

• Commonwealth of Kentucky •  
**EDUCATIONAL BULLETIN**

---

---

**THE HISTORICAL DEVELOPMENT AND  
PRESENT STATUS OF PUBLIC HIGH  
SCHOOL LIBRARIES IN KENTUCKY  
1908 TO 1950**



Published by  
**DEPARTMENT OF EDUCATION**

Wendell P. Butler  
Superintendent of Public Instruction

---

---

**ISSUED MONTHLY**

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

**Vol. XX**

**MARCH, 1952**

**No. 1**

LIBRARY  
UNIVERSITY OF KENTUCKY



**THE HISTORICAL DEVELOPMENT AND  
PRESENT STATUS OF PUBLIC HIGH  
SCHOOL LIBRARIES IN KENTUCKY  
1908 TO 1950**

Lo  
of  
th  
of

an  
pu  
sig  
lik  
ca  
St

stu  
un  
sh  
tiv

Fe



## FOREWORD

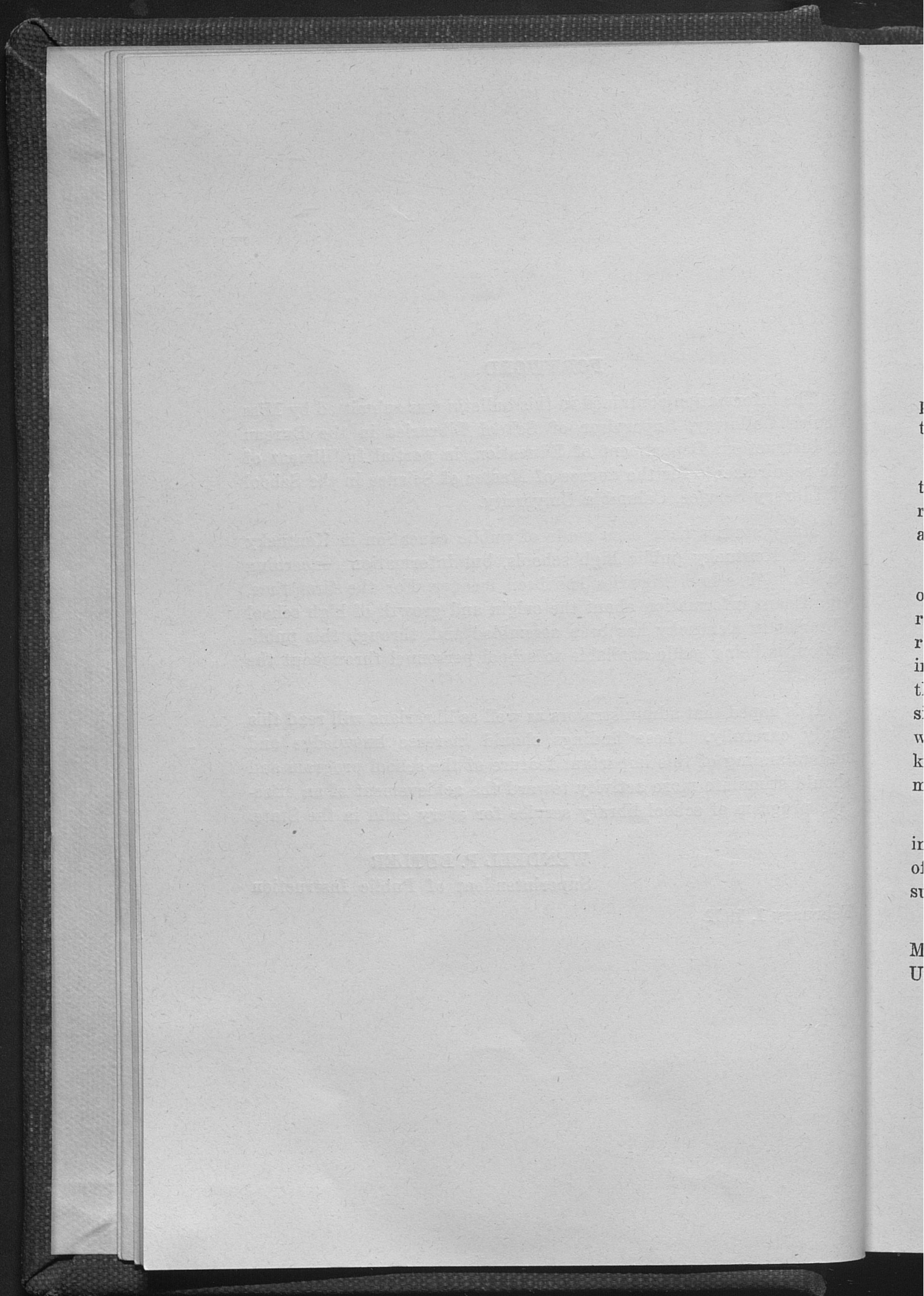
The information contained in this bulletin was submitted by Miss Louise Galloway, Supervisor of School Libraries in the Bureau of Instruction, Department of Education, in partial fulfillment of the requirements for the degree of Master of Science in the School of Library Service, Columbia University.

Many studies have been made of public education in Kentucky and of Kentucky public high schools, but information concerning public high school libraries has been meager. For the first time, significant information about the origin and growth of high school libraries in Kentucky has been assembled and, through this publication, is being made available to school personnel throughout the State.

It is hoped that administrators as well as librarians will read this study carefully. These findings should increase knowledge and understanding of this important feature of the school program and should stimulate more activity toward the achievement of an effective program of school library service for every child in the State.

WENDELL P. BUTLER  
Superintendent of Public Instruction

February 1, 1952



I  
t  
  
t  
r  
a  
  
o  
r  
r  
i  
t  
s  
w  
k  
m  
  
ir  
of  
su  
  
M  
U



## ACKNOWLEDGMENTS

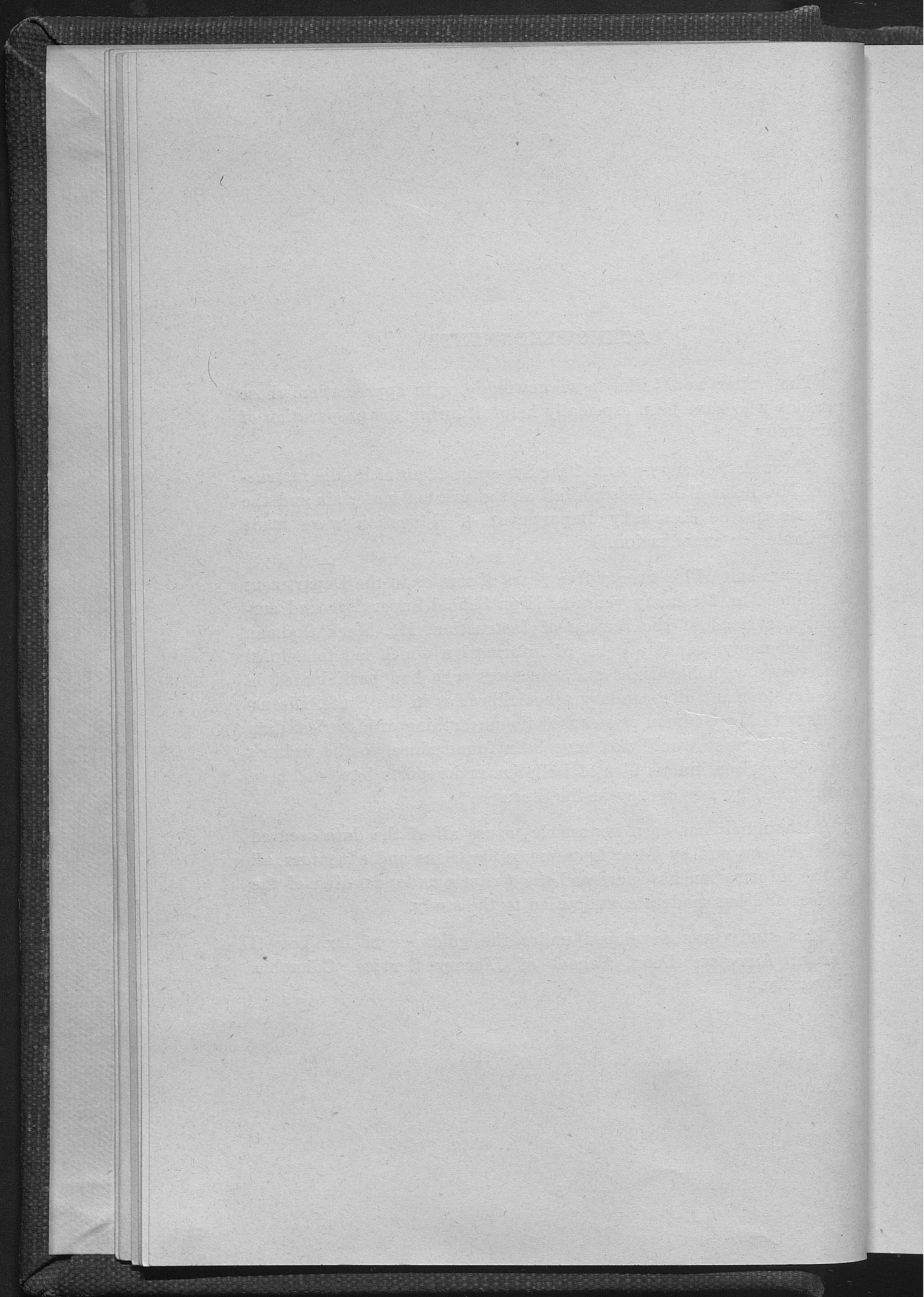
The writer would like to acknowledge, with appreciation, those persons who have been especially helpful during the preparation of this study.

Through the cooperation of the Superintendent of Public Instruction, Mr. Boswell B. Hodgkin, all of the printed materials and the records in the Kentucky Department of Education were made available for examination.

As a result of his twenty-five years of service in the Department of Education, for many years as High School Supervisor and currently as Head of the Bureau of Instruction, Mr. Mark Godman recalled many valuable items of information which led to helpful interviews with librarians and educators who had participated in the development of secondary school libraries in the State. Discussions with Mr. Godman also caused the unearthing of historical data which otherwise would not have been found since, to the writer's knowledge, continuous files of bulletins and reports have not been maintained by any agency in the State.

Although it has been impossible to use all of the data secured in interviews and by letter from many librarians and educators, all of the information has increased the writer's understanding of the subject and has made a contribution to the study.

This study was developed under the guidance of Dr. Lowell Martin, Associate Dean, School of Library Service, Columbia University.





## TABLE OF CONTENTS

	Page
<b>INTRODUCTION</b>	
Scope of the Study.....	11
<b>EDUCATIONAL BACKGROUND</b>	
Attitudes Toward Public Education in Pioneer Kentucky.....	15
Efforts to Establish a State System of Common Schools.....	16
Establishment and Growth of Public Academies, 1792 to 1820.....	17
Establishment and Growth of Private Academies, 1810 to 1890.....	18
Growth of System of Common Schools, 1850 to 1908.....	19
Efforts Toward Adequate Financial Support.....	20
Accelerated Growth of City and Graded School Districts Over County School Districts.....	21
Influence of the Office of State Superintendent of Public Instruction.....	22
Growth of the State Department of Education.....	24
Establishment and Growth of Public High Schools, 1908 to 1950.....	24
Recent Developments in Public Education.....	28
Summary.....	29
<b>HISTORY OF HIGH SCHOOL LIBRARIES</b>	
High School Libraries before 1908.....	32
Growth of Libraries, 1908 to 1930.....	35
Emphasis Placed on Libraries through Bulletins Issued by the Department of Education.....	36
Influence of the Kentucky Library Commission.....	37
Establishment and Early History of High School Libraries in Louisville.....	39
Changing State Standards for Approving and Accrediting High Schools.....	44
Implementation of Standards.....	48
Recent Developments in High School Libraries, 1930 to 1950.....	52
Campbell's Study.....	53
Inauguration and Growth of Library Training Agencies.....	54
State Supervision of School Libraries, 1933 to 1937, and Its Influence on Library Development.....	56
Organizations of School Librarians Within the State.....	59
Meager Progress in School Library Development, 1937 to 1947....	63
Reestablishment of State Supervision of School Libraries.....	66
Evidences of Extended Efforts in Behalf of School Library Development, 1947 to 1950.....	68
Summary.....	77

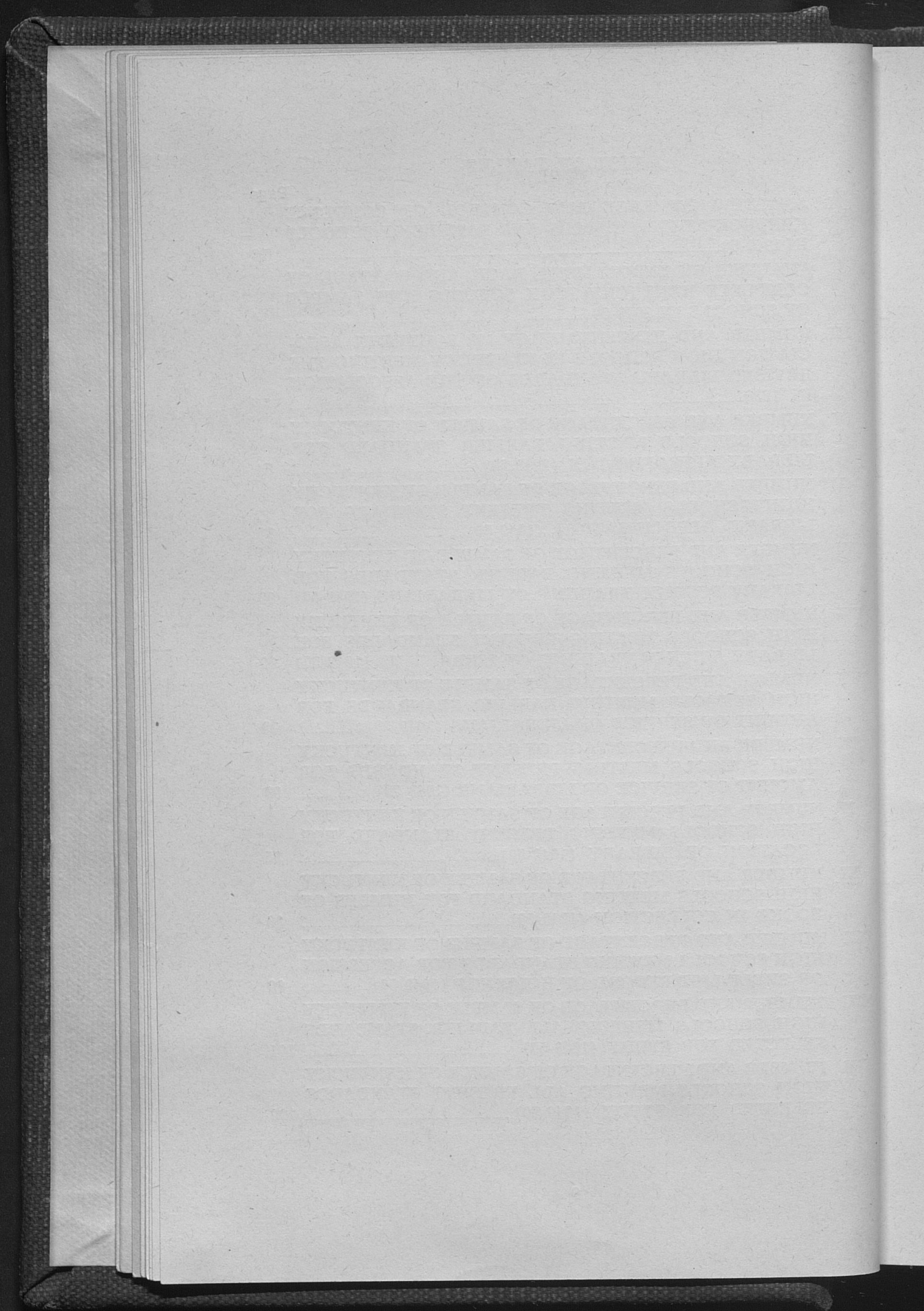
## KENTUCKY HIGH SCHOOL LIBRARIES IN 1950

Financial Support for High School Libraries.....	83
Library Science Training of the Librarians.....	86
Amount of Time Librarians Devote to Administering the Library....	87
Location of the Library.....	94
Numerical Adequacy of the Book Collection.....	96
Maintenance of Accession or Shelf-List Records.....	97
Extent to Which Schools Surveyed Met Old and New Standards in All Areas Investigated.....	97
Summary.....	100
 CONCLUSIONS AND RECOMMENDATIONS .....	 105
 APPENDICES	
A. High School Library Standards Adopted in 1940.....	109
B. High School Library Standards Adopted in 1949.....	111
C. Library Section of the Annual High School Report.....	115
 LIST OF SOURCES CONSULTED.....	 115



## LIST OF TABLES

		Page
83	I ANALYSIS BY RACE AND CONTROL OF COMPLETE KENTUCKY HIGH SCHOOLS AND SAMPLE OF SCHOOLS IN 1949-50.....	13
86	II ANALYSIS BY ENROLLMENT, RACE, AND CONTROL OF COMPLETE KENTUCKY HIGH SCHOOLS AND SAMPLE OF SCHOOLS IN 1949-50.....	14
Library... 87	III NUMBER AND PERCENTAGE OF 102 SOUTHERN ASSOCIATION HIGH SCHOOLS IN KENTUCKY MEETING THE REVISED LIBRARY STANDARDS OF THE ASSOCIATION IN 1930.....	54
94	IV NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING EARLIER STANDARD FOR LIBRARY APPROPRIATION (1949-50).....	84
96	V NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING PRESENT STANDARD FOR LIBRARY APPROPRIATION (1949-50).....	85
97	VI NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING EARLIER STANDARDS FOR LIBRARY SCIENCE TRAINING OF LIBRARIANS (1949-50).....	88
Standards in 97	VII NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING PRESENT STANDARDS FOR LIBRARY SCIENCE TRAINING OF LIBRARIANS (1949-50).....	89
100	VIII NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING EARLIER STANDARDS FOR AMOUNT OF SERVICE OF LIBRARIANS (1949-50).....	92
105	IX NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING PRESENT STANDARDS FOR AMOUNT OF SERVICE OF LIBRARIANS (1949-50).....	93
109	X NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING PRESENT STANDARD FOR LOCATION OF LIBRARY (1949-50).....	95
111	XI NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING STANDARD FOR NUMBER OF BOOKS IN COLLECTION (1949-50).....	98
115	XII NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING STANDARDS FOR ACCESSION OR SHELF-LIST RECORD OF HOLDINGS (1949-50).....	99
115	XIII NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING ALL EARLIER STANDARDS SELECTED FOR STUDY (1949-50).....	101
115	XIV NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING ALL PRESENT STANDARDS SELECTED FOR STUDY (1949-50).....	102





## INTRODUCTION

It is generally recognized that the school library is one important phase of the total educational program. It is both a teaching and service agency which can make a vital contribution to the improvement of the instructional program and to the recreational needs and interests of the pupils which it serves.

