A STUDY OF LIBRARY FACILITIES IN THE ONE-TEACHER RURAL SCHOOLS OF LYON COUNTY KANSAS

A THESIS

SUBMITTED TO THE DEPARTMENT OF

EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE

TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF SCIENCE

BY

EVA MARIE DIGGS

APRIL 1934

Approved for the Major Department

Approved for the Graduate Council

ACKNOWLEDGMENT

The writer wishes to acknowledge her indebtedness to Dr. Edwin J. Brown, Director of the Graduate Division of Emporia Teachers College, whose stimulating suggestions and constructive criticisms have aided materialy in the preparation and writing of this thesis. To Dr. Brown credit is also due for suggesting the need and possibility of making an investigation into rural school library facilities.

To Mr. C. P. Baber, Librarian of the Emporia Teachers College, the writer wishes to express appreciation for the helpful suggestions of materials for use.

To Miss Faye Huffman, Children's Librarian of the Emporia Teachers College, the writer wishes also to extend her appreciation for checking the classification of the books and the valuable criticism given.

E. M. D.

CONTENTS

LIST OF TABLES

A STUDY OF LIBRARY FACILITIES IN THE ONE-TEACHER RURAL SCHOOLS OF LYON COUNTY, KANSAS

PART I

INTRODUCTION

Schools were never so dependent upon libraries as they are at the present time. The modern psychology and the new philosophy of education is largely responsible. This has wrought changes in teaching during the last few years. Emphasis is placed upon analysis of problems by seeking information for school projects from varied sources. Chief of these sources are books and periodicals. This problem and project technique is a direct opposite to the practice of memorizing facts from textbooks. These projects encourage children to investigate library sources. A single textbook cannot supply material necessary in solving the various problems involved in a project. Such teaching cannot be carried out effectively unless children have access to books and other reading materials. Children in rural schools, in working out problems must get a great deal of information from books that city children get at first hand. For example, city children have access to museums, botanical and zoological gardens, where first-hand knowledge of plant and animal life and objects of interest from all parts of the world is obtained. According to Edith A. Lathrop, Assistant Specialist in School Libraries, school library studies and educational surveys show that it is

common to find rural schools without libraries, and that many of the library books in the schools with libraries do not meet the reading needs of the children. Others are not using those they do have. One state school library supervisor is urging teachers to know and use the books they have in their libraries. Most small rural schools are located in places which do not have adequate library service. Such is true of Lyon County, Kansas.

Laws requiring state, county, or school district financial support for school libraries are more frequently permissive than mandatory. Generally the funds provided by law for purchase of school district library books are inadequate to meet the library needs of would-be efficient rural schools. If the reader considers the state of Kansas for example, the amount to be expended is five dollars per teacher per school district per year. (This matter will be treated more fully later.) Even if funds are available for the purchase of books, school and library experts do not regard it advisable, aside from exceptions, to encourage small rural schools to build up extensive libraries. The influence of the county library service is seen here. The reasons given for this view are that too many books are not used after they have once been read, too many books are lost, and expert library supervision is lacking. All are excellent reasons and sound in principle. Therefore, we might draw this analogy, as it is usually wise to consolidate rural schools to insure greater efficiency and economy, it is generally wise to pool the library resources of communities in order to provide.

library facilities adequate in nature.

Educators and librarians generally believe that for most sections of the United States, well administered and supported county libraries provide the best means yet devised for insuring satisfactory library facilities for rural schools. A well-organized library at the county seat (or at some other centrally located place) supported by system of branches located at various sections, the use of a car for circulation of books among branches and schools, and a trained library personnel, provides a way whereby a minimum amount of money secures a maximum of service.

If library-centered schools are to develop in rural communities, schools so located must make use of library agencies more than heretofore, because of the curtailment of school budgets. This seems essential if school standards and efficiency are to hold their own or make any appreciable advancement.

The library is vital to the school because it is the medium through which the intellectual life of the individual is to be carried on after school days. That school functions best whose pupils after leaving it look to books and related materials as an important source of information and recreation. The latter, that of recreational reading is of no mean consideration in these days of increasing leisure time for a large percentage of the people.

According to the White House Conference on Child Health and Protection, at least 1000 counties have no libraries within their borders. In some of these counties, however, traveling

libraries furnished by state library extension agencies, supply these schools with books.

A little indication of the service given to schools by county libraries is found in the United States Office of Education Bulletin, 1930, Number 20, entitled, County Library Service to Schools. This study is based on reports from about 55 per cent of the libraries in the United States. It shows that about 85 per cent of the rural schools located in counties having county libraries, receive service from these libraries.

The various activities extended to rural schools by libraries are varied. The chief of these is loaning books. Occasionally pictures, pamphlets, and clippings are loaned. Library supervision is rare. Only ten states have school library supervisors. An example of library supervision for townships is found at Gary, Indiana.

State library agencies do reference work for rural schools. The extent of the requests is not known. However, state library agencies are not staffed to supply reference service if the state encourages the use of this service. Such men as Mr. Frank L. Tolman, director of library extension in the New York State Library, and Mr. Clarence B. Lester, secretary of the Wisconsin Traveling Library Commission, have said they do not dare advertise extensively their book lending service for schools, because they now cannot supply the present demand. New York and Wisconsin are among the states best equipped for such service.

> The potentialities of libraries as contributing factors to rural schools, are great. These potentialities cannot be realized until educators and librarians comprehend the degree to which the library is an adjunct of the

modern school. When they do comprehend this, ways and means will be devised for carrying out an integrated program of school and library facilities in rural communities. Let there be further study of the subject.[1]

Recent studies of children's reading show that most children, after mastery of the mechanics of reading, have a natural desire for reading. Terman and Lima draw this conclusion from their study:

> The twelfth or thirteenth year usually marks the beginning of what is called the "reading craze". Never again in his life does the average individual read as many books in one year as he reads at 12 or 13. Boys generally reach this maximum amount at 13, but girls, who mature more rapidly than boys, usually read their greatest number of books at 12----- Fortunate indeed are parents who have succeeded by this time in developing in their children a taste for good literature. If they have failed in this purpose the period of maximum reading will mean a plague of "series" books and of sentimental or sensational stories that may well give cause for anxiety.[2]

Rather conclusive evidence of the natural desire of children to read is noted in visiting libraries of the city, where children frequent the reading rooms (their own in particular), in large numbers by the time they reach upper elementary grades. In rural communities many children lack this opportunity to satisfy their desire to read due to the lack of school and other library facilities. Dr. John H. Finley, formerly Commissioner of Education of New York, says that if the adult does not read, once he has learned to read, he is likely to become as much of an illiterate as if he had never learned, thereby

---

1 E. A. Lathrop, "Agencies Contributing to Education in Rural Areas: the Library"; in National Education Association Proceedings, 1932, p. 431.

2 Lewis Terman and Margaret Lima, Children's Reading, p. 27, D. Appleton and Company, 1931.

defeating the very purpose of his early training.[3]

Discriminating and intelligent reading is an important factor in education. Terman and Lima point out that children receive their knowledge of life--their education from three sources: verbal instruction, personal experience or observation, and reading. So we may say that the child who reads easily and has been taught to seek information from books has taken the surest and shortest route to knowledge. An appreciation of good literature must be taught systematically. It is essential that the child be lead to form good reading habits, just as it is necessary he acquire right habits of study. The school teaches the mechanics of reading, but, according to Terman and Lima, does not teach adequate discrimination in the choice of reading material.

The first step in formation of the reading habit is early mastery of the mechanics. This is obtained by much reading. The next step and a rather difficult one, is to keep objectionable or worthless books away from the child. Probably it is impossible to control a child's reading to the extent that he never reads undesirables. Witness the extent of reading among elementary grades of such series as the Rover Boys, Tom Swift, and others that are passed around. However, if good reading is kept before the child, he will usually find much of interest to him. Probably the most effective way to encourage good reading habits in the child is to link up his reading with his

---

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

everyday life interests. For example, when he asks about or finds his first tad-pole, give him a book about frogs.

Not only is the reading habit formed in childhood, but taste for good or bad literature is developed. The enjoyment of good literature requires a cultivated taste. Before children have reached the age of eight, they have acquired a taste for certain kinds of reading. Following the power of obtaining sense from the printed page, taste for good or bad literature begins to grow. Children then start on the perilous path so well described by Mrs. Browning in "Aurora Leigh":

> To thrust his own way, he an alien through
> The world of books! Ah, you!--You think if fine,
> .....yet behold,
> Behold!--the world of books is still the world.
> The worldlings in it are less merciful
> And more puissant. For the wicked here
> Are winged like angels. Every knife that strikes
> Is edged with fire to assail
> A spiritual life.

The modern tendency encourages the study of children's preferences as a guide in selection. However, this does not mean an acceptance of mediocre literary standards, rather it means that respect for the honestly expressed reactions of children provides a sound basis, both psychological and aesthetic for the selection of such literature. Gardner and Ramsey point out that there isn't much doubt that adults who accept the child's point of view without condescension and bias, are more apt to succeed in helping children to find in literature, a source for new experiences, than others who attempt to guide young readers by the application of severe literary standards

or by conventional graded lists.

The great problem that faces parents and teachers is to guide the child's reading until a taste for good literature has been formulated. Both in the home and the school there should be a large variety of good literature available.

ORIGIN AND HISTORY OF THE PROBLEM

"No college English, no finishing school course in art and literature will ever give men and women what they might have had if books had been as much their friends in childhood as the children next door."[4] Few will deny this statement, yet it is also true that one who teaches or visits a rural school will find cause for depression in the lack of library equipment to assist the teacher in giving direction to pupils' reading habits.

This inadequacy of rural library facilities has been both noted and suspected previous to the making of this study. It was with the view of discovering whether the inadequacy of rural school library facilities of Lyon County, Kansas, was real or fancied, that provided the motive for this study. The author has long had an interest in the country pupil and a sympathy for the country teacher who, often with poor equipment, has such a difficult task to perform. The following study of the 99 rural one-teacher school library collections of Lyon County, Kansas is the result of this interest.

---

4 E. E. Gardner and E. Ramsay, A Handbook of Children's Literature, p. 1. Scott, Forsman and Company, 1927.

THE PROBLEM STATED

The problem involved in this study of the library facilities in the one-teacher rural schools of Lyon County is best presented in the following statements. They are:

1. What are the facilities of these rural schools?
2. What is the total number of library books in each of these rural schools?
3. What kind or kinds of books are available according to the Dewey Classification?
4. What standards may be set up to serve as criteria in the selection of library books?

PURPOSE OF THE STUDY

The purpose of this study is to record accurately the content of the library collections in the rural one-teacher schools of Lyon County, Kansas, with the view of making recommendations for increasing their efficiency.

In order to accomplish this purpose these main objectives were established. These are:

1. To secure definite information regarding types of library books available for children's use in rural one-teacher Lyon County schools.
2. To determine the number of library books.
   a. To determine from the number the extent to which such books are used in the rural schools.
3. To survey in general the school library situation in

Lyon County, one-teacher rural schools.

4. To discover the general condition and care of the books as revealed by personal visits of the writer.
5. To investigate the efforts being made by the teachers for increasing their library facilities through other agencies such as, inter-school loans, use of superintendent's collection and the use of libraries of the near vicinity.

METHOD OF PROCEDURE IN COLLECTING DATA

The method of procedure used in collecting data for this study of the library facilities in the one-teacher rural schools of Lyon County, Kansas, is outlined as follows:

1. A map of Lyon County showing location of schools was secured and checked for errors.
2. Three schools were visited to determine the procedure and possibilities of the study thus using the actual situation as a basis for planning the complete survey.
3. Each rural school in Lyon County, Kansas was visited to make:
   a. A list of available books.
   b. Notation of general condition and place of keeping books.
   c. Notation of inventories.
   d. Notation of book records kept by the schools.
   e. Notation of record of loans kept by the schools.
   f. Notation of classification attempts.

g. Notation of other library facilities made use of.

With this material in hand, the next step necessitated the selection of the means of interpreting the data. The following was the line of procedure:

1. The Dewey Decimal System of Classification was chosen as the best basis of classification.
2. The books were classified.
3. A shelf list of the books was made to insure uniformity of classification.
4. Interpretation of data secured through visitation and classification was presented.

LIMITATIONS OF STUDY

That this survey has vulnerable points is more or less true. The survey possibly does not go far enough. However, districts studied are likely typical of the conditions of the state as a whole. The defects apparent in the library facilities of these rural schools may be assumed generally to exist. The same is true of the excellencies existing. Consequently, these defects are worthy of detailed examination, from the results of which certain conclusions may be drawn. Probably Lyon County, Kansas, is better than most counties throughout the state. This is due to the influence of the State Teachers College located at the county seat, Emporia. Also, there is the affect of the City Public Library present. The writer was aware of these influences while visiting the schools. The more remote county schools seem-

ed to show less of the College and public library influence. This study does not attempt to indicate the extent of this influence. The influence of the Teachers College through former students was also noted in several of the schools. Here the reading interest of the children seemed greater, partly due to the selection of additional books from the library facilities afforded by Emporia, and partly due to the type of work presented. For example, the writer saw an objective test given in literature, the nature of which demanded varied reading and study for the pupils. This study, however, does not present the reading interests of the rural school pupils of Lyon County.

SCOPE OF STUDY

The study includes the listing or classification of the books according to the Dewey Decimal System of Classification, for the purpose of determining the predominate types of books and the lack of other types.

In this study, Lyon County one-teacher schools are selected for study. Books found in each school throughout the county are listed.

There is also included notation of inventories made, records of books and loans kept, attempts at classification, place of keeping books, magazines taken either by the school or by the teacher, and other library facilities taken advantage of.

Finally, this study indicates aids in book selection and guiding principles for good selection. Certain recommendations are set up for purposes of giving aid in improvement of selecting books.

SYSTEM OF CLASSIFICATION USED IN THE STUDY

"Anyone who attempts to classify literature soon discovers that the most enjoyable and invigorating literature of the world cannot be definitely pigeon-holed either according to form or to subject matter."[5] For example, humorous literature, of which children should have much, represents a mood which may be expressed in almost any type of literature. The same is true of ethical books.

For purposes of grouping and classification, the books were classed according to the Dewey Decimal System of Classification. In order to indicate somewhat the nature, content, and types of the book collections, the following explanation of the classification is given.

> Books classed under 000--030 are general encyclopedias only.
>
> Those listed from 100--179 under philosophy, which include books on ethics, character, and conduct of life.
>
> Books classed between 200-293 include Bibles, Bible stories, Greek, Roman, and Norse mythology.
>
> Those listed between 300-398 under sociology are books on citizenship, patriotism, customs, legends (including Indian legends), vocational education, fairy tales, fables and folklore.
>
> The philology group, including 400--430, are primers and other readers, dictionaries, and school texts.
>
> Five hundred to 598 are books on science, nature in general, plant and animal life, plants, trees, animal stories, stories of insects, fish and birds.
>
> Books classed under 600 to 690 are those on useful arts, industries, inventions, personal hygiene, public

---

5 Emelyn E. Gardner and Eloise Ramsey, op. cit., p. v of preface.

health, sanitation, fire prevention, machinery, aviation, agriculture, home economics, handicrafts, physiology and manual training. Agricultural yearbooks and biennial reports are also classed here.

Seven hundred to 790 are books on fine arts including those on picture study, music, amusements, games, plays and songbooks.

Eight hundred to 822 are books on literature, including poetry, essays, oratory, collective works of poetry, dialogues, and quotations.

Books classed from 900 to 978 are those on geography and travel in Europe, Asia, Africa, North America, South America, Mexico, Canada, Australia, and the Polar regions; biography, collective and individual; European, English, and United States History.

In the fiction group are classed both juvenile and adult fiction. Books of short stories are also classed here.

PART II

This chapter will present the Kansas School District Library Law and those laws pertaining to it; the classification of the books found in the 99 one-teacher rural schools of Lyon County, Kansas, showing the predominate types, as well as scarcity of other types; the tendencies revealed in the book collections of these schools; the magazines available in these schools; the library facilities taken advantage of by these schools, such as inter-school loans and the use of libraries of the near vicinity.

SCHOOL DISTRICT LIBRARY LAW IN KANSAS

The first School District Library Law to be enacted in Kansas was in 1876, just 15 years after Kansas became a state. This shows the early felt need and value of libraries for schools. The fact that statesmen in Kansas early expressed in law form a desire to give library opportunities to the children is significant. It would be well to consider for a moment this law of 1876. It was a permissive one, since the school district might vote a tax not to exceed two mills, for a district library.

The law reads[1]:

> That the several school districts of the state may, at the annual meeting in each year, vote a tax[2] upon all the taxable property of the state, not to exceed two mills[3] on the dollar, which tax shall be certified by the district

---

1 Session Laws of Kansas, 1876, Chapter 122, p. 261.
2 The library tax is an additional levy.
3 Limited to twenty-five per cent of the above amounts by laws 1909, Chapter 245, p. 587.

clerk to the county clerk, at the same time and manner as other school district taxes are certified; and the county clerk shall place the same on the tax roll of the county in a separate column, designating the purpose for which such tax was levied; and said tax shall be collected and paid over to the treasurer of said district in all respects as other district taxes are collected and paid: Provided, however, That in the districts where the taxable property of the district is more than twenty thousand dollars and not more than thirty thousand, there shall not be levied more than one and a half mills[3] on the dollar; and where the taxable property is more than thirty thousand dollars and not more than fifty thousand, shall not be levied more than one mill[3] on the dollar; and in all cases where the taxable property of the district shall exceed fifty thousand dollars, there shall not be levied more than one half-mill[3] on the dollar.

