

P
PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

SEP 18 1933

THE NATIONAL ELEMENTARY
PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

ELEMENTARY
SCHOOL
LIBRARIES

TWELFTH
YEARBOOK

JUNE 1933
Vol. XII, No. 5

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Published in October, December, February, April, and June by the Department of Elementary School Principals of the National Education Association of the United States.

The payment of \$3 active membership dues entitles a member to attend all meetings of the Department, to hold office, and to receive the Bulletin. Two dollars of each membership fee is for a year's subscription to the Bulletin. Subscription to nonmembers is \$3 per year; single copies, 50 cents; and Yearbook, \$2.

Entered as second-class matter November 20, 1922, at the postoffice at Washington, D. C., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized December 18, 1922.

Executive and Editorial Offices, 1201 Sixteenth Street, Northwest, Washington, D. C.

Eva G. Pinkston, Editor.

Yearbook Prepared by Editorial Committee.

OFFICERS OF THE DEPARTMENT

1932-33

President, Elizabeth McCormick, Timothy Howe School, Superior, Wisconsin

First Vicepresident, Earl R. Laing, Burt School, Detroit, Michigan

Second Vicepresident, Lillian M. Towne, Thomas Gardner District, Boston, Massachusetts

Third Vicepresident, H. B. Norton, Robinson School, Birmingham, Alabama

Fourth Vicepresident, Margaret C. Mackintosh, Public School 140, Brooklyn, New York

Fifth Vicepresident, Mason A. Stratton, Brighton Avenue School, Atlantic City, New Jersey

Executive Committee

M. Emma Brookes, Miles School, Cleveland, Ohio

A. B. Heacock, Los Feliz School, Los Angeles, California

Herbert C. Hansen, 1045 N. Lockwood Avenue, Chicago, Illinois

Cassie F. Roys, 2609 Bristol Street, Omaha, Nebraska

Executive Secretary, Eva G. Pinkston

1201 Sixteenth Street, N. W., Washington, D. C.

COMMITTEES

Committee on International Relations

Mason A. Stratton, *Chairman*, Atlantic City, New Jersey

Earl R. Laing, Detroit, Michigan

Cassie F. Roys, Omaha, Nebraska

Committee on Necrology

M. Emma Brookes, *Chairman*, Cleveland, Ohio

Herbert C. Hansen, Chicago, Illinois

Margaret C. Mackintosh, New York, New York

Committee on Resolutions

A. B. Heacock, *Chairman*, Los Angeles, California

Lillian M. Towne, Boston, Massachusetts

H. B. Norton, Birmingham, Alabama

Editorial Committee for 1933 Yearbook

Helen B. Shove, *Chairman*, Minneapolis, Minnesota

John S. Thomas, Detroit, Michigan

Aaron Kline, Chicago, Illinois

S
t
e
ll
a
n
-
g-
e-
r-
-
C.
-
n,
y,
-
e-
os
od
et,
s,
u-
is,



Photograph supplied by Julia A. Markham, principal,
Bronxville Public Schools, Bronxville, New York.
"Reading is a joyous thing. It makes rainy days sunny." *John Farrar*

**ELEMENTARY
SCHOOL
LIBRARIES**

Twelfth Yearbook

THE NATIONAL ELEMENTARY PRINCIPAL

**Bulletin of The Department of Elementary
School Principals, National Education Association**

Vol. XII, No. 5

June 1933

Price \$2.00

COPYRIGHT, 1933
BY NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N. W., WASHINGTON, D. C.
ALL RIGHTS RESERVED

PUBLISHED SEPTEMBER 1933

PREFACE

PRIOR TO 1896 the National Education Association gave scant attention to the library movement. There had been one or two talks at the conventions on the use of libraries in schools, but the problems of the field had been left to others. In 1896, under the stimulation of Melvil Dewey, a Library Department was created as a part of the national Association. The new interest led the National Council of the parent Association to appoint a Committee on the Relations of Public Libraries to Public Schools. The report of this committee in 1899 is generally accepted as one of the milestones in the progress of the library movement.

The Department of Elementary School Principals published, in the *Third Yearbook* in 1924, school library articles by A. J. Hamilton and Clara Mayer. In the *Fourth Yearbook* the Department included the Report of the Joint Committee on Elementary School Library Standards. This committee, in addition to Chairman C. C. Certain, was made up of six principals and four representatives of the American Library Association. The report of the Joint Committee was widely circulated to the great benefit of the school library movement. In the 1925 yearbook, also, was published an article by William A. King on the development of the reading interests of pupils outside of school. Except for an article by Charles A. Kent on the organization of the library, published in the 1927 yearbook, the Department has shown, since 1925, very little official interest in the school library movement.

In the 1933 yearbook the attention of the Department is directed once more to the importance of the library field. Since 1925 many educators have adopted, to a great or small degree, the principles of the enriched activity program. The single textbook, the recitation, and other devices have been forced to make room for less formal procedures in which pupil activity is given freedom. These changes require more books, handier books, better books.

Where to get these new necessities, how to use them in the classroom, and what further to do—are all problems facing elementary schools today. The purpose of this yearbook is to help principals to solve these problems. The volume is not written for librarians. It makes no effort to usurp the functions of organizations in the library field, or to dictate infallible procedures. Instead many viewpoints have been presented, representing the opinions of principals, libra-

rians, teachers, and superintendents. All are worthy of application, but none should be used without critical analysis and meticulous appraisal.

The arrangement of the yearbook is similar to those of the past three years. The volume has ten chapters, each consisting of articles prepared by principals, librarians, and others. At the end of each chapter there is a carefully selected bibliography. Preceding each chapter is a short statement by the Editorial Committee emphasizing some of the major problems and principles of the topic. At the front a résumé of the entire yearbook gives a glimpse of the values to be obtained by close examination. The index is the final characteristic of a useful and practical handbook.

The Editorial Committee is deeply grateful to all persons who submitted articles and suggestions. Everyone who sent in an article should feel that he contributed something to this volume, whether or not his offering was printed.

For editorial advice and for research assistance in the preparation of the yearbook appreciation is expressed to Dr. Frank W. Hubbard, Associate Director of Research, National Education Association. Miss Eva G. Pinkston, Executive Secretary of the Department, has helped in many important ways. Proofreading and printing details have been directed by Ernest R. Bryan, Assistant Director of the Division of Publications. Many others who have helped to make this yearbook a reality, deserve the acknowledgment of the Department.

The Chairman wishes to express the Department's regret at the loss of the splendid services of Aaron Kline of Chicago who has served his three year appointment. We welcome the new appointee, Miss Bess Clement of Clarksdale, Mississippi.

THE EDITORIAL COMMITTEE

HELEN B. SHOVE, *Chairman for 1933*
Minnehaha School, Minneapolis, Minnesota

AARON KLINE
Pullman Public School
Chicago, Illinois

JOHN S. THOMAS
Clippert School
Detroit, Michigan

LET US MAKE CHILDREN LIFE READERS

SINCE THE DAYS when we adults were young there have come great changes in the attitude of grown-ups toward little children.

The world has come to realize that children have certain inalienable rights and their own places to fill socially and economically in this busy changing world. Never before in history have there been prepared so many and such wonderful books for children.

Someone has said: "The greatest service the elementary school can render to children is to teach them to read." To this we should add: "What to read, and to make them life readers." To make life readers of children we must surround them with suitable and sufficient material and show them how to use it, that correct reading habits may be established. We know that considerable responsibility for encouraging and guiding children in their reading lies in the elementary school.

Much is being said and written about preparation for the wise use of leisure. Part, at least, of this problem will be solved if we can teach children to find joy in reading, if we can show them the pleasure they may secure through imagining the experiences of other people and the customs of other lands, if we can lead them to rediscover in books the best wisdom and knowledge of the ages, if we can prove to them how books can help them to find beauty and interesting objects round about them.

It is in the elementary-school age that children worship heroes as they never will again. It is at this time that they should be surrounded with books that introduce worthwhile characters.

The thing we long for, that we are,
For one transcendent moment,
Before the present, poor and bare,
Can make its sneering comment.

Progressive movements in elementary education have magnified the importance of the library. It has been found that the textbook no longer furnishes sufficient material for the new laboratory method of teaching. The question followed: "What then?" "A school library," was the answer. Now in every up-to-date elementary school is found at least the beginnings of a library. With it has come the problem of its management.

The most far-reaching and important movement in elementary education today lies in the establishment of libraries and the development of a technic for the practical use of them. This being true,

what could be more opportune than the appearance of the material of this yearbook at this time? The members of our Editorial Committee have done a painstaking and intensive piece of work and are to be congratulated on the results which they have embodied here.

It gives your President great pleasure to recommend most heartily the *Twelfth Yearbook* to all. Every principal may find here practical assistance in solving his library problems.

ELIZABETH McCORMICK, *President,*
Department of Elementary School Principals

CONTENTS

	PAGE
FRONTISPIECE	114
PREFACE	117
The Editorial Committee	
PRESIDENT'S MESSAGE	
LET US MAKE CHILDREN LIFE READERS.....	119
Elizabeth McCormick, President, Department of Elementary School Principals	
RÉSUMÉ	125
CHAPTER I—MODERN EDUCATION AND THE LIBRARY	
CHILDREN MUST BE TAUGHT TO THINK.....	135
Carroll R. Reed, Superintendent of Schools, Minneapolis, Minnesota	
THE CULTURAL SIGNIFICANCE OF THE SCHOOL LIBRARY.....	137
Joy Elmer Morgan, Editor, <i>Journal of the National Education As- sociation</i> , Washington, D. C.	
THREE P'S AND THE PRINCIPAL.....	146
Lucile F. Fargo, George Peabody College, Nashville, Tennessee	
CHAPTER II—THE STATUS OF LIBRARIES IN ELEMENTARY SCHOOLS	
ELEMENTARY-SCHOOL LIBRARY SERVICE AS IT IS AND SHOULD BE.....	151
Edith A. Lathrop, Associate Specialist in School Libraries, U. S. Office of Education, Washington, D. C.	
CERTAIN CHARACTERISTICS AND PROBLEMS OF THE ELEMENTARY-SCHOOL LIBRARY	159
CHAPTER III—ORGANIZATION AND ADMINISTRATION OF THE SCHOOL LIBRARY	
SURVEYING LIBRARY NEEDS.....	177
Bertha E. Roberts, Deputy Superintendent for Elementary Schools, and Aneta T. Beckman, Assistant Supervisor, Elementary Schools, San Francisco, California.	
THE PUPILS BUILD A LIBRARY.....	183
Robert B. Abbott, Principal, Heaton School, Fresno, California	
A LIBRARY ORGANIZED AND MANAGED BY PARENTS.....	187
Mary Turner, Chairman of the Library Committee, Christine H. Wilson, Chairman of the Picture Committee of the Parent-Teacher Association, and Eva M. Davis, Principal, River Oaks School, Houston, Texas	
A LIBRARY IN A COOPERATIVE GROUP SCHOOL.....	192
Laura E. Kellar, Principal, Clara M. Barnes, Librarian, and Marjorie Pratt, Curriculum Coordinator, Atwater Elementary School, Mil- waukee, Wisconsin	
THE LIBRARY IN THE SPECIAL SCHOOL.....	199
Edward H. Stullken, Principal, Montefiore Special School, Chicago, Illinois	
OUR CITIZENS USE THE SCHOOL LIBRARY.....	205
Mary Niles, Librarian, Union School, Lyons, New York	

CHAPTER IV—PLANNING THE SCHOOL LIBRARY	PAGE
THE CENTURY OF PROGRESS SCHOOL.....	213
Don C. Rogers, Director of Research and Building Survey, Chicago Public Schools, Chicago, Illinois	
SCHOOL LIBRARY DECORATION.....	217
Alice Hogge Baer, Principal, Kohn School, Chicago, Illinois	
SUMMARY OF RESEARCH AND OPINION ON LIBRARY PLANNING.....	220
E. C. Bolmeier, Graduate Student, University of Chicago, Chicago, Illinois	
FLOOR PLANS FOR THE ELEMENTARY-SCHOOL LIBRARY.....	227
CHAPTER V—RELATIONSHIPS BETWEEN SCHOOLS AND PUBLIC LIBRARIES	
WORKING WITH THE PUBLIC LIBRARY.....	239
Miriam F. Selby, Principal, Public School Number 41, Richmond Borough, New York, New York	
PUBLIC LIBRARY AID TO SCHOOLS.....	242
Harold V. Baker, Former Assistant Director of English, Public Schools, Tulsa, Oklahoma	
PUBLIC LIBRARY SERVICE TO THE SCHOOL.....	246
Lillian C. Thies, Principal, E. Trowbridge Street School, Milwaukee, Wisconsin	
A PROJECT IN SCHOOL AND PUBLIC LIBRARY COOPERATION.....	251
Paul F. Shafer, Principal, Elementary School, Gardena, California	
LIBRARY COOPERATION IN MINNEAPOLIS.....	258
Gratia A. Countryman, Librarian, Minneapolis Public Library, Min- neapolis, Minnesota	
OFFICIAL CONTACTS BETWEEN PUBLIC LIBRARIES AND CENTRALIZED LI- BRARIES IN CITY ELEMENTARY SCHOOLS.....	262
CHAPTER VI—INTEGRATING THE SCHOOL LIBRARY AND THE CLASSROOM	
THE LIBRARY; AN INTEGRAL PART OF ACTIVITIES.....	269
Claire Zyve, Principal, Fox Meadow School, Scarsdale, New York	
MAKING AND USING A LIBRARY.....	274
Eleanor Bean, Fourth-Grade Teacher, Cedar City, Iron County, Utah	
INTEGRATING LIBRARY AND CLASSROOM ACTIVITIES.....	279
Caroline Stokes, Library-Teacher, South Highland School, Birming- ham, Alabama	
THE LIBRARY AS A BACKGROUND FOR ART INSTRUCTION.....	283
Nina M. Browning, Children's Librarian, Frick Teacher Training School, Pittsburgh, Pennsylvania	
SUPPLEMENTING MATHEMATICS THROUGH THE LIBRARY.....	285
Beryl Van Antwerp, Teacher, Haven Intermediate School, Evanston, Illinois	
WORLD CRUISE; A BOOK WEEK PROJECT.....	288
M. Margaret Greer, Librarian, Westmont-Upper Yoder High School, Johnstown, Pennsylvania	
THE MAGIC KEY; A LIBRARY PROJECT.....	295
Edythe M. Gonne, Viceprincipal, Goodale School, Detroit, Michigan	
ACTIVITIES FOR THE ELEMENTARY-SCHOOL LIBRARY.....	300
Edith L. Curren, Principal, Hayes Elementary School, Lakewood, Ohio	
CORRELATION OF LIBRARY AND HOMEROOM ACTIVITIES.....	305
Esther J. Cousins, Principal, Stephens School, Detroit, Michigan	

	PAGE
LIBRARY PRACTISES IN LOS ANGELES.....	308
Jasmine Britton, Supervising Librarian, Public Schools, Los Angeles, California	
LIBRARY WORK WITH MEXICAN PUPILS.....	312
Catherine Gorbitt, Principal, Aoy School, El Paso, Texas	
CHAPTER VII—THE SCHOOL LIBRARIAN	
THE LIBRARIAN MUSES UPON HER PROFESSION.....	319
Annie S. Cutter, Director of School Department, Public Library, Cleveland, Ohio	
PROFESSIONAL TRAINING OF THE ELEMENTARY-SCHOOL LIBRARIAN.....	325
Frances H. Kelly, Associate Director, Carnegie Library School, Pittsburgh, Pennsylvania	
SURVEY OF DUTIES AS A BASIS OF TRAINING.....	331
Martha Caroline Pritchard, Director, Library School, State College for Teachers, Albany, New York	
A SYMPOSIUM ON THE PREPARATION OF SCHOOL LIBRARIANS.....	341
TRAINING OPPORTUNITIES IN ACCREDITED LIBRARY SCHOOLS.....	354
CHAPTER VIII—RURAL AND STATE LIBRARY PRACTISES	
CERTAIN RURAL-SCHOOL LIBRARY CONDITIONS.....	367
Mabel Wilkinson Etheridge, Librarian, State Teachers College, Minot, North Dakota	
BOOK TRUCK SERVICE FOR A COUNTY.....	373
Ruth Leavitt, Librarian, Chattanooga Public Library, Hamilton County, Tennessee	
COUNTY LIBRARY SERVICE OF CALIFORNIA.....	377
May Dexter Henshall, County Library Organizer, California State Library, Sacramento, California	
STATE LIBRARY PROGRAMS.....	384
Gertrude MacKinney, Director, Pennsylvania State Library, Harris- burg, Pennsylvania	
STATE LIBRARY EXTENSION ACTIVITIES.....	388
Harriet A. Wood, State Supervisor of School Libraries, Saint Paul, Minnesota	
CHAPTER IX—SUPERVISION AND APPRAISAL	
DEVELOPING A TASTE FOR BETTER BOOKS.....	395
Emma M. Stanley, Principal, Longfellow School, Louisville, Ken- tucky	
EFFECTIVE USE OF THE LIBRARY.....	399
Mrs. Percy Frederic Glover, Principal, John C. Fremont Elementary School, Long Beach, California	
CREATING AN INTEREST IN POETRY.....	405
N. Robert Ringdahl, Principal, Corcoran School, Minneapolis, Minnesota	
IMPROVING THE LIBRARY-CLASSROOM CONTACT.....	408
Elizabeth Scripture, Supervisor of School Libraries, Denver, Colorado	
CALCULATING PROFITS	415
Ella B. Watson, Principal, Grammar School, Clarksville, Texas	
VARIETY OF ACTIVITIES AS APPRAISAL OF SERVICES.....	418
Edra Sperry, Librarian, Roosevelt School, Detroit, Michigan	
TIME ANALYSIS OF A LIBRARIAN'S DUTIES.....	421
Mary E. Foster, Head, School Department, Carnegie Library, Pitts- burgh, Pennsylvania	
APPRAISING CHANGES IN ATTITUDES AND INTERESTS.....	424
Mae B. Carroll, Principal, Guyton School, Detroit, Michigan	

	PAGE
AN EVALUATION OF THE LIBRARY PLANS.....	429
Lena L. Harger, Principal, Sidney Pratt School, Minneapolis, Minnesota	
MEASURING EFFECTIVENESS WITH THE COURSE OF STUDY.....	435
Theron A. Gladden, Principal, Marshall School, Detroit, Michigan	
MEASUREMENT OF LIBRARY SERVICES.....	441
G. Dorothea Dawson, Assistant Supervisor of School Libraries, Detroit, Michigan	
CHAPTER X—RESEARCH STUDIES OF BOOKLISTS AND READING INTERESTS	
BOOKLISTS AND OTHER AIDS IN BOOK SELECTION.....	453
THE PROFESSIONAL LIBRARY IN THE ELEMENTARY SCHOOL.....	471
RESEARCH RELATED TO CHILDREN'S INTERESTS AND PREFERENCES IN READING	485
RECORDS AND INFORMATION	
LOCAL PRINCIPALS' ORGANIZATIONS.....	520
STATE PRINCIPALS' ASSOCIATIONS.....	532
LIST OF MEMBERS.....	534
INDEX	574

RÉSUMÉ¹

Each year the Editorial Committee presents the reader with this concise statement of the yearbook. An attempt is made to touch upon the major contribution of each author and occasionally to raise pertinent questions. Judgment on any article should not be based on the following summary but upon careful reading of the author's full statement. It is hoped that this preview will lead principals to extensive explorations of the yearbook's contents.

IN THE UNITED STATES, public-school libraries preceded public libraries. Schoolmasters early realized that the development of intelligent citizens depended not only on teaching of reading, but on providing reading opportunities. New York in 1835 permitted the voters in any school district to tax themselves for the establishment and maintenance of libraries. As early as 1876 nineteen states had laws of some kind designed to promote the development of public-school libraries. While successful in some areas, the movement was generally considered a disappointment. Handicaps to the public-school library idea were: (1) defects in the original legislation, (2) the lack of state administrative coordination and supervision, and (3) the lack of library technics and trained personnel in each school district.²

In spite of poor laws and inadequate financial support the public-school library movement has grown.³ A recent impetus has been given by the emphasis upon the informal and creative aspects of education. This enlargement of objectives and improvement in technics has made the library an essential part of the school's program. Superintendents, principals, teachers, and parents have taxed their ingenuity to provide books—and still more books. The articles of this yearbook show that many children are well taken care of. But there are gaps. There is, particularly, a need for many more elementary-school principals who will perfect the school library's internal organization while extending its frontiers.

¹ The résumé has been prepared by the Research Division of the National Education Association and the Editorial Committee. Page numbers of any article may be found readily by locating the author's name in the index at the back of the yearbook.

² Summary based upon *A Cyclopedia of Education*, Paul Monroe, editor, Volume IV, p. 14-18.

³ Koos, Frank H. *State Participation in Public School Library Service*. Contributions to Education, No. 265. New York: Teachers College, Columbia University, 1927. 246 p.

*Modern education and the library*⁴—Reed has touched the central theme of the entire yearbook when he points out that the school library is the center of a modern program of education. When superintendents, generally, accept this viewpoint, principals and teachers will be able to develop in their schools experiences which will challenge every child.

Morgan stresses the cultural significance of the school library. The mind stuff of civilization is one of its most precious assets. Exposed to substantial things it tends to extend culture; fed upon trivialities it tends to invite chaos. The group has a right to expect the strategically placed principal to lead toward culture.

Fargo writes that the new educational program stands upon three P's: personnel, programming, and participation. Behind all of these—planning, guiding, and adjusting—stands the elementary-school principal. An intelligent principal makes a good library better.

*Status of libraries in elementary schools*⁵—Lathrop gives a panorama of the nearby status of elementary-school libraries and points out some of the distant goals. Her report shows that conditions vary widely. Here is a ragged collection of books, while there the library is all that one could wish for. Obviously, if something fundamental is to be done to spread culture, to provide for leisure, and to prevent crime, then the lack of library opportunity must be wiped out.

The Research Division has compiled an inquiry form on some of the characteristics and problems of the elementary-school library. Replies were tabulated from 669 members of the Department. Of the principals reporting library facilities, about one-third report classroom book sets only, one-third have organized library rooms, and one-third use both the book sets and the library plan. The study should be suggestive of possible administrative procedures.

*Organization and administration of the school library*⁶—Beckman tells how five teachers met with five principals and a deputy superintendent to discuss the more effective use of schoolbooks. The obvious need was for "library-mindedness" on the part of both teachers and principals. Although without unlimited funds, the focusing of attention upon the problem stimulated the creation of school and classroom libraries.

Abbott shows how the creative and individual urges of children may be linked with the establishment of the library. It is probably a safe statement that the pupils who "built" this library have under-

⁴ See Chapter I.

⁵ See Chapter II.

⁶ See Chapter III.

gone a richer experience than children who take such facilities for granted. Would that more pupils could organize school libraries!

Turner, Wilson, and Davis tell how the parents organized and maintained an elementary-school library. The plan involved the establishment of committees of parents who went to the school and performed the necessary library routine. The enterprise illustrates how a parent-teacher group can contribute constructively to the educational program.

Kellar, Barnes, and Pratt describe the operation of a library in a departmentalized school. The clubs for pupils, the use of children as assistants, the library report forms, and other devices will be of interest to many principals.

Stullken presents the administration of the school library for behavior problem boys. The author believes that the success of the library in making self-respecting citizens might be even greater among children who were not problem cases.

Niles reports how the citizens of a community helped to establish a library in an elementary school which would serve both adults and children. A danger is that this combination may mean the subordination of pupil needs to those of adults. The article indicates that in this case the children are well taken care of.

*Planning the school library*⁷—Rogers presents the plan for the Century of Progress school to be built in Chicago. The floor plan shows an effort to adapt the school library to the educational program while at the same time adhering to reasonable economies.

Baer points out that the library should be more than a room, equipped with a few tables and books. Curtains, pictures, posters, statues—even goldfish add to the quiet, homelike atmosphere.

Bolmeier summarizes research and opinion on the planning of school libraries. Principals will appreciate this concise statement based upon twenty-eight references.

The Research Division asked twenty-eight principals to criticize floor plans for elementary-school libraries. Nine principals criticized the diagram for schools under five hundred in enrolment, eleven criticized the plan for schools of about eight hundred pupils, and eight made suggestions for the proposed plan for a school of twelve hundred pupils. While not final, the plans should be helpful.

*Relationships between schools and public libraries*⁸—Selby tells how a branch public library serves a school located on the fringe of a great metropolitan area. Obviously, cooperation requires goodwill, sacrifice, and patience on the part of teachers and librarians.

⁷ See Chapter IV.

⁸ See Chapter V.

Baker lists a number of specific services extended by the public libraries to the schools. Thirty-seven percent of the schools receive book deposits. Thirteen percent are served by the bookmobile. The author, now a principal in New Rochelle, describes conditions in Tulsa, Oklahoma.

Thies describes the cooperation between schools and public libraries in Milwaukee. Each fall a representative of the library visits each classroom in the city and ascertains the need for books. Sets are then sent out for three months, at the end of which time they may be exchanged for other collections. Librarians often give "book talks" and otherwise help to interest pupils in good reading.

Shafer tells about the relationship between the branch library and the school in a district that is 50 percent foreign. Visits by classes to the library, reading contests, special days at the public library, and the school paper were some of the devices used to stimulate wide reading.

Countryman discusses some of the means for school and library cooperation in Minneapolis. The public library board, under a contract with the board of education, has established fifteen libraries in the elementary schools. The cooperation resulting from the arrangement is obviously worthwhile.

The Research Division asked superintendents in cities over 50,000 to report whether or not they had organized elementary-school libraries and to indicate the help extended by the public libraries. About 110 out of 197 cities reported that they had organized libraries. Of the 3995 schools in these cities 41 percent had centralized library rooms. The three services most frequently extended by the public libraries are (1) loan of books, (2) cataloging aid, and (3) story hours. Almost 95 percent of the cities reported book loans to schools from public libraries.

*Integrating the school library and the classroom*⁹—Zyve insists that the library is an integral part of the activities of the modern school. She shows how pupils gain abilities which will be of adult value by reviewing books, reference study, studying the history of written knowledge, and writing small booklets for themselves.

Bean shows how a classroom teacher can meet the problem of individual differences. Confronted with the need of differentiation this teacher carried through a library activity which gave every child splendid experiences. Peterson, under whom the project went forward, strikes an important note in her comment: "The library must start early to satisfy the love of good literature."

⁹ See Chapter VI.

Stokes takes up the various subjects and tells briefly how each class may use the library. In turn the library learns from the classroom how to improve its services.

Browning shows how art instruction can profit from the library. While studying Indian design, architecture, and sculpturing the pupils searched the library for suggestions.

Van Antwerp describes how the school library may be used to develop an interest in mathematics. The pupils prepared booklets on such topics as the history of numbers, calendars, mathematics in music, and similar supplementary subjects. After each child became familiar with his field he was given an opportunity to report to the entire class.

Greer will probably arouse some envy by her description of a clever "world cruise" in books. While the project was executed by a high-school class there is no reason why it should not be effective with younger pupils. The exhibits, the costumes, and all of the other devices for stimulating interest should be easily imitated.

Gonne gives us the "magic key" to unlock literary treasures. This account sets forth a library activity which permeated the whole school and eventually terminated as a pageant. The possible outcomes of such a procedure are almost without limit.

Curren summarizes the library activities by grades. That is to say, the kindergarten and first grade are expected to learn how to look at picture books, how to care for the library equipment, and to undergo other similar experiences. In the upper grades the experiences are more difficult and broader.

Cousins presents an activity which correlates the classroom and the library. As each child read a book he wrote a three-line outline. These were discussed in English and penmanship periods. In the homeroom each child kept a record of his reading in the form of miniature books. When bound together these made up the record for the whole class.

Britton reviews briefly activities utilized by school libraries and classrooms in Los Angeles. The variety of the activities obviously provides rich experiences for normal, slow, and gifted children.

Gorbutt tells some of the advantages of a school library when one is teaching Mexican children. Only wide opportunity to read can help these children to catch up with their newly adopted Anglo-Saxon civilization. This means saving the best of the old, but absorbing enough of the new.

*The school librarianship*¹⁰—Cutter gives us some of the school librarian's inner thoughts as she muses upon her profession. What

¹⁰ See Chapter VII.

should a librarian do that a teacher cannot do? How can a librarian interest teachers in books? When is a librarian a success or failure?

Kelly sets forth the trained librarian's viewpoint as to what the preparation of the school librarian should be. Book selection, library administration, and reference work are among the fundamentals prescribed.

Pritchard suggests a survey of the duties of the school librarian as a basis of training. Using the technic of the Commonwealth Teacher-Training Survey the author searched out the more important functions.

The Editorial Committee with the aid of the Research Division asked forty superintendents, principals, school librarians, and teachers to indicate the necessary training and abilities of the school librarian. Twenty persons wrote brief statements and these have been compiled into a single statement. Principals and training schools should be particularly interested in these viewpoints.

The Research Division has brought together an analysis of the training offered by the accredited library schools. Of the twenty-three schools, fourteen offer a single training program, six have two programs, two offer three programs, and one has four programs. The emphasis appears to be in the direction of preparing public librarians.

*Rural-school library practises*¹¹—Etheridge sets forth a glimpse of some of the shortages in rural library services. It appears that while the frontier in new land has disappeared that a frontier for culture still exists. Should the schools help to bring to the rural areas the cultural advantages which books can make available? Does rural life have to be vapid?

Leavitt tells about the book truck library service in the mountains of Tennessee. It is an example of cooperation between a city public library and a county board of education.

Henshall describes the development and work of the county library in California. Through affiliation with the school library movement and the pooling of state aid, the plan is bringing better library services to rural children. Supervision by the state is given through so-called "library organizers."

MacKinney discusses the activities of a state library program. One activity—the county library—is presented as the solution for the library needs of rural schools.

Wood discusses the types of services which may be given by the state library to individuals and communities. It is pointed out that many elementary-school principals are probably not fully aware of

¹¹ See Chapter VIII.

the services which state libraries can give. It is to be hoped that principals in rural areas and small communities particularly will avail themselves of state library facilities.

*Supervision and appraisal*¹²—Stanley presents a principal's activities in bringing the pupils of the school in contact with better books. By improving conditions of the learning environment the principal is thereby improving instruction or supervision.

Glover shows how a principal may guide, adjust, and appraise the school library in connection with the reading program. The use of experimental and control groups in estimating progress is a practise which should be emulated by principals generally.

Ringdahl tells how the principal's interest in poetry may be spread in ever-widening circles to teachers and pupils. The enthusiasm for poetry led pupils to buy books and to search the library for the writings of their favorite poets.

Scripture takes up a number of the activities of the library and classroom telling how the principal may contribute constructively. Without an intelligent and enthusiastic principal no librarian can do her best work.

Watson describes a plan to calculate the profits from informal browsing in the school library. After a period of exposure to books the children were asked to write short statements on things remembered. Changes both in attitude and information were revealed.

Sperry writes that the variety of activities in the elementary-school library is one way to appraise its services. Is there opportunity for advanced reading, reference work, instruction, free reading, research work, and recreation?

Foster describes a study made of the librarian's duties. The inquiry form was a kind of a diary upon which the librarians indicated the amount of time given to their duties each day. The procedure should be of use to principals who wish to find out how their librarians use their time.

Carroll suggests that an appraisal of the changes in pupils' attitudes and interests is one measure of the library's influence. While the field is intangible and difficult it is none the less important.

Harger describes briefly the activities of the school library and reports on questionnaires sent to parents, teachers, and children. The replies to the inquiries indicate rather definitely the opinions of these three groups toward various library procedures.

Gladden shows how the course of study in library work may be used by the principal to estimate the effectiveness of the library

¹² See Chapter IX.

program. Certainly a complete statement of objectives, procedures, record forms, and similar aids gives the principal mileposts whereby progress may be estimated.

Dawson summarizes a number of the ways to appraise the school library. This article shows clearly that the principal as the director of instruction of his school has a number of very definite and important duties.

*Research studies of booklists and reading interests*¹³—The Research Division presents first an annotated bibliography of booklists of children's books. These lists of booklists should be more valuable to principals than the reproduction of a single list of books. After all, few booklists are more than the opinion of a group of adults, and principals will do well to avail themselves of several sources.

The second study in the chapter is a booklist of the publications which should be in the professional library of the school. Twenty-five principals cooperated with the Research Division in preparing the list. The results of these combined opinions should be only the beginning for the principal who is abreast of professional literature.

The third article in the chapter is a summary of the important studies in children's reading interests and preferences. Each study is briefly described as to title, purpose, methods, and results. There are many suggestions here for principals who would engage either in extensive research or in the service studies required by supervision. Most of the research is inconclusive and requires further investigation.

Summary and conclusions—This bird's-eye-view of the elementary-school library reveals one thing—that there are thousands of fortunate children being taught by "library-minded" teachers and principals. There are also a number of gaps calling for principals and librarians with initiative and persistence. There is no excuse for not having some kind of a library. Books are not costly today, parents are ready to help, and children long for activities which will challenge their ingenuity. One thing chiefly is lacking where libraries do not exist—that is leadership. An opportunity to serve childhood through an enriched education beckons to the teachers, librarians, and principals of America's elementary schools.

¹³ See Chapter X.

es,
by
ol
or
r-
e-
ts
le
r
d
s
e
e
-
A
y

CHAPTER I
MODERN EDUCATION AND THE LIBRARY
•
CHILDREN MUST BE TAUGHT TO THINK
THE CULTURAL SIGNIFICANCE OF THE SCHOOL LIBRARY
THREE P'S AND THE PRINCIPAL

EDITORIAL COMMENT ON CHAPTER I

Chapter I in particular, other sections of the yearbook incidentally, sets forth the fundamental theory underlying modern education. The place of libraries in the new scheme is obvious. How are pupils to learn methods of solving problems unless they can search the writings of many authorities? How does one learn to respect several viewpoints if he must study from a single "deified" textbook? How can one be taught to think when he is taught only to memorize? How can one learn to reject trivial reading for the classics if the latter are not available to him? Adequate library facilities in close association with a modern activity program help to answer these questions.

It has not been so many years since teaching consisted largely of blind following of a single textbook. Assignments were seldom made in the form of topics or problems. In the preface of Anderson's *Popular School History of the United States* (1884) we find "If history is to be taught in our schools merely reading the story will not answer. It must be taught again and again just as other subjects are taught." In other words, history was considered as a static collection of places, events, and persons to be drummed over and over again until learned by heart. Under hints for teachers, Anderson suggests: "Give out a short lesson, at the same time designating a map to be drawn by the pupils. . . . Let it be understood that no lesson is thoroughly acquired by a pupil until he has learned how every place mentioned in it is located."

Compare the above to a statement in the preface of a recent civics textbook: "Skills and knowledge must not be considered as ends in themselves; only as they can be so taught that the child gains better habits, finer appreciations, higher ideals . . . are skills and knowledge of value."

In 1884 teaching generally was completed when the child was able to recite the facts or to write a composition. Skill and knowledge were primarily ends in themselves. In 1933 the child's growth and behavior, as an individual and as a member of a group, have become the important ends with knowledge chiefly as the means.

The bibliography at the end of the chapter contains references in the field of modern educational theory as well as materials in library science.—*Editorial Committee.*

CHAPTER I

MODERN EDUCATION AND THE LIBRARY

CHILDREN MUST BE TAUGHT TO THINK

CARROLL R. REED

Superintendent of Schools, Minneapolis, Minnesota

THE IMPORTANCE of the library as a working unit in the elementary school has been growing steadily during the past few years. This increasing importance of the library in education is the result of the improved methods of teaching which are characteristic of the American elementary school today. History, geography, literature, and biology are no longer subjects to be studied by means of a single textbook. The efficient teacher presents problems which call for consultation with many authorities. Children are taught to think and to form their own opinions on the basis of the information and opinions which they receive from different sources. They must weigh the information in one book against the information in another book. They must learn to test this information for accuracy of statement and to evaluate the statements made by different authors. This kind of teaching is the very foundation of efficient thinking, and efficient thinking is the chief purpose of education.

Such methods of teaching demand adequate library facilities. Books, magazines, and supplementary material such as pictures, lantern slides, and pamphlets must be available in every elementary school. In fact, it is probable that the efficiency of the teaching in these subjects varies directly in accordance with the wealth of such material. An adequate school library is a necessary part of every elementary school; or if it is impossible to provide such a library, there must be a workable cooperative arrangement with the public library to give pupils access to these materials. The ideal situation would be to have both these conditions present in order to furnish the maximum amount of information in the solving of educational problems.

A school library is not only necessary as a source of information. It has become an essential part of the equipment for teaching reading. The modern teacher is not satisfied with the development of the ability to interpret words on a printed page as the objective in teaching children to read. Just as soon as children learn how to read it becomes necessary to teach them what to read. The ultimate objec-

tive in reading is to develop a taste for good books and skill in choosing those which appeal to individual tastes and interests. Whereas a generation ago children read a book in each grade or at most three or four books a year, today in the primary grades it is not unusual for fifteen or twenty books to be read in one year. In most primary-grade rooms a library corner is provided, furnished with crude tables and chairs made by the children. The library corner is supplied with books which are the property of the school, or borrowed from the public library, or loaned by parents and teachers. These books are based on the reading interests of the children in that particular group. These little libraries are the teachers' opportunity for enriching the educational opportunities for gifted children and for awakening the ambitions of the lazy and indifferent.

The advantage of this arrangement is that books are available when the need arises. Such books should be chosen with care to fit the reading vocabularies of the individuals in the school group.

The school library is the center where boys and girls may find books and may live in an atmosphere which encourages them to read and to lose themselves in the world of imagination, of adventure, history, and exploration.

THE AIM of the elementary school is to have children read until there develops a critical judgment of book values, good style in writing, and a selective interest in certain kinds of books. This desire for wide reading has probably been killed more often by unwise insistence on written reviews than by any other one factor, unless it be scarcity of attractive books from which to select.—Claire Zylve, Chapter VI.

THE CULTURAL SIGNIFICANCE OF THE SCHOOL LIBRARY

JOY ELMER MORGAN

Editor, Journal of the National Education Association, Washington, D. C.

CULTURE is made up of the standards which we set for our own lives; our attitudes toward the members of our family; our manners; our thoughtfulness of others; the way we dress and eat and speak and write; the quality of our states of mind, whether they are happy, bright, cordial, or discouraged, depressed, suspicious; our stock of ideas; our folklore. Insofar as our common culture reaches outside the immediate moment or place in which we live, it depends on records. By and large the records of culture involve the world of print. Through print we are able to feel companionship with men and women who have lived in other centuries and other places. The charming characters of Louisa May Alcott's *Little Men* and *Little Women* become a universal inspiration toward finer home life; Horace Mann who helped to found the American school system becomes a faithful neighbor; Benjamin Franklin, a genial adviser; Robinson Crusoe, an embodiment of the spirit of adventure which we would like ourselves to enjoy; and our nursery rhymes the universal mental coinage of our happy childhood.

It is only as we share this background of ideas and literary companionship that we are able to deal with one another and to get any satisfaction out of our mutual contacts. Whenever one tries to speak with another who does not understand his mother tongue, he has difficulty in going beyond the simple sign language that deals with food and the animal necessities. The unlettered lad from the country feels this same difficulty when he is thrown among people who are well-read and freshly informed about current affairs.

IDEAS AS A MOTIVE FORCE

The statesman of the future who seeks to control world affairs will realize that the motive force is not to be found in navies and armies but in common ideas, literary appreciations, cultural understandings. Wherever culture goes today, commerce will go tomorrow. Today's empire of ideas will be tomorrow's empire of trade. People who love the same heroes, recite the same nursery rhymes, sing the same songs, laugh and weep at the same dramas, will soon become less conscious of their differences, more conscious of their common humanity and their common destiny. The Newbery prize books for children are a step in this direction. This is a project to be encouraged by every teacher and principal because it fixes attention once each year upon the best

children's books produced during that year. It encourages authors and publishers to produce material of the highest quality. The time should come when whoever wins the Newbery prize would be sure of an immediate sale of at least a million copies.

Were it possible by some stroke of magic to give to the entire human race a few simple ideas in common, we should find easy solutions to our perplexing international difficulties—a few prayers, a few simple rhymes, a few common aspirations, mutual tolerances, aids to laughter—and the trick would be turned.

There is no magic way to bring this about except the magic of the book, the radio, the movies, and of travel that brings us face to face with our fellows in many lands. The world is in a perpetual struggle between culture and chaos. In the last analysis it is culture that brings order, that preserves the peace, that lays the foundation for progress, that makes life itself worth living. In an age of increasing leisure the individual will have a larger choice as to the content of his personal culture than ever before. How better can the school prepare him to make that choice wisely than to establish him during the formative years as a citizen of the world of print?

INTELLECTUAL LIFE FOR THE MANY

The world spends too little on selected books, not half enough or a tenth. This is true of the individual, it is true of the school, it is true of the community. There are whole counties in the United States with scores of college graduates where it is impossible to buy or to borrow a book.

There is something wrong with the teaching in a community like that. It may be helping people to cipher and spell but it is not introducing them effectively to the world of ideas. At best the teacher with a roomful of pupils can teach little as far as knowledge goes, and most of that little will be soon forgotten, but a properly educated teacher with the aid of a librarian and a good library can awaken the spark of intellectual interest in most of the pupils in the school. Let no one tell you that the intellectual life is for the few, that nine-tenths of the human race is inherently lacking in any desire for culture. The exact opposite is true. It has been proved to be true many times throughout the centuries. The whole struggle of democracy, the very establishment of the common school itself, has been made in the face of vigorous opposition by privileged groups who wished to reserve the higher and better things for the few. The most important point about a student is not his "I. Q." but his purpose, his spirit, his determination, his patience. Give these a chance and

ninety pupils out of a hundred will develop a love of books, a sense of how to use them in their daily lives, and the habit of using them as a means of personal cultivation and enjoyment.

THE LIFE REFLECTS THE MIND

It is a well-known psychological fact that what goes into the mind comes out in the life. If our minds are filled with trivialities, vulgarities, and dishonesties, we may expect our lives to reflect those qualities. On the other hand, if our minds are filled with substantialities and with beauty and significance, we may expect our lives to grow richer and stronger thereby. The recognition of this truth is important for the teacher and the librarian who wish to establish habits of lifelong education. There has been no time in history when the flood of impressions was so great as now. Seclusion and individuality are harder and harder to preserve. The stream of our social mind is like a great river with thousands of muddy tributaries pouring into it from every side. In the midst of this mighty current of impressions and ideas, it requires conscious thought to preserve sanity and poise. We need to realize that the mind stuff of our civilization—its mental culture and its spiritual integrity—are its most precious assets. Our mental culture is closely related to our entire manner of life.

MAN SHALL NOT LIVE BY BREAD ALONE

By every law of social growth, America should be approaching now a period of tremendous cultural flowering. Her high schools and colleges have carried large numbers of people farther along the road of learning than would have been thought possible even a few years ago. Scientific and technological development give us resources for the spread of culture whenever we are ready to use these resources. The important thing is that our machine civilization shall not be allowed to crush the finer elements in the lives of the people. The individual must not be smashed by the machine, the family must not be crushed by the factory, the small neighborhood which is but the larger family, must not be crushed by the impersonal city. The quieter elements of our character must not be drowned out by the clowns who clamor on the front of the stage. The late Calvin Coolidge, in describing the influence of great literature on character and ideals, wrote as follows:

As my reading has broadened with my experience my conviction has deepened that the progress of the world is dependent upon a widening appreciation of good literature. "Man shall not live by bread alone." We have material needs

which are important and should not be neglected, but we also have spiritual needs which are imperative. We are beings with aspirations which cannot be satisfied with money alone. There is a power in truth and beauty which will not be disdained. For more than a generation we have been worshipping science and glorying in its application to our physical needs. No one should underestimate the value of our advance in knowledge . . . which has enormously contributed to the comfort, convenience, health, and material power of his fellowmen. But all the wonders with which science has surrounded us merely tell us what we can do, they do not reveal what we can be.

If the finer appreciations, tastes, and values, which are inherent in the best home life, which are the essence of literature, and of painting, sculpture, and of a small fraction of movies and radio—if these are to become the nucleus of a newly awakened cultural life in America, it will be because principals and teachers are willing to take up the intellectual leadership which belongs inescapably to the positions which they occupy. Principals and teachers need to remember that they are not working in a cloister. So long as they are willing to deal only with children and the things that concern children, the community cannot be expected to appreciate their intellectual, civic, and social importance to the adult population and to community well-being and growth.

THE PRINCIPAL AS A CULTURAL LEADER

The elementary-school principal should be the leading exponent in his community of all the cultural activities of the city. By virtue of his position he is inescapably the intellectual and cultural leader of the area served by his school. He has an unusual opportunity to encourage the use of the public library. He may well sponsor units of instruction which will help children in all grades to use this institution. He may well speak of it before parent-teacher associations and adult groups, often calling attention to specific books. He may well invite members of the public library staff to appear before the school and adult groups of the neighborhood. Such activities profoundly affect the attitudes of the children toward reading and create that appreciation of things intellectual which means increased effectiveness for the school.

Just now the libraries, like schools and other essential public services, are facing a serious crisis. At the very time the library is performing a greater and more needed service than ever before, its resources are reduced to such an extent as to render its work difficult if not impossible. Great systems of libraries have had their book funds entirely cut off during a period when higher intelligence among the general population is imperative. The nation cannot afford not to build upon the vast foundations that are being laid

in popular education. We now spend on the elementary and high schools over two billion dollars to teach our people to read and less than \$20,000,000 for library service to encourage continued and thoughtful reading. In other words, for every dollar spent for the foundation we spend only one cent to build the superstructure.

INTERPRETING LIBRARY SERVICE TO THE COMMUNITY

Evidently principals and teachers have failed to convince our communities of the crucial need for libraries, not only to maintain present services, but to extend those services much further in the interest of an informed citizenship. We may well multiply our library expenditures by ten and look upon it as one of the most important of our emergency measures. During the past war we did not hesitate to increase our national debt, but we are now—in a crisis vastly worse—engaged in a mad struggle to balance local, state, and national budgets regardless of the disaster such a policy may bring to the institutions we have spent years in building up. We must meet first our human problems rather than our narrow financial problems.

The progress of a great movement such as the effort to provide school libraries for young people is amazingly slow. Our nation is willing to spend twelve million dollars a year through advertising to teach people to smoke drugs that are harmful to them, but spends only small sums to establish school libraries which would teach people to read things that are good for them.

Here is a real opportunity for pioneering. There are plenty of teachers and prospective librarians who can occupy school library positions when once they are created but where are there people who see the mission of the school library so clearly that they can go out among the parents and citizens and schoolboard members to arouse such an interest, such an understanding of what the school library could do, that the policy would be adopted, and the funds made available to start the library? Someone had to do that pioneering for the elementary school, for the high school and the junior college. Every new advance during its first stages required a leadership that was willing to work in the face of the critics who said it couldn't be done. Were it possible to recruit this type of leadership there is no reason why America should not add school librarians at the rate of thousands a year, for it would take 50,000 to give adequate service to the young people now in school. Certainly there should be at least one school librarian for every twenty teachers, if the school is to rise to its fullest effectiveness.

IMPORTANCE OF ELEMENTARY SCHOOL LIBRARY

This challenge to a pioneer service comes with peculiar force to the elementary-school principal and teacher. The elementary-school library is more important than the high-school or 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. What are the particular contributions which the elementary-school library can make to the cultural life of the school?

First, the elementary-school library vitalizes the curriculum—It lies at the very root of the new philosophy of individual differences. The library is the heart of any program of socialized effort and individual responsibility. As every teacher knows, children like to find things for themselves. They will search through many books in the preparation of debates or themes often discovering new interests in their leisure hours. The school curriculum is always out of date. At best it deals only with the major subjects. The new things and borderline interests which do not fall into the formal courses are often more interesting to the child than the regular work. The school library provides for this liberating and widening interest.

The teacher who has the resources of a good school library at his command is not hampered by the traditional curriculum. He can emphasize books and subjects which prepare his students to live intelligently in the twentieth century. Graded reading lists in history, economics, sociology, government, literature, and general science will enable his pupils to acquire for themselves useful and well-organized information. There is a lesson for American schools in the Russian development of children's literature which is being prepared by those who are expert in writing for young people, and covers all phases of the new Soviet life in Russia. The philosophy of this development is explained by C. Marshak, one of the most popular writers of children's verse in Russia and brother to the Ilin Marshak who wrote *New Russia's Primer*.

We cannot come to children with empty hands, we must not deceive them with false conversations. Science is a field of battle, not a peaceful dead thing. . . . A child should come to life as to the third act of a play, knowing what came before, understanding what it sees and with a heightened sense of the beauty and drama it may get out of life by participating. Our children must carry the history of the problems of this period in their bones; they must never consider themselves as mere watchers. Each one of them is a little builder.

Through the medium of Russian literature, the revolutionary child of today, although gay and joyous, is made fully aware of the

tasks that await him and the rôle that he is going to play in building his country.

A new age inevitably brings a new imagery and a new literature. Children of this generation may well make scrapbooks and collections of the writings that center around the airplane. They are already familiar with Lindbergh whose life forms the great saga of modern times. There are in the newspapers descriptions of courage and heroism in emergencies on the part of pilots which might well have a place in modern school readers. Air travel gives an entirely new outlook upon the world itself, brings out new beauties of ocean, forest, river systems, hills, mountains, clouds, and landscapes. Perhaps nothing in the entire history of the race has brought a greater enlargement of consciousness than this experience—now coming to large numbers of people—of being able to look down from a great height with its wide perspectives and to see at a glance what before had required days and even weeks of the hardest effort. Here is an opportunity which the wise school librarian, cooperating with the teachers of literature and history, will seize, because of its strong natural appeal to the youthful imagination and love of adventure.

Second, the school library preserves and weaves into the life of the school the peculiar local heritage of the community—By clipping newspapers and keeping circulars, letters, pictures, posters, cartoons, ballots of elections, and the like, the librarian and teachers may preserve in the school for use and for historical purposes, materials which otherwise are lost in the small community.

These materials of local life and history have great pedagogical value. They should be magnified in the life of the child because they furnish the basis for his appreciation of the larger world. To allow the child's intellectual life to center too largely around ideas and images from the outside tends to destroy the development of local culture upon which our civilization depends for its variety and its vigor.

A reference to the radio and the motion picture may make this clear. The people who constitute the moving-picture community like Hollywood are themselves the product of the cultural influences in the community of their childhood and youth. Hollywood did not produce them, it cannot produce their successors. If the ideology of Hollywood and of Radio City should supplant the vital, indigenous, local cultural interest, a deadly monotony and stagnation would settle over the cultural life of the entire population. The vital spark of uniqueness and originality which is inherent in the smaller community

would have been crushed out and in the next decade there would be no successor to the playwright and movie star of today.

This is another way of saying that when 100,000 communities have a distinctive cultural life of their own, there is more likelihood of reaching great heights of cultural achievement in the nation than when cultural interest is highly centered at a few points, which through in-breeding tend to destroy their own vigor.

Third, the librarian is the most important factor in determining whether the library can make these and other contributions to the cultural life of the school—The most important point in the librarian's personal qualifications is an abiding and joyous love of both children and books. Without these two the most beautiful library room and the best collection of books will reach only a few bookworms, leaving the great body of children without any appreciation of what books mean when one knows how to use them. We should no more let a child grow up without knowing how to use books than we would allow him to grow up without knowing how to use his fork according to the code of good manners. The tools that he uses to feed his mind are no less important than the tools that feed his mouth. The one may help him to be a healthy and vigorous animal but the other will help him to be an alert, happy, and interested human being.

FREEDOM FROM FORMALISM

Perhaps one word of caution is needed. The school is a highly formalized institution. It has had and must continue to have disciplinary functions. Children must learn to do tasks not inherently pleasant, to do them on time, to do them well, and in a wholesome spirit. If they are not to suffer worse penalties later on, they must sometimes feel the pressure of disapproval or of compulsion. The school library should keep itself free from the strait-jacket of formalism. It must be a place of freedom, of exploration, of leisure, of enjoyment—a center for the growth of taste, a place where lifelong purposes are discovered, and intellectual character formed. Its functions are primarily positive rather than negative.

In the effort to establish taste, force is a failure. Taste is born of freedom and joy. We must associate pleasure with the things that we desire to like. We must follow the gleam. We must allow for subtle differences in likes and dislikes. Each must begin with what he understands and feel his way toward the better values. Wise school librarians understand this. They surround children with tempting things to read. They have few requirements and not too

much advice, but they can laugh with children over the personalities and the adventures which come from the pages of books. This spirit of the librarian, this companionship with the select company of letters, this ability to lead the child to feel at home in the magic world of print is a rare gift that is worth searching for. The selection of the librarian, next to the selection of the principal of the school, will probably do more than any other choice to determine whether that school shall be an intellectual force or a humdrum center of dry textbook study.

ONE of the chief objectives in the elementary-school literature program is to develop within the child such habits and tastes in regard to literature that he will carry forward this important and fruitful activity after his school days are over. If the objective is to be reached, the child must be permitted to practise while in school those things which it is hoped he will do after school days are over. The child must be assisted through guidance to make the graded transition from directed literature work in the lower grades of the elementary school to a more or less self-initiated and self-directed program carried on chiefly through the public library in later years.—Harold V. Baker, Chapter V.

THREE P'S AND THE PRINCIPAL

LUCILE F. FARGO

George Peabody College, Nashville, Tennessee

THE OLD EDUCATIONAL PROGRAM stood upon three R's. The new educational program in the school library stands upon three P's: Personnel, Programming, and Participation. And behind all these, the Principal.

Personnel—The first requisite for an adequate school library is efficient personnel; in other words, a librarian. Whether the school be big enough for spacious library quarters and books numbering in the thousands, or whether so small as to afford only a corner cupboard, somehow service must be provided. And the principal who knows his job is forever on the alert concerning this service. If funds are few and a trained worker within the school library a present impossibility, he seeks the nearest municipal or county library for expert aid in book selection and purchase; or better, he goes before his superintendent or his board with facts and figures demonstrating economies in the pooling of library resources under a centralized plan of service as in the county library. If his school is larger, he directs his eye upon his teaching staff and writes the nearest library school, either to investigate the possibilities of training for someone now in service or to find just the right person—the one who has qualities of leadership and loyalty; of administrative skill as well as enthusiasm; of approachability and tact. And when he has found the right person, that perfect being, gracious, orderly, tactful, understanding, combining in one human frame all the traits of the teacher and of the librarian to boot—when he has found her, how he backs her up! He chuckles, perhaps, for enthusiasms that bid fair to run away with her, and gives advice about school problems not familiar to her. And also, how he takes her advice about things professional, all the way from the proper specifications for standard shelving to the need for a finely illustrated edition of *Lamb's Tales from Shakespeare*! She is an expert, or he wouldn't have her. He gives her the confidence due an expert. And she, being something more than an expert, returns full measure, pressed down, and running over: help when the auditorium program reaches a critical point for the lack of a new play; first aid for the problem boy who doesn't like to read; encouragement and practical help for the young teacher struggling with a new project.

Programming—The second requisite for library success is the attendance program. How and when shall pupils be admitted to the library? Shall all be carefully scheduled, one period per week for

grades from the third down, two periods from the fourth up? Or do school and curriculum organization call for more liberal procedures, children coming and going as research workers in an adult library? Vital problems these, on which hinge the entire activity program within the library. And it is up to the principal to decide the school policy in this field. Thereby hangs much thoughtful consideration of the function of the library; much reading and study and observation of other school libraries. The present volume offers food for thought here; school library service has gone far enough so that the principal who really wants to know good practise can find it. No one thing more surely makes or mars the educational effectiveness of the library than the principal's decisions about attendance.

Participation—We expect the librarian to cooperate with the principal. Should the principal cooperate with the librarian? How? There are divers ways, as the pages of this book testify. In the majority of cases, the initial drive for fruitful teacher and pupil utilization of library resources comes from the principal. The importance of pupil programming has just been indicated. But the teachers must be helped to see the possibilities of the library in enriching the teaching process. And so openly in faculty meetings and privately in teacher conferences the principal plays the rôle of publicity agent. "Have you seen the new book on *Creative Music* Miss Brown has just put on the library shelves? It holds suggestions for you, Miss Smith." "I have asked our librarian to work with the history teachers in preparing a list of books useful to us in connection with our George Washington pageant." "Jones, why wouldn't it be a good idea to have weekly reports in your nature study class based on pupil reading of the *National Geographic*, the *Scientific American*, and *Nature Magazine*? They are all in the library, you know." Aside from calling attention to the immediate item advertised, the principal is exhibiting the kind of intelligent personal interest which counts enormously in the making of a dynamic library.

To go on would be to review the present volume, when the function of this article is but to strike a key-note. If the key-note has become a chord in P major, it is because we are all rather new in the field of the elementary-school library and the key-noter wanted to make sure everyone was in tune before the chorus began.

SELECTED REFERENCES

1. ASKEW, SARAH B. "Reading for Leisure." *Child Welfare* 23: 369-71; March, 1929.
2. BAMBERGER, FLORENCE E. "Cultivating Reading as a Delightful Habit." *Normal Instructor and Primary Plans* 38: 27; April, 1929.
3. BELL, SARAH B. P. "My Daughter Chose to Read Trash." *Parents' Magazine* 4: 28, 52-53; December, 1929.
4. CARLSON, PEARL G. and TOWNE, JACKSON E. "Why the School Needs a Well-Administered Library." *Peabody Journal of Education* 6: 294-96; March, 1929.
5. CERTAIN, C. C. "The Public School Library: An Indispensable Department." *Elementary English Review* 3: 25-30, 36; January, 1926.
6. CHILDS, FRANK A. "School Library and Its Part in Enriching the Curriculum." *Nation's Schools* 7: 33-40; June, 1931.
7. FARGO, LUCILE F. *The Library in the School*. Chicago: American Library Association, 1930. p. 1-16.
8. HARDY, MARJORIE. "Right Attitude Toward Books and Taste in Reading in the Primary School." *Elementary School Journal* 27: 745-50; June, 1927.
9. HATCH, ALICE K. "The Children's Library as a Factor in Modern Education." *Elementary English Review* 4: 157-59; May, 1927.
- ✓ 10. HUNT, C. W. "International Friendship Through Children's Books." *Journal of the National Education Association* 14: 166; May, 1925.
11. KENT, MRS. SADIE T. "Library and the New Curriculum." *Library Journal* 52: 187-88; February 15, 1927.
12. KING, WILLIAM A. *The Elementary School Library*. New York: Charles Scribner's Sons, 1929. p. 1-10.
13. LATHROP, EDITH A. "The Library the Hub of the Modern School." *School Life* 16: 30-31; October, 1930.
14. LIVSEY, ROSEMARY E. "The New Curriculum Movement and the Library." *Library Journal* 50: 740-42; September 15, 1925.
15. MORGAN, JOY ELMER. "Schools and Libraries." *School and Society* 20: 703-13; December 6, 1924.
16. NEWTON, LESLEY. "The Changing School Curriculum and the Library." *Wilson Bulletin* 7: 159-65; November, 1932.
17. PORTER, REBECCA N. "Cultivating a Love for Good Books." *Parents' Magazine* 4: 25; November, 1929.
18. RUSSELL, BERTRAND. "Idealism for Children." *Saturday Review of Literature* 6: 575; December 14, 1929.
19. RUSSELL, WILLIAM F. "Educational Developments and the School Library." *School Library Yearbook, No. 2*. Chicago: American Library Association, 1928. p. 49-53.
20. STACY, EMEROI. "Companionship of Books." *Normal Instructor and Primary Plans* 38: 55, 92; September, 1929.

CHAPTER II
THE STATUS OF LIBRARIES IN ELEMENTARY
SCHOOLS

ELEMENTARY-SCHOOL LIBRARY SERVICE AS IT IS AND SHOULD BE
CERTAIN CHARACTERISTICS AND PROBLEMS OF THE
ELEMENTARY-SCHOOL LIBRARY

EDITORIAL COMMENT ON CHAPTER II

Chapter II throws some light on the status and development of the elementary-school library movement. One contribution, based upon a questionnaire to members of the Department, shows that conditions vary widely. In one school there may be both a centralized library room and classroom libraries, while in another building supplementary books are almost unknown. The other article in the chapter paints a similar picture: the dark shadows, very black; the light spots, very bright.

It is interesting to speculate as to the causes of the "spotted" development of school libraries. Is it because many teachers were trained in older technics which have no place for library books? Does our traditional school organization discourage the use of supplementary materials? Are principals opposed to or uninformed about the use of many books and reference materials? Is there a shortage of funds for school library purposes?

Doubtless, no single cause explains the status of the library movement in any particular community. But it is difficult to understand how even a strong combination of factors could prevent the development of such a crucial movement if principals were actively interested. A shortage of funds could be compensated for by school entertainments, gifts, parent-teacher activities, and similar means. Lack of personnel vanishes before plans which train pupils, parents, and teachers to be librarians. Indifference or lack of training among the teachers should not hold out long against a principal's well-planned supervisory program.

When the principal is uninformed, indifferent, or opposed to the use of library materials, the situation is almost hopeless. Librarians and teachers agree that the principal's interest is a prerequisite to success. Without it an enriched activity program is likely to be incidental and accidental. It is to be hoped that various chapters of this yearbook will help those school executives who are interested in furthering the march of progress.

The list of references at the end of the chapter will be of interest to many readers.—*Editorial Committee.*

CHAPTER II

THE STATUS OF LIBRARIES IN ELEMENTARY SCHOOLS

ELEMENTARY-SCHOOL LIBRARY SERVICE AS IT IS AND SHOULD BE¹

EDITH A. LATHROP

*Associate Specialist in School Libraries, U. S. Office of Education,
Washington, D. C.*

SINCE THE GREAT MAJORITY of rural and village elementary schools and quite a number of those in the cities include the first eight grades, it seems best to consider here as "elementary" the school with grades one to eight inclusive. Library service for elementary schools of eight grades includes problems pertaining both to elementary and to junior-high-school situations.

The subject divides itself into two parts: (1) elementary-school library service as it is—in other words, the *status quo*; and (2) the service as educators and librarians hope that it may become—the utopia toward which we are working.

TYPES OF SERVICE VARIED

No one situation describes present elementary-school library service. Only a panorama of descriptions can portray it.

At one extreme, there are schools with no collections of library books and no services from public or private library agencies of any kind. At the other extreme, there are schools which contain well-equipped library rooms with books chosen to meet both the needs of school curriculums and the recreational interests of the children and presided over by professional librarians who know children's books and who are especially fitted to work with children and with their teachers. Between these extremes there are many variations.

FIELDS FOR RESEARCH

Any consideration of the varied types of library service for elementary schools naturally provokes the following questions: How many elementary schools in the United States have no library ser-

¹ Address delivered before the School Libraries Section of the American Library Association at New Orleans. April, 1932.

vice? What part of the total number of elementary schools have library rooms with trained librarians? How many elementary schools receive library service from county, town, or township libraries? To what extent are county superintendents of schools circulating library books from their offices? Are any great number of municipal libraries supplying books to schools located outside their municipalities? Is school use of nearby public libraries growing? Is it common for public libraries to be located in school buildings?

No very satisfactory answers, for the country as a whole, can be given to any one of these questions because state educational and library agencies either do not collect information on the topics, or they do not have sufficient clerical help to compile the data after they are gathered. Practically each one of these questions presents a virgin field for research.

Reports from state departments of education and educational surveys indicate that there are a considerable number of rural schools (and these are for the most part small elementary schools) without collections of library books of their own. The state department of education of Tennessee, for example, reports over three thousand such schools. Departments of education in some other states admit, that while they have no statistics on the subject, there are schools within their borders without library collections. Some few of the schools without libraries of their own may receive loans of books from state traveling library agencies or from local public libraries.

IN LARGER CITIES

There is a general tendency for elementary schools in the larger cities and towns to provide library rooms. The development, within the past ten years, of platoon schools has naturally stimulated the growth of such rooms. Denver, Colorado; Detroit, Michigan; Long Beach, California; Pittsburgh, Pennsylvania; Portland, Oregon; and Seattle, Washington, are cities in which library rooms are found in most elementary schools. Library rooms in elementary schools in these cities, with the exception of Long Beach, are generally in charge of teacher-librarians. The librarians in the elementary schools of Long Beach are professionally trained children's librarians.

A study entitled *County Library Service to Rural Schools*, published in 1930 by the United States Department of the Interior, Office of Education, shows that approximately 85 percent of the rural schools in the counties with county libraries are receiving service from the libraries. Some rural high schools are included in this percentage, but the number of such schools is so small that the result can

be said to represent elementary-school conditions. Considering the country as a whole, county library service is not extensive, for less than three hundred of the approximately three thousand counties in the United States have such libraries.

There is no extensive study showing the service given schools by township libraries. The percentage of schools served by such libraries would probably not be as high as that for county libraries, for township libraries are frequently so meagerly supported and so poorly staffed that they can give but little help to schools.

A GROWING SERVICE

It is not possible to report the number of instances in which county superintendents of schools are circulating books to schools from their offices. It appears, however, from observations in the field that this type of service is growing. I have visited a considerable number of these libraries during the past seven months. Some of the books in them consist chiefly of sets of supplementary readers; others are real library collections. I have visited two counties in each of which the number of volumes exceeded eight thousand. In one of these instances a trained librarian, on part time, was in charge of the collection. Some of the states in which this type of school library service is found are Alabama, Arizona, Colorado, Georgia, Illinois, Iowa, Kentucky, Nebraska, New Mexico, Oklahoma, Tennessee, Texas, Virginia, Washington, and Wisconsin. In New Mexico every county in the state has this service.

CITY LIBRARIES AID

Observations from the field show that small rural schools are quite frequently receiving collections of books from nearby city libraries. This type of service seems to be growing. It is most common where teachers are living in cities and commuting to their schools. Such a condition makes it easy for them to borrow from municipal libraries collections of books for school use. There are instances in Iowa and Nebraska and in some other states where school districts are using their library funds to pay for service from municipal libraries rather than purchase library books of their own.

Most of the state library extension agencies circulate books to schools. Data are not available showing the percentage of such collections that go to elementary schools. The agencies say, however, that the majority of requests for this type of service come from the rural schools, which means that it is an elementary-school service. This service is not extensive for the country as a whole for not all

state library agencies send collections of books to schools, and most of those that do so can furnish only a limited number of books because the demand exceeds the supply.

Some cities have tried the plan of school utilization of public library branches, by having such branches located within close proximity to the schools. The plan has not developed extensively because newer methods of teaching require the frequent use of many books. It is not practical to go a block to consult library books. Again, traffic problems in large cities have militated against the use of public libraries by school children.

In some cities, branches of public libraries are located in elementary-school buildings; and it is quite common for county libraries to place branches or stations in small rural schools. The United States Office of Education study of county libraries shows that approximately 61 percent of the county library branches are found in school buildings.

UNIFORMITY UNDESIRABLE

In library service, as in everything else, it is futile to set up uniform standards that will fit every school community. Library standards that are not flexible enough to meet local situations are stultifying to the best interests of the schools.

Just as elementary-school library service as it is suggests many different kinds of service, so library service as it should be presents another procession of panoramic situations. Library service for a one-teacher school with ten children must necessarily be different from that for a school of forty teachers and one thousand children. Platoon schools call for literature rooms with teacher-librarians. Departmentalized schools need a type of library service best adapted for their type of organization. Non-platoon or non-departmentalized schools suggest other varieties of library service.

Methods of teaching determine to a great extent the kind of library service that a school should have. The trend in modern teaching methods is away from textbooks. In progressive schools, children are encouraged to search for information relating to the various problems arising from their school activities. A large part of such information is found in books and other printed materials.

This means that schools must have access to large collections of books, newspapers, magazines, and other printed materials. The bibliographies in the course of study for fourth, fifth, and sixth grades of the Los Angeles County, California, schools contain about thirteen hundred different titles. A progressive course of study for eight

grades would probably include twice that many titles. How are schools to have access to so many books?

It is not practicable for small rural schools to build up collections of this size. Too many books are idle, too many are lost, and the funds are not adequate to provide so many books. Just as it is usually wise to consolidate small schools in order to provide sufficient funds to maintain efficient schools, so it is generally wise to pool the library resources of communities in order to provide efficient library service.

BEST SERVICE FOR RURAL SCHOOLS

Educationists and librarians are agreed that for most sections of the United States, county or regional libraries, well-supported and administered, provide the best means yet devised for insuring library facilities for small rural and village schools. County libraries in California, Indiana, Ohio, New Jersey, and some other states have demonstrated that such library service insures a way whereby a minimum amount of money provides a maximum of school library service.

The assessed valuations of some counties are too small to maintain the standards set for a twentieth-century civilization. For that reason the regional library law, recently passed by the Michigan legislature, will be watched with interest.

The trends seem to show that the library goals for elementary schools in large cities are libraries in the schools with trained librarians in charge. In schools in which activity programs prevail, there must be large numbers of books in classrooms.

GLIMPSES OF GOOD LIBRARIES

Let me share with you glimpses from a few of the best elementary-school library situations which I have witnessed in my travels of over 16,000 miles, reaching from the Atlantic to the Pacific, and from the Canadian border to the Gulf of Mexico.

We will raise the curtain first on an upper-grade room of a two-teacher elementary school of six grades located near Albany, New York. The three tables in the room are rather unusual. The one in the center, covered with oilcloth, is the work table. Two children at this table are consulting over a drawing which is their interpretation through art of Celia Thaxter's poem, "The Sandpiper." The table at the rear right of the room, near the shelves containing the encyclopedias, is the reference book table. Two children here are poring over the dictionary. The third table, upon which are several choice books supported by book ends, is set aside for recreational reading.

A sixth-grade girl takes a copy of the *National Geographic Magazine* from the long, sloping shelf at the rear of the room and takes it to her seat. On this shelf are other magazines—*Nature*, *Child Life*, *John Martin's Book*, and the *Junior Red Cross*. Beneath the sloping shelf are two shelves with non-fiction books, relating to the projects being developed in the school. The books of fiction are in the bookcase at the front of the room. Near this bookcase is a four-drawer vertical file quite well filled with pictures, clippings, and pamphlet material collected by both teacher and children. This material has been arranged under proper subject headings. Above the sloping shelf, at the rear of the room, is a bulletin board, displaying clippings and pictures from the *New York Times*, postal cards, and advertising material, all relating to the Lake Placid Olympic Games.

At a signal from the teacher, the fourteen children in the room are seated; the lower grades from the primary room come in and are seated. All are now ready for the general assembly period, which is the closing feature of the day. The committee in charge of the assembly has had four days to prepare its program, the subject of which is "The Olympic Games at Lake Placid." Four speakers tell briefly of the origin of the Olympic Games, of their recent revival, and of the games and players represented in the present Olympics, which are now in progress at Lake Placid. During these brief talks, maps and pictures are exhibited, and information from *The World Book*, *My Weekly Reader*, and other printed materials is quoted. The last feature of the program is to "tune in on Lake Placid."

I hear someone asking, "Where did that school get its books?" It had a usable collection of four hundred volumes which had been culled by the state school library supervisor from a collection of twice that number. In addition, it had fifty books from the New York State travelling library collection and other books which the children and the teacher had drawn from the Albany Public Library. The magazines were the gift of the local parent-teacher association. The library was the center of the school, because the teacher was following progressive methods of teaching under the leadership of the state department of education.

Now, the scene shifts to the library of an elementary consolidated school of eight grades in eastern Tennessee, enrolling 560 children. This library occupies two small rooms, each separated from the other and from the hall by glass partitions. The visitors enter unannounced, and this is what they see: A seventh-grade boy seated at a desk acting as a monitor; beside him is seated another boy reading from a current issue of the *Literary Digest*. At the table in the adjoining room are children consulting various books. In a few

moments a gong sounds, and the children leave the rooms. The student monitor explains to the visitors that the children came to the library to look up material for their school work; that he had received from their teachers a list of the reference books that they were supposed to consult; and that it is his business to keep order in the rooms and to put the books back on the shelves, after the children leave. He understands, he says, the Dewey decimal classification system.

The library cited was a school branch of the Chattanooga Public Library located at Chattanooga and extending library service to Hamilton County, the county in which Chattanooga is located. The magazines were supplied by friends of the school. A check of the books that the children left on the tables showed that eight different titles in history, seven in geography, and three in English had been consulted during the period; and, in addition, a volume from each of two different sets of encyclopedias. The references in the history and geography books indicated that information was being collected on the territorial development of the western part of the United States.

A MINNESOTA LIBRARY

We will now raise the curtain on a library presided over by a full-time librarian, used by the high school and by the seventh and eighth grades, which are housed in a school building located in a small Minnesota town, situated on the shore of Lake Superior. Most of the children are seated at tables—some are reading from magazines and others consulting books of various kinds. Two seventh-grade boys are at the card catalog. We move over toward them and ask them what they are looking up. "Something on football," says the more serious-minded of the two, "but there is no subject heading for it." Just then his companion says, "Let's look in the encyclopedia." He hurries across the room and soon returns with an open volume, saying, "Look, here are two pages on football and pictures besides." His friend meanwhile keeps on thumbing the card catalog until he finds what he is seeking under the subject heading, "Games."

Now it is nearly Christmas time. We are in an elementary-school library in Denver. We are attracted by the lovely books on display and by the teacher-librarian's introduction to the children of a new Christmas book.

AT LONG BEACH

The last scene is one of those beautiful libraries for which the Long Beach, California, elementary schools are famous. The libra-

rian has just finished telling a story to a second-grade group. Soon a few fifth-grade children come into the room. All of them, except one little boy, settle down to work. Apparently this little fellow cannot find what he wants, so the librarian slips over to inquire whether she can help him. He is looking for the month in which Damrosch was born. He explains that he has looked in the encyclopedia and in a book about musicians; that both gave the year, but neither the month of Damrosch's birth. "You see, I've got to have the month," he said, "because I'm making a calendar which shows the months in which famous people were born."

His earnestness inspires the visitors to aid in the search, but, evidently, the month of the famous musician's birth is not to be found in that library. Finally, one of the visitors says, "What will you do now?" Quick as a flash, he answers, "Go to the public library. I *know* I shall find it there."

These illustrations show that children in progressive elementary schools are turning to books for the solution of their school problems and for recreational reading; and that school use of books is carrying over to public library use of books. It is a joy to watch children in such schools working out, under the wise direction of professionally trained teachers and librarians, problems that lead them to many sources of information.

"Such teaching," says the course of study of Los Angeles County, California, "should leave children with the feeling toward books that is expressed by Carlyle: 'All that Mankind has done, thought, gained or been is lying as in magic preservation in the pages of Books. They are the chosen possession of men.'"

The present age is an age of more leisure for a greater number of people than the world has ever known. Does it not seem then that the greatest objective of the present elementary school is that of training for the wise use of leisure? It should be remembered, also, that crimes are usually committed in leisure, not working, hours. For these reasons, the elementary school is challenged as never before to develop in children tastes and desires in the field of literature that will help them to spend wholesome leisure.

CERTAIN CHARACTERISTICS AND PROBLEMS OF THE ELEMENTARY-SCHOOL LIBRARY

IN COOPERATION with the Research Division of the National Education Association, the Editorial Committee prepared an inquiry form to ascertain facts as to the status of the elementary-school library.¹ The blanks were sent to some 4500 members of the national Department of Elementary School Principals. About 700 replies were received, of which number 669 were tabulated.

Both platoon and non-platoon schools returned inquiry forms. These schools enrolled from 100 to 2200 pupils. Almost every state was represented, and two replies were received from Hawaii. Since it is likely that a large proportion have no libraries the analysis of the returns is probably typical of conditions in schools where libraries do exist.

The report consists of three parts: (1) summary of replies to specific questions, (2) problems revealed by the replies and descriptions, and (3) general summary.

SUMMARY OF THE DATA

Type of library arrangement—Principals were asked to report whether they kept the library books in a centrally-located room, or divided the books among the classrooms, or used a combination of the two plans. Table 1 gives a summary of the replies on this point.

TABLE 1—TYPE OF LIBRARY ARRANGEMENT

Arrangement of Books	Number of Schools over 1000		Number of Schools 500-1000		Number of Schools under 500		521 Non-Platoon Schools		148 Platoon Schools		669 Schools of All Types	
	67 NP ^a	42 P ^b	221 NP	69 P	233 NP	37 P	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Centralized Library	12	25	50	40	53	16	115	22.1	81	54.7	196	29.3
Divided among the Classrooms . .	30	7	90	6	89	4	209	40.1	17	11.5	226	33.8
Both Centralized and Divided	15	8	56	17	70	12	141	27.1	37	25.0	178	26.6
No Answer	10	2	25	6	21	5	56	10.7	13	8.8	69	10.3
Total	67	42	221	69	233	37	521	100.0	148	100.0	669	100.0

^a NP, non platoon

^b P, platoon

¹ Miss Goodykoontz and Miss Lathrop of the federal Office of Education gave helpful advice in the preparation of the questionnaire. The tabulations and the preparation of this report were made in the Research Division of the National Education Association.

Column 9 of Table 1 shows that 40 percent of the non-platoon schools prefer to divide the library books among the classrooms. In contrast (Column 11) 55 percent of the platoon schools use the centralized library arrangement. One-fourth of both school types use a combination of the divided and centralized plans. About 10 percent of those returning the blanks did not answer the question.

A close examination of Columns, 2, 3, 4, 5, 6, and 7 does not reveal any great differences on the basis of school size. The percents of centralized and divided libraries are about the same as those reported for the total groups in Columns 9 and 11.

TABLE 2—PERSON IN CHARGE OF THE LIBRARY

Person in Charge	Number of Schools over 1000		Number of Schools 500-1000		Number of Schools under 500		521 Non-Platoon Schools		148 Platoon Schools		669 Schools of All Types	
	67 NP ^a	42 P ^b	221 NP	69 P	233 NP	37 P	Number	Per-cent ^c	Number	Per-cent ^c	Number	Per-cent ^c
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Trained Librarian												
Full time....	9	8	16	6	12	2	37	7.1	16	10.8	53	7.9
Part time....			23	4	30	1	53	10.2	5	3.4	58	8.7
Teacher-Librarian												
Full time....	5	19	11	36	3	9	19	3.7	64	43.2	83	12.4
Part time....	7	5	17	8	21	10	45	8.6	23	15.5	68	10.2
Teacher	38	10	122	18	152	14	312	59.9	42	28.4	354	52.9
Clerk	3		14		9		26	5.0			26	3.9
Pupils	2		19		24	1	45	8.6	1	.7	46	6.9
Principal or Assistant Principal												
Principal....	2		10		14	2	26	5.0	2	1.4	28	4.2
Miscellaneous			4		1		5	1.0			5	.8

^a NP, non-platoon.

^b P, platoon.

^c Percents are figured on the basis of the total number of questionnaires tabulated.

Person in charge of the library—What kind of person is placed in charge of the library facilities in elementary schools? Table 2 summarizes the replies to this question.

In the non-platoon schools (Column 9) of Table 2 almost 60 percent of the libraries are under the direction of a teacher. Platoon schools (Column 11) are likely to have either a teacher-librarian or a trained librarian. A few of the non-platoon school libraries are in the charge of a clerk, the principal, or the pupils. Columns 2, 4, and 6 show that this condition is not confined to schools with small enrolments, although it is possible that the number of books is relatively few.

We may assume that only the schools using the centralized library in some form need a person with some library training. Column 12 of Table 1 shows that there are 374 partly or wholly centralized libraries. Table 2 shows 262 trained librarians or teacher librarians. Apparently, about 30 percent of the centralized libraries are directed by persons untrained in library work.

Over half of the elementary-school libraries are presided over by classroom teachers. Probably most of these are sets of books which have been divided among the classrooms. In a number of instances these "divided libraries" are placed under one of the classroom teachers for the adjustment of administrative problems which arise in the distribution of the books.

TABLE 3—SOURCES OF INCOME

Source of Revenue	Number of Schools over 1000		Number of Schools 500-1000		Number of Schools under 500		521 Non-Platoon Schools		148 Platoon Schools		669 Schools of All Types	
	67 NP ^a	42 P ^b	221 NP	69 P	233 NP	37 P	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
School Funds..	35	29	122	53	145	25	302	58.0	107	72.3	409	61.1
Public Library..	19	6	42	15	38	6	99	19.0	27	18.2	126	18.8
Parent-Teacher Association..	4	3	24	7	24	8	52	10.0	18	12.2	70	10.5
School Activities and Benefits..	1	....	5	....	5	....	11	2.1	....	....	11	1.6
Miscellaneous..	1	....	8	....	5	....	14	2.7	....	....	14	2.1

^a NP, non-platoon.

^b P, platoon.

^c Percents are figured on the basis of the total number of questionnaires tabulated.

Sources of income—One question asked the source of 50 percent of the funds used in purchasing books. Table 3 shows the replies to this question.

Fifty-eight percent of the non-platoon schools and 72 percent of the platoon schools are supported chiefly from school funds. About 19 percent of both types of schools reported more than half of their financial aid from the public libraries. Between 10 and 12 percent are supported largely by parent-teacher associations.

Columns 2 through 7 of Table 3 show that school size has no effect upon the source of income. About two-thirds of all schools reported that they received their major support from school funds. About one-third of the schools reported receiving major help from the parent-teacher association, school benefits, or miscellaneous sources.

Relationship between public and school library—Principals were asked to report whether the public library supplied to the school library the books, the librarian, or technical services. Table 4 summarizes the replies as to the school library-public library relationships.

Table 4 shows slight differences between the percent of the platoon and non-platoon schools receiving each type of help. Of the total group of 669 schools 72 percent received books from the public libraries, 14 percent are supplied with a librarian, and 20 percent report technical aid of various kinds.

TABLE 4—RELATIONSHIP BETWEEN PUBLIC AND SCHOOL LIBRARY

Relationship	Number of Schools over 1000		Number of Schools 500-1000		Number of Schools under 500		521 Non-Platoon Schools		148 Platoon Schools		669 Schools of All Types	
	67 NP ^a	42 P ^b	221 NP	69 P	233 NP	37 P	Num-ber	Per-cent ^c	Num-ber	Per-cent ^c	Num-ber	Per-cent ^c
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Public Library Supplies												
Books.....	48	30	170	47	164	24	382	73.3	101	68.2	483	72.2
Librarian.....	8	2	41	17	25	3	74	14.2	22	14.9	96	14.4
Technical Service....	12	9	39	23	38	7	89	17.1	39	26.4	128	19.1
School uses Public Library.....	1	.....	2	.....	9	.....	12	2.3	.....	.....	12	1.8
Miscellaneous..	1	.....	12	.....	7	1	20	3.8	1	.7	21	3.1

^a NP, non-platoon.

^b P, platoon.

^c Percents are figured on the basis of the number of questionnaires tabulated.

Columns 2 through 7 indicate that relatively fewer of the large schools receive aid from the public libraries than the smaller schools.²

Number of volumes in the school library—How many volumes are in the typical elementary-school library? Principals were asked to exclude from their answers books loaned temporarily by the public libraries, volumes loaned by state authorities, and all textbooks. Table 5 summarizes the answers to this question.

Column 9 shows that the non-platoon school libraries have a median number of slightly less than 1000 books. Platoon schools show a median of about 1200 books. Almost 5 percent of the libraries in non-platoon schools contain over 5000 books while only 2 percent of the platoon libraries are so large.

² See Chapter V of this yearbook for data on the relationship between public libraries and organized school libraries as reported by city superintendents.

Columns 2 through 7 of Table 5 show that libraries in non-platoon schools have on the average one book for every child enrolled—that is to say, the median for schools enrolling 1000 pupils is 1000 books, while schools with 500 pupils have a median of about 500 volumes. Platoon schools show a slightly higher median in all enrolment groups.

Percent of each type of book in library—After reporting the total number of books in their libraries (Table 5), principals were asked

TABLE 5—NUMBER OF VOLUMES IN SCHOOL LIBRARY

Number of Volumes	Number of Schools over 1000		Number of Schools 500-1000		Number of Schools under 500		521 Non-Platoon Schools		148 Platoon Schools		669 Schools of All Types	
	* 67 NP ^a	42 P ^b	221 NP	69 P	233 NP	37 P	Num-ber	Per-cent ^c	Num-ber	Per-cent ^c	Num-ber	Per-cent ^c
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
100 and under.....			6	1	10		16	3.1	1	.7	17	2.5
101-200.....	10	6	47	7	90	7	147	28.2	20	13.5	167	25.0
501-1000.....	18	7	41	10	49	16	108	20.7	33	22.3	141	21.1
1001-1500.....	6	11	21	30	21	6	48	9.2	47	31.8	95	14.2
1501-2000.....	3	7	18	11	13	1	34	6.5	19	12.8	53	7.9
2001-2500.....	2	1	9	2	7		18	3.5	3	2.0	21	3.1
2501-3000.....	5	2	6	3	6	1	17	3.3	6	4.1	23	3.4
3001-3500.....	1	3	6	1	7	1	14	2.7	5	3.4	19	2.8
3501-4000.....	2		6	1			8	1.5	1	.7	9	1.4
4001-4500.....	2	1	1		3	2	6	1.2	3	2.0	9	1.4
4501-5000.....		1	4		2		6	1.2	1	.7	7	1.1
5001-5500.....	2		1			1	3	.6	1	.7	4	1.0
5501-6000.....	2	1	3		1		6	1.2	1	.7	7	1.1
6001-6500.....	1		2				3	.6			3	.5
6501-7000.....		1	1				1	.2	1	.7	2	.3
7001-7500.....	1		1				2	.4			2	.3
7501-8000.....			2		3		5	1.0			5	.8
8001-8500.....	1		1				2	.4			2	.3
8501-9000.....												
9001-9500.....			2				2	.4			2	.3

* NP, non-platoon.

^b P, platoon.

^c Percents are figured on the basis of the number of questionnaires tabulated.

to indicate the percent of the total consisting of non-fiction, fiction, reference, supplementary, and miscellaneous books. Table 6 shows the percent reporting each type of book.

It is interesting to note that the median number of non-fiction books in the libraries of 669 schools was 262. The median number of fiction books was 189. The median number of reference books was less than 100. The median number of supplementary books was 185 and the median number of miscellaneous books was less than 100. The impression is given by comparisons between the non-platoon and platoon schools that the latter are better equipped in all of the fields. The larger proportion of the platoon schools reported having books

TABLE 6—PERCENT^a OF SCHOOLS REPORTING NUMBER OF NON-FICTION, FICTION, REFERENCE, SUPPLEMENTARY, AND MISCELLANEOUS LIBRARY BOOKS

Number of Volumes	Non-Fiction			Fiction			Reference			Supplementary Textbooks			Miscellaneous		
	521 NP ^b	148 P ^c	669 Total	521 NP	148 P	669 Total	521 NP	148 P	669 Total	521 NP	148 P	669 Total	521 NP	148 P	669 Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
100 and under....	15.9%	10.8%	14.8%	12.3%	12.8%	12.4%	28.0%	56.1%	34.2%	13.2%	14.9%	13.6%	11.5%	24.3%	14.4%
101-200.....	20.7	9.5	18.2	4.4	12.2	6.1	15.6	10.8	14.5	10.6	10.1	10.5	4.4	8.1	5.2
201-300.....	6.0	6.1	6.0	1.3	13.5	4.0	3.5	2.0	3.1	4.4	5.4	4.6	1.3	2.7	1.6
301-400.....	5.0	8.8	5.8	.6	12.2	3.1	1.2	1.4	1.2	1.3	.7	1.2	.6	1.4	.8
401-500.....	2.5	6.1	3.3	.8	9.5	2.7	1.3	...	1.1	3.5	4.1	3.6	.8	.7	.8
501-1500.....	12.7	37.8	18.2	1.7	23.7	6.6	2.1	2.0	2.1	6.5	4.7	6.1	1.7	2.7	1.6
1501-2500.....	4.8	5.4	4.9	.2	1.4	.5	.6	...	.5	2.7	2.0	2.5	...	...	...
2501-7500.....	2.3	1.4	2.1	.2	...	.2	...	...	...	2.5	2.7	2.5	...	...	...
Total.....	69.9	85.8	73.4	22.1	85.1	35.6	52.2	72.3	56.7	44.7	44.6	44.7	20.5	39.9	24.5
Percent not reporting.....	30.1	14.2	26.6	77.9	14.9	64.4	47.8	27.7	43.3	55.3	55.4	55.3	79.5	70.1	75.5
Median.....	192.7	545.8	262.2	100	334.4	188.9	Under 100	Under 100	Under 100	187.4	174.4	184.6	Under 100	Under 100	Under 100

Read table thus: Of the 669 schools, 73.4 percent (Column 4) reported that they had non-fiction books.

^a Percents are figured on the basis of the total number of questionnaires tabulated.

^b NP, non-platoon.

^c P, platoon.

of each type and relatively more of them have the various types of books in large amounts.

What magazines are taken by elementary-school libraries?—The inquiry form provided space for the principals to report the magazines received regularly by their libraries. About 450 titles were reported, but only those reported ten or more times are given in Table 7.

Table 7 shows that forty-nine magazines were reported ten or more times. Of this number ten were professional magazines for teachers, while the other thirty-nine ranged through various levels of adult magazines to those primarily for children.

The five magazines reported most frequently by the entire group were as follows:

1. National Geographic (47 percent)
2. Nature (35 percent)
3. Child Life (34 percent)
4. Popular Mechanics (26 percent)
5. American Boy (19 percent)

The rank of the first five magazines for the non-platoon and platoon schools follows:

Rank for Non-Platoon Schools		Rank for Platoon Schools
(1).....	National Geographic	(1)
(2).....	Nature Magazine	(3)
(3).....	Child Life	(2)
(4).....	Popular Mechanics	(4)
(5).....	American Boy	(5)

Other magazines found in 20 to 25 percent of the platoon schools were: *American Girl*, *Boys' Life*, *Hygeia*, *Popular Science*, *St. Nicholas*, and *School Arts*. These publications were usually mentioned by less than 14 percent of the non-platoon schools.

On the other hand the following magazines were among those relatively more frequently reported by non-platoon schools than they were by platoon schools: *American Childhood*, *Child Welfare*, *Outlook*, and *Time*.

The magazines primarily for teachers which were most frequently reported were as follows:

Rank for Non-Platoon Schools		Rank for Platoon Schools
(1).....	The Instructor	(4.5)
(2).....	The Grade Teacher.....	(1)
(3).....	Elementary School Journal.....	(2.5)
(4).....	Educational Method	(4.5)
(5).....	Childhood Education	(2.5)
(6).....	Journal of the N. E. A.....	(6)
(7).....	Child Welfare	(8.5)
(8).....	Progressive Education	(8.5)
(9).....	Elementary English Review.....	(7)
(10).....	Parents' Magazine	(10)

TABLE 7—MAGAZINES REPORTED TEN OR MORE TIMES

Name of Magazine	Number of Schools over 1000		Number of Schools 500-1000		Number of Schools under 500		521 Non-Platoon Schools		148 Platoon Schools		669 Schools of All Types	
	67 NP ^a	42 P ^b	221 NP	69 P	233 NP	37 P	Num-ber	Per-cent ^c	Num-ber	Per-cent ^c	Num-ber	Per-cent ^c
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
American Boy	10	21	33	16	40	10	83	15.9	47	31.8	130	19.4
American Childhood...	2	1	14	4	31	3	47	9.0	8	5.4	55	8.2
American Girl	10	19	23	10	28	9	61	11.7	38	25.7	99	14.8
American Magazine...			5	1	8	1	13	2.5	2	1.4	15	2.2
Art Magazine...	1	1	5	1	4		10	1.9	2	1.4	12	1.8
Asia.....	1	1	3	1	6	1	10	1.9	3	2.0	13	1.9
Bird Lore.....		1	8	1	2	1	10	1.9	3	2.0	13	1.9
Boys' Life.....	11	20	21	15	24	7	56	10.8	42	28.4	98	14.7
*Childhood Education...	8	4	18	5	18	6	44	8.5	15	10.1	59	8.8
Child Life.....	16	26	54	32	77	20	147	28.2	78	52.7	225	33.6
*Child Welfare	1		9	1	17	2	27	5.2	3	2.0	30	4.5
Christian Science Monitor....	2	2	6		6		14	2.7	2	1.4	16	2.4
Current Events.....	5	9	21	8	26	7	52	10.0	24	16.2	76	11.4
Delineator....	1	1	4	1	6		11	2.1	2	1.4	13	1.9
*Educational Method....	8	2	16	6	24	2	48	9.2	10	6.8	58	8.7
*Elementary English Review....	2	2	3	1	8	1	13	2.5	4	2.7	17	2.5
*Elementary School Journal....	9	6	17	6	23	3	49	9.4	15	10.1	64	9.6
Good House-keeping....	2	2	4		9		15	2.9	2	1.4	17	2.5
*Grade Teacher	8	7	13	6	30	4	51	9.8	17	11.5	68	10.2
Home Geographic.	5	3	7	8	10	4	22	4.2	15	10.1	37	5.5
Hygeia.....	6	11	19	8	24	11	49	9.4	30	20.3	79	11.8
*Instructor....	8	4	21	3	36	3	65	12.5	10	6.8	75	11.2
John Martin's Book.....	2	9	10	8	21	2	33	6.3	19	12.8	52	7.8
Journal of Geography.	3	1	8	1	9	3	20	3.8	5	3.4	25	3.7
*Journal of N. E. A....	4	2	12	1	16	1	32	6.1	4	2.7	36	5.4
Junior Home..	4	10	13	12	27	5	44	8.5	27	18.2	71	10.6
Junior Red Cross News	5	5	22	15	23	8	50	9.6	28	18.9	78	11.7

Nam
Mag

(1)

Literar
DigeMerry
Rou
Model
plan
My W
ReaNation
Geo
Natur
May
NewsOpen
for
Outlo*Paren
Ma
Pathf
Popul
Me
Popul
Sci
*Progr
EdRead
Dip
Revi
ReSt. N
Safet
Ed
Scho

Time

Weel
Re
Worl*NP
*P
*Per
*M

TABLE 7—MAGAZINES REPORTED TEN OR MORE TIMES (Cont.)

Name of Magazine	Number of Schools over 1000		Number of Schools 500-1000		Number of Schools under 500		521 Non-Platoon Schools		148 Platoon Schools		669 Schools of All Types	
	67 NP ^a	42 P ^b	221 NP	69 P	233 NP	37 P	Number	Percent ^c	Number	Percent ^c	Number	Percent ^c
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Literary Digest.....	10	16	22	2	22	1	54	10.4	19	12.8	73	10.9
Merry-Go-Round.....		2		3		5			10	6.8	10	1.5
Model Airplane News.....		8		4					12	8.1	12	1.8
My Weekly Reader.....		6		3		5			14	9.5	14	2.1
National Geographic.....	25	30	88	44	107	21	220	42.2	95	64.2	315	47.1
Nature Magazine.....	14	22	66	33	78	21	158	30.3	76	51.4	234	35.0
News Outline.....	1		4	2	8		13	2.5	2	1.4	15	2.2
Open Road for Boys....	1	12	5	6	3	1	9	1.7	19	12.8	28	4.2
Outlook.....	4	1	2		5		11	2.1	1	.7	12	1.8
*Parents' Magazine....	2	1	3		5		10	1.9	1	.7	11	1.6
Pathfinder.....			5	2	6	1	11	2.1	3	2.0	14	2.1
Popular Mechanics..	17	27	46	31	38	12	101	19.4	70	47.3	171	25.6
Popular Science.....	11	11	30	12	24	6	65	12.5	29	19.6	94	14.1
*Progressive Education..	4		7	1	6	2	17	3.3	3	2.0	20	3.0
Reader's Digest.....	1	2	6	3	6		13	2.5	5	3.4	18	2.7
Review of Reviews....	3	1	4	2	5		12	2.3	3	2.0	15	2.2
St. Nicholas..	2	10	12	21	4	8	18	3.5	39	26.4	57	8.5
Safety Education.....		11	4	11	2	7	6	1.2	29	19.6	35	5.2
School Arts.....		16	8	10	6	11	14	2.7	37	25.0	51	7.6
Time.....	2	1	7	1	8		17	3.3	2	1.4	19	2.8
Weekly Reader.....	2		18		28		48	9.2			48	7.2
World's Work	5	2	7	2	5		17	3.3	4	2.7	21	3.1

^a NP, non-platoon.^b P, platoon.^c Percents are figured on the basis of the number of questionnaires tabulated.

* Magazines primarily for teachers and adults.

PROBLEMS OF THE SCHOOL LIBRARY

How do we start?—Launching the school library is a problem calling for the keen interest of at least one individual. Descriptions sent by principals with the questionnaires showed that in every case the principal, a teacher, or some other individual was responsible for carrying through the plan. Excerpts from the replies are as follows:

I have always believed that a grade school should have a centralized library. Three years ago I started borrowing books from the public library and issued them through the teachers. This helped but it was only a beginning. Children and teachers were appreciative. Last year I suggested a plan of centralizing by selecting a classroom, removing the desks and replacing with tables. I hoped to use a certain library-minded teacher and to make this room her homeroom. My plans did not materialize because of lack of funds and because officials did not consider it entirely workable.

In the meantime our P. T. A. had purchased 200 books to add to those borrowed from the public library. We had the end of a hall, well-lighted, that could be made into a library if I could persuade the school authorities to pay for equipment.

After drawing plans for shelves, magazine racks, bulletin boards, issuing desk, and reading tables, I took them to the lumber yard for a statement of the costs of materials which I presented to the superintendent. I agreed to do the building, with the help of the janitor, if they would pay the cost of the material. To realize what our library has accomplished one should see the eager faces there every opportunity, the books going out and coming in, and comments overheard that prove that ideas have registered between the going and the coming.—A. T. W. McCormick, principal, Maplewood School, Connersville, Indiana.

Our library was started by a sixth grade as a class project in 1928. The project included a book program, an assembly community parade, and a drive for donated books. Approximately 500 books were donated at this time and another 500 were donated through another drive (1931). Of the 1000 books collected approximately 200 were culled out.—Robert B. Abbott, principal, Heaton School, Fresno, California.

The library in our school was begun in 1926. One of our teachers was interested in having a library, so consented to foster it if cases that were in a small room and formerly used as a depository for state texts could be placed in her room. A year later it was possible to devote the room to library purposes only. Desks were removed and intermediate tables and chairs to accommodate forty children were provided. Pupils' interests were enlisted with the following results: hand-decorated drapes at the windows; hand-painted table, chair, and magazine holder; pupil-made magazine rack; wooden ship (Mayflower) assembled and furnished by pupils; goldfish bowl; fern; carefully chosen pictures; set of twenty-four framed Indian pictures; Lindbergh chart; and screen to be decorated seasonally by classes chosen for the purpose.—Cora S. Rusling, principal, Normandie School, Los Angeles, California.

Our school library was started by teachers who felt that our pupils seriously needed the training and enjoyment that come from good reading. They brought books from home for pupils to read in their spare time. This proved so popular that money was raised by entertainments and books were bought. Later the city made the school an allowance for library books in return for a school-owned but

unused printing press. Last year the P. T. A. made a gift of ten dollars for the library. One set of encyclopedias was bought by the school and one by the city. The library is kept up by school funds raised by selling candy, making articles for sale, and by giving entertainments.—*Stella M. Howard, principal, Chapin School, Willimansett, Massachusetts.*

Where do we get the funds?—In a majority of cases the school libraries are supported chiefly from school funds. Often this was not true at the beginning. Teachers, pupils, parents, and principal had to demonstrate in many cases that a library was entirely feasible and very useful. Excerpts from descriptions follow:

About five years ago teachers in the public schools asked for books to supplement their classroom textbooks. Because of those requests, a regular fund has been set aside with which to purchase books for school libraries. Each school is allotted a sum of money, and the books are selected by the teachers and principals of each building.—*Anne B. Stockwell, principal, Clinton School, Maplewood, New Jersey.*

Mr. J. L. Washburn, for whom the school is named, started our library through a gift of five hundred volumes, and had maintained it for ten or more years until his death last summer removed the support. Now the P. T. A. has appropriated money for new volumes and for repair to the amount of ten dollars. The P. T. A. is paying the librarian this year for the first time. Previous to this time a parent in the district, who was interested and willing to help, gave her services free.—*Mabel A. Rossman, principal, Washburn School, Duluth, Minnesota.*

The library was started in our school eight years ago. At that time the school-board allowed a yearly sum to be invested in books. For the last five years we have had no allowance for that purpose but we have raised money in various ways.—*Mrs. A. H. Stafford, principal, Concord Park School, Orlando, Florida.*

At first our library books were purchased by the P. T. A. at the suggestion of the principal. Some books were purchased from funds raised by public programs. Now a state library law makes it compulsory that schoolboards give a certain amount of money for library books each year—none of which may be supplementary texts.—*Bertha O. Aarvig, principal, Pleasant Valley School, Fort Dodge, Iowa.*

To divide or not to divide?—Table 1 shows differences of practise in centralizing or dividing the library books. Doubtless honest differences in viewpoints are behind these practises. A few excerpts indicate why some principals favor one plan over the other.

We arranged to have a separate reading department so I placed the library under the teachers' care and added the school's supplementary books to it. This was to be administered as a loan library, reference library, and for supplementary reading, especially audience reading. Today our reading work from grades 3 to 6 is taught in the library, mainly with the library books. From this has developed the reading-library method used in the platoon schools of this city.—*J. Guy Lowman, principal, Whittier School, Seattle, Washington.*

With the advent of the platoon school system in Detroit in 1919 the library became a necessary part of the organization, so through the efforts of the board of education a school library department was formed. From this time on school libraries were established in many elementary schools in Detroit.—*Edith E. Shaw, principal, Wilkins School, Detroit, Michigan.*

The libraries are distributed to the classrooms from the central school library. The school has purchased books and these are kept in the classrooms. There is no room for a library in the building and no librarians are assigned, except in high schools. Each teacher takes pride in making as much of her library as she can with the tables, chairs, and other equipment she can find room for. Bookcases are provided, and in some cases, pupils have constructed seats and tables.—*Harriet A. Judd, principal, West Broad School, Columbus, Ohio.*

About six years ago the faculty decided that it would be well to experiment with a central room, one of our classrooms being released at that time. It was filled with shelves and all the books were assembled and cataloged. It immediately became apparent that it could not be used regularly as a library should be used because of the lack of adult supervision, there being no teacher with time off, and at that period in our department no part-time clerical help in elementary schools. To meet the situation the teacher of the fifth grade took over the project as a class activity. This was carried on for a couple of years, then the teaching staff unanimously requested that the books be again divided so that each room would have at hand its own grade library. The reasons were many and cogent so the re-distribution was made, and it proves to be most satisfactory.—*Mrs. Clara M. Partridge, principal, Oxford School, Berkeley, California.*

What help should the school library expect from the public library?—The most frequent type of help extended by the public libraries is the loan of books. In some cases several hundred books are loaned to the school's central library room. Perhaps, even more frequent is the lending of sets of twenty to forty books to classrooms. In some instances the circulation of these small library sets is made possible by the use of trucks belonging to the school department. Excerpts describing various practises are as follows:

The Milwaukee Public Library has a school extension department, under the charge of a head librarian who makes semi-yearly trips to each school in the city. On these trips she sees each teacher and discusses with her what sets of books she would like to have in her classroom for the semester. Teachers receive two sets of books per year, composed of fiction, non-fiction, and poetry. If any teacher wishes to obtain sets of books for special projects for class use she may have up to twenty-five or forty as extra sets. The regular sets comprise all the way from forty to 200 books, depending upon whether work is departmentalized or not. The library will supply sets of books to be used for one week or several weeks on any subject, also pictures in sets or groups, and clippings.—*Lillian C. Thies, principal, E. Trowbridge Street School, Milwaukee, Wisconsin.*

The relationship between the library and the school is very close. At least four or five hundred books come into the school each month. Once a year the class and teacher go to the library for a lesson in classifying books and finding references and authors. A test is given by which the librarian rates the pupils. A week before a new subject is taken up in science, geography, or history, the teacher sends the librarian an outline of the work planned. The librarian then selects the proper books, and places them on a shelf with the teacher's name. The children can then go directly to that shelf for their source books. A most satisfactory arrangement.—*Luella Callahan, principal, Read School, Bridgeport, Connecticut.*

Our public library supplies each room with sets of twenty-five books in September. A teacher may have two or more of these sets which she keeps until the end of January when classes are promoted. At this time she may either keep

these books for her incoming class, or she may return them to the library and request different types of books. Usually a set of twenty-five is composed of some fiction, some adventure, some history and biography, and sometimes one or two reference books. Aside from these sets a teacher may receive on request almost any number of reference books, which are charged to her and kept until the piece of work for which they were borrowed has been completed.—*Gertrude E. Richardson, principal, Brightwood School, Springfield, Massachusetts.*

The children's librarian comes as often as twice a year to urge pupils to make use of the public library. On these trips she never "escapes" without telling a story to the children. Formerly, a story hour was provided at the library once a week for public-school children. This practise has been discontinued. Public librarians are sponsors of Book Week, giving special invitations to pupils and teachers. Teachers are allowed to take a dozen books at a time for classroom use for two weeks. Librarians are always very willing to look up information requested by teachers.—*Grace Stone, principal, Central and South Third Street Schools, Waco, Texas.*

The library truck stops once a month at our school. The librarian sends to the classrooms in succession. The children take the books which they have down to the truck, select whatever new books each desires, the library clerk checks them against the individual's card, and the pupils return to their rooms. During the month children may exchange books if they desire. The teacher records the change. The board of education furnishes supplementary books which are placed in each room in control of the teacher of that room.—*May Warnking, principal, Columbian School, Cincinnati, Ohio.*

Each classroom above the second grade is supplied every term with a set of fifty volumes which the teacher may keep for that term. She may go to the library and personally select books suited to her grade, and she may exchange the selected set for a new one when the children have read it. In this school, at the present time, we have fifteen hundred books lent to us by the free public library, divided into classroom library sets. In this connection, the free public library also supplies pictures and museum objects for use in the classroom. The library delivers all materials to the school.—*John S. Herron, principal, Lafayette Street School, Newark, New Jersey.*

Who should be in charge of the school library?—Even in schools where there is no central library room it is often necessary to have a teacher, a clerk, or pupils in general charge of the books. The following excerpts illustrate several plans which seem successful:

The kindergarten teacher is responsible for the care and arrangement of our library and devotes some regular time to it. Otherwise teachers go with classes or combine, allowing groups to do reading work under a library teacher while others drill formal subjects under other teachers. Classes once a week take books from the library to the homeroom for a reading period, the length of period depending on the age of pupils.—*Neva W. Lawson, principal, Thomas Jefferson School, Bakersfield, California.*

Principal and teachers are on full teaching time. Two teachers take the responsibility of checking the books with the list when they are brought from the city library in the fall. They check them again when the books are to be returned in June. The teacher receives the fines for overdue books, reports on lost books, and consults with the city librarian. The books are loaned to us during the school year and we all share the responsibility as part of our job. No one receives pay for it.—*Lucy A. Cull, principal, Jefferson School, Ionia, Michigan.*

A sixth-grade teacher sponsors the library and furnishes pupil librarians. Pupils come with slips giving time in and time out of classrooms. At the end of the period in the library the librarian (pupil) grades each one. A grade of three or below excludes the pupil for a time up to two weeks.—*Harry L. Buckalew, principal, Jackson School, Fresno, California.*

Two librarians are responsible for the management and technical part of the library work. They work in cooperation with the principal.—*Arvin N. Donner, principal, Franklin School, Port Arthur, Texas.*

Each afternoon from 1:00 to 3:00 the kindergarten teacher becomes the librarian. Classes from second through the sixth grade are scheduled for a half-hour period once in two weeks. The grade teacher acts as counsellor in the library and the librarian supervises. This term we have gone a step further. Our library is open all day and is in use from 10:00 until 3:00. We have correlated it without visual instruction work. Museum visits have been planned in correlation with the library training. We are highly pleased with the results.—*Josephine F. Stapleton, assistant principal, Public School 186, New York, New York.*

SUMMARY

No one can say with certainty just what proportion of the elementary schools of the United States have library facilities. Approximately 15 percent of the members of the national Department of Elementary School Principals replied to an inquiry on school libraries sent out in the spring of 1932.

Twenty-nine percent of the 669 schools reported libraries centralized in a single room, 34 percent reported libraries divided among the classrooms, 27 percent had both the centralized and divided libraries, and 10 percent did not answer the question. Most platoon schools have centralized libraries while many of the non-platoon schools have divided classroom libraries. With increase in enrolment the libraries tend more and more to be of the centralized type.

Libraries in non-platoon schools are largely under teacher control. Platoon school libraries are usually directed by trained librarians or teacher-librarians. Centralized libraries are more likely to have a person with library training in charge.

School libraries are supported chiefly by school funds. About one-fifth reported financial aid from the public libraries. Parent-teacher associations and school activities constitute in a few cases the chief means of support.

Almost three out of four of the school libraries receive help from public libraries in the form of books. In a few cases the public library furnishes a trained librarian or technical aid of some sort. Libraries in schools of over one thousand enrolment are less likely to receive aid from the public library than are the smaller schools.

On the average, the school library has about one book for every pupil enrolled in the school. These are chiefly non-fiction and supplementary textbooks.

The magazines most frequently reported by the school libraries were *National Geographic*, *Nature*, *Child Life*, *Popular Mechanics*, and *American Boy*.

The comments of the principals show that their problems fall into five divisions. (1) What steps are necessary to start a school library? (2) Where does one get the funds to start and maintain a school library? (3) Is a school library most effective when it is divided among the classrooms or when it is in a single centralized room? (4) What help should the school library expect from the public library? (5) Who should be in immediate charge of the school library? The comments and suggestions written on the questionnaires show that all of these problems require considerably more research and experimentation. Partial answers are supplied to many of these questions in subsequent chapters of this yearbook.

TO UNDERSTAND the criteria by which a school librarian may appraise the value of her work it is necessary to know the purposes that guide her efforts and the activities that are carried on in the library. Like the auditorium and health education program the library owes its existence to the activities developed with the modern school. Library experience is an integral part of our present day concept of education.—G. Dorothea Dawson, Chapter IX.

SELECTED REFERENCES

1. AMERICAN LIBRARY ASSOCIATION. "School Library Progress 1928." *School Library Yearbook*, No. 3. Chicago: the Association, 1929. p. 43-76.
2. AMERICAN LIBRARY ASSOCIATION. *Study of the Library School Situation in Southern States*. Chicago: the Association, 1931. 53 p.
3. BOGLE, SARAH C. N. *Brief Study of and Recommendations on School Library Conditions in California*. Chicago: American Library Association, 1930. 25 p. ms.
4. CAMPBELL, DOAK S. *Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools of the Southern States*. Nashville, Tennessee: George Peabody College, 1930. 72 p.
5. CLEVINGER, ARTHUR W. and ODELL, C. W. *High-School Libraries in Illinois*. University of Illinois Bulletin, Vol. 29, No. 4, 1931. 41 p.
6. COLBURN, EVANGELINE. "The School Library in Elementary Education." *Normal Instructor and Primary Plans* 38: 25, 111; April, 1929.
7. ELEMENTARY SCHOOL JOURNAL, editorial. "The Library in the Elementary Schools of New York State." *Elementary School Journal* 32: 572-75; April, 1932.
8. FARGO, LUCILE F. "School Libraries in the United States." *Peabody Journal of Education* 8: 236-40; January, 1931.
9. FULLWOOD, MARJORIE T. and OTHERS. "Survey of California Junior High School Libraries." *School Library Yearbook*, No. 3. Chicago: American Library Association, 1929. p. 65-73.
10. GARDINER, JEWEL. "The Elementary School Library." California School Library Association (Northern Section): *Bulletin* 4: 3-4; May, 1932.
11. GOULD, CLIFFORD M. "Study of the Elementary School Library." *New York State Education* 19: 153; November, 1931.
12. GOULD, CLIFFORD M., chairman. "The Report on the Library in the Elementary Schools of New York State." *Bulletin No. 1*. New York State Association of Elementary School Principals, December, 1931. p. 4-17.
13. LATHROP, EDITH A. "A Decade of School-Library Achievement." *Biennial Survey of Education, 1928-1930*. Washington, D. C.: Government Printing Office, 1932. p. 665-94.
14. LATHROP, EDITH A. "Kansas State Teachers College Students Survey High-School Libraries." *School Life* 15: 198; June, 1930.
15. MORGAN, ELLA. "California School Libraries." *Bulletin of the American Library Association* 24: 326-28; September, 1930.
16. REEDER, WARD G. "Amount and Kind of Reading in the Various States." *Educational Research Bulletin (Ohio State University)* 3: 179-82; April 30, 1924.
17. RUSSELL, WILLIAM F. "The School Library Situation." *School and Society* 24: 113-18; July 24, 1926.
18. SCHOOL REVIEW, editorial. "Libraries and Schools: Comparisons Between the School-Library Systems of England and the United States." *School Review* 37: 8; January, 1929.
19. SMITH, D. E. "The Development of Elementary School Libraries in Platoon Schools." *Proceedings*. Pacific Northwest Library Association, 1928. p. 293-94.
20. VOUCHT, SABRA W. "Library Service." *Biennial Survey of Education, 1928-1930*. Washington, D. C.: Government Printing Office, 1932. p. 643-64.

CHAPTER III
ORGANIZATION AND ADMINISTRATION OF THE
SCHOOL LIBRARY

SURVEYING LIBRARY NEEDS
THE PUPILS BUILD A LIBRARY
A LIBRARY ORGANIZED AND MANAGED BY PARENTS
A LIBRARY IN A COOPERATIVE GROUP SCHOOL
THE LIBRARY IN THE SPECIAL SCHOOL
OUR CITIZENS USE THE SCHOOL LIBRARY

EDITORIAL COMMENT ON CHAPTER III

Chapter III presents problems in the organization and administration of the school library as met by principals. Several articles tell how the need for a library led to various steps which eventually satisfied the need. Often it was necessary to arouse the interest of various groups—pupils, teachers, and parents. Rooms had to be set aside, schedules arranged for classes, rules drawn up to control the problems of management, and provision made for services to special types of pupils or to adults. These administrative problems most principals perform with confidence and skill.

Schools with rooms set aside for library purposes have certain special problems. Perhaps the first is to determine how the facilities can be used most effectively. A few schools have no scheduled classes but allow pupils to drift in as they find occasion for the use of library books. Most schools prefer to have every class scheduled in the library for a period or two each week. These schools usually provide special tables for the child who wanders in to study a particular problem. But how many periods a week should a class be scheduled in the library? At which grade should the regular periods begin? Should older pupils have shorter or longer library periods in their programs?

A second problem in the management of a centralized library is the use of pupils as librarians. Should each class have its own librarians to check out books, or should selected children do this work for several periods? Should pupils in the library be under the control of their own monitors? Should the library plan allow each child to select his books, keep the records, and direct his own behavior without any control from other pupils? Should pupils be used to repair books, to keep them straight on the shelves, and perform other routine library activities?

Questions of this type are treated in the articles and in the references at the end of the chapter.—*Editorial Committee.*

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF THE SCHOOL LIBRARY

SURVEYING LIBRARY NEEDS

BERTHA E. ROBERTS

Deputy Superintendent for Elementary Schools

AND

ANETA T. BECKMAN

Assistant Supervisor, Elementary Schools, San Francisco, California

BOOK WEEK in November of 1931 marked the beginning of an intensive piece of research on the problem of the elementary-school library. Five "library-minded" principals with five of their teachers met with the deputy superintendent of elementary schools, one of her assistant supervisors, and the supervisor of the department of texts and libraries in order to discuss the possibilities of more effective and more uniform use of school books. The survey group was selected carefully so that the tentative program developed would be applicable to any elementary school of our cosmopolitan city. Not one of the five schools to be used as experimental centers had the same situation to meet. The five schools varied in enrolment, 330 pupils to 856; three were in English-speaking communities while two had foreign elements; in all schools the library facilities were rudimentary; and one school was within two blocks of a public library while the others were four, six, or even eleven blocks from public libraries.

Basic considerations—There are certain basic considerations that one should note rather carefully if one is to understand the plan of this library study:

(1) All schools contained an unorganized collection of books—textbooks, supplementary study books, and fiction. (Careful records were kept of all books but these records did not make the book collections "organized" ones.)

(2) All members of the committee, with the exception of the supervisor of texts and libraries, knew practically nothing of the mechanical side of library organization.

(3) None of the schools contained anything approaching standard library equipment nor were funds available for this.

(4) None of the schools had any employees who could be released for the technical organization work of the school library.

(5) Funds for part-time or full-time elementary-school librarians were not available.

(6) The capital of the committee was interest, enthusiasm, indomitable courage, and tireless energy.

The first meeting of the survey group—The first meeting revealed that the committee members were confronted with the many types of book arrangements to be found in the city—classroom libraries, storage rooms with reference collections, small library rooms with fiction collections, large library rooms with individual organization plans, schools without any extra rooms for books, and library rooms with clerical help, or with pupil help, or with part-time teacher help. The magnitude of the task for a group of untrained library people was appalling, but the committee members had accepted the challenge of the modern educational program and they had a thorough belief in the worth of the unit of study they were undertaking.

The first discussion revealed an interesting problem: Was the library an opportunity for genuine character education through school community service? How many educational opportunities did the elementary-school library really offer? Days of intensive study on this angle followed until the members were convinced that the library offered a worthy unit of study for a class to undertake. The children in a class could manage the school library for a term and engage in an infinite variety of purposeful activities which would make a true contribution to their growth. The committee recognized the necessity for careful guidance of such units in order that the children should not be engaged in mere routine duties—the activities must provide experiences of sound educational worth.

There were decided limitations to library service of this type but it was felt that perhaps some of them could be overcome by the development of a true "library-minded" faculty. If every teacher in a school could be brought to realize the tremendous importance of the school library and to assume a share of personal responsibility for its valuable work much could be accomplished. It was a big goal to hope for but the five experimental centers undertook it.

The process of orientation—The committee lost no time in overcoming its first great handicap—lack of knowledge of the elementary-school library. As a preliminary step, a selected bibliography was given to each member. The bibliography was enlarged upon through correspondence with professors in the library schools of the University of California and George Peabody College for Teachers.

In order to benefit by existing practices in other communities, the committee studied the elementary-school library plan in such widely differing centers as: Cleveland, Ohio; Long Beach, California; Madison, Wisconsin; Denver, Colorado; Pittsburgh, Pennsylvania; and Portland, Oregon. Also, careful study was made of materials prepared by the American Library Association.

The problems studied—As the vision of the members of the committee broadened, it was possible to formulate a tentative plan of procedure. The specific problems which they needed to solve in order to proceed with the organization of an elementary-school library were listed. Each major problem contained several sub-problems, so preparatory bulletins were issued to guide the discussions on each major problem. After the discussions the conclusions were issued in follow-up reports. These follow-up reports form the core of the *Suggested Guide for Procedure in Elementary School Libraries* that the committee is preparing.

Some of the major problems considered by the committee were the following:

- (1) Objectives of the elementary-school library
- (2) The physical environment of an elementary-school library
- (3) The esthetic environment of an elementary-school library
- (4) The organization of an elementary-school library book collection
- (5) The school library as an integrating factor of the educational program
- (6) Fugitive material collections
- (7) Periodicals for the elementary-school library
- (8) Teacher-pupil relationship in the successful school library
- (9) Suggested library activities to stimulate pupil interest
- (10) Suggested units of study for increasing pupils' library knowledge
- (11) Elementary-school library service
- (12) Book selection for an elementary-school library
- (13) Grade standards of accomplishment
- (14) The out-of-school reading program.

As the study progressed, the conclusions were put into trial. There was no time wasted in lamenting the fact that a school did not have the ideal room or standard library equipment. The supply of the minimum essentials for organizing the book collection in a central room made the committee members happy. Indeed, the school department of this city is characterized by the spirit of making the best of what it has, knowing that its faith in better provision as soon as it is possible has always been justified. There is a distinct feeling that progress must go on even though one must recognize certain limitations in the physical environment of a school.

Building "library-minded" schools—While the committee was engaged in research and in organizing the collections for the library rooms, it was ever cognizant of the need for full cooperation in the plan in the five experimental centers. Therefore, it gave much thought to arousing the interest and the enthusiasm of all members of the school communities. Each school principal and her committee associate used the regular bi-monthly school building meetings to inform the other members of the faculty of the experiment and its progress. The conclusions reached by the library committee were mimeo-

graphed and sent to each school. The teachers in these schools read the material, questioned about doubtful points, and made suggestions to be given to the library committee at its approaching meetings.

As the teachers grew in understanding of the vital significance of the experiment, their interest and enthusiasm rivalled that of the committee members. Teachers were found bringing in clippings about elementary-school libraries, browsing in the school library room in their few leisure moments in the busy day, assisting in making catalog cards after school hours, giving a book or two to the school library, mounting pictures for the picture collection, and bringing offerings for other fugitive material collections.

Three general meetings in which all teachers from the experimental centers were invited to participate were scheduled. The response was gratifying. Large groups came and although the meetings ended at five o'clock in the afternoon, at six o'clock the teachers were found in the library rooms of the three schools where the meetings were held—looking, questioning, and discussing. There was no half-hearted interest. They believed that a library was and is a necessity in the modern elementary school—that it is a sound investment for the worthy citizen.

The experiment today—The committee considered standards for the selection of more books for its libraries, it discussed purchasing arrangements, it planned for the distribution and the care of books—then it faced the problem of the use of the books. In each of the five experimental centers was a room that had taken on the appearance of a real children's library. All books of the school had been assembled in this room except the textbooks. The textbooks were in the children's possession or in the storerooms of the school, except for a single reference copy of each in the school library. All of these books were correctly accessioned and correctly cataloged on author and title cards. There were splendid picture collections carefully indexed. There were growing collections of other fugitive materials. Subscriptions for interesting periodicals had been filled. Library rooms had become a reality but there were no librarians.

A sixth-grade class in each of the schools was selected to take the library as a unit of study for a term. One school preferred to have a library club that was composed of some sixth-, seventh-, and eighth-grade pupils. The library club and the sixth-grade classes in the other schools assumed the management of the school libraries. The children in these classes added to their own knowledge of library use through actual experience in order that they might use the school library and the public library branches with understanding and skill.

The development of the library units of study differed in each school because the approaches were different. Uniform procedure in the development of units of study should not be expected because it is improbable if the basic philosophy of an activity program is functioning. However, each teacher is keeping a careful record of her procedure during the study so that it may be available to all members of the department at a later date. Each class is learning about the library in its own way. The classroom teacher has wide freedom for creative teaching in these units. The library committee has furnished her with a general guide in which the extent of the desired library service is indicated. She has also been given a fine bibliography. Moreover, the library committee stands ready to help on any problem that confronts her.

The library classes with their teachers and principals have developed schedules for the use of the libraries to insure that all children will have an opportunity to enjoy their service. They have outlined their own sets of library rules based upon the general recommendations of the library committee. The school libraries are open all day and they are being used by all children of the school. Pupil librarians serve at stated hours. Often primary teachers are on duty in the elementary-school libraries the last forty minutes of each school day. Interested, alert, "library-minded" classroom teachers accompany the pupils to the library on their scheduled visits during the day to give that vital reading guidance. All teachers are engaged on a study program of improving their own knowledge of children's literature—classic and current—so that they may give virile leadership.

With what results?—One can see that the library committee is now concerned with the observational phase of its experiment. The members of the committee recognized this library problem, they diagnosed it, they sought information to aid in its solution, they planned a remedial program, they applied their findings, and now they are observing the situation. Pupil reactions, teacher reactions, comments of visitors, and community interest are all being noted. The committee will evaluate its program at the close of the year. However, there are certain results that have been definitely acknowledged which convince the library committee that a decided forward step in the program of the elementary school has been taken.

The library rooms are:

- (1) Becoming the centers for many of the activities of the schools
- (2) Building a keener interest in teaching through the recognition that the material equipment of the schools is really fine
- (3) Increasing the use of books and visual aids
- (4) Giving the child skill in the use of books and library materials

- (5) Helping the child "to discover the unity of knowledge" and to learn many things not contained in the required courses
- (6) Raising the degree of pupil participation in school activities
- (7) Strengthening many desirable social attitudes—courtesy, consideration, orderliness, cooperation, and initiative
- (8) Making more material available for all children
- (9) Necessitating better selection of books
- (10) Stimulating creative endeavor of many types
- (11) Exerting a socializing influence on the school communities.

This list of valuable outcomes that have been noted to date is sufficient justification for the experiment were there to be no others. It is felt that this is only a partial list of the probable contributions of this study. Although the experiment is fraught with many dangers, one cannot but recognize that the committee has made a brave effort to make progress in the face of many difficulties. It is expected that some of the experimental procedures will be discarded and that substitutions and additions will be made in the evaluation of the program at the close of the study.

However, it is hoped that some basic contributions for the use of all elementary schools of the city will have been developed. If this carefully planned experimental study will but give the key to a real solution of the library problem in the modern elementary school, the committee members will feel amply rewarded.

GROWING NEEDS of the modern educational system demand well-chosen collections of books both for teachers and pupils. The collections must be organized for the greatest good to the greatest number. The pupil must know how to get and to utilize this supplementary material. Through his search for information he develops quite naturally a technic of reasoning which is of great value to him all his life. With many teachers lacking this fundamental information the whole process of progress in the school library movement is necessarily retarded.—Mabel Wilkinson Etheridge, Chapter VIII.

THE PUPILS BUILD A LIBRARY

ROBERT B. ABBOTT

Principal, Heaton School, Fresno, California

AT LAST we had a vacant room for use as a library. But there were no books. What could we do? A pupil committee considered the question with the principal.

John: How much money have we in our student body fund?

Principal: Let me see, we have at present forty-three dollars.

Ted: Won't that buy us a lot of books?

Principal: Do you know how much a child's book costs, on the average, Ted? Many of the books for the upper-grade children will cost two to three dollars. For the younger children we can get a few books for seventy-five and eighty-five cents each. Our funds won't make us much of a library but it will be a start. Shall we ask the Student Council if we may have the forty-three dollars for books?

John: Yes, and then let's have a committee to pick the books.

The plans take form—It was decided that the high sixth-grade class should take this responsibility. The class was to send a committee to go with the principal to borrow sample books for review from the county library and the bookshop. The committee was to be instructed to get books for all ages but most of the books for fifth-grade level since both fifth- and sixth-grade children could read these books.

James: Don't you think that we could get more books than that? That seems like so few books—we never will get a chance to read them.

Principal: Have you any suggestions, James?

James: Well, couldn't some of us donate books to the school? I'll bet there are lots of kids who would be glad to give one or two books to the library if we made them really want to do it.

Mae: That's just the trouble. Everyone hates to give up a book he likes and we don't want the books people don't like.

Mary Louise: Don't you suppose that if we made everybody see how important it is for us to have a library, that they would be glad to give books?

Principal: It appears that we need to do two things: first, to arouse the children in the school to want a library; and second, to make the parents realize how worthwhile a library is for a school. Make a list of your suggestions on how we may do this, and meet with me again this time tomorrow.

On the following day one of the committee members suggested that one room should be responsible for creating interest in a library just as one room had charge of the selection of new books. This plan met with the approval of the committee and the principal. The responsibility for carrying on the building of a library was given to the low sixth grade. The suggestions made for creating interest on the part of the children in the school and on the part of parents in the district were turned over to this class. This particular class was

chosen because the committee members from it were particularly interested, and above all because the teacher had shown a marked interest in the project.

The principal held a conference with the teacher to outline a plan for making the project a classroom activity. It was decided that it should take the place of the social study topics for a time. The principal was particularly anxious that the children should take over the project as their own and that the teacher should serve as guide and counsellor but not as leader, and especially not as director. There was to be full discussion on the part of the members of the class as to the policies and program to be carried out. Committees were to be appointed by the chairman of the guiding committee or by the president of the class. Cooperation of the principal's office in the way of secretarial assistance, mimeographing, and contacts with other classes was promised. The class was to have full responsibility for planning and carrying on the book drive but was to secure the approval of the principal on parts of the program that had to do with other classrooms or with parents.

If a logical correlation with other work was possible it was to be undertaken by the teacher. The principal agreed that there were so many possibilities in the making of posters, writing of letters, preparation of bulletins, reading of the books turned in to see that they were suitable for the library, and such activities as the dramatization of famous books, that as much as half of the school day could be devoted to the project.

Arousing interest within the school—The pupils developed so many unusual devices for arousing enthusiasm that they will be described but briefly in this section.

(1) The pupil council was approached by the original pupil library committee for approval to spend the student body funds for books. The council also approved the appointment of the low sixth to take charge of the book drive and officially notified them of their responsibility. Full cooperation was promised by the council. The original committee on the library was discontinued.

(2) A week was set aside as "book week" for our school. Time was allowed for advertising and for arousing interest in the campaign for books. The book week was set for the third week following the beginning of the drive.

(3) A speakers' bureau was established in the low sixth grade. The pupils in this committee planned and practised their talks in their own room before giving them in other rooms. A schedule was drawn up which provided that at least three talks or stunts were to be given in each room in the school each week. Many of the talks provided a considerable variety in the nature of dialog or stunts.

(4) Large posters were made. These were shown in the classrooms before being posted about the school since all of the pupils did not have access to all parts of the school building or yard.

(5) A bulletin was drawn up stating the purpose of the book drive. Copies of this were posted in each room.

(6) The room that was to be used as a library was decorated and made ready to receive the books. At the convenience of each teacher visits were made to this room by all classes.

(7) A pageant committee was formed to give a school assembly with books as the major theme. Costumes were made or adapted to represent characters in famous books. Dialog, pantomime, miniature plays, and description all had their place in this effective assembly program.

(8) Tags, about two inches square, were made with the inscription "I have brought a book. Have you?" These were to be pinned on donors of books. They were worn all during book week.

Arousing interest in the community—Several activities were developed to arouse the interest of parents and other adults of the district. Briefly, these devices were as follows:

(1) Posters were placed in stores throughout the district. These posters were exceptionally well done. They were designed to show our need for books and to show the value of reading books.

(2) The executive board of the parent-teacher association was told by a pupil committee of the proposed book drive and asked to cooperate. The association in turn asked one of the pupil speakers to talk at the regular monthly meeting and asked the pageant committee to put on a part of its assembly program. The school posters were used to decorate the assembly room for this meeting.

(3) A bulletin to parents was mimeographed and sent home with all of the children. It was a very clever letter and probably had as much to do with the success of the book drive as any other one thing.

(4) A group of boys proposed and organized a parade. The costumes used in the assembly were utilized as well as others made for the occasion. Imagination was allowed free rein. Special posters and signs were made to be carried in the parade. A bicycle section was planned to form a mounted guard for the parade. As it worked out the bicycle section covered the more remote parts of the district, coming back at intervals to the main parade. Book drive yells and songs were composed or adapted and these were rendered en route, as were the school songs and yells. The route of the parade was announced in advance and many parents were waiting to see it as it wound its way through the district.

(5) A list of the books the group were particularly anxious to have given to the school was prepared and sent to the homes. This served not only to obtain many of these more desirable books but also to set a standard of the type of books we wished. We were remarkably successful in getting good books.

(6) Letters of thanks were written by members of the sponsoring class and sent to the homes of children who brought books for the library. They were addressed to the parents and to the child donating the book. The messages were greatly appreciated.

Results—What could be the result of such enthusiasm and careful planning? Briefly, the outcomes were as follows:

(1) Approximately a thousand books were donated to the school, of which number eight hundred were usable. The objectionable and trivial books were discarded quietly.

(2) Approximately 500 children out of a total of less than 550 children in the school brought one or more books.

(3) School spirit and morale developed and continued on a high plane.

(4) The school library was introduced in such a way as to make the children feel that it belonged to them. This fact was shown by the immediate and continued popularity of the library.

Epilog—After getting enough books for the library, there remained several problems, such as: supervision of the library room, scheduling its use, provision of a system of records, and arrangement on the shelves. Briefly the set-up may be indicated since it was an outgrowth of the original project.

(1) The low sixth was made the supervisory or sponsoring room for the library. Pupils look forward to being in charge of the library when they go into this grade.

(2) A pupil librarian was sent from this room each half day. The librarianship rotated among all the members of the class. Later, pupils who did not wish to do this or who were not fitted for it did not continue to act as librarians.

(3) Pupil librarians were in charge of the conduct of children visiting the library. A system of rating children was worked out. Each child on going to the library carried a slip of paper from his teacher and returned this slip to her with the librarian's rating of his conduct. The rating was used by the teacher to determine how soon the child might be allowed to go to the library again.

(4) Envelopes and cards were purchased and put in the books. Each pupil had his own library card which he might receive upon application to the principal's secretary.

(5) Books were checked out for a week at a time. A penny charge was made for each day overdue.

(6) The books were not arranged by any plan at first but are now being arranged by the age or grade to which each book is most likely to appeal.

(7) Teachers could send pupils to the library at any time either for reference work or for pleasure reading. It was often used as a room to which pupils might go upon finishing their assignments. Sometimes a teacher scheduled each group in her class for a period in the library each week.

The principal succeeded in securing three reference sets for children, one from the central office, one as a gift, and one as a loan.

The school reference books, geographies, histories, map books and the like, were also placed in the library for general use. Undoubtedly we need more books of an informational nature, but, though limited in this respect, the library is an integral and important part in the life of the school.

ONE OF THE IMPORTANT FUNCTIONS of the elementary-school library is to serve as a background from which art students can derive inspiration and information for class work. Here the principles of design are found applied to everyday life. Here in reading about the art of other countries a better understanding of international problems and of the history of mankind is gained. Where in any school art room is there such a wealth of information available as is found in the school library?—Nina M. Browning, Chapter VI.

A LIBRARY ORGANIZED AND MANAGED BY PARENTS

MARY TURNER

Chairman of the Library Committee

CHRISTINE H. WILSON

Chairman of the Picture Committee of the Parent-Teacher Association

AND

EVA M. DAVIS

Principal, River Oaks School, Houston, Texas

OUR LIBRARY has been organized and is being successfully carried on by the parent-teacher association. Every phase of the work is done by the patrons and the children, except that teachers assist in the selection of books when their groups go to the library.

This particular type of organization was decided upon by the school staff for the following reasons: (1) The school could not afford to have a school librarian or clerical help in the library; (2) the parent-teacher association was capable of carrying on the work successfully; and (3) the work by the patrons was a means of keeping them in close contact with school activities.

How it all began—In September 1930 the parent-teacher organization determined to create a school library. It realized the need of training children in cultural as well as recreational reading, and knew the value of many references in connection with daily school projects. As the school could not provide a librarian or clerical help for this work, it was necessary to designate committees from the parent-teacher association to formulate and carry out the plans.

The Supplementary Aids Committee, the School Life Committee, the Public Relations Committee, the Book Committee, and the Picture Committee were appointed.

The Supplementary Aids Committee was requested to develop a plan whereby the funds subscribed for a library might be used to best advantage.

The School Life Committee was allotted \$200 for furnishings. A room about 10 feet by 12 feet used as the school clinic, was the only space available. Rugs, draperies, book shelves, tables, chairs, and screens were purchased to transform the clinic into a most attractive reading room. The equipment for the clinic was moved into a nook and hidden from view by a colorful screen. The library did not interfere with clinical work, for schedules were arranged so as not to conflict, and the equipment was accessible by merely folding the screen.

The Book Committee is composed of five mothers of the parent-teacher association. It was the duty of this committee to select the books, and then to classify, label, and file these books in a manner simple enough to be understood by children of elementary-school age. Also, this committee is responsible for keeping the books systematically arranged on the shelves, renewing labels, maintaining books in good condition, and keeping the record file in order.

The Picture Committee is composed of four mothers who take entire charge of the picture library. They keep in close contact with the teachers and become thoroughly familiar with the units of work in the classrooms. They collect pictures for these units in advance of the time when the work is to be presented.

Book selection, classification, and shelving—Booklists endorsed by authorities on elementary-school libraries have been carefully scanned and only books most widely used have been chosen. Teachers were asked to outline their units of study and to suggest books to be purchased. Beginning with picture books for the kindergarten, all subjectmatter was selected to meet the needs and interest of the child reader through the fifth grade.

After conferences with the principal, with the librarian of the public library, and visits to other school libraries, a simple filing system was adopted. The books were classified as to subjectmatter, such as: fiction, history, science, poetry, and travel. Books were marked numerically, F. 1., F. 2., and so on in the fiction group. Other fields were numbered similarly.

All books of one subject were placed on one shelf extending entirely across the room, the shelf bearing a label, *e. g.*, "fiction." The second shelf was devoted to another subject, *e. g.*, "history." By placing all of the books of a subject on one long line of shelves across the room more floor space was given for a larger number of children seeking information on the same subject. Books for younger children were placed on the lower shelves.

A simple and economical checking system—At first we had "in" and "out" card files. When a book was removed from the library its card was transferred from the "in" to the "out" file. Upon return the card was replaced in the "in" file. The shifting of cards by pupil monitors, however, was so slow and inaccurate that the plan was abandoned.

