1933 and 1934, collections of the newer children's books were loaned for exhibit purposes to schools and public libraries and to colleges and universities for the use of classes in children's literature.

School Library Organization

About the time of the adoption, in 1927, of school library standards by the Association of Colleges and Secondary Schools of the Southern States, the Commission was besieged with requests for assistance in the organization of local high school libraries. As many as possible of these requests were granted, and as a result approximately 125 school libraries were organized in the four-year period between 1928 and 1932. This service is now no longer provided by the Library Commission, since advisory service and assistance in the organization of school libraries are now offered to the schools of the state by the Division of School Library Service, State Department of Education. This Division began its work on July 1, 1933.

Limitations of Commission Service

Not only because of the adoption of the Southern Association standards, with its resulting impetus to the development of improved school library service, but also because of a deeper realization on the part of the school men of the state of the need for better school libraries, the number of requests for book loans from the Commission office has in the last few years greatly increased. As a result of reduced income and staff, the Commission has found itself unable to meet the situation satisfactorily. Sufficient funds were not available for the purchase of new books, and older books, already partially worn, soon had to be discarded. On July 1, 1934, there were 232 fewer volumes in the collection than on July 1, 1933. This loss in all likelihood will never be completely recovered.

The Commission should have at least three times its present

budget in order to meet present demands. If possible, the book collection should be supplemented by the purchase of important publications of the last two years; and current material is always a necessity.

From the beginning, a limited appropriation made it impossible for the Commission to build up an adequate collection of books for younger children. Not only is there a dearth of this type of material in the Commission office, but in school and public libraries of the state as well. As a result, the children of Kentucky have never enjoyed anything like free access to books, a privilege which should be the birthright of the boys and girls of a true democracy.

A substantial increase in the appropriation granted the Commission would strengthen and extend the existing service to the schools of the Commonwealth. Such service would not supplant the local school library service, but would extend it and greatly enrich the library service of the schools as a whole.

Library Service for the State

Since the modern school places an increasing emphasis upon the wider use of printed material, and since education in the twentieth century is considered a life-time process, it is imperative that Kentucky provide a more adequate book service for the entire state. The most economical, effective, and rapid method of accomplishing this end is, first, by strengthening the library extension agency, and second, by the establishment of large public library systems each providing adequate supplies of books and printed materials for the sections of the state served. Since a period of years would be necessary for the inauguration and development of regional library service, it would be necessary to maintain already existing agencies, strengthening these in order that the program for book service and library development would go forward.

The Council of the American Library Association, at its convention in Montreal, June, 1934, indorsed the following statement:

"In each state there should be a state library agency charged with the function of developing and coordinating library service throughout the state. . . . The state library agency should serve as the central lending library for the state, coordinating all the book resources of the state, as a means of supplementing local library facilities."¹

Miss Tommie Dora Barker, Southern Regional Field Agent of the American Library Association, in her pamphlet entitled, "Books for the South," p. 10, says "The strategic point in the library development of the State is the leadership given by the State Library Extension Agency. State guidance and leadership are needed to stimulate development."

At the present time 62 per cent of the total population in Kentucky are without local public library service. If Kentucky is to advance, it will be necessary to strengthen the Library Commission and enlarge its services, and establish efficient public library systems

¹ Bulletin of the American Library Association, v. 28, no. 7, August, 1934, p. 453.

throughout all sections of the state. By so doing, supplementary and complimentary book service will be provided for schools, and free public library service extended to every man, woman and child in Kentucky.

NEW YORK PUBLIC LIBRARY

CHAPTER VI.

THE PUBLIC LIBRARY AND KENTUCKY SCHOOLS*

The development of public libraries and school libraries in any political unit, like the development of schools themselves, is determined by economic and social factors, more specifically by financial resources and by the kind of people that make up the community in question. These economic and social factors are reflected directly in the geography and topography of the region. Therefore, a consideration of the public library and school library resources of Kentucky in the light of the geography and topography of the state will shed important light on the library situation of the Commonwealth.

It is possible for this purpose to divide the state roughly into four larger and three smaller areas as follows (recognizing that the designation of these areas and allocation of counties do not follow altogether strictly the more scientific practices of the Kentucky Geological Survey):

Larger Areas:

- I. The "Blue Grass," including 33 counties between Covington and Danville.
- II. The "Pennyroyal," including 25 counties in southern Kentucky from the Tennessee River to the edge of the "Blue Grass."
- III. The Eastern Coal Fields, or "Mountains," including 27 counties comprising the entire southeastern portion of the state.
- IV. The Western Coal Fields, including 10 counties in Western Kentucky north of the "Pennyroyal."

Smaller Areas:

- V. The Louisville area and adjacent "Mississippian Plateau," including 10 counties between the "Blue Grass" and the Western Coal Fields.
- VI. The "Jackson Purchase," including 8 counties in the western tip of the state, that is, west of the Tennessee River.
- VII. The Eastern "Knobs," including 7 counties lying east of the "Blue Grass," and north of the "Mountains."

A summary of the library service available to the public school pupils in the above areas in 1931-32 is presented in Table XIX.

In addition to the services available through school libraries and local public libraries, the state provided a supplementary service through the Kentucky State Library Commission. In 1931-32 the Commission distributed 17,650 volumes in the form of "traveling libraries" to 71 different counties, the number of volumes each county received ranging from 50 to 1,800, the average being less than 250 volumes.

* Harold F. Brigham, Librarian of the Louisville Free Public Library, Louisville, Kentucky.

TABLE XIX.

COMPARISON OF SCHOOL LIBRARY AND PUBLIC LIBRARY SERVICE TO
THE PUBLIC SCHOOL PUPILS OF THE STATE BY
GEOGRAPHICAL AREAS FOR 1931-32.

(Arranged from a Table Contributed in the C. W. A. Study.)

Geographical Area	Public School Enrollment	Volumes in Public School Libraries	Volumes in Public Libraries	Volumes Per Pupil Enrolled		
				School Libraries	Public Libraries	Total Volumes Per Pupil
I. Blue Grass	120,212	226,646	227,732	1.89	1.89	3.78
II. Pennyroyal	98,307	144,427	43,003	1.47	.44	1.91
III. Mountains	191,045	180,125	59,926	.94	.31	1.25
IV. Western Coal Fields	56,852	89,695	39,392	1.53	.69	2.27
V. Louisville	85,023	251,914	331,158	2.96	3.89	6.85
VI. Purchase	34,640	53,589	37,055	1.55	1.07	2.62
VII. Eastern Knobs	23,381	18,638	5,000	.80	.21	1.01
State totals and averages	609,460	965,034	743,266	1.53	1.22	2.80

The foregoing figures show graphically the startling inadequacy of library service in Kentucky and also reveal the great inequalities that exist in the different sections of the state. When it is realized that those regions which have the larger number of books per school pupil (as inadequate as this figure still is) have this advantage solely by virtue of the fact that there are one or two larger cities in the region with sizeable book collections in schools or in public libraries, it is then possible to appreciate the disproportionate lack of books and library service in the state as a whole outside of the few larger population centers. The same observation emphasizes the opening statement, namely, that economic and social factors determine the development of library services in any community (or region). It is plainly indicated that rural and mountain areas are at a serious handicap and must eventually have assistance from the state for the development of necessary library services.

Two additional comments on the foregoing tabulation are offered: (1) The figures show the total number of volumes available per pupil in the public schools. The scope of this study does not include a consideration of the problem of library service available to the pupils of non-public schools. Also there are thousands of young people out of school and tens of thousands of adults all of whom need reading material if for no other reason than to justify the state's effort to stamp out illiteracy. Learning to read and write is of no avail if, afterward, printed matter is not always available.

(2) The tabulated figures indicate the reported total of all books available in 1931-32 in the several regions. This is no indication of the *kinds* of books nor of the *condition* of the books. It requires no imagination to be quite pessimistic on these scores. It is all too probable that the vast majority of the book collections in schools and in public libraries are rather nondescript accumulations both as to

selection and appearance; perhaps most of these books are venerable but uninspired donations.

The reader is referred to Table XXI, which is included in the Appendix. It shows figures for each county in each of the seven geographical areas. The table represents a re-grouping by geographical areas of a portion of the material from a table of data and calculations produced in the C. W. A. study. These statistics admit of much more detailed analysis than the scope of this article permits. It is hoped, in reproducing these statistics, that they will be used for further analysis and study by others.