Thus far no overall study of the school library situation in Kentucky has been made. The facts which have previously been assembled concerning school libraries in the state present only a partial picture. The only available scientific analysis is Clardy's study which is confined to a consideration of the contribution of state supervision to school library development in Kentucky.<sup>1</sup> The investigation covered the period from 1933 to 1941. In 1935, the Department of Education issued an explanatory report which covered certain phases of school libraries for a part or all of the period from 1927 to 1934.<sup>2</sup> This was largely a statistical resume.

Much has been written about public education in Kentucky, but there is bare mention of school libraries. This is equally true whether the scope of the subject includes the entire state, one school system, or a particular phase of the educational system.

The dearth of assembled material concerning Kentucky school libraries indicates that there is a need for a study which will organize and analyze data relative to their historical development and present status. Such an investigation should result in conclusions and recommendations which will aid in advancing school library development throughout the State.

**Scope of the Study.**—This investigation will be confined to an analysis of public white and Negro high school libraries in Kentucky from the establishment of a state-wide system of high schools in 1908 to the present time. A brief survey of public education in Kentucky will be included, since school libraries are a part of the educational program and of necessity are affected by its development. This latter information has been taken, almost entirely, from secondary sources.

<sup>1</sup>Clardy, M. F. Contribution of state supervision to school library development in Kentucky. Master's essay. School of Library Service, Columbia University, 1948. Typewritten manuscript.

<sup>2</sup>Kentucky. Department of education. Library service available to the public schools of Kentucky. Educational bulletin, vol. II, no. 11. January, 1935.

The historical development of high school libraries will be traced through an examination of available records and interviews with experienced librarians and educators. The printed data have been secured largely from biennial reports of the superintendent of public instruction, Department of Education bulletins, State Board of Education minutes, minutes of the Accrediting Commission of the Kentucky Association of Colleges and Secondary Schools, proceedings of the Southern Association of Colleges and Secondary Schools, and bulletins of the Kentucky Library Association and the Kentucky Education Association. Additional information has been secured through interviews with school librarians and educators who have observed and worked in Kentucky's educational system for more than a quarter of a century.

Through a detailed analysis of the libraries in 151 of the 501<sup>3</sup> complete public high schools, the present status of high school libraries in Kentucky will be determined. The Department of Education uses the term complete high school to mean one which offers work through the twelfth grade. It may be a three, four, or six-year high school.

The 151 high schools whose libraries were chosen for study include schools from all geographical areas of the state. The distribution of the schools in terms of race, control, and enrollment compares favorably with the total number in each category. Tables I and II verify this statement. Data on this sampling of libraries have been secured from the Annual High School Reports which are on file in the Department of Education.<sup>4</sup> This is the official high school record. This selected group of libraries will be evaluated against the current State Board of Education standards which were adopted in 1949<sup>5</sup> and also against the standards which were previously in effect.<sup>6</sup>

<sup>3</sup> Kentucky. Department of education. Kentucky high schools, 1949-50. Educational bulletin, vol. XVIII, no. 2, April, 1950, p. 28.

<sup>4</sup> A copy of the library section of the 1949-50 Annual High School Report has been placed in Appendix C.

<sup>5</sup> Kentucky. State board of education. Minutes. March 19, 1949. A copy of the high school library standards has been placed in Appendix B.

<sup>6</sup> Kentucky. Department of education. Kentucky library manual for high schools. Educational bulletin, vol. IX, no. 5. July 1941. A copy of the high school library standards has been placed in Appendix A.



will be traced interviews with a have been ent of public e Board of sion of the ols, proceed- lary Schools, nd the Ken- n has been tuators who l system for of the 501's high school nt of Educa- which offers r, or six-year n for study ate. The dis- d enrollment gory. Tables y of libraries rts which are official high s which were be evaluated s which were ch were pre- hools: 1949-50. School Report 949. A copy of t Appendix B. annual for high een placed in

**TABLE I**  
**ANALYSIS BY RACE AND CONTROL OF COMPLETE<sup>a</sup> KENTUCKY HIGH SCHOOLS**  
**AND SAMPLE OF SCHOOLS IN 1949-50**

Race	County High Schools				City High Schools				Total			
	Sample		Total		Sample		Total		Sample		Total	
	Number	Percentage of Sample	Number	Percentage of State	Number	Percentage of Sample	Number	Percentage of State	Number	Percentage of Sample	Number	Percentage of State
White	102	67.5	335	66.9	32	21.2	112	22.3	134	88.7	447	89.2
Negro	3	2.0	9	1.8	14	9.3	45	9.0	17	11.3	54	10.8
Total	105	69.5	344	68.7	46	30.5	157	31.3	151	100.0	501	100.0

<sup>a</sup> The Department of education uses the term complete high school to mean one which offers work through the twelfth grade.

**TABLE II**  
**ANALYSIS BY ENROLLMENT, RACE, AND CONTROL OF COMPLETE<sup>a</sup> KENTUCKY HIGH SCHOOLS**  
**AND SAMPLE OF SCHOOLS IN 1949-50**

Enrollments	County High Schools				City High Schools				Total			
	Number in Sample		Number in State		Number in Sample		Number in State		In Sample		In State	
	White	Negro	White	Negro	White	Negro	White	Negro	Number	Percentage	Number	Percentage
Below 100	14	2	57	6	....	4	6	20	20	13.2	89	17.8
100-300	77	1	231	3	17	9	63	22	104	68.9	319	63.6
301-500	9	....	35	....	11	1	25	2	21	13.9	62	12.4
501 and above	2	....	12	....	4	....	18	1	6	4.0	31	6.2
<b>Total</b>	<b>102</b>	<b>3</b>	<b>335</b>	<b>9</b>	<b>32</b>	<b>14</b>	<b>112</b>	<b>45</b>	<b>151</b>	<b>100.0</b>	<b>501</b>	<b>100.0</b>

<sup>a</sup>The Department of education uses the term complete high school to mean one which offers work through the twelfth grade.



## EDUCATIONAL BACKGROUND

Information about the origin and growth of public high school libraries has little meaning without a knowledge of the evolution of the system of common schools. The growth of these libraries is determined largely by the character of the development of the total educational program.

**Attitudes Toward Public Education in Pioneer Kentucky.**—The first two Kentucky constitutions, 1792 and 1799, made no provision for public education. Records of the convention prior to adopting the first constitution do not show that the subject was even discussed.<sup>7</sup> This seeming neglect of public education is not strange when the facts are considered. M. E. Ligon, in **A History of Public Education in Kentucky**, contends that the reasons for this lack of interest "are deep-rooted and must be sought in the social, economic, and religious life of Virginia and of England."<sup>8</sup>

For the period covering the colonization of Virginia, education for the common people in England was provided through private and parochial schools which were supported by endowment funds, fees, church tithes, and subscriptions. When schools developed in Virginia they followed the pattern of those in the mother country. As a result, schools for the masses were few and poor. Early Kentucky settlers were still predominantly English with ideas which were little modified by a few generations in colonial Virginia.

There were many conditions in the early development of Kentucky which tended to encourage the perpetuation of the English system of education and thereby delay development of a state system of public education. The following have been summarized from Ligon's discussion:<sup>9</sup>

1. The attention of the settlers was focused upon founding homes, clearing land, and developing agriculture. The population was scattered over a large area with poor means of communication.
2. Three classes of society developed: slave-owners who claimed the best land, set up a plantation life similar to that in Virginia, and controlled public affairs; white people of a poorer class, the non-slave owners who occupied smaller tracts of land which they cultivated themselves; and, the slaves of the planters. The

<sup>7</sup> Ligon, M. E. A history of public education in Kentucky. Lexington, Kentucky, College of education, University of Kentucky, 1942. (Bulletin of the Bureau of school service, vol. XIV, no. 4. June 1942) p. 13.

<sup>8</sup> Ibid. p. 14.

<sup>9</sup> Ibid. p. 14-16.

influential planters' attitude toward education was that it was a matter of private and church concern, not a concern of the state.

3. The religious tenets of the people tended to delay the development of public education. A large majority of the population was made up of Baptists, Methodists, and Presbyterians. They held divergent views about the purpose, extent, and control of education. These conflicting opinions kept the people in a state of turmoil and controversy.
4. The slave society developed a caste system which violated the principle of political equality and tended to perpetuate the English theory of education.
5. The lack of federal encouragement served as an additional factor in retarding public education. In the ordinance of 1785 Congress provided that in the distribution of the public lands, a portion of every township should be reserved for the maintenance of public schools. Unfortunately, in Kentucky the land was not distributed by the operation of the federal land laws. Consequently, the state did not have this source of income for public schools, nor this constant reminder urging it to make provision for education.

**Efforts to Establish a State System of Common Schools.**—In 1838 the legislature enacted a law which some historians mark as the beginning of the public school system in Kentucky. McVey discounts this on the basis that "the law of that year was only a recognition of a proposed school fund arising from the distribution of the federal surplus of 1837, and the law compelled neither the support nor the supervision of public education."<sup>10</sup> The act included other provisions which established a framework for the school system. Provision was made for a State Board of Education composed of the Secretary of State, the Attorney General, and the Superintendent of Public Instruction. The latter was to be appointed by the governor for a period of two years.

The public school system was made a part of the state's organic law by being included as article eleven in the 1850 constitution. Many writers consider this to be the date of the beginning of Kentucky's public education. Ligon says, "The state had been without a system of common free schools throughout its existence to 1850."<sup>11</sup> In the Department of Education's bulletin, "A Century of Education in Kentucky, 1838-1938," there appears this statement: "It was during the administration of Superintendent Breck-

<sup>10</sup> McVey, F. L. *The gates open slowly, a history of education in Kentucky*. Lexington, University of Kentucky press, 1949. p. 47.

<sup>11</sup> *Op. cit.* p. 119.



inridge [1848 to 1854] that the school system became fully established."<sup>12</sup> Although the third constitution in 1850 recognized and made provision for a public school system, "there was no mandate in that document which required the legislature to levy a tax for school purposes."<sup>13</sup>

According to McVey, "The real beginning of public education in Kentucky can be dated from 1870 when an act was passed by the legislature implementing the paper system set up by the legislature in 1838."<sup>14</sup> The legislature, however, repeatedly declined to levy taxes for school purposes. On four different occasions—in 1849, 1855, 1869, and 1882—by large majorities, the people approved propositions to levy state taxes for school purposes. Thus, by popularly imposed levies, the income of the common schools was increased.<sup>15</sup>

In the fourth and present constitution, 1891, there appeared the first mandate which required the legislature to provide for an efficient system of common schools and to appropriate to them the income from the common school fund and any sum which may be levied by taxation for such purposes.<sup>16</sup> Even then, "no general taxes were levied by legislative act compelling the support and the establishment of public schools until 1904."<sup>17</sup> It was not until 1908 that this was made general for all local units.<sup>18</sup>

It is evident that the legislatures, during this period, failed to take seriously the wishes of the majority. From these facts it is apparent that "the public school system in Kentucky, viewed as a going concern with full powers to carry on, is not yet fifty years old."<sup>19</sup>

#### **Establishment and Growth of Public Academies, 1792 to 1820.—**

The absence of any provision for education in the constitutions of 1792 and 1799 was consistent with the widespread belief of Kentucky pioneers that education was a matter of private concern. Following the precedent of Virginia, the legislature authorized the

<sup>12</sup> Kentucky. Department of education. *A century of education in Kentucky, 1838-1938*. Educational bulletin, vol. VI, no. 3, May, 1938. p. 20.

<sup>13</sup> McVey, *op. cit.* p. 47.

<sup>14</sup> *Ibid.* p. 16.

<sup>15</sup> Kentucky educational commission. *Public education in Kentucky*. New York, General education board, 1921. p. 7-8.

<sup>16</sup> Kentucky. *The fourth constitution of the Commonwealth of Kentucky*. Section 183-89.

<sup>17</sup> McVey, *op. cit.* p. 16.

<sup>18</sup> Kentucky educational commission, *op. cit.* p. 8.

<sup>19</sup> McVey, *op. cit.* p. 48.

establishment of academies on petition of the citizens in communities desiring them. "The acts of the General Assembly in the autumn of 1797 indicate that public sentiment was centered about the county academy as a means of providing a system of public education."<sup>20</sup>

During the year of 1798, the establishment of twenty academies was authorized by the legislature and each of these was endowed with six thousand acres of land. With the enactment of a law which provided that counties in which academies had not been located should have "located, surveyed, and patented six thousand acres of unappropriated land for the use of counties when they did establish them,"<sup>21</sup> it was clear that the legislature intended to provide for the establishment of an academy in each county of the state. Since land was plentiful and money was scarce it was not difficult for the legislature to appropriate land for these schools.

These public academies were regarded as schools of higher learning. Today they would be known as secondary schools. All of them, however, had departments of the lower grades. All of them charged tuition. This meant that their students were almost entirely from homes of the people who could afford such an expense. Other sources of financial support were fines imposed by the county courts, funds raised by lottery, incidental student fees in addition to the tuition, and in a few instances, local taxes. The legislature made small appropriations to several of the public academies to encourage local effort in support of schools.<sup>22</sup>

The county academies failed as a means of providing a system of public education for the masses. However, the absence of an effective system of common schools encouraged the establishment of private schools.

#### **Establishment and Growth of Private Academies, 1810 to 1890.**

—As early as 1825 the legislature enacted a law which made it legal for five people in a community to organize a private school.<sup>23</sup> Before 1820 the records indicate that only three private academies had been authorized in Kentucky.<sup>24</sup> These schools were chartered by the legislature in a manner similar to the way in which the public academies had been. Churches, stock companies, and private indi-

<sup>20</sup> Ligon, *op. cit.* p. 18.

<sup>21</sup> *Ibid.* p. 19.

<sup>22</sup> *Ibid.* p. 24-26.

<sup>23</sup> *Ibid.* p. [39].

<sup>24</sup> *Ibid.* p. 40.

vi  
as  
va  
TH  
Ch  
ea  
ter  
est  
me  
of  
nee  
ten  
con

the  
in b  
of t  
hea  
been  
prog  
ents  
with  
caus

was  
syste  
a wo  
tard  
Robe

<sup>25</sup> *Ibid.*  
<sup>26</sup> *Ibid.*  
<sup>27</sup> Ken  
ten



viduals owned and controlled private academies, charging tuition as one means of support.

The belief by many people that education was a matter of private concern advanced the development of these private academies. They were at the height of their development from 1850 to 1880.<sup>25</sup> Children of the poor attended public schools for three or four months each year, while children of more financially fortunate families attended private school for eight to ten months. Private schools were established as secondary schools, but nearly all of them had elementary departments. Since they provided education for children of well-to-do families, and since education was conceived of as a need only for the elite, it would appear that these private schools tended to delay the establishment of an efficient state system of common schools.