The new plan is as follows: as each child selects a book, he fills out a slip with the title of the book, the number of the book, his name, the teacher's name, and the date. This slip is handed to the teacher, thus giving her an accurate record of the books in use in her room,

and the books kept overtime. In order to determine the popularity of books and to locate books not on the shelves it is necessary to make copies of the original slips made out by the children. This copying is done by the Public Relations Committee, consisting of twenty mothers who each spend one day of every month in the school. Each day when the mother has completed the record she returns the library slips to the teachers' post-office boxes in the school office. When the books are returned the mothers check them "in" in the same manner. The original slips are then turned over to the teachers for filing and use as a record of the books read by each child.

Special files—In connection with the checking-out files, two other separate files have been arranged for the convenience of the principal, teachers, and future book committees. These files contain the booklists, one alphabetically by subjectmatter, the other by authors. A glance through the first file informs the teacher of every book available on a desired subject. The second file shows alphabetically the authors with titles and classification numbers of every book by this author.

The daily arrangement of books at first presented a problem but this year's plan is proving adequate. Committees of three children each, from the third, fourth, and fifth grades, serve for one week in keeping the shelves in order. Every morning before classes, these committees see that the books on their respective shelves are arranged in the correct numerical order.

In addition to approximately one thousand volumes for children's use, a number of volumes were purchased for the guidance and the instruction of parents and teachers. Among the topics in this section are: progressive schools, life situations, inferiority complexes, fear, anger, timidity, gifted children, sex problems, school and home ethics, good citizenship, and problems of adolescence. Late issues of magazines, such as *Progressive Education*, *Childhood Education*, *Elementary School Journal*, and numerous others are continually checked and filed by the principal and the Book Committee. Checking out these books for parents' home reading is managed by the Public Relations Committee, the principal, or the secretary. Cards for checking these books are arranged in separate files from the children's books, and are checked directly from the file with the use of paper slips.

With books in constant circulation, there is need for repairs to the bindings and renewal of the labels. Each member of the Book Committee assumes this responsibility for one week of each month. During her week she makes at least two visits to the library, and

spends from one to three hours on repairs, arrangement of files, and general inspection.

The picture library—A very valuable part of the school library is the picture collection which deals with all phases of the school work. It consists of approximately eight hundred pictures which have been carefully selected and mounted. Below each picture is a typewritten description, written in language at second-grade reading level. The pictures have been cataloged and filed and are easily accessible to the teachers.

Selection of pictures—Pictures are selected by children, teachers, and patrons. Children and teachers contribute many pictures during the study of the units of work. Patrons search for pictures before a unit is introduced. In selecting the picture, the subjectmatter is of first importance. The attractiveness of the picture is then considered. In order to avoid duplications, all pictures are passed upon by the chairman of the committee, before any are mounted. For one year the school subscribed to three copies of the *National Geographic* and *Asia*. Two copies of each issue of these magazines were used for pictures. We now use the *Home Geographic Monthly* as it is better adapted to elementary-school children.

Description of pictures—Space is left on the mount for a description of the picture. Too often the newspaper or the magazine description is too difficult for elementary-school children to read. They lose much of the meaning of the content. For this reason the committee rewrites on a Primer typewriter, the original description in language that can be comprehended by children of second-grade reading ability. For example, under a picture of an oriental rug merchant the magazine had: "By utilizing a way-side wall for his stock in trade, this merchant incidentally fulfills the Moslem conception of rugs as art expressions to be hung like paintings. Because of the Koran's strictures, Near Eastern art developed as geometrical design." We rewrote this paragraph as follows: "This man in the Near East is selling rugs. The rugs have so many beautiful colors that they look almost like paintings. This man does not own a store. He hangs his rugs from a wall by the roadside. Often the patterns of the rugs have some religious meaning for these people of the East."

Some outcomes—The Library Committee feels that the management of the library has brought the home and the school closer together. Mothers have become familiar with the child's life at school. The purposes and needs of units of school work are now understood within the homes.

The Picture Committee finds its work intensely interesting. It is work that any busy mother can find time to do. In fact, most of our pictures have been mounted and the explanations rewritten in the home, while the committee has met only once or twice a month at the school library. The greatest compensation to the mothers is the intimate contact with children's work at school. It provides a common interest for mothers and children.

The principal believes that the library is proving of value to the school. The mothers serve admirably in the absence of a trained library staff. The whole activity has been an important factor in informing patrons about the objectives, the curriculums, and the accomplishments of the school. The development of a sincere community interest in the school has been remarkable.

WHILE CHILDREN should be allowed to select the material which interests them they need careful and tactful guidance. In the lower grades where reading ability is more or less limited the teacher will need to direct the reading so that the material selected can be read with ease and comprehension. At all times free reading needs to be supervised to see that time is not being wasted by aimless or random reading and that it is purposeful. It must be watched also to see that individuals are not confining their reading too much to one field and that progress is being made. By keeping in touch with the browsing activities the teacher has a fine opportunity to discover the reading interests of the children and to encourage, to direct, and to enlarge them.—Edith L. Curren, Chapter VI.

*A LIBRARY IN A COOPERATIVE GROUP SCHOOL*LAURA E. KELLAR, *Principal*CLARA M. BARNES, *Librarian*

AND

MARJORIE PRATT, *Curriculum Coordinator**Atwater Elementary School, Milwaukee, Wisconsin*

AN ELEMENTARY-SCHOOL LIBRARY does not just "happen." Such a library, in common with many other worthy enterprises, comes into being only because someone cares. That someone, with vision enough to be satisfied with small beginnings, with eyes fixed on a goal somewhere in the future, unites personalities and materials until the long-sought-for goal is reached.

Our superintendent of schools and principal have long believed that children cannot have too easy access to books; that supplementary texts in great quantity should be placed in every classroom; that library books should be charged out to teachers in large number so as to be immediately available; and that sources such as the municipal library should be drawn upon freely for classroom use. In addition, our school executives believe that there should be an organized library in the building, with a competent librarian in charge, with a large collection of children's books for reference and for pleasure reading, and with stated periods assigned for definite training in the use of a library. Such a library, close at hand, efficient, and attractive, creates an active interest in books and establishes lifelong habits in the use of reference materials.

The librarian—The personnel of an elementary library is of utmost importance. The minimum training should be four years of college work with specialized training in standard library courses. The preparation should also include considerable training in handling and understanding children. In fact, a large proportion of the training usually given to teachers should also be required of grade-school librarians, for a knowledge of books does not guarantee a knowledge of child psychology.

Our school has been fortunate in the training, experience, and effectiveness of its workers. In our two libraries we have one librarian with standard training, one assistant with some library training, and two pages or pupil assistants. The hours of the two librarians are from 8 until 5 on school days and from 9 to 12 on Saturdays. The time of each is divided equally between the two buildings.

Scheduled classes—The library schedule is a matter of some difference of opinion among principals. We believe that children should

be assigned to the library for at least one period a week with other opportunities for individual use of its facilities. The fourth, fifth, and sixth grades are organized on the "cooperative group plan,"¹ changing classrooms once every hour of a five-hour day. One hour once a week each class is assigned to the library. The number of these groups fills completely two days of the head librarian's time. She does the same at the other elementary school. One day of her time is left free for the many other kinds of work a librarian must do and for helping individual teachers and pupils.

Grades two and three also come to the library for one hour each week and are cared for during this time by their own room teachers and the assistant librarian.

During these scheduled hours the children have free reading, choose books to take home, make reports to the librarian or teacher, occasionally listen to a story by the librarian, learn to charge their own books, have lessons in library technics, or carry on various other valuable forms of activity. Most of the time of the librarian is spent in assisting children in the wise choice of books or magazines, in talking with children individually about what they are reading, and in trying to raise the level of choice generally in the group.

During the second semester the first grades also become acquainted with the library. Usually they have a picture book or story hour, although there are always a few books they can read alone.

Beside these scheduled hours any individual child may use the library freely for leisure time reading, to borrow or return books and magazines, consult the reference books (which are placed near the door where a child may find them and be seated quickly without disturbing the class in session at the time), ask for pictures from the file, get slides for the lantern, or just talk with the librarian. Thus the library is an integral part of the school program, not an appendage which could be lopped off with no visible disturbance of the school routine.

The library in the cooperative group plan—The fourth, fifth, and sixth grades are departmentalized. The child's daily program is divided into five periods in addition to the homeroom period at the beginning of the afternoon session. The five periods are as follows: (1) art and the associated activities, two days of each week alternating with elementary science two days and library one day; (2) the social studies; (3) literature, reading, dramatics, and English skills;

¹ Hosic, James F. "The Organization of the Elementary School." *Educational Method*, September 1928–April 1929.

(4) music and physical education, each one-half hour; and (5) skills including arithmetic and spelling. Each group meets with five different teachers once each day.

The teacher of each period has selected the subject she is teaching. She is able to do better the thing that she likes best to do and that which she is best fitted to do. Furthermore, because one room alone is the social science room, the educational equipment needed to meet the requirements of a broad curriculum can be furnished for her teaching. Such is the case with every other subject.

The cooperative group makes the child the basis of all considerations. His full development is the purpose of all teaching. Several teachers working together can determine better the needs of an individual than any one teacher working alone. Therefore, the five or six teachers who are in contact with the same groups of children during the day meet frequently to plan cooperatively the curriculum, to study individual cases, and to plan effective administrative measures.

The curriculum centers around a unifying interest for each group. This interest usually originates in the social science classroom. If classes, other than social science, can naturally and effectively provide experiences which help the understanding of the theme, a correlation takes place. We believe in correlations, where they increase the understanding of the unit. Forced correlations are avoided.

The library functions in the group-cooperative plan chiefly as a source of material. The librarian attends the meetings of the cooperative groups, and so keeps herself informed as to what is needed. When a new unit is announced she collects all of the interesting material she can find on that subject and sends it to the teachers.

She can, if desired, call the attention of pupils to books during the library periods. This plan has been carried out very successfully. However, it usually seems best, especially if books suitable for the children's reading are limited, to turn everything over to the English teacher, who presents it in the course of her regular program. This plan has been followed recently for a fourth grade unit on the Far North. Enthusiastic reports from the English teacher as to her results have convinced the librarian that the decision of the group was a wise one in this case. It is not possible, of course, to say which plan is the most desirable. If, however, definite reading correlations with the unit are taken care of in the English classes, the library period can be more truly a free reading period, and the librarian can give more attention to individual children. Also, she has an opportunity to encourage reading along many broad lines of interest

in a way that she could not do if she felt compelled to give over the library period to correlating books with the various subject periods.

Books, magazines, and pamphlets of more informational types, which can best be presented by the social science and science teachers, are sent to them. This material usually includes a few books too difficult for the children's reading, but valuable for the teachers' background reading. Mounted pictures and slides are furnished whenever available. One of the "special interest" groups having to do with visual education, has taken over the operating of the projector and the moving picture machine owned by the school, and can be called upon at any time for this service.

It is the librarian's task, and privilege, to be ready to do all she can to satisfy special needs as they arise, and to anticipate them so far as it is possible to do so.

Club activities—Thirteen "special interest groups" have been formed for pupils of the fourth, fifth, and sixth grades. Alternate Thursdays have been chosen for meetings of these groups, the hour staggered through the day so as not to take time continually from any one class period. The groups are divided as follows: Hospital (reading, spelling, and penmanship remedial work); Service (student council, monitors, visual education, and library forum), and Pleasure (nature study, music appreciation, rhythms, stamp, aviation, and art).

The special interests group assigned to the librarian is known as the "Library Forum." Following the plan for all of these groups, it meets once in every two weeks during school hours. There is a membership of thirty-two children.

In order to make possible some degree of actual accomplishment, each child belongs to one of four committees: Program, Book, Library Bulletin, and Library Service.

The Program Committee is concerned with providing a suitable program to follow the business of each meeting. The chairman is learning valuable lessons in the art of managing her committee members without coercion, and finding new ideas to suit her needs. The members of this committee have ambitious plans for future programs, when we shall have invited guests.

The Book Committee has prepared some attractive covers for table lists, and has helped to check the booklists. They have agreed to be ready with interesting book reviews from time to time when the chairman of the Program Committee can make use of them.

The Library Bulletin Committee prepares a small newspaper whenever it has something interesting. The chairman of the com-

mittee assembles and arranges interesting items for this publication, which consists of one ordinary-sized sheet mimeographed in the school office. We have on our mailing list the superintendent, the principals of two grade schools, the supervisors associated with this particular school, and each teacher in the building. The chairman and his committee attend to the distribution of the bulletin, and, needless to say, enjoy the task.

The Library Service Committee plays a very important part in the club, and is finding an increasingly large place in the school life. As its name indicates, this committee is for service, and its members are on call whenever anything needs to be done. There are many ways in which they can help the librarian; for instance, the pasting of books, running errands, caring for flowers and plants, and arranging the bulletin boards. They are being taught anything that can be turned over to them, such as straightening bookshelves and arranging cards.

In addition to the work that it does for the librarian, the Library Service Committee receives calls from other teachers; for example, some children in one of the rooms wished to arrange a bulletin board and needed some advice. The art teacher needed help on a special task. The Committee can be of assistance in many ways and it is happy to be called upon.

All notifications to club members are given by a "secret signal," designed by a club member. When the librarian posts this signal on a certain bulletin board in the main hall, the president of the club, who is supposed to be watching for it, knows that she is to report immediately to the librarian, find out the need, and then to notify the person or group of persons involved. We have also a "password" which, together with the secret signal, gives the members of the Library Forum a great deal of harmless pleasure.

It will readily be seen that it requires considerable planning to keep all of these enthusiastic club members busy. The librarian must be alert, especially while the committees are in session. She feels that while it is strenuous it is also very enjoyable, and a distinct privilege to work with such an eager group of children. She is glad, too, to have a part in promoting the success of the whole plan of special interest groups.

Strengthening pupil self-control—In addition to the growing spirit of service and loyalty which has been one of the most encouraging results of the Library Forum, there are many other ways in which the library furthers good citizenship. The informal arrangement of tables and chairs, for instance, does not mean a breakdown of disci-

pline during this period. It is the task of the librarian to see that there is always a friendly, informal atmosphere in which children can feel entirely at ease, and enjoy their reading. The child who does not care for reading creates the problem and presents a real challenge to the librarian to find his particular needs. This help must be given without allowing him to be conscious of her motives and without disturbing others.

The plan of giving library report cards has been very helpful in stimulating children to improve their conduct in the library. Parents are accustomed to watching the children's marks in arithmetic, reading, and spelling, but one day they find with Johnny's other reports a neat little green slip, which reads:

CONGRATULATIONS!

The bearer of this card has cooperated well with the library during the last grading period and has a clear book record.

(name of librarian)

(name of assistant librarian)

(name of principal)

"Why, what's this Johnny?" says mother. "Isn't it something new?" Whereupon Johnny beams and explains that the library teacher is giving reports now, too, and that his class has been trying hard to get *green* slips. Father says, "Well, that's fine!" Meanwhile, Mary has been pawing frantically through her envelope, and now emerges with her library report. She is somewhat crestfallen to find that hers is a blue slip, which reads:

LIBRARY "DELINQUENT" REPORT

Mary Jones has been careless in cooperating with the library during this grading period.

Conduct and Attitude	<u>Good</u>
Book Overdue	<u>X</u>
Fines Due	<u> </u>

(name of librarian)

(name of assistant librarian)

(name of principal)

"Well, let's see," says father kindly, "this says that you have been a good girl, but that you have a book overdue. Where is it?" "Why, I—I—thought I took it back," says Mary. "Oh yes, that lovely book you were reading, dear?" exclaims her mother. "Why, I haven't seen it for days! I thought you had returned it." Then the family organizes a searching party.

It often happens that some child has received a delinquent slip because of his deportment in the library. If he has shown improve-

ment by the end of the next grading period, and yet has not attained perfection, a third slip has been provided, which meets his case. This slip is yellow, and reads:

LIBRARY IMPROVEMENT REPORT

The bearer of this card is trying to be a good citizen of the library and has improved his record since the last report.

(name of librarian)

(name of assistant librarian)

(name of principal)

We feel that if it is at all possible to give a child a better report than he had the last time, the effect upon him is worthwhile. The librarian recalls individual cases where the "improvement" was really doubtful, but where this bit of encouragement was the means of bringing the desired reform. The delinquent report is avoided as much as possible, being reserved for serious discipline cases, or for children who are careless about losing books and running up fines. Quite often the green slip is used, with a qualifying note. The children are sometimes overheard discussing these personal notes. "She said on mine that I talked too much!" or "She said I was good *almost* all the time!"

Summary—So during the last eight years the library of our school has grown. It began with a small collection of odds and ends of books, many of them supplementary readers, uncataloged and unsupervised. The part-time librarian help for two buildings meant that one library was closed if the other was open. Today, we have one well-qualified, experienced librarian and a capable assistant for the two schools, to keep each library open full time. Our library room is now well-arranged, with a large and constantly growing number of books, magazines, pamphlets, pictures, and slides. Our classes are assigned to the library for regular periods, but free time is provided for individual pupils. Wisconsin law requires that ten cents for every child of school age be set aside for the purpose of books. While this sum is only a small proportion of the total school budget it has proven to be adequate for our purposes.

THE LIBRARY IN THE SPECIAL SCHOOL¹

EDWARD H. STULLKEN

Principal, Montefiore Special School, Chicago, Illinois

IN THE MODERN SCHOOL libraries are generally considered as essential to good classroom work. Changes in classroom methods, the enrichment of the curriculum, and a wider use of supplementary texts demand the use of a school library in much the same way as the modern teaching of science demands a well-equipped laboratory.

What has been said above is true in any school but doubly so in a special school caring for unadjusted, truant and behavior problem boys. In the special school individual differences of pupils are greater, curriculums are more varied and cover a wider range of activities, interests of pupils need greater stimulation, and pupils have less opportunity to make use of library facilities provided outside of the school. All of these factors increase the need for good library work with problem pupils.

Every boy in the Montefiore School is given an opportunity to spend two or three forty-minute periods per week in the library. In addition to these regularly programmed library periods all are given special opportunities to do library work whenever they are particularly interested or feel that they need the extra time for reference and study in various classroom projects.

How books have been secured—The books for the library have been secured in different ways. Many have been purchased by the use of supplementary textbook funds provided by the board of education; others have been received as gifts from friends of the school; and, in addition, the Chicago Public Library provides a loan of approximately one thousand books. This loan collection is changed twice a year so that the pupils using the library may have the advantage of a wider selection. The books have been chosen on the basis of pupil interest, and, since the Montefiore School is a boys' school, every type of book that delights the heart of a boy will be found on the library shelves. Books well illustrated are always favorites and are especially well liked by those with reading disabilities who need profuse illustrations to assist in understanding the work. Various magazines are provided: *National Geographic, Asia, Literary Digest, Popular*

¹ The writer is indebted to Eleanor Halligan, teacher-librarian of the Montefiore Special School, for many valuable suggestions made in the preparation of this article.

Mechanics, and travel magazines are favorites for all classes using the library.

Books must be classified and cataloged—All the books belonging to the library have been classified according to the Dewey decimal and Cutter systems. In addition the books have been cross-referenced, card-cataloged, and indexed according to author, subject, and title. The boys are taught how to use the card catalogs, how to locate books on the shelves, and how to use book indexes. This practise gives them valuable training in the use of any library and encourages them to make use of community library facilities. Reference assignments may be given the librarian, by any teacher, and pupils are then assisted in finding and studying those assignments when they report to the library. Pupils are taught not only to use catalog cards, but also to assemble reference materials before starting their work in subject assignments. The training in the use of reference material and especially the training to find such material in books makes them familiar with the use of books as tools for obtaining valuable information.

Pupils help conduct library work—The large amount of mechanical work which has been outlined briefly above, for the most part, is deputed to the boys themselves. Pupils participate in the work by writing classification numbers in books, by printing classification numbers on the backs of books, and by sorting and shelving them. This work has called for many types of helpers. There are "assistant librarians," pupils whose duties consist of accessioning, labelling, carding, and keeping books sorted and shelved. These assistants are also given certain responsibilities in caring for the library when the librarian is busy at other tasks. To be selected as an assistant librarian is considered a position of great honor and such assistants are often elected by their classmates. Whenever possible these assistant librarians have an organization with their own officers and hold meetings at stated intervals at which problems pertaining to their work are discussed by the group, including the teacher-librarian.

Each division of pupils that enters the library has a "page" at each table, whose duty it is to collect all books and materials used at his table and to see that they are put in the proper places at the end of the period.

Other groups of boys have charge of the library's three bulletin boards. The first of these is located in the corridor and calls attention to many library facilities. It often bears notices urging pupils to use the library for developing special interests. This bulletin contains announcements of library projects such as the formation of "travel

by book " clubs and "football story" clubs. It is used to advertise the library to the school and is usually changed every day. Another bulletin board is one that is changed about every week or ten days and calls attention to seasonal library projects. For example, during the week preceding Columbus Day the bulletin board contained a great deal of literature dealing with the discovery of America and the celebration of Columbus Day. Armistice Day, Thanksgiving, Christmas, and other holiday materials are posted at appropriate times. A third bulletin board has been named the "Daily Exhaust." The material here is changed daily and consists almost entirely of clippings from daily papers. The material is posted under different classifications, such as: general news, editorials, sports, cartoons, foreign news, and domestic news. Committees from different classes have charge of all three bulletin boards and are responsible for securing and posting material as often as is necessary.

Checking library work—Every effort is made to place the boys in the type of library work for which they are best fitted. By means of a card catalog of all workers in the library organization, a close check is made on how well the duties of each are performed. This card catalog is kept by the teacher-librarian and at the close of each class period a check is made of the condition of the cases, tables, and magazine racks, and a notation made on the special cards as to whether the work was well done or not. Such comments as careless, neat, good printer, accurate, completes a job, prompt, lazy, and shiftless, are usually used. In this manner the boys having the special duties in the library are carefully graded and those who are found most dependable and the best workers are given special consideration. They are complimented and whenever opportunity presents are promoted to positions of greater trust in the library organization. Needless to say, work in the library is given as great weight as any other school activity when pupils' classification, promotion, and graduation are being considered.

A card catalog is also kept of books that are being read by individual pupils. This device prevents any arguments as to who has the right to any particular book during the class reading period. As soon as the boy reports that he has completed the book, the card is stamped with the date and removed to another file. The boy then writes a short book report which is kept in his individual folder. The following mimeographed outline is used to expedite the writing of these reports and its use takes away a great deal of the drudgery usually associated with writing book reports.

MONTEFIORE SPECIAL SCHOOL LIBRARY

BOOKS I HAVE READ

Title of book.....
 Author of book.....
 Publisher.....
 Name of boy.....
 Grade.....
 Age.....
 I have read all.....Part.....

PLEASE CHECK THE STATEMENT WHICH APPLIES

One of the best books	Too easy.	.....
I have ever read.	Just about right.	.....
A good book, I like it.	A little hard.	.....
Not so interesting.	Too hard.	.....
I did not like it.		.....

Write below what you liked best about the book or why you liked it.

Teachers may send topic assignments to the library for small groups or individuals and the first part of the library period is used for this type of reference work. Individuals not having assignments may read any book or magazine found in the library. A great deal of freedom is permitted and the library is a place much sought by the boys of the school. No problems of discipline have ever arisen out of the library work as boys are too eager to make use of its opportunities.

Developing interest in library work—Hobbies are encouraged. Any boy interested in a special project may come to the library for an extra study period upon the request or with the permission of his homeroom teacher. The teacher-librarian uses special interests to stimulate good library work, and whenever she finds a boy not interested in reading she manages to have an informal talk with him. In most cases she finds out some particular thing in which he is interested. It is usually an interest outside of school. The facts are noted and when the boy comes to class again the librarian has something ready for him—a clipping, a picture, or some article in a magazine or book. Invariably he will read the article and ask for something else on the subject.

In this way hobbies are encouraged and the non-reader often becomes one of the most interested library students. For example, one of the Montefiore boys is making a circus outside of school and the librarian has found some splendid pictures of animals and clowns which he has traced on tissue paper to use as patterns. He has offered to bring the circus when it is completed so that it may be exhibited in the library. Another boy is tireless in his search for articles on chemistry, still another on checkers, and so on through as many and varied interests as there are boys. The librarian keeps a clipping

folder which contains articles and pictures on many topics; stamp collections, airplane models, bead work, soap carvings, and wood carvings. Some of the boys not interested in reading are given some mechanical job such as inking and shellacking the backs of books. In many cases, while handling the books, the boy becomes interested and asks for permission to get a substitute to finish the job so that he can read the book that has attracted him.

In addition to developing good reading habits through special interests, library projects are often used for the same purpose. A book travel club project was conducted during the past summer and it is an example of what can be done along this line. Several months in advance the travel agencies were asked to cooperate by sending railroad folders, steamship sailings, posters, and pamphlets. They were very generous and the library had ample material to advertise and encourage the project.

The following signs were printed and put in conspicuous places in the corridors: "Where would you like to go this summer?" "Let's travel the Book-Travel way. It's pleasant and inexpensive." "Why not join the 'Travel Club?' Ask your librarian."

In the library a large map of the world was thumb-tacked on the bulletin board with this sign over it. "To What Far Corners of the Earth Have You Wandered?"

On a table were placed the travel folders and a 4" x 6" card cabinet. In a prominent place the signs "Information Desk" and "Ticket Office" were placed. A large globe was placed near so that comparisons could be made with the wall map.

A boy in each class acted as information clerk and another as ticket agent, and when a boy requested a ticket to join the Travel Club he was given a 4" x 6" card on which was written the name of the book, author, and sailing or starting date. This card was filed according to room number. When the book was finished the card was stamped with the date and the boy given slips of paper, string and thumb tacks. On the paper was printed the name of the book, the author, the boy's name and room number, and a short account of the story. The slip was then fastened to the string and by means of the thumb tack the string with slip of paper dangling was attached to the map on the point representing the city or country described in the book. This marking was done without obscuring the map. These slips were read easily by the other members of the different classes and the books were made very real.

In addition, folders and road maps were studied, imaginary personal trips planned and a knowledge of Pullman trains and steamboats was obtained. Needless to say every boy had a pleasant time,

everyone enjoyed his summer reading, and a great deal of interest was displayed in the library work.

Helping non-readers—Another problem facing the library in the special school is the presence of a large number of non-readers and of pupils having decided reading disabilities. In dealing with these less fortunate boys a great part of the time is spent in reading stories and in dramatizing some of them. The projection lantern has also been used to illustrate stories. The children drew pictures on the slide, of stories they had heard or read. The picture was then projected and the young artist told his story to the class. Picture books with brightly colored and interesting pictures are used to stimulate the interest of non-readers and to create a desire to read. The older boys have made some miniature stage settings for these children for use in portraying their stories. Clothes pins, paper, and clay are mediums used to depict the stories. These special devices have paid big dividends in helping boys with reading disabilities profit by library experiences.

In addition to the work carried on in the library itself, many boys use it to secure books for home use. Upon request and by signing a card a boy may take out a reference book or a magazine which will help him in working out some project in which he is particularly interested.

Magazines and books for teachers—The Montefiore library is also used to provide magazines for circulation among the teachers. By means of a "follow-up" file these magazines are collected semi-weekly by a messenger from among the boys in the library classes. A professional bookshelf is another active feature of this phase of library work.

Library work a success in the special school—In the three years that the Montefiore Special School has been in operation, its library work has continued to grow in importance. The contact with good books, the freedom afforded the problem boy to make his own choice of reading matter, and the quiet place in which he can read, are all of vast importance in adjusting him to his school life. The awakening of new interests in school, the spirit of personal responsibility and pride the boys feel in their library, have helped to teach dependability, consideration, independence, courtesy, citizenship, and all the other qualities that readjust the problem boy so that he will grow up to become a happy, self-respecting citizen instead of the juvenile delinquent or potential criminal. What has been done with problem boys in the special school can be done in a much fuller measure with the thousands of boys and girls in the regular schools who offer no particular problems for school and civic adjustment.

OUR CITIZENS USE THE SCHOOL LIBRARY

MARY NILES

Librarian, Union School, Lyons, New York

A DISASTROUS FIRE in 1920 within thirty minutes destroyed a building that had housed a school population of more than nine hundred students. Immediately the citizens of the village began to plan a modern school suitably equipped for the education of its boys and girls to meet the responsibilities and privileges that await every citizen of our country. The board of education investigated new buildings far and near. State authorities were interviewed. Specialists in physical training, industrial arts, homemaking, science laboratories, and all departments that go to make a modern school were called in for advice. Even before the state school library law was put into effect, this progressive group of men and women planned to meet the reading needs of the pupils of the school.

The library and its equipment—The library is centrally located on the first floor of the building. It is well lighted by day and by night. There are three rooms: the adult room, the children's room, and the librarian's office (see Figure 1). Situated between the main entrance corridor and the entrance used by the high-school students, the rooms are easily accessible, both to the public and to the students. The lavatory off from the adult room is equipped with running water. An alcove in the office serves as a workroom. It is equipped with shelves to hold the new books that await cataloging, closets for mending supplies, a typewriter, desk with drawers for catalog cards, book cards, poster material, and the like. A steel pamphlet file, the shelf-list case, and a personal desk for the librarian in this alcove help to speed efficiency. The room used to house the children's books and to instruct the grade pupils in the use of books and libraries opens from the hall, from the librarian's office, and from the adult room. Glass partitions make supervision convenient. The adult room is the main room, and the largest. This room has a seating capacity of thirty-six. The usual library furnishings are found in this room, a card catalog, an information file, a newspaper rack, display rack, a case that holds the more expensive illustrated editions of the classics, and a dictionary case. One corner of the room is used for the reference books, another for the student-reserves, and the "overnights."

This new school building when ready for occupancy in September of 1923 had not a book to put on the empty shelves of its library. The woman's civic club of the village had for more than twenty years

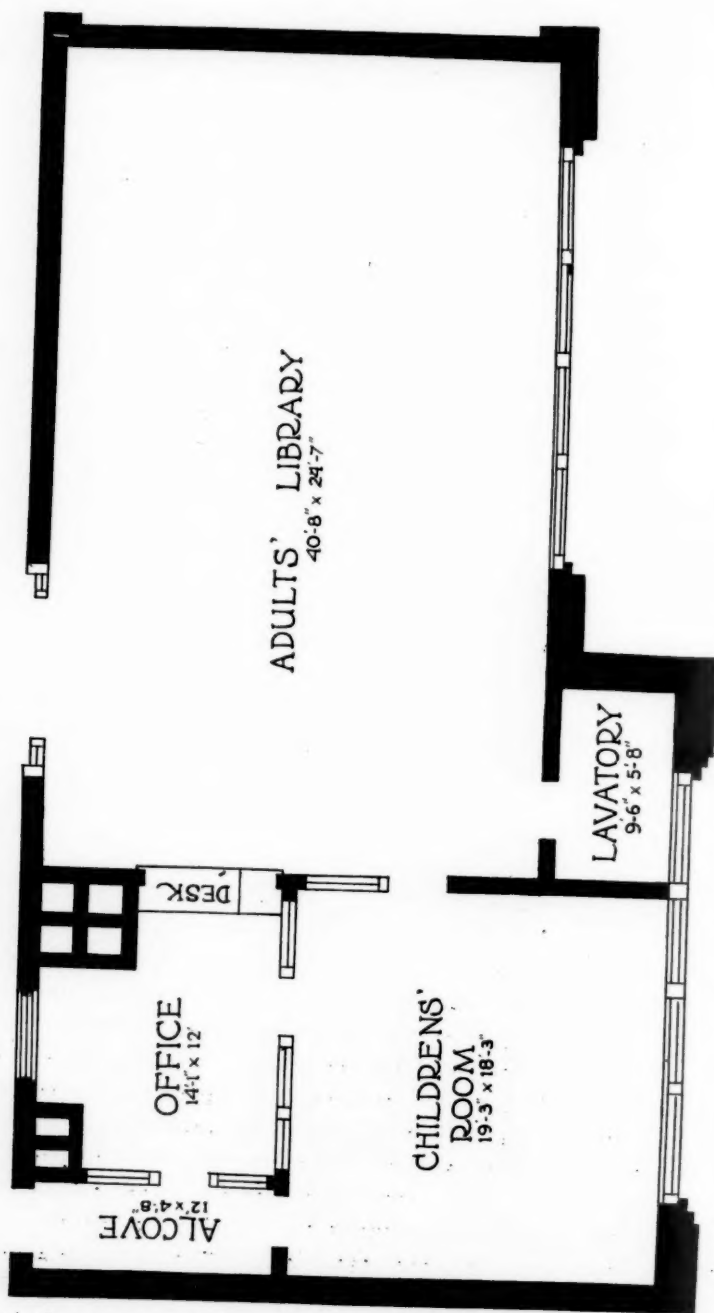


FIGURE 1—Plan of Library Used by Children and Adults.

sponsored a free public library. To meet this emergency and to plan toward the future, this club offered its library of four thousand volumes to the school with the provision that the rooms be open for the use of the public at specified hours during the week. This gift was not without cost to the givers for they had put in years of effort to make reading materials free of access to all. To turn their free library over to another board to administer did not meet with instant approval. There were some who said, "A combination school and public library is an impossibility. It can't be done." This in itself was a challenge. The time to say this thing can't be done is not yet, for we are doing it with at least a degree of success.

Organized as a school library it is here that we must place the emphasis. The school board provides a few hundred dollars annually for the purchase of books. We have not yet reached the ideal of one dollar per pupil for this school of about eleven hundred students. With the aid of the faculty, the heads of the departments, and of our supervising principal, we have slowly and carefully built an all-round collection of books that are in constant use by our students.

From where do the funds come for purchasing books for the community? A memorial fund given by the alumni nets us about one hundred dollars each year. Among former residents we have many friends who have been most generous. One friend gives, each year, books for the reference shelves to the value of one hundred dollars. The selection of these books is made by the librarian and the faculty. Another, in memory of his mother, has established a fund to purchase illustrated editions of the classics and to add books to our collections of poetry and music. A sufficient amount is given monthly by the local civic club for the purchase of popular fiction. These "seven day books" are kept on special shelves with a "taboo" notice for the students. This plan has worked satisfactorily for six years. It provides a splendid sifting process before the books are shifted to the permanent fiction shelves. This same civic club also donates to the library twenty periodicals that are indexed in the *Readers' Guide to Periodical Literature*. It also gives us our newspapers, the *New York Times*, two dailies, and our two local weeklies.

The library services—At the time of the reorganization the civic club invited the librarian to tell them at their first meeting something of her aims and plans for the future. Knowing full well that "it pays to advertise" she accepted the invitation.

Many members of the civic club offered their personal help. Old labels were scraped off and worn books were mended and shellacked. Reclassification moved books into their correct location. Publicity

methods included first and last, friendliness, the librarian attempting to be a hostess dispensing the book that cheers, and the newspaper and magazine that do not inebriate. One local editor provides a corner in his paper for a friendly book chat. Library items are welcomed as news, and much free space is given. Through advising the public has come the realization that a real library has to offer books and reading that mean knowledge and power, and make for happiness and enrichment of life.

Does it pay to advertise? Consider those low, round tables, the gift of a distant reader of our local papers, who, reading of our library ventures, sent us a substantial check to be used in "the room for the little children." Our collection of dolls has been given to us by some of our villagers who have prowled about far corners of the earth, and have returned, bringing these interesting representatives of the countries they have visited. The paintings hanging on the library walls have been presented by artists of fame whose youth and school days were spent in our village. Many of these pictures have hung in the art galleries of Paris and New York. The lamp and the newspaper rack were made by our own boys in the school shop. The flowers from the gardens of our patrons are a constant reminder of their appreciation and interest. Best of all is the pleasing sight of heads touched with gray interspersed among those of brown, black, and gold bending over our library tables. Does it pay to advertise? Yes, it has paid this library to advertise.

What are we in turn giving to the public for all its generous interest in the library? Neither the assistant librarian nor any member of our student staff is permitted to deny information to a patron. That humiliating task is reserved for the librarian alone. With the friendly cooperation of excellent libraries in Syracuse and Rochester and with the support of the New York State Library in Albany we have been able to locate desired knowledge for doctors, lawyers, merchants, and bankers. One book we are still searching for to hand to the child of nine who asked with eager shining eyes for "a book, oh, a book that tells all about the world." Hillyer's *Child History*, and his *Child's Geography* have but intensified this earnest quest.

Programs of winter study clubs, of adult education courses, of missionary societies and of the parent-teacher association are collected, and bibliographies are prepared that prove helpful in the writing of papers, in research work, and in preparation of programs. The *Reading with a Purpose* booklets are used constantly. Forced leisure has provided time for these valuable reading courses. Books that we cannot supply from our own shelves are available from the state library.

Exhibits in down-town store windows during Book Week have brought new readers to the library. Such queries as "Will you suggest a book that I can purchase as a Christmas gift for my grandfather, my child, my mother," or "What can I read to help me understand my child?" A young lad says, "Dad's disturbed with all us modern youth. Give me a book to cheer him up." An Italian bride of a few weeks, one of our former students, shyly asks for a book on homemaking, and goes home happily with Goldstein's *Art in Everyday Life*, and the new edition of the *Boston Cook Book* as well. College students are beginning to say, "I'll do my next year's reading during the summer. What our library cannot supply the librarian borrows from the state library." Students attending summer schools borrow for their courses. Even "Dewey," "Mudge," and "Sears" enjoy an occasional six weeks in some library summer school.

We lend all of our books. The most expensive editions and the choice picture books may be loaned to any mother. Occasionally a volume of the new *Encyclopedia Britannica*, or even *Webster Unabridged* steps out for over night or for over Sunday. List of first books for the child's own library are run off on the school ditto machine and are given out to members of the parent-teacher club during Book Week. These lists are eagerly looked for and gratefully received. As soon as the Newbery, Nobel, and Pulitzer awards are known, announcements with book reviews are sent to the local papers. The books are placed on exhibit in the library for a short period of time. At stated intervals during the year the motion picture theater runs an invitation to visit the library.

A place to make people happy—Our library goal might be: "Line upon line, precept upon precept, here a little, there a little, instant in season and out of season." It is the beginning of all things to all men, to all women, to students, to business men, those who work by the day, those who are deep in the professions, the queen in the parlor, the maid in the garden; and last of all those least who shall become first, the little children. John Cotton Dana's definition of a library is our constant inspiration: "A place to make people happy, to help them to become wise, and to encourage them to become good."

SELECTED REFERENCES

1. CERTAIN, C. C., Chairman. "Report of the Joint Committee on Elementary School Library Standards." *Fourth Yearbook*. Washington, D. C.: Department of Elementary School Principals, 1925. p. 326-59. (Also reprinted by the American Library Association.)
2. CLEMENT, BESS. "The Library as an Integral Part of Elementary School." *Bulletin* 9: 49-51; October, 1929. Washington, D. C.: Department of Elementary School Principals.
3. DANA, JOHN C. *A Library Primer*. Chicago: Library Bureau, 1913. 201 p.
4. FARGO, LUCILE F. *The Library in the School*. Chicago: American Library Association, 1930. p. 43-62; 269-431.
5. FARGO, LUCILE F. *The Program for Elementary School Library Service*. Chicago: American Library Association, 1930. p. 45-142.
6. HENDERSON, FRANK D. "School-Community Library Project." *Bulletin* 11: 329-31; April, 1932. Washington, D. C.: Department of Elementary School Principals.
7. INGLES, MAY. "Pupil Participation in the Handling of Overdue and Fine Notices." *Libraries* 34: 463-66; November, 1929.
8. JOHNSON, E. M. "Do You Need a Library; This is How One School Got Theirs." *Grade Teacher* 48: 188; November, 1930.
9. JOHNSON, MARGARET F. *Manual of Cataloging and Classification for Elementary School Librarians*. New York: H. W. Wilson Co., 1929. 45 p.
10. KELLY, FRANCIS H. "Organizing Platoon School Library Work." *Library Journal* 52: 286-89; March 15, 1927.
11. KENT, CHARLES A. "Organizing a Library in an Elementary School." *Sixth Yearbook*. Washington, D. C.: Department of Elementary School Principals, 1927. p. 271-81.
12. KING, WILLIAM A. *The Elementary School Library*. New York: Charles Scribner's Sons, 1929. p. 92-116.
13. KOOS, MRS. FRANK H. "Planning a School Library Program." *Wilson Bulletin* 6: 679-83; June, 1932.
14. MCCOLLOUGH, ETHEL F. and VAN BUREN, MAUD. *Essentials in Library Administration*. Chicago: American Library Association, 1931. 72 p.
15. MADISON, ELIZABETH. "Administrators and the School Library." *Library Journal* 54: 162-65; February 15, 1929.
16. MASTERS, H. G. "The Elementary School Library." *Bulletin* 9: 735-36; July, 1930. Washington, D. C.: Department of Elementary School Principals.
17. NEWLON, JESSE H. "Administration of Public School Libraries." *School Executives Magazine* 48: 315-17; March, 1929.
18. POWER, EFFIE L. *Library Service for Children*. Chicago: American Library Association, 1930. p. 278-95.
19. REAVIS, WILLIAM C., PIERCE, PAUL R., and STULLKEN, EDWARD H. *The Elementary School, Its Organization and Administration*. Chicago: University of Chicago Press, 1931. p. 253-74.
20. SALISBURY, ETHEL I. "The Selection of Supplementary Books for Use in the Elementary Schools of Los Angeles." *Elementary School Journal* 30: 117-22; October, 1929.
21. TREDICK, FLORENCE H. "Grade School Library Given by Parents." *Library Journal* 54: 252-53; March 15, 1929.
22. WILSON, MARTHA. *School Library Management*. 5th. ed. rev. New York: H. W. Wilson Co., 1931. 209 p.

ry
de-
re-
."
of
p.
y
e.
n
y
e
t

CHAPTER IV
PLANNING THE SCHOOL LIBRARY

THE CENTURY OF PROGRESS SCHOOL
SCHOOL LIBRARY DECORATION
SUMMARY OF RESEARCH AND OPINION ON LIBRARY PLANNING
FLOOR PLANS FOR THE ELEMENTARY-SCHOOL LIBRARY

EDITORIAL COMMENT ON CHAPTER IV

Chapter IV treats various questions in the educational planning of the school library facilities. In one article is set forth the reactions of about thirty principals to three proposed floor plans. The plans and the comments are not cited as final, but rather as bases for further discussion. Another article treats briefly the matter of library decorations. The article on the Century of Progress School shows what may be done when library planning is sharply focused. The summary of research on library planning brings in a brief review of the most important principles and standards.

There is probably no more unnecessary tragedy in school administration today than that of the "unplanned" school building. Although relatively less frequent today than a few years ago, the practise of employing architects or using city building departments to construct schools without regard to the educational program deserves general condemnation. Instances have been too frequent of classrooms improperly lighted or heated, of dramatic rooms unsuited to such purposes, of stairways poorly constructed and dangerously inadequate, of offices squeezed into remote inefficiency, and of Lilliputian playgrounds.

With the development of the library movement the need for school library standards demands attention. What percent of the school enrolment should the library accommodate? Should primary pupils have a room separate from the older pupils? What kinds of tables, floor coverings, chairs, shelving, and equipment are best? What arrangement gives the proper lighting? How many work rooms, conference areas, and storage spaces are necessary? While tentative standards are available on all of these questions further study and experimentation is desirable.

The list of references at the end of the chapter will be found useful by those who are planning or reconstructing school library rooms.—*Editorial Committee.*

CHAPTER IV

PLANNING THE SCHOOL LIBRARY

THE CENTURY OF PROGRESS SCHOOL

DON C. ROGERS

*Director of Research and Building Survey, Chicago Public Schools,
Chicago, Illinois*

IN PLANNING THE LIBRARY lay-out of a Chicago elementary-school building it is necessary to compromise between the idealistic demands of some professional librarians for an expansive, almost lavish lay-out, and the reactionary demands of organizations of tax-reducers for the virtual elimination of the library as an unnecessary frill.

Prior to the establishment of the Bureau of Research and Building Survey in 1924, more likely than not the library of a Chicago elementary-school building was housed in a half-sized room (15 feet by 24 feet); tucked away in some corner of the building apparently to utilize space not otherwise planned for. Naturally, so inadequate a library usually degenerated into scarcely more than a book-storage room.

All elementary-school buildings erected in Chicago since 1924—fifty-eight new buildings and forty-three additions—have included libraries, definitely planned and of usable proportions. The standard building plan has provided for a room 24 feet by 30 feet, with an abundance of natural light from one side only and adequate overhead artificial lighting fixtures, equipped with built-in cases, book stacks, magazine racks, atlas and dictionary stands, maps and globes, bulletin boards, reading tables and chairs.

It is customary for the principal to program the use of this library so that each upper-grade class spends two periods per week in the library. At such periods, the homeroom teacher accompanies the class and acts as a supervisor of directed study. Thus library work is a fairly definite, perhaps rather formal, part of the school program.

The elementary-school library most recently planned by the Bureau of Research and Building Survey is found in the proposed Century of Progress School.¹ Its dimensions are 22 feet by 52 feet. It con-

¹ It cannot be constructed, however, in time for the 1933 Century of Progress Exposition.

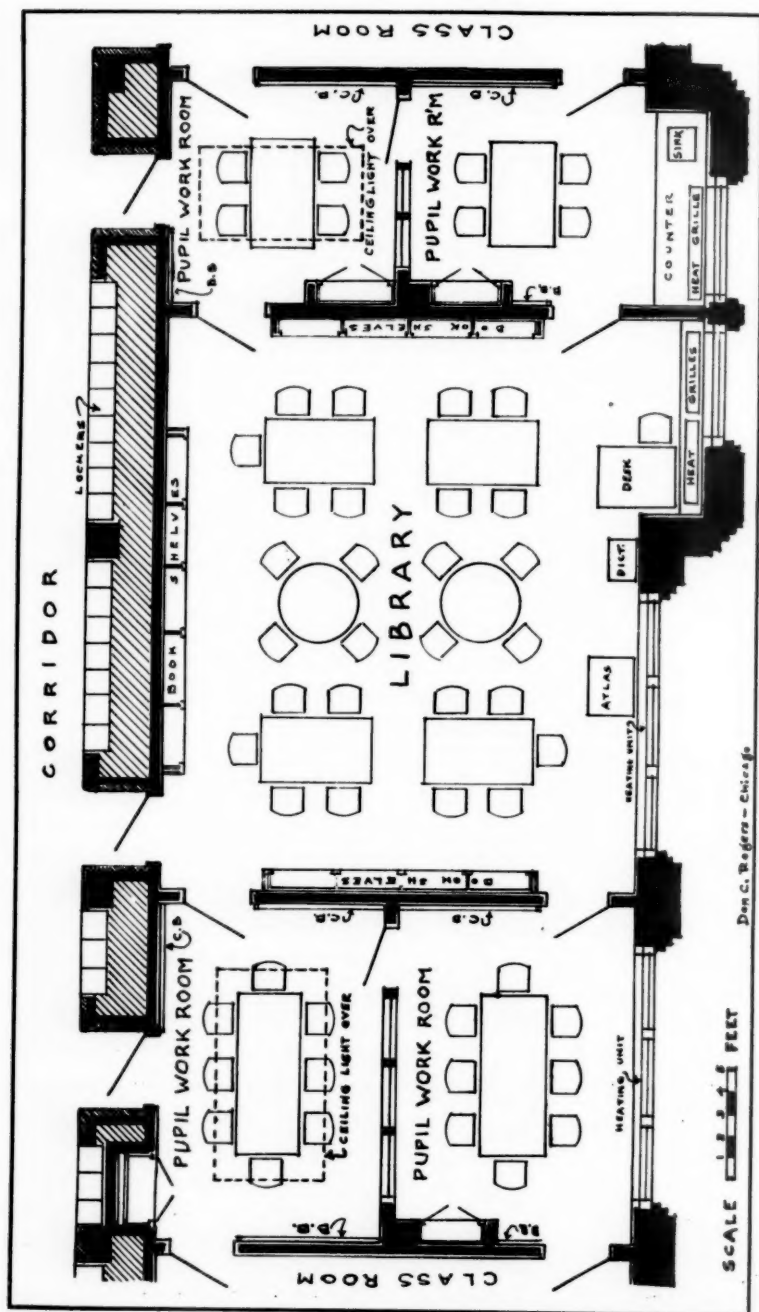


FIGURE 1—Chicago's Century of Progress School.

sists of a central reference and reading room surrounded by four small pupil workrooms (11 feet by 15 feet). The central reference and reading room and two of the workrooms will have natural outside light from a tier of windows on one side. Two of the workrooms will have ceiling daylight. All have adequate artificial lighting fixtures. Each pupil workroom is to be equipped with a round table, chairs, black board, and shelves for reference and work materials. One workroom will have a sink for hand washing and for use in pasting and repair work.

Not only will this suite provide good facilities for library work, but it will also provide a good atmosphere; for example, a harmony of color in finish, trim, furniture, flooring, and a sound-deadening effect by the use of rubber tile on the floor and acoustical material on the walls and ceiling.

This library suite has been placed in the center of the second floor (the highest) of the building. Originally, in the pencil sketches, it was on the first floor. Later, in the revised sketches, it was placed on the second floor in order to be more readily available to the upper-grade students who would use it the most. During the Chicago survey, George D. Strayer of Columbia University and Frank W. Hart of the University of California went over the proposed Century of Progress building plan in minute detail. In response to their recommendation, the library in the final plans was located in the middle of the building on the second floor, accessible to upper-grade pupils and requiring a minimum of corridor travel.

In this case, the library has been planned to satisfy the exact needs of a particular school. The Century of Progress School is intended to be an experimental and progressive school. The classrooms are of varying size. It will be possible to enrol large groups for audience types of instruction, medium-sized groups for individual learning, and small groups for committee work. The large average enrolment per teacher and the proposed plan of departmentalized organization provide such a flexibility of program that one teacher may be released from the responsibility for a homeroom. She will not only be in charge of the central reference and reading room but will also supervise simultaneous activities in the four small workrooms. The pupil activities in the workrooms are expected to be largely of the self-directed and free-learning type. The organization of the school contemplates participation by all of the pupils in a genuine activity program, much of which is accomplished through the small informal groups or committees. Thus it can be seen that the library is an essential part of the school.

Although the Century of Progress School library is 60 percent larger than other elementary-school libraries in Chicago, although it will be the best-equipped public elementary-school library in the city, and although it has been planned to conform to the use and needs of a particular school organization and a theory of education, nevertheless the public librarian may be disappointed. He probably would like to see "a large two-story library with a balcony, with a librarian's office, with a charging desk, and with other library fixtures not included in the present plan." On the other hand, there is in Chicago an organization of large taxpayers and big business men which would virtually eliminate libraries from elementary-school buildings by requiring that they shall be counted as vacant and seated for homeroom purposes unless their use is so programmed that no homeroom in the building is vacant while the library is in use. Apparently they regard a library as a frill.

The Century of Progress Elementary-School library suite is a compromise between these extreme views. A source of satisfaction to the Bureau of Research and Building Survey is the comment of the principal of one of Chicago's experimental elementary schools. After reviewing this library lay-out she commented, "If I ever saw a library like that in an elementary school, I would think the millennium had come."

EVERY PRINCIPAL knows better than anyone else what cooperation exists between the library and the classroom in his school and whether or not he is satisfied with it. Like everything else, the library will develop into its greatest usefulness if the principal is enthusiastic and understanding. It is reasonably certain, too, that if the principal is indifferent to the library or fails to see its possibilities, the teachers and librarian will not have the inspiration that they would have under a more stimulating leadership.—Elizabeth Scripture, Chapter IX.

SCHOOL LIBRARY DECORATION

ALICE HOGGE BAER

Principal, Kohn School, Chicago, Illinois

WHAT ELEMENTS establish the desirable atmosphere when a child enters the school library? What is the desirable atmosphere? If silence and order are to be maintained by the iron-hand, then bare walls, uncomfortable furniture, and a robot at the desk are adequate equipment. But if the library is to induce the contemplation, concentration, and inaudible functioning of spirit, then one of its chief needs is suitable decoration.

Some suggestions—Every librarian should intrigue the subconscious approval of children and at the same time miss no opportunity to make the library a home of other esthetics besides literature. To begin with, there are available brilliant and lovely prints of famous modern and classic paintings. These are inexpensive, decorative, and stimulating to the imagination. Of course, if the school has an original painting, it should hang in the library. The number of pictures in the library should be few and these should be so fine as to linger permanently in the pupils' memories. The library situation encourages the leisurely contemplation of pictures as the classroom or corridor cannot. Let us provide pleasant associations to enhance the significance or beauty of pictures!

Modern sculpture is often humorous and involves subjects of real interest to children. One piece should be enough to contribute to a plan to include all the decorative arts in the library. Classical sculpture is not assured a place in the modern school library by its age, its charm, its exquisite skill, or its poetic subjectmatter. Every librarian knows that the old classics are disappearing from the reading interests of today's children. While nothing could be more regrettable than a complete relegation of all our classic art to the ash heap, it is not desirable to turn the school library into a museum of ancient art. We should thereby miss a wonderful opportunity to present to children the modern spirit in plastic art to match their demands for modern elements in literature. The sympathetic cooperation of groups of local artists is almost always assured to any school sufficiently interested to seek it. The loan of groups of approved sculptures can be occasionally secured even if finances do not permit purchases.

Removed as far as possible from the room's noteworthy picture should be a molding on which could hang the less expensive exhibits. These are the seasonal or temporarily pertinent illustrations of some school interest or activity. For example, in the spring there should be colored prints of the local birds, and of the spring flowers of the

region; in the autumn mounted silhouettes of the leafless trees and samples of the finished woods which can be borrowed sometimes from the woodwork shop; in the winter, pictures of transient interest, such as the relatively inexpensive views of the buildings of the Chicago Century of Progress exposition.

Somewhere in the room wall space should be given to a bulletin board. Here can be posted announcements of local and immediate concern. These include notices of lectures at the museums, fine radio programs, and local art exhibits. Diagrams of new inventions, and rotogravure photographs of men and women notable in public life are also effective.

Space should be appropriated for a glass-covered case for exhibits. Here one can display the products of school hobby clubs, unique and rare books, maps, letters from interesting or famous persons, and noteworthy loan collections of individual pupils. Soap carvings, clay figures, and small stage settings made by school classes draw visitors to the library and lure the non-reader into its atmosphere.

No library for children should omit living things as decorations. The silent flash of colorful fish and the restful grace of plants add to the pleasure of most children.

Many publishers retain the original drawings of the illustrations in their new books. They are often willing to lend these sketches to a public school for a temporary exhibit. The brilliant jackets from newly purchased books should always be displayed as soon as the books are placed on the shelves. Advertising posters can be obtained at little or no cost from the agents of foreign and American transportation companies. Often these posters are of artistic value, and can be used to stimulate reading.

An appropriate environment is the first need of most readers. Some children read most happily in solitary corners, while others are not content except when they touch elbows with someone. Each type should find some provision for his preferences whenever he enters the library. There should be adequately lighted corners with single chairs, and small nooks where two or three may sit side by side to enjoy pictures or books in companionship.

The utilitarian and traditional library tables, an inheritance from the public library standard equipment, are not entirely suited to the esthetic or practical needs of the school library. Those mammoth pieces of furniture presuppose that the reader will probably also write and pile about himself an array of ready references. These conditions are not usually met in the school library. The conventional chairs which accompany these solid lumps of tables presuppose

that human beings of standardized size read naturally with two feet on the floor, backs straight, and chins in. Perhaps some do. But the school which fosters the reading habit will furnish many chairs that are comfortable, restful, and attractive to the eye.

Colored window curtains may depart from the conventional but they are justified by modern theories of interior decoration. They are inexpensive to purchase and to maintain. When carefully selected for tone, they can be made to improve the lighting of the room. They can be made to contribute greatly to producing an atmosphere of quiet seclusion.

Conclusion—Most school libraries today fall into one of two classes. They are rooms "given up" in an old building because they are not suitable for classrooms. Such quarters can with thought be altered into both usefulness and beauty. They should not appear as obvious makeshifts, but as gracious adaptations.

The other school libraries appear in new buildings. They are planned and executed according to the best available standards of school architecture. These are the beauty spots of their schools.

MUCH HAS BEEN WRITTEN about school library activities of the well-developed urban and rural communities, but very little about the thinly populated frontier rural communities prevalent in the Dakotas, Montana, Wyoming, and Northeastern Colorado. The social activity of a library is based upon the needs and differences of the communities served. The needs of the thinly populated, isolated states are not the needs of the more densely populated sections, yet they are just as important. The aim is the same in either case; to make life more worthwhile.—Mabel Wilkinson Etheridge, Chapter VIII.

SUMMARY OF RESEARCH AND OPINION ON LIBRARY PLANNING

E. C. BOLMEIER

Graduate Student, University of Chicago, Chicago, Illinois

SCIENTIFIC INVESTIGATIONS in reading have shown the old single textbook method inadequate as a means of forming the reading adaptation. Informational and recreational reading materials are indispensable in the modern progressive school. Therefore, no elementary school is properly equipped without a library.

Despite the importance of the library in the school, many building programs exclude the elementary-school library from the building plans, according to the results of a recent scientific study (21, p. 254).¹ Some school-library enthusiasts, however, assert that this institution is so important that it "should be so situated, organized, and directed as to make it virtually the heart of the school" (12, p. 2).

The amount which may properly be expended on the library depends upon the size of the school and the financial condition of the school district. Sometimes the limit of expenditure cannot exceed that of a small school where the pupils, with the assistance of their teacher and janitor, constructed a library in their classroom out of orange boxes (16). In other instances it is possible to build spacious and elaborate libraries such as those at Evanston, La Grange, or Oak Park, Illinois (4).

The factors with which administrators should be most concerned in planning the school library are: (a) location, (b) floor plans, (c) decorations, (d) equipment, (e) furniture, and (f) library standards. Scientific research in this field has been somewhat meager and consequently most of the literature relating to the subject is in the nature of an expression of opinion or a report of the procedure followed in a particular school. There are, however, a significant number of studies and treatises offering helpful suggestions and materials. A recent book devoted entirely to the general theme of *The Elementary School Library* is now available (12).

LOCATION

The location of the library depends upon the type of organization of the school. In a decentralized organization of reading activities the "books and other literature pertinent to certain subjects are housed in centers of the special departments, such as literature,

¹ The first number enclosed in parenthesis in each case is the number of the reference at the end of this article.

history, science, and civics where the reading is constantly supervised by the teachers concerned" (4). In a centralized organization "the reading materials are housed in a single, well-equipped library, centrally located, open to all departments, carefully organized according to professional library technics, and in charge of a trained librarian who serves both teachers and pupils in the development of projects, classroom assignments, and free reading" (4).

For a centralized organization, which is by far the more common, it is generally conceded that the library should be centrally located, which in most cases would be near the center of the second floor in the conventional two- or three-story elementary-school building. There are situations, however, in which some other location may be preferable. In Detroit, where the classes shift every thirty minutes, the policy is to give the library a convenient place on the first floor among other special rooms (12, p. 44). The rapidly increasing use of the school at night by the community tends to favor the first floor as a desirable location (4, p. 65). The ground floor has also been recommended because of the possibilities of injury to children while going up or down the stairs (22, p. 112). In a five-story building the library should be situated on the third floor (7, p. 4). There are, however, comparatively few elementary-school buildings with more than three floors.

FLOOR PLANS

Shape of rooms—Not much is written concerning the shape of the library room, since, in most instances, it seems obvious that the rectangular room is most desirable (12, p. 46).

Size of rooms—There is some difference of opinion regarding the size and number of rooms. The size of the standard elementary-school library in the Laboratory Schools of the University of Chicago is 24 feet by 28 feet (21, p. 260). One writer recommends accommodations for at least 10 percent of the school enrolment, and more, if possible (4, p. 65). In platoon schools it is suggested that the library reading room be about one and one-half times the size of the ordinary classroom (10, p. 26). Some educators suggest that in buildings under a thousand working capacity two construction units (each 22 by 15 feet or 24 by 15 feet) are sufficient, with increased units for greater capacities (25, p. 278). A room 45 by 22 feet which has a division made by low shelving is suggested as having many advantages (28). Another method of estimating the size of the reading room is by allowing a certain number of square feet for each pupil using the room. One writer specifies 20 square feet (25, p. 278); others specify 25 square feet of floor space per reader (9, p. 178),

(6). A committee on elementary-school library standards recommends that "the reading room shall be provided with facilities to accommodate at one full period a class of from forty to fifty children" (3, p. 13).

Number of rooms—At least two rooms are essential; a reading room and a librarian's work room (9, p. 177). It is suggested that there should also be a classroom adjoining the library, where classes or groups of pupils may meet for any form of group work or activity involving the use of books and other library material (7, p. 4). Where conference rooms, alcoves, or partly shut-off sections for small children are provided, glass partitions should be used to facilitate supervision (9, p. 177).

DECORATIONS

Floor covering—The floor covering is significant for practical as well as decorative purposes. Cork carpet or heavy linoleum is desirable because it deadens sound (12, p. 53). Battleship linoleum fulfills the standard requirements, but the choice of material will depend upon the amount of money available (25, p. 280). Since foot-prints are more discernible on light surfaces, the dark shades are preferable. In this respect greens, browns, and reds are satisfactory (25, p. 281). A committee on elementary-school library standards suggests that the color of floor covering should harmonize with the finish of the room (3, p. 15).

Ceiling—Although the coloring of the walls and ceiling is a matter of taste, climatic conditions should determine to some extent the colors to be used. In a climate where the sun shines but little, a white ceiling and light colors on the upper parts of the walls produce the maximum of light (22, p. 115). In the South it is desirable to subdue the sun's glare through the extensive use of coloring, whereas in the northern sections of the country soft white, ivory, or cream color are desirable (25, p. 282).

Walls—"In the North pleasing results can be secured through the use of buff-tinted walls. Soft greens and delicate blues will serve better in the South" (25, p. 282). Natural oak or stained wood is recommended for woodwork. Standards specify that "dark colors should be avoided in woodwork, trim, and furnishings" (3, p. 15). Plain finishings for both ceiling and walls are recommended in most instances, although one writer asserts that beautifully designed ceilings and paneled walls add to the enhancement of the room (28).

Lighting—The Committee on "Elementary-School Library Standards" suggests that artificial lighting should be by means of ceiling

fixtures of either the indirect or semi-direct type, without table lights; natural lighting should be through glass area of windows which is 20 percent of the floor area (one square foot of glass to each 5 square feet of floor space) (3, p. 15).

Fireplace—A fireplace adds greatly to the appearance and comfort of the library. It gives "an atmosphere which encourages browsing and reading desires" (28). Moreover, the fireplace "forms a center for story-telling" (25, p. 288).

EQUIPMENT

Shelving—The most essential equipment for the library is shelving. In most instances it is recommended that the shelving be permanently built into the wall. If this is not possible the space above the shelves should be furred and plastered flush with the front of the shelves to avoid a lodging place for dust (25, p. 287). The recommended height for the shelving is approximately 6 feet (25, p. 287), (3, p. 14). One writer recommends that shelves should not exceed 5 feet in height and that 6 inches lower would be better (22, p. 116). If the library is used by both high-school and elementary-school pupils it is well to have the shelves lower in one part of the room for elementary pupils. "The shelving may be the same height all around the room, but in the children's end the two top shelves may be covered with hinged bulletin boards, to create the effect of lower shelving and still retain an equal amount of book space" (7, p. 5). The lowest shelf should be 6 or 9 inches from the floor (25, p. 287). One writer specifies that the lowest shelf should be at least a foot from the floor (22, p. 116).

Magazine racks—The magazine racks may be either built in or installed as movable equipment. The built-in type is preferred (25, p. 287). The built-in magazine rack may be substituted for two sections of shelving.

Bulletin boards—Cork-covered bulletin boards serve a useful purpose in every library. The number of boards should be determined by local needs (25, p. 289). There is no uniformity regarding the size of bulletin boards. The range is from 2 by 4 feet (25, p. 289) to 6 by 8 feet (10, p. 28).

Additional equipment—Other equipment such as display cases, atlas and dictionary stands, filing cases, and catalog cabinets, are quite essential in an elementary-school library. For suggestive lists of equipment, as well as supplies, one may refer to lists for the platoon school libraries of Detroit (20, p. 93), or to elementary-school library standards (3, p. 7-11).

FURNITURE

Circulation desk—A circulation desk is quite necessary in every library. In an elementary-school library, the height of the desk is a matter of choice. Many librarians prefer the sitting height instead of the standing height, because of the children's low stature (9, p. 180).

Tables—The maximum size of library tables suggested for elementary-school pupils is 6 feet 6 inches by 2 feet 10 inches (9, p. 180). The size most frequently used is 3 by 5 feet (12, p. 290). Tables longer than 5 feet are sometimes objectionable because they permit larger groups, thereby encouraging conversation and restlessness (27, p. 11). The height of the tables should vary. A general recommendation is that two-thirds to three-fourths of the tables should be 26 inches in height and the balance 24 inches (3, p. 14). When wood surfaces are deemed undesirable, a linoleum top, either in dark green or brown may be used (25, p. 290).

It is not essential that all of the library tables be rectangular. One writer suggests that tables should be round, rectangular, and oval in order to break the monotony of the room (22, p. 117). Another suggests that round tables add to the appearance of the room and are good for quiet study (27, p. 11).

Chairs—The chairs should match the tables. They should be light, strong, and without arms (12, p. 53). The height of the chairs should be determined by the height of the tables. Chairs 14, 16, and 18 inches in height should go with tables 24, 26, and 28 inches high, respectively (12, p. 53).

STANDARDS

Standards—Comparatively few elementary-school libraries are planned and equipped in accordance with prescribed standards. Koos found only fourteen states which prescribe library standards for elementary schools (15, p. 95).

The state of Minnesota has developed its school-library standards admirably and has set an example for other states to follow (12, p. 88).

The Detroit Board of Education published, in 1922, a set of standards for library service, organization, and equipment for elementary schools (6).

The most widely accepted set of elementary-school library standards is that prepared under the supervision of a joint committee of the Department of Elementary School Principals and the American Library Association (3).

Other standards—In recent years the scientific method in education has resulted in an extensive use of objective standards for measuring educational efficiency. One author has developed a scale for measuring the efficiency of an elementary-school library. The scale is organized under seven main heads, the first of which deals with housing, furniture, and equipment (12, p. 211-21).

BIBLIOGRAPHY

1. AMERICAN LIBRARY ASSOCIATION. *Planning the School Library*. Chicago: the Association, 1925. 8 p.
2. CERTAIN, C. C. "An Empirical Basis for Scientific Standards in School Libraries." *Junior-Senior High School Clearing House* 6: 206-15; December, 1931.
3. CERTAIN, C. C., Chairman. "Report of the Joint Committee on Elementary School Library Standards." *Fourth Yearbook*. Washington, D. C.: Department of Elementary School Principals, 1925. p. 326-59. (Reprinted by the American Library Association.)
4. CHILDS, FRANK A. "Planning Libraries for Elementary and Junior High Schools." *American School Board Journal* 82: 63-66; January, 1931.
5. DARNEY, DANIEL. "A Bookcase for the Library Corner." *Wilson Bulletin* 5: 66-7; September, 1930.
6. DETROIT PUBLIC SCHOOLS. *Library Standards, Part II*. Detroit: Board of Education, 1922. 39 p.
7. EATON, ANNE T. *School Library Service*. Chicago: American Library Association, 1923. 44 p.
8. FARGO, LUCILE F. *The Library in the School*. Chicago: American Library Association, 1930. 453 p.
9. FARGO, LUCILE F. *The Program for Elementary School Library Service*. Chicago: American Library Association, 1930. 218 p.
10. KANSAS CITY SCHOOLS. *Activities of the Library, Platoon Schools*. Kansas City, Missouri: Board of Education, 1928. 110 p.
11. KETHLEY, W. M. "The Library in an Intermediate School of Medium Size." *Elementary School Journal* 25: 55-60; September, 1924.
12. KING, WILLIAM A. *The Elementary School Library*. New York: Charles Scribner's Sons, 1929. 224 p.
13. KING, WILLIAM A. "The Equipment of the Elementary School Library." *Bulletin* 9: 586-92; April, 1930. Department of Elementary School Principals.
14. KOOS, FRANK H. "Planning a School Library Program." *Wilson Bulletin* 6: 679-83; June, 1932.
15. KOOS, FRANK H. *State Participation in Public School Library Service*. Contributions to Education, No. 265. New York: Teachers College, Columbia University, 1927. 246 p.
16. MOORE, LOIS. "Building a Primary Library." *Wilson Bulletin* 6: 195-8; November, 1931.
17. MORGAN, JOY ELMER. "The Elementary School Library." *Bulletin* 9: 742-5; July, 1930. Department of Elementary School Principals.
18. NEW YORK STATE DEPARTMENT OF EDUCATION. "School Library Standards." *Wilson Bulletin* 3: 406-7; December, 1928.
19. POWER, EFFIE L. *Library Service for Children*. Chicago: American Library Association, 1930. 286 p.
20. PRITCHARD, MARTHA CAROLINE. *Platoon School Libraries, Part II*. Detroit: Teachers College Publications, Serial No. 1. January, 1926. 120 p.

21. REAVIS, W. C., and OTHERS. *The Elementary School*. Chicago: University of Chicago Press, 1931. 571 p.
22. SAYERS, WILLIAM C. B. *A Manual of Children's Libraries*. New York: Charles Scribners' Sons, 1932. 270 p.
23. SLAUSON, CELESTE M. "The Junior High Library." *Wilson Bulletin* 3: 485-9; February, 1929.
24. SPAIN, CHARLES L. *The Platoon School*. Chicago: Macmillan Co., 1924. 262 p.
25. SPAIN, CHARLES L., MOEHLMAN, ARTHUR B., and FROSTIC, FRED W. *The Public Elementary School Plant*. Chicago: Rand, McNally and Co., 1930. 602 p.
26. TALBOTT, ADELÉ. "An Elementary-School Library." *Elementary School Journal* 26: 566-7; April, 1926.
27. WILSON, MARTHA. *School Library Management*. 5th ed. rev. New York: H. W. Wilson Co., 1929. 209 p.
28. WITMER, E. M. "Notes on Library Planning in Denver Public Schools." *Library Journal* 53: 205-10; March 1, 1928.

TOO MANY PEOPLE are giving book service to children who have a background of literature insufficient to enable them to distinguish the tawdry from the genuine, the sentimental from the sincere, psuedo-scientific statements from the scientifically accurate. The successful librarian must know books and be interested in them, not only children's books, but books in general.—Elizabeth Scripture, Chapter IX.

FLOOR PLANS FOR THE ELEMENTARY-SCHOOL LIBRARY¹

AN EXAMINATION of some of the authoritative works in the field of the school library reveals few floor plans.² In meeting the deficiency this chapter presents three "tentative" plans. These diagrams were drawn in general conformity with library standards and submitted to thirty-three elementary-school principals for examination. Twenty-eight principals returned the sketches with their criticisms and suggestions.

The Editorial Committee wishes to emphasize that the plans and suggestions in this chapter are largely tentative. Under no circumstances is this chapter to be considered as the "standards" approved by the Department of Elementary School Principals.

FLOOR PLAN FOR A SCHOOL ENROLLING ABOUT 500 PUPILS

The principals who assisted with the plan for a library in a school of 500 pupils included: Katherine Finchy, Palm Springs, California; Clara W. Ginty, Madison, Wisconsin; Laura J. Hinderland, Long Island, New York; Blanche Kloepper, Cleveland, Ohio; H. G. Norris, Sharpsburg, Pennsylvania; Harold H. Postel, Chicago, Illinois; Melissa Stafford, Orlando, Florida; Edward Stullken, Chicago, Illinois; and Edith Van Gelder Wade, Elizabeth, New Jersey.

Figure 1 shows the floor plan proposed for a school of five hundred pupils. The area is that of an ordinary classroom. With a few extra chairs the space should accommodate from 8 to 10 percent of the school's enrolment.

(1) *Size*—The nine principals were asked to indicate whether the size of the library was satisfactory. Six replied "about right" and three thought the space was too small.

(2) *Location*—Six wanted the library on the first floor, while three believed it should be above the first floor.

(3) *Tables*—Seven principals were satisfied with the six, 3 feet by 5 feet tables, as shown in Figure 1. One person wanted a round

¹ Chapter prepared by the Research Division of the National Education Association with the assistance of twenty-eight elementary-school principals.

² For example: Lucile F. Fargo, *The Library in the School*, American Library Association, Chicago, 1930, 453 p.; William A. King, *The Elementary School Library*, Scribner's Sons, New York, 1929, 224 p.; Effie L. Power, *Library Service for Children*, American Library Association, 1930, 320 p.; Charles L. Spain, Arthur B. Moehlman, and Fred W. Frostic, *The Public Elementary School Plant*, New York, Rand McNally Co., 1930, p. 268-96; and George D. Strayer and N. L. Engelhardt, *Standards for Elementary School Buildings*, Teachers College, Columbia University, New York City, p. 37.

table and another wanted two round tables substituted for rectangular tables. One wanted to add a table, 4 feet by 8 feet, to the present arrangement.

If six tables are to be used as in Figure 1 then the replies showed a preference for this distribution of table heights: one, 24 inches; three, 26 inches; and two, 28 inches.

(4) *Use by adults*—The jury was asked whether the school library should be equipped and open to adults during the school day. Seven

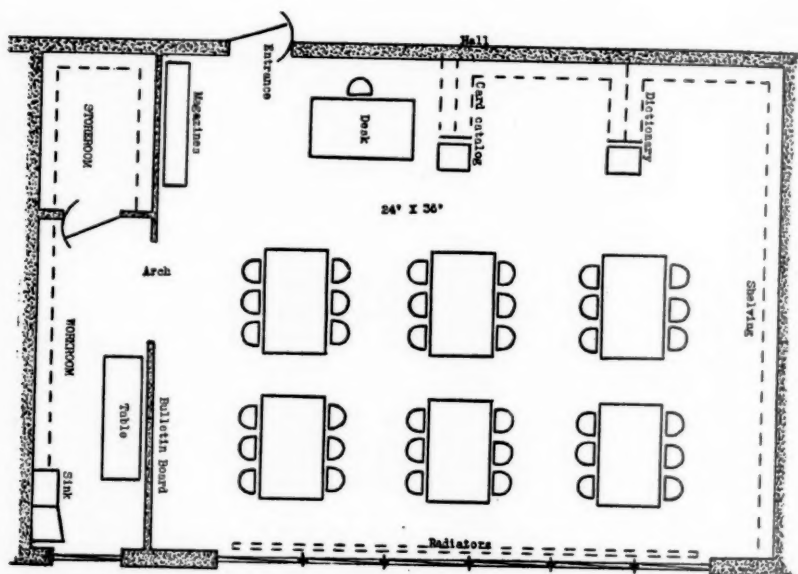


FIGURE 1—Library Floor Plan and Equipment for School Enrolling about 500 Pupils.

of the nine voted uncompromisingly in the negative. One wrote: "Yes, if it is the only general library within walking distance." One wrote: "No, if it is to be used for reference purposes; yes, if it is to be used to supply books on cards."

(5) *Principal's library*—Where should the principal's and teacher's professional library be placed? Six voted to place the professional library in the principal's office, while three would make it a part of the school library.

(6) *Other equipment*—An opportunity was given to list equipment which might be added to Figure 1. The nine replies included the following additional equipment.

Item	Frequency of Mention
Exhibit cases	4
Vertical file	2
Pictures	2
Maps, globes, etc.....	2
Book display case.....	1
Cabinet	1
Portable blackboard	1
Clock	1
Display table	1
Encyclopedia rack	1

Summary of criticisms of Figure 1—The principals sending in criticisms did not always agree with one another. Some liked Figure 1 as presented, others wanted specific changes, and still others proposed counter revisions. Some changes which probably merit consideration are briefly as follows:

- (1) If used by adults the library area should be larger and located on the first floor.
- (2) In some schools it might be desirable to have another door or exit.
- (3) The book shelves shown in Figure 1 are probably too limited.
- (4) Smaller rectangular tables or one round table might be more satisfactory.
- (5) If exhibit cases were used the room would have to be larger.
- (6) A fireplace would add to the attractiveness of the room.
- (7) The door might be better if hinged on the other side.
- (8) There should be more space for storage.
- (9) Two small rooms or alcoves would stimulate reference or group work on the part of the children.
- (10) The librarian's desk, the card catalog, and the dictionary, would have better light if they were moved to the opposite side of the room.
- (11) There should be a blackboard.

FLOOR PLAN FOR A SCHOOL ENROLLING ABOUT 800 PUPILS

Principals who assisted with this section of the report included: Robert B. Abbott, Fresno, California; Hobart Bolerjack, Cicero, Illinois; Mrs. N. E. Campbell, Denison, Texas; Katharine L. Carbee, Norwood, Massachusetts; Vincent I. Correll, Long Beach, California; W. R. Hall, Birmingham, Alabama; Ethel Hedrick, Ann Arbor, Michigan; C. F. Quick, Long Beach, California; H. T. Ralph, Wauwatosa, Washington; L. D. Roberts, Portland, Oregon; and Roy E. Robinson, Highland Park, Michigan.

Figure 2 shows the plan proposed for a school enrolling about 800 pupils. The total area would approximate that of one and one-half classrooms. With a few extra chairs the space would provide for about 8 or 9 percent of the total enrolment of the school.

(1) *Size*—Eleven principals in this group returned the diagram with criticisms and suggestions. Of this number eight thought the size of the library, as shown in the plan, was about right, two thought it was too large, and two principals thought it was too small.

(2) *Location*—Seven principals preferred the library above the first floor while four thought it should be on the first floor.

(3) *Tables*—Eight persons were satisfied with the tables as shown in the plan. One person wanted only five standard tables, 3 feet by

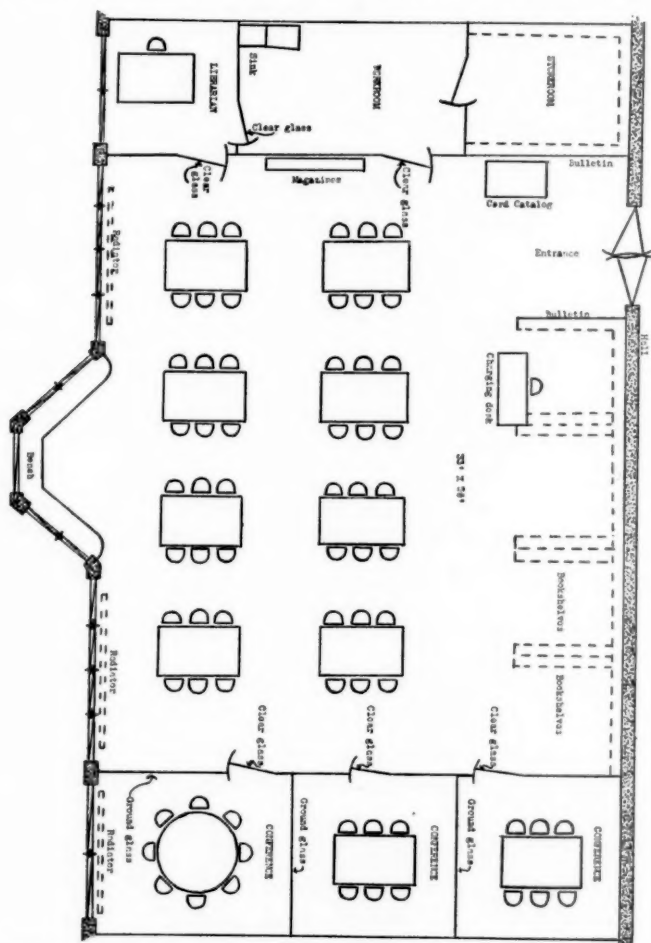


FIGURE 2—Floor Plan and Equipment for Library in School Enrolling about 800 Pupils.

5 feet, two round tables 5 feet in diameter, and one conference room with a round table 5 feet in diameter. Another person felt that there should be a round table 6 feet in diameter, in addition to those shown in Figure 2. One person wanted to have eight round tables 6 feet in diameter while another suggested the same number only 4 feet in diameter.

Out of the eleven tables preferred for a library of this size there was a marked tendency for the following combinations of table heights: five, 28 inches high; three, 26 inches high; two, 24 inches high; and one, 30 inches high.

(4) *Use by adults*—Six of the principals answering the question did not think that there should be tables and equipment for adults and parents to use during the school day. Five thought that adults and parents should have these facilities to enable them to use the library during the school day.

(5) *Principal's library*—When asked if the principal's and teacher's professional library should be a part of the school library or in the principal's office, five replied that they thought it should be in the principal's office and four, that it should be a part of the library. One person suggested that one of the conference rooms be used and another said that theirs was installed in the board of education building.

(6) *Equipment*—Listed below is some of the equipment which the jury thought should be shown in Figure 2.

Item	Frequency of Mention
Exhibit cases	6
Movable blackboard	5
Dictionary	2
Easy chairs	2
Filing cabinets	2
Sloping-top tables	2
Bookcases for conference rooms.....	1
Book trucks	1
Display tables	1
Shelf for exhibiting new books.....	1
Stools	1
Table for games.....	1

Summary of criticisms of Figure 2—Although the principals who sent in criticisms did not always agree with one another certain comments deserve further consideration:

(1) The entrance in Figure 2 might be better if placed near the conference rooms.

(2) The charging desk could be placed nearer to the librarian's office, or else the librarian should have a table near the charging desk.

(3) A few more round tables would provide for larger numbers of pupils.

(4) The bench might be replaced with a cozy corner of chairs or a fireplace.

(5) A blackboard should be provided in one of the conference rooms.

(6) The walls of the conference rooms next to the reading room might be folding in type thereby making it possible to increase the size of the main room.

(7) The bookshelves are probably too limited for a school of this size. Bookshelves could be placed in the conference rooms.

(8) The ground glass in partitions should not be higher than about four feet or else it would handicap the supervision of the conference rooms.

(9) There are probably more conference rooms than are needed by the children. One might be for the teachers or for parents.

(10) Round tables probably should be used exclusively in the conference rooms.

FLOOR PLAN FOR A SCHOOL ENROLLING ABOUT 1200 PUPILS

Principals who contributed to this section of the report included: E. W. Cober, Pittsburgh, Pennsylvania; Arvin N. Donner, Port Arthur, Texas; Margaret A. Harney, Baltimore, Maryland; Jay Wm. Holmes, Dayton, Ohio; Halliday R. Jackson, West Chester, Pennsylvania; Charles D. Lutz, Gary, Indiana; N. R. C. Ringdahl, Minneapolis, Minnesota; and Florence E. Wixon, New Orleans, Louisiana.

Figure 3 shows the plan proposed for a school enrolling about 1200 pupils. The total area approximates that of two and one-half classrooms. This library has chairs for about 8 percent of the total number of pupils enrolled.

(1) *Size*—Eight persons commented on Figure 3. Of this number five voted the size of the floor plan to be about right, two voted that it was too large, and one, that it was too small.

(2) *Location*—When asked whether the library should be on the first floor or above the first floor, four persons thought it should be on the first floor, two voted above the first floor, and two said that it should be on the same floor with the higher grades.

(3) *Tables*—Five principals approved of the tables as shown in the diagram. One principal agreed with the number of tables, as shown in the plan, but thought they should be longer and narrower. Another suggestion was to retain the fifteen tables but to change one conference table to 4 feet by 8 feet in size. One principal thought the library could be improved by eliminating all round tables and rearranging the rest of the library to seat 120 pupils.

Of the fifteen tables shown in the diagram the tendency was to suggest seven tables, 28 inches high; four tables, 26 inches high; two tables, 24 inches high; and two tables, 30 inches high.

(4) *Use by adults*—Should there be tables and equipment for parents and other adults to use the library during the school day? Four principals answered "no" and three "yes." One principal thought that adults and parents should have equipment and tables but not in the same room.

(5) *Principal's library*—Four principals agreed that the principal's and teacher's professional library should be a part of the school library. Two replies suggested having it in a separate room; one in the principal's office; and one in the conference room.

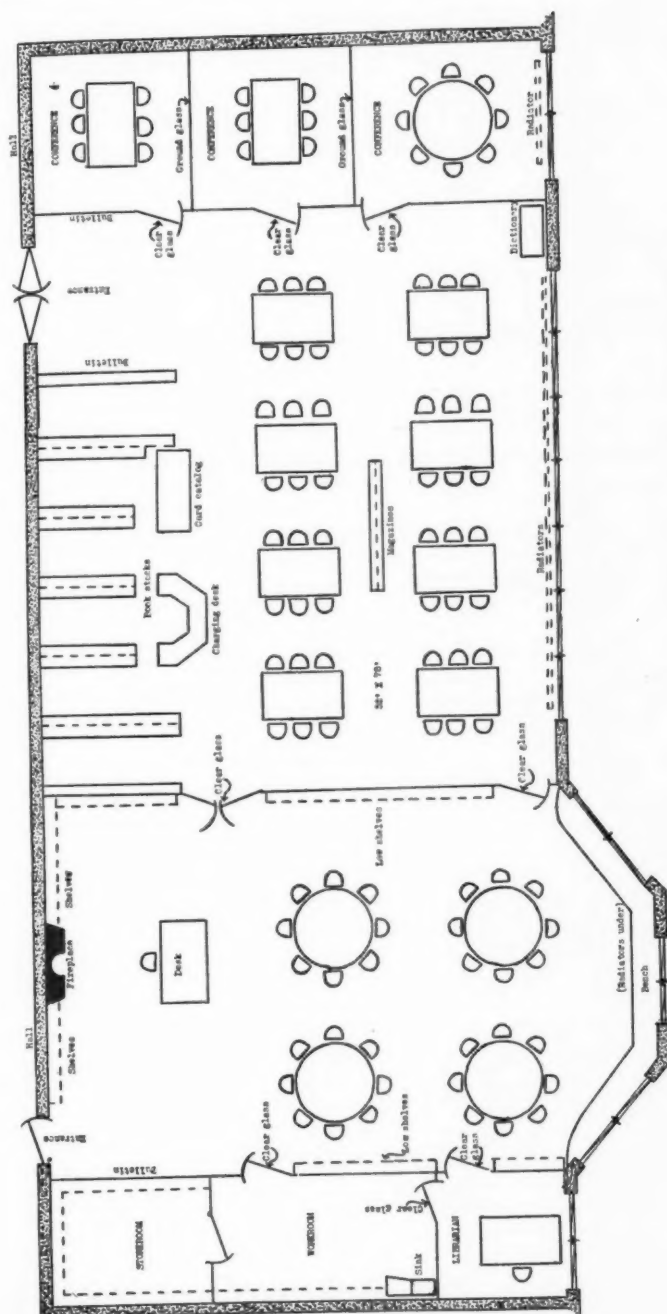


FIGURE 3—Library Floor Plan and Equipment for School Enrolling about 1200 Pupils.

(6) *Equipment*—Suggestions for additional equipment to be added to Figure 3 are listed below.

Item	Frequency of Mention
Exhibit cases	5
Portable blackboard	3
Aquarium or terrarium.....	2
Globe	2
Series of maps.....	2
Atlas stand	1
Book truck	1
Dictionary	1
Files (vertical)	1
Typewriter and stand.....	1
Work tables	1

Summary of criticisms of Figure 3—Again we find that the principals who examined Figure 3 did not agree completely as to strengths and weaknesses of the figure. Briefly some of the criticisms worthy of further study are the following:

(1) There is probably a need for fewer conference rooms. One might be used by the teachers and parents, or for storage space.

(2) The tables should be arranged so as to provide for more pupils.

(3) The book stacks might be replaced by shelving which makes a better appearance.

(4) The size and arrangement of the library would probably be too much for one librarian,

(5) There should be separate shelves and tables for reference materials, probably in the conference rooms.

SOME FINAL COMMENTS

This relatively simple study has not been made for the purpose of developing a complete set of standards for the elementary-school library.³ The authoritative books in the field suggest many basic requirements. But this study has suggested certain minimum essentials and raised pertinent questions. The comments of the jury of principals are exceedingly interesting, though not necessarily final nor in agreement with the viewpoints of trained librarians.

Reviewing the presentation up to this point we may note several items of general agreement:

(1) Figures 1, 2, and 3 appear to propose floor areas and general arrangements which are generally satisfactory to the twenty-eight principals who were guided by the plans before them for criticism.

(2) In schools with an enrolment of five hundred pupils the principals prefer to have the library on the first floor. In the larger schools the second floor is approved by a majority.

³ For summary of research and opinion as to library standards see article by Bolmeier elsewhere in this chapter.

King suggests (p. 44) the second floor near the center of the building.⁴ Fargo maintains (p. 215) that the location depends upon the type of building and the education viewpoint on use and efficiency. Wilson suggests (p. 40) that the library be placed so as to be most accessible to the largest number of its patrons. Hence, the first floor if used by the public and in high schools usually the second floor. Strayer proposes (p. 37) the second floor near the main entrance. Spain, Moehlman, and Frostic advise (p. 277) a location near the center of the building, implying that the best floor would depend upon the use, size, and design of the library room.

(3) The shape, size, and placement of tables in Figures 1, 2, and 3 met with general approval. Several principals wanted more round tables. Others preferred long narrow tables, probably about 3 feet by 6 feet instead of the 3 feet by 5 feet proposed in the plans.

Wilson believes (p. 44-45) that the table 3 feet by 5 feet is preferable. King writes (p. 51) that the table 3 feet by 5 feet is generally accepted as standard. Spain, Moehlman, and Frostic write (p. 289) that the table 3 feet by 5 feet is used most frequently. Fargo shows (p. 217) the table 3 feet by 5 feet in a floor plan, and suggests (p. 240-41) that size and type of table should be adjusted to educational needs and library space.

The height of table is of considerable importance. The principals in this study wanted about one-third of the tables to be each of the three most common heights, 24 inches, 26 inches and 28 inches. Several wanted one or two tables to be 30 inches high.

King points out (p. 51-52) that table (and chair) heights should vary with the age of the pupils using the room. Third- and fourth-grade children require tables 25 inches and 26 inches in height, while older pupils need tables 27 inches, 28 inches, or even 30 inches high. Wilson recommends (p. 45) tables of 26 inches and 28 inches for younger pupils. Fargo lists (p. 239) tables 26 inches, 28 inches, and 30 inches for the elementary-school library. Spain, Moehlman, and Frostic recommend (p. 290) that two-thirds of the tables should be 26 inches high and the rest 24 inches high.

Although the heights of the chairs were not considered in the present study, the authoritative books point out that tables and chairs should be matched as to height. (For example, Fargo, p. 239.)

(4) A majority of the principals are not friendly to the idea that the school library could be used by adults during the school day.

King believes (p. 84) that it is exceedingly difficult to serve the needs of adults and children in the same library, Wilson points out (p. 50) that when used as a branch library the fiction books are not always suited for pupils and the school library has to be built for use at nights. Spain, Moehlman, and Frostic (p. 275-77) believe that provision for adults is a growing development, but insist that the needs of the child should receive first consideration.

(5) About half of the principals believe that the professional library for teachers should be a part of the school library, and half believe it should be in the principal's office. Some voted against the principal's office because it tends to be a busy place anyway. Some voted against the library because they did not want adults usurping space provided primarily for the children. The suggestion by several that in the larger schools (Figures 2 and 3) one of the conference rooms might be equipped and reserved for the teachers, has considerable merit.

(6) The equipment proposed in Figures 1, 2, and 3 met with general approval as minimum equipment. Apparently, the first demand for additional equipment was for exhibit cases and next for a portable blackboard. Maps, pictures, aquariums, vertical files, easy chairs, and sloping-top tables were mentioned more than once.

⁴For complete information as to title and author of references cited from here to end of chapter see the second footnote on the first page of this report.

As necessary miscellaneous equipment King discusses (p. 53-56) these items: bulletin board, card catalog, book supports, display case, charging trays, librarian's desk, magazine rack, typewriter, vertical file, and library supplies (*i. e.* mending tissue, blotters, shellac). Wilson gives a similar list (p. 51). Fargo describes (p. 234-51) about the same items of equipment as proposed by King. Spain, Moehlman, and Frostic briefly describe (p. 286-91) the essential equipment.

Other aspects of planning and equipping the elementary-school library will suggest themselves to the careful reader. The necessity of providing adequate natural lighting, the possible need for electric lights, the color and finish of the furniture and woodwork, the color of the walls, the arrangement of tables, the selection of pictures, statuary, and other decorative materials, the necessity of a noiseless floor covering, and the provision of adequate shelving, are all problems of major importance. The present study has offered little on these points, but the authoritative books mentioned in this article contain many helpful suggestions and standards.

SELECTED REFERENCES

1. AMERICAN LIBRARY ASSOCIATION. "School Library Standards." *School Library Yearbook, No. 5*. Chicago: the Association, 1932. p. 1-38.
2. AMERICAN LIBRARY ASSOCIATION. "Standards for Elementary School Libraries." *School Library Yearbook, No. 5*. Chicago: the Association, 1932. p. 3-9.
3. AMERICAN LIBRARY ASSOCIATION, Education Committee, Elementary Subcommittee. *A Handbook for Teacher-Librarians*. Chicago: the Association, 1931. p. 42-43.
4. AMERICAN LIBRARY ASSOCIATION and NATIONAL EDUCATION ASSOCIATION. *Elementary School Library Standards* (Reprint from *Fourth Yearbook*, 1925, Department of Elementary School Principals). Chicago: American Library Association, 1925. 36 p.
5. ENGELHARDT, N. L. *Standards for Junior High School Buildings*. New York: Teachers College, Columbia University, 1932. p. 124-30.
6. KOBETICK, M. "School Library Standards." *American School Board Journal* 80: 78; February, 1930.
7. NATIONAL EDUCATION ASSOCIATION, Committee on Schoolhouse Planning. *Report*. Washington, D. C.: the Association, 1925. p. 52-56.
8. OVERTON, JACQUELINE M. "The Children's Library at Westbury, Long Island." *Library Journal* 54: 883-87; November 1, 1929.
9. STRAYER, GEORGE D., and ENGELHARDT, N. L. *Standards for Elementary School Buildings*. New York: Teachers College, Columbia University, 1923. p. 37.
10. TILTON, E. L. "School Libraries." *Library Journal* 55: 250-54; March 15, 1930.
11. TILTON, E. L., BOSTWICK, A. E., and RAUCK, S. H. "Essentials in Library Planning." *Architectural Forum* 47: 407-528; December, 1927. (Reprinted by the American Library Association, 1928.)
12. WILSON, MARTHA. *School Library Management* 5th ed. rev. New York: H. W. Wilson Co., 1931. p. 39-52.
13. WITMER, E. M. "Notes on Library Planning in Denver Public Schools." *Library Journal* 53: 205-10; March 1, 1928.

CHAPTER V

RELATIONSHIPS BETWEEN SCHOOLS AND PUBLIC LIBRARIES

WORKING WITH THE PUBLIC LIBRARY

PUBLIC LIBRARY AID TO SCHOOLS

PUBLIC LIBRARY SERVICE TO THE SCHOOL

A PROJECT IN SCHOOL AND PUBLIC LIBRARY COOPERATION

LIBRARY COOPERATION IN MINNEAPOLIS

OFFICIAL CONTACTS BETWEEN PUBLIC LIBRARIES
AND CENTRALIZED LIBRARIES IN CITY ELEMENTARY SCHOOLS

EDITORIAL COMMENT ON CHAPTER V

Chapter V discusses various aspects of the relationship between public libraries and the schools. Almost every article in this section cites specific ways in which the public library may help: books for the classroom, special books for the teacher, aid in cataloging, magazines in special fields, and so on. One article is based on an inquiry sent to approximately two hundred cities to ascertain official public library and school relationships. The results show not only cities with exceptionally promising conditions but also cities where no contacts exist.

It is probably safe to say that cooperation between public libraries and public schools is much more extensive and effective today than ten years ago. But it must be added that there are many places where the cooperative relationships are not what they might be. Some libraries have the "wax museum complex" where everything is marked "Do not touch." On the other hand, many teachers either are uninformed as to the value of library contacts, or are indifferent to their opportunities. The attitudes on both sides belong to the mauve decade and should be quickly eradicated by principals.

The wise librarian knows that his patron of tomorrow is the school child of today. Teach a child where to go for good books, help him to establish discriminating reading habits, and develop his hobbies—and when he is old he will not depart therefrom. Public libraries will win public support, both financial and emotional, when they make themselves useful to the greatest number of persons. The group of greatest potential power is that procession of youth which makes its way from the kindergarten to the university. By serving that group, eventually the public library will be serving all citizens.

Too much stress cannot be placed upon the principal in the public library and public school relationships. He can stifle the enthusiasm for books of both teachers and pupils; but if he does, he too belongs to the nineteenth century where school and life were two divergent paths—memorization of past dull events versus participation in the ever-active present.

The list of references at the end of the chapter contains other suggestions as to ways in which public libraries and public schools may solve their mutual problems.—*Editorial Committee.*

CHAPTER V

RELATIONSHIPS BETWEEN SCHOOLS AND PUBLIC LIBRARIES

WORKING WITH THE PUBLIC LIBRARY

MIRIAM F. SELBY

Principal, Public School Number 41, Richmond Borough, New York, New York

OUR SCHOOL at New Dorp, Staten Island, although comprising less than one thousand pupils, is located in the more or less rural part of New York City and belongs to the largest school system of the United States. Our community is favored in the possession of a branch of the New York Public Library, largely the gift of a public-spirited citizen who bequeathed the land and a sum of money for the construction of the building.

Cooperative contacts—When the library was first opened, the librarians and the writer consulted with each other on several occasions. Our conferences resulted in an agreement between us whereby our limited funds should be spent to prevent duplications. As far as was possible with its meager allotments, the school bought reference books, while the library met the recreational needs of the children. Up to date, the school has accumulated a limited supply of splendid reference books in the form of encyclopedias, biographies, atlases, comprehensive volumes on industries, source books in history, unabridged dictionaries, to say nothing of the volumes of poems and stories. At the same time the branch library was stocking its shelves with books of the diverse types called for in our literature syllabus and prescribed for the children's extensive reading. These range from *Little Black Sambo* through the thrilling history stories of Tomlinson and of Joe Lincoln to Anna Shaw's *Life of a Pioneer*. At present each institution has both reference and fiction material on its shelves, so we feel that we made a wise beginning.

After reflection, we at the school concluded that, as reading worthwhile material should be a life habit, and since home possession of enough reading material is neither possible nor advisable, children should acquire the habit of going to the library. To establish this habit we made a drive (at the beginning and end of each year) to secure 100 percent library membership in each class. We are of the opinion that many children are thereby brought under the influence of an enriched environment; children who otherwise would never

know the joys or advantages of public library attendance. We believe that after school days the habit of reading at a library will persist among these youths.

We do not stop with mere membership in the public library. The children's reading is guided both by teacher and librarians. The teacher helps through suggestions of what books to read, through literature periods in which the beautiful or thrilling excerpts of books are read, and through recitation periods in which the giving of book reports by children takes place. The librarian has at her disposal, not only the information for guidance acquired through her own training as librarian, but also a copy of our literature syllabus. It is our responsibility to replace the worn-out copies of the syllabus as need arises.

Library and school work together for training children in still another way. Classes under the supervision of their teachers spend periods in the public library where a trained librarian explains methods of finding and obtaining information from source books, guides the children in acquiring an understanding of the value and of the use of the decimal system of classification, demonstrates the need and advantage of an index, and finally directs them while at study.

These activities related as they are to the pupils' curricular work in their school life do not complete the cooperative work between library and school. Who shall say that children's conduct may not be influenced even for greater good by the combined efforts of school and public library to control children's leisure time? Our library has a story hour every week to which are admitted, by ticket, children who desire to listen. At one time we had the special privilege of listening periodically in our school to a trained story teller, in person, from the library. This service has been given up but the story hours at the library make up partly for the loss.

Annually a class of librarians-in-training from a large university is sent to our branch of the public library for visitation and observation. Happy and proud are the girls from our school homemaking department who are chosen to represent the school and to assist in serving tea. The girls are chosen on the basis of skill in homemaking plus a spirit of cooperation and helpfulness. They delight in being of service to the institution which so royally serves their needs and those of the community in which they live.

We, at times, are privileged in helping the librarian trace a lost book, or a culprit who is not in good standing at the library. The problem often gives us worthwhile opportunities to form better habits of character.

Interesting to me is the surprise of parents at the suggestion that children of the high first or of the second grade should be taken to the library for cards and books. Often it has been necessary to explain to the parent of a neglectful child that failure to return his book to the library is the parent's opportunity to train him in responsibility and observance of library rules. Refusing the privilege of membership to a child who forgets to return his book on time will not train him to meet his obligations in life. The parent usually admits his impatient handling of the child's negligence and offers to approve his renewed membership in the library.

Conclusion—This paper is not offered as an exhaustive study of how a public library and school should cooperate. It is a simple statement of what one public library and one public school have been doing for the past six or seven years by way of working together. We feel that the principles prompting us in this phase of our child training are sound. The effects, even though they elude mathematical calculation, must count on the side of permanent contributions to the moral conduct and the esthetic tastes of our youth.

AT THE PRESENT TIME school libraries are facing a period of adjustment. The efforts at retrenchment are affecting seriously the library program in the schools. Resources are limited and the services of trained workers eliminated. Hence, the responsibility for the care of the library as well as the direction of activities tends to fall more and more on the teacher. In planning the library program therefore, an effort must be made to minimize the work of administration, to distribute responsibility, and to suggest activities which can be carried out successfully by the teacher.—
Edith L. Curren, Chapter VI.

PUBLIC LIBRARY AID TO SCHOOLS

HAROLD V. BAKER

*Former Assistant Director of English, Public Schools, Tulsa, Oklahoma*¹

IN OUR CITY there has developed a spirit and a program of close cooperation between the children's division of the public library and the literature activities in the elementary schools. One of the chief objectives in the elementary-school literature program is to develop within the child such habits and tastes in regard to literature that he will carry forward this important and fruitful activity after his school days are over. If the objective is to be reached, the child must be permitted to practise while in school those things which it is hoped he will do after school days are over. The child must be assisted through guidance to make the gradual transition from directed literature work in the lower grades of the elementary school to a more or less self-initiated and self-directed program carried on chiefly through the public library in later years.

All elementary schools in Tulsa are using the platoon type of organization with literature as one of the special subjects. Where the school is large enough, the library is placed in a separate room and a teacher devotes her entire day to the teaching or direction of literature work, pupils coming to the room in class groups and remaining from thirty to fifty minutes daily. In most schools this statement applies to all pupils from the first through the sixth grades.

Types of cooperative relationships—Cooperation between our thirty elementary schools and the public library probably began when the schools had only a small supply of books and the city library volunteered to supply a large deposit of juvenile books for the school year. This deposit of city library books was, and still is, in charge of a city librarian who goes to the school building one or two afternoons a week to charge out to and to receive returned books from pupils in the school. This practise is followed in twelve, or 40 percent, of our schools.

A modification of this practise is found in the plan whereby a large deposit of books is sent to the elementary school for the school year, placed in the school library and used by the teacher-librarian, either in the library period or checked out to pupils to take home. Eleven of the schools, or 37 percent, have this plan in operation.

About two years ago the city purchased a bookmobile in order to carry library service into outlying districts of the city. The bookmobile with its collection of books is sent to four, or 13 percent, of the

¹ Now Principal of the Daniel Webster School, New Rochelle, New York.

schools. The service given is similar to the first type described where books are charged out to school pupils by a city librarian on the school premises once each week during, or immediately after, school hours. The only difference is that in this instance unused books are not left at the school building during the week intervening between visits of the city librarian.

A valuable type of service is available to the teacher-librarian in addition to the three types already mentioned. A teacher may go to the city library and secure thirty or forty books on her school deposit card which she may keep for one month and renew for a longer period if necessary. This practise permits the teacher-librarian to have available for pupils' use materials needed in connection with the school work, and which the city library does not have in sufficient quantity to justify placement in the school for the entire year. Nine, or 30 percent, of the teacher-librarians are using this service. It is also used by classroom teachers in order to provide additional materials for use with units of work.

Another type of service is available to the teacher-librarian where special materials are needed for a short period. These may be checked out from the city library for the customary two weeks' period, just as is done by any other patron of the city library. The materials are then used in the school library. Fourteen teacher-librarians, or 47 percent, used this service last year.

A type of cooperation between the city library and the elementary school, which is not yet in common use, is the sharing of a branch city library building. This plan holds much promise and deserves more consideration than the one case in the city might otherwise warrant. In this case the branch city library was built near enough to the school so that library groups and classes in literature could meet in the reading room. Such an arrangement not only makes an economical use of public property possible, but it also permits children to grow up within an institution which they should find helpful throughout their lives. Public school and public library are both educational institutions and it would seem only wise that both should work as closely together as possible.

The public library through the children's librarian and assistants has furnished much miscellaneous assistance and inspiration to the public school teacher-librarians. Twenty-one of the thirty teacher-librarians, 70 percent of them, acknowledge such a debt to the staff of the public library. Before describing how such help was given, it should be said that the value derived by a teacher-librarian from assistance given by a member of the public library staff is difficult to measure and easy to overlook. A sympathetic interest shown by a

public librarian in the work of the teacher-librarian or an occasional suggestion of only slight intrinsic worth, may be of great inspirational value to the teacher-librarian. One teacher showed appreciation enough to report that a "cordial spirit" had been shown to her by the children's department of the public library.

Help of many kinds was given throughout the year. In some cases the school deposit of the public library was increased voluntarily by the public library. New children's books just received were loaned to a school temporarily for display purposes. The children's librarian of the public library gave assistance to a committee of teacher-librarians that was struggling with the problem of developing a simple, effective catalog scheme for the school libraries. Advice was also given by the children's librarian of the public library on the grouping and arrangement of books on the shelves. Help was given to teacher-librarians in locating certain stories. A teacher-librarian received help in planning a project on foreign travel by means of books from other countries. In one school, book jackets were received from the public library and used in posters and displays. In another school, a story-teller came from the public library, told stories to the children and became acquainted with them in order to encourage their coming to the public library.

Some teacher-librarians have indicated other services which the public library might render to the schools, such as mimeographed lists of new children's books added to the children's library, posters and pamphlets, a supervised visit by grade groups to the central public library to become familiar with its services, and finally, special exhibits of books for children either in the public library or in the schools.

A measure of the cooperation between school and public library is the extent to which pupils go voluntarily to the public library to use its services. In our city, some schools are far removed from the central library or any of its branches, yet twenty-five of the thirty schools, or 83 percent, indicated that pupils of the fourth, fifth, and sixth grades were obtaining books from the central or branch public libraries. The percentage of pupils using these public libraries ranges from 2 to 98 percent with the median 42 percent. The program of cooperation between the public school and the public library is resulting in greater use of the library by pupils. Pupils are thus practising a habit which may function profitably throughout life.

Summary—Cooperation of the public library staff has been an inspiration and of great assistance to the teacher-librarians in the elementary schools of Tulsa. This cooperation has resulted in a large percentage of the pupils making use of the facilities of the public

library and its branches. Thirty schools reported on the type of service rendered by the public library staff: (a) In 83 percent of the schools pupils use city library service; (b) in 70 percent of the schools personal assistance has been given to teacher-librarians; (c) in 47 percent of the schools books used in school library are charged from city library on teachers' personal card; (d) 40 percent of schools receive deposits of city library books for checking out by city librarian; (e) 37 percent of schools receive deposits of city library books for use as teacher-librarian sees fit; (f) in 30 percent of schools the monthly deposit from city library is used by teacher-librarian; and (g) 13 percent of schools have weekly bookmobile service.

ONE of the most effective aids in stimulating in the child the desire and love for reading is through the use of the library. Some schools are not provided with regular, well-organized libraries, but progressive teachers are finding ways and means by which to establish this necessary tool.—Eleanor Bean, Chapter VI.

Reading is the subject which, more than any other, continues after formal school training is over to contribute to mental development. All teaching which will help to establish a permanent and intelligent reading habit will contribute to the enrichment of the life of the individual and to the individual's value to the community.—Frances H. Kelly, Chapter VII.

PUBLIC LIBRARY SERVICE TO THE SCHOOL

LILLIAN C. THIES

Principal, E. Trowbridge Street School, Milwaukee, Wisconsin

THE MAJORITY of progressive elementary schools call upon the public libraries for support and guidance. The school and the library are alike, actively interested in promoting good reading habits and in developing discriminating taste in the choice of reading materials. There is a growing tendency to increase the cooperation between these institutions. The Milwaukee Public Library cooperates with the public school by placing libraries in the classrooms of elementary schools.

Aims of the public library—The aims of the Milwaukee Public Library in furnishing books to the schools of the city are as follows:

- (1) To discover what good books the pupils in each room should read and will read
- (2) To promote understanding through personal conferences with classroom teachers
- (3) To place the desired books where the pupils will see, handle, and read them
- (4) To secure a record of what books have been read so that the library can in the future buy and furnish the right books
- (5) To furnish better facilities to pupils sent to the public library to look up topics, references, and project material
- (6) To help each pupil acquire the reading and library habit so that throughout his life he will continue to be a user of good books
- (7) To assist the schools in the work of helping children lay the foundation of a successful life.

The first visit—The public library has become an integral part of the educational program. It is not really a part of the school organization, but through a certain procedure and library policy it carries out a work significant to public and parochial schools alike.

Early each fall, a representative of the library extension department visits each classroom in the city. By means of this first contact the teacher's order is taken. The grade and number of children are noted, together with any special requests for books of certain types which the teacher and pupils may wish to make. Each teacher may submit a list of titles which she and her pupils would like to receive, and this list is honored whenever possible.

Second and third visits—The first set of books may be kept for three months. Then a second visit is made by the library representative, and teachers are asked whether they wish to renew the first set of books or to substitute another set. If the books are renewed the librarian records the circulation for the past three months. If the books are to be returned, they are called for on the day following this

visit. A third visit, in all respects similar to the second one, is made after the second delivery of books.

Book talks—Classes are often benefited by a "book talk." The character of this talk is determined by the needs of the class. Pupils uninterested in reading may be motivated by seeing a collection of attractive books and by hearing a "sales" talk on some of the stories. A class in history can be given a talk to show the interesting book material available on that subject at the library. A class interested in literature may hear a talk on materials pertaining to the particular phase on which they are working or intend to work. Geography and art interests may also be stimulated by an exhibition of attractive books on these subjects.

Apportionment and basis of selection—The apportionment of books per classroom is based on the ratio of one book per child with from five to ten extra books in the assortment. The library department asks to have these books used at home. Books selected for this school use are chosen from those nationally approved by the American Library Association and from those on the National Education Association list.¹ The library choice is then approved by the head of the book selection department. The books selected from the library list for schools correlates with the course of study for the grades.

Twenty-two out of every fifty books are works of fiction. The other books correlate with geography, history, literature, reading, and English. In the three sets supplied for the year there are no duplicates if possible, or no sets of similar books. All of the books in any one set are different. Sets of readers are barred by both library and school board rulings.

For departmental work, *e. g.*, the English department, sets of eight hundred books may be obtained for reading and literature classes. Teachers of other subjects may choose sets of from one hundred to two hundred books along their lines.

New books are received by the library in April and placed in circulation in September. No school set can consist wholly of new books, but a fair proportion is supplied in each set when possible.

Uses made of books in school—Books from the library set are used as reference books, for recreational reading, for the library hour, for the spare time activity, and for project and special work. Schools use the books from the public library to supplement their own libraries, and to add to research and literary material. Organizations and "shut-ins" may also profit by this library extension service. The child confined to his home may receive a quota of ten story books.

¹ For a full discussion of booklists see Chapter X of this yearbook.

A postal card service calls in the old set and specifies the new books. The service to the "shut-in" will be continued as long as the child remains at home.

Report of the school department—Table 1 gives a one-year glimpse of the cooperative relationships between the public libraries and the various educational agencies.

Special service—Library and school find other methods of working together. The library school service department invites teachers to come to the library, to talk over their choice of books and desires with the service librarian, and to select their own books. Teachers are urged to ask for additional books whenever they need them for any special purpose. Occasionally a committee of classroom pupils may be allowed to select their own books through a personal visit to

TABLE 1—LIBRARY SERVICES BETWEEN DECEMBER 1930 AND DECEMBER 1931

Agencies (1)	Number of Agencies (2)	Number of Book Sets Handled (3)
Public and private schools.....	97	1327
Parochial schools	68	535
High schools	26	43
Summer schools	15	24
Shut-ins: package libraries.....	67	67
Camps	11	15
Boy Scout Headquarters.....	1	1
Girl Scout Headquarters.....	1	1
Miscellaneous	7	13
Totals	293	2026

the library. These special services are felt to stimulate better reading and to furnish opportunities for the personal relationship between pupil and library.

Classroom aids—Sometimes a teacher may need books not in the library service collection. In such cases the books may be borrowed from other departments. Teachers' cards entitle them to special privileges. As many as fifteen books may be drawn by one person to further her work. Non-fiction books may be held four weeks and renewed for the same period. Thus the teacher is enabled to draw books necessary to her profession as well as books which will aid her in conducting reference, library, and project work in her own classroom.

Circulation records—A proper record of circulation is the only thing that the library asks of the school in return for its service. Each set of books is provided with cards upon which the record of use must be kept. This record of circulation is its only method of

checking results, and is used as a basis for further purchases for the school department. To be of the most value, the books must be circulated once per week or oftener, and not used solely for classroom reading.

Use of public library books in the school—Each set of books delivered to the classroom teachers is placed freely upon the shelves of the bookcases in the classrooms, or arranged upon reading tables or racks as desired. Most of the books received are drawn by the pupils for home reading, and usually one of the pupils acts as librarian to check the drawing and return of the books.

Reference books and books much needed for special projects and investigations are kept in the classroom and used freely by pupils there. Often reading clubs and library reading classes are formed, and by means of interesting book reports, on the part of the children, the books in the library collection are "sold" to other readers. Pupils criticize the book collections after having used them for the allotted time, and decide whether or not the set shall be retained, whether the choice of books shall be praised or condemned, and also offer suggestions for the next set to follow. Generally teachers and pupils together make up the list of books desired. Often books found in one set stimulate interests which are reflected in the books ordered for subsequent book sets.

Since the use of the books is so free and unrestricted, the circulating library becomes quite a feature of the reading program of the school. Each child may use the books whether he or she has a library card or not, and whether the pupil lives near to, or far from outside library facilities. Primary grade and kindergarten pupils use the books placed on their library tables, to which they may wander in their free periods. This free handling and easy acquaintance with attractive books stimulates an interest in books and reading and many a primary child wishes to learn to read because he wants to get at what is inside of the attractive covers.

In the classroom the books received from the library are given to the pupils for many purposes, such as free reading in school, home reading, reference work, special project and research work, picture study, art education, appreciation of poetry, and for the stimulation of interest in the social sciences and modern life problems.

Conclusion—The Milwaukee public library school service is an integral part of the reading program of the elementary schools. We should be exceedingly sorry to see it crippled or curtailed in any way. On the contrary every method of encouraging this service and of rendering it more efficient and vital will be welcomed by our teachers.

The public library school service successfully fulfills its objectives and aims in our school, for it does the following: (1) freely provides interesting and usable reading materials; (2) stimulates and develops reading interests; (3) provides healthy leisure time interests; (4) gives children the means for intensive and research work along study or individual interest lines; (5) helps the classroom teacher in her search for adequate reading and teaching aids; and (6) helps the teacher to improve herself professionally.

IT SHOULD BE unmistakably clear that although there is guidance and supervision in our library, there is no dictation, because each pupil has freedom to follow his own interest so far as the school library can provide facilities.—Mrs. Percy Frederic Glover, Chapter IX.

If silence and order are to be maintained by the iron-hand, then bare walls, uncomfortable furniture, and a robot at the desk are adequate equipment. But if the library is to induce the contemplation, concentration, inaudible functioning of spirit, then one of its chief needs is suitable decoration.—Alice Hogge Baer, Chapter IV.

A PROJECT IN SCHOOL AND PUBLIC LIBRARY COOPERATION

PAUL F. SHAFER

Principal, Elementary School, Gardena, California

OUR SEMI-RURAL COMMUNITY with an estimated population of 7000 is located mid-way between Los Angeles proper and the harbor district. Truck gardening, poultry raising, and dairying are the occupations of some residents, while others commute to places of business in Los Angeles.

Most of the produce growing is done by Japanese so that out of a school population of six hundred about 30 percent are Japanese. Fifteen percent are Mexican, 5 percent are of miscellaneous nationalities, and the rest are native Americans.

The Gardena Branch of the Los Angeles City Public Library is located about one block from the school on the same side of the street. Through the cooperation of the public librarians and the school, the periods from 12:30 to 1:00 o'clock on Tuesdays and Fridays have been set aside for the school children to visit the library.

The plan—Believing that the public library was not being used by the school children to the maximum possibility and that an increased patronage of the library by the children would result in their mutual benefit, the librarians and teachers worked out the following plan for developing a greater interest in the local library on the part of the children in the community.

(1) *Class visitation*—Each teacher took her class to visit the library quite early in the year. During this first visit of about an hour the children were introduced to the librarians who told them about the books, how to use them, and where to find them. Other facilities of the library were explained to the older children. Interesting stories and book reviews were presented so that an interest in books coupled with a desire to return was created by the first contact with the library.

(2) *The story hour*—Each Friday those children who were interested gathered in the story room for a half hour of story telling by the children's librarian. This period was found to be a valuable stimulus because the children liked to get the books and to read the tales for themselves.

(3) *Special days at the library*—Once each term a special day was celebrated for the girls, called "Girls' Day," and a special day was celebrated for the boys, called "Boys' Day." On Girls' Day each girl brought her favorite doll and on Boys' Day special games

were played and stories were told which were of interest to boys. Each special occasion was of considerable value in holding the interest of the children and encouraging them to read new books.

(4) *Reading contests*—For a period of about two months at the beginning of the year a reading contest was held. The contesting unit was the classroom. These units were divided into two groups, one being made up of grades one, two, three, and the other of grades four, five, and six. The winning room was the one in which the teacher and the children had read the most books during the entire period of the contest. Weekly results were published on a chart in the hall of the school building so that interest was maintained. At the end of the contest the winning room of each division was given a party at the library during which games were played, stories told, new books reviewed, and refreshments served.

(5) *The reading thermometer*—A large chart in the form of a thermometer was placed in a prominent position in the hall of the main school building. The thermometer was marked in equal spaces up to 150 so that the name of each room could be attached opposite the number on the thermometer which indicated the number of books in circulation. Thus a spirit of rivalry existed between rooms which aided in holding up the circulation. No prizes were awarded in connection with this chart because it was thought best gradually to eliminate the idea of prizes and rewards and substitute an interest in books for the joy and value of reading them.

(6) *The school paper*—A special page of the school paper called "The Book Shelf" was devoted to book reviews, book reports, and news items about books. This too was of considerable value as a reading help. People like to see their names in print. A sample page of the school paper is included with this article.

(7) *Methods of maintaining interest within the classroom*—Several classes organized library clubs within their own rooms. Meetings were held periodically in the library story room at which book reviews and stories were given by members of the club. This served to arouse interest in the books available and also afforded fine opportunity for purposeful oral expression.

Forms A and B illustrate the reading forms used by children in making book reports on the books read; one for the primary children and one for the upper grades. A sort of true-false test form was used so as to minimize the amount of writing necessary on the part of the children making the reports. One form was quite simple and another more complex. Too often book reports tend to hinder rather than increase reading because of the disagreeable task of writing

In the primary grades an individual chart was made for each child with a picture at the top indicative of books or library. As each

1. Name
2. Grade
3. Name of book
4. Did you read this book?.....
5. Did you like this book?.....
6. Was it funny?.....
7. Was it sad?.....
8. Is the book about a boy?.....
9. Is the book about a girl?.....
10. Is the book about animals?.....

1. I have finished..... Name of book

2. This book was written by..... Author

3. The characters of the story are.....

4. I would like to be.....

5. I liked it because.....
interesting, sad, funny
adventurous, exciting, mysterious, surprising

6. I didn't like it because.....

7. The part I liked best is.....

My name is.....

I am in the..... Grade

This is my..... book report

Miniature bookshelves were constructed by the boys in some of the upper grade rooms on which small facsimiles of books read were placed by each child. Folded construction paper was used for this purpose with titles printed in small letters across the backs of the books so that as the bookshelf began to grow it took on the appearance

THE WISE OWL



-O-SE WHO-O-O-

22, have finished their
No two are alike. In
two children were
day last month. Mrs.
won the attendance
week.
found a real Indian
in the field near his home.
in Room 8 are making a
ting picture map of South
America.
Alla found two crawfish in
He brought them to school.



THE BOOK SHELF

Good Books to Read:

Sixth Grade - THE CUB BATTERY by
Barbour, HELINDA IN OLD NEW ORLEANS by
Blake, TOSS-UP by Haines.

Fifth Grade - WINGS OVER HOLLAND by
Peck, A TRAIN, A BOAT, AND AN ISLAND
by Kuh, SPIDER'S PALACE by Hughes.

Fourth & Third Grades - ABIGAIL'S
PRIVATE REASON by Yap, THE NEST by
Dussauze, GRANDMOTHER'S DOLL by Boughton,
THE BLACK CATS AND THE TINKER'S WIFE by
Baker.

TRACK MEET

We had our home track
meets had two teams called
The Greens won by
164 to 144. Some of
the yard look very
lines for the races.
in first in the races:
Jack Lawler, Charlie
Miyake, Taiju Hirayama,
Mamio Moriguchi, James
George Eto, Charles
and Masaharu Munesato.
came in first in the
Theron Page, Brice
Edward Miller, Jack Garner,
a, Minoru Sato, Johnny
Go Uriu, Vernon Wolfe,
James Swanson, Thomas
bert Ruiz, Bobbie Gunderson,
eko, and Lloyd Shriner.
May 20th Mr. Collette
that came in first in
k meet down to Wilming-
dena boys won by a large
g first and second
at every event.

BOOK REVIEWS

THE A.B.C. BOOK - I liked it because it
was interesting. It had many short
stories. These stories were in rhymes.
Betty Crandall A3

LITTLE WOMEN by Louisa May Alcott.
The important characters are Amy, Meg, Jo,
and Beth. An interesting part of the
story is where Amy went to visit a rich
girl. The rich girl had a party. Amy's
clothes were patched but she wore them
anyway. Before the party was over she
overheard some rich ladies saying that
she wasn't fit to be there and that her
mother was too proud to accept anything.
When they had a party again Amy allowed
her friend to dress her up and everyone
except Larry thought she looked nice.
She stayed there for about a month.
When she went home she was very much
spoiled and wouldn't work but she soon
found out that she was better off at
home. I liked the book because it told
everyday happenings in four girls'
lives and teaches that you should always
think of your sisters and brothers and
mother. - Florabell Summers A6





FIGURE 1—Facsimile of Book Review Column in School Paper.

and color of a real miniature library. Just as adults, the children were very proud of their collection of books read.

In several of the rooms teachers offered an attractive but inexpensive book as a prize for the greatest achievement in library reading. An article appeared in one of our leading periodicals a short time ago which described the beautifully colored, inexpensive books to be found in Russia today. Surely the author of that article has never walked through any of the "ten cent stores," because some of the finest, most attractively illustrated books for small children can be had there for just a few pennies.

Very attractive reading certificates were awarded by the public library to children who had demonstrated a certain grade of achievement in reading. The children were very proud of these.

Results—The plan outlined on the first pages of this article was just another phase of the elementary-school work. No special effort was exerted and no unusual attention was called to reading other than should be placed upon the most important subject in the elementary-school curriculum. The results can be divided into two classes, those which are definite, measurable and tangible, and others which through observation are found existent but which cannot be measured objectively.

(1) *The school*—A child must be able to sign his own name in ink or indelible pencil in order to secure a public library card so that only children above the kindergarten and low first grades were eligible. In addition a guarantor who is a property owner or whose name is in the telephone directory must be secured to sign with the child. Under these conditions 69 percent of all children above the first grade applied for and received library cards. The average for the whole city is 50 percent. It should be remembered that the population of our school is 50 percent foreign.

From the standpoint of reading progress it was shown that the library plan was well worthwhile. A reading survey of all grades was made in June 1931 concerning vocabulary and reading comprehension. The results for the school showed an average accomplishment below the national norm. Different forms of the same tests, given at the end of the subsequent term, showed that the average score was somewhat above standard. This improvement took place in spite of the fact that 50 percent of the children in the school came from foreign homes.

No claim is made that a scientifically controlled experiment was performed or can it be definitely proved that the increase in reading achievement was due to the library plan and to that alone. Other fac-

tors entered. It is not unreasonable to assume however that the large increase in library patronage by the children had a very favorable effect upon reading achievement.

(2) *The library*—Since public libraries are established for the benefit of the citizens, an increase in patronage means a decrease in unit cost. The public gets a larger return per dollar spent, especially in small branch libraries, if there is a maximum of patronage. From this standpoint the joint efforts of the public library and school were fruitful as is shown in Table 1.

The first column shows the monthly juvenile circulation for the school year 1930-31 while column 2 shows the same for 1931-32. Column 3 shows the gain or loss during 1931-32. The loss during

TABLE 1—JUVENILE CIRCULATION AT THE NEARBY PUBLIC LIBRARY

Month	1930-31	1931-32	Gain or Loss	Placement in gain, 1931-32
September	1760	1481	— 279	42
October	2260	2027	— 233	43
November	1851	2492	641	11
December	1800	2013	213	14
January	1927	2187	260	13
February	1718	2361	643	18
March	2095	2501	406	16
April	1796	2707	911	4
May .....	....	....	...	..
June .....	....	....	...	..

1900 Average monthly circulation, 1930-31

2221 Average monthly circulation, 1931-32

321 Average gain per month

the first two months of school can be explained by the fact that the library plan was not started until the middle of October. Column 4 shows the placement in gain of the Gardena Branch in relation to the forty-eight other branch libraries. Although forty-second in size it had climbed to fourth place in amount of gain in circulation of children's books.

The children made complaints about the scarcity of easy primary books. This demand enabled the library to meet the needs of the children and when the easy books did arrive they were always in circulation. Since a friendly contact had been made by the children with the public library, they felt no reluctance to state what their likes really were and the library could then fill their needs.

(3) *The child*—The greatest tangible value received by the children was no doubt the added achievement in reading. In addition, many developed habits of using the public library.

Conclusion—The hours of leisure time must necessarily increase for all of us if we are going to solve our economic problems. Adults must learn to use leisure profitably and the best time to teach adults is when they are children. Needless to say, the child who patronizes his community library will continue to do so when he grows up, and insofar as the school and library help to accomplish that end they are solving an important factor in our present economic situation. The growth of the human personality is of tremendous complexity so that while it cannot be measured with arithmetical certainty, improvement can be recognized.

As society becomes more complex and economic and social structure more difficult to understand, the educational, the cultural, and the social agencies of our people must cooperate more extensively. There must be an integration of effort or the very foundation of our future existence will be destroyed. No nation or people ever developed a culture until there was sufficient economic surplus with which to build it. We in America have that wealth. Two of the few cultural institutions supported by surplus wealth for the benefit of all are public schools and public libraries. Yet from every side we hear the demand for retrenchment. The inconsistency of the attitude is only duplicated by the need for greater expansion and improvement of educational and library facilities.

ADEQUATE COUNTY LIBRARY LAWS and school library laws are indispensable. Any statewide service should have a plan with basic principles which apply in any county and an organizer to introduce the idea in each county. With a definite plan and the spirit as well as the letter of the law carried out, a mutual recognition by schools and county libraries of their respective functions, and harmonious relationship between county school superintendent and county librarian, any state may be assured of success.—May Dexter Henshall, Chapter VIII.

LIBRARY COOPERATION IN MINNEAPOLIS

GRATIA A. COUNTRYMAN

Librarian, Minneapolis Public Library, Minneapolis, Minnesota

EVERY MODERN PUBLIC LIBRARY is concerned with assisting every other educational agency. It is not an isolated public institution, performing certain functions peculiar to itself, but it is the working partner of every civic, social, and educational undertaking in the city, through the medium of books. It is peculiarly allied to schools; both institutions have the same democratic objective, the building of an intelligent and thinking community in which individuals can live as full and as useful lives as possible. The public library feels assured, and acts upon this assurance, that the love of books and the habit of reading cannot begin too early or be continued too long. Therefore, the broader the plan of extension and the more varied its services, the more completely it fulfils its function as an educational and social force.

The public library approaches the schools as a co-worker in various ways—It renders important services to the teachers themselves. Every teacher naturally uses the library for personal use and professional reading. A teachers' reading room is located in the central library, and all the newest educational books and magazines are shelved on open shelves, with the main collection of educational literature in the adjoining bookstacks. Trained librarians are constantly in charge. The room is used not only by teachers actively employed in private, parochial, and public schools, but by teachers completing courses at the University, and by prospective teachers now studying in the College of Education at the State University. Parents, too, come frequently to this room for books on child training.

In the general library many direct helps to teachers and pupils are given in reference material and helps for school activities. The librarians keep in mind the curriculums of various grades and the seasonal requests, and endeavor to have material ready. It is rather difficult to get enough material when the same subject is being called for all over the city at the same time, but the effort is fairly successful. After these intensive efforts to supply all the schools in town with material on Ethan Allen or on pioneer occupations, the librarian feels that she, too, belongs to the teaching group.

Then there are collections of pictures of various countries, of industries, and of periods and events of history. There are pictures of national costumes for plays, and musical scores and songs. Over 80,000 pictures were loaned to the schools of Minneapolis from the art department in 1932, and 98,000 from the children's rooms. The Minneapolis Library has a collection of 25,000 lantern slides which

may be borrowed in sets or in any re-grouping of slides. Many of the sets are accompanied with a simple lecture which teachers or pupils may use. More than 90,000 slides were borrowed by the schools in 1932, by nearly 2000 people, and given to as many audiences. It may be interesting to know that sets of Christmas slides went out 82 times; United States history, 100 times; industries, 128 times; United States geography, 161 times; juvenile stories, 236 times, with many other subjects following in popularity. The library has six lanterns which it loans at a small cost to such schools as have no lantern, and the use of slides is increasing yearly. The library has formed a very large clipping collection, probably 200,000 clippings. Both teachers and pupils make a very wide use of this material, much of which is selected with particular reference to school use.

Schools cannot function properly in the newer methods of teaching without close proximity to a well-chosen collection of books—The most common method of meeting this need has been through the classroom library. The most ideal method is a school library in each school building administered either by the school or the public library. In Minneapolis the public library has established, under a contract with the school board, fifteen elementary-school libraries in as many buildings. It is our policy to establish others as rapidly as funds will allow. Each library occupies a space as large as a classroom, is furnished as a pleasant reading room resembling the children's reading room in a public library, and contains a permanent collection of well-chosen books, with a complete card catalog for the children's use. It is directed by a librarian with teaching experience.

The public library has a twofold purpose in maintaining these school libraries: (a) to supplement the work of the classroom, and (b) to encourage and improve children's voluntary reading.

The following objectives are kept constantly in mind by the librarian in her work with children. We will mention first the objectives for the use of the library period:

(1) *The economical use of the period*

A. A cadet system means the help of a boy and a girl who have been appointed by the teacher to assist the librarian. The cadets take the children's books as they enter the room, so that the children do not waste time standing in line. They also take the books, as the children choose them, to be charged at the desk. During this precious library period, the children's time is not lost in the charging and discharging processes.

B. Home reading material can therefore be selected quickly: from the material which has been sent out on request from the central library—books, pamphlets, clippings, pictures; from any new interest which was aroused during a previous period; from the old favorites, authors, or subjects; or from books laid out on the tables by the librarian in advance.

- C. Acquaintance with library arrangements and tools: by a previous introduction to the rules and regulations and to the book groups on the shelves (classification); and by instruction in the use of the reference books and card catalog.
- (2) *Profitable use of the library period*
- A. Research for classroom projects, the librarian cooperating closely with the teacher, accumulating material in advance from the shelves or from the central library.
 - B. Definite browsing; not careless wandering about, but systematic effort to find new subjects or book titles, or to find on their own initiative things for class credits, pictures of people or animals, an industry, a building, a poem or play.
- (3) *The joyous use of the library period*
- A. Meeting new book characters: *Young Fu* in China, Little orphan *Peik* of Norway, Chris Dahlberg logging on *Swift Rivers*.
 - B. Thrilling over new experiences: travelling *South of Zero* with Jack Meredith, gripped by the experiences of *Kudlu* in Eskimoland.
 - C. Enjoying imagery and symbolism in good prose writing or poetry.
 - D. Sharing such discovery with others, either in a short time at the end of the period or in some classroom exercise.

Now we pass over to the more purely library purpose of voluntary choice for home reading. Our objectives may be stated as follows:

- (1) *Reading over a wide range*
- A. Book collections are chosen with this in mind, with special collections to serve local tastes and interests.
 - B. Vacation honor reading, our project for the summer, is planned to keep up the quality of reading over a wide variety of subjects. This reading is directed by carefully prepared lists, one for each grade from five through eight. A child must read six books, one from each group, *e. g.*, travel, biography, and science, in his particular grade, and must give a verbal or written report to the librarian on each one. Certificates are given for the six books read, and are presented to the children at a school assembly, usually during Book Week. The result has been a surprising increase in the number of children who do fine summer reading. Between 1926 and 1932 the gain in summer honor reading has been 350 percent.
- (2) *Reading about pets*, including household pets and outside pets, squirrels, rabbits, birds; also the world about them—trees, shrubs, stones, flowers, insects, and wild life.
- (3) *Reading about hobbies*, one of the most important interests to encourage. These hobbies may lead to vocations or at any rate to avocations. They may relate to writing either original stories or poetry; or to gathering collections of stamps, butterflies, flowers; or mechanical construction of furniture, boats, and radios.
- (4) *Reading for pleasure*. The discovery of the entertainment and fun to be had in an absorbing book is the surest way to bring about a love of reading and a lifelong habit.

Our object is always to build up the quality of reading. That does not mean to discourage the reading of fiction, but to improve the quality of such reading and to enlarge types of reading interests.

A study of circulation in one school gave us the following table of statistics for 1930 and 1932. The school increased very little in enrolment, but the circulation increased from 15,886 to 21,011 books.

Notice the decrease in fiction, magazines, and fairy stories, and the increase in other large groups.

Elementary-school librarians are a part of the staff of the public library school department. They meet the chief of the department in regular staff meetings to discuss their problems; they review new books; are introduced to new material for special occasions; they learn the various services available to them in the central library.

Conclusion—The school library administered by the public library is in no essential sense different from one administered by the school. It has, however, certain advantages in that it is in constant touch with the public library and has regular delivery of material. As part of the public library system, a telephone message for rush material meets a quick response and the entire central collection with its spe-

TABLE 1—PERCENT OF GAIN OR LOSS IN TYPES OF READING MATERIALS

Type of Material	1930	1932	Gain	Loss
Fiction	52%	49.9%	...	2.1%
Magazines	15	12.1	...	2.9
Poetry and collections of literature.....	9	10.3	1.3%	...
Folk-lore, legends, and fairy tales.....	6	5.6	...	.4
Biography	2	2.1	.1	...
Nature	2	2.3	.3	...
History	3	4.7	1.7	...
Travel	3	3.7	.7	...

cialized departments is commandeered. The child uses the same borrower's card at the school or the community branch, is accustomed to the same regulations, uses the same classification of books, and on leaving school is already established at the public library. In Minneapolis we look forward to branches in all of the elementary schools.

If, in these changing days, we are to look forward and plan for shorter working days and increasing leisure, the opportunity and desire for cultural reading must be greatly increased. The finer things of life, the appreciation of beauty, the wonders of the world about us, the unfolding of plant life, and numberless interesting things of our human and spiritual lives will come through the influence of books. Schools and libraries are the essential institutions in preparing young people for the new age. We cannot extend our opportunities too widely; we cannot begin too young or carry on too long. From youth to old age we offer the best in life.

OFFICIAL CONTACTS BETWEEN PUBLIC LIBRARIES AND
CENTRALIZED LIBRARIES IN CITY
ELEMENTARY SCHOOLS¹

MANY CITIES have such extensive public library and school library systems that the question arises: What official relationships exist between these two great agencies of popular education? In obtaining a partial answer to this question a very brief inquiry form was sent in December 1932 to superintendents of schools in the 197 cities over 50,000 in population. One hundred and seventy-three superintendents returned the blank. Of this number 112 reported that they had centralized libraries in one or more of their elementary schools.² Sixty-one reported that they had classroom libraries only or that their relationships with public libraries were wholly informal. The number qualifying under the limited field

TABLE 1—THE NUMBER AND PERCENT OF CITY ELEMENTARY SCHOOLS WITH ORGANIZED LIBRARIES

Type of School (1)	Number of Schools in Cities (2)	Number of Schools with Organized Libraries (3)	Percent of Schools in Cities with Libraries (4)
Sixth Grade	2501	1030	37.2%
Eighth Grade	1337	557	41.7
Other	683	296	42.3
Total	4521	1883	41.7%

of the questionnaire was, therefore, 112, or 57 percent of the 197 cities. The tabulated replies are less representative of the largest cities than they are of the cities between 50,000 and 100,000.

The number and percent of city elementary schools with organized libraries—The questions of the inquiry form were designed to reveal the total number of elementary schools of each type and the percent of each with organized libraries. Table 1 shows these data.

Points to note in Table 1:

(a) Forty-two percent of the elementary schools in the city school systems reporting had organized or centralized libraries.