The primary purpose of the present article is to consider the relations of public libraries and schools, and the needs of Kentucky in the light of these relations.

The growth of school libraries in recent years, largely under pressure of school accrediting authorities, has raised many problems affecting the relation of public libraries and schools. Chief among these problems are those of *service* and *administration*.

Service: School libraries have wisely recognized the need of promoting voluntary recreational reading as well as the use of books for classroom purposes. The first of these functions was formerly almost exclusively the province of the public library. The second function was a cooperative one in which the public library played a major role. With the development of school libraries, in communities where public libraries have been functioning, the school libraries have taken over to a large extent the second function and to a limited extent the first, also. This has caused some public libraries much concern.

On the other hand, the library functions of a school are necessarily limited. The school library is designed primarily to serve the needs of the school curriculum, and secondarily to encourage pupils to use a portion of their leisure time for voluntary reading, in other words, to promote the voluntary reading habit. In both cases the school library needs the supplementary services of the public library. For economic reasons the school library cannot develop or maintain a collection so complete that it will meet all the needs of the curriculum. For the same reasons it cannot maintain a costly service that is required after school hours. Obviously, also, it cannot afford to provide endless quantities of books for recreational reading, books that wear out very quickly from constant use and have to be replaced frequently.

The school still must depend in large measure upon the public library. More than this, both school library and public library must unite in a cooperative program which will render both these services indispensable to the educational and recreational welfare of the community. This cooperative program should inject pupils with a love of books and a knowledge of libraries that will carry over into life after school and result in a continuing use of the public library.

If, with the rapid development of school libraries, the pendulum may have swung often too far away from public libraries, it is the writer's opinion that this situation is temporary, and that there will

be a swing back to a median position. Such a view is inescapable if pupils in schools today are to be trained in the proper use of increased leisure promised tomorrow. Public libraries are already making themselves felt in the new social planning for the days of increased leisure. In this planning they recognize the strategic position of school libraries and their dependence upon the effective functioning of school libraries and upon the best possible cooperative relation between school libraries and public libraries.

In communities where the development of school libraries has eclipsed the development of small, struggling public libraries, the situation presents a challenge to school authorities and to citizens interested in education—a challenge to establish effective public library service to serve both children of school age and adults out of school. *Adequate and effective public library service constitutes probably the greatest measure of results and best bulwark of a good school system.* This challenge rings loud today throughout the length and breadth of Kentucky. (But see 2 and 3 immediately following.)

In those communities which have had no public libraries to supplement and complement schools and school libraries, three alternatives suggest themselves:

(1) If the resources of the community (town or county) are sufficient to give promise of support for a public library, a carefully planned effort should be launched to establish public library service, preferably on a county basis, and with the educational forces of the community taking the lead in the movement.

(2) If the resources of the community are doubtful, assuming that school libraries are organized and functioning, then the school library service might well be extended as a limited form of public library service designed to serve the community until the public library idea takes hold of public consciousness and until economic conditions justify a move to establish public library service. In the meantime such temporarily extended school library service would have special assistance from the State Library Commission.

(3) If the resources of the community are insufficient to hold any promise of support for public library service there are three possible approaches to the problem of obtaining such service, one immediate and two prospective: (a) The community may have immediate recourse to the State Library Commission for "traveling library" service, and this service may often best be set up in the school building with the school taking the lead in this effort to provide local public library service. (b) A county which may be unable to support public library service independently may be able to obtain such service by a "regional plan" through a cooperative agreement with one or more adjacent counties, all pooling their limited resources for a combined public library service. The Kentucky Library Association is now seeking legislation which will enable counties to combine for this purpose. (c) To many counties in Kentucky local support of public library service appears to be, and probably is, financially impossible.

This fact points to the other prospective solution, namely, State financial aid for library purposes. State aid is probably the only hope of providing library service in a large number of counties of Kentucky. Such aid may be temporary, but in most such cases it would probably have to be permanent. The library forces of the state are considering means of obtaining legislation which will provide state financial aid for library purposes, to be administered presumably by the State Library Commission.

In the foregoing discussion of means to obtain public library service in communities which have no such service, emphasis has been laid on the suggestion that local school forces take the lead in movements to provide this service, cooperating of course with the civic and social leadership of the respective communities. School leaders realize, as no other leaders can, that public library service furnishes the best and usually the only means of continuing after school the education which is at best only begun in school. School leaders appreciate also, better than anyone else, the direct benefit to school work that comes from public library service. Many school leaders, in communities which have good public libraries and which have recently obtained good school libraries, realize that their school libraries have evolved out of their public library service which sowed the seed and provided special services to schools until the schools could establish their school libraries.

By the same token public library leaders recognize their debt to schools in producing generations of readers and in promoting library service as an indispensable asset to community well-being.

The interdependence of school and public library is readily recognized. The mutual benefits are likewise easily appreciated. In recent years the establishment of school libraries has been extensive, often phenomenal. In this period public library extension has admittedly been at a standstill, particularly in the large rural areas. Public library leaders are coming to believe that public library extension has approached the saturation point *on the old basis* and calls for a new basis to overcome local economic handicaps. The new basis is considered to involve the "regional plan" and "state financial aid" referred to above. Recognizing that many communities now have school libraries but do not have public libraries (or have only weak and inconsequential public library service at best), it is felt that schools and school leaders are in a position to promote the establishment of local public library service more intelligently and more effectively than any other local institutions or leaders that may be interested. For the reasons noted just above such a conclusion would seem logical and natural. Perhaps the future of public library service in rural areas rests more largely in the hands of school leaders than it is possible to realize fully at this time.

Administration: It is constantly being debated whether library service in public schools should be administered by the public library, or whether it should be administered independently by the school authorities. Conversely, if the last statement in the preceding para-

graph has truth, the question may also be raised whether public library service might not be administered best in many instances by school authorities.

The writer would dispose of these questions briefly, but with conviction. Local differences and local circumstances will determine the matter in any case. There is no one best plan of administration, if for no other reason than the personal element involved. Any library service involves two factors which focus on the problem of administration, (1) establishment, or beginnings, and (2) development, or growth. The former usually involves many expedients or temporary elements, whereas the latter represents evolution toward permanency (yet recognizing that there can never be permanency in fact where there is also to be progress). The form of administration to be adopted at the time of establishing school library service, or public library service, will be that form which assures the best service, all local factors considered. As the service develops it is always possible and probably very natural that the administration might be given an altogether different form, depending on the needs of good service and again on local factors involved.

In the opinion of the writer, school library experience and public library experience both indicate a quite definite trend toward ultimate separation of the two services. The principal reason for this is the fact that combined administration introduces difficult conflicts and results sooner or later in the ascendancy of one service at the expense of the other.

Conclusions: A tabulation of the library resources of Kentucky indicates the utter inadequacy of books and library service to meet the needs of schools, and the still more serious lack of books and library service to meet the needs of young people and adults out of school. It is known, moreover, that existing book collections, inadequate as they are in numbers, are even more inadequate in point of kind and condition of books that make up these collections. These conclusions apply to the state as a whole, rural and suburban, with exceptions only in a very small number of the larger cities.

There is place and need for both school and public library service in all communities. For economic reasons these services are best established on the basis of a larger area to be served, a county for example. In the case of public library service new means of support are needed for the extension of this service, specifically the "regional plan" involving cooperation between two or more counties, and "state financial aid" for counties that cannot support their own library service. These new means call for new library legislation. In the meantime the State Library Commission is the "backbone" of library service available to the large areas of the State that otherwise lack service.

In the promotion of public library service in counties or communities where none, or practically none, now exists the schools may play a signally important part, receiving benefit themselves as they thus extend educational benefit to the community as a whole.

The form of local administration most desirable for school library service or for public library service depends entirely on local differences and local circumstances, and may often change fundamentally from the form adopted at the inception of such service as the service develops and attains a greater degree of permanency in the community. In general, it is felt that ultimate separation of the two services is inevitable.

Finally, it is apparent that concerted action is required on the part of all the educational forces of the state, both school and library, in cooperation with related forces and with local leadership, in an effort to provide the people of Kentucky, children and adults, with school and public library service adequate to strengthen instruction in school and to make real the ideal of *continuing education throughout life*.

CHAPTER VII.