**Growth of System of Common Schools, 1850 to 1908.**—During the growth and decline of the public and private academies, efforts in behalf of public education were being continued. Had a majority of the people been in sympathy with the idea and given their wholehearted support to improving and extending the system which had been provided in the constitution of 1850, greater and more rapid progress could have been made. As it was, successive superintendents of public instruction and other interested leaders in education, with varying degrees of effectiveness, struggled to advance the cause of a system of common schools.

Even though Kentucky had declared her neutrality, the state was greatly affected by the Civil War. Before this time, the system of public education had been established and placed upon a working basis.<sup>26</sup> However, the impact of this internal strife retarded the advancement of the educational system. Superintendent Robert Richardson, in his annual report of 1861, said:<sup>27</sup>

In a few months it [the war] reduced the number of children in attendance on our public schools from 165,000 to about 90,000; withholding for a time the means of knowledge from about 75,000 of the youth of this Commonwealth. Our cherished system of common school education has been arrested by it and thrown backwards—the retrograde movement of a few months equalling the progress of just ten years. An annual school fund, from all sources, of about \$340,000 has been reduced by it in a brief period

<sup>25</sup> Ibid. p. 51.

<sup>26</sup> Ibid. p. 109.

<sup>27</sup> Kentucky. State board of education. Annual report of the superintendent of public instruction, 1861. p. 6-7.

to but little upwards of \$200,000. Funds dedicated and set apart for the mental improvement of our youth have been seized upon, and wickedly misappropriated by those who invaded or connived at the invasion of Kentucky.—Not only in isolated districts, but in some instances entire counties have been utterly prevented from keeping up a single school and reporting it to this department.

With the end of the war, economic, social, and political problems claimed the attention of the people. Again, any serious considerations concerning education were forced into the background.

**Efforts Toward Adequate Financial Support.**—In 1860, the State provided one dollar per capita for the education of its children.<sup>28</sup> These state funds could be used only for the payment of teachers' salaries.<sup>29</sup> Money with which to meet any of the other expenses of operating schools had to be secured elsewhere. In 1864, 1871, 1884, 1886, and 1893, legislation was enacted which enabled the people to vote local taxes for the support of schools.<sup>30</sup> However, the people of the districts did not take advantage of the opportunity.

It was evident to the various state superintendents that funds from local taxation must be provided, in addition to the state funds, in order to strengthen the system. Superintendent H. A. M. Henderson, in his annual report of 1877 said:<sup>31</sup>

... the schools of Kentucky can only be made the equal of other states whose success we admire, and covet for ourselves, by doing as they have done, namely, cease to rely solely upon an insufficient and variable state bonus, and by district taxation raise the necessary funds to lengthen the term and improve the character of the district school.

As late as 1895 this problem was still present, delaying the growth of a strong state system of education. In his biennial report

<sup>28</sup> Ligon, *op. cit.* p. 113.

<sup>29</sup> This is true even today (1950). There is a separate, special fund amounting to 17.5 per cent of the total common school fund which may be distributed to districts on an equalization basis. Amendments to the constitution, adopted in 1941 and 1949, have made this possible. The latter amendment allows the legislature to appropriate to this fund an amount of not more than 25.0 per cent of the total of the common school fund. However, in their meeting in 1950, legislation was enacted authorizing only up to 17.5 per cent.

<sup>30</sup> Kentucky. Acts of the general assembly, 1865. Chapter 1243, p. 72.

Ibid. 1871. Chapter 1530, p. 57.

Ibid. 1883-84. Vol. I, chapter 1330, p. 113.

Ibid. 1885-86. Vol. I, chapter 1224, p. 129.

Ibid. 1891-92-93. Chapter 67, p. 176.

<sup>31</sup> Kentucky. Legislative documents, 1877. Document No. 2, p. 35.



Superintendent Ed. Porter Thompson said, "Local taxation by districts, subject to the will of the people is a failure."<sup>32</sup>

In the rural schools, during this period, very little money was raised by local taxation. The state appropriation constituted almost the only funds available for public education. The principle of local taxation was accepted first in city and independent graded districts where much greater funds than those received from the state were provided for the schools.<sup>33</sup>

**Accelerated Growth of City and Graded School Districts Over County School Districts.**—As long as the financial support of public schools continued to be voluntary, individual localities established and developed schools according to their own desires and needs. From the very beginning, educational opportunities were not the same throughout the state.

Before the adoption of the new school code in 1934, the law recognized several types of school districts: county districts, independent graded districts, and districts containing cities of the first four classes.<sup>34</sup> Cities that maintained schools at public expense were excluded from the act of 1838 which authorized the establishment of a system of common schools.<sup>35</sup> The constitution of 1850 permitted special legislation. Under this provision each town could develop in its own way and apply to the general assembly for whatever special legislation it needed. After 1891, when special legislation was no longer permitted, the cities were classified on the basis of the population in order to facilitate the preparation and enactment of laws. As a result, city school districts had special power to levy taxes for school purposes; power which rural, or county school districts did not have.<sup>36</sup> These facts help to explain how "the city districts took the lead in establishing good systems of schools in the state."<sup>37</sup>

In the centers of population, the need for a system of public education embracing both elementary and high school instruction was apparent earlier than in the sparsely populated rural areas. The

<sup>32</sup> Ibid. 1894-95. Document No. 1, p. xx.

<sup>33</sup> Ligon, op. cit. p. 113.

<sup>34</sup> Peters, H. W. History of education in Kentucky, 1915-1940. Frankfort, Kentucky, Department of education, n.d. p. 98.

<sup>35</sup> Ligon, op. cit. p. [177].

<sup>36</sup> McVey, op. cit. p. 255.

<sup>37</sup> Kardatzke, C. H. The origin and development of the public high school system in Kentucky. Ph.D. thesis, University of Kentucky, 1933. Typewritten manuscript. p. 108.

difference in wealth and interest has placed the schools in city districts on a higher level of advancement than those of county districts.<sup>38</sup> In 1929 Superintendent W. C. Bell commented, "It is in the city districts where the greatest progress has been made in Kentucky."<sup>39</sup> This superiority of city districts over county districts continues to the present. In his book which was published in the fall of 1949, McVey says, "Even today, after a century of painful effort, the public school system has not more than two county units in which plant, staff, and equipment are equal to those of the best public schools in the larger cities of the state."<sup>40</sup>

**Influence of the Office of the State Superintendent of Public Instruction.**—The present constitution (1891) provides:<sup>41</sup>

. . . Superintendent of Public Instruction shall be elected by the qualified voters of the State at the same time the governor is elected, for the term of four years . . . He shall be ineligible to re-election for the succeeding four years after the expiration of the term for which he shall have been elected.

The law of 1838 which created the State Board of Education made provision for a superintendent of public instruction who was to be appointed by the governor for a period of two years. In 1850 he became a constitutional officer and was elected by the people for four years.<sup>42</sup>

The person elected to this office "has potentially the most important educational position in Kentucky. He has general oversight of all public elementary and high schools, of vocational education, and of some phases of higher education."<sup>43</sup> However, no educational qualifications for holding the office have ever been required, either by constitutional provision or legislative enactment. The state superintendents who served from 1859 to 1891, during the formative years of the common school system, were not directly connected with education. Most of them were college trained men who were lawyers, ministers, and business men, not educators.<sup>44</sup>

<sup>38</sup> McVey, op. cit.

<sup>39</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1927-29. p. 8.

<sup>40</sup> McVey, op. cit.

<sup>41</sup> Kentucky. The fourth constitution of the Commonwealth of Kentucky. Section 91, 93.

<sup>42</sup> Kentucky educational commission, op. cit. p. 17.

<sup>43</sup> Seay, M. F. A report on education. Louisville, Committee for Kentucky, 1945. p. 14.

<sup>44</sup> Ligon, op. cit. p. 120.



Following the election of Ed. Porter Thompson in 1891, the practice of choosing a person in the education profession to fill this position became generally accepted.<sup>45</sup>

The method of selecting the superintendent of public instruction injects political influences and considerations into the administration of the public schools. Limiting his term of office to four years prohibits continuity in planning and developing an efficient system. These weaknesses and their effect upon educational progress have been pointed out in innumerable reports and discussions. The Kentucky Educational Commission of 1921 said in its report:<sup>46</sup>

... the office of state superintendent in Kentucky is today in partisan politics. The state superintendent is nominated on a party platform and elected by party vote. Expediency, not fitness, almost inevitably determines the nomination. The selection of a competent man is an accident. For educators of proved ability and reputation cannot be expected to stand on a party platform, to submit to party pressure, or to go through partisan elections . . . Policies and plans for the improvement of the schools must fit in with the party program, and must meet the approval of party leaders.

Moreover, limitation of service to a single term of four years has various unfortunate results. It increases the difficulty of getting a competent superintendent. It makes continuity of policy impossible. It lessens the superintendent's influence both with the people and the general assembly, particularly toward the end of his term, for why should the legislature bother with propositions which will in all probability be modified or entirely discarded by the incoming official?

The Commission which made a survey of public education in Kentucky in 1933 lamented the method of selection and term of office of the state superintendent and recommended that the constitution be amended so that the superintendent could be appointed by the State Board of Education. The latter was to determine the qualifications, salary, and tenure.<sup>47</sup>

These pleas have not resulted in a change. However, interested educators continue to urge that action be taken because they realize the influence which this reform would have upon the advancement of Kentucky's school system. In 1949 McVey said:<sup>48</sup>

<sup>45</sup> Ibid.

<sup>46</sup> Op. cit. p. 19-20.

<sup>47</sup> Kentucky. Department of education. Report of the Kentucky educational commission. Educational bulletin, vol. I, no. 8. October 1933. p. 40, 70.

<sup>48</sup> Op. cit. p. 284.

Every four years the people select by ballot a new head of the state public schools . . . Each new man requires two years of study and of inquiry to learn what the department of education has done and where it stands. So, by fits and starts, the administration of public education jerks along. The wonder is that so much has been accomplished. Under a well trained and experienced administrator, unhampered by elections and short terms, Kentucky's educational effort would be much more effective than it is.

**Growth of the State Department of Education.**—As late as 1910 the staff of the superintendent of public instruction consisted solely of three clerks.<sup>49</sup> It was not until October of 1910 that the first professional worker, a rural school supervisor, was added to the superintendent's staff. In January of 1911 a high school supervisor became the second professional staff appointment. Both of these positions were made possible by financial grants from the Southern Educational Board of Washington, D.C. and the General Education Board of New York City.<sup>50</sup>

Gradually, state supervision of education in Kentucky has been extended into Negro education, vocational education, research, buildings and grounds, library service, and other areas by means of financial aid from the General Education Board and other philanthropic organizations.<sup>51</sup> This financial assistance has made it possible for the state to initiate needed educational services. In most instances, when the grants have terminated, the state has been able to provide funds to continue the services.

**Establishment and Growth of Public High Schools, 1908 to 1950.**—In 1908, the general assembly enacted the County School District Law (Sullivan Bill) which provided for the establishment, within two years, of one or more public high schools within every county in Kentucky. Thus, was inaugurated a state-wide system of public secondary education. The law required each county to levy a tax for schools and made the county the unit for school administration.<sup>52</sup> The law provided for three classes of high schools:<sup>53</sup>

First class: those maintaining a four-year course of study

Second class: those maintaining a three-year course of study iden-

<sup>49</sup> Kentucky educational commission, *op. cit.* p. 21.

<sup>50</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1909-11. p. 6.

<sup>51</sup> Ligon, *op. cit.* p. 174-75.

<sup>52</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1907-09. p. 11.

<sup>53</sup> Kardatzke, *op. cit.* p. 44.



tical with the first three years of those of a first class high school  
Third class: those maintaining a two-year course of study identical  
with the first two years of a first class high school

Following the enactment of this legislation, the state undertook the task of approving all high schools maintained at public expense.<sup>54</sup> This was a legal function which permitted the school to operate and should not be confused with accrediting. The practice of accreditation began informally in 1896 with the colleges agreeing upon a high school course of study which, if adopted by the local high schools, would admit their graduates to Kentucky colleges without examination. In an effort to make accrediting more uniform and satisfactory in operation, the Association of Kentucky Colleges was formed on April 8, 1905.<sup>55</sup> It was not until 1936, as a result of the new school code, that accrediting of secondary schools became a State Board of Education function.<sup>56</sup> Since then the policy of the Board, with regard to the accrediting ratings, has been to follow the recommendations made by the Commission on Secondary Schools of the Kentucky Association of Colleges and Secondary Schools in cooperation with the high school supervisors in the department of education.<sup>57</sup>

Prior to 1908 there were no public high schools in the state for either the white or Negro children outside the city and graded school districts.<sup>58</sup> These schools numbered only about fifty and enrolled a total of not more than five thousand pupils,<sup>59</sup> for, due to the presence of private academies, some cities did not establish public high schools until after 1910.<sup>60</sup>

Before the cities were classified in 1891, there were no general laws governing the establishment of public high schools. Towns and cities wishing to establish a high school did so under special legislative enactment, or without any legal provision, assuming that what the law did not forbid it permitted. After the cities were classified into six classes according to population, provisions for establishing high schools were included under the laws governing each class.<sup>61</sup>

<sup>54</sup> Ibid.

<sup>55</sup> Ibid. p. 260-66.

<sup>56</sup> Kentucky. State board of education. Minutes. June 23, 1936.

<sup>57</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1947-49. p. 591-92.

<sup>58</sup> Kardatzke, op. cit. p. 42.

<sup>59</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1921-23. p. 27.

<sup>60</sup> Kardatzke, op. cit.

<sup>61</sup> Ibid. p. 69.

By special permission of the legislature, Louisville, in 1838, and Newport, in 1849, established the first two public high schools in Kentucky.<sup>62</sup> From the date of their origin they offered four years of work. Covington established a high school in 1853 by permission of the legislature, but offered only one year of high school work.<sup>63</sup> Kardatzke found that "apart from some brief sketches of a few city high schools in the report of the superintendent of public instruction for 1897, there are no data available on city high schools before 1908."<sup>64</sup>

The first Negro high school was opened in Louisville in 1882. The first year, two years of high school work were offered and twenty-seven pupils were enrolled.<sup>65</sup> While Frankfort, Covington, Winchester, Cynthiana, Lexington, Middlesboro, and Owensboro are known to have offered some high school work for Negroes before 1900, the enrollment was very small.<sup>66</sup>

Before county high schools were established there were no free secondary schools for rural children. If they attended high school at all they went to those in the cities and towns, or to the private academies. They paid tuition to attend, since, at that time, the state had made no legal provision for county school districts to pay money to other districts for the education of their pupils.<sup>67</sup>

In 1909, Superintendent John Crabbe asked the local superintendents to supply him with information concerning the high school situation in their respective systems. Of the 119 counties in the state, only eight failed to report.<sup>68</sup> The data revealed that high schools had been established in fifty-seven counties. Superintendents in fifty-three counties stated that they would soon establish a high school. One county reported that it had no pupils ready to enter high school. As a result, there had been no demand to establish one. By the school year 1910-11, the first year the law became effective, all but thirteen of the counties were complying with the provisions.<sup>69</sup>

For several years following the enactment of the law, the major concern of school authorities was to make high school education

---

<sup>62</sup> Ibid. p. 106.

<sup>63</sup> Ibid.

<sup>64</sup> Ibid. p. 112.

<sup>65</sup> Ibid. p. 179.

<sup>66</sup> Ibid. p. 180-81.

<sup>67</sup> Ibid. p. 160.

<sup>68</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1907-09. p. 21.

<sup>69</sup> Kardatzke, op. cit. p. 177.



available to boys and girls. However, by 1927 Superintendent McHenry Rhoads was saying:<sup>70</sup>

While there is still need, particularly in some rural sections, for the establishment of more high schools, nevertheless Kentucky in its high school development is rapidly passing from the period of establishment to the period of reorganization.

He stressed that county school authorities should increasingly concern themselves with problems of improvement of instruction, reorganization of curriculum, purchase of more equipment, and establishment of a sound policy of financial support.

From 1915 to 1935 there was a continuous growth in the number of public high schools in the state. In 1915, 316 public white high schools were reported. There was no report on the number of Negro high schools. In 1935 there were 759 public white and Negro high schools. This is the largest number the state has ever had.<sup>71</sup> Gradually, in order to improve the facilities of the schools and the quality of their offerings, the trend has been toward consolidation. Since 1935 there has been a decrease of 207 in the number of public high schools.<sup>72</sup>

In 1937 the department of education commented, "It is generally agreed that in order for a high school to meet modern needs it should have an enrollment of at least two hundred pupils . . ."<sup>73</sup> At that time only 141 of the 741 public high schools had an enrollment of two hundred or more.<sup>74</sup>

Eleven years later the Department was continuing to encourage the merging of small high schools to form larger centers in order that a comprehensive program designed to meet the needs of the individual pupils might be realized. They stated:<sup>75</sup>

It is clear from recent studies of high school costs that this broad program of offerings and activities can not be adequately provided in high schools of fewer than five hundred pupils.

<sup>70</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1925-27. p. 127.

<sup>71</sup> Kentucky. Department of education. Kentucky high schools, 1949-50. Educational bulletin, vol. XVIII, no. 2. April 1950. p. 29.

