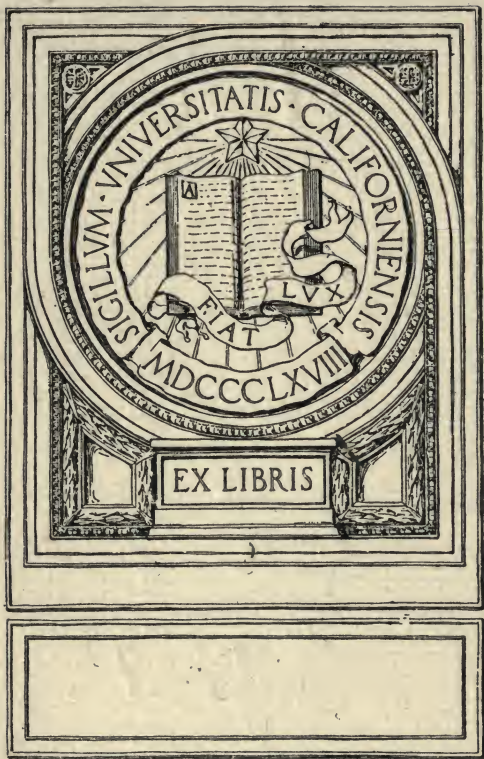


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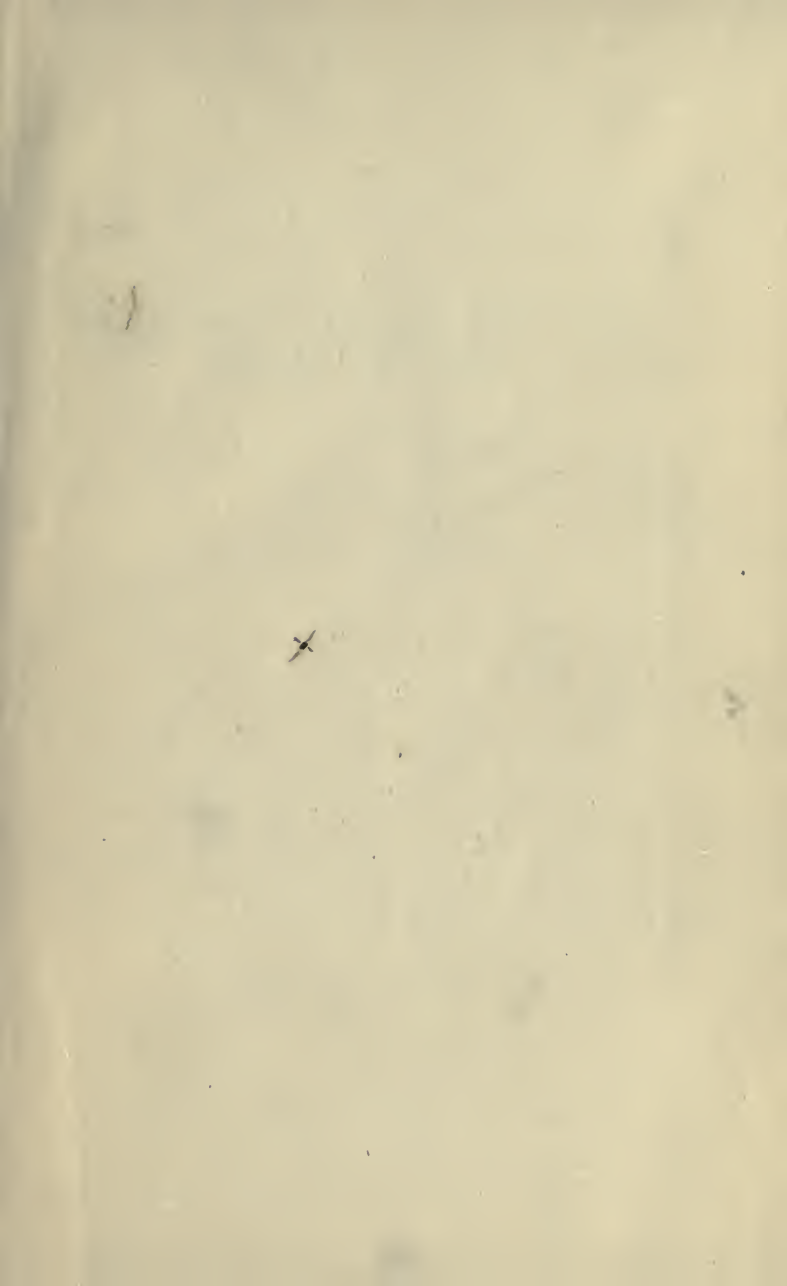


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**THE PUBLIC LIBRARY AND THE
PUBLIC SCHOOLS**

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A classroom makes a satisfactory school library room

CLEVELAND EDUCATION SURVEY

THE PUBLIC LIBRARY
AND THE PUBLIC
SCHOOLS

BY
LEONARD P. AYRES
AND
ADELE McKINNIE



THE SURVEY COMMITTEE OF THE
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L. C.

FOREWORD

This report on "The Public Library and the Public Schools" is one of the 25 sections of the report of the Education Survey of Cleveland conducted by the Survey Committee of the Cleveland Foundation in 1915. Twenty-three of these sections will be published as separate monographs. In addition there will be a larger volume giving a summary of the findings and recommendations relating to the regular work of the public schools, and a second similar volume giving the summary of those sections relating to industrial education. Copies of all these publications may be obtained from the Cleveland Foundation. They may also be obtained from the Division of Education of the Russell Sage Foundation, New York City. A complete list will be found in the back of this volume, together with prices.

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TABLE OF CONTENTS

	PAGE
Foreword	5
List of Diagrams	9
List of Illustrations	9
CHAPTER	
I. INTERDEPENDENCE OF SCHOOL AND LIBRARY	11
Library branches in public schools	13
The city and the library	14
Purposes of the report	16
Summary	17
II. LIBRARIES IN ELEMENTARY SCHOOLS	18
History of elementary school libraries	19
Seven elementary school libraries	20
Work of school libraries with children	20
Work of school libraries with adults	21
Work with night classes	23
Housing of school libraries	24
Book supply	25
Conditions of borrowing	27
Hours when libraries are open	28
Administration of library work	31
Summary	34
III. BRANCH LIBRARIES	36
Location of branch libraries	36
Methods of guiding children's reading	37
Book supply	40
Story hours	43
Library clubs	45
Library and school extension work duplicated	47
Summary	49

CHAPTER	PAGE
IV. CLASSROOM AND HOME LIBRARIES	50
The classroom library	50
Selection of books for classroom libraries	51
Use of classroom libraries	54
Administration of classroom libraries	54
Value of classroom libraries	55
Home libraries	56
Work with teachers	56
Summary	58
V. HIGH SCHOOL LIBRARIES	59
Administration of high school libraries	59
Equipment	61
Work of the high school libraries	62
Junior high schools	65
Summary	65
VI. THE NORMAL SCHOOL LIBRARY	67
Equipment	67
Correlation with school work	68
Training for future teachers	69
Normal training versus actual practice	71
Summary	73
VII. FUTURE DEVELOPMENTS	74
Reading and education	76
Public schools and branch libraries	80
School libraries and the platoon plan	81
Libraries in junior high schools	83
Libraries in senior high schools	85
Inadequate salaries of school librarians	85
Administration	89
Summary	92

LIST OF DIAGRAMS

DIAGRAM	PAGE
1. Amount of time during a week that the school libraries are used by the children	29
2. Average number of times each kind of book is circulated in a year	41
3. Number of children's books borrowed from branch and grade school libraries in each month of the year	42
4. Percentage of the total amount of reading that is done by each grade in folklore, fiction, history and travel	53

LIST OF ILLUSTRATIONS

	FACING PAGE
A classroom makes a satisfactory school library room	<i>Frontispiece</i>
School library in a passageway	26
A school library room too small for chairs and tables	32
School library room in a basement	38
A story-hour conducted by the library in a school yard	44
High school library room	60
The Normal School library	70
Proposed plan for a branch library in conjunction with Tremont School Annex	80



THE PUBLIC LIBRARY AND THE PUBLIC SCHOOLS

CHAPTER I

THE INTERDEPENDENCE OF SCHOOL AND LIBRARY

The place of the public library in the community life of Cleveland is characterized by two significant conditions. The first of these is that the public library has always been closely connected with the public schools. The second is that the public library occupies a more important position among the civic activities and plays a more influential part in the home life of this city than it does in any other large American city.

Sixty-six years ago the first public library in Cleveland was started with the aid of \$500 contributed by citizens to purchase collections of books which were placed in two school-houses. Four years later, in 1854, when the Mayflower School was built, a library room was included on the third floor, and this was the first public room set apart in this city exclusively for library purposes.

These libraries in school buildings were not only for the children, but also for the adults of the community, and experience soon demonstrated that a more centrally located place must be provided. So in 1857 the school collections were gathered in a room in the new high school building and the Cleveland Public Library was opened to patrons from two to four o'clock on Saturday afternoons.

Since these early beginnings there has never been a complete separation between the activities of the public library and those of the public schools. During the first 25 years the work was carried on by the Board of Education, and except in the latter part of this period the library rooms were always located either in school buildings or in connection with the administrative offices of the Board of Education.

In 1875 the library was removed to the new City Hall, and four years later the management of its affairs was transferred from the Board of Education to a new Library Board appointed in accordance with the provisions of a new law. Since that time the public library has been administered by the Library Board, but this does not mean that it has been separated from the activities of the schools. Under the provisions of the law, the Library Board consists of seven members elected by the Board of Education for

a period of seven years. Each year the Library Board renders its annual report to the Board of Education. Moreover, the public library secures its funds by certifying its financial needs to the Board of Education, which in turn certifies them to the Board of Budget Commissioners. But the connection between the Board of Education and the Library Board is not merely one of legal status or administrative procedure. It is also a close relationship of activities.

LIBRARY BRANCHES IN PUBLIC SCHOOLS

The present city librarian has held office for more than 30 years, and during that entire period work has been continuously under way looking toward the establishment of increasingly intimate relationships between the activities of the two great educational forces in the community. Beginning in 1887, the public library put small collections of books into some schools. Less than 10 years later a special branch library was established in the Central High School.