LIBRARY STANDARDS FOR KENTUCKY HIGH SCHOOLS*

The library is the service station of the school. The quantity and quality of the service rendered by the library will depend upon the correlation of the library and methods of instruction. The old type of instruction, which consists of a daily assignment in the adopted textbook and a question-and-answer recitation on the assignment the following day, has little or no need for the services of the library. The new type of instruction, which consists of a unit of learning covering several days' study and investigation outlined by the teacher in a work-sheet and calling for written and oral reports before the class on the results of the investigation, needs full and adequate library service.

The new type of instruction is rapidly replacing the old type. This change in methods of instruction accounts, in a large measure, for the rapid growth in high school libraries. This rapid growth in the library has resulted in much confusion in the organization of the library, its management, the selection of books, appropriation for the purchase of books, and the training of the librarian. In order that high school principals, librarians, and teachers may avoid this confusion and develop the high school library on a systematic plan, standards have been formulated by the State Board of Education, the Association of Kentucky Colleges, and the Southern Association of Colleges and Secondary Schools.

STANDARDS OF STATE BOARD OF EDUCATION

All public high schools of the State come under the rules and regulations of the State Board of Education. The standards governing the organization and administration of high school libraries are as follows:

First-Class high schools with an enrollment of 100 or fewer pupils shall have a minimum of 500 well selected books, exclusive of government documents and textbooks, selected to meet the needs for reference, supplementary and recreational reading. Schools having a greater enrollment shall increase the number of books at the rate of five volumes per pupil enrolled.

All **other** high schools shall have at least 300 well selected books, exclusive of government documents and textbooks. The books should be selected from a state approved list or from the Standard Catalog for High School Libraries. (H. W. Wilson Company, New York City.)

An annual appropriation of at least one dollar per pupil should be spent for books, periodicals, etc.

* M. E. Ligon, Head of the Department of Secondary Education, College of Education, University of Kentucky.

The library shall be satisfactorily located, shelved, cataloged, and classified by a simplified form of the Dewey Decimal System. Careful, systematic and thorough instruction in the use of the library must be given and evidence must appear that the library is being used properly.

It is highly desirable that all teachers have some training in library science. (See Chapter VII of the Manual of Organization and Administration for High Schools for training and service of librarian.)¹

STANDARDS OF THE KENTUCKY ASSOCIATION OF COLLEGES

The library standards of the Kentucky Association of Colleges are about the same as the standards of the State Board of Education. The standards of the Association are as follows:

(1) Schools with an enrollment of 100 or fewer pupils shall have a minimum of 500 books exclusive of duplicates, government documents and textbooks. These volumes should be selected from a state approved list or from the Standard Catalog for High-School Libraries. (H. W. Wilson Company, New York City.) The distribution should be approximately as follows: English (drama, fiction, biography, essays, poetry, travel, current literature)—35%; social studies (history, sociology, economics and government)—25%; science—15%; language—5%; mathematics—2%; general reference—10%; useful and fine arts—8%.

(2) Schools having a greater enrollment shall increase the number of books at the rate of five volumes per pupil enrolled.

(3) An annual appropriation of at least one dollar per pupil should be spent for books, periodicals, etc.

(4) A librarian or teacher-librarian should be employed.

(5) The library shall be satisfactorily located, shelved, cataloged and classified according to the Dewey Decimal System or a simplified form of same. Careful, systematic and thorough instruction in the use of the library shall be given and evidence must appear that the library is being used properly.²

LIBRARY STANDARDS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Kentucky lies within the region of the Southern Association of Colleges and Secondary Schools. One hundred and fifty high schools of Kentucky have been admitted to membership in this Association. This Association has adopted standards for high school libraries as follows:

I. Books.

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

(2) Enrollment of 100 to 200 students—500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

¹ Existing rules and regulations of the Kentucky State Board of Education. Mimeographed bulletin, p. 47-48. State Department of Education, Frankfort.

² Manual of organization and administration for high schools. Kentucky. Department of Education. Educational bulletin, v. 1, no. 6, August, 1933, p. 23.

(3) Enrollment of 200 to 500 students—1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students—2,500 to 5,000 well-selected books, newspapers, and 25 to 30 suitable periodicals.

(5) Enrollment of 1,000 or more students—5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. Librarian.

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

(2) Enrollment of 100 to 200 students—Half time librarian with a one-year course of 24–30 semester hours in an accredited library school, or half time with college graduation including 12 semester hours in Library Science.

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

(4) Enrollment of 500 to 1,000 students—same as above, with sufficient help and some experience in teaching of library especially desirable.

(5) Enrollment of 1,000 or more students—Full time librarian with college graduation and at least 24–30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full time librarian.

III. Appropriation.

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

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

IV. Course in Use of Library.

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

V. Organization.

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

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

VI. Equipment.

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

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

(3) Enrollment of 500 to 1,000 students—Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students—Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

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

The State Board of Education, the Kentucky Association of Colleges and the Southern Association of Colleges and Secondary Schools place particular emphasis upon the school library. Much care and thought have been given to the preparation and promulgation of these standards. Boards of Education responsible for the establishment, organization and administration of the high schools of the State are obligated to the pupils in these schools for the enforcement of these standards.

³Proceedings of the Thirty-eighth annual meeting of the Southern Association of Colleges and Secondary Schools, p. 359-361.

CHAPTER VIII.

CONCLUSIONS AND RECOMMENDATIONS REGARDING LIBRARY SERVICE WITHIN THE SCHOOL

The public school library should be the main source of supply of subject matter for the curricula of the common schools. It should contain a variety of literature selected from the works of the best writers and the leading authorities, and within the compass of understanding of boys and girls of school age.

The School's Need of Library Material

As soon as young children begin to master the mechanics of reading, a reasonable number of books which are built about children's interests and suited to their reading ability and stage of development, should be provided for them to read. These books should constitute a separate collection, over and above the supplementary readers necessary for group reading. By this means children's horizons will be broadened and their minds developed, while at the same time they are learning to read with ease and are contracting the reading habit.

The pupil needs other sources of information in addition to the content of the textbook and the knowledge which the teacher can supply. In schools where little or no library materials are supplied, the class work is largely confined to the memorizing of textbooks. Under such conditions, which as a matter of fact are the rule rather than the exception, the real job of educating is largely lost sight of.

The School Library and Individual Instruction

The true meaning of the word "education" implies an exercise of individual mental activity on the part of the pupil. The mere sponge-like absorption of information usually associated with textbook-bound curricula can never take the place of the stimulation of thinking made possible by the opportunity to choose ideas and evaluate opinions selected from a number of different sources.

In order to educate truly the school must succeed in arousing the student to individual activity in the pursuit of knowledge. The school library is the instrumentality for this individual activity. Class assignments, whenever it is possible to do so, should be so made as to require the use of literature supplementary to that of the textbooks. The pupil should be constantly encouraged to seek out viewpoints differing from those he himself holds, his teachers', and those given in his textbooks. He should be given guidance and assistance in the activity of weighing opinions and of evaluating conclusions. This necessitates access to many opinions and viewpoints; the pupil must

have library books and a variety of reading material suited to the demands of the subjects pursued.

The School Library and Citizenship

It is quite generally recognized that one of the chief objectives of public education is the preparation of boys and girls for citizenship. The public school is the institution in which democracy trains the nation's children for future responsible participation in its affairs. In order to function effectively in the attainment of this important objective the school needs an adequately equipped library.

The School Library and the Superior Pupil

One of the lamentable shortcomings of present day pedagogical practice is the almost total disregard for the educational welfare of the superior pupil. There is altogether too strong a tendency to think almost solely in terms of averages. It may possibly be true that the emphasis on averages in educational statistics has by force of unconscious habit in thought led to almost exclusive attention to the problems of the average pupil. The entire curriculum is designed from top to bottom for the average pupil. Even the backward child receives more attention and consideration than does the child with better-than-average ability. Without neglecting the below-average and the average pupil, educators should in addition give serious attention to the educational welfare of the more mentally alert pupils.

Public education in the United States has never really done much for the superior student. He has been left to shift for himself, usually on the theory that if he had brains he would get to the top anyway. This is a dangerous and costly philosophy of education. In view of the great need for leadership it would seem that democracy could ill afford to fail to provide the most liberal of educational advantages to the boys and girls of superior talent. It is from this group that the nation must draw its supply of future leaders.