<sup>72</sup> Ibid.

<sup>73</sup> Kentucky. Department of education. Kentucky high schools, 1936-37. Educational bulletin, vol. V, no. 2. April 1937. p. 4.

<sup>74</sup> Ibid.

<sup>75</sup> Kentucky. Department of education. Kentucky high schools, 1947-48. Educational bulletin, vol. XVI, no. 1. March 1948. p. 974.

Of the 501 public high schools in 1949-50 which offered work through the twelfth grade, only 201 had enrollments of two hundred or more. Only thirty-one had enrollments of five hundred or more.<sup>76</sup>

In the school year of 1915-16 the enrollment in the public high schools was 19,904. In 1949-50 the enrollment had reached 126,966.<sup>77</sup> Even with this sharp increase McVey said:<sup>78</sup>

The proportion of children going to high school is distressingly low. One reason for the low attendance is the number of small schools that are poorly located. Not hundreds of children, but literally thousands of high school age find it impossible to get to the schools as they are now located.

**Recent Development in Public Education.**—State financial support of education in Kentucky has steadily increased during the past ten years. The per capita appropriation made by the legislature for the 1948-50 biennium was \$19,350,000 for each year. For the 1949-50 school year this amount was sufficient to provide a per capita of \$28.60.<sup>79</sup> In addition, the legislature provided a special fund, amounting to \$2,150,000 for each year of the biennium, which was distributed on the basis of need to the less financially able school districts.<sup>80</sup>

Under the law, local school districts are permitted to levy an ad valorem tax of not more than \$1.50 on each one hundred dollars of assessed valuation. In 1949-50, 178 of the 237 school districts were levying the maximum tax rate.<sup>81</sup> The number of districts levying the maximum has steadily increased during the past four years. Despite these improvements in local and state financial support, Kentucky ranks forty-first among the forty-eight states in the amount spent per pupil on education.<sup>82</sup>

The legal minimum school term has been extended in recent years from seven to eight months. Since 1945 the number of children enrolled and in average daily attendance has steadily increased.<sup>83</sup>

<sup>76</sup> Kentucky. Department of education. Kentucky high schools, 1949-50. op. cit. p. 28.

<sup>77</sup> Ibid. p. 30.

<sup>78</sup> Op. cit. p. 273.

<sup>79</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1947-49. p. 681.

<sup>80</sup> Ibid. p. 679-81.

<sup>81</sup> Ibid. p. 683-84.

<sup>82</sup> Schacter, H. W. Blueprint for a greater Kentucky. Louisville, Committee for Kentucky, 1949. p. 15.

<sup>83</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1947-49. p. 668, 674.



A recent study, **Teachers' Salaries and Other Expenditures for Instruction in Kentucky School Districts, 1948-49**,<sup>84</sup> revealed that the average annual salary of 18,898 teachers, principals and supervisors was \$1,861.70. The national average salary for teachers was estimated by the Research Division of the National Education Association at \$2,750. Kentucky ranked forty-fourth in comparison with the forty-eight states.<sup>85</sup>

In comparing the earning power of Kentucky teachers with other salaried persons, the study showed that, "in 1948-49 the average teacher in Kentucky received \$949.30 less than the average earning, on a full-time basis, of all persons working for salaries or wages in the United States in 1948."<sup>86</sup>

The average salary of \$3,714.09 which Louisville paid to its teachers placed it in the first rank among Kentucky's districts. These salaries compared favorably with other cities in that population class. The average salary paid to teachers in the lowest ranking district, Livingston, was \$925.82.<sup>87</sup>

The study estimates the average annual teacher's salary in Kentucky for 1949-50 at \$1,900. The national average for this same year is estimated by the National Education Association at \$2,886. In only three states will the average teachers' salaries be less than in Kentucky. If the present trend continues, the study predicts that in 1950-51, in every state but Mississippi, the salaries will be higher than in Kentucky.<sup>88</sup>

These data indicate that improvement has been made in many facets of the educational program. They also attest to the fact that much remains to be done.

**Summary.**—Although Kentucky was admitted to the Union in 1792 and its constitution of 1850 provided for a system of common schools, it was not until the fourth constitution in 1891 that the first mandate appeared requiring the legislature to provide an efficient system of public education. It was seventeen years later before the legislature levied general taxes which compelled all local districts to establish and maintain public schools. This delay in providing

<sup>84</sup> Kentucky. Department of education. Teachers' salaries and other expenditures for instruction in Kentucky school districts, 1948-49. Bureau of finance, Research bulletin, vol. 1, no. 2. February 1950. Multi-graphed. p. 32.

<sup>85</sup> Ibid. p. 32.

<sup>86</sup> Ibid. p. 33.

<sup>87</sup> Ibid. p. 32-33.

<sup>88</sup> Ibid. p. 42.

the financial support necessary to implement the constitutional provision was due primarily to the people's lack of interest and conviction that public education is a responsibility of all citizens and must be jointly supported by local and state taxation.

The preoccupation of the early settlers with establishing homes and making a living in the wilderness, and their belief that education was a matter of private and church concern retarded concerted effort for an efficient system of public education. This led to the establishment of public and private academies which flourished during the middle of the nineteenth century. These schools provided education for children of prosperous families and were a natural outcome of the people's belief that education was for the elite. The presence and support of these schools by the influential citizens retarded the development of the common schools.

The need for public education was apparent earlier in the centers of population than in the sparsely populated rural areas. Since the law gave greater freedom to the cities in developing their schools, more progress was made in the cities in providing educational opportunities than was made in rural areas. This superiority of city schools over county schools exists even today.

Public secondary education began first in the cities, but even here, due to the slow growth of the common schools on the elementary level, there were only about fifty public high schools in the state before 1908. A state system of high schools was provided by legislative enactment in 1908. At first the emphasis was upon making high school education generally available. From 1908 to 1937 the number of high schools increased rapidly. Many of them had small enrollments and meager facilities. Gradually, it became evident that a larger high school center was necessary in order to offer an extended and enriched program designed to meet the individual needs of pupils. As a result, many small schools have been consolidated. However, in 1950 there are still too many schools whose small enrollments prohibit efficient and economical operation.

The state superintendent of public instruction has been a constitutional officer since 1850. He is elected in the same manner as other state officials and, after his term of four years, can not succeed himself. These conditions have placed the position in partisan politics and have made a continuity of policy impossible. The lack of strong and continuing leadership in this important office has served to retard the advancement of public education.



The struggle to establish and develop an efficient system of public schools in Kentucky has been an arduous one. Tremendous gains have been made since the beginning of the twentieth century, but these have not been sufficient to keep pace with the rest of the nation. In 1950, Kentucky ranks among the lowest of the forty-eight states in its educational program.

## HISTORY OF HIGH SCHOOL LIBRARIES

Of necessity, the origin and growth of public high school libraries in Kentucky have been and are conditioned by the pattern of development of public high schools and of the total program of public education in the State. The preceding information about the evolution of the public school system in Kentucky will help to explain why there was meager library development before 1908, why subsequent growth was slow, and why, although gradual progress has been made as a result of the impetus given by the changing library standards, state supervision of libraries, and other scattered efforts, adequate library service has still not been realized. Similarly, all of this information will serve to clarify and explain what is found to be the status of high school libraries in 1950.

**High School Libraries Before 1908.**—In examining the early history of high school libraries in Kentucky it is well to keep in mind the degree of development of the public high schools of that period. The records indicate that there were only about fifty public high schools in the state before 1908. The majority were established after 1870; all were located in the cities and towns.

Only fragmentary data are available concerning these early high schools and their libraries. Kardatzke found that except for brief sketches of a few high schools in the 1897 report of the superintendent of public instruction, there is no other material available on high schools before 1908.<sup>89</sup> Data on high school libraries during this period are equally meager.

In 1876 the U. S. Bureau of Education published a study, **Public Libraries in the United States of America**, which included information about school libraries in the various states.<sup>90</sup> The report mentioned the Kentucky school law of 1873 which provided for the establishment of a school library in any school district, upon the collection of forty volumes by means of contribution, purchase, or otherwise. The law stipulated that none of the school revenues collected by general taxation for the purpose of common school education could be used to purchase books, maps, or charts for the library.<sup>91</sup> It is doubtful that this law pertained specifically to high

<sup>89</sup> Op. cit. p. 112.

<sup>90</sup> U. S. Bureau of education. *Public libraries in the United States of America; their history, condition, and management.* Wash. Gov't print. off. 1876.

<sup>91</sup> Ibid. p. 56.



schools, but, it does indicate that there existed at that time an awareness of the need for schools to have books and libraries.

The study included a list of school libraries in the respective states; none was reported for Kentucky. In view of the fact that in 1876 only about thirteen high schools had been established in the state, and only five of these had been in existence before 1870,<sup>92</sup> it is not strange that there were no high school libraries mentioned.

At this time it was customary for the superintendent of public instruction to include in his biennial report excerpts from reports submitted to him by the local superintendents. The "Epistolary Reports of City Superintendents" found in McChesney's biennial report of 1899-1901 reveal the degree of high school library development at that time. Nearly every city superintendent made some mention of the library. The following excerpts are typical:<sup>93</sup>

Ashland—The completion of Central High School building has relieved the crowded conditions of our schools . . . and a good foundation for a library and reading room is at hand.

Cynthiana—A large library has been accumulated, numbering about twelve hundred volumes of the first order of interest and value. They consist of the standard works of fiction, science, history, and philosophy, and works of reference. Almost every question that arises among advanced students may be discovered by consulting these reference books. Books suited to all the school grades are found on the shelves and read by the pupils.

Frankfort—We have made, by the aid of our wide-awake and progressive board of education, quite an addition to our library during this year, both in cases and books, until we are justly proud of it.

Henderson— . . . a good library of five hundred volumes.

Paducah—A substantial start has been made in a library for the high school.

Paris— . . . fully five hundred volumes in the high school library.

With the major emphasis on providing quarters and equipment and building adequate book collections, it is evident that high school libraries were still in their infancy.

In 1904 the U. S. Bureau of Education issued a report, **Public, Society, and School Libraries**, which was a reprint of chapter eighteen of the 1903 report of the commissioner of education.<sup>94</sup> In

<sup>92</sup> Kardatzke, op. cit. p. 106.

<sup>93</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1899-1901. p. 473-513.

<sup>94</sup> U. S. Bureau of education. Public, society, and school libraries. Wash. Gov't. print. off. 1904.

a table headed, "Public, Society and School Libraries in the United States of One Thousand Volumes and Over in 1903," only seven public high school libraries in Kentucky were reported.<sup>95</sup> The items of information included were: the total number of volumes, volumes added during the year, total income for the library, and the name of the librarian.

Each of the seven Kentucky high schools indicated the total number of volumes in its library but, in most cases, the remainder of the information was incomplete. The total number of volumes added during the year was reported by only two schools. Five schools reported the total income of the library. This amount ranged from \$8.00 to \$200.00 in only two schools was the amount above \$50.00. A librarian was reported by four of the schools. Judging on the basis of the few schools reporting and the incomplete information furnished by them, one can infer that in 1903 Kentucky high school libraries were not well organized and developed.

The need for children to have access to school libraries was stressed by more than one superintendent of public instruction. Since there was no specific mention of high school libraries, and since high schools were still few in number, these superintendents were in all probability thinking mainly of elementary schools. However, this emphasis upon providing children with books and libraries must have influenced the establishment and growth of libraries in high schools.

Fuqua, in his report of 1905-07, talked at length about the need for school library facilities, especially for the rural children.<sup>96</sup> He looked with favor upon the legislature making an appropriation to local districts for library books, with the provision that these funds would be matched by local schools. He said, "I sincerely hope that the various schools of the Commonwealth will try this plan and that this General Assembly will make a liberal appropriation for encouraging and fostering such attempts to establish such libraries."<sup>97</sup> There is no indication that the legislature took any notice of his proposal.

There is every indication that, prior to 1908, when the major attention was centered upon establishing public high schools in the

<sup>95</sup> Ibid. p. 842-45.

<sup>96</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1905-07. p. 24.

<sup>97</sup> Ibid. p. 25.



towns and cities, there was little concerted effort for school libraries. Rufsvold's statement about the school library situation in the South during this period supports the evidence which is found in Kentucky. She says:<sup>98</sup>

Secondary education prior to 1906, and in some Southern states as late as 1908, had not been given state-wide attention. Naturally, little thought was given to the matter of library service in this period when the South was confronted with need to provide buildings, competent teachers, and to increase the length of the school term.

**Growth of Libraries, 1908 to 1930.**—In the *Biennial Report of the Superintendent of Public Instruction, 1909-11* there are narrative accounts from twenty city superintendents concerning the conditions in their schools. Five of these made some specific mention of their high school libraries.<sup>99</sup> From these statements it is apparent that major emphasis was upon establishing and securing equipment and books for the libraries. That some were depending primarily upon funds from other than the boards of education is evident from a statement made by the Hopkinsville superintendent, Barksdale Hamlett. He said:<sup>100</sup>

There has been added to our library, [high school] which already contained three thousand volumes, some eight hundred volumes. This has been done largely through the efforts of our School Improvement Leagues, of which we have three . . .

Even in new buildings, erected specifically for high schools, the situation of the combination study hall library was present. The Owensboro superintendent, McHenry Rhoads, in speaking of a new addition to their high school said, "It contains a study hall seating four hundred students, in connection with which is a library, so arranged that one teacher can overlook both."<sup>101</sup>

In this same report there are two tables covering each year of the two year period which contain information about the number of school libraries, the number of volumes, volumes added during the year, amount expended by the local board of education, and amount expended from other sources such as private subscriptions and en-

<sup>98</sup> Rufsvold, M. I. A history of school libraries in the South. (In *Peabody journal of education*, vol. 12, no. 1. July 1934. p. 14-18).

<sup>99</sup> Kentucky. Department of education. *Biennial report of the superintendent of public instruction, 1909-11*. p. [131]-57.

<sup>100</sup> *Ibid.* p. 140-41.

<sup>101</sup> *Ibid.* p. 149.

tertainments.<sup>102</sup> However, no breakdown is made showing what portion of this, if any, was for high school libraries.

**Emphasis Placed on Libraries through Bulletins Issued by the Department of Education.**—From 1908 to 1915 the Department of Education issued six bulletins devoted to the subject of school libraries. No specific mention of high school libraries was made in any of them. However, the bulletins contain material which would have been useful in establishing and developing a library in either elementary or high schools. Since high schools were still few in number, it can be assumed that the bulletins were directed primarily toward elementary schools. In the forewords, the various superintendents of public instruction indicated that their major concern was for every boy and girl to have access to a school library. In 1908, Crabbe said:<sup>103</sup>

I send herewith Bulletin Number 8, the first Library Bulletin. No more important bulletin has been issued from my office; no more important document has reached your office, I dare say. I am intensely in earnest about libraries in our schools. The boys and girls are missing a great part of their heritage. Every school district in Kentucky must have a library—I must help to that end, you must help too.

The major part of each bulletin was devoted to a selected list of books recommended for purchase. The list was arranged according to broad subjects; it was then divided according to grade levels. A section headed "Advanced Grades" or "Higher Grades" was almost always included in each subject division, in addition to sections devoted to "Primary Grades" and "Intermediate Grades." Many of the titles included in the sections devoted to advanced or higher grades can be found on high school reading lists today. Among those listed were: **The Ancient Mariner**, **The Vicar of Wakefield**, and **The Oregon Trail**.<sup>104</sup>

In addition to the book lists, the bulletins contained brief discussions which were concerned with specific suggestions for securing money for books from the community or local board, selecting, purchasing, arranging, and caring for the book collection, and didactic statements to pupils about how to get the most from their reading and how to take the proper care of books. Librarians were

<sup>102</sup> Ibid. p. 63-65, 165-69.

<sup>103</sup> Kentucky. Department of education. Library bulletin, 1908. Bulletin no. 8, first series. p. [1].

<sup>104</sup> Kentucky. Department of education. Library bulletin, 1910. Bulletin vol. III, no. 3. September 1910. p. 16-90.



not mentioned. These bulletins were addressed to the teachers of Kentucky. The material to be included was chosen and arranged with a view to maximum usefulness in the hands of the teacher. In the introduction to the 1912 library bulletin, Superintendent Hamlett said:<sup>105</sup>

In this issue, we have tried, by a complete rearrangement of the subject matter, to make the library bulletin more useful in the hands of the teacher than it has been heretofore . . . I trust that every teacher in Kentucky will use his utmost endeavors to seek the cooperation of the patrons of the school in assisting in building up a good readable library for each school.

During these years the Department of Education maintained a "model school library" which was open for examination by anyone who cared to visit it. Since the educational history makes no mention of a librarian on the staff, the logical assumption is that it was housed and cared for by clerical workers in the Department. In all probability, the collection was composed of sample copies submitted by the publishers for inclusion in the book lists. In the 1910 bulletin, Superintendent Regenstein commented upon this, saying:<sup>106</sup>

Many new volumes have been added to the Model School Library of the Department during the year. This library is open for the inspection of all, and many avail themselves of this privilege.