Since its inception the work has steadily proceeded with the object of carrying to all the school children the opportunities afforded by the library. At the present time the public library maintains branches in eight high school buildings and in the Normal School. It also has

branch libraries in seven elementary schools and classroom libraries in 68 schools. Moreover, the public library endeavors to reach school children through the public branch libraries situated in different parts of the city and through its library clubs maintained in these branches.

THE CITY AND THE LIBRARY

At the beginning of this chapter the statement was made that the public library occupies a more important position in the civic life of Cleveland than it does in that of any other large American city. The evidence in support of this statement is impressive.

The United States Census publishes data in its Bulletin 126 showing the financial expenditures of cities for the year 1913. There were in that year 19 cities of from 250,000 to 750,000 population and Cleveland was one of them. Among these 19 large cities, Cleveland stood first in the percentage of its total municipal expenditures devoted to the support of its public library. It took second place in its expenditures for health, seventh in those for sanitation, and eighth in those for public education. Twelve of these 19 cities spent larger proportions of their municipal revenues than did Cleveland for police, fire protection, highways, and charities,

while 16 of them took higher rank in the proportion of expenditures for the support of public recreation. It is both interesting and important that Cleveland should excel all the other cities in the proportion of its funds devoted to the support of the public library, and should rank well below the average in expenditures for police, fire protection, and charities.

Another indication of the status of the library in the community life of Cleveland is given by the figures showing the reductions made by the Budget Commissioners in the amounts requested annually by the different city departments. The average reduction for the last four years in the budget for the City of Cleveland was 19 per cent, for Cuyahoga County 14 per cent, for the Library Board 10 per cent, and for the Board of Education 6 per cent. In so far as this can be regarded as a criterion of the relative importance of the different activities, we see that the schools and the libraries are considered as ranking ahead of the activities of the city and county governments.

Generous expenditures for library support do not necessarily indicate proportionately large returns on the investment, but in this case there is ample evidence that the funds are most effectively used. Figures printed in the report of the Cleveland Library Board for 1914 show that in

round numbers the average number of times each book in the public libraries of Cleveland and Chicago is issued each year is six. The corresponding figure for New York is four; and that for Boston is only two.

Further figures show that the annual circulation of public library books for each person in the population is 4.7 in Cleveland, 3.0 in New York, 2.7 in Boston, and 1.4 in Chicago. In the aggregate home use of books, Cleveland is the third city, New York and Chicago being the only cities which have larger circulations. Thus the figures show that the citizens of Cleveland, more than those of other cities, are interested in books not only to the extent of paying for them, but also to the extent of reading them.

PURPOSES OF THE REPORT

The purpose of the present report is to consider whether or not Cleveland can bring about even more effective forms of coöperation between the public library and the public schools. These two educational agencies have the same mission in the community. They derive their power from the same source and the object of their work is similar if not identical. Both are endeavoring to solve closely related problems of community education. If the school does not

perform its mission, the library will have no mission to perform. On the other hand, if the library does not do its work efficiently, the labors of the school will prove to have been largely futile.

The city owns about as many books as it has citizens. They are good books, well selected. It is of inestimable importance to the intelligence, prosperity, and enlightenment of the citizens that they read good books. The youthful citizens of the city are in the schools, where they are learning to read. How can the city best get the city's children into the habit of reading the city's books?

SUMMARY

Two significant conditions characterize the place of the public library in the community life of Cleveland. The first is that the public library has always been closely connected with the public schools. The second is that the people of Cleveland support their public library more generously and use its facilities more extensively than do the citizens of other cities.

The city has schools and libraries, children and books. The purpose of the present report is to consider how the city can most effectively get the city's children into the habit of reading the city's books.

CHAPTER II

LIBRARIES IN ELEMENTARY SCHOOLS

In 1915 there were about 100,000 children in Cleveland between the ages of six and 15. The public library estimates that it reached nearly three-quarters of these children during the year. The wide-spread influence of the library among the youthful citizens is due to the long-continued and zealously forwarded activities of its children's department. The library of this city was a pioneer in such work when it established its children's department 18 years ago in 1898. Since that time this branch of its work has continually gone forward and has developed a number of different methods for extending its influence.

Besides the main library, there are 26 branch libraries which are well distributed over the city. It is through these branches that most of the children are reached. However, many children live at considerable distances from these branch libraries, and in order to reach them three other types of library work have been developed. These are the classroom library, the home library, and the school library. The branch, class-

room, and home libraries will be considered in a following chapter. The object of the present chapter is to discuss the school library in the elementary school.

HISTORY OF ELEMENTARY SCHOOL LIBRARIES

Eighteen years ago the public library established several branches in elementary schools. The educational authorities furnished the rooms, light, heat, and janitor service, and the library furnished the books and the services of experienced librarians. Most of the books were selected for children's use, but there were some for teachers and parents. These libraries were established in schools located at considerable distances from any of the branch libraries. The public library carried its books to the school children because these particular children were so located that they could not easily go to the books.

This plan proved popular, and in the first three years after its inception 15 school libraries were opened. In the ensuing 15 years only five additional ones have been installed. Moreover, not all the 20 school libraries opened during this period have been continued. As regular branches of the public library have been established near the different school buildings, or as the schools became overcrowded and needed

every room for class purposes, the school libraries have been closed one by one, until at present only seven of the 20 remain open. Since there are 108 public elementary schools in the city, this means that at present only one school in each 15 has its own library room.

SEVEN ELEMENTARY SCHOOL LIBRARIES

The seven libraries now open in elementary schools are located in the Eagle, Fullerton, Gilbert, Milford, Oakland, Observation, and Tremont buildings. The major part of their work is with the school children, as is shown by the fact that during 1914 the total number of times that they issued books amounted to 193,269, and of these, 83 per cent were for the children. The proportion of children in each building who are registered in the school libraries varies in the different schools. The greatest proportion is at Eagle School, where 89 per cent of the children enrolled are library patrons. The smallest percentage is found at Gilbert in which only 51 among each 100 children in the school have library cards.

WORK OF SCHOOL LIBRARIES WITH CHILDREN

The school library exists primarily for the children and every effort is made to adapt the work

to their needs. They are introduced to the library in various ways. Small children occasionally come with their older brothers and sisters. Often children come for the first time when they are sent by their teacher to read some books on a subject that comes in the lesson for the day. From these first points of contact they are led on to discover what the library may hold for them. Special attention is given to interesting the many foreign children who are often given the foreign books at first and then the simpler English ones. Older children come to the library for material for debates. In two of the school libraries upper grades have been given instruction in the use of reference books and the arrangement of books on the shelves, in order to make them more intelligent in the use of the library. Several of the school libraries have story hours once a week, which attract many children of all ages. In addition to all this the principal calls the children's attention to the library and the librarian visits the different rooms and the neighboring schools telling the children about the library and inviting them to use it.

WORK OF SCHOOL LIBRARIES WITH ADULTS

Although the major part of school library work is with children, the library serves adults in

some measure. The amount of this service varies in the different schools. At Eagle School only seven per cent of the books loaned are for adults. This is due to the fact that Eagle School is in a foreign district, peopled largely by recently arrived immigrants, so the demand for adult books from people of the neighborhood is slight. There are three school libraries in which the per cent of adult circulation is about 20, one with 26 per cent, and Oakland has as much as 37 per cent of the total circulation among adults. This is explained in part by the fact that the Oakland School library serves the pupils of the East High School of Commerce, and when they are over 15 years of age they are registered as adults. It is also to be accounted for by the fact that it is largely an American neighborhood and adults make more use of the library in such a neighborhood than do those in foreign neighborhoods.

The adults who use the school libraries are the teachers in the schools, a few of the people in the neighborhood, and the pupils of the night schools. The teachers draw not only reference material for their school work, but also reading matter for personal use. The books which go to adults outside the school are largely books taken home by the children for their parents or older brothers and sisters. In the foreign neigh-

borhoods special effort is made to supply books in the languages of the homes and children are encouraged to interest their parents in reading library books. Because the hours when the school libraries are open are few, little use is made of them for reading purposes by older people.

WORK WITH NIGHT CLASSES

One of the productive opportunities the school library has is with the pupils of the night schools. Night classes are held in three of the elementary schools which have library rooms—Eagle, Fullerton, and Tremont. The men and women who attend night schools are largely foreigners, many of whom are just learning the English language. The libraries in Cleveland have already seen this opportunity, and every effort is made to meet the needs of these students.

The Fullerton School library is not open at night but arrangement is made for the loaning of books to the evening school teacher for the use of his pupils. The other two libraries are able to accomplish more for the night school pupils. In Tremont a librarian with an assistant who spoke Polish visited each of the six night classes in session in the school last year, distributed application cards and gave brief talks about the

library. About 60 men and women registered. More than one-fourth of the books borrowed were reading books prepared for night school pupils, or simple books for children. The rest of the books were in the different native languages of the students. Of the night school pupils who had been registered there in 1913-14, about 24 per cent continued to draw books the following year and one-half of their reading was simple English, indicating that progress had really been made in acquiring the English language. At Eagle School the same sort of effort has been made to encourage registration, and with gratifying results. In some cases the night school teachers have brought their classes to the library during school hours, thus helping to make a close connection between their work and the library.

HOUSING OF SCHOOL LIBRARIES

These elementary school libraries are variously located in the buildings. None of them is in a room especially designed for the purpose except that at Observation School, which is in the Normal School library room. Two occupy rooms intended for teachers, one a standard classroom, one a basement room, and one a portable building in a school yard. The least

desirable housing of all, perhaps, falls to one which occupies a corridor connecting two parts of a building. Two of the libraries are so small that there is no room for chairs or tables at which the children may read. They cannot serve the purposes of reading rooms and are really little more than book-distributing centers. Nevertheless these libraries are now much better housed than they were half a dozen years ago. Then they were chiefly in basement rooms and open hallways.

