

A STUDY OF THE DEVELOPMENT OF LIBRARY FACILITIES IN
DEPENDENT ELEMENTARY SCHOOLS OF TULSA COUNTY

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IN DEPENDENT ELEMENTARY SCHOOLS OF TULSA COUNTY

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Chapter I

INTRODUCTION AND STATEMENT OF PROBLEM

The importance of the library in the school program in Oklahoma is indicated by the following quotation taken from a letter written by Mr. E. E. Halley, Chief High School Inspector for the State of Oklahoma, under date of January 15, 1940.

"I have always been interested in the development of the libraries in all elementary schools whether they are independent or dependent districts. I have suggested for several years that books be purchased for the grades as well as for the high school. In a great many instances, books for the high school libraries have been purchased instead of functional material for the lower grades. I am sure that I will be safe in stating that the greatest need in the elementary grades is supplementary readers and functional books in each one of the grades."

Included in the study are the libraries found in the elementary schools in the fifteen dependent districts, public libraries located in four towns in Tulsa County, the use made of the State Library Commission, the library in the County Superintendent's Office, and a W. P. A. book-repair and rebinding project.

This study deals with the development of library service from public and school libraries available to the elementary grades in school districts known as dependent districts, which are those school districts under the jurisdiction of the county superintendent of public instruction and supervised by the rural school supervisor.

The fifteen dependent districts in Tulsa County include nineteen schools as indicated below:

Two union graded school districts with an enrollment of 270 pupils with nine teachers.

Two consolidated high schools with an enrollment of 349 pupils with eleven teachers.

Two dependent school districts offering high school work, with an enrollment of 237 pupils and twelve teachers.

One dependent school district offering instruction in grades 1 to 8 inclusive. This district has an enrollment of 148 pupils and five teachers.

Three dependent school districts with four buildings having an enrollment of eighty pupils and four teachers.

Four dependent school districts with an enrollment of 217 pupils and eight teachers.

One dependent school district with two buildings having an enrollment of 139 pupils and four teachers.

All of the above schools meet the requirements for accredited rating as set up by the State Department of Education for Oklahoma. The fact that these schools meet the requirements for accrediting is an indication of the effort and interest shown in raising the standards of the schools.

In making a survey of the educational facilities in any part of the State of Oklahoma, it should be remembered that Oklahoma is a comparatively new state, having been admitted into the union, November 16, 1907.

The material for this study was obtained from the files in the Tulsa County Superintendent's office, from reports and pamphlets published by the Oklahoma Library Commission and State Department of Education, personal correspondence, and a personal investigation in which a questionnaire was used to secure data regarding libraries found in elementary schools studied.

Chapter II

THE DEVELOPMENT OF SCHOOL AND PUBLIC
LIBRARIES

When the library movement first started in America, no buildings were available and there was no satisfactory way of raising funds for the construction of a library building. Books were housed in any available space regardless of lighting, heating, ventilation, and other facilities now considered essential to good library service. Most of the books found in the early libraries were "cast off" books donated by individuals when a drive for books was made. The first public library in the City of Tulsa was composed of books donated by individuals and was housed in one room in the basement of the county court house.

Development of library service in Tulsa County is comparable to that of the nation as indicated by the following:

Library history in America begins with the first permanent settlement in the New World by the English. At Jamestown it was proposed to establish a college, and the minutes of the Virginia Company record a gift of books to the institution. 1

The first school libraries in America were instituted in the State of New York. As early as 1827 the Governor recommended their establishment, and in 1835 a law was passed permitting school districts to appropriate \$20 toward their support the first year and \$10 each succeeding year. This permission failing to awaken a response, a law was passed in 1838 appropriating \$55,000 annually to be distributed among all the schools for the establishment of school libraries, each school to raise a sum equal to that which it received. This met with favour, and libraries were formed on every hand. By 1853 over 1,600,000 volumes were reported, but this was the high water mark. In 1843 permission

1 Edwin Wiley, Encyclopedia The Americana, 1929, XVII, p.359.

had been given to use the money for school apparatus, and later, for salaries, providing 125 books had been secured in schools of fifty pupils, or 100 books in schools of less than fifty pupils. Though a failure in many respects, this attempt of New York was a start in the right direction and established the principle of taxation for school library purposes. 2

In the early years of the nineteenth century public libraries were started in the United States, and about the middle of the nineteenth century tax supported public libraries were established. Fortunately, their progress has been rapid and wide spread.