A law also was enacted in 1876 designating how this money collected by tax should be used. In regard to the use of this money the law reads[4]:

> The money so collected shall be used under the direction of the board of directors, for the purchasing of a school district library, and for no other purpose; and the district board, in the purchase of books, shall be confined to works of history, biography, science, and travels.[5]

No doubt this law was enacted to meet the need for supervision of purchasing and direction in the types of books to be secured. This law is of special interest in its designation of the types of books to be purchased. Note the exclusion of such works as literature, geography, and arithmetic.

Another library law of 1876 made provision for a librarian. It also indicated the authority to make rules and regulations in regard to the management of the library. This law has remained unchanged since its enactment. It reads[6]:

---

4 Session Laws of Kansas, 1876, Chapter 122, p. 262.
5 This law is unchanged in General Statutes of Kansas for 1915, Section 9058.
6 Session Laws of Kansas, 1876, Chapter 122, p. 262.

> The district clerk shall be the librarian, unless the board of directors shall appoint some other competent and suitable person, who shall reside in the district, to perform the duties of that office; and the board shall have power to make such rules and regulations in regard to the management of said library as they shall deem best, and they shall revise and change said rules from time to time as the necessities of the case may require.

It is interesting to note in this law, the selection of the district clerk for librarianship duties. It is significant that any choice was made. It is doubtful if the various clerks of the state are aware of this particular duty or that they exercise this power. Beyond making provision for expenditure of money for books, it is also doubtful if the board of directors are aware of, or make any rules and regulations in regard to the management of the various libraries. These questions might be raised: Is the clerk of a school board competent by training and experience to act as librarian? Are the boards of directors aware of good library practice as to rules and regulations in regard to library management? Is it not altogether probable that a traveling library unit might function more efficiently in the above capacities?

In 1919, the law concerning the purchase and kinds of books for district libraries was changed. This law amended section 9058 of the General Statutes of Kansas for 1915, and pealed the original section 9058. It reads[7]:

> Be it enacted by the Legislature of the State of Kansas:
>
> Section 1. That section 9058 of the General Statutes of Kansas for 1915 be amended to read as follows: Section 9058. That the money so collected shall be used under the direction of the board of directors for the purchasing of

---

7 Session Laws of Kansas, 1919, Chapter 261, p. 356.

a school-district library, and for no other purpose; and the district board, in the purchase of books, shall be confined to works of arithmetic, geography, history, literature, biography, travels, science, and two monthly school journals, one to meet the needs of the primary classes and the other the more advanced and general needs.

Section 2. That original section 9058 of the General Statutes of Kansas for 1915 is repealed.

Section 3. That this act shall take effect and be in force from and after its publication in the official state paper.

Approved March 19, 1919.
Published in official state paper March 22, 1919.

One should note the addition of works to be included in the purchasing. These are works on arithmetic, geography, and literature. This law is also notable in its inclusion of "---two monthly school journals, one to meet the needs of the primary classes and the other the more advanced and general needs". The greater majority of the schools fail to meet this latter requirement. Magazines are more a rarity than a reality in the schools visited. This phase of the study will be presented later.

The original law of 1876 relating to taxing for library purposes was amended in 1925. (The original law is listed in the Revised Statutes of Kansas, 1923, as section 72--1501.) This original law required a tax levy be made on the property within the district, the proceeds of which was to purchase school district library books. The present law, amending the 1876 law and enacted in 1925, requires school district financial support for school libraries. At this point the law became mandatory. The present law requires that a sum of not less than five dollars, taken from the general fund of the district is to be expended each year for library books. For

those schools employing more than one teacher, the minimum sum so expended shall not be less than five dollars for each teacher employed. The law providing for the library fund reads as follows[8]:

> Be it enacted by the Legislature of the State of Kansas:
>
> Section 1. That section 72--1501 of the Revised Statutes of Kansas, 1923, is amended to read as follows: Section 72--1501. That the school-district board or the board of education of each school district in the state of Kansas shall expend annually from the general funds in its possession, a sum of not less than five dollars, to be used to purchase books for the library, such books to be chosen in accordance with the limitations prescribed in section 1, chapter 261, Session Laws of 1919, and approved by the state superintendent of public instruction: Provided, That in all schools employing more than one teacher the minimum sum so expended shall not be less than five dollars for each teacher employed.
>
> Section 2. That the original section 72--1501 of the Revised Statutes of Kansas, 1923, is hereby repealed.
>
> Section 3. That this act shall take effect and be in force from and after its publication in the official state paper.
>
> Approved March 14, 1925.
> Published in official state paper March 20, 1925.

To one who has visited the one-teacher rural schools of Lyon County, Kansas, it is evident many schools are not and have not consistently complied with the library law in regard to providing for and expenditure of the library fund. This becomes evident upon viewing the collections from the standpoint of number. It is apparent that many school districts fail to provide the library fund required by law. It is suspected that in many cases the library fund has gone towards school-room supplies instead of the purchasing of books. There was found

---

8 Session Laws of Kansas, 1925, Chapter 226, p. 304.

to be a marked difference between the so-classed superior school book collections and those of the ordinary rural schools of the county. Of course, certain districts are probably unable to support their schools adequately. A county traveling library unit would alleviate many of the present meager collections in regard to quality as well as breadth of offering. Lyon County, Kansas would do well to consider the establishment of a traveling library unit. Kansas is not without the services of a Traveling Libraries Commission. With the return of more prosperous times, increase in teaching requirements for rural teachers, and increase in rural school standards, a traveling library unit for Lyon County will be much more apt to develop to meet the needs and demands of the rural situation.

CLASSIFICATION OF THE LIBRARY BOOKS

From findings secured through visitation of the 99 one-teacher rural schools the following Table was made. This table shows the number of books represented in each class for each school visited. Song books are not included in the 700 class because it was deemed more interesting to discover the number and type in this class exclusive of these. For example, one school had 70 song books as sole representatives of the 700 class.

TABLE I

Distribution of Classification of Books

for Each of 99 One-Teacher Rural Schools[9]

Number of District	000 to 030	100 to 179	200 to 293	300 to 398	400 to 430	500 to 598	600 to 690	700 to 790	800 to 822	900 to 985	Fiction	Total
3Jt.	16			5	8	4	4		1	19	71	128
*4	25	2		1	13	1	11		3	19	24	99
5	34		3	2	16	5	3			18	31	112
**6	16			5	17	9	12	1	4	16	32	112
7	10		1	2	17	3	3	1		15	21	73
8	16		1	5	11	1	5	1	2	10	25	77
9	17			2	16	4	10	1		34	26	109
10	12		2	9	7	3	2		5	12	50	102
11	23		2	4	11	9	1		5	27	39	120
12	18		3	2	12	7	1			15	31	89
13	28		1	2	59	6	5		3	18	31	142
14	37	1	2	4	16	2	8		3	24	60	158
15	54			3	14	4	8	1	1	17	22	124
16Jt.	51		1	1	7	3	6		5	34	59	167
17	16		1	4	13	4	2	1	4	18	31	93
18	28		4	8	17	10	9	1	2	26	43	148
19	20		1	2	8	1	1	1	2	7	32	73
21	0		1	2	6	2	4		3	4	34	56
**22	29		3	1	27	3	3			9	27	105
23	43	2	3	5	17	8	3		7	29	63	180
*24	48		2	7	20	5	6	1	17	22	48	176
**26	38	1	4	7	58	14	7	3	25	36	115	308
27	44			2	4		1		20	7	49	127
28	16		2	5	12	7	4	4	3	19	38	110
29	42		4	2	24	3	1	2	8	20	55	161
*30	30	1	4	9	15	7	6	3	16	24	64	179
**32	40		2	7	44	4	5	3	2	44	26	179
33	10		6	2	21	4	5	2	2	17	21	90
34	24		1	6	10	6	11	2	5	25	18	108
*36	15	1	3	4	27	9	4	1	2	17	38	121
37	17		1	2	14	3	2			13	22	74
*38	41		5	2	11	2	2		4	17	22	106
39	29			2	11	1			2	10	33	88
40	10	1	3	8	16	7	8	1	10	26	39	125
**40Jt.	51	1	7	11	91	3	10		16	42	64	296

9 Song books are not included in the 700 class.
* Standard schools.
** Superior schools.

42	25			1	19	4	7	1	5	13	95	170
43	51		4	1	15	9	6		6	11	35	138
*44	35		1	6	47	3	8	3	3	17	90	213
45	38		3	7	58	4	10	1	2	9	68	198
46	29		1	5	23	3	3	1	4	30	31	132
47	34		1	2	9	2	1		1	11	31	92
49	25		3	3	12	1	3		18	21	21	107
51	12			6	14	4	8	1		35	54	134
52	16		1	6	9	1			3	12	28	76
54Jt.	51		3	3	14	6	2		10	11	40	140
56	18			1	5	1	1	1	1	12	19	59
57	21		3	5	19	1	12	1	1	22	52	137
59Jt.	10			3	11	2	3		2	21	32	87
60	50		3	2	9	4	2		6	10	56	142
*61	20	1	1	2	34	6	4		10	27	47	152
62	43	1	1	2	6	2	4	1	1	11	27	99
63	24		1	5	11	4	3			13	48	109
64	10			3	17	4	5		1	11	25	76
65	31		2	4	24	10	11	2	5	17	57	164
*66	20			4	18	2	3	2		14	21	84
68	19		1	2	21	5				13	17	78
69Jt.	16		5	8	29	13	17	1	7	28	38	162
*71	10	1		6	24	6	14	1	6	21	73	162
**72	19		4	5	40	1	2	1		18	64	154
73	29	3	3	1	17	3	3		10	12	54	135
74	14	1	1	4	13	2	7		11	24	62	139
75	37			2	4	3				7	25	74
76	10			5	6	1	4			11	83	120
77	52		1	2	14				5	14	32	120
78	8	2	1	4	5	3	2		1	23	46	95
79	23	1	3	5	9	3	1		8	15	39	106
80	46			3	12	2	4			17	12	96
81	21		3	1	6	1	1		5	12	52	102
*82	21			7	37	1	9	1	1	17	19	113
83	16	2	4	5	12	4		1	6	37	82	167
84	25		1	3	27	2	9	2	2	23	57	151
85	16	1	2	3	14	9	5	1	7	24	70	152
87	18		3	3	27	8	5	2	2	18	32	118
*88	54			5	37	2	7		5	30	53	193
89	43	1	2	6	10	6	4		10	22	65	169
90	19		1	1	12	8	3	1		13	16	74
*91	43	1	2	4	42	16	8		2	23	34	175
92	27	1		2	4	2	6	1	5	22	23	93
94	6		1	1	16	3	1		3	11	17	59
95	31			3	6		1			2	23	66
96	30				13		1			3	12	58
97	32	1		8	31	6	3	1	2	25	34	143
98	10	1	2	1	6	6	1		6	7	17	58
100	16	3	2	1	4	2	3		2	9	12	54
101	16		1	1	9	2	3		2	24	6	64
103	16	1	4	1	8	8	7	1	5	25	56	132

105	28		2	4	30	6	1	1		17	13	102
106	25		2	9	18	3	2			15	17	91
107	26		1	1	18	3	3		5	11	32	102
108	28	1	4	5	22	5	10		8	17	58	158
*109	25		2	5	31	2	1		6	19	121	208
110	24			5	15	3	1		1	18	44	111
*111	20		1	2	30	9	4		2	10	55	135
112	0		2	6	16	8	8		1	23	19	83
113	44		1	6	12	1	10	1	2	15	12	104
114	10		1	3	6	4	3	1	3	10	75	116
116	11			2	14	5	6	1	6	17	52	104
117	14		1	5	10	6	6	2	1	13	30	88
118Jt.	24		2	6	12	3	2		1	12	36	98

Total - 12,986

It is readily discerned from the Table where the greater emphasis, and the greater amount of books were found, as shown by the classification of the book collections. Fiction, as a class, holds the major emphasis. This is not to be censured, since recognized lists of books give more attention to this class. However, this class should not overbalance the other classes to too great an extent. In point of number the 900 class holds the next line of distinction. The majority of the books of this class are geography, travel, and biography material. The type of material in each of the classes will be discussed in the next section of this study. In the 400 class the schools as a whole gave more attention to supplementary readers. In considering the 000 class it seems apparent that too much attention has been given to this class. But each book of an encyclopedia set was enumerated, thereby strengthening the collections in quantity. The Table shows the classes which were totally lacking in representation in some of the schools and those which were relatively weak in number. It is well to note the classes and the number of books for the schools and

compare the collections of the standard schools, the superior schools, and the ordinary schools. From findings from the 99 school districts visited, 12,985 books were listed for an enrollment of 1,246 pupils. This means that each pupil in these 99 districts averaged 10.3+ books. It will be conceded that this is inadequate. However, this is above the findings for the state as a whole according to Paul C. Owen's Masters Thesis entitled, Inequalities In Educational Opportunity In Ten Representative States. The following Table quoted from his study, presents the figures on the total number of volumes per student enrolled in school in 1930. The school libraries included in the thesis were elementary, junior and senior high schools. The reader will note much variation in the figures and the standing of the schools studied, as compared with the state as a whole.[10]

TABLE II*

Showing the Average Number of Volumes In School Libraries Per Child Enrolled, and the Total Number of Volumes in these Libraries for 1930

State	Vols. Per Child	Total No. Volumes	Rank Total Volumes
Montana	6.37	764,513	4
Kansas	4.00	1,732,540	2
Arizona	2.15	238,861	6
New York	2.14	4,587,318	1
N. Carolina	1.56	1,218,080	3
Georgia	1.15	720,171	5

10 P. C. Owen, Inequalities In Educational Opportunity In Ten Representative States, p. 32, Unpublished Masters Thesis, Kansas State Teachers College of Emporia, Kansas, May 1933.
* Table reproduced from Owen, Table XV, p. 32.

TENDENCIES REVEALED IN LIBRARY COLLECTIONS

The importance of careful guidance of children's reading is readily noted since there is an abundance of worthless literature available. That the reading material selected decidedly affects the child's progress in school and his habits of thought is evident by the alertness and general understanding of the child who has been taught to enjoy good literature.

Encouragement and opportunity to read good books must be given in the school. It will be conceded that the school must assume this responsibility since it is estimated that 50,000,000 of our population do not belong to the reading class.

The fairy tale, the myth, the legend, and the story of adventure have their place in children's reading as well as the nature story, the book of travel, the biography, and other books of the informational type. Much of such available material was old and unattractive. However, Mrs. Elsie Howard Pine, Professor of Library Science at the Kansas State Teachers College of Emporia, Kansas, looked through a few of the lists of book collections picked at random from the data, and expressed surprise at as well as commendation of them.

There are various forms of fiction which motivate right conduct and inspire high ideals that have a real place in the literature of childhood as well as the stories of adventure and accomplishment, which require activity and stimulate normal undertakings.

What is the desirable book for children? This is the ever

present question. Books should fulfill a certain aim or aims. Terman and Lima claim the desirable book should achieve one or more of these aims[11]:

> (1) It should inculcate worthy ideals of conduct and achievement which can actually motivate the child's life. It is necessary to make a sharp distinction here between the type of book which leads to dreams of impossible accomplishments and that which stimulates the formation of ideals that may be realized. (2) It should serve to cultivate an appreciation of the beautiful. (3) It should add to the childs' fund of desirable knowledge. (4) It should arouse a desire for further reading of good literature.

Books for the youngest children must from necessity be picture books. There are several children's illustrators of genuine artistic talent, who are publishing very charming and delightful picture books. Picture books not only amuse and delight, but they have a distinct educational value. Most of them have a few printed words, and children often learn to read from spelling out these words. Yet only two picture books were found in making this study. Probably this is partly due to the limited amount of money required for library expenditure.

In considering picture books for children, the pictures should be true to life in color and in form, and they should be broad in outline with not too much detail. The pictures must be realistic and clear.

Books for older children illustrated by our leading children's illustrators were not present in any of the collections studied. Of course, the price for these books makes it rather prohibitive to the district school with its limited fund. Never-

---

11 Lewis Terman and Margaret Lima, Children's Reading, p. 85, D. Appleton and Company, 1931.

theless, rural school children have, as a result, little or no opportunity to gain an appreciation for or an interest in good illustrating. Therefore, the development of appreciation for the work of good illustrators and an acquaintance with this work is impossible to attain under these conditions. To one of an artistic temperament the loss is apparent.

It would be well to consider the findings as set forth in the previous section showing the distribution of classification of books. Anyone would grant that a library collection should have at the very least, one set of encyclopedias for reference purposes. It is gratifying to note that there were but two of the 99 schools visited which did not have an encyclopedia set or any other type of general reference material. The writer was surprised and gratified to find so many encyclopedia sets of The World Book. The World Book is recognized by librarians and educators as the best children's encyclopedia of its kind. The articles of this work are authentic and explicit. The Book of Knowledge was also another popular reference set. Aside from the rewritten form of reproductions of classic stories, the work is commendable. It is probably the most popular with children under 11, because of 15,000 excellent illustrations which make of the set, a group of diversified picture books. To a librarian it was interesting to find one set of the 9th edition of the Encyclopedia Britannica. This edition is regarded by librarians as the most scholarly edition of the Britannicas that has been published. This edition is prized by book collectors and for college libraries. However, it is not suit-

able for an elementary school library.