(b) Organized libraries are more likely to exist in schools with eight grades than they are in schools of six grades. Doubtless this is

¹ Chapter prepared by the Research Division of the National Education Association in cooperation with the Editorial Committee. In connection with this topic consult the article "Certain Characteristics of Elementary-School Libraries" in Chapter II of this yearbook.

² The inquiry form attempted to study relationships only in schools where organized or centralized libraries existed. No attempt was made to study the so-called classroom libraries, which are often supplied by public libraries.

due to the traditional viewpoint that junior high-school pupils need school libraries more than young children.

(c) Schools grouped under "Other" in Table 1 are most likely to have organized libraries. A majority of the schools in this group are those with seven grades.

Training of the school librarian—Superintendents were asked to indicate whether their school librarians were classroom teachers, teacher-librarians, or librarians. Those with no library training were placed in the first group, those with some experience in teacher and library-training schools were considered "teacher-librarians," while regular graduates of library schools were reported as "librarians."

Of the 1883 schools with organized libraries, 1120 or 60 percent are under the immediate direction of teachers; 569 or 30 percent are under teacher-librarians; and 155 or 8 percent are under librarians. Thirty-nine or 2 percent were unaccounted for or under the immediate direction of persons other than those mentioned above.

Do the above figures mean that the type of work in elementary-school libraries is such that only classroom teachers may meet the need? Do the replies mean that trained librarians are not available? Do the figures indicate that principals *prefer* to train teachers on the job for school library work? Do the replies indicate that funds are not available to employ trained librarians?

Scheduled hours—Superintendents were asked whether pupils were scheduled in the school libraries for so many periods per week. Of the 112 cities with organized libraries in elementary schools twenty-two did not answer the question, thirteen reported that fixed schedules were not used, and four replied that each school made its own program. Seventy-three school systems reported from one-half hour to six hours per week as the scheduled time. The median period was two hours per week.

Aid from the public library—The inquiry form gave superintendents an opportunity to show the types of services extended by the public library to the organized elementary-school libraries. If part or all of a given service was supplied by the public library this fact was also noted. The replies are given herewith in Table 2.

Points to note in Table 2:

(a) Of the 112 superintendents replying, twenty-two or 20 percent indicated that the public libraries did not supply any official aid to the organized school libraries.

(b) Of the eighty-four school systems reporting some aid, eighty or 95 percent received books. Only sixteen of these were wholly dependent on the public libraries for their books.

(c) Story hours and cataloging services were supplied by public libraries to thirty-three school systems or 39 percent of the eighty-four school systems reporting some kind of help.

(d) Magazines and lecture services were supplied wholly or in part to twenty-seven or 32 percent of the eighty-four school systems.

(e) Only twenty or 24 percent of the 112 school systems with official contacts report any public library aid in the form of funds. In nine cases the public libraries were reported as supplying all of the funds.

TABLE 2—TYPES OF SERVICES EXTENDED BY PUBLIC LIBRARIES TO ORGANIZED ELEMENTARY LIBRARIES IN EIGHTY-FOUR SCHOOL SYSTEMS

Public Library Supplies (1)	Number of School Systems Receiving ALL (2)	Number of School Systems Receiving PART (3)	Systems Receiving ALL OF PART	
			Number (4)	Percent (5)
Books	16	64	80	95.2%
Cataloging	22	11	33	39.3
Story hours	12	21	33	39.3
Supervision by librarian.....	18	12	30	35.7
Magazines	6	21	27	32.1
Lectures	8	19	27	32.1
Library equipment	6	15	21	25.0
Funds	9	11	20	23.8
Number replying			84	
No service from public library.....			22	
No reply			6	
			112	

Toledo has an especially interesting relationship between the public libraries and the schoolboard.³ The plan in full follows:

DRAFT OF AGREEMENT BETWEEN THE BOARD OF EDUCATION AND THE PUBLIC LIBRARY
BOARD OF TOLEDO, OHIO, April, 1919

It is hereby agreed,

1. That, in case of the proposed erection of a new school building or the enlargement of an old building, the board of education shall notify the library board of its intention, in order that the two boards may confer and decide whether in their judgement a branch of the public library should be included in such building.
2. That, whenever the two boards decide that a school building should include a branch library room, the board of education shall provide such room in the plans, to be so placed in the school building as to be adaptable for the use not only during but outside of school hours, having both an entrance from the school corridor and a direct entrance from the street, and provided with adequate means of heating when the school is not in session.

³ In connection with this topic see Chapter II of this yearbook.

3. That, on or as near after completion of such building as practicable, the library board shall install a branch library which shall serve not only the school population but the population of the community in the neighborhood of the school.
4. That the board of education shall provide the completed room, except the necessary book shelving, tables, chairs, and other library equipment which shall be provided by the library board.
5. That, in the maintenance of such branch libraries, the expense of the heating, lighting and janitor service shall be met by the board of education as a regular part of the school upkeep, and the expense of providing books and library service shall be met by the library board. However, the hours during which the library room is to be opened, heated, and lighted, shall be determined by joint agreement between the two boards.
6. That this use of the room for library purposes may be discontinued by either board, on giving one year's notice to the other; or such use may be discontinued at any time by mutual consent.

Supervisors of libraries—Of the 112 school systems reporting official contacts between the public libraries and the organized school libraries sixty-one or 55 percent do not have a supervisor of libraries. The three superintendents who did not answer the question probably did not have supervisors of libraries either.

Of the forty-eight school systems with supervisors of libraries, twenty-nine or 60 percent have their salaries paid for by the schoolboard. Fourteen or 29 percent are paid by the public library. In five cases the salaries are shared by the public library and the schoolboard.

In the case of a supervisor who is paid both by the public library and the schoolboard, to which group is he responsible? Two superintendents replied that the supervisor was responsible to public library authorities. Three indicated that supervisors were responsible both to the schoolboard and to the library board.

Summary and conclusion—This study is admittedly only the beginning on a field that needs extensive exploration. No one is able to say just what the official contacts between public libraries and public schools are or should be. Certainly these two great agencies of popular education should be working in closest harmony.

Of the 197 city superintendents in cities over 50,000 in population who received inquiry forms, 112 reported official contacts between public libraries and their organized school libraries, sixty-one reported that they had no libraries, and twenty-four did not reply.

About three-fourths of the cities with public library relationships receive assistance in the form of books. Other services are supplied in from one-fifth to four-fifths of the cities with public library contacts. About two-fifths of the cities with organized libraries employ a supervisor of libraries. Two-thirds of this group have their salaries paid by the schools, while one-third are paid by the public library.

SELECTED REFERENCES

1. AMERICAN LIBRARY ASSOCIATION. "Supervision of School Libraries." *School Library Yearbook*, No. 2. Chicago: the Association, 1928. p. 89-139.
2. BARKER, TOMMIE D. "The Public Library and the Schools." *Wilson Bulletin* 4: 5-8; September, 1929.
3. BERTIE, E. M. "Organization of the Library and Auditorium Work in a Platoon School." *Journal of Educational Method* 7: 216-21; February, 1928.
4. BRIBER, FLORENCE A. "Denver School and Library Cooperation." *Library Journal* 53: 745-46; September 15, 1928.
5. COUNTRYMAN, GRATIA A. "Library Service to Schools of Hennepin County, Minnesota." *School Life* 14: 144-46; April, 1929.
6. CUTTER, ANNIE S. "City Supervision of School Libraries." *Library Journal* 52: 847-51; September 15, 1927.
7. FARGO, LUCILE F. *The Library in the School*. Chicago: American Library Association, 1930. p. 367-427.
8. FARGO, LUCILE F. *The Program for Elementary School Library Service*. Chicago: American Library Association, 1930. p. 143-76.
9. FIELD, WALTER T. *A Guide to Literature for Children*. Boston: Ginn and Co., 1928. p. 126-39.
10. HORTON, MARION. "Relations of Public and School Libraries." *Proceedings* 42: 179-80; 1920. Chicago: American Library Association.
11. HOWARD, CLARA E. "Scheme of Cooperation between the Pittsburgh Public Schools and the Carnegie Library." *Library Journal* 54: 440-41; May 15, 1929.
12. KING, WILLIAM A. *The Elementary School Library*. New York: Charles Scribner's Sons, 1929. p. 73-116.
13. KOOS, FRANK H. *State Participation in Public School Library Service*. Contributions to Education, No. 265. New York: Teachers College, Columbia University, 1927. 246 p.
14. LIBRARY JOURNAL, editorial. "How the Evanston, Illinois, Library and School Board Cooperate." *Library Journal* 54: 366; April 15, 1929.
15. McCONNELL, J. M. "School and Library Cooperation as Exemplified in Minnesota." *Library Journal* 47: 153-55; February 15, 1922.
16. MORGAN, JOY ELMER. "The Elementary School Library." *Bulletin* 9: 742-45; July, 1930. Washington, D. C.: Department of Elementary School Principals, National Education Association.
17. POWER, EFFIE L. *Library Service for Children*. Chicago: American Library Association, 1930. p. 260-77.
18. PRICE, N. H. "Cooperation of the Public Library and Public School." *The Platoon School* 3: 134-36; September, 1929.
19. SPAIN, CHARLES L. *The Platoon School*. New York: Macmillan Co., 1924. p. 27-100.
20. WILSON, MARTHA. *School Library Management* 5th ed. rev. New York: H. W. Wilson Co., 1931. p. 14, 25, 63, 186, 194, 203.

CHAPTER VI
INTEGRATING THE SCHOOL LIBRARY AND THE
CLASSROOM

- THE LIBRARY; AN INTEGRAL PART OF ACTIVITIES
MAKING AND USING A LIBRARY
INTEGRATING LIBRARY AND CLASSROOM ACTIVITIES
THE LIBRARY AS A BACKGROUND FOR ART INSTRUCTION
SUPPLEMENTING MATHEMATICS THROUGH THE LIBRARY
WORLD CRUISE; A BOOK WEEK PROJECT
THE MAGIC KEY; A LIBRARY PROJECT
ACTIVITIES FOR THE ELEMENTARY-SCHOOL LIBRARY
CORRELATION OF LIBRARY AND HOMEROOM ACTIVITIES
LIBRARY PRACTISES IN LOS ANGELES
LIBRARY WORK WITH MEXICAN PUPILS

EDITORIAL COMMENT ON CHAPTER VI

Chapter VI presents descriptions of ways in which the library of a school improves the classroom instruction. The theme of a majority of the articles is that a program of teaching in a modern school requires many books, pictures, and other sources of information. To have these working tools immediately at hand requires either (1) classroom libraries, (2) a central library room in the building, or (3) a public library within walking distance of the school. Examples of these types and how they aid instruction are given in this chapter. Of special interest is the "Magic Key" which shows how a whole school may learn to unlock the door to more and better books. The description of a world cruise in books, although in this case carried out by high-school students, could be adapted for almost any elementary grade.

Someone has said that "you can't teach a child anything; you can only place him under favorable learning conditions." While many would disagree with this statement their positions would resolve eventually into a quarrel over words and definitions. Taking the general statement as it stands, we may try it in general applications. Here is a child of high intelligence, who is indifferent to reading. The teacher in desperation surrounds him with many books and soon he is bothering teachers, pupils, and parents to read to him or to tell him what the pages say. Or, take the skillful reader who plunges rapidly ahead of his class, runs out of available materials, becomes bored, and turns to mischief. Bring him in contact with challenging experiences of which a supply of good books is a large part and he tends to swing back into his normal arc. Or, consider the child of average intelligence who finds the school dull, but his workshop at home fascinating. In this child's opinion the school can make no contribution to his hobbies. But let the teacher discover his peculiar interests, put him in touch with special books, and soon the school is associated in his mind with pleasant and important things. His change of attitude shows in all school activities. These three examples are simplified illustrations of how the mere placement of a child in an environment of books results in learning; it is teaching on a high level.

The references cited at the end of the chapter will assist in supplementing the suggestions herein.—*Editorial Committee.*

CHAPTER VI

INTEGRATING THE SCHOOL LIBRARY AND THE CLASSROOM

THE LIBRARY; AN INTEGRAL PART OF ACTIVITIES

CLAIRE ZYVE

Principal, Fox Meadow School, Scarsdale, New York

FOUR ACTIVITIES in the elementary school are described herein which not only use abilities and foster interests and skills on a child's level, but also develop these same abilities for use throughout adult life: (1) the reviewing of new books for other children and for mothers to use in the selection of Christmas gifts; (2) the use of the library as a reference room for the collection of information; (3) the study of a unit on the recording and accumulating of written knowledge; and (4) the writing of "first editions" or books for the school library.

Reviewing new books—The aim of the elementary school is to have children read until there develops a critical judgment of book values, good style in writing, and a selective interest in certain kinds of books. This desire for wide reading has probably been killed more often by unwise insistence on written reviews than by any other one factor, unless it be scarcity of attractive books from which to select. Ordinarily there is no real need for the type of book reviews usually written by children because drill in written English can be provided by other more highly motivated activities. It has taken many of us adults years to recover from antipathies toward any book recommended as "good" because of the hours spent in high school upon written book reviews.

Our plan of reviewing the new books of the year has, however, a different result. It helps to know that you are the first person in the school to read a book. There is further satisfaction in feeling that your ability to give the atmosphere of the book in a review may decide whether or not it is bought for the library. A skill that is often needed in life is that of judging whether a review is well written. Practise in writing brief reviews sharpens one's discrimination of the reviews written by others. The reviews reproduced below are written by a group of fifth-grade children with little experience in

reviewing books. They did have an earnest desire to let other children know in three or four sentences how they felt about the books.

Bolton, Ivy THE SHADOW OF THE CROWN Longmans

I should think any child of the fifth grade would enjoy this book. It is one of the best books I have ever read. It has a background of medieval history.

Bronson, Wilfred POLLIWOGGLE'S PROGRESS Macmillan

This is a different sort of book. It is the life of a frog from the time he comes out of the egg.

Brooks, Walter FREDDY, THE DETECTIVE Knopf

Freddy, a pig, reads a book about Sherlock Holmes and decides to become a detective. He makes a very good one. It is very humorous and exciting.

Coatsworth, Elizabeth CRICKET AND THE EMPEROR'S SON Macmillan

If you want a book that has a lot of good stories in one, *Cricket and the Emperor's Son* is the one for you.

Daugherty, Sonia MASHINKA'S SECRET Stokes

A book about a Russian family whose daughter leaves her home in the country and goes to Moscow to live. She has an interesting and exciting life there.

Houdini, Harry PAPER MAGIC Dutton

This book will show you how much a magician has to learn, and it will help you to know what magic is like.

Hunt, Clara LITTLE HOUSE IN GREEN VALLEY Houghton

A book that makes you want to read the next chapter after you have read one. Two little city children visit in the country. They have lots of picnics and adventures.

Young, Ella THE UNICORN WITH SILVER HORNS Longmans

This is a very, very good fairy tale for a child who likes fairy tales.

Sometimes these book reviews are grouped according to the age of children, then mimeographed, and sent home with each child for the use of parents in gift selections. In still another case the fifth-grade children made a list to be used in the purchasing of the new books for the school library. Also, whenever *they wished to*, pupils reviewed other books which they liked for a review file kept in the library for use by all children in the school.

If the teacher is ingenious she will find that there are several ways by which books may be obtained for reviews. Many parent-teacher associations have as a service for mothers an annual exhibit on Book Week of the new books of the year. Children can review these books. A local bookshop is often glad to lend books for the sake of the advertising if the review lists are distributed by the school. During 1932 only one book company out of fifteen was unable

to send us the books we desired for reviewing purposes. The children used these books carefully and returned them to the publishers when through with them. Some of these reviews in the children's writing were photostated and used in advertising children's books in one of the large department stores. Suggestions from the teacher, careful reading of the book review sections of the Sunday papers, and perusal of book companies' catalogs have helped children in making up the lists to be reviewed.

Some other suggestions on the new books of the year are to be found in the booklists of the American Library Association, the book review sections of periodicals, and other sources as set forth in Chapter X of this yearbook.

Using the library as a reference room—An outstanding fact, revealed in a study of units of work by a committee of New York principals,¹ is the increased use of the library by the children as a source of information and reference. This trend is so striking that it has been listed in the report as an integral part of activity and unit teaching.

Several details in the management of a library seem to be conducive to this wide use by children. Above all, the library should contain many books selected for reference with the units and interests which frequently reappear in the school. A file of materials, contributed to by both children and teachers from newspapers and other community sources, will be widely used; a list of all the books under the headings of the units usually carried out in the school, as well as under the orthodox library headings, stimulates reference work by children; sets of well alphabetized reference books and encyclopedias are invaluable in building up a research attitude; free access to the library at any hour is important; and knowledge of the use of a card index is indispensable. Given these aids to the encouragement of the use of a library as a reference room, the real impetus must come from the classroom, from an atmosphere of wide purposeful activity, from a true intellectual curiosity, and from a real need for the collection and organization of data.

The story of books—There is not space here to give details for a unit on "The Keeping of Records" or "The Story of Books." Such a unit seems valuable because of its intrinsic interest and valuable activities for the children at the nine-, ten-, or eleven-year levels. It leads to an appreciation of writing and of the books of today. Since units on this topic have been described fully in current periodicals,

¹ New York State Department. *Cardinal Objectives in Elementary Education*. (Fourth Report). Albany: the Department. (In press.)

space will not be taken here. A bibliography of such descriptions is given by Hanna, Carey, and Meriam, *Catalog of Units of Work*, Lincoln School Research Studies, Teachers College, Columbia University, New York, 1932. An excellent list of mimeographed studies, pictures, reference books, and materials available for a unit on history of books may be obtained for ten cents from the Industrial Arts Cooperative Service, 519 W. 121st Street, New York City.

Writing of first editions—Many children like to feel that their writing is of use, not only for the immediate occasion, but for other children working on the same problem. The story they have written means more when it is to have an audience. It is small wonder that we as adults have difficulty in writing easily and fluently when we have spent years writing for credit in courses or have seen our efforts submerged in the wastebasket of the teacher. Perhaps the early expression of the impulse to write for an interested audience, may stem the tremendous flood of poorly written books which adults of today seem impelled to produce.

The writing of "first editions" by children meets many needs. It satisfies the imaginative creative child who works along making books of his own stories or poems. It sets a standard for the group which has collected materials on some subject on which nothing is written or for which materials needed to be compiled. The latter need frequently occurs in a study of the community, and reference books may be written on such subjects as the source of the water of the community, or the heating system of the school. Materials often need to be compiled on current matters, such as political happenings, or geographical expeditions, or the advance of airplane traffic. Children with specialized interests in science fields like to collect their information in small books.

For many years it has been customary in schools to have children learn the mechanics of making a book, usually in connection with the unit on records. The making of book covers, however, takes a rather long time and the covers may not stand usage well. Our "editions" for library use must be firmly and quickly bound since further writing is more profitable than time spent on handmade covers. Substantial bindings are possible by the use of Gaylord library binders.² The pages can be clipped inside with a stapling machine, the inside pages either typed or written in manuscript writing, illustrations either pasted in or drawn by the author, and cover pages left plain, or covered with colored paper and paint.

² Binders and stapling machines may be obtained from Gaylord Brothers Incorporated, Syracuse, New York, and other supply houses which advertise regularly in the *Journal of the National Education Association*.

The following is quoted from the introduction of a book written by a nine-year-old boy:

SCALY THE TRICERATOPS

The Autobiography of a Dinosaur

A Tale of the Cretaceous Period

Introduction

This story is a collection of scientific facts combined in the form of an interesting story. There is not much action because dinosaurs did nothing but eat and sleep. They were very lazy and stupid creatures.

Scaly learns by encounters with various dinosaurs. He becomes acquainted with the Archeopteryx and Pterodactyl (reptile birds), Triceratops, Tyrannosaurus Rex, Stegosaurus, Diplodocus, and Brontosaurus, the Thunder Lizard.

As his name indicates, he has three horns. He has a large frill around his neck. He is strictly herbivorous.

Many children have collected their poems into books. In a book by a ten-year-old boy entitled: "The Sailor of 1490 and Other Writings" we find the following poem:

WHEN I WAS YOUNG

When I was young it was so much fun
Riding my bike and throwing and catching the ball,
Playing tag and trying to dodge the person "it"
And playing soccer, kicking it from goal to goal,
That was the fun of my life when I was young.

Other books have appeared from various historical and geographical interests:

THE FORTY-NINERS

Oh! Susannah
Don't you cry fer me
I'm off to Californy
With my washbowl on my knee!

Up and down the streets was heard this popular tune. A number of new verses had been set to it and on and on went the singing, humming, shouting, and whistling from the ports of New England to the Golden Gates of California. Banjos thumped it, feet jigged to the rhythm. Truly everybody was happy—for gold had been discovered.

Conclusion—To be able to choose, to appreciate, to use, and to write books—these abilities may be developed in the elementary school by activities such as these described above. In such activities the library becomes an integral part of the experiences and life of the classroom.

MAKING AND USING A LIBRARY¹

ELEANOR BEAN

Fourth-Grade Teacher, Cedar City, Iron County, Utah

IN A CLASS made up of pupils ranging from interested readers to the retarded and rather discouraged, it was a problem to find material suitable to meet the varying needs in supplementary library reading.

Upon investigation, it was learned that a number of sample copies of readers and attractive supplementary books were available at the superintendent's office. One day during recess these books, which were labeled and wrapped in a number of mysterious looking parcels, were scattered about the schoolroom. When the pupils came in and saw the packages, they were eager to know what they contained. All kinds of guesses were made and those who guessed correctly were privileged to unwrap the parcels. At the sight of the new books, with their attractive illustrations and interesting content, the children were pleased beyond expression and immediately wanted to read them. A few stories were read to the class by the teacher until a high point of interest was reached. The remaining part was to be read by the pupils. As there was no suitable place in the room to keep the books, discussion arose as to how they should be cared for. It was agreed that there should be a library in the room, and thus was launched what proved to be an interesting activity.

Planning and executing—Different types of bookstands and library facilities were discussed. It was decided to make a bookcase where the books could be placed upright, flat against the rack so that the covers could be seen. In addition a table, a magazine holder, and some chairs were listed as some of the furniture suitable for library purposes.

The next problem dealt with the kind of material to use and how to secure it. A committee was chosen to price materials at the lumber yard. When pupils made their report a number of practical problems were presented as to how much a bookcase of a given size would cost, made from material which varied in price. One kind of material under discussion was sold by the square foot, so the problems of square measure were made more interesting and practical.

The problem of how to obtain the material was rather a difficult one, as no funds were available with which to purchase it. Someone mentioned using discarded boards that might be found at home. Of

¹ This article was prepared under the direction of Matilda Peterson, state supervisor of primary education, Salt Lake City, Utah.—*Editorial Committee.*

the boards brought in, it was discovered that they did not supply the needs for making the desired articles. Finally someone mentioned the possibility of making the bookcase from a pile of discarded laths. This pupil's idea was to make a sort of lattice work. This plan met with favor and the laths were cleaned, planed, and trimmed. Various experiments were made as to design, size, and proportions, thus providing numerous opportunities for problem solving. Little by little the parts of the bookrack were nailed together, the legs put on and braced, and all rough edges finished.

There were many suggestions as to what color it should be painted. Due to the lack of funds, the choice of color was limited to those of the paints collected by the children. They were largely red, blue, and white. Evidently these colors at full intensity would not be restful to the eye, neither would they blend with the room furnishings and decorations. By combining the three colors in the right proportions lovely shades of pink, orchid, rose, violet, and purple were produced. This resulting new interest gave definite meaning to the words primary, secondary, intermediate, complementary, hue, shade, and color. As a result of children's findings, some basic rules of color were established which carried over in art, industrial work, and room decorations.

The bookcase was given a coat of linseed oil before paint was applied. The table and chairs were made from orange crates and boards brought by the children for this purpose. These, too, received a coat of paint and, when finished, helped to complete and beautify the library corner.

The interest stimulated by suspense and preparation, established a love and regard for the books which had not hitherto been experienced. The wide variety of reading material met individual needs and created a new interest in reading. Many books were brought from home by the children. The form of books, including titles, tables of contents, and authors was given due consideration.

The pupils were on the watch for poems, stories, and articles about books. When proper selections, such as "The Goops," were found they were brought to the class and read. After some dialog selections had been read, one girl decided to try her skill at writing a play based on the use of library books. It met with such favor when read to the class that others were encouraged to write plays, creative poems, and verse. A program, to present to other grades during assembly period, was finally worked out.

In a short time original songs, plays, poems, and dances were in process of construction. It was believed that a ready-made play called

"The Bookshelf," would furnish a good foundation and contributions could be made to suit the fancy of the class. The following are types of songs and poetry written for the occasion:

BOOK SONG

(To the Tune of "The Jolly Whistler")

Hi! Ho! I'm cheery and never weary,
For books are a pleasure to me
I need them (Whistle)
I read them (Whistle)
Finding a world of joy and pleasure, you see.

BOOK FRIENDS

There are not many ways to be happy
On a dreary, or rainy day.
And isn't it hard to be snappy
When the sun is all gone away?

On a book you can always depend
No matter how dreary it be,
You'll find happiness in this friend
Where all children are happy and free.

In books there are fairy tale wonders,
And the authors all want you to be
Just carried away to that beautiful land
Where the brownies dance over the lea.

And when you are carried away to the land
Where the fairies alight after flying
And are greeted by a bluebell band,
They will banish your sorrow and sighing.

We sing of the books that are new and old,
We come when we're called and we do what we're told.
We will show you a few of the books on the shelf
And the rest that are there you must find for yourself.

The play itself centered around a little girl who did not like to read. One rainy day, when she could not play outside, she turned her back on the bookcase, dropped into a chair, and fell asleep. While she was sleeping, story book characters came from the bookcase where they had been lonesome and cramped so long because the little girl did not like them.

Peter Rabbit, Mother Goose, and the Mother Goose characters stepped out of the books with characteristic songs and dances. Aladdin with his magic lamp called his heralds, who with trumpets and songs of introduction, announced the other characters. Hiawatha, Minnehaha, Sir Galahad, Philip Nolan, and others presented their acts and joined in the gayety and merrymaking of the other story

people. The noise awakened the little girl and she was surprised, but happy with her strange visitors. After talking with them she understood them better and loved them. She begged them not to go back into the bookcase. They assured her they were not leaving, but would be on the bookshelf, waiting for her. After that the little girl was never lonesome, but happy and contented with her newly-found friends.²

Groups were chosen to work out the songs, dances, and dialogs. The costumes were designed and made in class, except where they could be borrowed. The whole group had some part in the program. After the performance, pictures were taken of the pupils in costume to illustrate stories that were to be written about the library unit. These stories and articles were judged by the class and the best one was chosen to be published in the school section of the local newspaper.

Pupil outcomes and attainments—It was evident that this library activity developed many valuable traits and habits in the children which were useful to them and which would lead to wider interest in reading. Some of these desirable attitudes were as follows: stimulating the desire for reading; motivating related subjectmatter; appreciating work of the librarian; general knowledge concerning importance of the library; drawing out books; returning books within a specified time; using leisure time for reading; acquiring respect for books; creating original plays, poems, and verse; using library for reference; telling stories to the group which were read during library period; and appreciating the value of books.

Comment by state supervisor of primary education.³—Our viewpoint in education today has been admirably summarized by John Farrar as follows:

Please don't ever tell children that reading is good for them, or is a duty. Reading is a joyous thing. It makes rainy days sunny and sickness bearable. Give your child a chance for a rich old age, when books become the rest from care, and the escape from boredom and pain. Let reading always be a part of play, so it will become an armor against evil, and a strength in time of trouble.

One of the most effective aids in stimulating in the child the desire and love for reading is through the use of the library. Some schools are not provided with regular, well-organized libraries, but progressive teachers are finding ways and means by which to establish this necessary aid. In case there are no library facilities in the school, the plan mentioned in the above unit of work will make it possible for

² The author acknowledges borrowing parts of the preceding two paragraphs from sources which cannot be identified at this date.

³ Comment by Matilda Peterson, state supervisor of primary education, Salt Lake City, Utah.

the teacher so to arrange her program that she may encourage a library activity similar to the one suggested.

The library must start early to satisfy the love of good literature. There must be an abundance of easy reading material which contains attractive worthwhile illustrations. These books and materials should not be those which the teacher uses in the formal reading period. Each child should be permitted to choose his own books and thus use initiative in his choice of reading material. He should be encouraged to go to the library at different times during the day when assigned work has been satisfactorily finished. Especially will this avoid waste of time on the part of the pupils of superior ability.

IN THE EFFORT to establish taste, force is a failure. Taste is born of freedom and joy. We must associate pleasure with the things that we desire to like. We must follow the gleam. We must allow for subtle differences in likes and dislikes. Each must begin with what he understands and feel his way toward the better values. Wise school librarians understand this. They surround children with tempting things to read. They have few requirements and not too much advice, but they can laugh with children over the personalities and the adventures which come from the pages of books. This spirit of the librarian, this companionship with the select company of letters, this ability to lead the child to feel at home in the magic world of print is a rare gift that is worth searching for. The selection of the librarian, next to the selection of the principal of the school, will probably do more than any other choice to determine whether that school shall be an intellectual force or a humdrum center of dry textbook study.—
Joy Elmer Morgan, Chapter I.

INTEGRATING LIBRARY AND CLASSROOM ACTIVITIES

CAROLINE STOKES

Library-Teacher, South Highland School, Birmingham, Alabama

THE LIBRARY has been established to give children an enriched opportunity to read. Reading has been defined as the acquisition of experiences, interests, attitudes, habits, skills, and appreciations through the use of books. These objectives are reached through three types of reading: recreational, *e. g.*, reading for the pleasure of a story; informational, *e. g.*, reading to learn how to make a model airplane; and study, *e. g.*, reading about the sources of salt so as to report these to a science group.

Library activities—Our platoon school consists of nine hundred pupils in eight grades organized into twenty units. The first grade is not a part of the platoon organization. The lower grade classes have two thirty-minute periods in the library a week, and the upper classes have three thirty-minute periods.

The large, well-lighted room is furnished with tables and chairs of uniform size, but different heights. The books are shelved, marked, and labeled by the Dewey decimal system just as one would find them in the juvenile department of a public library. Magazines, pamphlets, and pictures follow the same general plan. There is a full-time library-teacher who aids in the choice of books and interprets the use of library tools.

Free reading is practised by most classes. The use of reference books is taught when pupils require this skill in connection with regular classroom work, or when there is a felt need on the part of any individual. When a whole class is studying the use of a library tool requiring explanations and discussions, the group usually uses a study room and returns to the library to put the information into practise. Individual instruction is given in the library by the library-teacher or by pupil-assistants.

The audible activities, usually for younger children, take place in a small room adjoining the library. On three sides there is a low, beaver-board border for pictures and book covers. When stories are being told the children sit on small, linoleum mats and the storyteller uses a low stool. When the mats are stacked, there is space for practising plays or programs. The other end of the room contains cabinets and stacks for old magazines. On one stack magazines are filed by title, and on the other according to the month published. The latter provide seasonal material for programs. A nearby table is used for group or committee work. Some of the book repair work is done here as well as at the extra tables in the library.

Activities originating in classrooms—In addition to classes regularly scheduled in the library, provision must be made for the pupils who come from the homerooms and the special-subject periods. The tables for these extra workers are placed near the door and near the reference books, and a little apart from the tables of the regular class; then the children can come in unobtrusively and feel welcome to work without disturbing others or being disturbed. If a child wishes to take a book or some material from the library, he records the title, with his own name, the classroom to which he wishes to take it, and then places the card in a nearby file.

With the enriched curriculum came the need for enlarged resources and a varied supply of reading materials. At first the need was answered by classroom libraries which consisted mainly of supplementary texts and a few reference books. These libraries helped bring about the realization of the great need for a central library in the school. Now the classroom can borrow from the school library, thereby greatly augmenting its scope and usefulness. When a seventh-grade history class is studying the colonization period of America, fiction, non-fiction, biography, maps, and pictures on the subject may be borrowed until the unit is completed.

The roll call period is the first period for every class every day. This twelve-minute period is used for attendance checking, Bible reading, announcements, health inspection, and a short program. These programs, usually on citizenship or seasonal subjects, are planned and prepared by a committee of children from the class. Thrift, courtesy, safety, Thanksgiving, Columbus Day and Louisa M. Alcott's birth anniversary, are some of the subjects used. One group undertook to create a feeling toward the worthy observance of Halloween by school and community; another did a similar thing for April Fool's Day.

Homeroom activities require wide reading and frequent use of reference materials. One second-grade reader contains a chapter from *Poppy Seed Cakes*. The children are delighted to find the book in the library and to hear or read the entire story. Two small boys had a discussion as to the relative size of a whale and a dinosaur. "Go to the library-teacher," the homeroom teacher suggested, "she knows everything." Although the librarian doesn't know everything, she is likely to know some helpful books.

For story reproduction in language work, children often write the story of the book they have just finished. As a spelling and pronunciation aid in the upper grades, phonics is studied with a review of the uses of the dictionary. When there is to be a debate, the

participants need help not only in subjectmatter, but in note-taking and in evaluating the material found. Arithmetic workbooks and texts provide extra exercise for those who wish practise in combinations and percentage tables. Fifth grades do much reading of biography with their study of explorers. These are only a few of the frequent activities actuated in the homeroom.

The writing classes study the evolution of writing and the history and development of books. Writing groups often use their book reports as samples of writing achievement.

The literature department consists of two rooms, each with a full-time teacher. One is for the lower grade classes and one for the upper grades. Procedures here are closely interwoven with library procedures. Books begun in one place are read in the other. Children are encouraged to bring books from home, public libraries, or church collections. As each child finishes reciting a poem he has learned in literature, he need not wait for the other members of the group to recite. He may go to the school library, select a book, and take it to the literature room for the remainder of the period.

The science department also has one room for younger children and another one for the older pupils. Books on children of other lands, maps, encyclopedias, atlases, nature stories, and statistics for projects or units of work are used here. The science classes send stereoscopes to the library for the use of children who wish to see pictures of birds, flowers, travel, and occupations.

The manual training classes use the library to find patterns in books and magazines, for book-ends, and wooden toys. They often visit the "useful arts shelves" for technical books on printing, electricity, and woodwork.

Home economics groups also frequent the "useful arts shelves" in their search for recipes and ideas for home decoration. The play groups borrow books of folk dances and games. Loving cups won by school teams are kept on display in the library.

From the music room come requests for stories of the operas, of lives of musicians, and for background material on folk music. The ability to recognize the different instruments in an orchestra is greatly facilitated by the reading of such a book as *Alice in Orchestralia*. Music that interprets famous paintings calls for material in both fields.

The art classes make posters and friezes for the library and the classrooms. These are often the results of costume study and reference work on pictures and artists. Copies of good pictures are mounted on poster paper and kept on open shelves in the library.

The auditorium groups come in endless streams. There are the clubs: health, safety, book, nature, kodak, stamp, and others. Then there are the debates, the moving pictures, and the oratorical contests. Plays and programs are in constant demand. In a sense the auditorium is the voice of the school, saying and expressing the things the pupils are thinking and doing.

Conclusion—It is clear that the library provides both the opportunity and the materials needed to keep the child occupied in a thoroughly enjoyable manner. It makes possible the thrill of new experiences, the joy of making spontaneous choices and of carrying self-chosen activities along at his own pace, the gratification of tasks completed and skills acquired, the zest of competition, and the satisfactions of responsibilities in groups.

We realize that the individual must not be loaded with teacher-planned assignments. The integration of classroom and library gives an immediate response to a child's awakened interest, without waiting until a regular library period when his interest has perhaps waned and his enthusiasm cooled. Guidance is the teacher's response to the child's request for help. The library must answer individual and group purposes.

Thus the library receives inspiration from the classroom and in turn gives inspiration to the classroom. It has been said that the library is the heart of the school. Just as the heart is really functioning when it receives blood from the body, revitalizes it, and pumps it back into the body; so is the library really functioning when it receives inspiration from the classroom, revitalizes it, and sends it back into the classroom.

CLASSES are often benefited by a "book talk." The character of this talk is determined by the needs of the class. Pupils uninterested in reading may be motivated by seeing a collection of attractive books and by hearing a "sales" talk on some of the stories.—Lillian C. Thies, Chapter V.

THE LIBRARY AS A BACKGROUND FOR ART INSTRUCTION

NINA M. BROWNING

Children's Librarian, Frick Teacher Training School, Pittsburgh, Pennsylvania

ONE OF THE IMPORTANT FUNCTIONS of the elementary-school library is to serve as a background from which art students can derive inspiration and information for class work. Here the principles of design are found applied to everyday life. Here in reading about the art of other countries a better understanding of international problems and of the history of mankind is gained. Where in any school art room is there such a wealth of information available as is found in the school library? The following art problems were effectively worked out in an elementary school when the library was used as a background.

(1) *Children of other lands posters*—The pupils were to select a foreign country, learn about it, and then depict some outstanding characteristics. A special collection of books dealing with child life throughout the world was assembled by the librarian for use in the library. From these the necessary information was gleaned. The children enjoyed this reading and an entirely new pleasure element was introduced into their class work. (Fifth grade.)

(2) *History posters*—The aim was to have pupils make original drawings of such historical events as Paul Revere's ride, Braddock's defeat, Washington at Valley Forge, or an incident in local history. They might also choose to portray an episode in the life of a historical figure such as William Penn, Benjamin Franklin, or Daniel Boone. Since these stories were in advance of the class history work, some were too difficult for all the children to read, and the library became a necessary adjunct to the art room. During library periods the pupils browsed through easy histories reading what they could and looking at pictures. The librarian supplied the additional information by reading or telling the more difficult stories. In this way a background was built up and all the time assigned to the art room could be devoted to drawing. (Fourth grade.)

(3) *Indian designs*—Suitable books were assembled by the librarian for the assistance of pupils and teachers. From these materials they learned how the Indians make baskets, rugs, and pottery. Also, they discovered that many of the designs had religious significance and pertinent meaning in the lives of these primitive people. Indian legends were told in story hour. Childish imagination was stimulated and Indian life became quite real as a result of this library experience. The work in the art room was excellent because of the back-

ground evolved. The finished products were exhibited in the library much to the satisfaction of the pupils. (Third grade.)

(4) *Architecture*—The library was an important factor in this study. All suitable books were prepared for ready use. These were frequently taken into the classroom for reference as the problems were developed. In this way conceptions of architecture and the part it has played in the life of the human race were gained which would have been utterly impossible without library resources. The completed drawings were displayed in the library and caused much interest on the part of the entire student body. (Eighth grade.)

(5) *Picture and sculpture study*—This is a part of the art work in every grade. Here again the library has much to contribute. Stories of the lives of the artists and sculptors as well as interesting incidents and descriptions of their works are always available.

(6) *Illustration*—Illustration has a place in modern art instruction and is adaptable to any grade. It is a library adjunct as well as a pertinent subject for art because it further develops the imagination which story books so ably foster. Poetry makes a fitting subject for this type of study. One third grade made a book illustrating the poems they had enjoyed. This book was presented to the school library. Fairy tales and fables present excellent illustrative material, and since many well-known illustrators have done work in this field the children may be introduced to them. Here again the library supplies unlimited material.

(7) *Picture maps*—This subject was selected because of correlation with geography and history. Progressive book publishers have done much to help this kind of art through the attractive end papers decorated with picture maps in the newer children's books. These whet the imagination of the student and are a decided aid to the art teacher. (Sixth grade.)

Conclusion—A helpful relationship should exist between the art department and the library because of the nature of each. The school library resources augment the children's art experience by building up a comprehensive background through reference books. It also offers a valuable contribution in the library picture collection. Whenever a picture of a horse, a Roman ship, or an elephant is needed in the art class the picture file is sure to prove a ready ally. If posters are wanted in the library to advertise Book Week, new books, a book play, or some other library activity, the librarian always finds the art department ready to help. The library too is the best place in the school to exhibit products of the creative spirit because the entire student body is there at some time.

SUPPLEMENTING MATHEMATICS THROUGH THE LIBRARY¹

BERYL VAN ANTWERP

Teacher, Haven Intermediate School, Evanston, Illinois

THE TRADITIONAL PROGRAM of mathematics often has had as its primary objective the computational value of the subject. Some thought a pupil could increase his power of reasoning and become more accurate in his ability to compute the fundamental operations, and by so doing, enlarge his power to think in general. For centuries this was recognized as the ultimate reason for the study of mathematics.

Since education has become a science and experience has accumulated it has become increasingly evident that there are other just as important reasons for its study. As an argument for the cultural value of mathematics one writer has said, "Cultural value must be ascribed to everything which enriches our life with new values of beauty." Just to look about us justifies our including this aspect of the subject. We are all aware of the informational value of certain mathematical topics, many of which have little or no significance from the standpoint of computation. Helping the child to become "mathematics conscious" and to recognize the presence of mathematics about him increases his efficiency to himself and society.

Creating a mathematics atmosphere—This article presents an experiment carried on in an 8A class. This class, although not a superior group, probably rated better than average. By a vote of the class we decided to carry on individual projects as our homework for two nights a week over a period of six or eight weeks.

We spent one class period discussing possible subjects related to mathematics. The writer offered a few suggestions by telling of similar projects previously completed. The pupils were allowed one week in which to decide upon their topics. No topic was to be considered unless material was available in the library or elsewhere. Extra time was spent browsing around on the shelves of the library to see what material was available and to find suggestions for topics. Insofar as possible it was agreed not to duplicate topics, as it would be much more interesting upon its completion, if each pupil could tell the class something different.

At the end of the week the following topics were reported: mathematics in machinery; time-tellers; time; history of numbers; calendars; design; history of coins; mathematics in music; snowflakes;

¹ In the preparation of this article the writer acknowledges the advice of Helen Sanford, principal, Haven Intermediate School, Evanston, Illinois.

mathematical puzzles; cathedrals; banks; geometric forms in advertising and commercial art; early Greek mathematicians; mathematics among Chinese, Hindoos, Egyptians, Romans, and Arabs; bridges; bridge construction; history of some mathematicians; ancient architecture; decimal system; and mathematical instruments.

For the next assignment each pupil was to show the writer his plan and the outline for the paper, stating the places where material could be found. Here the librarian proved very helpful.

As the work continued the child worked conscientiously for one hour on each mathematics homework night. Or, if he chose, he might spend an hour in the library at noon or after school. During the following class period, each pupil came individually and showed the writer the results of his hour's work. In this way progress could be checked and suggestions offered.

One of the best projects, "time tellers," had the following table of contents:

TELLING TIME THROUGH THE AGES		Page
Introduction	Topic	Number
I.	The History of Clocks.....	3
II.	The Mechanism and Parts of a Clock.....	4
III.	Illustrations Showing Mechanism and Parts of a Clock	5
IV.	Illustrations Showing Parts of a Clock.....	6
V.	Striking Clocks	7
VI.	Modern Spring Clocks.....	8
VII.	Electric Clocks (Illustrated).....	9
VIII.	New Form of Dial (Drawing).....	10
IX.	Our Master Clock and How It Works.....	11
X.	Drawing of Our Master Clock.....	13
XI.	An Hour Glass (Paper).....	14
XII.	An Old Fashioned Hour Glass (Drawing).....	15
XIII.	The History of Sundials.....	16
XIV.	Explanation of the Sundial.....	16
XV.	A Sundial (Paper).....	17
XVI.	Many Different Kinds of Clocks (Drawing).....	18
XVII.	Differences in Solar Time Around the World (Drawing).....	19
XVIII.	The Old Clock on the Stairs (Poem).....	20
XIX.	My Grandfather's Clock (Song).....	22
XX.	History of and Explanation of Watches.....	23
XXI.	The Inside of a Watch (Drawing).....	24
XXII.	Many Different Kinds of Watches (Drawings).....	25
XXIII.	Interesting Articles and Pictures on Watches, Clocks, and all other Time Tellers.....	26-36
XXIV.	Seven Methods (Old Fashioned) of Telling Time (Drawings).....	37
XXV.	A Candle-Lamp and a "King Alfred" Drawing.....	38

One of the most interesting chapters was the description of the master clock of our school. Our accommodating janitor, who showed the pupil the master clock, explained it to her so well that she was able to relate it. Since the workings of this clock control all the room clocks in our large building, considerable mechanism is involved.

Footnotes on all pages showed that information for many of these chapters came from various encyclopedias. Longfellow's poem, "The Old Clock on the Stairs," added interest as did also the piece of music entitled, "Grandfather's Clock." Pen and ink sketches showed the intricate and delicate mechanism of clocks and watches. Pictures cut from magazines displayed sundials, hour-glasses, grandfather's clocks, and the modern time tellers, electric watches and clocks. A page of illustrations represented the differences in solar time around the world and all of us were interested to know what the far east and west are doing when it is noon in Chicago.

The project traced how time tellers have answered the question, "What time is it?" from the time of ancient Greece down to the present. It began with the use of the sun and stars by the ancients and ended with the globe clock which informs us at a glance the hour, minute, and second of day or night, the hours of darkness and daylight, the sunrise and sunset, and the day of the month and the season.

Many of the other projects were equally interesting. One gave a short history of calendars, the stories of each of the twelve months, and the origin of the Ecclesiastical, Mohammedan, and Hebrew calendars. The final chapter discussed the proposed thirteen-month calendar now favored by business.

The boy who wrote on the history of coins secured most of his information from the coin display and the library at the art institute.

The report on snowflakes included many pictures of beautiful geometrical designs. It explained one of the reasons why Plato said, "God eternally geometrizes."

The boy who wrote on bridges had an ambition to become an engineer. Browsing in the library and looking up references, not only helped his homework but satisfied a desire for worthwhile information.

Thus each child carried on his own project entirely apart from the rest of the class. We agreed that upon a certain date all must be completed. Since each child felt that he should like to know what the others had done, we decided to have an informal program one afternoon at which time each person showed his books and told the story of his project. At the children's suggestion the mothers were invited for this occasion and it proved to be very entertaining for all of us.

Conclusion—It would not have been possible to have carried on these projects without the facilities of the library and, in many cases, the assistance of the librarian. Not only did the plan stimulate interest in the particular topic but it opened up new lines of thought and for this class, mathematics came to have more than just the traditional value of computation.

WORLD CRUISE; A BOOK WEEK PROJECT¹

M. MARGARET GREER

Librarian, Westmont-Upper Yoder High School, Johnstown, Pennsylvania

SCHOOL LIBRARIANS are ever desirous of discovering activities to effectively use the school library and to enrich classroom work. When the committee for Good Book Week announced as the theme for 1932, "A Round the World Book Tour," it suggested a very challenging and captivating way in which these two desires might be brought to fruition. The activity described in this article took place in a high school of 350 students located in a suburban district of Johnstown, Pennsylvania.

The world tour—The pilot ship, manned by the sophomore class under the captaincy of the head of the Department of English,² sailed from its home port (room) on November 20 for Bookland. The ten ships in the convoy were named for authors studied in the sophomore year. The names included the S. S. Scott, the S. S. Hawthorne, the S. S. Stevenson, the S. S. Cooper, the S. S. Eliot, and the S. S. Parkman. Passports and visés (Figure 1) to every distant port, prepared by the librarian, had been issued via the sophomore class to all willing travellers in the senior, junior, and freshman classes. Graphic itineraries (Figure 2) showed the course of the cruising vessels. Each book illustrated on the itinerary was a key to the literary treasures of the Far North, Sweden, China, South America, and other countries.

The student body was organized into ten groups, each homeroom forming the passengers of one of the convoy ships. Each guide had to see that the passengers of his ship were provided at the beginning of Good Book Week with passports and itineraries. During a homeroom period these were distributed by him to all members of the school. This advertising set a tone of eager competition and anticipation. At the same time, the students in charge had to know about the books of the itinerary and passport just as any competent agent of a travel bureau must know something of the tours he advertises.

Each day, during the week of the celebration, the guide placed some kind of advertising material on the bulletin board of the homeroom for which he was responsible. Sometimes it was an original drawing of the imaginary ship in which the group was scheduled to sail (no convoy of ships was ever more motley!). At other times he posted clever advertising to arouse curiosity, and finally, of course,

¹ Although the activity described in this article took place in a high school it is obviously adaptable to elementary-school use.—*Editorial Committee.*

² Due acknowledgments are made for the cooperation of Miss Laura E. McGann.

there were bulletins announcing the date and time of sailing. Keen but friendly competition and cooperation were apparent in the bulletin board displays.

ROUND THE WORLD BOOK TOUR



Passports

Canada... Taina :: — • •
 England cl. • John Halifax, gentleman
 Scotland cl. • Beside the bonnie briar bush
 France... • Abbe Pierre
 Spain... • Don Quixote ::
 Switzerland... • Heidi :: :: ::
 Italy... • Escape • devil
 Germany... • Count Luckner, the sea
 Holland • Jacqueline of the carrier pigeons
 Sweden • • Wonderful adventures of Nils
 Far North... • Land of the long night
 Russia... • Adventure of Michael Strogoff
 Arabia... • Lance of Kanana
 India... • Kim :: :: ::
 China • Shen of the Sea
 Japan... • Daughter of the Samurai
 South Sea... • Pearl Lagoon
 South America • Tales of Silverland



FIGURE 1—Mimeographed Passport

The "tour" was held in a forty-five minute period on a Friday afternoon. At intervals of five minutes each group "sailed away" under the leadership of its guide and skipper. This five-minute interval of sailings was used so that the countries might be "visited"

 **Itinerary for World Cruise**  **The Friendship**
 Tour will cruise North  visit the
 home of Rolf  cross to Russia 
 turn South to China  and Japan, following
 the course of Moby Dick. Then fly back to India
 with Gay Neck for a guide  Fly on
 the Magic Carpet or sail with Lord Jim 
 to Kanana's country  for a day in the desert
 with Lawrence  In Africa, a day on the
 game trails or in King Solomon's Mines
 East past the land of La Cid , thru the Sea
 of Jason to Greece  and Italy  up through
 the Nibelungen land  and France 
 Switzerland and Holland  Here, across the
 channel to the British Isles  A special
 stop-over may be arranged here, but if you
 have spent all of your Imagination you may
 hurry home with The Three Musketeers of the Air
 After leaving England  the party will
 cruise among the islands of the Buccaneers 
 cross Silver Lands thru the jungle with Hudson
 sail  the sea of the Ancient Mariner  and
 Trek home via Mexico 

FIGURE 2—Mimeographed Itinerary for World Cruise.

without jostling by the usual tourist crowds! The first group reached the Far North booth or exhibit when the second group of passengers started for "the gangplank" (a gymnasium jumping board with small pan pools of water on either side for an ocean and an electric fan for a sea breeze). About the port of embarkation were many posters, literary picture maps, and a display of airplanes, modelled by some of the boys in the class.

The man on watch in the crow's nest (the balcony of the gymnasium) was in charge of the ship's bells. As he sounded them every five minutes the travellers moved from one country (or booth) to the next. Boys dressed as "naval officers" maintained order and gave "atmosphere" to the scene. And so for the period the willing travellers sailed from port to port, eager to list the books interpreting every country and to see the displays.

The literary map at the port of embarkation and the graphic itinerary (Figure 2) showed the route of the journey. First on the port side were the booths for the Far North and Russia, then China and Japan, and finally India on the port side. Africa and the desert were in the bow of the ship (the booths were arranged around the "ship" on the floor of the gymnasium). Along the starboard side the ports for ancient Greece and Rome, the Central European countries, Great Britain, and South America were located. One section of the deck was a booth display of sea stories, a comfortable place with plenty of books and a friendly fireplace. Off the stern of the boat were the customs officials at the Mexican border—officers in "military uniform" who collected "the customs sheets" of the travellers. (Figure 3.)

In each booth there were ten or more sophomores who interpreted to the "travellers" the customs and costumes of the countries being visited. This they did by acting the rôles of characters found in the books listed on the passports. Old friends and new were met everywhere: Rolf, the venturesome Viking; the daring Moby Dick; the brave Kanana; the friendly Abbé Pierre; the boy, Kim; the little Swiss girl, Heidi; the courageous Lawrence; Patch Eye and Long John Silver with a timber below the knee; and the sea devil, von Luckner. For those who so willed it, the gangplank into the gymnasium symbolized the exit from the world of reality and the entrance into the realm of fertile fancy, rich with wisdom's treasure and the fruits of culture.

This part of the project, the arrangement of the booths, brought out whatever creative ability and inventiveness were inherent in the individuals of the group responsible for each country. Each scene

Declaration of books brought from → Round-the-World-Book-Tour

CUSTOMS · OFFICE · USA

Duty free on books which have been read

Declaration of stories of the Air Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Declaration of books from Africa Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Declaration of books from the Far North Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Declaration of books from {Greece Italy Rome Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Declaration of books from Russia Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Declaration of books from {Germany France Switzerland Holland Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Declaration of books from China Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Declaration of books about Pirates Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Declaration of books from Japan Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Declaration of books about the Sea Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Declaration of books from India Value 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Key to values: → DNR -- read D -- desire to read

FIGURE 3—Custom Blank Used in World Tour Project.

was individual, each peculiarly expressed the group, and each contained mementos and characteristic souvenirs from the countries represented. There was lava from Mt. Vesuvius, inlaid brass from India, embroidered boots from Russia, silken kimonos from Japan, lace from France, edelweiss from Switzerland, a copy of *The Lady of the Lake* bound in the Douglas plaid from Scotland, and a flying fish from Hawaii. The work gave many pupils new horizons, aroused sympathy for other peoples, and established contacts with folks in the community who willingly lent their mementos.

Every one of the 107 sophomores had a job. Pupils were asked to write first, second, third, and fourth choices, and the assignments of work were made from these preferences. The members of the class who had access to naval and military uniforms were the "officers" on shipboard. A boy with a Mexican outfit contributed "atmosphere" to the customs office. One girl's aunt, who had lived for several years in India, loaned her booth many rugs and brasses. Since the sister of another girl had lived in Japan, she not only supplied enough beautiful kimonos to costume her group, but also furnished a tea service as well. The boys who could borrow real aviation outfits and sit beside their model planes had the biggest thrill of all.

As a result of careful organization the eleven displays representing a world literary cruise were set up in an hour. The school stage and property room furnished the necessary scenery, and supplemented costumes and properties. Not a cent of class funds was spent on the project.

Those in charge of the Book Tour, the teacher of English and the school librarian, were ever on the alert to keep the project from overwhelming the school. Care was exercised in seeing that each country was represented by at least ten books selected from the school library by the groups responsible for the booths. This required the students responsible for making the selection to become acquainted, not only with what the school library contained, but also with the books themselves. Some groups had initiative enough to write to publishing houses for book jackets and posters while others made their own illustrations and titles.

In order that *books* would be the outstanding emphasis in every booth, book titles were printed by the pupils working in cooperation with the art department. These placards were prominently displayed with the books themselves. For further emphasis, at the end of the journey each "tourist," as any traveller to foreign lands must do, made out a customs sheet (Figure 3) which he left with the customs officers. This procedure was a review as well as a "nuview" of books for every student. Later, in a classroom period, these sheets

were evaluated, and the student knowing the largest number of titles was rewarded by having his success reported in the school annual.

Some booty collected en route—The sophomores who had planned and projected the display were asked to write briefly what the benefits of the project had been to them. The replies are the original expressions of the pupils themselves without teacher dictation, compulsion, or correction. Some of the values reported by seventy-five sophomores are given below with the frequency of mention shown in parentheses:

VALUES OF THE BOOK WEEK PROJECT

We learned the customs, manners, dress, and special objects of different countries. (45)

We learned the importance of cooperation and working together if a thing is to be successful. (30)

We saw books we had read and some we wanted to read. (30)

I increased my vocabulary. (24)

We got an idea of what organization is and how necessary it is. (21)

I associate certain books with certain countries now. (14)

It showed the community what is being done in our school. (13)

I learned something about travelling in foreign lands. (12)

I learned to know many of my classmates. (11)

We showed other pupils in the school that our class has originality and can do things. (11)

It relieved the monotony of school work. (11)

Books can be substituted for travel. (10)

It was a source of information as well as entertainment. (10)

Other values mentioned fewer than ten times included: developed new hobbies, created a desire to travel, learned how to decorate, experienced difficulties of managing groups, and increased sense of responsibility.

The project was received with so much enthusiasm that it was repeated for five hundred seventh- and eighth-grade pupils of the school system and friends in the community.³ The "second tour" was received with the same buoyant eagerness as that shown by the high-school students.

As for the library, it felt a renewed vigor in the demand for books. The titles which had been seen on "the tour" were demanded most frequently. Reading as an enjoyable pastime has made rapid strides forward. But there has been evidence too that pupils are gaining in habits of good citizenship, interests in other peoples, understanding of American life, and appreciation of the best thought in the world. Our library becomes daily a more attractive place, the heart of the school, and a place of refinement, true culture, inspiration, and vision.

³ The second tour was made at the request of Supervising Principal E. Preston Sharp.

THE MAGIC KEY; A LIBRARY PROJECT

EDYTHE M. GONNE

Viceprincipal, Goodale School, Detroit, Michigan

THE MAGIC KEY was the title of a unit of library investigation and experience by the pupils in an elementary school in Detroit when they became interested in knowing more about the school library. Since the integration of the curriculum depended more than ever upon broader interests in reading on the part of the pupils, and the public library was not easily accessible, the justification for this study grew from the fundamental need for thorough acquaintance with the resources of the school library.

Objectives—It was decided by the faculty that as the library atmosphere permeated the entire building during the study, pupils should be encouraged, not only to discover their own interests among the library books and to learn how to develop them, but to plan an organization of the results of their pursuits in concrete form. Under the expert guidance of a library teacher who thoroughly understood child psychology and children's literature, the pupils were exposed in every way to the facilities for adding knowledge to old interests and to the possibilities of discovering new ones. The teachers aimed to provide the pupils with situations which involved the use of the library for research along the lines of individual or group interests. The most potential objectives were to develop the informational and cultural sides of reading.

Organization—The general plan was discussed with the pupils in the auditorium, and after some reflection, conclusions as to which teacher would best supplement the advice of the library teacher for the class were posted on the bulletin board. It then became the problem of that teacher to discover what the individual and group interests were. With this organization the library functioned as a true reading laboratory, while the classrooms became the planning and organization centers. Since the school was a twenty-four section platoon with first-grade sections and a kindergarten in addition to the platoon organization, the scope of interests brought into play much of the available material found upon the library shelves. Information concerning the resources of the whole library naturally evolved from the explorations of individuals and groups. Reading was carried on in the homerooms while the special teachers enlightened the pupils in ways of emphasizing any phases of the work representative of their departments. A loose-leaf notebook was kept in the library for tentative suggestions of the specific interest each group

or individual was focusing upon during the study. To avoid duplication, teachers and pupils had the privilege of consulting this book at any time.

Background and approach—The majority of the pupils had had actual contact with the public library, and a librarian had visited the school, explaining the advantages of developing the reading habit and the use of the public library. The librarian within the building had given the pupils excellent training in general techniques of the library. She had taught them the significance of the Dewey decimal system, the care of books, the parts of a book, the intricacies of the card catalog, the value of reference aids, the technique of circulation, and library etiquette. She had laid the foundation for efficient use of the library.

The emphasis now shifted from the use of the library to the book content to be found upon the shelves. Attention was called to interesting and valuable books, posters were displayed, and discussions and conferences were held which aided individuals in pursuing their interests. Within a short interval, all classrooms had caught the spirit initiated in the library, and branch libraries began to develop in many parts of the school. Small bookcases, tables, and chairs were used to establish library corners in the classrooms. Bulletin boards became the instruments for displaying the interest developments of groups or individuals. Library activities began to function as a dynamic force within the building.

Discussion—When the pupils became concerned with the presentation of their interests in concrete form for the entire school, many discussions were held with their advisers about their creative plans. Since dramatization was the favorite suggestion, many original versions were submitted. Dialogs, monologs, pantomimes, still-life pictures, the use of visual material, dances, songs, and the integration of gymnasium activities brought into play every department of the school. Even the idea for consolidating the contributions of the groups or individuals presented itself as the major portion of the program developed. This took the form of devising an imaginary library on the stage of the auditorium.

Activities—Activities during the study consisted of two types: those which contributed directly to the general program and those which were concomitant. The first type of activity consisted in selecting by vote the best representation of book contact from the standpoint of value, accuracy, and clever portrayal; the designing and making of scenery, furniture, costumes, and audience programs; and the execution of the entire public performance. The second type

included interest booklets containing reports along individual lines of reading, appropriate pictures, descriptions and information dealing with the specific subject, the development of serviceable room libraries, the designing and making of concrete objects correlating with the reading, extensive circulation of books, original interpretations of dramatizations, dialogs, monologs, and the study of the evolution of books.

The pageant—The activities culminated in a pageant consisting of the portrayal of portions of the more vital interests which had been developed during the study. A brief description of the pageant follows:

Books were represented in huge form, a large cuckoo clock indicated the hour of midnight, and the lighting effects added to the mysteriousness of the witching hour. A library elf appeared from the huge clock in a mysterious manner and introduced himself to the audience with these original lines:

When the cuckoo calls the witching hour
For a short time I am free;
And then the library I explore
With the help of this magic key.

So many books the children enjoy
Which I would have you know;
And so, if you will come with me,
A few of these I'll show.

To make it more enjoyable,
I'll call some helpers here,
Who will, before your very eyes,
Make scenery appear.

The books upon the library shelves
Are classified, you know;
One is labeled "Easy Books"
Where little children go.
And from the group I'll introduce
Some characters from Mother Goose.

In similar fashion, the library elf introduced the following classifications and representative contributions:

Easy Books

Mother Goose
Susanna's Auction
The Three Bears

The Story of Little Black Sambo
The Three Billy Goats Gruff
The Story of Mrs. Tubbs

Literature

The Cat Who Went to Heaven

Alice in Wonderland

Fiction

The Story of Mr. Doolittle
The Poppy Seed Cakes
The Dutch Twins

Heidi
Tom Sawyer

Poetry

A Child's Garden of Verses

Silver Pennies

Geography

A Child's Geography of the World

Folk and Fairy Tales

Pinocchio

Useful Arts

Sewing

Manual Training

Reference

Dictionary

Biography

Benjamin Franklin

History and Literature

The Courtship of Miles Standish

Fine Arts

Pilgrim Pictures

The easy books were presented in pantomime with the exception of *Susanna's Auction* and *The Story of Mrs. Tubbs*, which were dramatized.

A brief description in dialog form of the John Newbery Medal, and an explanation of the significance of its award each June, preceded the scene from *The Cat Who Went to Heaven*. Japanese songs and dances were presented in correlation with this scene. Popular vote and keen interest selected the "Mad Hatter" scene from *Alice in Wonderland* as illustrative of the story, and it was developed very cleverly by a sixth grade.

Following the dialog by the "Dutch Twins" was a Dutch dance interpreting part of their description of life in Holland. The interpretation of *Tom Sawyer* narrating his pranks and pleasures in dialog form was all that Mark Twain could have desired.

The "Marching Song" from *A Child's Garden of Verses* was recited and illustrated with a tin pan parade. The poems "America For Me," "The House with Nobody in It," and "A Song of Sherwood" were presented most artistically in tableau form. Large water-colored scenes from these poems were executed by the art department and framed in such a manner that children could be posed inside the frames to carry out the desired effects. Stage lighting and the accompaniment of soft music as the poems were recited produced an excellent example of harmonious integration—an orchestration of three arts.

Phases of sewing and manual training were pantomimed to the accompaniment of two songs: "Good-Night and Good-Morning," a sewing song, and "Clang of the Forge," a manual training song.

The Benjamin Franklin scene was introduced with the minuet danced by members of the class which had focused attention on his

biography. This was followed by interesting parts of a film borrowed from the visual education department.

Scenes from *The Courtship of Miles Standish* which were presented by the eighth-grade reading classes suggested history and literature. Associated with this part of the program were contributions from the fine arts department. Living pictures were posed to represent "The Pilgrims Going to Church" and "The Return of the Mayflower."

The dictionary scene was a combination of dramatization and gymnasium activities emphasizing accent, synonyms, antonyms, rhyming words, and syllabification with appropriate explanations.

It was necessary to produce two distinct programs because of the number of acceptable contributions.

Summary—The most commendable outcomes of the study were the growth in knowledge of the possibilities of the school library to supply current needs; in the appreciation of reading as a valuable tool for information and pleasure; in the ability to interpret reading in a variety of ways; in creating standards of discrimination in reading as evidenced by the good taste shown in the pageant; in the use of leisure time; in the development of interests; in social, ethical, and esthetic valuations; and in good citizenship displayed in social attitudes. The entire unit may be generalized as follows:

Books are keys to wisdom's treasure,	(informational)
Books are gates to lands of pleasure;	(pleasure)
Books are paths that upward lead,	(culture)
Books are friends. Come, let us read.	(friends)

ONE of the most notable features in modern development has been the growth of the community spirit in rural life. The towns and cities have had their civic spirit, their communal life, but now we are seeing the birth of a rural community sense, and in the very center of the rural community life of today is the library.—Gertrude MacKinney, Chapter VIII.

ACTIVITIES FOR THE ELEMENTARY-SCHOOL LIBRARY

EDITH L. CURREN

Principal, Hayes Elementary School, Lakewood, Ohio

THE SCHOOL LIBRARY has proved itself a means of enriching the reading program, of supplementing classroom instruction, of meeting recreational needs of pupils, and of providing the foundation for reading which should continue throughout life.

At the present time school libraries are facing a period of adjustment. The efforts at retrenchment are affecting seriously the library program in the schools. Resources are limited and the services of trained workers eliminated. Hence, the responsibility for the care of the library as well as the direction of activities tends to fall more and more on the teacher. In planning the library program therefore, an effort must be made to minimize the work of administration, to distribute responsibility, and to suggest activities which can be carried out successfully by the teacher.

The following general aims for the school library are suggested as possible of attainment under present conditions: (1) to enrich the reading program of the classroom; (2) to provide as many contacts as possible with books; (3) to enrich the experiences of children through reading; (4) to develop an appreciation for high-type literature; (5) to build up the practise of using the library as a source of recreation and information; (6) to provide opportunity for developing the individual interests through undirected and unassigned reading; (7) to provide training in finding materials in the library; (8) to teach the proper care of books; and (9) to give training in proper library behavior.

In the following discussion will be presented activities which can be carried on by the classroom teacher to achieve these aims. In the kindergarten and first grade the activities are related largely to becoming acquainted with the library. In the second and third grades, where reading is a tool subject which is still being perfected, the activities of the library are planned to increase the interest in learning to read and to provide extra opportunities for practise in reading. By the time the fourth grade is reached, since most children have mastered the mechanics of reading and should be reading easily, the library activities provide wide reading opportunities both for recreation and for information, and training in how to find materials and how to use books.

The following list of activities is suggested as possible for all grades: (1) learning the proper care of library materials and proper library behavior; (2) conducting reading classes in the library;

(3) listening to stories and poems read; (4) listening to stories told; (5) selecting stories and poems to use for audience reading; (6) browsing or reading without direction; (7) discussing stories and poems read; and (8) becoming acquainted with new books.

Table 1 shows an analysis of the activities by grades. Note that the work is cumulative in its effect and provides for the widening interests and abilities of children.

TABLE 1—ACTIVITIES BY GRADES

Kindergarten and First Grade	Second and Third Grades	Fourth, Fifth, and Sixth Grades
1. Become acquainted with the library	1. Become acquainted with the library	1. Become acquainted with the library
2. Learn the proper care of the library materials	2. Learn the proper care of the library materials	2. Learn the proper care of the library materials
3. Practice proper library behavior	3. Practice proper library behavior	3. Practice proper library behavior
4. Look at picture books	4. Browse, looking at magazines and books	4. Browse, looking at magazines and books
5. Listen to stories and poems read or told by the teacher or visiting librarian	5. Read easy material independently	5. Read independently for pleasure and for information
	6. Listen to stories and poems read or told by the teacher or visiting librarian	6. Listen to stories and poems read or told by the teacher or visiting librarian
	7. Learn to find information in books	7. Learn how to find needed information in books independently and how to use reference books
	8. Learn the titles of books used	8. Learn the parts of the book
	9. Discuss books and stories which have been read	9. Discuss books and stories which have been read
	10. Have reading classes for audience reading and for group reading	10. Have book talks and book reports
		11. Have reading classes for audience reading, group reading, and discussion

The proper care of library materials and library behavior—There should be definite instruction given in the correct care of books in the library and in proper library behavior. This training should be given in the kindergarten and first grade and should be emphasized from time to time throughout the other grades. It should be given at the beginning of the year when the children are beginning their library experience.

Points to be emphasized through instruction and discussion are the following:

(1) The library belongs to all and may be used by all. All people have the same rights and privileges when using the library.

(2) The library materials are common property. They do not belong to individuals.

(3) It is a privilege to use the library. The care of the materials and behavior should reflect appreciation for the privilege.

(4) Each person who uses a book is responsible for its care while he is using it.

(5) It is much more pleasant to use books which are clean and not marked or torn.

(6) There is a correct way to handle books. Books which are handled correctly give longer service.

(7) The library is a place where people are quiet and courteous, and where they show consideration for other people.

Conducting reading classes in the library—Taking the class to the library for a reading period adds variety to the daily program and increases the interest in reading. Such procedure also strengthens the conception that the library is a place where many reading activities are carried on. Audience reading and group reading are two types of activity which can be carried on successfully in the library.

Looking at picture books is one of the first steps in using the library for kindergarten and first-grade children. At first, while they are becoming acquainted with the library, it is well to let them do this without much direction. Aimless turning of pages or changing from one book to another, however, should be checked before very long.

Kindergarten and first-grade children do not have the reading skill which makes it possible to have reading classes in the library. They can participate in reading activities, such as looking at pictures to select interesting ones to tell others about, or to select stories for the teacher to read. In the first grade the completion of the first story might be made the occasion for reading that story in the library.

As the children progress through the grades, audience reading and group reading are two activities which can be easily carried on in the library. For audience reading the children should be allowed to select material from the library collection and to prepare it to be read to the class. For group reading the children should be divided into several units, each group then selects a book of common interest from the library and individuals take turns reading to the others.

Listening to stories and poems—The literature period lends itself well to the library atmosphere. In this appreciation period the teacher endeavors to enrich the reading experiences and to increase interests by reading stories and poems and by discussing materials after they are read. This period is a most pleasurable one to the children. Having such a period in the library tends to increase inter-

est and further to strengthen the conception that the library is a place of many pleasant experiences.

Free reading—The free reading or browsing period provides an excellent opportunity for children to look at books or magazines and to follow their own interests in their reading. This activity should play an increasingly large part in the library program as the children develop in their ability to enjoy and profit by it. In the lower grades free reading is confined largely to story reading. In the upper grades, however, it should include some types of informational reading as well as recreational reading.

While children should be allowed to select the material which interests them they need careful and tactful guidance. In the lower grades where reading ability is more or less limited the teacher will need to direct the reading so that the material selected can be read with ease and comprehension. At all times free reading needs to be supervised to see that time is not being wasted by aimless or random reading and that it is purposeful. It must be watched also to see that individuals are not confining their reading too much to one field and that progress is being made. By keeping in touch with the browsing activities the teacher has a fine opportunity to discover the reading interests and to encourage, to direct, and to enlarge them.

Checking free reading—Though guidance is necessary, too much checking of the free reading tends to decrease the interest. If reading is to become the pleasurable voluntary activity it should be, care needs to be exercised to keep the checking from being a penalty attached to an otherwise pleasant experience. The teacher needs to know, however, if the children are reading intelligently and with sufficient thoroughness to retain the main facts of the material. To this end the following suggestions are offered as ways of checking reading, which will tend to increase interest rather than diminish it:

- (1) Have a reading club where the children discuss stories that they have been reading.
- (2) Plan book assemblies where stories are presented as charades, or where they are pantomimed, or where the characters from favorite stories are portrayed.
- (3) Keep individual records of books read by the members of the class by means of a card catalog and notebooks.
- (4) Keep room records by means of wall charts.
- (5) Occasionally give informal tests to measure comprehension.
- (6) Make illustrations of interesting incidents from a story.
- (7) Keep individual records telling the names of the stories read.
- (8) Tell stories or interesting parts of stories in class.
- (9) Recommend good stories to other members of the class.
- (10) Locate folk tales and hero tales on a map.

Discussing stories which have been read—The discussion of stories needs to be very carefully directed by the teacher or else much time

will be wasted. Asking a primary child to tell why he likes a story is usually too mature an activity. His answers are apt to be vague and lengthy. Discussion of the stories read should be limited to one or two definite items such as: "Tell an interesting or exciting part of the story. Tell what kind of story it is, or who the story is about."

Book reports—Book reports like discussions need to be carefully directed. It is an activity which should be carried on only by children in the upper grades. The requirements of the book reports should be limited in much the same way as discussions are limited, and the books selected for reports should be those recommended by the teachers or librarian.

Becoming acquainted with new books—The addition of new books to the library offers an occasion for instruction in their care and stimulation of interest in reading. The teacher should plan to show the children new books whenever there are any added to the collection which will be of interest to her group. She should familiarize herself with the books so that she can tell the children what they are about. She should select a few of the most interesting illustrations from the books and show them to the class. Before the books are given to the children she should show how to open a new book properly and how to examine it.

Learning the make-up of books and how to find information—Children need training in how to select printed materials and in how to find information in books. These activities do not have a place in the kindergarten and the first two grades, but they do become increasingly important from the third grade up. There should be definite instruction given on the different grade levels in these activities so that by the time the children are through the sixth grade they should know how to locate material on the shelves; know the titles, names of authors, and publishers of books they are reading; know how to use the table of contents, chapter headings, and illustrations in securing information, and know how to use reference books.

Summary—With the curtailment of school budgets it becomes increasingly important to plan library activities which classroom teachers can manage without expert assistance. Even though there is no one in the library but the teacher who has accompanied the group it is possible to teach pupils much about books. The purpose of this article has been to give a general description of these teacher-directed activities so that specific applications can be made by the reader.

CORRELATION OF LIBRARY AND HOMEROOM ACTIVITIES

ESTHER J. COUSINS

Principal, Stephens School, Detroit, Michigan

FROM MARCH THROUGH MAY plans were made to correlate the work of the library and a sixth-grade homeroom. Children were told to write a three or four sentence outline of the books that they read in the library period. These outlines were discussed in the English periods in the homeroom and the penmanship was discussed during the penmanship periods. These discussions led to rewriting the outlines with an improvement both in English and in penmanship.

Homeroom procedures—Each child was given an envelope to hold his outlines. When not in use these envelopes were in charge of a class chairman.

The homeroom teacher obtained some cardboard from the art teacher, and the class made plans for their library book. It was a loose-leaf book with red, yellow, blue, and green miniature books cut from art paper and pasted on the pages. Some of the miniatures represented closed, open, shut, and half-open books. Each child selected a miniature for each book read.

The librarian was inveigled into printing the titles of the books read by the children on these miniature red, blue, and green books. As the class numbered forty and each child read from two to nineteen books, it was no small task for her. The homeroom teacher gave each child a sheet of heavy art paper and told him to arrange the miniatures upon this sheet in a pleasing manner.

It was decided by the class that each child should have an appropriate quotation upon his sheet. Each quotation was to be about books or reading. It was a coincidence that no two children chose the same quotation. Many of these quotations were found in books or magazines in the library, in books of poems, in *The Place of Books in the World in Which We Live* (Stidger), and in books in the homeroom.

Several children had typewriters at home, and they volunteered to type the quotations chosen by their classmates. One boy, usually very shy, volunteered to type each classmate's name as his contribution to the library book.

The chairman then gave out the envelopes containing the outlines of the books read in the library. The envelopes were pasted on the reverse side of each pupil's sheet, so that when opened, the envelope with its contents was on the left-hand side of the book. The minia-

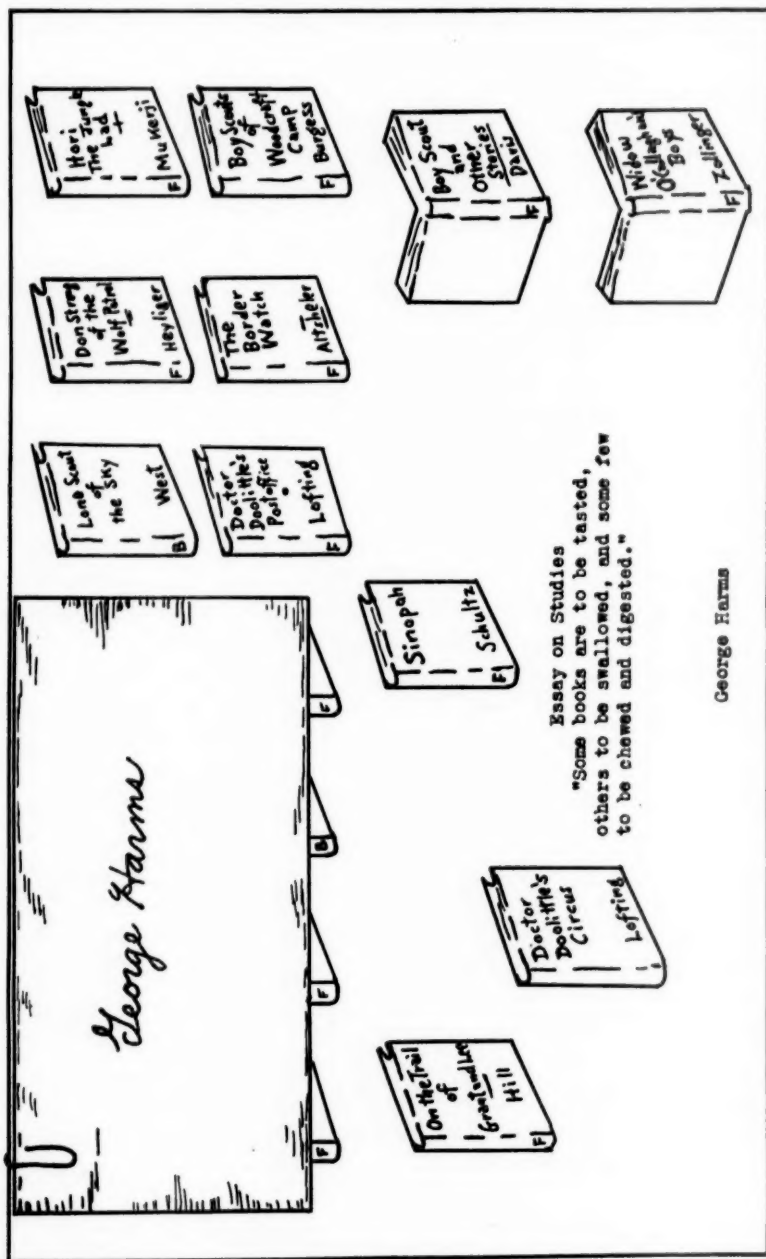


FIGURE 1—Cardboard Record with Facsimiles of Books and Attached Envelope for Book Reviews.

ture books, the typed quotation, and the child's name were on the right-hand sheet.

One boy had read six books on great pictures and their stories. Not being content with a mere quotation on books, he had pasted a small picture of the "Madonna of the Chair" on his sheet.

Some of the quotations were:

Worthy books are not companions, they are solitudes;
We lose ourselves in them and all cares.

Reading is the open door into the great life of the world.
Reading makes a full man.

Books are trains!
Books are ships, adventures going!
Books are great planes!

The average every-day American whether he himself reads
or not, has a deep and abiding respect for the man who does.

Books are like the windows of a great door. They let light in.

These sheets were put together in book form with heavy bristol board covers, tied with cord and tassels, the cover appropriately bearing the title, *Our Book Friends*, and below this title was painted an open book.

The following lines, which are part of a poem by Annie Fellows Johnson, were the introduction to *Our Book Friends*:

I always think the cover of a book is like a door
Which opens into someone's house where I've not been before.
A pirate or a fairy queen may lift the latch for me;
I always wonder when I knock what welcome there will be,
And when I find a house that's dull I do not often stay,
But when I find one full of friends, I'm apt to spend the day.

So often "the child who reads is the child who leads," and we noted that the best students were the ones who had read the greatest number of books.

Conclusion—We found that there was splendid correlation between the work done in the library and the homeroom, and more than ever realized that the door of a child's soul, may be opened with the key of a book.

The children greatly enjoyed the compilation of their book, and it will ever be a joy to the one who received it from the class.

Next year we aim to begin earlier and to carry out the project somewhat differently, but we cannot expect any more pleasure than we have had this year.

LIBRARY PRACTISES IN LOS ANGELES¹

JASMINE BRITTON

Supervising Librarian, Public Schools, Los Angeles, California

IN THE MODERN SCHOOL where learning is an active mental process, not merely the absorption of factual information from a single textbook, a rich collection of books must be available in order to stimulate mental curiosity and constructive thought. The Los Angeles City School Library is the center for books sent to the 297 elementary schools of the school district. Each teacher may request books to supplement the state textbooks, to enrich the study of a special unit, and to encourage recreational reading. These books may be retained for the entire year or may be exchanged as often as the teacher wishes. Weekly deliveries from the central library to each school insure a suitable collection for each classroom, varied according to the needs of the class at the time.

In addition to the classroom collections a number of schools have special library rooms. The principals feel that the library is so essential that money is raised by the school for the permanent school collection. The state school law requires that a minimum of forty cents per child be expended for books by the school district. This is done by the City School Library and the carefully chosen books from the central collection form the nucleus of the school's individual library. To increase the number of books available, the schools appropriate from ten to two hundred dollars a year from their own funds. In some cases this is raised at a May festival or through the parent-teacher association. The central library buys the books for the school collections and gives help in regard to selection and care of books.

Informal atmosphere—The arrangement of the library rooms is informal and inviting.² Bookcases, painted grey or soft green, bright curtains, tables large and small, rocking chairs, gay foreign prints, and posters made by the children themselves, make each library individual. When the library of the Thirty-sixth Street School was planned, the art teacher asked the sixth-grade boys who were studying mural decoration to work out a design for the library windows. They chose a vine motif to symbolize the qualities of continuous growth and beautiful spirit found in the room. The design was painted on the casing of the arched windows. The furnishings include file cases for pictures, stereographs and catalog cards, exhibit cases for special treasures, a globe, and pictorial maps.

¹ This article was prepared with the assistance of a number of the principals and teachers of the Los Angeles City School System.

² Statement by a group of teachers at the Thirty-sixth Street School.

Daily use of books creates an interest in reading and develops skill in finding information. In the Thirty-sixth Street School, all of the 750 children are scheduled for regular periods in the library. The kindergarten and first- and second-grade children hear stories and look at the picture books. The other classes, from the third through the sixth grades, are scheduled for one or more library periods each week.

Expanding interests—Often an interest awakened in the library grows into an important activity.³ After the teacher had read *Poppy Seed Cakes* to a first-grade class, the children wanted to bake some cakes themselves. They learned to read the recipe; they baked the cakes and served them at a party where the charming story was told to a new audience. The fourth grade was captivated by the story of *The Whins on Knockattan*. "Oh the whins, the whins under which the leprechaun hid! The whins that the village men planned to burn down! The whins that the fairies protected! No village council on Clady Stream could destroy the whins when the fairies chose to protect them." Thrills of delight ran through the class. A practical child asked the librarian for the address of a seedsman in London, and soon whins grew in the school window box. Children went to the branch libraries for the book, and several saved money to buy copies for themselves. One little girl made a puppet leprechaun, while a boy wrote a thousand-word story, involving the leprechaun in new situations and naively weaving himself into the story.

Enriching experiences—Many classes have found that the formation of a library is an absorbing unit of work.⁴ In addition to improvement in reading, other desirable outcomes are achieved. The experience of one second-grade class in the Soto Street School is typical of many other foreign groups.

In September the tests given to the thirty-five children entering the second grade showed that one-third of the entire class was far below grade in reading ability. The ability of the class as a whole was the first through the third grades. Since the children came from Mexican and Russian homes where little English was spoken, the teacher realized that the children's experiences had to be enriched and that a desire to read had to be stimulated. The children themselves discussed what was to be learned during the year and decided that reading was the most important subject. They suggested making a library, and appointed committees, each with a chairman, to make the furniture and put the library in order. The boys made

³ Statement by Thirty-sixth Street School.

⁴ Statement by Soto Street School.

bookshelves and seats from orange boxes and painted them green and black. The girls made chintz cushions for the seats. Profitable experiences in oral English grew out of the planning and organization of the work. On one or two occasions the janitor was asked for help but most of the work was done by the children themselves. Stories from worn primers, first and second readers, were made into little books. Titles were lettered and pictures pasted on the covers; book pockets and book cards like those in the branch library were put into each book.

A period was set aside for free reading each morning, and throughout the day, whenever the children had finished their other work, they went to the little library to read. The books were taken home at night also, and at the end of eleven weeks the pupils were getting genuine enjoyment from reading. Just before the Christmas holidays another test was given. Those who had read the most books made the highest scores. Those who had read little showed no measurable progress. The correlation between the amount of reading and the scores was so obvious that the children could see the results clearly.

The unit of work was a success in several ways. It was interesting and profitable to the children. Because the little books were of different grade levels, they provided for individual differences and gave opportunity for progress from the easy to the more difficult. In addition to reading experience, the children gained practise in English expression and handiwork. This handiwork lasted only a short time, but group discussion of what the children liked in their reading, and individual reports for the teacher's record, extended through the term. The children continued to be interested in their reading progress when they went into the next grade. The third-grade teacher reported that the class had a better mastery of the mechanics of reading than any previous class and that there was a greater appreciation of content as a result.

Gifted pupils—In the classes for gifted children under the direction of teachers skilled in enriching the course of study, the boys and girls explored far beyond the limits of the formal assignments.⁵ In one room, the children's interests led them to ask for books for class use on clocks, Italian art, cathedrals, rocks and minerals, poetry written by children, Alaska and the La Brea tar pits. Here each child's spontaneous interests led into individual fields of investigation, demanding a wide variety of books for daily consultation in the classroom.

⁵ Statement by Carthay Center School.

Slow-learning pupils—Equally challenging are the groups of sub-normal children taught in the development centers.⁶ These boys and girls of 50 to 75 I. Q. do not develop mentally beyond the twelve-year level of intelligence and many of them never voluntarily read books. Their greatest efficiency is in work of a vocational character, and in order to hold their attention, books simple in vocabulary but mature in content are needed. Girls who are weaving may find pleasure in the tales of the Navajo and Persian craftsmen in *Weavers and Other Workers* (Hall), while the story of the secret of Della Robbia's glaze in *The Goldsmith of Florence* (Gibson) is an inspiration to the makers of pottery. In many cases a picture book like *Angus and the Ducks* (Flack) or *Pelle's New Suit* (Beskow) has served as a spark to kindle the desire to read which has been dormant through the years that the children have been in school.

In the Norfolk Street School which is especially for slow children, each group of about fifteen pupils has a scheduled period to spend in the library. If a teacher wishes to take books from the library to her classroom, she sends a record to the library teacher. When she returns them to the library, the older boys arrange them by number and author on the shelves. At Christmas time this group of boys made a fireplace. They built it in the library and painted a round table to stand near it. The backs of the chairs were covered with cretonne and the library became a delightful place for reading. Interest in reading for pleasure has increased, and simple research develops in unexpected ways. Repeatedly, pupils with a problem to solve in the making of boats or airplanes, return to the library to ask for some book they have seen. Many books were consulted for the costuming of flowers, insects, and birds in the school operetta. The teachers are convinced that habits of reading for pleasure can be cultivated in pupils of low intelligence if they have an opportunity to use a library in which the books are simple in vocabulary and on subjects of interest to older children.

Conclusion—The constant use of many books is a necessity in the activity program, but it does more than integrate subjectmatter by vitalizing the study of the social sciences. It encourages independent research and supplies individual needs; it cultivates discrimination and good taste in reading and creates an enthusiasm for one of the most satisfying life experiences.

⁶ Statement by Lucile C. Errickson, principal, Norfolk Street School.

LIBRARY WORK WITH MEXICAN PUPILS¹

CATHERINE GORRUTT

Principal, Aoy School, El Paso, Texas

THE LIBRARY has become an integral part of the modern elementary school. The use of this important instructional device varies widely in different schools. Teachers and pupils, even within the same building, use the school library in different ways. When we consider the Mexican child who lives in a part of the United States where English is almost a foreign language, then we find still further variations. The sections of this article have been prepared by teachers of children who speak Spanish in their non-school hours.

*Training pupils in library practise*²—Aoy School is the largest school of its kind in the country, having an enrolment of about 2000 pupils, all of Mexican extraction.

The room used as a library is directly across the hall from the reading room. This facilitates the obtaining of library books for the reading class, and insures their prompt return. The library contains 3500 volumes, of which only ten are in Spanish. The bookshelves are along the east and north walls and against the south wall are the magazine rack and the checking desk. On the west wall there is a big bulletin board used for posting library notices, newspaper clippings, and pictures. Attention is drawn to new books by posting bookjackets on this board. There are seven tables, each with six chairs.

The third-grade pupils are the youngest children who use the library. Some sixty suitable books are kept separate from the rest of the library and issued to third-grade children by the librarian. When these children come to the library for the first time it is very important to make them feel at home. With this in mind, the librarian tells them a fairy tale. This enables the librarian to study the children, and creates the necessary feeling of confidence on the part of the children. Since the third-graders do not know the relative position of the letters of the alphabet, it is necessary for the librarian to teach this before they can find the books on the shelves, or use the book indexes.

When the children come for the second time the librarian lines them up in alphabetical order by their last names. She explains that the books in the library are arranged by the last name of the author. Subsequently, games are introduced for the purpose of teaching the

¹ Written in collaboration with Estela Romo Huitron, Emily Daugherty, and Ida Wildstein, teachers and school librarian in El Paso's public schools.

² Statement by Estela Romo Huitron, librarian, Aoy School, El Paso, Texas.

alphabet. In the fourth grade the pupils are able to use the library properly and to find books on the shelves.

Library training is completed in the fifth grade. In the early part of the year the preface, table of contents, and index are studied. Particular attention is given to the training of the children in the use of the table of contents and the index. Supervised dictionary lessons are given to the class as a whole. Following the dictionary lessons the children are taught how to use an encyclopedia. The Dewey decimal system of classification is then explained by sections in order that the child may know where to get the books which particularly interest him. All of these activities take considerable time and patience, but the results justify the effort.

*How teachers use the library*³—The splendid cooperation of the library means much to the enjoyment and effectiveness in the reading classes. The reading classroom adjoins the library with connecting doors. All classes have their free reading periods with the library books and magazines. At other times a group of "fast" readers, who have completed the regular assignments, may go to the library for additional reading. While sometimes a definite topic is given or a story suggested they are usually left to make their own choices of reading matter.

The important thing in the fifth and sixth grades is to develop a love for reading. Pupils learn to read by reading. With access to a good library it is not difficult to create the desire to read, and to give an intellectual curiosity.

The reading program is integrated with those of the history and geography teachers. For example, the high fifth classes read *Homes and People* in their library reading, the low sixth studied *Life in the Sea*, and the high sixth *Early Civilization*. There are selections on each of these topics in our readers. It is not dry, uninteresting reading, but with the library to supplement the readers the teaching is more interesting and effectual. Pupils are encouraged to find more material than one book gives on a subject, to use the library to obtain fuller information, and to read books for genuine pleasure.

English classes use the library in preparing oral reports. Topics are assigned in which the pupils are especially interested; for example, men or events in history, natural phenomena, and interesting places or countries. These topics may be assigned a week before the oral report with the understanding that pupils should be able to tell the most important facts. Oral reports are enjoyed thoroughly by the

³ Statement prepared by Emily Daugherty, teacher of reading, Aoy School, El Paso, Texas.

children, but without the library this type of lesson would be difficult, if not impossible.

Geography teachers assign pupils topics on subjects related to the section of the world they are studying, but not necessarily mentioned in the text. For example, while studying South America a report is given on Simon Bolivar, or while studying Switzerland someone may be asked to get facts on the Lion of Lucerne. Often the teachers themselves use the library to improve their own knowledge of a given field.

How Spanish-speaking children use the library *—The little Mexican children within our national borders are in a new world where the customs, dress, language, and climate are different from those to which they or their parents have been accustomed. In their homes they speak Spanish which makes a difficult situation when the child enters the school. The first thing a child does when he starts to school is to learn to speak English. This learning is a gradual process extending through several grades. The next task of the school is to build up a background for the child's work, so that he may be able to express himself and to create a cultural environment which his home often lacks. It is at this point particularly, that the school library supplements the lives of these children.

Little Mexican children are fond of reading, and are eager to learn anything that is brought before them. In the library of Alamo School may be seen children ranging in age from ten to seventeen, and in grades from the fourth through the sixth.

Children in the fourth grades come to the library in groups or by classes for one period a week. Their reading is mostly for pleasure. The low fifth through the high sixth grades compose our departmental classes. Each of these classes is divided into three sections. These sections move through a daily schedule of English, reading, geography, and other subjects. Arrangements are made so that each child is in the library at least one period of forty-five minutes per week. Occasionally, children come to the library from arithmetic and spelling classes. The pupils from these classes are mostly the advanced or brighter ones who want to do special library work.

Usually the children who come to the library have been assigned a topic upon which they are to read and to give an oral or written report. For either type of report the child must take notes on his references. Each child has a notebook in which he keeps all of his library notes. The assignments given the children are based on the subject of the classes from which they are sent, such as history, geography, and English. Many times they are current topics and quite often the

* Statement by Ida Wildstein, librarian, Alamo School, El Paso, Texas.

assignments correlate with the other school activities. For spelling the children make good use of the dictionaries. Many beautiful posters have been made in the art classes from ideas that were gained in the library. The children use the library to get new problems for arithmetic.

After a child has finished his regular assignment and has written his notes, he may read whatever he pleases. The results of the plan have been very profitable. The children have been allowed to progress as fast as they were able. They have formed for themselves a background which they otherwise would not have received. They have found that all subjects are inter-related. It has also helped them to understand their school work better.

Summary—We have in our schools many children who are Mexican by birth or inheritance. They speak Spanish fluently at home, and at school stumble through the difficulties of "Land where my fathers died; Land of the Pilgrim's pride." These children are caught between two civilizations with great differences in languages, customs, and modes of life. Obviously, as future American citizens they need to learn English. But even more they need to develop a cultural background which will give them perspective, poise, and stability as they face the kaleidoscopic changes of American life. At this point, the elementary-school library serves a great need. In a relatively short time and space it brings the elements of our civilization before the young Mexican child and permits him to meet vicariously the social processes of his adopted country.

IT IS all too generally assumed that the librarian alone is responsible for the instruction in the use of the library. She should be largely responsible for the actual instruction, to be sure, but the principal who sees this instruction as part of teaching children how to attack almost any problem, will do much to increase the interdependence of the library and classroom.—Elizabeth Scripture, Chapter IX.

SELECTED REFERENCES

1. BAILEY, LAURA C. "Fitting the Library to the School." *Educational Method* 12: 1-8; October, 1932.
2. BALCH, ADELA L. "What Constitutes Good Reading." *Elementary English Review* 4: 234-35, 244; October, 1927.
3. BRITTON, JASMINE and OTHERS. "Suggestions for Teaching the Appreciation and Use of Books in Elementary and Junior High Schools." *School Library Yearbook, No. 1*. Chicago: American Library Association, 1927. p. 35-55.
4. BROWN, WALTER L. "Classroom Library." *Child Welfare* 24: 127-29; November, 1929. Also: *Wilson Bulletin* 5: 47-50; September, 1930.
5. CARNEY, ETHEL L. "A Classroom Library; with Suggested Book Lists." *Grade Teacher* 50: 208, 235; November, 1932.
6. CHILDS, FRANK A. "School Library and Its Part in Enriching the Curriculum." *Nation's Schools* 7: 33-40; June, 1931.
7. COLBURN, EVANGELINE. "Guidance in Voluntary Reading." *Elementary School Journal* 28: 666-72; May, 1928.
8. DAVIS, GEORGIA. "Encouraging the Leisure-Time Reading of Elementary-School Pupils." *Elementary School Journal* 29: 586-89; April, 1929.
9. DEMPSEY, RUTH E. "The Use of Magazines in the Grammar Grades." *Normal Instructor and Primary Plans*. 37: 63-64; 84; November, 1927.
10. DOUD, MARGERY. "Book Problems in the Reading Room." *Elementary English Review* 2: 328; November, 1925.
11. EATON, ANNE T. "Classroom Activities and the School Library." *Sixth Yearbook*. Washington, D. C.: Department of Elementary School Principals, National Education Association, 1927. p. 264-70.
12. FARGO, LUCILE F. *The Library in the School*. Chicago: American Library Association, 1930. 453 p.
13. GOULD, CLIFFORD M. "The Classroom Library in a Reading Program." *Bulletin* 11: 109-14; January, 1932. Washington, D. C.: Department of Elementary School Principals.
14. KING, WILLIAM A. *The Elementary School Library*. New York: Charles Scribner's Sons, 1929. p. 174-210.
15. NORRIS, RUTH E. "Survey of Library Work in a Platoon School." *Elementary School Journal* 27: 366-76; January, 1927.
16. SCHOTT, V. M. "Reaching the Individual Child Through the Library." *Elementary English Review* 4: 301-302; December, 1927.
17. SIEBERT, EDNA M. "Library in an Elementary School." *Fifth Yearbook*. Washington, D. C.: Department of Classroom Teachers, 1930. p. 114-18.
18. STINEBAUGH, VIRGIL E. "What a Good Working Library Means to the Modern School." *Nation's Schools* 6: 54; November, 1930.
19. STODDARD, A. J. "Libraries in Classrooms." *Childhood Education* 5: 319-23; February, 1929.
20. WILSON, MARTHA, compiler. *Selected Articles on School Library Experience*. (Second Series). New York: H. W. Wilson Co., 1932. p. 211-19, 228-39, 270-89.

Method
English
iation
School
1927.
No-
ists."
rricu-
ntary
tary-
des."
7.
ntary
ear-
pals,
rary
Bul-
t of
aries
Ele-
ry."
ook.
-18.
ern
23;
ice.
39,

CHAPTER VII

THE SCHOOL LIBRARIAN

THE LIBRARIAN MUSES UPON HER PROFESSION
PROFESSIONAL TRAINING OF THE ELEMENTARY-SCHOOL LIBRARIAN
SURVEY OF DUTIES AS A BASIS OF TRAINING
A SYMPOSIUM ON THE PREPARATION OF SCHOOL LIBRARIANS
TRAINING OPPORTUNITIES IN ACCREDITED LIBRARY SCHOOLS

EDITORIAL COMMENT ON CHAPTER VII

Chapter VII deals with the topic of the school librarian. The first article, in which a librarian muses upon her duties and opportunities, gives a clue to the library viewpoint. One article sets forth the views held by the director of a library school as to the desired training for librarians. An analysis of the offerings of accredited library schools supplements the general statement. Another article shows how an analysis of the librarian's duties may be used as the basis for professional library training. One particularly interesting contribution to the chapter is the symposium of viewpoints on the training and qualifications necessary in a school librarian. It will be noted that principals, superintendents, professors of library science, and school librarians are not wholly in agreement.

The position of school librarian is relatively new. There is rather general agreement as to the training necessary for a fourth-grade teacher or a kindergarten teacher. But is the person in the school library primarily a teacher, or primarily a librarian, or a rare mixture of both? Should she be trained in an accredited library school or in a state teachers college? Should she have experience as a classroom teacher or as a public librarian? Does her experience or training really matter if she has the right personal qualities, a keen interest in books, and a genuine love for children? Do persons exist in large enough numbers who possess these fine personal qualities? Out of a welter of random effort and careful experimentation there should rise an increasing number of points of agreement on the school librarianship.

Regardless of the exact type of person in the position of school librarian, the need exists to keep the special skills of that person free. To employ a specialist in the field of children's reading interests and then to weigh that person down with routine duties, reports, and discipline problems is sheer waste. It is an error into which we have fallen with many exceptional teachers. With the new librarianship it can be avoided through the foresight of principals.

At the end of this chapter are placed a number of selected references in this general field.—*Editorial Committee.*

CHAPTER VII THE SCHOOL LIBRARIAN

THE LIBRARIAN MUSES UPON HER PROFESSION

ANNIE S. CUTTER

Director of School Department, Cleveland Public Library, Cleveland, Ohio

O H, MISS SMITH, what was that history book with the paragraph on Communication that you gave me last year?"

This was a particular reference book that this teacher wanted always at this particular time of the year. Jane Smith, without a moment's hesitation, walked directly to the shelf where the desired book should have been. Fortunately, although the last class had just gone, it was still there.

"Thank you so much. I don't have to keep a memorandum of these things. You always know just what I want."

The librarian of Elementary School No. 6 smiled in acknowledgment of these friendly words but they aroused no glow of warmth in her. Instead Jane Smith was depressed. Was it just because during the last hour there had been a succession of things which she felt should not happen in a well regulated library? Or did the reason lie deeper? It had been exasperating to have nearly half the pupils in one class come in for an identical reference. It had been impossible to take care of them, of course, and she had attempted unsuccessfully to substitute other books but they would trust no reference but the assigned one. Then she had told the principal that a certain magazine article, needed immediately, was not in the library, and to her deep embarrassment, had found it a little later, put aside for binding. The children had been obstreperous and her most persuasive powers had been unsuccessful in getting two of the older boys to venture on something new. They would read Altsheier over again. And then at the last moment had come the request from Miss X for this uninteresting "textbooky" reference.

As she walked home from school that afternoon, Jane Smith mused upon her conception of her profession. She asked herself, "What am I doing that an intelligent English teacher untrained in library methods could not do as easily and as well? Am I a failure as a librarian if a teacher is satisfied with one short paragraph on 'Communication'? Should I not be able to arouse her interest in *How They Carried the Mail*, or *Old Post-bag*—books which go beyond

today's lesson and which might lead the children to further reading? What, I wonder, constitutes success or failure? Am I a success because I please or a failure because I fail to stimulate?"

Jane Smith took her calling seriously. Presumably she had been adequately prepared. She had had training and experience both as a teacher and as a children's librarian and she was thankful for every bit of it. Only she needed more of everything, she thought, knowledge and wisdom and skill in handling people. Each day brought so many opportunities, such puzzling problems to her, in this great elementary school. Whatever title might be given her, she was or longed to be a book specialist. She dreamed of making her library the book-center of her school, the place where everyone, principal or custodian, teachers or children, would come who had need of anything that books could give them. Above all, it should be the place where books were enjoyed.

Had she made a mistake in her choice of a profession? She cast aside that idea. Too long had books been the dominating interest in her life. She remembered the long afternoons she had spent as a child curled up in the window seat poring over books, such absurd books too for a little child to read, but how she had devoured them! There had been that unforgettable day when the school librarian had given her a tiny book on David Livingstone. It had opened up two new worlds for her—the world of a far-away country of jungle and mystery and witchcraft and misery and the world of the spirit, a selfless devotion to a chosen cause. Not that she had so analyzed it when she read of Livingstone's hand-to-hand fight with the lion. She only knew then that for weeks and months, even years, nothing interested her so much as Africa, and all other heroes were dwarfed in her imagination. She had read everything she could find about him, scrambling through long and difficult books, to the amused surprise of her family. But after her Livingstone experience, no other pleasure gave her the same happiness that reading did.

She had known then that in her life, always, she must have *books*. At twelve, she had thought she would write them; at sixteen, that she would sell them in a bookstore of her own; but while in college her various enthusiasms fused into one. She would become a librarian. Her relatives were surprised. It had been taken for granted that she would teach. Did she not come of a long line of pedagogic ancestors and was she not, as a matter of course, taking the teacher-training course at a school of education? Her father, though not a schoolmaster, had always had an exalted opinion of the profession. She remembered once laughing at him for his feeling towards a teacher and he had silenced her by saying, "He who molds per-

sonality as a teacher does, by direct and powerful influence, undertakes a responsibility which is awe-inspiring." That had rather frightened her. She did not aspire to being a "direct and powerful influence." But she must work with books. That conviction grew upon her steadily and with it an increasing interest in people, especially children. Her college friends wanted to teach in high school, but for her the appeal of children was irresistible.

When she made inquiries at the library school, she was surprised at the variety and scope of the work, and at the many possibilities open before her. Her pedagogic blood stirred, and she chose a course which prepared students to be elementary-school librarians. The director of the library school advised her to finish her teacher-training course and to get experience in teaching and Jane was glad of the opportunity to test herself in the schoolroom.

She would always be grateful for her two years of teaching. At times she felt that the fascination of the classroom would prove too strong, but always there was in her a desire for greater freedom than even the modern schoolroom offered, to develop her conviction that reading should not be merely "an art learned but a delight discovered." Would being a "library-teacher" give her the coveted opportunity for providing an environment in which others might "discover" that "delight"? She would take the training and see. Her course in children's work at the library school was stimulating. She read scores of children's books, evaluated their contents according to the enduring quality of their appeal and studied different methods of presenting chosen books to the individual child mind. She was given practical experience in the children's room of a library, where beauty of proportions and of furnishings, the collection of attractive books, many of them beautifully illustrated, all united in a conspiracy to enhance the interest for the book-loving child. The story-telling, which was never to point a moral or adorn a tale, appealed particularly to her social sense. It was a delightful medium whereby the present day story-teller might recapture some of the leisurely charm of the unhurried story-teller of old and establish with varying groups of children a relationship intimate, personal, and more lasting in influence than by any other method. In watching the day-by-day contacts of the experienced children's librarian with the pupils from the nearby schools, she saw the practical working out of the ideals of the library craft—the pursuit of individual book needs, a sympathetic and tireless effort to satisfy those needs, coupled with a vision which tried to tie up the present satisfactions of the children with deeper and more permanent reading values.

It had been a wrench to leave that branch library children's room, but when the opportunity came to serve as librarian in a large elementary school, she recognized it as her job. After three years, she was taking stock and asking herself whether it was, after all, "her job." Was she making good? She went over the events of the day—a rather ordinary day. Miss Jones's class had come in the first period to read about the early voyages of Columbus. Miss Jones had talked over with her the outline of this "Columbus unit," and they had both been delighted to find how much material there was in the library. It had been a temptation to Jane Smith that morning, when the children had been so eager and enthusiastic, to read to them Joacquin Miller's "Columbus," but she remembered in time that it was not fair to spoil Miss Jones's climax! A little later a group from Miss M's room had come in to find out about building a house for their pet guinea pig. There had been the search for suitable science material for the children who were asking about the principle of the pulley and lever, the breeding of goldfish, and the colors of certain stars. From her teaching experience, she knew the ordinary reference material was too difficult for their comprehension, and the search to find the answers in a simple vocabulary had been a long one.

The fourth-graders, who had no readers, had come in. They were doing all of their reading from library books of their own choice. Previously the teacher had given Jane a chart, showing in parallel columns the achievement and mental abilities of each pupil. She knew from glancing this over that most of these children could be reading more difficult books if led to them gradually through interest. It had been fun giving them suggestions and watching their thoughtful choosing. She wished this experiment might be carried on with other grades. Perhaps that would come with time.

A visiting librarian had arrived and Jane Smith had shown her the evidences of book usage in the classrooms. There were posters with records of the doings of the book clubs; bibliographies made by the children on units in progress and then attractively mounted in folders; an impressive list of library standards conspicuously posted; and book jackets used as a basis for arithmetic problems. They had taken the prices listed on these jackets and learned how much it would cost the taxpayers if the library bought a certain number of copies of a given title. The visiting librarian had expressed surprised interest that every teacher seemed to use the library for the enrichment of her work; to which Jane Smith replied that the most important factor in making a library a going concern was the principal of the school, and that her principal required the teachers to use the library in every way possible and to be alert in discovering new points

of contact. The visiting librarian had felt that Jane Smith's lines had fallen in easy places.

There had been library instruction to small groups in the fifth and sixth periods and, contrary to expectation, the children had not been timid before a stranger but had explained clearly the use of the catalog, an activity that they enjoyed greatly. It had been after the visitor's departure, fortunately, that the horrible congestion had come, with two classes arriving at one time, and a special request for material on armor to be used the next period for an unexpected lesson. If she could only have been warned ahead of time! But the teacher herself had not known of her need and one could not expect the impossible of teachers anyway.

There had been the usual after school rush, of helping the children find their books, of hearing that father had read aloud *Paul Bunyan and His Great Blue Ox* and liked it too; and couldn't one more *Taxis and Toadstools* be found.

It had seemed an average day until that last hour. . . .

What was one's job there, anyway, and what was she getting out of it? Presently she gave herself a mental shake and began to laugh. "See here, Jane Smith," she said to herself, "you are having altogether too good a time at your job to be making a failure of it. You love that school and the people in it; you belong. You know that the best rewards are the intangible returns from the children, a quick response expressed by an appreciative chuckle, their happy discoveries, their confidences, all the real though invisible bonds that make up the intimate friendly relation you have with them. And as to the teachers, you are there to help them and perhaps you are more helpful when you are *receptive* than when you are consciously *stimulating*. You would like to have every teacher feel the need of the library in *your* way, but why not concentrate on meeting the needs of the teacher in *her* way? Your immediate concern is to supply each teacher and that teacher's pupils with books—the content that they need. The method is the teacher's province. The conservative teacher who stresses facts and solid information must be served as well as the experimenter who ranges far afield.

"It's less interesting to gather data about the area and climate of India than it is to suggest Mukerji and Kipling, but after all, you must be the dependence of both for authorities. All your advertising of a wider and more attractive range of reading will be wasted if you fail to supply the original request—or are impatient doing it.

"Just the same," thought Jane Smith, "I'm glad that I don't have to be teaching somebody something every minute. I don't have to bother about immediate results or give a grade. How awful it would

be to chart a curve on the enjoyment of the *Peterkin Papers*! The curve I should like to see, were it possible, is the ever-widening circle of the reading interests of these children through the next twenty years.

"I suppose, in the final analysis," said Jane Smith to herself, "I shall succeed in the degree that I know books and believe in their power and that I win the confidence of my people by my belief in them and their belief in me as an understanding and helpful friend." And she knew that the next day, whether success or failure was to be her portion, there was nothing that would quench her enthusiasm. She would continue to be curious and eager about the coming adventures in the library of Elementary School No. 6.

EMPHASIS in elementary schools has been largely upon reading tables and bookshelves in individual classrooms with no attempt at a unified building library. These collections are necessarily limited and usually not well balanced. Pupils in one room are not likely to have access to books in the next room. Some books are duplicated unnecessarily and pupils complain of insufficient variety. Time is wasted looking for references or poor habits are formed of relying upon exact references put on the board by the teacher.—Harriet A. Wood, Chapter VIII.

PROFESSIONAL TRAINING OF THE ELEMENTARY-
SCHOOL LIBRARIAN

FRANCES H. KELLY

Associate Director, Carnegie Library School, Pittsburgh, Pennsylvania

IN A CONSIDERATION of the professional needs of the librarian of an elementary school, it is necessary, of course, to understand thoroughly the meaning of the elementary-school organization, its objectives, its curriculum, and the momentous part it is having in the preparation of boys and girls for useful, purposeful, and joyous living. As Thomas Mann said when accepting the Nobel prize for literature, "I have striven for symmetry in life as well as in art." Living symmetrically in these days is a difficult art to acquire; but it must be done if we are to develop balanced lives.

The modern school—Since records show that the average American boy is sent to school for a period of less than eight years, it behooves us all to encourage every possible factor, which can supplement training and furnish incentive to carry on mental development which will lead to definite achievement after school days are over.

Reading is the subject, which more than any other, continues after formal school training is over to contribute to mental development. All teaching which will help to establish a permanent and intelligent reading habit will *contribute* to the enrichment of the life of the individual and to the individual's value to the community. From the standpoint of the community, an individual's use or misuse of leisure time is of paramount importance. There should be a definite endeavor in this age to promote resources within the individual rather than to have him continue to be dependent upon outside agencies for his thinking, and his recreation. Through reading, this is largely possible.

In *Harper's Magazine* for March 1930, there is an interesting article on educational leadership in America, in which Alexander Meiklejohn among other contributions writes: "We must establish ever against the world of external achievement, an inner realm of criticism which shall be utterly free and independent in its judgments upon that outer world."

Can we do it? Yes, for we are not altogether dependent on the books of today. We have in books of the past the contributions of the best thought of the centuries, all of which have stood the test of time. If we avail ourselves of the opportunities to associate with the master minds, which we can do through our reading, it will not be long until we are on the way to assume educational leadership. Moreover, there

is no reason that I can see why the elementary school should not set the pace for this. In fact, it must do so, if effectual results are to be obtained.

John Dewey, who is largely responsible for the dynamic trend in modern elementary education, from the beginning saw the possibilities of the library's contribution to every child, every teacher, every department in the school. The introduction of many books into the classroom, rather than the use of one textbook, made the inclusion of the library an immediate necessity in the elementary school; recognition is now being given to its value as indispensable in supplying something vitalizing, something inspiring, and something broadening for teacher and pupil alike.

This alone would seem significant enough to warrant that the library should be open full time in every elementary school, regardless of size or enrolment and that it should have a librarian who devotes all of her time to making the library count for its richest potentialities. And this should mean, of course, that she is a member of the faculty, relieved of teaching other subjects, the responsibility of a report class, the care of texts, and any other duties which interfere with her accomplishment of the fullest results for pupils, teachers, administrators, and departments in the school.

As you may infer, all of this preamble has an indirect bearing on the professional training of the librarian in an elementary school. It would seem relevant, therefore, to suggest that the librarian's time be planned with the idea of securing the greatest possible future returns for everyone in the school, remembering that better results can be secured when it is possible to have *full* scope for library activities.

At this point, we should also keep in mind that the librarian is expected professionally to qualify both as a teacher and as a librarian. The significance of this thought should give us pause for serious reflection. What does an analysis of the curriculum in the elementary school reveal? Nothing more or less than the entire field of human knowledge reduced to its simplest elements—which necessitates adequate provision for good books and related literary material in the form which can be readily comprehended by children in the different stages of their development. The *teacher* in the elementary school is authoritative in his or her special subject; the librarian has to be authoritative in her field which is the content of the best books in every field. The trend of these remarks, is that the elementary school is the cornerstone of public education, important because it is the only chance for formal education that many of our boys and girls

ever have. The school teaches the child to read and to think. Successful library work then supplements the work of every teacher.

The librarian in this type of school has a tremendous challenge to meet in her service to the children of the school alone, not to mention that to teachers and departments; the professional needs of the librarian assume tremendous proportions. Her preparation should, therefore, be designed to enable her to attain fitness for leadership.

The training of school librarians—It will be taken for granted at the outset that one who could qualify as a teacher, experienced in the knowledge of curriculum and the art of understanding and working with children, not too old, pleasing as to personality and strong in cultural background, should be encouraged to come into this work, which can be so far-reaching in its results.

(1) *Book selection*—An intimate knowledge of the contents of books suitable for children of all ages, is fundamental. Some of these correlate curriculum with book facts, others are recreational, and still others are cultural. In a one-year program of *library school curriculum* covering thirty-two credits, we would advocate seven credits in book selection. One credit usually carries a minimum of fifteen classes, each of which covers from forty-five to sixty minutes. Two hours' preparation for each class is usual as a requirement in most library schools.

We use this term "book selection" advisedly too, for a course such as this supplements any courses in children's literature taken before, either in normal school or college. Discussion of the value and usefulness of different classes of books and of typical books in each group should be given as well as criteria for judging books for boys and girls. Problems in book selection for children of different ages and for special purposes should be assigned and, when completed, discussed; practise should be given in the writing of book reviews both from the standpoint of children's and adults' usage. A short survey of the principles and aids pertaining to the selection of books for adults should also be included. A comparative study should be made of the epic stories, medieval romances, and literary classics, with special attention to versions and editions. Other topics to be covered are a consideration of reading sequences, the development and maintenance of book collections, the annotations of books with problems and class discussions on these topics, and periodicals for boys and girls. This work described in book selection represents 105 periods of class work and involves at least 210 hours of preparation for the class work.

In these courses a student should acquire a knowledge of the content of literary material covering the period in a child's life from

kindergarten through junior high school; also, much book knowledge that is basic for senior high-school library work is gained as well as the relationship of the several periods. In order to get the full benefit of such courses, they should be spread over two semesters of work, if possible; it takes time to absorb and digest courses which require much intensive reading as well as evaluation of what is read.

(2) *Administration*—Three of the five credits in this field should be assigned to the administration of the elementary-school library, a course designed to cover the best standards for planning, equipping, and organizing an elementary-school library. It should include a study of elementary-school curriculums and the administration of the book collection and of the school library, the relations with other departments in the school, and with the public library, as well as plans for instruction in the use of books, and appreciation work. Two credits should be devoted to the study of order work and book-buying, and lending systems.

(3) *Reference work*—A three-credit basic course in reference work should aim to acquaint the student with standard reference books, should provide criteria for the evaluation of reference books, and should include technic in the study of reference work. Supplementing this three-credit course we would advocate a specialized one-credit course in reference work with boys and girls, this to include a discussion of the different types of reference service in library work with children, with emphasis on modern school curriculums; it should also cover the evaluation of reference books for boys and girls; the selection and maintenance of collections to meet different needs, including pamphlets, pictures, and other visual aids. A detailed study of the more important reference books used should also be made as well as a discussion of the values of subscription sets, with reasons why certain sets are or are not desirable for use.

(4) *Subject bibliography*—A one-credit course in subject bibliography for elementary-school use should be planned particularly to aid the librarian in her work with pupils and teachers on special topics. It should include the preparation of lists on subjects in the elementary-school curriculums.

(5) *Story telling*—In this three-credit course, there should be a study made of the principles underlying the art of story-telling and the interest of children in stories; the selection, adaptation, and oral presentation of the story should be emphasized and a special study made of the sources and different versions of folk tales. Practise in story-telling should be an important part of this training. This course, as outlined, is a presentation of the technic of an art rather than as an aid to classroom teaching. The purpose of story-telling in

libraries, it should be remembered, is to lead to the reading of literature rather than to intensify teaching of all kinds of subjects.

(6) *Child psychology*—A one-credit course as an introduction to child psychology should be presented with special reference to reading interests and habits of children. This may be waived for the student who has had a course of this kind in normal school or college.

(7) *History of children's literature*—A two-credit course of lectures and required reading should trace the development of children's literature, the forces which determined its characteristics at different periods, and the typical books of each period. This would furnish a splendid basic and cultural background upon which many of the other courses hinge. A different side-light on the development of education can here be given, which is of special interest to one who has had teacher training.

(8) *Cataloging and classification*—This course of five credits should include the principles and practises of cataloging and classification and should prepare the student to make the most intelligent use of the card catalog and, when necessary, enable her to make the catalog herself. Fifteen hours should be given over to a consideration of the special problems that have to be met in the cataloging of an elementary-school library collection.

(9) *History of books and libraries*—A two-credit introduction to the development of the art of writing, the making of books, the art of printing, and a brief history of the library from the earliest time to the present day should be covered in this course. A study of library buildings and their equipment is also included.

(10) *Practical work*—Two credits for observation of successful practise in library work with boys and girls, together with a chance to apply theory in practical work, should be given to the elementary-school librarians. Obviously it is advantageous for the student to do this work under the direction of experienced administrators. This may be planned in block or it can be spread over a period of time with an assignment of one or two periods a week at one or more libraries. The practical work of each student should be carefully planned to meet his or her particular needs as well as to correlate with the theories advanced.

Through all of this training, there should be a definite attempt made to reorganize a philosophy and develop an attitude toward work, as well as the highest of professional ideals and literary standards.

This may seem like an ambitious program for the librarian who is already functioning in a school library as best she can without professional background and professional standards, the possession of which will enable her in a thousand ways to enhance her chances for

service in the elementary-school library, which has so many wonderful possibilities for service.

Conclusion—The purpose of this intensive training, we must keep in mind, is for the benefit of the children. The elementary-school librarian has placed upon her shoulders the most important task that is facing libraries and schools today. She must know that which she imparts; therefore, she cannot have too thorough preparation.

With this in mind, I close by quoting from Robert Rogers' book on *The Fine Art of Reading*: "Literature is neither a pastime, nor as the jargon of today goes, an escape. Literature is meat and drink. It is a tonic and a stimulus. Even to the sick it is not an opiate, but oxygen and blood-transfusion. Literature is the liberator, if we will let it liberate us."

THE PUBLIC LIBRARY school service successfully fulfills its objectives and aims in our school, for it does the following: (1) Freely provides interesting and usable reading materials; (2) stimulates and develops reading interests; (3) provides healthy leisure time interests; (4) gives children the means for intensive and research work along study or individual interest lines; (5) helps the classroom teacher in her search for adequate reading and teaching aids; and (6) helps the teacher to improve herself professionally.—Lillian C. Thies, Chapter V.

SURVEY OF DUTIES AS A BASIS OF TRAINING

MARTHA CAROLINE PRITCHARD

Director, Library School, State College for Teachers, Albany, New York

THE DETERMINATION of needed preparation for workers in any situation must be made first, by calling up the picture of the setting in which the work is to be done; second, by discovering in the picture the requirements demanded for the post and the analysis of the personal traits and characteristics necessary for a worker who can carry out the requirements; and last, by considering the underlying philosophy on which the best practise is based.

Any training school has to select the theory of method it intends to employ in providing adequate preparation for the particular type of work for which it is training. Whether professional training is to be highly theoretical or partly theory and partly practise even in the training period, it must be set up in sound relationship to the actual work to be done on the job.

Types of position in elementary-school libraries are varied. More use of books from the first school experience to the last is a growing practise even in conservative schools. Economy in all such cases calls for expert administration in the selection and purchase of books as well as in the direction of their distribution for the entire community good in a given school. Educational leadership from the library necessitates a librarian widely read in literature suitable for both teachers and pupils, thoroughly in touch with the educational aims and curriculum content of her school, alert to possible library opportunities for service to the particular school, and genuinely interested in children of the ages covered by the school.

The position of elementary-school librarian is elusive of standard definition—Long Beach, California, up to the present has employed full-time librarians in her elementary schools and makes a qualification that they should have been trained for children's library work.¹ In Seattle, Washington, the librarians of all elementary schools are responsible for teaching reading as well. Portland, Oregon, not only maintains platoon-school libraries but, by request, some libraries have been opened in traditional schools. Librarians in these two types of schools must have different approaches to their work due to the variety of organization.

Detroit, Michigan, and Pittsburgh, Pennsylvania, require their librarians to be trained teachers first. They find too, that to afford a librarian on the staff of platoon schools having less than twenty-four platoons they must require the librarian to teach one or more subjects

¹ The examples cited refer to normal conditions before 1931 budget cuts.

varying in type as widely as play classes and literature classes with spelling, writing, and the rest included as possible combinations. In "double platoon" organizations such as Detroit and Seattle have in some schools where more than 2000 children are enrolled, there are usually two librarians full time, two rooms, and two book collections, one for the first through the third grades, the other for grades four, five, and six.

A practise increasing in smaller towns of New York state gives the high-school librarian in a twelve-grade school the responsibility for serving all the grades in the building. Also frequently in small communities with a high school and two or three elementary buildings the high-school librarian is responsible for selecting, assembling, and preparing the books for the grades. Besides this, she is expected often to have a weekly schedule in each building for library lessons, book talks or story telling, and occasional meetings with grade teachers in the interests of good library practise in a particular school. The state supervisor of school libraries in New York² speaking at the national meeting of the American Library Association in New Orleans in 1932 said:

Notwithstanding our realization of the growth of schools, of the possibilities of consolidation, and of the value of extending the librarian's services from the secondary department to the whole school system, we recognize that for many years we shall have the problem of training school librarians for schools so small that they will require only part-time service. This indicates that part of the school librarian's time will be devoted to some other work and implies some other kind of training. We are interested in such possible combinations as a trained librarian employed to administer the school library and the public library, a trained librarian employed to serve two or three small schools of the same vicinity, and the trained teacher librarian.

Many advocates of the centralization of technical work for school libraries, particularly that for elementary-school libraries may seem to leave an impression that the person in charge of a library so released has no need for training in the technic of library administration. One has but to refer to the returns (below in this article) on the checklist of activities engaged in by elementary librarians to see that all librarians have to have some share in routine details which will handicap the work if the necessary skills and processes are not familiar working tools. Certainly, to teach the use of library resources, such a librarian needs thorough and intimate knowledge of the tools to be taught. Witness the delineation of the "function of the reading library room" in a school report from a city where the public library is responsible for preparing the books and cataloging

² Kennedy, Anna C. "Current Practice in the Preparation of Part-Time School Librarians for Small Schools in New York State." *Library Journal* 57: 751; September 15, 1932.

for the elementary-school libraries.³ This room is described as providing:

- (1) Guidance in selection and use of reference material needed to facilitate work in other subjects.
- (2) Counsel and encouragement for free reading of general literature.
- (3) Teaching in the use of books and resources of a library.
- (4) Encouragement to use the nearest public library.
- (5) Conditions most favorable for children to acquire habits of independence and self-direction.

Obviously, librarians prepared to teach reading and to carry out these functions for six or eight grades at the same time, are in need of special preparation even though cataloging, book ordering, and book preparation for circulation are all done by a central library. Book ordering, careful task though it is to designate correct editions and publishers; is the smaller part of providing the books suited to such a program as this outlined. The selection of what goes on the shelves for this kind of use is clearly of first importance. Daily contact with the requests, needs, and tastes of the groups of teachers and children using the collection is the fundamental source of information as to the wise selection year by year. Again the trained librarian is an essential factor in such a plan.

What are the essentials needed by every librarian of an elementary school?—The writer attempted in 1928-30 to find out what the activities of school librarians of all grades are by preparing a checklist from printed sources, from observation, and from her own experience. The resulting list of several hundred items was submitted for checking for performance to twenty-five librarians selected for reputation, for geographic distribution, and for variety of kinds of schools represented. All items checked as performed by less than 25 percent of this group were eliminated and the remaining list of some four hundred items was submitted to another group selected on the same bases but this time representing ten from each of the three levels—elementary, junior, and senior high school. This second group was asked to rate each item for its value, on a three-point scale, to the children for the particular school in which the librarian was at work.

It is recognized that the number of elementary librarians from whom this material has been culled is very small. It is not contended that these findings are valid from a statistical standpoint with such small evidence. It is advanced, however, that (1) the selection of those participating in the returns was made with so much care; and (2) the field to draw upon was so limited, *i. e.*, full-time librarians serving elementary schools only, that the findings, while merely an indication of conditions are nevertheless of interest and significance.

³ Seattle Public Schools. *Tri-annual Report of the Public Schools of Seattle, 1927-1930.* p. 14-15.

The final organization of the checklist used was patterned after that in the *Commonwealth Teacher-Training Study* made by Charters and Waples⁴ to make it possible ultimately to compare activities of teachers and librarians. The checklist of the Commonwealth is divided into seven divisions of the teachers' responsibilities: Instruction, school and class management, supervision of extra-classroom activities, relationships with personnel of school staff, relations with community, professional and personal advancement, and school plant. The summary herewith will follow this organization giving "the number checking for performance" and "the composite score for evaluation of the item to the children."⁵ Only outstanding items can be reported in the limits of the article.

Librarians of all grades of schools agree that they perform the following three activities and that these items should be rated 20 (highest) in importance. The number to the left of each item shows its order in the checklist. The three activities under consideration are:

28. Selecting library materials for reading or study with reference to pupil interests.

(e. g., vocational guidance, hobbies, class needs, and general reference)

29. Determine pupil interests in reading.

(e. g., allowing readers freedom of choice from library shelves, enlisting aid of pupils in book selecting, stimulating reading, keeping records of reading done, doing reference work with individual pupils before and after school and at lunch periods, discovering pupils' opinions of books for leisure time reading, originating library projects with pupils to help other classes or pupils to wider knowledge of library resources, assisting library committee members in collecting materials for a class project, attending meetings of classes or pupil organizations related to reading interests particularly.)

83. Expressing qualities of leadership.

(e. g., establishing the library as an indispensable part of the school, providing impartial service to all in the school, becoming recognized for helpful attitude in all school projects, showing friendliness to visitors seeking professional information as to school libraries and demonstrating to them their effectiveness.)

The greatest percentage of unanimous scores both for performance and for importance to the children falls in the section: "Activities involved in classroom instruction." The strictly library processes

⁴ Charters, W. W. and Waples, Douglas. *The Commonwealth Teacher-Training Study*, Chicago: University of Chicago Press, 1929. 666 p.

⁵ Since only librarians exclusively concerned with elementary schools were used for this report, the number is but 14. Also the librarians evaluating were asked to rate only items they performed, therefore the return herewith for performance is 14 when everybody performs the activity. Since some of the items evaluated were not performed by everybody and therefore not rated, it was necessary to correct the scores to make them comparable. The composite score for the ten rating each item was reached by the procedure described in the *Commonwealth Teacher-Training Study*, page 251. The highest possible score for importance is 20 in this study.

listed in Table 1 were all placed in this section under item Number 35, "Organizing and recording materials for class use" and given letters, a, b, c, and the like to make the check individual for each process. Letters from the librarians returning the checklist frequently mentioned how difficult it is to draw the line between what is essential to library administration (the purpose of which is to serve and benefit the children), and what is of first importance to the children themselves. Table 1 shows the number performing and the rating by fourteen school librarians of items associated with the popular conception of the work of librarians.

TABLE 1—PERFORMANCE AND RATING OF CERTAIN STRICTLY LIBRARY PROCESSES

Activity	Performance (high 14)	Rating (high 20)
a. Classifying	11	16
b. Cataloging	12	15
c. Shelf-listing	13	12
d. Filing cards in catalog and shelf-list.....	14	15
e. Indexing	14	15
f. Organizing vertical file materials.....	14	17
g. Filing materials other than cards and books.....	14	13
h. Organizing lending system.....	14	15
i. Preparing booklists on given topics.....	14	14
j. Arranging exhibits	14	18
k. Circulating	12	15

The term "circulating" always implies to librarians the lending of books outside of the school. The apparent discrepancy in performance between "organizing lending system" and "circulating" is probably due to the school libraries in a few cities which do not lend books for home use but do lend them in the building for class periods. The other three items in Table 1 not performed by everyone may be explained by central library agencies either in the public library system or the school supervisory offices which do these phases of the work. All processes here represented, then, are part of the work of elementary-library administration. It is hoped that these data will help the better understanding of the place of these library processes in the school librarian's program. The greater emphasis on the educational and individual development through the library cannot mean a future in training in which all technical processes are to be dropped. It should mean a shift in emphasis; and, we may add, in method. But that side of the picture must wait for some other time and place.

The librarians of this group record among others the items in Table 2 as of importance in the judgment of those who do them, though, as can be seen, not all the group members carry on the activities listed.

TABLE 2—CERTAIN MAJOR DUTIES ASSOCIATED WITH CLASSROOM ACTIVITIES

Activities	Performance (high 14)	Rating (high 20)
6. Planning methods of teaching library usage.....	13	20
29. Selecting library materials with reference to pupils' abilities	14	20
30. Selecting library materials with relation to pupils' needs in a particular school subject.....	14	20
46. Showing relationships in presenting materials (<i>e. g.</i> , correlating library materials with classroom needs, with community interests, with personal activities and interests)	13	20
78. Diagnosing pupils' study difficulties and needs (<i>e. g.</i> , diagnostic test before library instruction, studying individual pupil's reading difficulties and tastes).....	12	20
82. Expressing interest in personal reading problems of individual pupils	14	20
85. Developing useful appreciation, motives, and interests by activities, such as: reading to explore special interests, as vocational hobbies, discovering interest in reference books, reading to prepare for visits to historic places, for attending plays or concerts, reading for pleasure	14	20
86. Developing traits and habits (<i>e. g.</i> , cooperation by returning materials promptly, adaptability in using whatever materials are obtainable at a given time, thoughtfulness and consideration by obeying regulations for library quiet).....	14	20

The items in Table 3 are pupil library activities in the performance of which the librarian has opportunity for instruction as needed. Linked to testing and follow-up there could be much advance in independent use of books and libraries. Testing of appreciation as suggested in item Number 85 would need careful handling to preserve the essential elements of spontaneity and pleasurable return to the children which must be a basis of the life-long enjoyment so much to be desired.

According to Table 4 librarians wisely appear not to have close connection with the testing program of their schools. On the other hand, reading tests are so vitally connected with the diagnosis of children's progress in school that a simple knowledge and understanding of the value of such tests is most desirable for anyone working with children in reading situations. School librarians especially below senior high school might also be much helped by such knowledge of tests. Adequate tests for determining suitable library abilities for any grade seem to be based logically on performance since the use of the library is the goal of this part of the educational program. Such tests are not standardized to any extent as yet and they may not be within the realm of the librarian's activities. Still if they must be performance measures chiefly, they certainly must be familiar to the

TABLE 3—PUPIL ACTIVITIES IN THE LIBRARY DIRECTED BY THE LIBRARIAN

Activities	Performance (high 14)	Rating (high 20)
87. Participating in library activities (<i>e. g.</i> , selecting titles to read from list for pleasure reading, reading magazines and books in periods open for choice of occupation, recommending favorite books to classmates, preparing artistic displays of illustrative material).....	14	20
93. Making economical use of time.....	14	20
100. Gathering reading materials (<i>e. g.</i> , magazine articles, bibliographies, learning peculiarities of reference books, using library materials in classroom on any given occasion, using periodical indexes, using general reference books as encyclopedias, dictionaries, atlases)	13	20
101. Obtaining desired information from reading materials..	14	19
300. Observing library and other school regulations.....	14	20
303. Respecting the desires and welfare of others for library opportunities	14	18
305. Developing personal traits and habits (<i>e. g.</i> , foresight in planning, concentration in reading or study, self-control in interrupting fellow readers).....	14	19
313. Conferring with the librarian about reading.....	14	18
400. Working independently (<i>e. g.</i> , answering own reference problems, finding as far as possible, materials for own use, showing ability to follow written directions)	14	19

TABLE 4—CERTAIN MISCELLANEOUS DUTIES OF SCHOOL LIBRARIANS

Activities	Performance (high 14)	Rating (high 20)
75. Administering tests	9	8
77. Recording results of tests.....	12	12
78. Diagnosing pupil's study difficulties and needs (<i>e. g.</i> , diagnostic test before library instruction, studying individual pupil's reading difficulties and tastes).....	14	20
79. Following up diagnosis.....	14	19
102. Supervising pupils while obtaining information from sources other than reading (<i>e. g.</i> , examining exhibits including exhibits of museum objects, maps, pictures)	14	13
106. Supervising pupils while maintaining critical attitude toward material studied.....	14	16
116. Supervising pupils while noting, outlining, recording useful information	14	13
316. Supervising pupils while engaging in library activities during lunch hour (<i>e. g.</i> , use of library for quiet leisure-time activity, for browsing).....	11	14
350. Supervising pupils while engaging in special programs..	14	13

librarian, and her experience will be needed to contribute largely to their content.

The rating of items 102, 106, and 116 in Table 4 seems to indicate that the group of librarians here represented is not impressed with activities other than reading as valuable use of library time and in case of item Number 106 probably librarians leave such instruction chiefly to the teacher. Judgment on these items could be well made the subject of study by a larger group. Studies are already available which emphasize the importance of visual materials sufficiently to make the relation of the library to the use of books, pictures, maps, and museum objects of fruitful possibility.

Division IIA of the checklist on reports and records of students, shows that one or two of the librarians do all of the various activities listed, but the number doing each is uniformly low. There are only two items which were checked as performed by everyone: (131) collecting data about class work; and (134) collecting data about personal problems (*e. g.*, pupils difficult to keep busy in the library, pupils suspected in relation to missing books, exceptionally good readers).

Division IIB of the checklist includes the routine activities involved in receiving, dismissing, and keeping track of pupils during the school hours. No item was given a score of 20 though the record for performance was high.

Division III of the checklist included items on the supervision of pupils' extracurriculum activities. The record here shows the librarian as particularly interested in establishing cordial relations with pupils, discovering sources of outside reading, and helping individual pupils in any of their many dramatic, club, or social activities. The field of forensics seems to claim the largest amount of attention and the elementary teachers are no exception to this record. Speaking contests as well as debating are of course covered by the term forensics, hence the lower grade connection.

Division IV of the checklist includes the items on the relations with personnel of the school staff. It shows the principal to be the person most closely associated with the librarian, and "other teachers," second. The janitor means more to the librarian than to teachers generally since the library is used by larger numbers of people and probably has more continuous use before and after school as well as through the day, than any room in the building, with the possible exception of the auditorium in platoon schools. Also the number and weight of the materials of the library make calls for assistance necessary frequently. Very few schools report all the officers listed as part of their staff; *e. g.*, nurse, physician, dean of

girls, visiting teacher, and the like. Obviously the person who is to adapt herself to the organization of the modern school needs to be in sympathy with educational procedure and to experience satisfaction in keeping close to the program of her particular school. Aptitude tests need to be perfected for discovering whether or not given persons belong in teaching or in library work in the school or whether they belong in schools at all rather than in public library positions. An illuminating glimpse of what the school librarians of this group consider the major share of their relation to the work of the school follows in the only item given the highest rating on both counts in the whole section (867): Assisting other teachers in major projects, *e. g.*, preparing materials to be available for class calls on projects undertaken, listing sources of materials on special topics planned, preparing and sending units of classroom books, cooperating in suggesting library activities and materials for curriculum enrichment.