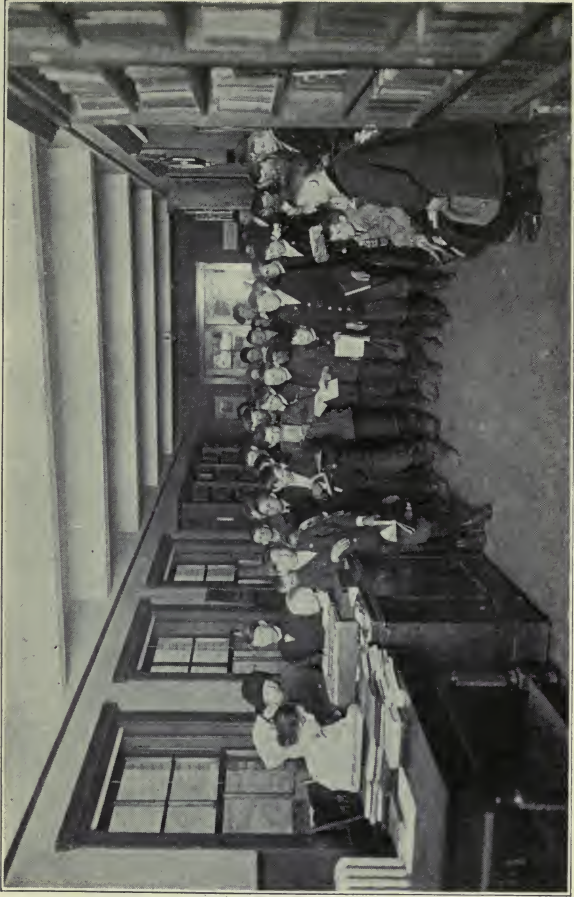
None of the rooms used for library purposes has a direct exit to the street except the Tremont library, which is located in a portable building. This limits the use of the libraries to such times as the school buildings are open for regular school purposes. The Tremont library is open four nights a week and is able to serve to some extent the purposes of a regular branch library in a neighborhood where there is none accessible. Although the Eagle School library is on the second floor, it is used at night because the building is used for evening classes.

BOOK SUPPLY

The number of books in the different school libraries ranges from a little over 1,000 to nearly 5,000. Where the shelf room is adequate, the

juvenile book supply in relation to the volume of work done is above the average for the entire library system. Only 17 per cent of the books are for adults. In the libraries in the foreign districts there is a generous supply of books in the languages which are spoken in the neighborhood. Always there is some standard fiction, and there are some reference volumes which are used largely by the teachers. But no book is kept in a school library which it would not be quite desirable for a child to pick up and read. The children's books range from the picture books for the little ones through the fairy and folklore tales, adventure stories, fiction, and school reference books for the older boys and girls. All the school libraries subscribe to magazines, both for children and for adults.

Each school library keeps most of its books from year to year. The fiction is changed from time to time, and any book applied for may be promptly secured from the main library. Once a year the school librarians make a careful search through their shelves for books that do not seem to be in demand in their district and return them to the main library with suggestions for substitutes. In this way the school libraries do not accumulate books that are not used, and there is a constant adjustment to meet the particular needs of its patrons.



A school library in a passageway between two parts of the building is not a satisfactory place in which to guide children's reading

In the Tremont School library only is there a catalog. Quick reference work is hampered because of this lack, and librarians are forced to know their books and their locations as they otherwise would not have to. Catalogs are being made for the other school libraries and will be ready for use next year. While this report has been in preparation one has been installed at the Normal School.

CONDITIONS OF BORROWING

As soon as a child can write his name and gets the endorsement of his parent, and his teacher's signature as a matter of verification of address, he may have a library card. Even smaller children come to the library to look at picture books, waiting anxiously for the time when they may get a card and take the books home. This is in marked contrast to the conditions prevailing 31 years ago, when strict regulations excluded from the library all children under the age of 14.

The pupils are allowed to take two books for two weeks and then renew the loan for two weeks more. One cent is charged for each day that the book is kept after it should have been returned. In one school library located in a district having a large foreign population the experiment is

being tried of suspending the child from library privileges instead of fining him for overdue books and this device is found to be very effective. Some children are especially sensitive to this sort of penalty. When books are overdue or missing, the librarians often take advantage of the opportunity to visit the children's homes and thereby gain knowledge of the children and their families.

HOURS WHEN LIBRARIES ARE OPEN

Not all the school libraries are open every day that the schools are in session. At the time this report was written one was open only one day a week; one two days a week; three were open three days a week; one five days a week; and one six days. As can be seen in Diagram 1, during almost one-half of the time the libraries are open, no children can use them because the regular classes are in session, and in most cases the school regulations permit the pupils to go to the library only before the sessions begin and after they close. This seriously restricts the usefulness of the library.

The regulations which make it necessary for most children wishing to draw books to do so at noon or after school result in great numbers of children going to the libraries at those periods.

As a consequence the librarian has little opportunity to get acquainted with the children and to direct their reading. In three of the libraries an average of only a little over half a minute is

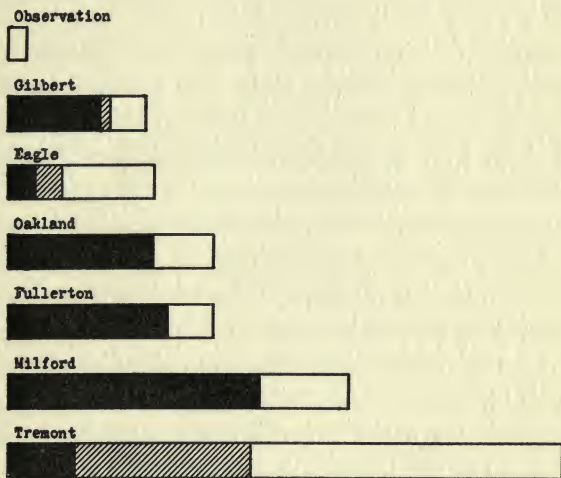


Diagram 1.—Amount of time during a week that the school libraries are used by the children. Each bar represents the total number of hours per week that each school library is open. Portions in black represent the number of hours when no children use the library; portions cross-hatched when some children use the library; and portions in white when all children use the library

spent in giving out each book, while in two of them the average time is only a little over a minute. Little individual work can be accomplished under these conditions, although li-

brarians are able to supplement somewhat this knowledge of their children by classroom visiting.

The librarians are well trained and keenly interested in their work. Their efforts would be far more effective if conditions did not require them to hurry so much when the children are getting their books. It is not enough for the library to get books to children. If the reading of these young people is to gain in breadth and richness, it must be directed, encouraged, and supplemented. The librarian cannot do this unless she knows something of the tastes and characteristics of the child, and this knowledge cannot be gained in the half-minute that a pupil is present borrowing the book. One manner of dealing satisfactorily with this problem has been worked out at Observation School, where children go to the library in small groups during the entire afternoon instead of all going together after school has been dismissed. Each teacher sends one row of children at a time from her room to the school library to get the books that they want. Although this is not an ideal arrangement, the teachers report that it does not result in confusion and the librarian says that she can handle the children and guide their reading much more satisfactorily than was possible under the old plan. This plan is now

being tried in two of the other schools and is successful.

ADMINISTRATION OF LIBRARY WORK

The work of the school libraries is almost entirely directed and supervised from the main library. All the librarians in charge of school libraries have had special training or wide experience in children's library work. Cleveland is fortunate in having one of the three training courses for children's library work in the country. This course of nine months began in 1909, is limited to 12 students who must have had either library training or considerable library experience. It has attracted librarians from all over the country and in several instances from other countries. A number of its graduates are now school librarians.

The librarians have part-time assistants, the number varying in the different libraries with the volume of the work. During the hours when school is not in session pupils are employed as pages to return the books to the shelves and sometimes to assist with the clerical work. A supervisor of school libraries has the planning and direction of the work. The school librarians are paid by the Library Board and are responsible to it.

In general the principals and teachers are in favor of the library work and maintain a friendly and appreciative attitude toward the librarians. Nevertheless the library and the librarian are not really accepted as belonging to the school and its work. The librarian does not attend teachers' meetings. In considerable measure the teachers regard the librarian as an outsider and she regards herself in the same way. One reason for this is that the library is thought of as a convenient but not necessarily permanent or essential feature of the school. Every one concerned realizes that it may be given up at any time if a new library branch is opened in that locality or if the school becomes so overcrowded that the library room is needed for other purposes.

Library and librarian are incidental and not integral parts of the school and its work. This is not the fault of any person or set of persons. The school authorities and the library authorities have always maintained friendly and cordial relations toward each other. They have cooperated in the work they are both doing. Nevertheless that part of their work which takes form in the elementary school library is not contributing as much as it could and should to the welfare, happiness, and education of the children. Some of the respects in which the work



This school library room affords no opportunity for reading because it is too small for chairs and tables

falls short of its possibilities have been set forth in this chapter. Part of the remedy is to be found in modifying the organization and administration of the school library work so that it shall become an essential feature of the work of the school. The rest of the remedy will be found some time in the future in an educational leadership fundamentally convinced that an invincible love for reading is the most important single contribution that the school can give the child.

If the libraries are to remain in the schools and to do their best work, means must be found by which the pupils will be able to go to the library in leisure at different times during the day instead of going in haste at one time. If a room is to be set apart in a school building for library purposes, some means must be found to use that room every day or else it becomes an expensive investment. If the library is to be asked to install expensive collections of books in school buildings, there must be some assurance that the work will not be suddenly suspended because the school has become overcrowded and the room is needed for something else. If a trained librarian is to be sent to the school and entrusted with the task of administering the books for educational purposes, she must be one of the important members of the teaching staff. In Chapter VII methods are discussed and rec-

ommendations made for meeting all these problems.

SUMMARY

There are seven libraries in elementary schools. The educational authorities furnish the rooms, light, heat, and janitor service, while the public library furnishes the books and the services of trained librarians. School libraries of this type have been in existence for 18 years. During this time 20 have been established and 13 of them given up after varying terms of existence.

Most of the work of the school libraries is with the children, although some of it is for adults. Many books are drawn by the parents and relatives of the children and some by the teachers and by the pupils in the evening schools. The school librarian not only issues and receives books, but secures reference material for the teachers, conducts story-telling classes, and gives lessons to the older pupils in the use and care of the volumes. With two exceptions, the school libraries are not open every school day and most of them are not open in the evening. In four out of seven of the school libraries pupils are permitted to get or return books only before or after school. Because of this regulation most of the children reach the library together and this results in issuing and receiving the books so

rapidly that little individual attention is possible.

Relations between library and school workers are friendly, but the librarian and the library are accepted as an incidental rather than an integral part of the school and its work. Increased efficiency in the work of the school library is to be secured through changes in the organization and administration which will result in the library becoming an essential and permanent part of the school. Plans looking toward this end will be considered in Chapter VII.