The following list gives the names of the encyclopedias found in the schools with the number of times the sets were represented. In some cases the date of publication is given for some of the lesser known works, as was found in the schools. Of course, in some instances these sets had a somewhat later publication date, the earliest date found being the one recorded.

030--Encyclopedias

Americanized Encyclopedia Britannica (1891)----------1
Beach's Students' Cyclopedia (1898)----------2
Book of Knowledge----------30
Bufton's Universal Cyclopedia (1921)----------1
Chamber's Encyclopedia (1898)----------1
Champlin's Young Folks Cyclopedia----------1
Compton's Pictured Encyclopedia----------1
Edison's Handy Encyclopedia of General Information and Universal Atlas----------1
Encyclopedia Britannica----------1
Hill's Practical Reference Library of General Knowledge (1904)----------4
Home Library of Knowledge (1926)----------4
Home and School Reference Work----------20
Human Interest Library----------15
International Cyclopedia of Reference (1899)----------3
International Reference (1905)----------2
National Encyclopedia (1915)----------3
New Americanized Encyclopedia (1907)----------2
The New Champlin Cyclopedia for Young Folks----------1
New Practical Home and School Educator or New Practical Reference Library (1910)----------9
New Teachers' and Pupils' Cyclopedia (1911)----------6
New Standard Encyclopedia----------1
New World Wide Cyclopedia----------15
Pictured Knowledge----------25
Pocket Encyclopedia Britannica (1898)----------1
Progress of Nations----------19
School Library Encyclopedia (1898)----------3
Standard Book of Knowledge----------1
Standard Reference Work (1922)----------18
Students' Reference Work (1901)----------2
Twentieth Century Cyclopedia (1902)----------3
Universal Encyclopedia of Reference and Instruction (1901)----------1
Werner's Universal Encyclopedia (1900)----------2
Winston's Cumulative Encyclopedia (1914)----------7
Wonder Book of Knowledge----------1
World Book----------49

The reader is probably struck by the number of encyclopedias represented with publication dates of the last century and the early part of this century. Without much doubt these encyclopedias are of little or no value to the schools. Perhaps the next thing that is noted is the popularity of the World Book, The Book of Knowledge, and Pictured Knowledge. It is encouraging to note that 49 out of the 99 schools visited had the World Book. This tendency to select this particular reference work is worth commending. (One school teacher said they would purchase the World Book if the people could be assured the school would not be broken into and the set stolen.) But the school which has the set, but keeps it in an inaccessible place for the children's use, is serving the pupil no better than the one without it. Such was found to be true in a very few instances, the writer discovered. However, it was evident that most of the schools were using their books.

It is true that many of the schools had at least two or three general reference sets. Such was the case in most of the superior and standard schools.

Little attention need be given to the content of the philosophy class since the representation was so small. The philosophy class included a few books on ethics, character and conduct of life. It is safe to say that this class should be at least doubled in its representation. Seventy-three schools did not have any books represented in the 100 group. Those books which did find representation were on ethics, character, and conduct of life. Most of these were old and of doubtful value,

since they had a rather strong didactic trend. Also, these books do not find representation on recognized lists.

Twenty-four schools have no books represented in the 200 class. The class of material found in the other schools included Bibles, Bible stories, Greek, Roman, and Norse mythology. The following list presents the finding for the 200 class. Titles appearing two or more times only are listed.

220--Bibles and Bible Stories

Bibles	8
Baldwin, Old Stories of the East	12
Faris, Standard Bible Stories	14
Hurlbut, Bible Stories Everyone Should Know	21
Prentiss, Stepping Heavenward	5
Sheldon, In His Steps	13
Others	19

292--Myths

Baldwin, Golden Fleece	2
Connelley, Indian Myths	3
Cooke, Nature Myths and Stories	4
Cowles, Myths from Many Lands	7
Hall, Four Old Greeks	2
Hawthorne, Tanglewood Tales	12
_____ Twice Told Tales	11
_____ Wonder Book	9
Holbrook, The Book of Nature Myths	2
Kingsley, Greek Heroes	2
Klinsensmith, Stories of Norse Gods and Heroes	2
Sabin, Classical Myths that Live Today	2
Others	9

Apparently the schools were rather lacking in Bibles, since only 8 out of 99 had Bibles of their own. It seems that supplying these has been left to the teachers. Hurlbut's Bible Stories Everyone Should Know has found favor in the matter of selection. In considering the myths, it was found that Greek myths were the outstanding type. Indian, Nature, and Roman myths were rather lacking in number. Hawthorne was the outstanding author in point of number of works for this group.

It is highly commendable that his works should find such favor in the schools. Long says:[12]

> ---- Hawthorne had a great respect for young people, and a great faith in their instincts for the best in life or literature.

Simonds writes thus:[13]

> ----- Nathanial Hawthorne is emphatically our greatest master in romantic fiction; and in that peculiar field in which he worked he remains unique.

Simonds also calls Hawthorne the foremost writer of fiction in America. As an artist Hawthorne belongs with the idealists. His art is of a high quality.

The material discovered in the 300 class dealt with civics, citizenship, law, government, story-telling, holidays, education, etiquette, fairy tales, legends, fables, and folklore. In the following list only those titles appearing two or more times are given.

326.6--Civics and Citizenship

Arnold, Civics and Citizenship----------5
Bailey, What to Do for Uncle Sam----------2
Bradley, Half a Hundred Stories----------3
Dearbron, The Road to Citizenship----------4
Krapp, Kipwillie----------4
Roberts, Rules of Order----------2

340 - 353--Law and Government

James, Our Government----------2
Others----------5

370--Story Telling and Education

Bryant, How to Tell Stories----------2
Paulson, In the Child's World----------2
Others----------7

---

12 W. J. Long, American Literature, p. 398, Ginn and Company, c1913.

13 W. E. Simonds, A Students History Of American Literature, p. 198, Houghton Mifflin Company, c1909.

394--Holidays

Curtis, Why We Celebrate Our Holidays----------7
Others----------1

395--Etiquette

Dunlea, The Courtesy Book----------10
Others----------1

398--Fables

Aesop's Fables----------12
Alcott, Flower Fables----------3
Kleckner, In the Misty Realm of Fable----------2

398--Fairy Tale

Anderson, Anderson's Fairy Tales----------23
Barrie, Peter Pan and Wendy----------31
Bolenus and Kellogg (editors), Mother Goose Book-----11
Carrol, Alice in Wonderland----------22
_____ Through the Looking Glass----------3
Grimm, Fairy Tales----------19
King, Dutch Mother Goose----------5
Klingensmith, Household Stories----------2
_____ Just Stories----------9
Lang (editor), Blue Fairy Book----------16
_____ Red Fairy Book----------2
Leblanc, The Blue Bird for Children----------11
Rush and Winslow, Modern Alladins and Their Magic-----2
Others----------22

398-Folklore

Arabian Knights----------9
King Arthur----------12
Kingsley, Water Babies----------9
Meeker, Fold Tales from the Far East----------8
Robin Hood----------11
Thorne-Thomsen, East of the Sun and West o' the Moon-16
Harris, Uncle Remus----------17
_____ Nights with Uncle Remus----------2
Others----------4

398--Indian Legends

Connelley, Indian Myths----------6
Lyback, Indian Legends----------9
Pratt, Legends of the Red Children----------2
Tanner, Legends from the Red Man's Forest----------5
Others----------2

It is quite evident that there was little supplementary material dealing with civics, citizenship, and government available. Note that only eleven books on etiquette were found. The tendency in the 300 class has been to select fairy tales. It is well to notice the number of Anderson's and Lang's works which have been selected. Nine out of nineteen of Grimm's Fairy Tales were compiled by Orton Lowe. Paul Creswick wrote seven out of the twelve listed under King Arthur. Only two of the eleven listed under Robin Hood were written and illustrated by Howard Pyle. It seems rather strange that not more material was found dealing with Indian legends.

In the 400 class the major emphasis and attention is directed toward the availability of dictionaries in the various schools visited and the selection of readers aside from such well-known readers as Elson's, Winston's, Bobbs Merril's, Silver-Burdett's, and Burckell's. Below the reader finds a list of dictionaries as found in the schools visited. Most of these schools had small dictionaries instead of Webster's New International Dictionary or Funk and Wagnall's New Standard Dictionary. The former is probably best for elementary school purposes, since the latter is inclined to emphasize simplified spelling. The list follows:

423--Dictionaries

Fernald, Comprehensive Standard Dictionary----------4
Funk and Wagnall, College Comprehensive Standard Dictionary----------5
_____ Desk Standard Dictionary----------10
Vizetelly, Desk Standard Dictionary----------1
Webster, New International Dictionary----------55
_____ New Modern English Dictionary----------1
_____ New Standard Dictionary----------2

_____ Handy Condensed Dictionary----------2
_____ Imperial Dictionary----------1
_____ Common School Dictionary----------3
_____ New Ideal Dictionary, Abridged----------2
_____ Revised Unabridged Dictionary of the English Language----------2
_____ Secondary School Dictionary----------8
_____ Elementary School Dictionary----------14
_____ Collegiate School Dictionary----------5
Winston, Simplified Dictionary----------25

There were fourteen more of Webster's New International Dictionaries in which parts were missing or were in a poor condition. Winston's Simplified Dictionary seems to have found greater favor than Webster's Elementary School Dictionary. The writer favors Webster's Elementary School Dictionary among the small dictionaries for common school use. Several schools did not furnish dictionaries since there were fourteen schools with two copies each and ten with three copies each of the small dictionaries.

That not much attention has been given to elementary composition books is revealed in the following list.

428--Language Books

Cooley, Primary Language Series----------26
(Including books 1, 2, 3)
Teachers' Manual----------15
(Including those for books 1, 2, 3)
King, Language Games----------2
Miller-Kinkead, English Lessons----------5
(Including books 1, 2)
Sanborn, Lessons in English----------2
Others----------14

There were only three books on English grammar found.

A few spellers were found. These were:

428.1--Spellers

Pearson, Kansas Speller---------- 9
Rathburn, Graded Speller----------2
Others----------2

Outside of the readers and dictionaries there were only

226 books found in the 400 class. There were 1,819 readers found in the 99 schools visited. Aside from Elson, Bobbs-Merril, Silver-Burdetts, and others, the usual supplementary readers furnished by most of the schools visited, the writer found these informational and story types of readers.

428.6--Readers

Alderidge and McKee, Wags and Woofis----------2
Andrew and Others, Tiny Tail and Other Stories---------5
Andress and Andress, Summer Fun----------2
Appleton's Readers----------3
Ashton, Story Book Tales----------2
Others----------3
Baker and Baker, Dinty the Porcupine----------13
_____ Fifty Flags----------10
_____ Pet Pony and Other Stories----------14
_____ Sailing Tub and Other Stories--------23
Banta, The Brownie Primer----------4
_____ The Fairy Primer----------8
Barnes, New Barnes Readers----------3
Batchelder, Peggy Stories----------13
_____ Topsy Turvy Tales----------6
Blaisdell, My Garden of Stories----------6
Bolenius, Readers----------13
Bryce and Hardy, Good Times----------4
Buswell and Others, True Stories----------7
Others----------7
Chuller, Art Literature Readers----------2
Clinton and Lewis, Clinton Primer----------2
Coe and Christie, Story Hour Readers----------5
Others----------4
Darby, Jack and Susan Stories----------6
Dearborn, Alex and His Friends----------4
_____ Kitten Kat----------9
Doodson, Riddle Book----------3
Dunlap and Jones, Playtime Stories----------8
Others----------4
Freeman and Others, Child's Story Readers----------25
Others----------6
Gates and Huber, Work-Play Books----------3
_____ Others----------4
Grant, Pastime Stories for Boys and Girls----------8
Gorden, Gorden Readers----------6
Grover, Overall Boys----------15
_____ Never Grow Old Stories----------3
_____ Sunbonnet Babies Primer----------17
_____ Others----------1
Hamilton and Harper, Pleasant Pathways----------3

Hanthorn, Billy Boy's Book----------6
_____ Billy Boy on the Farm----------6
Hardy, Best Stories----------5
_____ New Stories----------6
_____ Surprise Stories----------9
_____ Wag and Puff----------15
Harper and Hamilton, Winding Roads----------4
_____ Treasure Trails----------3
Hartwell, Story Hour Readers----------13
Holbrook, The Hiawatha Primer----------4
Holden, The Sciences----------2
Holt, Story-a-Day Book----------21
Others----------11
Kansas Readers----------14
Kendall Readers----------4
Lange, Good Times in the Woods----------8
La Rue, In Animal Land----------8
_____ Billy Bang Book----------6
_____ The F-U-N Book----------19
_____ The Good Time Book----------7
_____ Little Indians----------14
_____ Under the Story Tree----------19
Lawson, A Pet Reader----------13
Lewis and Gehres, Pets and Playmates----------8
Lewis and Rolland, Silent Readers----------4
Lisson, Alice and Billy----------6
_____ Happy Road----------4
Others----------2
McElroy and Younge, The Squirrel Tree----------15
Martin, At Home----------4
_____ New Stories and Old----------5
_____ Real Life Readers----------5
_____ Tales and Travels----------8
Matthy, My Animal Story Book----------2
Others----------10
Nelson Readers----------4
Payne and Others, Elementary Science Readers----------4
Rice and Ketchum, The Land of Play----------11
Rich, The Library Readers----------11
Richy, Stories of Animal Village----------4
Others----------2
Searson and Martin, Studies in Reading----------8
Serl, In the Animal World----------5
_____ Everyday Doings in Healthville----------9
_____ In Fairyland----------5
_____ Johnny and Jenny Rabbit----------25
_____ In Rabbitville----------19
_____ Work-a-Day Doings on the Farm----------16
_____ Others----------1
Silvester, Happy Hour Stories----------5
Smart and Others, Circus Fun----------17
Smith, Circus Book----------6
_____ Cottontail Primer----------18
_____ The Like-to-Do Stories----------3

Sindelar, Father Thrift and His Animal Friends----------5
_____ Nixie Bunny in Far Away Lands----------15
_____ Nixie Bunny in Holiday Land----------9
_____ Nixie Bunny in Manners Land----------22
_____ Nixie Bunny in Work-a-Day Land----------6
Stone, Silent Reading----------8
Suhrie and Gee, Story-Folk----------2
_____ Story Fun----------9
_____ Story Friends----------7
Others----------6
Theisen and Leonard, Real Life Stories----------34
Including: Tales of Courage
Heroic Deeds
Real Adventures
Thomson, The Land of Evangeline----------9
_____ The Land of Pilgrims----------3
Thoroman, Classics for Kansas----------2
Troxell and Dunn, Baby Animals----------4
_____ Others----------2
Weeks, Children of the Pines----------4
Williams, Choice Literature----------4
Wooster Readers----------2
Wright, Having Fun----------15
Others----------7

By noting the number of frequencies which these books occurred in the schools studied and the names of these books some idea is obtained of the prevailing tendency in the 400 class. Those books which occur most frequently have been chosen from the reading circle selections of the last few years.

The 500 class of science in general will now be considered. Below are listed the findings for this class of material. Titles appearing two or more times only are listed:

500--Pure Science

Andrews, Stories Mother Nature Told Her Children-----8
Boyle, Outdoor Secrets----------4
Buckley, Fairyland of Science----------4
Frye, Brooks and Brook Basins----------3
____ Others----------1
Gordon, I Wonder Why----------2
Hicks, Nature and History Stories----------4
Hawliston, Cat-tails and Other Tales----------9
Kelley, Leaves from Nature's Story Book----------6
Miles, Natural History of the World----------3

Monteith, Living Creatures of Water, Land, and Air-----2
Needham, Outdoor Studies----------2
_____ Others----------1
Patch, First Lessons in Nature Study----------4
Rowell, Introduction to General Science----------3
Sharp, Beyond the Pasture Bars----------14
_____ The Spring of the Year----------3
Shirling, Outdoor Adventures----------2
Strong, All the Year Round----------4
Including: Autumn
Spring
Winter
Teeters and Heising, Early Journeys in Science---------20
Wright, Seaside and Wayside----------3
Woods, Illustrated Natural History----------4
Others----------29
Including such writers as: Johonnot, Eifrig, Hooks, Hawksworth, Mollsworth, and others.

511--Arithmetic

Morey, Arithmetic----------2
Studebaker and Others, Number Stories----------32
Stone, Arithmetic----------7
Smith, Arithmetic----------4
Payne, Arithmetic----------2
Wentworth, Arithmetic----------2
Others----------13
Including such writers as: Lewis, Wooster, Kirk, Appleton, and others.