The well equipped school library is just the instrument through which additional educational opportunities may be provided for pupils of talent and genius. It is in this supplementary educational institution that the curiosities of the more active-minded boys and girls may be guided along paths of intellectual adventure. For this group of pupils alone, the advantages and benefits of the school library are of such great importance and significance as to be entirely out of proportion to its moderate cost of maintenance.

Need of Financial Support for the School Library

Compared with other educational costs, the cost of school libraries is low indeed. Trained teachers, school buildings, libraries, and laboratories, are all essential and necessary to the educational process. To provide trained teachers for the children, and to furnish well-appointed school buildings, without supplying libraries and other teaching equipment is to fail to provide adequately for public education. Kentucky public schools are for the most part very much in need of library books and library facilities.

Since the school library is an indispensable part of the modern curriculum, its maintenance is a responsibility which should be assumed by individual boards of education. Funds for support of the school library should be set aside in the school budget. Only by steady provision for reading matter and supplies after the initial book collection and equipment have been purchased, can the library be adequately equipped with the means for sufficient service. If the information in this Bulletin indicates a lack of financial support for the school library, the condition can be materially remedied and ultimately removed by annual provision in the school budget for support of the school library.

Basic Reading Materials for the School Library

In addition to a well-rounded collection of books, carefully selected with a view to meeting the curricular needs of the school, every school library should have a number of well-chosen periodicals, including a supply of those dealing with national issues and events. Pamphlet material, especially that on current topics, should also be provided. Picture collections, lantern slides, etc., are valuable aids to curricular development. At least one good newspaper covering state and local news should be included in school library materials.

Serious Handicaps to Effective Library Service in Kentucky Schools

This report brings out strongly the fact that the number of library books in elementary schools of the state does not begin to be adequate. Book supply for secondary schools shows much greater numerical strength, but should also be gauged by condition of books and quality of reading matter.¹ There is at present a serious lack of periodical literature in the high school libraries of the state.

Effective library service within the school (1) provides assistance for pupils and teachers in supplying curricular needs, (2) insures systematic instruction in the use of books and libraries, (3) stimulates and directs the reading habit in children. The varied activities resulting from the functioning of these criteria necessitate service by a librarian, equipped physically, temperamentally, and intellectually for the task.

The advantages of training in any specialized field are obvious. Training in library service is as necessary for the school librarian as pedagogical training is for the teacher. In addition, adequate library service demands the knowledge of a recognized body of techniques, the lack of which knowledge constitutes an unsurmountable handicap. Library training is the surest and the most rapid method of acquiring these techniques.

The amount of specialized training necessary in most cases before a school librarian is fully equipped for service is rather generally considered to be from 24 to 30 semester hours. Six hours of spe-

¹ Question No. 7, *The Library*, Annual High School Report for 1934-35, reads as follows: Give number of library books in *good condition*: in high school; in elementary school.

cialized training are a mere beginning; and any amount of training below six hours is negligible. Attention should be given in the near future to the question of suitable training for elementary school librarianship.

We have seen that 60 per cent of all the high schools in Kentucky are without the service of a trained librarian, and that an additional significantly large per cent of the high schools reported librarians with from 1 to 6 semester hours of library training. This situation is a serious one, and should be remedied with all possible speed.

Second only in importance to the lack of specialized training on the part of the school librarian in Kentucky is the handicap arising from insufficient time devoted by the librarian to library duties. No school librarian of the state, under present conditions, can begin to render adequate service to the school by devoting only 90 minutes out of each school day to the task. Some solution must be provided for this difficulty if effective library service is to be provided within the school.

Conclusion

A more complete and comprehensive study is needed of the whole problem of making available to all the children of Kentucky a more adequate amount of library service. Only after such a study has been made can conclusive recommendations be advanced as to the best methods of developing adequate school library service for the schools of the state.

WV1 pine 1971

APPENDIX

WV1 P100 WPI

SCHO

(
study

I.

I

TABLE XXI.

SCHOOL LIBRARY AND PUBLIC LIBRARY SERVICE TO THE PUBLIC SCHOOL PUPILS BY COUNTY POLITICAL UNITS AND GROUPED INTO SEVEN LARGE GEOGRAPHICAL REGIONS FOR THE SCHOOL YEAR 1931-32.

(From a table of unpublished data and calculations produced in the C. W. A. study carried out in the office of the State Department of Education.)

	(A) Total Pub. Sch. Enrollment 1931-32	(B) Vols. in Sch. Libs. 1931-32	(C) Vols. in Pub. Libs. 1931-32	City Libraries			
				B A	C A	B+C A	
I. "The Blue Grass" (Inner)							
Fayette	13,325	16,412	40,746	1.23	3.06	4.29	Lexington
Woodford	2,844	3,025	4,155	1.02	1.46	2.48	
Jessamine	2,773	2,427	8,132	1.24	2.93	4.17	
Bourbon	4,022	12,570	20,767	3.13	5.16	8.29	Paris
"The Blue Grass" (Outer)							
Garrard	3,106	5,672	2,046	1.83	.66	2.49	
Lincoln	4,536	5,542	3,812	1.22	.84	2.06	
Boyle	4,080	6,096	8,048	1.49	1.97	3.46	
Mercer	3,507	9,246	3,456	2.64	.99	3.63	
Washington	2,945	5,013	3,131	1.70	1.06	2.76	
Carroll	1,879	2,410	163	1.28	.09	1.37	
Anderson	2,052	4,450	5,128	2.17	2.50	4.67	
Spencer	1,338	2,141	1,965	1.60	1.47	3.07	
Shelby	3,760	12,189	5,856	3.24	1.56	4.80	
Franklin	4,003	5,199	12,166	1.30	3.04	4.34	
Henry	2,768	6,828	6,500	2.47	2.35	4.82	
Trimble	1,151	2,363	-----	2.05	-----	2.05	
Owen	2,679	5,508	-----	2.06	-----	2.06	
Grant	2,152	4,880	-----	2.27	-----	2.27	
Gallatin	893	1,730	-----	1.94	-----	1.94	
Boone	2,111	7,750	-----	3.67	-----	3.67	
Kenton	12,113	17,900	49,858	1.48	4.12	5.60	Covington
Campbell	9,109	26,567	22,503	2.92	2.47	5.39	Newport
Pendleton	2,276	9,201	-----	4.04	-----	4.04	
Bracken	1,858	3,176	1,341	1.71	.72	2.43	
Mason	3,581	6,444	13,807	1.80	3.86	5.66	Maysville
Robertson	717	977	-----	1.33	-----	1.33	
Fleming	2,891	4,950	1,600	1.71	1.55	2.26	
Nicholas	1,713	4,415	-----	2.58	-----	2.58	
Harrison	3,278	5,324	1,804	1.62	.55	2.17	
Scott	3,475	5,959	8,607	1.71	2.48	4.19	Georgetown
Bath	2,523	5,090	-----	2.02	-----	2.02	
Clark	4,241	3,016	-----	.71	-----	.71	
Madison	6,513	12,176	2,141	1.87	.33	2.20	
Total	120,212	226,646	227,732	1.89	1.89	3.78	
				Av.	Av.	Av.	
II. "Pennyroyal" (First 4=W. "Mississippian")							
Crittenden	3,107	7,206	-----	2.32	-----	2.32	
Livingston	2,189	4,060	-----	1.85	-----	1.85	
Lyon	1,812	1,606	-----	.89	-----	.89	
Caldwell	3,037	4,563	3,707	1.50	1.22	2.72	
Trigg	3,168	2,890	-----	.91	-----	.91	
Christian	8,046	18,276	8,888	2.27	1.10	3.37	
Todd	3,227	4,900	2,201	1.52	.68	2.20	
Logan	4,999	9,265	2,277	1.85	.46	2.31	
Simpson	2,617	4,418	-----	1.69	-----	1.69	
Warren	7,587	16,723	2,358	2.20	.31	2.51	
Edmonson	3,417	5,867	-----	1.72	-----	1.72	
Barren	6,733	8,226	8,575	1.22	1.27	2.49	
Allen	3,706	5,246	1,302	1.42	.35	1.77	
Monroe	3,613	1,991	-----	.55	-----	.55	
Cumberland	2,777	2,481	-----	.89	-----	.89	
Clinton	2,465	1,255	-----	.51	-----	.51	
Metcalfe	2,399	1,759	-----	.79	-----	.79	
Adair	4,129	3,165	1,427	.77	.34	1.11	
Green	2,718	3,795	151	1.40	.06	1.46	

TABLE XXI—Continued.