CHAPTER III

BRANCH LIBRARIES

Although Cleveland has only seven libraries in elementary school buildings, generous provision is made by the Library Board for getting books to children in other ways. The classroom library, the home library, and the branch library do more than five-sixths of the work that is accomplished in supplying the children with books. These three means of reaching the young people have been developed at different times in the extension of children's library work to meet the constantly increasing needs of the city. Thoughtful management characterizes the work of the Children's Department of the library. The classroom and home libraries are discussed in the following chapter.

LOCATION OF BRANCH LIBRARIES

About seven-tenths of all the children reached by the whole library system are cared for by the 26 branch libraries. Half of these are larger branches located in separate library buildings

and having good equipment and accommodations. The rest of them are smaller, are less adequately equipped, and are variously housed in settlements, religious institutions, and rented rooms. The branch libraries are so distributed over the city that 50 public schools are located within half a mile of some branch. Twenty-six more schools are from half a mile to a mile distant from a library, while the remaining 25 are more than a mile away.

METHODS OF GUIDING CHILDREN'S READING

In all the branch libraries are reading rooms for children which, together with adjoining club rooms, have a seating capacity of about 2,400. In most branches children are welcome afternoons, evenings until 8:30, and all day Saturday. Trained children's librarians, often with assistants, are in charge of these rooms. Every attempt is made to learn the tastes and interests of the child, not only through personal contact, but often through visits to the home and school-rooms. This visiting is also used as a means of interesting new children in the library and is found to be very effective.

Every week each children's librarian receives a confidential list of the names and addresses of all the children who have been brought before

the Juvenile Court. If the librarian knows a child on the list, she is urged to try to enlist his interest in some library activity. Although no account of results obtained in this way is available, it is an indication of the efforts being made to reach all the children of the community.

Children's reading is also guided by book lists which are printed for general distribution. The following are some of the list titles:

Reading list for Boy Scouts

Reading list for Camp Fire Girls

Fairy stories to tell and suggestions for the story teller

Seventy-five books of adventure

Eighty tales of valor and romance

English history

Gardening

Cotton

Books for children arranged by grades one to six

Christmas books for children

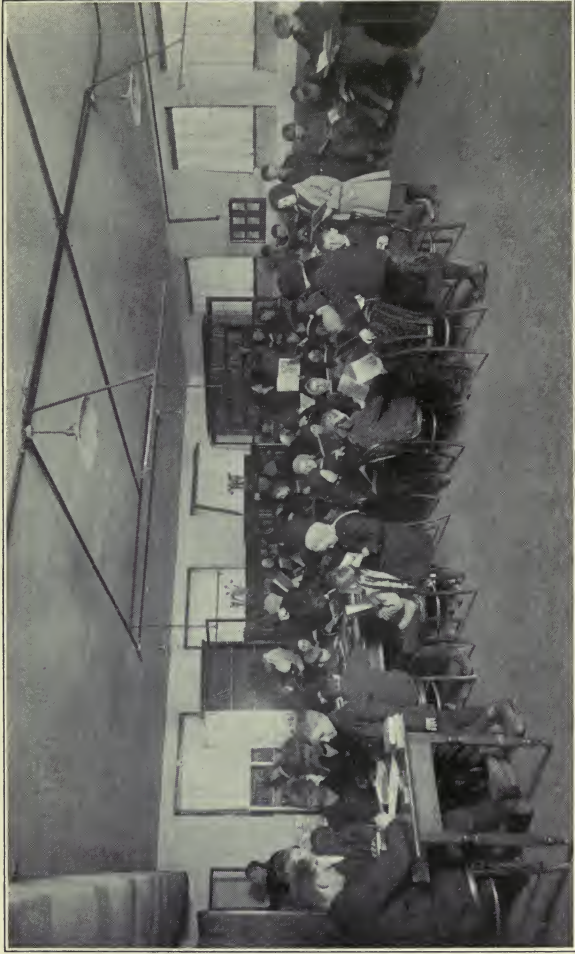
Funny books

American history

Bible stories

Travel and geography

These book lists are printed on separate slips and are posted in conspicuous places in the libraries and given wide distribution in the schools. In this way the best books are adver-



In spite of being in the school basement, this library room has been made attractive to young readers

tised and children's reading is often led along related lines. This is also accomplished by attaching to the last page of many children's books loaned a list suggesting "other good books." These books are similar in plot, incident, or setting to the one just read and often suggest further reading to the child.

Printed leaflets of poetry are given out at the holiday seasons, Christmas, Memorial Day, Lincoln's Birthday, etc. These serve to meet a great periodic demand that comes from teachers and children for this special material. In the one school in Cleveland where the platoon plan is in operation, the school work has been departmentalized so that each special teacher has one subject. The public library has been able to prepare from the course of study a list of supplementary books in each subject. Every Monday a list of books having a bearing on the work for that week is posted in each room, and there has been a notable demand on the part of the children for the books suggested. Supplementary lists could not be furnished from week to week under the old system of having every teacher teaching every subject. The platoon plan makes possible a closer union between library and school, and this suggests future lines of expansion which will be discussed in a later chapter.

BOOK SUPPLY

The fact that the library has about as many books for the children as there are children in the city does not imply that there is always a book for every child. This would be true only if every child wanted to read any book that the library happened to have on hand. But we find children not only asking for different classes of books at different ages, as is shown in Diagram 4, but we also find they are increasingly sure of the exact book that they want within a given class.

In Diagram 2 we see the average number of times the books in the different classes are circulated. Each little children's book has an average circulation of 18. This means that almost any book will satisfy the little reader who only knows he wants a story-book, and if a special one is not in, another will answer just as well. This is also true to a less degree of books on folklore. But when a book on history, science, or travel is demanded, it is not so easy to substitute another. In these departments a book is used only a third as many times. This lower circulation is also accounted for by the fact that an oversupply of books of these classes accumulates, as the library orders books to meet special demands of teachers and pupils. Constant care must be exercised to adjust the

supply of books in the various classes to the demand.

Another factor in limiting the fullest use of the library's books is the periodic reading of children. Diagram 3 shows the number of books

Travel	.....	5
Science	.....	6
History	.....	6
Mythology	.....	6
Magazines	.....	11
Fiction	.....	12
Foreign	.....	12
Folklore	.....	15
Children	.....	18

Diagram 2.—Average number of times each kind of book is circulated in a year

that children read each month in the year. There is a decided falling off during the summer months, which means that many of the library's books are lying idle at that time. But the idleness of the book is insignificant compared to the

possible use the child is making of his time during the hot summer months. Although no one would wish to deny the child long hours of play during this time, they might be profitably inter-

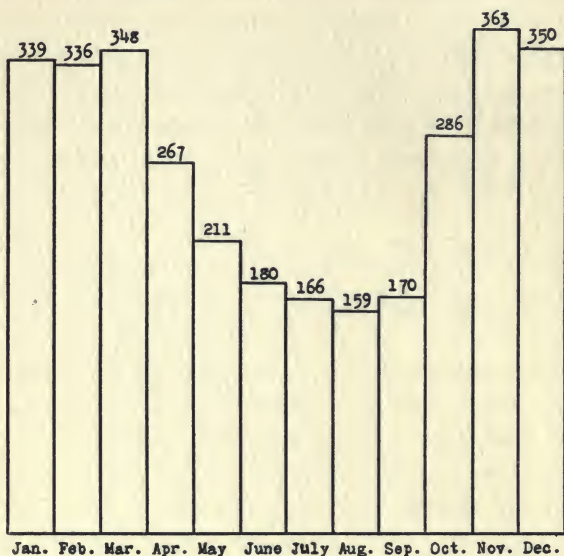


Diagram 3.—Number of children's books borrowed from branch and grade school libraries in each month of the year. The figures at the tops of the columns represent the number of thousands

spersed by a few quiet intervals of reading, either in the library or at home.

Every effort should be made by both the library and the school to stimulate reading on

the part of the children during the summer. Teachers can encourage it at the close of school and perhaps make an honor roll in the fall of those children who report a certain number of books read during the summer. As the community begins to feel responsible for the activities of its children, not only during the winter in the schools, but during the summer, it must recognize the library, as well as the playground and the public bath, as an important agency in solving the problem.

STORY HOURS

A member of the library staff is an instructor in story telling, who is in charge of work carried on in libraries, churches, settlements, schools, and playgrounds. In many of these centers, and especially in the branch libraries, there are regular story-telling days, and often the story has to be repeated to two or three relays of children because the rooms are not sufficiently large to hold all the eager little listeners. The aggregate attendance in 1914 was 102,741, a total which includes each child every time he was present, so that some children may have been counted as many as 25 times during the year. To the younger children are told folk

tales, fables, myths, legends, ballads; the older children hear one or more of the following series in the course of a few months: the Iliad, The Odyssey, Norse myths, Celtic myths, legends of Sohrab and Rustum, King Arthur, Robin Hood, and some of the dramas of Shakespeare.

More than three-fourths of the story-telling is done in the branch libraries. Although the other groups of children who hear stories told by the librarians do not meet regularly, a great many children are reached through them. Among this number are groups which meet at churches and in settlements. Sometimes the children's librarians have occasion to meet them because a collection of books has already found its way to the church or the settlement. At other times requests come to the library from clubs or organizations already formed. It is always the library's policy to help stimulate interest in its books, and it is glad to act on requests of this sort.

Children's librarians from the branches also visit the schools for the purpose of interesting the children to come to the library. Often during these visits opportunity is accorded them to take 10 or 15 minutes of school time to tell the class a story. In 1914, some 16,466 children were reached in this way. At the close of the story it is suggested to the children that they can get



A story-hour conducted by the library in a school yard in the summer

more stories like this one at the library and they are cordially urged to try.

Every teacher and every children's librarian knows the advantages of the story-hour with children. It gives the story-teller a knowledge of her children not easily obtainable in other ways. It quickens the imagination and crystallizes the impulses for more and better reading on the part of the children to an appreciable degree.

LIBRARY CLUBS

Another form of library extension work with children is the library club. Meeting each week in 13 of the library branches, wherever there is a room or corner empty, are 72 groups of boys and girls between the ages of 12 and 16. They usually start with a few, perhaps no more than four or five children, who decide they want to study some subject. It may be literature, drama, art, travel, or nature. Perhaps some boys want to learn to debate or to study electricity. But whatever the wishes of the particular club, they find they have the hearty coöperation of the supervisor of library clubs and they are soon launched upon a year's program, usually in charge of a volunteer leader.