We feel that the maintenance of this library, and the annual publication and distribution of this bulletin are doing much to awaken an interest in school libraries in all parts of the State.

**Influence of the Kentucky Library Commission.**—A state library commission was created in 1910 by an act of the legislature. Its purpose was "to promote the library interests of the State by increasing the efficiency of the libraries already existing, by the establishment of new libraries in communities where none exist, and through a traveling library system to provide books for communities and individuals."<sup>107</sup> In effect, it was "a public library for the use of all the people in the state."<sup>108</sup>

In the **Library Bulletin, 1910**, there was a section devoted to the services which schools might receive from the Commission. This

<sup>105</sup> Kentucky. Department of education. Library bulletin, 1912. Bulletin vol. V, no. 10. October 1912. p. [1].

<sup>106</sup> Op. cit. p. [1].

<sup>107</sup> Ridgway, F. H. Developments in library service in Kentucky. Berea, Kentucky, Berea college press, 1940. p. 5.

<sup>108</sup> Kentucky. Department of education. Library service available to the public schools of Kentucky. Op. cit. p. 50.

was signed by the acting secretary, Miss Julia A. Robinson.<sup>109</sup> She explained how small collections of books might be borrowed from the Commission by individual schools or individual teachers. This service was free except for a nominal transportation charge. In addition, the Commission was willing to advise and assist schools with any of their library problems.

From 1928 to 1932 they were besieged with requests for assistance in the organization of high school libraries. This was a result of the adoption, in 1927, of school library standards by the Association of Colleges and Secondary Schools of the Southern States. The Commission estimated that during this period they helped to organize approximately 125 school libraries.<sup>110</sup> With the appointment of a supervisor of school libraries in the Department of Education in 1933, the Commission ceased to render this service to schools.

In 1915, Miss Fanny C. Rawson, who was then secretary of the Commission, and Miss Lockett Smith, librarian of the Frankfort Public Library, assisted the Department of Education in the preparation of the sixth library bulletin.<sup>111</sup> This was the first of the bulletins in which modern library terminology was used. Instructions for preparing books for the shelves, mending, setting up a loan system, and developing a card catalog are given in the terms of modern librarianship. When the card catalog and its value are discussed this statement is made:<sup>112</sup>

The making of a card catalog requires technical knowledge, skill, and a familiarity with books and authors. It should not be undertaken by one who has neither training nor experience.

The book list in the 1915 bulletin carries the heading, "One Hundred Books for a Rural School Library, Recommended by Fannie C. Rawson . . ."<sup>113</sup> The bibliographic information on this list is more complete than on any of the previous ones. In addition, the usefulness of the list had been increased over the former ones by its arrangement, the indication of the grade for which the book was suitable, and a title index.

<sup>109</sup> Op. cit. p. 3-5.

<sup>110</sup> Kentucky. Department of education. Library service available to the public schools of Kentucky, op. cit. p. 52.

<sup>111</sup> Kentucky. Department of education. Library bulletin, 1915. [no imprint]. p. [5].

<sup>112</sup> Ibid. p. 15.

<sup>113</sup> Ibid. p. [23].



**Establishment and Early History of High School Libraries in Louisville.**—Examination of all the available data indicates that the high schools in Louisville were the first to have well developed libraries administered by full-time librarians. From information recorded in the minutes and annual reports of the Louisville Board of Education, and the recollections of two of the first librarians in the system, it is possible to present a clear picture of this early library development.

Louisville is the only city of the first class in Kentucky. The state constitution provides that cities and towns be divided into six classes according to their population. It states: "To the first class shall belong cities with a population of one hundred thousand or more . . ." <sup>114</sup> In 1829, one year after its incorporation as a city, Louisville established a public school. This school was free to all children under sixteen years of age whose parents were citizens of the city. <sup>115</sup> Male High School, the first public high school in the state, was established here in 1838. In succeeding years the name of Male High School was changed to Boys High School, and then rechanged to Male in September 1920. <sup>116</sup> It has carried the latter name from that date to the present time. Girls High School was founded in 1856. <sup>117</sup> At present it is known as Halleck Hall.

Meager information about the Boys High School and the Girls High School libraries in 1903 appears in the U.S. Bureau of Education report. <sup>118</sup> The library in the former, known as the Maurice Kirby Memorial Library, was established in 1897. A book collection of four thousand volumes and a total income of \$200.00 were reported. R. N. Halleck was listed as the librarian. The library in Girls High School was established in 1899. In 1903, a book collection of three thousand volumes was reported. Except for listing W. H. Bartholomew as the librarian, no other information was given. The likelihood that these librarians were in actuality teachers or principals who managed the libraries in addition to their other duties, somewhat as an extra-curricular activity, is supported by informa-

<sup>114</sup> Kentucky. The fourth constitution of the Commonwealth of Kentucky. Section 156.

<sup>115</sup> Ligon, op. cit. p. 178.

<sup>116</sup> Information furnished by Miss Edna C. Grauman, Head, Reference Department, Louisville Free Public Library, Librarian at Boys High School, 1916 to 1924.

<sup>117</sup> Kardatzke, op. cit. p. 106.

<sup>118</sup> U. S. Bureau of education. Public, society, and school libraries, op. cit. p. 842-45.

tion gleaned from minutes of the Board of Education of December 1915.<sup>119</sup>

The Board minutes of December 7, 1915 disclose that three of the members had met with George Settle, librarian of the Louisville Free Public Library, to discuss the organization of libraries in the high schools. They agreed that "a librarian at Boys High School should be inaugurated as an experiment." They also recommended the basis upon which this should be done. The Board voted to appoint a committee to study the matter and to report to them at the next meeting.

At the January Board meeting, the committee submitted the following report:<sup>120</sup>

Resolved that with a view to the more efficient operation and increased usefulness of the present libraries at the Boys High School and the Girls High School, this Board makes the following arrangements with the Louisville Free Public Library:

1. Request the Public Librarian to recommend two members of library staff, equal to at least second grade assistants in Public Library, who will be elected and each paid a salary of \$60.00 a month for period of six months from January 1, 1916.
2. Each person so recommended, when elected, to be a member of the faculty of the high school in which employed, during period of employment.

The proposal was passed unanimously. Accordingly, Mr. Settle recommended Miss Edna C. Grauman and Miss Mary Brown Humphrey to be the librarians at Boys High School and Girls High School respectively. Superintendent O. L. Reid then recommended their appointment to the Board. They were elected and began work immediately.

Miss Grauman's recollections, and the various written records which are available, provide a graphic picture of the Boys High School library at that time. In January of 1916, when she entered upon her duties, the school was situated in a new building. The room occupied by the library was especially built for the purpose. Miss Grauman recalled that it was attractive, but not well planned. An example of this was the alcove arrangement of the book shelves which impeded effective supervision.

<sup>119</sup> Louisville, Kentucky. Board of education. Minutes. December 7, 1915.

<sup>120</sup> Ibid. January 4, 1916.



The library quarters were confined to this one room. It was large enough to accommodate approximately fifty pupils and was equipped with a desk, tables and chairs, and a card catalog. The study hall was separate from the library. Pupils were admitted to the library upon presentation of slips which were signed and issued primarily by the teachers in the fields of English and history.

In 1916, Miss Grauman had had some college training. However, it was not until 1923, after having taken work in the afternoons and in summers, that she received her degree. In 1916, her library training consisted of a three months' training course at the Louisville Public Library. She had, however, worked in one of the branches for several months and then for five years had been a cataloger at the main library. She left Boys High School in 1924 to attend the New York State Library School. Following her training there she returned to the school only for a few weeks before she went into the Louisville Public Library as head of the reference department.

In 1916, the book collection in the Boys High School consisted almost entirely of the Maurice Kirby Memorial Library, a group of books purchased from the private collection of one of the school's former principals. The Board of Education provided money with which to purchase additional books and other materials. The school's collection was further supplemented by borrowing from the holdings of the Public Library. All of the cataloging for this school, Girls High School, and the other city high schools which were organized later, was done by the Louisville Public Library. This practice was continued until November 1935 when it was taken over by the Board of Education.<sup>121</sup>

Miss Grauman used pupil assistants extensively. The annual library reports show that an increasingly extensive program of library instruction was developed.<sup>122</sup> The principal's annual report to the Board presents a descriptive summary of the library situation at the end of the 1915-16 school year:<sup>123</sup>

... A most helpful feature in the work of the High School is the library, which occupies the beautiful room fitted up by the Board of Education. The room is well lighted and is equipped with book

<sup>121</sup> Information secured from the records of the Louisville Free Public Library cataloging department.

<sup>122</sup> Louisville, Kentucky. Annual report of the board of education, 1917-18, 1918-19, 1919-20, 1920-21. Typewritten.

<sup>123</sup> Louisville, Kentucky. Fifth report of the board of education. September 1916. Typewritten.

shelves, reading tables, and the necessary card index files. Several thousand volumes are found in the library, most of which came from the Maurice Kirby Library collection in the old Male High School. At present we are investing \$300.00 per year in new books and in repairing old books, which amount comes from the general school fund. This fund consists of yearly balances from the lunch room, Kernel, and annual school play. Last year the Board of Education made arrangements with the Louisville Free Public Library to furnish a skilled librarian whose salary is paid by the Board of Education. Miss Grauman, the present incumbent, has been very successful in interesting the pupils in the use of the library in reference work. There is no doubt but what the increasing use of the library facilities in the Boys High School will be very profitable and well worth what it costs for the services of the librarian.

The importance of the library and its significance in the total program of the school was apparently recognized by the pupils as well as the administration. An account in the school annual stated:<sup>124</sup>

The most popular place in the school building, at least during study periods, is the library. Here admittance being gained by the permission of an instructor, a student has access to the good literature of the English language, to the finest encyclopedias and reference books, and to a large and attractive collection of current popular magazines. The library, which occupies the most pleasant and sunniest room in the building, is a branch of the Louisville Free Public Library. It is in charge of an efficient librarian who gives lectures to the senior classes in English several times each year on the care and use of books. Those who remember the old Male High School library and its cramped quarters in Mr. Hatfield's classroom appreciate fully the advantages of the new one.

Miss Humphrey served as librarian at Girls High School for only a short period. She was followed in October 1917 by Miss Ella Churchill Warren who, except for a brief period as librarian in one of the city's junior high schools, has continued as librarian of one of the several Louisville girls' high schools until the present time.<sup>125</sup>

After high school graduation in 1908, Miss Warren enrolled in the Louisville Public Library apprentice class and upon completion of the course became a member of the library staff. She worked in various departments of the library, but immediately before coming

<sup>124</sup> Louisville, Kentucky. Boys High School. Mid-year senior class annual. February 1918.

<sup>125</sup> Information furnished by Miss Warren in interviews and letters.



to Girls High School her responsibility had been the "red star collection," a group of books for teen-agers.

From 1917 to 1924, the library in the Girls High School was located on the stage of the auditorium. The latter served as the study hall. When the auditorium was used for assemblies, the library had to be closed. The books were housed in book cases which had glass doors. These cases were arranged around the back of the stage. There were tables and chairs and a card catalog.

A newspaper account, dated September 1924, states that the library was moved to a portable building which "was connected by a passageway to the chapel." The clipping said, "Miss Warren has worked for such a library for six years."<sup>126</sup> Pictures in the library scrapbook and Miss Warren's statements indicate that the new quarters were very attractive. The library was confined to one large room. Book shelving was used instead of book cases. However, these were not of standard dimensions, nor were they adjustable.

Miss Warren recalled that the faculty was very much interested in the library. She attended the faculty meetings and was accepted as a member of the staff on the same basis as any teacher. Miss Grauman stated, however, that at first she was not accepted on this basis. The reason might have been that she was the only woman on the staff of Boys High School.

Although the minutes of the Board show that the librarians had been appointed as teachers and were to be considered as members of the faculties of their respective schools, the cooperative arrangement between the public library and the Board placed them, at the very beginning, on the rank and pay scale set up by the library.<sup>127</sup> Both Miss Warren and Miss Grauman recalled a blanket raise which all teachers received, but which did not extend to them. They interrogated the administration concerning this and discussed the matter of the status of librarians. In a meeting on July 6, 1920, the Board raised the salaries of Miss Warren and Miss Grauman to \$135.00 per month and voted "that they be appointed for the next school year with regular teacher contracts, since they must exercise the regular disciplinary functions of a teacher."<sup>128</sup>

<sup>126</sup> Newspaper clipping, dated September 1924, in the library scrapbook of Halleck Hall High School. Source of clipping unknown.

<sup>127</sup> Louisville, Kentucky. Board of education. Minutes. January 4, 1916.

<sup>128</sup> Ibid. July 6, 1920.

As a result of her interest and her realization that eventually additional training would become necessary, in 1920 Miss Warren entered the Western Reserve Library School in Cleveland, Ohio, for a year of training. In 1923 she began working toward a college degree which she received in 1935.

A newspaper clipping dated September 24, 1920, entitled, "Branch Library in Louisville Girls High School," describes the many services which the library offered to its eighteen hundred girls.<sup>129</sup> The article states that in June the teachers had made recommendations which had resulted in the purchase of three hundred new books. A number of the pupil assistants were interviewed about the kinds of duties they performed in the library. Accompanying the article was a photograph showing a group of assistants at work on their various jobs.

By the school year 1921-22, demands upon the library had become so great that Miss Warren felt the need of an assistant. The Board granted her request by appointing Miss Margaret Frazier in February 1922. A second assistant, Miss Nell Fowler, was appointed in March 1923.

It is evident that by 1925 the Louisville high school libraries were established as an essential part of the school program and increasingly making an important contribution to it.

**Changing State Standards for Approving and Accrediting High Schools.**—The Sullivan Bill of 1908 which inaugurated a state-wide system of public secondary education outlined three classes of high schools: first, second, and third.<sup>130</sup> Following the enactment of this law, the state undertook the task of approving all high schools maintained with public funds.

High schools were required to meet certain standards in order to be approved, or granted permission to operate, by the State Board of Education. Until 1936 the function of accreditation was performed by the Association of Kentucky Colleges. Every public high school had to be approved, but it did not necessarily have to be accredited. The standards for approval were lower than accrediting standards and in the early years of development some of the high schools, particularly rural ones in the poorer counties, were unable to qualify for accreditation. Since, at first, this was the terminal education for most rural youth, there was little demand by the

<sup>129</sup> Newspaper clipping, dated September 24, 1920, in the library scrapbook of Halleck Hall High School. Source of clipping unknown.

<sup>130</sup> Explanation of each class on page 24-25.



public for graduates to qualify automatically for college upon completion of the high school course.

The first library regulations to be incorporated in the State Board of Education's standards for approval of high schools appeared in 1923. They specified:<sup>181</sup>

A third class high school shall have a library consisting of a large dictionary and at least \$30.00 worth of carefully selected books.

A second class high school shall have a library consisting of a large dictionary and at least \$45.00 worth of carefully selected books.

A first class high school shall have a library consisting of a large dictionary, a standard encyclopedia and at least \$60.00 worth of carefully selected books.

At this same time the Association of Kentucky Colleges had the following regulations concerning the libraries in accredited high schools:<sup>182</sup>

Class A—The library for reference purposes should not be less in value than \$150.00, exclusive of public documents. These should be carefully selected so there may be reference books pertaining to each subject.

Class B—The library for reference purposes should not be less in value than \$75.00, exclusive of public documents. These should be carefully selected so there may be reference books pertaining to each subject.

Class AA—Any Class A high school which maintains the following standards, may, at the discretion of the Accrediting Committee, be rated as Class AA. This is the highest rating given to any high school . . . Library shall consist of at least five hundred volumes exclusive of public documents.

This classification scheme for accredited high schools had been worked out by the high school supervisors in the Department of Education. Requirements for the Class AA high schools were "for all practical purposes, a restatement of the standards for accreditation in the Southern Association of Colleges and Secondary Schools."<sup>183</sup> When a high school supervisor found a school meeting these requirements he would recommend to the state committee of the Southern Association that it be made a member school. As a

<sup>181</sup> Kentucky. Department of education. Monograph on Kentucky high schools, no. 1. Laws, synopsis of course of study, rules and regulations relative to classification and administration. January 1923. p. 11.

<sup>182</sup> Ibid. p. 27-28.

<sup>183</sup> Kardatzke, op. cit. p. 284-85.

means to encourage schools to exceed the minimum accrediting standards of the state association, this was a laudable device. However, it proved confusing and in 1925 the Accrediting Committee voted to discontinue using it as a classification.<sup>134</sup>

Those responsible for formulating the requirements must have realized that stipulating the library should be worth a certain amount was not a sound basis upon which to measure the adequacy or the growth of libraries. Also, it is probable that the Southern Association requirements which specified the number of volumes, influenced them to make a change in the state approval and accrediting regulations. Whatever the reasons, in 1924, the State Board regulations stipulated:<sup>135</sup>

A third class high school shall have a library consisting of a large dictionary and at least seventy-five volumes of carefully selected books.