	(A) Total Pub. Sch. En- rollment 1931-32	(B) Vols. in Sch. Libs. 1931-32	(C) Vols. in Pub. Libs. 1931-32	B	C	B+C	City Libraries
				A	A	A	
Hart	4,643	8,574	3,131	1.85	.67	2.52	Liberty
Taylor	2,908	1,350	—	.46	—	.46	
Russell	3,511	1,507	—	.45	—	.45	
Wayne	4,384	3,763	—	.86	—	.86	
Casey	790	7,757	—	9.82	—	9.82	
Pulaski	10,325	13,784	8,986	1.73	.87	2.60	
Total	98,307	144,427	43,003	1.47 Av.	.44 Av.	1.91 Av.	
III. "Eastern Coal Fields" ("Mountains")							
McCreary	4,514	3,132	—	.69	—	.69	Hindman
Whitley	10,041	5,090	3,547	.49	.35	.84	
Laurel	6,492	7,090	2,350	1.09	.36	1.45	
Jackson	3,183	770	3,690	.24	1.16	1.40	
Clay	5,922	1,690	—	2.85	—	2.85	
Owsley	2,155	800	—	.37	—	.37	
Morgan	4,748	6,680	—	.63	—	.63	
Elliott	2,131	1,300	—	.61	—	.61	
Carter	7,286	5,038	—	.69	—	.69	
Boyd	10,619	17,665	5,878	1.66	.55	2.21	
Greenup	7,058	6,921	—	.98	—	.98	
Lawrence	4,241	2,026	—	.48	—	.48	
Johnson	6,932	8,538	—	1.23	—	1.23	
Martin	2,785	1,300	—	.47	—	.47	
Pike	18,365	14,939	—	.81	—	.81	
Floyd	12,342	25,959	—	2.10	—	2.10	
Magoffin	4,629	2,078	—	.45	—	.45	
Wolfe	2,595	1,443	—	.56	—	.56	
Lee	3,034	2,754	—	.91	—	.91	
Breathitt	6,555	2,525	524	.39	.08	.47	
Knott	4,841	15,640	32,530	3.23	6.72	9.95	
Perry	10,161	13,880	950	1.37	.09	1.46	
Leslie	3,382	2,600	1,330	.77	.40	1.17	
Letcher	11,450	6,545	—	.57	—	.57	
Knox	7,753	3,347	—	.43	—	.43	
Harlan	17,282	13,742	2,196	.80	.13	.93	
Bell	10,549	6,633	6,931	.63	.66	1.29	
Total	191,045	180,125	59,926	.94 Av.	.31 Av.	1.25 Av.	
IV. "Western Coal Fields"							
Union	4,124	7,777	902	1.89	.22	2.11	Henderson
Henderson	5,856	15,775	15,631	2.69	2.67	5.36	
Webster	5,068	6,343	—	1.21	—	1.21	
Hopkins	9,086	14,694	3,749	1.62	.41	2.03	
McLean	2,945	4,070	—	1.38	—	1.38	
Muhlenberg	9,482	12,171	2,470	1.28	.26	1.54	
Ohio	6,622	6,664	—	1.01	—	1.01	
Butler	3,335	3,791	—	1.12	—	1.12	
Daviess	8,759	15,350	16,640	1.75	1.90	3.65	
Hancock	1,525	3,060	—	2.01	—	2.01	
Total	56,852	89,695	39,392	1.58 Av.	.69 Av.	2.27 Av.	
V. "Louisville and Mississippian Plateau"							
Jefferson	55,677	200,526	313,018	3.60	5.62	9.22	Owensboro
Oldham	1,674	3,798	1,625	2.27	.97	3.24	
Bullitt	2,433	3,074	1,900	1.26	.78	2.04	
Nelson	3,392	6,134	3,281	1.81	.97	2.78	
Marion	3,795	7,259	3,398	1.91	.90	2.81	
Larue	2,209	3,048	3,376	1.38	1.53	2.91	
Hardin	5,297	13,285	3,919	2.56	.74	3.30	
Meade	2,378	6,812	—	2.86	—	2.86	
Breckinridge	3,970	3,512	—	.88	—	.88	
Grayson	4,198	4,466	641	1.06	.15	1.21	
Total	85,023	251,914	331,158	2.96 Av.	3.89 Av.	6.85 Av.	

TABLE XXI—Continued.

	(A) Total Pub. Sch. En- rollment 1931-32	(B) Vols. in Sch. Libs. 1931-32	(C) Vols. in Pub. Libs. 1931-32	City Libraries		
				B	C	B+C
				A	A	A
VI. "Jackson Purchase"						
Ballard	2,525	9,012	-----	3.57	-----	3.57
Carlisle	1,700	3,882	-----	2.28	-----	2.28
Hickman	1,996	4,320	2,729	2.16	1.37	3.53
Fulton	3,501	4,150	8,500	1.19	2.43	3.62
McCracken	8,614	10,392	22,906	1.21	2.66	3.87
Graves	7,994	10,373	2,410	1.30	.30	1.60
Marshall	3,534	6,176	-----	1.75	-----	1.75
Calloway	4,776	5,284	510	1.11	.11	1.22
Total	34,640	53,589	37,055	1.55 Av.	1.07 Av.	2.62 Av.
VII. Eastern "Knobs"						
Lewis	3,662	3,856	-----	1.05	-----	1.05
Rowan	3,142	615	-----	.20	-----	.20
Montgomery	3,047	3,618	5,000	1.19	1.64	2.83
Menifee	1,627	1,585	-----	.97	-----	.97
Estill	5,674	2,940	-----	.52	-----	.52
Rockcastle	4,522	2,783	-----	.62	-----	.62
Powell	1,707	3,241	-----	1.90	-----	1.90
Total	23,381	18,638	5,000	.80 Av.	.21 Av.	1.01 Av.

1931-32 DATA ON PUBLIC SCHOOL LIBRARIES—COLORED

TABLE XX.
1931-32 DATA ON PUBLIC SCHOOL LIBRARIES—COLORED
Libraries in Colored Elementary and High Schools of County Districts—From the Annual Statistical Reports for 1931-32.