The amount of the club work done in the different branches varies with the library equip-

ment available, the emphasis put upon it by the librarian, and the character of the children in the neighborhood. The Jewish children are perhaps most eager for this form of library activity. But wherever, in any part of the city, this desire for social and intellectual activity can be developed in the adolescent child, the club of this nature is a paying investment.

The library has recognized this and has done all in its power to supply the demand. But in all, the clubs reach not over one per cent of the children aged 11 to 17. The limitations of equipment and income are such that the extent of the work in this line has necessarily been restricted. Not all the remaining 99 per cent of the children would want to take part in club activities, but a large proportion of them might reap incalculable benefits from it. Although club work has also been begun in connection with the school center activities, it is not generally along literary lines. With the extended opportunities for meeting that school buildings offer, and the service in supplying books that the library offers, the club activities might be greatly extended. Instead of reaching a hundredth part of the children in Cleveland, a much larger proportion might be led to study subjects interesting to them if equipment, personnel, and administrative ar-

rangements between the schools and the library made possible the extension of this club work.

LIBRARY AND SCHOOL EXTENSION WORK DUPLICATED

Although the initial function of branch library work with children was to supply them with books, broader activities have been assumed. Library extension work is growing in proportion to the facilities available. Possibilities for combined recreation and instruction are offered in story-hours, club-work, and entertainments, both musical and dramatic. Some branch libraries are truly neighborhood club-houses, providing opportunities for self-expression and self-improvement.

The same may be said of some school buildings in the city. School activities too are expanding in many directions. In the early years of this movement there is no doubt place for both library and school extension work. But already there has been duplication of equipment. Within half a mile of one of the branch libraries which is most active in this work and where the large auditorium is in constant demand, are three school buildings, all with auditoriums.

The dictates of economy and efficiency will not allow this kind of duplication to continue.

The community owns the books and wants to train the children. It is not good management to erect within a few hundred feet of each other two costly public buildings with two auditoriums, two heating systems, and two sets of janitors and caretakers and proceed to give the children part of their education in the first building, and then close it while the children go to the second building to enjoy further advantages, requiring in large measure the same sort of equipment.

This is not so much a criticism of what is being done as a suggestion for avoiding unwise duplication in the future. At present there are only a few cases in which auditoriums in branch libraries are located near the auditoriums in public schools. Nevertheless experience shows that the auditorium is a most useful adjunct to the work of both the library and the school. It would seem a desirable policy to erect future branch libraries near enough to public schools so that the same equipment of auditorium and special clubrooms might be used by both institutions. This policy would save duplication and would make possible at a minimum expense the great variety of activities that both the library and the school carry on.

SUMMARY

More than five-sixths of the work accomplished in supplying the children of Cleveland with library books is done by the classroom libraries, the branch libraries, and the home library.

About seven-tenths of all the children reached by the whole library system are cared for by the 26 branch libraries. These branches not only issue books to children, but equip reading-rooms for them, compile book lists, organize clubs, have story-telling hours, and supplement their work by home visiting. The most valuable work for children is now done through these branches. The activities are constructive and vital. There has been some duplication of equipment in the way of auditoriums and special rooms. In the future the two boards should consider building the branch libraries and schools together or close to each other, so that the library can carry on its valuable extension work without duplicating equipment.

CHAPTER IV

CLASSROOM AND HOME LIBRARIES

Although there can be no question but that school and branch libraries are the best means of influencing children's reading, the library has availed itself of supplementary and indirect ways of reaching them. Sending small collections of books into both the schoolrooms and the homes of children is considered supplementary to the other forms of children's work. Also coöperation with the teachers is coupled with special consideration of their needs in the hope that indirectly the children may benefit.

THE CLASSROOM LIBRARY

In going into a schoolroom, one often finds on the window-sill or some convenient shelf a box containing from 15 to 50 books. These are portable collections of books sent by the library to any classroom upon the request of the teacher. Classroom libraries were first sent to schools in Cleveland in 1887, and their number has been increasing ever since. During the past school

year 381 of these small collections of books were sent out as follows:

340	collections	to	68	public	schools
29	“	“	19	parochial	schools
12	“	“	12	Sunday	schools, special schools, and other children's institutions.

The library has attempted to distribute these book collections to the schools located farthest from branch libraries. Of the number going to public schools, 245 were sent to 40 schools which were more than half a mile from a branch library. Those that were sent to schools situated less than half a mile from a branch library went for the most part to the lower grades, since it is more difficult and dangerous for the younger children to go even half a mile for their books than it is for the older ones.

SELECTION OF BOOKS FOR CLASSROOM LIBRARIES

The books are selected from a central school library collection kept at the main library. A few of the teachers go to the library to select their books and others send lists of titles or designate the subjects upon which supplementary material is wanted. A few teachers state definitely that they want only books for school work and others want only “story

books." The selection of books for the greater number of collections is left to the supervisor of school libraries.

In selecting them the needs of the classes are considered. Simpler books are sent to schools in neighborhoods where there is a large foreign population, while more difficult ones are sent to American schools. Unless otherwise stipulated, collections include both books relating to school work and recreational books. The grades show marked variation in their demands for the different classes of books. This is apparent in studying Diagram 4. The demand for books on folklore is high in the fourth grade and steadily decreases until it is comparatively slight in the eighth grade. Fiction is read in consistently increasing amounts from the fourth to the eighth grades, as are books in history. The reading of books on travel is emphasized in the fifth grade. So the correlation between the needs of children at different ages and the kinds of books drawn is apparent.

Last year the book supply was not adequate to furnish a book for each child in the rooms to which collections were sent, and applications from 13 teachers had to be refused. It is optional with the teacher whether her collection is kept throughout the year or exchanged. There were 115 exchanges made and a number of re-

quests for exchanges or additions could not be filled. The official records indicate that during the school year of 1914-15 there were 13,880 vol-

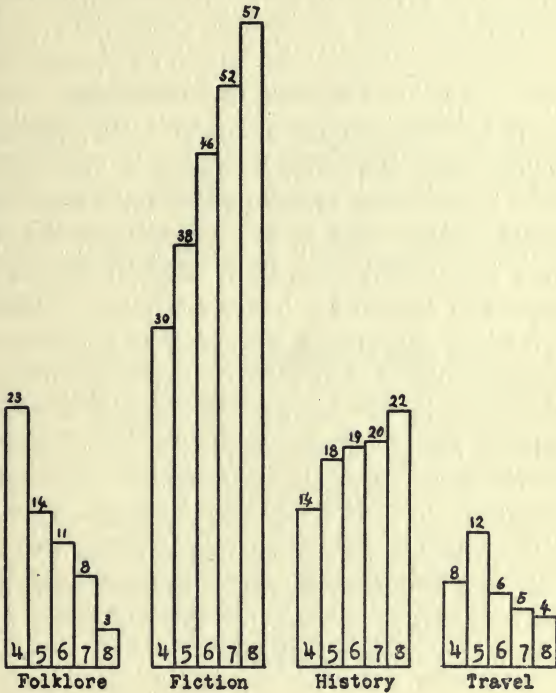


Diagram 4.—Percentage of the total amount of reading that is done by each grade in folklore, fiction, history, and travel in classroom libraries

umes in the classroom collections which were circulated 139,087 times, and reached 15,240

children. Reduced to averages, these figures mean that the typical classroom collection contained 36 books, each child read nine books during the year, and each book was circulated 10 times.

USE OF CLASSROOM LIBRARIES

The use of these books varies with the different teachers and the kinds of books in the collection. In the two lower grades the books are almost always used in the classrooms. In the upper grades they are both used in the classrooms and loaned for home reading. A simple method of charging is provided if the teacher chooses to use it, but the conduct of her library is entirely in her hands. Sometimes a school period is allowed regularly for the enjoyment of the classroom library. Frequently each child selects his favorite book and reads aloud. The teacher herself frequently reads aloud from a book and thereby stimulates the children's interest. Always the books are there to enrich and enliven the daily lessons.

ADMINISTRATION OF CLASSROOM LIBRARIES

The supervisor of school libraries has charge of the classroom libraries, as well as the school libraries. Besides putting together the collec-

tions of books for which she has requests, a large part of her time is spent in visiting the schools. During the school year 1914-15, the supervisor and her assistant made 885 visits to classrooms. Often these visits were made to discuss the care and use of the books and whether exchange of books seemed advisable to meet the particular needs of the room. Sometimes the visitors listened to a recitation and sometimes they told stories to the children. Always it is the hope that time spent in this way may further mutual understanding between the library and the school.

VALUE OF CLASSROOM LIBRARIES

Even though the classroom libraries be well administered, they fall far short of furnishing an ideal method of getting books to children, either from the point of view of the school or from that of the library. The time and energy of the teacher are already heavily taxed, and the presence of the classroom library brings the added burden of responsibility for the books. The library authorities consider the classroom library as being merely supplementary to other and better methods of getting books to children, and they use it primarily in those districts where the branch libraries are too inaccessible for the children to reach them easily. They believe

that these libraries serve a real need, but they hope that they may gradually be replaced by the more satisfactory and expert distribution of books from the branch collection.

HOME LIBRARIES

As a still further supplementary method of getting books to children, there were in 1914 some 38 home library clubs which reached 1,465 children during the year. These clubs consist of small groups of children who meet once a week at some convenient home of one of the members or at a settlement. Collections of books are delivered to these clubs and distributed among the children. Most of the groups are located in sections of the city where no branch or school libraries are accessible. Each club has a volunteer leader who meets with it and takes charge of the books. A number of them are sufficiently skilful in library work to guide the children's reading and to enlist their interest by discussion and story-telling.

WORK WITH TEACHERS

Although there are many teachers in the school system who are keenly awake to the possibilities the library offers, there are also many who

neither use the library themselves, nor encourage their children to use it. At the time this report was written, only 77 per cent of the teachers were registered at the library. This did not necessarily mean they were all borrowing books at this time, as the library makes a new registration only once in three years.

The library has various ways of cooperating with the teachers. In the main library there is a large collection of pedagogical books for their professional use. Whenever the demand warrants, books on pedagogy are also duplicated at the branches, and special attention is given throughout the system to meeting the wants of teachers. All "teachers' cards" permit the borrowing of five books at one time for personal use and this number may be increased for special needs. The school officials, including the members of the Board of Education, superintendent and assistant superintendents, supervisors and assistant supervisors, and the principals have the additional privilege of retaining books four weeks without renewal instead of the usual two-week period. The library bulletin, "The Open Shelf," is distributed without charge to all teachers and the library club rooms are available for their use. The library has demonstrated in many ways its desire to assist the teachers and cooperate with them.