A second class high school shall have a library consisting of a large dictionary and at least one hundred volumes of carefully selected books.

A first class high school shall have a library consisting of a large dictionary and at least 150 volumes of carefully selected books.

In 1925 the Accrediting Committee approved a revision of all of their standards. The new library standards were as follows:<sup>136</sup>

Class A—The library for reference purposes should not have less than three hundred volumes exclusive of public documents. These should be carefully selected so that there may be reference books pertaining to each subject.

Class B—The library for reference purposes should not have less than two hundred volumes exclusive of public documents. These should be carefully selected so that there may be reference books pertaining to each subject.

No mention was made concerning standards for the Class AA high schools.

In 1925, the State Board standards were raised. Schools of the first class were required to have at least two hundred and fifty volumes, schools of the second class two hundred volumes, and

<sup>134</sup> Association of Kentucky colleges. Committee on accredited relations for secondary schools. Minutes. December 30, 1925.

<sup>135</sup> Kentucky. Department of education. Monograph on Kentucky high schools; revised. Laws, synopsis of course of study, rules and regulations relative to classification and administration. July 1924. p. 11.

<sup>136</sup> Association of Kentucky colleges. Committee on accredited relations . . . op. cit. May 23, 1925.



schools of the third class one hundred and fifty volumes. In addition, the first and second class schools were required to have an encyclopedia.<sup>137</sup> The regulations remained unchanged until 1933.

From 1925 to 1927 the accrediting standards were gradually raised until in 1927 they were requiring Class A high schools to have "not fewer than four hundred volumes" and Class B schools, "not fewer than three hundred volumes."<sup>138</sup> In 1925, they broadened their regulations by including the item that in all accredited high schools "the library should be in the study hall or in an adjacent room."<sup>139</sup> By 1928, they were discussing whether the Association should require that all libraries in Class A high schools be cataloged. By a unanimous vote the committee agreed "that on and after September 1, 1931 all Class A high schools shall have the high school libraries classified and cataloged according to the Dewey Decimal System."<sup>140</sup>

In 1929, and again in 1930, all of the regulations governing the accrediting of high schools were revised. The broadened scope of the library standards is evidence that at least those who formulated them were realizing that there is more to providing a library than requiring a certain number of volumes. The revised standards specified:<sup>141</sup>

Class A—Schools with an enrollment of one hundred or fewer pupils shall have a library of five hundred volumes, exclusive of duplicates, government publications, and textbooks. These volumes shall be selected from lists prepared by the Department of Public Instruction and should be distributed approximately as follows: English (drama, fiction, biography, essays, poetry, travel, current literature)—35%; social studies (history, sociology, economics, and government)—25%; science—15%; language—5%; mathematics—2%; general reference—10%; useful and fine arts—8%. Schools shall meet this standard by June 30, 1930.

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

The library must be in a separate room that is centrally located, or in the study hall, or in a room adjacent to the study hall. The

<sup>137</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1923-25. p. 107.

<sup>138</sup> State college association. Accrediting committee. Minutes. May 13, 1927.

<sup>139</sup> Association of Kentucky colleges. Committee on accredited relations, op. cit. May 23, 1925.

<sup>140</sup> State college association. Accrediting committee, op. cit. May 19, 1928.

<sup>141</sup> Ibid. January 17, 1930.

books must be accessioned. Beginning with the school year 1931-32, the library must be classified and cataloged by a simplified scheme of the Dewey Decimal System.

Class B—Same as Class A except that schools with fewer than fifty pupils enrolled shall have three hundred and fifty volumes.

The minutes of the Accrediting Committee reveal that in 1929 they appointed a special committee "to consider the qualifications of librarians and study hall supervisors."<sup>142</sup> There is no indication as to why these two positions were linked together. The next year the minutes record that the special committee reported on the matter. Without discussing any portion of the report, the minutes state, "The motion was made and passed that no special action be taken."<sup>143</sup> The minutes do indicate however, that six colleges reported they were offering training in library science and two others were contemplating offering such courses. Since only one of the schools had been offering work in library science for a period longer than a year, it is possible that the Accrediting Committee felt that it was somewhat premature to make specific training requirements for high school librarians.

Implementation of the Standards—There is little doubt that both the State Board of Education library standards and those of the state accrediting association, and eventually those of the regional association, stimulated local schools to make provision for and develop their high school libraries. The state superintendents and others called attention to the inadequacies in libraries and other facilities of the schools and urged compliance with the standards as a means to effect improvement. In 1921, Superintendent Colvin said:<sup>144</sup>

A large number of high schools, even those on the accredited list, have too little equipment for the work they are attempting to do. This is especially true of libraries . . .

The Accrediting Committee was apparently not only formulating standards but was also checking on individual schools to ascertain whether the standards were being met. The first mention of libraries occurred in their minutes of 1923. They stated, "A majority of the accredited high schools inspected fall short of the

---

<sup>142</sup> Ibid. May 13, 1929.

<sup>143</sup> Ibid. January 17, 1930.

<sup>144</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1919-21. p. 32.



standards set up for accredited schools in some particulars . . . Some are short on libraries."<sup>145</sup>

Before becoming the superintendent of public instruction, McHenry Rhoads had been the high school supervisor in the Department of Education. A lengthy discussion on high school libraries in his report of 1925 contains several graphic statements which indicate his awareness of the conditions and needs in this area of the school program:<sup>146</sup>

Both patrons and teachers are realizing as never before that equipment in the way of library and laboratory is essential to a well organized and efficient school. Time was when high schools were approved with absolutely no equipment except poor classroom furniture. One may not visit a school now that does not have some library, although it is meager in any instances . . .

Few high schools in the state have been built with any thought of library facilities. The exceptions are buildings located in our largest cities. All high school buildings constructed hereafter should make provision for libraries and reading rooms . . .

It is urged that in all schools with an enrollment of over two hundred and fifty pupils in grades nine to twelve inclusive, a professionally trained librarian be employed who devotes all her time to the care of the library. In smaller schools it is recommended that some teacher who has had library training be relieved from part of the teaching work to direct the care and organization of the library. She should train one or more pupils to assist her in order that the library may be open all day . . . If no teacher in the system has had training the principal should urge one of his teachers to acquire this training.

It is significant to note that in 1925 Superintendent Rhoads foresaw the need for qualified librarians with time free to devote to administering the library. However, it was not until 1935 that the State Board approved regulations concerning the library science training and amount of service of the high school librarian.<sup>147</sup>

Of equal significance was Superintendent Rhoads' plea for sound financial support of the library. He said:<sup>148</sup>

<sup>145</sup> Association of Kentucky colleges. Committee on accredited relations, op. cit. February 17, 1923.

<sup>146</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1923-25. p. 104, 128.

<sup>147</sup> Kentucky. Department of education. State course of study and rules and regulations of the State board of education. Educational bulletin, vol. III, no. 3. May 1935. p. 7.

<sup>148</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1923-25. p. 129.

Books cost money. The maintenance of the library should not depend upon incidental sources of money, such as school entertainments and socials. The school board should definitely support the library by annual appropriations.

He outlined what he considered to be an adequate initial appropriation and subsequent annual appropriations for schools of various enrollments. It was not until 1936 that the matter of financial support appeared in the standards, and then it was only an advisory regulation.<sup>149</sup>

The requirement that "an annual appropriation of at least one dollar per pupil shall be spent for books, periodicals, etc." did not become a mandatory regulation of the State Board of Education until 1938.<sup>150</sup> There were high schools which had systematic appropriations made for the library before this time, but these were primarily schools which belonged to the Southern Association. Campbell's study in 1930 revealed that of the 102 Association schools in Kentucky which reported, fifty-three met the requirement which specified an annual appropriation for library books, periodicals, etc. of at least \$1.00 per pupil in schools of five hundred or less enrollment, and \$.75 in schools with an enrollment over five hundred.<sup>151</sup>

When the library standards no longer specified that a school should have a book collection worth a certain amount, but instead designated that it should be composed of a certain number of volumes, the change resulted in a similar shift in the data released by the Department of Education. In 1925, the superintendent reported that the value of the libraries in the white public high schools was \$161,174.00 and in the Negro public high schools was \$7,443.00.<sup>152</sup> In 1927, the superintendent reported the number of volumes in libraries and the number of volumes per child. In the school year 1926-27, he indicated that the libraries in the white public high schools had a total of 223,650 volumes with 5.2 volumes per child. The Negro public high school libraries had 7,966 volumes with 3.5

---

<sup>149</sup> Kentucky. Department of education. The high school library; a handbook. Educational bulletin, vol. III, no. 11. January 1936. p. 8.

<sup>150</sup> Kentucky. Department of education. Manual of organization and administration for high schools. Educational bulletin, vol. VI, no. 6. August 1938. p. 77.

<sup>151</sup> Campbell, D. S. Libraries in the accredited high schools of the Association of colleges and secondary schools of the Southern states. Nashville, Tennessee, George Peabody college for teachers, Division of surveys and field studies, 1930. p. 16-17.

<sup>152</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1923-25. p. 127.



volumes per child.<sup>153</sup> It is obvious that the latter figures have meaning; those which indicate the value of the libraries contribute little to an understanding of the conditions at that time.

It was during this period that Mark Godman, the high school supervisor, prepared a library manual<sup>154</sup> whose purpose, Superintendent Rhoads said, ". . . is to offer suggestions regarding the organization and administration of high school libraries and recommendations concerning the purchase of books."<sup>155</sup> The major portion of the manual was devoted to a list, "Books for High School Libraries."<sup>156</sup> Godman explained that "many requests come to this Department for lists of books suitable for high school libraries. It is evident from inspection of high schools that many books of questionable value are purchased for this purpose."<sup>157</sup> He added that the use of the manual should aid in preventing worthless purchases.

The high school supervisors, J. H. Richmond and Mark Godman, reported to the superintendent in 1929 concerning the conditions which they were finding in the high school libraries. They commented, "The library facilities have greatly improved during the past two years."<sup>158</sup> In their visits to high schools throughout the state they had observed that in practically all of the accredited high schools the books had been or were being cataloged and classified, that many boards of education were making an annual appropriation for the library, that larger high schools were employing full-time librarians, and that many of the smaller schools were securing part-time librarians. They cited two influences which they felt had contributed much to this rapid development. These were: (1) more exacting library requirements on the part of the State Board and of the Accrediting Committee of the State College Association, and (2) suggestions contained in the various library bul-

---

<sup>153</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1925-27. p. 244-[65].

<sup>154</sup> Kentucky. State board of education. Library manual for Kentucky high schools, prepared by Mark Godman, n.d. [1925, cf. University of Kentucky library card catalog].

<sup>155</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1923-25. p. 127.

<sup>156</sup> Kentucky. State board of education. Library manual for Kentucky high schools, op. cit. p. [13]-42.

<sup>157</sup> Ibid. p. 3.

<sup>158</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1927-29. p. 95.

letins prepared and distributed by the high school division in the Department of Education.

**Recent Developments in High School Libraries, 1930 to 1950.—**

In 1932, two University of Kentucky graduate students sent a questionnaire to high schools in an effort to study the library science training of their librarians and the time they devoted to administering the library.<sup>159</sup> Of the 193 schools reporting on the library training held by their librarians, only twenty-one schools indicated librarians with more than twenty semester hours. One hundred and six schools reported librarians with ten semester hours or less. Twenty-four of the 106 schools had librarians with no library science training.

Two hundred and forty-four schools reported on the number of hours daily the librarian devoted exclusively to library work. One hundred and thirty-one schools, or 53.7 per cent, indicated that their librarians devoted two hours or less each day to administering the library.

In summarizing the findings of the study Taylor said, "That Kentucky does not yet have an adequately planned program of libraries for her high schools, or a properly educated staff of people to administer these units, is clearly seen from this study."<sup>160</sup>

A thorough examination of public education in the state was made by the Kentucky Educational Commission under the provisions of a law enacted by the General Assembly in 1932. The Commission's findings effected fundamental and far-reaching changes in the system of common schools. The report gave considerable attention to the matter of libraries. It stressed repeatedly that "the public schools of Kentucky at no level have the advantage of an adequate and coordinated program of library service . . . Steps should be taken to develop an efficient program of library service for the common schools through the State Department of Education."<sup>161</sup> The report emphasized the need for professionally trained library personnel in the Department of Education who would be available for advice and counsel on school library problems, and for the inspection and approval of public school libraries.<sup>162</sup> At the time the report

<sup>159</sup> Taylor, W. S. High school libraries and librarians in Kentucky. (In Kentucky school journal, vol. 10. May 1932. p. 12-14).

<sup>160</sup> Ibid. p. 14.

<sup>161</sup> Kentucky. Department of education. Report of the Kentucky educational commission. Educational bulletin, vol. I, no. 8. October 1933. p. 69, 71-72.

<sup>162</sup> Ibid. p. 65-66.



was being prepared, the services of a state school library supervisor in the Department of Education were made available through the financial assistance of the General Education Board of New York City.

Prior to 1933, no information about the library was included in the Annual High School Report, the official high school record, which is filed in the Department of Education. In that year, fifteen questions on the library were added to the report. Information for the school year 1933-34 revealed that more than 60.0 per cent of all the high school libraries in the state were without the services of trained librarians. Even more deplorable was the evidence that 147 schools had librarians with but from one to six semester hours of library training.<sup>163</sup>

The Annual High School Report did not include information about expenditures for high school libraries. However, beginning in 1933, this information has been available from the annual financial reports of the local superintendents. In the 1933-34 school year, the meager sum of \$.32 per child was expended for high school libraries.<sup>164</sup>

By 1935, the superintendent reports that there was a library, "in varying degrees of organization," in every high school in the state.<sup>165</sup> Conditions in the cities were far in advance of the rural areas. However, the evidence clearly indicates that for the state as a whole, high school libraries were still in their infancy in the early 1930's.

Campbell's Study.—An investigation of library conditions in the high schools accredited by the Association of Colleges and Secondary Schools of the Southern States was made by Doak Campbell in 1930.<sup>166</sup> It was a report of the status of these libraries with respect to the new library standards of the Association. Since requirements for membership in the Association are higher than those of the state association or of the State Board of Education, the results of this study showed the extent of library development in Kentucky's best schools.

In 1930, 118 high schools in the state belonged to the Association. One hundred and two responded to the questionnaires. Table

<sup>163</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1935-37. p. 26.

<sup>164</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1933-35. p. 15, 47.

<sup>165</sup> Ibid. p. 25.

<sup>166</sup> Campbell, *op. cit.*

III summarizes the information in the study relative to the number and per cent of Kentucky schools which fully met each of the standards.

Eleven Southern states had high schools that belonged to the Association. Of the 922 member schools studied, not one met all of the standards. The investigation revealed that in all of the schools the greatest deficiency was in regard to the library science training of the librarian.<sup>167</sup> Only sixty-eight of the 922 schools studied, or 7.4 per cent, met the requirements concerning the training of the librarian. In Kentucky, only ten of the 102 schools, or 9.8 per cent, met the minimum library science training requirements.<sup>168</sup> On the basis of these data Campbell made the obvious conclusion that "the training of high school librarians is a major problem."<sup>169</sup>

**TABLE III**  
**NUMBER AND PERCENTAGE OF 102 SOUTHERN ASSOCIATION**  
**HIGH SCHOOLS IN KENTUCKY MEETING THE REVISED**  
**LIBRARY STANDARDS OF THE ASSOCIATION IN 1930<sup>a</sup>**

Areas Covered by Standards	Schools Meeting Standards	
	Number	Percentage
Books .....	33	32.4
Librarian .....	7	6.9
Appropriation .....	53	52.0
Course in the use of the library .....	9	8.8
Organization .....	60	58.8
Equipment .....	51	50.2

<sup>a</sup> Summarized from the data given in Campbell's study, *op. cit.*

Inauguration and Growth of Library Training Agencies.—The adoption, in 1927, of library standards which required a certain amount of library training for every high school librarian in Southern Association schools caused the inauguration of library science courses in several of the Kentucky colleges. In 1930, the results of Campbell's study focused attention on the need for high

<sup>167</sup> *Ibid.* p. 31.

<sup>168</sup> *Ibid.* p. 42-44.

<sup>169</sup> *Ibid.* p. 32.



number  
of the  
d to the  
et all of  
e schools  
training  
died, or  
g of the  
per cent,  
On the  
hat "the

school librarians to secure more training. As a consequence, enrollments in library courses grew and additional colleges contemplated offering work in this field. Six institutions reported, in 1930, that they were offering courses in library science: Asbury College, Eastern State College, Murray State College, Nazareth College (Louisville), University of Kentucky, and Western State College. Two others, Berea College and Morehead State College, stated that they were considering offering some work.<sup>170</sup>

The next year, at a conference on library training in Kentucky, the University of Louisville indicated that they were planning to initiate some courses. They explained that a need was being felt in the city for a training agency other than the one at Nazareth which trained primarily Catholic sisters and librarians in Catholic high schools.<sup>171</sup> Intermittently, other colleges offered work in library science. In 1941, two Negro institutions, Louisville Municipal College and Kentucky State College, reported that they had offered eighteen and six semester hours respectively, but had or were discontinuing the work because too few students had enrolled.<sup>172</sup>

Under the new school code of 1934, the State Board of Education assumed the function of accreditation. Hereafter, annually, accrediting ratings have been assigned to schools by action of the State Board upon recommendation of the Accrediting Committee of the Kentucky Association of Colleges and Secondary Schools. Regulations for the training of librarians became mandatory in 1935.<sup>173</sup>

In 1936, the State Board of Education approved certification regulations for librarians. Library science was included as an area in the fields of majors and minors which could be offered for a teacher's certificate. They also approved certification for full-time school librarians. A year's training in library science is the basis for this special certificate.<sup>174</sup> In explaining the advantages of this special certificate, Superintendent Peters said:<sup>175</sup>

<sup>170</sup> State college association. Accrediting committee. Minutes. January 17, 1930.