The year 1876 is generally accepted as the beginning of the modern library movement. In that year a comprehensive report was issued by the Bureau of Education, Washington, reviewing conditions throughout the whole country. The same year the American Library Association was organized, and the first magazine exclusively devoted to library work, The Library Journal, began publication. 3

Progress since 1876 has been phenomenal. Libraries have been financed by private donations, and from federal, state, and municipal sources, thereby furnishing the most modern equipment, supplies and buildings at the present time. In 1883 the first Teachers' Reading Circle was organized in Ohio, and from it sprang the Young People's Circle, which is related closely to the rural school library, was first organized in 1887 by the State Teachers' Association of Indiana. The State of Massachusetts organized the first Library Commission in 1890. 4

The importance of providing facilities for children was recognized by those in charge of planning and administering public libraries as indicated.

Brookline, Massachusetts, Milwaukee, Cambridge and Denver were all in the van in the matter of providing separate children's rooms. Of these Brookline was the

2 J. W. Emery, The Library, The School and The Child, Toronto, Canada, 1917, p.98.

3 Ibid., p.4.

4 Ibid., pp.106-108.

first, a basement room to accommodate nearly thirty children, in 1894, a large room was specially fitted with chairs and tables, and provided with 3,000 children's books and periodicals. The open access principle prevailed, and books were available for reading in the library or at home. The circulation reached 70,000 volumes during the first year. 5

Provisions for establishing public libraries and county circulating libraries and methods used in supporting these libraries are indicated by the following:

Article 17. Public Libraries

6347. Public Libraries--Levy

The city council or legislative body of any city or incorporated town in this State, shall have power to establish and maintain a public library and reading room, or either of them, for the use and benefit of the inhabitants of such city or town, and after the establishment thereof it shall be the duty of each such city council or legislative body to include an item in the annual financial statement and estimated needs of their city or town, for the following fiscal year to maintain said public library and reading room, or either of them, and which item will be in an amount equal to the amount a levy of not less than one-half (1/2) nor more than two (2) mills would have raised upon the assessed valuation of said city or town during the prior fiscal year. If the aggregate amount of estimated needs, exceeds the amount which can be raised by the number of mills the Excise Board of the county apportions to said city or town for said fiscal year, under the provisions of Section 9, Article 10 of the Constitution of the State of Oklahoma, as amended, said Board will be without power, in order to bring said aggregate within the amount which can be so raised, to reduce the amount of said item.

--Oklahoma Statutes, 1931
Supplement, 1936

5 From a letter written by Lorene L. Scott, Supervising Assistant Reference Department, Denver Public Library, dated February 5, 1940. She states the quotation was taken from Libraries for Children by Gwendolene Rees p.89.

Article 25. Taxation

12704. Excise Board--Levy for County Circulating Libraries

The excise board of any county in this state is hereby authorized to make an annual levy of not to exceed one-half of one mill on all taxable property of the county, which levy shall be in addition to all other levies authorized by law, for the purpose of providing funds to be used to establish, extend, operate, and maintain a county circulating library, and to employ help necessary in connection therewith. Provided; the said board of county commissioners shall have authority to use such funds in co-operation with any public library in said county when such co-operation will be advantageous for said county library.

--Oklahoma Statutes, 1931

A well balanced library for a rural elementary school should include the following classes of books in approximately the proportions indicated.

1. General Literature, Including Fiction ...35%
2. Social Studies Including Biography,
Travel, Geography, Etc.25%
3. Science, Nature Study, Health20%
4. Music, Art, and Miscellaneous20%

Each one-teacher school and each room in larger schools, should have reading table and chairs, a mouse-proof bookcase, a wide slanting shelf for magazines and a bulletin board about 28" by 36" in size. A well-lighted corner at the rear of the room is usually selected for the classroom library or nook. No effort should be spared to make it inviting. A dictionary stand, or slanting shelf about 40" from the floor, for the unabridged dictionary is needed where intermediate and advanced pupils are enrolled. ⁶

TABLE I
 NUMBER OF SCHOOL LIBRARIES AND PER CENT OF
 SCHOOL LIBRARIES HAVING MINIMUM EQUIPMENT
 FOR ELEMENTARY SCHOOL LIBRARIES

	Number of Libraries	Per Cent of Libraries	Total School Libraries
Mouse-proof bookcase	13	68.44	19
Reading table and chairs	7	36.85	19
Slanting shelves for magazines	3	15.79	19
Bulletin Board	11	57.91	19
Library nook	19	100.00	19
Unabridged dictionary	19	100.00	19
Dictionary stand	11	57.91	19

All schools visited met the minimum standard for elementary school libraries in only two items--the library nook and the unabridged dictionary. Nearly 69 per cent of the schools had suitable bookcases for books while only 36 per cent had reading tables and chairs. While the schools score 100 per cent in having a dictionary less than 60 per cent of the schools have a stand for the dictionary.