Division V of the checklist includes the items on community relations. This section shows the librarians as unanimously active with parents concerning children's reading. They rate this contact as of importance to the children also, scores for two items concerned with these activities being 20 each.

Division VI of the checklist includes the items on the development of the librarian professionally and personally. Only one item (976) "developing desirable traits involved in maintaining friendly relations with the pupils," receives a rating score of 20. The item (949) "improving professional skill by reading for information," scores 19.

The last division of the checklist covering items on the school plant, though short, has a large number of items performed by everybody. The item (986) "assisting in beautifying school grounds," is checked as performed by four librarians out of the fourteen. No item is ranked as 20 in value for the children. Regulating temperature, light, and ventilation are the three items receiving the highest rating, 19 each. The lowest score in evaluation in this section in terms of the children is for item 1001, managing funds for supplies and equipment, with a score of 2.

Summary—The problem attacked by this paper really is: What are the first essentials for librarians in all types of elementary schools? The group study reported here includes full-time trained librarians and the resulting conclusions must be compared with similar studies of part-time teachers trained as librarians who are responsible for the elementary libraries in their schools. But obviously the grade level demands certain interests and activities whether the person responsible has all her time to give to them or whether she must crowd the same responsibilities into two hours a day with an eye on planning

for the library during the other hours in which she is fully engaged in teaching. Salary compensation has not been mentioned though its bearing on training is not to be overlooked.

This paper shows that there are many types of situations in which elementary-school librarians work; that a search for such persons to assist in this study brought out few full-time trained people in such posts outside of the larger city school systems; that a carefully selected group of fourteen full-time elementary-school librarians representing eleven states provided certain interesting and significant returns by checking a list of librarians' activities for performance and value to the children, as follows:

These librarians are primarily interested in the opportunity to bring children and books together. They find that their work calls for a larger amount of supervision and instruction than of record keeping. They are primarily occupied in assisting in the regular school program of class work and of study rather than in extracurriculum affairs although they are interested and seek to be of assistance at any point where library facilities play a part. They record activity in many routine phases of their work which they do not rate of much value to the children directly but recognize as having indirect bearing.

They show interest in more direct help to children in relation to study and use of materials than merely providing facilities for such, and they evaluate the time spent in developing good habits of work and in fostering reading taste in the children as of first importance. They believe their most important contribution to the school staff is made through assistance rendered to the teachers. They recognize the value of developing personal traits which make them friendly to the children and they believe assistance to parents regarding children's reading is a valuable part of their work.

It seems clear that one of the first essentials for librarians of any type of elementary school must be that of a wide knowledge of books, linked with training in a technic for discovering the interests and abilities of the particular group with which the librarian is working. Other essentials here brought out seem to be: (1) Practise in handling groups of children while they are working with books in many different ways, and (2) demonstrated ability to subordinate routine to the supervision and guidance of pupils, and yet carry on effective library administration.

A SYMPOSIUM ON THE PREPARATION OF SCHOOL
LIBRARIANS¹

LETTERS WERE SENT in October 1931 to forty professors of library science, superintendents of schools, principals, and librarians asking this question: "What training, experience, and abilities do you think an elementary-school librarian should have?" It was believed that short answers of about three hundred words would be helpful both to principals and to school librarians.

The replies from twenty persons are given herewith almost word for word as received. Attention of the reader is called to the fact that difficulties were involved in regard to the time and the space allowed the authors for preparation of their statements. At the end of the article, a résumé brings together some of the outstanding points.

PROFESSORS OF LIBRARY SCIENCE

Professor June R. Donnelly of Simmons College, Boston, believes that one of the chief problems of the school librarian is "to stimulate the intellectual curiosity of pupils beyond the curriculum requirements." In collaboration with Nina C. Brotherton she suggests the following:

General education: (1) Should be equal to that of a librarian in any field, and (2) Should be equal to that of a teacher, though not necessarily identical.

Special educational training: (1) A good course in child psychology, and (2) A good general course giving an idea of organization and development of elementary school work.

(Courses in the history of education and on presentday problems are desirable, but courses in classroom methods are not essential and in some cases are detrimental. A school librarian has to use library technic which is not that of the classroom. She has to supplement and complement, not duplicate, the classroom work and methods. A principal with a school librarian needs to understand this and give her freedom to do her library work in the best way, expecting her to obtain results and to maintain suitable discipline. J. R. D.)

Special training—library: (1) A one-year course in a recognized library school which may include special courses in children's literature, administration of children's rooms, and similar courses; or, (2) A one-year course in a recognized library school and special training or experience in a children's room in a public library.

Experience: (1) A year or more of experience as a children's librarian; or, (2) Teaching experience and special library training.

(The special abilities should include the knack of dealing with people, both pupils and the teaching staff. Adaptability, initiative, quickness both mental and physical, keen senses and good health are needed.

One of the chief problems of a school librarian is to stimulate the intellectual curiosity of pupils to read beyond the curriculum requirements, while not per-

¹ This article was compiled by the Editorial Committee with the assistance of the Research Division of the National Education Association. In connection with this topic see the next article in this chapter, "Summary of Training Offered by Accredited Library Schools."

mitting them to dissipate energies and time needed by these same requirements. The librarian should be one of the chief agents in solving the problem of the far-above average student. J. R. D.)

Director Anne W. Howland of Drexel Institute, Philadelphia, in her letter of transmittal states that "the successful school library is more dependent upon the principal than upon the librarian. The most efficient librarian cannot succeed without a cooperative attitude on the part of the principal." A point strongly emphasized by Mrs. Howland is that the effective school librarian is one who "stimulates in students a wholesome curiosity about books."

The librarian who wishes to become an expert in school library work must submit herself to the discipline of a college education and must receive as a minimum the one year basic course in library science. In her graduate work it is essential that she shall have received the necessary credits in education and be familiar with the technic of the teacher, in order that she may correlate her work with curriculum content. If, after some experience, she is enabled to take her master's degree in the field of school library work, she will have received a maximum of training. Her further success is largely dependent upon personality and sympathetic appreciation of work with children.

The effective school librarian is one who stimulates in students a wholesome curiosity about books, and a desire to possess them; 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.

Alice R. Brook, an instructor at Drexel, summarizes her viewpoint as follows:

The school librarian should have the personal qualifications and the educational and professional preparation implied in the following prerequisites:

(1) She should know the library essentials in organization, equipment, and finance for effective library service.

(2) She should know the curriculum of her school, the methods of teaching used and the suitable literature in the various subject fields that will contribute to vitalized classwork.

(3) She should be alive to all the interests of the school and be able to interpret them in terms of library service.

(4) She should have a sympathetic understanding of young people that includes not only their reading tastes but their general interests as well. Through this understanding and a broad general knowledge, she must be ready to guide their reading and play her part in their educational development.

(5) She should be able to work with her associates in such a way that her presence is felt as a contributing factor and an essential to the success of the school, worthy of consideration and support.

(6) She should be broad-minded, open to change when it means progress, and willing to experiment.

Professor Clara E. Howard of Emory University, Georgia, believes that a school librarian "needs to have a broad general education." She outlines her suggestions as follows:

The student who is seeking to prepare herself for work in an elementary-school library needs to have a broad general education. She is advised to include in her undergraduate work courses in English and American literature, science, history,

social
foreign
How

at a
sugges
four-fi
fifths,
langua
a char
the el

The
science
additi
literat
princi
to de
childr
use a

The
studie
be re
her o

She
tion,
for th
mach
devo

She
and
and

Te
elem
child
much
servi

Th
tion
is o
teach

C

Mic
sira
wit
Mic

G
the
not
incl
affe
in c

2
chil
ans

social sciences, psychology, philosophy, education, and at least two modern foreign languages, preferably French and German.

How should these subjects be apportioned? William John Cooper in an address at a meeting of the Department of Superintendence at Atlantic City in 1930 suggested that the education of an elementary-school teacher should consist of four-fifths liberal arts courses and one-fifth education courses; that of the four-fifths, one-fifth should be natural science, one-fifth social science, one-fifth modern language and literature, and one-fifth arts, including fine and industrial arts with a chance for creative work in one field. This proportion is equally applicable to the elementary-school librarian.

The professional preparation should include the fundamental courses of library science that are common to all well-organized library school curriculums. In addition the elementary-school librarian should have special courses in children's literature, story-telling, including a study of the courses of folklore and the principles underlying their selection and methods of presentation, book selection to determine what books are especially adapted to the use of elementary-school children of all ages and with varying background, and methods of teaching their use and stimulating an interest in them.

The school librarian should not only be thoroughly familiar with all recent studies made to determine the reading interests of children, but she should also be ready to direct and cooperate with the school in making similar studies of her own particular group.²

She should be so thoroughly familiar with the standards of equipment, organization, and administration of the elementary-school library that she is able to care for the technical side of the work with as little confusion as possible, so that the machinery of organization, when once set in motion, will allow her to be free to devote her time to the needs of both children and teachers.

She should be aware of the recent trends in the field of elementary education and be on the alert to adapt the organization and administration of her books and library to conform to these changing needs.

Teaching experience in an elementary school is a very desirable asset. The elementary-school librarian will find that practical experience in a well-organized children's room in a public library, in addition to her special training, will give her much of the background and the experience necessary to adapt this type of service to the more specialized work of the elementary school.

The salary paid to the librarian who brings to the school this type of preparation and training should be equal to that paid to the teachers, and if the school is on a departmental basis, the salary should be equal that paid to a special teacher or to the head of a department.

C. B. Joeckel, professor of library science at the University of Michigan, believes that "practise work in school libraries" is a desirable part of the preparation of school librarians. After consulting with Edith Thomas and Margaret Mann, both of the University of Michigan library school, Professor Joeckel suggests:

General statement: The elementary-school librarian should possess, in general, the qualifications of both the teacher and the librarian. Her library training should not be narrowly limited to the specific field of school librarianship, but should include an adequate survey of public library problems, particularly those that affect the conduct of children's work and branch libraries. Similarly, her training in education should not be limited to the interests of elementary schools alone,

² See Chapter X of this yearbook summarizing some of these investigations of children's interests. These data should be helpful both to principals and librarians.—*Editorial Committee.*

but should include careful study of the administration of junior high schools and of the school system in general. Special attention should also be given to children's literature and child psychology.

Specific requirements: (1) Graduation from an approved college or university, with sufficient credits in education and allied subjects to allow the acquiring of a teacher's certificate. Specifically, the school librarian should be required to have a thorough acquaintance with the curriculum and with classroom methods of both elementary schools and junior high schools. (2) A one-year course at an accredited library school, either a general school, which offers one or more special courses in library work, or one offering a special curriculum for the training of school librarians.

Experience: Experience is desirable, but not absolutely essential. It may be acquired by practise teaching and by practise work in school libraries, either before admission to the library school or during the course.

Dean C. C. Williamson of the library school of Columbia University believes that "the librarian must have a highly developed sense of order and accuracy." He added the important thought that principals should not believe "that an unsuccessful or misfit teacher has more than the remotest chance of making a good librarian." The desirable qualities according to Professor Williamson are:

I should say that the elementary-school librarian should have the kinds and amount of ability that are considered necessary in a first-rate teacher. In addition, she should possess such qualities as may be highly important for a librarian, though perhaps not so important for a successful teacher. For instance, the librarian must have a highly developed sense of order and accuracy, and most of the qualities necessary in an executive, such as tact, and diplomacy. While these may contribute to the success of a teacher, they are indispensable for the librarian.

In any description of training I believe it is desirable to distinguish between the part-time and the full-time librarian. The elementary-school librarian who is primarily a teacher and gives only a portion of her time to the library can scarcely be required to have full professional training, though it would undoubtedly be an advantage to the school. She will, of course, have to have full teacher-training, and in both her teacher-training and her library training much emphasis should be placed on a wide first-hand knowledge of literature of interest to children.

The full-time librarian in an elementary school should ordinarily qualify as a teacher. At all events she should, through formal study of education, be thoroughly familiar with educational aims and objects as well as with teaching methods. This is necessary if the library service is to be coordinated with the teaching program, and also because the teachers must look to the librarian for service to themselves and should accept her as a co-worker in the educational field and not look upon her as merely a routine or clerical worker. In addition, a full-time librarian should have the professional training represented by the first year of general study in a standard library school. She will ordinarily have enough of a library to make of some importance the problems of organization, administration and standard technics and methods. Unfortunately, there are no satisfactory short cuts to the knowledge and skills required in administering a busy library that is functioning adequately.

It is less important in my judgment for a school principal to demand experience than it is to look for ability, personality and the proper training. Experience comes quickly and can be secured in part vicariously. Moreover, proper training includes or can be substituted for a minimum amount of experience.

According to Professor Marie A. Hostetter of the University of Illinois Library School the school librarian's knowledge "must be as diversified as the subject-demand made upon his library." She outlines the training and experience as follows:

Academic training: Ideally, college graduation.

The elementary-school librarian's knowledge must be as diversified as the subject-demand made upon his library. Within each subject, his information must be sufficiently exact to enable him not only to select printed materials for his reader, but, when necessary, to guide the child step by step to the goal of understanding what he reads.

Familiarity with the following subjects is essential to the success of the elementary-school librarian: (1) *Children's literature:* Knowledge of children's literature is of primary importance in this work. (2) *Social sciences:* To enable the librarian to equip the child with a community view-point and an increasingly unprejudiced appreciation of all nations; to help him recognize racial and national characteristics and some of the bases therefor; and to arouse within him a sense of civic responsibility. (3) *Natural sciences:* For the sake of aiding the child in his understanding and enjoyment of the physical world and its literature. (4) *Languages and literatures, English and foreign:* To understand the cultural background and distinguishing characteristics of various peoples; to induce greater international understanding through recognition of these characteristics and of the universal qualities of human nature; to evaluate the gifts to American culture through the heritage of races amalgamated to form the American nation. (5) *Arts: music, painting, drawing, etc.:* As background to enable the librarian to recognize and encourage creative artistic ability; to suggest recreational values of the arts. (6) *Useful arts:* To direct the expenditure of some of the child's time toward practical ends. (7) *Psychology: general, child, adolescent:* To enable the librarian to direct the child through an understanding of his motives and responses. (8) *Dramatic art.* (9) *Speech:* As background for story-telling and book talks; for effective stimulation of interest in good reading.

Professional training: (1) *Education:* Adequate preparation for teaching in elementary schools, and for understanding the objectives and methods of modern education. Reading tests and reading guidance should receive emphasis. (2) *Library science:* The minimum is the completion of a one-year course at an accredited library school. Technical courses in book preparation and in book acquisition and uses, in administration of the library, with special emphasis upon the content of printed materials suitable for the elementary-school library.

Personal qualifications: In addition to the personal qualities which make for success in any field of teaching and of library work, the elementary-school librarian has special need of the following traits: Genuine interest in children, with sympathy and respect for them; imagination; kindness; sense of humor; simple and unaffected manner; resourcefulness.

Experience: (1) *In reading:* Well-established habits of extensive and well-selected reading usually result in discriminative taste in reading as well as in intellectual alertness. (2) *In teaching:* Enough teaching experience under good supervision to understand the problems of the classroom. With this experience, the librarian will discriminate between the psychology of the classroom and of the library in order to direct through the library informal and non-compulsory reading. (3) *In library work:* Public library experience (work with children and with adults) to understand home and community influences upon the child, and to know the technics and the resources of public libraries.

SUPERINTENDENTS

Superintendent R. G. Jones of Cleveland expects the school librarian "to build up the teachers' reading interests first." His complete statement follows:

As training goes today I think we might well expect a foundation of an A.B. degree for the school librarian. I feel that the librarian should first be acquainted with the teachers in the school, and particularly with the executives. She should discover their interests in reading, and perhaps their shortcomings. I really would be more particularly interested in having a librarian develop the teachers and executives into good readers than to specialize upon the students.

I feel that a librarian should, therefore, think of scope, breadth, and depth. She should build up the teachers' reading interests first and expect the teachers to build up the students' library interests, all to the end that the students may be good readers at the conclusion of their high-school course. I know the general impression is to cause the librarian to develop the notion of reference and research. I think there is something much more fundamental.

Superintendent Worth McClure of Seattle believes that a "trained librarianship should be demanded in elementary as well as secondary" education. He writes as follows:

The elementary-school librarian should combine the training and abilities of both teacher and librarian. Ideally she should be an experienced teacher with a librarian's training. If I had to choose between the training of the librarian and that of the teacher, I should personally prefer the successful teacher with a flair for children's library work. With this foundation she can be developed on the job, but this possibility should not be accepted as the ideal standard. Trained librarianship should be demanded in elementary- as well as secondary-school librarians.

Superintendent Paul C. Stetson of Indianapolis urges that the school librarian have "a wide knowledge of boy and girl literature." His complete statement follows:

We feel that an elementary-school librarian should have the same training, experience, and ability as a high-school librarian; that she should be a graduate of an approved high school and a college; that she should also be a graduate of an approved course in library training; and that she should have had sufficient experience as an assistant to qualify her to take over the charge of library service in an elementary school.

In many respects such a position is more difficult than that of a librarian in a high school or college. Of course the abilities of such a librarian should be many and varied. She should have enthusiasm, resourcefulness, organizing ability, power of intellectual stimulation, cooperativeness, and a wide knowledge of boy and girl literature.

In reply to the question Superintendent A. L. Threlkeld of Denver submits a statement by Elizabeth Scripture, supervisor of libraries, as follows:

An elementary-school librarian should be trained along two lines. Her educational equipment should be identical with that required of other teachers in the school system in which she is employed. In addition to this it is highly desirable that she have one year of library training, with special emphasis on work with children. All systems are not ready to make this requirement as yet, but there

are certain courses which it is essential that a library teacher take, either as preparation or as training in service. She should have at least one course in each of the following subjects: story-telling, history of children's literature, and book selection for young people. The latter course should be at least a two-semester course.

As to experience, it may be stated that almost without exception the elementary-school librarian should have had some successful teaching experience in an elementary school. Without this experience even the exceptional person will take longer to adjust herself than she would if she had had teaching experience. There are certain abilities which an elementary-school librarian needs. Many of them are obvious, and will not be mentioned. Some others are obvious too, but are too important to be omitted.

First of all, she should be able to choose, from the vast output of books for children, the best of all types.

She must have initiative enough to keep in close touch with what is happening in classes throughout the school. She should be able to find out not only what is being studied, but how it is being studied, in order to direct children in their reading when they reach the library.

She should know the mechanics of reading. If she does, she will be able to recognize the difficulties that children are having, and to cooperate with the reading teacher in correcting them.

She should be able to give authoritative help on book problems of the school or of individual faculty members, and she should have a strong and pleasant enough personality to make this ability felt, without antagonism.

She should be the kind of person who always can find time to read. Reading should be so necessary to her that she will find time to read as surely as she finds time for her meals. Since a librarian's day is no longer than other people's, however, she will have to develop the ability to read rapidly, not only children's books and professional material, but books and magazines for her personal pleasure and development.

She must have enough personality and enthusiasm to make children realize the pleasure that they can find in books, thus fortifying at least part of their leisure time against boredom or worse.

Superintendent David E. Weglein of Baltimore believes that "the school librarian needs the equivalent academic and professional training of an elementary-school teacher." He writes as follows:

The elementary-school librarian needs the equivalent academic and professional training of an elementary-school teacher. In addition, she should have had a course in children's literature, and a course in school library methods, including cataloging and classification, book selection, organization and administration of the library. In some cases, an experienced teacher with a college degree may, through direct library experience—a kind of training in service—acquire this basic training in library science. A knowledge of the elementary school, the curriculum, methods, and pupil personnel is so essential to a school librarian's success that it cannot be over-emphasized.

PRINCIPALS

Principal J. C. Bond, Kumpf School, Kansas City, Missouri, points out that the usual term "librarian" is a misnomer as she is really a teacher of library activities. He summarizes his viewpoint on the preparation of school librarians as follows:

The term "librarian" in the generally accepted sense is a misnomer. The term "teacher of library activities" is more fitting and indicative of the work in

the modern school library. It follows naturally that the teacher of library activities in an elementary school should have approximately the same academic and professional preparation as that of the other teachers in the organization. This preparation should be supplemented by courses in children's literature with especial emphasis on the interests of boys and girls at the various age and grade levels. A minimum course in library methods is desirable but not highly essential.

The teacher of library activities should have experience as a classroom teacher in order that she may have a better knowledge and appreciation of the ways in which she may be of valuable assistance to the boys and girls and fellow teachers. During the acquisition of this experience she should acquire a broad knowledge of the various courses of study such as social science, nature study, music, art, reading, literature and English if her work is to be most effective. To know the need is to be able to anticipate the help that is desirable.

The teacher of library activities should have the ability to work with others, since her greatest opportunity for service lies in her ability to make the activities of the library an integral and vital factor in the various activities of the pupils and teachers. Almost every activity to be conducted in the library depends upon the work in the other units of the organization, hence the fine art of working with others is important.

The ability to organize and systematize books, pictures, magazines, pamphlets and various library materials so that they are always available and applicable to the situation is very essential. In the small library a sense of orderly arrangement and a thorough familiarity with the materials and the probable needs they will supply is much more important than a complicated filing system.

The teacher of library activities should have a genuine love for good books and an appreciation of the fact that children's literature is as interesting and worthwhile as that written for adults. She should have an enthusiasm which is contagious and which transforms shelves and books into opportunities for adventure and travel, enjoyment and accomplishment.

Margaret C. Mackintosh, principal of Public School 140, New York, New York, believes that the librarian should be "an expert in the art of telling stories to children." She writes as follows:

Training: (1) Graduate of a high-school course, which course has included the study of two or more languages, (2) Graduate of a normal school or college, and (3) Successful completion of special courses in library technic, in story-telling and in literature from the appreciation point of view.

Experience: The elementary-school librarian should have had successful experience in teaching in the grades. She should have been in touch with librarians and library authorities so as to bring about a close articulation between the school library and that of the public libraries. She should be in close touch with the publishing houses who specialize in books for children.

Abilities: The elementary-school librarian should have a rich background in literature. She should be an inspiring teacher, able to communicate her enthusiasm to her students. She should be able to handle the individual child in a large group, guiding each individual to the reading that is best fitted for him. She should be able to teach children not only to read for appreciation, but how to read for information and how to take notes. She should be an expert in the art of telling stories to children; she should know the use of the voice and all the best devices for leading children to cultivate a love of reading. She should of course know the mechanics of conducting a library.

Principal Nelle McCorkle of the Stephen J. Hay School of Dallas, Texas, believes that a librarian "should have the ability to routinize

the details of her work with the least possible waste of time and effort." Her complete statement follows:

In that her duties and field of service are so closely related to the work of classroom teachers, certainly her academic training should be equal to that of her co-workers. As in other branches of modern elementary education, the school librarian should be a specialist in her department. Proficient teachers of elementary art, music, science, and physical education are those who have a rich background of special training. The elementary-school librarian should have as a special background many courses in education, child psychology, and library science. Special emphasis should be placed on book evaluation, story-telling, and children's literature.

Teaching experience may not, in every case, be essential to the success of a school librarian, but in an elementary school it is, unquestionably, a great asset. Through such experience the future librarian masters the details of the curriculum, learns the teacher's point of view, and becomes familiar with the interests and abilities of each age group so that she can offer them materials suited to such interests and abilities. She should have a sufficient amount of library experience to enable her to acquire skill in library mechanics.

In addition to necessary academic work, and special library training and experience, the elementary-school librarian should have certain well-developed abilities. She should be able to select and organize library materials. She should have the ability to routinize the details of her work with the least possible waste of time and effort. She should be able to create interest and enthusiasm in her department, and at the same time maintain a desirable library atmosphere. She should be able to present in an interesting and intelligent manner literary masterpieces. She should have the ability to cooperate with her co-workers.

SCHOOL LIBRARIANS

Olive E. Powers, librarian in the Greenfield Elementary School of Pittsburgh, Pennsylvania, stresses "the ability to cooperate with teachers and children." She writes more fully as follows:

The library in an elementary school forms an integral part of the daily life of that school. The librarian must be familiar with the curriculum in order successfully to carry on reference work. She must be able to instruct the children in the use of library tools so that they may become independent in a large measure of her help. She must create in many instances an interest in books and sustain that interest through the years with the hope that it will carry over into adult life. To do all this it is necessary that she should have the training of both teacher and librarian; the first that she may fully understand the work of the school with its aims and problems; the second that she may adequately administer her department of the school. This means the regular course in a teachers college followed by a year in a library school. During this year courses in children's book selection, elementary-school library administration, story-telling, reference work, and cataloging and classification will give the specific training which the position requires.

Several years of experience as a teacher will be of great help to the librarian. My years as a teacher in the fifth and sixth grades, teaching all the subjects of the curriculum, followed by a year teaching English to all the grades above the second, have proved invaluable to me.

A person who undertakes this exciting adventure with children and books should possess certain abilities. Probably first among them is the ability to cooperate with teachers and children. They should feel that the librarian is eager to help with their problems, to go along with them in any project that they

undertake, and to place at their disposal all the resources of the library. The possession of an enthusiasm for books and what they can mean in a person's life and the ability to impart it is certainly essential. Wise use of leisure time will be one of the problems of children in the future; if they have caught and held some of the enthusiasm of the librarian part of the problem will be solved for them. A book background is of great advantage to the librarian. Her intimate knowledge of children's books will be an excellent basis for adult appreciation of the more modern books for children. Freedom in a library is highly desirable. The ability to control a group of children, so that such freedom is exercised in a way that is for the best interest of all, is a necessity.

The librarian of the Tuttle School of Minneapolis, Hannah Bunge, mentions the "advisory work" of the school librarian. She writes as follows:

In this estimate of adequate training, experience, and abilities for an elementary-school librarian, let the term "librarian" imply a mastery of library technic and of children's literature usually obtained during the senior year of the four-year collegiate course at most institutions. The question is what other elements are necessary?

One phase of the library service is supplementary. The librarian's relation to the teacher is analogous to that of the accompanist to the soloist. In addition to a mastery of technic and music, the accompanist must have an appreciation of the effect his soloist wishes to produce and must bend his talents in that direction. Thus it is with the elementary-school librarian; she supplements the teacher and together they aim to delight and improve the child. Hence these questions: Can the librarian appreciate the aims of an educator, not knowing what they are? Can she assist the work of the teacher, being ignorant of methods involved? Can she direct the child's reading, not knowing the basis for growth in reading?

Another phase of the service is advisory. A knowledge of juvenile literature and of methods of presentation are necessary in guiding the child. Does this service include the teachers? If so, the librarian must know professional literature, adult literature on the subjects taught, and perhaps the latest fiction.

In view of these questions, library training recedes to its proper place as only one prerequisite for adequate service. As a university reference librarian needs to know languages in addition to library technic, so the elementary-school librarian must know educational methods and the psychological essentials of child development. These are the minimum essentials of training to be accompanied by ability to understand and profit by the ideas of others, by resourcefulness in making her own ideas acceptable.

Marguerite Kirk, school librarian of Newark, New Jersey, believes that "a knowledge of library technic and procedure is essential." Her viewpoint is as follows:

The elementary-school librarian, who is making her library function as a vital part of the school curriculum in all of its activities, needs the training and experience and executive ability of the best teacher. An understanding of the teacher's problems and of the children's abilities is of prime importance if she is to sympathetically interpret and supply the varied demands of the school day.

The elementary-school librarian has as one of her important functions the fostering and stimulation of good reading. This necessitates a broad knowledge of books of all kinds and the ability to foster a love and interest in books and reading.

To administer the school library with the maximum efficiency, a knowledge of library technic and procedure is essential. This is best secured in a regular library school, but such training is often impossible for the teacher in service. Public library experience is an invaluable help to the teacher-librarian.

In Newark, New Jersey, an arrangement with the State Board of Education and the State Library Commission makes it possible for the teacher in service to take library training in extension courses at the Newark Normal School. A total of 210 hours of library training emphasizing school library service is required for a teacher-librarian certificate.

Although representing somewhat the secondary school viewpoint the following two statements by high-school librarians are interesting: The first by Jessie Boyd of the Fremont High School of Oakland, California, is as follows:

Training: I believe that an elementary-school librarian should have a bachelor's degree representing four years' training, preferably in a teacher training institution. The possession of a degree will enable the librarian to maintain not only a place of equality on the faculty but one of intellectual leadership with the attending sense of security and self-confidence. Training in a teachers college is desirable and practically essential in order to have a thorough knowledge of the elementary curriculum and to have an opportunity to come in contact with the newer trends in education and its subsequent challenge, as well as to be aware of the existing methods of instruction and the consequent use of all available printed materials.

Courses should be taken in psychology with emphasis on child psychology and mental hygiene as well as courses representing a general cultural and practical background especially in the fields of literature, science, languages, and social sciences. The specialized work in the technic of library science could be treated as a major and definite work begun towards its completion in the third and fourth years. The technical work to include simplified cataloging, bibliography, book selection with emphasis on a separate course in children's literature (perhaps representing two years of extensive reading in the field in order to develop the ability to evaluate books), history of books and printing, elementary-school library management and organization with consideration of the problems involved according to the type and size of the school, and with the possibility of including instruction in relation to teaching the use of books and the library, concluding with a course in story-telling and a brief survey of other types of libraries including the public library, children's rooms, and county libraries, in order to extend and supplement the possibilities of the elementary-school library.

Experience: Past teaching experience is valuable and desirable as well as other work with children either in the public library or in a school library. Practise work in elementary libraries should be offered over a period of six months or a year with a two or four weeks' period of actually running a school library in all of its phases.

Abilities: A personality pleasing to both children and faculty members, the ability to understand children in relation to their reading levels, reading difficulties, likes, dislikes, hobbies and tastes are important as well as the ability to quietly and efficiently dispense the technical and routine work of the library. A vision for the elementary library and the extension of its influence and possibilities, an inherent love of literature, the ability to create a desire among children to read, and an imagination which will enable the librarian to anticipate and supplement the curriculum thereby materially enriching it, characterize some of the more important abilities of the elementary-school librarian.

Lillian Faber, librarian of the Grover High School, Buffalo, New York, writes as follows:

First of all, the librarian should have not only the professional education of a teacher, but also certified training in library technic, book selection, and book appreciation. She should be an experienced and successful elementary-school teacher, and should have a good perspective of modern educational objectives

and theories. She must have had experience in general public library work, including, of course, work with children. Her knowledge and appreciation of children's literature must be exceptional. Naturally, she must be thoroughly familiar with the school curriculum. She must possess marked ability as an organizer and administrator, and above all, must be willing to cooperate with everyone in order to give the best possible library service to the school. Finally, she must love, understand, and respect children. The elementary-school library aims to develop a child's reading habits and standards by creating an appreciation and love for various kinds of good literature. Unless the librarian can win and hold the child's confidence by proving to him that her interest is genuine, she will not be successful.

RÉSUMÉ

The statements given above are of such a nature that it is not possible to make a statistical tabulation of well-defined terms. However, there are certain points of definite agreement and a few items of apparent disagreement regarding the training, experience, and abilities of the elementary-school librarian.

Professors of library science—Almost without exception the professors stress the importance of a general education such as should result from a liberal arts college training. Next there is agreement on a one-year course in a standard library school. With regard to training as a teacher there are two general viewpoints: (1) That school librarians should have the full teacher-training course, and (2) that the librarian needs enough in "education" to work intelligently with teachers, but extensive training in classroom methods may be a handicap.

As to experience the professors favor some classroom teaching and considerable service in the children's departments of public libraries.

Among the personal qualities and abilities mentioned are ability to get along with people, to arouse enthusiasm in children about books, to get things done, to grow along with progressive developments in education, and good health.³

Superintendents—School superintendents appear to want the training in teaching a little more than preparation as a librarian. They seem to prefer an experienced, successful teacher who has had enough specialized training to handle a school library efficiently. They demand an understanding of children, an appreciation of the school curriculum, and ability to get along with teachers.

Principals—School librarians should have training both as teachers and as librarians, according to the three replies from principals. The same balance is desired in experience. Principals seem to stress certain abilities and personal traits: (1) Ability to organize the school

³ Compare this résumé with the requirements specified by the library schools as summarized in the next article in this chapter.

library and to select materials with good sense; (2) ability to cooperate with teachers and pupils; and (3) ability to create "an atmosphere" in the library which will stimulate pupils to read widely and with discrimination.

School librarians—The replies of school librarians appear to be close to the opinions of the superintendents and the principals in regard to the importance of training and experience in teaching. They look upon their function as that of supplementing and enriching the efforts of teachers. To do this, training in the use of classroom methods is indispensable. Considerable emphasis is placed upon a wide knowledge of children's literature.

Summary—In general there is considerable agreement between the viewpoints expressed above. The major points of training, experience, and ability seem to be about the same. The items of some disagreement are perhaps only differences in emphasis. Professors of library science urge skill and understanding of the technics of the librarianship. While slighting this side somewhat superintendents and principals want efficient, well-organized libraries—which, of course, cannot be had without the specialized library training of librarians. Professors of library science tend to slight the possession of an extensive knowledge of children's literature, and the "teaching" viewpoint—both traits admired by principals and superintendents. In general, the statements of the professors of library science are more comprehensive and fundamental than those given by superintendents, principals, and school librarians.

THE CHILD who patronizes his community library will continue to do so when he grows up, and insofar as the school and library help to accomplish that end they are solving an important factor in our present economic situation.—Paul F. Shafer, Chapter V.

TRAINING OPPORTUNITIES IN ACCREDITED LIBRARY
SCHOOLS¹

THE ESTABLISHMENT of libraries in elementary schools has created a demand for persons with training in library science. Should the principal place a teacher with no library experience in charge of the library? Should he search for one with both library training and educational experience? Should he persuade someone, who has been trained specifically for public library service, to abandon that career for the school library?

In making decisions of these questions and in advising teachers the principal should know what opportunities exist in the accredited library schools. These are the colleges with programs which conform at least to the minimum standards adopted by the American Library Association. The list of accredited schools in 1931-32 is given in Table 1.²

It should be noted at the outset that the accredited library schools are not the only ones preparing for school library service. There are colleges with courses in library science which have not been approved by the American Library Association. There are a number of teacher-training institutions offering a few courses in the management of the school library. Both the unaccredited library colleges and the teacher-training institutions prepare students who are finding employment in school libraries. The present study has made no effort to explore these training programs but has confined itself to *regular courses* offered by the colleges on the 1931-32 accredited list.³

The accredited schools of library science—The catalogs of twenty-three accredited training programs were analyzed. Seventeen of these catalogs were for the year 1932-33; five were for the year 1931-32 (Illinois, Saint Catherine, Western Reserve, Oklahoma, and Carnegie); and one was for the year 1930-31 (Peabody).

Table 1 reveals several interesting points concerning the twenty-three institutions:

(1) Four of these schools were established before 1900, six between 1900-09; two between 1910-19; and eleven or 48 percent between 1920-29.

¹ This study has been prepared by the Research Division of the National Education Association for the Editorial Committee.

² For details on the growth and development of library training standards consult the annual reports of the Board of Education for Librarianship. These reports are given each year in the *Bulletin of the American Library Association*. For example: Fourth Annual Report, 1928, p. 163-82; Fifth Annual Report, 1929, p. 149-65; Sixth Annual Report, 1930, p. 175-98; Seventh Annual Report, 1931, p. 191-217; and Eighth Annual Report, 1932, p. 207-18.

³ This study did not go into summer, extension, or correspondence courses.

(2) Four of the schools are located in the state of New York, two in Tennessee, two in Pennsylvania, and one in Canada. Fourteen other states have one library school each.

TABLE 1—LIBRARY SCHOOLS ACCREDITED BY BOARD OF EDUCATION FOR LIBRARIANSHIP

Number	Institution ^a	Location	School or Department	Date Established
(1)	(2)	(3)	(4)	(5)
I	University of California.....	Berkeley, Calif.	School	1919
II	McGill University.....	Montreal, Canada	School	1927
III	Emory University.....	Atlanta, Ga.	School	1905 ^b
IV	University of Illinois.....	Urbana, Ill.	School	1893
V	Kansas State Teachers College.....	Emporia, Kans.	School ^c	1928
VI	Simmons College.....	Boston, Mass.	School	1902
VII	University of Michigan	Ann Arbor, Mich.	Department	1926
VIII	College of St. Catherine....	Saint Paul, Minn.	School	1929
IX	Rutgers University, New Jersey College for Women	New Brunswick, N. J.	School	1927
X	Columbia University.....	New York, N. Y.	School	1887
XI	New York State College for Teachers.....	Albany, N. Y.	School	1926
XII	Pratt Institute.....	Brooklyn, N. Y.	School ^d	1890
XIII	Syracuse University.....	Syracuse, N. Y.	School	1908
XIV	North Carolina College for Women.....	Greensboro, N. C.	Department	1928
XV	Western Reserve University	Cleveland, Ohio	School	1904
XVI	University of Oklahoma....	Norman, Okla.	School ^e	1929
XVII	Drexel Institute.....	Philadelphia, Pa.	School	1892
XXVIII	Carnegie Institute of Technology.....	Pittsburgh, Pa.	School	1901
XIX	George Peabody College for Teachers.....	Nashville, Tenn.	Department	1928
XX	University of Tennessee....	Knoxville, Tenn.	Department	1928
XXI	Hampton Institute ^f	Hampton, Va.	School	1925
XXII	University of Washington..	Seattle, Wash.	School	1911
XXIII	University of Wisconsin....	Madison, Wis.	School	1906

^a List of accredited library schools for 1931-32 taken from p. 214-15 of *Bulletin of the American Library Association*, Vol. 26, April, 1932. Library schools conducted by the public library of Saint Louis and Los Angeles, respectively, are included in the list of accredited schools. However, they are omitted from this study, having been suspended by their boards of directors.

^b Atlanta Library School affiliated with Emory University in 1925, and came under its control beginning September, 1930.

^c Provisionally accredited.

^d Accredited, unclassified, but with high and acceptable standards.

^e Colored.

(3) Eight of the schools are in the eastern part of the United States, seven in the North Central and Middle West, five in the southern states, two in the Far West, and one in Canada.

(4) One school, located in Virginia, is restricted to colored students.

(5) Two state teachers colleges are on the accredited list.

Training programs offered for different branches of library service—Table 2 includes all of the twenty-three library schools. Many

readers will be interested in the programs offered by particular schools. The points of general interest are:

(1) Fourteen schools offer a single library training program, six have two programs, two have three programs, and one offers four programs. In other words, the twenty-three schools offer thirty-six programs (each one made up of various courses or subjects of study).

(2) Out of thirty-four ⁴ programs with specified lengths (Table 2, col. 3), twenty-seven are for one year, six for two years, and one for four years.

(3) Twelve of the thirty-six programs (Table 2, col. 4) lead to a certificate in librarianship or a diploma granted by the institution or the state department of education.

(4) Fourteen of the thirty-six programs (Table 2, col. 5) lead to the degree of bachelor of science in library science; four to the degree of bachelor of arts in library science; nine to the degree of bachelor of science or bachelor of arts; one to the degree of bachelor of library science; one to the master of arts in library science; and four to the master of arts or the master of science. Five catalogs did not specify the degree granted at the completion of their programs.

(5) Thirty-five of the programs were described as leading to certain positions (Table 2, col. 6) or types of services. Nineteen programs led to general public or college library service, twelve led to school library work, and four to work with children. The impression is obtained from the catalogs that school library training is designed chiefly for high-school service.

Educational attainments and qualifications recommended for those entering library training programs—Twenty of the twenty-three catalogs recommended general qualifications for those planning to enter library service.⁵ Among the points worth noting are:

(1) A general well-rounded education is cited as desirable by twelve institutions. Three others advise a reading knowledge of a foreign language.

(2) Of the special skills, sixteen urge the student to have some skill in the use of the typewriter. One specified mastery of the vertical or library handwriting.

(3) Seven institutions mentioned personal traits. These recommendations varied from "good health" in one school to an institution which listed about ten personal traits.

(4) Seven catalogs suggested that students entering library training should have certain practical experience. Five of these urged

⁴Two of the thirty-eight did not specify the number of years over which the programs extended.

⁵Detailed tables upon which the following sections are based have been filed in the Research Division of the National Education Association.

TABLE 2—TRAINING PROGRAMS OFFERED FOR DIFFERENT BRANCHES OF LIBRARY SERVICE

Number of Institution ¹	Special Programs ²	Length of Special Programs (years)	Certificate or Diploma Granted	Degree Granted	Position or Service for which Training Is Offered
(1)	(2)	(3)	(4)	(5)	(6)
I	Graduate	1	(a) Certificate in librarianship (b) Special credential in librarianship ³		Objective not stated. Probably prepares for general library service.
II	Graduate	2		Master of Arts	Objective not stated. Probably prepares for general library service.
III	Graduate	1		Bachelor of Library Science	Assistant in: college libraries, special libraries, children's libraries, or school libraries. ⁴
IV	Graduate ⁵	1		Bachelor of Arts in Library Science	General library service.
V	Graduate	1		Bachelor of Science in Library Science	Library service.
VI	Senior undergraduate ⁶ Senior undergraduate ⁶ Graduate	2 4 1	Library certificate	Master of Arts or Master of Science ⁷	Service in large libraries.
VII	Graduate	1	Certificate	Bachelor of Science ⁸ Bachelor of Science ⁸ Bachelor of Arts in Library Science	School library service. General library service ⁹ General library service ⁹ Library work with boys and girls. Trains persons to take charge of small public libraries or to assist in larger libraries.
VIII	Graduate	1	Certificate ³	Master of Arts in Library Science	Advanced positions in college, university, public and reference libraries. Service in school libraries.
IX	Senior undergraduate ⁶ Senior undergraduate ⁶	1 1		Bachelor of Science in Library Science Bachelor of Arts or Bachelor of Science	General library service.
X ¹⁰	Graduate	1		Bachelor of Science	Service in college and university, public, and wide range of special libraries, including school and children's libraries.
	Graduate	2		Master of Science	Provides for specialization in more important fields of library service.

TABLE 2—TRAINING PROGRAMS OFFERED FOR DIFFERENT BRANCHES OF LIBRARY SERVICE—(Continued)

Number of Institution ¹	Special Programs ²	Length of Special Programs (Years)	Certificate or Diploma Granted	Degree Granted	Position or Service for which Training Is Offered
(1)	(2)	(3)	(4)	(5)	(6)
XIII	Junior undergraduate	2	Life certificate	Bachelor of Science in Library Science	School library service.
	Junior undergraduate	2 ¹²	Limited certificate	Bachelor of Science in Library Science ¹³	Part-time teacher librarians.
XII	Graduate ¹⁹	1	Certificate of the Institute		Responsible service in any general library. Course to provide basis for future specialization.
XIII ¹⁴	Senior undergraduate ⁶	1	School librarian's permanent certificate ^{3 15}	Bachelor of Science in Library Science	General library service and service in school. Public and children's libraries.
XIV XV	Junior undergraduate ⁶	1		Bachelor of Arts	Full-time school librarians.
	Senior undergraduate	1		Bachelor of Science in Library Science	General training for library service.
	Senior undergraduate	1		Bachelor of Science in Library Science	High-school library service.
	Senior undergraduate	1		Bachelor of Science in Library Science	Library service for children.
XVI	Graduate	1		Master of Science	Library service for children.
	Senior undergraduate ¹⁶	1	17	Bachelor of Arts in Library Science	Provides professional library training.
XVII	Graduate	1		Bachelor of Science in Library Science	Higher positions of library service.
XVIII	Senior undergraduate	1		Bachelor of Science in Library Science	Library service for children, and library service in elementary schools.
	Senior undergraduate	1		Bachelor of Science in Library Science	Library service in elementary schools. School library service, primarily in senior high-school libraries.
	Senior undergraduate	1		Bachelor of Science in Library Science	General library service.
XIX ¹⁸ XX	Senior undergraduate Graduate ¹⁹	1	Certificate	Bachelor of Science in Library Science Bachelor of Science	School library service. Teacher librarians.

TABLE 2—TRAINING PROGRAMS OFFERED FOR DIFFERENT BRANCHES OF LIBRARY SERVICE—(Concluded)

TABLE 2—TRAINING PROGRAMS OFFERED FOR DIFFERENT BRANCHES OF LIBRARY SERVICE—(Continued)

Number of Institutions ¹	Special Programs ²	Length of Special Programs (years)	Certificate or Diploma Granted	Degree Granted	Position or Service for Which Training Is Offered
(1)	(2)	(3)	(4)	(5)	(6)
XXI	Senior undergraduate	1		Bachelor of Science	High school, normal school, and college libraries. Branch librarians of city library systems.
XXII	Senior undergraduate	1		Bachelor of Science in Library Science	Prepared to take charge of small public library or assist in any department of larger libraries.
	Graduate	1	Certificate in library work with children		Library service for children.
XXXIII	Senior undergraduate ²⁰	1	Library School diploma	Bachelor of Arts	Provides general library training. Course for high-school teacher-librarians offered in School of Education.

¹ See Table 1 for name of institution.² Graduate programs represent one- or two-year programs beyond graduation, toward a second bachelor's degree or a higher degree. In senior undergraduate programs professional study generally begins in the fourth college year toward a first bachelor's degree. In junior undergraduate programs, it begins in the third college year toward a first bachelor's degree.³ Granted by State Department of Education.⁴ Work of second term differentiated according to branch of service to be entered.⁵ Not under graduate school.⁶ Professional courses not begun prior to senior year. (Excepting a few elementary courses in library methods, use of the library, etc., offered by some institutions.)⁷ May satisfy requirements for major toward bachelor of science in education.⁸ Final year in residence, pursuing the technical program.⁹ Work of last third of the school year may be differentiated according to branch of service to be entered.¹⁰ Courses in library science may be counted toward the degree of doctor of philosophy.¹¹ Students entering library school from academic courses in other institutions must take courses leading to New York State Certificate for Secondary School Teachers, as well as program for librarian's certificate.¹² Minor in library science.¹³ Students having minor in library science must have completed certain requirements in arts courses, even beyond library science major requirements.¹⁴ After September, 1933, the School of Library Science will become wholly a graduate school.¹⁵ Librarian's Professional Life Certificate, or Librarian's Provisional Five-Year Certificate granted to students who have completed only three years of Liberal Arts work.¹⁶ Fourteen hours of major work to be completed in first three years of college work.¹⁷ Students preparing for positions in libraries connected with public schools should include sixteen hours of education in their subjects of study and fulfil other requirements for teachers' certificates.¹⁸ Students may also become candidates for master's degree in library science.¹⁹ Program not readily classifiable as graduate or undergraduate.²⁰ Library courses may form independent graduate program or be taken as joint course by seniors in connection with College of Letters and Science.

library experience, one recommended general business knowledge, and one urged teaching experience for those planning to become school librarians.

Requirements for admission to undergraduate training programs—Fourteen of the twenty-three library schools had requirements for entrance to undergraduate programs. The number of these programs was seventeen. In connection with these seventeen undergraduate programs certain points may be noted:

(1) Three programs require the presentation of health certificates; one, evidence of good moral character; seven, applications for admission; and two, information blanks.

(2) Eleven programs had requirements as to age: one requires a minimum age of sixteen; seven, a minimum age of twenty; and eight set a maximum age of thirty-five for entering students.

(3) Ten of the seventeen programs require senior standing, three require junior standing, one requires graduate status, and one may be started in the freshman year. Usually this requirement is based upon the length of the training program; for example, courses requiring senior standing are usually one year in length.

(4) Other requirements as to scholarship and experience are so varied as to be difficult to tabulate.

Requirements for admission to graduate training programs—Twelve schools have preliminary requirements for seventeen graduate training programs. Points worth noting are:

(1) Four of the seventeen programs extend over two years; the others are one year in length.

(2) Ten programs require a formal application for admission, four require a health certificate, five specify the necessity of a transcript of record, and one requires evidence of good moral character.

(3) With regard to age: nine graduate programs are open to students under thirty-five years of age; one program is open to those under forty; and one is open to students under thirty. Four graduate programs require the student to be at least twenty years of age.

(4) Eleven of the programs require that the student shall present evidence of the completion of four years of college work. Four programs require the completion of one year of library training and two programs are not readily classifiable as either graduate or undergraduate.

(5) Details as to requirements in language and experience are so varied as to be difficult to tabulate.

Subjects of study in the one-year training programs—Eighteen of the twenty-three library schools specified the courses for the one-year training programs. These library courses were tabulated by the

names of the courses. The few academic subjects and courses in education which were listed in the catalog have not been included. Several points may be noted:

(1) The four courses most frequently included in these programs are: (a) administration of libraries, (b) cataloging, (c) reference work, and (d) book selection.

(2) There are many variations of the following basic topics: administration, cataloging, classification, reference, bibliography, and book selection.

(3) Some training programs list only four courses a semester, while others require the student to take seven, eight, or even nine courses a semester.

(4) Out of sixty-eight specific courses only twelve mention "school" or "children" in the title of the course.

Subjects of study in one-year programs preparing for service in school libraries or children's work—Fifteen library schools offer training programs for school library and children's work. Observation and practise work have been tabulated separately. General academic requirements have not been included. Points worth noting are:

(1) There are almost as many different specific courses (56) offered for the training of school librarians as are offered in the general library course (68).

(2) The courses specified most frequently are: (a) library administration or organization, (b) cataloging and classification, (c) reference work, and (d) book selection. These four topics also have been listed above as those most frequently specified for general library training.

(3) Only one library school required students to take a course in education.

(4) Three training programs specified courses in child psychology and one required a child welfare course.

(5) A course in methods of teaching the use of libraries was required in connection with two of the fifteen programs and elective in one other program.

Subjects included in the two-year programs preparing for different branches of library service—The summary of the second year of two-year programs reveals the following points:

(1) Only five of the twenty-three library schools gave space in their catalogs for the second year of training. It is possible, of course, that other schools offer students two years of work when requested, but these have not advanced to the point of specific programs.

(2) There are fewer courses specified in the two-year programs than in the one-year programs, suggesting thereby a tendency to concentrate and to specialize in the second year.

(3) Four institutions offered seminar work, but only one provided for a thesis.

(4) Methods of teaching the use of the library was offered by only one of the five programs.

(5) Out of forty-five courses listed in the second year of two-year programs only five mention the word "school" or "children" in the title. School library craft is not studied on the graduate level as far as the titles of courses are acceptable evidence.

Practise work included in library training programs—The term "practise work" refers to the opportunities for experience in public or other types of libraries. The tabulation brings out these facts:

(1) That nineteen of the twenty-three library schools report in their catalogs that there are practise opportunities.

(2) A few catalogs convey the impression that the arrangement for experience is incidental and not particularly systematic. However, the nineteen schools appear to offer organized practise opportunities.

(3) Four library schools do not offer any practise work at all. A few schools do not have practise work in connection with all training programs. Does this mean that leaders in the library field do not believe that practise experience under supervision is necessary?

Special field trips and observation work—The catalogs of only fourteen colleges mentioned field trips and observation work. It is interesting to note that some of these opportunities seem to be but simple and incidental parts of the training programs. In a few instances the library schools are apparently trying to help students to avail themselves systematically of the communities' opportunities for experience.

WE REALIZE that the individual must not be loaded with teacher-planned assignments. The integration of classroom and library gives an immediate response to a child's awakened interest, without waiting until a regular library period when his interest has perhaps waned and his enthusiasm cooled. Guidance is the teacher's response to the child's request for help. The library must answer individual and group purposes.—Caroline Stokes, Chapter VI.

SELECTED REFERENCES

1. AMERICAN LIBRARY ASSOCIATION. *A Handbook for Teacher-Librarians*. Chicago: the Association, 1931. 52 p.
2. AMERICAN LIBRARY ASSOCIATION, Board of Education for Librarianship. *Certification Requirements for Librarians, Summarized by States*. Chicago: the Association, 1933. 20 p. (Mimeographed.)
3. BOGLE, SARAH C. N. "A Conception of the Children's Librarian." *Children's Library Yearbook*, No. 2. Chicago: American Library Association, 1930. p. 1-3.
4. CERTAIN, C. C. "The Elementary School Library Defined in Terms of Book Conservation and Library Service." *Elementary School Journal* 24: 357-64; January, 1924.
5. CERTAIN, C. C., chairman. *Elementary School Library Standards*. Chicago: American Library Association, 1925. p. 11-12.
6. COOK, EDITH L. "Essentials in Training for School Librarianship." *Library Journal* 54: 742-44; September 15, 1929.
7. DUFF, J. C. "The Librarian and the Junior High School." *Library Journal* 53: 402-404; May 1, 1928.
8. FARGO, LUCILE F. *The Library in the School*. Chicago: American Library Association, 1930. p. 17-42.
9. FARGO, LUCILE F. *The Program for Elementary School Library Service*. Chicago: American Library Association, 1930. p. 3-4, 64-65, 77-78, 105-107, 135-36.
10. FAY, LUCY E. and EATON, A. T. *Instruction in the Use of Books and Libraries*. 3rd ed. rev. Boston: F. W. Faxon Co., 1928. 465 p.
11. FRIEDEL, J. H. *Training for Librarianship*. Philadelphia: J. B. Lippincott Co., 1921.
12. GREENLEAF, W. J. *Careers; Librarianship*. U. S. Office of Education Leaflet No. 9. Washington, D. C.: Government Printing Office, 1931. 9 p.
13. HARRIS, HELEN. "School Librarianship as a Career." *Journal of the National Education Association* 18: 79-80; March, 1929.
14. HUTCHINS, MARGARET, JOHNSON, A. S., and WILLIAMS, M. S. *Guide to the Use of Libraries*. 4th ed. New York: H. W. Wilson Co., 1929. 245 p.
15. KELLY, F. H. "Professional Training of the Librarian in a Platoon School." *Platoon School* 4: 17-21; March, 1930.
16. KENNEDY, ANNA C. "Current Practice in the Preparation of Part-time School Librarians for Small Schools in New York State." *Library Journal* 57: 749-51; September 15, 1932.
17. KESLER, RUTH. "Librarian's Place in the Present Educational System." *Libraries* 36: 279-81; June, 1931.
18. KING, WILLIAM A. *The Elementary School Library*. New York: Charles Scribner's Sons, 1929. p. 64-72.
19. LOVIS, MARION. "Training for the Elementary School Librarian." *Bulletin* 9: 580-85; April, 1930. Department of Elementary School Principals.
20. MULHERON, ANNE M. "Training Teachers for Library Work in Platoon Schools." *Library Journal* 52: 283-86; March 15, 1927.
21. PARTCH, C. E. "Function of a Librarian in a Vocational Guidance Program." *Library Journal* 54: 482-84; June 1, 1929.

22. PENNSYLVANIA STATE DEPARTMENT OF PUBLIC INSTRUCTION. *Library Manual*. Bulletin 69. Harrisburg: the Department, 1932. 122 p.
23. POWER, E. L. "Training for Library Work With Children." *Library Journal* 51: 895-99; October 15, 1926.
24. RATHBONE, JOSEPHINE A. "Creative Librarianship." *School and Society* 35: 687-93; May 21, 1932. Same in *Library Journal* 57: 451-55; May 15, 1932.
25. SMITH, SUSAN T. "Outside Reading for the Children's Librarian." *Public Libraries* 30: 467-70; November, 1925.
26. SOUTHWICK, MARGARET. "Need of Technical Training for Teacher-Librarians." *The Platoon School* 3: 12-16; March-May, 1929.
27. STONE, C. H. "Difficulties Encountered by Trained School Librarians As a Basis for the Revision of the Professional Curriculum." *Library Quarterly* 3: 66-86; January, 1933.
28. WARD, KATE M. "Librarian in a Progressive School." *Progressive Education* 8: 126-30; February, 1931.
29. WILLIAMSON, C. C. "Selection of Library Students." *Wilson Bulletin* 4: 204-206; January, 1930.
30. WILSON, MARTHA. *School Library Management*. 5th ed. rev. New York: H. W. Wilson Co., 1931. p. 5-10.
31. WILSON, MARTHA, compiler. *Selected Articles on School Library Experience* (Second Series). New York: H. W. Wilson Co., 1932. p. 57-98.
32. WOOSTER, H. "Business of Being a Librarian." *Wilson Bulletin* 7: 366-67; February, 1933.

annual.
ournal
ociety
y 15,
ublic
ans."
As a
Quar-
ation
204-
ork:
ence
-67;

CHAPTER VIII
RURAL AND STATE LIBRARY PRACTISES
CERTAIN RURAL-SCHOOL LIBRARY CONDITIONS
BOOK TRUCK SERVICE FOR A COUNTY
COUNTY LIBRARY SERVICE OF CALIFORNIA
STATE LIBRARY PROGRAMS
STATE LIBRARY EXTENSION ACTIVITIES

EDITORIAL COMMENT ON CHAPTER VIII

Chapter VIII presents some of the aspects of the rural-school library problem. A contribution describes the status of library services in several states of the North West. The book automobile described in one article probably offers a solution to the rural library problem in many counties. Another describes the county library system as successfully operated in one state. The state library department's rôle in rural library work is also described. The chapter gives but a glimpse of an area which deserves more of the attention and the money of the American people.

How can the rural population be reached with library services? In some areas packages of books are mailed to the homes. Other places send out book trucks at regular intervals. In a few instances branch libraries are established in stores, churches, and homes. Which plan is best? Without doubt each method develops out of deep-rooted local conditions. Areas which are broken up into many more or less isolated community units probably need a book truck service. Areas which revolve socially about a store or crossroad center are probably served best by branch libraries. In some instances probably both devices are needed.

These questions naturally arise: Where does the school belong in the rural library situation? Should the school be content in its efforts to interest children in books? Or, should the school attempt to make books available to all persons in the immediate environs? Should every rural school be a branch library of county or state library systems? Should the rural school teacher be as much a librarian for the whole community as she is a leader of the young? How can the state library and education departments cooperate to improve the rural library situation? How can an adequate rural library program be financed? These and hundreds of other questions need to be studied carefully by the principal of rural schools. What contribution can he make to solve these difficulties?

A bibliography appended to this chapter will be of interest to rural-school executives.—*Editorial Committee.*

CHAPTER VIII

RURAL AND STATE LIBRARY PRACTISES CERTAIN RURAL-SCHOOL LIBRARY CONDITIONS

MABEL WILKINSON ETHERIDGE

Librarian, State Teachers College, Minot, North Dakota

MUCH HAS BEEN WRITTEN about school library activities of the well-developed urban and rural communities, but very little about the thinly populated frontier rural communities prevalent in the Dakotas, Montana, Wyoming, and northeastern Colorado. The social activity of a library is based upon the needs and differences of the communities served. The needs of the thinly populated, isolated states are not the needs of the more densely populated sections, yet they are just as important. The aim is the same in either case—to make life more worthwhile.

The school library idea has been prevalent for a number of years as far as school library legislation is concerned. Schoolboard interpretation of school library laws is often grotesque. If one were to judge the educational status of a community by the books found on the library shelves, by the use made of them as supplementary material in working out school projects, or by the use for pleasure-reading, it would be a disappointment. Frequently the same old books, ragged, torn, soiled, and unattractive, stand on the shelves for years. In most cases they are collections of worn-out texts, unattractive sets, cheap series, undesirable gifts, out-of-date and unsuited to the active needs of the pupils. This condition exists in spite of state aids in supplying lists of approved books from which teachers or school boards are required by law to make the selection. Pupils never look at such books. Scores of children do not read anything but the textbook, and not infrequently there are no readable books in the homes or schools. At this time many texts in actual use are fifteen years out-of-date in subject-matter. The text may be all right as far as it goes. At its best it is but one man's opinion out of many millions who may be just as authentic.

The writer has had occasion to drive through the previously mentioned states at least once a year for a period of several years. Informal interviews have been numerous as well as instructive. They have covered a wide variety of rural types, school board members,

principals in rural towns and villages, teachers in consolidated and one-room schools, taxpayers with and without school children.

Data from principals and teachers—At the summer sessions of the State Teachers College, Minot, North Dakota, and the University, Grand Forks, inquiry blanks on school libraries were passed at random among principals and teachers.¹ One hundred questionnaires were finally tabulated. These replies were from representatives of school systems with from four to thirteen teachers; with pupil enrolment not to exceed 100 pupils; with libraries ranging from 25 to 2000 books; and where the amounts spent for new books never exceeded \$175 annually.

Table 1 shows a rather discouraging situation. Apparently there are no full-time teacher librarians. Few pupil librarians were used. Therefore, the work fell upon the principals and teachers of English who needed their time for other tasks. Many of the libraries were not adequately housed. Many were not classified or cataloged. And most serious of all, almost half of the libraries reported were not used in the teaching and school activities.

TABLE 1—REPLIES OF ONE HUNDRED TEACHERS AND PRINCIPALS TO QUESTIONS ON THE STATUS OF SCHOOL LIBRARIES

Question (1)	Frequency		
	No (2)	Yes (3)	Do not know (4)
1. Is there a full-time teacher librarian?....	88	0	12
2. Is there a pupil librarian?.....	83	11	6
3. Is there a library room?.....	36	42	22
4. Is the library a mere storeroom?.....	25	25	50
5. Is the library cataloged?.....	38	41	21
6. Is the library classified?.....	39	38	23
7. Is the library used in school projects?... 43		56	1

Data from state teachers colleges and county libraries—Questionnaires regarding their services to elementary schools were received from six state teachers colleges (located in four states), and four county libraries (located in three states). Table 2 and subsequent pages summarize these replies.

Table 2 shows that the state teachers colleges are extending service very little to the elementary teachers and pupils in their respective states. Five institutions have reading matter as a part of the training-school library collection, but in only one case do the elementary children of the nearby rural districts benefit from these facilities. The services are not extensive even to the training schools

¹ The writer acknowledges the assistance of a graduate student, Mr. Voelker, who is now County Superintendent, Pierce County, Rugby, North Dakota.

and student teachers in their respective institutions. County libraries are generally reaching the nearby elementary school through travelling libraries, packages of books, supplementary reading material, and booklists. Special memberships for teachers and school districts are available in Montana and Colorado for a small fee. Four of the counties offer travelling libraries and other aids to their rural elementary schools.

TABLE 2—EDUCATIONAL SERVICES RENDERED PUPILS AND TEACHERS OF ELEMENTARY SCHOOLS

Service	Frequency
Teachers college library activities (6 institutions)	
(a) Provides reading matter suitable for children as part of the training school library collection.....	5
(b) Provides one reading circle period per week for each grade in the conference room of the training school library.....	1
(c) Provides factual matter for teachers of various subjects in the elementary grades	2
(d) Serves the training school and rural schools under the direction of the college	2
(e) Provides a selection of books for each room.....	2
(f) Conducts elementary library class by grades.....	2
(g) Conducts story hour for grades.....	3
(h) Has special shelf reserved for particular studies.....	1
(i) Has professional library of new texts as they appear for examination by teachers.....	3
(j) Accommodates rural children from nearby districts where there are no school buildings; these are brought in by school bus daily..	1
County library activities (4 county libraries)	
(a) Special memberships to teachers and school districts in Montana and Colorado. Slight fee charged.....	2
(b) Travelling libraries	4
(c) School lists and reference work.....	4
(d) Supplementary reading material for teachers and pupils.....	4
(e) Package libraries	4
(f) Library service stations in schools, stores, and homes.....	2
State library activities (3 states)	
(a) Travelling libraries sent to schools.....	2
(b) Package libraries sent to the schools and rural homes.....	2
(c) University and agricultural college library extension service to teachers	2

Another question was: "Do teachers make intelligent use of the library?" Teachers colleges replied with respect to their six faculties: Yes, 2; No, 2; and Reasonably so, 2. Regarding teachers in training: No, 3; and Reasonably so, 3. County libraries replied with respect to the rural teachers: Yes, 1; No, 2; and Reasonably so, 1.

Another question was: "Are children given instruction in the use of reference books, catalog, and other library tools?" One-third of the state teachers colleges replied that this instruction was given, one-third replied "to some extent," and one-third answered in the

negative. All four county libraries answered that the training given was very inadequate because schools were not equipped properly with libraries and because teachers were not informed about reference methods. Where children were taught something about reference work, the replies indicated that it was usually done by the teachers with the assistance of a librarian now and then.

Table 3 summarizes the replies to this question: "Are student teachers trained to know books or the principles of book selection?"

TABLE 3—REPLIES OF TEACHERS COLLEGES TO QUESTION: ARE STUDENT TEACHERS TRAINED TO KNOW BOOKS?

Reply	Frequency
Course given in children's literature	
required	1
elective	2
Non-credit course required in library orientation.....	3
Elective credit course in school library practises offered ^a	3

^a Few students have time to take it on account of the number of required courses.

The following suggestions for improving the library service to schools were made in the replies:

A. From teachers colleges

(1) Give library training to school librarians in teachers colleges rather than in technical library schools.

(2) Need sufficient help and sufficient duplicate copies of books to send to graduates who teach in poorly equipped schools to be of real service.

(3) More time for presentation of instruction: first, by the librarian to the teacher who is to give the instruction; and second, by this teacher to the pupil who is to receive the instruction.

(4) Train the faculty to know how to use books and to have at least a fair working knowledge of classification, cataloging, reference work, evaluation of new material, and a sense of fair play.

(5) A course of study worked out for systematic instruction in the use of the library from the kindergarten through the high school and required in all schools.

(6) Better collections available for school use and definite requirements for a teacher-librarian in each school, who has had at least a teacher-librarian course.

(7) Pool the funds now required for school library expenditures in every school annually, in the states not having county library service. Divide this amount into the number of large district divisions and place the fund at the disposal of the public library board at the center of each division. Then spend this money annually for the best supplementary school books and pictures available. These could be sent by auto regularly to all the schools within the district division and circulated all year among pupils and teachers.

B. From county libraries

(1) More funds needed.

(2) Friendly cooperation on the part of other libraries desirable.

(3) Greater opportunity for regular personal inspection of school and rural stations in order to meet the need more efficiently.

(4) Train outgoing teachers in the use of libraries.

(5) Train teachers in the principles of book selection.

Summary and conclusions—Under present conditions school library facilities in the rural communities of North and South Dakota, Montana, Wyoming, and northeastern Colorado are too limited in scope. The books usually are purchased by someone who knows neither books, nor school library needs, and who is easily influenced by persuasive book agents. The rural teacher changes her position frequently and gives the library little or no attention during her term.

Many teachers do not know books and are not experienced in book selection, buying, or even reading books. There is little if any opportunity for teachers to get training in a knowledge of books, or a chance to examine or read new books. This situation is due in part to the "high pressure," over-standardized, too extensive required subjects in the present higher educational institutions.

Growing needs of the modern educational system demand well-chosen collections of books both for teachers and pupils. The collections must be organized for the greatest good to the greatest number. The pupil must know how to get and to utilize this supplementary material. Through his search for information he develops quite naturally a technic of reasoning which is of great value to him all his life. With many teachers lacking this fundamental information the whole process of progress in the school library movement is necessarily retarded.

County library service to rural schools and communities is satisfactory where it exists. There are, however, 3000 counties in the United States of which 1100 have library service of any kind. Of the 1100 counties, but 245 have county library service, although all except three or four states have county library laws.² The discrepancy between actual and possible development is enormous. It is self-evident that legislation has little if any power as a remedy.

School systems are often not prepared to handle the existing situation alone because of the lack of proper training of teachers, inadequate financing, political manipulation of school affairs, and the constant change of those in control. Public libraries and county libraries are not able to take over the entire duty because they are now under-financed, under-manned, and over-worked.

Some steps in improving conditions are as follows:

- (1) Wide training of teachers in the use of books, and the principles of book selection and book buying.
- (2) The development of county library service with respect to schools in rural communities.

² Vought, Sabra W. "Library Service." *Biennial Survey of Education, 1928-1930*. United States Department of Interior, Office of Education, Bulletin 1931, No. 20. Washington, D. C.: Government Printing Office, 1932. Vol. I: 646.

- (3) Intelligent leadership.
- (4) Wide publicity to arouse community interest and pride to the extent of adequate support.
- (5) Cooperation of existing systems to a greater extent.
- (6) If possible, an entire new system devised to meet the need of the situation:
 - (a) It must be progressive, economical, democratic, and available the year round.
 - (b) It should provide a well-trained, efficient rural-school library field worker who would spend her time determining the needs of her immediate territory, and in meeting those needs.
 - (c) It must be flexible enough to fit the varying needs and differences due to geographic, climatic, and economic influences.
 - (d) It must eliminate "dead timber" and keep all material moving to the best advantage.
 - (e) Each collection must be chosen with care, and suited to the children's interests and needs, depending on the size of the school. The teacher must feel confident that the books have been chosen by a specialist and are worthy of consideration.

Outside of the financial aspects, there is no reason why the county library systems should not make a specialty of services to rural schools. The program could be supervised by a trained school library field worker. With a desire for this type of service really aroused, the financial problem should not be insurmountable.

THE DETERMINATION of needed preparation for workers in any situation must be made first, by calling up the pictures of the setting in which the work is to be done; second, by discovering in the picture the requirements demanded for the post and the analysis of the personal traits and characteristics necessary for a worker who can carry out the requirements; and last, by considering the underlying philosophy on which the best practise is based.—Martha Caroline Pritchard, Chapter VII.

BOOK TRUCK SERVICE FOR A COUNTY

RUTH LEAVITT

Librarian, Chattanooga Public Library, Hamilton County, Tennessee

A JOINT LIBRARY PROGRAM adopted by the Chattanooga Public Library and the Hamilton County Board of Education, Chattanooga, Tennessee, began its fourth year in the fall of 1932. The program aided by the Julius Rosenwald Fund, in the first two years, provided twenty-one elementary schools throughout the county with libraries, including shelving, equipment, books, and a teacher-librarian.

The book truck meets a need—There were nineteen elementary schools in the county without direct library service. The term "direct library service" is used because the public library maintains a county extension department of five thousand volumes, from which each school may obtain classroom collections. The necessity of equalizing library opportunities led, at the beginning of the third year of the joint program, to the purchase of a book truck by the Rosenwald Fund and the board of education. The board of education and the public library set aside a one-year fund of \$3350 for books, the salary of a trained librarian, and the upkeep of the book truck.

In the county schools a unit project method of teaching is used. That is, a separate unit subject is taught during every month of the school year. For example, in September "Indians" is the subject for the first and second grades; "Africans" for the third and fourth grades; and for the fifth, sixth, seventh, and eighth grades, there are the customary subjects such as English, geography, and history.

A definite tie-up with the education department necessitated a close study of the units of the curriculum and the children in order that useful books might be purchased. Some picture books were bought, some primers, and, for the youngest children, always books abounding in colorful illustrations. Lists for books of this type were made for the following subjects: Indians, Africans, Pilgrims, Philippine Islands, Arabia, Eskimos, Switzerland, Japan, China, Holland, Christmas, Thanksgiving, patriotic figures, travels, English, geography, history, nature study, music, and nutrition. A trial basis of seven copies of each title were bought. The books which proved most popular, both with teachers and pupils, are being increased in number sufficient to satisfy demand. Other books, not so popular, are being placed on trial in other libraries.

The initial plan for the book truck was for visits to be made to those nineteen schools having no libraries, at intervals of two weeks' time. With the close of the first month, September 1931, the book

truck travelled 842 miles, made fifty-two visits to the schools, and deposited 440 books on Indians, Africans, geography, English, and history. When the other schools saw how beneficial a travelling library might be with its quick turn-over of new books, they, too, asked that the truck visit them. With the beginning of the third month, November, the truck made visits every two weeks to the nineteen schools without libraries, and monthly visits to the twenty-one schools with libraries. In this way, every county elementary school had the advantage of using the same books for the same work.

Each book is cataloged, accessioned, and shelf-listed with the books of the county extension department and that building is a working center for all preparation. Each book is provided with two book cards; one to be left in the pocket and the other to be filed by the librarian on the truck under the name of the school where the book is deposited. On the card left in the book every child who uses that book signs his name. Thus, when the librarian collects each group of books, she knows exactly how many books are in each school and, upon examination of the cards left in the books, she knows how many children have read the books. In this way the librarian can keep a monthly record of the number of miles travelled by the truck, the number of schools visited, the number of books deposited, and the number of people who have read the books.

Activity leading to more activity—At the end of the fifth month, approximately half of the school year, the 569 books distributed had been read by 6411 pupils and teachers. An almost unbelievable use of books arising from mere association with them!

At the end of the seventh month teachers, parents, and pupils were reading *Little Pear*, *Treasure Is'and*, *Just So Stories*, and *Tom Brown's School Days*, and were pronouncing each "the best book I've ever read!" At the same time teachers were discovering that from within the depths of the book truck they might find answers to such questions as how to build a wren house, where to find a one-act play on Abraham Lincoln, where to find short biographies of Tennesseans, and countless others. They were discovering, too, that with free use of readable books comes increased interest in class work, unusual diligence in school activities, and an insatiable desire for more and more books.

In the primary grades charts were made by boys and girls to tell in their own way the stories of some of the books that they had read. On sand tables were depicted delightful Eskimo scenes from the *Eskimo Twins* or Chinese child life from the *Chinese Ink Stick*. Books were dramatized, story hours were conducted, book posters and book marks were made, and games of memorizing titles and authors

were played. This last game was both interesting and educational. Boys and girls in the sixth, seventh, and eighth grades who had never before had any association with classic writers began to memorize their names; and, in doing so, began to establish some standard whereby they might judge other books. As well as knowing names of authors, most of these children, within a short time, knew the title of every book by its color!

So great was the interest created in books and reading that one small school, Oak Hill, determined to have a library of its own. The school, with an enrolment of eighty, is situated about fifteen miles out in the country; a typical county school with typical county children in attendance. From among the people of the community, however, there came an exceptional spirit of perseverance and diligence. The only thing in the entire school which might be contributed toward a library was a vacant schoolroom. A room furnished with a broken, discarded piano, two chairs, and a dilapidated stove. Indeed, such a room held no resemblance to a library. In three weeks' time (and it seemed as if it were with the waving of a magic wand) the room had been converted into a bright, sunny, library room. The women in the community had cleaned, painted, and varnished the entire room. They had made draperies for the windows, and had transformed the blackboards into composition bulletin boards. They had even procured enough money to make an initial purchase of books; money for books came from the houses of people who had hardly enough with which to feed themselves. The education department donated a library desk, two tables, and some chairs for the room, while the county library contributed a unit of shelving, cataloging supplies, and circulation necessities. Today that library is seven months old; it has a book stock of almost two hundred volumes, and it serves a community of almost one hundred children. The library is served by a volunteer principal-librarian, and is kept clean by children who are given the privilege of doing it as a merit of good behavior. The library, in itself, is not a model one, but it is a place where children who are utterly void of fantasy and imagination may come for books of fairy tales, travel, poetry; a place where children of the fields may come and forget for a while their struggle with the barren ground.

The book truck at teachers' meetings—The unit project method in the county system of education provides for a series of teachers' meetings each month. The forty-seven schools are divided geographically into four groups, and at one place in each of these four groups there is a meeting once a month. In other words, there are four group meetings each month, one every Friday of each week. It is

the plan for every teacher in his own group to assemble at the specified place to observe the instructors in that particular school. Of course, all schools are dismissed for the day except the school where the meeting is held. At the place of the group meeting the regular classes are carried on in the mornings, and in the afternoons school is dismissed for the teachers to assemble and to discuss their observations of the morning. At each of the discussions a supervisor is present.

The book truck is present at these group meetings and the librarian attends these discussions. Sometimes she is called upon for parallel reading suggestions, or for a suggested list of books. The librarian also has a period in which to discuss the unit subject book-list, the stories of many of the books, the use of the library and its relation to the school, and the reading habits formed by the child of school age.

To these group meetings the book truck always carries a display of the books for the month. If the subject for the time is "Men of Patriotism" the truck may carry a mounted display of Abraham Lincoln's cabin (built of miniature logs by one of the mountain school boys), set in a field of ripening corn and golden pumpkins. Out of the square log chimney curls lazy smoke—made by a cone of incense set in the chimney—which attracts attention by its motion. Around this cabin scene are such books as: Winchester's *Oft Told Tales of Lincoln*, *Lincoln* by Mace, *Lives of the Presidents* by Ellis, *Abe Lincoln Grown Up* by Sandburg, and Nicolay's *Boy's Life of Abraham Lincoln*. Or there may be wigwam displays for the Indians, polar bears for the Eskimos, or windmills for the Dutch.

Summary—The book truck has completed nine months of travel. It has covered 5469 miles, made 407 visits to the schools, and has deposited 4449 books. Forty-nine thousand, three hundred and fifty-one people read the books; through reading, 49,351 people have gained knowledge of intrinsic value, and have had immeasurable pleasure. The itinerary of the book truck is never wearisome, and its activities are entirely free from monotony.

COUNTY LIBRARY SERVICE OF CALIFORNIA

MAY DEXTER HENSHALL

County Library Organizer, California State Library, Sacramento, California

THE ELEMENTARY SCHOOLS of California, prior to 1911, had school district libraries. The books were purchased with school library funds provided by county taxes. For many years books for adults predominated in these school libraries because rural people were without public libraries. Finally school laws restricted the use of school library funds to books on a list approved by the county board of education. Practically all the books on these lists were for children. As the use of supplementary textbooks increased, the school library fund was expended almost entirely for these classroom books, reference books, maps, globes, and charts.

There were over 3000 elementary-school districts in California; consequently, there were over 3000 school district libraries. Each one of these libraries was practically duplicated by all the others because enterprising book agents systematically travelled from district to district throughout the state taking orders from the trustees for books and school apparatus. There was no legal provision for the circulation of books among the school districts of a county. Each school district kept building up a collection which soon became inactive because of the limited number of people who could use it. These libraries were uneconomical and ineffective. A library system was needed which provided for central libraries, professionally-trained librarians, and the circulation of books.

Steps toward improvement—California enacted a county library law in 1909 to give public library service to rural people. Within two years time a number of county libraries had been established by boards of supervisors. The county library idea was good, but the law as then formulated was not satisfactory. However, this county library experiment not only paved the way for a better law which would give successful library service to rural people but also suggested a plan for overcoming the difficulties of the school libraries.

In 1911 a new county library law was enacted. It provided fully for public library service to rural people by a county library tax, a certificated county librarian, headquarters at the county seat, and branch libraries throughout the county. In addition, one section of the county library law made it possible for boards of supervisors to allow the county librarians to serve the school libraries if the school districts wished such service. School library laws were amended in 1911 giving boards of school trustees power to contract with county libraries for service and to authorize the county school superinten-

dent to transfer the school library fund to the county library fund annually.

The legal provisions for affiliation between county libraries and school libraries as provided in the California county library law of 1911 and the amendments to the school law were decided departures from any previous legislation in this or other states. For the first time rural-school libraries had the opportunity to operate on a business basis which could be countywide in its scope and not limited to district boundaries. For the first time professionally trained county librarians were available to give specialized service to schools. It was a big step forward when these laws were enacted, because California schools had been hedged about by the restrictions of school district libraries for over sixty years.

A successful demonstration was necessary in this pioneer movement. There had to be mutual interest in and understanding of the county library plan of service to schools by the county librarian and county school superintendent if the plan was to be a success. Such a combination existed in one of the smaller counties and a demonstration was made in 1911-12. By the close of the year there was conclusive evidence of the superiority of service through a county library rather than school district libraries. It was a problem to decide how to make this demonstration known, understood, and desired by over 3000 boards of school trustees. The vast area of California with its unusual topography added to the difficulties.

Between 1911 and 1915 seventeen county librarians had started service with a few schools in their respective counties. Lack of uniformity in carrying out the basic principles of the plan and its slow development showed the need of a state organizer. It was the work of this person to spread information concerning county library service to schools of the counties where both the county librarian and the county school superintendent were in sympathy with the movement. The state librarian, James L. Gillis, was deeply interested in county libraries and the extension of their service to smaller library units, like schools, which needed help. A school library organizer was appointed on the staff of the state library.

The school library organizer was invited by county school superintendents to speak at trustees institutes and teachers institutes. Parent-teacher associations and various other organizations had her as a speaker. These public appearances gave her standing with teachers and trustees. When intensive organizing was done in a county, the county librarian and school library organizer visited each school district and interviewed personally the teachers and trustees. Literature on county library service to schools was left with them. Dupli-

cate copies of the contract between the school district and the county library were given to the clerk of the board to be acted upon when the trustees met.

Usually the year the organizing took place 50 percent of the boards of school trustees signed contracts for their school libraries to join the county library. The other 50 percent joined gradually. In the forty-six California counties having county libraries there are 2842 active school districts. Out of that number at the present time 2412 districts or six-sevenths of them have joined county libraries. Of these districts served by county libraries fifty-four are high-school districts, and fifty are elementary-school districts in towns or cities having from two to ten school buildings. The remaining 2308 are largely rural elementary-school districts.

Type and value of services—What are the distinctive features of California county free library services to schools which have attracted and held 2842 school districts over a period of twenty years? They are as follows:

(1) A central school library department in each of the forty-six county libraries.

(2) A county librarian to supervise the school libraries.

(3) A librarian as head of the school library department with one or more assistants if the county is a large one.

(4) Circulation of books to the schools by the county library in place of the stagnation caused by inactive school district libraries.

(5) A specialized library service to meet classroom needs.

(6) The supplementary books required by the school manual are purchased and circulated by the county librarian.

(7) Schools are equipped with reference books approved by the county board of education.

(8) Home reading is supplied to the children.

(9) County librarians subscribe for magazines for the pupils and a professional magazine for the teacher.

(10) The rapidly growing picture collections of the county libraries are a source of much help to schools.

(11) Stereographs to correlate with school subjects bring vividly before the children places, people, customs, industries, and other items of worldwide interest.

(12) Music records are circulated the same as books; consequently the school victrola remains a good investment rather than an unused article of furniture.

(13) Cleaning and repairing school books is an arduous task performed for the schools by the county librarians.

(14) Books, too soiled to clean or too dilapidated to repair, are destroyed by the county librarians.

(15) County librarians go to the schools if it is possible to do so.

(16) Teachers visit the school department of the county library and become acquainted with its resources.

(17) To people familiar with the work being done by California county libraries for the schools it means not only an almost unbelievable number of books sent to schools but a quality of service that only a professionally-trained librarian can give.

(18) Varied library resources are placed at the command of teachers and pupils.

- (19) Rural children learn both the present and future value of public libraries.
 (20) To everyone concerned it is a large return in both tangible and intangible things for a small financial investment.

By the measure of tangible things this service can be illustrated by the following reports of the Sacramento County Free Library. First the facts show the total service given to the rural schools of Sacramento County by its county library and then there are examples of service to a school of one teacher and a school of thirty-six teachers.

SACRAMENTO COUNTY FREE LIBRARY¹

I. Services of school department, July 1931-June 1932.

A. General:

Districts served	59
Buildings served	69
Teachers served	230
Pupils served	7415

B. Items were sent to schools, as follows:

Supplementaries	46,332
Home reading	11,567
Dictionaries and encyclopedias	1,661
Periodical subscriptions	194
Maps	50
Music records	261
Globes	3

 60,068

C. Items remained in the schools from the previous year, as follows:

Supplementaries	10,044
Home reading	1,792
Dictionaries and encyclopedias	2,893
Maps	378
Music records	257
Globes	41

 15,405

D. Total items used by schools (B plus C above)

75,473

E. Total shipments made to schools

1,334

F. Visits made by school department:

To schools	64
To branches	8

G. Visits of teachers to library headquarters

1,499

H. Special requests made by teachers for project material

52

I. Items added to the school collection, as follows:

Supplementaries	10,691
Dictionaries (small)	400
Maps	39
Encyclopedias	70
Music records	61
Globes	6
Charts	1
Z collection books	62
Home reading	951

 12,281

¹ Data supplied by Cornelia D. Provines, librarian.

SACRAMENTO COUNTY FREE LIBRARY—(Continued)

J. *Items discarded from the school collection, as follows:*

Supplementaries	2,736
Maps	1
Music records	5
Dictionaries (small)	21
	2,763

II. Financial report of school department, July 1931–June 1932.

A. *Source of funds:*

Raised from school districts	\$9,717.60
Balance on hand from last year	17.38
From teachers' library fund (their overdraft last year)	81.94
Total money available for school use	\$9,816.92

B. *School expenditures:*

Supplementaries	\$7,314.23
Home reading	1,251.35
Z collection	71.97
Periodicals	363.33
Music records	38.40
Maps	203.71
Globes	61.10
Postage and supplies	292.50
Teachers' library overdraft	.49
Freight and express	152.25
Total money spent	\$9,749.33

C. *Balance on hand July 1, 1932.* \$67.59

III. Report of Services to the Roberts District (One-teacher school with a pupil enrolment of 33)

A. *Library material supplied for the academic year ending June 1932:*

Supplementaries	363
Maps (atlas)	1
Music records	8
Magazine subscriptions	3
Home reading	136
Globes	1
Dictionaries and encyclopedias	13

B. *The following material remained in the school from the preceding year:*

Supplementaries	65
Maps	1
Home reading	15
Dictionaries and encyclopedias	1

C. *Total number of items used by school.* 607D. *Value of material supplied this year.* \$609.05E. *Value of that remaining from last year.* \$92.70F. *Total value of material used by the school this year.* \$701.75G. *Amount of money turned over by the district to the county free library school fund for the year.* \$50.00

(The valuation of material supplied does not include transportation, supplies, salary of the head of the school department, or other overhead expense.)

SACRAMENTO COUNTY FREE LIBRARY—(Continued)

IV. Report of Services to the North Sacramento District (Four buildings with 36 teachers and 1226 pupils).

A. Library material supplied for the academic year ending June 1932:

Supplementaries	7,777
Maps	4
Music records	17
Magazine subscriptions	6
Home reading	1,424
Dictionaries and encyclopedias.....	370

B. The following material remained in the school from the preceding year:

Supplementaries	1,486
Maps (1 atlas).....	28
Music records	21
Home reading	151
Globes	3
Dictionaries and encyclopedias.....	406

C. Total number of items used by school..... 11,693

D. Value of material supplied this year.....\$10,018.85

E. Value of that remaining from last year.....\$2,469.45

F. Total value of material used by the school this year.....\$12,488.30

G. Amount of money turned over by the district to the county free library school fund for the year.....\$1,550.00

(The valuation of material supplied does not include transportation, supplies, salary of the head of the school department, or other overhead expense.)

Difficulties encountered—As this big plan to better school library conditions has developed, problems have confronted county librarians which have needed to be solved with mutual understanding by school people and librarians.

Teachers had to learn not to order at the beginning of the school term all the books needed for the year but to order only what would be used first, and then to return them to the county library for others. They had to surmount another old school district library practise of holding unused books on shelves and substitute the county library idea of circulation of books.

County librarians find themselves confronted by a serious financial situation and a difficult service problem when county boards of education make frequent changes in readers and numerous adoptions annually of supplementary books. Often the county boards do not estimate the cost of their adoptions and do not compare it with the purchasing power of the school library funds transferred to the county library. Some county boards of education have solved this difficulty by asking the county librarian to attend the meetings of the board when adoptions are contemplated and to estimate the cost of such adoptions before any action is taken.

The overhead expense of the school department of the county library has increased greatly in the twenty years in which county

library service to schools has been given in California. It has assumed such proportions that it is encroaching increasingly on the county library funds for public library service to rural people which is the primary function of a county library.

The educational system of California was very simple when county library service to schools began in 1911-12. Now it is very comprehensive and the requirements of the enlarged educational program can be carried out satisfactorily only if the requests of the teachers for books are filled. This expansion of the school system has meant additional work, more assistants, and increased expense in the school library departments of the county libraries.

For fifteen years the county libraries carried the entire burden of this overhead for school library service. In some counties the school superintendents have seen the justness of using school library funds to pay part of the overhead expense for school library service. This aid is permitted by California laws, elementary-school trustees' budget blanks provide for it, and it is the procedure in city school libraries. Understanding cooperation between school authorities and the county libraries can adjust this difficulty easily for rural schools.

Conclusion—Any far-reaching pioneer system will encounter difficulties which must be met and solved by people interested in the ultimate good of the system as a whole. By doing so they help to extend its benefits. Other states wishing to emulate the fine library service to schools given by the county libraries of California are entitled to know the advantages to be derived from centralized school library departments in county libraries and the difficulties to be avoided.

Adequate county library laws and school library laws are indispensable. Any statewide service, such as county library service to the schools of California, should have a plan with basic principles which apply in any county, and an organizer to introduce the idea in each county. With a definite plan and the spirit as well as the letter of the law carried out, and a mutual recognition of respective functions, any state may be assured of success.

STATE LIBRARY PROGRAMS

GERTRUDE MACKINNEY

Director, Pennsylvania State Library, Harrisburg, Pennsylvania

ONE OF THE MOST NOTABLE FEATURES in modern development has been the growth of the community spirit in rural life. The towns and cities have had their civic spirit, their communal life, but now we are seeing the birth of a rural community sense, and in the very center of the rural community life of today is the library.

The library which helps the farmer, the lover of literature, the student of history, and the seeker after a better rural social economy becomes wonderful in its possibilities of life and service. Love of books and interest in continuing education are not then bounded by city limits. Possibly book appreciation is even greater where city distractions are lacking. Rural public library service is a natural development.

The library is the center of the new education—It has been said that never were schools so dependent upon libraries as they are today. This condition is due largely to the new emphasis in education, which encourages children to seek information for their school projects from every available source. The child formerly studied geography from a textbook. Now he studies from many books how the world travels, and how it is sheltered, clothed, and fed. He is a doer, not merely a learner. He is an explorer, filled with the spirit of research. He evaluates, organizes, and expresses the findings of his search and experience.

The problems which arise out of man's adjustment to his environment already determine many of the discussions in presentday teaching of the social sciences, or in elementary grades, history, geography, and civics. A decade ago so much as an overview of world history was almost unheard of below high school; now it is an accepted part of practically every fifth- and sixth-grade course of study.

The library, under this new system of education, is the center, the soul of the school. It brings together the experiences of the race and invites the child to explore. It is the library's province to enrich and enliven the school subjects so that even the elementary child will be conscious of the relation of the schoolroom and the world outside. The rôle of the library must always be to cooperate rather than initiate, and continual conferences must be held by the librarian with the superintendent and teacher to the end that resources of the library may enrich the school curriculum. The librarian must train the child in the methods of independent investigation. He learns how

to take notes, how to judge the value of a book from its date, and how to use indexes and card catalogs. The vital part that books, whether obtained from their school library or a public library, play in the school life of a city boy or girl is now well recognized, yet children in country districts are to a great extent cut off from this stimulus.

State governments have obligations for library service to their rural communities—Direct service of state library to rural sections has been effected by doing reference work for schools, when requested by teacher or superintendent, and by sending travelling libraries, or collections of some fifty books, to rural communities. This service, while it does meet a demand, is only a makeshift or temporary expedient until a strong system of local libraries is built up in the state. It is only the exceptional individual who will write a letter and take advantage of the service, and in a large state like Pennsylvania, the resources of the state library would be wholly inadequate to meet all library demands of its rural population. While we do serve about 100,000 of our population through travelling libraries and cover boys' and girls' summer camps, our rural schools are largely without library service. Unequal opportunity for education, now being offered by most of our states to our country girls and boys, cannot safely be permitted long to continue, as it is undemocratic and contrary to American principle.

The state library's first function is to give book service to employees and officials of the state in order to make their work more efficient and effective. Its second function is that of a central storehouse and distributing point for the libraries of the state. It should supplement their resources by supplying the unusual books not in public or school library collections. The establishment of new libraries or the expansion of old ones, to bring library service to our rural population, is also a direct responsibility of the state library.

How shall we meet the library needs of our rural schools?—There seems to be just one answer—the county library. So general has been the adoption of this plan that almost every state in the Union has passed some type of county library law.

Pennsylvania is the first state to grant state aid to county libraries. The aid is on a sliding scale, varying from 20 percent of the county library's appropriation in populous counties to 125 percent in sparsely populated ones. The law also provides for a demonstration and circulation book collection for use in counties proposing to establish county libraries. Five county libraries are organized for public and school service and are receiving aid from the state under this plan. In 1931 three hundred rural schools were reached and 1,500,207

books circulated. In one strictly rural county the book truck travels over thirty-four routes and calls at 837 farm homes.

No state has reached the same point in its conception of responsibility for library development as it has for schools. If, however, the library is to play so large a part in the modern school system, compulsory laws and state subsidies will eventually come. The development of the library is passing through these stages: (1) private initiation, management, and support; (2) partial public support and private management, where recognized by law; (3) entire public support and public management, permitted by law; and (4) compulsory public support and public management.

Practically all states have passed permissive legislation, but it is left to each community to decide for itself whether it will have a library or not. State help, in the form of advice and influence of a state official, must be exercised against local ignorance and inertia.

The county library is recognized in the United States and other countries as the logical library unit. The county is a governmental unit, in the main, small enough for good personal service, and large enough for economical service. The county library system is a public and a school library system for the entire county. It takes its service to the one-room country school or to the people wherever they live. It operates from headquarters in the county seat or other central points, and collections are carried from there to all county schools. Branches are also maintained in postoffices, stores, and community buildings, and in grange halls and residences of adult readers. It is a library of county people, by county people, and for county people. It is established by action of county authorities and supported by county appropriations, and is under the direction of the county library board. The county librarian, chosen by the county library board, administers the library in consultation with the board and the county superintendent of schools.

The establishment of a county library is a long step forward in equalizing the educational opportunities of any state. The state library, representing the state government and the department of public instruction, should take the initiative in organizing county libraries. First, because it is a part everywhere of the rural problem, and there needs to be an organizing center for the concentrating and directing of rural thought and action; second, that a county library system should be closely linked up with the educational organization of the county.

The ideal organization is that each schoolroom be equipped with the basic classroom collection recommended by the department of public instruction, and all other library requirements met by the

county library, with the collection in every school changed frequently. Both the teacher and pupil should have the privilege of making requests. Any book anywhere in the system is available for the school, and telephone and parcel post are used to get it quickly.

A skilled and capable county librarian circulates with the books and learns the reading needs of the whole county and its educational organization. The primary responsibility to make the county library a success in its work with the schools must of necessity rest with the county librarian. This responsibility must be shared by two other educators, the supervising principal or superintendent and the teacher. Only through the cooperation of these three can the county library properly function in its school work and render the service the citizens of the county have a right to expect.

Conclusion—Since out of every thousand children who enter the public schools, 974 reach the sixth grade and only 260 graduate from high school, the training for continuing the child's education after he leaves school must be given in the elementary grades. The county library provides one of the means whereby the educational facilities of the state are equalized. Through it the country children are not only taught how to tap the great storehouse of knowledge, the heritage of the race, but it also provides the facilities for two-thirds of the sixth-grade children of our land, who terminate their school life at so early a period, to continue their education.

If a child has acquired the habit of reading, the love of good books, facility in using a catalog, and some skill in evaluating the worth of books, his education need not and will not end when his association with the public school is severed. Through the cooperation of school systems and county library systems in elementary grades, the child may become a student for life. The county library will continue through his adult years to supply the materials for his intellectual growth.

STATE LIBRARY EXTENSION ACTIVITIES

HARRIET A. WOOD

State Supervisor of School Libraries, Saint Paul, Minnesota

THE EMPHASIS in a state library extension program is primarily upon helping schools and communities to build up local libraries in units of sufficient size to bring adequate, well-administered libraries within the reach of all.

Agencies for library promotion exist in forty-four states, one-half under library commissions, and the rest under state libraries and state departments of education. The American Library Association lists these agencies in its *Handbook*.¹ Service to schools is so large a factor that ten² states employ full-time state supervisors of school libraries and three³ others provide part-time supervisors. Nine of the thirteen are in state departments of education, three in state libraries, and one in a library commission. Demonstrations of public and school library extension agencies have been made in Louisiana under national educational foundations.

State agencies function chiefly in two ways: by direct mail service and by standards to encourage local school libraries.

Direct mail service to schools with limited facilities—In the beginning stress was laid upon the travelling library with its varied collections sent out for general reading and its package service of books for reference in schools and study clubs. Recently, established agencies have omitted the travelling library entirely and now stress instead standards and aids to encourage the establishment of the wisest type of local units. The majority, however, still give direct mail service to isolated individuals and to those local libraries whose unit is too small to meet needs adequately. Pictures, maps, pamphlets, and articles from magazines and newspapers, are also issued as a part of the package service.

The elementary-school principal will find his state agency ready to furnish books for discussion in teachers meetings, and for the bright pupil who has exhausted the local supply as well as the suitable book for the slow and the handicapped pupil. Lists of books for different grades and special lists (*e. g.*, "What to Read before High School" and "Books for Pupils of Limited Vision") are available in Minnesota and doubtless in other states also.

Books borrowed from the state agency and found fruitful and attractive in informational and recreational reading should be added

¹ American Library Association, 520 North Michigan Ave., Chicago, Ill.

² Alabama, Indiana, Louisiana, Michigan, Minnesota, New York, North Carolina, Tennessee, Virginia, and Wisconsin.

³ Arkansas, New Jersey, and Oregon.

to the school library at an early date. Repeated borrowing of vital books needed all the year round is a waste of time and funds. Expensive books, those needed by a few persons, books for infrequent use and special occasions, should be borrowed. In some states books from a sample collection are issued for examination before purchase. Pupils may participate in this activity by finding interesting publications in various standard booklists and then giving informal purposeful book reviews. Such book reviews are not artificial and they will form the habit of distinguishing desirable books from the commonplace. Pupils themselves should be encouraged to question "Is the book in any standard list?" A few simple principles of book selection, which will be of lifelong value, may thus be suggested most effectively in the elementary grades.

In using the state extension service requests should be sent a reasonable time before the date needed and signed by school librarian, principal, or teacher, even if the letter is written by the child. This verification simplifies the records and fixes the responsibility. A clear, specific statement of the exact needs, listing of the grade and the type of school, all help the state worker to send the right material. State workers sometimes get letters which give no clue to age, sex, grade, or location. The reference librarian has to guess whether she is serving the needs of man, woman, or child under rural or urban conditions. A brief note telling whether or not the material was satisfactory and how it was used tends to bridge the distance between the borrower and the mail-order librarian. A visit to the extension agency, visualizes its personnel and resources and is welcomed by state workers.

Standards to encourage local school libraries—The news bulletin issued by some states helps to keep principals in touch with library progress within the state and with significant movements outside. Such bulletins include lists of new books and devices for improvement of library technic and reading interests.

The state library agency, whether or not a part of a department of education, usually assists in formulating the standards for qualifications and certification of school librarians, and in preparing of bibliographies and units of library instruction for the curriculum.⁴

(1) *Establishment of school library*—In Minnesota, and doubtless in other states, the state worker will respond to requests for printed aids, letters, and visits as a means of establishing accessible book collections and of relating the library to the curriculum.

⁴ Paragraphs on the training of the school librarian and the library curriculum have been omitted to avoid unnecessary duplication with other parts of the yearbook.

Emphasis in elementary schools has been largely upon reading tables and bookshelves in individual classrooms with no attempt at a unified building library. These collections are necessarily limited and usually not well balanced. Pupils in one room are not likely to have access to books in the next room. Some books are duplicated unnecessarily and pupils complain of insufficient variety. Time is wasted looking for references or poor habits are formed by relying upon exact references put on the board by the teacher.

Books in the classroom are vital to good teaching but the better plan is to have in every building a real library room to which the children may go for library experience as often as the school program will permit. Some teacher especially interested who has taken at least a summer library course could be released from other duties to take general charge, or the principal might assume this duty.

These visits to a well-ordered room and familiarity with the use of the catalog should be supplemented with books close at hand in the schoolroom, as far as these books may be supplied without depleting the unified building library where reference work must be done by pupils at any time.

While no school district is under any compulsion to relate its library work to a larger unit, a number of the states knowing the economy and efficiency to be gained make provision under legal regulations for schools to enter into an agreement or contract with any public library, county or city. The state library aid provided to schools is in such cases added to the resources of the combination school-community library. This is done by large city schools and one- and two-room rural schools. The resources of the two public institutions are combined, and a community avoids duplicate expense and obtains the services of a trained librarian. The school libraries become branches of the larger system receiving books for classroom as well as building use.

For schools in small cities, villages, and the open country this cooperative plan would presuppose a county library as the only unit large enough to be operated successfully. Even where school contracts are not made, the general service of the county library makes it a plan worthy of the earnest effort of elementary-school principals whose schools suffer most from lack of books and instruction.

(2) *State school library list and library aid*—State aid is given in a number of states upon books approved for purchase. School library lists are issued which include books mentioned for pupils' reading in the curriculum and others of good quality. Principals should urge teachers to read children's books in order to make satisfactory selections from these lists and to encourage children to

read not only the best story books, but the attractive non-fiction that is so abundant.

(3) *Housing and equipment*—Principals will find that regulations and plans for elementary-school libraries have been prepared by state departments. Shelves, furniture, and quiet floor covering have been standardized. Space and proper equipment are important in the formation of good library habits.

Conclusion—What prevents a greater use of state agencies? Among the handicaps are: remoteness of the state service, lack of information regarding services, failure to explain state service to school authorities, hesitation in asking for it because of the cost, inertia, procrastination, attachment to the textbook method, indefinite requests, and discouragement from not receiving at once the book desired.

On the other hand, what encourages wise use of the state agencies? Two general policies are important: (1) the use of the state agency as a means of establishing better local library conditions, and (2) encouragement of the county library plan of library organization and cooperation with public libraries. By these policies adequate library opportunities are made readily accessible to the bright pupils who through books make phenomenal progress and to the less able who are bound to gain from reading a good book if near at hand.

The state library agency in education helps the community to spread books before the young in attractive ways. Library habits thus formed cannot be left behind.

THE SCHOOL LIBRARY has proved itself a means of enriching the reading program, of supplementing classroom instruction, of meeting recreational needs of pupils, and of providing the foundation for reading interests which should continue throughout life.—Edith L. Curren, Chapter VI.

SELECTED REFERENCES

1. AMERICAN LIBRARY ASSOCIATION. *Rural Public Library Service; A Handbook for Rural Leaders*. (Second Edition.) Chicago: the Association, 1928. 16 p.
2. BALDRIDGE, CHLOE C. "Status of the Library in the Rural Schools of Nebraska." *Educational Research Record* 4: 126-35; April, 1932.
3. BARKDOLL, LILLIAN W. "Library Service to Schools of Washington County, Maryland." *School Life* 15: 32-34; October, 1929.
4. BEMENT, CONSTANCE. "The County Library, What Is It?" *Library Journal* 57: 979-81; December 1, 1932.
5. CLIFFORD, H. B. "How to Secure Supplementary Reading Material for Rural Schools." *Primary Education—Popular Educator* 45: 372; January, 1928.
6. COUNTRYMAN, GRATIA A. "Library Service to the Schools of Hennepin County, Minnesota." *School Life* 14: 144-46; April, 1929.
7. FARGO, LUCILE F. *The Library in the School*. Chicago: American Library Association, 1930. p. 253-54, 406-12, 415-19.
8. FARGO, LUCILE F. *The Superintendent Makes a Discovery*. Chicago: American Library Association, 1931. 32 p.
9. FELTON, RALPH A., and BEAL, MARJORIE. *The Library of the Open Road*. Cornell Extension Bulletin 188. Ithaca, New York: New York State College of Agriculture, Cornell University, 1929. 50 p.
10. HENSHALL, MAY D. "Rural School with and without County Library Service." *School Life* 14: 66-67; December, 1928.
11. LATHROP, EDITH A. "Agencies Contributing to Education in Rural Areas—the Library." *Proceedings, 1932*. Washington, D. C.: National Education Association, 1932. p. 429-31.
12. LATHROP, EDITH A. "Circulating School Library Books in Illinois." *School Life* 14: 146; April, 1929.
13. LATHROP, EDITH A. "County Libraries Contribute to Intelligence of Rural Communities." *School Life* 13: 163-66; May, 1928.
14. LATHROP, EDITH A. *County Library Service to Rural Schools*. United States Office of Education Bulletin 1930, No. 20. Washington, D. C.: Government Printing Office, 1930. 53 p.
15. LATHROP, EDITH A. "Library Service to Schools of Five Pennsylvania Counties." *School Life* 14: 176-77; May, 1929.
16. LATHROP, EDITH A. "State and County Financial Aid for Rural School Libraries." *School Life* 14: 118-19; February, 1929.
17. PENNSYLVANIA STATE DEPARTMENT OF PUBLIC INSTRUCTION. *Library Books for a Small Rural School*. Bulletin 38, Harrisburg: the Department, 1927.
18. UNDERWOOD, RUTH. "A County Library in a State where Rural Libraries are Scarce." *School Life* 14: 121-23; March, 1929.
19. WARREN, HAZEL B. "Problems of County Libraries, Solved and Unsolved." *Library Journal* 57: 981-84; December 1, 1932.
20. WILLARD, JOHN D. "Rural Adult Education and Libraries." *Adult Education and Libraries* 5: 67-74; July, 1930.

CHAPTER IX
SUPERVISION AND APPRAISAL
DEVELOPING A TASTE FOR BETTER BOOKS
EFFECTIVE USE OF THE LIBRARY
CREATING AN INTEREST IN POETRY
IMPROVING THE LIBRARY-CLASSROOM CONTACT
CALCULATING PROFITS
VARIETY OF ACTIVITIES AS APPRAISAL OF SERVICES
TIME ANALYSIS OF A LIBRARIAN'S DUTIES
APPRAISING CHANGES IN ATTITUDES AND INTERESTS
AN EVALUATION OF THE LIBRARY PLANS
MEASURING EFFECTIVENESS WITH THE COURSE OF STUDY
MEASUREMENT OF LIBRARY SERVICES

EDITORIAL COMMENT ON CHAPTER IX

Chapter IX touches upon some of the principal's supervisory duties in connection with the use of library facilities. Several articles set forth the principal's viewpoint as to a modern educational program and the place of the library therein. One principal tells how he developed an interest in poetry. Others describe ways in which classroom work may be enriched. The largest number of articles are concerned with attempts to appraise the effectiveness and value of library services. Some would appraise the school library in terms of the number of activities which it sponsors, others would check upon the duties of the librarian, and still others would be satisfied with large circulation figures.

The first question that arises is: "Should the principal attempt to estimate the value or effectiveness of the library activities of his school?" Some hesitate to appraise because they fear that formal study of an informal activity will make it stilted. They feel that library activities should develop under direction, but without compulsion or critical observation. In contrast, there are those who would submit every school process to critical study. They ask: How do we know that progress is being made unless status is compared at intervals with objectives? How do we know that some of the most costly activities are worth large expenditures unless we know something about outcomes? Measurement is not necessarily brutal or inhuman simply because it is exact.

The second major question is: "How can the library activities be appraised?" As in other fields of education the tendency exists to break an activity into its parts and to measure the sub-elements. For example, book circulation is taken as an estimate of library effectiveness. This method of appraisal is based upon the assumption that an extensive and intensive circulation of books results in better reading habits, the dissemination of knowledge, and the lifting of the general cultural level. The assumption is reasonable and the method of measurement useful, but genuine supervisory appraisal has only begun. There are dozens of other ways to test the effectiveness of library activities.

The references cited at the end of this chapter should be suggestive of other problems in supervision and appraisal.—*Editorial Committee.*

CHAPTER IX

SUPERVISION AND APPRAISAL

DEVELOPING A TASTE FOR BETTER BOOKS

EMMA M. STANLEY

Principal, Longfellow School, Louisville, Kentucky

A SURVEY in 1926 of the reading preferences of the fifth- and sixth-grade pupils of our school revealed that a disconcerting percentage of the children were revelling in the inane juvenile books which crowded the popular priced tables of the bookshops. Visits to classes confirmed the conviction that there was little consciousness on the part of many of the teachers as to their responsibility to raise the standard of children's tastes in literature. At book clubs the teachers accepted reports on trivial literature quite as readily as they welcomed the classics. In fact, some of the beginning teachers were themselves reading the poorer books aloud at the requests of the children during the last periods on Fridays and at odd times. Thus it became clear to the principal that her first efforts must be directed toward awakening in the teachers an appreciation of their responsibilities for creating in the children a taste for the best in literature.

Our first efforts—The book *Children's Reading*¹ was introduced at a faculty meeting and afterwards put into the hands of the teachers for reference. Following this came requests for definite suggestions as to what books were undesirable. We had agreed not to criticize to the children the books in which they were interested, but to lead them gradually to a better type. The Winnetka school system publishes a list of "undesirable books" which we obtained, together with the regular *Winnetka Graded Book List*. This latter suggests a simple record card, not at all irksome for children to keep and at the same time very helpful in guiding the reading of other children. The educational library at the Louisville Normal School furnished other helpful and inspiring books related to children's reading.² In a short time the teachers were eager to help for they realized what might be accomplished if they could get the books with which to work.

¹ Terman, Lewis M., and Lima, Margaret. *Children's Reading*. New York: D. Appleton and Co., 1931. 422 p.

² For example: Green, Jennie Lind. *Reading for Fun*. Boston: Richard G. Badger Co., 1925. 206 p.; and Moore, Annie C. *Roads to Childhood*. New York: George H. Doran Co., 1920. 216 p.

Unfortunately our children are practically cut off from the splendid branch library in our suburb by distance and dangerous traffic. Our help from this source was limited chiefly to the books obtained by the teachers. There were in the school quite a number of good supplementary books pertaining to geography, history, and science, but since most of these were related to the curriculum in the particular room in which they had been placed it seemed best not to remove all of them to a central library room.

Presenting our problem to the head of the children's department at the main library and to the branch librarians, we met with a hearty response in the loan of about two hundred books on condition that we would give monthly accounts of circulation. An appeal to our parent-teacher association resulted in the appointment of a committee to spend \$150 on books endorsed by the American Library Association.

In planning a system for distribution we followed as nearly as possible regular library procedure, equipping the books with date slips, pockets, and cards. The card showing the borrower's name and the due date served as a record for checking. Renewal of books was permitted. For a time the principal acted as librarian, giving up a major part of every Friday to the work. The fourth-, fifth-, and sixth-grade classes were scheduled in the library for forty-five minute library periods and since each teacher came with her class, it was possible for one adult to charge books while the other helped children with their selections. The children were allowed to browse among the shelves and glance into as many books as they liked. Discussion with classmates was encouraged on condition that the quiet atmosphere and consideration for others that are essential in any library should be preserved.

Next steps—It was not all smooth sailing. Some children were not easy to convert to the classics, having become addicted to cheap literature. We were quite discouraged to find one boy who owned many books of the type not admitted to our library, bringing his books to school to his friends. A straightforward conference with this boy resulted in his agreement to give our books a trial. We suggested that he might recommend to the children who trusted his judgment the books which he liked best. The seeds of cheapness which he had sown were difficult to stamp out.

Another difficulty was the child who had not mastered the mechanics of reading. It was impossible for him to read books whose contents he was sure to enjoy. This problem must be handled in another phase of school work and requires tact, patience, and steady group or individual coaching. A great deal will have been accom-

plished if the child can be helped to understand that faithful and persistent reading of the books he can master, even though their content does not interest him, will gradually enable him to read the ones he likes.

Each teacher motivated the reading by making an attractive chart which hung in the classroom. These charts were made in various ways, but each child's name and the titles of books read were indicated in some way. Such checks were very helpful to us as they showed which children could be permitted to make their own choices and which needed guidance.

Jackets from new books accompanied by curiosity provoking questions were used to stimulate interest. A sample question: "Do you know how Helen Keller learned to see with her fingers?"

As time went on it seemed advisable to employ a helper for one day a week. Our parent-teacher association paid an intelligent mother a small sum to help with the mechanical part of the work. It was now a common occurrence to have parents calling on us for lists of books from which to choose gifts for the children, and we counted greatly on this cooperation from the home.

Book Week gave strong evidence that interest in good literature was at a high point. Our assembly programs took on a better tone, and the library became the most popular place in the school. During this week the public libraries sent us hundreds of graded booklists, which the children placed in folders decorated during the art period and took home to their relatives. One list called *Magic Gold* was well liked. It included the Newbery prize books, which we always buy for our library as soon as they are selected by the committee. Some of them have been rebound frequently. This rebinding has been a great help to us. We learned from the public libraries that the life of a rebound book is much longer than that of a new one as the rebound books are sewed by hand. We send numbers of our most expensive volumes to the book bindery in our city where the cost of rebinding has decreased from ninety cents a copy in 1926 to sixty cents in 1932.

The Louisville Board of Education subscribed to the best juvenile magazines for the school. These coming regularly were a great asset to our library, and we were anxious to preserve them. At the public library, we learned a method of rebinding magazines and this highly motivated handiwork provided a rich opportunity to interest the more active children.

During the first two years our so-called library room was merely a large hall space, simply furnished with oak bookcases, tables, and chairs. The children were so eager for books and more books that

we had not felt justified in spending any money on furnishings. But it seemed too bad to begin a third year without a more attractive setting. We were now able to dispense with the paid helper since the system was so familiar to children and teachers that it worked almost automatically. Some of the teachers and children decided to beautify the library space. With a little money and a great deal of work the place soon became an attractive spot. Dull blue and yellow was the color scheme used in window draperies and rugs. Some obsolete recitation benches discovered in an old store-room and painted blue served as comfortable seats as well as for dividing lines from the hall proper. A few good pieces of pottery and some pictures, among them Manet's *Boy with the Flute*, presented by our parent-teacher association and a Cizek panel presented by an interested mother, satisfied even the most critical taste.

A few outcomes—To those of us who had worked so long and so hard it is now gratifying as we pass through the hall during library periods to see forty children absorbed in good literature. Some may be laughing together over a humorous picture or story, some searching the shelves for another book by the author they have learned to love, and others eagerly reading even as they stand in line at the desk to have their books charged. We have concluded that all that children need to develop a taste for good literature is exposure to good literature.

In conclusion, for fear that we may have painted too optimistic a picture, it may be well to confess that eternal vigilance on the part of a principal seems to be necessary. The great turnover of teachers brings almost every year new material into the faculty. The principal must make sure that these new teachers are acquainted with the library ideals of the school. Not only does this apply to teachers, but also to children who enter the school for the first time. We do not claim 100 percent conversion, even in the pupils who have been under our supervision for several years, but we are convinced that our little library has been a very satisfactory experiment. It has proved stimulating to teachers and pupils as well as to the parents. We hope that it will become a permanent part of our school.

EFFECTIVE USE OF THE LIBRARY

MRS. PERCY FREDERIC GLOVER

Principal, John C. Fremont Elementary School, Long Beach, California

THE FUNCTIONS and possibilities of the library in an elementary school occupy a prominent place in the thinking of progressive elementary administrators. Since it is a rather recent development in elementary schools, and there is no uniformity of procedure, we find ourselves turning to accounts of experiment and experience in this field.

Facilities—In September 1927 I arranged with the branch public library, which is just across the street from our school plant, to use their facilities for school purposes. An especially well-trained English teacher agreed to assist us in this work. The library is open to the public only after 1:00 p. m. daily. The library staff works during the morning.

As a beginning each class was scheduled to visit the library at least once or twice each week. This was a "noble experiment" and resulted in great good for all of us. All too soon we had outgrown the plan and were in search of a better one. Accordingly, we petitioned the board of education for a standard elementary-school library. Our community was seriously interested and the parent-teacher association offered one hundred dollars for the purpose. The board granted our request, and we were ready for work in the fall of 1929.¹

We now have a standard library of eleven hundred volumes. Our librarian has her A. B. degree, her teacher's certification, and has had splendid training as a librarian. She was employed in the juvenile department in the Los Angeles Public Library prior to her employment here.

Objectives—I wish to emphasize two facts as pertinent to all school libraries. First, since the library is to be used by children only, and since all children are required to use the library, the school is obligated to choose only the books of unquestionable merit. Second, extreme care should be exercised in choosing an elementary library so that the interests of *all* boys and girls will be served, and so that they will have a wholesome true attitude toward life. Books should open up the real world to children. Entertainment is only one phase of library service.

¹For details about the general plan in Long Beach see an article in the *Journal of the National Education Association*, June 1928, p. 187.

The various types of service of the school library are:

- (1) To teach pupils how to use the tools of the library as soon as possible. In an elementary library these are reference books, dictionary, card catalog, index of any book, and arrangement of the shelves.
- (2) To give individual guidance along the line of pupil interest
- (3) To help pupils to discover their own creative abilities
- (4) To give pupils an accurate view of the world through reading descriptive pictorial books
- (5) To supplement textbooks and courses of study
- (6) To develop the pupils' ability to read and comprehend
- (7) To introduce pupils to general culture
- (8) To enlarge the pupils' vision
- (9) To teach pupils to read as a leisure-time activity.

An experiment—In September 1929 we entered an experiment to answer the question, "Do children who have mastered the mechanics of reading grow more rapidly in their power to use the basic reading skills as a result of continued class instruction or from devoting a corresponding amount of time to independent reading along the lines of their individual interests?"

Experimental and control classes were organized in the fifth and sixth grades.² The control classes were taught with the assumption that systematic, skillful instruction would be the greater factor in developing the reading skills. The experimental classes were allowed to follow the plan of independent reading in the library. The classes were paired as to intellectual abilities, and the experiment continued throughout the school year.

Table 1 shows the mental abilities and the progress of the control and experimental groups. The mean test score of the experimental

TABLE 1—MENTAL RATINGS AND TEST SCORES OF SIXTH-GRADE EXPERIMENTAL AND CONTROL GROUPS

Group	Mental Ratings			Mean Test Scores		Gain in Mean Test Scores
	Number of Pupils	Range	Mean	Test I	Test II	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Experimental.....	142	59-143	104.44	72.08	83.88	11.80
Control.....	123	85-151	109.95	81.10	90.00	8.90

group advanced further, as measured by the *Gates Silent Reading Test*, than did the average score of the control group. Table 1, Test I

²The author acknowledges the assistance of Elza M. Shearer in planning the experiment. Miss Shearer is director of elementary education.

explains the test given in September, and Test II, the test given in May.

Table 2 shows the relative progress of the bright and dull pupils in the sixth grade. It will be noted that both the dull and the bright

TABLE 2—RELATIVE PROGRESS OF BRIGHT AND SLOW PUPILS

Items	Bright		Slow	
	Experimental	Control	Experimental	Control
(1)	(2)	(3)	(4)	(5)
Number of pupils.....	60	61	61	61
Range of I. Q. of group.....	109-144	111-140	84-109	84-111
Mean I. Q.....	118.54	118.31	93.38	100.92
Mean Test I.....	85.82	82.25	66.85	79.59
Mean Test II.....	99.22	90.77	77.74	88.89
Average gain on tests.....	13.40	8.52	10.89	9.30

pupils made more progress, on the average, when allowed to read independently in the library.

Table 3 shows the progress of the fifth-grade group as a whole. Note again that the experiment group showed more progress, on the

TABLE 3—MENTAL RATINGS AND TEST SCORES OF FIFTH-GRADE EXPERIMENTAL AND CONTROL GROUPS

Group	Mental Ratings			Mean Test Scores		Mean Gain in Test Scores
	Number of Pupils	Range	Mean	Test I	Test II	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Experimental.....	82	80-132	108.0	64.7	77.8	13.1
Control.....	93	82-141	108.6	65.0	72.5	7.5

average, than the control group when measured by the *Sangren-Woody Reading Test*.

Bright pupils—In September 1931 we formulated a plan to further the development of talented pupils. We recognized the individual differences of pupils; the need of a plan to permit progress educationally as rapidly as mental ability will permit; the need of determining advancement from one grade level to the next by actual achievement and evidence of educational growth; the weaknesses of the traditional grade organization; and the frequent lack of home background enough to develop innate intellectual power.

In studying the findings of a general survey of the school, we found that there were many pupils of high intelligence with achievements far above the level of their grade placements. We believe we

should keep these talented pupils in their proper social age environment and at the same time promote their mental growth and achievement. We selected twenty-seven 6B pupils whose I. Q.'s were above 115. Since all of these pupils had sixth-grade reading ability or better, as measured by standard tests, we believed that they were ready for purposeful and independent reading.

We developed the activity program for this class around the social science course of study so that it would involve wide reading and investigation. The general theme for the sixth grade is "Europe; the Home of our Ancestors." The work of the first semester is divided into seven units of work; namely, immigration, France, Germany, the Netherlands and Belgium, Denmark, Norway and Sweden, Switzerland, and Great Britain.

This sixth-grade class had previously made a special study of the peoples who had settled in the Louisiana Territory. With a brief review of this immigration, the class was ready to trace the settlers of the various parts of the United States back to their ancestors in Europe. The teacher directed the interest of the class to the arts, crafts, music, literature, architecture, and industries that have made the contributions of these people valuable to the entire world.

The time usually allotted for classroom reading was devoted to research reading in the library. The pupils chose some one of the arts, crafts, or activities that interested them the most. All of those pupils choosing the same general theme constituted a committee. They worked together as a group, outlined their own plans, and distributed the topics among themselves. Each committee presented a symposium of reports which were compiled under one sub-heading of the general theme. These reports were the English assignments for this phase of the work. When completed, the reports were bound together in books of travel representing each country. They were presented to the school library.

We introduced the study of Great Britain in the fall and emphasized the Pilgrims and the Virginia Planters. The class was very quick to identify George Washington with Virginia. The Washington Bicentennial Commission sent the Washington portraits and pictures of Wakefield. We let the pupils write to the Commission for more help. Through many sources they have made an extensive and comprehensive collection of pictures, books, and other publications. The librarian was tireless in assembling and organizing material, and in directing their reading and study.

The members of the class merged all of their interests in a study of the life of George Washington. They seemed to focus upon Mount Vernon and reached the climax in a dramatization centering about

Lafayette's farewell visit to Mount Vernon. They painted a muslin curtain to represent the front of the house and erected pillars in the foreground. They wrote their own scenes, made many of the costumes, upholstered furniture, constructed a fire-place, and arranged minuets. They decided they couldn't build full-sized bedroom furniture, but they did build a set in exact replica for the kindergarten. The girls made all the things for the bed. The quilt pattern was the flower design used upon the bed at Mount Vernon. The girls also pieced a large quilt for sale to help defray the expenses of their project.

At the close of the Washington activity we repeated the *Stanford Achievement Tests, Form V, Reading and Arithmetic*. In the first test there were many whose grade placement was at the highest point of the test. These children showed no measurable progress in the second test but they did maintain their first standard without any direct training in reading. The pupils have expressed themselves again and again, so that we know they have enjoyed the work immensely.

Other changes—The experiment with the bright pupils convinced us that we should make still greater use of our library facilities. Our next final step was to make a reading survey of our entire school. We used the *Gates Silent Reading Tests* to compute the educational age for each pupil. If a pupil was reading below his ability in any one or all of the four skills, the classroom teacher gave him the remedial reading outlined by Gates and Stone.

We have accepted Gates' opinion that any pupil with a reading ability of 5.3 can do independent reading. We allow all pupils in the fourth, fifth, and sixth grades to spend eighty minutes per week in the library. All other classes from kindergarten through the third grade have forty minutes per week. No matter what his grade placement, we have each pupil read according to his ability. If he is below standard, we give him books on his own ability level. If he is above standard, we endeavor to broaden and enrich his reading on his own age level.

In order to meet the interests and assure growth we allow the pupil to choose any book that pleases him, that is upon the shelf for his grade. When he finishes his first book, the librarian asks him if he liked it and offers him another of the same general kind. If he is a fifth-grade pupil, and his first choice was a book of adventure, for example, *Adventure of the Black Fisherman*, the librarian will encourage him to read several books of adventure. When he has read several adventure books, he chooses another field and follows the same general plan. We have arranged the books under these head-

ings: adventure, biography, history, invention, nature, science, and travel.

Very often the unit of work in the classroom stimulates reading in a special field. In a study of communication, the pupils visited a pony express station and became interested in Buffalo Bill. That introduced them to biography, and they read the lives of inventors of the telephone, the telegraph, and the wireless.

Conclusion—Our library aids the classroom teacher in her daily work. As a unit of work progresses, the classroom teacher tells the librarian what reference material will be needed. This material is used in two ways: either it is sent to the classroom and used there during a study period, or the pupil goes to the library and reads it there. Most classes have a great many periods of research reading in the library during the progress of every unit of work. In the course of a class period, there may be some point that needs to be settled at once. In that case, the pupil goes directly to the library and asks for help in finding it. It should be unmistakably clear that although there is guidance and supervision, there is no dictation, because each pupil has freedom to follow his own interest so far as the school library can provide facilities.

There is a central teachers' library in the board of education building. The librarian has collections of flags, dolls, pictures, films, and maps that are circulated to the various schools by school truck and messenger. Our local school librarian assists in requesting and displaying this material.

From our experience we are convinced that the library is a potent integrating factor in a progressive activity program of education.

NO LIBRARY for children should omit living things as decorations. The silent flash of colorful fish and the restful grace of plants add to the pleasure of most children.—
Alice Hogge Baer, Chapter IV.

CREATING AN INTEREST IN POETRY¹

N. ROBERT RINGDAHL

Principal, Corcoran School, Minneapolis, Minnesota

ONE DAY LAST WINTER the librarian of the public library branch in our school said to the writer: "Have you noticed what an unusually large number of books of poetry the pupils of this school are drawing?" Later, the central library called attention to the same fact. This article will give a brief account of what had been done that might explain why the pupils of this school were drawing books of poetry in greater number than ordinarily would be the case. Attention can be given here only to the general situation and to incidental outcomes, and not to specific situations set up by any particular teacher.

How we did it—Once each year during the past five years, in regular meetings of teachers, the writer has read certain poems and has suggested that perhaps the best way to interest pupils in poetry was to read it aloud to them frequently. He has also read poetry to pupils in individual rooms and in assemblies. Beyond these few efforts credit is due to the effective and voluntary work of teachers. They found time and opportunity to read to pupils during Civic League meetings in the morning, during recreational reading periods on the regular schedule, in connection with social studies lessons, on special days, sometimes during the library period, and occasionally during spare time.

Once a teacher has aroused interest in poetry the pupil's part becomes increasingly self-directed. For example, in visiting the opening exercises of a class or a Civic League program, it is not unusual to find two or three times as many pupils as can be accommodated that day ready to read. These pupils have voluntarily chosen their poems from library sources, and their own or borrowed books. Sometimes on these occasions pupils tell why they like a particular poem. Pupils are also given opportunities, at several "poem programs" in assembly, to read the poems they like. Encouragement is given to the children to read poetry to their parents at home. Sometimes an individual reads his favorite poem, or some original verse, to the principal in his office.

One morning period per week represents the average regular time given to poetry. In addition, poems have been read to add interest to the regular subjects as well as to show the source and atmosphere of the poem itself. Many opportunities occurred in connection with

¹The writer gratefully acknowledges the assistance of the teachers of the Corcoran School in the preparation of this article.

social studies topics, such as lumbering, iron and steel, fishing, wool, and people of foreign lands.

Evidence of developing interests—In one year our 1000 pupils have purchased 297 books of poetry. By grades these purchases have been as follows: second, 33; third, 140; fourth, 67; fifth, 46; and sixth, 11. Many of these books, although obtained for ten cents in the "five and ten cent" stores, are well worthwhile.

Last year teachers were asked to ascertain how many pupils had books of poetry in their possession on that day. Counting only those books drawn from the public library branch the report by grades was as follows: second, 22; third, 22; fourth, 9; fifth, 10; and sixth, 9; a total of 72. Neither pupils nor teachers knew that the survey was to be made. Since it took place near the close of the year the figures are probably lower than the average.

In the third, fourth, and fifth grades from one-half to two-thirds of the pupils, at some time during the year, have drawn poetry from the public library. In one room with twenty-four third-grade pupils all but two drew from one to twenty books each during the year. In another third grade twenty-eight pupils drew 176 books of poems, in a fourth grade twenty-five pupils drew 150, and a fifth grade drew 168 books. On the average a pupil takes seven books of poetry from the library during the school year.

Interesting answers have been given by the pupils to the question: "What first made you interested in poetry?" These are from various grades: "Story was not hard"; "I read 'Somersaults' and grew interested in others"; "Making up poems my ownself"; "Program in auditorium"; "Hearing poems over radio"; "I took home a book from the library"; "A girl friend"; "A funny poem I read"; "Others started it and I started and liked it"; "School library"; "I happened to buy a poem book and it interested me"; and "When I first started to write poetry."

While not the outstanding replies among those quoted, those leading the list as a whole were: "Teacher read poems to us" and "Reading poems aloud to myself."

In reply to a question as to the source of books, 224 pupils reported that they usually drew books of poems from the library, as compared with 111 who said they usually used their own books, and 91 who reported that, as a rule, they obtained books of poems from the room library table. These figures do not include two second grades and two sixth-grade rooms.

The librarian's influence—Quotations of the teachers to show the part that the librarian has had in our work are as follows: "She has had books of poems on the tables in the library for our use"; "The

librarian has secured many poems on special topics"; "She has helped the children find poems for special topics"; "She has sent for complete sets of certain well-known poems for each child"; and "After our library period any favorite poem is read aloud to the class by some child or by me."

The influential position of our librarian is shown in her own words as follows:

Myrtle, a third-grade pupil, who was proudly carrying Fyleman's *Fairies and Friends*, said, "I'm going to read these poems to my class." The librarian asked, "Do they like to have you read poems to them?" With a smile she answered, "Oh yes, everyone likes them."

Such remarks, together with dozens of requests for Olcott's *Story-telling Poems*, Wynne's *For Days and Days*, *Children's First Book of Poetry*, and others that could not be filled because they were already in use, have shown me that poetry can be made as interesting as fiction to many children if they are taught to see the beauty to be found in books that sing (poetry).

It is the privilege of the librarian to help children select poems suitable for their grade or ability. It frequently happens that a second-grade pupil may desire Teasdale's *Rainbow Gold* or Untermeyer's *This Singing World*, when he really would enjoy Stevenson's *Child's Garden of Verses* or *Silver Pennies* so much more. Such guidance is an essential part of our program.

Conclusion—For sheer beauty and imagery few school activities equal that of reading poetry. Our experience shows that with proper direction children will develop a largely self-sustaining interest in poems. Essential elements in the motivation of such a program are: (1) a sympathetic interest on the part of the principal, (2) an alert group of teachers, (3) a reasonably well-equipped library in the school, and (4) a cooperatively-inclined school librarian.

IN THE MODERN SCHOOL where learning is an active mental process, not merely the absorption of factual information from a single textbook, a rich collection of books must be available in order to stimulate mental curiosity and constructive thought.—Jasmine Britton, Chapter VI.

IMPROVING THE LIBRARY-CLASSROOM CONTACT

ELIZABETH SCRIPTURE

Supervisor of School Libraries, Denver, Colorado

WHAT can the principal in an elementary school do to establish, to extend, to conserve, or to stimulate a desirable working relationship between the classroom and the library in the school? If this alliance is what it should be, the classroom projects will reach unsuspected possibilities because of the vitalizing materials made available by the library. The library, on the other hand, will make use of every interest built up in the classroom, to open to children new fields of literature in its broadest sense.

Every principal knows better than anyone else what cooperation exists between the library and the classrooms in his school and whether or not he is satisfied with it. Like everything else, the library will develop into its greatest usefulness if the principal is enthusiastic and understanding. It is reasonably certain, too, that if the principal is indifferent to the library or fails to see its possibilities, the teachers and librarian will not have the inspiration that they would have under a more stimulating leadership.

The library room and its equipment—If the principal thinks that the library can become a laboratory in which all the school may work with books as tools, as a first step let him examine the library room and its equipment. Is the room centrally located? Is it large enough to hold a class and several groups of children from other classes? Is it large enough to hold two classes? It should be. Would it be possible to arrange for a small room opening into it, for conferences, and discussions? Is it equipped for the exhibition of objects as well as books—unless, of course, there is a museum room in the building? Is there a place with table and chairs of the right size where teachers can examine materials?

The most important question of all except the matter of size: Is the room attractive? If not, what is wrong with it? Is it spoiled by uninteresting old pictures hung high, or if there are pictures are they colored, are they interesting to children and are they hung low, even if sections of shelving have to be used for their display? Does it have, as decorations, pieces of uninspiring statuary and languishing ferns or is there a piece of colorful textile and harmonizing pottery? Are there illustrated books attractively displayed, standing or lying invitingly open, on shelves, tables, everywhere? These and other physical arrangements must be considered if there is to be improvement in the cooperation between classroom and library.

Library materials—Some thought must be given to the care of the library materials. Were the books classified and cataloged by a

trained person? Is out-of-date material promptly discarded and are shabby books or worn picture mounts quickly replaced? Are the mending and rebinding well done? Is there suitable equipment for housing the catalog, the picture and pamphlet collections, slides and victrola records so that they are easily available? Is the charging system adequate, so that the librarian can find out quickly where any book or picture is at the moment? Attention to these details is important, since on them depends the prompt service to classrooms which is necessary on a busy school day.

The program—Of considerable importance among the principal's problems is the preparation of a program. If the school is of the non-platoon type shall classes be scheduled for the library every period of every day? If the room is large enough for two classes, this plan might work well enough. If, however, there are periods each day when the library is not filled, teachers can bring classes in, at intervals, to work in a better equipped laboratory than their own classrooms, or to hold a poetry period, or to carry out any other purpose which fits in at the moment. This will continually improve the library-classroom cooperation because teachers as well as pupils will learn the possibilities and the resources of the library.

In a platoon school it is more difficult to plan for periods when classes are not scheduled to the library. Since space does not usually permit the admission of two classes, children must often wait until their regular library period to do their reading for science, music, social science, or other subjects. A partial remedy for this is to arrange to have children go to the library in small groups from their regular classes. Even this is not always possible, though it is highly desirable if it can be arranged.

Another way in which the principal can help is by arranging to have the library open and the librarian on duty at all possible times—before and after school, and at noon hours. Sometimes these are the only times at which she can arrange to show materials, old or new, to teachers, or to talk to them about their plans. It has been found that informal, personal contact between teachers and librarians is one of the best methods of increasing the service that the library can render the classroom; and, conversely, the help that the classroom can give to the library. It is the privilege of the principal, however, to find out whether this contact is adequate in his particular school. If results of it are not evident, it will be necessary for the principal to begin with the foundation and to bring about conferences and class visits at which he himself must be ready with concrete suggestions in connection with the daily or weekly lesson plans.

Book selection—Every school buys books for its library at intervals varying from one month to one year. Here is an opportunity for the principal to do much to help establish the desired relationship between classroom and library. Official notice should be given, as far in advance as possible, as to when suggestions for purchase can be handed to the librarian. Teachers should be encouraged to consult the librarian, to look at catalogs, booklists, and other aids in their own library and in the public library. They should be urged to go to bookstores, to the children's room in the public library, and to the sample bookroom in their own system, if there is one. Each teacher should be expected to make suggestions of a few titles which she would like to have in the library, to supplement what is already available there on her subject. Of course, some mistakes will be made, but everyone will learn from them. The training and experience of the librarian should prevent most of these, in any case, for she will know where to turn, to supplement her own knowledge when necessary. Of course, it will be necessary for teachers to know the available collection thoroughly in order to suggest additions, and this will inevitably mean increased use.

What and how to teach pupils—Part of the task and of the opportunity of every school is to teach boys and girls how to use books and various other library tools. Everyone knows that this instruction should be given at the point where children realize that they need to know how to find certain facts. A "felt need" is often difficult to arrange. The classroom teacher may not be quick to see the opportunity to have the encyclopedia or the catalog explained at that particular point, or the librarian may not be adaptable enough to make the lesson fit in at the first possible moment. The principal can do much to make teachers feel that it is more important to teach children to want to find out about things and how to find out about things, than it is to teach them the facts themselves.

Too many teachers are satisfied with the collections of books in their classrooms—often an excellent assortment—with which they are thoroughly familiar. They fail to realize that the attitude and habit of research is a valuable one for everyone, and a necessity for the intelligent student, in elementary school, high school, college, or graduate school. It is also a necessity for the professional man or woman and the man or woman of affairs. Children who are given the privilege of going to the library to read about some classroom problem will not know that they are doing research, but the fundamental elements are there just the same.

One hears the protest, "But that is what reference librarians are for!" True enough, one doesn't expect to make reference librarians

out of boys and girls. But the fundamentals of research, by which is meant the method of attacking the problem in hand, should be the possession of every school child. He should know when it is legitimate to make use of an encyclopedia and when it is not. He should appreciate the astonishing amount of information to be found in the dictionary. He should have a general idea of the classification and arrangement of any library, and a definite idea of the relation between the catalog and the books on the shelves. Of course, he should be able to find out what books or parts of books in the library will help him. All this will be meaningful to him to the degree that his classroom teachers have encouraged him and given him opportunities for individual effort to find out what he needs to know in the most economical manner and with an increasingly critical attitude towards his sources of information.

It is all too generally assumed that the librarian alone is responsible for the instruction in the use of the library. She should be largely responsible for the actual instruction, but the principal who sees this instruction as part of teaching children how to attack almost any problem, will do much to increase the interdependence of the library and classroom.

In the matter of individualizing instruction not nearly enough use is made of the possibilities of the library, especially in the case of the unusual child, either gifted or slow-learning. Much thought and planning for the individual supplementary project for the gifted child must take place between the librarian and the classroom teacher. At the other end of the scale there need to be many conferences and much cooperative effort on the part of the librarian and the reading teacher of the slow-learning child. The principal who can provide opportunities for conferences like these and can inspire a great deal of individual work of this sort can do much for the unusual children in his school.