SUMMARY

The classroom and home libraries are small collections of books sent into the schoolrooms and homes of the children, where there is no branch library within easy reach. They are considered supplementary to all other ways of getting books to children, and, broadly speaking, are probably transitory. During the past school year there were 381 classroom libraries and 38 home library clubs.

An indirect way that children's reading is influenced is by a constant effort on the part of the library to help the teachers and to coöperate with them.

CHAPTER V

HIGH SCHOOL LIBRARIES

Ever since Cleveland has been erecting high schools it has been taken as a matter of course that a special library room must be included in each building. The library in the first high school was a general public library, but when the present Central High School was built in 1895 there was included a library room which has been used as a special reference library for the students ever since. At present, of the 10 high schools in Cleveland, only the two commercial high schools have no library rooms in the buildings, but branch libraries are in both cases very near. However, the need for library rooms in these two high schools is felt, and it is hoped that they may be supplied in the near future.

ADMINISTRATION OF HIGH SCHOOL LIBRARIES

High school libraries are conducted on a co-operative basis by the Board of Education and the Library Board. The Board of Education supplies the room with its furnishings, light,

heat, janitor service, reference books, and some magazines. The public library selects the librarian and pays her salary; also that of any library assistants and pages needed. It buys the books for circulation, some of the magazines, all supplies, and carries on the administration of the libraries.

There is a supervisor and an assistant in charge of high school libraries. Individual conferences with the librarians are held, as well as staff meetings, to discuss joint problems. The high school library staff, including the supervisors, is particularly well qualified to carry on the work. Only two of the 10 women have not had college training and these two have had compensating library training and experience. All have had special library training and several years of library experience.

Some of the high school librarians do not go to faculty meetings, and all are officially independent of the school organization. In the cases where the librarian does go to faculty meetings, it is by special invitation of the principal. Although in some cases they go to department meetings, this is not usual. Since one of the chief functions of the high school library is to supplement each course with reference material, the librarian should be given every opportunity to become familiar with school work. It would



Although this is a large library room in a new high school building, it is already too small to meet the demands made upon it

seem that attendance upon faculty meetings would be an initial step to this end. Further individual conferences with teachers would be necessary, but until the library is made an integral part of the school, it cannot reach its greatest usefulness.

EQUIPMENT

The high school libraries are all housed in separate rooms, in general adequate to their needs. Their seating capacity ranges from 40 in the smallest room to 85 in the largest. The number of volumes varies from 2,500 to 8,500 and is largely the property of the Board of Education. Since the high school library is used only by the students and faculty of the school, the largest part of the books in demand are reference books. However, the collection is constantly augmented by loans of both special reference material and recreational books from the main collection of the public library. In general the current fiction which is ordered from the main library is for the teachers, and the children are urged to go to the branch libraries for their recreational books. In this way the high school library meets all demands for books made upon it as it could not were it an independent stationary collection. In each library magazines

on many subjects are supplied and these furnish valuable material for reference work and collateral reading.

WORK OF THE HIGH SCHOOL LIBRARIES

The fundamental aim of all the high school library work in Cleveland is to supplement the work of the school. Everything is done to further this end. Teachers are consulted in regard to their courses and their coöperation is enlisted in directing their pupils to reference books in the library. In all the high schools pupils are allowed to spend study periods in the library.

In order that pupils may early be able to use the library with intelligence and facility, a course of instruction in the use of books is given to all freshmen by the librarians. The number of school periods given to this instruction varies in the different high schools from one to six. In two of the schools sophomores get this work as well as freshmen. The course includes the following topics:

- The structure and care of a book
- The printed parts of a book
- The interior make-up
- Some standard reference books
- Use of the card catalog
- Numbering and arrangement of books in the library

Sets of questions on the dictionary and encyclopedia are given each pupil and this work is credited in the English Department. This instruction brings the librarian in touch with the individual pupils and often leads to better acquaintance and further mutual understanding. As the amount of instruction in the use of books increases in the elementary schools, this high school course can be advanced and expanded so that school children may be even more familiar with books and their value. Certainly more periods in four years could profitably be given to it.

Cleveland was one of the first cities in the country to recognize the need for a library room in a high school. For 20 years these libraries have developed efficiency in supplementing the work of the schools. Probably this work can be expanded by further administrative coöperation between library and school. But in the opinion of the writers of the present report the high school library work should not be limited so largely to reference work with the pupils as it has been in the past. Miss Mary E. Hall, Librarian of the Girls' High School, Brooklyn, N. Y., makes this comment on the high school library:

“The room may fulfill all its proper pedagogical functions as a reference collection for obtaining information, a training school in best

methods of securing that information, a laboratory for special topic work and collateral reading in connection with the subjects in the curriculum and yet fail of one of its highest functions if it fails to be a place of inspiration and recreation as well."

It might well be argued that it would be better to restrict high school libraries to reference material and encourage the children to go to the branch library for recreational books and thus make the contact that will be of use to them in later years. This is an advantage well worth considering. It applies in a similar degree to the elementary school library. But, as was stated before, it is probably a better policy to take books where a big majority of the children are, than to hope to lure a less number to the branch library where the books are. Every day the high school library has a considerable number of pupils coming to the room for reference purposes who would not make the effort to go to a branch library. It would seem more important to interest them in broader reading at these times than to trust to the possibility of their finding their way to the more distant and less accessible branch library. The essential thing is to instill early in a child's life the desire for and habit of good reading, and once this is accomplished he can be depended upon to seek the

books. Supplying this need of high school pupils would not involve an appreciable increase in equipment, since a large part of the needed additional books could be borrowed from the main library and kept in circulation as they would be through branch libraries.

JUNIOR HIGH SCHOOLS

Two junior high schools were opened in Cleveland in the fall of 1915, and as yet libraries have not been installed. However, provision has been made by the Board of Education for assigning a room for library purposes in one of them. It is to be hoped that the need for a library in the buildings will prove so urgent that it cannot be ignored. Here, with the departmentalizing of the work, and the ultimate expansion of the school to include pupils in the first year of high school, a library is as indispensable as in the senior high schools. The expenditure would be entirely justifiable.

SUMMARY

Cleveland was one of the first cities to install a library room in a high school. All the high schools in Cleveland have them at present except the two commercial high schools. The

schools supply the rooms, a large part of the books and magazines, and the library gives the services of the staff and a part of the books. The high school librarians in the main have had college training besides library training and experience.

The work of the high school library is to supplement the school work in every way possible. This is done by supplying reference material for school courses and debate work. Instruction is given to freshmen and sophomores in the use of the library and books. In general the high school libraries have largely limited their work to supplying reference material and pupils are encouraged to go to branch libraries for recreational and even some reference reading. Although this contact is made for some pupils, it seems advisable for the high school library to supply all library needs for as many pupils as possible.

CHAPTER VI

THE NORMAL SCHOOL LIBRARY

Like the high school library, the Normal School library seems to have accomplished a number of things which the elementary school libraries have not yet attained. Both in the matter of equipment and correlation with the school work it ranks high, and through these is able to go far toward truly interesting the prospective teachers in library work and making them intelligent about it.

EQUIPMENT

In two large rooms seating 200 students are housed 6,000 books, both adult and juvenile. The majority of these belong to the Board of Education and the rest are loaned by the main library. As in the high school libraries, the adult books are largely for reference. Among the juvenile books is a collection of the best children's books arranged on the shelves by grades for the use of the students of the Normal School. The rest of the juvenile books are for the use of the children in the adjoining Observation School.

CORRELATION WITH SCHOOL WORK

Since the Normal School trains for elementary school work only, the librarian is trained in library work with children. She also has had teaching experience. One of the most definite plans of coöperation which has been worked out by the library and the Board of Education is the arrangement by which this librarian is a member of the staff of the Cleveland public library and at the same time is a member of the faculty of the Normal School. She is responsible to the supervisor of grade school libraries for her conduct and management of the library, and to the principal of the school for the instruction which she gives in the use of books and children's literature. The expense of her salary is shared on the basis of three-fifths paid by the library and two-fifths by the Board of Education.

In the organization of the work the aim is not only to give all possible aid to faculty and students, but also to enable the students to get some practical knowledge of children's books and to have some opportunity of observing the use of books with children. Besides the collection of juvenile books for the use of Normal School students, it is practicable, by reason of the ample accommodations provided for the library, to maintain a collection of juvenile

books for the children of the Observation School and to distribute these books to the children once a week.

It has been kept in mind that the resources of this library are used by the Normal School students for only two years, and the librarian therefore endeavors to bring these students into as close a connection as possible with the regular library branches throughout the city. To this end she encourages them to register at the nearest branch and sends them there for additional material.

TRAINING FOR FUTURE TEACHERS

The librarian gives each year to the juniors a course of 15 lectures on the use of reference books. The object of this course, which is to enable the students to find readily the material which they need for class preparation and general reading, seems to be attained, since it is observed that seniors are able to use the catalog and other reference books readily and without assistance. This course includes:

- a. The classification and arrangement of the books on the shelves
- b. The use of a card catalog
- c. The principal parts of a book
- d. General and special books of reference
- e. A bibliography of a special subject

The librarian gives also a course in children's literature, planning this course with the advice of both the director of children's work of the public library and of the head of the English department of the school, in which department she is ranked as an instructor.

This course is given to the juniors by sections, thus insuring fairly small classes, and covers 15 class periods for each section. It includes a certain amount of required reading of the best children's books, class discussion as to their values, and practical methods of using them. The attention of students is especially called to the types of books which appeal to children in their various periods of development. Under a recent readjustment of the division of the librarian's time and salary, it is planned to extend this course over the senior year. This will enable the library to provide a trained assistant, thus giving the librarian more teaching time. The organization, as outlined, has been in operation three years, and it is interesting to note that at the end of the third year the reference use of the library has increased 65 per cent.

Besides the regular course given by the librarian, the other teachers coöperate by demanding work of the students which shall further acquaint them with the library and its use. The pupils are asked to make out bib-



These two large library rooms at the Normal School are constantly in use

liographies on different subjects, using the books in the school libraries. These bibliographies are made with the help of the librarian and are put on cards in such a form that they may make a permanent reference catalog for the library. In time, every subject dealt with in the library will be cataloged and the pupils will have learned in a practical way the use and resources of books. This work was started only recently, but the prospects are most encouraging.