TABLE II

NUMBER OF SCHOOL LIBRARIES AND PER CENT
OF SCHOOL LIBRARIES HAVING OTHER ITEMS
CONSIDERED ESSENTIAL IN A GOOD LIBRARY

	Number of Libraries	Per Cent of Libraries	Total School Libraries
Clock	10	52.63	19
Supply cabinet	8	42.11	19
Flag, U. S.	16	94.74	19
Flag, State	9	47.37	19
Thermometer	15	78.95	19
Books selected by teacher	19	100.00	19
Fines for overdue books	3	15.79	19
Accession book	4	21.05	19
Books cataloged according to author	5	26.32	19
Books cataloged according to title	2	10.53	19
"Bookmobile" books cataloged	9	47.37	19
Library opened after school hours	3	15.79	19
Paid librarian	0	00.00	19

42 per cent of the schools had a supply cabinet for the library. All books for the library are selected by the teacher. Less than 16 per cent of the libraries reported "fines" for overdue books. No school reported having a paid librarian.

"The need for libraries in elementary schools is as great as the need for libraries in secondary schools and in higher institutions; so is the need for libraries in rural schools as great as the need for libraries in urban, suburban, and village schools. School libraries will necessarily differ to some extent depending on the grade level, the curriculum, the administration, and the special purpose of the school, and on the community in which it is located.

In general, however, children and young people everywhere--growing and learning thru experience and thru books, developing according to their interests and capacities, becoming familiar with the knowledge, culture, and tradition of their civilization, acquiring ability to analyze problems and readiness to work at solving them, learning to work and play with their fellows--need libraries. They need them to supply books for their many interests and purposes, to teach them how to use books and libraries, to serve as reading and study centers, and to help form the habit of turning to books and libraries as one means of learning and recreation.

Reading is one of the important ways of acquiring facts, of gaining information, of extending and interpreting experience, of understanding people, of knowing other points of view, and of enjoying the literature of the present and the past." ⁷

⁷ Anna Clark Kennedy, Rural School Libraries, Department of Rural Education, 1936, p.78.

TABLE III

DISTRICT NUMBER, DISTRICT NAME, NUMBER OF BOOKS IN LIBRARY 1938-1939, AND NUMBER OF SUPPLEMENTARY READERS IN LIBRARY 1938-1939 OF ALL DEPENDENT ELEMENTARY SCHOOLS IN TULSA COUNTY

District Number	District Name	Library Books 1938-39	Supplementary Readers 1938-39
1	Lynn Lane	433	209
U.G.1	Keystone	756	540
C.2	Union	654	276
C.3	Liberty	672	243
	East Central	60	24
	Garnett	302	282
	Plainview	256	220
13	Wingo	695	372
20	Tanglewood	384	350
21	Fisher	350	190
	Limestone	362	172
31	McCullough	320	160
33	Berryhill	1503	675
34	Ellingwood	250	191
	Eureka	250	215
36	Willow Springs	150	110
37	Weer	293	192
47	Leonard	406	150
69	Lone Star	253	140

TABLE IV

DISTRICT NUMBER, DISTRICT NAME, LIBRARY EXPENDITURES
1937-38, AND LIBRARY EXPENDITURES 1938-39 FOR ALL
DEPENDENT ELEMENTARY SCHOOLS IN TULSA COUNTY

District Number	District Name	Library Expenditures 1937-1938	Library Expenditures 1938-1939
1	Lynn Lane	\$125.00	\$100.00
U.G.1	Keystone	200.00	17.18
C.2	Union	309.88	252.82
C.3	Liberty	250.00	73.81
U.G.4	East Central	11.63	16.50
	Garnett	31.26	48.80
	Plainview	32.11	59.70
13	Hingo	184.52	201.00
20	Tanglewood	201.69	75.00
21	Fisher	200.07	150.00
	Limestone	205.20	151.94
31	McCullough	171.08	223.61
33	Berryhill	614.27	747.04
34	Ellingwood	41.31	63.20
	Eureka	45.40	72.25
36	Willow Springs	15.00	34.25
37	Weer	219.16	16.95
47	Leonard	157.37	42.00
69	Lone Star	20.00	42.21