Supervisory devices—It is unnecessary to mention the usual supervisory devices by which a great deal can be done to form a desirable library-classroom relationship, for principals know them better than does anyone else. Their adaptation to this special phase of supervision is obvious. Perhaps the most useful one of all is intervisitation within the school. A librarian can be told what unit is to be taken up next in science, in social science, or in English, but she needs to see how it is to be done, what the teacher expects each pupil to contribute, and the kind of thing that the quicker children can do. The librarian needs to see for herself the behavior of the child who has some difficulty.

It would also be instructive for a teacher to visit the library when groups of children from classes other than her own are being served. Part of a faculty meeting now and then can be given to the library with profit. The librarian can present new materials, plans and policies. Enthusiastic teachers who have achieved a working relationship with the library, can describe successful projects. The principal will find many ways in faculty meetings to make brief suggestions to conservative or unimaginative teachers in this particular direction.

The new teacher—The librarian should be made responsible for the introduction of new teachers to the library. If she fails to accept this responsibility, the office might arrange for an early meeting of new teachers in the library, where the librarian should present her most attractive and impressive materials, and her method of work. Teachers will need considerable help on how to send children to the library. To send a whole class of fourth-graders without warning, to find out something about any wild animal does not indicate an understanding of the possibilities of a library assignment. Children are not taught to take notes until they are well towards junior high school, and it is not the primary duty of the librarian to teach them this. The principal should see to it that librarians and teachers work out a plan by which children can be sent with a definite problem on which there is material available. The teacher should also give some training in preparing material to be taken back to class, and the librarian should cooperate in this, so that reading to find out certain facts does not mean copying.

Reading for pleasure—An important phase of the library opportunity is that of introducing children to good books for pleasure reading alone. This function cannot be over-emphasized either in its own right or as a means of strengthening the bond between library and classroom. It is only with the latter angle that this discussion can concern itself, however.

Anything that the librarian can do to make children enjoy reading, to inspire them to want to come to the library at any and all times, will bring the classroom nearer. Worthwhile story hours not only delight children but offer limitless opportunities to form literary background and to lead children into books. Poetry hours are part of every library plan. What could be more delightful to an English class than to go to the library and there be introduced by a skillful librarian to *Silver Pennies* or *This Singing World*? And then, what thrill compares with the chance to browse among all the other poetry books which have been attractively set forth beforehand? Variations and extensions of these suggestions are innumerable, as every libra-

rian and teacher of English will know. Anything that can make children read lovely things for pleasure as part of their everyday school experience is tying the classroom and the library together with golden ribbons.

Qualifications of the librarian—The qualifications of satisfactory teachers are fairly well established and principals generally know what they are. It is more difficult to set up qualifications for a successful librarian. There are a few points to be noted especially, however. In addition to obviously desirable personal attributes it is most advantageous, if not essential, that she know how to teach reading—how to recognize reading difficulties and how to cooperate with the persons directly responsible for working with children so hampered. She must be able to treat children as individuals, as all good teachers do. Not only must she be alert to children's mental needs, but also to their psychological difficulties. She can achieve this only by observing the child in classes, as well as in the library, by consulting every record which applies to him and every person who deals with him. She must see that the child who never contributes to class discussions finally reaches a point where he can tell the class the name of one book he has enjoyed, and that he hopes someone else will enjoy too. It is not enough for the librarian merely to be able to furnish materials to children.

It is not usual for the principal to be in a position to set up standards for the professional equipment of the librarian in his school. However, if the system does not require partly or fully trained librarians in elementary schools, the principal can at least encourage as much training in service as it is possible to get.

Too many people are giving book service to children who have a background of literature insufficient to enable them to distinguish the tawdry from the genuine, the sentimental from the sincere, and pseudo-scientific statements from the scientifically accurate. The successful librarian must know books and be interested in them, not only children's books, but books in general. Anything that the principal can do to broaden the book experience of the librarian or the teacher, by way of book clubs or any similar device, will increase the possibility of the most satisfactory library-classroom relationship.

Conclusion—Teachers today are reaching out for the materials which will enrich classroom activities. They wish to extend the abilities of the superior child and to brighten the outlook of slow-learning pupils. In meeting this "felt need" of teachers the elementary-school library assumes an increasingly important place. But if the classroom-library relationship is to reach its maximum useful-

ness the principal must do all in his power to extend and to improve the contacts. An enthusiastic principal can improve the library equipment, provide better programs, encourage certain types of classroom activities, utilize his supervisory technics to bring librarians and teachers together on mutual problems, and stimulate the book-loving attitudes of pupils and teachers.

BOOKS in the classroom are vital to good teaching but the better plan is to have in every building a real library room to which the children may go for library experience as many times a week as the school program will permit. Some teacher especially interested, who has taken at least a summer course, could be released from other duties to take general charge or the principal might assume this duty.—Harriet A. Wood, Chapter VIII.

The library which helps the farmer, the lover of literature, the student of history, and the seeker after a better rural social economy, becomes wonderful in its possibilities of life and service. Love of books and interest in continuing education are not then bounded by city limits. Possibly book appreciation is even greater where city distractions are lacking. Rural public library service is a natural development.—Gertrude MacKinney, Chapter VIII.

CALCULATING PROFITS

ELLA B. WATSON

Principal, Grammar School, Clarksville, Texas

THIS BRIEF ARTICLE is merely an account of an effort to discover whether or not pupils of the fourth, fifth, and sixth grades in a small-town elementary school were making a worthwhile use of their library reading periods.

The plan—Partly because the exigencies of my situation made any other plan impossible, and partly because it accorded anyway, in a considerable degree, with my notion of what might be beneficial, I decided last term simply to expose my pupils to books and watch the results. I thought the idea of untrammelled browsing worth trying. I have long doubted the wisdom of giving certificates or other credit for a certain number of books read. In that, as in all the rest of our elaborate accrediting system, there is a temptation to the student to work for the credit rather than for knowledge or for the joy of working. Ruskin says there are many people who care little about being in good society who are exceedingly anxious to be seen in it. Just so there are many people who care little really for reading good books who are most anxious to be able to say they have read them. I want my pupils to read because they love to read, and I thought that, along with some other things we are doing toward inculcating good reading habits, the chance for the children to read from the library at will and at random might help.

The books of our small library are arranged in open-faced bookshelves around the stage of our auditorium. This room is also used by the fourth, fifth, and sixth grades as a study hall, the off classes coming in for study while others are reciting. Last term each class was given a period in study hall for reading from the library. At that period any member of the class might go up to the stage and select a book to take to his desk to read. He was not required to read if he preferred to study, and no report upon his reading was demanded. It was observed that a good many pupils idly turned the leaves of the books they took down, while others turned the leaves to look at pictures, which was not all bad. I wondered often during the year whether any real benefit was accruing to my school from these undirected reading hours.

The test—I know of no way formally to gauge a group's improvement in attitude toward books or in habits of reading. However, by a simple test at the opening of school this fall, I was able to get at least a slight indication of my pupils' reaction to their oppor-

tunity to read. During the first week of school I asked the teachers of language to explain to their classes that we wanted to find out what the pupils remembered out of last year's reading periods. Teachers then asked each pupil to write down some of the things that had most impressed him. Pupils were given ample time in which to collect their thoughts but no chance to review any books. Indeed, it was noticed that most pupils wrote their papers in the study period following the assignment.

One hundred and thirty-seven papers were handed in, and an examination of them showed the following results: 6 pupils had not used their reading privilege at all, preferring to study; 15 had read, but remembered nothing; 42 indicated in their papers a clear recollection of at least one book each; 24 recalled two books each; 19, three books; 9, four books; 9, five books; 5, six books; 4, seven books; 3, eight books; and one girl's paper showed a clear recollection of nine books.

Some sample papers—I am sure these extemporaneous papers do not furnish a full measure of the benefits derived from the year's reading. We adults would find it difficult to name a full list of book friends without premeditation. Then, too, no doubt some of the fifteen pupils who said they remembered nothing did so to escape the tedium of writing a paper; while many of those who mentioned only one or two books could have referred to others if they had not devoted the time to narrating details of the one or two they named. A few specimens of pupil's papers, which have been revised only in the matter of spelling, are as follows:

High Fifth Grade

SOMETHING I READ DURING LAST YEAR

One of the characters I know about is Remi from the book *Nobody's Boy*. One scene that impressed me was when Remi found his mother.

Another book is *Heidi*. She was a little Swiss girl who loved to go up in the Alps every day with her cousin, a goatherd, with the goats. She heard the eagle scream in the afternoon and saw the snow capped mountains change to different hues in the evening.

A scene I will always remember in *Little Women* is when Professor Bhaer proposed, in the rain, to Jo.

In *An Old Fashioned Girl* when Tom was expelled from College and Mr. Shaw, Tom's father, lost all his money at the same time, I was so excited I could hardly read.

In *Plain Jane and Pretty Betty* one of the most important scenes was when Mr. Browning, Betty's father, told Jane that he was her uncle and that Betty was her cousin.

A scene that was exciting in *Tom Sawyer* was when Tom and Huck found the treasure in the cave.

Low Sixth Grade

WHAT I REMEMBER OF MY LAST YEAR'S READING

The most interesting book I read during last year's school term was *The Life of Helen Keller* by Miss Keller herself. It was an account of the famous author's early life in her southern home and of her schooling and travels. The book was a compliment to Miss Ann Sullivan's wonderful patience in teaching her blind and deaf pupil. It gave an interesting account of Miss Keller's experiences at the World's Fair.

I also read from a book entitled *Stories of Thrift for Young People* which contained many stories that help young people learn to save.

I also read a little ancient history, but have forgotten most of it.

Texas Heroes was another book I enjoyed. It contains stories about noted Texans such as Sam Houston and the Alamo heroes.

High Fourth Grade

WHAT I READ

I read last year about the red and white corpuscles. It said that they fought each other. And if all your corpuscles turn white you will die. When they die they group together.

I read too that somewhere in Italy a city got their water from the mountains. And they have to cross rivers. And the way they do it is they have a bridge and the water runs on it and goes across the river.

In New York sometimes they have five stories under ground. In the redwood forest there is a tree big enough for a car to go through. And in South America a town gets its water two hundred miles away. And they have large cacao farms.

Conclusion—From these statements by pupils each reader may make his own evaluation of our reading plan. I myself am not satisfied with its results, but I shall not change it. I shall add more books to the library and I shall urge the teachers of all subjects to be more alert than they have ever been before to seize all chances to furnish motivation and stimulation for reading. Then I shall ask each teacher of elementary English to use two periods a month for informal conversations about what the children are reading. As nearly as possible, such conversations should be like those carried on around the fireside in the assembled family circles of homes where good books are known, loved, and discussed.

THE LIBRARY has been established to give children an enriched opportunity to read. Reading has been defined as the acquisition of experiences, interests, attitudes, habits, skills, and appreciations through the use of books.—Caroline Stokes, Chapter VI.

VARIETY OF ACTIVITIES AS APPRAISAL OF SERVICES

EDRA SPERRY

Librarian, Roosevelt School, Detroit, Michigan

ACTIVITIES in the elementary-school library are of two kinds: free and directed. The directed activities are carried on largely in the reference room if the library is fortunate enough to have one, otherwise one or two large tables are reserved for that purpose. Every department of the school is represented here at some time during the day.

Advanced reading—Homerooms in this platoon school send a group of from six to twelve from each section's reading class, the advanced readers who are given this opportunity to broaden their reading experience. These children have two sections of shelves reserved for their use. Each child selects a book from the non-fiction shelves (non-fiction, because our supply of fiction is not large and is reserved for the free reading groups, and because the librarian finds this an opportunity unobtrusively to direct interest toward biography, history, travel, and other fields). He charges the book to himself at the desk, files the card in the charging tray, and then keeps the book on the reserve shelf until he has finished it.

Reference work—The science rooms send various committees and individuals to work on projects begun in class, or to look up disputed pronunciations or other information. The auditorium sends representatives to look up plays, to work on health, safety, or holiday programs, or to search the vertical file for material for bulletin boards. The general arts department sends groups to find material on shelter, food, and clothing, or to search the picture file for examples of design, and pictures of animals to help with their modeling and carving. The literature rooms send a procession from each class, if it happens to be a day for "book talks," to get the books that are to be discussed. The health department, aside from the individuals who come to look up games and stunts, sends a procession of the physically handicapped who may not take part in the gymnasium and playroom activities. These latter, because they must spend one or two periods in the library every day, become, for their own sakes and the librarian's, the student staff. They take care of all routine duties such as checking magazines, mending books, cutting pictures, and straightening shelves.

Instruction—Instruction in the use of the various reference books to be found in the elementary-school library is carried on informally and individually as the need arises. There is to be found also, in the reading room to which all sections come twice a week, lesson

cards about the dictionaries, the general and special encyclopedias, the atlases, the yearbooks, the index to poetry, the general organization scheme of the library, the system of classifying the books, and the use of the card catalog. These lessons are used informally without checking until the sixth grade when each child keeps his own record card on file at the work table. He is expected to have checked off every lesson by the end of his sixth year. Also, he should have read at least one book from each one of the ten main classes according to the Dewey decimal system, and kept a record thereof on the back of his card.

Free reading—The main room is for free reading, and we try to live up to the word "free." The children select their own books and the librarian refrains from making unwanted suggestions. Suggestions are made quite freely however, among the children themselves, though this is done largely in the literature rooms on "book talk" days. Especially good reports are put in writing on cards (3 inches by 5 inches) by the author and kept on file in the library. No checking is done, but various schemes are used to encourage the practise of reading a book until finished. For example, children are allowed to go to the shelves as they come in and occasionally the librarian will offer to write down the name of a book for someone so he will be able to get the same one next time. About once a month the librarian, instead of taking attendance silently, calls the roll and the children respond, according to the request, with the title, the author, the illustrator, or the publisher of their book. This device helps to familiarize the children with the sound of the names and to clear up any errors of pronunciation or identification.

Research work—A very interesting phase of the free reading activity is the individual research work on problems that have arisen in the child's home or play-life, outside his school experience. The subjects are interesting and varied. Outstanding in the memory of the librarian are a little girl who had brought home a turtle and searched the nature study books to learn how to tell whether it was a boy or girl because she wanted to know how to name it; and a small boy who wanted a book on how to make love because he had a girl now. We had to give up on the first but we found that an etiquette book would take the lad as far as he wanted to go. One table of boys spent a month with the books on electricity planning a wireless to connect their six homes. The stamp catalogs and pet books are in constant demand.

Extracurriculum activities—Extracurriculum activities do not have a very large place in the elementary school but the library provides a meeting place for a very active stamp collectors club.

Also, there is a "New Book Club," composed of children who own new approved books, not available in the school library. These children have their own librarian and their own rules. They have designed their own book jackets in the art room and are very strict in their censorship.

Use of public library—The public library is kept constantly before the children and charts are kept to encourage its use. The school librarian works always with the idea in mind, as expressed by Joy Elmer Morgan, that, "If the new urge toward education as a life-long process is to become general, the child must develop in the school library, attitudes, habits, and knowledge of intellectual resources which will lead him to use public libraries and to build up his own."

Summary—One way to appraise the elementary-school library is to list the variety of its activities. A library of textbooks would represent one level of service. Add to this a collection of encyclopedias, reference works, and yearbooks and the level of performance is lifted. When a library provides for free reading, reference work, clubs, and individual hobbies, then it is functioning on a basis comparable to a modern activity school program. It is well for the librarian and the principal to list the activities of the library from time to time so as to guarantee integration of worthwhile practises and to eliminate the worn-out methods.

SCHOOL LIBRARIANS are ever desirous of discovering activities to effectively use the school library and to enrich classroom work. When the committee for Good Book Week announced as the theme for 1932, "A Round the World Book Tour," it suggested a very challenging and captivating way in which these two desires might be brought to fruition.—M. Margaret Greer, Chapter VI.

TIME ANALYSIS OF A LIBRARIAN'S DUTIES

MARY E. FOSTER

Head, School Department, Carnegie Library, Pittsburgh, Pennsylvania

A BASIC NEED in the development of school libraries is an analysis of the duties and activities of school librarians. The writer prepared a "diary type" of list which seventy-eight librarians used for twenty typical days.¹ The blank and the procedure should be aids to principals who are interested in discovering how the librarian uses her time.

The inquiry form—On the first page of the questionnaire the librarian reported general facts as to the number of library classes, the school enrolment, and her own teaching schedule. The second, third, and fourth pages of the blank were prepared in such a way that the librarian could indicate the number of minutes of each day given to each activity. The months and days were shown at the top of each page, while the specific duties were listed in the first left-hand column. Lines drawn vertically and horizontally provided small spaces in which the record of minutes could be written. Space was provided for adding other duties or for making comments about the record. Time spent outside of the regular hours of teaching (8:40 to 11:50 and 12:45 to 3:45) were marked in color.

The duties listed in the record form were as follows:

DIARY RECORD FOR INDICATING TIME SPENT ON LIBRARY DUTIES

1. Library housekeeping
(Appearance of room, dusting, furniture arrangement, care of plants, fish, etc.)
2. Exhibits
(Poster making, planning bulletin boards, booklists, scrap-books, etc.)
3. Preparation of books and magazines for use and for bindery:
 Labelling
 Mending
 New cards and pockets
 Reading shelves
 Filing catalog and shelf list cards.
4. Duties other than library:
 Report class and records
 Hall duty
 Banking.
5. Circulation and collection of books used in the building and sent home:
 Time spent on daily record
 Monthly record
 Overnight circulation and return of books
 Collection of overdue books and fines

¹ The complete report of this study is filed as a master's thesis at the University of Pittsburgh.

Lost book records and payments

Contagious disease records

Requests for and return of books, pictures, and exhibits loaned temporarily

Making up special shelves of books for project work to enrich work of other teachers.

6. Picture file

(Picture, clipping, and pamphlet file and permanent project material.)

		Feb.							Mar.																								
		21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
6. Picture file	Time spent on picture, clipping & pamphlet file & permanent project material.																																Comments
7. Book reviewing	Time spent on examining & reviewing new books in school, public library.																																Comments
	Home reading of these.																																
8. Meetings	Time spent on attending classes																																Comments
	Conferences with supervisor, principal, and children.																																
9. Lesson plans	Time spent on preparation of plans for supervisor and principal.																																Comments

FIGURE 1—Diary Record Form for Time Analysis of Librarian's Activities.

7. Book reviewing
(Examining and reviewing new books in school, public library.)
Home reading of these.
8. Meetings
Attending classes
Conferences with supervisor, principal, and children.
9. Lesson plans
(Preparation of plans for supervisor and principal.)

Brief summary—Of the eighty-three inquiry forms sent out seventy-eight or 94 percent were returned. These were divided into three groups according to the library-teachers' schedules. Sixteen larger schools, in which the library-teacher was on a full-time library schedule, formed Group I; twenty-three smaller schools, in which the library-teacher had also one other subject responsibility, made up Group II; and Group III consisted of the remaining small schools, where two subjects were added to the library-teacher's schedule.

Tabulation of time by schools and by operations showed Group I using 125 minutes per school per day during school hours, for the nine items listed in the questionnaire, and 80 minutes per day outside school hours. Group II used 86 and 84 respectively, and Group III, 103 and 108. It was also thought worthwhile to study the situation from the standpoint of days. Tuesdays, Fridays, and Mondays showed the heaviest in-school time. Out-of-school time revealed Tuesdays, Fridays, and Wednesdays as the heaviest.

Conclusions—The schools in Group I had the most favorable situation in which to accomplish library work. It was not fair to expect the same results from Group III. When additional subject responsibility is necessary because of size of school, it should be closely related to the library, in order to equalize preparation. To accomplish greater service on the part of the library, additional preparation periods should be available. Clerical help should be given from the office and report classes should be taken from the library. Lastly routine and procedure should be checked constantly in search of shorter methods to allow more time for individual work with students and teachers, and growth in book knowledge.

It was recommended that emphasis be placed on pupil assistance in the five routine items listed above, and that plans be worked out for training older children for library committees; that when possible, lighter schedules be planned for the days on which the heaviest routine time falls; that the elimination of report rooms from libraries is desirable to facilitate broader service; and that additional studies on related library activities be made to help in the growth of this new branch of elementary-school life.

APPRAISING CHANGES IN ATTITUDES AND INTERESTS

MAE B. CARROLL

Principal, Guyton School, Detroit, Michigan

HERE THEY COME, the next library class! Watch their quickened steps, and look into their eager faces if you would have a picture of happy anticipation. Then cross the threshold with me and observe the quickened steps grow steadier, subdued, and the eyes become intent upon the shelves before them. Note the care with which the books are removed, the gentleness of the fingers that turn the pages, the consideration that makes room for classmates at shelves or file, the quietly drawn out chairs, and the figures of little children in pleasant reunion with their friends—the books.

The explanation of all this is part of the theme of this paper, *attitudes and interests*. Why, like the children and the books, they're just everywhere in the library! But the rest of my theme, *appraising changes*, suggests a more serious problem. At first thought it seems too serious. Are not these little children? And if they react so naturally to this indefinable thing called "library atmosphere," why attempt to analyze and to measure? Why disturb "the wonderful country" in which they dwell?

But the schools must come with their scales and measures
To limit the visions and weigh the spells;
They scoffed at the dreams and the rainbow treasures
And circled the world in their parallels;
They charted the vales and the sunny meadows,
Where a poet might ride for a year and a day;
They sounded the depths and they pierced the shadows
Of that wonderful country far away.

But the poet's indictment does not frighten us. We survey this interested group, fitted so naturally into its setting, and we are anxious to "sound the depths" and "weigh the spells" for we know the problem is not as easy as it looks. We know that back of every fine learning situation is a fine teacher, and that part of every fine teacher's equipment is her ability to appraise her own and the pupils' efforts.

If this paper were concerned with the gaining of knowledge, or the acquiring of those very definite skills so essentially a part of library learning, the use of formal and informal tests and the checking of lesson sheets would provide clear and definite data. But for any measure of attitudes and interests, those intangible, invaluable aspects of learning, we must turn to the alert teacher who evaluates in terms of understanding and experience, using whatever devices

suggest themselves as aids. Measurement, in a scientific sense, has not yet reached this field, and perhaps it is just as well that we continue to entrust the judgment of human values to human understanding, with the hope that the continued exercise of this faculty will make it stronger.

Attitudes—Right attitudes produce good citizenship, and in them the library offers a major contribution. Let us see what we find:

(1) *Consideration for the rights of others*—The eager class that we have just seen arrive in the library has already demonstrated some worthwhile library attitudes. Courtesy at the shelves, soft footsteps, subdued voices, and quiet chairs make the library a pleasant place for everyone.

(2) *Cooperation*—If you have observed carefully, you have seen some evidences of this most desirable attitude: the giving up of a book to another who had not finished his story; the relinquishing of the magazine to the pupil who needed it for reference work; or the social-mindedness of the group working earnestly together on an activity.

(3) *Dependability*—You have heard the announcement that the class has a clear record for books due today, signifying that the members have been prompt, dependable, and considerate of the rights of others.

(4) *Sense of responsibility*—Take a look about this room. Note the condition of the furniture, its neatness, its attractiveness, and the order of the books upon the shelves. By their care of these things, pupils indicate a growing sense of values and of responsibility.

These are just a few of the attitudes through which good citizenship is developed in the library. But what equipment has the teacher for measuring their growth? Chiefly she has a measuring sense, an appraising eye, a diagnosing instinct. Every reaction is to her an expression of an attitude or interest, evaluated instantly in relation to past reactions. A symbol on a seating plan, a check on her own detailed activity chart, oftener just a notation filed in her mind, may contribute to the data for estimating progress or lack of progress.

Frequently wall charts or other devices which enlist the assistance of pupils serve a purpose; for example, the attractive chart, "Books Returned On Time," is a record of class dependability. The different colored dots register each class as having its books all in on time, all in but one, or as having a less satisfactory record. You have visited a very good class today, that is happy in a perfect record. But there are other classes. Here is one, not so good, rather unsteady, but still showing some improvement. The chart serves as stimulation and record, and indicates a fairly good measure of dependability as developed by the prompt return of books. So much for a group record. The teacher, however, must get back of this record to determine the degree of improvement in the instances of pupils habitually tardy in returning books. These individuals may then become subjects for special study. Charts that register visits

to the public library, and charts for other attitudes or combinations of attitudes needing emphasis, can be made very attractive and very stimulating. Whether these charts check the records of individuals in a class, or classes in a school, they are good representations of cooperative endeavor.

The estimation of attitudes then will vary with classes and with schools, emphasis being placed upon the particular attitudes needing attention. Happily the subject slips into the background of the mind as satisfaction is reached.

Interests—I like to think of interests as the soul of the library. They are difficult to define, but their evidence is everywhere. Is there then any measure of change that we may apply to them? There is indeed—weight—the weight of the evidence. And there is a preponderance of this evidence that any observer must respect. Since all library activities are on a voluntary basis, participation in any activity is an evidence of interest, and change is a natural result.

Let us observe some particular interests. Mary, working with strips of paper on each of which appears an author and title, and instructions to find classification numbers, is following one interest. Jane, busy with a set of cards on each of which are typed character names, is interested in identifying books. John has a set of instructions which sends him to reference books to locate bits of information. There are so many of these little devices, really intended to provide practise in library skills, the use of which is dependent entirely upon interest motivation and the result of which produces change in both skills and interests.

The use of individual lesson sheets covering instruction in all phases of library learning presents a fine example of interest in the practical side of the subject. Except for slower groups, handicapped by lack of ability, most of the pupils are interested enough to complete the sets for their levels, and there are always some pupils whose ambitions carry them into the higher levels. Interest in the lesson sheets runs high, for pupils see in them the solution of their difficulties. One fifth-grade pupil writes of her lessons: "One day in the first part of last year I was looking up the book, *John of the Woods*, and it was quite hard to find. So I went to Lesson III. It told me how the books are placed and after awhile I came to a lesson which said, 'When you are looking for a book, look for the author's last name. If you do not know what it is, look for it under the title in the catalog.' I enjoyed these lessons very much and now I would like to help anyone who is having trouble to find a book." This girl started with an interest in helping herself which now has developed into an urge to help someone else—an evidence of worthwhile change.

Circulation itself is an evidence of interest or lack of it. Its growth from week to week, from month to month, or year to year can be mathematically measured. A classification of the books circulating affords an evidence of diversity of interests and an opportunity for comparison and evaluation. A glance at the shelves after books have been drawn is a pretty clear picture of the range of interests. Sudden interests in music, travel, and biography are readily observed, and gradual changes are noticeable to the practised eye.

No place in the school affords a pupil the freedom to follow his interests that the library does. He may choose an activity or a book. He may choose the kind of book he wishes to read. He may choose the reading level most satisfactory. In a third-grade class recently, two boys were lost in history stories that might have challenged sixth-grade readers, and in a fifth-grade class, two boys of lower mentality were thoroughly enjoying books of second-grade level. Such freedom of choice is surely conducive to change in attitude and interests.

A book review file offers an opportunity for pooling of interests. Pupils enjoying books may review them briefly. The reviews are typed on cards (3 inches by 5 inches) and filed for the benefit of pupils considering selection. Two samples follow:

Seawell: *Virginia Cavalier*

This is a wonderful book on the boyhood of George Washington. I think the best part is where Washington goes to Greenway Court for a fight with the Indians, and forms a lifelong friendship with Black Bear, an Indian.

Fifth-Grade Boy

Hill: *Our Cat*

Our cat is a story teller—a romancer—a regular Hans Andersen. She told me she was running after a mouse the other day, when a most curious thing happened. The mouse turned suddenly and sat up. She was so amused that she stopped instantly and waited to see what the creature would do next. What did it do?—Read and discover for yourself.

Fifth-Grade Girl

The desire to be of assistance to others is the purpose of this file. Will you not accept its size and growth as a measure of change of interest?

An interest in non-fiction books is one of the most important signs of real development in pupils. By supplementing their work it draws the library and the other departments closer together. It encourages hobbies. It is the basis of real scholarship. It calls for all the resourcefulness of the teacher. She must be able to stimulate individually, and to do this, she must know her pupils. Yet, once the corner is turned, there are newer, bigger interests. Among some

paragraphs on "Why I Read Non-Fiction Books," the following from a refreshing, straightforward boy in the eighth grade is worthy of attention:

When I was in the sixth grade I felt I was very brilliant. In order to impress my classmates with my intelligence I began reading non-fiction books. Of course I read things which were above my head. One of my first books was on operas. Later I began reading biographies. Then much to my surprise I found I instinctively reached out for biographies, until at this time I have read twelve on Roosevelt alone, not to mention Washington and Lincoln.

This pupil looking back on his "younger self" makes a fairly good self-analysis and appraises the change in his reading interests. But what of the change in the character of the somewhat conceited little boy, produced by interests in the biographies of Roosevelt, Lincoln, and Washington? Who will try to measure that?

Conclusion—Estimating changes in attitudes and interests of pupils in the library is not then a definite technic. It is a great open subject with infinite possibilities. It is identified with character training, that greatest goal of education, and its solution is a challenge to library teachers and principals.

THE CONSTANT USE of many books is a necessity in the activity program, but it does more than integrate subjectmatter by vitalizing the study of the social sciences. It encourages independent research and supplies individual needs; it cultivates discrimination and good taste in reading and creates an enthusiasm for one of the most satisfying life experiences.—Jasmine Britton, Chapter VI.

AN EVALUATION OF THE LIBRARY PLANS

LENA L. HARGER

Principal, Sidney Pratt School, Minneapolis, Minnesota

IN MINNEAPOLIS the public library maintains branches in most of the junior high schools and in fifteen of the elementary schools. A few years ago, when an addition was made to our school, we were fortunate in securing a library room as a part of the addition. The public library established a station in this room under the direction of a well-trained and cooperative librarian. She is on duty from 10:30 in the morning until 4:00 in the afternoon for the five school days of each week, and for two half days of each week during vacations.

Our plans—For the purpose of stimulating wide use of the library several teachers meetings were devoted to the discussion of library activities which might be carried on. The following activities were listed, discussed with the librarian, and then presented to the children:

- (1) Reading for recreation
- (2) Browsing
- (3) Reading to secure information on assigned or unassigned topics
- (4) Learning to alphabetize
- (5) Learning to use "table of contents" or "indexes" in reference books
- (6) Learning to use the card catalogs
- (7) Learning the locations of different types of materials on the shelves
- (8) Searching for illustrative materials
- (9) Viewing and discussing library exhibits made by the pupils or sent from the main public library
- (10) Becoming acquainted with the many services rendered by the main public library through talks given by the librarian
- (11) Advertising of good books by pupils or by the librarian
- (12) Ordering, drawing, and returning books or other library materials.

A schedule for visits to the library was then made out. A copy of the schedule was sent to each classroom teacher and to the librarian to be posted. As the school enrolls only about five hundred pupils, we found it possible to give two periods a week to most classes. One period is used for reference work, and the other one for recreational reading.

That they might know the extent and kind of reading done by each child, the teachers decided to keep records of the books read. Some teachers purchased an inexpensive file and cards from the ten-cent store. Others preferred to keep the records on charts. The charts used were varied. Some contained an envelope for each child in which he placed the name and author of each book read. Some kept a record, in squares on the chart and used colored crayon to designate fiction and non-fiction.

Means and methods of stimulation—Both the teachers and the librarian posted booklists secured from public libraries, from other schools and colleges, and lists made from research in various universities. The children themselves made and posted bibliographies of available material related to school subjects.

Sometime before a unit of work was to be taken up, the teachers notified the librarian of the center of interest and the librarian secured from the main library additional material which our own library could not supply. This additional material was sometimes placed on special shelves and labeled so that the children might know that the desired books were ready for use. When it was not possible to provide the shelves, the teacher, librarian, or a child notified the group interested that the material was on hand in the library.

Whenever the organization of a room permitted, the teacher accompanied the class or group on its scheduled visits to aid the librarian in arousing interest in books which they wished the children to read. These visits helped the teacher to become acquainted with the character of the reading done by the individuals during recreational reading periods.

Another means of interesting the children in the library was an exhibition of posters, book jackets, and construction work based upon the reading work. During the last Book Week, besides many posters made to advertise books, there were exhibited a model irrigation plant; airplanes; soap carvings of Smoky, Black Beauty, Robin Hood, Indians, and the Parthenon; and replicas of Sara Carew's bedroom, and the interior of Ichabod Crane's schoolhouse. The main library also sent out materials for the exhibition.

The teachers and the librarian have made lists of children who read, not only many books of fiction, but books related to school subjects, or to individual hobbies. During library periods one of these pupils might be asked to review a book, or to read from it, or to talk about its illustrations for the purpose of advertising it. Sometimes the librarian takes a few moments of the period to talk about a book or to read from it so as to arouse enough curiosity or interest to make some of the class wish to read it.

To keep up an interest in reading during the summer, the children were encouraged to do the "summer honor reading." Booklists for each grade for this "honor reading" were sent out by the main library. The books were listed under six heads: (1) famous stories, (2) our country and other countries, (3) people worth knowing, (4) adventures in the outdoor world, (5) long ago and now,

and (6) stories. If, during the summer a child reads one book from each section on the list and can give a satisfactory review of each of these books to the librarian, he is awarded a certificate. When a certificate for all grades from the fifth through the eighth has been won, a larger and finer certificate is given. These certificates are presented at a school assembly during Book Week.

An evaluation of results—After three years of the above plan of procedure for stimulation of library reading, it seemed advisable to check on the results. After some consideration it was decided to use questionnaires to obtain the opinions of parents, teachers, and pupils.

The first inquiry blank went to the parents of the thirty-four children who were finishing our eighth grade. These children were the only ones who had had three years of library work in our school. Replies were received from thirty of the thirty-five families. Some of the replies may be summarized as follows:

(1) Has our plan of having one or two library periods a week helped your child to become more interested in learning to read comprehensively? No answer, 6. Yes, 24.

(2) To your knowledge, have the exhibits in the library of children's work relating to reading helped to interest your son/daughter in reading of the books represented in the exhibits? Yes, 20. Do not know, 6. No, 4.

(3) Has our work in alphabetizing, in learning to use the table of contents and indexes, in learning to use the card catalog, in learning to look up reference material, in learning to read or interpret pictures, helped her/him in getting needed information more easily and quickly? Yes, 26. Do not know, 4.

(4) Has it helped to acquaint her/him with the various services rendered by the main public library, such as: providing slides; pictures; sets of poems; illustrative art materials; architectural plans; clippings; a museum of natural history, etc? Yes, 27. Do not know, 3.

(5) Through reading of library books, do you think he/she has had imaginative experience which has helped or will help to satisfy his/her desire for adventure—thus providing a safety valve? Yes, 21. No, 3. Do not know, 6.

(6) Has it helped him/her to acquire the reading habit—a habit which he has found and will find profitable in the use of leisure time? Yes, 24. Do not know, 6.

(7) Have his/her reading interests been broadened so that he/she has acquired and will acquire information on many subjects and modes of living, which tend to give a broader outlook on life? Yes, 20. Difficult to say, 10.

(8) If you can give any incident which will illustrate a definite help rendered will you kindly do so below? Typical answers were the following:

A. When my child wanted to illustrate a topic on which he was to report, he went to the library and borrowed a set of colored slides which made his report more vivid and clear.

B. My daughter secured very helpful material for a special topic.

C. My children secured books for summer reading which have been a definite help in the work of the next year, thus lightening the work during the school year.

D. My son learned that he could get, and did get, clippings and pictures which helped in the preparation of work.

E. Interest in the summer honor reading helped to keep my child out of mischief during the vacation.

Ten of the teachers filled out the inquiry form developed for their use. The extent and nature of the teachers' viewpoints are summarized in part as follows:

- (1) Check the services rendered by the main public library with which the school library has helped the children to become acquainted during library periods.
 - (a) Providing slides 8
 - (b) Furnishing reference material..... 8
 - (c) Securing clippings 7
 - (d) Supplying illustrative material..... 9
 - (e) Supplying sets of poems..... 1
 - (f) Music from the music room..... 0
 - (g) The museum of natural history..... 9
- (2) Check the skills which the librarian has helped the children to practise during library periods.
 - (a) Alphabetizing 7
 - (b) Use of index and table of contents..... 8
 - (c) Quick location of material in books..... 7
 - (d) Quick location of desired books on the shelves..... 8
 - (e) Recognition of library symbols for fiction and non-fiction.. 5
 - (f) Use of the card catalog..... 6
- (3) Check below the habits which the library periods are helping to establish.
 - (a) Proper care of borrowed books..... 10
 - (b) Responsibility for borrowed books..... 10
 - (c) Promptness in the return of books..... 10
 - (d) The browsing habit..... 8
 - (e) The habit of scanning..... 5
 - (f) The habit of note-taking..... 4
 - (g) The habit of comparing and evaluating books or reference material 6
- (4) List below the books which you think children have read because of stimulation during library periods.
(Eighty-one books were listed in answer to this question.)
- (5) Has the scope of the childrens' school work been broadened by the work done in library periods? Typical answers were:
I am amazed at the information that Manson has acquired on so many subjects.
My pupils are reading so much that it puts me on my mettle to keep up.
- (6) Has the library work helped your pupils to acquire the reading habit so that some of their leisure time is spent in reading? Typical answers were:
I am having to urge some of my pupils to play more and read less.
Some mothers are requesting me to discourage so much reading.
Only a few of my pupils care nothing about reading during leisure time.
- (7) Are reading interests being aroused, some of which you think may become permanent? All answered "Yes" to this question.

At the time that the following questionnaire for the children was answered there were 251 children enrolled in grades four through eight. This number should be kept in mind while noting the following brief summary of the replies:

- (1) During the term I have made use of the following in the library:
- (a) Booklist posted in the library..... 119
 - (b) The card catalog..... 94
 - (c) Reference books 149
 - (d) Magazines 150
 - (e) Books which have helped on school projects..... 145
 - (f) Books on a subject in which I am especially interested.. 140
 - (g) Books of fiction or adventure..... 180
- (2) During the term I have ordered the following from the main public library:
- (a) Books for help on special topics..... 64
 - (b) Magazines 22
 - (c) Clippings 52
 - (d) Sets of pictures..... 66
 - (e) Illustrative materials 37
 - (f) Costume plates for plays..... 7
 - (g) Sets of poems..... 19
 - (h) Music 2
 - (i) Name any other service or pleasure which the library has rendered you 21
- (3) During library periods the librarian has helped me in the following ways:
- (a) To learn to alphabetize..... 114
 - (b) To use the card catalog..... 131
 - (c) To use index and table of contents..... 130
 - (d) To use reference books..... 138
 - (e) To know the location of books in the library..... 168
 - (f) To find needed information quickly..... 132
- (4) I have received help from the library books in the following:
- (a) Geography 138
 - (b) History 115
 - (c) Elementary science or nature study..... 108
 - (d) Music 16
 - (e) Art 20
 - (f) Sports 78
- (5) Because of exhibits of different types of work of children in the library I read the following books:
- (The children recalled reading thirty-nine books. Most of these were the children's classics, *e. g.*, *Treasure Island*, *The Prince and the Pauper*, *Heidi*, and *Alice in Wonderland*.)
- (6) I am interested in the subject of _____ and have read the following library books on the subject:
- (We believed that some children were interested in special subjects and read books along this special interest. The results of the questionnaire proved this to be true. The children reported one hundred books about insects, airplanes, sports, puppet shows, adventure, and other topics.)
- (7) Because of interest aroused in the library, I have done the summer honor reading for the following grades:
- | | |
|-----------------|-------------------|
| Fifth grade, 26 | Seventh grade, 28 |
| Sixth grade, 20 | Eighth grade, 13 |
- (Eighty-seven of the 251 children had done the summer honor reading. Some had received certificates for all grades.)
- (8) Because of the reading aloud by the librarian, or a pupil, of parts of a book, I have read the following:
- (At least fifty books were listed by the 251 children in answer to this question.)

(9) While reading library books I have had imaginative experiences and adventures with the characters in the book.

(a) Adventures in foreign places.....	142
(b) Adventures in science.....	93
(c) Adventures in different forms of industry.....	86
(d) Adventures in different climates.....	123
(e) Experiences with different types of people.....	140
(f) Experiences in different customs.....	70

(10) I read about _____ in _____ and should like to be like him/her in some ways.

(The responses to this question show that children do admire certain book characters and that their living is—temporarily at least—influenced by their desire to imitate them. About fifty characters were listed including Lindbergh, Edison, Tom Sawyer, Heidi, King Arthur, Admiral Byrd, and Tarzan.)

(11) It has cost six hundred dollars to maintain our library this year. Do you think the children have received enough help and pleasure to justify the continuation of the library? Yes, 244. No. 7.

Outcomes—The summer reading has been doubled, the circulation of books has increased, more non-fiction is being read. Recently the writer heard some children talking of some of the books they had been reading about children of other lands. One of them said, "Some way, I feel so much more friendly toward children living differently than we do than I did before I read these books."

A fourth-grade child gave a review of the *Little Pear* by Eleanor Lattimore. At the close of her review she said, "I didn't know the Chinese children liked so many of the things we like. They seem more like us." Evidently the children are acquiring a more sympathetic attitude toward people of other lands.

When a booklist entitled *Around the Wonderful World in Books* was posted in the library, the principal called the attention of upper grade children to the list and suggested that they might enjoy reading one book listed under each country. After the lapse of two or three months she checked the books read by the members of a seventh grade. On the list there were books grouped under thirty-six countries. It was found that of the 144 books available, members of the class had read fifty-three books about twenty-three countries. Some of these books had been read by many children.

The librarian has stated that two is about the average number of children who draw books of biography each day. Does not all this evidence a growth in wide reading?

From the responses to the questionnaire, as well as from evidences in the classroom and library, it seems justifiable to believe that the outcomes of this project have been worthwhile.

MEASURING EFFECTIVENESS WITH THE COURSE OF STUDY

Theron A. Gladden

Principal, Marshall School, Detroit, Michigan

THE PRESENT COURSE OF STUDY in the use of the library in elementary schools of Detroit was adopted in 1931.

It presents not only a wide variety of suggestions for conducting library activities in the elementary schools of the city but also shows how library work may be integrated with the rest of the school curriculum. A clear understanding of the course of study by the principal provides him with a view of the elementary-school library and the contribution made to the whole of the school instructional program. Intelligent use of the course of study provides the principal with a plan of measurement of the value of library services in the school.

How the syllabus guides the principal—The aim of the activities of the course of study is to develop in the child certain fundamental ideas about the use of books and libraries as he progresses through the grades. As the child leaves the sixth grade he should be able to use the library for study purposes as well as for pleasure reading and to have formed a habit of going to books and libraries for the solution of all his reference and study problems. The material in the course of study for Detroit school libraries is informal in type and organization and may be adapted by the librarian to meet the situation. A large part consists of suggested activities that carry out the expressed objectives.

Since it is rather difficult to measure objectively the value of the library to the program of the school, a comprehensive understanding of the course of study enables the principal to use it as a tool to develop those habits and attitudes which should be the outcomes of the suggested activities. The following activities suggested by the course of study may be observed rather easily by the principal and provide quite definite proof of some services the library gives to the school:

- (1) Giving reference aids, supplying material such as books, pictures, clippings, and pamphlets.
- (2) Ordering exhibit materials from the children's museum for the school.
- (3) Conferring with teachers in regard to topics to be studied and means by which the library may be of assistance.
- (4) Suggesting the resources of the library.
- (5) Arranging bulletin board exhibits to furnish visual aids for supplementary classroom work.

The library is not a department by itself—it functions for every department in the school and its success may be measured largely by the help given to other teachers. Whether or not children seeking reference assistance, or teachers seeking supplementary material, are successful in their search is an indication to the principal of how well the library comes up to the standards suggested in the course of study.

The service of the library is unique in that it enables each individual to work inconspicuously at his own level. The graded arrangement of the course of study is largely for the convenience of the librarian in determining the difficulty of material needed for the different grades. In many cases children of one grade are able to use the material or tools which on first consideration would seem to be beneath or beyond their comprehension. The objectives and attainments in the library are matters of growth and the formation of good habits. The principal by arranging a careful series of observations of library classes from grade to grade, and by referring to the course of study for expressed objectives, may note approximately the amount of growth and formation of habits as children progress from grade to grade.

Each class in the school is regularly scheduled for two thirty-three minute periods a week in the library. During these periods good habits in the care of books, consideration for the room and others, and love and appreciation of books are developed. All of these must be worked for in each grade. It is difficult to set a particular time for such activity since the types of instruction must vary.

Emphasis in our course of study in the use of the library is placed upon consideration of the individual. Opportunity is provided for each child to pursue his own interests. Such informal procedure trains in initiative, self-control, and consideration for the rights of others. The course of study advocates activities that will develop these qualities. If the principal uses the course of study as a measuring device, he can determine whether or not the aims are developed.

At other times, a more formal procedure is recommended by the course of study with the aim of developing particular skills and knowledge. Occasions arise where the problem of discipline brings a need for group or class work. At such times the librarian may introduce a new book, a story, or give incidents about authors, books, and the care of books.

Two points are to be considered in regard to instruction in the use of the library. Most lessons are taught to small groups or to

the individual child, either by incidental instruction or by the use of individualized instruction sheets. Instruction is given when the child needs the information in order to use the library tools independently for his reference reading and research.

The principal is provided a very definite means of judging the effectiveness of the library's control over the teaching noted above. Very careful checking should be done by the librarian to insure completion of essential instruction for individual children as well as for whole classes. Figure A when used by the librarian gives her a definite record of the instructional activities to be carried out with one class during the course of a semester.

Library Plans—Grade III, Sec. —

OBJECTIVES	ACTIVITIES AND INSTRUCTION	DAILY PLAN			
		DATE	DATE	DATE	DATE
Broadening field of reading	Recreational reading				
	Author and title games				
Giving judgment in choice of books	Location of books on shelves				
	Alphabet study				
Creating interest in authors and titles	Simple reference reading				
	Introducing books				
	Story-telling				
	Care of books and equipment				

FIGURE A—Record Form for Library Plans Suggested by the Detroit Course of Study in the Use of the Library.

Figure B is a suggested record to be used by the librarian that gives a general appraisal of definite activities carried out with all of the classes regularly scheduled in the library. The use of this kind of record in the library will give the principal a rather definite measure of the effectiveness of the library.

Figure C, a third suggested type of record, goes more into detail in the matter of activities completed. Its use aims to keep some measure of the growth in the library for individual children within a section. Frequently, in the study of individual children the principal may find information of decided value from this record.

Activities

Sections	ACTIVITIES						INSTRUCTION						
	Games	Story-telling	Reading Aloud	Introducing Books	Recreational Reading	Reference Reading	Parts of Book	Classification	Dictionary	Encyclopedia	Granger's	World Almanac	Who's Who
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													

FIGURE B—Record Form for Activities Suggested by the Detroit Course of Study in the Use of the Library.

The technical routine of the library is the machinery that keeps the library running smoothly. Samples of a suggested list of technical procedures found in the course of study follow:

- (1) Caring for room, keeping it attractive and bright and enticing the child to want to spend his time there.
- (2) Ordering books, studying book needs, balancing the departmental needs and apportioning the money to be spent, writing and sending requisitions.
- (3) Ordering supplies, preparing books for the shelves; *i. e.*, checking, collating, opening, stamping, classifying, pocketing, making book cards, marking, shellacking, and shelving books.

Section 24 A 6		Dictionary	Encyclopedia	Classification	Catalog	World Almanac	Who's Who		
Names									
Alice									
Alma									
Betty									

FIGURE C—Form for Individual Records Suggested by the Detroit Course of Study in the Use of the Library.

- (4) Making a shelf list; *i. e.*, keeping a record on cards for each book title in the library and arranging these cards in a file by classification numbers as they appear on the shelves.
- (5) Including on the cards the following information about each book: Classification number, author, title, publisher, edition, price, date added, and copy number.
- (6) Mending and collecting books to be rebound.
- (7) Keeping record of books sent to the bindery.
- (8) Caring for magazines, such as ordering, checking, clipping, filing old magazines, and arranging for binding magazines.
- (9) Organizing and acquiring a pamphlet and picture collection.
- (10) Circulating books, slipping books, and shelving books.

- (11) Keeping statistics of growth showing circulation of books.
- (12) Taking yearly inventory.
- (13) Making program for class work, planning time for administrative and technical work.

With such tangible things as those listed above, it is quite a simple matter for the principal to use the course of study to judge the value of the library to the school. Since the course of study covers many of the details of library activity it is possible for the principal not only to use it to improve the instructional situation but also to use it to measure the extent to which it is followed.

Making each library hour useful to groups of children from thirty to fifty in number is the librarian's task. Her goal should be to develop freedom in self-direction and to make the children's use of the library as nearly as possible like their future use of the college or public library.

The child's purpose may be merely to find "a good book," "Babe Ruth's batting average," "a book showing all the flags of the world," or a "good pattern for a kite or an airplane," but the librarian's purpose must be to serve that child whatever may be his purpose in coming. Simultaneously, she must lead him to discover through the library new avenues of information and a growing interest in research.

Much of the incentive for the child's research will come from the classroom, and by close coordination between librarian and classroom teacher the reference activities in the library can be made very effective for at least part of the group. Others in the class may prefer to browse among the books, select a new book, or continue one previously begun. It seems rather difficult for the principal to appraise a situation in which such a variety of activity may be present, but as he uses the course of study, he learns to look for such things.

Conclusion—In this article it is possible to discuss only a few of the many helps for measuring the effectiveness of the library that the principal may secure from the course of study. The activities described offer a fair sampling of the types and varieties of suggestions presented in the course of study. They are of as great value to the principal as they are to the librarian. By knowing what the suggestions are and by seeking for evidences of them in both the library and the classroom, the principal seeks constantly to increase the value of the library services.

MEASUREMENT OF LIBRARY SERVICES

G. DOROTHA DAWSON

Assistant Supervisor of School Libraries, Detroit, Michigan

TO UNDERSTAND THE CRITERIA by which a school librarian may appraise the value of her work it is necessary to know the purposes that guide her efforts and the activities that are carried on in the library. Like the auditorium and health education program the library owes its existence to the activities developed within the modern school. Library experience is an integral part of our presentday concept of education.

In the Detroit schools the library is an essential element of the educational program. Every pupil is scheduled for two periods, thirty-three minutes each, a week in the elementary-school library. The administrative set-up in the elementary school calls for a library in every large platoon school. A trained librarian equipped with adequate school library courses and possessing a teacher's certificate and teaching experience is in charge of the library. From the standpoint of school administration the library is considered a classroom like any other classroom. The librarian is ranked the same as a teacher in training, status, and salary. On the instructional side the library provides books and other materials that encourage children to develop a love of reading, affords them the opportunity to become proficient in the use of books and library tools, and supplements the work of every teacher in the school. The library then, not only provides a distinct unit of the instructional program, but also correlates with classroom activities.

In order that the libraries may fit harmoniously into the general scheme of organization of the platoon school the supervisor of school libraries coordinates the activities of the department. She prepares approved booklists and courses of study, meets with librarians to discuss instructional problems, and keeps informed about the book needs in school libraries. The preparation of instructional materials, the study of children's interests, finding the books that meet pupils' needs, and making suggestions for the integration of the library into the program of the schools constitute her main efforts.

Objectives—In adapting the library to the scheme of organization in the elementary schools, the librarian is guided by four general objectives. The first is to create in the children a love of reading. This purpose is so broad in scope that it may be subdivided into several phases—helping in the training for the profitable use of leisure time, creating standards of discrimination, and enabling the children to get, through books, a true picture of social, ethical, and

esthetic values. In addition, the librarian encourages the children to develop the public-library habit so that they will use the library for further enrichment and education throughout their lives.

The second purpose which inspires the librarian is that of integrating the library with the school so that the work of the classroom is enriched and made increasingly vital. Several divisions may be considered under this general objective—leading the child to use the library for study and research, cultivating the inquiring mind, and encouraging the child to use the library to enlarge the interests of the classroom in related interests, hobbies, and vocations.

The third purpose with which the librarian is imbued is that of equipping the child with an understanding of the use of books as tools—that is, leading the child to use the library for study and research and creating the realization that in books he has the key for study and intellectual advancement throughout life.

In addition to these three general objectives the librarian is also concerned with a fourth purpose—aiding the child in building attributes of good citizenship through the use of the library. Three elements may be distinguished in this fourth objective—developing consideration for the rights of others in the use of both library room and books, providing a life situation in which children can act as individuals and thus have an opportunity for training in initiative and self-control, and giving a feeling of responsibility in contributing material to the library and in caring for the room and equipment.

The four general objectives of the school library are carried out by various activities on the part of the librarian. In her attempt to carry out these objectives the librarian must be constantly estimating the changes which are occurring in pupils as a result of their library experience. She needs to take note of the children's ability to read and their love of books, to estimate the effect upon the children of participation in library activities, to evaluate her methods and devices in the light of experience, and to be alert to the suitability of the books in the library to children's needs. Appraisal, then, is one of the most important steps in any learning situation. Every day the librarian, like a teacher, appraises while she teaches and teaches while she appraises. Appraisal is valuable not only as a means of evaluating the instruction that has already been given, but it is also the initial step for further learning.

Having indicated that the ultimate purpose of appraisal is to increase the assurance that the changes sought in pupils are being made, let us see how appraisal may be applied to the field of school library work. There are two points of view from which to consider it—the subjective and the objective. Subjective measurement in

the sense used here means an attempted evaluation by the personal judgment of the teacher of those things for which there is no tangible standard of appraisal. For example, there are love of reading, the change in a child's attitude, improvement in habits of good citizenship, and a feeling of responsibility in the use of public property. A change in attitude and point of view is so intangible that it is doubtful to what degree it can be measured. It is so closely bound up with the development of a child's character and personality and so conditioned by his home and social environment as well as by his school experience that it may be impossible to determine the extent of the contribution school-library experience can make to the growth of the individual child. However, the fact that no absolute proof may be given does not prevent most librarians and educators from believing that a child's reading has an incalculable influence upon his character and development by giving him vicarious experience. They agree that the school library, because it is easily accessible to children during their most impressionable years, has the opportunity to influence deeply the child's point of view, social attitudes, and reading habits.

Appraising the subjective changes in children—Let us consider first how to evaluate the habits and attitudes that a child is encouraged to develop. The observation of teachers, parents, and the librarians must be the criterion in deciding how far the child has advanced in responsibility, consideration for others, sense of independence, and self-control. By the time the child is ready to leave the elementary school he should show greater evidences of training than are shown by the younger children. He should also exhibit improvement in habits and viewpoints in comparison with his own earlier stage of development. Often the child himself, as well as his parents and teachers, may realize the advancement he has made. A few words of commendation, because they show appreciation for what he has already accomplished and suggest to him goals for further advancement, go far toward encouraging a child to develop the right social attitudes.

Not only attitudes, but also the development of a genuine love of books may be observed and appraised by adults. Love of books is natural to most children even at an early age. It is important that a child develop an ever-increasing appreciation and love of books as he grows older. How to increase this love of reading is a complicated problem that depends on many elements: the child's intelligence, interests, home, and social experiences, and the facilities available for library experience both in the school and public library. The school librarian, however, has a rare opportunity to

influence markedly a child's feeling for books. By sharing his enthusiasm for a book that he has enjoyed, by recommending another book to read, by being alert to his special interests and hobbies—in other words by taking an interest in the individual child's reading, the librarian may encourage him to make reading an important part of his daily life. The librarian, also, may give particular attention to the very intelligent pupils. It is essential that a child who is potentially a real student be given every encouragement to develop his ability.

While the librarian is assisting children to develop a love of reading, she may observe their progress and thus evaluate the effect which her encouragement of reading has had upon them. If they show a sincere love of books, if they read with absorption, if they discuss freely with her their opinions about books, and if they read a great many books, she may feel assured that her encouragement has had the desired effects.

A wider range of reading interests, as well as a love of books, is another criterion for appraising the changes that a school library may promote in children. The school librarian, especially, is in a position to note the number and kinds of books that a child reads. At the same time that she tries to instill in the child a love of reading, she has the opportunity to suggest books that appeal to his hobbies and special interests and to help him enlarge his field of interests by encouraging him to read books on science, invention, and other subjects. It is quite possible that he may develop from this reading the desires that supply the motivation for his life. The librarian has an opportunity to introduce a child to a wide variety of books. The wider his range of reading the greater his love of books. The reading of diversified types of books, then, is another indication of a child's maturity.

We have seen that from the subjective point of view it is possible to measure many of the changes that the school library may foster in children. The observation of adults, and to some extent that of the children themselves, must be the deciding factor in determining the progress in habits and interests made by the children. Three evidences of a child's maturity should be noticeable by the time he is ready to leave the elementary school—increased love of reading, wide range of reading interests, and the development of the right social attitudes.

Objective appraisal of changes—If the subjective aspect of appraisal evaluates an attitude such as love of books, then the objective aspect would measure an element such as book circulation. The objective phase of appraisal does not present as intangible a problem

as the subjective. Schemes that evaluate by means of charts and records some of the contributions made by the school library have been devised by librarians and are used constantly by them. The desire to show book circulation and the use made of library facilities has prompted the keeping of these records.

Several kinds of devices may be used to record book circulation. Many librarians keep a daily record for each period of the day. It may be written on the desk calendar or a large sheet of paper and may look like Figure A. It is easy to keep statistics by using a

FIGURE A—DAILY BOOK CIRCULATION

Period	Attendance	Number and Types of Books Circulated
1	50	9—Fiction 6—900 ^a 1—800 ^a 3—500 ^a
2	43	2—Biography 10—Fiction
3	49	

^a Dewey Decimal System code. See Form D.

simple device of this kind. The number of books circulated during the day to teachers and pupils may be added to the total books circulated at the end of the day. From these daily records the monthly report is compiled. One copy is kept in the school library for further reference. The other copy is sent to the office of the library department. In Detroit Figure B is used for the monthly statistical report. At the end of the school year in June an annual summary of statistics, Figure C, is sent to the office of the library department. At the same time that the annual summary of statistics is compiled, Figure D, an inventory of all the books, pamphlets, and visual materials is also made out.

By means of the daily, monthly, and the consolidated summary of the library records of circulation, attendance, and inventory, the librarian measures one of the aspects of her work. These statistics have considerable importance because they show the use made of the books both in the library and for home circulation, the number of pupils who take advantage of the resources of the library, and the number and types of books that make up the book collection. These statistics show many of the uses that students make of the school library and some of the contributions that a school library makes to the school program. Records of this kind cannot measure fully the variety of activities carried on by pupils or the extent of the services afforded by the library. But as a means of appraising circulation and attendance they have an important place in any

school library. It is possible by means of these records to compare the statistics for several years back and to note both the growth made and any aspects which might be improved.

FIGURE B—MONTHLY STATISTICAL REPORT

Name of School _____ Norton _____
 Total Enrolment _____ 1609 _____
 Signature of Librarian _____ Mary Doe _____
 For Month of _____ May, 1932 _____

(Due: First week of each month, report for previous month)

I. Attendance: _____ per month _____ Scheduled _____ 6995 _____ Extra 346

Children _____ 7341 _____

Teachers and
 Visitors _____ 46 _____

II. Instructions:

Number of times given

Scheduled _____ 70 _____

Incidental _____ 71 _____

III. Reading:

Number doing

Reference _____ 415 _____

Recreational _____ 7272 _____

IV. Circulation:

1. Books

(A) Board of Education.....Non-Fiction _____ 216

Fiction _____ 368

(B) Public LibraryNon-Fiction _____ 109

Fiction _____ 227

920

2. Magazines _____ 61 _____

V. Visual Materials:

1. Stereographs 20

2. Pictures 26

3. Slides 110

4. Museum exhibits

In addition to measuring some of the services of the library by the use of statistical records the librarian in the elementary school may take note of the number of public library cards and the use made of the public library by pupils. A device frequently used is a chart which indicates the number of pupils who own library cards

in each section. Rivalry between sections to see which group has the greatest number of owners of these cards stimulates children to take out cards and become patrons of the public library.

Another phase of the school librarian's work that may be measured effectively is the instruction given in library skills. The

FIGURE C—ANNUAL SUMMARY OF STATISTICS

Name of School	Membership	Signature of Librarian
Norton	1598	Mary Doe
Date <u>June, 1932</u>		
Grades Using Library	3B to 7A	
Number of Library Classes per Week	48	
Other Subjects Taught	None	
Number of Classes per Day	X	
Subject	X	
YEARLY TOTALS		
Attendance		
Children	67,228	
Visitors and Teachers	536	
Circulation		
Books	8635	
Magazines	236	
Pictures	90	
Slides	613	
Stereographs	90	
Museum Exhibits	15 museum orders	
DAILY AVERAGES		
Attendance	379.87	
Circulation	48.78	

ability to use the facilities of a library—encyclopedias and other reference books, and the card catalog—the capacity to locate books on the shelves, the skills essential for study, such as the use of the index and other parts of a book, can all be measured by observing the knowledge and ease which children show in using these library tools. They may also be evaluated by means of tests or checks on library skills. Certain skills ought to be known by a child when he enters the fourth grade. Likewise, these same skills and others

Annual Inventory Sheet

Name _____

Date _____

Membership _____

Signature of Librarian _____

BOOKS	Number on Hand Date	ADDED TO LIBRARY			Total Added	REMOVED FROM LIBRARY					Total on Hand Date	
		By Purchase	By Transfer	By Gift		Transferred To Office	To Other Building or Room	Fine Paid	Fine Not Paid	Worn Out		Concl. Disease
000 General												
100 Philosophy												
200 Religion												
300 Sociology												
398 Folk Lore												
400 Philology												
500 Science												
600 Useful Arts												
700 Fine Arts												
800 Literature												
900 Geography & History												
900 & B Biography												
Easy Books												
Picture Books												
Fiction												
Bound Magazines												
TOTAL BOOKS												
TOTAL PAMPHLETS												
VISUAL MATERIALS												
Pictures												
Stereographs												
Slides												
Maps												
TOTAL VISUAL MATERIALS												
VOLUMES IN PUBLIC LIBRARY COLLECTION												

FIGURE D—ANNUAL INVENTORY SHEET FOR SCHOOL LIBRARIES

in addition ought to be acquired by the child when he finishes the sixth grade. A question to find out how familiar a child is with the use of the card catalog might be asked as follows: "Underline the word you would look for in the card catalog for a book by Lucy Fitch Perkins." Questions to ascertain whether a child can use effectively an encyclopedia arranged alphabetically might be phrased as follows: "In what volume will you find *football*? *George Washington*? *Transportation*?"

It is evident, then, that many of the schemes devised by librarians to evaluate the effectiveness of instruction in library skills, to show the number and kinds of books in the library and the use made of the books both in school and for home circulation, to indicate the number of pupils using the library, and to show the use made of the public library, measure objectively some of the contributions which the school library makes to the instructional program. In addition to these tangible results which are easily measured, one of the major contributions of the school library is the way in which it reinforces and makes vital the other divisions of the curriculum. It would be difficult to measure the effect of the library upon each of the other subjects, but in the opinion of teachers the school program is greatly enriched.

Conclusion—We have seen that it is possible to appraise many of the changes which are occurring in pupils as a result of their library experience. Because participation in this experience is part of the school life of every child at least twice during each week, it exerts a pervasive influence over him. Because the books are accessible at all times and the child has the opportunity to build good habits and right attitudes toward reading and toward the use of public property while he participates in a life-situation, the library in the school can appeal directly to every pupil. His ability to use the resources of a library is a more important contribution to his education than the knowledge of mere facts which he may gain in the library. In books he has the key for knowledge. And so the school library by helping to cultivate in a child the inquiring mind gives him the impetus for continuous education throughout life.

SELECTED REFERENCES

1. BATCHELDER, MILDRED L. "Principal and the School Library." *Bulletin* 9: 737-39; July, 1930. Washington, D. C.: Department of Elementary School Principals.
2. CUTRIGHT, PRUDENCE and BRUECKNER, L. J. "A Measurement of the Effect of the Teaching of Recreational Reading." *Elementary School Journal* 29: 132-37; October, 1928.
3. DOUGLAS, MARY PEACOCK. "Suggested School Library Report." *High School Journal (University of North Carolina)* 14: 329-30; October, 1931.
4. DOUGLAS, MARY PEACOCK. "Tests for the School Library." *High School Journal (University of North Carolina)* 14: 207-208; April, 1931.
5. GIVENS, WILLARD E. "Principal and the School Library." *Bulletin* 9: 746-47; July, 1930. Washington, D. C.: Department of Elementary School Principals.
6. HUMPHREYS, OPAL. "School Library Measures Instruction." *School and Society* 33: 534; April 18, 1931.
7. KOOS, FRANK H. *State Participation in Public School Library Service*. Contributions to Education, No. 265. New York: Teachers College, Columbia University, 1927. p. 161-73.
8. LANCASTER, THOMAS J. "A Study of the Voluntary Reading of Pupils in Grades 4-8." *Elementary School Journal* 28: 525-37; March, 1928.
9. LELAND, CLAUDE G. "Library Tests for Junior High Schools." *Bulletin of High Points* 12: 8-15; May, 1930. Published by the New York City Board of Education.
10. LEWERENZ, ALFRED S. "Reading Material Evaluated by Means of the Vocabulary Grade Placement Formula." *Los Angeles Educational Research Bulletin* 11: 98-119; April, 1932.
11. LIBRARIES, editorial. "Quantitative Library Standards for Secondary Schools." *Libraries* 35: 325-26; July, 1930.
12. LOGASA, HANNAH. "The Supervision of High School Library Service." *Supervision of Secondary Subjects*; edited by W. L. Uhl. New York: D. Appleton and Co., 1929. p. 607-51.
13. LOVIS, MARION. "Supervision of School Libraries in Detroit." *School Library Yearbook, No. 2*. Chicago: American Library Association, 1928. p. 108-16.
14. O'BRIEN, IDA. "A Comparison of the Use of Intensive Training and of Wide Reading in the Improvement of Reading." *Educational Method* 10: 346-49; March, 1931.
15. PERDUE, DAN H. "Value of Standards for High-School Libraries." *American School Board Journal* 82: 136; March, 1931.
16. VANDIVER, MAUDE and MELCHER, W. "The Effect of Library Reading." *Educational Administration and Supervision* 15: 190-201; March, 1929.
17. WILSON, MARTHA. "School Library Score Card." *School Library Yearbook, No. 2*. Chicago: American Library Association, 1928. p. 59-74.
18. WILSON, MARTHA. *School Library Management* 5th ed. rev. New York: H. W. Wilson Co., 1931. p. 185-205.
19. WILSON, MARTHA, compiler. *Selected Articles on School Library Experience*. (Second Series) New York: H. W. Wilson Co., 1932. p. 301-11.

CHAPTER X
RESEARCH STUDIES OF BOOKLISTS AND READING
INTERESTS

BOOKLISTS AND OTHER AIDS IN BOOK SELECTION
THE PROFESSIONAL LIBRARY IN THE ELEMENTARY SCHOOL
RESEARCH RELATED TO CHILDREN'S INTERESTS AND
PREFERENCES IN READING

EDITORIAL COMMENT ON CHAPTER X

Chapter X contains articles on research in fields related to the school library. One article lists with annotations the important booklists which have been developed. Another contribution is a summary of research related to children's interests and preferences in reading. These research studies should be helpful to principals in developing, adjusting, and appraising the library activities within their schools.

Knowledge of the use and the meaning of research technics is becoming an important part of the principal's professional equipment. This development does not mean that the principal should be expected to direct many involved and technical investigations. It does mean that he should be able to measure certain phases of the effectiveness of various school activities. It does mean that he should be able to determine the status of conditions within his school. It does mean that he will not be fooled by studies which measure pupil progress without safeguards in the form of control groups. It does mean that he will not attempt to foist onto his fellows a type of research which he would not accept from others. It does mean that he will not worship blindly so-called "research" to the neglect of experience and of calm reflection.

At first glance, some of the research studies in this chapter may not have much appeal to principals. Yet in the findings of these investigations lie many suggestions for improving both the teaching and the supervision; for example, a relatively simple study of the reading interest of pupils in a given district. Suppose it is shown that outside of school hours the pupils read very little other than newspapers and cheap magazines. Does this fact mean nothing to the principal? Is he willing to proceed with the regular course of study which apparently exerts little or no influence upon habits outside of school? If he makes a concerted effort to change things will it be necessary for the teachers to give complete support? If the conditions in that district change for the better has there been an "improvement in the instruction" as far as these particular children are concerned? Is this good teaching and good supervision?—*Editorial Committee.*

CHAPTER X

RESEARCH STUDIES OF BOOKLISTS AND READING INTERESTS

BOOKLISTS AND OTHER AIDS IN BOOK SELECTION¹

THERE ARE AVAILABLE some very excellent graded booklists which have had the approval of both specialists in the teaching of reading and literature and of children's librarians. In 1931 Garrison and Hackworth² reported the results of a comparison of ten such graded booklists to determine the books common to all of them. They found that only two (Terman and Lima, and Winnetka) claimed to have set up any scientific procedure. The others were mostly the result of personal judgment. Two conclusions were reached: first, that there is considerable disagreement as to what should be offered in the elementary grades; and second, that there is also a marked diversity of opinion about the grade to which a selection belongs. Their recommendation was that there is a great need for criteria set up by scientific and experimental investigations to be used by those who are trying to judge the desirable and undesirable books for children's reading. Lacking such criteria, those directing the work of the elementary-school library must therefore rely upon lists already prepared, keeping in mind their method of compilation and their consequent advantages and limitations.

The lists of book selection aids in this chapter are not exhaustive. A number of booklists, not readily available to the elementary-school principal, were omitted. Among the omissions are the lists of city and rural school systems, and city libraries. An example of those omitted is the *Catalog of Books for Public School Libraries in the City of New York* issued by the New York City Bureau of Libraries.³ There likewise has been no attempt to include noteworthy public library lists, whether compiled by the children's department or the division for work with the schools. An exception is the inclusion of several lists issued by the Carnegie Library of Pittsburgh, whose work has been widely publicized.

¹ Compiled for the Editorial Committee by the Research Division of the National Education Association.

² Garrison, S. C., and Hackworth, Lector. "Comparison of Ten Booklists for Children's Reading." *Peabody Journal of Education* 9: 102-11; September, 1931.

³ The catalog for 1930-32 contains a classified, annotated list of books under each grade from the kindergarten to the tenth grade. There is also an author-title index.

A source of information and counsel to all concerned in school library work is the American Library Association (520 N. Michigan Avenue, Chicago). Booklists published by the Association have not been included, with the exception of three comprehensive lists, the *A. L. A. Catalog*, *Graded List of Books for Children*, and *A Handbook for Teacher-Librarians*. Representative titles of the many lists available are: *A Boy's Booklist*, *A Girl's Booklist*, *Children's Books for General Reading*, *Children's Books from Twelve Countries*, *Children's Books in the United States*, and *Gifts for Children's Bookshelves*.

In addition to the various state departments of education and state library extension services, other sources of information include the state associations of parents and teachers.⁴

The chapter is divided into the following six parts: (1) how shall we judge books for children? (2) comprehensive booklists and catalogs of books based upon research or expert opinion; (3) less extensive lists, general and special; (4) magazine lists; (5) books about children's literature; and (6) other aids in book selection.

HOW SHALL WE JUDGE BOOKS FOR CHILDREN?

The selection of books for children of any age depends upon sympathetic understanding of children and of their interests and activities, as well as familiarity with the literature that has appeal for them. In the last analysis the children are themselves the final arbiters. "*It is vital to provide the books that will be read*, for the older practise of presenting the books that ought to be read too often deprived children of finding any natural companionship with books."⁵ Familiarity with the findings of investigations dealing with children's reading preferences is therefore most essential.

In addition to a knowledge of their interests other considerations should govern the selection of books for children such as: (1) needs of pupils and teacher in relation to classroom work; (2) content of the books; (3) physical make-up of the books; and (4) effect or influence the books may have upon the child.⁶

⁴ An example of cooperative activity is the publication by the Illinois Congress of Parents and Teachers of a list entitled *Children's Books for the Home and School Library* compiled by the Illinois Library Extension Division, 1932.

⁵ Gardner, Emelyn E. and Ramsey, Eloise. *A Handbook of Children's Literature*. Chicago: Scott, Foresman and Co., 1927. p. 17.

⁶ Haynes, Beulah. "Points Governing the Selection of Books for Elementary and Intermediate Grades." *American School Board Journal* 8: 88, 90; October, 1930.

The problem of selecting books for children may be met by two methods, or preferably by a combination of both. One method is to prepare an outline of points which should be considered in evaluating an individual title. Power presents an outline, adapted from F. K. W. Drury's form for adult books,⁷ as follows:

OUTLINE OF CRITERIA FOR JUDGING CHILDREN'S BOOKS⁸

- I. Bibliographic data
 - (a) Author
 - (b) Title
 - (c) Publisher
 - (d) Date
 - (e) Place (when important)
 - (f) Price
- II. Physical features
 - (a) General format (attractive, durable)
 - (b) Volumes (if more than one)
 - (c) Size (if unusual)
 - (d) Type (size, legibility)
 - (e) Paper (texture, weight, color)
 - (f) Margins (wide, narrow, over-emphasized, decorated)
 - (g) Illustrations (colored, black and white, full page or insets, quality, appropriateness to book, appeal to children)
 - (h) Maps and diagrams (type, where placed)
 - (i) Bibliographies (subjects, extent of treatment, where placed)
 - (j) Indexes (kind, complete)
- III. Subject and content
 - (a) Subject
 - (b) Leading ideas
 - (c) Secondary ideas
 - (d) Purpose and point of author
 - (e) Truthfulness
 - (f) Ethical influence (wholesome, uncertain, pernicious)
 - (g) Children's interest in subject (basis)
- IV. Scope
 - (a) Field covered
 - (b) Sources
 - (c) Comparison with other treatises
 - (d) Authority of author
 - (e) Date as a factor
- V. Form and style
 - (a) Form (fiction, poetry, or subject treatise)
 - (b) Narrative
 - (c) Descriptive
 - (d) Literary
 - (e) Dramatic
 - (f) Distinctive
 - (g) Direct
 - (h) Involved
 - (i) Mediocre
 - (j) Poor
 - (k) Realistic
 - (l) Fanciful
 - (m) Humorous
 - (n) Informational
 - (o) Scientific
- VI. If fiction discuss also:
 - (a) Plot (unity, one thread or many, climax)
 - (b) Characterization (clear, direct, indirect)
- VII. Readability (suitability to age or grade groups, elements of difficulty)
 - (a) General appeal to children's interests (general)

⁷ Contained in his *Book Selection*, published in 1930 by the American Library Association.

⁸ Power, Effie L. *Library Service for Children*. Chicago: American Library Association, 1930. p. 31-32.

The use of the above outline in choosing books is a method of personal examination and judgment. Many children's librarians in public libraries make it a rule to admit no book to their collection until it has been read by a member of the staff.

The other method of selection is the use of authoritative booklists as tools. A danger here is reliance upon lists made up from an arbitrary adult point of view of books which may be theoretically "good" for children, but not interesting to them. On the other hand, lists based solely on children's choices are likewise unreliable. It should be realized clearly that the contribution made by studies of children's reading preferences is for purposes of diagnosis rather than prescription.⁹ "In the light of these studies we should endeavor not to have the children in control of the reading selections by pandering to their limited or unformed tastes, but, by using all the skill at our disposal, have them like to read (genuinely like) and be interested in continuing as a life habit to read those things we think they ought to read in order to inherit the good things of their literary heritage."¹⁰

Probably most principals will prefer to combine the two methods in selecting books for their own school libraries. One may start with a standardized booklist, but select each volume in accordance with an outline similar to that proposed by Power.

COMPREHENSIVE BOOKLISTS AND CATALOGS OF BOOKS BASED UPON RESEARCH OR EXPERT OPINION

Six publications have been selected for this section of the chapter:

A. L. A. CATALOG, 1926. Chicago: American Library Association, 1926. "Children's Books," p. 849-915. Supplement: *A. L. A. Catalog, 1926-1931*. p. 204-25.

The children's section of the *A. L. A. Catalog* consists of nearly one thousand references. As in other sections, authoritative opinion of librarians was consulted regarding inclusions. The books are grouped according to the Dewey decimal classification, and are not graded. In addition to full bibliographic information, subject headings are suggested to aid in cataloging. A general index by author, title, and subject includes children's books along with adult publications.

BEUST, NORA, compiler. *Graded List of Books for Children*.¹¹ Chicago: American Library Association, 1930. 149 p.

⁹ Beale, Harriet. "Professional Guidance in the Selection of Literature." *Elementary English Review* 8: 222-24; November, 1931.

¹⁰ Bamberger, Florence E. "Mistake of Child Controlled Schools and Homes." *Childhood Education* 8: 403; April, 1932. Also in: "Child Controlled Schools." *Children's Library Yearbook, No. 3*. Chicago: American Library Association, 1931. p. 50.

¹¹ An earlier list with the same title was compiled by the Elementary School Library Committee of the Library Department of the National Education Association, and published in 1922 by the American Library Association.

This annotated list of approximately 1000 standard children's books was prepared with the needs of the teacher and librarian in mind. The selection of titles was by vote of a committee and some fifty children's librarians and instructors in children's literature. There are three main lists: picture books and easy reading books for grades one to three; books for grades four to six; and books for grades seven to nine. All grades in which a book may be used are designated after the individual entry. Full information with price is supplied for each book along with an annotation from some authoritative source. The index is by author, title, and subject.

MAHONEY, BERTHA E. and WHITNEY, ELINOR, compilers.¹² *Realms of Gold in Children's Books*. Garden City, N. Y.: Doubleday, Doran and Co., 1929. 796 p.

Although acknowledgment is made to other standard lists, this list has grown mostly out of the activities of the Bookshop for Boys and Girls in Boston. It contains three parts divided according to age groups: Part I, Books for the Nursery (1-4 years); Part II, Books for Children (4-8 years); Part III, Books for Boys and Girls (from 8 years). Under each of these heads, titles are grouped in subject classifications. Each book listed has an annotation, occasionally copied from some authoritative source. Complete information regarding each book is supplied. An index of authors and titles is included.

SEARS, MINNIE EARL, editor. *Children's Catalog*. 4th ed. rev. New York: H. W. Wilson Co., 1930. 877 p. Also, Cumulated Supplement, 1932. 106 p.

The most complete catalog of children's books published to date. It consists of two parts, one a dictionary catalog of 4100 books with analytical entries for 880 books and a classified list containing subject headings. It is based on carefully selected library lists supplemented by advice from children's librarians and specialists as desirable for children's departments of public libraries and for elementary-school libraries. The dictionary catalog lists books with full bibliographic information and annotations. The grade level is indicated for each book. Titles for first purchase are starred. The cumulated supplements for 1932 contain 379 new titles with analytical entries for sixty-two new books.

TERMAN, LEWIS M. and LIMA, MARGARET.¹³ *Children's Reading; A Guide for Parents and Teachers*. 2nd ed. New York: D. Appleton and Co., 1931. Part II, "Suggestions for Children's Reading," p. 109-422.

On the basis of an experimental study of the qualitative and quantitative aspects of children's reading, in which data were secured from homes, school, and children themselves, an extensive list of books suitable for children was drawn up. Weight was also given the evidence of booksellers and librarians. Inferior books were not included simply because many children found them interesting. The list therefore "is not merely a list of books that children do read; it is rather a list of worthwhile books that children would read if they were given the opportunity to do so." The books are classified according to type. Titles representing the best in each group are starred. After each title is given the age range for which the book is best adapted. This range is wide in order to allow for individual differences. Excellent descriptive annotations are included along with such facts as publisher and price. Separate author and title indexes add to the usefulness of the volume.

¹² This list is the fifth edition of *Books for Boys and Girls—A Suggestive Purchase List*, first published by the Bookshop for Boys and Girls in 1916.

¹³ See also Terman's study as summarized elsewhere in this chapter, p. 502.

WILKINSON, MARY S., WEEDON, VIVIAN, and WASHBURNE, CARLETON., compilers. *The Right Book for the Right Child*. New York: John Day Co., 1933. 357 p.

The books in this volume were selected and annotated by a sub-committee of the Committee on Library Work with Children of the American Library Association. They were graded by the Research Department of the Winnetka Public Schools. For the most part grading was determined by the degree of reading ability a child must have attained in order to read a book intelligently and fluently. In the case of those books which were contained in an earlier list,¹⁴ the ages and sex to which they make greatest appeal is indicated. Each grade list is made up of three groups: books recommended for all libraries, for a library of from 600 to 1000 children's books, and of 1000 books or more. Each book is identified by author, title, publisher and price. An author, title, and subject index is also included.

LESS EXTENSIVE GENERAL AND SPECIAL LISTS

A number of booklists are available which make no pretense of being as complete as those annotated previously in this chapter. Since many of the special lists will be helpful to principals forty of them are included in this section:

A. L. A. EDUCATION COMMITTEE, Elementary Sub-Committee. *Handbook for Teacher Librarians*. Chicago: the Association, 1931. "Five Hundred Books for First Purchase in an Elementary School Library," p. 12-30. Also in *Elementary English Review* 8: 134-40, 148, 152; June, 1931.

A classified list of five-hundred books compiled by a committee of the A. L. A. It is intended for grades one to six. Author, title, publisher, and price are given, but no annotations are included.

BAILEY, LAURA C. "Library Reading for Curriculum Subjects of Elementary Schools." *Educational Method* 9: 343-53; March, 1930. Also in *Wilson Bulletin* 5: 241-49; December, 1930, entitled "A \$400 Elementary School Library."

The books listed in this article represent the fundamentals for library reading by each of the first six grades in unit subjects which are commonly taught, such as Indians, light, and transportation. The reference material was determined by observing children's responses in training school libraries of Cleveland and Pittsburgh. A brief entry for each book includes author, title, and publisher.

BLAIR, EMILY NEWELL. "Our Children's Books." *Good Housekeeping* 89: 59, 324, 326, 329-30, 333-34; November, 1929. (Similar lists in *Good Housekeeping* 95: 88, 159-63; November, 1932, entitled "Good Children's Books.")

Selected lists accompany chapters on such topics as fairy tales, poetry, classics and the like. Publishers and prices are included.

FIELD, WALTER TAYLOR. *A Guide to Literature for Children*. Boston: Ginn and Co., 1928. Chapters 11, 12, and 14, p. 179-274, 279-81.

Books suitable for school libraries are classified according to the Dewey system. For each volume is given author, title, price, and ages to which the book is best adapted. Preferred titles are starred. There is also a selected list of books suitable for supplementary reading and of reference books for school libraries.

¹⁴ Washburne, Carleton and Vogel, Mabel. *Winnetka Graded Book List*. Chicago: American Library Association, 1926. 286 p. Also published by Rand McNally and Co. and entitled *What Children Like to Read*.

GARDNER, EMELYN E. and RAMSEY, ELOISE. *A Handbook of Children's Literature*. Chicago: Scott, Foresman and Co., 1927. "Bibliographies."

This section is a classified list including folk literature, poetry, art, music, subject-matter books, and picture books. There are brief annotations where title is not self-explanatory. Author, title, and publisher are supplied for each book. A double star preceding titles indicates recent books. A single star indicates particularly desirable editions. The first number in parentheses following each title indicates the approximate age at which the majority of children are able to read independently the book in question. The second number in parentheses following each title indicates: first, the age at which interest in the particular book may wane slightly for the majority of children; second, the age at which slow or retarded children and some foreign children are usually first able to read the book mentioned.

GARRISON, S. C. and HACKWORTH, LECTOR. "A Comparison of Ten Booklists for Children's Reading." *Peabody Journal of Education* 9: 102-11; September, 1931.

A composite list of books suitable for each of the eight elementary grades was drawn up, consisting of titles which were recommended by as many as four or more of ten standard lists. Author, title, and publisher are given for each book on the list.

GREEN, JENNY LIND. *Reading for Fun*. Boston: Richard G. Badger, 1925. 206 p.

Chapters on reading for fun in the various school subjects contain selected lists of children's books. Only author and title are given. A "Little Library for Boys and Girls" (p. 201-05) is graded according to interest and reading difficulty under attractive subject heads.

HAMILTON, AYMER JAY. "The Elementary School Library." *Bulletin* 3: 493-516; July, 1924. Washington, D. C.: Department of Elementary School Principals, National Education Association. "List of Books in the Children's Library of the University Elementary School (University of California)," p. 498-509.

Fifty-five books make up a special Christmas list, arranged according to age, for boys and girls from two to seventeen. Each title is briefly discussed and details supplied as to author, publisher, and price.

BAMBERGER, FLORENCE E. compiler. *A Minimum Graded Booklist for Elementary Classroom Libraries*. Baltimore: Enoch Pratt Free Library, 1928. 18 p.

A minimum list made up of books which were recommended by three or more of six standard booklists. Books are listed by grades with author, title, publisher, and name of original list recommending.

HUNT, CLARA W. and OTHERS, compilers. *The Bookshelf for Boys and Girls*. New York: R. R. Bowker Co., 1932. 48 p.

A carefully selected list of books, old and new, in three parts: Books for the younger children, selected by Clara W. Hunt; books for older boys and girls, selected by Ruth G. Hopkins; books for boy scouts, selected by Franklin K. Mathiews and Evelyn O'Connor. The books in each section are classified according to type and subject. Entries include annotations, along with publisher and price. Illustrations in black and white are also featured.

BROWN, ZAIDEE and OTHERS. *Standard Catalog for High School Libraries*. 2nd ed. rev. and enl. New York: H. W. Wilson Co., 1932. 860 p.

This comprehensive list and its supplements are prepared primarily for the four-year high school. Books suitable for junior high-school use, however, are marked

"j." Those suitable to either school have no mark. Books were selected after a comparison of printed lists, personal examination, and expressions of opinion from educators, specialists, and experienced librarians. Books for first purchase are starred. Part 1 is a classified list on the basis of the Dewey system with annotations taken from authoritative sources. Each entry has full bibliographic information. Part 2 of the main volume is a dictionary catalog of these 3300 books, with each book entered under author, title, and as many subjects as it covers.

CERTAIN, C. C., chairman. *Elementary School Library Standards*. Prepared under the supervision of a joint committee of the National Education Association and the American Library Association. Chicago: American Library Association, 1925. Appendix I, "The Beginnings of an Elementary School Library,"¹⁵ p. 23-28. Reprinted from the *Fourth Yearbook*, 1925, of the Department of Elementary School Principals, p. 348-53.

The 212 titles of this initial purchase list were compiled by Martha Pritchard. They were tested in some thirty school libraries of one city for at least three years. They are arranged as they stand on the shelves, according to the Dewey classification. Each entry contains the author's name, title, and publisher. The total cost is estimated at \$400.

COLBURN, EVANGELINE. *A Library for the Intermediate Grades*. Chicago: University of Chicago Press, 1930. Part 2, "An Annotated List of Books Representing the Most Frequent Choices of Pupils in Grades IV, V, and VI," p. 37-150.

Only those books in the elementary-school library of the University of Chicago that are most frequently chosen by children for voluntary reading are included. Titles are classified under such headings as children are likely to designate when seeking books, and have excellent annotations. The grade is indicated, whether four, five, or six. Citations are complete except for size and price, and state also whether the titles appear on earlier standard lists. There are separate author and title indexes as well.

COWING, AGNES, compiler. *What Shall We Read Now?* 5th ed. rev. New York: H. W. Wilson Co., 1926. Parts 1-4.

A list of books for children divided according to age and grade: grades 1 and 2 (4 to 7 years); grades 3 and 4 (7 to 10 years); grades 5 and 6 (10 to 12 years); grades 7 and 8 (12 to 14 years). It was compiled originally by the Children's Room, Pratt Institute Free Public Library, Brooklyn, New York. Books are classified and have full bibliographic information including price. An occasional descriptive note is included.

DICK, GRACE I. "Books for the Kindergarten." *Wilson Bulletin* 3: 678, June, 1929.

An attempt of Pasadena schools to build up a kindergarten collection that would include picture books and also good children's books to which children would be attracted and would desire to have read to them. There are over twenty titles listed in each group with author, title, and publisher indicated.

DICK, GRACE I. "Classroom Libraries." *Wilson Bulletin* 6: 295-99, 310; December, 1931.

This list of books is used for classroom libraries in the primary grades of Pasadena. For each of the first six grades books are listed by author, with title, publisher, and price included.

¹⁵ List originally appeared under the name of compiler in *Elementary English Review* 1: 108-11; May 1924. Reprinted in September issue, which was then reproduced in the yearbook.

ELEMENTARY ENGLISH REVIEW (Shop Talk). "A Grade School Library List." *Elementary English Review* 2: 298-302, 335-39; October and November, 1925.

This list of 773 titles is based upon the collection in the Doty School, Detroit. It is not presented as ideal, but shows the "actual development of a successful elementary-school library during a period of two years." The books are classified, with author, title, and publisher supplied.

FAY, LUCY E. and EATON, ANNE T. *Instruction in the Use of Books and Libraries*. 3rd ed. rev. Boston: F. W. Faxon Co., 1928. Part 2, "Selection of Books and Children's Literature," p. 195-391.

Buying single copies, this list of books would cost about one thousand dollars. The books were selected for an enrolment of 225 pupils in the kindergarten and first six grades. The list is alphabetically arranged by author, and cites title only.

HARLEY, WINIFRED, compiler. *A List of Books for Young Children*. Detroit: Merrill-Palmer School, 1929. 24 p.

A small selected list of stories, picture books and poems enjoyed by children of nursery-school age. Although intended for children under five many of the titles are suggestive for kindergarten and first grade. Author, title, publisher, and price are supplied for each item.

HUNT, CLARA WHITEHILL. *The First Three Hundred Books for the Children's Library*. 4th ed. rev. University of the State of New York Bulletin No. 971. Albany: New York State Education Department, 1931. 16 p.

A selection of books intended as the foundation collection for the children's shelves of a public library. The list is not graded, but suggestions are given as to the ages to which the books will generally appeal. The books are classified as to type and give author, title, publisher, and price.

INTERNATIONAL KINDERGARTEN UNION. (Now the Association for Childhood Education). *Selected List of Poetry and Stories for Children in Kindergarten, First, and Second Grades*. Washington, D. C.: the Association, 1928. 23 p.

A revision by the Literature Committee of 1926-28 of an earlier list compiled by the Literature Committee of 1918-20. Lists poems and stories suitable for the kindergarten and grades one and two, with their source. Information is also supplied as to publisher and price.

JORDAN, ALICE M., chairman. *1000 Good Books for Children; Classified and Graded List Prepared by National Congress of Mothers Literature Committee*. U. S. Department of the Interior, Bureau of Education, Home Education Circular No. 1, Whole No. 634. Washington, D. C.: Government Printing Office, 1914. 40 p.

A somewhat antiquated list prepared in response to requests from parents for help in the selection of books for their children. Books are grouped under eleven heads, with age indicated by letter: a, means under eight years; b, eight to fourteen; c, over fourteen. Each entry has title, author, publisher, and price, with a brief descriptive note.

LEONARD, STERLING ANDRUS. *Essential Principles of Teaching Reading and Literature*. Philadelphia: J. B. Lippincott Co., 1922. Appendix II, "Reading Lists for Pupils in Elementary and High Schools," p. 370-437. Also printed separately entitled "Reading for Realization of Varied Experience."

The lists contained in this publication "are designed to give children as varied and real as possible an experience of life." The lists are divided according to primary grades, intermediate grades, junior high school, and senior high school.

Under each grade group are three classes of books: fundamental books, supplementary reading books, and subjectmatter books. The lists were made up with the aid of available printed lists and of teachers who were specialists in particular fields. Publisher's names are occasionally added when thought helpful. The majority of books listed are not annotated.

LONG BEACH, CALIFORNIA, Elementary-School Librarians. "An Elementary-School Library for \$500." *Journal of the National Education Association* 17: 187-89; June, 1928. Reprinted in *Wilson Bulletin* 3: 346-51; November, 1928, entitled "A \$500 School Library."

This list for kindergarten and the first six grades grew out of actual experience with teachers and children. The books are classified according to subject. For each book is given author, title, publisher, and price. No annotations are included.

LONG BEACH, CALIFORNIA, Junior High-School Librarians. "Books for Junior High-School Libraries." *Journal of the National Education Association* 18: 189-92; June, 1929.

A list resulting from the first-hand contact with young people and actual work with the books themselves. Fiction, reference books, and literature have been omitted from this printing. Titles starred indicate first choice. There are no annotations. Each entry gives publisher, date, and price.

MCPHEE, CLARE. *Books to Read in the Upper Grades*. Des Moines, Ia.: Wallace Publishing Co., 1931. 123 p.

Consists of books that have been read and enjoyed by boys and girls over a period of several years, and have also been recommended by two or more specialists in their publications. The books are arranged under ten subject heads. Each entry has full bibliographic information, including date, publisher, and price, as well as a descriptive annotation which frequently is the comment of some boy or girl who has read it. A title index is included at the end along with blanks for a pupil's reading record and comment.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH.¹⁶ *Leisure Reading for Grades Seven, Eight, and Nine*. Chicago: the Council, 1932. 132 p.

This is a list of suggestions to help pupils select the books they will enjoy reading during their leisure time. It was prepared by the Council's Committee on Leisure Reading. Books are listed by subject, with a title and author index at the end. Following each title is a description of the contents of each book. Only author and title are given. Illustrations from children's classics are reproduced both in color and black and white.

NATIONAL EDUCATION ASSOCIATION, Journal Staff, compilers. "Books to Grow on; For Children in Grades One to Eight." *Journal of National Education Association* 13: 346; December, 1924. Reprinted 14: 267-68; November, 1925. Also in *Journal of Rural Education* 4: 214-17; January, 1925. The final selection entitled: "Every Child's Book Heritage." *Journal of the National Education Association* 14: 299-300; December, 1925.

These lists of twenty-five books for each grade "represent the combined judgment of workers with children in America's largest public libraries." Only author and title are given for each entry. This graded list of two hundred books was then submitted to teachers and children's librarians to choose a smaller list on the basis of their experience with children. Forty-eight books were selected and annotated as books no child should miss. Publisher and price are given for this selected list in the December, 1925, issue of the *Journal*.

¹⁶For additional selections see *Books for Home Reading for High Schools* issued by the Council in 1930.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. "Report of the National Committee on Reading." *Twenty-fourth Yearbook, Part I*. Bloomington, Ill.: Public School Publishing Co., 1925. Chapter 7, "Appropriate Materials for Instruction in Reading," p. 161-226.

The materials recommended by the Committee for the course of study in reading include not only books for silent reading of the work type, but also for recreatory reading. They are grouped by periods from kindergarten through the period of wide reading in grades four to six to the junior and senior high school. Citations list author, title, and publisher only.

OLCOTT, FRANCES JENKINS. *The Children's Reading*. rev. and enl. ed. Boston: Houghton Mifflin Co., 1927. "Purchase List of Children's Books for Children and Young People from One to Sixteen Years of Age," p. 348-420.

An ungraded list, but gives author, title, publisher, and price. There are no annotations, since annotated lists follow each chapter according to type of literature.

PERSING, ELLIS C. "Science Library for Elementary Schools." *School Science and Mathematics* 32: 65-77; January, 1932.

The books listed have been examined from the standpoint of accuracy, up-to-dateness, curriculum requirements, and children's comprehension. Titles are arranged under the headings most commonly used in elementary-school science. For each book is given publisher and price, with a sentence of comment or description.

PITTSBURGH CARNEGIE LIBRARY. *Catalog of Books in the Children's Department of the Carnegie Library of Pittsburgh*. 2nd ed. 1920. 2 volumes.

Includes approximately 3300 titles. Author and title entries constitute Volume I and Volume II is a subject index. While this list is not recent, it will be helpful in buying standard and classic books as special attention has been given to both treatment and editions of literary classics. Volume II will be suggestive toward classification and the use of simplified subject headings.

PITTSBURGH CARNEGIE LIBRARY. *Inexpensive Books for Children*. 2nd. ed. 1927. Includes books which cost \$1.25 and less. Entries are grouped under Picture Books and Nursery Rhymes; Other Books for Younger Children; and Books for Older Boys and Girls.

RICH, FRANK M. "An Experimental Study of Children's Reading." *Bulletin* 4: 100-06, 161-69; January and April, 1925. Washington, D. C. Department of Elementary School Principals, National Education Association. (For information on other lists address author at Public School No. 2, Paterson, New Jersey).

The first part of this article describes a cooperative project undertaken by a number of Paterson, New Jersey, principals and teachers for the purpose of discovering the ideal three-foot or four-foot shelf of library books for each of the elementary grades. After selecting about 1500 books recommended by experts, the best 250 or 300 of these were to be selected for schoolroom libraries by studies and measurements with children under average school conditions. Rank in popularity was a controlling requirement. The winning books for grades one, two, and three are listed (p. 164-69) with publisher, price, and descriptive note.

SCHOOL AND SOCIETY (Educational Events). "Books for Children." *School and Society* 34: 255; August 22, 1931. Also issued by A. L. A. in mimeographed form.

In the summer of 1931 President Hoover's Rapidan River school in Virginia was presented with a collection of children's books by the American Library

Association. A list of fifty-eight titles most often asked for by rural and mountain children was selected by a committee of the School Libraries Section. This article gives only author and title for each book.

SCOTT, C. E. and OHR, ELIZABETH. "Child's Own Library." *Journal of The National Education Association* 16: 261-62; November, 1927. Also, consult the December, 1932 issue for a similar list by Nora Beust.

An annotated list of old and new favorites for younger and older children to be given to parents who want to know what to buy for their children for Christmas.

SMITH, ELVA S., compiler. "Interesting People: A Reading List for Boys and Girls." *Journal of the National Education Association* 16: 299-300; December, 1927.

An annotated list of biographies suitable for boys and girls, reprinted through the courtesy of the Carnegie Library of Pittsburgh. It was compiled by the head of the children's department. Only author and title are supplied with the name of the person written about, since this was originally a library list designed to attract the child to the subjectmatter.

STACY, EMEROL. "Booklists for All the Grades." *Normal Instructor and Primary Plans*. 38: 54, 92-93; October, 1929.

Under each of the eight grades, books are listed as suitable for that grade, including authors with which every child should become acquainted. Only author and title are given for each book.

STARBUCK, EDWIN D.¹⁷ and SHUTTLEWORTH, FRANK K. *A Guide to Literature for Character Training: Vol. 1, Fairy Tale, Myth and Legend*. New York: Macmillan Co., 1928. 389 p. Also, Starbuck, Edwin D., and others. *A Guide to Books for Characters Vol. 2, Fiction*. New York: Macmillan Co., 1930. 579 p.

A careful survey by adult opinion from the standpoint of their excellence for character training is the basis for the inclusion of titles. Each volume contains a booklist and a situations list. The booklist contains recommended titles grouped according to grade and arranged in order of merit, the rank and a suggested range of usability as to grade being indicated in each case. Annotations are included along with publisher. The situations list is indexed according to the moral situations involved. Each volume also contains author, title, and classification indexes.

STEVENS, MARION PAINE. "Now We Can Read." *Childhood Education* 9: 65-69; November, 1932.

Lists one hundred inexpensive books for a room library in the primary grades. Books are graded and classified. Each book has title, author, and publisher given, with occasionally a brief descriptive sentence.

TEUSCHER, RUTH. "Illustrated Books for Boys and Girls." *English Journal* 16: 606-13, 716-21, 800-806; October-December, 1927.

After a survey of illustrated children's books, the author found 250 books illustrated with beauty by artists of note. She considered only children's classics of the kind which are put on supplementary reading lists for junior high-school pupils. The titles range from *Heidi* and the fairy tales beloved by many seventh-grade children to *Moby Dick* and *Lorna Doone* read by some ninth grade boys and girls. The list of illustrated books is arranged by title, followed by author, publisher, and price, and word of comment regarding the illustration. Asterisks are used to denote unusual books.

¹⁷ An article in *School and Society* for March 5, 1932, states the completion of volume three on biographies for juveniles. World poetry is to be the subject of the fourth volume.

THOMAS, EDITH, DAHLSTROM, HERBERT S. and OTHERS, compilers. *A Buying Guide for Elementary School Libraries*. University of Michigan, Official Publication, Vol. 33, No. 24. Ann Arbor, Mich.: University of Michigan Press, 1932. 93 p.

A list based upon the titles selected for the University of Michigan Elementary School Library by the library staff and faculty members. Attractive format and illustrations have been emphasized. Titles were individually passed upon and checked by reference to standard guides such as *Realms of Gold* and *Children's Catalog* as well as current trade publications. The arrangement is mainly according to the Dewey classification. Each entry is complete as to author, title, publisher, date, and price. There are no annotations and no index. The list is not graded, "due to the conviction that the fewer age or grade labels put upon books, the more general and effective will be their use by the whole group of boys and girls concerned. Teachers and pupils alike can best make selections suited to the particular conditions in any given school."

TILTON, EVELYN E. "The Library in the Rural School." *Journal of Rural Education* 4: 164-70; December, 1924.

The author suggests fifty books as "a good beginning for a country-school library" and fifty others to choose as additions. She aimed "to include suitable history and nature study books as well as fiction for all grades." The first fifty books are listed by title, author, and publisher for grades one and two, three and four, five and six, and seven and eight.

TORONTO (ONTARIO) PUBLIC LIBRARY. *Books for Boys and Girls*. Toronto: the Library, 1927.

A list of two thousand books which the librarians of the Boys and Girls Division of the Toronto Public Library deem to be of definite and permanent interest, with annotations and descriptions.

UNDERWOOD, ADELE. "Selecting Books for a Fifth Grade Library." *Texas Outlook* 14: 54-55; June, 1930.

In selecting material to stimulate interest in books in the fifth grade, the compiler considered the interests of children, the various types of books, and the physical make-up of books. For each book is listed author, title, publisher, and price. Along with four magazines, the total cost of the seventy-three books is one hundred dollars.

ZACHERT, ADELINE B. "List of Books for Rural School Libraries." *Wilson Bulletin* 2: 78-82; May, 1923.

When Miss Zachert was Director of School Libraries for Pennsylvania, a plan was effected in certain districts of the state whereby each of eight schools purchased a certain number of books and at the end of a stated period exchanged with another school so as to make available the combined collections to all the schools. This article includes eight separate lists used as buying guides, each with from six to eight books listed under each of seven grades from two to eight. Only author's name, title, and publisher are given for each book.

Space limitations make it necessary to eliminate annotations of the booklists of the following state departments of education: California, Delaware, Kansas, Kentucky, Maryland, Michigan, Minnesota, Mississippi, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and Wisconsin.¹⁸

¹⁸ Principals are urged to write to their respective state departments of education and state teachers associations for booklist suggestions.

MAGAZINE LISTS

According to King,¹⁹ "ample provision should be made for a number of approved children's magazines. They should be selected so as to procure for pupils of various ages, adequate treatment of a wide range of interesting, worthwhile content. At the same time, stimulating stories, poetic appeal, and artistic features should be given due consideration. There is need for improvement in the field of children's magazines, but the judicious use of the best ones now available will contribute definitely toward the development of discriminating readers."

On the other hand, Power²⁰ writing from the public library point of view, states definitely that magazines are little read by children under ten years of age. "There is some demand in libraries from parents for magazine material for little children for home reading but practically none from the children themselves." Magazine reading increases rapidly in the early teens, however. "Since magazine reading is fundamentally a teen age activity, few children's magazines are needed for children's room use."²¹

Suggestive list of magazines suitable for an elementary school library are not numerous.²²

King²³ presents an annotated list compiled by the Teachers' Room of Seattle Public Library in 1928. The titles are as follows:

<i>American Girl</i>	<i>Merry-Go-Round</i>	<i>Our Dumb Animals</i>
<i>Boys' Life</i>	(English)	<i>Popular Mechanics</i>
<i>Child Life</i>	<i>Music and Youth</i>	<i>Popular Science</i>
<i>Everygirl's Magazine</i>	<i>My Magazine</i>	<i>Radio News</i>
<i>Everyland</i>	<i>National Geographic</i>	<i>St. Nicholas</i>
<i>Illustrated London News</i>	<i>Nature Magazine</i>	<i>Scientific American</i>
<i>Junior Home</i>	<i>Open Road</i>	<i>The Torch</i>
		<i>Youth's Companion</i>

King²⁴ also reports a summary of reports from twenty-five large city schools as to the names of magazines and the number of school libraries which subscribe to each one:

¹⁹ King, William A. *The Elementary School Library*. New York: Charles Scribner's Sons, 1929. p. 167-68.

²⁰ Power, Effie L. *Library Service for Children*. Chicago: A. L. A., 1930. p. 91.

²¹ *Ibid.*, p. 92.

²² In this connection see the list of magazines reported by several hundred schools in Chapter II of this yearbook.

²³ King, William A. *The Elementary School Library*. New York: Charles Scribner's Sons, 1929. p. 169-71.

²⁴ *Ibid.*, p. 168.

1. <i>National Geographic</i>	16
2. <i>Child Life</i>	15
3. <i>Youth's Companion</i>	14
4. <i>Nature Magazine</i>	12
5. <i>St. Nicholas</i>	10
6. <i>American Boy</i>	8
7. <i>Boys' Life</i>	7
8. <i>Popular Science</i>	7
9. <i>Popular Mechanics</i>	7
10. <i>American Girl</i>	5
11. <i>Current Events</i>	3
12. <i>Hygiea</i>	3
13. <i>Art</i>	2
14. <i>Asia</i>	1
15. <i>Music and Youth</i>	1
16. <i>Junior Home</i>	1
17. <i>Radio</i>	1
18. <i>John Martin's Book</i>	1

Power²⁵ reports a survey made in 1928 of a group of elementary-school libraries and children's rooms in large and small public libraries which revealed general use of the following juvenile titles: *St. Nicholas*, *Boys' Life*, *Popular Mechanics*, *Youth's Companion*, *American Boy*, *American Girl*, *Popular Girl*, *Popular Science*, and *Child Life*.

Others found in a few centers were: *Nature Magazine*, *Current Events*, *Music and Youth*, *John Martin's Book*, *Junior Red Cross*, and *Horn Book*.

Adult titles which had proved useful were: *National Geographic*, *Literary Digest*, *World's Work*, *Illustrated London News*, *Asia*, *Hygiea*, *Art*, *Scientific American*, and *Radio News*.

The elementary Sub-Committee of the Education Committee of the American Library Association in *A Handbook for Teacher-Librarians*²⁶ listed these magazines, starred for first purchase: **Nature Magazine*, *Child Life*, **National Geographic*, **Popular Mechanics*, **St. Nicholas*, *Popular Aviation*, *News Review*, *Popular Science Monthly*, and *Radio*.

Norris²⁷ named nine representative children's magazines as constituting the collection in a platoon school: *Child Life*, *American Girl*, *American Boy*, *Boys' Life*, *Popular Science*, *Nature Magazine*, *Youth's Companion*, *St. Nicholas*, and *National Geographic*.

²⁵ Power, Effie L. *Library Service for Children*. Chicago: A. L. A., 1930. p. 91-92.

²⁶ p. 32.

²⁷ Norris, Ruth E. "A Comparative Study in Children's Magazine Interests." *Elementary English Review* 5: 241; October, 1928.

In selecting material for a fifth-grade library, Underwood ²⁸ listed these magazines: *Nature Magazine*, *American Boy*, *Child Life*, and *Boys' Life*.

In their bibliographies of children's literature, Bamberger and Broening ²⁹ list these children's magazines: *Child Life*, *Parties* (Dennison Publishing Co.), *St. Nicholas*, *Nature Magazine*, *John Martin's Book*, *American Boy*, *Youth's Companion*, *Popular Homecraft*, *Home Geographical Monthly*, *Boys' Life*, and *Model Airplane News* and *Junior Mechanics*.

Jordan, ³⁰ writing from the public library point of view, comments upon these titles as worthwhile children's magazines: *National Geographic*, *Nature Magazine*, *Child Life*, *Merry-Go-Round* (English), *St. Nicholas*, *Boys' Life*, *American Boy*, *Open Road*, *American Girl*, *Everygirl's Magazine*, and *Youth's Companion*.

During a symposium ³¹ held at a meeting of the Periodicals Round Table at the American Library Association Conference of 1928, these magazines were discussed as representative children's magazines of today: *Youth's Companion*, *American Boy*, *Boys' Life*, *American Girl*, *Everygirl's Magazine*, *Open Road*, *St. Nicholas*, *Child Life*, *John Martin's Book*, and *Merry-Go-Round*.

Carpenter ³² in 1928 noted these titles as standard children's magazines: *St. Nicholas*, *Youth's Companion*, *Child Life*, and *John Martin's Book*. In comparing the relative standing of these four magazines in the list of children's preferences reported in such studies as those of Jordan and of Huber and Chappelear, she found that they were not the favorites. She interpreted this as a challenge to these "classics" to include stories of greater literary value and dramatic action, to develop a more attractive format and in general to create a more compelling interest.

Power states that in applying the criteria for judging books, ³³ to magazines, points 2, 3, 4, and 5 are emphasized. "The chief features to be avoided are a too scattered content, poorly written or

²⁸ Underwood, Adele. "Selecting Books for a Fifth Grade Library." *Texas Outlook* 14: 55; June, 1930.

²⁹ Bamberger, Florence E. and Broening, Angela. *A Guide to Children's Literature*. Baltimore: Johns Hopkins Press, 1931. p. 108.

³⁰ Jordan, Alice M. "Children's Magazines." *Saturday Review of Literature* 4: 690; March 17, 1928.

³¹ "Children's Magazines of Today." *Library Journal* 53: 660-61; August, 1928.

³² Carpenter, Helen S. "A Comparative Study of Four Standard Children's Magazines." *Virginia Teacher* 9: 104-11; April, 1928.

³³ See p. 455 of this chapter.

unwholesome fiction, coarse humor, and poor art in illustration and general make-up. Objectionable advertising matter is also an important consideration."³⁴

BOOKS ABOUT CHILDREN'S LITERATURE

The following list of publications includes some of the more important books which deal with the subject of children's literature and the problem of selection. In addition to these books, there is valuable material in many texts on the teaching of reading and literature in the elementary school.

1. BAMBERGER, FLORENCE E. and BROENING, ANGELA M. *Guide to Children's Literature*. Baltimore: Johns Hopkins Press, 1931. 113 p.
2. BECKER, MAY LAMBERTON. *Adventures in Reading*. New York: Frederick A. Stokes Co., 1927. 248 p.
3. FAY, LUCY E. and EATON, ANNE T. *Instruction in the Use of Books and Libraries*. 3d ed. rev. Boston: F. W. Faxon Co., 1928. 465 p.
4. FIELD, WALTER TAYLOR. *A Guide to Literature for Children*. Boston: Ginn and Co., 1928. 287 p.
5. GARDNER, EMELYN E. and RAMSEY, ELOISE. *A Handbook of Children's Literature*. Chicago: Scott, Foresman and Co., 1927. 354 p.
6. LEONARD, STERLING ANDRUS. *Essential Principles of Teaching Reading and Literature*. Philadelphia: J. B. Lippincott, 1922. 460 p.
7. LOWE, ORTON. *Literature for Children*. New York: Macmillan Co., 1914. 298 p.
8. MOORE, ANNIE CARROLL. *Cross-Roads to Childhood*. New York: George H. Doran Co., 1926. 292 p.
9. MOORE, ANNIE CARROLL. *Roads to Childhood Views and Reviews of Children's Books*. New York: George H. Doran Co., 1920. 240 p.
10. MOORE, ANNIE CARROLL. *Three Owls: A Book About Children's Books, Their Authors, Artists, and Critics*. New York: Macmillan Co., 1925. 376 p.
11. MOORE, ANNIE CARROLL. *Three Owls; Second Book*. New York: Coward-McCann, 1928. 440 p.
12. MOORE, ANNIE CARROLL. *Three Owls; Third Book*. New York: Coward-McCann, 1931. 462 p.
13. OLCOTT, FRANCES JENKINS. *The Children's Reading*. rev. and enl. ed. Boston: Houghton Mifflin Co., 1927. 427 p.
14. POWER, EFFIE L. *Library Service for Children*. Chicago: American Library Association, 1930. 320 p.
15. TERMAN, LEWIS M. and LIMA, MARGARET. *Children's Reading*. rev. ed. New York: D. Appleton and Co., 1931. 422 p.

OTHER AIDS IN SELECTING CHILDREN'S LITERATURE

The above lists of book selection aids must be supplemented by recourse to special reviews devoted to children's literature, and by the use of trade lists and publishers' catalogs.³⁵

³⁴ Power, Effie L. *op. cit.* p. 92-93.

³⁵ Various bookdealers issue lists of current publications; for example, *The Gateway to Bookland*, Baker Taylor Co., New York, 1932, 32 p.

The Booklist, a publication of the American Library Association, contains each month titles recommended for purchase by libraries. Children's books are listed separately. *The Horn Book*, issued by the Bookshop for Boys and Girls in Boston, is a quarterly periodical containing attractive biographical notes on writers, reviews of current books and short lists.

Alternate issues of the *Library Journal* contain a department entitled "Children's Librarians' Notebook" which is made up of signed reviews. *Parents' Magazine* maintains a monthly department on "Books for Boys and Girls" edited by Alice Dalglish. *Child Study* occasionally mentions new books. The Child Study Association publishes also an annual list of selected books which is available as a pamphlet. This list is briefly annotated and classified by age from the youngest through high school.

The *Journal of the National Education Association* has no regular department to review books. Frequent articles are contributed by specialists in children's literature. One feature is the listing of the year's noteworthy books for children, by Jessie Gay Van Cleave of the American Library Association. Another is the reviewing of the annual Newbery prize award. A department of book reviews edited by Alice Temple appears monthly in *Childhood Education*, the organ of the Association for Childhood Education. It reviews children's books along with adult publications on child study. The "Book Shelf" in *Child Welfare*, the National Parent and Teacher Magazine, edited by Winifred King Rugg occasionally includes children's books among those reviewed. *Progressive Education* and the *Elementary English Review* publish reviews of children's books. *Saturday Review of Literature* has a department called "The Children's Book Shop" edited by Marion Ponsonby which appears irregularly.

Each issue of *Wilson Bulletin* contains a department called the "Standard Catalog Monthly" which is a selected list of best recent books for the small library, with a section on children's books. *New York Libraries* contains each year a list of children's books of the previous year suitable for first purchase, prepared by the New York State Library with the aid of children's librarians. This list is available as a separate pamphlet from the New York State Education Department.

The federal Office of Education prints brief book notices in *School Life* and issues helpful circulars from time to time (e. g., "Aids in Book Selection for Elementary School Libraries," Circular Number 69, January, 1933).

THE PROFESSIONAL LIBRARY IN THE ELEMENTARY
SCHOOL¹

IN MANY ELEMENTARY SCHOOLS it has been found advantageous to build up a professional library for the principals and teachers. Sometimes this library belongs to the principal and is his special hobby. Sometimes it is the responsibility of a committee of teachers. In some school systems the professional library is largely supplied by the central office.

What books should be found in the library of the typical elementary school? This question was submitted to about forty elementary-school principals, representing cities of various sizes in all parts of the country. The following twenty-six principals sent in lists of books: *I. O. Addicott, Fresno, California; *Samuel Berman, Philadelphia, Pennsylvania; *William L. Carroll, Brooklyn, New York; *Dale Curtiss, Detroit, Michigan; *Arvin N. Donner, Port Arthur, Texas; Joseph B. Driggs, Salt Lake City, Utah; *Rufus A. Duvall, Birmingham, Alabama; *Alexander Fichandler, Brooklyn, New York; Ida V. Flowers, Baltimore, Maryland; *Frank M. Foulks, Tampa, Florida; *Frederick B. Graham, Brooklyn, New York; Susan E. Griffin, Brooklyn, New York; *A. B. Heacock, Los Angeles, California; *Frank D. Henderson, Seattle, Washington; *Harriet A. Judd, Columbus, Ohio; *Samuel Katz, Brooklyn, New York; *A. E. King, Brooklyn, New York; *C. E. Marston, Kansas City, Missouri; Corliss F. Randolph, Newark, New Jersey; W. G. Rector, Oakland, California; *Roy E. Robinson, Highland Park, Michigan; *F. B. Snavelly, Buffalo, New York; *Edward H. Stullken, Chicago, Illinois; *Charles T. Trace, Brooklyn, New York; *Edmund C. Westervelt, Brooklyn, New York; and *Marie C. Wetzel, Omaha, Nebraska.

The suggestions from these twenty-six principals totaled several hundred books. It seemed advisable to divide the lists into three groups: (1) those books primarily for the principal's library, (2) those books primarily for the teacher's library, and (3) those publications suggested both for the principal's library and for the teacher's library. After the three lists were made and each reference checked against standard catalogs, the lists were returned to the twenty-six principals with a request that they mark the books which they considered indispensable. They were also asked to draw lines

¹ This article was compiled for the Editorial Committee by the Research Division of the National Education Association with the aid of twenty-six elementary-school principals.

* Asterisks indicate those principals who returned the second list with their evaluations.

through the books which were of doubtful value. The twenty-one principals who returned the lists with their evaluations have been indicated above by asterisks.

The final lists with their evaluations are printed at the end of this article. Before presenting the list it is interesting to examine some of its characteristics.

Dates of publication—Of the 182 books on the three lists it is rather interesting to note that not one was printed before 1900. Only sixteen were printed as early as 1917. The mid-point of the distribution of the entire list of 182 books lies between 1926 and 1927. It is interesting to note that in Table 1 none of the books suggested for the principal's list were printed before 1913. More than 50 percent of this list was printed in 1928 or later. Almost half of the books for the teacher's list were also printed in 1928 or later.

TABLE 1—DISTRIBUTION OF BOOKS BY DATE OF PUBLICATION

Date of Publication (1)	Principal's List (2)	Teacher's List (3)	Principal's and Teacher's List (4)	Total (5)
1907.....	..	..	1	1
1908.....	..	..	1	1
1909.....	..	..	1	1
1910.....	..	..	1	1
1911.....	..	..	1	1
1913.....	1	..	..	1
1914.....	1	1	..	2
1915.....	1	1	1	3
1916.....	..	..	3	3
1917.....	2	..	..	2
1918.....	..	..	2	2
1919.....	1	2	1	4
1920.....	1	1	..	2
1921.....	1	5	2	8
1922.....	4	2	2	8
1923.....	1	3	2	6
1924.....	2	2	10	14
1925.....	6	5	7	18
1926.....	5	6	3	14
1927.....	2	6	8	16
1928.....	6	7	5	18
1929.....	10	6	5	21
1930.....	5	3	4	12
1931.....	9	7	3	19
1932.....	2	1	1	4
	60	58	64	182

The list suggested both for principals and teachers tended to contain books which were printed before 1928.

Authors—For the sixty books suggested for the principal's library only, there were forty-six different authors. Of these forty-six, twenty-five, or somewhat over 50 percent are professors of education. Three are deans of schools of education. Three are professors in subjectmatter fields, and only two are principals (elementary or secondary). Of the fifty-eight books for the teacher's list, fifty-three were written by different individuals. Twenty-three of the fifty-three are professors of education. Twelve of the authors held positions which the available directories did not list. Only one of the authors of books for teachers is an elementary-school principal.

It will be noted also from Table 2 that the authors of the books suggested both for principals and teachers are to a large extent college professors of education. It is recognized that some of these authors may have held other positions at the time that they wrote the book. For example, several of the professors of education may have been elementary-school principals or superintendents at the time the book was published and subsequently became professors of education. The directories at the disposal of the compiler of this report made it necessary to list the authors in terms of their present positions.

TABLE 2—POSITIONS HELD BY AUTHORS AT THE PRESENT TIME

Position	Principal's List	Teacher's List	Principal's and Teacher's List	Total
Deans of schools of education.....	3	2	3	8
Directors of instruction.....	3	3	4	10
Miscellaneous	..	1	..	1
Non-educators	1	1	1	3
Professors of education.....	25	23	21	69
Professors of English and teaching subjects	3	2	5	10
Professor of psychology.....	1	1	1	3
Psychologists	..	3	3	6
Research directors	2	..	3	5
Superintendents and asst. superin- tendents	2	..	..	2
President, normal school.....	..	1	..	1
Principals	2	1	..	3
Retired teacher	..	1	..	1
Unable to locate.....	3	12	9	24
Deceased	1	2	1	4
	46	53	51	150
Duplication of author, N. E. A., and others				32
				182

Subjects—The 182 books were distributed under such headings as: method, administration, supervision, theory, and history, as shown in Table 3. It is interesting to note that of the sixty books on

TABLE 3—DISTRIBUTION OF BOOKS BY SUBJECTS

Subject (1)	Principal's List (2)	Teacher's List (3)	Principal's and Teacher's List (4)	Total (5)
Administration	21	5	4	30
Character education	1	..	2	3
Child growth and hygiene.....	2	3	2	7
Curriculum	2	1	2	5
Exceptional children	2	4	2	8
History	1	..	1	2
Method	6	31	29	66
Psychology	6	4	8	18
Research and measurement.....	2	5	4	11
Supervision	14	..	1	15
Theory	3	5	9	17
	60	58	64	182

the principal's list twenty-one were in the field of administration, fourteen in the field of supervision, six in the field of method, and six in psychology.

Of the fifty-eight books suggested for the teacher's list thirty-one or approximately 53 percent fell in the field of method, five in the field of theory, five were administrative in character, and five could be classified as research.

Of the sixty-four books on the teacher's and principal's list, twenty-nine, or about 50 percent, fell in the field of method, nine were classified as theory, four as administrative in character, and two in the field of curriculum.

The question may be raised whether principals are limiting their professional reading too much to one field. Are there too many books in the principal's list on supervision and not enough on the theory and method of education? Are principals inclined to limit their professional library to administrative topics to the neglect of the psychology of learning? This question of relative proportion may be raised in connection with the books suggested for the teacher's library also.

BOOKS SUGGESTED FOR THE PROFESSIONAL LIBRARY

Of the original list of several hundred books only those mentioned two or more times were submitted to the members for evaluation. If fewer than five of the twenty-one principals rated a book as indis-

ispensable, it was marked C; if from five to ten marked the book indispensable it was given a rating of B; and if more than ten, it was given a rating of A. Books mentioned on the original lists five or more times are marked with an asterisk. These various ratings will be helpful to principals in noting the books which members of the profession consider to be of first importance in the typical professional library.

BOOKS SUGGESTED FOR THE PRINCIPAL'S LIBRARY ONLY

(NOTE: Includes all books suggested by at least two experts. Asterisks indicate books mentioned five or more times.)

- *1. ANDERSON, CHARLES J., BARR, ARVIL S., and BUSH, MAYBELLE G. *Visiting the Teacher at Work*. New York: D. Appleton and Co., 1925. 382 p. (A)²
2. AVERILL, LAWRENCE A. *The Hygiene of Instruction*. Boston: Houghton Mifflin Co., 1928. 386 p. (C)
3. BAGLEY, WILLIAM C. *School Discipline*. New York: Macmillan Co., 1914 (B)
- *4. BARR, ARVIL S. *Characteristic Differences in the Teaching Performance of Good and Poor Teachers of the Social Studies*. Bloomington, Ill.: Public School Publishing Co., 1929. 127 p. (A)
5. BARR, ARVIL S. *Introduction to the Scientific Study of Classroom Supervision*. New York: D. Appleton and Co., 1931. 399 p. (C)
6. BENNETT, HENRY E. *School Efficiency*. Boston: Ginn and Co., 1917. (C)
7. BLACKHURST, JAMES H. *Directed Observation and Supervised Teaching*. Boston: Ginn and Co., 1925. 420 p. (C)
8. BODE, BOYD H. *Conflicting Psychologies of Learning*. Boston: D. C. Heath and Co., 1929. 305 p. (B)
9. BODE, BOYD H. *Modern Educational Theories*. New York: Macmillan Co., 1927. 351 p. (B)
- *10. BONSER, FREDERICK G. *The Elementary School Curriculum*. New York: Macmillan Co., 1920. (A)
11. BURNHAM, WILLIAM H. *The Normal Mind*. New York: D. Appleton and Co., 1924. (C)
- *12. BURTON, WILLIAM H. *Supervision and the Improvement of Teaching*. New York: D. Appleton and Co., 1922. (A)
- *13. BURTON, WILLIAM H., editor. *The Supervision of Elementary Subjects*. New York: D. Appleton and Co., 1929. 710 p. (A)
14. COUNTS, GEORGE S. *The American Road to Culture*. New York: John Day Co., 1930. 194 p. (B)
- *15. CUBBERLEY, ELLWOOD P. *The Principal and His School*. Boston: Houghton Mifflin Co., 1923. (A)
- *16. CUBBERLEY, ELLWOOD P. *Public School Administration*. rev. and enl. ed. Boston: Houghton Mifflin Co., 1929. 710 p. (B)
17. DEWEY, JOHN. *Human Nature and Conduct*. New York: Henry Holt and Co., 1922. (C)
18. DEWEY, JOHN. *The Sources of a Science of Education*. New York: Horace Liveright Co., 1929. 77 p. (C)
19. ENGELHARDT, FRED. *Public School Organization and Administration*. Boston: Ginn and Co., 1931. 595 p. (B)

² If fewer than five of the twenty-one principals rated a book as indispensable, it was given a rating of C; if from five to ten marked the book indispensable, it was marked B; and if more than ten, it was given a rating of A.

20. FREELAND, GEORGE E. *Modern Elementary School Practice*. rev. ed. New York: Macmillan Co., 1926. 417 p. (C)
21. GATES, ARTHUR I. *Reading for Public School Administrators*. New York: Teachers College, Columbia University, 1931. 126 p. (C)
- *22. GIST, ARTHUR S. *Administration of an Elementary School*. New York: Charles Scribner's Sons, 1928. 308 p. (A)
- *23. GIST, ARTHUR S. *Elementary School Supervision*. New York: Charles Scribner's Sons, 1926. 308 p. (A)
24. HECK, ARCH O. *Administration of Pupil Personnel*. Boston: Ginn and Co., 1929. 479 p. (B)
25. HILLEGAS, MILO B. *The Elements of Classroom Supervision*. Chicago: Laidlaw Bros., 1931. 224 p. (C)
26. KING, WILLIAM A. *Elementary School Library*. New York: Charles Scribner's Sons, 1929. 224 p. (C)
27. KNIGHT, EDGAR W. *Education in the United States*. Boston: Ginn and Co., 1929. 588 p. (C)
28. KYTE, GEORGE C. *How to Supervise*. Boston: Houghton Mifflin Co., 1930. 468 p. (C)
29. LANE, ROBERT H. *A Work Book for Principals and Supervisors*. New York: Macmillan Co., 1930. 263 p. (B)
30. LEWIS, ERVIN E. *Personnel Problems of the Teaching Staff*. New York: Century Co., 1925. 460 p. (B)
31. MCCALL, WILLIAM A. *How to Measure in Education*. New York: Macmillan Co., 1922. (C)
32. MCKOWN, HARRY C. *Assembly and Auditorium Activities*. New York: Macmillan Co., 1930. 462 p. (C)
33. MCKOWN, HARRY C. *School Clubs*. New York: Macmillan Co., 1929. 498 p. (C)
34. MCMURRY, FRANK M. *Elementary School Standards*. Yonkers-on-Hudson, New York: World Book Co., 1913. (C)
35. MILLER, HARRY L. and HARGREAVES, R. T. *The Self-Directed School*. New York: Charles Scribner's Sons, 1925. 412 p. (C)
36. MORT, PAUL R. *The Individual Pupil in the Management of Class and School*. New York: American Book Co., 1928. 383 p. (B)
37. NATIONAL EDUCATION ASSOCIATION, Department of Elementary School Principals. "The Principal and Administration." *Ninth Yearbook*. Washington, D. C.: the Department, 1930. 602 p. (A)
- *38. NATIONAL EDUCATION ASSOCIATION, Department of Elementary School Principals. "The Principal and Supervision." *Tenth Yearbook*. Washington, D. C.: the Department, 1931. 524 p. (A)
39. NATIONAL EDUCATION ASSOCIATION, Department of Elementary School Principals. "The Principal and His Community." *Eleventh Yearbook*. Washington, D. C.: the Department, 1932. 492 p. (A)
40. NATIONAL EDUCATION ASSOCIATION, Department of Superintendence. "The Nation at Work on the Curriculum." *Fourth Yearbook*. Washington, D. C.: the Department, 1926. 559 p. (B)
41. NEUMANN, HENRY. *Lives in the Making*. New York: D. Appleton and Co., 1932. 370 p. (C)
- *42. NUTT, HUBERT W. *Current Problems in the Supervision of Instruction*. Richmond, Va.: Johnson Publishing Co., 1928. 538 p. (C)
43. PARKHURST, HELEN H. *Education on the Dalton Plan*. New York: E. P. Dutton and Co., 1922. (C)
44. PATRI, ANGELO. *A School Master of a Great City*. New York: Macmillan Co., 1917. (C)
45. PERRY, ARTHUR. *Discipline as a School Problem*. Boston: Houghton Mifflin Co., 1915. (C)

- *46. PERRY, ARTHUR. *The Management of a City School*. New York: Macmillan Co., 1919. (B)
47. PINTNER, RUDOLPH. *Intelligence Testing; Methods and Results*. New York: Henry Holt and Co., 1931. 555 p. (C)
48. REAVIS, WILLIAM C. *Pupil Adjustment in Junior and Senior High Schools*. Boston: D. C. Heath and Co., 1926. 348 p. (C)
- *49. REAVIS, WILLIAM C., PIERCE, P. T., and STULLKEN, E. H. *The Elementary School, Its Organization and Administration*. Chicago: University of Chicago Press, 1931. 571 p. (B)
50. SAYLES, MARY B. *The Problem Child in School*. New York: Joint Committee on Methods of Preventing Delinquency, 1925. 287 p. (C)
51. STEDMAN, LULU M. *Education of Gifted Children*. Yonkers-on-Hudson, New York: World Book Co., 1924. (C)
52. STEVENSON, JOHN A. *The Project Method of Teaching*. New York: Macmillan Co., 1921. (C)
53. STONE, CLARENCE R. *Supervision of the Elementary School*. Boston: Houghton Mifflin Co., 1929. 573 p. (C)
54. STRAYER, GEORGE D., ENGELHARDT, N. L., and OTHERS. *Problems in Educational Administration*. New York: Teachers College, Columbia University, 1925. 755 p. (C)
55. SYMONDS, PERCIVAL M. *The Nature of Conduct*. New York: Macmillan Co., 1928. 346 p. (C)
56. TERMAN, LEWIS M. and LIMA, MARGARET. *Children's Reading*. New York: D. Appleton and Co., 1926. 363 p. (C)
57. THORNDIKE, EDWARD L. *Human Learning*. New York: Century Co., 1931. 206 p. (B)
58. WAPLES, DOUGLAS. *Problems in Classroom Method*. New York: Macmillan Co., 1927. 609 p. (B)
59. WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. *Mental Hygiene*. New York: Century Co., 1931. 365 p. (B)
- *60. WICKMAN, E. KOSTER. *Children's Behavior and Teachers' Attitudes*. New York: Commonwealth Fund, 1928. 247 p. (B)

BOOKS SUGGESTED FOR THE TEACHER'S LIBRARY ONLY

(NOTE: Includes all books suggested by at least two experts. Asterisks indicate books mentioned five or more times.)

1. ALMACK, JOHN C. and LANG, A. R. *The Beginning Teacher*. Boston: Houghton Mifflin Co., 1928. 478 p. (B)³
2. AVENT, JOSEPH E. *Beginning Teaching*. Knoxville, Tenn.: University of Tennessee, 1926. 592 p. (C)
3. BILDERSEE, DOROTHY. *Teaching the Primary Grades*. New York: D. Appleton and Co., 1932. 332 p. (C)
4. BONSER, FREDERICK G. and MOSSMAN, LOIS C. *Industrial Arts for Elementary Schools*. New York: Macmillan Co., 1923. (C)
5. BRANOM, MENDEL E. *Measurement of Achievement in Geography*. New York: Macmillan Co., 1925. 188 p. (C)
6. CALIFORNIA CURRICULUM COMMISSION. *Teachers Guide to Child Development*. Sacramento: California State Printing Office, 1930. 658 p. (C)
7. COBB, WALTER F. *Values and Methods in Health Education*. Chicago: Row Peterson and Co., 1929. (C)

³ If fewer than five of the twenty-one principals rated a book as indispensable, it was given a rating of C; if from five to ten marked the book indispensable, it was marked B; and if more than ten, it was given a rating of A.

8. COLEMAN, SATIS N. *Creative Music for Children*. New York: G. P. Putnam's Sons, 1922. (C)
9. DAVENPORT, EUGENE. *Education for Efficiency*. rev. ed. Boston: D. C. Heath and Co., 1914. (C)
10. DAVIS, SHELDON E. *Teaching the Elementary Curriculum*. New York: Macmillan Co., 1931. 549 p. (C)
11. DEWEY, EVELYN and DEWEY, JOHN. *Schools of Tomorrow*. New York: E. P. Dutton Co., 1915. (B)
12. DOLCH, EDWARD W. *The Psychology and Teaching of Reading*. Boston: Ginn and Co., 1931. 261 p. (C)
13. DORRIS, ANNA V. *Visual Instruction in the Public Schools*. Boston: Ginn and Co., 1928. 481 p. (B)
14. FINNEY, ROSS L. *A Sociological Philosophy of Education*. New York: Macmillan Co., 1928. 563 p. (C)
15. FREEMAN, FRANK N. and DOUGHERTY, M. L. *How to Teach Handwriting*. Boston: Houghton Mifflin Co., 1923. (B)
16. FRYBERGER, AGNES M. *Listening Lessons in Music*. New York: Silver Burdett and Co., 1925. 254 p. (C)
- *17. GATES, ARTHUR I. *Interest and Ability in Reading*. New York: Macmillan Co., 1930. 264 p. (B)
18. GATES, ARTHUR I. *New Methods in Primary Reading*. New York: Teachers College, Columbia University, 1928. 236 p. (C)
19. GRAY, WILLIAM S. *Summary of Investigations Relating to Reading*. Chicago: Department of Education, University of Chicago, 1925. 275 p. (B)
20. HARRIS, JULIA M., DONOVAN, H. L. and ALEXANDER, THOMAS. *Supervision and Teaching of Reading*. Richmond, Va.: Johnson Publishing Co., 1927. 474 p. (C)
21. HARRIS, PICKENS E. *Changing Conceptions of School Discipline*. New York: Macmillan Co., 1928. 384 p. (C)
22. HOLLINGWORTH, LETA S. *Gifted Children, Their Nature and Nurture*. New York: Macmillan Co., 1926. 374 p. (B)
23. HOLLINGWORTH, LETA S. *The Psychology of Subnormal Children*. New York: Macmillan Co., 1920. (B)
24. INSKEEP, ANNIE D. *Teaching Dull and Retarded Children*. New York: Macmillan Co., 1926. 445 p. (B)
25. KEELOR, KATHERINE L. and SWEET, MAYME. *Units of Work Developing Out of Children's Interests in Local History*. New York: Lincoln School, Teachers College, Columbia University, 1931. 314 p. (C)
26. KLAPPER, PAUL. *Teaching English in Elementary and Junior High Schools*. New York: D. Appleton and Co., 1925. 355 p. (B)
27. KLAPPER, PAUL. *Teaching of History*. New York: D. Appleton and Co., 1926. 347 p. (C)
28. KNOX, ROSE B. *School Activities and Equipment*. Boston: Houghton Mifflin Co., 1927. 386 p. (C)
29. MCGREGOR, ANNA L. *Supervised Study in English for Junior High School Grades*. New York: Macmillan Co., 1921. (C)
30. MAHONEY, JOHN J. *Standards in English*. Yonkers-on-Hudson, New York: World Book Co., 1919. (C)
31. MATEER, FLORENCE. *Just Normal Children*. New York: D. Appleton and Co., 1929. 294 p. (C)
32. MATHIAS, MARGARET E. *Beginnings of Art in the Public Schools*. New York: Charles Scribner's Sons, 1924. 119 p. (C)
33. MILLER, HARRY L. *Creative Learning and Teaching*. New York: Charles Scribner's Sons, 1927. 262 p. (C)
- *34. MORTON, ROBERT L. *Teaching Arithmetic in the Primary Grades*. New York: Silver Burdett and Co., 1927. 242 p. (B)
35. O'BRIEN, JOHN A. *Silent Reading*. New York: Macmillan Co., 1921. (C)

36. PARKER, SAMUEL C. *General Methods of Teaching in Elementary Schools*. Boston: Ginn and Co., 1922. 336 p. (C)
37. PAULU, EMANUEL M. *Diagnostic Testing and Remedial Teaching*. Boston: D. C. Heath and Co., 1924. (C)
- *38. PENNELL, MARY E. and CUSACK, A. M. *How to Teach Reading*. Boston: Houghton Mifflin Co., 1923. (B)
39. REED, HOMER B. *The Psychology of Elementary School Subjects*. Boston: Ginn and Co., 1927. 481 p. (C)
- *40. REEDER, EDWIN H. *Simplifying Teaching*. New York: Laidlaw Bros., 1929. 192 p. (B)
41. RUCH, GILES M. *The Objective or New Type Examination*. Chicago: Scott, Foresman and Co., 1929. 478 p. (B)
42. SCHIEDEMANN, NORMA V. *Psychology of Exceptional Children*. Boston: Houghton Mifflin Co., 1931. 520 p. (C)
43. SCHMIDT, CHARLES C. *Teaching and Learning the Common Branches*. New York: D. Appleton and Co., 1929. 418 p. (C)
44. SMITH, EDWARD E. *Teaching Geography by Problems*. Garden City, New York: Doubleday, Page and Co., 1921. (B)
45. SMITH, NILA B. *One Hundred Ways of Teaching Silent Reading*. Yonkers-on-Hudson, New York: World Book Co., 1925. 149 p. (C)
46. STILLMAN, BESSIE W. *Training Children to Study*. Boston: D. C. Heath and Co., 1928. 247 p. (C)
- *47. STONE, CLARENCE R. *Silent and Oral Reading*. Boston: Houghton Mifflin Co., 1926. 332 p. (B)
48. STORM, GRACE E. *The Social Studies in the Primary Grades*. Chicago: Lyons and Carnahan, 1931. 596 p. (B)
- *49. STORM, GRACE E. and SMITH, NILA B. *Reading Activities in the Primary Grades*. Boston: Ginn and Co., 1930. 376 p. (B)
50. TERMAN, LEWIS M. and ALMACK, J. C. *Hygiene of the School Child*. Boston: Houghton Mifflin Co., 1929. 505 p. (B)
51. THORNDIKE, EDWARD L. *New Methods in Arithmetic*. Chicago: Rand McNally and Co., 1921. 260 p. (C)
52. THRALLS, ZOE A. and REEDER, E. H. *Geography in the Elementary School*. Chicago: Rand McNally and Co., 1931. 441 p. (C)
- *53. TIDYMAN, WILLARD F. *The Teaching of Spelling*. Yonkers-on-Hudson, New York: World Book Co., 1919. (B)
54. TROXELL, ELEANOR. *Language and Literature in the Kindergarten and Primary Grades*. New York: Charles Scribner's Sons, 1927. 264 p. (C)
55. VALENTINE, PERCY F. *The Art of the Teacher*. New York: D. Appleton and Co., 1931. 289 p. (C)
56. WHITCOMB, CHARLOTTE T. and BEVERIDGE, J. H. *Our Health Habits*. Chicago: Rand McNally and Co., 1926. 608 p. (C)
57. WILSON, HARRY B. and WILSON, G. M. *Motivation of School Work*. rev. ed. Boston: Houghton Mifflin Co., 1921. (C)
58. YOAKAM, GERALD A. *Reading and Study*. New York: Macmillan Co., 1928. 502 p. (C)

BOOKS SUGGESTED FOR BOTH THE PRINCIPAL'S AND THE TEACHER'S LIBRARY

(NOTE: Includes all books suggested by at least two experts. Asterisks indicate books mentioned five or more times.)