<sup>171</sup> Conference on library training in Kentucky. Louisville, November 13, 1931. (Mimeographed report in files of the University of Kentucky, Department of Library Science, Lexington).

<sup>172</sup> Library training agencies. (In Bulletin of the Kentucky library association, vol. 8, no. 2. December 1941. p. 10).

<sup>173</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1935-37. p. 26.

<sup>174</sup> Kentucky State board of education. Minutes. December 16, 1936.

<sup>175</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1935-37. p. 26.

Not only does this arrangement iron out serious difficulties in undergraduate training schedules, but it also gives added recognition to library training, and should play a part in insuring equal salary schedules for teachers and librarians with equivalent preparation.

In the spring of 1936, Mr. Godman, on the basis of his visits, recommended to the Accrediting Committee that a number of schools be warned concerning the training of their librarians.<sup>176</sup> The superintendent states that in the fall of 1936 both Class A and B high schools were advised that they would be expected to remedy any deficiencies in this area by the school year 1937-38.<sup>177</sup>

In an address which Mr. Godman made in 1940 to the high school library section of the Kentucky Library Association, he stated that in 1934, 238 high schools had librarians with no training in library science. In 1939, only 159 high schools reported librarians with no training. In addition, in 1939 there were twice as many high schools having librarians with thirty semester hours or more training in library science than there were in 1934. He added, "We are insisting that even our smallest accredited high school (one reporting fewer than one hundred pupils) shall employ someone on the faculty who has had at least six semester hours in library science."<sup>178</sup>

State Supervision of School Libraries, 1933 to 1937, and Its Influence on Library Development.—On July 1, 1933 a supervisor of school libraries was added to the staff of the Department of Education. This position was made possible by a grant from the General Education Board of New York City. The salary and traveling expenses of the supervisor were underwritten by the General Education Board for a period of four years.<sup>179</sup>

Previously, no specialized service of this type had been offered by the Department of Education. In speaking of conditions in school libraries in 1933, Superintendent Peters said that whatever progress had been made up to that time was due to the "interested efforts of the supervisors in the State Department of Education, the assistance

<sup>176</sup> Kentucky association of college and secondary schools. Accrediting committee of the commission on secondary schools. Minutes. May 15, 1936.

<sup>177</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1935-37. p. 26.

<sup>178</sup> Godman, Mark. School libraries in Kentucky. (In Bulletin of the Kentucky library association, vol. 7, no. 2. December 1940. p. 6).

<sup>179</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1931-33. p. 19.



given school libraries by the State Library Commission, and the influence of the standards of the Southern Association of Colleges and Secondary Schools."<sup>180</sup> Obviously, persons charged with the responsibility for general supervision throughout the state would be limited in the amount of time and energy which they were able to give to a particular phase of the program such as school libraries.

With the appointment of Miss Ruth Theobald (now Mrs. Gordie Young) as supervisor of school libraries, there was now available at the state level a person whose duty it was to work for the extension and improvement of school libraries within the framework of the total educational program. A Division of School Libraries was created within the Bureau of Instruction in the Department of Education. Superintendent Richmond stated that the functions of this Division were four in number:<sup>181</sup>

1. To assemble and organize information on the school library situation in the state
2. To disseminate information regarding the need for school libraries and the elements and practices which make for good school library service
3. To promote the establishment of school library service where this does not exist
4. To assist already existing school libraries in raising the level of the library service rendered the school

One of the first activities of the supervisor was getting fifteen questions concerning the library included in the September 1933 Annual High School report.<sup>182</sup> Previously, no information of this kind had been available. The following year the questions were modified and although they were only sixteen in number they offered considerably more data than those in the 1933 Report. Much of the information in the statistical study, **Library Service Available to the Public Schools of Kentucky**, was derived from these Reports.<sup>183</sup> Superintendent Richmond commented in 1935 that the publication of this report was one of the major achievements of the Division of School Libraries up to that time.<sup>184</sup> The report pre-

<sup>180</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1935-37. p. 26.

<sup>181</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1933-35. p. 24.

<sup>182</sup> Clardy, op. cit. p. 15.

<sup>183</sup> Kentucky. Department of education, op. cit.

<sup>184</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1933-35. p. 24.

sented a far clearer picture of the school library situation in Kentucky than had been available previously.<sup>185</sup> Its publication as one of the Department of Education's monthly bulletins assured state-wide distribution.

In an effort to carry out the important function of assisting existing libraries to raise the level of their service, Mrs. Young prepared book lists, circulars, bulletins, and articles; made visits to individual schools throughout the state conferring with both administrators and librarians; and worked to strengthen organizations of school librarians in both the state educational and library associations.<sup>186</sup> Clardy indicates in her study that the contribution of the supervisor through her acts in the central office—publications, letters, book lists, statistics, etc.—“far surpassed the aid rendered in the field.”<sup>187</sup> She added that, because her visits were necessarily too few, she had little opportunity to give much direct help in local libraries. In looking back upon her four years of work, Mrs. Young said that the various publications which were distributed throughout the state free of charge seemed to be the supervisory service which had had the most continued influence.<sup>188</sup>

In her detailed analysis of a representative number of high school libraries, Clardy found that in the training of librarians, the financial support, the book and magazine collections, quarters, equipment, and organization, there was improvement from 1933 to 1937. She indicated that, at least in part, this was attributable to the various activities of the supervisor.<sup>189</sup>

During Mrs. Young's term of service, the high school supervisor, Mark Godman, had worked closely with her. In answering the writer's inquiry in 1950 about factors which had stimulated the development of high school libraries, Mr. Godman said that unquestionably one of the most important influences had been that of the supervisor of school libraries. He added that, by having this specialized service in the Department of Education, it was possible to render assistance to school personnel throughout the state on

<sup>185</sup> Theobald, R. L. School library service in Kentucky. (In Peabody journal of education, vol. 13. July 1935. p. 28-31).

<sup>186</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1935-37. p. 28.

<sup>187</sup> Op. cit. p. 59-60.

<sup>188</sup> Information furnished by Mrs. Ruth Theobald Young in an interview, Spring, 1950.

<sup>189</sup> Op. cit.



any phase of school library service with which help was desired.<sup>190</sup> Willing as the general supervisors might have been, they had neither the time nor the professional knowledge necessary to be of more than general assistance.

On July 1, 1937 the General Educational Board grant for the position of supervisor of school libraries expired. Despite the need for and apparent worth of this supervisory service, the Department of Education, because of lack of funds, found it impossible to continue the position. Superintendent Peters indicated that he hoped the January 1938 legislature would allocate funds to continue the service. He also said:<sup>191</sup>

It is to be regretted that library service from the State Department must suffer a lapse at the time when such assistance is at the point of greatest usefulness. The advancement that has been made in the past four years should be continued at once. If this work should be discontinued, the children of the state will be the losers.

This plea was ignored, and the position was dropped. For the next ten years the Department of Education offered no specialized service in this area. During this period, whatever impetus was given to school library development at the state level was once again dependent upon the interest and efforts of the general supervisors.

Organizations of School Librarians Within the State.—Few data have been found concerning the development of school library groups within the state educational and library organizations. The information which has been unearthed presents only a fragmentary picture.

The three state organizations in which school librarians have been at first an informal and unofficial group, and then later an organized group or section, are the Kentucky Education Association, the Kentucky Negro Education Association, and the Kentucky Library Association. In Ridgway's brief review of library developments in Kentucky she makes this statement:<sup>192</sup>

The Kentucky Library Association in 1925 by petition urged the Kentucky Education Association to establish a library department for the establishment of libraries in schools.

<sup>190</sup> Information furnished by Mr. Mark Godman in interviews, Spring, 1950.

<sup>191</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1935-37. p. 28.

<sup>192</sup> Op. cit. p. 6.

Presumably, she meant that the Kentucky Library Association had petitioned the Kentucky Education Association to establish a special division for school librarians. Even though her concise account of library developments extends through 1940, she does not elaborate upon this statement, nor does she make any further mention of an organized group of school librarians in either of these two state organizations.

In Ridgway's summary of the year 1936, she said, "A school library section was organized with the Negro State Education Association."<sup>193</sup> This group meets annually as a part of the Kentucky Negro Education Association. In addition to high school librarians, the group is composed of other Negro librarians who work in public and college libraries. Generally, the attendance has been very small. In 1950, instead of the single session which they have generally had during the convention, the officers planned several meetings of the group. Announcements of the forthcoming program were sent to the librarians urging them to be present. Undoubtedly, the increased attendance which resulted was influenced by this careful planning.

In January 1933, the Kentucky Library Association began the publication of its bulletin. In its first issue there appeared an article, "Twenty-Five Years of the Kentucky Library Association," written by Miss Euphemia K. Corwin.<sup>194</sup> At no point did the article specifically mention school librarians or school libraries. Subsequent issues of the **Bulletin** contained brief announcements about forthcoming and past meetings of the school librarians. Usually, the extent of the information was a statement concerning the program and the names of the new officers.

In 1939, there was a statement in the **Bulletin** to the effect that at the fall meeting the high school librarians had agreed to form a "high school library section in K.L.A. with a program suitable to the needs and interests of school librarians."<sup>195</sup> This would seem to indicate that the existing group of school librarians within the Kentucky Library Association had previously been an informal one. That same year, out of a conference on library cooperation, came the

<sup>193</sup> Ibid. p. 11.

<sup>194</sup> Corwin, E. K. Twenty-five years of the Kentucky library association. (In *Bulletin of the Kentucky library association*, vol. 1, no. 1. January 1933. p. 4-8).

<sup>195</sup> High school library section formed at conference. (In *Bulletin of the Kentucky library association*, vol. 6, no. 2. December 1939. p. 14).



suggestion for the "amalgamation, or at least coordination, of the school library group of K.E.A. and the school library section of K.L.A. in an effort to obtain united effort and a functioning year-round program of work for school librarians."<sup>196</sup> Soon thereafter, only one set of officers was elected annually. These served both of the groups. The practice has continued until the present.

The number of members in the entire Kentucky Library Association has always been small. In 1948, after an intensive campaign, the membership reached a total of 322.<sup>197</sup> With this small membership, and annual dues of only one dollar, the Association has been limited in its activities. It has not been possible to finance a program for any of the sections. Consequently, in planning their meetings the school librarians have had to secure speakers whose services were available free of charge.

The annual meeting of the Kentucky Library Association is held in the fall. The meeting generally begins on Thursday evening and continues through Saturday noon. School librarians who attend must secure permission from their principals and superintendents to be absent from school. This means that a substitute is hired, that teachers or pupils keep the library open, or that the library is closed. Examination of the file of the **Bulletins** reveals that never on the general program of the Association has there been a speaker whose talk was devoted to school librarianship.<sup>198</sup> Consequently, if a school librarian attended the entire meeting of the Association it was Saturday noon at the school librarians' luncheon before there was any program which was related to her work.

The only other direct benefit offered by membership in the Kentucky Library Association has been the **Bulletin** which is issued once, or at the most, twice a year. Since the contents have been devoted primarily to the proceedings of the meetings, they have offered little to stimulate school librarians to continue their membership. This continual lack of emphasis in the annual conferences and in

<sup>196</sup> Conference on library cooperation. (In Bulletin of the Kentucky library association, vol. 6, no. 1. October 1939. p. 14.)

<sup>197</sup> Winsteadley, Virginia. Report of the membership committee, 1947-1948. (In Bulletin of the Kentucky library association, vol. 13, no. 1. October 1949. p. 15-16).

<sup>198</sup> In response to a request from the officers of the school librarians' section of the Kentucky Library Association for a speaker on the general program of the fall convention whose address would be concerned with some subject of particular interest to school librarians, the Association's board of directors on July 29, 1950 voted in favor of the request and allocated an amount to defray the speaker's expenses.

the **Bulletins** upon topics pertinent to school librarianship has resulted in a small number of school librarians joining and attending the meetings of the Association.

Superintendent Peters called attention to the efforts made by the supervisor of school libraries in 1933 to get the existing school library group included as an integral part of the Kentucky Education Association. Previously, the group had been holding their yearly meetings at the same time as the Kentucky Education Association but they were not affiliated with the organization. In 1934, they were admitted to full membership in the Association.<sup>199</sup> One advantage of being an integral part of the educational organization has been that, within certain limits, the expenses of a program for the annual spring meeting have been borne by the Association. As a result, outstanding leaders in the field of school librarianship have been brought to the group. This has stimulated interest and attendance. An influential factor in the potential strength of this group is that schools are dismissed for the two-day Association meeting. This eliminates the difficulty of any conflict caused by a librarian's absence from school to attend the meeting.

Except for the past two years, no minutes for the school librarians' section of either the Kentucky Education Association or the Kentucky Library Association have been preserved. This would seem to indicate that there has been little continuity of interest and effort. At the Kentucky Education Association meeting in 1949, the school librarians voted to change the time of the election of officers from the Kentucky Library Association meeting to the Kentucky Education Association meeting. Since the attendance of school librarians at the Kentucky Education Association conference has always been more than twice as large as that at the Kentucky Library Association, it seemed to the group that the officers should be chosen at the time when the more representative group was present.<sup>200</sup>

In addition to the one annual state Kentucky Education Association meeting, the various district education association meetings which are held each fall offer an opportunity for school librarians to meet as groups to discuss their problems. The formation and extent of activity of these groups is largely dependent upon the

---

<sup>199</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1935-37. p. 26-27.

<sup>200</sup> Kentucky education association. School librarians section. Minutes. April 22, 1949.



interest of local librarians. There is no record of the number of these which exists at the present time. However, to the writer's knowledge, only five of the twelve district associations in the state have a school librarians' group. The activities of these groups have been confined largely to having a speaker at their annual meeting.

Meager Progress in School Library Development, 1937 to 1947.—Improvement in some aspects of school libraries and serious retardation in others characterized this ten-year period. Changes which were made in the library standards of the State Board of Education and the Southern Association of Colleges and Secondary Schools during this decade resulted in an improved yardstick for achieving adequate school library service.

The state standards which appeared in 1936 were the first ones to specify that persons serving as part and full-time librarians in high schools must have a certain number of semester hours of training in library science and must devote a certain amount of time to administering the library.<sup>201</sup> These standards were adopted during the time the state had a supervisor of school libraries. Her efforts undoubtedly influenced the incorporation of this provision into the requirements.

In addition to the mandatory regulations, there was an advisory regulation which specified: "An annual appropriation of at least one dollar per pupil should be spent for books, periodicals, etc."<sup>202</sup> Schools were urged to meet this requirement as soon as possible. It was the first time that the matter of financial report had appeared in the standards. Two years later the regulation became mandatory. Except for this important change, the standards which appeared in 1938 were little different from those in effect in 1936.<sup>203</sup>

In 1940, the minimum library science training required of part-time librarians in high schools with enrollments from one hundred to five hundred pupils was increased six semester hours.<sup>204</sup> This was the only change which was made in the 1938 standards. These 1940

<sup>201</sup> Kentucky. Department of education. *The high school library; a handbook*, op. cit. 7-8.

<sup>202</sup> *Ibid.* p. 8.

<sup>203</sup> Kentucky. Department of education. *Manual of organization and administration for high schools*. op. cit. p. 77-79.

<sup>204</sup> Kentucky. Department of education. *Manual of organization and administration for high schools*. Educational bulletin, vol. VIII, no. 6. August 1940. p. 587-88.

State Board of Education regulations remained in effect until 1949 when new standards were adopted.<sup>205</sup>

In March of 1946, the Commission on Secondary Schools of the Southern Association adopted new high school library standards.<sup>206</sup> There had been no change in the library requirements of the Association since 1929. The new regulations were broader in scope and more comprehensive. In many instances the requirements had been raised. They were to become effective as of the beginning of the school year 1948-49.

The impetus which these improved state and regional standards would undoubtedly have given to school library development during this decade was largely lost due to the ill effects of World War II.

In the absence of a state supervisor of school libraries, the **Kentucky Library Manual for High Schools** which was issued in 1941 was prepared under the guidance of the high school supervisor, Mark Godman.<sup>207</sup> It contained the standards of the State Board of Education and the Southern Association, and suggestions for organizing and operating a high school library. Other than this bulletin no publications concerning school libraries were issued by the Department of Education during these ten years. Further evidence of the lack of emphasis at the state level is the absence of any mention of school libraries in the biennial reports of the superintendents of public instruction from 1939 to 1947.