520--Astronomy

Chambers, The Story of the Stars----------2
Pratt, Storyland of Stars----------9
_____ Others----------2
Others----------1

550--Geology

Hawksworth, The Strange Adventures of a Pebble---------2
Seeley, The Story of the Earth in Past Ages----------2
Others----------2

580--Botany

Chase, Buds, Stems, and Root----------2
Curtis, Stories in Trees----------4
Dana, Plants and Their Children----------2
Hawksworth, A Year in the Wonderland of Trees----------3
Rogers, Trees Every Child Should Know----------4
Others----------9

590--Zoology

Dupuy, Our Animal Friends and Foes----------5
Eifrig, Our Great Outdoor Mammals----------2
Hawkes, The Trail to the Woods----------5
Holder, Stories of Animal Life----------9
Johonnot, Neighbors with Claws and Hoofs----------3
_____ Friends in Feathers and Furs----------2
_____ Others----------2
Kelley, Short Stories of Our Sky Neighbors----------6
Lange, On the Fur Trail----------7
McFee, Forest Friends in Fur----------5
Nida and Nida, Trailing Our Animal Friends----------7
Seton, Wild Animals I Have Known----------5
_____ Others----------2
Wood, Dwellers in the River Bank----------2
Others----------20
Including such writers as Arnold Mosley, Velvin, Broadhurst, Hooker, Walton, and others

595--Insects

Dupuy, Our Insect Friends and Foes----------20
Daulton, Wings and Stings----------2

598.2--Birds

Blanchan, Bird Neighbors----------4
_____ Others----------1
Clark, Birds of Kakeside and Prairie----------2
Dupuy, Our Bird Friends and Foes----------6
Parker, Our Friends, the Birds----------3
Pearson, Stories of Bird Life----------6
_____ Tales from Birdland----------2
Shinn and Abbot, Manual for North American Bird and Nature Studies----------8
Weed, Bird Life Stories----------16
Others----------11

Not much attention has been given to the pure science class of material. It would seem advisable to strengthen this phase of the collections in all cases studied, since the largest number that any school had was sixteen books. There were four schools which were without any books in this class. More informational material along such phases as general science and nature study is needed.

The 600 class also needs building up according to the findings. The greatest number that any school had in this class was fourteen books, whereas four schools possessed no books in this class. Sixty of the schools visited had less than five books represented in the applied science group in their book collections. The following list presents the findings for this class of material. Titles appearing two or more times only are listed.

600--Applied Science

Chase and Clow, Stories of Industry----------20
Jay, Twins in Fruitland----------9
Rocheleau, Great American Industries----------18
_____ Great American Manufactures----------6
_____ Great American Minerals----------6
_____ Great American Products of the Soil---------5
Rosser, Uncle Jim the Fire Chief----------19
Shillig, The Four Wonders----------6
Others----------10
Including such writers as Tappan, Martin, Cooke, and others

612--Physiology and Hygiene

Andress, Boys and Girls of Wake-Up Town----------7
_____ A Journey to Health Land----------8
Andress and Bragg, The Sunshine School----------6
Brown, King and His Wonderful Castle----------2
Burkard and Others, Health Stories and Practice--------9
Cobb, Chalk Talks on Health and Safety----------23
Hallock, After the Rain----------19
_____ A Tale of Soap and Water----------5
Krohn, First Book in Hygiene----------2
Lummis and Schome, The Safety Hill of Health----------6
_____ Building My House of Health---------9
O'Shea and Kellogg, The Body in Health----------2
Turner and Hallock, The Voyage of Growing Up----------4
Whitcomb and Others, My Health Habits----------8
Others----------23
Including such writers as Hobson, Blaisdell, Kellogg, Hall, Conn, and Budington.

629.12--Air Travel

Mooney, Air Travel----------6

Romer and Romer, Sky Travel----------4
Theiss, Piloting the U. S. Air Mail----------10
Others----------1

630--Agriculture

Abbot, A Boy on a Farm, at Work and at Play----------3
Allen, Our Cereal Grains----------7
Call and Kent, Agriculture----------8
Goff and Mayne, First Principles of Agriculture---------9
Iron, Story of an African Farm----------2
Kansas Biennial Reports----------10
(Including 6th--25th)
Stevens and Others----------4
Tappan, The Farmer and His Friends----------7
U. S. Department of Agriculture, Agriculture Yearbooks-47
(Including '08--'31)
Others----------6

636--Pets--Domestic

Nida, Our Pets----------3
Others----------2

640--Home Economics

Kirby and Kirby, Aunt Martha's Corner Cupboard---------15
U. S. Food Administration, Food Saving and Sharing----11
Others----------1

641--Food

Carpenter and Others, The Food We Eat----------2
_____ Others----------1
Chamberlain, How We Are Fed----------8
Others----------1

643--Shelter

Carpenter, How the World Is Housed----------2
_____ Others----------1
Chamberlain, How We Are Sheltered----------8

646--Clothing

Carpenter, The Clothes We Wear----------2
_____ Others----------1
Chamberlain, How We Are Clothed----------11
Worthington and Mathews, Our Clothing----------4

652--Penmanship

Hausam, System of Plain Penmanship----------2
Others----------1

668.1--Soap

McGowan, Soap Bubbles----------8

690--Building

Constable, Blocks with Which We Build----------4
Others----------3

The applied science group findings show the most attention has been given to physiology, hygiene, domestic science, and home economics group. In the agricultural group most of the Yearbooks found were in the 1920's. However, not many schools had this reference work, the schools having them had several copies.

One of the weakest groups represented in the various collections was the fine arts section. Fifty-four out of the 99 schools visited were lacking in this class, aside from song books. The most that any school had was four. There were only three books on drawing. The list for the fine arts section follows:

750--Painting

Bacon, Pictures Everychild Should Know----------5
Grummann, Picture Studies----------15
Horne and Scobey, Stories of Great Artists----------7
Others----------3

780--Music

Aside from the song books there were these:
Cross, Music Stories for Boys and Girls----------5
Others----------2

790--Amusements

Acker, 400 Games for School and Home and Playground---8
Others----------9

It would seem advisable to have more material for picture study purposes. Also, more material of an information nature is needed in the fine arts section of the various book collections.

The 99 school book collections showed about equal emphasis had been placed on selecting American literature and English literature. The following list discloses the findings for this group. Titles appearing two or more times only are listed.

800--General Works

Lamb, Tales from Shakespeare----------21
Puoff, Century Book of Facts----------2
Wright, New Century Book of Facts----------2
Others----------8

808--Collections

Aldrich, Young Folks Literature (20 v.)----------20
Alexander and Blake, Graded Poetry----------4
Bailey and Lewis, For the Children's Hour----------8
Bryant, Stories to Tell Children----------2
Gilder, Masterpieces of the World's Best Literature
(8 v.)--q----------8
Handford, Favorite Poems----------2
Lane, Lights to Literature----------3
Sylvester, Journeys Through Bookland----------30
(Three sets--10 v. to set)
Others----------34
Including collections of poetry, stories, and speakers

810--American Literature--General

Horner, Collection of Kansas Poetry----------2
Gordon, Patriotism in Prose and Verse----------2
Mathews, Introduction to American Literature----------2
Others----------6

811--American Poetry

Bryant, Poems----------4
Clark, The Call of Kansas----------4
Holmes, Poems----------4
Longfellow, Books of Poems----------33
_____ The Song of Hiawatha----------8
_____ Evangeline----------12
_____ Courtship of Miles Standish----------3
_____ Others----------4
Lowell, Book of Poems----------6
_____ The Vision of Sir Launfal----------2
_____ Biglow Papers----------2
Mason, Uncle Walt Poems----------3
Riley, Rhymes of Childhood----------4

_____ Farm Rhymes----------2
_____ Others----------3
Stevenson, A Child's Garden of Verse----------12
Whittier, Poems----------19
Others----------11
Including such authors as: Markham, Poe, Stevenson, and Whitman

812--American Drama

Pidgin, Quincy Adams Sawyer----------2
Others----------2

814--American Essays

Emerson, Essays----------14
Van Dyke, Essays----------2

815--American Oratory

Emerson, Representative Men----------5
Others----------3

817--American Satire and Humor

Irving, Knickerbocker's History of New York----------4
_____ Works of -- (6 v.)----------6

820--English Literature.

There were only three books on English literature in general.

821--English Poetry

Browning, Poetical Works----------2
_____ Others----------1
Goldsmith, The Deserted Village----------2
Milton, Poetical Works of----------4
Moore, Lalla Rookh----------4
Scott, Works of----------2
_____ Lady of the Lake----------8
_____ Marmion----------2
Tennyson, Works of----------9
_____ Others----------4
Others----------4
Including Burns, Kipling, Macaulay, and Wordsworth

822--English Drama

Shakespeare, Julius Caesar----------3
_____ Others----------6

824--English Essays

Bacon, Essays----------3

Carlyle, Heroes and Hero Worship----------2
_____ Sartar Resartus----------2
_____ Others----------2
Ruskin, Essays----------9
Others----------5

In the majority of the book collections, including the literature group, for the schools studied, the books were old and unattractively bound. Apparently they had never been used extensively. Lambs' Tales from Shakespeare and Stevenson's Child's Garden of Verses were probably being used much more. Some of the material found in this literature group was decidedly too difficult for the elementary school level. The schools would do well to select for their poetry section collective works of recognized value and worth.

As the reader has no doubt made note of the distribution of books in the 900 class for the 99 one-teacher rural school book collections, he is aware of the relative strength of this class. Most of the books of the history class were grouped around geography and travel material with single and collective biography coming next. Geography and travel material has been grouped together for the various countries represented. The findings are listed below for this class. Only those titles appearing two or more times are listed.

900--History in General

Bailey, Untold History Stories----------5
Creasy, Fifteen Decisive Battles----------9
Johonnot, History Stories of Other Lands----------2
Lord, Beacon Lights of History (10 v.--one set)------10
Peterson, History Stories of Other Lands----------3
Terry, History Stories of Other Lands----------14
_____ Others----------6
Others----------18

910--Geography

Aitchison and Uttley, Across Seven Seas to Seven Continents----------5
Allen, How and Where We Live----------5
Andrews, Each and All----------6
_____ Seven Little Sisters----------32
Chamberlain, How We Travel----------7
Carpenter, Carpenter's Geography Readers----------11
_____ The Ways We Travel----------14
Fairgrieve and Young, Children of Many Lands----------11
Headley, How Other People Travel----------10
Hurlbut, Stories about Children of All Nations----------2
Johonnot, Stories of Other Lands----------2
Lefferts, Neighbors North and South----------4
Long, Home Geography----------5
Mirick and Holmes, Home Life Around the World----------8
Perkins, The Farm Twins----------6
Faulkner, Tales of Many Folk; retold----------8
Morris, Home Life in All Lands----------2
Pratt, People and Places----------4
Redfield, We and the World----------5
Scantlebury, Little World Children----------4
Shaw, Big and Little People of Other Lands----------7
Simpson, Old Mother Earth; physical geography reader----2
Tarr and McMurry, World Geography----------6
Tietjens, Burton Holmes Travel Stories----------7
Upjohn, Friends in Strange Garments----------4
Winslow, The Earth and Its People----------2
Others----------25
Including these writers: Fraser, Dutton, Stowe, King, Warner, Smith, Carroll, and others

912--Atlas

Hammond's World Atlas----------2

913-89--Greece

Perkins, The Spartan Twins----------8

914--Europe

Carpenter's, Geographical Reader--Europe----------8
Clark, Europe, a Geographical Reader----------5
Others----------1

914.1--Scotland

Two books of travel only

914.15--Ireland

Perkins, The Irish Twins----------10

914.2--England

Williams, Robin and Jean in England----------6
Others----------2

914.3--Germany

George, Little Journeys to Germany----------2
Others----------1

914.4--France

George, Little Journeys to France and Switzerland------4
Perkins, French Twins----------12

914.5--Italy

George, Little Journeys to Italy, Spain, and Portugal--2
Grover, Sunbonnet Babies in Italy----------4
Perkins, The Italian Twins----------9

914.92--Holland

George, Little Journeys to Holland----------3
Grant, Windmills and Wooden Shoes----------20
Grover, Sunbonnet Babies in Holland----------7
Olmstead and Grant, Ned and Nan in Holland----------4
Perkins, The Dutch Twins----------6
Smith, Hans and Hilda in Holland----------10
Thorsmark, In Wooden Shoe Land----------7

914.93--Belgium

Perkins, Belgian Twins----------8
Others----------2

914.94--Switzerland

Perkins, The Swiss Twins----------9

915--Asia

Carpenter, Geographical Reader--Asia----------4
Thomas, Asia, the Great Continent----------4
Others----------2

915.1--China

George, Little Journeys to China and Japan----------4
Pratt, Stories of China----------3
_____ People and Places (China)----------2
Tietjens, Burton Holmes Travel Stories--China----------2
Others----------1

915.2--Japan

Muller, Little People of Japan----------5
Perkins, The Japanese Twins----------13
Tietjens, Burton Holmes Travel Stories--Japan----------6
Yule, In Kimona Land----------5
Others----------2

916.1--Africa

Carpenter, Geographical Reader--Africa----------4
Douglas, Three Boy Scouts in Africa----------7
Others----------1

916.2--Egypt

Perry, With Agir Girges in Egypt----------4
_____ Others----------2
Teitjens, Burton Holmes Travel Stories--Egypt----------3

917--North America

Aitchison and Uttley, North America by Phone and Train-5
Carpenter, Geographical Reader----------8

917.25--Mexico

Perkins, The Mexican Twins----------14
Frank, Mexico and Central America----------3
George, Little Journeys to Mexico and Central America--4

917.291--Cuba

George, Little Journeys to Cuba and Porto Rico----------5

917.295--Porto Rico

Von Densen, Stories of Porto Rico----------2

917.3--United States

Henderson, Little Journeys in America----------11
Perkins, The Puritan Twins----------11
Pitkin and Hughes, Seeing America----------17
_____ Seeing America Farm and Field-------5
_____ Others----------1
Tefferts, Our Own U. S.----------14
Thoreau, A Week on the Concord and Merrimac River------3
Others----------3

917.32--Colonial

Perkins, The Colonial Twins in Virginia----------17

917.8--The West

Driggs, Ox Team Days on the Oregon Trail----------3
Jones, Quivera----------4
Livingston, Glimpses of Pioneer Life----------4
Perkins, The Pioneer Twins----------6
Rolfe, Our National Parks----------10
Others----------3

917.98--Alaska

George, Little Journeys to Alaska and Canada----------3
Others----------3

918--South America

Carpenter, Geographical Reader--South America----------6
Chamberlain and Chamberlain, South America----------4
Frank, Travels in Many Lands--South America----------6
Law, Our Class Visits South America----------2
Lefferts, Our Neighbors in South America----------3
Others----------1

919.14--Philippines

Perkins, The Filipino Twins----------13
Others----------1

919.4--Australia

Carpenter, Geographical Reader--Australia----------2
Others----------1

919.69--Hawaii

George, Little Journeys to Hawaii and Philippines------2
Others----------1

919.8--Arctic Regions

Lide, Inemak----------5
Muller, Little People of the Snow----------6
Perkins, The Eskimo Twins----------13
Smith, Little Eskimo Stories----------4
Stefansson, My Life with the Eskimos----------9
_____ Northward Ho!----------5
Walker, The Snow Children----------5
Others----------7

92--Biography

Alexander the Great
Abbot, Alexander the Great----------1
Williams, Alexander the Great----------1

Edmondo De Amicos
De Amicos, The Heart of a Boy----------7
John Adams
Willard, John Adams----------2
Samuel Adams
Fallows, Samuel Adams----------2
Edward Bok
Bok, A Dutch Boy Fifty Years After----------2
Danial Boone
Abbott, Danial Boone----------2
Hartley, Danial Boone----------1
Lindsay and Forbes, Danial Boone Backwoodsman-----2
Buffalo Bill
Cody, Adventures of Buffalo Bill----------1
_____ Buffalo Bill and the Overland Trail---------2
Christopher Columbus
Abbott, Christopher Columbus----------3
Irving, Life of Christopher Columbus----------1
Pratt, Story of Columbus----------5
Wilkie, Life of Christopher Columbus----------3
David Crockett
Allen, David Crockett, Scout----------6
Oliver Cromwell
Herbert, Oliver Cromwell----------1
Hood, Oliver Cromwell----------1
Henry Clay
Caldwell, Henry Clay----------2
Sargent, Henry Clay----------4
Billy Dixson
Dixson, Life of Billy Dixson----------4
Benjamin Franklin
Abbott, Benjamin Franklin----------2
Brooks, True Story of Benjamin Franklin----------1
Franklin, Autobiography of Benjamin Franklin-----11
Strong, Benjamin Franklin----------1
Frederick the Great
Muhlback, Frederick the Great and His Court-------2
Alexander Hamilton
Ellis, Alexander Hamilton----------2
John Hancock
Musick, John Hancock----------2
Patrick Henry
Arnold, Patrick Henry----------2
Martin Johnson
Green, Martin Johnson, Lion Hunter----------5
Lafayette
Codd, Story of Lafayette----------3
Brooks, True Story of Lafayette----------2
Charles Lindberg
Lindberg, We----------4
West, Lone Scout of the Sky----------18
Abraham Lincoln
Andrews, The Perfect Tribute----------2
Cravens, Story of Lincoln----------1

Franklin, Abraham Lincoln----------3
Ketcham, Abraham Lincoln----------1
Lockridge, Abraham Lincoln----------1
Morgan, Abraham Lincoln Man and Boy----------4
Morse, Abraham Lincoln----------1
Nicolay, Boys' Life of Abraham Lincoln----------15
Rayman, Lincoln----------1
Sheppard, Abraham Lincoln----------2
Sparkawk, Life of Lincoln for Boys----------2
Stevens, Lincoln----------1
Whipple, The Story Life of Lincoln----------1

Napoleon Bonaparte
Arnault and Panckouche, Life and Campaigns of Napoleon Bonaparte----------5
Headly, Napoleon and His Marshalls----------3
Lockhart, Life of Napoleon----------1
Pike and Others, Campfires of Napoleon----------3
Montgomery, Napoleon's Military Career----------1