TABLE V

DISTRICT NUMBER, DISTRICT NAME, NUMBER OF ELEMENTARY TEACHERS, AND THE ENROLLMENT AT THE END OF 1st 9 WEEKS 1939-40 OF ALL DEPENDENT ELEMENTARY SCHOOLS IN TULSA COUNTY

District Number	District Name	Number of Elementary Teachers	Enrollment End Of 1st 9-weeks 1939-1940
1	Lynn Lane	2	72
U.G.1	Keystone	4	129
C.2	Union	7	239
C.3	Liberty	4	110
U.G.4	East Central	1	36
	Garnett	2	43
	Plainview	2	60
13	Kingo	4	82
20	Tanglewood	2	51
21	Fisher	2	65
	Limestone	2	74
31	McCullough	2	37
33	Berryhill	8	203
34	Ellingwood	1	13
	Eureka	1	25
36	Willow Springs	1	21
37	Weer	2	57
47	Leonard	5	148
69	Lone Star	1	21



Tulsa Public Library

In 1905 and again in 1910, attempts were made to secure funds from Andrew Carnegie to construct a library building in Tulsa, but both attempts failed. On October 28, 1912 the first Tulsa Library Association was organized, having for its president, Mr. O.H. Leonard; vice-president, Mrs. Shallenberger; and secretary, Mr. F.J. Katz. One thousand volumes and minimum equipment was secured by a book shower and cash donations amounting to \$700. Miss Alma Reid McGlenn was elected librarian. The only available space for the location of this library was in one room of the county court house basement. This was opened March 3, 1913. On June 5, 1914 the city took over the operation.

In May 1916 the library's collection of 4,000 volumes was moved into a new twenty-two room building, constructed after Mr. Carnegie donated \$55,000.00 for that purpose. The library now has over 110,000 volumes.

Sand Springs Public Library

The Sand Springs library was started by the Woman's Club in 1920 and was formally opened April 7, 1921. It contained 638 volumes. The library was located in two rooms in the newly constructed City Hall. In 1929 the library contained 6,000 volumes.

On February 27, 1930, the Page Memorial Library was completed. \$100,000.00 was given for this purpose by Mrs. Charles Page in memory of her husband.



Collinsville Public Library

When Collinsville was a little pioneer town in the Indian Territory, Mrs. Tyner, a member of the Shakespeare Study Club which called itself the "Comedy of Errors," borrowed a small collection of books from a Methodist Church organization and used a room in her home for a library. Plans were soon made for a public library. Many homes donated books and book showers were held to obtain books.

The First National Bank building housed Collinsville's first public library. From there, the books were moved to the City Hall.

In 1915 the Carnegie Corporation gave \$7,500.00 for a library which was completed in 1917. The Comedy of Errors Club gave its 1500 volumes to the new institution. Mrs. A. Nicodemus was the first librarian.



Broken Arrow Public Library

In 1905 the Self Culture Club of Broken Arrow started a small book collection. For seventeen years it was supported by home talent plays, donations, and annual subscriptions. In 1922 and 1923 the city gave a small sum of money for support of the library. In 1927 the librarian, Mrs. Eselinger, received a sizable sum from the city council. During the five year period from 1922 to 1927, the library secured over a thousand volumes. In 1932 the Self Culture Club allowed the library to become the property of the town. It is now located on the second floor of the City Hall.

Chapter III

BOOK REPAIRING AND REBINDING PROJECT

In order to take advantage of the services of the Works Progress Administration of the Federal government, the County Superintendent of Public Instruction, the Tulsa Public Library and the County Commissioners of Tulsa County served as sponsors for a "Book Repairing and Rebinding Project." The project was started in December 1936 with work rooms located on the third floor of the Health Department Building at 521 North Boulder. Mrs. Ella R. Taylor, a former Tulsa primary teacher, was selected as the supervisor. Mr. Ed Bryan who was selected as carpenter made practically all the furniture, bookcases, bookends, vises, tables and special equipment used by the workers on the project.