NORMAL TRAINING VERSUS ACTUAL PRACTICE

A consideration of the work accomplished in the Normal School library brings up some important questions concerning the city's policies and procedures in the matter of dealing with the entire series of relationships between the public school and the public library. This work, as carried on at the Normal School, is valuable and efficiently done. In spirit and in organization it is distinctly different from that done elsewhere in the system. Here the library has become an integral part of the school. It is in no sense merely incidental, and this is as true with respect to the teachers and pupils of the Observation School as it is for those of the Normal School itself.

The librarian is a member of the faculty and she is jointly paid by the Library Board and

the Board of Education. This arrangement has been so developed administratively that it works without a hitch. Here we have coöperation between the school and the library developed to a higher point of effectiveness than is the case elsewhere in the city.

Under the arrangement described, the future teachers of the city are receiving their training. They are taught that one important feature of public school work is library work. They not only give a considerable part of their time to it, but the children with whom they work give definite periods of the school day to library activities. The library is in the school building and of the school life.

When these young teachers graduate and go out into the public schools to take up their regular teaching work, many of them will find very different conditions. In many schools they will find that library work is no longer an integral part of school work, but something incidental to it. They will find that it is cared for by a different set of people at different hours in a different building. Under such conditions they will find that it is now no longer their duty to fit the library work into the day's activities in that direct way in which they have been trained, but rather to send the children to where the books are and to encourage them to make use of them.

The authors of the present report believe that the Normal School plan is the right one, and that the same policy should, in so far as possible, shape the work in the rest of the school system. On the other hand, if the ideal method were for library work for children to be carried on entirely in branch libraries outside of schools, then it would seem that this practice should be followed in the Observation School also. Which of these methods indicates the more productive line of procedure will be discussed in the following chapter.

SUMMARY

A library is maintained in the Normal School under the joint auspices of the Library Board and the Board of Education. It is used by faculty and students of the training courses as well as by teachers and pupils of the Observation School. The librarian is responsible to the Library Board and the Board of Education and receives part of her salary from each source. She is a member of the English Department of the school and instructs the students in library work with children. The work is done efficiently and well and its results indicate that the pupils in the rest of the school system would profit from a similar close relation of library work to school work.

CHAPTER VII
FUTURE DEVELOPMENTS

The present study of the library and the schools has led to one major conclusion and several minor ones. The major conclusion, which embodies the principal recommendation of this report, is that in their relations to each other both schools and libraries should subordinate every other consideration to the single aim of implanting in every child an invincible love for reading.

It is probably a fair, although not a complete, statement, to say that at present the principal aim of the school is to teach the child how to read; and that the principal aim of the library is to furnish wholesome reading material. The fundamental fact is that the most important problem is to make the children want to read. If they can be genuinely fired with a love for reading, it will matter little whether or not they are accustomed to applying at a branch library or at some other library for reading material. It is probable that the representatives of both the schools and the library would say, with re-

spect to this, that one of their chief aims at present is to cultivate taste and appreciation on the part of the young people.

Nevertheless it does not appear that this aim is the dominant one in either case to the extent that it is essential if the best results are to be secured. At present the schools largely devote their energies to teaching the pupils to master the mechanics of reading. The aims and methods of the library are somewhat more diverse. The children's department has used such devices as story hours, classroom collections, club work, and book lists for the purpose of forwarding its work among children of school age. It is active in attempting to get young people into the habit of going to its branch libraries. It aims to do this by such positive means as have been mentioned and others described in earlier chapters.

The Survey holds that despite the good work done by both school and library in the matter of guiding pupils' reading, the most worthy and important objects of both organizations can be secured only through combining efforts with the single purpose of teaching children to read widely, enthusiastically, intelligently, and discriminatingly. There is only one way in which this can be accomplished and this is by introducing the children at an early age to a great

variety of well chosen books and encouraging them in every possible way to read them. In order to do this most effectively, the library and the schools together will have to adopt the same policy that the library has for years been following in its work with other classes of the community. The basis of this policy has been to take the books to the people who ought to read them. As a part of this policy libraries have been established in branches, in private dwelling houses, in fire and police stations, and even on boats. The Survey believes that the policy is valid and that it should shape and control the work with the public schools.

READING AND EDUCATION

It is a sad and significant fact that most people who attend public schools never learn to read even the most simple material with a fair degree of ease and speed. Most people find the reading of a simple story or the morning paper a tiring and difficult task. Reading is drudgery for most of them because they have never mastered the mechanics of the process. The most difficult part of elementary school work is learning to read, and it is the one in which the least satisfactory results have been secured. This is a general as well as a local condition. The main

reason for this is the lack of books. During the process of learning to read, the child needs many books—not one, or two, or even 10. His progress in reading is almost entirely dependent on the number of interesting books at his command. He must learn to read as he learned to talk—through unremitting exercise. He must read and read and continue to read.

Reading is the most important thing the child can learn in school. It is the key that opens most of the doors through which the adult will wish to pass. The ability to translate the printed words into ideas, thoughts, motives, and actions which make for knowledge and efficiency is the greatest asset any one gets from school. It is this ability to gain ideas from the printed page that makes it possible to secure a knowledge of any subject which one may desire to take up in later life. Through it one may gain access to the best that has been dreamed and thought and done.

The reading that produces the greatest educational returns to young people is the reading of books chosen for their value in revealing the great fields of science, industry, history, biography, invention, travel, exploration, manners and customs in other lands, etc. When children are brought into contact with enough and good enough books of these sorts, life-long habits of intelligent reading become fixed. Moreover,

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

The reading needs of adults are largely in connection with current news, progress in the world of industry and applied science, political developments, discussions of social relations, and the like. Since these will represent their adult needs, the children of the present should be given the opportunity to read them voluminously that they may in the future attain to that wide social vision and understanding that is greatly needed in this complicated cosmopolitan age.

Of recent years there has arisen a new educational school demanding that there be introduced into the curriculum varied forms of hand work, much manipulating of concrete materials, and frequent periods of shop activities. These innovations are wholesome and valuable, but they must not be allowed to obscure the fact that reading remains the most important school subject. By tradition the American school has always been a reading school. Fundamentally its object has been to equip the student with the tools whereby he could get at the truth. It is still true that even with our enriched present-

day courses of study the parent who could choose among all the varied subjects only one for his child would invariably and unhesitatingly choose reading. As animals live in a world of things and the memory of things, so man lives in a world of words and the memory of words. We owe the developments of our civilization to the combinations of ideas that have been worked out in printed words. To those who can use printed words so as to influence other people, society gives great rewards.

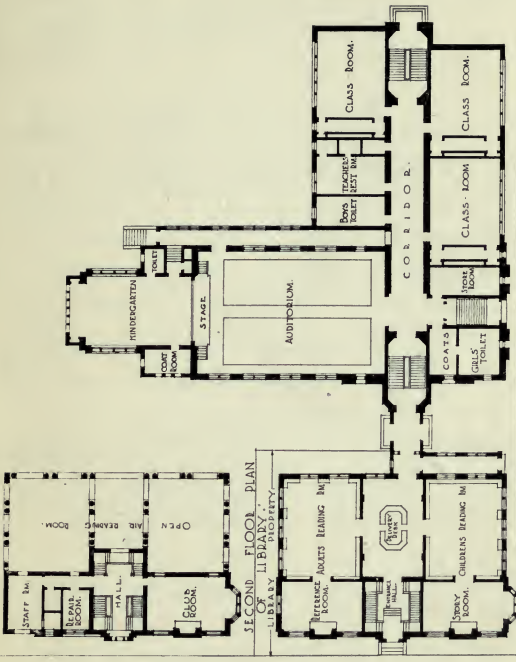
The American people has an almost unlimited faith in education. For the support of public schools it digs deep into its pocket, uncomplainingly and almost reverently. Yet the time and effort lavished on these schools cannot give our youth much information or culture, but only the simplest tools which, if rightly used, will enable them to educate themselves by reading. People are getting their ideas and ideals, their motives and inspiration, their knowledge and information, less and less from the living voice, from pulpit or platform, and more and more from the printed page.

For the reasons that have been reviewed, the Survey is convinced that the schools and the library must combine in united and concerted effort to bring to every boy and girl compelling stimulus to varied and voluminous reading if

Cleveland's children are to reap the best and fullest rewards of education. Opportunity is not enough. There must also be contact, stimulus, encouragement, and daily association. In the first chapter of this report it was stated that it was the purpose of the present study to consider how the city can most effectively get the city's children into the habit of reading the city's books. The following sections will consider some of the educational policies and administrative readjustments that it is thought would be conducive to that end.

PUBLIC SCHOOLS AND BRANCH LIBRARIES

At the present time Cleveland has 26 branch libraries. Half of these are located in their own library buildings, while the rest are variously accommodated in rented rooms and private premises. As the city grows there is constant demand for the establishment of new branches and for the erection of permanent quarters to accommodate those now less desirably located. As a result, expensive buildings are from time to time being erected in different parts of the city for library purposes. The Survey recommends that the Library Board advise with the Board of Education as to the possibility of erecting these new branches in conjunction with public school



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Proposed plan for a branch library in conjunction with Tremont School Annex

buildings. By means of such a combination, one auditorium, one heating plant, one set of club rooms, and one custodian would serve the needs of both organizations. Not only would financial economies be effected, but the value of the educational plant would be greatly enhanced by the presence of the library.

SCHOOL LIBRARIES AND THE PLATOON PLAN

The Cleveland Board of Education is now carrying on an experiment in administering one of its large elementary schools by what is known as the platoon plan. This is an adaptation of the "Gary plan" by which the special subjects are taught by special teachers, all the facilities of the school plant are in use all the time, and greater diversity is introduced in the daily activities. Under this plan one room is specially equipped and set aside for music, another for art, another for literature, others for shops, and so on.

Whether or not the present plan is eventually adopted throughout the city, it seems increasingly clear that some such form of organization will be generally adopted in the not-far-distant future. The influences which will bring this about are powerful and unmistakable. Education is rapidly becoming more diversified.

The parents are demanding more and different sorts of educational advantages for their children. In response to the demands, school buildings are being erected with new and expensive facilities, such as shops, kitchens, baths, gymnasiums, and auditoriums. At the same time it is being demonstrated that the regular classroom teachers cannot successfully teach all the regular subjects and all the special ones too.