James Otis
Redpath, James Otis----------2

Theodore Roosevelt
Case, Good Stories about Roosevelt----------1
Morgan, Theodore Roosevelt, Boy and Man----------3
Stratemeyer, American Boys' Life of Theodore Roosevelt----------1
Thayer, Theodore Roosevelt----------1

Charles Steinmetz
Hammond, A Magician of Science----------2

George Washington
Abbott, George Washington----------1
Bancroft, Life of George Washington----------7
Headley, Washington and His Generals----------4
Holmes, George Washington----------2
Hyde, Life of George Washington----------2
Irving, Life of George Washington----------5
Parson, George Washington----------1
Townsend, George Washington----------1
Scudder, George Washington----------1

Daniel Webster
Barnard, Life of Daniel Webster----------1
March, Daniel Webster----------1
Mouse, Daniel Webster----------1
Reed, Daniel Webster----------2
Tefft, Life of Daniel Webster----------6

There were 29 other biographies of different figures including these: Thomas Jefferson, Andrew Jackson, William McKinley, Helen Keller, Sergeant York, Julius Caesar, Americus Vespucius, and others

920--Collective Biography

Bachman, Great Inventors and Their Inventions----------2
Baldwin, American Book of Golden Deeds----------5

_____ Fifty Famous People----------13
_____ Four Great Americans----------3
Bailey, Boys and Girls of Modern Days----------9
Beebe, Four American Naval Heroes----------5
Bolton, Girls Who Became Famous----------11
_____ Poor Boys Who Became Famous----------11
_____ Famous American Statesmen----------3
_____ Famous Leaders among Men----------2
_____ Famous Leaders among Women----------1
_____ Famous American Authors----------1
_____ Famous English Authors----------1
Charnley, Boys' Life of the Wright Brothers----------4
Cody, Four Famous American Writers----------2
_____ Four Famous American Poets----------2
Eggleston, Stories of Great Americans for Little Americans----------27
Ellis, Lives of the Presidents of U. S.----------3
Gordy, American Leaders and Heroes----------5
Humphrey, Women in American History----------4
Lawler, Builders of America----------2
Maqomber, Stories of Great Inventors----------3
Mabie, Heroes Every Child Should Know----------3
Morris, Lifes of Our Presidents----------2
Neda, Pilots and Pathfinders----------5
Sandford and Owen, Modern Americans----------6
_____ Modern Europeans----------4
Perry, Four American Inventors----------2
Pratt, Cortes and Monteguma----------5
Tappan, Heroes of Progress----------4
Others----------32
Including such writers as these: Lossing, Jefferson, Arnold, Lucia, Hancock, Morris, and others

930--Ancient History

Andrews, Ten Boys Who Lived on the Road from Long Ago to Now----------18
_____ Others----------1
Baldwin, Fifty Famous Stories Retold----------22
_____ Thirty More Famous Stories Retold----------19
_____ Others----------4
Johonnot, Ten Great Events in History----------2

937--Rome--History

Guerber, The Story of the Romans----------4
Others----------5

938--Greece--History

Guerber, Story of the Greeks----------3
Others----------3

940--Europe--History

There was one book on Medieval European history, one on Scotland, one on Germany, three on France, one on Spain and one on Russia.

942--England--History

Dickens, A Child's History of England----------17
Macauley, History of England (5 v. in set)----------5
Others----------6

970.1--Indians

Barrett, Shinkah, The Osage Indian----------13
_____ Beaver the Pawnee Indian----------10
Demminy and Demminy, Indians in Winter Camp----------6
_____ Little Eagle----------4
De Huff, Swift Eagle of the Rio Grande----------5
Driggs, White Indian Boy----------14
Ford, Red Man or White----------3
Gifford and Payne, Red Feathers' Adventures----------8
Maguire, Two Little Indians----------2
Morcomb, Red Feather Stories----------15
Perkins, Indian Twins----------6
Nida, Little White Chief----------21
Payne and Driggs, Red Feathers' Homecoming----------18
Seymour, The Indians Today----------8
Starr, American Indians----------2
Vestal, Happy Hunting Grounds----------6
Wolfschlager, Moccasined Feet----------12
Others----------10

973--American History

Bailey, Boys and Girls of Pioneer Days----------13
Baldwin, Barnes' Elementary History of U. S.----------9
Blaisdell and Bell, Hero Stories from American History-2
Bryce, American Commonwealth (2 v. in set)----------2
Carver and Pratt, Our Fatherland----------5
Coffman, New World Settlement----------4
Crowe, Supplementary Studies in American History-------5
Eggleston, American Life and Adventure----------13
_____ Others----------1
Ellis, Stories in American History----------1
Gordy, Elementary History of United States----------7
_____ Others----------2
Johonnot, Stories of Our Country----------5
Logie, From Columbus to Lincoln----------7
_____ From Lincoln to Coolidge----------4
McMasters, Primary History of U. S.----------2
Montgomery, Beginners in American History----------2
Perkins, American Twins of 1812----------7
Pratt, American History Stories----------28
_____ Others----------2

Wayland, History Stories----------5
Winship and Wallace, Louisiana Purchase----------5
Others----------44
Including such authors as Whipple, Holmes, Gibson, Moore, Forman, McCarthy, Ashley, Frost, Hart, Foster, and others

973.1--Discovery

Bailey, Boys and Girls of Discovery Days----------9
Gordy, American Leaders and Heroes----------4
Lucia, Stories of American Discoveries----------3
Others----------1

973.2--Colonial

Bailey, Boys and Girls of Colonial Days----------11
Guerber, The Story of the Thirteen Colonies----------10
Mulliken, Boys and Girls of Colonial Days----------7
Others----------6

973.7--Civil War

Coffin, My Days and Nights on the Battlefield----------2
Others----------2

973.89--War with Spain

Williams, Taking Manilla----------3
Others----------1

978--The West

Bass, Early Times in the Great West----------8
Pratt, The Great West----------3
Taber, Breaking Sod on the Prairies----------9
Others----------1

978.1--Kansas History

French, History of Emporia and Lyon County----------3
Iseley, Early Days in Kansas----------13
Prentis, History of Kansas----------5
Others----------4

In regard to the material found in the 900 class, it was for the most part rather old and unattractively bound. Especially was this true of the collective and individual biography. Many of the individual biographies belonged to the old Alta edition. Although there were some biographies, both collective

and individual which were of real value and merit this was not the rule. It is quite evident that the geography and travel material, if taken individually was quite scattered as to representation and treatment. Relatively speaking the American history group is weak in point of numbers. It would seem more material along this line would be essential for supplementary purposes in the various schoolrooms.

The reader will now consider the rather extensive fiction group to discover tendencies in selection and distribution. Only those titles appearing two or more times are listed. Where books occur belonging to series of questionable value, the number occuring are listed and titles withheld.

Fiction

Abbott, Rollo books----------58
Alcott, Eight Cousins----------10
_____ Jack and Jill----------7
_____ Jo's Boys----------20
Alcott, Little Men----------41
_____ Little Women----------24
_____ Old-fashioned Girl----------7
_____ Pansies and Water Lilies----------2
_____ Rose in Bloom----------12
_____ Under the Lilacs----------11
_____ A Modern Cinderella----------4
_____ Aunt Jo's Scrapbag----------2
_____ Others----------8
Aldridge and McKee, Wags and Woofie----------15
Aldrich, Story of a Bad Boy----------2
Alger books----------67
Appleton, Tom Swift Series----------48
Arnett, Brother Bears----------12
Arthur, Ten Nights in a Bar Room----------6
Aspinwall, Caravan Girls----------5
Others----------16
Including these authors: Austin, Auerbach, Ashley, Adams, Alleson, Anderson, Aplington, and others
Bacheller, Eben Holden----------6
_____ Dri and I----------2
_____ Keeping up with Lizzie----------2
Bailey, Sure Pop and the Safety Scouts----------2
Balch, Good Times at Grandpa's----------7

Ball, Timothy Crunchit the Calico Bunny----------17
Banning, Little Black Sambo----------3
Banta, Three Brownie Books----------2
Barclay, The Rosary----------2
Barnum, Three of a series----------3
Barrie, Little Minister----------7
Bartlett, Game Legs----------4
_____ Grumpy--Son of Spunk----------20
_____ Spunk--Leader of the Dog Team----------16
Bates, Three of a series (K.B. over Top, etc.)----------3
Baylor, Juan and Juanita----------14
Blackmore, Lorna Doone----------4
Bigham, Stories of Mother Goose Village----------12
_____ Merry Animal Tales----------2
Boyle, Calender Stories----------3
Butler, Persimmons----------3
Brandeis, The Little Dutch Tulip Girl----------13
_____ The Wee Scotch Piper----------13
Brooks, Jimmy Makes the Varsity----------14
_____ The Boy Settlers----------5
Bronte, Jane Eyre----------2
Brown, Rob and his Friends----------9
_____ The King and His Wonderful Castle----------3
Bunyon, Pilgrim's Progress----------18
Burgess, Bedtime Story-books----------76
Mother West Wind series
Burnett, Secret Garden----------2
_____ Editha's Burglar----------3
_____ Little Lord Fauntleroy----------7
_____ Others----------3
Others----------62
Including these authors: Bower, Barr, Bailey, Batchelder, Barclay, Blanchard, Bennett, Bancroft, Burton, Bawley, Bradley, Bowen, Barry, Butler, Baum, Brady, and others
Caine, The Deemster----------5
_____ Others----------2
Canfield, Understood Betsy----------3
Carey, Averil----------3
_____ Merle's Crusade----------3
_____ Our Bessie----------2
_____ Others----------4
Carter, Boy Scouts series----------2
Carter, Three Points of Honor----------2
Case, Tome of Peace Valley----------2
Cavanah, The Treasure of Belden Place----------6
Cervantes, Don Quixote----------2
Chaffee, Adventures of Twinkly Eyes----------2
_____ Others----------1
Churchill, The Crisis----------8
_____ Richard Carvel----------2
_____ Others----------3
Clark, Bell River Friends----------2
_____ Bell River Friends in Wings and Feathers--------2

_____ Stories of Bell River----------3
_____ Work and Play on Bell River Farm----------7
_____ Climbing Twins----------2
Collins and Hale, Hero Stories for Children----------5
Collodi, Pinocchio----------11
_____ Others----------1
Connor, Black Rock----------20
_____ The Doctor----------5
_____ Glengarry School Days----------7
_____ The Man from Glengarry----------3
_____ The Sky Pilot----------9
_____ Others----------2
Cooper, The Deerslayer----------13
_____ The Prairie----------11
_____ Last of the Mohicans----------25
_____ Pathfinder----------5
_____ The Pilot----------5
_____ The Pioneers----------13
_____ Red Rover----------6
_____ The Spy----------8
_____ The Story of Leatherstocking----------5
_____ Two Admirals----------2
_____ Waterwitch----------3
_____ Wing and Wing----------2
Corey, Little Jack Rabbit stories----------2
Craik, Adventures of a Brownie----------6
_____ Bow-Wow and Mew-Mew----------13
Crane, Automobile Girls Series----------3
Criss, Malou----------3
Cummins, The Lamplighter----------8
Curtis, Prue and I----------6
Curwood, Baree Son of Kagan----------2
_____ Others----------8
Others----------43
Including these authors: Caldwell, Carter, Caskoden, Castleman, Chadwick, Chapman, Chester, Clark, Coan, Cody, Cole, Collins, Coolidge, Cooper, Cowles, and others
Dalglish, A Happy School Year----------3
Dana, Two Years before the Mast----------4
Darby, "Scally" Alden----------4
Defoe, Robinson Crusoe----------37
De La Ramee, A Dog of Flanders----------9
_____ Under Two Flags----------4
_____ Others----------2
Deming, Indians in Winter Camp----------9
Dickens, A Christmas Carol----------6
_____ The Chimes----------2
_____ Christmas Stories----------8
_____ Cricket on the Hearth----------3
_____ David Copperfield----------19
_____ Domby and Son----------4
_____ Great Expectations----------3
_____ Old Curiosity Shop----------10

_____ Oliver Twist----------9
_____ Tale of Two Cities----------4
_____ Pickwick Papers----------2
_____ Others----------4
Dixon, The Clansman----------3
_____ Others----------2
Dobie, On the Open Range----------13
Dodge, Hans Brinker----------18
Dopp, Bobby and Betty on the Farm----------3
_____ Bobby and Betty at Play----------10
Doyle, Tales of Sherlock Holmes----------2
Driggs, Jacko and the Dingo Boy----------10
_____ Texas Ranger----------2
_____ Others----------2
Driscoll, Treasure Aboard----------11
Dumas, The Count of Monte Cristo----------2
_____ Man in Iron Mask----------2
_____ The Three Musketeers----------13
_____ The Three Guardsmen----------2
_____ Twenty Years After----------2
_____ Others----------5
Others----------21
Eggleston, The Hoosier School-boy----------19
_____ The Hoosier School-master----------12
_____ Others----------2
Eliot, Adam Bede----------4
_____ Daniel Deronda----------3
_____ Romola----------5
_____ Silas Marner----------8
_____ Others----------3
Ellingwood, Betty Jane and Her Friends----------9
Ellis, From Ranch to White House----------2
_____ Others----------5
Emerson, Ruth Fielding series----------20
Evans, Inez----------2
_____ Others----------5
Evans, Trail Blazers----------15
Ewing, A Flat Iron for a Farthing----------2
_____ Jackanapes----------8
_____ Six to Sixteen----------4
_____ Story of a Short Life----------4
_____ Others----------2
Others----------6
Faxon, The School Year----------2
Finch, Colliery Jim----------4
Finley, Elsie Dinsmore books----------101
Flanagan, Duke----------2
Flower, Grace Harlowe series----------2
Fothergill, First Violin----------4
Fox, Little Bear stories----------6
_____ The Magic Canoe----------6
Fox, The Little Shepherd of Kingdom Come----------13
_____ The Trail of the Lonesome Pine----------5
_____ Others----------1

Francis, Campfire Girls series----------3
Others----------18
Including these authors: Field, Fawcett, Farnol, Fenggren, and others
Garis, Uncle Wiggily series----------17
_____ Others----------1
Garrard, Wah-to-Yah----------3
Gilchrist, Trail's End----------11
Gillibrand, Gerald and Max----------8
Goldsmith, Goody Two Shoes----------13
_____ Vicar of Wakefield----------8
Gray, Betty Zane----------4
_____ The Vanishing American----------2
_____ Wildfire----------2
_____ Others----------5
Others----------12
Including these authors: Gask, Gates, Grayson, Grant, and others
Habberton, Helen's Babies----------15
_____ Poor Boy's Chances----------2
_____ Others----------1
Hagedorn, Ten Dreams of Jack Peters----------11
Hale, The Man Without A Country----------24
_____ Others----------1
Hauck, Marise----------5
Hawthorne, Blithedale Romance----------2
_____ Grandfather's Chair----------11
_____ The House of Seven Gables----------8
_____ Marble Faun----------3
_____ Mosses from an Old Manse----------6
_____ Scarlet Letter----------5
_____ Snow Image----------4
_____ Others (La Belle Library)----------1
Heal, Topaz Seal----------8
Heath, The Hygienic Pig and other stories----------12
Hegan, Mrs. Wiggs of the Cabbage Patch----------6
_____ Lovey Mary----------2
Hemying, Jack Hackaways series----------13
Henty, Among Malay Pirates----------2
_____ Bravest of the Brave----------6
_____ Bonnie Prince Charlie----------4
_____ The Boy Knight----------2
_____ In Freedom's Cause----------3
_____ The Final Reckoning----------2
_____ By Right of Conquest----------2
_____ For Name and Fame----------2
Hudspeth, Oregon Chief----------7
Hueston, Prudence Says So----------2
Hughes, Tom Brown at Oxford----------18
_____ Tom Brown's School Days----------29
Hungerford, Dandie: A Tale of a Yellow Cat----------13
Others----------28
Including these authors: Hugo, Hall, Hancock, Hardy, Hyde, Haggard, Holland, Hill, Harraden, and others

Irving, Sketch Book of----------25
_____ Geoffrey Crayon, Gent, others----------2
Ingraham, The Prince of the House of David----------7
_____ Pillars of Fire----------2
_____ The Throne of David----------2
Others----------4
Jay, Tad----------10
James, Smoky----------12
Jenkins, Shiner Watson----------7
Jerome, Idle Thoughts of an Idle Fellow----------3
_____ **Three Men in a Boat**----------2
_____ Others----------1
Johnson, Little Colonel----------7
_____ Little Colonel Hero----------2
_____ Little Colonel's House Party----------2
_____ Little Colonel's Christmas Vacation----------2
_____ Other Little Colonel Books----------2
_____ Big Brother----------2
_____ Georgiana of the Rainbows----------3
_____ Aunt Liza's Hero----------2
_____ Others----------2
_____ Adventures of a Country Boy----------12
Johnson, Dot and David----------12
_____ Prisoners of Hope----------2
_____ Others----------1
Johnson, Rasselas----------2
Kelly, Me and Andy----------8
Kingsley, Hypatia----------5
_____ Westward Ho----------3
_____ Water Babies----------3
Kipling, Jungle Book----------15
_____ Just So Stories----------3
_____ Plain Tales from the Hills----------2
_____ Others----------3
Others----------8
Lane, Stories for Children----------2
La Pla, Tangletrees----------3
Lawton, Aviation series----------2
Le Feuvre, Teddy's Button----------2
Lincoln, Motorcycle series----------2
Little, The Lady of the Decoration----------2
Lofting, Dr. Doolittle books----------2
London, Call of the Wild----------13
_____ White Fang----------1
_____ Sea Wolf----------1
Lorimer, Letters from a Self-made Merchant to His Son-3
Lucia, Peter and Polly series----------39
Including these: Peter and Polly Stories
Peter and Polly in Summer
Peter and Polly in Winter
Peter and Polly in Autumn
Peter and Polly in Spring
Lynch, The Magic Clothes Pins----------7
_____ Others----------1
Lynde, The Flight of Grey Goose----------9