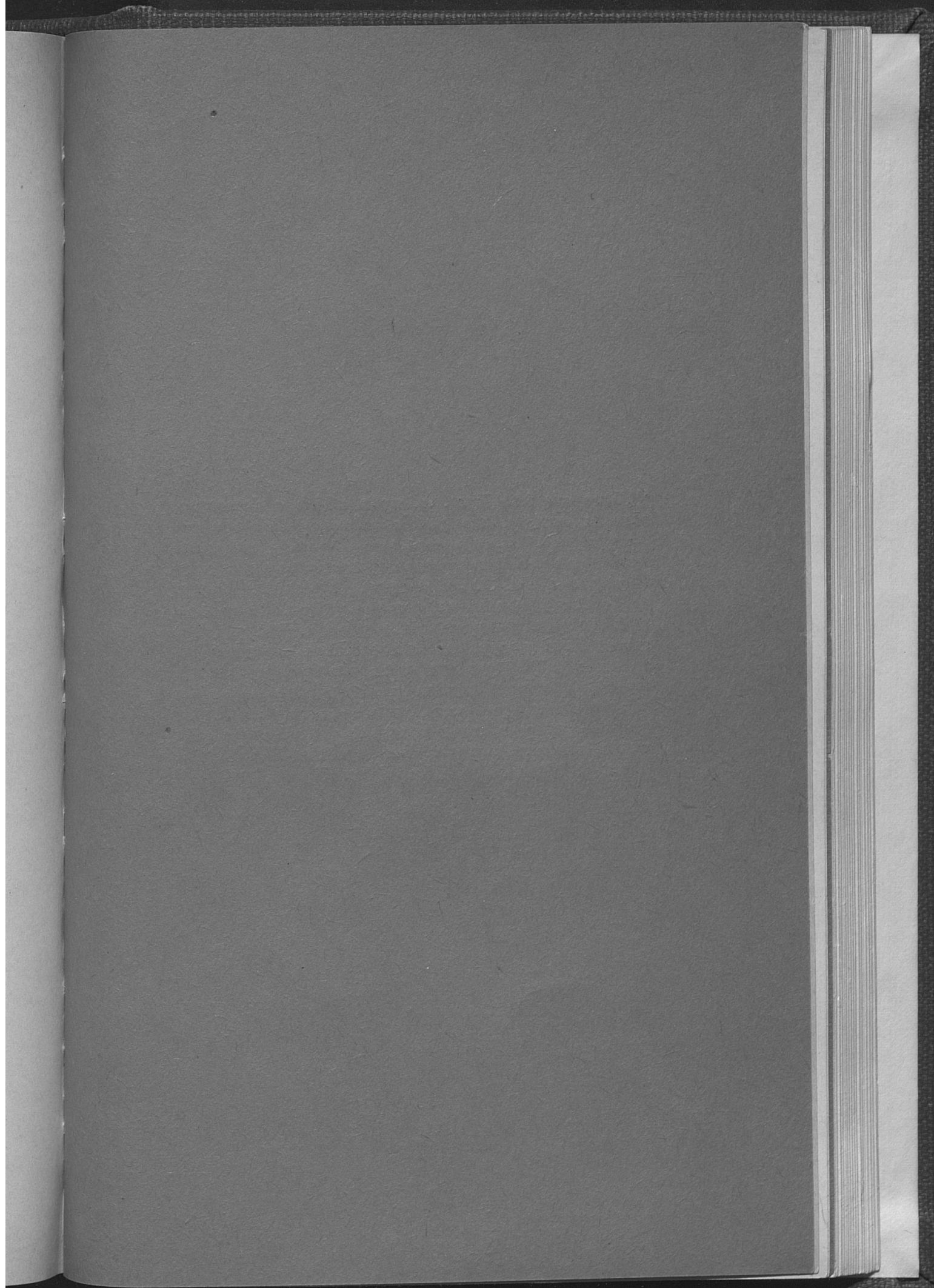
County District	Enrollment		Volumes in School Library		Value of School Library		Elementary		High School		Totals	
	El.	H. S.	El.	H. S.	El.	H. S.	Vols. Per Pupil	Dols. Per Pupil	Vols. Per Pupil	Dols. Per Pupil	Vols. Per Pupil	Dols. Per Pupil
Adair	259	13	150		\$120.00		.58	\$.46	19.23	\$25.00	1.47	\$1.64
Allen	186		25	250	15.00	\$325.00	.13	.08			.13	.08
Anderson	25		35		35.00		1.22	1.22			1.22	1.22
Ballard	204		102		70.00		.50	.34			.50	.34
Barren	683	20	385	150	172.00	250.00	.56	.25	7.50	12.50	.76	.60
Bath	176		77		33.00		.44	.19			.44	.19
Bell	93											
Boone	73	9	100	50	15.00	50.00	1.37	.21	5.56	5.56	1.83	.79
Bourbon	357	20	1,070	400	1,515.00	500.00	3.00	4.24	20.00	25.00	3.90	4.34
Boyd												
Boyle	188											
Bracken	43		64		45.00		1.49	1.05			1.49	1.05
Breathitt												
Breckinridge	320	40	200	100	140.00		.63	.44	2.50	1.88	.83	.60
Bullitt	63		20		10.00	75.00	.32	.16			.32	.16
Butler												
Caldwell	79		12		5.00		.15	.06			.15	.06
Calloway	188											
Calloway	52											
Campbell												
Carlisle	71		40		32.00		.56	.45			.56	.45
Carroll	40											
Carter	12											
Casey	25		118		41.00							
Christian	1,969		283		196.00		4.72	1.64			4.72	1.64
Clark	184						.14	.10			.14	.10
Clay	93											
Clinton	10											
Crittenden	13		20		10.00							
Cumberland	211						1.54	.77			1.54	.77
Davies	227											
Edmonson	60		110		55.00		1.83	.92			1.83	.92
Elliott												
Estill					295.75	1,030.00	.51	.43	7.35	10.20	1.89	1.68
Fayette	687	101	353	742	75.00		.76	.57			.76	.57
Fleming	131		100									
Floyd	200		300		375.00		1.50	1.88			1.50	1.88
Franklin	68		125		125.00		1.84	1.84			1.84	1.84
Fulton	453		210		170.00		.46	.33			.46	.33
Gallatin	37		15		25.00		.41	.68			.41	.68
Garrard	330	17	155	248	75.00	250.00	.47	.23	14.59	14.71	1.16	.94
Grant	26		20		10.00		.77	.38			.77	.38
Graves	262											
Grayson	18				11.05		.06	.04			.06	.04
Green	271		17									
Greenup	38											
Hancock	71	4	40		20.00		.56	.28			.56	.28
Hardin	130						.45	.17			.45	.17
Harlan	583		260		100.00		3.53	2.65			3.53	2.65
Harrison	85		300		225.00		.72	.47	10.00	11.67	1.12	.95
Hart	339	15	245	150	160.00	175.00						
Henderson	483		936		553.00		1.94	1.14			1.94	1.14
Henry	250		205		100.00		.82	.40			.82	.40
Hickman	202		52		26.00		.26	.13			.26	.13
Hopkins	275											
Jackson												
Jefferson	692		(Library service of Louisville Free Public Library)		10.00		.09	.43			.09	.43
Jessamine	233		20									
Johnson					10.00		.48	.17			.48	.17
Kenton	58		28		5.00		.36	.09			.36	.09
Knott	55		20									
Knox	159		40		150.00		.25	.96			.25	.96
Larue	140											
Laurel	76		300		500.00		3.95	6.58			3.95	6.58
Lawrence	24											
Lee	32		25				.78				.78	
Leslie	13											
Letcher	526	21	50	20	25.00	15.00	.10	.48	.95	.71	.13	.07
Lewis	7		16		5.00		2.29	.71			2.29	.71
Lincoln	399		208		140.00		.52	.85			.52	.85
Livingston	105		35		17.00		.33	.16			.33	.16

TABLE XX—Continued.

County District	Enrollment		Volumes in School Library		Value of School Library		Elementary		High School		Totals	
	El.	H. S.	El.	H. S.	El.	H. S.	Vols. Per Pupil	Dols. Per Pupil	Vols. Per Pupil	Dols. Per Pupil	Vols. Per Pupil	Dols. Per Pupil
Logan	673	25	295	175	\$287.50	\$175.00	.44	\$.43	7.00	\$7.00	.67	\$.66
Lyon	143		35		30.00		.24	.21			.24	.21
Madison	594		445		*200.00		.75	.34			.75	.34
Magoffin	10											
Marion	127		215		125.00		1.69	.98			1.69	.98
Marshall												
Martin												
Mason	190		100		50.00		.53	.26			.53	.26
McCracken	207		65		53.00		.31	.26			.31	.26
McCreary	9											
McLean	69		13		5.00							
Meade	92	6					.19	.07			.19	.07
Menifee	9		25		10.00							
Mercer	116		50		75.00		2.78	1.11			2.78	1.11
Metcalfe	170						.43	.65			.43	.65
Monroe	138											
Montgomery	224	45	364	364	825.00	825.00	1.63	3.68	8.09	1.83	2.71	6.13
Morgan												
Muhlenberg	528	66	377	640	328.50	550.00	.71	.62	9.69	8.33	1.71	1.48
Nelson	417	19	540		325.00		1.29	.78			1.24	.78
Nicholas	92		70		75.00							
Ohio	166	30		400		800.00	.76	.82			.76	.82
Oldham	136	16	100	50	100.00	60.00	.74	.74	13.33	22.67	2.04	4.08
Owen	115	13	38	155	20.00	110.00	.33	.17	1.19	8.46	1.51	1.02
Owsley												
Pendleton	46		100		50.00							
Perry	357	37	229	300	179.00		2.17	1.09			2.17	1.09
Pike	176					1,050.00	.64	.50	8.11	28.38	1.34	3.12
Powell	70	9	41	222	18.00							
Pulaski	49					222.00	.59	.26	24.67	24.67	3.33	3.04
Robertson	15		5									
Rockcastle	11				3.00		.33	.20			.33	.20
Rowan	69											
Russell	282		243		250.00		.86	.89			.86	.89
Scott												
Shelby	250		415		297.00		1.66	1.19			1.66	1.19
Simpson	198											
Spencer	109		35		34.25		.32	.31			.32	.31
Taylor	261											
Todd	796		90		120.00		.11	.15			.11	.15
Trigg	543	30		300		300.00			10.00	10.00	.52	.52
Trimble												
Union	172		33		*20.00		.19	.12			.19	.12
Warren	634		491		220.00		.77	.35			.77	.35
Washington	255	14		139		200.00			9.93	14.29	.52	.74
Wayne	131	13	155	150	120.00	200.00	1.18	.92	11.54	15.38	2.12	2.22
Webster	255											
Whitley	80		21		19.00		.26	.24			.26	.24
Wolfe												
Woodford	274	18										
Totals	22,625	601	11,476	5,005	\$9,556.05	\$7,152.00	.51	\$0.42	8.33	\$11.90	.71	\$0.72

* Estimated.