As a result of these conditions, school administrators are confronted by the necessity of employing special teachers for special subjects and at the same time they are facing insistent demands that the expensive adjuncts of the new schoolhouses be more regularly used in order to justify their great expense. The platoon plan, the Gary plan, and other similar forms of reorganization, have been developed in response to these demands, and it is certain that, in one form or another, they have come to stay.

For these reasons the Survey recommends that the Library Board and the Board of Education consider the establishment of a school library in each new building reorganized on the platoon plan or any similar plan. Such a school library would differ from the present ones in that the library room would be a session room accommodating several different classes of pupils during the day. Since it would thus constitute a

regular part of the facilities of the school for housing the children, such an arrangement would do away with the present danger, felt in every school having a library, that the room may at any time be required to accommodate children and the library have to move out.

LIBRARIES IN JUNIOR HIGH SCHOOLS

The Cleveland school system is now establishing junior high schools. Under the conventional form of organization, the school system has been divided into two units—the elementary school of eight years and the high school of four years. Under the new form of organization it is divided into three units—the elementary school of six years, a junior high school of three years, and a senior high school of three years. Thus the new junior high schools accommodate the present seventh and eighth grades and the present freshman class of the high school. Two of the new schools are now in operation, and plans are rapidly being forwarded for establishing more of them. Even if the school system should cease to grow, it would require about 15 junior high schools for the whole city.

It is clear that some definite library policy must be adopted to care for these new high schools. The Survey strongly recommends that a

library be established in each of them. It has always been a settled policy in Cleveland to set aside a room in each high school building for library purposes. Now that the high schools are being divided, this policy should certainly be continued. Indeed, it is probable, from a purely educational point of view, that it would be wiser to transfer the libraries from the senior high schools to the junior high schools if conditions unfortunately made it impossible to maintain them in both. For a great majority of the children the junior high school supplies the final years of schooling. In these grades seven out of every 10 pupils leave school never to return. In general they are economically less fortunately situated than those who go on to the senior high school and to college.

Moreover, when the reorganizations are completed, all the children will enter these new high schools and pass in them the most impressionable years of their youth. If they are ever to develop right habits of reading, it will be for most of them during the junior high school period. It is greatly to be hoped that the two boards will immediately go about establishing libraries in the two junior high schools now in operation and will open others as each succeeding school is organized.

LIBRARIES IN SENIOR HIGH SCHOOLS

Cleveland now maintains a well-equipped library and a competent librarian in each high school. In the preceding section the suggestion was made that it would be wiser to transfer these libraries to the junior high schools than to leave these new institutions unequipped with library facilities. Nevertheless the Survey would deeply deplore any such arrangement nor would the citizens of the city countenance it. The policy which established present high school libraries was a sound and wise one. The Survey recommends that they be continued and expanded. As has been shown in Chapter V, their work is now largely limited to reference work with the pupils. The Survey recommends that their book collections be expanded so as to include works of inspiration and recreation as well as those of information. It bases this recommendation on the considerations that were set forth in the early part of the present chapter.

INADEQUATE SALARIES OF SCHOOL LIBRARIANS

As a class the librarians in both the elementary and high schools are well equipped and underpaid. Most of them have graduated from high school, gone through college, taken a two-year course in a training school for librarians, have

worked for several more years as librarians, and some of them have had several years of teaching experience. Those in the elementary schools are as a class as well educated and better paid than those in the high schools. Among both groups the average of training and education is higher than it is among the teachers of the public schools.

The management of the public libraries is to be commended for its success in securing exceptionally well-qualified people for the positions of librarians in schools. Nevertheless there is little in the records of the employment of these librarians to encourage any young woman in Cleveland in the aspiration to go into such work. At present the average length of service among the elementary librarians is about eight years and their average annual pay about \$820. Among the high school librarians the average length of service is 12 years and the average annual salary \$775. These figures indicate that the librarians are seriously underpaid as compared with the teachers.

This may be appreciated by comparing the probable professional experience that two Cleveland girls might have if one decided to enter the service of the public schools and the other the service of the public library as a school librarian. The former would complete her high school

course and then receive two years of training in the city normal school at public expense. The other girl would go through high school, then complete a four-year college course at her own expense, and after that go to a library training school also at her own expense. She would require six years of training paid for from her own funds as compared with two years' training paid for from public funds.

A dozen years later the girl who entered the service of the elementary schools as a teacher would be receiving higher pay and she would have earned since going to work about \$4,000 more than her companion who entered the service as an elementary school librarian. The librarian requires more time for her education, spends more money getting it, progresses less rapidly, earns a smaller salary, has less chance of promotion, and does not enjoy the benefits of a pension system after her service is completed.

The comparison between the records of two young women entering the high school service is even more impressive. In general terms it may be truly said that the high school librarians have better professional preparation than the high school teachers and are paid less than half as well. They are receiving from \$660 to \$960 per annum after periods of service which would have

gained for them, if they had become teachers in the same schools, annual salaries of from \$1,100 to \$2,000. If two young women should prepare respectively for high school library work and high school teaching work in this city, their professional records after a dozen years of service would be strikingly different. The librarian would have spent more years and more money in securing her education. After she had worked a dozen years her aggregate earnings would have amounted to some \$9,000. Meanwhile the earnings of her companion who had gone into teaching in the same school would have amounted to \$20,000. In addition there is the matter of the pension as was mentioned in comparing the elementary teachers and librarians.

It will be realized from the foregoing that one of the important problems which the city must face in the administration of school libraries is the payment of the workers. Every argument for the adequate payment of teachers applies with equal force to the school librarians. In addition it must be remembered that it is difficult to expect the librarians to be accepted as professional equals of the teachers in the same schools unless the city that employs them all itself recognizes such equality by paying them equally well.

ADMINISTRATION

The considerations of the present chapter have laid emphasis on some of the administrative problems that must be met if library work with school children in Cleveland is to continue into the future with fullest success. It has been urged that the schools and the library coöperate in giving the children of the city the widest possible opportunities for varied and wholesome reading. This involves carrying the library work into the school in more and different ways than in the past.

It has been pointed out that educational changes are now under way which strongly promote such a development if they do not almost compel it. The locating of branch libraries and public schools together is a policy dictated by those considerations of economy that are becoming ever increasingly important in municipal administration. The locating of libraries in platoon plan schools is a logical development of the near future. The establishment of libraries in junior high schools is almost a necessity.

It seems clear that these different factors will soon result in the rapid expansion of the library's work with the public schools. The establishment of the junior high schools alone should result in almost doubling the number of school librarians employed by the city. The other

possible developments that have been indicated may well increase the number of school librarians to nearly half a hundred in the near future. It is clear that to care adequately for such a corps of workers will require careful administrative foresight. In the development of this corps of workers the matter of compensation will be of great importance. As was stated earlier in the chapter, it seems entirely clear that these school librarians, with their high qualifications, should be at least as well paid as are the teachers among whom they work. This is not only a matter of justice, but it is also essential for efficiency. The librarian will not be accepted by the teachers as their professional equals if they are compensated on a greatly inferior scale.

In the opinion of the Survey Staff the best results would be obtained by establishing a corps of teacher librarians. These workers should have teaching experience, as have many of the present school librarians. They should also be graduates of library training schools. The ideal arrangement would be to have them certified as librarians and nominated by the Library Board and certified as teachers and appointed by the Board of Education. They should be paid at least as much as the regular teachers of corresponding education and experience, and it would be still better for them to be rated and paid as special teachers.

So numerous a corps as the school librarians will soon constitute should be directed by a special supervisory officer. In the opinion of the Survey Staff, the best arrangement would be for this supervisor of school libraries to be nominated by the Library Board and appointed and paid by the Board of Education or by both boards together. This official should be rated as a supervisor of a special subject and be appointed annually as are the corresponding supervisors of the school system. The same supervisor should have charge of all the library work in the elementary schools, junior high schools, and senior high schools. Since members of the educational force of the city must be nominated annually, the librarians and the supervisor would be so nominated and this would place control over the personnel of the force with the library authorities.

Such an arrangement as has been suggested would centralize responsibility and at the same time insure the appointment of competent people interested in the work of both boards and owing allegiance to both. The question as to just how the expense should be apportioned between the two boards should not be allowed to assume unduly large proportions. The members of both boards are naturally and properly actuated by a desire to economize their own

funds by persuading some one else to bear the expense of improvements and extensions whenever this is possible. In the present instances, however, the important consideration is that the work be carried forward in the most effective manner possible. The cost to the taxpayers of Cleveland will be the same no matter which Board pays the expense or how it may be apportioned between them.

SUMMARY

Reading is the most important thing the child can learn in school. It is the key that opens most of the doors through which the adult will wish to pass.

In order that children may really learn to read, they need large numbers of books. Their progress in reading will be almost entirely dependent on the number of interesting books at their command. They must learn to read as they learn to talk—through unremitting exercise. They must read and read and continue to read. For these reasons the schools and the library must combine in united and concerted effort to bring to every boy and girl compelling stimulus to varied and voluminous reading.

The Survey recommends that the Library Board advise with the Board of Education as to

the possibility of erecting new branch libraries in connection with public school buildings. It recommends that the two boards consider the establishment of a school library in each new school building reorganized on the platoon plan or any similar plan.

The Survey recommends that the two boards immediately undertake the establishment of well-equipped libraries and the appointment of trained librarians for all junior high schools. It recommends that the book collections of the senior high schools be expanded so as to include works of inspiration and recreation as well as reference books.

The Survey recommends that the salaries of school librarians be increased so as to be on a level with those paid teachers doing correspondingly responsible work.

The Survey recommends that there be established a corps of teacher librarians, certified by the Library Board as librarians, by the Board of Education as teachers, paid by both boards, and appointed to their positions by the Board of Education. It recommends that a supervisor of school libraries be appointed in charge of all library work with the public schools. This official should be nominated by the Library Board, appointed by the Board of Education, and paid by both boards.

CLEVELAND EDUCATION SURVEY REPORTS

These reports can be secured from the Survey Committee of the Cleveland Foundation, Cleveland, Ohio. They will be sent postpaid for 25 cents per volume with the exception of "Measuring the Work of the Public Schools" by Judd, "The Cleveland School Survey" by Ayres, and "Wage Earning and Education" by Lutz. These three volumes will be sent for 50 cents each. All of these reports may be secured at the same rates from the Division of Education of the Russell Sage Foundation, New York City.

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