Mrs. Taylor, the supervisor, realized that a pile of dirty, ragged, and faded books was not very attractive to a group of workers. She immediately started brightening the barren surroundings by hanging attractive, inexpensive curtains, lining the walls with colorful pictures and posters, covering the lamps with shades made by the workers, and decorating simple wastepaper baskets made from cardboard boxes. The supervisor spent much time, at first, creating in the workers a desire for the work they were going to do, and above all, a love of books and a knowledge of their repair. This required patience because many of the workers came from homes where there was not too much of beauty or

optimism and who had not been privileged to obtain more than a common school education.

The working procedure was fairly simple. The books are received and examined. Books not repairable are laid aside to provide missing pages for others, that are worth repairing. Missing parts are either typed or replaced. No book is released from the repair shop with the least blemish that has not been repaired. Even the bent pages have been straightened and repaired with transparent tape. Material used in the repairing is of the best quality. The books are bound in red, green, blue, and brown cloth that add to the attractiveness of the school library books which are only partially soiled. The sheets are proof-read for errors in spelling or punctuation, sewed into the book and all recased in book cloth. In many cases original backs are preserved by gluing on protective corners. Whenever possible the original parts of the books are preserved and soiled pages are cleaned.

Flimsy "Nonsense A. B. C. Books," of little value, are cared for as meticulously as a valuable "Book of Knowledge." Each type of book is bound in a standard color. One must look closely at the carefully painted white titles to realize that the book is not in its original printed cover. The printing is very uniform and neat. The paste used in mending the books was made by the workers. Many materials that could be obtained free which served the purpose as well as those of considerable cost were brought in by the workers.

This naturally reduced the cost of the repair work to a minimum. The price per book ranges from seven cents on the smaller less worn books to twenty-five cents per volume on reference books and encyclopedias.

The schools in paying for the materials used in repairing their books do not pay the supervisor, instead she sends an invoice to the county superintendent because he purchases the materials and sends them to the supervisor. The county superintendent sends the invoice and a signed claim to the clerk of the various school boards. They in turn compensate him with a warrant drawn on the library fund in the budget.

With the motto, "Whatever is worth doing is worth doing well," ever before them, the workers have been carefully trained in every phase of the work, step by step, until each has a thorough knowledge of the different processes through which the book passes from the time it enters the repair shop until it is completed. The supervisor keeps all records of the books. The work is well organized and systematized. The greatest care being given to receiving and listing the books and in checking them back to the schools and libraries. The work requires close attention, accuracy, and precision.

The workers are now repairing and rebuilding the books for nineteen schools in Tulsa County, the county superintendent, the Tulsa Public Library, and its five branch libraries, as well as other small public libraries in the county.

During the first three years of operation there have been over 20,000 volumes repaired and rebound. The total number of relief workers employed is twenty. The crew works in two shifts, eight hours a day, one hundred hours a month.

Chapter IV
FACILITIES FOR BOOK DISTRIBUTION
State Traveling Library

A traveling library has been defined as "A collection of books lent for stated periods by a central library to a branch library, club, or other organization or, in some instances, to an individual."

The first general American traveling libraries supported by public funds were authorized by the New York State Legislature in 1892. The first library was sent out by the New York State Library in February 1893.

The traveling library is of special significance in four different directions: in providing the rural population and special organizations with library facilities, in aiding the rural school to keep their instruction abreast of the times, in promoting educational extension movements of all kinds and in promoting the establishment and development of permanent libraries.

An interesting variant of the traveling library is the book-wagon or automobile which delivers books along definite routes radiating from some library center. The pioneer book-wagon in the United States was started in April 1905 by Miss Mary L. Titcomb of the Washington¹ County Free Library of Hagerstown, Maryland.

1 Encyclopedia The Americana, 1929, XXVII, pp.18-19.

The Oklahoma Library Commission with A.L. Crable, State Superintendent of Public Instruction, as president and Mrs. J.R. Dale as secretary is located in Room 331 of the State Capitol at Oklahoma City, Oklahoma.