HOW PINE WPI



HOWARD

"There are two legs . . . upon which a democracy stands; namely, the public schools which lay the foundation of an education, and libraries, books, and periodicals which are means of continuing education throughout life. . . . The service which the library renders begins in its work with children. 'For them it is the chief gateway to the world of books.' The school library expands and enriches classroom instruction and, together with the public library, serves as a continuation school all through life. Through intelligent work with children, the library has the power ultimately to lift the thinking of a whole community to higher levels."—WILLIAM S. GRAY, in "The Importance of Intelligent Reading."

SUPPLEMENT TO
● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

LIBRARY SERVICE
AVAILABLE TO THE PUBLIC SCHOOLS
OF KENTUCKY
LIBRARY
UNIVERSITY OF KENTUCKY



Published by

Ky. DEPARTMENT OF EDUCATION.

JAMES H. RICHMOND

Superintendent of Public Instruction

ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at
Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. II ●

January, 1935 ●

No. 11

U O F K Y

370.61 0278
K419 V. 2
v. 2
no. 11
Supp.
COPY 1

GOVT PIPES DEPT

LIBRARY
UNIVERSITY OF KENTUCKY

370.61
K419
V. 2
no. 11
Supp.
COPY 1

LIBRARY
UNIVERSITY OF KENTUCKY

FICTION FOR HIGH SCHOOL LIBRARIES
AVAILABLE IN INEXPENSIVE EDITIONS

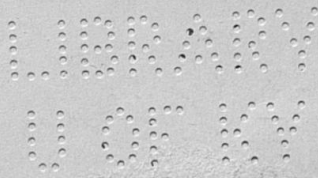
The following list of fiction includes standard titles, many of which are as suitable for the junior high school as the senior high school. Standards used by the Book Buying Committee of the American Library Association in making up their *Replacement List of Fiction*, 1933, have been employed in selecting the books for this list, i. e., standards of reasonable size (at least 7 $\frac{1}{4}$ "x4 $\frac{3}{4}$ "), quality of manufacture, and satisfactory typography. In addition, attractiveness of make-up has been a general consideration.

In every library, fiction receives harder wear than almost any other type of book. It is recommended, therefore, that the books on this list be purchased in reinforced binding, which greatly prolongs the term of usefulness of any volume. The Division of School Library Service, State Department of Education, will be glad to furnish information concerning this type of binding.

As far as can be ascertained, these books are in print at the present time, but no assurance can be given that they will remain in print over a term of years.

Educational discounts should reduce appreciably the prices quoted.

Acknowledgment is due the American Library Association and the University of the State of New York for permission to use certain items included in their lists, *Replacement List of Fiction* and *Recent and Standard Fiction in Inexpensive Editions*.



Adams, Andy. Log of a cowboy. (Riverside library) Houghton. \$1.00
 Alcott, L. M. Little women. (Orchard house edition) Little. \$1.00
 Alcott, L. M. Little women. Garden City Pub. Co. \$1.00
 Aldrich, B. S. Mother Mason. Burt. 75c
 Aldrich, T. B. Story of a bad boy. (Juveniles of distinction) Grosset.
 \$1.00
 Allen, J. L. Kentucky cardinal. (Modern readers' series) Macmillan.
 80c
 Altsheler, J. A. Horsemen of the plains. (Juveniles of distinction) Gros-
 set. \$1.00
 Andrews, M. R. S. Perfect tribute. Scribner. 75c
 Atkinson, E. S. Greyfriars Bobby. Burt. 75c
 Austen, Jane. Pride and prejudice. (Universal library) Grosset. \$1.00
 Bacheller, I. A. Candle in the wilderness. Grosset. 75c
 Bacheller, I. A. Man for the ages. Grosset. 75c
 Barrie, J. M. Little minister. (Juveniles of distinction) Grosset. \$1.00
 Blackmore, R. D. Lorna Doone. (Juveniles of distinction) Grosset. \$1.00
 Boyd, James. Drums. (Novels of distinction) Grosset. \$1.00
 Boyd, James. Marching on. (Novels of distinction) Grosset. \$1.00
 Burnett, F. H. Secret garden. Grosset. 75c
 Cannon, C. J. Red rust. Grosset. 75c
 Cather, Willa. O pioneers! (Riverside library) Houghton. \$1.00
 Cather, Willa. One of ours. Knopf. \$1.00
 Churchill, Winston. Crisis. Grosset. 75c
 Churchill, Winston. Crossing. (Novels of distinction) Grosset. \$1.00
 Churchill, Winston. Richard Carvel. Grosset. 75c
 Clemens, S. L. Adventures of Tom Sawyer. (Holiday edition) Harper.
 \$1.00
 Clemens, S. L. Adventures of Tom Sawyer. (Juveniles of distinction)
 Grosset. \$1.00
 Clemens, S. L. Connecticut Yankee in King Arthur's court. (Modern clas-
 sics) Harper. \$1.00
 Clemens, S. L. Huckleberry Finn. (Modern classics) Harper. \$1.00
 Clemens, S. L. Prince and the pauper. (Modern classics) Harper. \$1.00
 Connor, Ralph, pseud. Man from Glengarry. Grosset. 75c
 Conrad, Joseph. Lord Jim. (Educ. edition) Doubleday. \$1.00
 Conrad, Joseph. Victory. (Educ. edition) Doubleday. \$1.00
 Conrad, Joseph. Youth. (Educ. edition) Doubleday. \$1.00
 Cooper, J. F. Last of the Mohicans. (Juveniles of distinction) Grosset.
 \$1.00
 Davis, R. H. Boy scout and other stories for boys. Scribner. \$1.00
 Davis, R. H. Stories for boys. (Dollar books for boys and girls) Scrib-
 ner. \$1.00
 Defoe, Daniel. Robinson Crusoe. Garden City Pub. Co. \$1.00
 Defoe, Daniel. Robinson Crusoe. (Children's classics) Macmillan. \$1.00
 De Morgan, W. F. Joseph Vance. Grosset. 75c
 Dickens, Charles. Christmas carol. (Macmillan children's classics) Mac-
 millan. \$1.00
 Dickens, Charles. David Copperfield. (Universal library) Grosset. \$1.00
 Dickens, Charles. Tale of two cities. (Riverside library) Houghton. \$1.00
 Dickens, Charles. Tale of two cities. (Modern readers' series) Macmillan.
 80c
 Doyle, A. C. White company. (Juveniles of distinction) Grosset. \$1.00
 Dumas, Alexandre. Three musketeers. (Universal library) Grosset. \$1.00
 Dumas, Alexandre. Three musketeers. (Windermere series) Rand. \$1.00
 Eggleston, Edward. Hoosier school-boy (Dollar books for boys and girls)
 Scribner. \$1.00
 Eggleston, Edward. Hoosier school-master. Grosset. 75c
 Eliot, George, pseud. Mill on the Floss. Little. \$1.00
 Ferber, Edna. Cimarron. Grosset. 75c
 Ferber, Edna. Show boat. Grosset. 75c
 Ferber, Edna. So Big. Grosset. 75c
 Fisher, D. F. C. Bent twig. Grosset. 75c