1. ANDERSON, CHARLES J. and DAVIDSON, ISOBEL. *Reading Objectives*. Philadelphia: Laurel Book Co., 1925. 408 p. (B)*

* If fewer than five of the twenty-one principals rated a book as indispensable it was given a rating of C; if from five to ten marked the book indispensable, it was marked B; and if more than ten, it was given a rating of A.

2. BAGLEY, WILLIAM C. *Classroom Management*. New York: Macmillan Co., 1907. (B)
3. BAKER, HARRY J. *Characteristic Differences in Bright and Dull Pupils*. Bloomington, Ill.: Public School Publishing Co., 1927. 118 p. (B)
4. BARR, ARVIL S. and BURTON, WILLIAM H. *The Supervision of Instruction*. New York: D. Appleton and Co., 1926. 626 p. (A)
5. BLAISDELL, THOMAS C. *Ways to Teach English*. Garden City, New York: Doubleday Doran and Co., 1930. 566 p. (C)
6. BODE, BOYD H. *Fundamentals of Education*. New York: Macmillan Co., 1921. (C)
- *7. BRANOM, MENDEL E. and BRANOM, F. K. *Teaching of Geography*. Boston: Ginn and Co., 1921. (B)
8. BRUECKNER, LEO J. *Diagnostic and Remedial Teaching in Arithmetic*. Philadelphia: John C. Winston Co., 1930. 341 p. (A)
9. BRUECKNER, LEO J. and MELBY E. O. *Diagnostic and Remedial Teaching*. Boston: Houghton Mifflin Co., 1931. 598 p. (C)
10. BURTON, WILLIAM H. *The Nature and Direction of Learning*. New York: D. Appleton and Co., 1929. 595 p. (B)
11. CHARTERS, W. W. *Teaching of Ideals*. New York: Macmillan Co., 1927. 372 p. (A)
12. COBB, STANWOOD. *The New Leaven*. New York: John Day Co., 1928. 340 p. (C)
13. DANDSILL, THERESA. *Health Training in Schools*. New York: National Tuberculosis Association, 1923. (B)
14. DEWEY, JOHN. *Democracy and Education*. New York: Macmillan Co., 1916. (B)
15. DEWEY, JOHN. *How We Think*. Boston: D. C. Heath and Co., 1910. (B)
16. DEWEY, JOHN. *School and Society*. Chicago: University of Chicago Press, 1915. (C)
- *17. GATES, ARTHUR I. *The Improvement of Reading*. New York: Macmillan Co., 1927. 440 p. (A)
18. GATES, ARTHUR I. *Psychology for Students of Education*. rev. ed. New York: Macmillan Co., 1930. 612 p. (B)
19. GIST, ARTHUR S. and KING, W. A. *Teaching and Supervision of Reading*. New York: Charles Scribner's Sons, 1927. 337 p. (C)
20. GRAY, CLARENCE T. *Deficiencies in Reading Ability*. Boston: D. C. Heath and Co., 1922. (B)
21. HALL-QUEST, ALFRED L. *Supervised Study in the Elementary School*. New York: Macmillan Co., 1924. 473 p. (B)
22. HUEY, EDMUND B. *Psychology and Pedagogy of Reading*. New York: Macmillan Co., 1908. (C)
- *23. IRWIN, ELIZABETH A. and MARKS, LOUIS A. *Fitting the School to the Child*. New York: Macmillan Co., 1924. (B)
24. KELTY, MARY G. *Teaching American History in the Middle Grades of the Elementary School*. Boston: Ginn and Co., 1928. 748 p. (B)
- *25. KILPATRICK, WILLIAM H. *Education for a Changing Civilization*. New York: Macmillan Co., 1927. 143 p. (B)
- *26. KILPATRICK, WILLIAM H. *Foundations of Method*. New York: Macmillan Co., 1925. 383 p. (B)
27. KLAPPER, PAUL. *Contemporary Education*. New York: D. Appleton and Co., 1929. 660 p. (C)
28. KLAPPER, PAUL. *The Teaching of Arithmetic*. New York: D. Appleton and Co., 1916. (C)
29. LA RUE, DANIEL W. *Child's Mind and the Common Branches*. New York: Macmillan Co., 1924. (C)
30. LINCOLN SCHOOL STAFF, Teachers College, Columbia University. *Curriculum Making in an Elementary School*. Boston: Ginn and Co., 1927. 359 p. (B)

31. McMURRY, FRANK M. *How to Study and Teaching How to Study*. Boston: Houghton Mifflin Co., 1909. (B)
32. MAGUIRE, EDWARD R. *The Group-Study Plan*. New York: Charles Scribner's Sons, 1928. 203 p. (C)
33. MEARNs, HUGHES. *Creative Youth*. Garden City, New York: Doubleday Doran Co., 1925. 234 p. (C)
34. MONROE, WALTER S. *Measuring the Results of Teaching*. Boston: Houghton Mifflin Co., 1918. (C)
35. MONROE, WALTER S., DeVoss, J. C., and KELLY, F. J. *Educational Tests and Measurements*. Boston: Houghton Mifflin Co., 1924. 521 p. (B)
36. MOORE, ANNIE E. *The Primary School*. Boston: Houghton Mifflin Co., 1925. 340 p. (B)
37. MORGAN, JOHN J. B. *The Psychology of the Unadjusted School Child*. New York: Macmillan Co., 1924. 300 p. (B)
38. MORRISON, HENRY C. *The Practice of Teaching in the Secondary School*. Chicago: University of Chicago Press, 1926. 661 p. (B)
- *39. MORTON, ROBERT L. *Teaching Arithmetic in the Intermediate Grades*. New York: Silver Burdett and Co., 1927. 354 p. (A)
- *40. MOSSMAN, LOIS C. *Principles of Teaching and Learning in the Elementary School*. Boston: Houghton Mifflin Co., 1929. 292 p. (B)
41. NATIONAL EDUCATION ASSOCIATION, *Department of Superintendence*. "Character Education." *Tenth Yearbook*. Washington, D. C.: the Department, 1932. 535 p. (B)
42. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. "Report of the National Committee on Reading." *Twenty-fourth Yearbook, Part I*. Bloomington, Ill.: Public School Publishing Co., 1925. 356 p. (A)
43. NEWCOMB, RALPH S. *Modern Methods of Teaching Arithmetic*. Boston: Houghton Mifflin Co., 1926. 353 p. (C)
44. OSBURN, WORTH J. *Corrective Arithmetic*. Boston: Houghton Mifflin Co., 1924. 182 p. (C)
45. O'SHEA, MICHAEL V., editor. *The Child, His Nature and His Needs*. Valparaiso, Ind.: Children's Foundation, 1924. 516 p. (C)
46. PARKER, SAMUEL C. *Types of Elementary Teaching and Learning*. Boston: Ginn and Co., 1923. (B)
47. PARKER, SAMUEL C. and TEMPLE, ALICE. *Unified Kindergarten and First Grade Teaching*. Boston: Ginn and Co., 1925. 600 p. (C)
- *48. PORTER, MARTHA P. *The Teacher in the New School*. Yonkers-on-Hudson, New York: World Book Co., 1930. 312 p. (B)
- *49. ROANTREE, WILLIAM G. and TAYLOR, M. S. *An Arithmetic for Teachers*. New York: Macmillan Co., 1925. 621 p. (C)
- *50. RUGG, HAROLD and SHUMAKER, ANN. *The Child-centered School*. Yonkers-on-Hudson, New York: World Book Co., 1928. 359 p. (A)
51. SEARS, JESSE B. *Classroom Organization and Control*. Boston: Houghton Mifflin Co., 1918. (C)
52. SMITH, WALTER R. *Constructive School Discipline*. New York: American Book Co., 1924. (C)
53. STARCH, DANIEL. *Educational Psychology*. New York: Macmillan Co., 1927. 568 p. (C)
54. STEVENS, MARION P. *The Activities Curriculum in the Primary Grades*. Boston: D. C. Heath and Co., 1931. 440 p. (B)
55. STORMZAND, MARTIN J. *Progressive Methods of Teaching*. Boston: Houghton Mifflin Co., 1924. 375 p. (C)
56. STRAYER, GEORGE D. *A Brief Course in the Teaching Process*. New York: Macmillan Co., 1911. (C)
57. TERMAN, LEWIS M. *The Intelligence of School Children*. Boston: Houghton Mifflin Co., 1919. (C)

- *58. Terman, Lewis M. *Measurement of Intelligence*. Boston: Houghton Mifflin Co., 1916. (B)
- *59. Thayer, Vivien T. *The Passing of the Recitation*. Boston: D. C. Heath and Co., 1928. 331 p. (B)
- *60. Thorndike, Edward L. *Psychology of Arithmetic*. New York: Macmillan Co., 1922. (B)
- *61. Thorndike, Edward L. and Gates, A. I. *Elementary Principles of Education*. New York: Macmillan Co., 1929. 335 p. (A)
- 62. Wheat, Harry C. *The Psychology of the Elementary School*. New York: Silver Burdett and Co., 1931. 440 p. (C)
- 63. Wilson, Harry B., Kyte, G. C., and Lull, H. G. *Modern Methods in Teaching*. New York: Silver Burdett and Co., 1924. (C)
- 64. Zachry, Caroline B. *Personality Adjustments of School Children*. New York: Charles Scribner's Sons, 1929. 306 p. (B)

OTHER SUGGESTIONS

The lists of books suggested for principals and teachers were sent to Dr. Lois Coffey Mossman, Teachers College, Columbia University; Dr. George C. Kyte, University of California; and Dr. W. C. Reavis of the University of Chicago for criticism. They were asked particularly to suggest publications that they would like to see added to these lists. Suggestions for additional books were also submitted by Mr. A. L. Franz, chairman of a committee dealing with supplementary books for the professional library in Chicago; and Miss Jasmine Britton, supervising librarian of Los Angeles. The books suggested by the above persons, other than those listed in the previous lists of this chapter, have been compiled into one list as follows:

- 1. Almack, John C. and Lang, A. R. *Problems of the Teaching Profession*. Boston: Houghton Mifflin Co., 1925. 340 p.
- 2. AMERICAN COUNCIL ON EDUCATION, Committee on Materials of Instruction. *Achievements of Civilization*, Nos. 1-3. Chicago: the Committee, 1932. 128 p.
- 3. Bagley, W. C. and MacDonald, M. E. *Standard Practices in Teaching*. New York: Charles Scribner's Sons, 1932. 162 p.
- 4. Barnes, Emily A. and Young, Bess M. *Unit of Work: Children and Architecture*. New York: Teachers College, Columbia University, 1932. 353 p.
- 5. Beard, Charles A. *A Charter for the Social Sciences in the Schools*. New York: Charles Scribner's Sons, 1932. 122 p.
- 6. Bonser, Frederick G. *Life Needs and Education*. New York: Teachers College, Columbia University, 1932. 288 p.
- 7. Brownwell, William A. *The Development of Children's Number Ideas in the Primary Grades*. Chicago: Department of Education, University of Chicago, 1928.
- 8. Buswell, Guy T. and Judd, Charles H. *Summary of Educational Investigations Relating to Arithmetic*. Chicago: Department of Education, University of Chicago, 1925. 212 p.
- 9. Case, Roscoe David. *The Platoon School in America*. Stanford University, California: Stanford University Press, 1931. 283 p.
- 10. Chapman, James C. and Counts, George S. *Principles of Education*. Boston: Houghton Mifflin Co., 1924. 645 p.
- 11. CHICAGO PRINCIPALS' CLUB. *Health Education*. Fifth Yearbook. Chicago: the Club, 1931. 292 p.

12. CHICAGO PRINCIPALS' CLUB. *Character Education*. Sixth Yearbook. Chicago: the Club, 1931. 292 p.
13. CLOUSER, LUCY W. and MILLIKAN, C. E. *Kindergarten-Primary Activities Based on Community Life*. New York: Macmillan Co., 1929. 307 p.
14. COBB, ERNEST. *One Foot on the Ground*. New York: G. P. Putnam's Sons, 1932. 248 p.
15. DALGLIESH, ALICE. *First Experiences with Literature*. New York: Charles Scribner's Sons, 1932. 162 p.
16. DEWEY, JOHN. *Progressive Education and the Science of Education*. Washington, D. C.: the Progressive Education Association, 1928. 14 p.
17. FRANCIS W. PARKER SCHOOL. *Studies in Education*. Chicago: Francis W. Parker School, 1932.
18. FRANK, GLENN. *Thunder and Dawn*. New York: Macmillan Co., 1932. 404 p.
19. FRASIER, GEORGE W. and ARMENTROUT, W. D. *An Introduction to Education*. Chicago: Scott, Foresman and Co., 1924. 274 p.
20. FRASIER, GEORGE W. and ARMENTROUT, W. D. *An Introduction to the Literature of Education*. Chicago: Scott, Foresman and Co., 1931. 562 p.
21. GATES, ARTHUR I. *A Reading Vocabulary for the Primary Grades*. New York: Teachers College, Columbia University, 1926. 23 p.
22. HILLEGAS, MILO B., BAGLEY, WILLIAM C., and BRIGGS, THOMAS H. *The Classroom Teacher* (12 volumes). Chicago: The Classroom Teacher, Inc.
23. HORNE, HERMAN H. *The Democratic Philosophy of Education*. New York: Macmillan Co., 1932. 547 p.
24. JENNINGS, HERBERT S. *The Biological Basis of Human Nature*. New York: W. W. Norton and Co., 1930. 483 p.
25. JUDD, CHARLES H. *The Psychology of Social Institutions*. New York: Macmillan Co., 1926. 346 p.
26. KILPATRICK, WILLIAM H. *Education and the Social Crisis*. New York: Horace Liveright Co., 1932. 90 p.
27. KILPATRICK, WILLIAM H. *Our Educational Task*. Chapel Hill, North Carolina: University of North Carolina Press, 1930. 123 p.
28. KILPATRICK, WILLIAM H. *A Reconstructed Theory of the Educative Process*. New York: Teachers College, Columbia University, 1931. 31 p.
29. KYTE, GEORGE C. *Problems in School Supervision*. Boston: Houghton Mifflin Co., 1931. 214 p.
30. LANE, ROBERT H. *A Teacher's Guide Book to the Activity Program*. New York: Macmillan Co., 1932. 257 p.
31. LEARNED, WILLIAM S. *Realism in American Education*. (Ingliš Lecture, 1932) Cambridge: Harvard University Press, 1932. 70 p.
32. LEWIS, MARY H. *An Adventure with Children*. New York: Macmillan Co., 1928. 250 p.
33. LUMLEY, F. E., and BODE, B. H. *Ourselves and the World*. New York: McGraw-Hill Book Co., 1931. 591 p.
34. MEARNS, HUGHES. *Creative Power*. Garden City, New York: Doubleday Doran Co., 1929. 396 p.
35. MELVIN, ARTHUR G. *Progressive Teaching*. New York: D. Appleton and Co., 1929. 272 p.
36. MELVIN, ARTHUR G. *The Technique of Progressive Teaching*. New York: John Day Co., 1932. 405 p.
37. MOEHLMAN, ARTHUR B. *Public School Relations*. Chicago: Rand McNally Co., 1927. 262 p.
38. MONROE, MARION. *Children Who Cannot Read*. Chicago: University of Chicago Press, 1932. 205 p.
39. MOSSMAN, LOIS COFFEY. *Changing Conceptions Relative to the Planning of Lessons*. New York: Teachers College, Columbia University, 1924. 78 p.

40. NATIONAL EDUCATION ASSOCIATION, Research Division. "The Principal as a Supervisor." *Research Bulletin* 7: 279-348; November, 1929. Washington, D. C.: the Association.
41. NATIONAL EDUCATION ASSOCIATION, Research Division. "The Principal Studies His Job." *Research Bulletin* 6: 83-148; March, 1928. Washington, D. C.: the Association.
42. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. "The Foundations and Technique of Curriculum-Making." *Twenty-sixth Yearbook, Parts I and II*. Bloomington, Ill.: Public School Publishing Co., 1927. 235 p.
43. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. "Nature and Nurture." *Twenty-seventh Yearbook, Parts I and II*. Bloomington, Ill.: Public School Publishing Co., 1928. 749 p.
44. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. "Report of the Society's Committee on Arithmetic." *Twenty-ninth Yearbook, Parts I and II*. Bloomington, Ill.: Public School Publishing Co., 1930. 749 p.
45. NEWMANN, H. H. and OTHERS. *The Nature of the World and of Man*. Chicago: University of Chicago Press, 1927. 566 p.
46. NOCK, ALBERT J. *Theory of Education in the United States*. New York: Harcourt, Brace and Co., 1932. 160 p.
47. PRESSEY, LUELLA C. *The Technical Vocabularies of the Public School Subjects*. Bloomington, Ill.: Public School Publishing Co., 1924.
48. REED, MARY M. and WRIGHT, L. E. *Beginnings of the Social Sciences*. New York: Charles Scribner's Sons, 1932. 224 p.
49. REISNER, EDWARD H. *The Evolution of the Common School*. New York: Macmillan Co., 1930. 590 p.
50. RUGG, HAROLD O. *An Introduction to American Civilization*. Boston: Ginn and Co., 1929. 610 p.
51. RUGG, HAROLD O. *Culture and Education in America*. New York: Harcourt, Brace and Co., 1931. 404 p.
52. SPAIN, CHARLES L., MOEHLMAN, A. B., and FROSTIC, F. W. *Public Elementary School Plant*. Chicago: Rand McNally Co., 1930. 602 p.
53. STORM, GRACE E. *The Social Studies in the Primary Grades*. Chicago: Lyons and Carnahan, 1931. 596 p.
54. STRANG, RUTH M. *Introduction to Child Study*. New York: Macmillan Co., 1930. 550 p.
55. THORNDIKE, EDWARD L. *The Teacher's Word Book of the Twenty-Thousand Words Found Most Frequently and Widely in General Reading for Children and Young People*. New York: Teachers College, Columbia University, 1931. 182 p.
56. TIEGS, ERNEST W. *Tests and Measurements for Teachers*. Boston: Houghton Mifflin Co., 1931. 470 p.
57. TROW, WILLIAM C. *Educational Psychology*. Boston: Houghton Mifflin Co., 1931. 504 p.
58. WADDELL, CHARLES W., SEEDS, C. A., and WHITE, N. *Major Units in the Social Studies for the Intermediate Grades*. New York: John Day Co., 1932. 390 p.
59. WASHBURN, CARLETON W. *Adjusting the School to the Child*. New York: World Book Co., 1932. 189 p.
60. WRIGHT, LULU E. *A First Grade at Work*. New York: Teachers College, Columbia University, 1932. 247 p.

RESEARCH RELATED TO CHILDREN'S INTERESTS AND PREFERENCES IN READING¹

WHAT DO CHILDREN READ? What factors influence their choices of magazines and books? What relationships exist between prescribed school reading and the unrestricted reading in non-school hours? These and many other questions are touched upon by the studies summarized in this chapter. In many instances the data presented are so limited as to justify only tentative conclusions.

The inclusion of all research studies in reading which touch upon the topic of this chapter would have resulted in mere listing of titles. It was believed that a chapter of selected studies made since 1920 would be more useful. Since selection always involves some difference of opinion due apologies are made for the relatively few important studies which have been omitted. On the other hand, the studies which are herein presented do not constitute an honor roll so much as they serve to introduce principals to the fascinating objective evidence in the field of children's reading.

Principals who are interested in further research in the field of reading should consult the various summaries which are available. For example, Gray has published several summaries of the most significant results of numerous studies.² Other summaries are found in Jordan,³ Coxe,⁴ and Bamberger.⁵ An extensive survey of scien-

¹ This chapter has been prepared for the Editorial Committee by the Research Division of the National Education Association.

² Gray, William S. *Summary of Investigations Relating to Reading*. Supplementary Educational Monographs, No. 28. Chicago: University of Chicago Press, 1925. p. 158.

See also his annual supplement in *Elementary School Journal*.

Also, Gray, William S. and Munroe, Ruth. *Reading Interests and Habits of Adults*. New York: Macmillan Co., 1929. p. 104-26.

Also, Gray, William S. "Reading." *Review of Educational Research* 1: 247-60; October, 1931. Washington, D. C.: American Educational Research Association, a Department of the National Education Association.

³ Jordan, Arthur M. *Children's Interests in Reading*. Contributions to Education, No. 107. 1921. Chapter 1, "Review of Previous Studies," p. 1-42.

Jordan, Arthur M. *Children's Interests in Reading*. rev. ed. Chapel Hill, N. C.: University of North Carolina Press, 1926. Chapter 1, "Introduction," p. 1-13.

⁴ Coxe, Warren W. "Scientific Literature on the Reading Interests of School Children." *Library Journal* 57: 9-15; January 1, 1932.

⁵ Bamberger, Florence and Broening, Angela M. *A Guide to Children's Literature*. Baltimore: Johns Hopkins Press, 1931. p. 8-11.

tific literature within the limits of the elementary child's reading choice was made in 1930 by Sister M. Celestine.⁶

ABSTRACTS OF RESEARCH STUDIES

The investigations in this section have been grouped under the following four headings: (a) general studies of children's reading interests, (b) children's interests in poetry, (c) children's interests in magazines and newspapers, and (d) children's reading interests as affected by the printing and other extrinsic factors. Each study is summarized under the three headings of purpose, method, and findings. Little comment or evaluation has been included in the abstracts.

A. General Studies of Children's Reading Interests

The studies included under this general heading vary from nationwide surveys to an analysis of the interests of an individual class group. Most of them are concerned with reporting reading choices according to age or grade. A few interpret preference in terms of mental, sex, or racial differences.

STUDY NO. 1—Banta, Nola K. *An Analytical Study of the Independent Reading of Junior High School Pupils*. Master's thesis, University of Chicago, 1928, 111 p. ms.

Purpose—To analyze the amount and character of the independent reading done by junior high-school pupils, to determine the sources of the reading supply; and to evaluate the quality of books and magazines the pupils consider valuable.

Method—The data were secured from reports made by 497 pupils on their independent reading in a junior high school of Elkhart, Indiana. The period covered was from September 6, 1926 to June 1, 1927. Each pupil filled out blanks for each book read or attempted, and also for his magazine and newspaper reading.

Findings—From the detailed study of the outside reading data, the following conclusions were drawn:

(1) All the children read more from books than from any other sort of outside reading material.

(2) The children of the eighth grade read more intensively than other children of the group; the girls of the ninth grade read least extensively.

(3) Excluding books, most of the material read was found in the home.

(4) There was a growing tendency from year to year for the children to concentrate on fewer authors and fewer sections of the magazines and newspapers.

(5) A greater part of all outside reading consisted of fiction.

(6) The boys as a whole read more than the girls.

⁶ M. Celestine, Sister. *Survey of the Literature on the Reading Interests of Children of the Elementary Grades*. Catholic University of America Educational Research Bulletin, Vol. 5, Nos. 2 and 3. Washington, D. C.: Catholic Education Press, 1930. 114 p.

(7) The boys read more non-fiction than the girls.

(8) The girls read more fiction than the boys.

(9) Catalogs, Sunday-school papers, programs, and bulletins, were the only forms of miscellaneous material read to any extent.

(10) The factors which most influenced the selection of a book were the title, the author, the sequels, and the pictures.

(11) The children of high scholastic standing surpassed the children of low scholastic standing in both the quantity and quality of books and magazines read.

(12) The better pupils usually were the more general readers.

Probably more than anything else, this study shows the need for improving the character and increasing the quantity of outside reading. In order to offset the scant provision made in the homes, the school should make a special effort to provide the pupils with the proper books and magazines for pleasure reading.⁷

STUDY NO. 2—Belser, Danylu, chairman. "The Reading Interests of Boys." *Elementary English Review* 3: 292-96; November, 1926.

Purpose—To determine the reading interests of children, particularly boys.

Method—Five lines of procedure were followed: (1) the investigation of available literature on the subject; (2) the visiting of six libraries where conferences were held with librarians and personal observations of children's reading were made; (3) the sending out of a questionnaire, answers to which were received from 112 boys and 125 girls enrolled in the fifth to the twelfth grades inclusive; (4) a survey of the reading interests of German, French, and Italian children; (5) an inquiry into the influence of illustration upon reading.

Findings—Answers to the questionnaire reveal these facts:

(1) Boys practically never read girls' books but boys' books are sometimes read by girls.

(2) Girls read adult fiction earlier than boys.

(3) Books on adventure stand highest in both elementary and high schools.

(4) Boys give more definite answers to the question "Why did you take the book?" than girls.

The recommendation given was: "Since we believe the reading interests of children to be one of the most important factors in education, it is essential that we study the life of the child so as to cultivate his natural, wholesome tendencies in this as well as other lines."

STUDY NO. 3—Chase, Sara E. "Individual Differences in the Experience of Children." *Educational Method* 8: 62-73; 136-46; 194-98; November, 1928-January, 1929.

⁷ See the section of this chapter dealing with interests in magazines, p. 514.

Purpose—To discover the out-of-school interests and activities of fourth-, fifth-, and sixth-grade children.

Method—The children studied were pupils in the Kensington Avenue School of Springfield, Massachusetts. Data were secured through activity blanks filled out by 245 pupils in the fourth to the sixth grades over a period of five months, February through June, 1926. The records were transferred each week to individual record sheets. The teachers were asked to examine the list of books reported read, if in doubt to question the children about the story, and to indicate source of book. It should be noted that each class had a half hour each week for free reading and that each room had a class library of seventy-five books.

Findings—Only the findings regarding free reading are reported here. During the five months of the investigation 221 of the 245 pupils read 1198 books. The largest number read by a girl was eighty-six; by a boy, sixty-six. One hundred and thirty-five read less than ten. The average for girls was ten books; for boys, eight. If the number of books by one author indicated popularity, Thornton Burgess was by far the most popular author. None of the individual lists containing ten or more books showed any one line of interest. There was little interest in poetry. Many books were mentioned that do not occur on any approved list. Others have been highly recommended. The author concludes that the school must try to arouse reading interests and elevate tastes.

STUDY NO. 4—Dowell, Pattie S. *The Analysis of the Reading Interest of Third Grade Children*. Master's thesis, North Carolina State College of Agriculture and Engineering, 1930. 77 p. ms. Also, Dowell, Pattie S. and Garrison, K. C. "A Study of Reading Interests of Third Grade Subjects." *Peabody Journal of Education* 8: 202-6; January, 1931.

Purpose—To determine the interest of third-grade children in twenty-three approved textbooks listed for their grade.

Method—The 109 pupils for this investigation were drawn from the third grade of one of the elementary schools of Raleigh, North Carolina. Data were gathered by means of questionnaires supplemented by group questions and interviews. Four different questions were submitted to the groups of children at intervals of from one to two weeks. The first of these called for the name of the favorite selection read during the study of each textbook and called for a reason for the choice; the second asked which one of the three best liked selections in each of the twenty-three texts determined by the total frequency of choice the children liked best; the third requested

the children to choose the three best liked selections from among a list of twenty-three selected choices from the twenty-three texts; and the fourth question called for one choice from the already highly selected list of three choices.

Findings—This study is chiefly concerned with the vitalizing of reading materials for children in the third grade of a particular school. Findings of interests here include a tabulation of reasons for choices. In order of preferences, boys liked: kindness, humor, happiness and beauty, bravery, and animals. The first five preferences of girls were: kindness, bravery, happiness and beauty, love, and story quality. It must be remembered that some third-grade pupils lack ability to state definite reasons for choice.

STUDY NO. 5—Dunn, Fannie Wyche. *Interest Factors in Primary Reading Material*. Contributions to Education No. 113. New York: Teachers College, Columbia University, 1921. 70 p.

Purpose—To discover the elements in primary reading material that are of interest to children in the first three grades.

Method—A preliminary selection was made of 243 samples of primary reading material, including verse, fictional prose, and factual material. On a basis of the composite judgments of eight experts, there were chosen for actual testing thirty-one samples "which in general ranked high for expected interest and also represented a wide range of elemental qualities whose interest values it was desired to test."

The thirty-one samples were arranged in pairs in such order that certain qualities of likeness and difference existed between each pair of specimens. It was designed that one and two, two and three, and so on to thirty and thirty-one should be paired in reading to the children.

In general one-half hour was spent in each classroom during which two pairs of samples were read. In a few schools all the samples were read in half-hour periods. Precautions were taken to avoid position errors. No comments or explanations were given. The children wrote their preference on a printed vote slip. Altogether 195 different classes were tested, chiefly in New York City. In all, 601 class-pair votes were obtained, the term "class-pair vote" being used to mean the vote of a single class on a single pair.

These preferences were combined in a table to show the ranks of the thirty-one samples in the children's interests.

The samples were then ranked by adult judges for the degree to which they were characterized by the presence or absence of twenty qualities which it seemed likely would affect interest. These qualities were: *verse form, style, humor, sur-*

prise, plot, liveliness, fancifulness, realism, repetition, imagery, familiar experience, conversation, poeticalness, boyness, girlness, childness, adultness, moralness, narrativeness, and animalness, the latter abstract nouns having been coined to express the existence of the characters or qualities which they name. The ranks for each of the samples, as derived from the combined adult judgments, were then correlated with the interest ranks for boys and for girls to determine which qualities showed an effect on interest, and whether this effect was favorable or unfavorable.

Findings—The data showed that all the samples were of high interest value. A striking fact was the low position of the verse samples for both boys and girls. The history samples occupied both very high and very low ranks, suggesting that not the class, but the elemental qualities within the individual specimen determine the interest reaction.

Characteristics which may be expected to cause interest in primary children are, it appears, *surprise*, and *plot* for both sexes, *animalness* for boys, and *childness*, *familiar experience*, and to a lesser degree *repetition* and *conversation* for girls. It is significant that the interest value of *surprise* outranks that of *plot*, since thereby a large amount of factual material, lacking the story element, but abounding in elements of wonder and unexpectedness, is of promise as affording interesting reading matter for primary children. That *childness* only slightly adds to interest for boys means, conversely, that selections dealing with adult characters will probably appeal to them as much as incidents dealing with children.

Liveliness, *fancifulness*, and *verse form* were found to add to interest only when accompanied by such qualities as *surprise*, *plot*, *childness*, *animalness*, or *familiar experience*.

Throughout this investigation nothing has been found which, from the standpoint of interest, warrants the highly partial selection at present characteristic of primary readers. Nothing here indicates that the child is in an "age of pure fancy" or that legends and folk tales as a class are the most interesting of all possible material for primary pupils. As for poetry, the evidence is all against rather than for its very large proportion in primary reading material. Instead of this limited range of liking, a child's tastes appear rather catholic. Give him a few important elemental qualities which may enter into fact or fiction, into prose or verse, into real or fanciful situations, and he is attracted and pleased.

Nor is there any indication of a necessity for sex differentiation. In general, there are certain differences in degree between some of the preferences of boys and girls. If a wide range of reading matter is available for all it will provide both for the general tendencies and for individual differences within each sex. For it must be remembered that the three elements, *animalness*, *familiar experience*, and *childness*, which are notably significant in the interest of one sex, are all positive in value for the other sex also, and that *surprise* and *plot* are important interest determiners for both.

Interest, in fine, offers no obstacle to an all-round selection of primary reading material. The qualities which are important as factors of interest may, by skillful authorship, be embodied in almost any class of reading material. What is needed is this skillful treatment of fields hitherto neglected or taboo in primary reading books, together with wise and balanced selection among the enormous amount of matter already in existence in more favored classes of material.

STUDY NO. 6—Garnett, Wilma Leslie. *Children's Choices in Prose*. Master's thesis, State University of Iowa, 1924. 119 p. ms. Summary in: *Elementary English Review* 1: 133-37; June, 1924.

Purpose—To discover the interests of fourth-grade children in prose selections.

Method—A preliminary experiment was conducted in the fourth and fifth grades of the University Elementary School and four fourth grades of the Iowa City public schools. An initial list of eighty stories was selected by adult expert opinion. Two stories were read to the children each day. On the basis of their preferences, expressed through written votes during the experiment and one month afterwards, a smaller list of twenty-four stories was chosen. This list was read to the children of six fourth grades of Minneapolis and read again in the fourth grade of the University Elementary School. Each child passed judgment on the stories read by rating and ranking them daily and at the conclusion of the experiment.

Findings—From an analysis of the reasons expressed the following elements of interest make stories attractive to fourth-grade boys: action and adventure, animals, faithfulness, heroism, humor, fighting, and happy ending. For the girls the list changes to include action and adventure, fairy tales, kindness, happy ending, daily life, faithfulness, humor, and moral as the leading interests in the order of choice.

There was much variation in interest, probably due to the use of a somewhat preferred list of stories. All were liked by some, all disliked by some others. The children did not like stories which revealed unworthy traits of character such as meanness, greed, or cruelty. Their greatest objections to stories were over-maturity and over-familiarity.

STUDY NO. 7—Grant, Emma B. and White, Margaret L. "A Study of Children's Choices of Reading Materials." *Teachers College Record* 26: 671-78; April, 1925.

Purpose—To compare the content of fifteen school readers with the reading interests of primary children.

Method—Data were obtained from six hundred children of the primary grades from all sections of the country. Letters were written to teachers known personally by the authors. This request was made: "Will you please find out from children of your first, second, and third grades the answers to the following questions: (1) What story, of all you have read and heard, do you like the best? (2) What story do you like next or second best?"

This information was supplemented by a public library investigation, which consisted of conferences with librarians, actual count of the number of times a book was borrowed and the condition of that book, actual count of books being read in reading rooms, and conversations with the children.

Findings—Table 1 summarizes the choices of six hundred children.

A previous investigation had analyzed the types of material to be found in fifteen school readers.⁸ A comparison of children's choices (demand) with the materials in readers (supply) shows the diver-

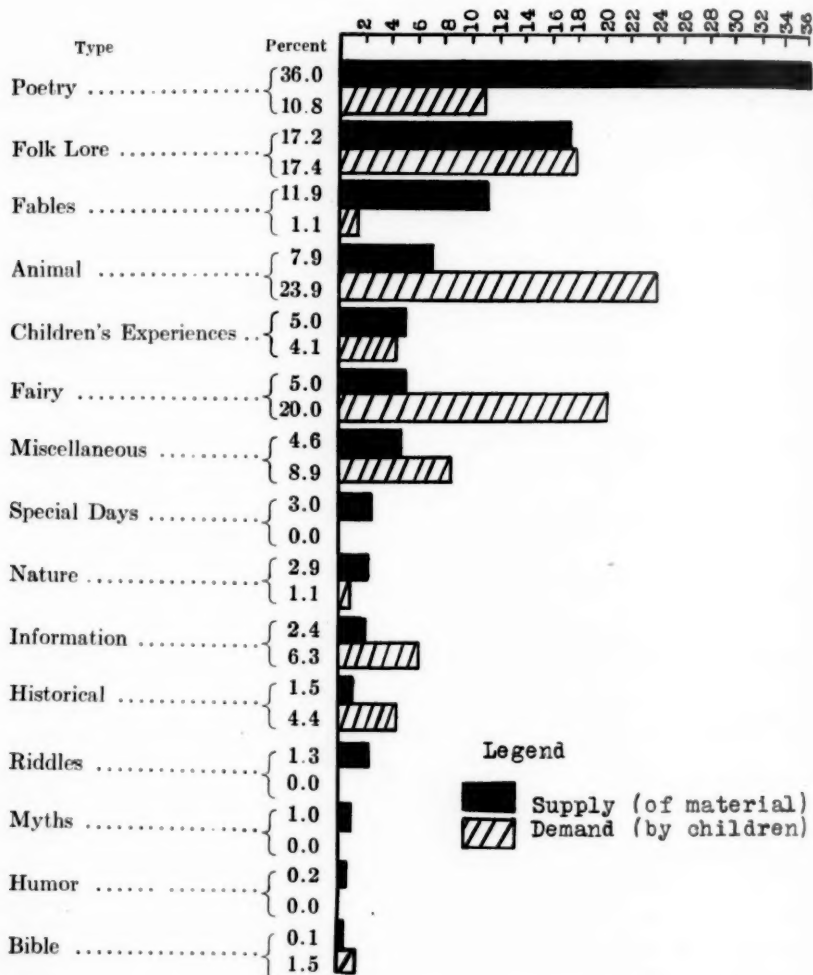


CHART 1—The Relation between Supply and Demand in Children's Reading

⁸ Grant, Emma B. and White, Margaret L. "Reading Interests Compared with the Content of School Readers." *Teachers College Record* 26: 480-97; February, 1925.

gences of Chart 1. The author concludes that there is an increasing tendency, not only to give pupils good literature, but also to make the choice of materials according to the interests of children.

TABLE 1—A SUMMARY OF CHOICES OF STORY MATERIAL
BY SIX HUNDRED CHILDREN

Type of Material	South	North	East	West	Middle West	Total 1st & 2nd Choice	Percent
Animal.....	57	43	62	71	38	271	23.9%
Fairy.....	19	45	36	84	44	228	20.0
Folk Lore.....	53	40	36	18	50	197	17.4
Poetry.....	9	20	42	27	25	123	10.8
Miscellaneous.....	17	19	24	20	21	101	8.9
Informational.....	15	17	8	14	17	71	6.3
Historical.....	33	3	4	6	4	50	4.4
Children's Experiences.....	18	5	8	5	9	45	4.1
Bible.....	3	3	6	1	4	17	1.5
Nature.....	1	11				12	1.1
Fables.....		6	4		3	13	1.1
Humor.....		3			2	5	0.5
Riddles.....			1			1	
Myths.....							
Special Days.....							
Total.....	225	215	231	246	217	1,134	100.0%

STUDY NO. 8—Green, Jenny Lind. *Reading for Fun*. Boston: Richard G. Badger, 1925. 205 p.

Purpose—To determine the character of children's reading for fun and to stress its significance as a means of learning.

Method—The data were secured from the public schools of San Antonio, Texas. Apparently several thousand unselected elementary-school children in the fourth to eighth grades had been asked to keep reading records and answer inquiries regarding their reading preferences. This information was supplemented by knowledge of their reading scores and intelligence ratings. Special studies had also been made with smaller groups.

Findings—A study of 3785 boys and girls showed that children do not read for fun merely because they can read. A wide difference in the amount read over a four months' period was evident among children who had the same reading ability. Likewise, children do not have good fun-reading habits merely because they are bright. A study of 2112 children whose intelligence had been tested disclosed that there were children of all grades of intelligence who read no books at all during a four months' period.

Answers to the query of what children like to read took several forms. In the fourth to seventh grades 4530 boys and girls listed

three favorite books; 4522 of them listed only stories; and 2393 pupils of the same grade listed the book they had re-read most during the year. With three exceptions all were stories. The pupils said they liked stories because things happened in them. They showed a liking for stories about people their own age or a little older. They wanted adventure, romance, and home and community situations met in a novel or mysterious way. Most boys read less romance than girls. Differences of intelligence had something to do with what stories children read. Data showed that children of low intelligence preferred children as characters in their stories and read less about specialized interests. The series book was a favorite. A study was made of five hundred sixth- and seventh-grade children to determine what relationship, if any, existed between amount and kind of reading, and reading ability. It appears that those with greater abilities read more and better books.⁹

STUDY NO. 9—Holmes, Alfred. *Voluntary Reading of Toronto Public School Pupils*. Toronto, Canada: the Author, 1932. 23 p. (Synopsis of doctor's thesis, University of Toronto.)

Purpose—To determine the quantity and quality of books voluntarily read by pupils in grades five to eight in four Toronto Public Schools during the school year, 1928-29.

Method—In September 1928 record cards were distributed to about two thousand pupils on which they were to enter once a week the books they had read during the previous seven days. They were asked source of books read and their opinions. The cards were collected in June and both a quantitative and qualitative study made of results.

Findings—The quantitative study was based on the reading records of 1223 pupils in three schools who read 20,644 books. In each grade the girls read more than the boys, the average being 18.3 against 15.3 for the boys. The average number of books read was about two a month. Many read over fifty books. Thirty-two pupils read no books during the year. When children in the same grade were considered, the data showed that the younger children read more than the older ones. Proximity of a public library had an effect on the amount read. Pupils with library cards read nearly twice as many books as pupils without library cards. The percent of children with library cards decreased as age increased.

A qualitative study was made of 25,575 books read by 1564 pupils of grades five to eight in four public schools. The standard used in

⁹ This study is reported by Green in *School and Society* 16: 614-16; November 25, 1922.

determining quality was the Toronto Public Library's list of books for boys and girls. It was found that the children read a great many trashy juvenile series and other "non-desirable" books. In all schools the most popular titles were the juvenile series.

Books obtained at home or borrowed scored higher in interest value than those obtained from any other source. Books obtained at school had the lowest interest value. Books from the public library were well liked.

STUDY NO. 10—Huber, Miriam Blanton. *The Influence of Intelligence upon Children's Reading Interests*. Contributions to Education, No. 312. New York: Teachers College, Columbia University, 1928. 39 p.

Purpose—To determine the influence of intelligence upon children's reading interests.

Method—The writer presented "a number of selections of children's literature representing a range of interests to groups of children at different levels of intelligence under experimental conditions and to make comparisons of their reactions and preferences."

The procedures of this experiment may be summarized as follows:

(1) A body of material, consisting of thirty poems and stories, was selected in the light of previous studies of children's interests, containing, among other elements, surprise, plot, fancy, action, animals, play, adventure, heroes, home life, kindness, service, information, and humor. The selections were classified into six types called: (a) familiar experience, (b) unusual experience, (c) humor, (d) fancy, (e) information, and (f) heroism and service.

(2) Groups of judges, expert in literature for children, rated the literary quality and the suitability of the selections in each type to be about equal. Their ratings of the absolute, as distinguished from the relative merit, and of the difficulty of the types of material gave the following ranks: for quality, C, D, F, E, B, A; for difficulty, F, B, E, D, C, A. (The highest literary merit and the greatest difficulty have the first ranks.)

(3) The subjects of the experiment comprised fifteen classes in five public schools of Yonkers, New York. From the results of individual intelligence tests they were distributed in three groups, equated for time spent in school and grade status, as follows: Dull Group, mean I. Q., 74.4, average age, 9.36 years; Average Group, mean I. Q., 98.5, average age, 9.20 years; and Bright Group, mean I. Q., 114.6, average age, 9 years.

(4) The thirty selections were arranged in three programs of fifteen pairs each. Seven and a half hours, in three thirty-minute periods each day for a week, were used in reading the paired selections to the children, each child indicating a preference in each pair.

(5) The preferences of each of the three groups, dull, average, and bright, were computed as percentages of choices for each type of material.

Findings—With a measure of certainty it may be said:

(1) Marked preferences in different kinds of reading material are shown by dull, average, and bright children. They really do discriminate and express consistent preferences.

(2) A striking similarity exists in the choices of dull, average, and bright children for types of literature, each type representing equally good selections from the available materials of that type.

(3) Dull children like the selections of humor here used less than do the average and the bright, and they like the selections designated as "familiar experience" more than do the children of the higher levels of intelligence represented by the subjects in this experiment.

Less certain conclusions are:

(1) The choices of the dull, in this study, are more influenced by the complexity of the material, and the average are less so; while the bright are little concerned with complexity, within the limits of the material here used.

(2) The choices of the dull are less influenced by literary quality; whereas the average prize it more, and the bright children most.

(3) The choices of the dull are most influenced by the content or subject of the material, the average less so, and the bright children least.

The conclusions applicable to a practical educational program are, in the main as follows:

(1) Children, at all levels of intelligence, are appreciative of the quality of reading materials. Dull children, as well as those more fortunately endowed in intelligence, appreciate the merit of stories and poems which are offered them.

(2) To insure the greatest satisfaction to children in reading, attention should be given to the content and subjectmatter. Children of dull, average, and superior intelligence have distinct and consistent interests in reading which deserve recognition in curriculum making. This is especially important in the education of dull children, whose interests, on the whole, show a striking similarity to those of more intelligent children.

(3) A factor of importance in arranging courses of study in reading is complexity of material. It is necessary that material be graded carefully to the pupils' level of intelligence. Bright children can appreciate material of wide range of difficulty, but in preparing reading materials for dull children care should be taken to avoid unusual words, confused or involved sentence and paragraph structure, or abstract and subtle ideas.

STUDY NO. 11—Johnson, B. Lamar. "Children's Reading Interests as Related to Sex and Grade in School." *School Review* 40: 257-72; April, 1932.

Purpose—To present data regarding the reading interests of 1856 boys and girls in Duluth.

Method—On December 3, 1929 an inquiry form was filled in by 1856 children in the fifth to the eleventh grades inclusive. The information asked for a report of their reading which was not a part of their school work.

Findings—Among the important conclusions were the following:

(1) Approximately nine-tenths of the boys and girls taking part in this study reported reading books, and over 98 percent of them read magazines and newspapers.

(2) The girls reported reading books more than the boys, but the boys spend more time in reading magazines and newspapers than the girls.

(3) The boys are most interested in adventure books; the girls prefer books about home, about school, and about children.

(4) A number of the authors most popular among the boys and the girls are authors whose books were also favorites of children from thirty to fifty years ago.

(5) The public library was reported to be the source of the last books read by 37 percent of the boys and girls.

(6) The recommendation of friends was the method of selecting the last books read by approximately one-fourth of those taking part in this study.

(7) Pupils in the lower grades reported using the school library more than those in the upper grades; the latter, however, reported using the public library more than the pupils who were less advanced.

(8) Over 80 percent of the boys and girls taking part in this study use the public library.

STUDY NO. 12—Jordan, Arthur Melville.¹⁰ *Children's Interests in Reading*. rev. ed. Chapel Hill, N. C.: University of North Carolina Press, 1926. 103 p.

Purpose—To discover children's reading preferences.

Method—The author used two different methods, one a library investigation and the other a questionnaire. Eight public libraries were visited, six in New York City and two in neighboring cities. Shelf lists were examined and all books of which there were three or more copies were listed, in the larger libraries four or more. Shelves were inspected for three successive days and records made of books on the shelves. From these lists were subtracted all books worn-out but not taken from the shelf list, all books at bindery, all books to be mended, and all books withdrawn for any other reason. In six libraries records were made of worn-out books as evidence of former popularity. In arranging books in the order of popularity the method used was to subtract the average number of copies in, multiplied by two, from the number of copies of each book and to add one for every eight copies that had been worn-out. In case no copies were on the shelf, to the total number of copies was added two, if that number was four or less, and three if more than four. It seemed expedient to penalize a book for having a copy left on the shelf and to reward it when there was none left. The results were checked by observation and by conferences with children's librarians and the composite scores weighted.

Children in Fayetteville, Arkansas; Lawrence, Kansas; Stuttgart, Arkansas; and Washington, D. C., were asked to write down the books and magazines that they liked best.

The questions were not asked below the sixth grade and in Washington only at Central High School. Both these investigations occurred during 1917 and 1918. New material was collected from the high schools of Charlotte and Greensboro, N. C., in 1925.

¹⁰ This book is an outgrowth of the author's previous work published in 1921 as Teachers College Contributions to Education, No. 107. It contains the original findings plus a new census of preferences in Greensboro and Charlotte, N. C.

Findings—The data from the library investigation indicate:

- (1) That the interests of boys and girls in reading are very dissimilar.
- (2) That the major interests in reading of boys from ten to thirteen years include four general types of fiction: (a) books concerned with war and scouting; (b) those concerned with school and sports; (c) those concerned with the Boy Scouts; and (d) those concerned with strenuous adventure.
- (3) That Altscheler, a writer of war and scouting, is the most popular writer for boys in the libraries examined.
- (4) That Barbour is the most popular writer of school and sports; Burton of Boy Scouts; and Clemens of strenuous adventure.
- (5) That in an analysis of these books, it is found that the popular writers appeal most often to the instincts of mastery, fighting, love of sensory life for its own sake, original attention, approval, and scornful behavior.
- (6) That in non-fiction, the interest centers around what- and how-to-do books.
- (7) That the interest in biography and history is confined to those authors who can write history and biography in the form of an exciting story.
- (8) That the interests of girls are principally concerned with fiction which portrays: (a) home, 37 percent; (b) home and school, 19 percent; (c) school, 15 percent; (d) fairy stories, 6 percent; (e) stories with historical background, 6 percent; (f) love, 7 percent; and (g) miscellaneous, 10 percent.
- (9) That Alcott, whose books are largely concerned with home life, is far more popular with girls in these eight libraries than is any other author; that Wiggin and Sidney should also be noted in this group concerned with home life; Richards leads in the home and school group; Dodgson in the fairy tales; Knipe in stories with a historical background; and Woolsey in love stories.
- (10) That these authors popular with girls appeal largely to the following instincts: maternal, kindness, attention to others, response to approval and scornful behavior, and, to a less degree than in the case of boys, to rivalry.
- (11) That except for a few books on cooking, crocheting, dramatics, and poetry, girls fail to show interest in non-fiction.

The results of the questionnaire study showed that boys chose both books and magazines of adventure most frequently, this type comprising 58 percent of the total choices of books. Books of fiction receive 18 percent of the boys' total vote. Girls chose books and magazines of fiction most often, this type comprising 77 percent of the total number chosen. Adventure showed a substantial interest of 18 percent. During the twelfth and thirteenth years the differences between the sexes is greatest.

STUDY NO. 13—Lancaster, Thomas J. "A Study of the Voluntary Reading of Pupils in Grades IV-VIII." *Elementary School Journal* 28: 525-37; March, 1928.

Purpose—To determine what books children read, what they think of the books they read, where they get their books, and why they choose the books they do.

Method—Data were obtained from 1323 children in grades four to eight during the first semester of the school year 1926-27 by means of a questionnaire. Most of the ballots filled out were obtained from public elementary schools in Bloomington, Decatur, and Nor-

mal, Illinois, and from the Training School of the Illinois State Normal University.

Findings—Of the 1454 different books read or partly read by the children, 98 percent were prose, and were usually general fiction. Of the fifty-four books read by twelve or more children, both books and authors were reputable.

Whether the popularity of books be judged by the frequency with which they are read, by the number of children who read them more than once, or by the readers' opinion of them, the data show clearly that many old favorites among children's books are still widely read and thoroughly enjoyed.

The most frequent answers to the question "Where did you get this book?" were "I borrowed it" and "I got it at home."

It is difficult to determine just why children select the books they do. It appears from the data that the nature of the title is the greatest single influence in choosing a book.

If the child's reason for selecting a book is noted in relation to his opinion of the book when read, it appears that those who choose books on an author basis get the greatest satisfaction from their books.

There is a decided tendency for the percentage of unfinished books to be large wherever the medians of rate and comprehension for the children concerned are below the norms for the grade.

The most rapid readers and the slowest readers apparently select the same types of books. This point is also stressed: that, "while the slow reader begins as many books as does the fast reader, he more often fails to finish; he comprehends less of what he reads; and he seldom reads a book a second time."

STUDY NO. 14—Lehman, Harvey C. "Reading Books Just For Fun." *School Review* 34: 357-64; May, 1926. Also, Lehman, Harvey C. and Witty, Paul A. "Sex Differences in Reference to Reading Books, Just for Fun." *Education* 48: 602-17; June, 1928.

Purpose—To discover what reading young people do when they are on their own.

Method—Over five thousand children were asked to check in a comprehensive list those activities in which they had voluntarily engaged during the previous week. The principal data were secured from the following Kansas towns: Kansas City, Lawrence, Bonner Springs, and Moran, the schools having been selected with a view to obtaining a fair sampling of each town's school population. Older individuals also participated from the University of Kansas.

In order that seasonal differences might be taken into account, the list was checked at three different seasons: November 7, 1923, February 20, 1924, and April 30, 1924. One of the two hundred items included was that of "reading books, just for fun." In addition to checking activities, those participating in the study were also asked to designate the three activities liked best and the one activity that had consumed the largest amount of time.

Findings—Data were assembled separately for white and negro children according to age and sex. Sex differences in reference to the percentages of children participating were relatively slight. However, the sex differences in reference to the popularity of book-reading and the relative amount of time devoted to book-reading were significant. For example, in the investigation of November 1923, reading books consumed more time than any other one activity for boys of years nine and one-half and the young men of twenty and one-half and twenty-two and one-half years of age. However, this activity consumed more time than any other activity for the girls and young women of ages nine and one-half to eighteen and one-half inclusive. The data showed that book-reading is more often a favorite activity among girls than among boys. Between the ages of ten and one-half to sixteen and one-half inclusive, book-reading is mentioned as one of three favorites by almost twice as large a percentage of girls as of boys. The relatively large decline in voluntary book-reading among pupils of high-school age is evident in the case of both sexes.

The writers did not attempt to account for the fact that girls are more fond than the boys of book-reading. One question raised is whether or not girls read frequently because they can't do anything else.

STUDY NO. 15—Lewerenz, Alfred S. "An Experiment in Evaluating Books Read and Enjoyed by School Children." *Los Angeles Educational Research Bulletin* 9: 10-14; September, 1929.

Purpose—To evaluate the most popular books read by Los Angeles elementary-school children.

Method—Two hundred and fifty-nine titles were used in this study. About 2300 reports on books read were made out by five hundred elementary-school pupils who had had access to the books in their classrooms. The thirty-six most popular titles thus revealed were used as a basis for further study. The pupils who read and enjoyed these thirty-six books were compared as to age, intelligence, degree of interest, reading speed, reading comprehension, and reasons for reading. For contrast a study was made of the reports for the same thirty-six titles sent in by pupils who did not enjoy them. Twenty-four of these titles were included in the Winnetka list. Correlations were worked out for these titles with the Winnetka data on chronological age, reading age, percent liking, and index of popularity.

Findings—This study showed that library books were enjoyed not only according to age but also according to mentality. Correla-

tions with Winnetka data showed that reading ages and chronological ages for books may be reliably secured with the method described in this report. Certain tendencies were manifested in the data.

(1) Books that were exceptionally popular were given a comparatively low interest value.

(2) Books which were chosen because of ease in reading had low interest value when compared with those read less frequently.

(3) Girls show slightly greater interest in books they read and enjoy than do boys.

(4) Girls are interested in those books which are attractively printed, and about which they have had some previous information.

(5) Boys are interested in series books and in the story element.

(6) Girls are inclined to be a little more "lazy" in their reading than boys, that is, they seem to select books that look easy to read.

(7) Girls read about 14 percent more books than boys when placed under similar conditions.

(8) Children for recreation read books that are below rather than equal to their actual reading level.

(9) Reading books for enjoyment seems to be done by children who average above normal in intelligence.

STUDY NO. 16—Rinehart, Anne Campbell. *What Pittsburgh Junior High School Pupils Read*. School Betterment Studies, Vol. 3, No. 1. Pittsburgh: Henry C. Frick Educational Commission, 1931. 83 p.

Purpose—To find out from the young people about to be promoted from the Pittsburgh junior high schools just what books they like to read.

Method—In January and June 1930, a questionnaire was given to the pupils who had just completed the ninth grade in eighteen Pittsburgh high schools. Two thousand six hundred and four boys and 2906 girls suggested the titles of books they had enjoyed in the last three years and indicated the kind of literature liked.

Findings—The number of books reported was 50,845. Of forty-six books which had 19,168 endorsers, only seven appeared in the local course of study. Among the 50,845 titles submitted 2834 of them belonged to one author—Robert Louis Stevenson. The second author whose books were especially popular was Louisa M. Alcott. No other author even approached the popularity of these two.

From a study of 50,845 titles submitted, these conclusions were reached:

(1) Young people are interested primarily in fiction. A library is valuable to them in proportion as it offers them enough good fiction to meet their needs. If the libraries do not offer them books they can enjoy they will get their fiction elsewhere. The school library is the laboratory of the English department insofar as it permits experimental reading. Short stories, books of travel and biography too, interest young people, and the biography of people who do things seems especially popular.

(2) The quality of their selections is amazingly gratifying. The books they like best are clean and wholesome. A few are trifling, but if an interest in such books is not carried to excess it does no harm. Action seems to be the trait they demand most. Very few love stories interest them—not more than six to the forty-six outstanding books develop romantic episodes. In the 50,845 titles there are not ten undesirable books, so far as their moral tone is concerned. Give most of these boys and girls an attractive edition of the books this study shows they can enjoy, and proper use of their leisure time would not be such a social problem.

(3) Brilliant, average, and dull pupils all seem to find enjoyment in the same books. This conclusion might suggest that since the emotions seem to be common meeting ground of all kinds and conditions of pupils, that training of the emotions as an *end* rather than as a by-product of the education might increase understanding among all men. Ruskin's sesame may yet be proved fundamental pedagogy.

(4) These young people have suggested excellent lists for those who want adventure, mystery, historical romance, animal stories, biography, and books for general reading. Other young people would read these stories eagerly if they knew they were selected for them *by people of their own age*. These lists, all books on school reading lists, should be given to junior high readers as coming from their own friends.

STUDY NO. 17—Terman, Lewis M., and Lima, Margaret. *Children's Reading; A Guide for Parents and Teachers*, 2nd ed. New York: D. Appleton and Co., 1931. 422 p.

Purpose—To determine the qualitative and quantitative aspects of children's reading, with special reference to individual differences caused by age, sex, intelligence, and special interests.

Method—Approximately two thousand children were studied. Data were obtained from three sources: the home, the school, and the children themselves.

The authors were "greatly helped by the reading records" which were kept by nearly two thousand California children over a period of two months. Data collected in the Stanford research study of gifted children included information of reading habits. A control group of one thousand unselected children was used for comparison with the one thousand children of I. Q.'s of 135 and higher. The teacher of each child in both the gifted and control groups was asked to answer whether the child read more or less than the average child.

In another division of the study 1827 school children in the first to the eighth grades were asked to list the four or five books that they had most enjoyed reading during the last year.

Weight was given "to the experience of others." Information regarding best selling books for children was obtained from children's bookstores. From several libraries valuable information was obtained regarding the most popular children's books and regarding the range and types of books offered for children's reading. Book-lists for children were also consulted.

Findings—The findings were reviewed in eleven chapters. A few salient facts are stated below.

In answer to the query as to why children read, the authors say "because of three fundamental characteristics of their nature; curiosity, desire for wish-fulfillment, and the tendency to imitate."

The amount of children's reading varies so much with locality that averages from one part of the country are seldom applicable as a basis of comparison to another. Reading records, however, were kept for two months by 808 unselected school children of ages six to sixteen in three small California cities. These averages are probably somewhat higher than would be found for the nation at large, but they are fairly representative of the well-to-do community where good libraries are the rule rather than the exception.

Children eight or nine years old should have mastered the mechanics of reading sufficiently to enjoy reading themselves, instead of being read to. At ten and eleven the number of books read shows a more decided increase. The twelfth or the thirteenth year usually marks the beginning of what is commonly called the "reading craze." Never again in his life does the average individual read as many books in one year as he reads at twelve or thirteen. At the opposite extreme is the child who never reads anything at all. This problem of too little reading is much more serious than the problem of too much reading.

What books children read usually depends as much upon what is given them, lent them, and suggested to them, as upon their own individual interests. Nevertheless, there are certain well defined tendencies in reading interests that change as the child's experience grows and as his imagination and reasoning powers develop. Before the age of five years, nearly all children are read to. The child's book at ages six and seven must be short, profusely illustrated, and rather fanciful. At eight years, children show the greatest interest in fairy tales. At eight, too, begins the interest in stories of real life. Most children of nine live more in the real world than in the world of fancy. Most children read very little before this age. Now at nine years, a real reading interest develops. At ten years, the reading habit is becoming well fixed.

Most boys of eleven years revel in series books. Their interest in science and invention increases, and interest in animal and nature stories drops off. Girls of this age read mostly stories of home and school life, of which *Little Women* is a typical example. At twelve years the reading interest approaches a climax of intensity. Children now show some interest in almost every field of literature. However, this is especially the age of hero worship, when biographies and historical narratives are preferred. The great difference that the girl of twelve shows from her younger sisters is her dawning interest in adult fiction. Distinctively new reading interests seldom develop at thirteen; instead, all the former interests are intensified. At fourteen adolescence has become well advanced and most children are turning to rather specialized interests. At fifteen the reading interest usually suffers a noticeable decline, due largely to the competition of high-school studies and to the distractions of new interests. After sixteen the reading interests of boys and girls are so matured that little difference from adults' reading can be detected. Reading preferences are becoming more and more individual and specialized, and generalizations no longer apply.

The fact of individual differences further complicates the question of reading guidance. Two factors which greatly influence reading interests are sex differences and the wide variations in mental ability.

✓ **STUDY NO. 18**—Uhl, Willis L. *Scientific Determination of the Content of the Elementary School Course in Reading*. University of Wisconsin Studies in the Social Sciences and History, No. 4. Madison, Wis.: the University, 1921. 152 p. Summarized in his *Materials of Reading*. New York: Silver Burdett and Co., 1924. p. 103-48.

Purpose—To study the content of elementary-school reading courses with a view to formulating plans for improving it through: (1) the elimination of unsuitable reading material; (2) the detection of superior reading material; and (3) the accurate placement of this superior material.

Method—Two methods have been followed in this investigation: first, reactions have been obtained directly from teachers and pupils upon selections read in school; and, second, these reactions have been studied with a view to formulating plans for selecting and standardizing the material of the reading course.

A questionnaire was first sent to teachers which called for an analysis of selections in readers in use. Replies were received from 2253 teachers from eighty cities. In order to obtain judgments on selections a second questionnaire was sent based on the first and consisting of titles of selections arranged in lists of fifty for each of the eight grades. A descriptive list of desirable and undesirable terms was included for judging the selections. Seven hundred and forty-one teachers replied.

Pupils' reactions were secured by direct presentation of selections to 529 pupils in the University of Chicago Elementary School and three public schools of Evanston, Illinois. The first and second grades were not used because of their inability to write their reactions. The selections used were chosen because of common use or appeal as stated by teachers. The pupils passed judgment on the selections as soon as they had read them silently. A brief discussion period was provided. Finally the pupils with the booklets open before them wrote answers to comprehension questions upon the selections.

Up to this point all judgments and tests have dealt with traditional literature. A special inquiry¹¹ was made regarding informational material in one of the Evanston schools. A set of informa-

¹¹ This phase is reported separately in *Elementary School Journal* 22: 352-60; January, 1922.

tional selections published by the United States Office of Education under the title, *Lessons in Community and National Life*, was presented to eighty-two pupils. They were asked to read the selections silently and report in writing whether or not they liked them and their reasons. Fifty-nine teachers' judgments were obtained by questionnaire.

Findings—The most prevalent undesirable quality of reading material reported by teachers was its over-maturity. Other selections were termed undesirable because they lacked action or a plot, or were unreal, depressing, monotonous, or not well told. Interesting action was the best guarantee of success for a selection. Other qualities with high frequencies in all grades were adventure, easy content, easy diction, humor, and portrayal of the supernatural, and of kindness, faithfulness, and loyalty. A high correlation was noted between pupils' and teachers' judgments both in qualities and in choice of superior selections. Poetry and prose were not differentiated because the author concluded that either is liked if the determinants of interest are embodied in it.

As regards informational material, the pupils were almost unanimous in showing interest even before class discussion or study. The reasons for liking were specific and forceful in contrast to some of their statements about much of the traditional literature. The lack of interest in other informational material may be due to the form in which it is written and not to a lack of interest in the informational content itself. Uhl concludes that informational material for children should be written especially for them and "not culled from masterpieces written for the use of adults."

In his *Materials of Reading* the author describes superior reading material as follows: "It is within the mental grasp of the pupils by whom it is to be read; it possesses one or more, usually more, of the determining qualities which make selections intrinsically interesting to children; it possesses literary merit; it is found by those who administer the course in reading to lead to the attainment of the objectives of the course in reading."

STUDY NO. 19—Walter, Henriette R. *Girl Life in America: A Study of Background*. New York: National Committee for the Study of Juvenile Reading, 1927. "Reading Interests and Habits of Girls," p. 117-37.

Purpose—To understand the reading tastes and requirements of girls.

Method—Three different questionnaires were sent out. The first went to about thirteen hundred principals and deans in public junior and senior high schools in every state and to seven hundred elementary-school principals in New York City. Replies were received

from 282 high schools and eighty-five elementary schools. The second questionnaire was received from 292 leaders of girls' organizations. The third questionnaire, the most detailed as regards reading habits, was sent to a highly selected list of two hundred librarians in public and school libraries in various parts of the country. Fifty-five replies were received, chiefly from public libraries.

Findings—In answering the query as to what kinds of books do girls like best, the replies from librarians and girls' organizations showed the great predominance of fiction both general and juvenile, and especially of the extremely sentimental or romantic type. Librarians noted a growing interest in mystery and detective stories. One librarian stated that in her experience sex differences in reading seemed to decrease each year.

In the magazine world there is no parallel to the great flood of "girls' books" on the market. Girls therefore turn to adults' reading fare. The sex and confession magazines have gained a large audience among adolescent girls. Women's magazines are exceedingly popular.

The sources of the reading materials of girls, reported by ten or more of the librarians, were: exchange with other girls, magazine and news stands, rental libraries, school libraries, home libraries, and drug stores.

STUDY NO. 20—Wilkinson, Mary S., Weedon, Vivian, and Washburne, Carleton, compilers. *The Right Book for the Right Child*. New York: John Day Co., 1933. 357 p.

Purpose—To compile a list that would help parents, teachers, and librarians in selecting books suitable to the individual child.

Method—A list of books was compiled by a subcommittee of the Committee on Library Work with Children of the American Library Association from the standpoint of content and literary quality. This list was graded by the Research Department of the Winnetka Public Schools.

Two steps were involved in the technics of preparing the final list: first, to find out for certain widely read books the age and sex and degree of reading ability of the children who have read and enjoyed them; second, to compare the books selected by the librarians with this basic list by carefully analyzing the vocabulary, sentence structure, and content of all the books.

Findings—After long study and the analysis of the books from many angles, it was found that the difficulty of a book is determined to a large extent by three factors: first, the proportion of words

which are among the 1500 commonest words in the English language. Second, the proportion of words which are repeated; *i. e.*, out of a thousand sample words only two or three hundred will differ from each other in easy books, while there may be four or five hundred words per thousand in difficult books; this range of vocabulary seems to be of importance in determining the difficulty of a book. Third, the proportion of sentences which are not simple; *i. e.*, which are complex, or compound. It was found that by counting these three elements in any given book and placing them in a formula one could predict rather surprisingly well the degree of reading ability a child must possess to read that book fluently and with enjoyment.

B. Children's Interests in Poetry

Poetry as a subject for objective measurement has attracted few investigators in the field of experimental education.¹² This condition may be due to prejudices aroused by several early studies which rated poetry as of little interest to the child. Mackintosh quotes Wilkinson as suggesting that it is not that children do not like poetry, but that they are not interested in the kind of poetry that has been offered to them.

Interest in poetry ranks fairly high with primary children according to the studies by Grant and White. Terman and Lima note that young children nearly always enjoy poetry. However, by the age of twelve, the number who are accustomed to read poetry voluntarily includes only about 10 percent of the girls and 5 percent of the boys, although a little later the number increases considerably in the case of girls. These authors suggest that the fault may be with classroom instruction which too often places the emphasis on scansion and interpretation rather than enjoyment.

STUDY NO. 1—Coast, Alice B. "Children's Choices in Poetry as Affected by Teachers' Choices." *Elementary English Review* 5: 145-7, 159; May, 1928.

Purpose—To determine what poems most appeal to children, and how teachers' choices influence children's tastes in poetry.

Method—A survey was made in the first five grades of the elementary school at the State University of Iowa.

For a week before the survey, the teachers were asked to emphasize poetry during their literature periods, and to call the attention of the children to volumes of poetry upon the book shelves. Special demonstration lessons in poetry appreciation were observed during the week in the different grades. At the end of this week the children were given questionnaires to fill out in regard to their ten favorite poems. The questionnaires contained space for the titles of the volumes

¹² See article by N. Robert Ringdahl in Chapter IX of this yearbook.

in which the poems were found. The children were instructed to include not only the poems which they had read at school, but also any poems which they had read or heard read at home, if they were among their favorites.

The teachers were asked at the same time to fill out questionnaires giving the ten poems which they most enjoyed teaching. No check was made on the appropriateness of certain poems for a given grade. Each teacher was permitted an unhampered choice.

Findings—The tabulated results of the questionnaires showed several interesting outcomes:

In some of the grades one or two poets were particular favorites, A. A. Milne and Eugene Field receiving the largest number of votes in grade one. Robert Louis Stevenson led the list in grade two, while James Whitcomb Riley and A. A. Milne were popular in grade three. Eugene Field and James Whitcomb Riley were the fourth grade favorites, while Arthur Guiterman and T. A. Daly ranked high, not only with the children of the fifth grade, but also in the teacher's list of her ten favorite poems.

The names of a few poets appear throughout the grades, the most notable examples being Riley, Field, Stevenson, and Milne. Several poems were popular in more than one grade. Eugene Field's *Little Boy Blue* received votes in four different grades. Some of Riley's poems appeal to the children of various ages and grades.

The most interesting feature of the experiment is the overlapping between children's and teachers' choices, particularly in the first grade, but also very noticeably in the third and fifth grades. Although the experiment was an uncontrolled one, and the results should not be accepted as final, they nevertheless point clearly toward the fact that the poems which the teachers prefer are the ones most frequently chosen by the children. This fact must surely strengthen the belief that the teacher's influence upon the literary tastes of her children is even more powerful than we realize.

The poems upon which the teachers spent their energies and enthusiasm were in many cases the ones chosen by the children as their favorites. It would, therefore, seem that teachers have an opportunity which many do not realize, to cultivate in their pupils the ability to appreciate the best in poetry.

STUDY NO. 2—Eckert, Mollie Horton. "Children's Choices of Poems." *Elementary English Review* 5: 182-85, 192; June, 1928.

Purpose—To find out whether children of grades one, two, and three actually enjoy reading or hearing read the poems found in their school readers.

Method—Fifteen poems were selected for each grade on the basis of author's personal and teaching experience. These were divided into three groups of five each, all the poems of one group to be read at a hearing. Of each group of five, four poems were selected from the textbook in use, the other from a non-textbook source. The second step was reading the poems to the children by the writer and five other teachers in a Pittsburgh school, after which the children ranked them in order of preference. The third step was securing a statement from the child regarding the poem he liked best. In the

tabulation of preferences an index value follows each poem, indicating the percentage of pupils in each grade who named that poem as their first choice.

Findings—According to the author the most significant facts about the data presented are:

(1) In eight out of nine groups, the poem from a non-textbook source had the greatest number of first choices. When one considers that only nine such poems were read and that these nine were compared with thirty-six other poems it becomes evident that there was something about the non-textbook group which appealed to the children.

(2) Some indication of the degree of interest may be had from the index value (representing the percentage of choices for each group). When the eleven poems in the upper quartile of index values are considered we find only three that are found in the textbooks.

The one outstanding and conclusive fact which the writer feels is brought out by this study is this: The conventional type of children's poetry usually found in even the better series of school readers is not enjoyed by the children themselves so well as other poems which may be found in the better anthologies of child verse.

The study should be suggestive to curriculum makers and to writers of children's textbook series in reading. It is clear that our adult ideas of what is good poetry for children coincide too seldom with the judgment of children in the matter. The reason for this discrepancy probably lies in the fact that as adults our attitude toward such a poem is one of reminiscence, tinged with a sort of philosophical interpretation. The child does not see the poem through the eyes of adult experience and consequently the poem does not mean to him what it does to the adult.

STUDY NO. 3—Huber, Miriam Blanton. "Children's Interests in Poetry." *Teachers College Record* 28: 93-104; October, 1926. Also, Huber, Miriam Blanton, Bruner, Herbert B., and Curry, Charles M. *Children's Interests in Poetry*. Chicago: Rand McNally and Co., 1927. 233 p.

Purpose—To determine the poetry most suitable for children in the elementary and junior high schools.

Method—An investigation was conducted over a period of two years in which judgments were secured from more than 50,000 children in all sections of the United States with the help of 1500 teachers.

The first step was to determine the poems which are now generally considered as being the most appropriate for children of the elementary and junior high schools. This was accomplished in two ways:

- (1) By considering the subjective opinion of expert teachers of poetry.
- (2) From an examination of nine hundred courses of study and practically all of the most used textbooks, with minute analysis of thirty courses of study and thirty textbooks in each grade, first to ninth.

Approximately one hundred poems were selected for each grade. Two-thirds came from present practise as shown by courses of study and textbooks and an additional third from the opinions of experts. These poems were published in booklets and put in the hands of children in experimental centers established in Seattle, Washington; Boise, Idaho; Houston, Texas; Hutchinson, Kansas; Okmulgee, Oklahoma; Kansas City, Missouri; Gary, Indiana; Louisville, Kentucky; Atlanta, Georgia; Charlotte, North Carolina; and Fall River, Massachusetts. The procedure was so worked out that each booklet of poems was used over a range of five grades.

In general the plan of experimentation consisted of having the pupil come in contact with a certain number of poems and checking up to see which of these poems he liked best and which least. During a study of sixty poems twelve definite reactions from each child were recorded.

After the results of the twelve choices made by each of the children were recorded statistically each poem was given a score comparable to the score received by every other poem in the experiment. In addition the order in which the poems in each grade were liked was determined and the grade in which each poem was liked most.

Findings—The results are based on a composite of teacher and pupil judgments. Of the 573 different poems used in the experiment, thirty-eight received scores so low in all the grades in which they appeared as to indicate their undesirability for use in the elementary and junior high schools. The poems listed in Table 2 were overwhelming favorites in the order of their popularity, together with the grade in which they have the greatest interest.

No outstanding element in each of these poems could be pointed to as recommending it so highly to children. This viewpoint is in contrast to that of Jordan and of Dunn who found in the selections preferred by children certain dominant themes.

In reading the poems arranged according to children's choices in the different grades it seems possible to detect an evolution of taste in theme, and there appears to be a certain unity of interest in a grade. This, however, must be accepted with reservations, and such trends of interest as reported by Terman and Lima¹³ do not seem to be borne out by these findings. In each grade appears a variety of interests. It is highly diverting, however, to speculate upon the elements of interest that appear to be common to a number of poems chosen in a

¹³ *Children's Reading*, by Lewis Terman and Margaret Lima. D. Appleton and Co., 1926.

single grade. But such observations are only speculations and are offered here to stimulate research that may more definitely isolate such elements. Patriotic poems seem to reach their highest interest in grades lower than was expected and to decrease in interest in higher grades. In Grade I the greatest interests appear to be animals and play; in Grade II many lullabies are liked; in Grade III many fairy poems are found to be of interest but they do not reach the highest ranks; in Grade IV humor and nonsense make a high appeal; in Grade V many poems of heroes are found; in Grade VI interest divides between home and danger, and poems of romance receive recognition; in Grade VII humor takes on an edge of satire, and there are fewer hero poems but many bloody encounters and more romance; in Grade VIII romance, tragedy, and retribution hold the stage; in Grade IX the poems chosen are much more retrospective and the readers appear to be seeking the causes of things.

Several poems, such as *The Raggedy Man*, *The Leak in the Dike*, and *Darius Green and His Flying Machine*, have a high interest in four or five grades and could probably be used with success in any one of them. But out of the 573 poems used in the experiment only fifty-nine, or 10.3 percent of the entire list, rank among the upper fifty poems of three or more grades. It appears that outside of this limited body of material of universal appeal, children's tastes in the different grades become sharply differentiated and a poem's chance of success is more secure in a certain grade than in any other. If the findings of this experiment are accepted they point with convincingness to the importance of proper grade placement in the use of poetry.¹⁴

TABLE 2—POEMS OF HIGHEST SCORES

Poem	Author	Grade
The Raggedy Man.....	Riley	II
Kentucky Babe	Buck	II
Little Orphant Annie.....	Riley	V
The Leak in the Dike.....	Cary	V
Darius Green and His Flying Machine.....	Trowbridge	VII
Somebody's Mother	Unknown	VI
Robin Hood and Little John.....	Unknown	V
Out to Old Aunt Mary's.....	Riley	VI
Our Flag	Ward	II
Lullaby	Dunbar	II
Paul Revere's Ride.....	Longfellow	V
Hiawatha's Childhood	Longfellow	II
A Nautical Ballad.....	Carryl	VI
Cradle Hymn	Luther	II
The Woodpecker	Roberts	I
The House with Nobody in It.....	Kilmer	VI
The Leap of Roushan Beg.....	Longfellow	VII
In School Days.....	Whittier	VIII

If the composite of children's interests as shown in this study is valid, it appears that errors in judgment are as numerous in the opinions of experts in the field of children's reading as in present

¹⁴ *The Poetry Book*, Volumes I to IX, by Miriam Blanton Huber, Herbert B. Bruner, and Charles Madison Curry, recently published by Rand McNally and Co., have material arranged for use in each grade of the elementary and junior high schools. They embody the results of this experiment and additional material for school use. The tenth volume of the series, entitled *Children's Interests in Poetry*, gives the procedure of experimentation and results in detail.

practise indicated by courses of study and textbooks. It becomes then, increasingly clear that if we hope to lead children to gain insight into appreciation of literature it must be through materials suited to their taste and understanding.

STUDY NO. 4—Mackintosh, Helen K. *A Critical Study of Children's Choices in Poetry*. University of Iowa Studies in Education, Vol. 7, No. 4. Iowa City: the University, 1932, 128 p.

Purpose—To discover what poems were of interest when children were exposed to a large number from which choices might be made on a qualitative scale.

Method—Chiefly on the basis of the author's previous studies, four hundred poems were selected and arranged in order from best to poorest in terms of the writer's opinion. Groups of ten and fifty were built by a method of sampling each group representing the total range.

The children used in the experiment were all from the schools of Grand Rapids, Michigan. Several classes of third, fourth, fifth, and sixth grades heard all of the four hundred poems in groups of ten during a period of eight weeks. Instructions to the teachers asked that the experiment start on April 15, 1929, and that a half hour of time each day be planned. During this period the children were supplied with preference sheets containing ten titles of poems and preference cards containing a five-point rating scale. After each poem was read by the teacher, the child gave his rating.

As a check on the experiment, certain other classes heard a sampling of fifty poems. One group heard the poems rank in reverse order. A second control experiment had the child rate poems as 1, 2, 3, and so forth. Another control experiment was carried on with children who heard the poems re-read exactly a month after the first reading.

Findings—The most significant table of results listed the average ratings for each of the four hundred poems in each grade level contrasted with the ranking given by the experimenter. Believing that an analysis of ratings should go into the possible explanations lying behind the actual statistical results, the author has offered certain comments, several of which are given below.

An analysis of the poems which ranked high seemed to show that children tend to select those poems which have the largest number of interest qualities for them, such as child experience, dialect, humor, sadness, imagination, good story, and repetition.

No one of the four hundred poems heard failed to receive a rating of 1 from some child. Fourteen received no rating of 5 and seven received no ratings of 4 or 5.

The
quite g
There
same
Chil
consist
Chil
poems
poems,
As ju
ratings
exper

The B
Lullab
Rain
Little
Little
The
Sky
John
The
The
Little
The
The
The
Betw
The
Mar
Oh S
The
A B
Chri

A
ind
of
use
est
suc
on
35
51

in
ch

The conclusion may be drawn with respect to these (Table 3) that there was quite general agreement that they are good poems.

There was variation from grade to grade, but all poems tend to appear in the same quartile ranking, from grade to grade.

Children as individuals seemed to be inconsistent in their ratings, but group consistency seemed to be evident.

Children did not agree with teachers in their ratings. The latter tended to rate poems which have been traditionally known as good literature. On modern poems, however, the two ratings tended to agree.

As judged by the low correlations between pupils' ratings and the experimenter's ratings she had no adequate basis for selecting poems by the method used in this experiment.

TABLE 3—POEMS WHICH RECEIVED NO LOW RATINGS

Poem	Author	Not Rated 5	Not Rated 4 or 5
The Bear Story.....	Riley	x	..
Lullaby	Dunbar	x	..
Rain in the Night.....	Burr	x	..
Little Bateese	Drummond	x	..
Little Orphant Annie.....	Riley	x	..
The New Duckling.....	Noyes	x	..
Sky Pictures	Newsome	x	..
Johnny Courteau	Drummond	x	..
The First Bluebird.....	Riley	x	..
The Gingerbread Boy.....	Martin	x	..
Little Billee	Thackeray	x	..
The Canary and the Goldfish.....	Osborne	x	..
The Little Black Hen.....	Milne	x	..
The Policeman	Bergengren	x	..
Between Two Loves.....	Daly	..	x
The Bowleg Boy.....	Field	..	x
Market Square	Milne	..	x
Oh Susanna	Foster	..	x
The Man in the Moon.....	Riley	..	x
A Boy and a Pup.....	Guiterman	..	x
Christmas Carol	Teasdale	..	x

A comparison with the results of the Huber-Bruner experiment indicates a correspondence in findings in proportion to the number of poems which were common to the two experiments. The possible use of these findings is to show the general trend of children's interests and to indicate for the individual poem its relative chance of success with children in terms of the quartile in which it occurs.

STUDY NO. 5—Weekes, Blanche E. *The Influence of Meaning on Children's Choices of Poetry*. Contributions to Education, No. 354. New York: Teachers College, Columbia University, 1929. 51 p.

Purpose—To test (a) the extent to which figures of speech and involved sentence structure obscure meaning and thereby influence children's choices of poetry, and (b) the extent to which actual

experience as a factor of meaning influences children's choices of poetry.

Method—Data were obtained from the testing of two equivalent groups of sixth-grade children by means of paired poems. A preliminary investigation was made of the literature courses of intermediate grades to determine prevailing practices in the selection of poetry for such grades. The themes of all poems found listed were classified to discover trends.

Findings—The results of this study, then, support the conclusion that figurative language and involved sentence structure are reading difficulties for sixth-grade children and tend definitely to obscure meaning. This difficulty is particularly true of figurative language which demands for its proper interpretation a recognition of the likenesses on which its symbolism is based. Because such recognition is dependent on the nature and extent of the reader's experience, confusion as to the poet's meaning easily follows in the case of children, for their experiences are necessarily limited.

It may be said, also, that failure to comprehend meaning has its influence on choice of poetry, and that choice tends to be in the direction of that which is best understood. There is reason to assume, too, that actual experience as a factor of meaning affects children's choices of poetry, but there is also reason to assume that the emotional attitude associated with experience, both direct and indirect, is a dominant element in choice as well.

C. Children's Interests in Magazines and Newspapers

An argument advanced occasionally by some librarians and teachers of literature is the richness of the child's heritage in the world of books—why a magazine? Clymer¹⁵ points to the enormous production of general magazines and concludes: "Whether we like it or not we cannot confine our children's reading to an aristocracy of books."

In the following sections such studies as Banta, Jordan, and Walter have not been repeated from pages 486-507 although their findings bear upon magazine preferences.

STUDY NO. 1—Beggs, Berenice B. "What Magazines Are Your Pupils Reading?" *Grade Teacher* 49: 392-93, 417; January, 1932.

¹⁵ Clymer, H. M. "Girl Life and Reading." *Bulletin* 7: 115-19; January, 1928. Washington, D. C.: Department of Elementary School Principals, National Education Association.

Purpose—To discover the interests in magazine reading of boys and girls of junior high-school age.

Method—Five hundred boys and girls between the ages of eleven and fifteen attending the junior high school in a middle-western town answered a questionnaire which included these questions:

- (1) If you had money to buy only one magazine, which one would you select?
- (2) If a new magazine for your age were published, what things would you like to see in it, such as stories, informational articles, and other features?
- (3) What magazine have you read that you consider the poorest? Give your reason.

Findings—The boys cast the largest number of favorable votes for the magazines listed below, though thirty-eight different magazines were mentioned. They are listed according to popularity.

<i>American Boy</i>	<i>Open Road</i>	<i>Wild West Weekly</i>
<i>Boys' Life</i>	<i>Popular Mechanics</i>	<i>Saturday Evening Post</i>
<i>Popular Science</i>	<i>Country Gentleman</i>	<i>Collier's</i>

Thirty different magazines were given as favorites by the girls, but only the following magazines received as many as fifteen votes each:

<i>American Girl</i>	<i>Pictorial Review</i>
<i>Ladies' Home Journal</i>	<i>Saturday Evening Post</i>
<i>American</i>	<i>True Story</i>
<i>Good Housekeeping</i>	

In the school where the survey was made, the three magazines which received the greatest number of votes by the boys are found in the school library where the boys have ample opportunity to read them. In fact, the first three, *The American Boy*, *Boys' Life*, and *Popular Science*, are so much in demand that soon after being received they are quite dilapidated from much handling. Many of the boys in this junior high school are members of the Boy Scout organization, which probably accounts for the high number of votes received by *Boys' Life*.

Mystery stories aroused interest among both boys and girls. The girls asked for stories centering around school and college life and movie news.

Answers to the query regarding the poorest magazines read were interesting. The boys' list contained such titles as *True Romance*, *True Story*, and the household magazines taken by women. When asked why they considered them poor, these reasons were given: trashy, silly, love-sick, bosh, not interesting, too many girl characters, mushy, tiresome, not exciting, not good to be read by young people. The girls censured *Whiz Bang*, *Wild West Weekly*, *Detective Magazine*, *True Love Story*, *True Romance*, and *True Story*. Their reasons were: not supposed to be good, too grown up for young people, not true, vulgar, not nice, too much the same, put bad ideas in boys' heads, bad influence on boys, not good to read, do not teach us anything, too much like trashy picture shows, not good literature.

STUDY NO. 2—Johnson, B. Lamar. "Children's Reading Interests as Related to Sex and Grade in School." *School Review* 40: 257-72; April, 1932.

Purpose—To present data regarding the reading interests of 1856 boys and girls in Duluth.

Method—On December 3, 1929, an inquiry form was filled in by 1856 children in the fifth to the eleventh grades, inclusive. The inquiry asked for a report of their reading which was not a part of their school work, including an indication of the amount of time usually spent in magazine and newspaper reading.

Findings—Over 98 percent read magazines and newspapers. Sex and grade in school have significant relations to the amount of time spent in reading magazines and newspapers.

The boys reported spending about two and one-half hours a week in reading magazines. Both boys and girls reported more time spent in magazine reading in the junior high-school grades. The magazines usually read are those which are published for adults; juvenile magazines rank comparatively low in popularity. *Liberty* and the *Saturday Evening Post* led all other magazines in popularity with both boys and girls. Among the boys, *American Boy* and *Boys' Life* ranked third and fourth. Four magazines published particularly for women were reported by the girls, *Ladies' Home Journal*, *Pictorial*

TABLE 4—MAGAZINES MOST OFTEN READ BY 888 BOYS IN GRADES V-XI

Magazine	Frequency of Mention	Magazine	Frequency of Mention
<i>Grades V-VI:</i>		<i>Grades IX-XI:</i>	
Liberty.....	105	Liberty.....	75
Saturday Evening Post.....	74	American Boy.....	67
Western Story Magazine.....	55	Saturday Evening Post.....	67
Boys' Life.....	51	Literary Digest.....	58
American Boy.....	38	Boys' Life.....	52
Collier's.....	35	Popular Mechanics.....	45
Popular Mechanics.....	35	Collier's.....	43
Ladies' Home Journal.....	34	Popular Science Monthly.....	42
Literary Digest.....	28	American Magazine.....	23
Detective Story Magazine....	26	National Geographic Magazine.....	22
<i>Grades VII-VIII:</i>		<i>All Grades:</i>	
American Boy.....	105	Liberty.....	281
Popular Mechanics.....	103	Saturday Evening Post.....	243
Saturday Evening Post.....	102	American Boy.....	210
Liberty.....	101	Boys' Life.....	193
Boys' Life.....	90	Popular Mechanics.....	183
Western Story Magazine.....	75	Western Story Magazine....	151
Collier's.....	49	Collier's.....	127
American Magazine.....	46	Literary Digest.....	111
Popular Science Monthly.....	34	American Magazine.....	88
Detective Story Magazine....	29	Popular Science Monthly....	82

Review, Good Housekeeping, and Woman's Home Companion. Tables 4 and 5 indicate that these preferences exist in all grades represented in this study.

Two questions arise: (1) Do boys and girls have access to such juvenile magazines as are published? (2) Do boys and girls enjoy reading the juvenile magazines now being published?

The parts of magazines most often read by both boys and girls are listed in Table 6.

TABLE 5—MAGAZINES MOST OFTEN READ BY 968 GIRLS IN GRADES V-XI

Magazine	Frequency of Mention	Magazine	Frequency of Mention
<i>Grades V-VI:</i>		<i>Grades IX-XI:</i>	
Liberty.....	110	Saturday Evening Post....	77
Pictorial Review.....	93	Ladies' Home Journal.....	74
Saturday Evening Post.....	74	Literary Digest.....	73
Ladies' Home Journal.....	63	Liberty.....	72
Child Life.....	53	Pictorial Review.....	67
Collier's.....	33	Good Housekeeping.....	48
Literary Digest.....	32	American Girl.....	44
Motion Picture Magazine....	29	Collier's.....	44
Good Housekeeping.....	28	American Magazine.....	44
Woman's World.....	25	Woman's Home Companion	38
<i>Grades VII-VIII:</i>		<i>All Grades:</i>	
Saturday Evening Post.....	118	Liberty.....	283
Ladies' Home Journal.....	113	Saturday Evening Post....	269
Liberty.....	101	Ladies' Home Journal.....	250
Pictorial Review.....	79	Pictorial Review.....	239
Collier's.....	60	Literary Digest.....	161
Literary Digest.....	56	Collier's.....	137
American Girl.....	55	Good Housekeeping.....	124
Good Housekeeping.....	48	American Girl.....	119
Woman's Home Companion	40	American Magazine.....	103
American Magazine.....	38	Woman's Home Companion	102
Photoplay.....	38		

TABLE 6—PERCENTAGES OF BOYS AND GIRLS IN GRADES V-XI WHO USUALLY READ VARIOUS SECTIONS OF MAGAZINES

Sections of Magazines	Boys in Grades				Girls in Grades				Boys and Girls
	V-VI	VII-VIII	IX-XI	All Grades	V-VI	VII-VIII	IX-XI	All Grades	
Short stories.....	82	87	91	86	92	90	100	94	90
Humorous sections.....	84	76	82	80	97	93	86	94	87
Continued stories.....	54	52	65	58	44	59	86	59	59
Scientific articles.....	28	49	72	46	12	13	34	17	31
Travel articles.....	28	25	40	29	20	29	46	29	29
Advertisements.....	18	24	38	25	26	22	31	25	25
News articles.....	23	20	38	25	19	24	36	25	25
Editorials.....	4	9	17	9	6	9	27	12	10
Articles about politics.....	5	5	18	8	4	4	15	7	7
Articles about people who have succeeded.....	5	5	8	6	4	9	4	6	6

Some conclusions:

- (1) The magazines preferred by children are those prepared for adults.
- (2) Boys and girls showed interest in different sections of the newspapers, although both sexes liked the comic parts.
- (3) Short and continued stories in magazines and the humorous sections were reported most frequently in the reading of both boys and girls.

D. Children's Reading Interests as Affected by Extrinsic Factors

For many years investigators have studied size of type, leading, and length of line as factors in effective reading. The result has been the formulation of definite hygienic requirements which, if valid, prevent any consideration of childish preference in regard to them. A number of points are still unsettled, as for instance the size of type.¹⁶

Studies have been made of the influence of the physical make-up of the book upon children's reading choices and interests in illustrations. Space limitations make possible the listing of only four of the important studies in this field.

STUDY NO. 1—Bamberger, Florence Eilan. *The Effect of the Physical Make-up of a Book upon Children's Selection*. Johns Hopkins University Studies in Education, No. 4. Baltimore: Johns Hopkins Press, 1922. 162 p.

STUDY NO. 2—Blackhurst, James Herbert. *Investigations in the Hygiene of Reading*. Baltimore: Warick and York, 1927. 63 p. (Doctor's thesis, Northwestern University, 1923.)

STUDY NO. 3—Martin, Helen. *Children's Preferences in Book Illustration*. Preliminary report. Western Reserve University Bulletin, New Series Vol. 34, No. 10. Cleveland: the University, 1931. 58 p.

STUDY NO. 4—Mellinger, Bonnie E. *Children's Interests in Pictures*. Contributions to Education, No. 516. New York: Teachers College, Columbia University, 1932. 52 p.

¹⁶ For a recent discussion of typography see B. R. Buckingham's chapter on "New Data on the Typography of Textbooks." *Thirtieth Yearbook, Part 2*. National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1931. p. 93-125.

OFFICIAL INFORMATION

INTRODUCTORY STATEMENT

In 1932 the yearbook included the officers of 218 local administrative clubs. This year 205 clubs are listed. Of this number about one-third restrict their membership to those who hold the elementary-school principalship. Of the 177 local groups reporting the number of members, seventy-one had fewer than twenty-five participants. Only six clubs enrolled more than two hundred, and eighteen clubs enrolled more than one hundred members. The average membership was about thirty. Of the 166 clubs with dues, almost 50 percent charge one dollar a year or less. Thirteen reported regular dues ranging between five and ten dollars. About six organizations reported the use of an assessment plan in place of regular dues.

The list of state principals' associations has grown from two in 1923 to eighteen in 1929 and finally to thirty in the present yearbook. Less than half of the officers of these groups were able to report their memberships. Of the eleven reporting membership, four enrolled fewer than one hundred; five had between one hundred and three hundred members; and two enrolled between four hundred and 650 members. Only thirteen state groups reported separate membership fees. Three of these were less than one dollar; seven were one dollar; and three were two dollars. Fifteen of the thirty state groups reported that their memberships were limited to elementary-school principals.

In 1922 the first yearbook of the Department listed about six hundred principals. The list of members at the end of this section is about six times the number published in the first yearbook. Can we afford to cripple our national organization in times like these? Should we as principals pay our dues in other professional groups before supporting our own national association? How can we unite our local officers with the national organization in a campaign of school publicity? Such questions cannot be brushed aside. Let us support our national organization with our energy, time, and money.—*Editorial Committee.*

LOCAL PRINCIPALS' ORGANIZATIONS

- Akron, Ohio—Women Principals' Club**
President, Elizabeth Mercer, Miller School
Secretary, Mina Adams, Smith School
- Alameda, California—Principals' Club**
President, Arthur Heche, Washington School
Secretary, J. M. Bryan, Lincoln School
- Albany, New York—Schoolmen's Club**
President, W. Earle Sutherland, 46 Hollywood Ave.
Secretary, Arnost Sukovaty, Delmar
- Albany, New York—Women Principals' and Supervisors' Association**
President, Henrietta Brett, 252 Quail St.
Secretary, Mary C. Delaney, 138 Clinton Ave.
- Allentown, Pennsylvania—Schoolmen's Club**
President, Charles Johnson, 1611 Tilghman St.
Secretary, Richard Hartzell, 1037 Linden St.
- Asheville, North Carolina—Principals' Club**
President, Lee H. Edwards, Asheville High School
Secretary, G. T. Leonard, Vance Grammar School
- Atlanta, Georgia—Elementary Principals' Club**
President, Rusha Wesley, Lee Street School
Secretary, Mrs. Rose B. Whitworth, Tenth Street School
- Baltimore, Maryland—Principals' Association**
President, Emily W. Eversfield, 3614 Mohawk Ave.
Secretary, Judson Hunt, 3210 N. Calvert St.
- Battle Creek, Michigan—Principals' Association**
President, Paul Rhemus, Battle Creek High School
Secretary, Doris D. Klaussen, 87 N. Wabash Ave.
- Bay City, Michigan—Grade Principals' Club**
President, Helen MacGregor, 312 Fremont
Secretary, Anna T. Reardon, 306 N. Linn
- Beaumont, Texas—Jefferson County Administration Club**
President, Mrs. Maudie Harrison, Port Neches
Secretary, Mrs. Royce Brasselton, Port Neches
- Bellingham, Washington—Administrative League**
President, R. Pierron, c/o Lowell School
Secretary, Madge Ware, c/o Washington School
- Berkeley, California—Principals' and Supervisors' Association**
President, C. L. Biedenbach, Berkeley High School
Secretary, Celia Paroni, Berkeley Board of Education
- Binghamton, New York—Executive Council**
President, Earl Weaver, 9 Ester St.
Secretary, Gertrude Booth, Chenango Bridge
- Birmingham, Alabama—Elementary Principals' Association**
President, C. P. Underwood, Ullman School
Secretary, George D. Cox, Curry School
- Birmingham, Alabama—Schoolmasters' Club**
President, J. R. Gardner, Jr., Graymont School
Secretary, J. W. de Yawped, Ensley High School

Boston, Massachusetts—Elementary Principals' Association

President, Edward J. Carroll, Lewis School, Roxbury

Secretary, John M. McDonnell, Phillips Brooks School, Dorchester

Boston, Massachusetts—Intermediate Principals' Association

President, Alvin P. Wagg, 14 Pond St., Georgetown

Secretary, Elizabeth W. O'Connor, 26 Willis St., Dorchester

Boston, Massachusetts—Principals' Association

President, William Lester Bates, Lowell School, Jamaica Plain

Secretary, Myrtle C. Dickson, Memorial High School for Girls, Roxbury

Bridgeport, Connecticut—Elementary School Principals' Club

President, Lena Barry, Hanover St.

Secretary, Elizabeth Roche, 63 Redding Pl.

Brooklyn, New York—Association of Principals of 8B Schools

President, Charles T. Trace, Public School No. 91

Secretary, Max Epstein, Public School No. 94

Buffalo, New York—Elementary School Principals' Association

President, Vincent A. Carberry, 59 Covington Ave.

Secretary, Laura M. Collins, 38 Dakota Ave.

Buffalo, New York—Schoolmasters' Association

President, Ferd E. Kamprath, 241 Dartmouth Ave.

Secretary, Frederick Schultz, 346 N. Park Ave.

Cambridge, Massachusetts—Grammar Masters' Club

President, John H. Graham, Russell School

Secretary, John F. Lynch, Webster School

Camden, New Jersey—Principals' Association

President, Harry M. Showalter, Feters School

Secretary, Ethel M. Lee, Sharp School

Canton, Ohio—Principals' Club

President, I. W. Delp, John H. Lehman High School

Secretary, Lena Fowler, Belle H. Stone School

Canton, Ohio—Women Principals' Club

President, Lilian Turnbull, 1609 3rd St., N. E.

Secretary, Linna Roseborough, 615 Bellflower Ave., S. W.

Casper, Wyoming—Elementary School Principals' Club

President, Minnie Eddleman, Washington School

Secretary, Adelle Stinson, Jefferson School

Cedar Rapids, Iowa—Principals' and Supervisors' Club

President, Eva Waters, Garfield School

Secretary, Belle Campbell, Hayes School

Charleston, South Carolina—Elementary Principals' Club

President, C. A. Weinheimer, James Simons School

Secretary, John E. Rogers, Julian Mitchell School

Charlotte, North Carolina—Association of Principals and Supervisors

President, Nell Mann, 207 Sycamore St.

Chattanooga, Tennessee—City Principals' Club

President, G. Russell Brown, Manning St.

Secretary, Mrs. R. H. Cooke, City Hall

Chicago, Illinois—The Ella Flagg Young Club

President, Helen C. Maine, 6708 Union Ave.

Secretary, Honora E. McGuire, 7300 Prairie Ave.

Chicago, Illinois—The George Howland Club

President, George E. Anspaugh, 5731 Artesian Ave.

Secretary, Edward Stullken, 705 N. Lombard Ave., Oak Park

Chicago, Illinois—Principals' Club

President, Aaron Kline, 10945 Vernon Ave.

Secretary, Claude L. Williams, 7830 Cornell Ave.

Cicero, Illinois—Principals' Club

President, B. Hunsaker, 2300 57th Ave.

Secretary, Clyde Winkler, 2324 49th Ave.

Cincinnati, Ohio—Elementary Principals' Club

President, C. L. Miller, 6237 Savannah Ave.

Secretary, O. W. Renfro, 850 Ludlow Ave.

Cleveland, Ohio—Elementary Principals' Club

President, Carrie C. Bruhn, 10602 Wade Park Ave.

Secretary, Emma A. Waldeck, 2300 E. 89th St.

Clifton, New Jersey—Schoolmasters' Club

President, Conrad Schweitzer, 200 Lafayette Ave., Hawthorne

Secretary, Charles W. Robinson, 265 W. 2nd St.

Columbia, South Carolina—Wardlaw Club

President, J. H. Hope, State Office Building

Secretary, J. McT. Daniel, University of South Carolina

Columbus, Ohio—Elementary Principals' Round Table

President, Mrs. Margaret M. Rarey, 379 S. Ohio Ave.

Secretary, Celia Vandergriff, 31 E. Lane Ave.

Concord, New Hampshire—Principals' Club

President, Annette Prescott, 25 Green St.

Secretary, Regis Scully, Concord

Council Bluffs, Iowa—Elementary Principals' Club

President, Minnie Clay, 622 Mynster St.

Secretary, Ada Dailey, Oakland Court

Covington, Kentucky—Schoolmasters' Club

President, D. B. Hubbard, Sixth District School

Secretary, Russell E. Helmick, Tenth District School

Cranston, Rhode Island—Council of Principals and Supervisors

President, Mrs. Sarah L. Donnelly, 639 Cranston St.

Secretary, Mrs. Lucile B. MacIntosh, 617 Pontiac Ave.

Cumberland, Maryland—Elementary School Principals' Association

President, William Fatkin, Luke

Secretary, Loretta McGeady, Cumberland

Dallas, Texas—Principals' Association

President, W. S. Bellamy, Winnetka School

Secretary, H. H. Martin, Roger Q. Mills School

Danville, Illinois—Cubberley Club

President, L. M. Erickson, Douglas School

Secretary, R. G. Seitzinger, Cannon School

Dayton, Ohio—Principals' and Supervisors' Association

President, Joy William Holmes, Steele High School

Secretary, Emma L. Kiefer, Kiser High School

Dearborn, Michigan—Schoolmen's Club

President, Harry Huller, 4815 Mead

Secretary, S. N. Horton, 6905 Steadman

Denver, Colorado—Principals' and Directors' Association

President, Lila O'Boyle, Whittier School

Secretary, Margaret M. Smith, Ebert School

Des Moines, Iowa—Principals' Club

President, Clay D. Slinker, 629 Third St.

Secretary, Olney S. Weaver, 1153 28th St.

Detroit, Michigan—Schoolmen's Club

President, Will Curtiss, Wilson School
Secretary, B. S. Frost, Commerce High School

Detroit, Michigan—Women Principals' Club

President, Mary Farnsworth, Cass School
Secretary, Thekla Martin, Davison School

Dubuque, Iowa—Elementary Principals' Club

President, W. M. Ernst, 785 Alpine
Secretary, Sadie E. Luke, 2386 Delhi St.

Duluth, Minnesota—Principals' Club

President, Mrs. Helene Everson, 812 Woodland Ave.
Secretary, Mrs. Marion Wiersch, 717 N. 19th Ave., E.

East Saint Louis, Illinois—Elementary Principals' Club

President, May E. Young, Cannady School
Secretary, Carl J. Pearce, Jefferson School

Elgin, Illinois—Principals' Section, Council of Education

President, Mrs. Mary H. Walls, 266 Du Cage St.
Secretary, Lillian Larsen, 25 S. Channing St.

Elizabeth, New Jersey—Principals' Association

President, Arthur B. Wrigley, Boys' Vocational School
Secretary, E. R. O'Brien, Lafayette Jr. High School

El Paso, Texas—Elementary School Principals' Association

President, Mrs. Lily Howard, 700 Upson
Secretary, Mabel Keeney, 1903 Raynor

Erie, Pennsylvania—Elementary School Principals' and Supervisors' Association

President, Mary O'Connor, 501 Sassafras St.
Secretary, Anna L. Wilkins, 408 W. 9th St.

Evanston, Illinois—Principals' Club of District 75

President, Ruby Rowley, North Shore Hotel
Secretary, Henrietta M. Todd, North Shore Hotel

Evansville, Indiana—Schoolmen's Club

President, Harold Spears, c/o Bosse High School
Secretary, A. H. Sickbert, c/o Reitz High School

Everett, Massachusetts—Principals' Association

President, James T. Gearon, 20 Summer St.
Secretary, Mabel M. Gardner, 46 Forest Ave.

Everett, Washington—Principals' Club

President, J. R. Byers, 2409 Rucker Ave.
Secretary, E. H. Evans, 1106 Hoyt Ave.

Fall River, Massachusetts—Elementary Principals' Club

President, Maud A. Mathews, 71 Phillips St.
Secretary, Rosella G. Moran, 56 Madison St.

Flint, Michigan—Principals' and Supervisors' Association

President, R. T. Boyd, Lowell Junior High School
Secretary, Jennie Anderson, Lewis School

Fort Wayne, Indiana—Principals' Club

President, Richard E. Shriner, 4709 Indiana Ave.
Secretary, Burton Adams, 202 E. Branning Ave.

Fort Worth, Texas—Principals' and Vice-Principals' Association

President, Sidney M. Callaway, 3228 Avenue F
Secretary, Frank A. Ashmore, 1034 Bewick

Fresno, California—Elementary Principals' and Supervisors' Conference

President, Hattie Janes, John Burroughs School
 Secretary, Lois Jones, 2425 Fresno St.

Gary, Indiana—Administrative Women in Education

President, Mildred Harter Wirt, 524 Garfield St.
 Secretary, Elizabeth Leeds, Emerson School

Gary, Indiana—Principals' Club

President, George Russell, Miller School
 Secretary, Lola Pearcey, Tolleston School

Glendale, California—Principals' and Supervisors' Club

President, Norman R. Whytock, 411 E. Wilson Ave.
 Secretary, Eugene Wolfe, 1440 E. Broadway

Grand Rapids, Michigan—Elementary Principals' Exchange Club

President, Mrs. Bertha Mason, R. R. 5.
 Secretary, Georgia Worfel, R. R. 2

Harrisburg, Pennsylvania—Schoolmen's Club

President, Paul Faust, John Harris High School
 Secretary, John T. McClintock, Edison Junior High School

Hartford, Connecticut—Principals' Club

President, Annie Fisher, 162 Blue Hills Ave.
 Secretary, William C. Holden, 247 Collins St.

Haverhill, Massachusetts—Principals' Club

President, Abbie C. Grover, 364 Main St.
 Secretary, Annie P. Roche, 261 Hilldale Ave.

Hazleton, Pennsylvania—Principals' Club

President, William A. Herr, 536 W. Maple St.
 Secretary, Harold Drake, 128 E. Cranberry Ave.

High Point, North Carolina—Elementary Principals' Club

President, D. P. Whitley, 241 Boulevard St.
 Secretary, Mrs. Dan R. Schroder, High Point

Holyoke, Massachusetts—Women Principals' Club

President, Agnes M. Kelliher, 7 Whiting Ave.
 Secretary, Mary C. McTigue, 95 Linden St.

Houston, Texas—Principals' Association

President, Jake R. Waters, 1947 West McKinney
 Secretary, Mrs. Mabel T. Woods, 118 Altie

Indianapolis, Indiana—Council of Administrative Women in Education

President, Ida B. Helphinstine, 2944 Cornell Ave.
 Secretary, Eva Y. Wiles, 2238 N. Talbot Ave.

Irrington, New Jersey—Schoolmen's Club

President, C. E. Chamberlain, 84 Orange Ave.
 Secretary, Rueben Fjelstad, Union Avenue School

Jackson, Michigan—Elementary Principals' Club

President, Helen Horner, 114 S. Grinnell St.
 Secretary, Mrs. Ethel M. Herda, 114 Union St.

Jamestown, New York—Women Principals' Club

President, Lillian Dickson, 900 Prendergast Ave.
 Secretary, Amanda Nelson, 1231 N. Main St.

Jersey City, New Jersey—Male Principals' Association

President, Isaac A. Serven, Public School No. 37.
 Secretary, Emmett J. Campbell, Public School No. 3.

Jersey City, New Jersey—Women Principals' Association

President, Mabel M. Cassidy, Public School No. 4
 Secretary, Mrs. Flora H. Smith, Public School No. 5

Johnstown, Pennsylvania—Schoolmen's Club

President, H. C. Bohn, Chandler School
Secretary, Ross Benchoff, Senior High School

Kalamazoo, Michigan—Elementary Principals' Club

President, Mrs. Jennie Fouch, Parkwood School
Secretary, Alvena Good, Woodrow Wilson School

Kansas City, Kansas—Elementary Principals' Club

President, Elizabeth Sparks, Frances Willard School
Secretary, Claire Jarvis, Quindaro School

Kansas City, Missouri—Elementary School Principals' Association

President, Minnie L. Hooker, Armour Plaza Apartment
Secretary, Dora Hoffman, 5446 Harrison

Kearny, New Jersey—Principals' Association

President, William Ross, Lincoln School
Secretary, May Borden, Washington School

Knoxville, Tennessee—Principals' and Supervisors' Professional Club

President, Annette Welker, Mingle Ave.
Secretary, John H. Gresham, Beaumont Ave.

Lansing, Michigan—Elementary Principals' Association

President, Lucille Correll, Verlinden School
Secretary, Hilda Menger, High Street School

Lawrence, Massachusetts—Elementary Principals' Association

President, Annie M. Kennedy, Essex School
Secretary, Helen F. Gainey, Franklin School

Lexington, Kentucky—Elementary Principals' and Supervisors' Association

President, E. E. Gotherman, Swigert Rd.
Secretary, Jean L. Smith, 140 E. Maxwell St.

Lincoln, Nebraska—Public School Forum

President, H. C. Mardis, Lincoln High School
Secretary, L. H. Alberty, Board of Education

Little Rock, Arkansas—Principals' Round Table

President, V. L. Webb, 1514 W. 20th
Secretary, Annie Ledwidge, 1510 Battery

Long Beach, California—Principals' Club

President, Harold Bennett Brooks, 825 American Ave.
Secretary, Inez Kilton, 1140 E. 1st St.

Los Angeles, California—Principals' Club

President, Elizabeth Sands, Second Street School
Secretary, Henrietta Glissman, Huntington Drive School

Los Angeles, California—Schoolmasters' Club

President, Wayne F. Bowen, Miramonte School
Secretary, John E. Wright, Miramonte School

Louisville, Kentucky—Principals' Club

President, Anne Grunder, 1236 Cherokee Rd.
Secretary, Nell Warden, 2035 Sherwood Ave.

Lowell, Massachusetts—Masters' Club

President, W. W. Dennett, Morey School
Secretary, J. E. Barr, Washington School

Manchester, New Hampshire—Schoolmasters' Club

President, Robert Cushman, Highland School
Secretary, E. J. Barringer, West High School

Memphis, Tennessee—Principals' Association

President, W. L. Maybry, Chelsea and Bryan
Secretary, Lucile Ham, 1957 Lyndale Ave.

Miami, Florida—Dade County Principals' Club

President, W. R. Thomas, 126 S. W. 8th Ave.

Secretary, Laura Leenhouts, 3083 N. W. 7th St.

Milwaukee, Wisconsin—Administrative Women's Association

President, Lillian Thies, Trowbridge Street School

Secretary, Annette Kottnauer, Vieau School

Milwaukee, Wisconsin—Principals' Association

President, Walter Nichols, Wisconsin Avenue School

Secretary, Max Fritschel, Lincoln Avenue School

Milwaukee, Wisconsin—Schoolmasters' Club

President, William F. Rasche, 1015 N. 6th St.

Secretary, R. G. Chamberlin, N. 12th and W. Center

Minneapolis, Minnesota—Principals' Forum

President, H. H. Maass, Nokomis Junior High School

Secretary, Ellen Nyhus, Clara Barton School

Mobile, Alabama—Elementary Principals' Club

President, E. R. Herring, Semmes School

Secretary, Adelia Williams, 1254 Texas St.

Mount Vernon, New York—Elementary School Principals' Association

President, Mrs. Barbara M. Clifford, 17 Rich Ave.

Secretary, Martha Clarke, 472 Gramatan Ave.

Mount Vernon, New York—Principals' Discussion Club

President, James M. Grimes, Jefferson School

Secretary, Grace L. Davis, Lincoln School

Muskegon, Michigan—Principals' and Supervisors' Council

President, Mrs. Nellie Janovac, 2457 Otto Ave., Glenside

Secretary, Julia M. Haskins, 2489 Harding Ave.

Newark, New Jersey—Principals' Association

President, Raymond B. Gurley, Barringer High School

Secretary, Harold H. Phillips, Sussex Avenue School

Newark, New Jersey—Schoolmen's Club

President, K. K. King, Morton Street School

Secretary, E. H. Andrews, Cleveland Junior High School

New Bedford, Massachusetts—Primary Principals' Club

President, Sophie T. Anthony, 24 Maple View Terrace

Secretary, Kate Moore, 105 Park St.

New Bedford, Massachusetts—Principals' Club

President, Louis D. Cook, 2 Morgan Terrace

Secretary, Same

New Castle, Pennsylvania—Principals' Association

President, Anna R. Perry, 119 E. Grant St.

Secretary, Nannie Mitcheltree, 715 Chestnut St.

New Haven, Connecticut—Principals' Club

President, Bernard McDonnell, Orange Street School

Secretary, Gertrude Thompson, Davis Street School

New Orleans, Louisiana—Colored Principals' Association

President, Archie E. Perkins, 2911 Milan St.

Secretary, George Longe, 1720 Bienville St.

New Orleans, Louisiana—Principals' Association

President, Alice A. Leckert, 1126 Joseph St.

Secretary, Alice Molony, 2306 Peniston St.

Newport News, Virginia—Supervisors' and Principals' Club

President, Fred M. Alexander, Newport News High School

Secretary, Idella Berry, School Board Office

- New Rochelle, New York—Elementary School Principals' Club**
President, William Thomas, Lincoln School
- Newton, Massachusetts—Men's Educational Club**
President, Russell V. Burkhard, Day Junior High School, Newtonville
Secretary, Abner Bailey, Weeks Junior High School, Newton Center
- New York, New York—Principals' Club**
President, Arthur K. Krause, 185 Wadsworth Ave.
Secretary, Sara L. Rhodes, Public School No. 184, Brooklyn
- New York, New York—Schoolmasters' Club, Inc.**
President, Frank A. Rexford, 103rd St. and 5th Ave.
Secretary, Alson A. Upham, 120 E. 19th St., Brooklyn
- Niagara Falls, New York—Schoolmasters' Club**
President, John Richelsen, Jr., Trott Vocational School
Secretary, Leigh Auchmoody, 2318 14th St.
- Norfolk, Virginia—Principals' Association**
President, Joe E. Healy, 1151 Bedford Ave.
Secretary, Lucy Mason Holt, 866 Norview Ave., Willoughby Beach
- Oklahoma City, Oklahoma—Elementary School Principals' Club**
President, W. T. Leach, Washington School
Secretary, Ethel Liebhart, Gatewood School
- Omaha, Nebraska—Elementary School Principals' Club**
President, Stella Holmes, Bancroft School
Secretary, Edna Waterman, Field School
- Oshkosh, Wisconsin—Principals' Conference**
President, Charles I. Yule, 110 Grand Ave.
Secretary, D. H. Wright, 469 Jackson Dr.
- Pasadena, California—Elementary Principals' Association**
President, Walter R. Siewert, 925 N. El Molino Ave.
Secretary, Charles D. Howk, 344 Flower St.
- Paterson, New Jersey—Principals' Association**
President, A. R. Matteson, School No. 11
Secretary, Eleanor Mombert, School No. 14
- Pensacola, Florida—Elementary Principals' Club**
President, Olive Swearingin, 1623 N. 7th Ave.
Secretary, Clara Stokes, 52 E. Gonzales
- Peoria, Illinois—Elementary Men Principals**
President, Anthony Middleton, 221 Arthur Ave.
Secretary, George Harms, 909 W. Armstrong
- Perth Amboy, New Jersey—Principals' Club**
President, Royal L. Predmore, Public School No. 6
Secretary, Ingeborg Oksen, Public School No. 2
- Philadelphia, Pennsylvania—Principals' Club**
President, Henrietta Collins, Taylor School
Secretary, Anne Wright, Wissahickon School
- Phoenix, Arizona—Salt River Valley Superintendents' and Principals' Association**
President, Garland M. White, Scottsdale
Secretary, G. N. Downs, Cartwright
- Pittsburgh, Pennsylvania—Principals' Club**
President, John H. Adams, Perry High School
Secretary, Irene A. Thompson, Halls Grove School
- Pontiac, Michigan—Elementary School Principals' Club**
President, J. Arlene Cleveland, Wilson School
Secretary, Mrs. Besse H. Quine, Wisner School

Portland, Oregon—Principals' Association

President, Charles E. Lewis, 726 The Alameda
Secretary, Orin Hays, 632 E. 29th St., N.

Poughkeepsie, New York—Hudson Valley Schoolmasters' Association

President, Carl Lewis, Eastman Terrace
Secretary, George Schiavone, Arlington High School

Providence, Rhode Island—Primary Principals' Association

President, Francesca De S. Cosgrove, Montague Street School
Secretary, Mary C. Dunn, Courtland Street School

Providence, Rhode Island—Schoolmasters' Club

Secretary, Arthur J. Dows, 81 Brown St.

Pueblo, Colorado—Administrative and Supervisory Group, District No. 1

President, C. T. Johnson, Hinsdale School
Secretary, Alice S. Kops, Centennial High School

Quincy, Illinois—Schoolmasters' Association

President, C. Emery Sallstrom, 1030½ Kentucky St.
Secretary, L. W. Madsen, Jefferson School

Quincy, Massachusetts—Schoolmasters' Club

President, Frank MacDonald, North Quincy High School, North Quincy
Secretary, Harold R. Kidder, Senior High School

Racine, Wisconsin—Principals' Sub-Council

President, W. C. Giese, 2604 15th St.
Secretary, B. G. Lahr, 1540 Deane Blvd.

Revere, Massachusetts—Women Principals' Club

President, Marion L. Bartlett, 167 Crest Ave.
Secretary, Ruth E. Annis, 157 Crescent Ave.

Richmond, Virginia—Principals' League

President, Clyde Busby, 1st and Leigh Sts.
Secretary, Mrs. Florence Minor Lohman, 425 N. 31st St.

Roanoke, Virginia—Board of Principals

President, Bertha Starritt, 1320 Chapman Ave., S. W.
Secretary, Azoline Merriman, 228 Walnut Ave., S. W.

Rochester, New York—Association of Administrative Women of the Elementary Schools

President, Alice Montgomery, Public School No. 6
Secretary, Claribel Bruce, Public School No. 52

Rochester, New York—Council of Elementary Principals

President, David Densmore, Public School No. 41
Secretary, George Cooper, Public School No. 43

Rochester, New York—Schoolmasters' Club

President, William Jermyn, Madison Junior-Senior High School
Secretary, Robert Montford, Public School No. 3

Rome, New York—Principals' Club

President, Lena Putman, Jay Street School
Secretary, Mrs. L. O. Burns, Columbus School

Sacramento, California—Principals' Association

President, Roy E. Learned, Elk Grove
Secretary, Ella McCleery, 510 21st St.

Saginaw, Michigan—Elementary Principals' Club

President, Jessie H. Rouse, 2503 S. Washington Ave.
Secretary, Lena M. Fee, 710 S. Oakley St.

Saint Joseph, Missouri—Elementary Principals' Club

President, E. G. Creek, Neely School
Secretary, Minnie Nelson, Hyde School

Saint Louis, Missouri—Club of Women Principals

President, Miss Percy A. Lyon, 4965 McPherson Ave.
Secretary, Anna Bick, 2842a Victor St.

Saint Louis, Missouri—Elementary School Principals' Association

President, P. J. Hickey, 3652 Lafayette Ave.
Secretary, E. A. Hood, 3504 Clifton Park Terrace

Saint Louis, Missouri—Schoolmasters' Club

Chairman, Walter E. Wilcox, 5728 Julian Ave.
Vice-Chairman, Jesse Osborn, 3237 Lafayette Ave.

Saint Paul, Minnesota—Principals' and Supervisors' Club

President, Russell S. Peterson, Lafayette School
Secretary, Jennie U. Johnson, Hayden Heights School

Saint Petersburg, Florida—Elementary Principals' Association

President, Mary I. Bainum, Childs Park School
Secretary, Mrs. Emilie C. Shaw, West Central School

Salt Lake City, Utah—Principals' Association

President, I. Daniel Stewart, 740 E. 3rd S.
Secretary, Vio Sorenson, 716 S. 5th E.

San Antonio, Texas—Elementary Principals' Association

President, Margaret E. Burke, 720 W. Poplar
Secretary, Mary Belle McKenzie, 122 Ridgewood Court

San Diego, California—Principals' and Supervisors' Club

President, Emma Speers, Theodore Roosevelt Junior High School
Secretary, Mildred S. Henderson, 4384 Hamilton St.

San Francisco, California—Principals' Association

President, George H. Learned, Portola Junior High School
Secretary, Carrie Daly, Sunshine School

San José, California—Santa Clara County Schoolmasters' Club

President, Frederic T. Shipp, c/o San José High School
Secretary, Joseph E. Hancock, c/o County Superintendent of Schools

Santa Monica, California—Administrators' Association

President, Mary E. Whelan, 1333 6th St.
Secretary, Mrs. Jenne W. Rice, 815 Ocean Ave.

Seattle, Washington—Principals' Association

President, Mrs. Dora S. Herren, Montlake School
Secretary, Kenneth E. Selby, Ross School

Shreveport, Louisiana—Elementary Principals' Club

President, Mrs. Carrie Consor, 343 Egan St.
Secretary, Myra Woodward, 1062 Boulevard

Sioux City, Iowa—Administration Club

President, Jane Harris, Wilson School Bldg.
Secretary, Charlotte Osborn, Hawthorne School

Sioux Falls, South Dakota—Elementary Principals and Supervisors

President, Mabel P. Venoss, General Beadle School
Secretary, B. Harrietta Bach, Lowell School

Somerville, Massachusetts—Schoolmen's Club

President, John A. Avery, 163 Summer St.
Secretary, John L. Hayward, 242 School St.

South Bend, Indiana—Elementary School Principals

President, Lillian Anderson, Madison School
Secretary, Edythe J. Brown, Kaley School

Spokane, Washington—Elementary Principals' Association

President, O. E. Heaton, 3327 Glass Ave.
Secretary, Ruth Mohny, Sillman Hotel

Spokane, Washington—Schoolmasters' Club

President, Joseph Tewinkel 1102 Sharp Ave.

Secretary, E. E. McElvain, S. 225 Wall St.

Spokane, Washington—Women Principals' Club

President, Isabelle Parker, 1418 Riverside Ave.

Secretary, Marie Fitzgerald, 8 14th Ave.

Springfield, Illinois—Elementary School Principals' Club

President, R. E. Fildes, 625 S. 5th

Secretary, C. A. Stevens, 715 Woodland Ave.

Springfield, Missouri—Elementary Principals' Club

President, Mrs. Elsie Elliott, 970 Prospect

Secretary, Leota Youngblood, 1707 W. Elm

Springfield, Ohio—Schoolmasters' Club

President, U. F. Hughes, 151 N. Kensington Pl.

Secretary, W. S. Mozier, 1404 Garfield Ave.

Stockton, California—Elementary School Principals' Association

President, Walter E. Ulrici, 622 W. Magnolia St.

Secretary, Frank C. Wells, 1101 W. Vine St.

Superior, Wisconsin—Principals' Club

President, LeRoy J. Doleysh, Pattison School

Secretary, Blanche Wood, Lincoln School

Syracuse, New York—Men Principals' Club

President, Frank G. Trapp, Croton School

Secretary, R. G. Thomas, Edward Smith School

Syracuse, New York—Schoolmasters' Club

President, R. G. Thomas, Edward Smith School

Secretary, Harry P. Smith, Syracuse University

Syracuse, New York—Women Principals' and Supervisors' Association

President, Winifred Smallwood, Pere Le Moyne School

Secretary, Margaret Phelps, 130 W. Genesee St.

Tacoma, Washington—Administrative Group of the Tacoma Public Schools

President, Mrs. Lillian M. Rogers, McKinley School

Secretary, Alice E. Strong, Regents Park School

Tampa, Florida—Elementary Principals' Council

President, Mattie Jordan, 2307 Southview

Secretary, Mrs. Elizabeth Cone, 5107 Wilson Ave.

Tampa, Florida—Schoolmasters' Club

President, V. D. Beckner, Memorial Junior High School

Secretary, Leon Henderson, Plant High School

Toledo, Ohio—Principals' and Supervisors' Club

President, Edna Roemer, Auburndale School

Secretary, Carolyn Reynolds, Cherry School

Topeka, Kansas—Principals' Club

President, S. H. Stark, 414 Elmwood Ave.

Secretary, P. E. Oyler, 1032 Wabash Ave.

Tulsa, Oklahoma—Elementary Principals' Association

President, J. S. Hudson, 2823 E. 5th St.

Secretary, J. H. Haynes, 3441 E. Archer

Union County, New Jersey—Schoolmen's Club

Chairman, R. A. Melenric, School No. 1, Linden

Secretary, Courtland V. Davis, Evergreen School, Plainfield

Utica, New York—Principals' and Supervisors' Club

President, Vincent G. Brown, John F. Hughes School

Secretary, Laura E. Sheldon, 1007 Park Ave.

Washington, D. C.—Elementary Principals' Association

President, Grace Lind, Bancroft School
Secretary, Helen Gantley, Murch School

Waterbury, Connecticut—Elementary Principals' Association

President, Jennie M. O'Neill, North St., Middlebury
Secretary, Elizabeth E. Kirtland, Wallingford

Waterbury, Connecticut—Principals' Association

President, Thomas F. Nolan, 19 Randolph Ave.
Secretary, Loretta M. Henebry, 44 Willow St.

Watertown, Connecticut—Elementary School Principals' Association

President, William B. Cornish, 16 Prince Pl., Stamford
Secretary, Mary E. Murphy, 850 Lafayette St., Bridgeport

Wheeling, West Virginia—Principals' Club of the Northern Panhandle

President, E. K. Mariner, Sherrard
Secretary, Minnie Lohse, 2143 Market St.

Wichita, Kansas—Elementary Principals' Club

President, E. C. Wine, 1147 Perry
Secretary, Opal Wedertz, 928 Porter

Wichita Falls, Texas—Principals' and Supervisors' Club

President, Joe B. McNeil, Huey School
Secretary, J. T. Rundell, Carrigan School

Wilmington, Delaware—Principals' Association

President, Margaret Kelley, Bancroft School
Secretary, R. N. Foulk, S. Linden and Clayton Sts.

Worcester, Massachusetts—Principals' Club

President, Benjamin E. Martin, 20 Circuit Ave.
Secretary, Florence St. Amour, 48 Florence St.

Yonkers, New York—Principals' Association

President, C. Powell Townsend, 43 Shelburne Rd.
Secretary, Mrs. Esther R. Chamberlain, 777 Warburton Ave.