Traveling libraries of twenty-five books for a one-room school; forty books for a two-room school; fifty books for a three-room school; or, ten to twenty titles on a special subject, may be borrowed by any school. No charge is made for the use of these books. They are sent parcel post C.O.D. from the Oklahoma Library Commission, and postage must be paid by the borrower upon receipt of the books. Libraries may be used two months with the privilege of renewal for two additional months.²

TABLE VI

USE MADE OF THE STATE TRAVELING
LIBRARY IN TULSA COUNTY FOR THE
YEARS 1934-1935

Year	Number of Traveling Libraries	Kind of Organization	Total Number Volumes
1934-1935	3	Community Reading	364
	7	School	
	3	Home	
	1	Exhibit	

² Division of Elementary and Rural School Supervision, Library Books for the Elementary Schools, Bulletin No. 31-B, 1936, p.6.

TABLE VI CONTINUED

Year	Number of Traveling Libraries	Kind of Organization	Total Number Volumes
1935-1936	10	Community Reading	
	10	School	
	2	Club	
	3	Home	739
1936-1937	4	Community Reading	
	14	School	
	2	Club	470
1937-1938	11	School	
	1	Home	284

Bookmobile

The American Association of University Women, twelve years ago, made a partial survey of the rural schools of Oklahoma. This survey showed that one of the more urgent needs for rural communities and schools was for libraries of good, interesting, and attractive books. In April 1935 a rural school committee, appointed by the Tulsa chapter of the American Association of University Women established a library for Tulsa County with eighty-eight volumes. After the library was established, the committee visited the rural

schools of the county providing them with the books available. Next the loaning of books from the county superintendent's office was initiated. In the fall of 1937 they had a collection of eight hundred interesting, wholesome, and worthwhile books.

In July 1937, Dr. Oliver Hodge, County Superintendent of Public Instruction, appointed Mrs. Esther M. Donovan as Rural School Supervisor for Tulsa County. The supervisory program adopted for the school year 1937-38 was: first, the improvement of reading as a means of obtaining information; second, as a means of becoming better acquainted with the responsibilities of citizenship; and third, as a means of providing wholesome improvement for leisure time.

An appeal was made to the districts and to the American Association of University Women to help finance the library. As a result a "Bookmobile" was put into operation. The "Bookmobile" supplied books to every dependent school in Tulsa County. These books supplemented those in the regular school library.

Mrs. Esther M. Donovan used a two-wheeled trailer drawn behind an automobile to transport the books to and from the various schools. The "Bookmobile" is dark green with the inscription "The American Association of University Women's Traveling Library for Tulsa County Schools" in gold letters on either side. There are three shelves on either side with doors that lift up in order to protect the children when selecting books in inclement weather. It has a capacity of two thousand books, but, due to the weight

when loaded normally carries approximately one thousand books. Two views of the "Bookmobile" appear below.



In May 1938 there were fifteen-hundred books for use in the rural school "Bookmobile." In 1938 an appeal was made to every district in the county for funds to be used in increasing the number of books. One hundred and eighty dollars was secured. Representatives of book companies became interested in the project and contributed complimentary copies of their publications.

During the year 1937-38 ten thousand books distributed by the "Bookmobile" had been read, in addition to the giving away one thousand magazines provided by the American Association of University Women and the circulation of supplementary readers. All schools were visited six times³ during the first year.

A large number of children have formed the "reading habit." During the school year 1937-38 state reading certificates were awarded to one hundred thirty-eight pupils and county reading certificates to seven hundred pupils. The records show that nine hundred fifty-six different books were read and reported by pupils in the dependent districts. One rural school girl insisted she read seventy books but did not report on as many-- the teacher didn't have time to listen. A number of reading clubs were formed and teachers reported the pupils participating had acquired a much wider knowledge in all subjects.⁴

During the year 1938-1939 only two complete trips were made to the schools. This required a total of six days. This year the county superintendent awarded 292 reading certificates to the rural school pupils. There was a total of 9004 books read and reported to teachers. There were 16,297 books read by the various county pupils.

3 Esther M. Donovan, Report to County Superintendent of Schools, 1937-1938, p.1.

4 Ibid., p.2.

By the fall of 1938, a new epidemic of enthusiasm for more books to read was felt all over the county. The county superintendent and supervisor were also enthusiastic because the Tulsa County commissioners had granted the county superintendent \$400.00 for the operation of the "Bookmobile." The American Association of University Women had previously given \$100.00 which was used in buying books.

The \$400.00 put into the budget was to defray the expenses of delivering the books over the county. Mrs. Anna Brosch was selected for this purpose, and was to receive for her services and expenses, eight dollars per day while working. This would be equivalent to \$100.00 each period of nine weeks or approximately \$45.00 per month. She is to visit each and every school five times during the school term 1939-1940.