Lytton, Last Days of Pompeii----------16
_____ Others----------2
Others----------19
Including some of these writers: Little, Lloyd, Lagerlof, Lanier, Lews, Lincoln, and others
Mabie, Famous Stories Every Child Should Know----------2
Mairet, Little Peter's Task----------11
McCarter, The Price of the Prairie----------7
_____ Wall of Men----------6
_____ Others----------6
McCord, Only a Horse or Tom's Reform----------3
MacGowan, A Trail of the Little Wagon----------13
McCutcheon, Castle Craneycrow----------2
_____ Others----------6
McElroy and Younge, Tatters----------4
McNeely, Rusty Ruston----------6
Major, Uncle Tom, Andy Bill----------10
_____ The Bears of Blue River----------5
Marsland, The Angel of the Gila----------2
Martin, Emmy Lou----------7
Marvel, Dream Life----------2
Mason, Tom Strong, Washington Scout----------2
May, Little Prudy's Captain Horace----------3
Meade, A Sweet Girl Graduate----------8
_____ Daddy's Girl----------3
_____ Polly, a New Fashioned Girl----------2
_____ Others----------19
Meredith, Lucile----------6
Mertz, Forty Famous Stories----------2
_____ Others----------2
Miller, True Bear Stories----------7
Mitchell, Dream Life----------3
Montgomery, Ann's House of Dreams----------2
_____ Billy Whiskers----------3
_____ Others----------4
Moore, When They Were Good----------3
Muller, Story of Wretched Flea, a Chinese Boy----------3
Mulock, Adventures of a Brownie----------21
_____ John Halifax Gentleman----------15
_____ Little Lame Prince----------20
Others----------39
Including these authors: Mabie, Mukerji, Molesworth, Mulock, McNeeley, Meredith, McKeever
Newcome, Lincoln's Boy Spy----------4
Others----------2
Olcott, Anton and Trini----------6
_____ Jean and Fanchou----------4
Ollivant, Bob Son of Battle----------12
Optic, Boat Club----------2
_____ Little by Little----------4
_____ Now or Never----------3
_____ Others----------10
Ostrander, An Army Boy of the Sixties----------5
Others----------17

Page, Red Rock----------2
Palmer, Blackie Daw----------21
Patchin, Pony Rider Boys series----------4
Patri, Pinocchio in America----------2
Patrick, My Red Letter Christmas----------4
Patterson, Pussy Meow----------3
Penrose, Dorothy Dale series----------6
_____ Motor Girls series----------2
_____ Others----------1
Perry, The Fullback----------6
Peterson, Jolita of the Jungle----------7
Pierce, Dolly Dimple series----------2
Porter, Freckles----------14
_____ The Girl of the Limberlost----------7
_____ The Harvester----------2
_____ Just David----------4
_____ Laddie----------11
_____ Michael O'Halloran----------2
_____ Miss Billy----------2
_____ Pollyanna----------12
_____ Others----------5
Porter, Scottish Chiefs----------9
_____ Thaddeus of Warsaw----------5
Others----------25
Including these authors: DuPuy, Prentice, Payson, Parkman, Phelps, Pier, Poulsson, Parker, Paull, Peck, and others
Raine, Texas Ranger----------8
Raymond, The Mislaid Uncle----------4
_____ Others----------1
Reade, The Cloister and the Hearth----------2
_____ Others----------4
Reddel, Bright Boys----------2
Reed, Lavender and Old Lace----------4
_____ Others----------3
Reynolds, Shug the Pup----------19
Richards, Captain January----------21
_____ Marie----------7
_____ Melody----------10
_____ Big Brother----------2
_____ Others----------9
Richmond, Red Pepper Burns----------6
_____ Mrs. Red Pepper Burns----------2
Repply, Goodgy Naughty Book----------3
_____ Others----------1
Roberts and Pennell, The Inquisitive Winslows----------12
Roche, Children of the Abbey----------3
Roe, Barriers Burned Away----------6
_____ Near to Nature's Heart----------2
_____ Opening a Chestnut Burr----------3
_____ Others----------5
Roosevelt, Winning the West----------2
Ruskin, King of the Golden River----------4
_____ Others----------1
Russell and Driggs, Hidden Heroes of the Rockies----------11

Others----------16
Including some of these authors: Randall, Robinson, Richardson, Reid, Rinehart, Rockwood, and others
Sabin, On the Plains with Custer----------13
_____ With Carson and Fremont----------5
_____ Buffulo Bill and the Overland Trail----------5
Sampson, Billy and the Major----------3
_____ Miss Minerva's Baby----------2
_____ Others----------1
Saint Pierre, Paul and Virginia----------3
Sanford and Owen, Other Soldiers----------4
Saunders, Beautiful Joe----------10
_____ Others----------2
Saxson, The Mystery at Camp Lenape----------21
Scott, Ivanhoe----------16
_____ Kenilworth----------8
_____ Rob Roy----------3
_____ Waverly Novels----------4
_____ Others----------4
Seeley and Lane, Chinook and His Family----------8
Seton, Two Little Savages----------2
_____ Rolf in the Woods----------2
_____ Others----------5
Sewell, Black Beauty----------35
_____ Strike at Shanes----------5
Sheldon, Crucifix of Phillip Strong----------3
Sidney, Little Pepper series----------43
Skinner, Happy Tales for Story Time----------7
_____ Merry Tales----------14
Smith, Bunny Bright Eyes----------4
_____ Little Bear----------3
_____ The Merry Little Cottontails----------16
_____ Seventeen Little Bears----------4
_____ Snubby Nose and Tippy Toes----------2
_____ Tale of Bunny Cottontail----------3
_____ Three Little Cottontails----------6
_____ Others----------11
Smythe, Hans and Hilda in Holland----------2
_____ Reynard the Fox----------11
Speed, Billy and Jane----------3
_____ Billy and Jane Explorers----------5
Spyri, Heidi----------16
_____ Moni the Goat Boy----------9
_____ Others----------1
Stanley and Taylor, Apple Blossoms and other stories--4
Stefansson and Irwin, Kak----------7
Stokes and Driggs, Deadwood Gold----------5
Stowe, Uncle Tom's Cabin----------23
_____ Others----------2
Streetton, Jessica's First Prayer----------5
_____ Others----------1
Sunkiewicz, Quo Vadis----------4
Swett, Mary Augusta's Price----------2

_____ Sonny Boy----------2
_____ Others----------2
Swift, Gulliver's Travels----------11
Others----------37
Including these writers: Spearman, Shaw, Sand, Standish, Sears, Scott, Southworth, Sanderson, Stephens, Stewart, Stockton, Sherwood, and others
Tarkington, Penrod----------9
_____ Penrod and Sam----------5
_____ Seventeen----------4
Taylor, Adventures in Storyland----------17
_____ Adventures in Fact and Fancy----------17
Thackeray, Henry Esmond----------2
_____ Others----------2
Thomas, Peter Makes Good----------11
Thompson, Golden Trumpets----------4
Thompson, Green Mountain Boys----------7
Thompson, The Young Boss----------2
Thompson, Alice of Old Vincennes----------2
Telgham, The Dugout----------5
Twain, Adventures of Tom Sawyer----------33
_____ Adventures of Huckleberry Finn----------5
_____ Others----------1
Others----------16
Including these authors: Thurston, Twowbridge, Thanet, Tuthill, Thompson, Tomlinson, and others
Underwood, Wilderness Adventure----------14
Van Dyne, Aunt Jane's Nieces series----------6
Others----------11
Including these authors: Verhoeff, Verne, Victor, Viele, and others
Wallace, Ben Hur----------5
Warde, Marcella----------3
Warde, Three books of the Biddy and Buddy series----------3
_____ Others----------1
Warner, Sidesaddle Ranch----------12
_____ Others----------1
Watkins, Best Dog Stories----------14
Webster, Daddy Long Legs----------7
_____ When Patty Went to College----------2
_____ Others----------1
Weeks, Yukon the Silver Fox----------19
_____ Children of the Pines----------3
Wescott, David Haram----------4
Wetherell, Quechy----------2
_____ Wide Wide World----------6
Wiggins, Birds' Christmas Carol----------15
_____ New Chronicles of Rebecca----------8
_____ Rebecca of Sunnybrook Farm----------30
_____ Mother Carey's Chickens----------5
_____ Story of Patsy----------17
_____ Timothy's Quest----------3
_____ Others----------5

Whitaker, Miss Lassey's Mission----------9
_____ Others----------1
Whitcomb, We Five----------4
Wister, The Virginian----------3
_____ Others----------1
White, The Blazed Trail----------2
White, A Certain Rich Man----------4
_____ The Court of Boyville----------5
_____ Others----------3
Whithill, Twins series----------8
Whitney, Faith Gartney's Girlhood----------3
Wilson, Forrest Rose----------3
Winfield, Rover Boys series----------111
Wood, East Lynn----------2
Wright, Eyes of the World----------2
_____ Calling of Dan Mathews----------4
_____ The Mine with an Iron Door----------2
_____ The Shepherd of the Hills----------10
_____ That Printer of Udell's----------7
_____ When a Man's a Man----------4
_____ The Winning of Barbara Worth----------7
_____ Others----------2
Wyss, Swiss Family Robinson----------17
Others----------30
Including these authors: Webster, White, Williamson, Whitman, Woolfolk, Wood, Wells, Watson, Ward, and others
Young, Motor Boy series----------11
Others----------4

The reader should note the number of Jacob Abbott's Rollo books found. H. S. Canby, editor of the Saturday Review of Literature for March 11, 1933, page 473, calls the Rollo books:

> ----snobbish little books morally, where idle youngsters in the background were always leaving undone what they ought to have done------

He continues by saying:

> ----Rollo books add a sense of personal dignity, but leave the emotions. ----the Russians and sympathizers would do well to study what has happened to the dogmatism of the Rollo books--should discover how short-lived is the romance of work, how dangerous the attempt to force upon a generation of childish minds fixed ideas, so fixed that when their admitted usefulness is past, the momentum goes on and on until karma overtakes it.

Other books belonging to questionable series were for the most part like the Rollo books in poor condition. This gives evi-

dence that pupils like to read them if nothing better is provided. One school's book collection consisted almost entirely of two series sets, one for the girls and one for the boys. Other series sets which were rather prevalent in the schools visited were the Alger books, Appleton's Tom Swift, Finley's Elsie Dinsmore, L. T. Meade's and Oliver Optic's books. However, this observation must be made in regard to most schools, that the "series" tendency was in vogue prior to the advent of the Kansas State Reading Circle. Since that time, purchasing of books has been directed by the Adoption Committee of the Reading Circle. The schools need to study their own collections before selecting from the Reading Circle Adoptions in order to build a well-rounded book collection.

The following books considered by some educators beyond the elementary school level, were found:

David Copperfield

Tale of Two Cities

John Halifax

Last Days of Pompeii

Ten Nights in a Barroom

Silas Marner

Vicar of Wakefield

House of Seven Gables

The Crisis

Tom Brown's School Days

Tom Brown at Oxford

There isn't much doubt but that many of the schools visited

have been the recipient of gift books. For example, Mrs. Charles Ryder gave 102 books to District 26. This gift consisted mostly of old adult fiction.

MAGAZINES AVAILABLE IN THE SCHOOLS

In America emphasis has been placed on books rather than on magazines for children. The latter are little read by children under ten years old. However, magazine reading increases rapidly in the early teens both among boys and girls, but especially among girls. This is due, partly to the greater accessibility to magazines in the later period. Power says:[14]

> Since magazine reading is fundamentally a teen age activity, few children's magazines are needed for children's room use and the list may include some intended for adults.

With this thought in mind, the reader might consider the findings of the available magazines in the one-teacher rural schools of Lyon County, Kansas.

Refering back to the library law in the Session Laws for 1919 concerning the kinds of books the reader found designation made for "-----two monthly school journals, one to meet the needs of the primary classes and the other the more advanced and general needs." Very few of the schools comply with this law. Those that do attempt to are for the most part so-classed superior or standard schools. However, little or no attention has been given to the primary classes. Of course times have not been favorable to extensive magazine subscribing. Never-the-less there was but few indications of magazine subscribing

---

14 Effie L. Power, Library Service For Children, p. 92, American Library Association, 1930.

previous to the collection of data for this study.

The majority of the teachers of the schools visited were subscribing for such magazines as, The Grade Teacher, The Primary Educator, and The Instructor. These magazines were made accessible to the children in the majority of cases. But these magazines are of a professional nature, primarily for the use of the teacher, therefore of little or no value for children. The following table gives the findings of available magazines in the one-teacher schools. The table shows school subscriptions, teacher subscriptions for the school year 1932-33.

TABLE III

Magazines Available In The Schools

District	School Subscriptions	Teacher Subscriptions	None
3Jt.		Instructor Primary Educator	
4	Nat'l Geographic		
5	Child Life	American Childhood Grade Teacher	
6	Nat'l Geographic Pathfinder		
7		Child Life Grade Teacher	
8		Grade Teacher	
9			None
10		Grade Teacher	
11			None
12			None
13			None
14		Boy's Life Nature Magazine Instructor Grade Teacher	
15		Pathfinder Grade Teacher	
16Jt.		Nature Magazine	
17			None

18		Grade Teacher Instructor	
19			None
21		Literary Digest	
22	Nat'l Geographic Junior Home		
23		Instructor Pathfinder	
24		Instructor	
26	Nat'l Geographic Popular Mechanics		
27			None
28		Instructor	
29			None
30		Nature Magazine	
32	Current Events Junior Home	Grade Teacher	
33		Instructor	
34		Grade Teacher Kansas Teacher	
36		Grade Teacher Instructor	
37			None
38	American Boy Junior Home		
39		Instructor	
40		Grade Teacher Instructor	
40Jt.	Nat'l Geographic Junior Home	Grade Teacher Instructor	
42			None
43		Grade Teacher Instructor	
44	Child Life American Boy		
45		Instructor	
46			None
47		Junior Home	
49			None
51		Grade Teacher Instructor	
52		Instructor	
54Jt.	Junior Crusader	Child Life Instructor Playmate Time	
56		Grade Teacher Wee Wisdom	
57	Child Life Nat'l Geographic		
59Jt.		Instructor	
60		Instructor	

61	Child Life American Boy American Girl		
62		Instructor	
63			None
64			None
65		Instructor	
66	American Boy Junior Home		
68	Rural School Bulletin[15] Wee Wisdom		
69Jt.		American Childhood Instructor	
71			None
72	Junior Home Nat'l Geographic		
73		Instructor	
74			None
75		Grade Teacher	
76		Instructor	
77			None
78		Child Life Grade Teacher	
79		Child Life Grade Teacher Instructor	
80			None
81		Grade Teacher	
82			None
83		Grade Teacher Instructor	
84			None
85			None
87	Junior Home Nat'l Geographic		
88		Grade Teacher Instructor	
89		Current Events Instructor	
90			None
91	Junior Home		
92			None
94		Instructor	
95		Grade Teacher Junior Home	
96			None
97		Grade Teacher Instructor	
98			None

15 Sent free upon request by the Successful Farmer Magazine.

100		Grade Teacher	
101			None
103			None
105		Instructor	
106		Grade Teacher Junior Home	
107		Grade Teacher Junior Home	
108		Instructor	
109		Child Life	
110		Junior Home Instructor	
111		Grade Teacher	
112			None
113			None
114	Junior Health Crusader	Instructor	
116			None
117			None
118Jt.		Instructor	

The total number of subscriptions for magazines by the 99 one-teacher rural schools of Lyon County, Kansas, for the school year, 1932-33 was 32. The National Geographic and the Junior Home magazines seem to have held equal popularity in the matter of magazine selection exercised by the schools. The reader should note that only 18 out of the 99 one-teacher schools of the county were making any attempt to comply with the library law in regard to magazine subscribing. Thirteen of the 18 take two or more magazines. Attention is called to the scarcity of suitable magazines for primary children.

The teachers of these rural schools were subscribing for 63 professional magazines. Besides the professional ones these teachers were subscribing for 23 others for the use of the pupils. Apparently the tendency of the teachers was to center their selections of magazines in Child Life, Nature Magazine and the Junior Home Magazine. Obviously the teachers in these

schools have been carrying the major burden of magazine subscriptions for the schools.

There were 61 of the 99 schools visited in which no magazines were available to the pupils. It is not surprising that the teachers attempted to meet the need for current periodical material by financing subscriptions themselves. Since findings show the lack of periodical material in these country schools this question seems worth considering: Is it probable the country child can keep abreast of, or in touch with current affairs of interest to him in his social studies?