STATE ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATIONS

Alabama—Department of Elementary School Principals

President, J. C. Orr, Lakeview School, Birmingham
Secretary, Mary Henderson, Bellinger Hill School, Montgomery

Arkansas—Principals' Section of the Arkansas Educational Association

President, Ralph B. Jones, Fort Smith

California—California School Principals' Association

President, Robert B. Abbott, Heaton School, Fresno
Secretary, Grace Widemann, Gonzales

Connecticut—Elementary School Principals' Association of Connecticut

President, Jennie M. O'Neill, North Street, Middlebury
Secretary, Elizabeth E. Kirtland, P. O. Box 376, Yalesville

Delaware—Department of Elementary School Principals of the Delaware State Education Association

President, Howard Williams, Dover
Secretary, Mrs. Mary Stafford, Kenton

Florida—Department of Elementary School Principals

President, Katie Dean, Miami Beach Elementary School, Miami Beach
Secretary, Mrs. Edna W. Hennessee, Jackson School, Tampa

Georgia—Elementary Principals' Club of the Georgia Education Association

President, Rusha Wesley, Lee Street School, Atlanta
Secretary, Jessie Beard, Linwood School, Columbus

Idaho—Department of Elementary Principals of the Idaho Education Association

President, Chester E. Peterson, Lakeview School, Nampa
Secretary, Harold F. Holsinger, Kenwood School, Nampa

Iowa—State Principals of Iowa

President, Mrs. Bess Lewins, Mason City
Secretary, Reva Meredith, Newton

Kansas—Association of Elementary School Principals

President, E. C. Wine, Wichita
Secretary, Margaret Brown, Topeka

Louisiana—Elementary Department of Louisiana Teachers' Association

President, G. A. Zernott, Marksville
Secretary, Mrs. Kate Gosselin, Bastrop

Maryland—Elementary Principals' Section of the Maryland State Teachers' Association

President, Edna Rolker, School No. 3, Baltimore
Secretary, Mae Steig, School No. 88, Baltimore

Massachusetts—Massachusetts Elementary Principals' Association

President, G. Winthrop Brainerd, Claflin School, Newtonville
Secretary, Helen L. Thompson, Cabot School, Newtonville

Michigan—Department of Elementary School Principals of the Michigan Education Association

President, F. H. Atkinson, Ford School, Highland Park
Secretary, Elizabeth Welch, Fairview School, Flint

Minnesota—Elementary School Principals

President, Anne Brezler, Garfield School, Minneapolis
Secretary, Henry Morgan, Rice School, St. Paul

Missouri—Department of Elementary School Principals

Chairman, C. E. Stephens, Michael School, Saint Louis
Secretary, Clara Falke, Wm. Rockhill Nelson School, Kansas City

Nebraska—State Department of Elementary School Principals

President, Gertrude Robey, Belmont School, Lincoln
Secretary, Alta Jackson, Huntington School, Lincoln

New Jersey—Department of Elementary School Principals

President, Thomas Barnes, Lincoln School, East Orange
Secretary, Frederic K. Shield, School No. 4, Hackensack

New York—New York State Association of Elementary School Principals

President, Berten B. Bean, 701 City Hall, Buffalo
Secretary, Grace D. Taylor, Glen Head, Long Island

North Carolina—Department of Elementary Principals of the North Carolina Education Association

President, P. S. Carmichael, 518 E. Trade St., Charlotte
Secretary, W. E. Abernathy, Gastonia

Ohio—Department of Elementary School Principals of the Ohio Education Association

President, M. P. Watts, Worley School, Canton
Secretary, Bertha Bridgman, 271 Second St., Byesville

Oklahoma—Department of Elementary School Principals of the Oklahoma Education Association

President, O. C. Griggs, 43 N. Wheeling, Tulsa
Secretary, Mayme Goodin, Sequoyah School, Muskogee

Oregon—Department of Elementary School Principals of the Oregon State Teachers' Association

President, Ruth Melendy, Box 705, Pendleton
Secretary, Barbara Snyder, 123 E. 39th St., Portland

Pennsylvania—Elementary Principals' Section, Graded School Department, Pennsylvania State Education Association

President, Anna W. Walker, 5732 Spruce St., Philadelphia
Secretary, J. F. Moore, 2346 Beaufort Ave., Pittsburgh

South Carolina—Elementary Principals' Department

President, D. L. Barber, Dillon
Secretary, Mary Era Hite, Rock Hill

South Dakota—Department of Elementary School Principals and Supervisors of the South Dakota Education Association

President, Rachel Newkirk, Sioux Falls
Secretary, Jean Welker, Sioux Falls

Texas—Elementary School Principals' and Supervisors' Association

President, George P. Mecham, Corsicana
Secretary, S. M. Callaway, 3409 Avenue L, Fort Worth

Utah—Principals' Section, Utah Education Association

President, Arthur E. Peterson, Sandy
Secretary, Henry C. Jorgenson, Sandy

West Virginia—West Virginia Elementary Principals' Association

President, Henry Hamilton, Elkins
Secretary, J. H. Reed, White Sulphur Springs

Wisconsin—Elementary Principals' Section of the Wisconsin Teachers' Association

President, J. C. Fitzgerald, Oshkosh
Secretary, Eda Buston, Kenosha

LIST OF MEMBERS

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

FOR THE YEAR 1932-33, CORRECTED TO MAY 1, 1933

ALABAMA

Brown, Gregory, Jr., Cunningham School, Birmingham
 Cox, George D., Curry School, Birmingham
 Dodge, Olive J., Board of School Commissioners, Mobile
 Duvall, Rufus A., North Birmingham School, Birmingham
 Flock, Mrs. Elizabeth C., 7 N. Bayou St., Mobile
 Follis, Hattie, Baker School, Birmingham
 Henderson, Mary, 1004 S. Hull St., Montgomery
 Hill, R. Voyt, Martin School, 1201 14th Ave., N., Birmingham
 Johnson, Harold B., Fairview School, Birmingham
 Kegley, T. M., Minor School, 2425 Ave. S., Birmingham
 Lee, Farley, Teachers Training Library, Alabama Polytechnic Institute, Auburn
 McLatchy, Gertrude E., Elyton School, Second Ave. and Center, S. W., Birmingham
 MacMillan, Emma, 120 Cramer Ave., Montgomery
 Martin, Ralph, Kennedy School, 125 N. 63rd St., Birmingham
 Matzenger, Lena, 1058 Selma St., Mobile
 Meigs, Mrs. Mary S., Noble Apts., Anniston
 Norton, H. B., Robinson School, 8400 First Ave., S., Birmingham
 Orr, J. C., Lakeview School, Birmingham
 Ozier, W. C., 1401 Ave. G, Ensley, Birmingham
 Pogue, James V., Gibson School, Birmingham
 Price, N. H., 310 N. Sixth St., S. W., Birmingham
 Reagan, W. A., Wylam School, Birmingham
 Sanders, E. O., Pratt School, Birmingham
 Sapp, Ella F., 1711 Third Ave., Bessemer
 Sayre, Elizabeth, 211 Cloverdale Rd., Montgomery
 Sheffield, Mrs. Frances L., 10 N. Ann St., Mobile
 Snoddy, W. T., Acipco School, 1716 N. 31st St., Birmingham
 Southerland, R. H., County Supt. of Schools, Livingston
 Underwood, C. Price, Glen Iris School, 1315 S. 11th St., Birmingham
 Vaughan, Joseph T., 5521 First Ave., S., Birmingham
 Wiener, Florence E., 252 S. Ann St., Mobile
 Williams, J. D., Avondale School, 4000 Eighth Court, S., Birmingham

ARIZONA

Ballfinch, Loy, 2730 North Ave., Tucson
 Carlisle, O. L., Grammar School, Somerton
 Eubank, George W., Ft. Defiance
 Keen, Julia C., Fairchild's Court, Tucson
 Kohn, Frederick A., Box 426, Casa Grande
 McKinney, Willie, 314 W. Aspinwall, Winslow
 Robertson, Ellen, 828 E. Fifth St., Tucson
 Sawyer, W. C., Union High School, Wilcox
 Sundquist, Ada M., 400 Reppy Ave., Miami

Tacquard, Mrs. Anna, 2239 E. First St., Tucson
 Thomas, John Q., Supt. of Schools, Flagstaff
 Townsend, Salome, 520 E. Fourth St., Tucson

ARKANSAS

Cohen, Flora L., 1109 Prospect Ave., Little Rock
 Cordell, Thyra, Rogers School, Ft. Smith
 Day, J. A., Junior High School, Ft. Smith
 Evans, Bessie, 1005 McGowan St., Little Rock
 Jones, Ralph B., Peabody School, Ft. Smith
 Pitts, Gertrude, 915 Cumberland St., Little Rock
 Washington, Ruby, Duval School, N. 14th St., Ft. Smith
 Webb, Victor L., 1514 W. 20th, Little Rock
 Williams, Mollie, Belle Point School, Ft. Smith

CALIFORNIA

Abbott, Robert B., 704 Brown Ave., Fresno
 Adams, Mrs. Ida James, Public School, Olive View
 Addicott, Irwin Oliver, 2425 Fresno St., Fresno
 Alexander, Roxie E., 920 Virginia St., Vallejo
 Allen, Robert H., Jefferson School, Stockton
 Allison, Loretta, Mintie White School, Watsonville
 Andersen, Lora M., Route I, Box 359, Selma
 Anderson, Emma C., 7830 S. Harvard Blvd., Los Angeles
 Andreen, Earl P., Alexander Hamilton School, 2807 Fairmount Ave., San Diego
 Andrews, Mary A., 810 S. Ross St., Santa Ana
 Ashton, Adelene, Box K, Oilfields
 Atterbury, Lydia, John Muir School, Berkeley
 Aultman, Mrs. Lela W., 6161 Barrows Dr., Los Angeles
 Axtelle, George E., 1206 Hollywood St., Oakland
 Badger, Abner A., 1468 W. Sepulveda St., San Pedro
 Baker, Alfred E., 6149 Hill Rd., Oakland
 Baker, Ethel I., R. F. D. 4, Box 4630, Sacramento
 Baker, H. M., Route 4, Box 460, Bakersfield
 Banta, Mrs. Edythe R., Grant School, 29th and Summitt Sts., Oakland
 Barber, Mrs. M. Ellen C., 1156 22nd St., San Diego
 Barclay, Berthile, 2038 Bush St., Santa Ana
 Bardarson, Otto W., Sunset School, Box 1701, Carmel
 Barnard, Nora Margaret, Malabar School, 3200 Malabar St., Los Angeles
 Barnes, Mrs. Jessie Baldwin, Horace Mann School, Long Beach
 Bates, Elizabeth, 365 S. Highland Ave., Los Angeles

- Baxter, Bernice, 25 Blair Ave., Piedmont
Bedford, Rowena, Box 61, Route 2, Red-
lands
Benner, W. A., 1670 Grand Ave., Piedmont
Benson, Albert N., Hawthorne School,
Oakland
Berard, Elvina L., 434 Wawona St., San
Francisco
Bernard, Lloyd D., State Teachers College,
Chico
Berry, Bertha Irene, 1261 S. Mariposa St.,
Glendale
Biffer, Mary C., 1253 W. Fifth St., Los
Angeles
Blakemore, Edith E., 1030 W. Second St.,
Pomona
Blanchard, Alice C., 238 E. Alvarado St.,
Pomona
Blend, Frances, 5455 Fifth Ave., Los
Angeles
Borden, Mary G., John Muir School,
Modesto
Borden, Nellie G., 2219 San Joaquin St.,
Fresno
Bowen, Wayne F., 403 S. Tamarind St.,
Compton
Bowman, Samuel H., 6917 Converse Ave.,
Los Angeles
Bowring, H. F., 133 High St., Modesto
Bradley, Anne M., 412 63rd St., Oakland
Branson, Alice, 1367 Smith St., Kingsburg
Breen, Mrs. Arminia M., Brooklyn Avenue
School, 4644 Brooklyn Ave., Los Angeles
Breen, Ellen R., 1067 Lincoln Ave., San
Diego
Brems, Edna M., 3558 Sixth St., San Diego
Briscoe, William S., 2707 55th Ave., Oak-
land
Brown, Bessie Olive, 4053 Irving Pl., Cul-
ver City
Brown, Guy E., Dist. Supt. of Schools,
Livermore
Brubaker, D. E., 2320 Greenfield Ave., West
Los Angeles
Buckalew, Harry L., Jefferson School,
Fresno
Bushnell, Rose J., 545 Wheeling Way, Los
Angeles
Butzine, Fred C., Elementary School, En-
canto
Calder, Jessie, 368 62nd St., Oakland
Callahan, Mrs. Stella M. H., Mayflower
School, Monrovia
Campbell, Florilla, 825 N. Baker St.,
Stockton
Cappleman, John W., 641 College Ave.,
Fresno
Cardozo, Truman V., Box 396, Riverbank
Carmichael, Bessie M., 348 Louisburg St.,
San Francisco
Carter, C. C., Box 58, Calwa City
Cartwright, Royden M., Rosewood Avenue
School, 503 N. Croft Ave., Los Angeles
Catlin, Ruby, 816 Kern St., Kingsburg
Chamberlain, Clarence W., 420 N. Murray
St., Banning
Chandler, Mrs. Myrtle B., 1234½ W. Fifth
St., Los Angeles
Chapin, Alice, Speech Correction School,
753 Chamber of Commerce, Los Angeles
Chase, Ethel E., 912 S. Chevy Chase, Glen-
dale
Christensen, Serena P., 661½ N. Berendo
St., Los Angeles
Clarke, Helen Frances, 2030 Selby Ave.,
West Los Angeles
Claypool, Mary F., 2411 Marvin Ave., Los
Angeles
Clayton, Mrs. Rose C., Marguerita School,
Alhambra
Cleaver, Ruby, 244 Monterey Rd., South
Pasadena
Clemens, K. F., Box 25, Wasco
Clifford, Charles A., 79th Street School,
Los Angeles
Cobb, D. F., Thomas A. Edison School,
Pasadena
Coffey, Julia C., Emerson School, San
Francisco
Coleman, Ida Fulton, 10334 Tennessee Ave.,
Los Angeles
Colerick, Mrs. Mabel S., 1633 E. 103rd
Pl., Los Angeles
Colestock, Mary A., 5011 Baltimore St., Los
Angeles
Compton, John L., 1814 Forrest St.,
Bakersfield
Constantine, Mrs. Pearl R., Gough School,
San Francisco
Cookman, Mrs. Grace Olive, 618 W. 49th
St., Los Angeles
Cooper, Mrs. Adelaide J., 612 W. 68th St.,
Los Angeles
Cooper, Elizabeth P., 1805 Eighth Ave.,
Oakland
Correll, Vincent I., Ulysses S. Grant School,
Long Beach
Cotrel, Lucy, 3240 Clay St., San Francisco
Cotter, M. Elsie, Lazear School, Oakland
Couchman, H. H., 717 W. 80th St., Los
Angeles
Cowan, Rose E., 200 N. Rampart Blvd.,
Los Angeles
Craig, Mary D. S., 3680 Colonial Ave.,
Venice
Crane, Clarence B., 1546 La Loma Ave.,
Berkeley
Crapser, Jessamine, 1828 S. Mansfield Ave.,
Los Angeles
Crase, Mrs. Drucile G., 1033 Clarendon
Crescent, Oakland
Croad, J. R., Sierra School, Sacramento
Crookshanks, Sarah, 2649 S. Vermont, Los
Angeles
Crowley, Mrs. Viola W., Box 222, Canoga
Park, Los Angeles
Culver, Harriet E., 1717 Seventh Ave., Los
Angeles
Curley, Laura, 1121 Trestle Glen Rd., Oak-
land
Dacre, Emma L., 45 Henry St., San Fran-
cisco
Daly, Carrie, 556 Larkin St., San Fran-
cisco
Davin, Mrs. Bernice, 3227 Goldsmith St.,
San Diego
Davis, Barney J., Union School, Lakeport
Davis, N. Evelyn, 636 Chestnut Ave, Long
Beach
Day, Mrs. Mylitta Morris, 2026 Bath St.,
Santa Barbara
Delmet, Don Thomas, 820 Walnut St., Nor-
walk
Desmond, Lucile H., Pershing School, Ma-
dera
Des Roches, Pauline, 1323 Woolsey St.,
San Francisco
Dilworth, Anna M., 171 S. El Molino,
Pasadena
Douglass, Sherman, 3211 Santa Ana St.,
South Gate
Drake, Ethelda, 3800 Pasadena Ave., Los
Angeles
Dreier, Mrs. Grace M. Mogle, 2132 W.
74th St., Los Angeles
Eads, Evelyn, 11659 Foothill Blvd., San
Fernando
Elledge, Mrs. Gladys Rodda, 1817 Holmby
Ave., West Los Angeles
Elliott, Bessie A., Box 102, Lemon Grove
Elwood, Roby T., 201 S. Chapel St., Al-
hambra
Enfield, O. D., Eastman Street School, 1200
Eastman St., Los Angeles
Ensign, Olive, 3736 Arlington, Los Angeles
Erickson, Mrs. Lucile, 1555 Norfolk St.,
Los Angeles
Estes, Charlotte, 2420 Gough St., San
Francisco
Farnham, N. H., 1427 Eureka, Bakersfield

- Feazell, Ruby Caroline, 29 Eureka St., Pasadena
 Field, Mrs. M. Elizabeth, Cheremoya School, Los Angeles
 Fikes, Edith E., 472 Ocean St., Santa Cruz
 Finchy, Katherine, Desert School, Palm Springs
 Finney, Grace E., 1919 W. 21st St., Los Angeles
 Finney, J. J., Crystal School, Suisun
 Floyd, Mrs. Mary L., 1018 Seward St., Los Angeles
 Flynn, Mary C., Route 2, Box 679, El Monte
 Foster, Bertha Ellen, Lincoln Elementary School, Corona
 Fraser, Jessie M., 716 Columbia Ave., Los Angeles
 Fratis, Mrs. Sue L., 204 Wayne Ave., Oakland
 Fuller, Grace M., Emerson School, Fresno
 Gamble, Mrs. Leo M., 3838 S. Hobart Blvd., Los Angeles
 Gardner, Elizabeth M., 1027 W. Tenth St., San Pedro
 Gearhardt, Jessie M., Loreto Street School, 3408 Arroyo Seco Ave., Los Angeles
 George, Edna, 1409 W. 37th St., Los Angeles
 Gibson, Robert E., Dist. Supt. of Schools, Walnut Creek
 Gist, Arthur S., President, Humboldt State Teachers College, Arcata
 Glissman, Henrietta M., 136 S. Commonwealth, Los Angeles
 Glover, Mrs. Percy F., Fremont School, Fourth and Termino Ave., Long Beach
 Graf, Louise, 2136 W. 28th St., Los Angeles
 Graham, R. J., 818 Spruce St., Berkeley
 Greene, Lucy B., 418 Jefferson Ave., Pomona
 Grimshaw, M. Alice, 112 W. Broadway, Anaheim
 Grimsley, V. H., 2150 47th Ave., Oakland
 Grover, C. C., 610 E. 19th St., Oakland
 Hall, Lee Roy, 175 S. Greenwood Ave., Pasadena
 Hamer, Joseph W., 1050 S. Gramercy Dr., Los Angeles
 Hamm, Max, 5961 Buena Vista Ave., Oakland
 Hammatt, Hattie, John Muir School, Fresno
 Hammel, Julius C., 842 E. 19th St., Oakland
 Hammond, Mrs. Gertrude Best, 7316 Crenshaw Blvd., Los Angeles
 Hammond, Ida M., 2409 E. 27th St., Oakland
 Hardman, Bess, 346 E. 51st St., Los Angeles
 Harris, Maude K., 1612 Huntington Dr., South Pasadena
 Hartshorn, Edna, 1011 W. 70th St., Los Angeles
 Hauselt, Elisabeth E., 2199 California St., San Francisco
 Haw, Harry Huber, 1413 Golden Gate Dr., San Diego
 Hayes, C. K., Thousand Oaks School, Berkeley
 Hayes, Mildred L., 3960 Arlington Ave., Los Angeles
 Hayward, Mrs. Lucy M., 3521 E. First St., Long Beach
 Heacock, A. B., 709 E. Windsor Rd., Glendale
 Heisser, Della B., Dist. Supt. of Schools, Turlock
 Heilback, Merle, 1307 Lagoon Ave., Wilmington
 Helm, Mrs. Florence G., 54th Street School, 5501 Eileen St., Los Angeles
 Helms, W. T., Supt. of Schools, Richmond
 Hendrick, Orra Leta, 2129 S. Alsace Ave., Los Angeles
 Hewitt, Mrs. Ida F., 2653 Menlo Ave., Los Angeles
 Hitchcock, Earl E., Belvedere School, 3724 E. First St., Los Angeles
 Hoffman, Mrs. Howardine G., 437 Riverside Dr., Chino
 Holleran, Nora, 15th Street School, San Pedro
 Hollowell, Hazel, Ritter School, 11109 S. Alameda Blvd., Los Angeles
 Holmes, Edith M., 2817 N. Sichel St., Los Angeles
 Homan, Rose, 1633 College Ave., Fresno
 Hooker, Ora Whitley, 947 W. 30th St., Los Angeles
 Hopkins, Clarence G., 438 N. Brannick St., Los Angeles
 Houston, Edith L., 790 Calmar Ave., Oakland
 Howard, Mrs. Gertrude G., 227 W. Hillcrest St., Inglewood
 Hughes, Mrs. Mary E., 847 Campus Way, San Bernardino
 Hunt, Loie, 351 Myrtle St., Glendale
 Huntington, Henriette L., 1206 O St., Sacramento
 Huntoon, Mrs. Georgie K. Miller, 1029 W. 56th St., Los Angeles
 Hurley, M. E., 3144 Claremont Ave., Berkeley
 Ingraham, Mrs. Jessie E., 1437 Bond St., Los Angeles
 Irwin, Kathryn, 322 Seventh St., Antioch
 Iversen, Ida Christine, 349 N. Wilton Pl., Los Angeles
 Jacobsen, E. W., 1025 Second Ave., Oakland
 Janes, Hattie E., 2439 Maripos St., Fresno
 Johns, C. L., 7004 Marconi, Huntington Park
 Johnson, Mrs. Ethel S., 600 37th St., Sacramento
 Johnson, Frank R., Supt. of Schools, Quadaupe
 Johnson, Henrietta, 1502 Jackson St., Oakland
 Johnson, Mrs. Lois E., 230 Sixth St., Pacific Grove
 Jones, Clara E., 5905 Lillian St., Los Angeles
 Jones, Elizabeth, 3427 E. Flower, Los Angeles
 Kelly, Florence M., Fries Avenue School, 1301 Fries Ave., Wilmington
 Kelly, Julia M., 1801 New Jersey St., Los Angeles
 Kendall, Joseph L., 856 N. Doheny Dr., West Los Angeles
 Kerr, Clare, 240 E. 11th St., Claremont
 Kilton, Inez G., 1140 E. First St., Long Beach
 Kimes, William F., Box 176, Avenal
 Kizer, K. B., 549 Channing Ave., Palo Alto
 Klaus, Bertha J., 240 Downey St., San Francisco
 Klene, Vivien, John Muir School, 15th and Pacific, Long Beach
 Kottlinger, E. W., Durant School, Oakland
 Krauss, Luise H., 115 Palm Ave., San Francisco
 Kretsinger, R. W., 3050 55th Ave., Oakland
 Kyte, George C., Haviland Hall, University of California, Berkeley
 Lages, Dora, 311 Lester Ave., Oakland
 Laird, J. David, Franklin School, Bakersfield
 Lander, Aga D., 1205 Ferry St., Martinez
 Lawrence, Mabel M., 619 N. Ave 56, Los Angeles
 Lawson, Mrs. Neva, 808 Quincy St., Bakersfield
 Lenvig, Bessie C., 117 N. Ave. 55, Los Angeles
 Locke, Allan F., McKinley School, Vallejo

- Ave., Locker, Mrs. Jessie V., 4532 E. Elghth St.,
Huntington Park
Ave., Love, M. Lily, 15 Paloma Ave., Ingleside
Terraces, San Francisco
3724 Lucas, Mrs. Blanche, Elementary School,
Dos Palos
River, Lyon, Harley W., 95 N. Sierra Bonita Ave.,
Pasadena
San, McChesney, P. C., 2400 Sixth Ave., Sacra-
mento
09 S. McCleish, Nellie, 3722 Elmwood Court,
Riverside
Los McClure, Martha, Public School, Reseda
Fresno McDonald, George J., 28th Street School,
2807 Stanford Ave., Los Angeles
Los McGorray, William E., 117 S. Mountain
Unick View Ave., Los Angeles
Oak McGraw, Mrs. Margaret A. F., 6351
Olympic Blvd., Los Angeles
Hill McMahon, Minnie M., 928 W. Fifth Ave.,
Pomona
Way McMaster, J. F., Eugene Field School,
Glendale
St. McPhee, Ellie E., 3324 21st St., San Fran-
cisco
9 W. MacClenathan, Ruth, Brooklyn School,
30th and Ash St., San Diego
erke MacMillan, Jean, Ramona School, 1100 N.
Normandie Ave., Los Angeles
St. Magaw, William J., 5365 Huntington Dr.,
Los Angeles
tioch Maland, Mrs. Emma W., 769 Page St., San
Pl., Francisco
Oak Maloy, Arthur H., Box 901, Lindsay
esno Manley, Edna T. H., 1049 S. Mansfield, Los
ngton Angeles
Sac Marbut, John W., 1140 Mahar St., Wil-
mington
ols Marchant, Maud, 400 Montclair Ave., Oak-
Oak land
St. Martin, Paul, 2635 Rawson St., Oakland
Los Massenge, Victor, Kirk School, Fresno
An Maxwell, Mrs. Hazel M., 624 S. Main St.,
ool, Santa Ana
Los Meek, Hilda, 754 Third Ave., San Francisco
Dr., Meeks, Ida V., 1252 14th St., San Diego
ont Meyer, Mrs. Laura H., 1661 Crescent
ong Heights Blvd., Los Angeles
Miller, Douglas B., Maxwell Park School,
Oakland
Mlner, Pearl, 2320 E. 16th St., Los An-
geles
An Mishler, Grace M., 577 E. Pasadena St.,
Pomona
ool Mock, Thomas M., Horace Mann School,
128 S. Arnaz, Beverley Hills
Los Molony, Mrs. Edith, 232 N. Altmont Dr.,
Beverly Hills
Dr., Mooney, Frances A. C., Hawthorne School,
Shotwell and 22nd St., San Francisco
Morgan, Mary E., 107 Center St., Santa
Cruz
Morris, Mrs. Marie C., 340 McHenry Ave.,
Modesto
Morrison, Daisy P., Heliotrope School, 4800
E. Slauson, Maywood
and Morrison, Mrs. Isabelle W. C., 14615 Mag-
nolia Blvd., Van Nuys
nd Mount, Mrs. Florence D., 625 E. Lomita
an Ave., Glendale
nd Munce, Tillie Carolyn, 14 Glenn Ave.,
Fresno
ty Nagle, Mary I., Toland Way School, 4545
Toland Way, Los Angeles
rs Needham, Muriel B., 444 Melrose St.,
Modesto
ez Nelson, Ada S., Elementary School, Los
Nietos
rs Nelson, H. G., 525 S. Ross, Santa Ana
Netz, Joseph, 2311 Tenth Ave., Los Angeles
us Newman, Mrs. Ethel B., 2214 Ocean View
Ave., Los Angeles
jo Nichols, Roy T., 1014 Everett Ave., Oak-
land
Norton, Mrs. Alice R., 539 Hampton Court
Apts., 378 Golden Gate Ave., San Fran-
cisco
- O'Bannon, Mary B., 137 Ardmore Rd.,
Berkeley
Olinde, Mrs. Selma B., 108 N. Third St.,
San Jose
Orr, Jane C., 92nd Street School, 9211
Grape St., Watts
Outcalt, Mrs. Adele M., 925 Robinson St.,
San Diego
Owen, William E., 1048 N. Sierra Nevada
St., Stockton
Paine, Mae L., 131 W. Ave. 42, Los Angeles
Parker, Bertha Mae, John Muir School,
Santa Monica
Patten, A. P., Roosevelt School, Modesto
Patten, Mrs. Nina S., 905 Hickory St.,
Compton
Peck, Mrs. Kathryn H., McKinley School,
Santa Monica
Peddie, Mrs. Gertrude W., 128 W. 83rd
St., Los Angeles
Peters, W. J., Hester School, San Jose
Phoenix, Hattie B., 329 W. Micheltorena
St., Santa Barbara
Pitkin, Mrs. Virginia R., 411 S. Occidental
Blvd., Los Angeles
Plagemann, Dora E., 1369 Hyde St., San
Francisco
Pollich, Raymond Elliott, Grant School,
Hollywood
Poore, Margaret I., 2551 Ivy Dr., Oakland
Poulsen, Esther R., 1823 Grand Ave.,
Santa Barbara
Preston, C. W., Eagle Rock School, Los
Angeles
Pullis, Mrs. Jessica K., Hotel Figueroa,
938 S. Figueroa, Los Angeles
Quick, C. F., 125 Claremont Ave., Long
Beach
Racek, Mrs. Josephine W., 530 California
Ave., Venice
Rasmussen, Mrs. Eva Hale, Box 714,
Auburn
Rector, W. G., 5957 Chaboly Ter., Oakland
Redden, Albert, 8668 Evergreen Ave.,
South Gate
Reinke, Gertrude H., 5063 Floriston Ave.,
Los Angeles
Renshaw, Elizabeth, 211 S. Kroeger, Ana-
heim
Reynolds, Christine Marsh, 5657 Meridian
St., Los Angeles
Richards, Marcella, 1764 W. Washington
St., Los Angeles
Riggins, Mrs. Mildred, 3670 S. Raymond
Ave., Los Angeles
Riordan, Catherine F., Sheridan School,
Capitol Ave. and Lobos St., San Fran-
cisco
Ritchie, Mary LeVan, Hoover Street
School, 867 S. Hoover St., Los Angeles
Roberts, Bertha, 2151 California St., San
Francisco
Roberts, Eulla S., 10325 Orton Ave., Los
Angeles
Roberts, Grace, Public School, San Fer-
nando
Rose, Jennie, 1427 S. Mansfield Ave., Los
Angeles
Roth, Minnie J., 1625 O St., Sacramento
Rowell, Mary Grace, 271 S. Oak Knoll,
Pasadena
Rusling, Mrs. Cora S., 4416 S. Normandie
Ave., Los Angeles
Ruth, Clarence, Dist. Supt. of Schools,
Lompoc
Ryan, Jane, 1096 Fulton St., San Fran-
cisco
Sands, Elizabeth, Second Street School,
1942 E. Second St., Los Angeles
Saxton, M. Emma, 1015½ Virginia Pl.,
Glendale
Scalapino, William, 1315 Alta Vista Rd.,
Santa Barbara
Scharf, Mrs. E. Pearl, 834 Nourita Pl.,
Venice
Schweitzer, Charles G., 5933 Miramonte
Blvd., Los Angeles

- Seavey, Josephine, 2300 Van Ness Ave., San Francisco
Sessions, Herbert Alanson, 123 W. Ivy St., Hanford
Shafer, Paul F., 647 165th St., Gardena
Shane, G. N., Melrose School, Oakland
Shepard, Anne, 1303 Yosemite Dr., Los Angeles
Silvia, J. Defray, 319 W. Ortega, Santa Barbara
Sletten, Theresa C., 933 Lincoln Blvd., Santa Monica
Smith, Agnes L., 216 Olive St., Huntington Beach
Smith, Effie E., Frank McCoppin School, Seventh Ave. and Balboa St., San Francisco
Smith, Leslie G., 2511 College Ave., Berkeley
Smith, Lucile, 1118 W. 41st Pl., Los Angeles
Smith, Mollie A., 2274 Virginia St., Berkeley
Smith, W. Max, John Muir School, Merced
Snell, Harvey, Grammar School, Riverdale
Snow, Irene, 2270 Main St., Napa
Snyder, Peter H., 3844 Belmont Ave., San Diego
Snyder, R. W., 546 Rosal Ave., Oakland
Soelberg, John, Stonehurst School, Oakland
Spencer, Mrs. Hattie A., Hotel Mt. Lassen, Susanville
Starr, A. G., 2126 St. Jarlath's Ave., Oakland
Stearns, Oletha, 1524 Martel Ave., Hollywood
Stewart, Hugh B., P. O. Box 26, Arcata
Stewart, Mrs. L. H., 111 Post St., Petaluma
Stolz, Rose C., Richelieu Hotel, Van Ness at Geary St., San Francisco
Stopher, Mrs. Grace, 347 Eighth St., San Bernardino
Stull, Helene M., 925 N. Hayworth Ave., Los Angeles
Sylvester, Helen, Euclid School, San Diego
Tardelli, Agnes R., Sherman School, Union and Franklin Sts., San Francisco
Taylor, Leo E., Lafayette School, Oakland
Tessmer, Etta H., 618 Girard St., San Francisco
Thomas, Carl Dane, 1217 S. Genesee St., Los Angeles
Thornquist, Mrs. Marie H., 339 N. Harvard Blvd., Los Angeles
Thurston, I. P., 600 S. Rowan Ave., Los Angeles
Tibbetts, Mrs. Alice B., 3355 Canfield Ave., Los Angeles
Tillman, Florence, 2725 Prince St., Berkeley
Tingley, Grace W., 360 S. West Lake, Hollywood
Tudbury, Ethel W., Washington School, Berkeley
Turner, Elsie V. W., 1117 15th St., Modesto
Upton, Anne Hale, 1625 W. 47th St., Los Angeles
Vall, Vesta E., 356 Laurel St., Santa Cruz
Van De Goorberg, Wilhelmina, 1606 N. Ave. 55, Los Angeles
Van De Mark, Mrs. Della A., Lakeview School, Oakland
Vandyke, Mrs. Edna S., 10635 Putney Rd., West Los Angeles
Vineyard, Julia M., 7511 Raymond Ave., Los Angeles
Volles, Mrs. Stephenia Hill, 1734 N. Mariposa Ave., Hollywood
Von Hatten, Emma A., 1017 30th St., Sacramento
Wade, May C., Cragmont School, Berkeley
Wagner, Olive E., 409 W. Bishop St., Santa Ana
Wallace, Maude, 374 Hanover Ave., Oakland
Walter, Robert Bruce, 338 N. Milton Dr., San Gabriel
Ward, Susie A., 198 Hancock St., San Francisco
Waters, Sylvia, 901 D St., San Bernardino
Webster, Mrs. Mae V., 754 Chatsworth Dr., San Fernando
Weiser, Anna E., 2110 Chester Lane, Bakersfield
Wells, Verna E., 924 Halladay St., Santa Ana
Wemken, Nellie Opal, 1321 Cortez St., Los Angeles
Westerhouse, E. E., 15 Forest, Arcadia
Whitaker, Forrest, 4865 Riggins Ave., Los Angeles
White, Clara H., 2735 Union St., San Francisco
Wickersham, Jessie B., 732 Cabrillo Ave., San Pedro
Widemann, Grace V., Box 134, Gonzales
Wilhelmy, George Max, 122 Frances St., Sunnyvale
Williams, Mrs. Clara Martin, 1322 N. Highland Ave., Los Angeles
Williams, Mrs. Maude W., 10408 Gorman Ave., Watts
Wilson, Mrs. Ethel C., 29 N. Third St., Alhambra
Wisler, Mrs. Emma C., 6542 Bella Vista Way, Los Angeles
Witman, Ann M., 1936 Orchard Ave., Glendale
Witman, Elizabeth H., South Park Avenue School, 455 E. Manchester Ave., Los Angeles
Wood, Thomas A., Madison School, Santa Monica
Wood, T. P., 3028 Hill St., Huntington Park
Young, D. M., 1449 Lincoln St., Kingsburg
Young, George Arthur, 5722 Meridian St., Los Angeles
Young, Sarah L., 7921 Ney Ave., Oakland
Zimmerman, Bruce L., 2452 Virginia St., Berkeley
Zimmerman, F. B., 3245 Flagg Ave., Oakland
- COLORADO
- Abbott, Carlotta G., 1540 Washington St., Denver
Bennett, Aubrey, 1650 Locust St., Denver
Buck, Nellie M., 133 W. Fourth St., Salida
Carson, Mary G., Edison School, Denver
Combs, Ethel L., 2923 W. 28th Ave., Denver
Cordingly, Elizabeth, Thatcher School, Denver
Cornish, Lydia R., Evans School, W. 11th Ave. and Acoma, Denver
Davis, Robert L., Public School, La Veta, Colo.
Doble, Flora I., Sherman School, Second Ave. and Grant St., Denver
Eagleton, W. H., Eagleton School, 845 Hazel Court, Denver
Erb, Edith M., 2870 Raleigh, Denver
Evans, Dave D., 2538 Elm St., Denver
Fitzpatrick, Jessie K., 936 Mapleton Ave., Boulder
Force, Anna Laura, Lake Junior High School, Denver
Forsyth, Bessie M., 537 Bross St., Longmont
Gard, Clara F., Fairview School, 11th and Decatur St., Denver
Godsman, Mrs. Charlotte J., Montclair School, 13th and Quebec St., Denver
Gruenler, Arthur M., 1420 E. 13th Ave., Denver
Herrington, Eugene H., 4646 W. 31st Ave., Denver
Holmes, Ethel, 2610 S. Sherman St., Denver
Johnson, C. T., 1424 E. Fifth St., Pueblo

Keller, Elizabeth M., 1540 Grant St., Denver
 Ketter, Sarah P., Washington Park School, Mississippi Ave. and S. Race St., Denver
 Kirkwood, Helen G., Ivywild School, Colorado Springs
 Klein, Louise, 712 Harrison St., Denver
 Lind, Nellie V., Stedman School, 30th and Dexter St., Denver
 McKay, Mrs. Edna A., 728 State St., Ft. Morgan
 McMeen, George M., Swansea School, 46th Ave. and Columbine St., Denver
 Morton, Max D., Thatcher School, Pueblo
 Noar, Frances, Smedley School, Denver
 Noce, Lillian, Webster School, W. 36th and Lipan St., Denver
 O'Boyle, Lila M., 829 Fillmore, Denver
 Pantall, Myrta, 515 S. Third Ave., Sterling
 Plumb, Mae A., 909 Third Ave., Longmont
 Queree, Pearl, 2914 W. 29th Ave., Denver
 Remick, Nellie A., Acacia Hotel, Colorado Springs
 Ricketts, Blanche, 522 Arapahoe Ave., Boulder
 Rishel, John B., Barnum School, Denver
 Roe, Mrs. Myrtle A., 116 Phelps St., Sterling
 Romick, Nelle, Columbine School, Columbine and 28th, Denver
 Shute, William C., 2651 Vine St., Denver
 Simpson, Genevieve, 736 Race, Denver
 Slavens, Leon E., 707 E. Tenth Ave., Denver
 Smith, Luna I., 1513 Ninth Ave., Greeley
 Smith, Mrs. Margaret Mendenhall, Ebert School, Denver
 Strack, Caroline, 216 E. Routt, Pueblo
 Swanzy, Linah, Bessemer School, Pueblo
 Sweet, Mayme, 636 York, Denver
 Swinehart, Blanche, 308 W. Grant, Pueblo
 Walsh, Della, 404 N. Seventh St., Rocky Ford
 Watts, Lillie E., Asbury School, S. Marion and Asbury, Denver
 White, Mrs. Julia M., Steel School, S. Marion and Alameda Ave., Denver
 Wiley, Gilbert S., 2140 S. Clayton St., Denver
 Zirkle, H. W., 357 Lincoln St., Denver

CONNECTICUT

Adams, Dorothy R., Long Lots Rd., Westport
 Allen, Elizabeth, 516 Columbus Ave., New Haven
 Anderson, May F., Holmes School, Darien
 Baker, Frances E., South Grammar School, East Hartford
 Barnes, Percival S., Supt. of Schools, East Hartford
 Barry, Lena F., Barnum School, Noble Ave., Bridgeport
 Bennett, Ada Gray, 56 Lorraine Ter., Bridgeport
 Bestick, Grace V., 229 Wells St., Bridgeport
 Blackham, Florence E., 303 E. Main St., Bridgeport
 Blackmer, Victor A., 64 North St., Danbury
 Brennan, Katharine A., 182 Lloyd St., New Haven
 Breunig, Mrs. Emma P., Roger Sherman School, Fairfield
 Bridgett, Alice E., Colony Street School, Wallingford
 Burgess, Bliss M., 75 George St., Bristol
 Burnap, R. S., Central Grammar School, Milford
 Carrington, Ralph W., Bunker Hill School, Waterbury
 Condon, Anna A., 74 Garden St., Stamford
 Cornish, William B., Center and Elm Street Schools, Stamford

Curran, Katherine H., 162 Bunker Ave., Meriden
 Desmond, D. Giles, Box 94, Tariffville
 Doolittle, Mary G., 530 Ridge Rd., Hamden
 Fagan, Anna E., 1167 E. Main St., Waterbury
 Fish, Stanwood S., 95 N. Whitney St., Hartford
 Freeman, Edward S., 34 Powell Pl., Stamford
 French, Harold R., John J. Jennings School, Bristol
 Fresher, Mary M., Eastern Point School, Groton
 Fuller, Nellie P., 1 Fuller St., New London
 Gray, Caro M., 123 Stearns St., Bristol
 Harris, Edna M., 10 Breckenridge Ave., Meriden
 Hart, Harry T., Stevens School, Stamford
 Hayes, Josephine A., 624 Orange St., New Haven
 Hine, Edith M., 46 Prospect St., Torrington
 Holroyd, Ida G., 33 Dora Circle, Bridgeport
 Keefe, E. Mae, 50 Spencer Ave., Waterbury
 Kelley, Maude S., 17 Atwater St., New Haven
 Kirtland, Elizabeth E., Public School, Yalesville
 Knowlton, Lillian D., Benton School, New Haven
 Jourdan, Caroline C., Eaton School, New Haven
 McCall, Harold, 53 Prospect St., Stamford
 McCann, Marie, McKinley School, Knapp's Highway, Bridgeport
 McDermott, Millicent R., Ferry Street School, New Haven
 McGrath, Elizabeth M., 1770 Park Ave., Bridgeport
 Madden, Grace E., New Street School, Danbury
 Malcolm, Elizabeth R., Dante School, New Haven
 Martin, Louise, E. F., 7 Arch St., Norwalk
 Mink, Emma Freda, 214 Fallsade Ave., Bridgeport
 Monahan, Julia A., Washington School, 466 Howard Ave., New Haven
 Morehouse, Helen B., 84 Mansfield Ave., Darien
 Murphy, Mary E., 56 Washington Ter., Bridgeport
 Newberry, Abbie R., 505 Main St., Wethersfield
 Newton, Fred L., Jennings School, New London
 Nielsen, Esther L., R. F. D. 9, Hillside Rd., Fairfield
 O'Brien, William S., Public School, Glenville
 O'Connell, Clara T., 27 Pleasant St., Bristol
 O'Neill, Jennie M., Duggan School, Middlebury
 Patterson, Bernice R., Charter Oak School, West Hartford
 Patterson, Thomas H., Thomas H. Patterson School, First School Dist. Bristol
 Pease, Eva B., Elmwood School, Elmwood
 Rickard, Anna E., 361 Brooklawn Ave., Bridgeport
 Riggs, F. B., Indian Mountain School, Lakeville
 Rinn, Rose M., 60 Merrell Ave., Southington
 Sherman, Anne K., 55 Rusling Pl., Bridgeport
 Smith, Minnie H., 201 Center St., West Haven
 Steele, Julia M., 45 Holbrook St., Ansonia
 Stevens, J. Edwin, 532 King St., Stratford
 Stevens, Ralph S., Church St., Yalesville
 Stewart, Nettie B., 16 High St., Thomaston

Tetrault, Isabel Coulter, Mohican Hotel, New London
 Thompson, Audrey M., Hindley School, Darien
 Tyler, Elma, Deep River
 Walker, Annie L., Grasmere School, Fairfield
 Walker, Mrs. Julia Banks, 55 Eaton St., Bridgeport
 Weaver, Alice M., 139 Main St., Norwalk
 Whitman, Helen H., 48 N. Main St., West Hartford
 Wilcox, Gladys, 254 Wethersfield Ave., Hartford
 Wright, Catherine D., 238 Steele Rd., West Hartford
 Young, George W., Northwest School, Hartford

DELAWARE

Brinser, Ira S., Supt. of Schools, Newark
 McMenamin, David, R F. D. 1, Wilmington
 Mendenhall, Clara, 1312 Van Buren St., Wilmington
 Stahl, H. E., Supt. of Schools, Claymont

DISTRICT OF COLUMBIA

Ashton, Robert H., 723 Girard St., N. W.
 Ballenger, Lou E., 1801 16th St., N. W.
 Barnard, Caroline F., 1705 Lanier Pl., N. W.
 Brawner, Mary Virginia, 4504 Douglas St., N. E.
 Bush, Grace, 922 F St., N. E.
 Clark, Eugene A., Miner Teachers College
 Cornell, Florence N., Edmonds School
 Craichill, Susan R., 3062 Q St., N. W.
 Darnelle, E. E., 3133 Connecticut Ave., N. W.
 Dilger, Mary A., 3810 Warren St., N. W.
 Dore, Bernadette L., 2862 28th St., N. W.
 Draney, Mary E., John Burroughs School
 Duganne, Mrs. L. R., W. B. Powell School
 Dulin, Cecilia P., 110 Maryland Ave., N. E.
 Fawcett, Blanche L., 3041 Sedgwick St., N. W.
 Frank, Mary W., Petworth School
 Gantley, Helen G., 2726 Connecticut Ave., N. W.
 Gibbs, Mildred E., Stevens School
 Gillem, Mrs. Nellie F., 1733 U St., N. W.
 Given, M. E., 4700 Connecticut Ave., N. W.
 Holland, Sarah B., 2901 Connecticut Ave., N. W.
 Hubbard, Frank W., Associate Director of Research, National Education Association, 1201 16th St., N. W.
 Kelsey, G. E., 510 E. Clifton Ter.
 Lind, A. Grace, 4516 14th St., N. W.
 Llufrio, Mary H., 3213 Adams Mill Rd.
 Luebker, Constance, John Eaton School
 Lyddane, Margaret R., 3500 14th St., N. W.
 Matthews, Samuel D., 1811 First St., N. W.
 Merritt, Mrs. Margaret R., 225 Emerson St., N. W.
 Mortimer, Florence C., 1141 New Hampshire Ave., N. W.
 Netherland, Mrs. Rosa Stokes, 513 Third St., N. E.
 O'Hara, Elizabeth, 135 S St., N. W.
 Ossire, Cora A., Curtis Hyde School
 Ossire, Mary, Fillmore School, 35th and S Sts., N. W.
 Payne, John C., 654 L St., N. E.
 Pearson, M. Blanche, 1829 Monroe St., N. W.
 Perry, Leon L., 913 P St., N. W.
 Pimper, Cora H., Ludlow School, Sixth and G Sts., N. E.
 Pinkston, Eva G., Executive Secretary, Department of Elementary School Principals, 1201 16th St., N. W.
 Pullizzi, Blanche L., 3912 Harrison St., N. W.
 Renfro, D. I., 1516 12th St., N. W.

Ruediger, Imogene I., 2836 28th St., N. W.
 Sanderson, A. I., 4115 Military Rd., N. W.
 Savoy, A. Kiger, 217 T St., N. W.
 Scrivener, Emily, 1012 Monroe St., N. E.
 Shankland, S. D., Executive Secretary, Department of Superintendence, 1201 16th St., N. W.
 Simmons, Effie P., 1317 R St., N. W.
 Smith, Mrs. Josephine C., 1948 Second St., N. W.
 Syphax, John E., 1338 Q St., N. W.
 Tolliver, R. E., 920 S St., N. W.
 Wallace, Florence C., 15 Randolph Pl., N. W.

FLORIDA

Arrington, Mrs. Stella P., Supvg. Prin. of Primary Schools, Sanford
 Babbitt, Mrs. Pearl H., 1804 Sanford Ave., Sanford
 Beal, Beulah, 151 W. Ninth St., Jacksonville
 Beaman, Annie, New Springfield School, Jacksonville
 Benson, Olga D., 1050 S. W. Sixth St., Miami
 Bogart, Elizabeth M., 1412 Market St., Jacksonville
 Carrier, Mrs. Alice Bingham, Orange Street School, St. Augustine
 Cason, Claribel, Citrus Grove School, Miami
 Cobb, Mrs. Elizabeth D., 403 N. Calhoun St., Tallahassee
 Cooke, Nellie E., 123 E. First St., Jacksonville
 Crawford, Mrs. W. H., 422 E. Cervantes St., Pensacola
 Culver, Mrs. Lola M., 151 W. Ninth St., Jacksonville
 Dean, Katie, 412 S. W. Fifth Ave., Miami
 Delaney, Mrs. Elsie R., Riverside Elementary School, 221 S. W. 12th Ave., Miami
 Fairlie, Margaret C., 1035 E. Bay St., Jacksonville
 Fleagle, Mrs. Luneta, 512 E. Frierson Ave., Tampa
 Folsom, D. P., Sealey Memorial School, Tallahassee
 Foulks, Frank M., 404 E. Ross Ave., Tampa
 Garfunkel, Lorraine, 228 N. W. Tenth Ave., Miami
 Gwin, Lillian, 2818 Nebraska Ave., Tampa
 Hamer, Mrs. Mildred, 6020 Floravista Ave., Tampa
 Hammond, Mrs. Allie M., 508 S. Oregon Ave., Tampa
 Hendry, Mrs. Ethel D., 212 W. Imogene St., Arcadia
 Hennessee, Mrs. Edna W., Thomas Jackson School, Tampa
 Hughes, Florence L., 816 Oak St., Jacksonville
 Jordan, Mattie, 2307 Southview Ave., Tampa
 Kent, Mrs. Mary, 1013 E. Buffalo Ave., Tampa
 Lastinger, A. E., Route 1, Arcadia
 Leenhouts, Laura N., 3083 N. W. Seventh St., Miami
 McIntosh, James L., V. M. Ybor School, Tampa
 Morgan, Annie R., 919 Wolfe St., Jacksonville
 Norris, Mrs. Edward F., 414 E. Sixth St., Jacksonville
 Provin, Mrs. Grace D., Shenandoah Elementary School, Miami
 Sproull, Katherine F., 1545 Hubbard St., Jacksonville
 Stafford, Mrs. A. H., 909 W. Colonial Dr., Orlando
 Upson, Ruth Newell, 828 Oak St., Jacksonville

Weatherly, Hazel, 454 N. E. 38th St., Miami
Williams, Bessie L., 209 W. Ashley St., Jacksonville
Yniestra, Allie, 229 N. Spring St., Pensacola

GEORGIA

Albright, Mrs. T. D., S. M. Inman School, 774 Virginia Ave., Atlanta
Axley, Mrs. Lowry, 313 E. 53rd, Savannah
Beard, Jessie, 1222 Peacock Ave., Columbus
Burnett, Emma, 1196 Boulevard N. E., Atlanta
Chapman, Annie, Davis Street School, Atlanta
Corrigan, Gertrude, Highland School, Atlanta
Cox, Mrs. Lena H., Holly-Oaks, Route 2, Atlanta
Davis, Mrs. W. P., 185 Westminster Dr., N. E., Atlanta
Faver, Kate R., Route 1, Smyrna
Flynn, Lillian R., 94 11th St. N. E., Atlanta
Hallman, Mrs. Laura Y., R. F. D. 3, Macon
Harris, Mabel H., 836 College St., Macon
Hicks, Cleophas M., Inman Park School, Atlanta
Hilsman, Pattie, 196 Henderson Ave., Athens
Hodgkins, Mary E., Alexander School, Macon
Holt, Mamie, 728 Napier Ave., Macon
Jeter, Carolyn V., Lakewood Heights School, Atlanta
Johnson, Lula M., 198 Ponce De Leon Ave., Atlanta
Jones, Ruby, Peeples Street School, Atlanta
Kendrick, Margaret C., Jerome Jones School, Atlanta
Kingsbery, Lula L., English Avenue School, Atlanta
Lin, Mary, 423 Clairmont Ave., Decatur
Martin, A. G., 1430 Gordon St., S. W., Atlanta
Mathews, C. B., Supt. of Schools, Newman Moore, Mrs. Arthur, Imperial Hotel, Atlanta
Nolan, Lucile, Adair School, Atlanta
Orr, Dorothy, 538 Holderness St., S. W., Atlanta
Pew, Mrs. B. H., 1020 Columbia Ave., Atlanta
Pollard, Gertrude, Morningside School, Atlanta
Purcell, B. D., 325 W. Washington Ave., East Point
Rhodes, Maude A., 185 Westminster Dr., N. E., Atlanta
Rice, Jessie, 380 Orange St., Macon
Richardson, Eva E., 307 Second Ave., Atlanta
Riley, Romana, 404 E. Henry, Savannah
Roddey, Helen, 1230 Peachtree St., N. E., Atlanta
Smith, Emma O., 335 College St., Macon
Soloman, Maggie, 1068 W. Peachtree St., Atlanta
Stallings, Lila, 1017 Egmont St., Brunswick
Standard, Mary, Smillie School, Atlanta
Taylor, May, 458 N. Highland Ave., N. E., Atlanta
Taylor, Rosa, 227 Bond St., Macon
Thornton, Mrs. Eva L., Joel Chandler Harris School, Atlanta
Tuck, Sara E., 1010 McLynn Ave., N. E., Atlanta
Walker, Knox, 979 Los Angeles Ave., N. E., Atlanta
Wayne, Mary W., 115 E. 36th St., Savannah
Wesley, Emma, Faith Elementary School, Atlanta
Wesley, Rusha, Lee Street School, Atlanta

Whitworth, Mrs. R. B., 1106 Austin Ave., S. E., Atlanta
Wilson, Mrs. Homer L., Public School, Bolton
Woods, Mary E., 1071 Madison Ave., Athens
Wurm, Lillie, Moreland School, Atlanta

IDAHO

Bell, O. E., Central Junior High School, Idaho Falls
Black, J. Ellis, 1503 W. Bannock St., Boise
Harold, E. W., 405 S. Sixth St., Pocatello
Holsinger, Glenn H., 2312 Pleasanton, Boise
Johnson, Anna, Hotel Idaho, Idaho Falls
Norton, Coral M., 1402 Franklin St., Boise
Peterson, Chester E., 1716 Third St., S., Nampa
Thomas, M Ray, Box 154, Downey

ILLINOIS

Anderson, Hazel, Washington School, Elmhurst
Ansbaugh, G. E., 1923 S. Throop St., Chicago
Armour, Charles R., 1015 North Ave., Rockford
Astrom, C. Elsie, 1222 Sixth Ave., Moline
Barber, Olive, P. A. Peterson School, Rockford
Batho, Marshall G., Grade School, Grayslake
Bauerle, Martha M., 10 S. Mason, Chicago
Baumgardner, H. H., 815 E. Nebraska Ave., Peoria
Beck, Paul H., 706 S. Lombard Ave., Oak Park
Bednar, Christine, 132 W. Marquette Rd., Chicago
Bielenberg, Emma J., 3634 N. Avers Ave., Chicago
Boland, May Frances, 952 Lincoln Ave., Decatur
Bolerjack, Hobart, Columbus School, Cicero
Bone, Paul L., Woodrow Wilson School, Hartford
Booth, Gilbert, Junior High School, West Chicago
Born, William T., 1041 Home Ave., Oak Park
Bower, Horace, 111 S. Glenwood Ave., Springfield
Bowyer, Vernon, 1070 W. Jackson Blvd., Chicago
Bristol, C. C., 706 S. Fourth Ave., Maywood
Burns, Basil, 5324 Lane Pl., Downers Grove
Byrne, Margaret H., Hendricks School, 313 W. 43rd St., Chicago
Carlyon, Edward L., 328 N. Maple Ave., Oak Park
Carswell, Marion C., Hubbard Woods School, Winnetka
Cisne, W. G., 109 Maple St., Carbondale
Clickener, Sarah H., 825 W. William St., Decatur
Crisp, Iva J., Lincoln School, 16th and Elmwood, Berwyn
Crofts, Thomas J., 6656 N. Damen Ave., North Town Station, Chicago
Cummings, Anna, 909 Michigan Ave., Evanston
Current, W. F., 116 S. Sheridan Rd., Peoria
Curtis, Susie M., Field-Stevenson School, Forest Park
Daggett, Daisy V., 279 W. William St., Decatur
Dague, Mary V., 327 W. Prairie Ave., Decatur
Dalin, Judith H., 910 Third Ave., Rockford
Damon, Russell I., Lincoln School, Peoria
Davis, Lois Margaret, 921 Sheridan Rd., Evanston

- Davis, Margaret M., 544 S. State St., Springfield
 Dexter, Mrs. Anna B., 1453 Andrews St., Rockford
 Dillon, Bessie O., 4144 Greenview Ave., Chicago
 Dimmett, W. S., Field-Stevenson School, Forest Park
 Donecker, F. C., 6228 Ingleside Ave., Chicago
 Doniat, Thecla, 4129 Kenmore Ave., Chicago
 Drew, Elizabeth L., Libby School, 5300 S. Loomis St., Chicago
 Dunning, Flora C., 5511 Lakewood Ave., Chicago
 Durrant, Stanley M., Stickney School, 1054 Hollywood Ave., Chicago
 Eastman, Mrs. Helen B., 5500 Madison St., Chicago
 Eddy, Bernice C., 6318 S. Maplewood Ave., Chicago
 Engelskirchen, Nellie, 1709 Lowell Ave., Springfield
 Fahy, Mildred, Schneider School, 2957 N. Hoyle Ave., Chicago
 Flides, Raymond E., 625 S. Fifth St., Springfield
 Fowler, Oscar F., 1232 Elmdale Ave., Chicago
 Freiday, Marie L., 420 S. Beaver Ave., Freeport
 Gannon, J. C., 120 W. Grand Blvd., S., Springfield
 Gantz, Mary L., Grade School, Oregon
 Gillies, Mary C., 2093 Lunt Ave., Chicago
 Greve, Mabel C., 513 Third St., Savanna
 Hanlon, Mary R., McKay School, 6901 S. Fairfield Ave., Chicago
 Hansen, Herbert C., 1045 N. Lockwood Ave., Chicago
 Harms, George W., 909 W. Armstrong, Peoria
 Harvey, Mrs. Clare W., 247 Home Ave., Oak Park
 Headley, Anna, 212 Pennsylvania Ave., Peoria
 Heldler, Samuel H., 933 S. Fifth St., Springfield
 Herman, Irene E., 214 W. Jackson St., Woodstock
 Hopper, Anna, 821 Grove St., Jacksonville
 Houghton, Mrs. Marie, Noyes School, Evanston
 Humphreys, Phila, Lincoln School, Elmhurst
 Hunter, Mrs. Abbie A., 107 Edgehill Court, Peoria
 Hunter, Howard A., Franklin School, Peoria
 Hyman, Mrs. Beatrice C., 1400 Rosalie St., Evanston
 Imboden, Sarah Mark, 535 W. Macon, Decatur
 Jenkinson, Jennie S., 1669 W 104th Pl., Chicago
 Johnson, Maude, 1507 Greenmont, Rockford
 Johnson, Milda, 1418 12th St., Moline
 Kearnes, Anna M., Bridge School, 3800 N. New England Ave., Chicago, Ill.
 Keeler, Carl R., 315 E. 148th St., Harvey
 Kell, Sherman L., 2121 N. Keeler Ave., Chicago
 Kent, Orla G., Nancy L. Hill School, Aurora
 Kimes, Myrtle E., Plumb School, Streator
 Kirkley, Sarah A., 3739 Wrightwood Ave., Chicago
 Kline, Aaron, Pullman School, 521 E. 113th St., Chicago
 Klitzke, L. K., Lincoln School, Maywood
 Knapp, C. E., 713 W. Grand Blvd., S., Springfield
 Koehler, Earl L., 120 N. Columbia St., Naperville
 Kroeger, Florence R., 415 Anthony St., Glen Ellyn
 Laughlin, Butler, 6800 Stewart Ave., Chicago
 Lippert, Mrs. Mabel M., 1140 N. Euclid Ave., Oak Park
 Liska, Josephine, Barry School, 2828 N. Kilbourne Ave., Chicago
 Listenfelt, Hattie, 4728 N. Lincoln St., Chicago
 Livingston, Mary B., 7815 Euclid Ave., Chicago
 Lockwood, Cora M., 243 Geneva St., Dundee
 Long, Ida, New and Old Field Schools, Elmhurst
 Love, Mrs. Minnie B., 219 Fredonia Ave., Peoria
 Lundgren, Emma Charlotte, 411 S. Fourth St., Rockford
 Lusk, Agnes S., 209 S. Prairie St., Jacksonville
 Lyford, Almee E., 406 Prospect St., Elgin
 Lynn, Doris, Karel Havlicek School, Berwyn
 McCulloch, Abby Colby, 8331 Anthony Ave., Chicago
 McGlynn, J. J., Knights of Columbus Club, East St. Louis
 McLaughlin, Visa, 1248 Winona St., Chicago
 Mack, Helen A., 1330 State St., Alton
 Maddock, Alice E., Fernwood School, 10041 S. Union Ave., Chicago
 Maine, Helen C., 6708 Union Ave., Chicago
 Manning, Ada M., Lincoln School, Lombard
 Mason, Grace S., 640 Woodland Park, Chicago
 Mayo, Frank, 2449 E. 74th St., Chicago
 Mead, Alice J., 1162 W. Macon St., Decatur
 Mercer, H. J., 121 Broadway, Peoria
 Merrill, Louise, 10123 S. Wood St., Chicago
 Meyers, Mrs. Edna R., Lewis Champlin School, 320 W. Englewood Ave., Chicago
 Middleton, Anthony, 221 Arthur Ave., Peoria
 Miller, Anna, 11 Prairie Ave., Danville
 Moncreiff, Mrs. Edna B., 219 Fremont St., West Chicago
 Moore, Hattie A., 1115 15th St., Moline
 Mull, Cora E., 5543 Kimbark Ave., Chicago
 Murphy, Joseph, 3111 Western, Peoria
 Newton, Dora E., 2809 Ninth Ave., Rock Island
 Nichols, Fred R., 6200 Kenwood Ave., Chicago
 O'Brien, John L., 5868 N. Kolmar Ave., Chicago
 O'Brien, Marguerite L., 524 Washington Blvd., Oak Park
 O'Connor, Mary A., 737 S. Float Ave., Freeport
 Otto, Henry J., Northwestern University, School of Education, Evanston
 Page, William J., 4345 Adams St., Chicago
 Parker, Capitola, Box 83, Marengo
 Patrick, Mary L., 6030 Kimbark Ave., Chicago
 Paxton, Agnes M., 206½ E. State St., Jacksonville
 Pearce, Carl J., Jefferson School, East St. Louis
 Pearsons, M. Evelyn, 1031 Dempster St., Evanston
 Peters, Florentine, 1543 Aberdeen St., Chicago Heights
 Peterson, Agnes M., J. H. Freeman School, Aurora
 Phinney, Isabelle H., 1128 N. Church St., Rockford
 Pierce, Mrs. Pearl, Washington School, Maywood
 Placher, C. E., 1818 Prospect, Peoria

Postel, Harold H., 7945 Maryland Ave., Chicago
 Pratt, Clarence W., 510 Hamilton St., Peoria
 Quinn, Catherine C., 602 N. Madison, Peoria
 Rape, Arthur O., 637 N. Kenilworth Ave., Oak Park
 Reynolds, Mary Isabel, Onahan School, 6600 Raven St., Chicago
 Ritow, Herman, Fort Sheridan
 Roach, Mary Margaret, 439 W. Wood St., Decatur
 Roelke, Bessie E. L., 715 Irving Park Blvd., Chicago
 Rohrer, Marie A., 6828 Palatine Ave., Chicago
 Romberg, Hildegard, 12301 S. State St., Chicago
 Rowley, Ruby Elizabeth, North Shore Hotel, Evanston
 Rueff, Mrs. Katherine S., Bradwell School, 7710 Burnham Ave., Chicago
 Schimek, Cecelia B., Mason School, 1830 S. Keeler Ave., Chicago
 Schlosser, Irene R., Betsy Ross School, Forest Park
 Schwarz, Mabel A., Grant-White School, Forest Park
 Schwede, Charles W., McClellan School, 3527 Wallace St., Chicago
 Serviss, Gladys H., 729 Galena Blvd., Aurora
 Seymour, Madelin, 4545 Drexel Blvd., Chicago
 Shaver, Ida A., Cooper School, 1624 W. 19th St., Chicago
 Shield, Ruth, 912 N. Monroe St., Peoria
 Siebens, H. Agnes, 323 S. Sixth St., Pekin
 Sleezer, Margaret M., Gale School, 1631 Jonquill Ter., Chicago
 Smith, Anne L., 400 Whitley Ave., Joliet
 Spurgin, William H., 7855 S. Shore Dr., Chicago
 Stevens, C. A., 715 Woodland Ave., Springfield
 Stullken, Edward H., 705 N. Lombard Ave., Oak Park
 Swarthout, Walter E., Emerson School, Maywood
 Sykes, Marlon, 5546 Blackstone Ave., Chicago
 Tew, Joseph Gardner, Crerar School, 1002 S. Campbell Ave., Chicago
 Tipton, John B., 120 John St., De Kalb
 Todd, Henrietta M., North Shore Hotel, Evanston
 Tranberry, Helen M., J. A. Garfield School, Forest Park
 Tregellas, Ida M., 4144 Sheridan Rd., Chicago
 Ulery, Mrs. Laura, Roosevelt School, Elmhurst
 Vavette, Kenneth E., 204 N. Perry Ave., Peoria
 Vigles, Maude E., 932 S. Webster St., Decatur
 Voigt, Ida, 415 E. Pleasant, Freeport
 Waddell, Mrs. Emma, Hawthorne School, Elmhurst
 Waddington, Mattie, 1269 W. Wood St., Decatur
 Wells, Jennie E., 1495 W. Macon St., Decatur
 Wheeler, Effie J., 7020 Jefferson Ave., Chicago
 Wheelock, Alice H., 713-A 18th St., Moline
 Wilkinson, Gilbert H., 6046 Dorchester Ave., Chicago
 Wilson, Elizabeth C., Delano School, 3937 Wilcox St., Chicago
 Withrow, W. O., Lincoln School, Springfield
 Wright, Mrs. Lillian H., 420 N. Pine Ave., Chicago

INDIANA

Allison, Emma Mae, 2168 N. Capitol Ave., Indianapolis
 Anderson, Lillian P., 128 Chapin St., South Bend
 Arnold, Merton W., 1203 Rivermet Ave., Ft. Wayne
 Banta, Fay M., 2620 N. Alabama, Indianapolis
 Baugh, William E., 1235 W. 25th St., Indianapolis
 Bedford, Anna Pearl, Public School No. 85, 338 S. Arlington Ave., Indianapolis
 Bingham, H. Beth, 215 E. Third St., Mishawaka
 Black, Ernest J., 3749 Guilford Ave., Indianapolis
 Black, Grace M., 1002 N. Dearborn St., Indianapolis
 Bonar, Louise J., 5643 Lowell Ave., Indianapolis
 Brown, Edythe J., 311 La Monte Ter., South Bend
 Buckley, Mary E., 2625 Central Ave., Indianapolis
 Burroughs, Mrs. Esther F., 315 Crawford St., Crawfordsville
 Buscher, Gertrude, 2928 Park Ave., Indianapolis
 Cable, Mary E., 423 Northwest St., Indianapolis
 Canine, Edwin N., Director, Student Teaching, Indiana State Teachers College, Terre Haute
 Carter, Charlotte, 329 E. 30th St., Indianapolis
 Cary, Jeannette S., 2027 Boulevard Pl., Indianapolis
 Chapman, Nellie, 5035 Kenwood Ave., Indianapolis
 Connor, Mary, 25 N. Randolph St., Indianapolis
 Cottingham, Edith, 524 E. First St., Bloomington
 Denzler, Varena, 5160 Pleasant Run Blvd., Indianapolis
 Diggs, E. W., 1908 Highland Pl., Indianapolis
 Drake, Flora E., 2230 Brookside Ave., Indianapolis
 Dunlop, Jane M., 4 S. W. Third, Richmond
 Dunn, J. L., R. F. D. Route 2, Box 642, Indianapolis
 Dyer, Lary Everett, Fairview Elementary Schools, Bloomington
 Echolds, E. F., 359 Audubon Rd., Indianapolis
 Eller, Mrs. Lola Stuart, 2502 E. 58th St., Indianapolis
 Eppert, Geraldine, 2828 N. Illinois St., Indianapolis
 Estabrook, Ethel M., 328 W. Sixth Ave., Gary
 Fisher, E. N., Perley School, South Bend
 Funk, Olive K., 519 E. 30th St., Indianapolis
 Galvin, Cecelia, 836 N. Rural St., Indianapolis
 Gheen, O. J., 1059 N. Gentry, Frankfort
 Granger, Grace A., School No. 46, Indianapolis
 Graydon, Jane, 303 Downey Ave., Indianapolis
 Griffiths, A. May, 1011 Oakdale Dr., Ft. Wayne
 Hall, Edith B., 2958 Broadway, Indianapolis
 Hall, L. E., 842 Oakland Ave., Indianapolis
 Hamilton, Otto T., Oaklandon
 Hanna, Laura E., 2038 Central Ave., Indianapolis
 Hansen, Otillia E., 126 W. Sixth St., Michigan City
 Hayes, George L., 819 N. California St., Indianapolis

Helphinstine, Ida B., 2944 Cornell Ave., Indianapolis
 Hendricks, Clyde W., 1209 Charlotte, Ft. Wayne
 Hendricks, Hazel H., 1121 Northwest St., Indianapolis
 Herbst, Frieda, 966 N. Bellevue Pl., Indianapolis
 Hessong, J. B., 6130 Carrollton Ave., Indianapolis
 Holaday, P. W., 702 Union St., Indianapolis
 Horton, D. W., Supt. of Schools, Muncie
 Hyatt, Eliza, 304 E. Walnut St., Washington
 Irvine, Mrs. Ida Mann, 4107 E. Washington St., Indianapolis
 Ivey, Edna M., Franklin School, 4215 Alder St., East Chicago
 Jones, Lewis A., Sedalia
 Jones, Sara, 302 N. Van Rensselaer St., Rensselaer
 Kapnick, George C., Hanna School, Ft. Wayne
 Keller, Mabel, 3237 N. Capitol Ave., Indianapolis
 Kern, Hulda T., 711 E. 34th St., Indianapolis
 Kimber, Mrs. Grace W., School No. 47, 1240 W. Rav St., Indianapolis
 Kirby, Elizabeth, 6021 Bellefontaine St., Indianapolis
 Knight, H. G., 226 Buckingham Dr., Indianapolis
 Knowles, Mrs. Jeannette B., 1233 Shelby St., Indianapolis
 Kurtz, Mrs. Clio, 740 W. 26th St., Indianapolis
 Lacey, Mrs. Georgia H., 140 E. 36th St., Indianapolis
 Lee, Ruby Gray, 3231 Park Ave., Indianapolis
 Leeds, Elizabeth, 766 Jackson St., Gary
 Lemme, Carl W., 1820 Bayard Park Dr., Evansville
 Lemon, Mary Morgan, 22 S. 17th St., Richmond
 Loeper, Helen, 1508 N. Alabama St., Indianapolis
 McCarty, Adelaide, Grayland Hotel, Indianapolis
 McGee, Mary, 700-710 N. Delaware St., Indianapolis
 Malone, Julia, Lincoln School, South Bend
 Martin, Ina E., 520 Madison St., Gary
 Merklein, Mollie C., 220 Detroit St., Hammond
 Moran, H. A., Box 333, Mishawaka
 Morgan, Kate W., 1114½ Main St., Richmond
 Moudy, Mrs. Maude, 4319 Park Ave., Indianapolis
 Murray, M. C., Supt. of Schools, Michigan City
 Nolcox, Matthias, School No. 17, Indianapolis
 Norris, E. L., 3554 Kenwood Ave., Indianapolis
 Owen, J. J., 7544 Madison Ave., Hammond
 Parker, Albert R., Adams School, Ft. Wayne
 Pearcy, Lola Ellen, 328 W. Sixth Ave., Gary
 Pedlow, Ella, School No. 22, 1230 S. Illinois St., Indianapolis
 Pennington, Dorothy, 402 N. Meridian St., Indianapolis
 Pich, Martha M., 236 N. Hamilton Ave., Indianapolis
 Price, Maude J., 4159 Guilford Ave., Indianapolis
 Ramey, Belle, 718 E. 34th St., Indianapolis
 Ray, Mary, 3849 N. Delaware, Indianapolis
 Reade, Anna R., 409 E. 31st St., Indianapolis
 Reimold, Crissie E., Henry Studebaker School, South Bend

Reynard, Mrs. May, Colfax School, South Bend
 Rielag, Corinne, 962 N. Pennsylvania, Indianapolis
 Riker, Jeanette, 1807 Ruckle St., Indianapolis
 Robinson, R. F., Lincoln School, East Chicago
 Rupp, Carrie B., Rea School, Terre Haute
 Russell, Jessie C., 5936 Forrest Lane, Indianapolis
 Rutledge, Roy R., McKinley School, East Chicago
 Scott, Elizabeth H., 4159 Guilford Ave., Indianapolis
 Seaton, Mary B., Hamilton School, Ft. Wayne
 Snapp, C. Ross, 7824 Sheridan Ave., Whiting
 Stafford, Lawrence T., 3615 Walnut St., Indianapolis
 Steely, G. A., 1512 S. A. St., Richmond
 Stinebaugh, Virgil, 4220 N. Capitol Ave., Indianapolis
 Stout, Hazel V., Payne School, Franklin
 Stump, Merlin B., School No. 30, 39 N. Elder Ave., Indianapolis
 Suchanek, Minnie M., 842 Marietta St., South Bend
 Sunthimer, Charles E., 3358 College Ave., Indianapolis
 Swope, Lena, 2052 N. Alabama St., Indianapolis
 Thatcher, Gertrude, 50 E. Pleasant Run Pkwy., Indianapolis
 Thornburgh, John W., 2144 Broadway, Indianapolis
 Torrence, Anna R., School No. 86, Indianapolis
 Waters, Henrietta, School No. 73, Indianapolis
 Weld, Mildred A., 1508 N. Alabama St., Indianapolis
 Wettengel, Elsa, Riley School, Gary
 Whiteman, Harris, Junior High School, Goshen
 Wiles, Eva Y., 2238 Talbott St., Indianapolis
 Williams, Mrs. Jeannette, 3415 Park Ave., Indianapolis
 Witt, Elizabeth R., 610 N. Bosart Ave., Indianapolis
 Wright, Wendell W., Department of Education, Indiana University, Bloomington

IOWA

Aarvig, Bertha O., 926 Third Ave., N., Ft. Dodge
 Allen, Clara B., 145 E. Maple Ave., Ottumwa
 Baker, J. Ella, 1523 23rd St., Des Moines
 Beard, Burrus E., Central Bldg., Webster City
 Bjorklund, Ethel, Parkside School, Oelwein
 Bohner, C. A., 2018 Virginia St., Sioux City
 Bovee, Earl E., 4315 Orleans Ave., Sioux City
 Bramer, Hazel M., 602 Clark Ave., Ames
 Buettell, Emma L., Prescott Apts., Dubuque
 Burt, E. Gertrude, 1200 46th St., Des Moines
 Christie, Mary S., 425 Independence Ave., Waterloo
 Connor, June, Irving School, Sioux City
 Davitt, Naomi, 411 Boone St., Boone
 Findley, W. C., 3504 First St., Des Moines
 Fitz Gerald, James E., 1821 Ross St., Sioux City
 Greenhow, Alice Jean, Lincoln School, Dubuque
 Hall, Mary B., 203 S. Center St., Marshalltown
 Hartson, Lulu M., 300 N. Wall St., Creston

Henry, Hazel D., 218 Front St., Colfax
Horn, Ernest, State University of Iowa,
Iowa City
Jess, Ellen A., 350 W. 11th St., Dubuque
Kelley, D. J., Supt. of Schools, Tipton
Kitch, R. L., 456 Burton Ave., Sioux City
Kober, Marie, 404 Seventh St., N. W.,
Mason City
Luke, Sadie E., Irving School, Dubuque
Lyon, Georgia, Grant-Joy Schools, Sioux
City
McGowen, Nell, Public School, Knoxville
Matthews, Laura P., 5115 Grand Ave.,
Des Moines
Mitchell, Kate L., 722 Clark Ave., Ames
Murphy, Gertrude, 2714 High St., Des
Moines
Newcomer, Mrs. Mabel, 123 S. Fourth St.,
Clear Lake
O'Connor, Mary, 401 Sioux Apt., Sioux City
Osborn, Charlotte, 3248 Jackson St., Sioux
City
Otis, Mabel A., 1113 Walker St., Des
Moines
Parr, Cora A., 2901 Ingersoll Ave., Des
Moines
Queen, Rachel, Public School, Knoxville
Quigley, Georgia, 928 30th St., Des Moines
Rownd, Nellie M., Edison School, Water-
loo
Sawyer, Abbie B., 602 Clark Ave., Ames
Schaefer, Mildred L., 208 Walnut Court
Apts., Waterloo
Sloan, Isabelle P., 1514 Rebecca St., Sioux
City
Stohlgren, Anna, 1918 E. 13th St., Des
Moines
Sullivan, Nora, Public School, Knoxville
Swem, Estella, 1250 Second Ave., S. E.,
Cedar Rapids
Tapper, Inga B., 348 Forest Dr., Cedar
Rapids
Toohey, Blanche V., 3607 Ingersoll Ave.,
Des Moines
Umpleby, Frances, 2936 Brattleboro, Des
Moines
Walker, Minnie M., 1315 Maple St., Des
Moines
Walters, Marjorie, Harrison School, Cedar
Rapids
Zinn, D. D., Webster School, W. Fifth and
Market Sts., Sioux City

KANSAS

Adams, Alice, 2122 State, Kansas City
Adams, Lillie, 422 Parallel, Kansas City
Anderson, Melonee, 2115 N. Fifth, Kansas
City
Barber, Gertrude L., McKinley School,
1110 W. Fourth St., Coffeyville
Barrett, Ruth, 907 S. Lawrence, Wichita
Benscheldt, Ella, 227 W. 12th St., Hutchin-
son
Bonwell, W. A., 645 N. Volutsia, Wichita
Botkin, Ethel, 102 E. 17th, Hutchinson
Brown, Dora, Ingalls School, Kansas City
Caldwell, L. H., 637 N. Chataqua, Wichita
Carlton, Franklin S., 448 S. Roosevelt,
Wichita
Clavin, Maud E., 218 S. Kansas Ave.,
Olathe
Comer, Mrs. Lena, 640 Everett, Kansas
City
Cox, Frederica, 304 W. Fourth St., Coffey-
ville
Craig, Santa Marla, 2019 Ruby, Kansas
City
Crump, Lella, Kealing School, Kansas City
Daugherty, Jennie R., 1145 S. Market St.,
Wichita
Drisko, Caroline, 2119 State St., Kansas
City
Easter, Bruce C., Dunbar School, Salina
Eastman, Grace, 19 E. 11th St., Hutchin-
son

Ecord, Allen E., 1047 Republican Ave.,
Topeka
Evans, Myrtle M., Abbott School, 15th and
Troup Ave., Kansas City
Gates, Olga, 317 N. Fifth St., Leavenworth
Gilley, Dean, Supt. of Schools, Norton
Glasgow, Mattie, 429 N. 17th St., Kansas
City
Gray, Maude, 236 N. 18th St., Kansas City
Griffith, Lenna B., 237 N. Poplar, Wichita
Hartford, May, 108 E. 14th St., Hutchin-
son
Hatfield, Gertrude M., 410 Ida St., Wichita
Heflefinger, Lillie, 226 W. Second, Junc-
tion City
Henry, Emma L., 323 S. Bluff Ave., Antho-
ny
Hillerman, Vina E., 501 Exchange St.,
Emporia
Jarvis, Claire, 502 N. Tenth St., Kansas
City
Jones, Laura M., Central School, Neodesha
Jones, Lucy, 3111 Parallel, Kansas City
Kinsey, Gladys, 824 Armstrong, Kansas
City
Kiser, Florence, 621 Stewart, Kansas City
Kittell, Martha, 1902 West St., Topeka
Kuipers, Carl J., Public School, Grainfield
Lamb, Clara S., Gould Hotel, Kansas City
Lewis, Daniel W., 2064 N. Fourth St.,
Kansas City
Lill, Grace, 123 N. Topeka St., El Dorado
McAvoy, Jennie, 405 E. Third, Wichita
McConnell, Mabel, 35 N. Seventh St., Kan-
sas City
McCormick, Leur R., 2222 Wilmington,
Topeka
McCully, Maud, 716 W. Ninth St., Coffey-
ville
McKinley, Bertha, 3111 Parallel, Kansas
City
Mahaffie, Ella M., Park School, Kansas
City
Mahin, C. A., 1725 Fairmount Ave.,
Wichita
Mann, Harriet, 3920 Cambridge, Kansas
City
Martin, Minnie, 1118 Haskell, Kansas City
Meeker, Mildred, 608 N. Fourth St.,
Arkansas City
Miller, Elizabeth, Grund Hotel, Kansas
City
Miller, Elizabeth S., 4132 Rainbow Blvd.,
Kansas City
Mitchell, Bernice, Whittier School, Salina
Morrow, C. M., 1120 N. Monroe, Topeka
Nelson, Mary C., Bancroft School, Kansas
City
Nelson, Sara, 3944 Cambridge, Kansas City
Packer, Josephine, Irving School, Wichita
Peed, Julia A., Winans School, Hutchinson
Perkins, Josie, Avenue A School, Hutchin-
son
Phillips, George, 2202 N. Tremont, Kansas
City
Ratzlaff, L. M., Consolidated School, Plains
Rebstock, Clara O., 511 N. Belmont,
Wichita
Rice, Pearl, McKinley School, Kansas City
Ripney, Winifred, 1900 Central, Kansas
City
Roberts, Grace, 544 Everett, Kansas City
Robinson, Ella V., 1216 Washington Blvd.,
Kansas City
Robison, Arthur B., 634 Hiram Ave.,
Wichita
Saunders, Jessie, 1318 Barnett, Kansas
City
Singer, Mrs. Mary J., 341 N. Topeka Ave.,
Wichita
Smith, Aura, 2007 Sandusky, Kansas City
Snyder, Laura G., 134 S. Clifton, Wichita
Sparks, Elizabeth A., Frances Willard
School, 35th and Orville, Kansas City
Streeter, Helen, 400 N. 16th St., Kansas
City

Sunter, Ethel, 1603 Dodd, Kansas City
 Thomas, Zoe, 202 N. 23rd St., Kansas City
 Thornburg, Mrs. Winnie C., 817 S. Spruce,
 Wichita
 Tribue, Leota, Phillips School, Kansas City
 Vincent, Mary, Elementary School, Fowler
 Vogenitz, Mrs. May H., 420 E. 15th Ave.,
 Hutchinson
 Watkins, Hazel A., 1715 Maple, Wichita
 West, F. C., 1003 Indiana Ave., Wichita
 Wilson, Mollie, 724 N. B St., Wellington
 Wine, E. C., 1147 Perry, Wichita

KENTUCKY

Bligh, Anna M., 673 Cecil Ave., Louisville
 Bradner, J. W., Supt. of Schools, Middles-
 boro
 Chapman, Edith A., 2441 Carter Ave., Ash-
 land
 Cloud, Elizabeth, 149 N. Broadway, Lex-
 ington
 Coons, Etta B., 173 Woodland Ave., Lex-
 ington
 Edmonds, Eva F., 710 Central Ave., Lex-
 ington
 Gotherman, Edward E., Jefferson Davis
 School, Lexington
 Hancock, H. C., 318 N. Third St., Central
 City
 Haney, Mrs. John F., P. O. Box 66, Ash-
 land
 Hubbard, D. B., 3909 Gilbert Ave., Coving-
 ton
 Kelley, Nora S., I. N. Bloom School, Lucia
 Ave., Louisville
 Krieger, Mrs. Anna, 1634 Lucia Ave.,
 Louisville
 Lafferty, E. M., E. Jenkins Station, Jenkins
 Lovely, Lucile, 141 Owsley Ave., Lexington
 McClelland, Bertha L., 3204 Winchester
 Ave., Ashland
 McClure, Mary E., 2313 W. Jefferson St.,
 Louisville
 McDaniel, Lottie, Virginia Street School,
 Hopkinsville
 Masner, Olie, 343 S. Upper St., Lexington
 Reibert, Lydia, 1306 Highland Ave., Louis-
 ville
 Spurgin, Lucy, 1416 Brook St., Louisville
 Stanley, Mrs. Emma M., 201 Crescent
 Court, Louisville
 Stutz, Elsa, 2210 Sherwood, Louisville
 Summers, Jennie T., 407 Fountain Court,
 Louisville
 Tate, Virginia, 220 Broadway, Madisonville
 Tolliver, Mrs. Edna L., 425 N. Third, Dan-
 ville
 Von Donhoff, I., R. F. D. 2, Box 193,
 Louisville
 Weaver, Helen M., 1068 Eastern Pkwy.,
 Louisville
 Weibel, Elise, 2210 Sherwood, Louisville
 Wellenvoss, Nora E., 1612 Beechwood Ave.,
 Louisville
 Willett, Hattie M., 2319 Hale Ave, Louis-
 ville
 Worth, Mrs. Phoebe B., Jefferson School,
 Lexington

LOUISIANA

Aiken, E. S., High School, Lecompte
 Aitkens, Emma C., 1108 Napoleon Ave.,
 New Orleans
 Bains, Mary, P. O. Box 248, Shreveport
 Barrett, Ellen T., 4026 Baudin, New Or-
 leans
 Bartholf, Harriet, 842 Prospect Ave.,
 Shreveport
 Baudint, A. Leonie, 5418 Constance St.,
 New Orleans
 Brandao, Eva A., McDonogh School No. 9,
 1651 N. Fonti, New Orleans
 Collette, Mrs. Ida R., 704 Iris St., Lake
 Charles

Dingle, Mary M., Alexander School,
 Shreveport
 Dixon, Florence E., P. A. Capdau School,
 3821 Franklin Ave., New Orleans
 Ferran, Rose, 930 N. Broad St., New Or-
 leans
 Foote, Irving P., Louisiana State Univer-
 sity, Baton Rouge
 Goldenberg, Rachel, 1128 Dalzell, Shreve-
 port
 Hatcher, W. B., Supt. of Schools, Baton
 Rouge
 Johnson, J. M., Seventh Ward School,
 Baton Rouge
 Littlejohn, Augusta Pugh, 1221 Leontine,
 New Orleans
 Rugg, L. S., West End Grammar School,
 Alexandria
 Schuster, Hattie L., 610 Herndon Ave.,
 Shreveport
 Stockley, Callie L., 1817 Calhoun St., New
 Orleans
 Sullivan, Violet M., 1105 Jefferson Ave.,
 New Orleans
 Thomas, Josephine, 3220 Cleveland Ave.,
 New Orleans
 Tubre, B., 2125 Monroe St., Alexandria
 White, Mariah D., 901 Cherokee St., New
 Orleans
 Wilson, Florence, Lafayette School, New
 Orleans

MAINE

Cullen, William, Jordan Grammar School,
 Lewiston
 Ingalls, Arthur D., Training School, State
 Normal School, Farmington
 Lord, Gertrude T., 14 Winter St., Water-
 ville
 MacDowell, Olive G., 22 Prospect St.,
 Waterville
 Taylor, Mary E., 71 Washington St., Cam-
 den
 Teague, Grace L., 137 College St., Lewis-
 ton

MARYLAND

Adams, Margaret, School No. 218, Balti-
 more
 Bassford, Elizabeth, Harwood
 Beckenbaugh, Isabella, 2208 Virginia Ave.,
 Hagerstown
 Bell, Mrs. Edna Correll, 2932 St. Paul St.,
 Baltimore
 Blonskey, Lula M., 407 Valley St., Cum-
 berland
 Botsford, Jane E., 507 Hill Top Dr., Cum-
 berland
 Bourke, Jessie S., East Linthicum Heights
 Broening, Mary L., 3906 Canterbury Rd.,
 Baltimore
 Burch, Miriam R., 114 E. 33rd St., Balti-
 more
 Carroll, Agnes, 451 Highland St., Cum-
 berland
 Carroll, James G., Tench-Tilghman School
 No. 13, Baltimore
 Cleaves, Frances M., 221 Howard St.,
 Elkton
 Duke, Mrs. Cassie B., Public School, Prince
 Frederick
 Erdman, Rose, 108 E. North Ave., Balti-
 more
 Eversfield, Emily W., Windsor Hills School,
 Baltimore
 Fairbank, Grace C., 2041 E. 32nd St.,
 Baltimore
 Fuller, Althea R., 830 Green St., Cumber-
 land
 Gabriel, Ruth A., 121 E. North St., Hagers-
 town
 Gerstmyer, Eva E., 3210 Ellerslie Ave.,
 Baltimore
 Giffen, Mrs. Sallie, Virginia Avenue School,
 Cumberland

Griffin, Edna Grooms, 1601 McCulloh St., Baltimore
 Harney, Margaret A., 1412 Reisterstown Rd., Pikesville
 Hill Mary C., 400 Camden Ave., Salisbury
 Hoover, L. Mabel, 1771 Homestead St., Baltimore
 Jackson, Catherine E., 5023 Roland Ave., Baltimore
 Jones, Charles W., 1143 N. Carey St., Baltimore
 Kerr, Mary C., 2130 Bolton St., Baltimore
 Louis, Hilda, School 98 and 98-A, Baltimore
 McGeady, Loretto, Box 160, Cumberland
 McKnight, Sue, 101 Columbia St., Cumberland
 Magers, Ida R., 1801 Poplar Grove St., Baltimore
 Manning, Annie Lee, 3421 Mondawmin Ave., Baltimore
 Miller, Persis K., School 76, Fort Ave. and Decatur St., Baltimore
 Monred, Ravenell A., 18 Diamond Ave., Gaithersburg
 Morgan, Gertrude E., Grammar School, Centreville
 Muesse, Katherine F., 1248 N. Broadway, Baltimore
 Murphy, George B., Platoon School No. 112, Baltimore
 Purvis, Anna E., Canton Platoon School, Baltimore
 Rodman, Mrs. Mary E., 1359 N. Calhoun St., Baltimore
 Sanders, Grace S., 2111 St. Paul St., Baltimore
 Schaut, M. Grace, 3312 W. North Ave., Baltimore
 Schluderberg, George W., Public School, Dundalk
 Screen, Isabelle, Narrows Park, Cumberland
 Shamberger, J. Hiram, School No. 56, Baltimore
 Simmons, Mary E., 523 E St., Sparrows Point
 Smithson, Clara E., 3306 Clifton Ave., Baltimore
 Stieg, May L., Elementary School No. 88, Baltimore
 Stromberg, Helen, 3505 Taney Rd., Baltimore
 Stromberg, Martha, 3505 Taney Rd., Baltimore
 Sturgis, Hontas M., 15 Avon Ave., Hyattsville
 Sultzer, Mary F., School No. 51, 34th and Frisby Sts., Baltimore
 Talbott, Adele, 4206 Roland Ave., Baltimore
 Talliaferro, Sallie C., 3314 Elgin Ave., Baltimore
 Thalheimer, Florence, Temple Garden Apt., Baltimore
 Turnbull, Josephine, 2102 Rosedale St., Baltimore
 Upham, Mrs. Margaret S., 211 Washington St., Cumberland
 Watkins, Lida E., 626 Orpington Rd., Station D, Baltimore
 Weglein, D. E., Supt. of Schools, Madison and Lafayette Aves., Baltimore
 White, Sue B., Irvington School No. 71, Old Frederick Rd., Baltimore
 Wiers, Mary M., School No. 48, Baltimore
 Willison, Mildred E., 401 Decatur St., Cumberland
 Worthington, Harriet E., Elementary School No. 65, Baltimore

MASSACHUSETTS

Adams, Mabel E., 38 Percival St., Dorchester
 Alderman, Etta L., 42 Bliss St., West Springfield

Allen, Grace A., 25 Bacheller St., East Lynn
 Andrews, Frank A., 47 Clark St., Worcester
 Anthony, Sophie T., 24 Maple View Ter., New Bedford
 Atkins, Robert S., Thomas N. Hart School, South Boston
 Baldwin, Blanche E., Judson School, Malden
 Barrows, Howard F., Box 85, East Falmouth
 Barry, Agnes E., Bennett School Dist., Boston
 Barry, Mary A., 58 Procter St., Salem
 Barry, William J., 108 Warren St., Roxbury
 Bates, William Lester, Lowell School Dist., Jamaica Plain
 Bavlies, Stella H., 80 Hanover St., Fall River
 Beaumont, Louise M., 163½ Chandler St., Worcester
 Belding, Alice H., 44 William St., Worcester
 Bemis, Fanny M., Robert O. Morris School, Springfield
 Bliss, Carrie W., 233 Arnold St., New Bedford
 Bowker, Rosa M., Carew Street School, Springfield
 Bradbury, Amy, 26 Bradlee Rd., Medford
 Bradford, Flora B., 12 Higgins St., Arlington
 Brainerd, G. W., 43 King St., Auburndale
 Brennan, Julia V., Rugles School, Pine and Seabury Sts., Fall River
 Brown, Harriet E., 22 Marietta St., North Adams
 Buckingham, B. R., 15 Ashburton Pl., Boston
 Burns, Eva S., Homer School, Belmont
 Candlin, Albert, Chestnut Street Jr. High School, Springfield
 Carbee, Katharine L., Balch School, Norwood
 Carrigan, Rose A., Shurtleff School, Dorchester
 Carroll, Edward J., 415 K St., South Boston
 Chase, Sara E., Washington School, Springfield
 Cheney, Mrs. Bessie B., Priest Street School, Leominster
 Chevallier, Ada E., Pierce School, Brookline
 Clagg, J. Henry, Centre School, Everett
 Clark, Katherine M., 108 Dudley St., Medford
 Collamore, Edna A., 11 Isabella St., Worcester
 Corish, Gertrude L., 86 Mill St., New Bedford
 Cragin, S. Albert, 58 S. Main, Reading
 Craven, Thomas D., 42 Mellen St., Dorchester
 Crockwell, Winifred Mary, 11 Manning St., Medford
 Cronan, Mary H., Robinson-Valentine School, Chicopee
 Currier, William G., 181 South St., Hyannis
 Cushing, Lena, 27 Fellows St., Danvers
 Daniels, Laura A., 46 Forest Ave., Springfield
 Daniels, Nellie F., 201 Newbury St., Brockton
 Davis, Bertha S., 43 E. Emerson St., Melrose
 Dingley, Vivian A., 18 Ware St., Cambridge
 Doherty, Alice M., 592 Broadway, Everett
 Donald, Helen M., 44 Prospect St., Orange
 Donovan, James A., Elihu Greenwood School, Hyde Park
 Dowd, Theresa V., Abbott Street School, Worcester

- Drummy, Julia I., Beacon and Callahan Schools, Norwood
 Easton, Norman S., Davis School, Fall River
 Emerson, Edith W., Russell School, Arlington
 Fales, Annie E., 58 W. Main St., Westborough
 Farrell, M. Edna, Bennett School, Leominster
 Fisher, G. Milton, Millbury Street School, Worcester
 Flagg, Sadie E., White Street School, Springfield
 Fletcher, Elaine M., Prospect Street School, Shrewsbury
 Fogarty, Rose Weldon, 37 Fifth Ave., Webster
 Footman, Carrie E., 18 Seventh St., New Bedford
 Forbush, L. Mabel, 31-A Spruce St., Waltham
 Forster, Bertha E., Brooks School, West Medford
 Fuller, Flora E., 107 Appleton St., Arlington
 Gainsman, Edith A., Rice Square School, Worcester
 Goodnow, Mrs. Gladys L., 216 Davis St., Greenfield
 Gorman, John F., 60 Bellevue Ave., Winthrop
 Graham, John H., 51 Reservoir St., Cambridge
 Grover, Abbie C., 364 Main St., Haverhill
 Guindon, Frederick A., Quincy School, Tyler St., Boston
 Haggerty, Margaret M., 611 Rimmon Ave., Chicopee
 Harding, Elizabeth G., 23 Essex St., Beverly
 Harrington, Harlan L., 26 Georganna St., South Braintree
 Hatch, Bertha C., 3 Mt. Vernon St., Melrose
 Hatch, Edna M., 420 Main St., Winchester
 Hathaway, Bertha C., George H. Dunbar School, New Bedford
 Hawkinson, Emma S., 29 Crosby St., Webster
 Henderson, Grace H., Winslow School, Tyngsboro
 Hicks, Edith M., 479 Chestnut St., Lynn
 Higgins, Effie Grace, 27 Marianne Rd., Waltham
 Higgins, Ethel G., Hardy School, Arlington
 Hogan, John J., John R. Rollins School, Lawrence
 Holman, Hilda, Talbot School, Billerica
 Howard, Stella M., Chapin School, Williamansett
 Howlett, Cora M., Middle St., South Amherst
 Jenkins, Emma F., 56 Perry St., Brookline
 Jenkins, Florence S., 70 Maywood St., Worcester
 Jenney, Charles A., Russell School, Brockton
 Jigger, Madge D. B., Sprague School, Brockton
 Johnson, Ethel M., 11 Burrill Ave., Lynn
 Joyce, Helen M., 14 Maple St., Framingham
 Keenan, Vincent A., 59 W. Border Rd., West Roxbury
 Kelley, Winnifred, Hibbard School, Pittsfield
 Kennedy, Katherine T., Burncoat School, Worcester
 Kerrigan, Katharine E., 2 Clement St., Worcester
 Kilgrew, Francis J., 495 Riverside Ave., Somerset
 Lahan, Anna F., Arlington School, Methuen
 Larrabee, Ernest A., 21 South St., Shrewsbury
 Lawlor, Edward A., Gilbert E. Hood School, Lawrence
 Leach, Luthera M., Ellis Brett School, Brockton
 Leonard, Eliot B., 810 Main St., Greenwood
 Lewis, Mary E., 107 Paine St., Worcester
 Lusk, L. Elizabeth, 1802 Beacon St., Brookline
 Lynch, Theobald A., Woodrow Wilson School, Dorchester
 McCreery, Charles J., 75 Shawmut St., Fall River
 McDonnell, Katharine C., 124 Sutherland Rd., Boston
 McGillicuddy, Ellen T., Granite Street School, Worcester
 McIntire, Ralph A., 18 Park St., Florence
 McMullen, Charles B., 88 Whites Ave., Watertown
 Martin, Benjamin E., 20 Circuit Ave., Worcester
 Merriam, George H., 18 Ferdinand St., Worcester
 Metcalf, Lucie A., 9 Washburn Ter., Brookline
 Mohan, Anne R., Chapman School, East Boston
 Molloy, Mary G., 146 Veazie St., North Adams
 Moore, Florence E., 227 Pope St., New Bedford
 Moore, Helen F., 227 Pope St., New Bedford
 Morrissey, Ellen E., 246 Main St., Indian Orchard
 Newell, Elizabeth T., 65 Spring St., Medford
 Nickerson, Lillie M., 104 Western Ave., Lynn
 Niland, Anna M., 202 Byron St., East Boston
 O'Hern, Mary A., 324 E. Main St., North Adams
 Oliver, Grace E., Dix Street School, Worcester
 Parsons, George W., 2 Cross St., Medford
 Patterson, Wilhelmina, 266 Pleasant St., Marblehead
 Perkins, Mary I., 586 Eastern Ave., East Lynn
 Phemister, Alice G., 308 High St., West Medford
 Pollock, Ellen, Brackett School, Arlington
 Potter, Zulette, 13 Hyde St., Revere
 Pottle, Annie C., 89 Adams St., Waltham
 Preston, Alice M., 292 Dodge St., Beverly
 Rafter, Charlotte, 22 Gaylord St., Dorchester Center
 Rav, Alice M., School Street School, Springfield
 Rav, Carlton W., 26 Waldorf Rd., Newton Highlands
 Raymond, Ward, Weir Grammar School, Taunton
 Reddy, Joseph A., William E. Endicott Dist., Glenway and Harvard Sts., Boston
 Reid, Gertrude L., 50 Randall Ave., East Weymouth
 Richardson, Bertha, 56 Ft. Pleasant Ave., Springfield
 Richardson, Mary E., 59 Walnut St., East Dedham
 Riese, Helen M., Cornish School, Plymouth
 Rogers, Martha A., 88 Chestnut St., Lynn
 Ryan, Nellie A., East Union Street School, Springfield
 Salmon, John J., 27 Blake St., Cambridge
 Sampson, Charles, 14 Avon Way, Quincy
 Sampson, Elizabeth H., Clifford Rd., Plymouth
 Sauer, Edith, Kensington Avenue School, Springfield
 Sears, Louise B., 9 Williams St., Taunton
 Silva, Theodore R., Adams School, Quincy
 Small, Lillian G., Lewis School, East Lynn
 Smith, Ella H., Fulton School, Medford
 Southmayd, Pearl A., 15 Armory St., Springfield

School,
Green-
rochester
n St.,
Wilson
ut St.,
herland
Street
lorence
Ave.,
Ave.,
d St.,
Brook-
East
North
New
Bed-
ndian
Med-
Ave.,
East
North
Wor-
ford
St.,
East
West
gton
ham
erly
Dor-
ring-
yton
ool,
cott
ston
East
ve.,
East
uth
ynn
ool,
dge
acy
ly-
ool,
on
cy
nn
t.,

Starkey, Netty A., 7 Moore Ave., Worces-
ter
Stoff, Helen Maud, 38 Crescent St., Frank-
lin
Stuart, Pauline H., 61 Harlow St., Arling-
ton
Sullivan, Annie G., 349 Whipple St., Fall
River
Sullivan, Maude H., Houghton School,
North Adams
Swasey, Marion H., 58 Maple St., New
Bedford
Sweeney, Agnes G., 100 Otis St., Medford
Sweet, Emily, 22 Hammond St., Waltham
Tobin, Margaret, Union School, Littleton
Towne, Lillian M., 15 Barrows St., Allston
Tracy, Joseph M., Thomas Street School,
Worcester
Wainwright, Lottie W., 533 Broadway,
Fall River
Washburn, Anna C., 3 Mt. Vernon St.,
Melrose
Wentworth, Florence A., 298 Elm St., Wal-
pole
Wheeler, Harriet E., 62 Sever St., Worces-
ter
Whitney, William I., 70 Sandwich St.,
Plymouth
Willard, Addie I., Edward B. Newton
School, Winthrop
Williams, Winnie M., 2 Lefavour Ave.,
Beverly
Wilson, Sara E., 25 Crandall St., Adams
Wingate, Louise, State Teachers College,
Fitchburg
Woodward, Mrs. Lovina H., Lawrence
Street School, Framingham
Yeomans, Rosanna, 118 Atlantic Ave.,
Revere

MICHIGAN

Anderson, Jennie, Oak Grove Club, Flint
Arbaugh, W. B., 121 Puritan Ave., High-
land Park
Arehart, Ira J., 11315 Rosemary Ave.,
Detroit
Armstrong, Donald C., Gardner School,
16025 Whitlock, Detroit
Atkinson, F. H., Ford School, Highland
Park
Bachmann, Sophie C., Majeske School,
2139 Trombly Ave., Detroit
Bader, Edith M., High School, Ann Arbor
Baird, James, Lingemann School, 567
Montclair Ave., Detroit
Baker, Guy L., 1121 Mohawk St., Royal
Oak
Baker, Helen T., 3322 Carter, Detroit
Bateman, Grace N., 1670 Calvert Ave.,
Detroit
Bates, Guy, Davison School, 2800 E. Davi-
son Ave., Detroit
Beck, Carl G., 11846 Wilshire Ave., Detroit
Bellis, John H., Winterhalter School,
12121 Broad St., Detroit
Bessolo, A. Donn, Ford School, 14735
Orangelawn, Detroit
Birkam, George, Coolidge School, 12700
Woodmont Ave., Detroit
Birch, Ora M., 2521 Riverside Dr., Tren-
ton
Bradley, Mrs. Fanny, Kearsley Street
School, Flint
Brewer, Jessie M., 18 Porter St., Pontiac
Burgwin, Mignon, 4045 29th St., Detroit
Bushnell, Nina M., 507 Thomson St., Flint
Carpenter, Mrs. Theodora, 12 Portsmouth
Pl., Grand Rapids
Carroll, Mae B., 1631 Atkinson Ave., De-
troit
Condes, Elizabeth M., 2705 Lapeer St.,
Flint
Collins, Florence, 81½ S. Johnson St., Pon-
tiac
Cousins, Esther J., 3318 Whitney Ave.,
Detroit

Crane, Mrs. Mary E., 1592 Fifth St.,
Muskegon
Creswell, Grace, 2464 Lothrop St., Detroit
Crysler, Rose, 144 Longwood Ave., Detroit
Cull, Lucy Agnes, 319 Jefferson St., Ionia
Curtis, Eva M., 1030 Grand Traverse, Flint
Curtiss, Dale, Washington School, 13000
De Quindre St., Detroit
Curtiss, Florence E., 205 Tuxedo, Detroit
Derr, Howard D., 825 Mill St., Lincoln
Park
Dicken, Carrie L., 1109 Wells St., Ann
Arbor
Doherty, Mary C., 12744 Elmira, Detroit
Doran, Margaret P., 439 E. Fulton St.,
Grand Rapids
Doyen, Gertrude, 421 W. Grand Blvd.,
Detroit
Drew, Mrs. Mina P., 341 Lafayette Ave.,
S. E., Grand Rapids
Dyball, Mrs. Helen E., 308 W. Witherbee
St., Flint
Egan, Nora L., 2672 W. Grand Blvd., De-
troit
Elliott, Myrtle A., 1037 Ashmun St., Sault
Ste Marie
Ellsworth, Bert B., Ives School, 1146
Phillip St., Detroit
Estabrook, Eudora P., Diamond School,
Grand Rapids
Fairbairn, Marion D., Ellis School, 5611
Rich St., Detroit
Farr, Helen, Robinson School, 17500
Grover, Detroit
Fee, Lena M., 710 S. Oakley, Saginaw,
W. S.
Fleming, Jennie M., 1971 Longfellow Ave.,
Detroit
Frederick, Magdalene, Quarton School,
Birmingham
Geer, Florence E., 1044 E. Grand Blvd.,
Detroit
Gibbons, Jane Winifred, 421 Church St.,
Ann Arbor
Gladden, Theron A., 1255 State Fair Ave.,
E., Detroit
Gonne, Edythe, 2281 W. Grand Blvd., De-
troit
Gordon, Grant W., 2525 Brooklyn, Detroit
Graham, Albert, 7840 Wagner Ave., De-
troit
Greenbaum, Bertha, Alger School, Grand
Rapids
Guild, Ella M., Oak Grove Club, Flint
Haley, Nelle, 1008 Court St., Saginaw,
W. S.
Hall, Isabell, 288 Josephine Ave., Detroit
Hamilton, Esther, Pattengill School, 8411
Northfield, Detroit
Harrison, Mrs. Florence, 1016 Ann Arbor
St., Flint
Hartung, Urban, Jr., Burt School, 20710
Pilgrim Ave., Detroit
Herrig, Isabella W., 882 Adams St., Sagi-
naw, W. S.
Hilborn, Mrs. Clara M., 2005 Francis Ave.,
Flint
Horton, Mrs. Jeannette, Garfield School,
Superior Blvd., Wyandotte
Hough, Agnes M., 917 E. Ninth St., Flint
Hubbard, Evelyn B., Monteith School, 1091
Hibbard Ave., Detroit
James, Elsie E., Dewey School, Flint
Johnson, Mabel, 200 E. Chocelay St.,
Munising
Jones, Etta F., Finney School, Grand
Rapids
Kelly, Mary M., 301 W. Third Ave., Flint
Kemp, Maude E., 2704 Calvert Ave., De-
troit
Knight, Edward J., 16411 Curtis St., De-
troit
Laing, Earl R., 16265 Westmoreland Rd.,
Detroit
Lamport, Harold B., 12541 Second Ave.,
Highland Park

Lang, Marion M., 533 E. Mt. Hope Ave., Lansing
 Livingston, Ruby, 525 Lafayette, S. E., Grand Rapids
 Logan, Jean W., 1540 Pine St., Detroit
 McCallum, Jessie, 2694 Philadelphia W., Detroit
 McConnell, Clara E., 670 Pingree Ave., Detroit
 McGoldrick, Mary, 1237 Trumbull Ave., Detroit
 McLeod, Lena E., Cook School, Flint
 Marsh, Mrs. Lettle, Harrison Park School, Grand Rapids
 Mason, Mrs. Bertha, Franklin Street School, Grand Rapids
 Messner, Clarence J., Richard School, Grosse Pointe
 Morley, Lillian C., 42 Willis Ave., E., Detroit
 Morrison, Nellie, Kensington School, Grand Rapids
 Morse, John A., 1450 E. Jefferson Ave., Detroit
 Moss, Helen A., 919 Lapeer St., Flint
 Mulholland, Mary, 848 Reed St., Kalamazoo
 Nyman, Alfreda, 129 S. Mansfield St., Ironwood
 Page, Florence, 11870 Ohio, Detroit
 Parker, Howard L., Oxford School, Dearborn
 Pascoe, May F., 515 W. Newall, Flint
 Pearson, Mrs. Carolyn A., 321 E. Newell St., Flint
 Peatling, Ella M., 1524 Clairmount, Detroit
 Pickett, Mrs. Lillian H., 111 W. Baker St., Flint
 Plumb, Alberta E., 3224 E. Genesee Ave., Saginaw, E. S.
 Popp, Mrs. Cleo E., 1101 Copeman Ave., Flint
 Reardon, Anna T., 306 N. Linn, Bay City
 Reaume, Rhoda, 6141 Stanton Ave., Detroit
 Redman, Mabel M., Campbell School, 2117 E. Alexandrine, Detroit
 Reynolds, O. D., Ruthauff School, 6311 W. Chicago Blvd., Detroit
 Robinson, Roy E., 16536 Iverness, Detroit
 Robison, Alice E., 103 Hazelwood Ave., Detroit
 Roethke, Louise, Clippert School, 4725 Martin Ave., Detroit
 Rogers, Alex R., 14317 Hubbell Ave., Detroit
 Rogers, Esca B., 121 Arbor St., Kalamazoo
 Rosenthal, Almee A., 8821 Georgia St., Detroit
 Ross, Meta, 5440 Cass Ave., Detroit
 Rouse, Jessie H., 2503 S. Washington Ave., Saginaw, E. S.
 Rudduck, Lillian W., 5670 Missouri Ave., Detroit
 Schoolcraft, Pearl T., 1430 Hillcrest Ave., Kalamazoo
 Shaw, Edith E., 6533 Sixteenth St., Detroit
 Sheridan, Margaret E., 1729 Glynn Court, Detroit
 Short, Mrs. Mabelle I., Washington School, Flint
 Smith, Bertha F., Sigsbee School, Grand Rapids
 Smith, Hattie, Longfellow School, Royal Oak
 Smith, Mrs. Mildred, 1050 Hibbard, Detroit
 Stapleton, Mrs. Louise V., Dickinson School, Grand Rapids
 Strahan, Margaret, 514 Ethel Ave., S. E., Grand Rapids
 Strickland, Rena M., 616 W. Fourth Ave., Flint
 Sturm, Mrs. Gladys F., 4800 Kensington Rd., Detroit

Thomas, John S., 4375 Buena Vista W., Detroit
 Tucker, Ethel M., Mason School, Vernier Rd., Grosse Pointe Park
 Vandenbergh, Ora H., Hutchinson School, 5221 Montclair, Detroit
 Warner, Frances L., 881 Collingwood Ave., Detroit
 Waterman, Wyla, Oak Grove Club, Flint
 Weber, Ernest, Training School, Richland
 Welte, Adeline K., 1203 Bement St., Lansing
 Wilson, Adelaide M., Sherrill School, 7300 Garden St., Detroit
 Wilson, Grace, Oak Grove Club, Flint
 Wineman, Mrs. Catherine, 1099 Van Dyke Ave., Detroit
 Woody, Clifford, School of Education, University of Michigan, Ann Arbor
 Woolfenden, Elizabeth, Oakman School, 12910 Wadsworth, Detroit
 Wuennecke, Laura, Ferry School, Grand Haven
 Yager, Gretchen J., 2524 Van Alstyne Blvd., Wyandotte
 Young, Dorah, Clark School, Flint

MINNESOTA

Barron, Caroline, 5403 42nd Ave., N., Minneapolis
 Barse, Mrs. Amy C., 5317 First Ave., S., Minneapolis
 Bartholt, Mrs. Kate J., Emerson School, Spruce Pl. and 14th St., Minneapolis
 Becker, Elsie, 1732 E. Fourth St., Duluth
 Benson, Gudrun, Trudeau School, Fourth St. and Ninth Ave., S. E., Minneapolis
 Bergum, A. J., 1735 Dunedin Ave., Duluth
 Blood, Benita R., Margaret Fuller School, Minneapolis
 Boysen, Mrs. Agness, Lyndale School, 34th and Lyndale Ave., Minneapolis
 Bradseth, Alice M., 1127 E. Sixth St., Duluth
 Braley, Pearl E., Jefferson School, Winona
 Brezler, Anne, Garfield School, Minneapolis
 Buell, Caroline, Randolph Heights School, St. Paul
 Butler, Margaret F., Webster School, St. Albans and Holly Ave., St. Paul
 Cecil, Ruth M., Webster School, Minneapolis
 Clark, Mary R., School Department, Gillette State Hospital, St. Paul
 Coleman, Gertrude, 2007 Selby Ave., St. Paul
 Cooper, Harry P., Tuttle School, Minneapolis
 Culbert, Edwin C., Adams School, Franklin and 16th Aves., S., Minneapolis
 Dossdall, Bertha A., Irving School, St. Paul
 Dougherty, Sada C., 3636 Park Ave., Minneapolis
 Drohan, Gertrude, 2716 Portland Ave., Minneapolis
 Dutton, Mrs. Jean U., 1222 W. 31st St., Minneapolis
 Edith, Sister Mary, St. John High School, Rochester
 Elgar, Frances C., Lester Park School, Duluth
 Erichsen, Elizabeth Lee, Androy Hotel, Hibbing
 Erickson, Cornelia, Johnson and Stowe Schools, Minneapolis
 Everson, Helene, 812 Woodland Ave., Duluth
 Farmer, Mrs. Lillis E., Box 693, Gilbert
 Fawcett, Jessie Edna, 600 W. Franklin Ave., Minneapolis
 Fields, Nellie M., 3237 Emerson Ave., S., Minneapolis
 Frank, Sigrid M., Irving School, Duluth
 Frederickson, Mrs. Claire L., Howe School, 43rd Ave. S. and 38th St., Minneapolis

ista W.,
Vernier
School,
od Ave.,
Flint
Richland
t., Lan-
ol, 7300
int
n Dyke
on, Uni-
School,
Grand
Alstyne

e., N.,
ve., S.,
School,
polis
Duluth
Fourth
apolis
Duluth
School,
34th
St.,
inona
apolis
chool,
l. St.
Minne-
Gil-
St.
inne-
nklin
Paul
Ave.,
Ave.,
St.,
chool,
chool,
otel,
towe
Du-
bert
klin
S.,
ool,
olis

Gannon, Lue E., Nashwauk Grade School,
Nashwauk
Garrison, Harry A., Prescott School,
Minneapolis
Gaus, Ottellie J., Pierce School, N. E.
Broadway and Filmore St., Minneapolis
Gee, Florence L., Audubon School, Minne-
apolis
Golla, Ruth V., Central School, Grand
Rapids
Gorman, Mary, 727 E. Third St., St. Paul
Gundlach, Lucy, 1726 Lincoln Ave., St.
Paul
Hamilton, Katharine, Department of Edu-
cation, Endicott Building, St. Paul
Hansen, Meta, McKinley School, 37th and
Colfax Ave., N., Minneapolis
Hanson, Lillian C., Bryant School, Duluth
Harger, Lena L., 4235 Grimes Ave., S.,
Minneapolis
Hellberg, Charles F., 4848 Pleasant Ave.,
S., Minneapolis
Herrly, Dona J., Forest Lake School, Grand
Rapids
Holtz, Jennie F., Irving School, 17th Ave.,
S. and 28th, Minneapolis
House, Susan M., Lowell School, Duluth
Jameson, Florence M., Lymanhurs School,
Chicago and 18th St., Minneapolis
Jasperson, Lillian M., 808 Mt. Curve Ave.,
Minneapolis
Jones, Ruth J., 624 Fourth St., S. E.,
Minneapolis
Kaasa, Elizabeth J., Northrop School, 16th
Ave. and 46th St., S., Minneapolis
Keckefoth, Ethel H., Washington School,
Eighth Ave. and Sixth St., S., Minne-
apolis
Kensinger, Floy, 1422 E. Third St., Duluth
King, Margaret M., 842 Laurel Ave., St.
Paul
Kirk, A. W., Jackson School, Edmund and
Arundel Sts., St. Paul
Kirk, H. H., High School, Faribault
Krogstadt, Marie C., 4336 Aldrich Ave. S.,
Minneapolis
Larkin, Jane V., 46 N. Hamline Ave., St.
Paul
Lichtenberger, James F., Morris Park
School, Minneapolis
McAllister, Gladys M., 905 W. 44th St.,
Minneapolis
McClellan, Mary F., J. J. Hill School,
Oxford and Selby, St. Paul
McGregor, Lulle, Harrison School, Minne-
apolis
MacGregor, Effie, John Burroughs School,
Minneapolis
Mallory, Blanche, 715 E. First St., Duluth
Martin, Mary L., 320 N. E. Jackson St.,
Minneapolis
Mather, Helen, 2011 Third Ave., S., Minne-
apolis
Maxson, Francis E., Windom School, 5800
Blaisdell Ave., Minneapolis
Morrill, Eliza C., Rosedale School, Minne-
apolis
Nelson, Anna B., 101 S. 19th Ave., E.,
Duluth
Neville, Mrs. Blanche C., 164 Montrose
Pl., St. Paul
Norsted, Roy A., 622 Jones St., Eveleth
Nyhus, Ellen, Clara Barton School, Minne-
apolis
Pahr, Mrs. Ida C., 3118 E. 22nd St., Min-
neapolis
Peters, Leone E., 2508 First Ave., S.,
Minneapolis
Petersen, Mrs. Edith Barney, Motley
School, Dartmouth Ave. and Erie St.,
S. E., Minneapolis
Porcher, Maria R., 3549 Dupont Ave., S.,
Minneapolis
Porter, Eva A., Arrowhead Hotel, Duluth
Probst, Ella, 4836 S. Lyndale, Minneapolis
Reed, Myrtle, Monroe School, Minneapolis
Reichard, Clifford E., Pillsbury School,
Minneapolis

Riedell, Adaline M., John Ericsson School,
31st Ave. S. and 43rd St., Minneapolis
Ringdahl, N. Robert, 3220 Tenth Ave., S.,
Minneapolis
Rinkel, Caroline, 310 Ave. C, Cloquet
Rossman, Mabel A., Washburn School, Du-
luth
Roverud, Ella M., 622 Grand Ave., St. Paul
Ruddy, Harriet E., Phalen Park School,
Payne Ave. and E. Rose St., St. Paul
Saam, Selma Louise, 906 W. 42nd St.,
Minneapolis
Sand, Anna, 103 W. 36th St., Minneapolis
Shaughnessy, Gertrude, 17 E. 24th St.,
Minneapolis
Sherwood, Esther, 2446 Colfax S., Minne-
apolis
Sherwood, Grace B., 3532 Second Ave.,
S., Minneapolis
Shove, Helen B., 3116 Clinton Ave., S.,
Minneapolis
Smith, Dorothy D., Tracy
Stanley, Elizabeth T., Holland School,
Minneapolis
Steffensrud, E. R., Washington-Lincoln
Schools, Chisholm
Stone, Mrs. Genevieve L., 1450 W. Min-
nehaha Ave., Minneapolis
Strate, Nettie M., 3032 Colfax S., Minne-
apolis
Sutton, Gertrude K., Hamilton School,
Minneapolis
Taylor, Edith B., 1430 W. Minnehaha St.,
St. Paul
Taylor, Jessie Ella, 3832 23rd Ave., S.,
Minneapolis
Trawicky, Rosella M., Sheridan Hotel,
Minneapolis
Voigt, Alfreda H., 3953 Chicago Ave., Min-
neapolis
Walton, Matilda K., 3125 Columbus Ave.,
Minneapolis
Watson, Mrs. Louise H., 3800 France Ave.,
S., Minneapolis
Weld, Paul A., Cobb Cook School, Hibbing
White, Zada A., 107 W. 52nd St., Minne-
apolis
Whitman, Jessie L., 115 S. Victoria St.,
St. Paul
Wiener, Joseph B., 1724 E. Fifth St., Du-
luth
Wiersch, Mrs. Marlon, 717 N. 19th Ave.,
E., Duluth
Wilder, Mrs. Leone, 66 Groveland Ter.,
Minneapolis
Wilkinson, Sarah H., Whitney School, Min-
neapolis
Wolfe, H. Alena, Merritt School, Duluth
Wood, Harriet J., Edith Cavell School, 34th
N. E. and Fillmore, Minneapolis
Yeaton, Clyde E., 3825 Bryant Ave., S.,
Minneapolis
Young, Leonard, 226 W. First Ave., E.,
Duluth

MISSISSIPPI

Beard, Mrs. Laura L., 801 N. Third Ave.,
Columbus
Blackwelder, D. L., Box 953, McComb
Callaway, R. M., Public School, Poca-
hontas
Clement, Bess, Eliza Clark School, Clarks-
dale
Dempster, Alice, 1607 24th Ave., Meridian
Dickins, Hattie, Grammar School, Leland
Houston, Gabriel, 111 W. Second St.,
Clarksdale
Lester, Laura R., Woodlawn, R. F. D. 5,
Jackson
Marshall, Letitia, Clay Street School,
Vicksburg
Milner, Bessie, 726 E. Beach, Gulfport
Parks, W. J., Cleveland Consolidated
School, Cleveland
Stewart, E. B., The Consolidated School,
State Line
Stokes, Mary M., Barrow School, Columbus

MISSOURI

- Annin, Mrs. Anna W., 7850 Gannon, St. Louis
- Baker, Beulah N., 5031 Potomac St., St. Louis
- Barbee, F. H., Board of Education, St. Joseph
- Barley, Ida L., 3638 Summit, Kansas City
- Barnes, Mrs. Abbie C., Charles A. Lindbergh School, St. Joseph
- Beumer, Edward H., 646 N Kirkwood Rd., Kirkwood
- Bick, Anna, 2842-A Victor St., St. Louis
- Blankenship, Amella A., 520 Westgate Ave., St. Louis
- Blomfield, Ray V., 1821 Clay St., St. Joseph
- Bolen, Bettie, 421 N. 21st St., St. Joseph
- Boyd, Anna B., 5330 Pershing Ave., St. Louis
- Boyd, Sarah L., 5330 Pershing Ave., St. Louis
- Bracken, John L., Supt. of Schools, Clayton
- Brand, Mrs. Bessie, 1229 Amherst Pl., St. Louis
- Brossard, Julia E., 240 W. Argonne Dr., Kirkwood
- Brown, Charles H., Marshall School, 4342 Aldine St., St. Louis
- Buchanan, William D., 5511 Vernon Ave., St. Louis
- Burruss, Lida M., 1420 S. Vermont, Sedalia
- Burris, Frances A., 630 N. 23rd St., St. Joseph
- Campbell, Cora, Bancroft School, 4300 Tracy Ave., Kansas City
- Capp, Theresa I., 2523 Faraon St., St. Joseph
- Cheney, Miriam, Schuyler Hotel, Kansas City
- Chiles, E. E., Harrison School Patron's Assn., 4163 Green Lea Ave., St. Louis
- Collins, Anne J., John H. Schroeder School, St. Louis
- Cramer, Roscoe V., Switzer School, Kansas City
- Creek, E. G., 1811 Clay St., St. Joseph
- Crook, John L., 22310 Farmer, Independence
- Crosby, Clifford, 31 Oak Ter., Webster Groves
- Cullen, Blanche P., 5089 Waterman Blvd., St. Louis
- Dickson, Mamie A., 3045 Lambdin Ave., St. Louis
- Drayer, H. C., 6933 Columbia Ave., University City
- Egan, Mrs. Anna H., 4111 Warwick Blvd., Kansas City
- Elliott, Mrs. Elsie M., 970 Prospect Ave., Springfield
- Evans, Fannie M., 2102 N. Rogers, Springfield
- Falke, Clara, William Rockhill Nelson School, 5228 Charlotte, Kansas City
- Flaven, Mary E., 3638 Summit, Kansas City
- Fleming, C. I., 3655 Humphrey St., St. Louis
- Foristel, Margaret S., Taussig School, 1540 S. Grand Ave., St. Louis
- Gaines, I. A., 604 Bonita Ave., Webster Groves
- Garman, Catherine, 1016 E. Broadway, Sedalia
- Gartenbach, Margaret, 3196 Morgan Ford, St. Louis
- Gldinghagen, Walter, Humboldt School, 714 E. 11th St., Kansas City
- Gilliam, M. J., 4369 W. Bell Pl., St. Louis
- Godbey, Walter A., 3840-A Humphrey St., St. Louis
- Gooch, E. L., 2303 Big Bend, Maplewood
- Goslin, W. E., High School Building, Webster Groves
- Green, G. H., 6189 Kingsbury Blvd., St. Louis
- Hamilton, Mrs. Sarah T., 101 Tiffin Ave., Ferguson
- Harris, A. H., 1010 Virginia Ave., Kansas City
- Harvey, Lida E., 602 W. 39th St., Kansas City
- Hickey, P. J., Madison School, 1118 S. Seventh St., St. Louis
- Hill, Stanley, 4038 Palm St., St. Louis
- Holliday, Frances, 309 W. First St., Maryville
- Holtzapfel, Lily Jane, 1719 Bellevue Ave., Richmond Heights, St. Louis
- Hood, E. A., 2504 Clifton Park Ter., St. Louis
- Hooker, Minnie L., Armour Plaza, 1216 E. Armour, Kansas City
- Hooss, Ida M., Meramec School, 2745 Meramec St., St. Louis
- Howard, J. E., De Mun School, De Mun and Northwood, St. Louis
- Howe, Jennie C., Blenheim School, 71st and Olive, Kansas City
- Howell, Mrs. Nettie, 500 W. Kirkham Ave., Webster Groves
- Igen, V. Carl, 3625 Lee, St. Louis
- Jackson, Euris, Cote Brillante School, 2616 Cora Ave., St. Louis
- Johnson, W. H., 6839 E. 15th St., Kansas City
- Jones, Clara F., Samuel Cupples School, 4908 Cote Brillante Ave., St. Louis
- Jones, Virginia, 4208 E. 63rd St., Kansas City
- Kelley, Anna J., 5150 Vage, St. Louis
- Kerns, Nancy M., 4246 Agnes St., Kansas City
- Knox, Eloise, 4600 Mill Creek, Kansas City
- Large, Grace M., 6236 Waterman Ave., St. Louis
- Lawver, A. B., Webster School, 2127 N. 11th St., St. Louis
- Lewis, Nellie K., 3863 Juniata, St. Louis
- Longshore, W. T., 520 W. 40th St., Kansas City
- Lovelace, Abigail, 4026 S. Benton, Kansas City
- Lyon, Percy A., 4160 N. Kingshighway Blvd., St. Louis
- McCallister, Mabel, 3238 Marshall Ave., St. Louis
- McCaslin, E. E., 5027 Washington Ave., St. Louis
- McMillan, Helen, 712 E. 33rd St., Kansas City
- Mack, Inez L., 11 Brookside Blvd., Kansas City
- MacKay, James L., 573 S. Clay Ave., Kirkwood
- Marston, C. E., 343 S. Lawn Ave., Kansas City
- Martin, Arthur E., R. F. D. 2, Eastwood Hills, Kansas City
- Martin, William H., James School, 5810 Scarritt Ave., Kansas City
- Melcher, George, Supt. of Schools, 201 Library Building, Kansas City
- Milster, Ben C., 5428 Holly Hills Ave., St. Louis
- Moore, Mary, 2809 Sacramento St., St. Joseph
- Moore, Reuby, 2220 Eugene Field Rd., St. Joseph
- Morrison, A. F., Froebel School, 4133 Magnolia, St. Louis
- Mumm, Emma O., 1027-A Felix St., St. Joseph
- Nelson, Minnie, 1315 N. Tenth St., St. Joseph
- Neville, Lucy B., Girls Parental Home, Independence
- Nicholson, Nell Grant, 6410 San Bonita Ave., St. Louis

O'Connell, May, J. C. Nichols School, 69th and Oak, Kansas City
 Oliver, Stanley C., Southwest Missouri State Teachers College, Springfield
 Osborne, John F., Thacher School, 5008 Independence Ave., Kansas City
 Patterson, M. J., 319 Westover Rd., Kansas City
 Peterman, May B., 1403 Edmond St., St. Joseph
 Propst, Katharine, Weaver School, Springfield
 Purnell, John H., 4306 St. Louis Ave., St. Louis
 Quirk, Margaret, 18 Summit Pl., St. Joseph
 Rhetta, H., 4541 Garfield, St. Louis
 Richmond, H. C., Faxon School, 3710 Paseo, Kansas City
 Ritchie, Frances O., 1201 N. Second St., St. Joseph
 Robeson, James A., 4147 Montgall Ave., Kansas City
 Roth, F. G., 5029 Devonshire, St. Louis
 Sackett, C. H., Mark Twain School, 5316 Ruskin Ave., St. Louis
 Schmitz, Alvina, 1014 Felix St., St. Joseph
 Sellman, W. N., Wyman School, 1547 S. Theresa Ave., St. Louis
 Shewman, W. D., 853 Atlanta Ave., Webster Groves
 Shores, Roscoe V., Public Library Building, Kansas City
 Smith, Margaret J., 2001 Main St., Lexington
 Stephens, C. E., 5550 Page Ave., St. Louis
 Thomas, Miles C., Border Star School, Kansas City
 Thompson, Mary A., 1111 McCausland Ave., St. Louis
 Todd, William Hall, 2606 Louisiana Ave., St. Louis
 Trumbo, Mabel, 3222 Lexington Ave., Kansas City
 Tucker, Isabel, Shenandoah School, St. Louis
 Vining, Frances L., Allen School, 706 W. 42nd St., Kansas City
 Walker, Mildred, 1852 N. Missouri, Springfield
 Weber, Amanda, 5632 Highland, Kansas City
 Wells, Mrs. Annie L., 1 Summit Pl., St. Joseph
 White, Mabel A., 513 N. Noyes Blvd., St. Joseph
 Wickey, Rose, Director of Curriculum, 219 Library Building, Kansas City
 Wilcox, Walter E., 5728 Julian Ave., St. Louis
 Wilcox, Walter H., 1818 S. Compton Ave., St. Louis
 Williams, Edward S., Banneker School, 2840 Lucas Ave., St. Louis
 Wilson, Albert M., 3630-A Shaw Blvd., St. Louis
 Witter, Charles E., 5182 Maple Ave., St. Louis
 Wolfe, Inez M., 3415 Euclid Ave., Kansas City
 Young, Mrs. Josephine O., 1011 Boonville Ave., Springfield
 Young, Myrtle M., 3012 Bellefontaine, Kansas City
 Youngblood, Leota, E. V. Williams School, Springfield
 Zimmerman, Lester I., 6102 Washington Ave., St. Louis
 Zimmerschied, Ada, 300 DeGroffway, Kansas City

MONTANA

Busalt, Francis, St. Labre Mission, Ashland
 Calhoun, May M., Box 723, Billings
 Chamison, Goldie, 625 W. Granite St., Butte

Flores, Mrs. Zella K., Box 412, Lewistown
 Hill, John L., Box 767, Lewistown
 Johnston, Kathryn, Hawthorne School, Helena
 Lewis, H. P., Supt. of Schools, Conrad
 Miller, Ruby A., Supt. of Schools, Choteau
 Neal, Russell Leroy, Randall Apt., Missoula
 Schaefer, M. Louise, 120½ Tenth St., N., Great Falls
 Shea, Julia, Greeley School, Butte
 Thompson, Grace M., McKinley School, Great Falls
 Williams, Daniel S., Supt. of Schools, Box 494, Bozeman

NEBRASKA

Austin, Mary N., Miller Park School, 28th and Ellison, Omaha
 Batman, Anna C., 1221 H St., Lincoln
 Beal, Mamie G., 2514 B St., Omaha
 Bedell, Bess C., 630 Park Ave., Omaha
 Benthack, Emil, Supt. of Schools, Broken Bow
 Blackmore, Ida, Park School, 29th and Woolworth, Omaha
 Bracken, Angeline, Druid Hill School, 31st and Spaulding Sts., Omaha
 Bratton, Mrs. Anna M., 3200 Center St., Omaha
 Brooker, Florence, Adams School, Omaha
 Burnham, Archer L., Supt. of Schools, Scottsbluff
 Carney, Julia, Corrigan School, Omaha
 Chapman, Johannah, 1411 S. 30th Ave., Omaha
 Clark, Mrs. Mae T., 703 W. 15th St., Grand Island
 Compton, Maude, Pickard School, Omaha
 Craig, Nell, 3115 Creighton Ave., Omaha
 Eldridge, Ethel G., Garfield School, 16th and H Sts., Omaha
 Ellett, Virginia, 4814 Webster St., Omaha
 Fay, Gaynelle, Monroe School, Omaha
 Ferguson, Grace L., 910 W. Second, Grand Island
 Follmer, Katherine, 1336 S. 18th St., Lincoln
 Forsyth, Fannie, Windsor School, Omaha
 Foster, Mary E., West Side School, Omaha
 Grant, Josephine, Castelar School, 18th and Castelar Sts., Omaha
 Griest, Mary Ruth, Train School, Omaha
 Gross, Frances, Saratoga School, Omaha
 Hamilton, Margaret, 519 N. 40th St., Omaha
 Healey, Anna T., 103 Morris Apt., Omaha
 Holmes, Stella, Bancroft School, Omaha
 Isakson, Edith, Central Grade School, Omaha
 Jackson, Alta M., 2839 N. 46th St., Lincoln
 Jackson, Mabel, 3343 T St., Lincoln
 Longsdorf, Helen M., Beals School, Omaha
 Lynn, Ethel A., 3111 Davenport St., Omaha
 McCumber, Pearl, Clifton Hill School, 45th and Maple Sts., Omaha
 McNamara, Mary, Benson High School, Omaha
 Mathews, Mrs. Lulu B., Comenius School, 16th and William St., Omaha
 Matthews, Marie, Saunders School, Omaha
 Mills, Mrs. Clara S., E. Rosewater School, Omaha
 Myers, Fannie, Mason School, Omaha
 Newcomb, Julia, Highland School, Omaha
 Newell, Ethel, 2555 Ellison Ave., Omaha
 Newlean, Jeannette, 914 S. 36th St., Omaha
 O'Toole, Margaret K., Lothrop School, Omaha
 Partridge, Edith A., 301 S. 33rd St., Omaha
 Pearson, Emelia, Minne Lusa School, 28th Ave. and Ida St., Omaha

Peterson, Mrs. Alice C., Dundee School, Omaha
 Pickard, Anna B., Vinton School, Omaha
 Pollock, Ruth, 2878 Newport Ave., Omaha
 Pyrtle, E. Ruth, Bancroft School, Lincoln
 Rasmussen, Maren, Madison School, Omaha
 Reap, Edna M., 817 S. 33rd St., Omaha
 Reed, Mabel L., 4229 Douglas St., Omaha
 Robey, Gertrude, 2134 Park St., Lincoln
 Roys, Cassie F., 2609 Bristol St., Omaha
 Slocum, June M., 4512 S. 22nd St., Omaha
 Smith, Mrs. Elsie M., 5612 Florence Blvd., Omaha
 Smith, Maud M., 4904 Underwood Ave., Omaha
 Thoelecke, Bertha, Monmouth Park School, Omaha
 Thompson, Helen L., Lake School, Omaha
 Waterman, Mrs. Edna H., Field School, Omaha
 Weldon, Dossie D., 1703 W. Keonig, Grand Island
 Wetzel, Marie C., 192 Drake Court, Omaha
 Wieland, Eleanor H., 202 Fourth Ave., Holdrege

NEVADA

Knudson, K. O., 216 N. Sixth St., Las Vegas

NEW HAMPSHIRE

Goodwin, Alice D., Public School, East Rochester
 Hicken, Blanche E., 81 Penacook, Manchester
 Janvrin, Charles F., South Junior High School, Seabrook
 Lewis, Della I., R. F. D. 2, Clinton St., Concord
 Merriam, Mrs. Agnes, Box 506, Groveton

NEW JERSEY

Adams, A. Virginia, East Avenue School, Vineland
 Arnot, Lida A., School No. 19, James St., Paterson
 Atkinson, Bertha I., 103 Linden Ave., Pitman
 Ayres, Malcolm B., 319 E. Dudley Ave., Westfield
 Barnes, Thomas L., 39 New St., East Orange
 Baur, Florence L., 441 S. Maple Ave., Glen Rock
 Beck, Richard T., Public School, Ho-Ho-Kus
 Bert, Reese E., Public Schools Nos. 2 and 10, Belleville
 Bigelow, Merrill A., 177 Liberty St., Bloomfield
 Boney, C. Dewitt, 330 Central Ave., East Orange
 Booser, Mrs. Jane Lynd, McFarlan Street School, Dover
 Bosshart, John H., Supt. of Schools, South Orange
 Bourlier, Mrs. Helen T., 93 Johnson Ave., Hackensack
 Bowers, Ray L., Longue Vue, Lincoln Park
 Brady, William, Washington School, 175 Sanford St., East Orange
 Bray, Mary, King's Highway, Mt. Ephraim
 Brearley, Mrs. Helen C., 57 Princeton Ave., Princeton
 Brinkerhoff, George I., Webster Street School, Newark
 Briscoe, Clara M., 651 Schiller Ave., Trenton
 Brooks, Robert P., 347 E. 37th St., Paterson
 Brown, Gladys D., Lincoln School, Dunellen

Bryan, H. Eloise, Westfield Public School, Riverton
 Bryson, Jennie V., 610 N. Fifth St., Camden
 Budd, Francis H., Franklin School, Newark
 Buros, Oscar K., Asst. Prof. of Education, Rutgers University, New Brunswick
 Burton, Hilda B., Junior Elementary School, Palisades Park
 Bush, Fred S., Fairview School, Bloomfield
 Bustard, Joseph L., Chestnut Street School, Roselle
 Cadoo, Sarah Elizabeth, 5 Parmley Pl., Summit
 Cassel, Lloyd S., Supt. of Schools, Freehold
 Cassidy, Mabel M., 341 Union St., Jersey City
 Chamberlain, Walter B., Jefferson School, Union City
 Chase, Lawrence S., Spaulding School, Montclair
 Clarke, Mrs. Ella G., 37 Congress St., Lakewood
 Cline, Anne V. A., 115 Francisco Ave., Rutherford
 Coe, Frank S., Columbian School, East Orange
 Cole, Alice K., 429 Grier Ave., Elizabeth
 Connors, Mary F., Mott School, Centre St., Trenton
 Cousins, Esther M., Witherspoon School, Princeton
 Crane, J. Ernest, Summer Avenue School, Newark
 Cressman, Alice M., 128 Chestnut St., Rutherford
 Currie, Mrs. G. F., Englewood Cliffs School, Coytesville
 Davis, Courtland V., Evergreen School, Plainfield
 Dengler, C. F., 831 Parry Ave., Palmyra
 Dennis, Emma, 30 Marion St., Trenton
 De Ralsmes, Mrs. May B., Madison-Monroe School, Elizabeth
 Dietz, Charles E., School No. 3, Main near Slater St., Paterson
 Dix, William L., Jefferson School, Brunswick Ave., Trenton
 Dobbins, Margaretta, Athenia School No. 6, Clifton
 Dorsey, Belle E., School No. 1, State St., Perth Amboy
 Dowling, Verna, 114 S. Broad, Penns Grove
 Dransfield, J. Edgar, 78 Shaler Ave., Cliffside
 Duffy, Elizabeth C., Woodrow Wilson School, Bayonne
 Dwyer, Mary Agnes, Roosevelt School No. 10, Passaic
 Edwards, Elizabeth, Maywood School, Maywood
 Emery, Helen Ricker, Bradley School, Asbury Park
 Erath, Mrs. Mabel V., 361 Somerset St., North Plainfield
 Farrell, M. Ada, Franklin School, Rahway
 Fenimore, Mary A., 215 N. Fourth St., Camden
 Phillips, Susan M., 97 Center St., Metuchen
 Finger, Mary H., Cadwalader School, Boudinot St., Trenton
 Fisher, Harriet M., Hamilton School, Highland Park
 Flory, Floyd C., Irvington
 Floyd, James R., Lincoln School, Newark
 Francis, George B., Elementary School, Point Pleasant Beach
 Franklin, Mary C., 415 Park Ave., Paterson
 Freeland, Grace A., 121 Summit Ave., Summit
 Gerlack, Luella, 116 N. Second St., Millville

Gerow, Aline, Public School No. 10, Jersey City
 Glinack, Clara S., 55 Grove St., Montclair
 Glassmeyer, Edward, 54 Van Reipen Ave., Jersey City
 Greene, Walter J., McKinley School, Newark
 Gremont, Helen C., 370 South Ave., Bridge-
 ton
 Griswold, Carolyn, Cleveland School, En-
 glewood
 Gronde, Franklin J., 218 Fourth Ave.,
 Bradley Beach
 Haines, Jennie F., 59 Elmwood Ave., Union
 Hambricht, John B., Maple Avenue School,
 Newark
 Hammond, D. Stanton, 965 E. 23rd St.,
 Paterson
 Hancy, S. Ellen, Roosevelt School, Haw-
 thorne
 Hargrove, William B., Charlton Street
 School, Newark
 Harris, Luella C., 90 Westfield Ave., Eliza-
 beth
 Hartman, A. L., 104 Haddon Pl., Upper
 Montclair
 Harvey, Mrs. Loretta, Woodrow Wilson
 School No. 19, Edgar Rd., Elizabeth
 Hasbrouck, Martin, School No. 21, Paterson
 Hegel, Lizzie C., 66 S. Tenth St., Newark
 Hermann, Catherine B., 137 Roosevelt
 Ave., Carteret
 Herron, John S., Lafayette Street School,
 Newark
 Hice, Mae, 431 E. Second St., Plainfield
 Higgins, E. May, 589 Mountain Ave., Bound
 Brook
 Hinman, Stanley T., Columbus School,
 Westfield
 Howard, L. Frances, 25 Salter St., Spring-
 field
 Howard, Margarette E., 121 Summit Ave.,
 Summit
 Hulse, Henry S., Jr., Burnet Street School,
 Newark
 Hummer, H. Myrtle, 28 Wall St., Trenton
 Hutton, Lillie M., 556 Royden St., Camden
 Ireland, Lora F., 110 Westminster Ave.,
 Merchantville
 Ireland, Ruth Anne, Tuscan School, Ma-
 plewood
 Jacob, Walter W., Emerson School, Plain-
 field
 Jeffrey, Mrs. Mathilde C., 162 Lafayette
 Ave., Hawthorne
 Jenkins, Albion U., 357 E. 37th St., Pater-
 son
 Johnson, Alberta M., Richmond Avenue
 School, Atlantic City
 Johnson, Coates L., 25 Thrumont Rd.,
 Caldwell
 Johnson, E. A., Klockner School, Trenton
 Johnson, Sara G., Rand School, Montclair
 Johnston, Ruth S., 20 W. Plaza, Ridge-
 wood
 Jupp, Estelle S., Washington School,
 Rutherford
 Keller, Ethel M., 512 Roosevelt Ave.,
 Carteret
 Kelly, Ruth Bryan, West Creek School,
 West Creek
 Kerwin, John M., Snyder Junior High
 School, Jersey City
 Kincaid, Stella M., 88 Essex Ave., Glen
 Ridge
 Klein, Mrs. Anna L., Public School No. 1,
 Guttenberg
 Kolar, Ludwig, Box 22, R. F. D. 1, Dover
 Krom, Edward F., 601 Sixth St., Carlstadt
 Kurtz, Elizabeth H., 120 Mulberry St.,
 Millville
 Kurtz, Louise, 126 Kingsland Rd., Nutley
 La Vance, Laura F., School No. 8, Dela-
 wana
 Leahy, P. Joseph, Rushmore Ave., R. F. D.
 2, Plainfield