At the present time 6000 books in the county superintendent's office are available from the "Bookmobile" or teachers may check the books direct from the office. In some instances sets of reference books and encyclopedias have been checked to schools.

Teachers have reported that the children are giving evidence of reading more wholesome literature than at any previous time. Children are developing discrimination in selecting reading material and show a taste for good reading. In most cases it has been found that animal stories and books of science and invention are very popular when they are

permitted to chose their own books. Also, that children are beginning to read biographies and that they enjoy making oral reports on books read, thus developing ability in oral language.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

In the preceding chapters facts have been presented about the origin of libraries, the survey made of the dependent elementary school libraries, and the facilities that assist schools with their library problems. From these data the following conclusions and recommendations seem justified:

1. The library movement is growing and gaining in strength in the Tulsa County dependent schools. The records in the county superintendent's office show that the first public support started about 1910, but it was ten years later before libraries were found in many of the schools. The teachers report that progress the last five years has been phenomenal. Some schools have doubled their collection of books during this period.

2. More interest should be taken in the selection of books, their care and arrangement. Only four of the nineteen schools had an accession book which should have been found in every school.

3. Many books were found in a dilapidated condition which was unnecessary with the Tulsa County Book Repair Project available.

4. Additional bookcases were needed very badly. This congestion could easily be alleviated by building wooden cases which ordinarily cost less than \$1.50 each. Many

teachers do not realize the damage caused to books by forcing them into a book case that is already filled to capacity.

5. Teachers should realize that an attractive well-displayed group of books will attract the attention of the students and stimulate the use made of the library.

6. One of the greatest errors in some schools is the habit of buying sets of books. One set of encyclopedias is sufficient in most of the nineteen dependent schools of this county, because the material in them is a repetition.

7. In view of the importance of library service for the schools and general public, some course should be offered in library service by all teacher-training institutions.

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APPENDIX A
QUESTIONNAIRE

AUG 6 1940

Name of School _____ Teacher _____

LIBRARY

1. Enrollment of elementary school
2. Separate building
3. Separate room
4. Class room
5. Teacher librarian
6. Principal librarian
7. Superintendent librarian
8. Library kept open outside of school hours
9. Library kept open during all periods
10. Students allowed in stack room
11. Is Tulsa Public Library used
12. About how many books per year
13. Is state traveling library used
14. About how many books per year
15. Is "bookmobile" used
16. About how many books per year
17. Are these books cataloged
18. Card file
19. Books cataloged
 - A. Authors
 - B. Titles

LIBRARY
AGRICULTURAL & MECHANICAL COLLEGE
MULLENBERRY OKLA

20. Stacked according to subject matter

A. Authors

B. Titles

- ✓ 21. Accession book
- 22. Approximate number of books
- ✓ 23. Reserve books
- ✓ 24. Fines charged on overdue books
- ✓ 25. For what are fines used
- ✓ 26. Worn books repaired
- 27. Where
- 28. About how many per year
- 29. Who selects the new books
- 30. Who orders the new books
- ✓ 31. Desk for librarian
- ✓ 32. Comfortable chair for librarian
- 33. Cushion for chair
- 34. Clock
- ✓ 35. Bulletin board
- ✓ 36. Mail box
- 37. Number of pictures on walls
- 38. U. S. Flag
- 39. State flag
- 40. Paper cutter
- 41. School events calendar
- 42. Electric fan
- 43. Thermometer
- 44. Hygrometer

- ✓ 45. Drinking fountain
- ✓ 46. Pencil sharpener
- ✓ 47. First aid cabinet
- ✓ 48. Table for students
- ✓ 49. Chairs for students
- ✓ 50. Sufficient book cases
51. Supply cabinet
52. Trophy case
- ✓ 53. Dictionary
54. Dictionary stand
55. Bible
56. Bound periodicals
57. Magazines
58. Daily newspaper
59. Weekly newspaper
60. Current events
- ✓ 61. School paper
62. Atlas
63. Maps
64. Globe
65. Compton's
66. World Book
67. Book of Knowledge
68. Lands and People
69. Popular Science
70. Americana

71. Nelson's
72. Britanica
73. Supplementary readers
 - A. Number of sets
 - B. Number of books
74. Intercommunication system
75. General condition of library

Louis J. Anderson

- Typist -