OTHER LIBRARY FACILITIES

Since the book collections were found to be meager in quantity, quality and breadth of selection it was interesting to note efforts that were made to use other library facilities. By other library facilities is meant, the use of the county superintendents collection, inter-school loans, libraries of Emporia, Kansas, and libraries of near-by towns. The following table shows the agencies or facilities made use of by the various schools.

TABLE IV

Other Library Agencies Taken Advantage Of

District	Supt. Collection	Inter-sch. Loan	Emporia Pub. Library	K.S.T.C.[16] Library	Other Libraries
3Jt.					
4	used		used		

16 K.S.T.C.= Kansas State Teachers College Of Emporia, Kansas.

5			used	used	
6			used	used	
7				used	
8	used			used	
9		used			
10		used			
11	used		used		
12	used		used		
13			used		
14	used				Madison
15					
16Jt.					
17					
18					
19	used	used			
21			used		
22			used		
23			used	used	
24			used	used	
26	used		used	used	
27			used		
28			used		
29				used	Hartford
30			used		
32	used				
33					
34				used	
36			used		
37			used	used	
38			used		
39			used	used	
40					
40Jt.	used		used	used	
42					
43	used		used	used	
44					
45				used	
46		used			
47					Council Grove
49					
51	used			used	
52		used			
54Jt.	used			used	
56			used		
57		used	used		
59Jt.					
60					Burlington
61	used			used	
62	used	used	used	used	
63	used		used		
64	used		used	used	
65			used	used	

66	used		used	used	
68	used		used	used	
69Jt.					Hartford
71	used		used	used	
72					
73					
74	used				
75			used	used	
76					
77					
78	used				
79			used		
80			used		
81	used		used	used	Americus
82	used				
83					
84					
85	used			used	
87					
88					
89	used		used	used	
90			used	used	
91			used	used	
92					
94					
95					
96			used	used	
97					
98	used		used		
99	used		used		
100	used		used		
101					
103	used		used	used	
105			used		
106	used				
107			used	used	
108	used		used		
109			used	used	
110	used		used		
111	used				
112	used				
113			used	used	
114			used	used	
116			used		
117			used	used	
118Jt.				used	

Of the 99 schools visited 24 made no use of other library facilities. Some of the schools, because of their remote location, are handicaped in using the library agencies of Emporia or of some other near-by town. Also there is this drawback, the

teacher must be a resident of the county in order to use the public libraries. A traveling library unit would bridge these handicaps.

The fact that these other library facilities have been made use of shows an interest in and a desire for library materials to augment the collections. Until a traveling library unit can be established in the county, it would seem feasible to encourage a wider use of the available libraries and the book collections of near-by schools.

PART III

OBSERVATIONS OBTAINED THROUGH VISITATION

The material of this section deals with personal observations obtained through visitation of the 99 one-teacher schools of Lyon County, Kansas. Table V shows that the schools which had made inventories for the year, had kept a record of the books and loans, of classification attempts, the place of keeping and the general condition of the books. A few general observations are included also.

TABLE V

Observations

District	Inventories Made	Record of Loans	Record of Books	Classification	Place	Condition Of Books
3Jt.	yes	yes	yes	accessioned	cupboard	good
4	yes	yes	yes		cupboard	good
5	yes	yes	yes		cupboard	good
6					bookcase	good
7	yes	yes	yes		cupboard	good
8	yes	yes	yes		cupboard	good
9	yes	yes	yes		cupboard	fair
10			yes		bookcase	good
11			yes		bookcase	good
12	yes	yes	yes		bookcase	good
13	yes	yes	yes	accessioned	closet	good
14	yes	yes	yes		bookcase	poor

15	yes	yes	yes	according to grades	book-case	good
16Jt.		yes	yes		book-case	good
17		yes	yes		cup-board	good
18	yes	yes	yes	accession-ed	shelves	fair
19	yes				cup-board	good
21					book-case	poor
22	yes	yes	yes	according to grades	closet	good
23		yes	yes		cup-board	poor
24	yes	yes	yes		book-case	good
26	yes	yes	yes		cup-boards	good
27	yes	yes	yes		book-case	good
28					book-case	fair
29					cup-board	good
30	yes	yes	yes		book-case	good
32	yes	yes	yes		steel cabinet	good
33	yes	yes	yes		book-case	good
34		yes	yes		cup-board	good
36	yes	yes	yes		book-case	good
37		yes	yes		steel cabinet	good
38	yes	yes	yes		cup-board	good
39	yes	yes	yes		cup-board	poor
40	yes	yes	yes		book-case	poor
40Jt.					cup-board	good
42	yes	yes	yes		cup-board	good
43	yes	yes	yes	according to subject	steel cabinet	good

44	yes	yes	yes	accession-ed	book-cases	good
45	yes	yes	yes		book-cases	good
46	yes	yes	yes	accession-ed	steel cabinet	good
47	yes	yes	yes	accession-ed	book-case	good
49					book-case	fair
51	yes	yes	yes		cup-board	good
52					cup-board	fair
54Jt.					book-case	good
56		yes			closet	good
57	yes		yes		cup-board	good
59Jt.	yes				cup-board	good
60			yes		cup-board	fair
61		yes			book-case	fair
62	yes	yes	yes		cup-board	good
63	yes		yes		cup-board	fair
64	yes	yes	yes	according to grade	cup-board	good
65	yes	yes	yes		cup-boards	poor
66	yes	yes	yes		cup-board	fair
68	yes	yes	yes		cup-board	good
69	yes	yes	yes	according to grade	cup-board	good
71	yes	yes	yes	accession-ed	cup-board	good
72	yes	yes	yes		cup-board	fair
73	yes	yes	yes		cup-board	good
74		yes	yes		cup-board	good
75	yes	yes	yes		book-case	good
76	yes	yes	yes		cup-board	good

77					cup-board	fair
78	yes	yes	yes	accession-ed	shelves	good
79	yes	yes			book-case	fair
80	yes	yes	yes		cup-board	fair
81	yes	yes	yes		cup-board	fair
82			yes		book-case	good
83		yes	yes		cabinet	good
84			yes		cup-board	poor
85	yes	yes	yes		book-case	good
87	yes				book-case	good
88	yes	yes	yes		book-case	good
89	yes	yes	yes		cup-board	good
90	yes	yes	yes		book-case	fair
91	yes	yes	yes		cabinet	good
92		yes			cup-board	fair
94	yes		yes		cup-board	fair
95	yes	yes	yes		cup-board	fair
96	yes	yes	yes		book-case	good
97	yes	yes	yes		book-case	good
98	yes	yes	yes		book-case	fair
100					book-case	poor
101	yes				cup-board	good
103	yes		yes		cup-board	good
105	yes		yes		cup-board	good
106	yes	yes	yes	accession-ed	cabinet	good
107		yes			cup-board	good
108	yes	yes	yes		book-case	fair

109	yes		yes		book-case	fair
110	yes	yes	yes	accession-ed	cup-board	good
111	yes	yes	yes		cup-board	fair
112	yes	yes	yes		book-case	good
113	yes	yes	yes		book-case	fair
114		yes	yes		book-case	good
116		yes	yes		shelves	poor
117	yes	yes	yes		cup-board	good
118Jt.	yes	yes	yes		book-case	good

The reader will note that almost all of the schools have kept some record of their books and loans. Many have made an inventory of their collections. All of this record was kept in a little Library Record booklet. Greater care needs to be exercised in the matter of author entries in the booklets, however. The classification attempts have been few. Some have given accession numbers to their books, whereas others have tried to classify their books according to the grades. This was made note of in the Library Record booklet. The writer found several teachers who were desirious of having their books properly classified.

In regard to a place to keep the books, it was found that most schools had the section book cases, while others had cupboards, shelves, and cabinets of various types, some in a bad condition. In many cases more book space was needed to care for the books properly. There were 7 schools which had a separate room for their library collection. Generally speaking, the

books in the various schools were in a good condition. Of course many old and worn out books were found which should have been discarded. A rather amusing thing was discovered in one school. In the back of a rather old large dictionary the writer found the remains of a mouse's nest. Evidently the dictionary was not used much. There were a few other cases which indicated non-use of the dictionary and other reference books: Cases in which things were piled on the books along with an accumulation of dust. Also in a few places the books were placed too high on the shelves for general use.

Evidence of reading interest was discovered in many schools. In one school the 7 pupils were all entitled to the state Reading Circle Certificate. A second grade pupil in this school had read 15 books during the school year. Some other schools had pupils who were entitled to the certificates. At least 20 schools reported an active interest in reading. Teachers stated they were unable to supply the demand due to the small and inadequate book collections available. A few schools had arranged a little library nook as a means of attracting the pupils to read. In one school the pupils wrote little notes about the books they had read and placed these in some pupil's envelop on the bulletin board. There was without doubt an active reading interest in the majority of the schools visited. This can only be kept alive and growing by giving encouragement and supplying the demand for this felt need. That is the problem of the 99 one-teacher schools of Lyon County, Kansas. It would seem that one answer to this problem is the establishment of a

county traveling library in Lyon County, with the county seat, Emporia being the center of activities along this line.

PART IV

CONCLUSIONS AND SUGGESTED RECOMMENDATIONS

This thesis has as its objective the study of library facilities in the one-teacher rural schools of Lyon County, Kansas. The purpose of the study has been to record accurately the content of these library collections, with the view of making recommendations for increasing their efficiency. The schools were visited in order to accomplish this purpose.

The objectives of the study were:

1. To secure definite information regarding types of library books available for children's use in rural one-teacher Lyon county schools.
2. To determine the number of library books.
   a. To determine from the number the extent to which such books are used in the rural schools.
3. To survey in general the school library situation in Lyon County, one-teacher schools.
4. To discover the general condition and care of the books as revealed by personal visits of the writer.
5. To investigate the efforts being made by the teachers for increasing their library facilities through other agencies such as, inter-school loans, superintendent's collection and the use of libraries of the near vicinity.

The books have been classified according to the Dewey Decimal System of Classification. Interpretation of the data

secured through visitation and classification was presented. The conclusions based on the evidence is as follows:

1. There was a general overbalance of encyclopedias as compared with other types of books.
2. There was quite a variance in regard to encyclopedias among the various schools. One school listed as high as 52 out of a total of 120 books, while another school had no reference books. Many of the encyclopedias were out-of-date, lacking in reliability, fine in print, not exhaustive in treatment, and are not recognized by librarians as being authentic and of value for elementary school purposes.
3. There was a serious lack of supplementary material in geography, history, civics, natural science, health, reading, art and applied sciences in most cases.
4. Little poetry was listed, the majority of which was American. The major portion of this was very unattractive as to binding and print. Some was too advanced for elementary school purposes. Several schools did not have any material listed in the literature class, let alone poetry.
5. Collective and individual biography was lacking in general. Much of the material available was unattractive and of doubtful value.
6. The 100 and 200 class was weak in point of quality and quantity. These classes, included works only on character, conduct of life, ethics, mythology, Bible

and Bible stories.

7. Not much material on mythology was available in the schools.

8. There was relatively few books suitable for primary grades.

9. Many books were too mature for children of elementary school age.

10. There were too many such books of the "Elsie" class, Alger, Winfield, Ruth Fielding, Abbott and others of a similiar nature.

11. There was a decided favorable trend in the quality of the book collections as influenced by the Kansas State Reading Circle since its inauguration.

12. Some really helpful and worthwhile books appeared not to have been used.

13. The majority of the schools were attempting to augment their collections by making use of other library facilities; at least there was an expression of desire and need for more library materials than were available in the various schools.

14. Magazine material was scarce and much of that which was present was furnished by the teachers.

15. Several cases of non-compliance with the library law were discovered.

16. Many of the books were quite worthless.

17. Forty-nine schools had the World Book.

18. There were 12,986 books for 1,246 pupils, which produces

10.3+ books for each pupil.

19. Only 11 books on etiquette were found.

20. In general the books were in a good condition and were fairly well cared for. Never-the-less many old and wornout books were found. Most schools were in need of more shelving space.

The general inadequacy of the 99 rural one-teacher school libraries of Lyon county is probably the out-standing condition noted in making this study. Possibly the next thing that is most notable, the favorable influence the Reading Circle of Kansas has had, and is having, upon the book collections in the county in regard to quality. It must be understood here that the book collections studied in this county were no doubt largely duplicated by other schools in the state as well. The schools studied cannot be considered materially better nor worse than the state as a whole. Never-the-less the writer found the better quality and quantity in the better equipped schools. There are, of course, means of improving the book collections which are worthy of noting. Attention is directed toward the following suggested recommendations:

1. The directors might consult the county superintendent or the librarians of the Emporia, Kansas libraries before purchasing sets of books from agents, thus preventing the purchase of undesirable books or duplicating books now on the shelves. This is especially true of encyclopedias.

2. Each rural school should have in its possession lists

of books of recognized merit, thereby giving the teachers opportunity to acquaint herself with the offerings in the field of children's literature.

3. In purchasing new books the value of a variety of material and attractive well-illustrated books should be considered.

4. Before purchasing books the library collection should be studied to discover the greatest need. Also classroom needs should have some bearing on the selection made. By so-doing a well-rounded collection is built up.

5. A project might be worked out for a county teachers meeting requiring the use of recognized book lists for the purpose of building a good working library for the rural school.

6. The county superintendent might keep on file, as some do, a list of the books in each school in the county. Upon being asked by the teachers or directors for advice in regard to purchase, the needs of that particular school would be at hand and would be readily noted.

7. The State Superintendent of Public Instruction might devise a list of books for rural school library purposes, which could be presented for discussion at institutes by persons who are well acquainted with the literature of children and who have much enthusiasm for it.

8. County libraries have been established in 276 counties

in the United States. The public should become more familiar with the county library law. The goal might well be a county library established in every county. Kansas has a county library law.

9. Attention needs to be directed toward the care and placement of the library collections. Many schools were hampered by lack of adequate and suitable space.
10. More attention needs to be directed toward selection of and subscription to suitable magazines for children's use.
11. The establishment and support of a traveling library for the county is worthy of consideration.
12. Schools can secure government material of a supplementary nature free, or at a relatively low cost. By so-doing the collections would be increased and the individual libraries function more efficiently.

AIDS IN BOOK SELECTION

A judicious selection of books for a library requires a knowledge of the library needs of the particular school for which the books are chosen. Of course, such knowledge presupposes acquaintance with the collection in question, both as to number and character. Also other library facilities at hand must be considered.

One of the first things that confronts school board directors, teachers, and superintendents in the rural districts is the

selection of suitable reference sets. These people often find themselves in need of reliable advise upon which to base their decisions, before purchasing. The Subscription Books Bulletin, published quarterly by the American Library Association, meets this need adequately. This bulletin is prepared by a voluntary committee of the Association which, with the aid of librarians and teachers, obtains all the facts it can secure regarding subscription books. Sets are examined, comparisons are made, the reliability and accuracy checked, and an unbiased criticism is made. In other words the bulletin presents an evaluation of reference sets. This publication is worthy of highest commendation and note. A cumulative index is published each October giving notes on all reference set publications under their many and changing titles. It must be understood that, listing in the bulletin does not constitute a recommendation. Many of the books sold from door to door are not recommended by the committee. After consulting this bulletin purchasers are much better fitted to make decisions regarding certain reference sets.

A clear cut and tangible method of evaluation of children's books is to prepare an outline of points which should be considered in bringing out the contents and style for judgment. In F. K. W. Drury's book called "Book Selection", Mr. Drury has set up specific criteria for the evaluation of adult books. The points to be considered for children's books are fewer because children's books present less variety than those written for adults. The following is a complete form for the evaluation of children's books which has been adapted from Mr. Drury's

form by Effie L. Power, director of work with children, Cleveland Public Library, and Assistant Professor of the School of Library Science, Western Reserve University. It is planned to include all criteria needed to evaluate a wide range of books, both fiction and non-fiction. The points relating only to books of non-fiction are starred.

Outline of Criteria[1]

1. Bibliographic data
   - Author
   - Title
   - Publisher
   - Date
   - Place (when important)
   - Price
2. Physical features
   - General format (attractive, durable)
   - Volumes (if more than one)
   - Size (if unusual)
   - Type (size, legibility)
   - Paper (texture, weight, color)
   - Margins (wide, narrow, over-emphasized, decorated)
   - Illustrations (colored, black and white, number, full page or insets, quality, appropriateness to book, appeal to children)
   - *Maps and diagrams (type, where placed)

1 E. L. Power, Library Service For Children, p. 31, American Library Association, 1930.

*Bibliographies (subjects, extent of treatment, where placed)

*Indexes (kind, complete)

3. Subject and content

Subject

Leading idea

Secondary ideas

Purpose and point of view of author

Truthfulness

Ethical influence (wholesome, uncertain, pernicious)

Children's interest in subject (basis)

4. Scope

*Field covered

Sources

*Comparison with other treatises

*Authority of the author

*Date as a factor

5. Form and style

Form (fiction, poetry or subject treatise)

Narrative

Descriptive

Literary

Dramatic

Distinctive

Direct

Involved

Mediocre

Poor

Realistic

Fanciful

Humorous

Informational

*Scientific

6. If fiction, discuss also:

Plot (unity, one thread or many, climax)

Characterization (clear, direct, indirect)

7. Readability (suitability to age or grade groups, elements of difficulty)

Appeal to children's interests (general)

The reader would find it helpful to apply this criteria to well known classics such as, Hans Brinker, Heidi, or Robinson Crusoe. A clear conception of the terms will be gained by so-doing. For those who are interested in a detailed discussion of these points, they are given in Drury's book.