Lee, Ethel M., 673 Fairview St., Camden
 Lehlbach, Emma, 394 S. Belmont Ave.,
 Newark
 Lembeck, Lillian R., Grant School, Dumont
 Leonard, Mary A., School No. 21, Eliza-
 beth
 Lesh, William S., 20 Stephen St., South
 River
 Lilley, Edna J., 1215 Eldredge Ave., W.,
 Collingswood
 Lister, Elma, School No. 6, Hackensack
 Locke, Mrs. Helen V., Lincoln School,
 East Rutherford
 Love, Jessie, Box 113, Little Falls
 Lummis, Martha B., 407 Cooper St., Cam-
 den
 McDonough, Marguerite F., Roosevelt
 School, South Plainfield
 McLean, William, Mt. Hebron Junior High
 School, Upper Montclair
 McTamney, Mary Cecilia, 1444 W. State
 St., Trenton
 Marshall, Mary E., Box 82, Audubon
 Mathews, Elizabeth A., Garfield School,
 Camden
 Maxwell, Doris E., Roosevelt School, Lodi
 May, Ann M., 849 Kilsyth Rd., Elizabeth
 Meade, Mary P., 108 Smith St., Perth
 Amboy
 Merchant, Mary E., Speedwell Avenue
 School, Morristown
 Miller, Mrs. Eva P., Spring Garden School,
 Nutley
 Milligan, John P., 13 Darrow St., South
 River
 Miner, Benjamin C., Central Avenue School
 Newark
 Mombert, Eleanor, School No. 14, Paterson
 Morrell, Julia L., Lincoln School, Rahway
 Morrison, Howard D., 720 President Ave.,
 Trenton
 Mulford, Mrs. Clara T., Vine Street School,
 Bridgeton
 Munson, Ruth W., 216 Academy St., South
 Orange
 Murphy, Mrs. Mary Davies, Public School
 No. 31, Jersey City
 Neulen, Lester N., 360 Warwick Ave., West
 Englewood
 Nickum, C. Edith, 311 Montgomery St.,
 Highland Park
 Oakes, Grace S., 337 Bellevue Ave., Ham-
 monton
 Otis, Elizabeth, 178 Thomas, Bloomfield
 Owen, Katharine E., Robert Morris School,
 Elizabeth
 Patz, Gustav, 2033 Balmoral Ave., Union
 Peters, Mary V., 22 S. Baltimore Ave.,
 Ventnor
 Petty, Letitia, Washington School, Lynd-
 hurst
 Pierpont, Elenora V. C., 51 Market St.,
 Salem
 Pollard, Louise E., 1399 North Ave., Eliza-
 beth
 Pond, Rita C., 72 Willow Ave., Plainfield
 Poole, Mrs. Ella Strow, Public School No.
 37, Jersey City
 Rachor, Mrs. Minnie, 13 Elmer St., Bridge-
 ton
 Randolph, Corliss F., 83 Jefferson Ave.,
 Maplewood
 Rice, Thomas W., Laning Avenue School,
 Verona
 Rich, Frank M., 94 Preakness Ave., Pater-
 son
 Richards, Mary Gertrude, Washington
 School No. 8, North Bergen
 Richards, William F., Public School No. 3,
 Belleville
 Rogers, Lydia A., James Lawrence School,
 Burlington
 Rose, Guy B., Glenfield School, Montclair
 Rots, Lincoln J., Franklin School, 215
 Dodd St., East Orange
 Rudiboc, Mari B., Box 107, Metuchen

Sailey, Alice B., 1894 Brunswick Ave., Trenton
 Samuels, Ethel Mae, 115 N. Seventh Ave., New Brunswick
 Sanderson, Ethel H., 110 Laurel Ave., Arlington
 Saurman, Mrs. Bertha M., 110 E. Palsade Ave., Englewood
 Savage, Sue E., Hillside Avenue School, Hillside
 Sayre, Martha, 6703 Church Rd., Merchantville
 Schmidt, Karl G., Bragaw Avenue School, Newark
 Schmitz, E. Winifred, Memorial School, Passaic
 Scott, Dorothea A., Montvale, Bergen County
 Serven, Edward J., Chancellor Avenue School, Newark
 Serven, Isaac A., School No. 37, Jersey City
 Sexton, Wray E., 23 Hoffman St., Maplewood
 Shotwell, Fred C., Supvg. Prin. of Public Schools, Franklin
 Sickler, Edna F., 61 Pitman Ave., Pitman
 Simons, Mrs. Myrtle H., 67 Salem Ave., Burlington
 Smith, D. Grace, Grover Cleveland School, Rahway
 Smith, W. H., 114 S. Arlington Ave., East Orange
 Smith, William R., 270 Highland Ave., Newark
 Southard, Mrs. Maud B., 425 Trinity Pl., Elizabeth
 Sperling, William R., School No. 6, Grantwood
 Stalter, Ethel, School No. 2, Montvale
 Stautermann, Georgia, School No. 1, Park Ave., Scotch Plains
 Sterling, Amanda G., 316 S. Lake Dr., Lakewood
 Stites, M. Gertrude, 99 Magnolia Ave., Tenafly
 Stone, Mary E., 15 Clarke St., Jersey City
 Stratton, Mason A., 272 Huron St., Absecon
 Strohoefer, F. K., 813 Ave. C, Bayonne
 Stuart, Byron D., Grant and Franklin Schools, Westfield
 Stull, Anna G., Lafayette School, Highland Park, New Brunswick
 Summers, Mrs. Katharine W., William Livingston School, Elizabeth
 Taistra, Lucyan J., Public School No. 8, Seventh and Adams Sts., Hoboken
 Tantum, Emma U., 70 Grandview Ave., Plainfield
 Terhune, Elizabeth E., Washington School, Hawthorne
 Terrell, Nellie E., 674 Stuyvesant Ave., Trenton
 Thompson, Kennington L., Director of Research and Publicity, Board of Education, Jersey City
 Thomson, Mrs. Margaret, 413 Penn St., Camden
 Thorburn, Roylouse, School No. 4, Clifton
 Travers, Charles E., 251 Gregory Ave., Passaic
 Tregenza, Norman J., Lafayette School, Morristown
 Troy, Ann A., Park School, Nutley
 Troxel, Emma, 909 McCullum Ave., Cape May
 Turner, Sara C., Miss Beard's School, 560 Berkeley Ave., Orange
 Van Auken, William D., 102 Bamford Ave., Hawthorne
 Van Horn, F. C., Public School, Roseland
 Van Syckle, Blanch, Public School No. 9, Perth Amboy
 Ventres, Shailer W., 113 Wilmore Rd., Little Falls

Wade, Mrs. Edith Van G., Elmore School, Magie Ave., Elizabeth
 Walcott, Helen, 46 The Terrace, Rutherford
 Waller, J. Flint, 2 S. Clinton Ave., Trenton
 Warren, Mrs. Cora M., 24 Hudson Ave., Edgewater
 Waterbury, Willard H., Coytesville
 Weldon, O. K., Tenakill School, Closter
 Whelan, Mrs. Katherine, Public School No. 25, Blvd. and Zabriskie St., Jersey City
 Whitford, Everett T., School No. 6, Paterson
 Whitlock, Sarah O., Lincoln School, New Brunswick
 Wieand, E. Margaret, 6 Merrick Villa, Collingswood
 Wilde, Anna A., Union Street School, Ridgewood
 Wiley, Alice D., 43 Prospect St., Trenton
 Wilson, Albert H., 35 Watson Ave., East Orange
 Winkworth, Jessie L., 220 Ninth Ave., Haddon Heights
 Witteman, Anna M., 39 N. Reid St., Elizabeth
 Wolf, Lily A., 201 Irving Pl., Rutherford
 Wright, Norman A., South Avenue School, Bridgeton
 Wright, Stella J., 90 Welton St., New Brunswick
 York, Mary G., Jefferson School, Maplewood
 Young, E. B., Lafayette School, Hawthorne

NEW MEXICO

Gonzales, A. C., 418 N. Oak, Albuquerque
 Kiker, Stella, 240 S. Fifth St., Raton
 McCollum, J. R., 523 N. Sixth St., Albuquerque
 Meyers, George L., Nava Indian School, Newcomb
 Mitchell, George F., 315 S. Tenth St., Albuquerque
 Schupp, Ona E., 223 N. High St., Albuquerque
 Sininger, Harlan, 124 Stanford Ave., Albuquerque
 Taylor, Mrs. Lella M., Box 674, Raton
 Tireman, L. S., San Jose Experimental School, Albuquerque
 Watson, Dorothy, Fierro
 Wiseheart, James W., 205 E. Aztec, Gallup

NEW YORK

Abel, R. L., Grammar School No. 47, Buffalo
 Adams, Norma A., 406 Turin St., Rome
 Alexander, Carter, Teachers College, Columbia University, New York
 Alter, Harvey E., Thomas Street School, Rome
 Anderson, Ellen R., 4 Cedar St., Potsdam
 Anderson, Mrs. Jessie W., South Side School, Canastota
 Arnold, Mary L., St. John School, Ithaca
 Arnold, Raymond W., 197 Norwood Ave., Buffalo
 Arnsen, Harriet, Fifth Street School, Niagara Falls
 Babcock, Alice L., 160 Broad St., Catskill
 Badanes, Saul, Public School No. 173, Pennsylvania Ave., Brooklyn
 Baker, Harold V., Daniel Webster School, New Rochelle
 Banker, Gilbert M., 112 Rockland Ave., Hillburn
 Banta, Katherine A., 35 Summit Ave., Port Chester
 Barber, E. Olive, 110 N. Main St., Gloversville
 Barnett, I. Irving, Public School No. 25, Manhattan, 330 E. Fifth St., New York

Barth, Mark, 251 Stagg St., Brooklyn
 Beach, Channing E., 278 Norwalk, Buffalo
 Beaumont, Florence, 3321 85th St., Jackson Heights, New York
 Bennett, Agnes Marie, North Side School, Frankfort
 Benton, George W., 88 Lexington Ave., New York
 Betts, O. A., Central New York School for the Deaf, Rome
 Bickle, Sylvia M., 100 Somerton Ave., Kenmore
 Bierce, Stella B., Bedford Road School, Pleasantville
 Bildersee, Dorothy, Public School No. 80, Manhattan, 415 E. 120th St., New York
 Black, Robert H., 172 Ellingwood Dr., Rochester
 Bloomfield, M. Elizabeth, 40 Whitfield Ter., New Rochelle
 Boecker, Alexander, Public School No. 100, Coney Island, Brooklyn
 Borgeson, F. C., School of Education, New York University, New York
 Borrell, Victorine E., School No. 26, 101 Milton St., Buffalo
 Bostick, Eva Gibbs, 1 Greenridge Ave., White Plains
 Bostwick, Helen M., 195 Madison St., Brooklyn
 Boutet, George H., Jr., School No. 3, Porter at Niagara, Buffalo
 Bowle, Katharine C., Public School No. 183, 76 Riverdale Ave., Brooklyn
 Bradley, Anna F., 317 Mullin St., Watertown
 Braine, Elizabeth M., 78 Cambridge Pl., Brooklyn
 Brandenburg, Edna A., Elmer Avenue School, Schenectady
 Brogan, Helen A., No. 1 School, Yonkers
 Brogan, Whit, Union Free School, Dist. No. 6, Scarsdale
 Brophy, Julia R., Public School No. 35, Bronx, New York
 Brown, Helen I., 614 Tacoma Ave., Buffalo
 Brown, Zadie, 72 Lenox Ave., Lynbrook
 Brownell, Edna M., Lake St., Stillwater
 Bruck, John P., 218 Potters Corners Rd., Buffalo
 Brutsman, R. E., 318 Kings St., Olean
 Bugbee, Mrs. Nellie A., R. D. 2, Oneonta
 Bull, Elizabeth A., Bay Avenue School, Patchogue
 Bullock, Caroline M., Cleveland Avenue School, Niagara Falls
 Burke, Hanna J., School No. 29, 222 S. Park Ave., Buffalo
 Burns, Mrs. Lillian O., Columbus School, Rome
 Butler, Helen M., Tenth Street School, Niagara Falls
 Butler, O. T., 314 Irvine Pl., Elmira
 Butts, Franklin A., Edward Elsworth School, Poughkeepsie
 Cahill, Marie E., Academy Street School, Watertown
 Campbell, Ethel M., 126 John St., Ilion
 Carl, G. Harold, School No. 82, Easton and Hazelwood, Buffalo
 Carlson, Clara H., 90-42 206th St., Queens Village, Long Island
 Carroll, William L., Public School No. 165, 462-A Eighth St., Brooklyn
 Carson, Charlotte, 172 Clark St., Canandaigua
 Chamberlin, Esther R., 777 Warburton Ave., Yonkers
 Chambers, A. Frances, 541 Congress St., Troy
 Chatfield, Hazen, Public School No. 102, 1827 Archer St., New York
 Clark, Will Mosher, School No. 32, 342 Clinton St., Buffalo
 Clarke, Bertha E., 24 Columbia Ave., Binghamton

Clarke, Martha H., 472 Gramatan Ave., Mt. Vernon
 Clemency, Anna E., Public School No. 169, Seventh Ave. and 44th St., Brooklyn
 Clifford, Mrs. Barbara M., Nathan Hale School, Mt. Vernon
 Cobb, Elmer J., School No. 60, 238 Ontario St., Buffalo
 Cochrane, Lyda S., 13 S. Main St., Batavia
 Cohen, Irving L., Public School, Queens Village, New York
 Coleman, Georgia Avis, Colonial School, Pelham
 Collier, Genevieve L., Horton School, Port Chester
 Comstock, Emma L., 26 Bank St., Batavia
 Concannon, Helen I., 3982 50th St., Woodside, Long Island
 Conley, Lillian M., Public School No. 131, Queens, Jamaica
 Conroy, Marie R., 75 Mountainside Rd., Stapleton, Staten Island
 Cook, Mrs. Elsie M., 664 82nd St., Brooklyn
 Cooper, Fannie M., 105 E. Eighth St., Jamestown
 Cordes, Mrs. Edith B., School No. 5, Mt. Vernon
 Corey, Clara A., School No. 35, 156 Field St., Rochester
 Cort, Ambrose, 241 McDougal St., Brooklyn
 Craig, Christine, 14 Elm St., Whitesboro
 Crandall, J. B., Union School, Puyrites
 Crittenden, Harold C., Public School, Armonk
 Crooker, Frederick F., Public School No. 128, Brooklyn
 Crosby, Mary A., School No. 10, Yonkers
 Dalton, Kathryn, School No. 13, Troy
 Daly, John J., Sands Point School, Port Washington
 Dano, Anna M., 200 William St., Watertown
 Darmstadter, Charlotte, Public School No. 22, Buffalo
 Davidman, Joseph I., Junior High School No. 97, Manhattan, 135 Mangin St., New York
 Davidson, Flora T., 1565 New York Ave., Brooklyn
 Davis, Grace L., Lincoln School, E. Lincoln and Archer Aves., Mt. Vernon
 Delaney, Mary J., 266 Lincoln Rd., Brooklyn
 Demmon, Ruby G., 21 Mechanic St., Ballston Spa
 Densmore, David W., Kodak Park School No. 41, Rochester
 Deveson, Addie E., Public School No. 8, Great Kills, Staten Island
 Devine, Mary J., 19 Clinton St., Norwick
 De Vinney, Mabel A., Brighton School, 2200 S. Salina St., Syracuse
 Dilly, S. G., 600 West Gray St., Elmira
 Dix, Lester H., 425 W. 123rd St., New York
 Donnelly, Ella Marie, Hutchinson School, North Pelham
 Donovan, Esther, Cherry Valley School, Garden City
 Dooley, Raphael C., 211-23 90th Ave., Queens Village
 Dorr, Maude L., 6 State Pl., Watertown
 Dromey, Hettie M., 311 Jackson St., Hempstead
 Duffy, Fred H., Washington Elementary School, Kenmore
 Dukeshire, Stanley C., Rockledge Manor, Yonkers
 Dwyer, Madeleine, Broad Street School, Glens Falls
 Dyer, Nellie C., 509 E. Seventh St., Jamestown

- Eaton, Anne T., Lincoln School, Teachers College, 425 W. 123rd St., New York
- Ebeling, Elsa, Public School No. 208, Ave. D and 49th St., Brooklyn
- Eckhardt, Florence, 45 Lake St., Hamburg
- Ehrenfeld, Abraham, Public School No. 10, Manhattan, 133 St. Nicholas Ave., New York
- Elmendorf, George M., Supt. of Schools, Plattsburgh
- Emmons, Anna, Public School No. 19, Albany
- Erdwurm, Lucy, 203 Rivington St., New York
- Evers, Catherine V., 626 Sterling Pl., Brooklyn
- Fairbairn, Anna L., 40 Fulton Ave., Hempstead
- Farrell, James E., School No. 31, 212 Stanton St., Buffalo
- Faucett, Edith T., 422½ E. Seneca St., Ithaca
- Fay, Mamie, Public School No. 122, Long Island City
- Ferry, Martha, 220 E. Main, Batavia
- Fichtner, Katherine E., Edward Mott Moore School, Rochester
- Finkelstein, Mary E., Public School No. 42, 71 Hester St., New York
- Fisher, Frederick W., 481 Woodward Ave., Buffalo
- Fitzell, Ruth T., Public School No. 5, Queens, Long Island City
- Fitz Gerald, Mary E., Prospect School, Solvay
- Flanders, Jesse K., State Normal School, Oswego
- Flatow, Jacob, Public School No. 42, Eltingville, Staten Island
- Forsell, Alva E., 119 College Ave., Westerleigh, Staten Island
- Frail, Jennie A., Theodore Roosevelt School, Johnson City
- Friedmann, Henry, Public School No. 80, Blissville, Long Island City
- Gallup, Jackson, Francis Parker School No. 3, Rochester
- Garfinkel, Maurice A., 377 Montgomery St., Brooklyn
- Genske, Emma, 752 Central Ave., Dunkirk
- Gewirtz, Max, Public School No. 230, Albe-marle Rd. and Gravesend Ave., Brooklyn
- Goldin, Myron R., Public School No. 187, 65th St. and 12th Ave., Brooklyn
- Goodell, Mrs. Mabel D., 1668 Ave. B, Schenectady
- Gorham, Mary E., 521 Brandywine Ave., Schenectady
- Gould, Clifford M., 25 Shepard Ave., Kenmore
- Graham, Minnie S., 10 Rich Ave., Mt. Vernon
- Gray, Temperance, Public School No. 82, Fourth Ave. and 36th St., Brooklyn
- Greenberg, Joseph, 449 Second St., Brooklyn
- Gross, Ella, Public School No. 133, 355 Butler St., Brooklyn
- Gullfohl, Otis V., 347 Third St., Newburgh
- Hague, Gordan A., Lincoln School, Kenmore
- Halligan, Thomas C., Public School No. 164, Manhattan, 401 W. 164th St., New York
- Handley, Mrs. Myrtle C., 21 Trumbull Pkwy., Batavia
- Hanway, Hannah F., Covert Avenue School, Elmont
- Hares, W. Gaylord, Public School, Hyde Park
- Harris, Daisy M., 1826 Valley Dr., Syracuse
- Harris, John F., Public School No. 54, 195 Sandford St., Brooklyn
- Harris, Mabel E., 1303 Howard Ave., Utica
- Haven, Mabel, 274 S. Broadway, Yonkers
- Hayden, Mrs. Rena C., Jericho Rd., Floral Park
- Hausauer, Mrs. Matilda W., 92 Wallace Ave., Buffalo
- Healey, Gertrude M., Public School No. 26, Bronx, 101 W. Burnside Ave., New York
- Hemstreet, A. Earle, School No. 54, Main St. at Leroy, Buffalo
- Hickey, Kate R., Public School No. 68, Queens, Ridgewood
- Hickok, Mary K., 39 Montgomery St., Illion
- Higgins, Gordon H., School No. 70, Buffum St., Buffalo
- Hinderland, Laura J., 14 Beach Rd., Great Neck, Long Island
- Hirschbeck, Loretta M., 365 Putnam Ave., Port Chester
- Hirsldansky, Simon, Public School No. 4, 1701 Fulton Ave., New York
- Hoffman, Josephine L., 371 Lake Ave., Rochester
- Hogg, Elizabeth, 40 Floral Ave., Binghanton
- Holt, Katherine E., Public School No. 21, Queens, Flushing
- Hopkins, Amelia M., Sacandaga School, Schenectady
- Hosic, James F., Teachers College, Columbia University, New York
- Houghton, LeGrand Bennett, 189 Bryant St., North Tonawanda
- Howe, Edwin J., School No. 16, 939 Delaware Ave., Buffalo
- Huddle, Otto E., High School, Briarcliff Manor
- Huggard, Ethel F., 850 Vernon Ave., Long Island City
- Hugin, Ellen, No. 7 School, Dunkirk
- Hughson, Arthur, Public School No. 151, Queens, Woodside, Long Island
- Hughston, Robert L., Hills School, R. F. D. 1, Huntington, Long Island
- Hyde, Margaret E., 33 Central Ave., Staten Island
- January, E. L., Elmsford
- Jenks, Elsie L., West End School, Lynbrook
- Johnson, Stella V., 115 Prospect St., Jamestown
- Johnston, Anna C., Public School No. 59, 182nd and Bathgate Ave., New York
- Jones, Mrs. Edna S., No. 4 School, Jefferson Ave., Rochester
- Joyce, Charles W., 143 Deerfield Dr., Rochester
- Kaplan, Michael, Public School No. 93, 31 New York Ave., Brooklyn
- Katz, Samuel, Public School No. 156, Sutter Ave. and Grafton St., Brooklyn
- Keenan, Mrs. Ruth G., 87 Westmont Ave., Elmira
- Kehoe, Edward J., Public School No. 228, Brooklyn
- Kelly, Catherine A., 114 Orchard Pl., Ithaca
- Kenney, Bessie D., 29 West St., Fairport
- Kidney, Glenn H., Park School, Ossining
- King, Mary T., 48 W. Second St., Mt. Vernon
- Kingsley, Emma E., School No. 7, Riverside Ave., Elmira
- Kinsman, Daniel F., 17 Romeyn Ave., Amsterdam
- Kirk, Nellie, 293 Woodward Ave., Buffalo
- Kline, Pearl, 1154 State St., Watertown
- Klugman, Walter A., 653 State St., Watertown
- Kornfeld, Louis, Public School No. 30, 165 Conover St., Brooklyn
- Krause, Arthur K., Public School No. 132, Manhattan, New York
- Kurth, Gertrude M., 127 59th St., Niagara Falls
- Lange, William, 47 Beechwood, Farmingdale

Lanigan, Charles T., De Witt Clinton School, Rome
 Lansing, Hugh H., School No. 1, Troy
 Lawlor, Caroline E., 4217 167th St., Flushing
 Lawlor, Mary, Salem Hyde School, Syracuse
 Lawrence, Mrs. Sara W., Ridge Street School, Glens Falls
 Layman, A. E., Menands School, Albany
 Leary, Elizabeth, 32 Arundel Rd., Buffalo
 Leidt, Edna J., Prospect Hill School, Pelham Manor
 Lester, Florence G., School No. 79, Lawn Ave., Buffalo
 Lewis, Carl E., 13 Eastman Ter., Poughkeepsie
 Lindquist, Margaret A., 2281 University Ave., New York
 Linn, Maynard W., 525 W. 120th St., New York
 Lippert, Berthold, Public School No. 73, Queens, 71st St. and 54th Ave., Maspeth, Long Island
 Lockhart, Raymond J., Public School, Massapequa
 Lodato, August, 162 W. Chester St., Long Beach
 Lodge, Emma L., 126 Donaldson Rd., Buffalo
 Loftus, John J., 561 61st St., Brooklyn
 Ludwig, Augustus, 360 E. 23rd St., Brooklyn
 Lotz, Christine L., Lincoln Park School No. 44, Rochester
 Lyon, Julia E., Stephenson School, New Rochelle
 McCann, Edward R., Theodore Roosevelt School, Lackawanna
 McConnell, Effie L., 108 Dubois St., Newburgh
 McCormick, Alice V., 1349 Lexington Ave., New York
 McKenna, Lauretta C., 135 Shonnard Ter., Yonkers
 McKernan, Mary L., 1229 Kemble St., Utica
 McManus, Harold, Public School, Rockland Lake
 McNeill, George A., Andrews School No. 9, 261 Joseph Ave., Rochester
 McSwyny, Mary, Public School No. 130, 70 Ocean Pkwy., Brooklyn
 Mackay, Eleanor C., 230 E. Second Ave., Mt. Vernon
 Mackintosh, Margaret C., 1224 Ditmas Ave., Brooklyn
 Maguire, Matilda E., Merrick School, Syracuse
 Mahoney, Mary A., 738 Buffalo St., Jamestown
 Manheim, Mrs. Sophie C., Public School No. 61, Manhattan, New York
 Markham, Julia Ann, Public School, Bronxville
 Maynard, Mabel A., 2511 Sunset Ave., Utica
 Mazurowska, Marta, School No. 59, Glenwood near Fillmore Ave., Buffalo
 Miner, Mary E., 47 Grand Ave., Johnson City
 Mlochowski, Casimir, School No. 5, New Albion
 Monahan, Jane E., Public School No. 42, Classon and St. Marks Ave., Brooklyn
 Montgomery, Alice M., 11 Livingston Park, Rochester
 Morey, Anna A., School No. 14, Troy
 Moriarity, Mrs. Annie B., Public School No. 162, St. Nicholas and Willoughby Ave., Brooklyn
 Morrison, J. Cayce, State Education Dept., Albany
 Morse, Grant D., Supt. of Schools, Saugerties

Mossman, Lois Coffey, Teachers College, Columbia University, New York
 Mott, Evelyn S., Lincoln School, Port Chester
 Moyer, Ellena C., 250 Glen St., Glens Falls
 Murphy, Margaret M., 120 Oak St., Hudson Falls
 Nelson, Amanda, 1231 N. Main St., Jamestown
 Nickles, George F., Children's Village, Dobbs Ferry
 Nifenecker, Eugene A., Bureau of Reference, Research and Statistics, Board of Education, 500 Park Ave., New York
 Norton, John K., 50 Morningside Drive, New York
 Nosworthy, Emily, 39 E. 85th St., New York
 Obermeier, Minnie, Public School No. 102, Manhattan, 611 W. 156th St., New York
 O'Brien, Josephine G., Public School No. 117, Queens, Jamaica
 O'Connor, Kathryn M., 735 Broadway, Kingston
 O'Malley, Margaret, Public School No. 66, Tacoma and Parkside, Buffalo
 O'Keefe, Emma M., School No. 37, Congress Ave., Rochester
 Olmstead, Helen M., 150 Oxford Ave., Buffalo
 Orr, Mrs. Mabel L., 200 Lexington Ave., Rochester
 Palmer, Gertrude A., 545 W. 164th St., New York
 Palmer, James B., Dept. of Rural Education, State Normal School, Potsdam
 Paris, Florence E., 32 Linden Ave., Buffalo
 Park, Ford R., 99 Maple Ave., Hamburg
 Paulsen, Gertrude M., 410-A Sackett St., Brooklyn
 Pearson, Georgia King, 6 Lewis Pkwy., Yonkers
 Penfold, Arthur, 332 Beard Ave., Buffalo
 Pertsch, C. Frederick, Public School No. 29, Henry and Kane Sts., Brooklyn
 Phillips, Ellen M., Public School No. 188, Manhattan, 131 Lewis St., New York
 Piedalue, Mary R., Edgewood Elementary School, Scarsdale
 Pleyer, Mabel E., 584 Jefferson Ave., Brooklyn
 Piper, Sarah M., Frankfort Street School, Frankfort
 Plantz, Nina, 108 Cherry St., Hicksville, Long Island
 Pols, Cecelia, 2685 Grand Concourse, New York
 Potts, Mrs. Dora H., 170 Greenridge Ave., White Plains
 Powers, Katherine B., Horace Mann School No. 13, Rochester
 Powlesland, Walter H., 101 Grant Ave., Syracuse
 Pugh, Sterling B., 217 Clinton Ave., New Rochelle
 Pugsley, Chester A., Elementary School Administration, State Teachers College, Buffalo
 Pulling, Rowland J., Mohawk School, Scotia
 Putnam, Lena M., 602 N. James St., Rome
 Raben, Morris, Public School No. 90, Bronx, 166th St. and Sheridan Ave., New York
 Rado, Alfred, Public School No. 89, The Bronx, Mace and Paulding Aves., New York
 Ramsdell, Florence R., Marion Street School, Lynbrook
 Reigart, John F., 31 Euclid Ave., Yonkers
 Reilly, Frederick J., 63 Hamilton Ter., New York
 Rhoads, Luke C., Box 93, Mt. Vernon

- Rhodes, Sara L., 637 St. Marks Ave., Brooklyn
 Rick, Antoinette D., 287 Hallock St., Jamestown
 Riley, Ruth V., Big Cross Street School, Glens Falls
 Robbins, David H., High School, Churchville
 Robbins, Lovina M., 161 Union St., Hamburg
 Robertson, John W., Bellerose School, Floral Park
 Roe, Christina L., Public School No. 214, Pitkin and Drew Aves., Brooklyn
 Roeder, Mary S., 2 Beekman Pl., New York
 Ronnel, Herman L., Columbus Avenue School, Valhalla
 Ryan, Charles L., 197 Voorhees Ave., Buffalo
 Schaller, Amelia, Public School No. 103, 49 E. 119th St., New York
 Schatteles, Mrs. Ruth, 215 W. 83rd St., New York
 Schildmacher, Ella M., 632 Prendergast Ave., Jamestown
 Schneucker, Elizabeth S., 808 State St., Schenectady
 Schrott, Joseph, Public School No. 34, The Bronx, New York
 Schultz, Frederick, 346 N. Park Ave., Buffalo
 Scott, Maude E., 64 Sussex St., Port Jervis
 Scudder, Augustine L., Lincoln School, Huntington
 Selby, June, Roslyn Heights School, Roslyn Heights
 Selby, Miriam F., 152 Ross Ave., New Dorp, Staten Island
 Shaw, Helen V., 94 South St., Auburn
 Sherburne, M. Louise, 264 Beach 139th St., Rockaway Beach
 Sherrard, John P., Public School No. 44, Broadway and Koupp Sts., Buffalo
 Sherwood, Leah, Public School No. 72, 651 New Lots Rd., Brooklyn
 Sherwood, Mae, 1502½ E. Main St., Endicott
 Silverman, Estelle L., Public School No. 25, The Bronx, New York
 Simmons, Harry S., Liberty Street School, Newburgh
 Slade, Lillian A., 4 Tilley Ave., Oneonta
 Smallenburg, Ella, School No. 67, Buffalo
 Smallwood, Winifred, Pere Le Moyné School, Syracuse
 Smith, Della V., 1142 Arsenal St., Watertown
 Smith, Homer I., 112 Hempstead Ave., West Hempstead
 Smith, Hoyt D., Alden House, Larchmont
 Smith, Mrs. May Y., 25 Hudson St., Johnson City
 Snapp, Jennie F., Loder Avenue School, Endicott
 Spacht, Charles A., Henry Barnard School, New Rochelle
 Specht, Louise, 103 Quentin St., Kew Gardens, New York
 Spencer, Cecil F., Box 44, Babylon
 Spurgeon, Mrs. Grace H., 112-29 175th St., St. Albans
 Stanton, Clifford A., 101 Barton Ave., Utica
 Stapleton, Josephine F., 1405 Merriam Ave., New York
 Stecher, Mrs. Elizabeth M., Public School No. 110, Manhattan, 28 Cannon St., New York
 Steel, H. J., 130 Nassau, Kenmore
 Steiner, Fredericka, 945 West End Ave., New York
 Stevens, Plowden, Jr., 1825 Prospect Ave., New York
 Stewart, Ruth A., Chatsworth Avenue School, Larchmont
 Sticht, Mrs. Mabel E., 160 Spring St., Gloversville
 Stone, Lucy A., 57 Pennsylvania Ave., Binghamton
 Sumner, Bertha E., 110 W. Main St., Batavia
 Sumner, S. Clayton, Seymour School, Syracuse
 Swannie, Evelyn Haas, 709 Elmwood Ave., Buffalo
 Swarts, Arlington, 305 Woodbine Ave., Rochester
 Sweeney, Agnes L., Ashland Avenue School, Niagara Falls
 Sweeney, Thomas H., 287 Elm St., Long Island City
 Swift, Charles B., 130 S. Harlem Rd., Snyder
 Sylvester, Emma, 143-04 Queens Ave., Flushing
 Tallent, Agnes J., Public School No. 132, 320 Manhattan Ave., Brooklyn
 Taylor, George D., Susan B. Anthony No. 27 School, Rochester
 Terrell, Mrs. Madeline H., 84 Cedar Ave., Patchogue
 Theobald, Jacob, 234 W. 109th St., New York
 Thomas, Rufus G., 138 Hertford St., Syracuse
 Tierney, Leonore M., 1356 Pacific St., Brooklyn
 Topping, Eva Z., 199 Bleacher St., Gloversville
 Townsend, Harold L., Boyd School, Solvay
 Townsend, Winfield A., 109 14th St., Garden City
 Trace, Charles T., 76-06 60th Lane, Ridgewood, Brooklyn
 Traphagen, M. H., 39 Parkway E., Mt. Vernon
 Tuger, Margaret E., Waverly Hotel, Herkimer
 Underhill, Frances A., 1458 State St., Schenectady
 Van Arsdale, Mary M., 267 Elmwood Ave., Buffalo
 Viemeister, Edmund H., Park Ave., Seaford, Long Island
 Vincent, H. D., School No. 16, Troy
 Vlymen, Henry T., 25 Villa Court, Hempstead, Long Island
 Waite, Edna A., Public School No. 102, Elmhurst
 Wallstein, D. Daniel, Junior High School No. 142, 114th Ave. and 142nd St., Jamaica, Long Island
 Warne, Eva M., 26 Wall St., Amsterdam
 Warner, Stanley F., 352 Summit Ave., Cedarhurst, Long Island
 Weaver, David A., 431 W. 121st St., New York
 Webster, George E., School No. 3, Post Rd., Rye
 Weed, Leola D., School No. 16, Devonla Ave., Mt. Vernon
 Wehle, Hanna, 14 Roosevelt Ave., Larchmont
 Welles, James B., Supt. of Schools, Roslyn Heights
 Werner, Mrs. Edith F., School No. 7, Mt. Vernon
 West, Charlotte M., 237 E. Main St., Mt. Kisco
 West, Maude I., 1843 Portland Ave., Rochester
 Weyant, Walter B., 330 Lionel Ave., Solvay
 Whalen, Frank I., 22-45 41st St., Long Island City
 White, Edith C., 73 De Sales Pl., Brooklyn
 Wiedemann, Frank J., 1169 Tonawanda St., Buffalo
 Wikander, Elin, 350 Lincoln Place, Brooklyn
 Williams, Allan J., 691 Eggert R., Buffalo
 Wilson, Helen, 60 Hancock St., Brooklyn

Wilson, Martha M., Public School No. 9,
Manhattan, 466 West End Ave., New
York
Wood, Ethel M., 204 Martine Ave., White
Plains
Woodbury, Nina A., 98 E. Main St., Port
Jervis
Wool, Kate L., 325 S. Geneva St., Ithaca
Wright, Donald A., 118 S. Washington St.,
Carthage
Wright, Mrs. Louise J., 54 Elmwood Ave.,
Geneva
Wylie, Anna, 2223 Whitney Ave., Niagara
Falls
Yeager, Fern M., Nott Street School, Sche-
nectady
Zurbick, W. W., School No. 37, 295 Carlton
St., Buffalo

NORTH CAROLINA

Alexander, Hattie, 1116 S. Tryon St.,
Charlotte
Beavers, Sallie L., 601 S. Duke St., Dur-
ham
Blair, Emma, 1818 S. Main St., High
Point
Bostian, Annie E., 328 E. Bank St., Salis-
bury
Caldwell, A. B., 2364 Okalina Ave., Wins-
ton-Salem
Carson, Q. M., 19 Soco St., Asheville
English, Mildred, Asst. Supt. of Schools,
Box 881, Raleigh
Hearne, Clara, Box 577, Roanoke Rapids
Helms, H. A., Lindley Junior High School,
Greensboro
Hinson, Addie, 2021 E. Fifth St., Charlotte
Holloway, Maggie E., 411 Cleveland, Dur-
ham
Holman, Elizabeth F., 209 E. Morgan St.,
Raleigh
Jamison, Florence, 904 W. Fourth St.,
Charlotte
Johnson, Mrs. R. F. J., 904 Carrick Ave.,
High Point
McIntyre, Kate A., Central School, Laurin-
burg
McSwain, E. T., Central Junior High
School, Greensboro
Meinung, Mrs. Hallie H., Box 293, Wins-
ton-Salem
Paylor, Ivey, 1006 Johnson St., High Point
Reid, Florence M., Box 299, Lexington
Sherwood, Mrs. M. B., 214 E. Morgan St.,
Raleigh
Shipman, Mrs. E. M., 535 Parkway, High
Point
Stafford, Susie F., 511 E. Davis St., Burl-
ington
Strickland, E. H., 329 McIver St., Greens-
boro
Wallace, Janyce B., Alexander Street School,
Charlotte
Wells, Mrs. A. H., Frederick Woodard
School, Wilson
Whitmore, Mrs. W. H., Public School,
Wilson
Whitney, D. P., 241 Boulevard, High Point
Wilkins, Mrs. Susie, Box 606, Weldon
Winstead, Cleo, Route 1, Wilson

NORTH DAKOTA

Brandt, Ivy, 914 Fifth Ave., S., Fargo
Champine, Jennie L., Agassig Grade School
Fargo
Grindstuen, Iver I., Supt. of Schools, Beach
Hanson, Signe, Jefferson School, 16th St.,
S., Fargo
Hanson, Theodore, 1024 Cottonwood St.,
Grand Forks
Hartney, Eleanor M., 416 Eighth St., S.,
Fargo
Hicks, Mrs. Nellie A., 314 Ninth St., S.,
Fargo

Hoag, Gertrude E., 224 Eighth St., N.,
Fargo
Lobben, Clara H., 902 Eighth St., N.,
Fargo
McCaine, Adelaide M., 1302 Sixth St., S.,
Fargo
McKee, Maude, Washington School, Fargo
Olsen, Gustava, 1126 Fourth St., N., Fargo
Phillips, Adelaide, 1415 Eighth Ave., S.,
Fargo
Sanderson, Anzonnette, 803 N. Eighth Ave.,
Valley City
Schneider, Gertrude R., 806 N. Park St.,
Watertown
Walker, Mrs. Sadie A., 701 Tenth St., S.,
Fargo
Wilson, Seth, Turtle Mountain Consolidated
Indian School, Belcourt

OHIO

Adams, Mrs. Jennie H., 87 Eber Ave.,
Akron
Adams, Mina L., 537 E. Buchtel Ave.,
Akron
Adamson, Belle, 116 Spring St., Marietta
Adel, Mrs. Elmore E., 25 N. 21st St.,
Columbus
Allen, Cora F., 872 S. Champion Ave.,
Columbus
Altamer, W. H., College Hill School, Cincin-
nati
Andrew, Ellen B., Kilgour School, Herschel
Ave., Cincinnati
Andrix, Edith, Roxboro Elementary School,
Cleveland Heights
Antrim, Louise, 1412 W. 81st St., Cleve-
land
Arbuckle, Daisy V., 1818 Haldane Rd.,
Cleveland
Arey, Essie, Windsor School, Cincinnati
Armstrong, J. J., 1581 Cascade Dr., R. D. 2,
Youngstown
Baer, Schanette, Whittier School, Toledo
Benedict, Myrtle L., 1236 Westlake Ave.,
Lakewood
Betts, Mrs. Mary T., School for Crippled
Children, 335 Rockdale Ave., Cincinnati
Bevington, Rachel, 1463 Ridgewood Ave.,
Lakewood
Bizantz, Cina L., 11311 Clifton Blvd.,
Cleveland
Boda, H. L., Lincoln Junior High School,
Dayton
Bolenbaugh, George B., Fairview School,
Cincinnati
Bortle, Helen L., 480 E. Dunedin Rd.,
Columbus
Boyers, Lydia, 625 Arcadia Ave., Toledo
Brabec, Corinne, Central School, Dayton
Brereton, Jane Lamb, 1420 Goodale Ave.,
Toledo
Brett, Charlotte J., Kinsman School, 7805
Kinsman Rd., Cleveland
Bridgman, Bertha, 271 Second St., Byes-
ville
Brookes, M. Emma, 1108 The Commodore,
Euclid Ave. and Ford Dr., Cleveland
Brooks, C. J., Kirby Road School, Cincin-
nati
Brown, Nell H., 123 Wroe Ave., Dayton
Brown, W. Q., Kennedy-Siverton School,
Cincinnati
Buchsleb, Carrie J., Siebert School, Co-
lumbus
Burdge, Alice V., 3408 Bevis Ave., Cin-
cinnati
Burk, Ellice E., 7805 Franklin Ave., Cleve-
land
Callow, Harriet T., 24 N. Prospect St.,
Akron
Campbell, Bess M., Birmingham School,
Toledo
Campfield, Olive, 2712 Collingwood Ave.,
Toledo
Carlisle, Effie, Roosevelt School, Toledo

- Carothers, Alice, 1475 Grace Ave., Lakewood
Case, Mary E., 21540 Detroit Rd., Rocky River
Chidlaw, W. M., Sayler Park School, Cincinnati
Chinn, Mrs. Jean T., 17 Englewood Court, Toledo
Cleland, Lillian A., 1728 E. 116th Pl., Cleveland
Cotterill, Flora B., McGuffey School, 1032 Webster St., Dayton
Cook, Selda, 5810 Clinton Ave., Cleveland
Covey, Cora L., 110 Arch St., Akron
Crane, H. L., 5636 Bramble Ave., Cincinnati
Crocker, Zillah M., Walbridge School, Toledo
Cronin, John, Madisonville School, Cincinnati
Crowell, J. A., 3261 Enderby Rd., Cleveland
Curren, Edith L., Hayes School, Lakewood
Dalton, Bess, 1574 Clarence Ave., Lakewood
Daly, Margaret, Roosevelt School, Cincinnati
Davidson, M. Mabel, 1316 Grand Ave., Dayton
Davis, H. E., Allison Street School, Norwood
Davis, Luther M., Morgan School, Kilgour-Finn and Ellen Sts., Cincinnati
Dickson, Jennie, 5 Comin St., New Concord
Diggins, S. Grace, 1690 W. 31st Pl., Cleveland
Dolan, Edith A., 806 Blair, Cincinnati
Downing, Bessie, Garford and Allen Buildings, Elyria
Downing, Georgiana, 12709 Barrington, Cleveland
Dyer, W. C., Indianola Elementary School, 16th and Indianola, Columbus
Eger, Mrs. Jennie B., 745 Brice Ave., Lima
Elliott, Blanche, 1136 Orchard St., Coshocton
Emig, G. C., McKinley School, Eastern and Tennyson Ave., Cincinnati
Ewan, Sylvia, Highlands School, Eastern Ave., Cincinnati
Ferrie, Georgia B., Miles School, 11918 Miles Ave., Cleveland
Finkbine, Frederick T., Liberty Township School, Kyle
Flessa, H. L., Taft School, Cincinnati
Fortney, Lura, 23rd Dist. School, Vine and University, Cincinnati
Fowler, Lena, 1332 Logan Ave., N. W., Canton
Franz, G. F., 109 W. McMillan St., Cincinnati
Freeborn, Della E., Rozelle School, East Cleveland
Freese, Elizabeth, Hamilton School, Elyria
Gabriel, Florence, 7338 Euclid Ave., Cleveland
Galvin, Sadie M., Washington School, Toledo
Gericke, Meta, 3182 W. 14th St., Cleveland
Glessler, T. A., Convoy
Grafton, Elizabeth M., 947 Norton Ave., Barberton
Graham, Florence M., 2964 Meadowbrook Blvd., Cleveland
Grant, Bessie, 559 Liberty St., Conneaut
Gressley, Mrs. Vashiti K., 918 Lincoln Ave., Toledo
Grimes, Ruth, Hillman School, Youngstown
Guthrie, Glenn W., Garfield School, 13627 Christine Ave., Cleveland
Haddow, Mary A., 103 W. Evergreen Ave., Youngstown
Hague, Edith McGrew, Douglas School, Columbus
Haldane, Jean A., Miles School, 11918 Miles Ave., Cleveland
Hammond, L. Daisy, 111 Oakwood Ave., Oakwood Village, Dayton
Hammond, Rose L., 90 N. 22nd St., Columbus
Hanselman, C. F., Westwood School, Cincinnati
Harry, David P., Jr., Western Reserve University, Cleveland
Hart, Helen A., Chase School, Toledo
Hauer, John S., Sixth District School, Cincinnati
Heiser, Bess M., G. A. Lange School, 200 Dover St., Dayton
Henschen, Laura H., 3444 Marvin Ave., Cleveland
Hess, Irene, 2623 E. 128th St., Cleveland
Hill, Edith, Clifton School, Cincinnati
Hisey, Nora, 502 Scottwood Apts., Toledo
Howser, Elma B., 325 Franklin St., Marion
Hoxter, Truman, 43 May Court, Chagrin Falls
Hukill, Elizabeth J., 604 N. Fifth St., Steubenville
Hutchinson, W. E., Webster School, Cincinnati
Hutt, Martha K., 3437 W. 123rd St., Cleveland
Irey, Fernie, Sheridan School, Youngstown
Jack, Mary E., Coventry School, Cleveland Heights
Jahn, Anna M., 1222 Shorb Ave., N. W., Canton
Johnston, Laura A., 2995 Scarborough Rd., Cleveland Heights
Judd, Harriet A., 51 Brighton Rd., Columbus
Kaefer, William, 407 Ludlow Ave., Cincinnati
Karp, Esther, Summit School, Canton
Kemper, Elisabeth R., Longfellow School, 245-247 Salem Ave., Dayton
Kingsborough, Hazel, 2045 Taylor Rd., Cleveland Heights
Kinker, Minnie L., 1242 Broadway St., Toledo
Kleinsmith, Sylvia N., Madison School, Lakewood
Kloepfer, Blanche, 8920 Empire Ave., Cleveland
Kolbe, Bertha M., Hotel Bolton, Cleveland
Koons, Stella I., 3304 Jefferson Ave., Cincinnati
Kreher, Gertrude A., 15907 Whitcomb Rd., N. E., Cleveland
Kuehn, Nita E., 2708 Clark Ave., Cleveland
Layland, Ethel E., 1163 Wyandotte Rd., Columbus
Lee, Nancy B., 7629 Lorain Ave., Cleveland
Lillie, Edward P., Allen School, 773 S. Main St., Akron
Logue, Leona W., Stewart Avenue School, Columbus
Losch, Adela M., 3432 E. 110th St., Cleveland
Loudon, Agnes V., Oxford School, 914 Oxford Rd., Cleveland Heights
Lowe, C. E., Henry S. Martin School, Canton
McCarty, Katherine A., 2049 Cornell Rd., Cleveland
McClean, Grace M., Scottwood Apts., Toledo
McCorkle, Olive, 521 N. Third St., Toronto
McGuire, Gertrude H., 1835 Belmont Rd., East Cleveland
McKelvey, H. W., 156 Lusard St., Painesville
McVean, Etta M., 64 N. Prospect St., Akron
Mantle, Nellie, Ely School, Elyria
Mapes, June, 2853 Parkwood, Toledo
Marcellus, Jean, Glenwood School, Toledo

Markowitz, Martha B., 1383 E. Boulevard, Cleveland
 Marshall, Jessica, 2229 Hollywood Ave., Toledo
 Meador, Mildred, North Fairmount School, Baltimore Ave., Cincinnati
 Miller, C. L., Garfield School, Cincinnati
 Money, Ella B., Landon School, 1955 W. 96th St., Cleveland
 Morgan, Edna, 2943 Berkshire Rd., Cleveland
 Morgan, Elizabeth, Newbury School, Toledo
 Myers, Mary E., 85 S. Adolph Ave., Akron
 Nessel, Fannie B., 816 Nesselwood Ave., Toledo
 Newell, Lillian S., 890 E. 149th St., Cleveland
 Norton, B. F., Garden Avenue School, Lorain
 Oechsler, Hazel, Nathan Hale School, Toledo
 Ohlemacher, Helen E., 526 Hancock St., Sandusky
 Orr, Estelle B., Box 1293, Station B, Cleveland
 Park, Olive, Union School, 6700 Union Ave., Cleveland
 Parker, Charles S., Horace Mann School, Cincinnati
 Parks, Mrs. Belle L., 1847 Knowles St., East Cleveland
 Peaslee, L. D., Pleasant Ridge School, Cincinnati
 Perkins, Hugh V., 3235 Euclid Heights Blvd., Cleveland Heights
 Perrine, Jessie, The Scottwood, Toledo
 Peters, Edith C., 661 E. 123rd St., Cleveland
 Pettit, Joseph E., Mayfair School, 14000 Mayfair Ave., East Cleveland
 Pinhard, Estella M., 3706 Library Ave., Cleveland
 Pittenger, Winifred, Irving School, Toledo
 Pluckebaum, Dorothy E., 1522 Ruth Ave., Cincinnati
 Porter, C. H., Washington School, Cincinnati
 Preston, E. M., Prospect School, East Cleveland
 Price, Isabel, Webster School, Toledo
 Price, R. Holleman, Department of School Administration, Ohio State University, Columbus
 Quirk, W. A., Guilford School, Cincinnati
 Ranft, Aleda V., 2846 Torrington Rd., Shaker Heights
 Rarey, Mrs. Margaret M., 379 S. Ohio Ave., Columbus
 Rebert, Ruth E., 255 E. Midlothian Blvd., Youngstown
 Reid, Mabel, 276 Chestnut Ave., N. E., Warren
 Renfrow, O. W., Whittier School, Cincinnati
 Reszke, Felix E., Sands School, Cincinnati
 Reynolds, Carolyn, Cherry School, Toledo
 Reynolds, Sadie, 3930 Berkeley Dr., Toledo
 Riley, Genevieve, Monroe School, Toledo
 Riniker, Amelia, 1615 Shorb Ave., N. W., Canton
 Risley, Gertrude, 1528 Westwood Ave., Lakewood
 Roemer, Edna, 601 Lincoln Ave., Toledo
 Rogers, Florence M., McKinley School, 1351 W. Clifton Blvd., Lakewood
 Roseborough, Linna, 615 Bellflower Ave., S. W., Canton
 Ross, Frances, Shifer Boulevard School, Dayton
 Rupel, Maude L., 21 N. Torrence St., Dayton
 Ryan, Mary G., 2959 Meadowbrook Blvd., Cleveland
 Schlotman, R. C., Heberle School, Cincinnati

Schroeder, Esther L., Raschig School, Parkway and Elm, Cincinnati
 Schuh, Belle, 2104 Brookdale Rd., Toledo
 Schullian, Augusta M., 1497 Mars Ave., Lakewood
 Schwartz, Albert, Cummins School, Cincinnati
 Scott, Belle Torrey, 2522 Brentwood Rd., Bexley
 Sellers, Mrs. Hazel B., 25 Adelford Ave., Akron
 Sharp, Lyda V., 615 Spring Ave., Steubenville
 Snyder, Belle, Myrtle Avenue School, Youngstown
 Spence, A. Marie, 19315 Riverview Ave., Rocky River
 Stauffer, Daisy R., 304 Irving Ave., Dayton
 Stevens, Mrs. Avis Coultas, 16905 Delaware Ave., Lakewood
 Stewart, Ethelyn, 2255 Rexwood Rd., Cleveland Heights
 Stewart, L. P., 3475 Morrison Pl., Cincinnati
 Stewart, Martha A., 1777 Carlyon Rd., Cleveland
 Stough, Elizabeth, Henry S. Belden School, Canton
 Stroud, Winifred J., 5926 Pearl Rd., Cleveland
 Swope, Mary B., Flory Hotel, Canton
 Terrill, Mayme I., Victory Park School, South Euclid
 Tidrick, Neva J., 2821 Seventh St., N. W., Canton
 Treat, Mabel, 15106 Rosemary Ave., Cleveland
 Van Dewater, Myrtle, 2463 Lawrence Ave., Toledo
 Vermillion, Kenneth R., Chambers School, East Cleveland
 Wallace, C. Jeannette, 209 Hawker St., Dayton
 Warnking, May, Columbian School, Avondale, Cincinnati
 Wells, Iva Z., 316 Garfield Ave., Lancaster
 White, Mrs. Ethel S., Wayne School, Toledo
 White, Milton A., 482 S. Third Ave., Middleport
 Williams, M. Iola, Firestone Park School, Akron
 Willoughby, Mary, 244 W. Third Ave., Columbus
 Wilson, C. A., Avondale School, Cincinnati
 Wright, Ida J., 544 W. Fourth St., Dayton
 Wright, Nackie H., Charles Feilbach School, Toledo
 Yarrington, Ida, McKinley School, Toledo
 York, Myrtle, Beverly School, Toledo
 Zapf, Sophie L., 1190 Carlyon Rd., East Cleveland
 Ziska, Agnes L., 3344 Meadowbrook Blvd., Cleveland Heights

OKLAHOMA

Benfer, Mabel C., 417 Osage Ave., Bartlesville
 Bogan, L. E., Supt. of Consolidated Schools, Okay
 Bowles, A. G., 1223 S. Columbia, Tulsa
 Brookes, Virginia Jane, Eugene Field School, Oklahoma City
 Callihan, Cordia, 606 E. Broadway, Muskogee
 Coffman, George W., 315 G St., N. E., Ardmore
 Condit, Philip M., John Burroughs School, Tulsa
 Couch, Mrs. Mary D., 1130 N. W. Tenth St., Oklahoma City
 Dale, Etta D., 505 S. Rock Island Ave., El Reno
 Denney, Earl C., Franklin School, Tulsa

Dyer, Charles E., 30 S. E. 34th, Oklahoma City
 Fritzson, Edith L., Willard School, 1401 W. Third St., Oklahoma City
 Frye, Dora Cox, 529 N. W. 22nd St., Oklahoma City
 Giles, O. A., 1348 S. Florence Ave., Tulsa
 Goodin, Mayme, 631 E. Okmulgee Ave., Muskogee
 Griggs, O. C., 43 N. Wheeling St., Tulsa
 Hackendorf, William, 1020 S. Florence Ave., Tulsa
 Hacker, A. J., Medio School, Tulsa
 Hardin, Laura, 107½ North F, Muskogee
 Hodges, J. H., Osage School, Tulsa
 Holmes, J. R., Supt. of Schools, Muskogee
 Hudson, J. S., 2823 E. Fifth St., Tulsa
 Hurt, Joe D., Pleasant Porter School, Tulsa
 Jester, C. L., Bethel Union School, Tulsa
 Jones, T. E., Walcott Hotel, Muskogee
 Knight, R. W., Park School, Tulsa
 La Mar, R. Esther, Roosevelt School, Okmulgee
 McCall, L. C., Longfellow School, Muskogee
 McCollum, R. E., 1427 N. Elwood, Tulsa
 McMillan, Ethel, 31 W. 14th St., Oklahoma City
 Magee, Maurice, 1115 S. Evanston St., Tulsa
 Moore, T. E., 2444 N. Cincinnati, Tulsa
 Nelson, Mildred, 1443 E. Tenth St., Okmulgee
 Obreiter, Irene, Horace Mann School, Oklahoma City
 Pauly, Frank R., Board of Education, Tulsa
 Pitts, Lena, 408 Beauclair Hotel, Okmulgee
 Power, Leonard, Asst. Supt. of Schools, Tulsa
 Richards, A. L., 1311 S. Trenton, Tulsa
 Riechel, Adolphine, 422 E. 12th St., Okmulgee
 Setzefandt, A. O. H., 1547 S. Delaware Pl., Tulsa
 Simmons, Caesar F., P. O. Box 92, Oklahoma City
 Smith, Mrs. B. M., 1509 E. 14th St., Oklahoma City
 Walkup, Lydia, Emerson School, Okmulgee
 Watson, Isabel, 704 Jennings, Bartlesville
 Watts, Winifred, Webster School, Okmulgee
 Wood, Linnie, Box 984, Bristow
 Woods, Mrs. Blanche, 1217 W. 18th St., Oklahoma City

OREGON

Alexander, Mrs. Alevia, 410 E. 55th St., Portland
 Blough, H. B., 321 E. 22nd St., Portland
 Boyd, Charles H., 1239 Rodney Ave., Portland
 Buchanan, Mrs. B. M., 495½ Greenwood Ave., Portland
 Cooper, M. W., U. S. Boarding School, Warm Springs
 DeGraff, Grace, 604 Sheffield Ave., Portland
 Ford, W. L., 2645 N. E. 38th Ave., Portland
 Freel, A. O., 1042 Cleveland Ave., Portland
 Gary, T. J., 89 E. 18th St., Portland
 Gunn, H. M., 43 N. E. Meikle Pl., Portland
 Lewis, Charles E., 2122 N. E., Alameda, Portland
 McCord, Jesse, 270 E. 15th St., N., Portland
 Morgan, L. H., Route 10, Box 88, Portland
 Petseys, W. A., 4007 64th St., S. E., Portland
 Roberts, L. D., 810 Bryce Ave., Portland

Swinney, Ruth, 435 Fowler St., Roseburg
 Tracy, Verlie, 436 S. Stephens, Roseburg
 Zook, Carl S., Gregory Heights School, Portland

PENNSYLVANIA

Allen, Anna D., 909 Northampton St., Easton
 Allen, Lillie E., 1750 N. 15th St., Philadelphia
 Askin, Bessie D., Madison School, Milwaukee and Orion Sts., Pittsburgh
 Bartine, Helen W., Ethan Allen School, Robbins Ave. and Battersby, Philadelphia
 Beacham, Mabel, 1110 Potter St., Chester
 Beard, Mary E., 610 Park Rd., Ambridge
 Becker, Elizabeth, Lockhart School, Pittsburgh
 Berman, Samuel, 5336 N. Sydenham St., Philadelphia
 Best, Burns F., Wynnewood Rd., Ardmore
 Best, Elizabeth M., 414 Richland Ave., Dravosburg
 Biswanger, Wilhelmina A., 1621 Harrison St., Philadelphia
 Bjorak, Ellen D., 37 Bellevue Ave., Bradford
 Blake, Celia J., 15 Monitor Ave., Ben Avon
 Blessing, Louise, 4837 Lytle St., Pittsburgh
 Bowman, Calvin, 29 S. Lanwood Ave., Crafton
 Boyle, Hugh E., Hazleton Heights School, Hazleton
 Breeze, Mary P., 325 N. Craig, Pittsburgh
 Breltwieser, William, 201 Summit Ave., Bellevue Br., Pittsburgh
 Brown, Catherine I., 19 W. Fourth St., Media
 Brubaker, Ella M., Kelly School, Wilkinsburg
 Buterbaugh, Arthur W., 204 Bolton Ave., Ebensburg
 Byers, B. H., P. O. Box 38, Elizabeth
 Cadigan, Margaret, 405 W. Front St., Oil City
 Cameron, Crissie E., 745 Chestnut St., Indiana
 Chambers, Raymond L., 24 W. Logan St., Philadelphia
 Chase, Marie S., 2038 Master St., Philadelphia
 Chew, Samuel L., Northwest School, 15th and Race Sts., Philadelphia
 Clappitt, Xenia C., 6805 N. 11th St., Philadelphia
 Clarke, M. Louisa, J. Q. Adams School, Philadelphia
 Cober, E. W., 1419 Elm St., Wilkinsburg
 Collins, Bessie Eleanor, 4910 Larchwood Ave., Philadelphia
 Collins, Henrietta, Taylor School, Sixth and Erie Ave., Philadelphia
 Creys, Lavina, Harding School, Erie
 Crumrine, M. Ella, 917 Chislett St., Pittsburgh
 Dale, Ralph, B., 1127 S. 52nd St., Philadelphia
 Davenport, Ralph F., 136 Drexel Rd., Ardmore
 Downs, Adele M., E. Hancock St., Lansdale
 Downs, Daisy A., 200 S. Oakland Ave., Sharon
 Dvle, Florence A., 5375 Wingohocking Ter., Germantown, Philadelphia
 Dunleavy, Joseph M., 531 Flg St., Scranton
 Dunn, Etta A., 4112 Penn Ave., Pittsburgh
 Eckard, Elizabeth T., 1957 69th Ave., Philadelphia
 Edgar, Robert H., 531 Orchard Ave., Bellevue

Eisenhart, Elsie E., 18 W. Elghth St., Chester
 Eissler, Louise, Birney School, Ninth and Lindley Ave., Philadelphia
 English, Orlando H., 920 Maplewood Ave., Ambridge
 Enterline, Myers B., 110 Myrtle St., Milton
 Enevoldsen, Anna E., Central School, Sayre
 Euwer, Mrs. Ora, Clayton School, Pittsburgh
 Evans, Abel J., 5215 Chester Ave., Philadelphia
 Ferguson, J. F., R. D. 1, Camp Hill
 Frable, Adam Q., 402 E. Goepp St., Bethlehem
 Frank, T. Russell, Highland School, Abington
 Frankenfield, Ira M., 730 Center St., Bethlehem
 Frew, Margaret A., Thomas Wightman School, Squirrel Hill Station, Pittsburgh
 Fugett, Joseph R., 120 E. Miner St., West Chester
 Funk, M. Estelle, Curtin School, Germantown, Philadelphia
 Galter, Israel, 3133 W. Columbia Ave., Philadelphia
 Garver, Francis M., University of Pennsylvania, 112 Bennet Hall, Philadelphia
 Geedy, Calder B., 310 S. Brown St., Lewis-town
 Gibbs, Mary S., 350 W. Duval St., Germantown, Philadelphia
 Gilland, Thomas M., Director of Training, State Teachers College, California
 Graham, Martha M., 633 Linden Ave., Johnstown
 Gustafson, Mrs. Inez, Franklin School, Munhall
 Hagerty, Jean B., Robert Morris School, 26th and Thompson Sts., Philadelphia
 Hanlon, Beatrice, 121 Lenowee Ave., Monessen
 Hanna, Edith B., Wright School, 115th and Venango Sts, Philadelphia
 Hardy, Marjorie, Germantown Friends School, Philadelphia
 Harner, Adele L., 308 W. Fourth St., Oil City
 Harrington, Gerald F., 323 Green St., Scranton
 Hart, Ida M., 5720 Thomas Ave., Philadelphia
 Hart, John C., 538 Carey Ave., Wilkes-Barre
 Heidinger, Blanche L., 315 Lemonte St., Philadelphia
 Henry, Florence M., 1314 Rockland St., Philadelphia
 Hirth, Alice, 317 E. Tenth Ave., Homestead
 Hollingshead, Mary W., 21 Elkinton Ave., Park Place, Chester
 Homer, Francis E., 4800 Conshohocken Ave., Philadelphia
 Hood, Mrs. Vivian P., Public School, Drexel Hill
 Hoover, Loretto L., Elementary School, Wayne
 Houck, K. Fay, 311 E. 11th Ave., Homestead
 Hughes, John H., Winton and Mill Rds., Upper Darby
 Hurst, Florence B., 4034 Baring St., Philadelphia
 Hurst, S. Grace, 234 Charlotte St., Lancaster
 Jackson, J. Roy, 2226 Seventh Ave., Beaver Falls
 Jacobs, Emille V., McClure School, Sixth and Hunting Park Ave., Philadelphia
 Jav, Anne E., 1711 Kenneth Ave., Arnold
 Johnson, A. Bessie, 109 Wayne St., Warren
 Jones, Mary F., Highland Park School, Upper Darby

Kell, Jane F., 622 Linden Ave., York
 Kemp, Grace K., 2020 S. 16th St., Philadelphia
 Kerns, Morey V., 2526 S. Cleveland St., Philadelphia
 Kirk, Mabel E., 622 S. Allen St., State College
 Kirk, S., Elisabeth, Garrettford School, Drexel Hill
 Knoch, E. H., 2825 Espy Ave., South Hills Station, Pittsburgh
 Krall, Helen, Boas School, Harrisburg
 Kynett, Eleanor G., 4820 Beaumont Ave., Philadelphia
 Lafferty, Annie L., 6336 Jackson St., Pittsburgh
 Laing, Iva B., 1214 Macon Ave., Swissvale
 Lang, Xina, 2633 Ingomar St., Pittsburgh
 Laramy, William J., 101 E. Benedict Ave., Upper Darby
 Laubach, Helen M., 613 Howard St., Williamsport
 Law, Bertha V., 5318 Friendship Ave., Pittsburgh
 Lawson, William, 404 Fourth St., Beaver
 Lehman, F. A., 344 Louisa St., Williamsport
 Lehn, H. M. B., 147 State St., Grove City
 Leslie, R. G., Arthur McGill School, New Castle
 Linn, Eva E., 829 N. 63rd St., Philadelphia
 Liveright, Alice K., The Drake, 1512 Spruce St., Philadelphia
 Loughead, Karl N., Grade School, Nema-colin
 Lowry, Sarah N., 14 W. Jenkintown Rd., Weldon
 Lynch, Catharine L., Keystone School, Upper Darby
 Lytle, Annie, 745 N. Negley Ave., Pittsburgh
 McClure, Eliza, 1139 Piermont Ave., South Hills Station, Pittsburgh
 McCracken, Mary A., 11 Brushton Ave., Pittsburgh
 McCutcheon, Lyda B., Kirkwood Hotel, Pittsburgh
 McDowell, Stella D., 112 Race St., Edgewood
 McEntee, Bertha C., Washington School, 40th St., Pittsburgh
 McKean, Annie, 907 Poplar St., Erie
 McMillen, C. L., Public School, Saltsburg
 McMillen, Clara F., 347 Atlantic Ave., Pittsburgh
 MacLaren, Roland T., George Washington School, Williamsport
 Mahoney, Anna B., 589 Baldwin St., Meadville
 Mann, Adda May, 120 Ruskin Ave., Pittsburgh
 Maris, Mrs. Edith C., R. D. 2, Oil City
 Martin, Jane B., 215 N. Craig St., Pittsburgh
 Miller, Madge E., 320 Laurel St., Edgewood
 Mitcheltree, Nannie L., Mahoning School, New Castle
 Moore, J. F., 2346 Beaufort Ave., Pittsburgh
 Morey, Frank R., 18 Amherst Ave., Swarthmore
 Morley, Christine C., Cardington Stonehurst School, Upper Darby
 Morley, Sallie G., H. C. Lea School, 47th and Locust Sts., Philadelphia
 Morse, Melvin E., 4730 Homeland Blvd., Erie
 Murphy, Lenore, 142 E. Third St., Erie
 Myers, Edward T., 5143 Oakland St., Philadelphia
 Neill, John A., 420 Electric Ave., Lewistown
 Noe, Elizabeth T., 3234 N. 16th St., Philadelphia
 Nolln, Mary E., Hancock School, Pittsburgh
 Norris, Hugh Grant, 7810 O'Hara Twp. School Dist., Sharpsburg

Notz, Hulda M., 4331 Dakota St., Pittsburgh
 O'Connor, Mary, 501 Sassafras St., Erie
 Orr, Marie H., 5755 Howe St., Pittsburgh
 Payne, Edna P., 324 South Ave., Wilkinsburg
 Patterson, Ollie T., Wickersham School, Carson and 30th Sts., Pittsburgh
 Phillips, Earle W., 428 Rural Ave., Williamsport
 Porter, David C., State Teachers College, Slippery Rock
 Porter, Hugh L., Chatham School, 227 Bonvue St., Pittsburgh
 Queripel, Mrs. A. W., 608 Lincoln St., Milton
 Rau, Harry J., 552 Washington Ave., Northampton
 Raup, Zura E., 128 Hepburn St., Milton
 Relsse, George B., 5366 Wingochocking Ter., Germantown, Philadelphia
 Riegner, Rebecca W., Simon Muhr School, 12th and Allegheny Ave., Philadelphia
 Robson, William K., 6614 N. Seventh St., Philadelphia
 Rohrer, Mary M., Lancaster Apts., Ardmore
 Ross, Anna, 310 Washington Rd., Pittsburgh
 Russell, Margaret S., South Park School, 1418 Versailles Ave., McKeesport
 Sauerbier, May M., 409 N. Fifth St., Reading
 Schartung, Joseph A., 554 Dawson Ave., Bellevue, Pittsburgh
 Scheel, Elizabeth A., 2013 Diamond St., Philadelphia
 Schillinger, Alberta, 1308½ Louise, Munhall
 Schrader, N. Blanche, 519 Lincoln St., Milton
 Scorer, Sadie Mae, Box 404, Homestead
 Seegers, J. C., Dean of Men, Temple University, Philadelphia
 Seif, Louisa D., 214 Gross St., Pittsburgh
 Sharlip, Lou N., 5058 N. Eighth St., Philadelphia
 Sharpe, Mildred J., 323 Rochelle St., Pittsburgh
 Sheaffer, C. C., 1512 Coursin St., McKeesport
 Sloane, Mrs. E. J., Savoy Apt., 571 Coal St., Wilkinsburg
 Soffel, Catherine A., 16 Greenbush St., Pittsburgh
 Spangler, Thomas B. F., Jr., 6108 N. Seventh St., Philadelphia
 Sprague, Stella H., 53 Elm St., Bradford
 Sproule, Marion K., Hamilton School, West Philadelphia
 Sproles, M. Reba, Fairhill School, Marshall and Somerset Sts., Philadelphia
 Steadman, H. L., Perry School, Erie
 Steinberg, David L., 5138 N. Fairhill St., Philadelphia
 Stewart, Laura E., 123 E. Agnew Ave., Pittsburgh
 Storey, Bernice L., 5728 Baum Blvd., Pittsburgh
 Strine, Hazel R., 164 S. Front St., Milton
 Sullivan, D. J., Public School, Rankin
 Sweitzer, Mae C., 204 Reed St., Oil City
 Tennis, Marguerite, 38 N. Harwood Rd., Upper Darby
 Thomas, Alfred, Rockland Street School, Lancaster
 Thomas, Oscar D., 6160 Webster St., Philadelphia
 Thompson, Irene A., Halls Grove School, Pittsburgh
 Thornley, Mary, 5 Somerton Ave., Philadelphia
 Truby, Charlotte C., 839 Rebecca Ave., Wilkinsburg
 Velth, Charles F., 7034 Marsden St., Philadelphia
 Walker, Anna W., 5732 Spruce St., Philadelphia

Walker, James Jr., 6039 Washington Ave., Philadelphia
 Walper, J. A., 1133 Monocacy St., Bethlehem
 Walter, Cornelius J., 1122 St. Peach St., Philadelphia
 Warshaw, Harry A., Randall School, Ninth and Bainbridge Sts., Philadelphia
 Watson, Jennie A., 3301 Walnut St., McKeesport
 Weaver, Ruth H., 947 Walnut St., Allentown
 Wickersham, Mrs. Lillian M., 106 W. Oakdale Ave., Glenside
 Williamson, Edith E., 22 Arbor St., Pittsburgh
 Willis, Minnie C., Emerson School, Tenth and Cascade, Erie
 Wiltbank, Robert C., 6 Oak Lane, Upper Darby
 Wolf, M. Elizabeth, 223 S. Pacific Ave., Pittsburgh
 Wright, Anne, 3732 N. 19th St., Philadelphia
 Wright, Louise B., King Edward Apts., 4609 Bayard St., Pittsburgh
 Yerkes, Helen K., 4957 Rubicam Ave., Philadelphia
 Young, Frances, Abigail Vare School, Third and Morris Sts., Philadelphia
 Ziegler, Florence L., Schuylkill Avenue Building, Reading

RHODE ISLAND

Abbott, Charles H., Kenyon Street School, Providence
 Barry, Ursula M., Summit Avenue School, Providence
 Furlong, Theresa G., Ives Street School, Providence
 Hixon, Mrs. Selina N., Box 463, Woonsocket
 Lyon, Bessie C., 494 Lloyd Ave., Providence
 McNally, Wayne W., Point Street School, Providence
 Moran, Laura A., Rochambeau School, Providence
 Moss, Mildred E., Nelson Street School, Providence
 Patt, Hermann George, John Clarke School, Newport
 Spurr, E. Blanche, 33 Washington St., Central Falls

SOUTH CAROLINA

Childs, Mrs. Arney R., Logan School, Columbia
 Connor, Lila, 129 Pinckney St., Chester
 Davis, E. L., 1317 N. Main St., Anderson
 Fogarty, Simon, 151 Moultrie St., Charleston
 Goforth, Preston C., Mt. Pleasant Academy, Mt. Pleasant
 Goodwin, W. B., Box 10, Navy Yard
 Hay, Elizabeth, Route No. 1, Andrews
 Lanham, S. A., Box 124, North Charleston
 McKenzie, Florence M., 317 W. Pine St., Florence
 Rogers, George Calvin, 190 Tradd St., Charleston
 Rogers, J. R., Julian Mitchell School, Charleston
 Saunders, Nannilee, 7 Memminger St., Greenville
 Strohecker, Henry O., Jr., Bennett School, Charleston
 Weinheimer, C. A., 115-A Rutledge St., Charleston

SOUTH DAKOTA

Anderson, Laura B., 106 S. Summit Ave., Sioux Falls
 Bach, B. Harrietta, Lowell School, Sioux Falls

Carpenter, Harriet, Box 18, Aberdeen
DeKraay, Henrietta, Box 18, Aberdeen
Durland, Edna J., 107 S. Jay St., Aberdeen
Flanagan, Maude, 415 N. Edmunds St., Mitchell
Freigang, Laverna C., Box 564, Lead
Griffin, Ella M., 816 W. Ninth St., Sioux Falls
Haas, Grace, 1615 S. Minnesota Ave., Sioux Falls
Hamilton, Isabelle, 121 Galena St., Lead
Johnston, Maude E., 204 Dorian Apts., Aberdeen
Leistikow, Lydia M., 1005 S. Washington St., Aberdeen
Lindsey, J. C., Supt. of Schools, Mitchell
Linter, Annamae, 528 N. Menlo, Sioux Falls
Minard, Adah E., 141 Sixth St., N. E., Watertown
Newkirk, Rachel, Bancroft School, Sioux Falls
Rogers, Gertie Belle, 408 S. Sanborn, Mitchell
Royhl, Ella M., 320 S. Prairie Ave., Sioux Falls
Sanger, Thora O., 415 N. Edmunds St., Mitchell
Sell, Dora, Mark Twain School, Sioux Falls
Stallman, Elsie, Hawthorne School, Sioux Falls
Stapleton, Mrs. B. T., 503 South Dakota Ave., Sioux Falls
Venoss, Mabel, General Beadle School, Sioux Falls
Wagner, Ruth, 704 S. Edmunds St., Mitchell
Welker, Jean, Irving School, Sioux Falls

TENNESSEE

Anderson, Esse L., 1861 Evelyn, Memphis
Bailey, Carrie, Caldwell Hotel, Paris
Barr, Gertrude, 840 Ft. Wood St., Chattanooga
Bell, Nellie, 616 E. Brow Rd., Lookout Mountain
Bramm, Hazel M., George Washington School, Bristol
Brown, Mrs. A. S., Murphy School, Nashville
Burke, Lottie C., Riverside School, 176 Wisconsin St., Memphis
Carpenter, Clara E., 571 S. Crest Rd., Chattanooga
Cartwright, Priscilla, 1294 La Paloma, Memphis
Dreyfus, Florence, 195 Angelus Pl., Memphis
Fox, Elbert L., Public School, Lookout Mountain
Ham, M. Lucile, 1957 Lyndale Ave., Memphis
Leavell, Ullin W., George Peabody College for Teachers, Nashville
Lynk, W. A., 503 Alston Ave., Memphis
Markey, Pearl, 563 Mosby Ave., Memphis
Melson, Inda, 3546 Spottswood Ave., Memphis
Powell, Mrs. Kathryn, Bethel Grove School, 17 S. Rembert, Memphis
Powell, L. R., 1034 Poplar Ave., Memphis
Reilly, Alice, 250 Pasadena Pl., Memphis
Shryer, Stella H., Box 71, Lebanon
Turner, Elizabeth, 211 Fairfax St., Knoxville
Underwood, R. H., 720 Parkway Ave., Fountain City
Waldran, Sallie, Lion's Open Air School, 1663 Peach St., Memphis
Wells, Virginia, Bruce School, Memphis
Wells, Word, Volentine School, Memphis
Wilson, T. T., Harrison
Yost, Mrs. Robert, Anderson School, Bristol

TEXAS

Adams, G. L., 215 N. E. 14th St., Ft. Worth
Arrington, Mrs. Empress, 3118 Douglas St., El Paso
Austin, Frank D., Franklin School, Port Arthur
Baskett, Mrs. Fannie, 2917 Douglas, Dallas
Baskin, Mildred, 724 Baltimore Ave., San Antonio
Bellamy, W. S., 801 Woodlawn, Dallas
Bennett, John C., 2613 Eagle Ave., Houston
Berry, Esther, Sam Houston School, Wichita Falls
Roone, Mamie E., 132 E. 12th St., Dallas
Bright, J. B., 211 Forest Ave., Cleburne
Brightwell, Mamie, 3736 Lipscomb St., Ft. Worth
Brownson, Katherine, County Rd., Lower Valley, El Paso
Buckmaster, Stella, 4924 Bryan St., Dallas
Budd, Harold, 6210 Reiger Ave., Dallas
Burgess, Kate, 1208 Scott Ave., Wichita Falls
Burke, Margaret E., 720 W. Poplar St., San Antonio
Buttery, Nellie, Lamar Annex Hotel, Houston
Caradine, Jane, Charlotte M. Allen School, Houston
Carpenter, Nette, 426 Rigsby, San Antonio
Carraway, Alleen, 724 W. First Ave., Corsicana
Clifton, Mrs. J. A., 2734 Federal St., El Paso
Daniel, Maud, 2425 McFerrin, Waco
Davis, Eva Margaret, River Oaks Elementary School, Houston
Davis, J. M., De Queen School, Port Arthur
Davis, W. L., 1504 Dowling St., Houston
De Chaumes, Helen C., 2203 San Jacinto St., Houston
De Wees, W. O., 2412 Lipscomb St., Ft. Worth
Donner, Arvin N., 325 De Queen Blvd., Port Arthur
Eddins, A. W., 400 Kirk Pl., San Antonio
Fisher, G. N., 3400 Purington St., Ft. Worth
Gideon, S. E., 1906 Bennett, Dallas
Glasgow, B. W., 2719½ Fairmount St., Dallas
Gorbutt, Catherine, Hilton Hotel, El Paso
Grady, Margaret, 109 S. Crawford St., Dallas
Grafton, E. G., 3916 Worth St., Dallas
Greer, Loula, 1351 Washington Blvd., Beaumont
Grimes, Cullen, Route 2, Box 103, Mineral Wells
Grizzard, Mabel Youree, 711 W. Main St., Waxahachie
Hamilton, William Anderson, City Park School, Dallas
Hendricks, Jake J., Director, Curriculum and Textbook Division, State Dept. of Education, Austin
Herring, L. R., Box 436, Tyler
Higgins, Gertrude, 1015 N. Florence St., El Paso
Hilbun, T. J., French Grade School, Beaumont
Hobby, Louise, 2245 Neches St., Beaumont
Hoffman, H. G., 3223 Ave. H, Ft. Worth
Howard, Mrs. Lily, 700 Upson Ave., El Paso
Jacobs, R. C. T., 915 Parkview Ave., Dallas
Johnson, Mrs. Emrie, 411 E. Laurel, San Antonio
Johnston, Minnie L., 1524 Buena Vista St., San Antonio
Jones, Ruby, 927 N. 17th St., Waco
Jordt, Elsie B., 320 Maverick St., San Antonio
Keeney, Mabel, 1903 N. Raynor St., El Paso
Kelly, J. F., 1134 N. Clinton, Dallas
Kirk, J. W., 509 E. Jefferson, Dallas
Lamb, H. L., Grim School, Texarkana

Langford, Nora, 721 Dickson St., Ft. Worth
 Lantrip, Dora B., 4525 McKinney Ave.,
 Houston
 Lipscomb, Mrs. Virginia C., 703 Lipscomb,
 Dallas
 Lloyd, Jessica, 515 College Ave., Ft. Worth
 Lloyd, S. M., 6126 Goliad, Dallas
 Lyle, J. W., 5217 Jackson St., Houston
 McCorkle, Nelle, 5017 Gaston Ave., Dallas
 McFarland, Adaline, 1313 Castle Court
 Blvd., Houston
 MacMunn, Fannie, 723 Seventh St., Beau-
 mont
 Maddox, Ellen, 906 Rio Grande St., Austin
 Martin, Howard H., 5020 Victor, Dallas
 Mathis, Franklin M., 212 Lindsey Lane,
 Tyler
 Mecham, George P., Sam Houston School,
 Corsicana
 Meek, Mrs. Florence A., Robert E. Lee
 School, Port Arthur
 Melear, Grace, 1618 N. 15th St., Waco
 Miles, M. I., 525 S. Willomet, Dallas
 Mitchell, Q. B., 947 Culebra Ave., San An-
 tonio
 Morris, Meman H., 4127 Travis St., Dallas
 Morse, Mrs. Alberta H., 901 Upson Ave.,
 El Paso
 Muse, E. W., 124 N. Edgefield, Dallas
 Namendorf, Lavina, 1508 Kane St., Houston
 Neal, Elma A., 510 E. Dewey Pl., San An-
 tonio
 Newby, W. B., Box 545, Temple
 Oehler, J. C., Jr., Cumberland School,
 Dallas
 Pace, James G., 2004 Jennings Ave., Ft.
 Worth
 Parker, Lulu, 1420 W. Humbolt St., Ft.
 Worth
 Patterson, Mrs. Mamie L., Tavala School,
 El Paso
 Payne, Mrs. Eunice R., 211 W. Rio Grande
 St., El Paso
 Phillips, Lillian, 904 Maple St., El Paso
 Pierce, Thomas E., 1146 Amarillo St.,
 Abilene
 Preston, Eleanor, 1215 N. Brown St., El
 Paso
 Pugh, L. L., 1830 Palm St., Houston
 Rice, Klifford, Hilton Hotel, El Paso
 Riddle, Marie Sue, 514 N. 15th St., Waco
 Sawyer, Elsie, 413 N. Pleasant St., Hills-
 boro
 Schaper, Mamie Elsa, 1923 Washington
 Ave., Waco
 Smith, Ella J., 1316 Clover Lane, Ft. Worth
 Standish, Ella, 3320 Broadway, Houston
 Stewart, Mrs. Ema O'Dell, 1616 Branard
 St., Houston
 Stone, Grace, 1600 Summit Ave., Waco
 Swann, Alicia, 2931 Aurora St., El Paso
 Swindells, Minnie H., 625 Woodlawn, Dal-
 las
 Tarlton, J. F., 3627 Travis Ave., Ft. Worth
 Tatum, Robert T., 711 Poplar St., Beau-
 mont
 Taylor, Nell, 322 S. Oak St., Arlington
 Thomas, Lilla, Upper Valley, El Paso
 Thorne, Carl, 5929 Hudson, Dallas
 Toscano, Dora, Route 3, Box 20, Floresville
 Utley, Marguerite, 800 Missouri Ave., Ft.
 Worth
 Waggaman, Louise, 2218 Caroline Blvd.,
 Houston
 Watson, Mrs. Ella B., 1101 S. Locust,
 Clarksville
 Whittlesey, James T., 317 S. Marsalis Ave.,
 Dallas
 Wilson, Mrs. Olga, 2852 Pershing Dr., El
 Paso
 Wilson, Mrs. W. F., 215 Hawthorne Ave.,
 Houston
 Woods, Mrs. Mabel T., 118 Altie St., Hous-
 ton
 Wright, Mrs. Edith D., Hawthorne School,
 Houston Ave., and Bingham, Houston
 Young, Wayne, 2010 14th St., Port Arthur

UTAH

Allen, Frank S., Hamilton School, 770 S.
 Eight, E., Salt Lake City
 Anderson, Lois, 1238 Bryan Ave., Salt Lake
 City
 Arnesen, Arthur E., 1145 Kensington Ave.,
 Salt Lake City
 Bond, Elizabeth, 239 East South Temple,
 Salt Lake City
 Brewer, Eva M., 1838 S. 15th, E., Salt Lake
 City
 Bridgland, L. A., 1348 Princeton Ave.,
 Salt Lake City
 Brown, Florence G., Polk School, Ogden
 Craven, Ina E., Box 783, Ogden
 Ferris, Olive, 813 Belvedere Apts., Salt
 Lake City
 Fitzgerald, Gertrude, Box 783, Ogden
 Folsom, H. B., Webster School, Salt Lake
 City
 Forrester, Katherine S., 411 Belvedere
 Apts., Salt Lake City
 Harris, J. J., 1550 Yale Ave., Salt Lake
 City
 Keele, Charles H., Emerson School, 1337
 McClelland St., Salt Lake City
 Kelsey, Ella, 656 S. Fourth, E., Salt Lake
 City
 Kendell, Edith E., Longfellow School, Salt
 Lake City
 Layton, Margaret, Lowell School, Salt Lake
 City
 McCoy, Mrs. Evelyn R., Wasatch School
 1115 E. South Temple, Salt Lake City
 Morgan, Margaret E., 1092 S. Third, E.,
 Salt Lake City
 Morris, Zeta, 223 W. North Temple, Salt
 Lake City
 Peirce, M. June, Box 566, Ogden
 Pendleton, Della, 928 E. 21st S., Salt Lake
 City
 Poulson, Frank G., 1521 S. Ninth, E., Salt
 Lake City
 Poulson, Fred N., Hawthorne School, 1632
 S. Seventh, E., Salt Lake City
 Reid, E. T., Supt., Sanpete South School
 Dist., Manti
 Sorenson, Vio, 716 S. Fifth, E., Salt Lake
 City
 Stearns, Harold J., Roosevelt Junior High
 School, 843 Lincoln St., Salt Lake City
 Steele, Jesse F., Tooele
 Stewart, I. Daniel, 636 S. Third, E., Salt
 Lake City
 Whelan, Lillian H., 411 Belvedere Apts.,
 Salt Lake City
 Young, Sara H., Ensign School, Salt Lake
 City

VERMONT

Donnelly, May I., 323 Pearl St., Burlington
 Sargent, William A., 15 North St., Exten-
 sion, Rutland

VIRGINIA

Adair, Cornelia S., 2121 Park Ave., Rich-
 mond
 Bleight, W. Carter, Chimborazo School,
 Richmond
 Brewbaker, J. J., 422 Westover Ave., Nor-
 folk
 Brimmer, Rose L., Schoolfield School,
 Schoolfield
 Bryant, Alice G., Hampton Institute, Hamp-
 ton
 Burnley, Carrie C., 920 E. High St., Char-
 lottesville
 Butler, S. R., 1806 Farragut Ave., Norfolk
 Dinwiddie, Sarah, Consolidated Rural
 School, Mitchells
 Eaves, R. W., Jefferson School, Alexandria
 Fraire, Mrs. Lucy B., 1112 Wise St., Lynch-
 burg
 Gibson, Powell W., Douglas Junior High
 School, Winchester

Gish, Elizabeth, 2450 Rivermont Ave., Lynchburg
 Givens, C. B., Helen Dickinson School, Richmond
 Goodwin, Mary A., Patrick Henry School, Richmond
 Grady, Mrs. Myrtle P., 1020 N. Main St., Danville
 Grubb, Elizabeth M., 937 Harrington Ave., Norfolk
 Harrell, W. L., Larchmont School, Norfolk
 Harrison, Lucille, 403 N. Belmont Ave., Richmond
 Harvey, M. Lizzie, 1419 Early St., Lynchburg
 Hillsman, Lucye J., B. D. H. Elementary School, Nokesville
 Holt, Lucy Mason, Ocean View School, Norfolk
 Johnson, Lillian M., Patrick Henry School, Norfolk
 Joynes, Mrs. Edith B., 410 W. 14th St., Norfolk
 Keeling, Lucy G., 202 Merrimac Apt., Norfolk
 Lawson, Lena, 906 Campbell Ave., S. W., Roanoke
 Lewis, Mrs. Virginia S., Dupont School, Hopewell
 Lockwood, Margaret M., Box 282, R. F. D. 1, Rosslyn
 Lohman, Mrs. Florence Minor, Elba School, 1000 W. Marshall St., Richmond
 Massey, Mabel C., 405 Lincoln Ave., Roanoke
 Marx, Mrs. E. M., Henry Clay School, Norfolk
 Moran, Sarepta A., Registrar's Office, University of Virginia, University
 Norris, Forbes H., Robert E. Lee School, Richmond
 Ober, Merrill J., James Monroe School, 29th and Newport Ave., Norfolk
 Pilcher, Ethel, 7338 Euclid Ave., Petersburg
 Scott, Katherine K., 1618 Park Ave., Richmond
 Scott, Lannie V., Stonewall Jackson School, Petersburg
 Shelton, Nollie W., Jr., Grammar School, Birds Nest
 Sheppe, Mrs. A. L., 519 Lee St., Bristol
 Sinclair, Katherine L., City Point Court, Hopewell
 Starritt, Bertha W., 1320 Chapman Ave., Roanoke
 Vaughn, Eva, Jefferson School, Pulaski
 Wheatley, C. S., Robert E. Lee School, Danville
 Wray, Charlotte D., 1701 Park Ave., Richmond
 Wynn, Nettie F., 418 Avondale Dr., Danville

WASHINGTON

Allen, Nell B., Box 35, Hoquiam
 Allen, Zella E., Magnolia School, 28th W. and W. McGraw, Seattle
 Beardsley, A. R., 616 Ash St., Vancouver
 Berry, Vern E., 507 S. Iron St., Centralia
 Blair, William A., 2712 33rd Ave., S., Seattle
 Bradley, Florence, Lincoln School, W. 25 Third Ave., Spokane
 Budde, Charles A., Georgetown School, Seattle
 Burke, James A., Garfield School, Spokane
 Cash, E. F., Elementary School, Opportunity
 Cassidy, H. A., Alki School, Seattle
 Cleveland, A. D., School Dist. No. 47, Burlington
 Cooper, Margaret, Martha Washington School, Seattle
 Dimmitt, Beniah, Brighton School, Seattle
 Durham, M. E., Leschi School, Seattle

Elder, Raymond W., 820 E. 81st St., Seattle
 Ellert, W. H., Warren Avenue School, Seattle
 Erickson, Emma S., State Normal School, Bellingham
 Evans, E. H., Lincoln School, Everett
 Farrar, Frank, 4703 11th Ave., N. E., Seattle
 Fitzgerald, Marie, 8 W. 14th Ave., Spokane
 Fowler, I. A., 514 Second Ave., Aberdeen
 Gifford, Annie L., Longfellow School, Seattle
 Glover, O. K., 1811 Shelby St., Seattle
 Graham, Charlotte, Emerson School, Seattle
 Guthrie, Vileta H., Stevens School, 418 Fifth St., Wenatchee
 Hart, Emma C., 1205 Spring St., Seattle
 Heaton, O. E., Logan School, Spokane
 Heller, Anna E., 618 Jefferson St., Spokane
 Henderson, Frank D., Central School, Seattle
 Henderson, Grace Clara, 3938 Corliss Ave., Seattle
 Hermann, Ida M., 845 Bellevue Ave., N., Seattle
 Herren, Dora S., Montlake School, Seattle
 Knaack, R. H., Bemiss School, Bridgeport and Stone, Spokane
 Knutson, K. J., T. T. Minor School, Seattle
 Larrabee, Emma D., F. A. McDonald School, Latona Ave. and E. 54th, Seattle
 Lockwood, Jessie M., John Muir School, 33rd S. and Horton Sts., Seattle
 Lowman, J. Guy, Whittier School, 5703 Palatine Ave., Seattle
 McClure, Worth, Supt. of Schools, Seattle
 McGrath, Margaret, Crest Hotel, Spokane
 McIlravy, Frank D., Gatewood School, Seattle
 McKeehan, Charles F., 6225 Woodlawn, Seattle
 McKenzie, Clara E., Columbia School, Ferdinand and 37th St., Seattle
 Mackintosh, John J., Webster School, Seattle
 Mahon, Ada J., 942 27th Ave., Seattle
 Martin, Sarah A., 1920 C St., Vancouver
 Matheson, Anna May, West Queen Anne School, Seattle
 Melvin, Belle, 1221 Colby Ave., Everett
 Minnie, Etta, Van Asselt School, Seattle
 Moffett, L. B., Highland Park School, 11th S. W. and W. Trenton, Seattle
 Nettleton, Lullie, Piedmont School, Seattle
 Palmer, J. Lee, 1415 E. 14th Ave., Spokane
 Parker, Isabelle C., 1418 W. Riverside, Spokane
 Petite, J. Edward, 2039 26th Ave., N., Seattle
 Pierron, Richard P., 712 14th St., Bellingham
 Pinckney, Paul W., Columbia School, Bellingham
 Pratt, Orville C., Supt. of Schools, Spokane
 Purington, Estelle, Holmes School, Cochran and Sharp Sts., Spokane
 Reeves, Lester L., 3843 Ashworth Ave., Seattle
 Richardson, Dio, Horace Mann School, 24th Ave. and E. Cherry St., Seattle
 Sears, A. G., Washington School, Seattle
 Smith, Lila, Whitman School, Spokane
 Smith, Ray T., West Woodland School, Seattle
 Solibakke, Mrs. Frances C., 402 S. Forest St., Bellingham
 Stevens, Carolyn, Washington Irving School
 Tollman St., Seattle
 Strite, Adelaide, W. 207 23rd Ave., Spokane
 Swedine, Elmer, J. J. Smith School, Enumclaw
 Tanner, Blanche L., Concord School, Eighth S. and Concord St., Seattle
 Sharp, Elizabeth, Coe School, Seattle
 Thomson, John A., Henry Ford School, Renton

Thune, Elmer T., 5216 S. Park Ave., Tacoma
 Townner, Earl M., Crown Hill School, 14th Ave., N. W., and W. 93rd St., Seattle
 Turnbull, F. A., 1812 W. Sixth St., Aberdeen
 Vetting, Ida F., 704 E. Thomas, Seattle
 Weisman, Frances, Willard School, Spokane
 Weisman, Sara E., S. 726 Jefferson, Spokane
 Welden, Carrie R., W. 2216 First Ave., Spokane
 Wilson, Mabel V., Laurelhurst School, E. 45th and 46th St., N. E., Seattle

WEST VIRGINIA

Christian, Walter V., 2714 Highlawn Ave., Huntington
 Fette, Bertha M., Webster School, Wheeling
 Grose, Mary V., Upper Grapevine School, Sissonville
 King, Mrs. Esther J., 93 S. Fayette St., Beckley
 Licklider, Bessie B., Mercer School, Charleston
 Lohse, Minnie K., 2143 Market St., Wheeling
 McGown, Jennie, 52 24th St., Wheeling
 Markley, Ernest L., 64 Virginia St., Wheeling
 Porter, Sarah, 210 Ash Ave., Moundsville
 Prickett, Evelyn, 309 Gaston Ave., Fairmont
 Sanford, Alice W., 1111 Fifth St., Moundsville
 Stanley, W. Dwight, 85 Fayette St., Buckhannon
 Zeller, Melissa, Vivian School, Vivian

WISCONSIN

Abbott, Mrs. J. T., Wilson School, Wauwatosa
 Anspach, Charles J., 4717 N. Lloyd St., Milwaukee
 Armstrong, Nano E., Lee School, Milwaukee
 Atwood, Abbie A., Wilson School, Janesville
 Axtell, Annie D., Lowell School, Madison
 Ballou, Ethel L., 2338 Ogden Ave., Superior
 Becher, William O., 2219 S. Fifth St., Milwaukee
 Benson, Josephine E., 202 E. Eighth St., Superior
 Berto, Thomas J., Palmer School, 1939 N. Palmer, Milwaukee
 Best, Margaret, Public School, Port Washington
 Betten, I. N., 20th Street School, 20th St. near Wright, Milwaukee
 Bickler, Peter, U. S. Grant School, Milwaukee
 Birr, O. A., 18th Street School, 845 N. 18th St., Milwaukee
 Blackum, Roy M., 841 N. 37th, Milwaukee
 Boers, Henry C., Forest Home Avenue School, 1516 W. Forest Home Ave., Milwaukee
 Boyce, Thomas W., Cass Street Rotary School, 1647 N. Cass St., Milwaukee
 Brown, M. W., 1144 E. Henry Clay St., Milwaukee
 Buboltz, William F., Lloyd Street School, 1228 W. Lloyd St., Milwaukee
 Callan, Thomas F., East Center Street School, Milwaukee
 Campbell, Susan, 127 S. Eleventh St., La Crosse
 Campbell, Wilfrid G., 706 E. Eighth St., Superior
 Castleman, J. C., Longfellow School, Milwaukee
 Cleary, Margaret E., Jefferson School, West Allis
 Cody, Janet, Roosevelt School, Janesville
 Colbert, Cecilia A., 2172 Hi-Moung Blvd., Milwaukee
 Colburn, Willis Paul, Andrew Jackson School, Milwaukee
 Corcoran, Dan W., Benjamin Franklin School, Milwaukee
 Curtiss, Brinton C., Morgandale School, 3137 S. 13th St., Milwaukee
 Derse, R. M., 3275 N. Third St., Milwaukee
 Dolbear, Maude, Roosevelt School, Neenah
 Dougherty, Burl Lee, Kosciusko Junior High School, Milwaukee
 Dougherty, Ruth M., 440 Chippewa St., Eau Claire
 Duggan, Anna E., 409 Portland Ave., Beloit
 Edgar, Mary L., Washington School, Madison
 Edwards, H. R., Ludington School, Milwaukee
 Ehbets, Pauline, Eighth Street School, 609 N. Eighth St., Milwaukee
 Ehlert, Edward, McKinley School, Manitowoc
 Fleischer, H. P., 630 W. Highland Ave., Milwaukee
 Fleming, Vera A., 931 Wisconsin Ave., Beloit
 Frahm, Alvina, North Pierce Street School, Milwaukee
 Fritschel, Max C., Jr., Lincoln Avenue School, 1817 W. Lincoln Ave., Milwaukee
 Gallagher, Katherine, 1108 Mississippi St., La Crosse
 Gardner, Emma J., North Bartlett Avenue School, Milwaukee
 Gardner, Ethel M., 816-A S. 21st St., Milwaukee
 Ginty, Mrs. Clara W., Franklin School, Madison
 Haass, J. J., Junior High School, Kaukauna
 Hahn, William H., 38th Street School, 38th and Clarke, Milwaukee
 Halsler, C. Elizabeth, Mary Hill School, 529 N. 27th St., Milwaukee
 Hardtke, A. C., Auer Avenue School, 2319 W. Auer Ave., Milwaukee
 Haufschild, H. C., Pleasant View School, 4920 W. Capitol Dr., Milwaukee
 Hays, Mrs. Lucile C., 2306 Keyes St., Madison
 Heffernan, Jesse E., 2112 S. Ninth St., Sheboygan
 Hein, Fred W., Walter Allen School, 1657 S. Third St., Milwaukee
 Hill, H. D., 37th Street School, Milwaukee
 Hood, W. F., 1813 W. Sixth St., Racine
 Hoole, Patricia, Roosevelt School, West Allis
 Horton, S. C., 2770 N. Fifth St., Milwaukee
 Houston, W. C., Fourth Street School, 1542 N. Fourth St., Milwaukee
 Hubbard, Nellie K., 324 Third St., Neenah
 Huber, Kathryn E., 1343 W. Wisconsin Ave., Milwaukee
 Hurlbut, Ruth, Girls Junior Technical High School, Milwaukee
 Jones, Renette, 410 W. Wilson St., Madison
 Kappelman, Mary, 27th Street School, Milwaukee
 Kaross, Ella B., Fratney Street School, Milwaukee
 Karst, Walter F., 7414 W. Wright St., Wauwatosa
 Kavanaugh, Katherine, Maryland Avenue School, 2418 N. Maryland Ave., Milwaukee
 Kellar, Laura E., 1819 E. Beverly Rd., Milwaukee

Klein, Walter E., U. S. Indian School, Keshena
 Knoek, William C., 1111 N. Tenth St., Milwaukee
 Koelsch, Joseph F., Madison School, 930 W. Madison St., Milwaukee
 Koepke, William C., Siefert School, Milwaukee
 Kolb, Philip A., 1850 N. 73rd St., Wauwatosa
 Kottbauer, Annette, Vieux School, 823 S. Fourth St., Milwaukee
 Krause, Clarence C., Tippecanoe School, 357 E. Howard St., Milwaukee
 Krebs, Iva M., 2930 S. 50th St., Milwaukee
 Kriesel, C. A., 840 N. 26th St., Milwaukee
 La Budde, Frank, 107 N. 73rd St., Milwaukee
 Lantry, Alice F., Garfield School, Milwaukee
 Leiser, Else, Fernwood School, Milwaukee
 Luening, Edwin G., 2021 N. 52nd St., Milwaukee
 Lutze, Charles F., 801 S. 15th St., Sheboygan
 McCabe, Amber, 721 Oakland Ave., Waukesha
 McConville, Hannah C., Hamilton School, La Crosse
 McCormick, Elizabeth R., President, Department of Elementary School Principals, 1932-33, Timothy O. Howe School, Cor. 23rd St., N. and Banks Ave., Superior
 Manion, M. E., 19 Cottage Ave., Fond Du Lac
 Marks, Hannah, 3360 N. Sheridan Blvd., Milwaukee
 Marvin, Adeline R., 419 Sterling Pl., Madison
 Maurer, Charles H., Wright School, 5522 W. Wright St., Milwaukee
 Meyer, F. Clifford, Winslow School, Racine
 Millman, Anna, Luther Burbank School, 6035 W. Adler St., Milwaukee
 Moffet, Mae, Hartford Avenue School, 2227 E. Hartford, Milwaukee
 Moore, Ella, Merryman School, Marinette
 Moore, Harriet C., Indian School, Tomah
 Morrill, L. M., 1528 N. 40th St., Milwaukee
 Morse, Alice C., 802 S. 28th St., Milwaukee
 Mumm, Edna E., 830 Harrison Ave Beloit
 Murphy, Agnes, 35th Street School, Milwaukee
 Neubauer, Paul F., Albert E. Kagel School, Milwaukee
 Nevins, C. V., Jefferson School, Oshkosh
 Nichols, W. C., Wisconsin Avenue School, Milwaukee
 Nichols, William E., Washington School, Oshkosh
 Nicolaus, R. C., Hawley Avenue School, Milwaukee
 O'Connell, Thomas F., Eugene Field School, Milwaukee
 Oesau, Theodore J., 2544 N. 41st St., Milwaukee
 Olson, Landa R., Franklin School, Sheboygan
 Parrott, Jessie, Franklin School, Merrill
 Parsons, Emily R., 15 N. Webster St., Madison
 Payne, Florence I., 1741 N. Seventh St., Milwaukee
 Peasley, Florence E., Grant School, Kenosha
 Peck, Adelbert W., Clarke Street School, 2816 W. Clarke St., Milwaukee
 Peterson, H. W., Keefe Avenue School, Milwaukee
 Peterson, Nels A., Hopkins School, 1503 W. Hopkins St., Milwaukee
 Pierce, A. K., 1466 S. 79th St., West Allis
 Pranke, Helen M., Garden Holmes School, 4456 N. Teutonia, Milwaukee

Pratt, Velmer D., 2303 E. Washington Ave., Madison
 Promberger, William, 31st Street School, 31st and Brown, Milwaukee
 Ralph, H. Thoburn, Washington School, 530 Eighth Ave., Wauwatosa
 Regan, Julia A., 2209 N. 26th St., Milwaukee
 Reichert, C. Lorena, 2134 Keyes Ave., Madison
 Riordon, J. F., 2029 N. 20th St., Milwaukee
 Rood, Mrs. Alice E., 26 Breeze Ter., Madison
 Schleck, Leo P., 1201 Sherman Ave., Madison
 Schnell, Fred S., 2722 Highland Ter., Sheboygan
 Schnell, Henry S., Mitchell School, 1728 S. 23rd St., Milwaukee
 Schubert, Arthur, 3238 N. Downer Ave., Milwaukee
 Schuman, E. W., Twelfth Street School, Milwaukee
 Schwartz, Carrie E., 2308 N. 41st St., Milwaukee
 Sell, William F., R. M. LaFollette School, 3239 N. Ninth St., Milwaukee
 Sieker, Lillian C., Emanuel L. Philipp School, 4310 N. 16th St., Milwaukee
 Slms, Clyde C., Walnut Street School, 2318 W. Walnut St., Milwaukee
 Smith, Agnes M., Grant School, Janesville
 Smithyman, W. Lincoln, William McKinley School, 21st and McKinley, Milwaukee
 Speerbrecher, Henry, Roosevelt Junior High School, Ninth and Walnut Sts., Milwaukee
 Swain, W. M., Mound Street School, 2220 S. Mound St., Milwaukee
 Swartz, David L., 36th Street School, Milwaukee
 Thies, Lillian C., 2500 N. Stowell Ave., Milwaukee
 Thomas, J. R., Public School, Loyal
 Twells, Rachel, Roosevelt School, Green Bay
 Ulrich, Louis E., 5110 W. Locust St., Milwaukee
 Vieth, Arnold A., 1029 N. Jefferson St., Milwaukee
 Washburne, H. F., Ninth Street School, 1723 N. Ninth St., Milwaukee
 Weltzien, Lena M., 2431 S. Tenth St., Milwaukee
 Williams, Howard J., Silver Spring School, 5073 N. Green Bay Ave., Milwaukee
 Wilson, H. B., 3872 N. Eighth St., Milwaukee
 Wood, Blanche, Hotel Superior, Superior
 Yule, Charles L., 110 Grand Ave., Oshkosh
 Zeller, Edward J., 5070 N. Hollywood Ave., Milwaukee

WYOMING

Chambers, Margaret J., Grant School, Casper
 Dean, Blanca, Box 330, Rawlins
 Dunlap, Mrs. Nona Udell, Willard School, Casper
 Eddleman, Minnie L., Washington School, Box 644, Casper
 England, Mrs. Martha Shelby, Lincoln School, Casper
 Hume, Clayte, Supt. of Schools, Pine Bluffs
 Kocher, Lillian A., Townsend Hotel, Casper
 Laming, O. L., Basin
 McLaughlin, Eleanor, McKinley School, Casper
 Olson, Mrs. Helene M., Box 942, Midwest
 Robertson, Edith, Washington School, Green River
 Stanton, Lottie, Jones Apts, Laramie
 Stelplugh, Genevieve, 630 E. Fifth St., Casper
 Stinson, Adelle T., Jefferson School, Casper
 Winter, Mae I., Park School, Casper
 Woodlee, Mozelle, Harding School, Casper

ALASKA

Karnes, A. E., Commissioner of Education, Juneau

CANADA

Stafford, Harold D., Central School, Kimberley, British Columbia
 Stothers, C., Librarian, Prince Edward County Teachers Institute, Picton, Ontario
 Wheable, G. A., Board of Education, London, Ontario

HAWAII

Auld, Lily K., Naalehu School, Waiohinu
 Brown, Elmer A., Kuhio School, Honolulu
 Carter, Mrs. Alice Armeda, Waipahu School, Waipahu, Oahu
 Creighton, Mrs. Isabella L., Kauluwela School, Honolulu
 Faulkner, Robert Mardis, Kanananakoia School, Honolulu
 Fleming, Mary Elspeth, Pala School, Pala, Maui
 Giacometti, Mrs. Emma P., Supv. Prin. of Schools, Hilo
 Hendry, Mrs. Robert, 3015 Kalakaua Ave., Honolulu
 Hobby, Mrs. Eleanor C., Makaweli School, Makaweli, Kauai
 Hugelen, Reinhart, Paauiilo School, Paauiilo
 Kaauamo, Mrs. Julia, Keanae School, Keanae, Maui
 Kekapa, William K., 1219 Center St., Honolulu
 Kellogg, Eleanor A., Ewa, Oahu
 Luiz, John C., Waialae School, 19th and Harding Aves., Honolulu
 Midkiff, Frank E., Kamehameha Schools, Honolulu
 Nakahara, Mrs. Anna L. S., Kailua School, Kailua, North Kena
 Nobriga, Francis J., Cummins School, Maunaloa and Ninth Aves., Honolulu
 Overend, Cecil, Elelee School, Elelee, Kauai
 Raymond, George S., Kapaa School, Kealia, Kauai
 Sanborne, Paul B., Honokaa School, Honokaa
 Scobie, Mrs. Bessie, Aliiolani School, Honolulu
 Scott, Mrs. Ada M. B., Kilauea School, Kilauea, Kauai
 Silva, Anthony C., Koolau School, Kilauea, Kauai
 Sisson, Mrs. Maud C., Royal School, Honolulu
 Webling, G. H., 1932 Bingham St., Honolulu
 Wise, Cosmo Clyde, Wahiawa School, Wahiawa, Oahu
 Young, G. A., 4103 Waiialae Ave., Honolulu

PHILIPPINE ISLANDS

Catbagan, Adriano, Prin. of School, Calasiao, Pangasinan
 Estacio, Proceso, Supvg. Teacher, Calasiao, Pangasinan
 Parong, Doroteo A., Bacnotan, La Union
 Quesada, Eusebio, Paete Elementary School, Paete, Laguna
 Santos, Eugenio S., Ugong, Pasig, Rizal
 Tolentino, Gregorio D., Supvg. Teacher, Cantilan, Surigao
 Tugay, Mariano N., Prin. of School, Tandag, Surigao

PORTO RICO

Anselmi, Mrs. Angela, Box 87, Coamo
 Araujo, Mrs. Josefa F., Ramon Quinones Pacheco School, Fajardo

Armstrong, Celedonia, Antonsanti Ave., No. 17, Santurce
 Cuadrado, Josefa, Baldorioty School, San Juan
 Gil, Pedro, Bureau of Extension and Examination, Department of Education, San Juan
 Ginorio, Paula V., Morell Campos St. No. 30, Santurce
 Rodriguez, Antonio, Jr., University of Porto Rico, Rio Piedras
 Rodriguez, Mrs. Marina F., Box 225, Canovanas

LIBRARIES AND EDUCATIONAL INSTITUTIONS

Dean's Office, College of Education, University of Arkansas, Fayetteville, Ark.
 Library, Pacific Union College, Angwin, Calif.
 Lange Library of Education, Haviland Hall, University of California, Berkeley, Calif.
 Claremont College Library, Claremont, Calif.
 City School Library, 1205 W. Pico St., Los Angeles, Calif.
 Library, Fresno State Teachers College, Fresno, Calif.
 Los Angeles Public Library, Serials Division, 530 S. Hope St., Los Angeles, Calif.
 Oakland Free Library, Oakland, Calif.
 Teacher's Professional Library, Administration Bldg., 1025 Second Ave., Oakland, Calif.
 Westridge School for Girls, 324 Madeline Dr., Pasadena, Calif.
 Library, State Teachers College, San Diego, Calif.
 Orange County Free Library, Court House Annex, Santa Ana, Calif.
 Ventura County Free Library, Ventura, Calif.
 Yale University, Department of Education, Graduate School, New Haven, Conn.
 Public Library, Periodicals Division, Washington, D. C.
 Library, University of Georgia, Athens, Ga.
 Library, Emory University, Emory University, Ga.
 Library, Eastern Illinois State Teachers College, Charleston, Ill.
 Chicago Public Library, Teachers Room, 78 E. Washington St., Chicago, Ill.
 John Crerar Library, 86 E. Randolph St., Chicago, Ill.
 The University of Chicago Libraries, Periodical Division, M 22 Harper, Chicago, Ill.
 Library, State Normal University, Normal, Ill.
 University of Illinois Library, Periodical Department, Urbana, Ill.
 Indiana State Library, 301 State House, Indianapolis, Ind.
 Indianapolis Public Library, Reading Room, St. Clair Square, Indianapolis, Ind.
 Library, Purdue University, W. M. Hepburn, Lafayette, Ind.
 Board of School Trustees, Michigan City, Ind.
 Library, Indiana State Teachers College, Terre Haute, Ind.
 Valparaiso University Association, Valparaiso, Ind.
 Administration Library, Garfield School Bldg., 629 Third St., Des Moines, Iowa
 Library, State University of Iowa, Iowa City, Iowa
 Bureau of School Service and Research, F. P. O'Brien, Director, University of Kansas, Lawrence, Kans.
 Bethany College, Lindsborg, Kans.
 Wichita City Library, Wichita, Kans.

- Louisville Normal School Library, 1128 E. Broadway, Louisville, Ky.
 Eastern Kentucky State Normal School and Teachers College, Richmond, Ky.
 Library, Southwestern Louisiana Institute, Lafayette, La.
 Webster Parish Teachers' Association, Helen Woodard, Secretary, Minden, La.
 Library, University of Maine, Orono, Maine
 Enoch Pratt Free Library, Periodical Department, Baltimore, Md.
 Library, Johns Hopkins University, Baltimore, Md.
 Public Library, Milton E. Lord, Director, Boston, Mass.
 School Department, H. H. Stuart, High School, Melrose, Mass.
 Library, State Normal School, Salem, Mass.
 Massachusetts Elementary Principals Association, Hooker School, Springfield, Mass.
 General Library, University of Michigan, Ann Arbor, Mich.
 Library, State Normal College, Ypsilanti, Mich.
 Library, Board of Education, 315 City Hall, Minneapolis, Minn.
 Minneapolis Public Library, Hennepin Ave., and Tenth St., Minneapolis, Minn.
 University of Minnesota Library, Minneapolis, Minn.
 State Teachers College, St. Cloud, Minn.
 Order Department, St. Paul Public Library, St. Paul, Minn.
 Library, State Teachers College, Winona, Minn.
 Kansas City Public Library, Kansas City, Mo.
 Elementary School Principals Association, E. A. Hood, Secy., Mason School, 6031 Southwest Ave., St. Louis, Mo.
 St. Louis Public Library, Sula Wagner, St. Louis, Mo.
 Teachers Library, Hadley Vocational School Bldg., 3405 Bell Ave., St. Louis, Mo.
 Kramer High School, Columbus, Nebr.
 Library, University of Nebraska, Lincoln, Nebr.
 State Normal School, Glassboro, N. J.
 Free Public Library, 8 Washington St., Newark, N. J.
 Library, State Teachers College, Trenton, N. J.
 New York State Library, Albany, N. Y.
 Public School No. Four, Eva C. Wood, 35 Berkeley Pl., Brooklyn, N. Y.
 The Grosvenor Library, Franklin and Edward Sts., Buffalo, N. Y.
 State Normal School, Fredonia, N. Y.
 State Normal School, Geneseo, N. Y.
 General Education Board, 61 Broadway, New York, N. Y.
 Library, New York University, Washington Square, New York, N. Y.
 Public School No. 76, 900 Adeo Ave., The Bronx, New York, N. Y.
 State Normal School, Plattsburgh, N. Y.
 Women's College Library, University of Rochester, Rochester, N. Y.
 Library, Syracuse University, Syracuse, N. Y.
 Library, Ohio University, Athens, Ohio
 Cincinnati Public Library, Vine St., Cincinnati, Ohio
 Library, University of Cincinnati, Cincinnati, Ohio
 Board of Education Library, H. P. Lewis, 1380 E. Sixth St., Cleveland, Ohio
 Order Department, Cleveland Public Library, 325 Superior Ave., N. E. Cleveland, Ohio
 Library, Ohio State University, Columbus, Ohio
 Library, University of Oregon, Eugene, Oregon
 Library, Eastern Oregon Normal School, La Grande, Oregon
 School Dist. No. 49, Medford, Oregon
 Library, Oregon Normal School, Monmouth, Oregon
 Library Association, 185 Tenth St. at Yamhill, Portland, Oregon
 Oregon State Library, Salem
 Library, State Teachers College, Indiana, Pa.
 Lebanon Public Schools, R. R. Abernathy, Supt., Lebanon, Pa.
 Library, State Teachers College, Lock Haven, Pa.
 Harritty School, 56th and Christian Sts., Philadelphia, Pa.
 Pedagogical Library, Board of Education, Keystone Annex, 19th and Ludlow Sts., Philadelphia, Pa.
 Frick Training School, Fifth Ave. and Bouquet St., Pittsburgh, Pa.
 Library, 160 Administration Bldg., Pittsburgh, Pa.
 Library, State Teachers College, Shippensburg, Pa.
 Providence Public Library, 229 Washington St., Providence, R. I.
 Library, East Tennessee State Teachers College, Johnson City, Tenn.
 Lawson McGhee Library, Knoxville, Tenn.
 The Library, George Peabody College for Teachers, Nashville, Tenn.
 Library, University of Texas, Austin, Texas
 Library, West Texas State Teachers College, Canyon, Texas
 Carnegie Public Library, Ft. Worth, Texas
 Library, Stephen F. Austin, State Teachers College, Nacogdoches, Texas
 Library, State Normal School, Cheney, Wash.
 State College of Washington, W. W. Foote, Librarian, Pullman, Wash.
 Education Library, University of Washington, Seattle, Wash.
 Periodical Department, Seattle Public Library, Seattle, Wash.
 Spokane Public Library, George W. Fuller, Librarian, Spokane, Wash.
 State Teachers College, Fairmont, W. Va.
 State Teachers College, Glenville, W. Va.
 Public Library, 814 W. Wisconsin Ave., Milwaukee, Wis.
 State Teachers College, Milwaukee, Wis.
 Joint School Dist. No. 3, Oconomowoc, Wis.
 Library, State Teachers College, Platteville, Wis.
 Racine Public Library, Racine, Wis.
 State Teachers College, Whitewater, Wis.
 Institute of Educational Research, Sun Yatsen University, Canton, China
 Library, Teachers College, Honolulu, Hawaii
 The Superintendent of City Schools, P. O. Box 772, Manila, P. I.
 Teachers Club, Bonifacio Elementary School, Manila, P. I.

INDEX

- Abbott, Robert B., 126, 183, 229
 Accessibility, of library, 205, 215, 220, 227, 230, 232, 264; of reading materials, 193, 249, 280, 312
 Acquisition of books and other library materials, 168, 180, 185, 199, 207, 309
 Activities for the school library, 179, 185, 248, 273, 275, 285, 288, 295, 300, 305, 308, 418, 426, 429, 430; integrating the library and classroom, 279
 Addicott, I. O., 471
 Administration of the school library, 126, 177, 328
 Admission slips, 240
 Adult use of school library, 189, 205, 228, 231, 232, 258, 386
 Advertising the library, 147, 168, 179, 184, 207, 251, 297
 American Library Association, 117, 454, 468
 Appointment of librarians, 160, 386
 Appraisal of changes in attitudes and interests, 424; supervision and, 131, 395, 415
 Appropriations, 161, 169, 187, 199, 207, 308, 386
 Architecture of school library, 213, 219
 Arrangement, of library, 159; of books, 180, 186, 188
 Art instruction, 281, 283, 293
 Assistants, clerical, 184
 Attendance, 146, 176, 186, 192, 242

 Baer, Alice Hogge, 127, 217, 250, 404
 Baker, Harold V., 128, 145, 242
 Barnes, Clara M., 127, 192
 Bean, Eleanor, 128, 245, 274
 Beckman, Aneta T., 126, 177
 Beginning a library, 168, 177, 187, 192, 309, 374
 Berman, Samuel, 471
 Bibliography, 225. *See* Selected references
 Bolerjack, Hobart, 229
 Bolmeier, E. C., 127, 220
 Bond, J. C., 347
 Books, binding of, 272, 397, charging of, 186; children's, 137, 303, 454, 455; classification of, 180, 188, 200, 329; collection of, 163, 179, 207; committee, 188, 195; developing a taste for better, 395; for both the principal's and teacher's library, 472, 479; for principal's library, 475; for professional library, 474, for teacher's library, 477; lists of, 453; on children's literature, 469; reports on, 201, 240, 252, 304; reviews, 195, 254, 269, 293, 389, 427, 469; selection of, 188, 199, 208, 247, 270, 327, 373, 410, 453, 475, 493; shelving of, 188; talks on, 247; trucks, 130, 171, 242, 373; week for, 171, 177, 184, 209, 270, 288, 397
 Boyd, Jessie, 351
 Branch libraries, 239, 243, 264
 Britton, Jasmine, 129, 308, 407, 428, 482
 Brook, Alice R., 342
 Brookes, M. Emma, inside front cover
 Brotherton, Nina C., 341
 Browning, Nina M., 129, 186, 283
 Bulletin boards, 200, 218, 223, 288, 296, 312
 Bulletins, 185, 195
 Bunge, Hannah, 350

 Campbell, Mrs. N. E., 229
 Carbee, Katharine L., 229
 Card catalog, 200, 201, 374
 Care of books, 188, 189, 200, 272, 301, 397
 Carroll, Mae B., 131, 424
 Carroll, William L., 471
 Cataloging, 200; and classification, 329
 Catalogs of books, 456
 Century of progress school, the, 213
 Checking system, 188
 Child psychology, 329
 Children's library work, 259, 279, 283, 309
 Children's literature, books on, 469; history of, 329
 Circulating library in the school, 249
 Classroom, and the library, 128, 161, 170, 274, 280, 308, 408
 Clement, Bess, 118
 Clippings, 156, 201
 Clubs, 195, 252, 282, 420
 Cober, E. W., 232
 Committees, 183, 187, 189, 196, 201; editorial, 118, 125, 130, 159, 341; on elementary-school standards, report of, 117; on the relations of public libraries to public schools, 117
 Community, interpreting library service to, 141; use of school library, 205
 Cooperation, school and public libraries, 239; within the school, 177, 183, 338, 342, 412
 Correlation of library and homeroom activities, 305
 Correll, Vincent I., 229
 Countryman, Gratia A., 128, 258
 County, book truck service for a, 373; library service in, 371, 377, 386; library service to schools, 146, 155, 385
 Course of study, measuring effectiveness with the, 435
 Cousins, Esther J., 129, 305
 Criteria for judging children's books, 455
 Cultural significance of the school library, 126, 137
 Curren, Edith L., 129, 191, 241, 300, 391
 Curriculum, school library and, 142
 Curtiss, Dale, 471
 Cutter Annie S., 129, 319

 Davis, Eva M., 127, 187
 Dawson, G. Dorothea, 132, 441
 Decimal classifications, 200, 279, 445, 456
 Department of elementary-school principals, 117; officers of, inside front cover; yearbooks of, 117
 Discipline, 202, 425, 436, 442
 Donnelly, June R., 341
 Donner, Arvin N., 232, 471
 Driggs, Joseph B., 471
 Duties of a librarian, 194, 202, 331, 341, 346, 421, 439
 Duvall, Rufus A., 471

 Editorial committee, 118, 125, 130, 159, 341
 Education through the library, 126, 135, 138
 Educational objectives, 136, 441
 Elementary-school library, activities for the, 142, 151, 178, 193, 300; and the curriculum, 142; service of, 151; status of, 151
 Elementary-school principals, department of, 117; officers of, inside front cover; yearbooks of the, 117
 Elementary schools, publications of, 252, 272; status of libraries in, 126
 Environment, 179, 197, 209, 215, 217, 308, 408
 Equipment of library, 205, 223, 408; circulation desks, 224, 231; fireplace, 223; floor covering, 222; floor plans, 127, 221, 227, 232; furniture, 187, 215, 218, 224, 227, 230, 232, 308, 310, 397; lighting, 205, 215, 222; shelving, 223
 Etheridge, Mabel Wilkinson, 130, 182, 219, 367
 Evaluation, 415, 425, 429, 435, 441
 Executive committee, inside front cover
 Exhibits, 209, 218, 284
 Extension service, rural, 368, 373, 377; state, 388
 Extensive use of library, 193, 202
 Extracurriculum activities, 419

 Faber, Lillian, 351
 Fargo, Lucile F., 126, 146
 Fichandler, Alexander, 471
 Fiction, 207, 239, 247, 486
 Files, 188, 189, 223
 Finch, Katherine, 227
 Foreign children, 312

- Formalism, freedom from, 144
 Foster, Mary E., 131, 421
 Foulks, Frank M., 471
 Franz, A. L., 482
 Freedom of access to library, 192, 205, 215, 220, 271, 409
 Function of the library, 194, 199, 209, 246, 260, 282, 384
 Gift books, 270
 Ginty, Clara W., 227
 Gladden, Theron A., 131, 435
 Glass partitions, 205, 232
 Glover, Mrs. Percy Frederic, 131, 250, 399
 Gonne, Edythe M., 129, 295
 Gorbutt, Catherine, 129, 312
 Graham, Frederick R., 471
 Greer, M. Margaret, 129, 288, 420
 Griffin, Susan E., 471
 Hall, W. R., 229
 Hansen, Herbert C., inside front cover
 Harger, Lena L., 131, 429
 Harmonious environment, *See* Environment
 Harney, Margaret A., 232
 Heacock, A. B., inside front cover, 471
 Hedrick, Ethel, 229
 Henderson, Frank D., 471
 Henshall, May Dexter, 130, 257, 377
 Hinderland, Laura J., 227
 Hobbies, 202, 260
 Holmes, Jay Wm., 232
 Home reading, 189, 204, 247, 260
 Homeroom activities, correlation of library, and, 305
 Hostetter, Marie A., 345
 Howard, Clara E., 342
 Howland, Anne W., 342
 Hubbard, Frank W., 118
 Indexing, 200
 Individual differences, 199, 401, 403
 Influence of the library, 181, 204, 443
 Instruction, individual, 279, 426; in use of books, 304, 312, 410, 418; in use of library, 180, 296, 312, 337, 370, 418, 437
 Integration of library and classroom, 128, 180, 183, 193, 213, 215, 246, 251, 258, 269, 326, 374, 404, 435, 441; of principal with library activities, 177, 183, 315, 322, 408, 435
 Interests, pupil, 426
 Interpreting library service to the community, 141
 Jackson, Halliday R., 232
 Joeckel, C. B., 343
 Jones, R. G., 346
 Judd, Harriet A., 471
 Judging children's books, 455
 Katz, Samuel, 471
 Kellar, Laura E., 127, 192
 Kelly, Frances H., 130, 245, 325
 King, A. E., 471
 Kirk, Marguerite, 350
 Kline, Aaron, inside front cover, 118
 Kloepfer, Blanche, 227
 Kyte, George C., 482
 Laing, Earl R., inside front cover
 Lathrop, Edith A., 126, 151
 Leavitt, Ruth, 130, 373
 Lending system, 243
 Librarian, 160, 192, 319; activities of, 334, 336, 406; appointment of, 386; preparation of, 130, 341; qualifications of, 144, 145, 146, 192, 318, 326, 331, 341, 413; qualities of, 146; report of, 197; salary of, 343, 441; teacher, 160, 171, 200, 243, 279, 295, 321, 332, 344; time analysis of duties of, 421; training of, 130, 192, 263, 319, 325, 332, 341, 354
 Librarianship, school, 129
 Librarian's workroom, 205, 220
 Library, a background for art instruction, 283; and the community, 178, 185, 189, 258; arrangement, 159; assistants, 172, 180, 200, 279, 397, 418, 423; atmosphere of, 197, 209, 215, 217, 308, 408; cards, 186, 241, 255, 446; classes, 181; conference rooms, 230, 232; cooperation in Minneapolis, 258; county, 371, 386; cultural significance of school, 126, 137; decorations, 168, 208, 217, 222, 275, 308; department of the National Education Association, 117; development, 125, 177, 183, 371, 377, 386; effective use of the, 399; establishment of a, 168, 183, 274, 389; function of, 194, 199, 209, 246, 257, 260, 282, 384; furniture of, 187, 215, 275, 308, 310, 397; improving contact with classroom, 408; in a cooperative group school, 192; in the special school, 199; location, 220, 227, 230, 232; maintenance, 161, 168, 169, 187, 199, 207, 308, 386; management, 172, 180, 187, 200, 259, 418, 423; modern education and the, 126, 135; needs of, 177; organization of the, 117, 177; planning, 211, practises in Los Angeles, 308; principal's, 475, 479; problems of the, 168; professional, 474; public, 125, 127, 128, 135, 154, 162, 168, 170, 199, 239, 373, 396, 420; schedule, 192, 279, 409, 429, 441; school, 152, 162, 177, 192, 259, 308, 312; service, 181, 188, 207, 308, 441; standards of, 117, 224, 389; state, 384, 388; status of, in elementary school, 151; teacher's, 477, 479; work, developing interest in, 202; work with Mexican pupils, 312
 Literature, books about children's, 469
 Local principals organization, 520
 Lutz, Charles D., 232
 McClure, Worth, 346
 McCorkle, Nelle, 348
 McCormick, Elizabeth, inside front cover, 120
 MacKinney, Gertrude, 130, 299, 384, 414
 Mackintosh, Margaret C., inside front cover, 348
 Magazines, 165, 173, 189, 199, 204, 466, 514; lists of, 166, 466; racks for, 223
 Maps, 203, 284, 291
 Marston, C. E., 471
 Mathematics, 285
 Measurement of library services, 441
 Measuring effectiveness with the course of study, 435
 Members, of department of elementary-school principals, list of, 534
 Mexican pupils, library work with, 312
 Minimum essentials, 220, 227, 231
 Missing books, 197
 Modern education and the library, 126, 135
 Morgan, Joy Elmer, 126, 137, 278
 Mossman, Lois Coffey, 482
 National Education Association, 117, 159, 247, 262, 341, 453, 470; research division of, 126, 128, 130, 132, 159
 Newbery prize, 137, 397
 Newspapers, 207, 514
 Niles, Mary, 127, 205
 Norris, H. G., 227
 Norton, H. B., inside front cover
 Objectives, school library, 179, 399, 441
 Officers, inside front cover
 Official contacts, 262
 Official information, 519
 Organization and administration, 117, 125, 126, 177, 377, 386
 Organizations, local principals, 520; pupils, 180, 195; state principals, 532
 Pageants, 185, 297
 Parent-teacher associations, 156, 161, 169, 185, 187, 270, 396, 399
 Participation, 147, 183, 195
 Periodicals, *See* Magazines; *See also* Newspapers
 Personnel of library, *See* Librarian
 Peterson Matilda, 128
 Pictures, 180, 188, 190, 193, 195, 204, 217, 258, 284, 302
 Pinkston, Eva G., inside front cover, 118
 Planning the school library, 183, 213, 429
 Pleasure reading, 202, 303, 412

- Poetry, 405, 507
 Postel, Harold H., 227
 Posters and designs, 184, 218, 281, 283
 Powers, Olive E., 349
 Pratt, Marjorie, 127, 192
 Preface, 117
 President's message, 119
 Primary grade libraries, 136
 Principal, 146, 150, 176, 183, 192, 227, 229, 232, 238, 394, 395, 408, 435, 452, 471; as a cultural leader, 140; library of the, 471, 475, 479
 Pritchard, Martha Caroline, 130, 331, 373
 Problem children, 204, 268, 311, 396, 401
 Professional library, 471
 Programming the library, 146, *See also* Schedules
 Projects, 184, 195, 200, 203, 251, 285, 288, 295, 300, 305
 Publications, office of education, 470; pupils', 195
 Public libraries, aid given by, to schools, 242; and centralized libraries in city elementary schools, 262; and the school, 135, 154, 161, 162, 170, 199, 239, 242, 246, 258, 263, 373, 396, 420; branch, 157, 239, 246, 264, 429; cooperation, a project in, 251; use of, 420; working with the, 239
 Public-school library, handicaps to, 125
 Pupil-librarians, 176, 180, 186
 Pupils, reading interests of, outside of school, 117
 Quick, C. F., 229
 Ralph, H. T., 229
 Randolph, Corliss F., 471
 Reading, certificates, 255, 415, 431; credits, 253; guidance, 193, 202, 240, 242, 245, 260, 278, 303, 395, 434, 441; interests, 202, 252, 277, 303, 415, 419, 453, 485; materials, 239, 247; research studies in reading interests, 132, 453; scores, 310, 403, 429; technics, 193, 443
 Reavis, W. C., 482
 Records, 396, 445
 Recreational reading, 186, 239, 247
 Rector, W. G., 471
 Reed, Carroll, R., 126, 135
 Reference, books, 186, 205, 239, 271; cards, 271; work, 186, 200, 247, 271, 314, 328, 410, 418
 References, selected on libraries, 148, 174, 210, 236, 266, 316, 363, 392, 450
 Regional library, 155
 Relationship between public and school library, 162, 170, 199
 Relationship between public libraries and schools, 239
 Renewals, 243, 396
 Repairing, 189, 196, 207
 Report cards, 197
 Research division, *See* National Education Association
 Research, booklets and reading interests, 132, 451, 485; work, 419
 Résumé of the yearbook, 125
 Reviewing new books, *See* Books
 Ringdahl, N. Robert, 131, 232, 405
 Roberts, Bertha E., 177
 Roberts, L. D., 229
 Robinson, Roy E., 229, 471
 Rogers, Don C., 127, 213
 Roys, Cassie F., inside front cover
 Rules, 181
 Rural school library, 152, 366, 371, 377, 390; conditions, 367; practises, 130, 367; service for, 155
 Schedules, 192, 199, 213, 263, 279, 309, 396, 409, 429, 441
 School librarian, *See* Librarian
 School libraries, *See* Libraries
 School paper, 195, 252, 254
 Schools, relationship between, and public libraries, 127, 289
 Scripture, Elizabeth, 131, 216, 226, 315, 346, 408
 Sculpture, 217, 284
 Seating capacity, 227, 229
 Selby, Miriam F., 127, 239
 Selected references, *See* References
 Selection, book, *See* Books
 Services, *See* Library
 Shafer, Paul F., 128, 251, 353
 Shove, Helen B., inside front cover, 118
 Snively, F. B., 471
 Special days at library, 251
 Special school, 199
 Sperry, Edra, 131, 418
 Stafford, Melissa, 227
 Standards, 224, 389; for school library, 154, 213, 220, 224, 389; report of the committee on elementary-school library, 117
 Stanley, Emma M., 131, 395
 State aids, 208, 377, 388, 390
 State library, extension activities, 388; practises, 367; programs, 384
 State principals' associations, 532
 Status of libraries in elementary schools, 126, 151
 Stetson, Paul C., 346
 Stokes Caroline, 129, 279, 364, 417
 Storytelling, 193, 240, 251, 274, 279, 283, 302, 312, 328, 348
 Stratton, Mason A., inside front cover
 Student assistants, 186, 259
 Stullken, Edward H., 127, 199, 227, 471
 Subject bibliography, 328
 Supervision, 131, 240, 250, 395, 411
 Supervisors of school libraries, 265, 388, 441
 Supplementary reading, 202
 Survey, of duties as a basis of training, 331; of library needs, 177
 Symposium on the preparation of school librarians, 341
 Teacher in cooperation with library, 177, 193, 248, 263, 300
 Teacher-librarian, 160, 263, 344, 373
 Teacher's library, 204, 404, 471; books suggested for, 477, 479
 Thies, Lillian C., 128, 246, 282, 330
 Thomas, John S., inside front cover, 118
 Threlkeld, A. L., 346
 Time analysis of librarian's duties, 421
 Towne, Lillian M., inside front cover
 Trace, Charles T., 471
 Training, accredited schools for, 354; of librarian, 263, 325; opportunities in accredited library schools, 354; subjects, 352, 360; survey of duties as a basis of, 331; symposium on, 341; teachers', 325, 331, 341, 352
 Travelling libraries, 152, 155, 369, 373, 385, 388
 Turner, Mary, 127, 187
 Types of elementary-school libraries, 183, 187, 192, 199, 205, 371, 377
 Use, of catalog, 447; dictionary, 447; pictures, 180, 188, 190, 193, 195, 204, 217, 258, 284, 302; posters, 184, 218, 281, 283, references, 410, 447
 Vacation reading, 203, 260
 Van Antwerp, Beryl, 129, 285
 Wade, Edith Van Gelder, 227
 Watson, Ella B., 131, 415
 Weglein, David E., 347
 Westervelt, Edmund C., 471
 Wetzel, Marie C., 471
 Williamson, C. C., 344
 Wilson, Christine H., 127, 187
 Wixson, Florence E., 232
 Wood, Harriet A., 130, 324, 388, 414
 Yearbooks, Department of Elementary School Principals, 117; previously issued, inside back cover
 Zyve, Claire, 128, 136, 269

y,
he
y,

3;

ls,

3,

8,

g.

ol

7,

ks

3

of
in
s,
is
's,

3,

3,

c-
7,
1,

y
ly

YEARBOOKS OF THE
DEPARTMENT OF ELEMENTARY SCHOOL
PRINCIPALS OF THE NATIONAL EDUCATION
ASSOCIATION

TENTH YEARBOOK

The Principal and Supervision

524 Pages

1931

Price \$2.00

CONTENTS

The Principalship Develops Supervisory Status
Viewpoints on Supervision
Supervisory Phases of Administration
Influencing the Teacher
Influencing the Pupil
Vitalizing the Curriculum
Applications of Measurement and Research
Training the Principal through Supervision
Evaluating the Principal's Work

ELEVENTH YEARBOOK

The Principal and His Community

494 Pages

1932

Price \$2.00

CONTENTS

Viewpoints on the Principal's Community Relations
A National Survey of School-Community Contacts
Surveys of the Community
Home Contacts Sought by the School
The Parent-Teacher Movement
Community Center Activities
School Publicity
Service Clubs
Social and Welfare Agencies
Excursions and Exhibits
Governmental Agencies

Address communications and make checks payable to
DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
1201 Sixteenth St., N. W., Washington, D. C.