Fisher, D. F. C. Understood Betsy. (Juveniles of distinction) Grosset. \$1.00

Ford, P. L. Janice Meredith. Grosset. 75c

Fox, John. Little shepherd of Kingdom Come. Grosset. 75c

Fox, John. Trail of the lonesome pine. Grosset. 75c

Galsworthy, John. Freelands. (Grove edition) Scribner. \$1.00

Galsworthy, John. In chancery. (Novels of distinction) Grosset. \$1.00

Galsworthy, John. Man of property. (Grove edition) Scribner. \$1.00

Galsworthy, John. Man of property. (Novels of distinction) Grosset. \$1.00

Galsworthy, John. To let. (Grove edition) Scribner. \$1.00

Galsworthy, John. To let. (Novels of distinction) Grosset. \$1.00

Gaskell, E. C. S. Cranford. (Riverside holiday series) Houghton. \$1.00

Grahame, Kenneth. Wind in the willows; il. by Shepard. Scribner. \$1.00

Hardy, Thomas. Under the greenwood tree. (Sun dial library) Garden City. \$1.00

Harper, T. A. & Winifred. Siberian gold. (Young moderns books) Doubleday Doran. 75c

Harrison, H. S. Queed. (Riverside library) Houghton. \$1.00

Harte, Bret. Luck of Roaring Camp. (Popular edition) Houghton. \$1.00

Hawthorne, Nathaniel. Scarlet letter. Grosset. 75c

Hawthorne, Nathaniel. Scarlet letter. (Riverside library) Houghton. \$1.00

Hemon, Louis. Maria Chapdelaine. (Novels of distinction) Grosset. \$1.00

Henry, O., pseud. Four million. (Biographical edition) Doubleday. 90c

Hough, Emerson. Covered wagon. Grosset. 75c

Hough, Emerson. 54-40 or fight. Grosset. 75c

Hudson, W. H. Green mansions. (Universal library) Grosset. \$1.00

Irving, Washington. Rip Van Winkle and the Legend of Sleepy Hollow. (Macmillan children's classics) Macmillan. \$1.00

James, Will. Smoky. Scribner. \$1.00

Jewett, S. O. Country of the pointed firs. (Riverside library) Houghton. \$1.00

Johnston, Mary. To have and to hold. Grosset. 75c

Kelly, E. M. Basquerie. (Novels of distinction) Grosset. \$1.00

Kipling, Rudyard. Captains courageous. (School edition) Doubleday. \$1.00

Kipling, Rudyard. Jungle book. (School edition) Doubleday. \$1.00

Kipling, Rudyard. Second jungle book. (School edition) Doubleday. \$1.00

Locke, W. J. Beloved vagabond. (Modern literature series) Ginn. 92c

London, Jack. Call of the wild. (Juveniles of distinction) Grosset. \$1.00

London, Jack. White Fang. Grosset. 75c

Lovelace, M. H. Early candlelight. Grosset. 75c

Marryat, Frederick. Mr. Midshipman Easy. (Juveniles of distinction) Grosset. \$1.00

Martin, G. M. Emmy Lou. (Juveniles of distinction) Grosset. \$1.00

Masefield, John. Jim Davis. (Juveniles of distinction) Grosset. \$1.00

Masefield, John. Jim Davis. (Golden books) McKay. \$1.00

Melville, Herman. Moby Dick. Grosset. 75c

Morley, C. D. Haunted bookshop. (Novels of distinction) Grosset. \$1.00

Morley, C. D. Parnassus on wheels. (Novels of distinction) Grosset. \$1.00

Ollivant, Alfred. Bob, son of Battle. (Star dollar books) Garden City Pub. Co. \$1.00

Roberts, E. M. Great meadow. (Novels of distinction) Grosset. \$1.00

Rolvaag, O. E. Giants in the earth. Burt. 75c

Rolvaag, O. E. Peder Victorious. Burt. 75c

Russell, M. A. B. R. Enchanted April. Grosset. 75c

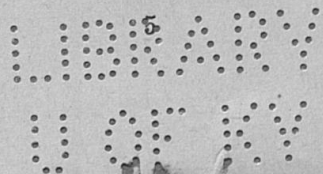
Sabatini, Rafael. Carolinian. Grosset. 75c

Sabatini, Rafael. Sea-hawk. Grosset. 75c

Salten, Felix. Bambi. Grosset. 75c

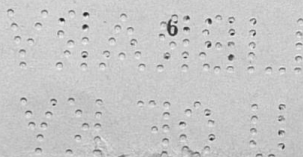
Scott, Sir Walter. Ivanhoe. (Modern readers' series) Macmillan. 80c

Scott, Sir Walter. Quentin Durward. (Modern readers' series) Macmillan. 80c



- Seton, E. T. Rolf in the woods. (Juveniles of distinction) Grosset. \$1.00
 Sienkiewicz, Henryk. "Quo vadis." Grosset. 75c
 Stevenson, R. L. Black arrow. (Series for young people) Scribner. \$1.00
 Stevenson, R. L. Black arrow. (Golden books) McKay. \$1.00
 Stevenson, R. L. Kidnapped. (Macmillan children's classics) Macmillan. \$1.00
 Stevenson, R. L. Kidnapped. (Star dollar series) Garden City Pub. Co. \$1.00
 Stevenson, R. L. Treasure Island. (Junior star series) Garden City Pub. Co. \$1.00
 Stevenson, R. L. Treasure Island. (Children's classics) Macmillan. \$1.00
 Stevenson, R. L. Treasure Island. (Windermere series) Rand. \$1.00
 Swift, Jonathan. Gulliver's travels. (Windermere series) Rand. \$1.00
 Tarkington, Booth. Alice Adams. Grosset. 75c
 Tarkington, Booth. Gentleman from Indiana. Grosset. 75c
 Tarkington, Booth. Monsieur Beaucaire. Grosset. 75c
 Tarkington, Booth. Penrod. (Juveniles of distinction) Grosset. \$1.00
 Tarkington, Booth. Penrod and Sam. (Juveniles of distinction) Grosset. \$1.00
 Tarkington, Booth. Penrod Jashber. (Juveniles of distinction) Grosset. \$1.00
 Tarkington, Booth. Seventeen. Grosset. 75c
 Thackeray, W. M. Henry Esmond. (Universal library) Grosset. \$1.00
 Thackeray, W. M. Vanity fair. (Universal library) Grosset. \$1.00
 Thompson, Maurice. Alice of old Vincennes. Grosset. 75c
 Van Dyke, Henry. Blue flower. (Sylvanora edition) Scribner. \$1.00
 Verne, Jules. Around the world in eighty days. Scribner. \$1.00
 Verne, Jules. Mysterious island. Grosset. 75c
 Verne, Jules. Twenty thousand leagues under the sea. (Windermere series) Rand. \$1.00
 Wallace, Dillon. Grit-a-plenty. (Juveniles of distinction) Grosset. \$1.00
 Wallace, Dillon. Ungava Bob. (Juveniles of distinction) Grosset. \$1.00
 Wallace, Lewis. Ben Hur. Grosset. 75c
 Walpole, Hugh. Fortitude. (Novels of distinction) Grosset. \$1.00
 Walpole, Hugh. Jeremy. (Novels of distinction) Grosset. \$1.00
 Walpole, Hugh. Jeremy at Crale. (Novels of distinction) Grosset. \$1.00
 Walpole, Hugh. Young enchanted. (Novels of distinction) Grosset. \$1.00
 Webster, Jean. Daddy-long-legs. Grosset. 75c
 Webster, Jean. Just Patty. Grosset. 75c
 Webster, Jean. When Patty went to college. (Juveniles of distinction) Grosset. \$1.00
 Wescott, E. N. David Harum. Grosset. 75c
 White, S. E. Blazed trail. (Juveniles of distinction) Grosset. \$1.00
 Wiggin, K. D. S. Polly Oliver's problem. (Riverside library) Houghton. \$1.00
 Wiggin, K. D. S. Rebecca of Sunnybrook farm. (Riverside library) Houghton. \$1.00
 Wilder, T. N. Bridge of San Luis Rey. (Novels of distinction) Grosset. \$1.00
 Wister, Owen. The Virginian. (Juveniles of distinction) Grosset. \$1.00
 Wodehouse, P. G. Leave it to Psmith. Burt. 75c
 Wren, P. C. Beau Geste. Grosset. 75c
 Wren, P. C. Beau Sabreur. Grosset. 75c
 Yonge, C. M. Dove in the eagle's nest. (Macmillan children's classics) Macmillan. \$1.00

Prepared by the
 DIVISION OF SCHOOL LIBRARY SERVICE
 STATE DEPARTMENT OF EDUCATION
 Frankfort, Kentucky
 January, 1935



10.6
 419
 12
 0.12