An additional and secondary method of selection is the use of authoriative book lists as tools. These may be secured from the American Library Association and from libraries giving special attention to work with children. Some of these will be listed later.

The problem of building the school collection has been greatly simplified in the last few years, through the appearance of excellent classified and graded finding lists on all subjects. Such lists are compiled by two agencies and are of two varieties. The one is compiled by the author and is found

in text-books. The other is compiled by library experts in touch with school needs. The latter is probably the better, because while the text-book writer is an expert in his field, it does not necessarily follow that he is well acquainted with the field of juvenile and adolescent literature.

Some of the best 'finding' lists are issued by state library agencies or school departments. Lists of most significance to school libraries follow. By choosing a title from any finding list of recognized worth, the individual is quite certain of securing an excellent book. The chief question is whether it is the right book for the school in view of existing conditions, and whether if the list is not fully up to date, there is a later and better work. Balance must be maintained between varying types. Fargo says:[2]

> Pleasure reading must offset reference, stimulating information compensate for supplementary texts, abundance in all groups take the place of super-abundance in one.

Care is also necessary to secure subject balance.

Book Lists

1. A. L. A. catalog, 1926: an annotated basic list of 10,295 books, edited by Isabella M. Cooper, 1925, 1295 p. $6.00.

   A basic list for general library use selected from all books in print in 1926. It has a section on children's books comprising about 1,000 entries, is frequently used by booklist compilers as a basis. Should be supplemented by the Booklist and Booklist books.

---

2 L. F. Fargo, The Library In The School, p. 183, American Library Association, 1930.

2. American Library Association. Graded list of books for children. A.L.A.

3. A boy's booklist. 1928. 2 p. Single copies free.

Companion list to "A girl's booklist," compiled by the Book Evaluation Committee, children's librarians section, American Library Association.

4. Buest, Nora comp. A graded list of books for children. Compiled under the direction of a committee of the American Library Association, Anna T. Eaton, chairman. 1930, 149p. $2.00.

This list of children's general reading material including 1,250 titles is for grades one to nine, inclusive. Specific grades are indicated for each book.

5. Cleveland Public Library. Books for home reading for reading for children of the Cleveland Public Schools.

Contents:

First and second grades: Easy Reading, Picture Books, Mother Goose, Second grade, one page of titles.

Third grade: Things to Do, Stories to Act, Children of Many Lands, History Stories, Fairy and Folk Tales, Poetry, Stories of Out-of-Doors.

Fourth grade: Wonderland and Fairy Lore, Bible Stories, Poetry, of Deeds and Heroes, Around the World, Animals, Birds and Nature, Plays, and How to Make and Do Things.

Fifth grade: Fairy Tales, Myths and Legends, Poetry, How it is Done, Animals, Birds and nature.

Sixth grade: Heroes, Men and Deeds of Other Lands, Men and Deeds of Americans, Around the World, Play and Poetry, Invention and How to Make and Do Things, Animals, Birds and Nature, Stories.

6. A girls booklist. 1928. 2p. Single copies free.

This companion to "A boy's booklist", contains about 30 annotated titles compiled by the Book Evaluation Committee, children's librarian section, American Library Association.

7. Mahony, Bertha E. and Whitney, Elenore comp. Realms of Gold in Children's books. Garden City, N. Y. Doubleday Doran and Company, 1930, 796p. $5.00.

Contains an annotated suggestive purchase list. Books are arranged by subjects. Some biographical material on authors.

8. National Council of teachers of English. Leisure reading for grades seven, eight and nine; prepared for The Council by its committee on leisure reading, Stella S. Center and Max J. Herzberg, co-chairman. The National Council of teachers of English, 211 West 68th St., Chicago, Ill., 1932. 132p. 20 cents.

This list with annotations written to arouse interest is primarily for children's use. Children are asked to write own annotations and send them to the committee. List is arranged by subjects.

9. Power, Effie L. comp. Children's books for general reading; selected by Effie L. Power for the children's librarians section of the A.L.A. 2d ed. 1929. 16p. Single copies free.

Compiler states in foreword that list should be supplemented by technical books, books on subjects in the local curriculum and general reference books if it is to be used as a complete buying list. No annotations for the 300 books.

10. _____ A List of books for girls. 4th ed. New York, H.W. Wilson Company, 1930, 19p. 2 copies 25¢

Gives authors and titles. Annotations comprise sequences.

11. Sears, Minnie Earl, comp. Children's catalog: a dictionary catalog of 4100 books with analytical entries for 880 books and a classified list indicating subject headings. 4th ed. Rev. New York City, H. W. Wilson Company. 1930, 877p. (Standard catalog series) Sold on a series basis.

Essential for children's departments of libraries and elementary school libraries; titles have been selected in collaboration with specialists in children's literature. Books recommended for first purchase are starred.

12. _____ Children's catalog. 4th ed. Rev. Second Supplement. (cumulative) New York City, H. W. Wilson Company, 1932. 106p. (Standard catalog series) Price 75¢ to those who haven't purchased the children's catalog, 4th ed.

Contains the 185 books listed in the first supplement with 194 new titles and 21 new editions of books found in the main catalog.

13. Van Cleve, Jessie Gay, comp. Recent children's books. 1932, 4p. Single copies free.

A supplement to "Gifts for children's book shelves." Published each year in time for Book Week.

Such magazines as Educational Method, Journal of the National Education Association, Instructor, The Elementary School Journal and other educational periodicals contain lists of books and other desirable information about books.

Books Containing Lists

The following list of books contain valuable discussions and reviews of books suitable for elementary school libraries. Some information on children's reading interests, bibliographies of authors and reports of studies are included in these books. Most of these books contain book lists.

1. American Library Association. A handbook for teacher-librarians. Prepared by the elementary subcommittee of the education committee of the American Library Association, 1931. 52p. 65¢

   Contains two lists, the one Five hundred books for first purchase in an elementary school library is of special importance here.

2. Becker, May Lamberton, Adventures in reading, New York, Frederick A. Stokes Company, 1927. 248p. $2.00.

   Book contains a interesting collection of essays on reading for young people. This is followed by lists of books mentioned in the essays.

3. Gardner, Evelyn E. and Ramsey, Eloise. A handbook of children's literature. Methods and materials. Chicago, Scott, Foresman and Company, (1927) 354p. $2.00.

   Primarily for use as a text-book for children's literature. Contains 288 bibliographies of children's books arranged by subjects, publisher age range for which the book is considered suitable, Brief annotations.

4. Moore, Anne Carrall. The three owls; a book about children's books; their authors, artists and critics. New York, The Macmillan Company, 1925. 375p. $2.50.

Miss Moore is superintendent of work with children New York Public Library.

"Articles concerning children's books, their authors, and illustrators that have appeared in Books, the weekly supplement of the New York Herald-Tribune, To this page, 'The three owls', authors, critics, librarians and others interested in the subject have contributed reviews of books, annotated lists and noteworthy criticism of children's literature. Well indexed." ___ Booklist, January, 1926.

5. __Two supplements to the "The three owls" - second and Third books are published by Coward-McCann, New York. Price each $3.00.

Second book treats titles appearing in "Books" from 1926 to 1928, the third, those from 1927 to 1930.

6. __Roads to childhood, views and reviews of children's books. New York, George H. Doran Company, (1920) 240p. $1.50.

Contains highly interesting chapters on books. Two companion volumes to this book are "New roads to childhood" and "Cross roads to childhood" published by George H. Doran Company. Each $2.00.

7. National Society for the Study of Education. Twenty-fourth yearbook. Report of the National committee on reading; ed. by Guy Montrose Whipple. Parts 1-2. Public School Publishing Company, Bloomington, Ill., 1925. $1.75.

Includes valuable references dealing with book selection for children and a list of books for recreational and work type reading.

8. Olcott, Frances Jenkens. The children's reading. Rev. and enl. ed. Boston, Houghton Mifflin Company, 1927. 427p. $2.00.

Gives annotated list of children's books.

9. Power, Effie L. Library service for children. Chicago, American Library Association, (1930) 320p. $2.75.

This book belongs to a series of texts prepared under the auspices of the A.L.A. curriculum study at the University of Chicago and the editorial committee of the A.L.A.

Contains three chapters on book selection.

10. The right book for the right child. New York, John Day Company, 1933. $2.50.

This is the second Winnetka graded booklist prepared under the direction of Dr. Carlton Washburne, superintendent of the Winnetka, Ill., public schools. Throughout the United States children's librarians cooperated in selecting titles annotating the books and filling out questionaires concerning elements of content relating to placement of books. Books are graded by a formula to determine the grade of reading ability necessary for comprehension of the context.

11. Terman, Lewis M. and Lima, Margaret, Children's reading, a guide for parents and teachers. 2d ed. Illus. New York, D. Appleton and Company, 1931. 422p. $2.50.

Part I contains a discussion of reading interests of children. Part II contains a list arranged by subjects of about 1,000 volumes for elementary schools. Annotated. Books for first purchase are starred. Also contains a list of supplementary readers, grades one to eight.

State Lists

1. Arizona. A list of suggested books for Arizona elementary school library. 1929.

2. Maryland. Maryland School Bulletin. Books for the elementary school library. Issued by the State Department of Education, Baltimore, Maryland. 1926. 133p.

3. Michigan. Preferred list of books; for school libraries. Rev. ed. Published by Mary E. Frankhauser, State librarian, and Webster H. Pearce, superintendent of public instruction. Lansing, State department of education, 1930. 114p.

4. _____ A buying guide for elementary school libraries, with an appended list of books for nursery school and kindergarten children. Ann Arbor, University of Michigan Press, 1932, 93p.

5. Minnesota Education Department, Library Division. School library list. Part I Elementary and junior high school. Compiled by Harriet A. Wood, supervisor of school libraries. St. Paul, State department of education, 1930. 136p.

6. Montana. Montana Library List. Books for elementary school library. 1928.

7. New York (State Library extension division. School libraries section.) List of books for elementary school libraries. Albany, The University of the State of New York press, 1930. 42p.

8. Oregon. State Library. List of books for school libraries of the State of Oregon. Part I, Books for elementary schools and for country districts. Compiled by Anna G. Hall. Salem, Oregon State Library, 1932. 231p.

9. Vermont. State of Vermont, Department of Education, Free Public Library Department, Bulletin no. I, 1929. List of approved books for rural school library.

10. Wisconsin. List of books for school libraries in the State of Wisconsin, 1930-1932. Prepared by M. H. Jackson, supervisor of school libraries, and Irene Newman, assistant supervisor of school libraries. Madison, Wis., State department of education, 1930, 288p.

11. ____ Wisconsin Reading Circle. Annual. Issued by the State Reading Circle Board.

U. S. Government Publications Of Use to Teachers

The government publishes much material of use to teachers both in the elementary and high school as well. The increasing emphasis in curriculum-making upon the selection of subject matter of real social worth has brought about a demand for more and better reference materials. Schools are seeking authentic and well-written materials to replace much that was general in character and "written down" in nature.

Each of the government departments carries on research and publishes documents along the lines of its own responsibility. These publications are authentic, well-written and are often excellently illustrated and are available in no other place. They may be obtained by addressing the Superintendent of Documents, Government Printing Office, Washington, D. C. Some of these publications are listed below which in themselves contain

lists pertaining to the subject covered. They are free.

1. U. S. Government Publications of Use to Teachers of Geography. Circular 28. Rev.

2. U. S. Government Publications Useful in Health Education. Circular 51.

3. Publications issued by the Office of Education Related to Nursery-Kindergarten-Elementary Education.

4. U. S. Government publications Useful in Physical Education and Recreation. Circular 68.

5. U. S. Government Publications Useful to Teachers of Science. Circular 48.

For example the circular on geography contains lists of government material on Africa, Agriculture, Alaska, Asia, Australia, Birds, Dairying, Enemies of man: insects, plants and animals, Europe, Forest Products, etc.

The one on science contains among other things, a list of "Relatively Simple Material Which May Be Used In Elementary Schools."

Helps For Teachers

Posters, pictures, charts, pamphlets, books, records, study outlines and other materials for classroom use, for the bulletin board, for exhibits, for teacher's meetings and institutes, and for work with parents are available from a number of organizations. The Office of Education has compiled a directory of these materials. Complete lists of publications may be secured from the organization direct. The list of these publications may be obtained from the Office of Education free. It is called "Helps For Teachers, Pictures, Posters, Charts, and other Materials", by Rowna Hansen. This is a reprint from the magazine School Life, vol. 28, no. 2, October, 1932.

The Office of Education and other government agencies publish school material of use to teachers which is listed in School Life, the official journal of the office.

Guides To New Books

No book list can be up to date, for every day new books are being turned out. There is need for opinions of experts on these new books for there is not time to read all of them. The following are some important sources of information on new books.

1. The Booklist: A guide to new books. Chicago, American Library Association, Issued monthly. $2.50 per year.

   Reviews about 200 books monthly. Has a section on children's books. Supplements the A.L.A. catalog.

2. Horn Book Magazine. Books and reading for young people. Published quarterly. Illus. The book shop for boys and girls, 270 Boylston St., Boston, Mass. $1.25 per year.

   Deals entirely with children's literature and is adapted for their use. Reviews new books and gives articles about children's authors.

3. New York Herald-Tribune. Books, the Tribune's literary review. Issued weekly. New York, Herald-Tribune. $2.00 a year.

   Contains a page on "Books for young people" conducted by May Lamberton Becker.

4. New York Times Book Review, the literary supplement of the New York Times. Published weekly. New York City, The New York Times company. $2.00 a year.

   The section on "The new books for children" is conducted by Ann T. Eaton, librarian, Lincoln school library, Teachers College, Columbia University.

5. Saturday Review of Literature. Published weekly. New York City, 25 West 45th St., The Saturday Review Company.

   Children's books are reviewed in the children's book shop section, conducted by Katherine Ulrich.

GUIDING PRINCIPLES IN SELECTING MATERIALS

Wm. A. King emphasises in his list of guiding principles, that the educational ends to be accomplished must be considered as various interest to be served, e. g., individual children, teachers, etc.

It is important that books and other materials for the school library should be selected locally as this plan results in the provision of reading matter that appeals to the interests of pupils who will use it. It is highly desirable that skilled librarians should be consulted. Guiding principles relative to book lists are as follows:[3]

1. Book lists.

   a. Source. Is the compiler reasonably familiar with child psychology and the modern elementary school curriculum?
   b. Emphasis. Is it correct as to literary standards?
   c. Geographical aspects. Does the treatment meet the needs of the school served?
   d. Range of titles. Avoid the purchase of many titles on the same subject.
   e. Editions and binding. Make a through inquiry. Require as far as possible large type, good paper, worth-while illustrations, bright colors, and general attractiveness.

2. Subscription sets. Timespent in examining vital features.

   ---origin, editorship, type, paper, illustrations, copyright date, cost, etc.,---- is better than time spent in listening to the agent's portrayal of merits. In all cases, the set in question should be checked against approved book lists for children.

It was suggested in the section on, "Aids to Book Selection" in regard to subscription sets, that the best source of

3 Wm. A. King. Elementary School Library, p. 134, Scribner, 1929.

information pertaining to them, is given in Subscription Books Bulletin.

In conclusion, it is well to keep in mind in selecting books, that the desirable book for children's reading should achieve according to Terman and Lima one or more of the aims given by them. These aims were quoted in Part II.

Finis.

BIBLIOGRAPHY

Fargo, L. F. The Library In The School, American Library Association, Chicago, 1930, pp.159-87.

Finley, J. H. An Annotated, Classified and Graded List Of Books Suitable For Use In Elementary School Libraries, The University Of The State Of New York, New York, 1919.

Gardner, E. E. and Ramsey, E. A Handbook Of Children's Literature, Scott Forsman and Company, Chicago, 1927, Introduction.

General Statutes For Kansas, 1915, pp. 1832-33.

Kansas School Laws Revised, 1931, pp. 197-98.

King, Wm. A. Elementary School Library, Charles Scribners and Sons, New York, 1929, pp. 134-35.

Lathrop, E. A. Agencies Contributing To Education In Rural Areas; The Library, National Education Association Proceedings, 1932, pp. 429-31.

_____ Aids In Book Selection For Elementary School Libraries, Circular No. 69, United States Office Of Education, 18p.

_____ County Library Service To Rural Schools, Bulletin 20, 1930, United States Office of Education, 53p.

_____ State Direction Of Rural School Library Service, Bulletin 6, 1930, United States Office Of Education, 36p.

Long, W. J. American Literature, Ginn and Company, Boston, c1913, p. 398.

Owen, P. C. Inequalities In Educational Opportunity In Ten Representative States, Unpublished Masters Thesis, Kansas State Teachers College of Emporia, Kansas, May 1933, p. 32.

Power, E. L. Library Service For Children, American Library Association, Chicago, 1930, pp. 29-81.

Session Laws Of Kansas, 1876, Chapter 122, pp. 261-22.

Session Laws Of Kansas, 1909, Chapter 245, p. 587.

Session Laws Of Kansas, 1919, Chapter 261, p. 356.

Session Laws of Kansas, 1925, Chapter 225, p. 304.

Simonds, W. E. A Students History of American Literature, Houghton Mifflin Company, c1909, p. 198.

Terman, L. M. and Lima, M. Children's Reading, A Guide For Parents And Teachers, D. Appleton and Company, New York, 1926, Chapter I, p. 85.