Of all the detrimental effects of World War II, school library development was retarded most by the heavy loss of trained librarians. This loss occurred because financial opportunities in other states and in other fields were more rewarding. Mr. Godman's long and intimate knowledge of Kentucky high schools, and his interest in school libraries makes his comment on this matter particularly significant. He said, "The gains we had made up to 1939 in securing qualified high school librarians were virtually swept away as a result of the war."<sup>208</sup> In 1947, Superintendent Williams said, "The shortage of trained librarians throughout the state is an acute problem."<sup>209</sup>

---

<sup>205</sup> Kentucky. State board of education. Minutes. March 18, 1949.

<sup>206</sup> Report of the library committee. (In *The Southern association quarterly*, vol. X, no. 2. May 1946. p. 302-05).

<sup>207</sup> Kentucky. Department of education. *Kentucky library manual for high schools*. Educational bulletin, vol. IX, no. 5 July 1941.

<sup>208</sup> Information furnished by Mr. Godman in an interview.

<sup>209</sup> Kentucky. Department of education. *Biennial report of the superintendent of public instruction, 1945-47*. p. 480.



All during the war the Commission on Secondary Schools of the Southern Association was calling attention to the serious shortage of trained librarians and the small number of persons enrolled in library science courses as compared with the demand for qualified librarians. As early as 1942 they reported librarianship as one of the fields in which secondary schools of the Association were suffering because of the lack of trained personnel.<sup>210</sup> They claimed that the scarcity had been brought about largely by resignations, entrance into military service, employment in defense industries, and acceptance of teaching positions in counties and cities which were financially able to compete for their services by offering them larger salaries than they had been receiving.

The next year the library committee of the Commission on Secondary Schools made a study of the number of students enrolled in library science courses in colleges of the Association and the extent of demand for librarians.<sup>211</sup> Four library training agencies were reported for Kentucky: Berea College, Murray State College, University of Kentucky, and Western State College. In their library science courses they reported a total enrollment of seventy-four students in the 1942 summer session. Only fifty-five were enrolled in the regular 1942-43 session. The library training agencies were asked, "To what extent is the demand for librarians greater than the supply for the session 1942-43?" In general their responses were that they were having twice or three times as many demands as they were able to fill.

In recognition of this dearth of qualified school librarians, the library committee of the Commission on Secondary Schools of the Southern Association secured a grant from the General Education Board of New York City which was used in the summer of 1947 for scholarships in library science courses and workshops. Fifteen hundred dollars was made available to Kentucky. The University of Kentucky and Western State College were approved by the library committee as the institutions where the scholarship recipients would enroll for their training. It was agreed that the recipients should have had little or no previous training in library science, and that they should be planning to serve in a school library in the 1947-48 school year. Superintendent Williams described the scholarships in

<sup>210</sup> Report of the commission on secondary schools. (In *The Southern association quarterly*, vol. VI, no. 1. February 1942. p. 126)

<sup>211</sup> Report on the committee for library. (In *The Southern association quarterly*, vol. VII, no. 1. February 1943. p. 158-61)

a letter to local superintendents and urged them to encourage interested persons in their systems to apply. He said, "The State Department of Education considers this an opportunity to develop leadership in the area of school library service in Kentucky."<sup>212</sup> Thirty persons benefitted from these scholarships during the 1947 summer session.

Despite this graphic evidence of the lack of trained librarians and the obvious effect which this has upon library development, Clardy made this statement in 1948 in her study, "The need of trained librarians in local schools has not yet been generally recognized in Kentucky."<sup>213</sup> In 1950, Mr. Godman said in a letter to high school principals:<sup>214</sup>

The only realistic way in which we can remedy this shortage is by encouraging persons serving in these positions to enroll in summer library courses. Just as a person who teaches English needs training in this field, so does the person who administers the library need training in library science.

That it was necessary to make this statement is additional indication that Clardy's comment is a valid one. Undoubtedly, this is a factor which retards securing qualified librarians.

In one aspect, however, school libraries showed marked improvement during this decade. With the exception of the year 1943-44, the amount spent for libraries steadily increased. In 1937-38, \$.48 per child was spent for high school libraries<sup>215</sup>; in 1946-47, the expenditure was \$.95.<sup>216</sup> It is possible that this improvement can be attributed, at least in part, to the regulation concerning financial support being made mandatory by the State Board of Education in 1938.

Reestablishment of State Supervision of School Libraries.—Financial aid from the General Education Board of New York City made it possible for the Department of Education to reinitiate school library supervisory services on February 1, 1947. The extent of the grant was seventeen months. The Department of Education agreed

---

<sup>212</sup> Letter to local superintendents from John Fred Williams, Superintendent of public instruction, April 4, 1947.

<sup>213</sup> Clardy, *op. cit.* p. 25.

<sup>214</sup> Letter from Mr. Godman to all high school principals, March 13, 1950.

<sup>215</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1937-39. p. 29, 72.

<sup>216</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1945-47. p. 468, 559.



that, if at all possible, it would assume the responsibility for the service when the grant terminated.<sup>217</sup> Miss Louise Galloway, the author of this study, was appointed to the position and given the title of school library consultant.

Services which would be available to schools through correspondence, visits, and other activities of the newly appointed school library consultant were explained in the March 1947 Department of Education bulletin,<sup>218</sup> the November 1947 **Bulletin of the Kentucky Library Association**,<sup>219</sup> and the September 1947 issue of the **Kentucky School Journal**.<sup>220</sup> From February 1, 1947 to July 1, 1948, largely upon the requests of administrators and librarians for help on school library problems, Miss Galloway worked with individuals and groups in thirty-five of Kentucky's 120 counties.<sup>221</sup> Her file contains copies of detailed reports which were sent to local school systems following each of her visits. These describe what took place during the visits and any recommendations made for future improvement. In many instances, the reports include details about specific books and other materials which had been requested by the librarians or administrators.

In addition to her field work during this seventeen months period, Miss Galloway endeavored, through the publication of articles, to stimulate library development throughout the state and to render service on school library problems which were of general concern. In the September 1947 **Kentucky School Journal**, her services were explained.<sup>222</sup> The importance of library service for elementary children as a means of improving the total educational program was stressed by Miss Galloway in an article which appeared in November.<sup>223</sup> A brief discussion aimed at helping the teacher discover and use the library materials available in her situation was included in the January 1948 **Kentucky School Journal**.<sup>224</sup> Magazines was

<sup>217</sup> Ibid. p. 480.

<sup>218</sup> Kentucky. Department of education. Educational bulletin, vol. XV, no. 1. March 1947. p. 800-01.

<sup>219</sup> Library services are available to the schools of Kentucky from the State department of education. (In Bulletin of the Kentucky library association, vol. 12, no. 1. November 1947. p. 8-9)

<sup>220</sup> Galloway, Louise. Library services offered to schools. (In Kentucky school journal, vol. 26, no. 1. September 1947. p. 23-24)

<sup>221</sup> Information from Miss Galloway's files.

<sup>222</sup> Op. cit.

<sup>223</sup> Galloway, Louise. Why library service for elementary children. (In Kentucky school journal, vol. 26, no. 3. November 1947. p. 24-26)

<sup>224</sup> Galloway, Louise. "Too busy" to teach more effectively? (In Kentucky school journal, vol. 26, no. 5. January 1948. p. 34-35)

the subject of an article which appeared in the March issue.<sup>225</sup> It was introduced by a note which indicates Miss Galloway's responsibility for getting it written. She said:<sup>226</sup>

Through previous articles in the **Journal** this year, certain aspects of school library conditions in Kentucky have been presented to you. In making visits to school libraries throughout the State, one of the more frequent problems on which librarians seek counsel is the selection, care, housing, and ways to increase the use of magazines. Miss Laura Katherine Martin, Associate Professor of Library Science at the University of Kentucky, a recognized authority on magazines, has agreed to discuss these and other pertinent points.

On July 1, 1948 when the General Education Board grant terminated, the Department of Education assumed the financial obligation for the services of the school library consultant.<sup>227</sup> Thus, for the first time, state school library supervision was placed on the same basis as any other supervisory service from the Department of Education. Librarians and other school personnel convinced of the importance of this position to the advancement of school library development in Kentucky felt that a valuable service had been continued.

In 1950, when all the positions of Kentucky governmental employees were being analyzed, it was suggested that the title of the school library consultant be changed to that of supervisor of school libraries in order to conform to other comparable positions in the Department of Education. At its September 15, 1950 meeting, the State Board of Education formally approved the title change.<sup>228</sup>

Evidences of Extended Efforts in Behalf of School Library Development, 1947 to 1950.—In the perspective of history, these three years of activities may prove to have had little lasting effect upon advancing the development of school library service in Kentucky. However, the available data seem to indicate heightened interest and increased efforts to improve and extend high school library facilities. It is well to point out that this may be due to more information being available for this period than for others,

---

<sup>225</sup> Martin, L. K. Look at your magazines! (In Kentucky school journal, vol. 26, no. 7. March 1948. p. 16-18)

<sup>226</sup> Ibid. p. 16.

<sup>227</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1947-49. p. 592.

<sup>228</sup> Kentucky. State board of education. Minutes. September 13, 1950.



and to the recency of the happenings. There is also the possibility of bias on the part of the writer since, because of her position, she has been a part of or in very close contact with most of these developments.

During this three-year period, considerable attention was given to the problem of the shortage of qualified school librarians. A three weeks' workshop for beginning librarians, sponsored jointly by the Department of Library Science at the University of Kentucky and the Department of Education, was held in the summers of 1948 and 1949. The 1948 workshop was the first ever to be held in Kentucky for school librarians.<sup>229</sup> The first paragraph in the mimeographed report of the workshop indicates how this form of summer library training happened to be offered:<sup>230</sup>

The Workshop for Beginning Librarians really began in the summer of 1947 with the realization that no combination of courses possible of pursuit during a summer term would suffice to give a beginning librarian the necessary information to organize for service even a small school library. Besides, it was felt that some librarians could attend a three weeks' workshop who would not be able to spend eight weeks in summer school.

A grant from the General Education Board made it possible to offer a limited number of scholarships to encourage attendance.<sup>231</sup> Twenty-three persons already in school library positions in Kentucky, or planning to be in such positions in the 1948-49 school year, participated in the workshop. Sixteen of these were in high schools; seven were in elementary schools.<sup>232</sup>

At the end of the workshop an evaluation report consisting of sixteen questions was answered by each participant.<sup>233</sup> From the answers and the comments which were made on the various questions it is evident that those who attended felt they had benefitted immeasurably from this training. A large percentage indicated that they planned to take further library training.

Eighteen persons planning to be in high school library positions in the 1949-50 school year, ten potential elementary librarians, and

<sup>229</sup> Kentucky. Department of education. Workshop for beginning librarians, June 21 to July 10, 1948. Mimeographed. p. 3.

<sup>230</sup> Ibid.

<sup>231</sup> Workshop for beginning librarians. (In Bulletin of the Kentucky library association, vol. 12, no. 2, June 1948. p. 15)

<sup>232</sup> Kentucky. Department of education. Workshop for beginning librarians. op. cit. 5-6.

<sup>233</sup> Ibid. p. 57-59.

one elementary supervisor were enrolled in the 1949 workshop.<sup>234</sup> A grant from the General Education Board again made it possible to stimulate attendance by offering scholarships. The comments of the participants indicate the value of this type of training in giving untrained librarians practical help and, at the same time, a broadened concept of library service, even in a relatively short period of time.<sup>235</sup> Materials of general interest which were developed through committee work of the participants were made available to school librarians throughout the state.<sup>236</sup> By this means, part of the value of the training was shared.

The Department of Education made a statistical study of the amount of library science training held by persons serving as part and full-time librarians in Kentucky high schools during the 1948-49 school year.<sup>237</sup> For the 565 public white and Negro high schools reporting, 531 librarians were listed. One hundred and fifty-seven librarians, or 29.6 per cent, had had no training in library science. An additional 162 librarians, or 30.0 per cent, were reported as having had less than twelve semester hours of training.

The Accrediting Committee of the Kentucky Association of Colleges and Secondary Schools, at their February 1949 meeting, adopted a resolution aimed at improving the qualifications of librarians in class "A" high schools. The resolution stated:<sup>238</sup>

To remain an "A" class school:

1. The librarian must have had a minimum of twelve semester hours in library science.
2. In those schools with an enrollment above two hundred, the librarian must have had at least eighteen semester hours of library science.

In recognition of the shortage of trained librarians, schools failing

<sup>234</sup> Kentucky. University. Department of library science. Workshop for beginning librarians, June 20 to July 9, 1949. Mimeographed. p. [3.]

<sup>235</sup> Ibid. p. 7.

<sup>236</sup> These were the materials which were distributed: Do pupils help in your library? (Issued by the Department of education); Let's make history fun! (Issued by the University of Kentucky Department of library science); and School library service: Latest model (Issued by the Department of education).

<sup>237</sup> Kentucky. Department of education. Statistics on the training and work status of librarians in Kentucky high schools, based on information from the annual high school reports for the school year 1948-49. Typewritten.

<sup>238</sup> Kentucky association of colleges and secondary schools. Accrediting committee of the commission on secondary schools. Minutes. February 12, 1949.



to meet this standard will not lose their "A" rating if during the 1949 summer session the librarian enrolls in library science courses and acquires credits in an effort to meet these requirements.

In a letter addressed to school administrators, Mr. Godman called attention to the action of the Accrediting Committee. In addition, he said:<sup>239</sup>

This action is an earnest attempt to improve the quality of school library service by improving the training of those responsible for directing the development of this service. I urge you to encourage your unqualified librarians to attend school this summer and take training in library science . . .

Your interest and cooperation in improving the qualifications of your librarians will result in a more satisfactory school program. We should all strive to make our "A" class high schools worthy of this rating.

An article in the May 1949 Department of Education bulletin discussed the problem, listed the colleges in Kentucky offering training in library science, and urged administrators to encourage their librarians to enroll for summer work.<sup>240</sup> The validity of the request is indicated in this statement:<sup>241</sup>

Administrators who insist that their librarians become qualified will be following the same policy that they have insisted upon regarding their unqualified teachers acquiring training to meet the necessary requirements.

Four of the five institutions offering training in library science during the summer reported greatly increased enrollments. One school, Morehead State College, had initiated courses only that summer. Enrollments are available from only four of the colleges: Morehead State College, Murray State College, University of Kentucky, and Western State College. They reported a total of 172 students enrolled for work in library science.<sup>242</sup>

One part of a statistical study which was made of the school libraries in class "A" high schools for the 1949-50 school year was the amount of library science training of the librarian.<sup>243</sup> Of the

<sup>239</sup> Multigraphed letter from Mr. Godman, March 29, 1949.

<sup>240</sup> Kentucky. Department of education. Educational bulletin, vol. XVII, no. 3. May 1949. p. 45-46.

<sup>241</sup> Ibid. p. 46.

<sup>242</sup> From information supplied by letters from the library training agencies.

<sup>243</sup> Kentucky. Department of education. Three aspects of library service in 352 class "A" high schools in relation to State board of education and Accrediting committee standards, 1949-50. Multigraphed.

293 class "A" public high schools studied, 93 failed to meet the standards outlined in the Accrediting Committee's 1949 resolution. However, the reports showed that, of the 200 schools meeting the standards, 52 of these did so because their librarians had enrolled for training during the previous summer.

In the light of these findings, Miss Galloway recommended to the Accrediting Committee that the schools failing to meet the requirements outlined in the Committee's resolution be given an emergency rating for the year. After a lengthy discussion, the Committee voted not to approve her recommendation. However, one of the members suggested that the group commend those schools meeting the regulations and remind those in which the librarians failed to meet the library science training requirements "that their schools are in danger of being removed from the accredited list if they do not take action at once to meet the standards."<sup>244</sup> The Committee voted to accept this recommendation.

In March 1950, Mr. Godman sent a letter to all high school principals encouraging them to urge their unqualified librarians to secure library science training during the summer of 1950.<sup>245</sup> He enclosed information about the summer courses which would be offered in the several Kentucky colleges. Miss Galloway sent similar information to all high school librarians.<sup>246</sup>

Reports from the library training agencies indicated a slight decrease in the 1950 summer enrollment.<sup>247</sup> However, the number was still larger than their enrollments prior to 1949. The largest decrease was in the enrollment at the University of Kentucky. This may be due to their summer term being longer than that of the other colleges, and to their not offering a workshop as they did in 1949.

Although these data show that the problem of unqualified high school librarians is still present, they also indicate that through cooperative efforts improvement is slowly being made.

The increasing number of librarians and other education personnel working together during this three-year period to improve

<sup>244</sup> Kentucky association of colleges and secondary schools, op. cit. February 4, 1950.

<sup>245</sup> Multigraphed letter, March 13, 1950.

<sup>246</sup> Kentucky. Department of education. School library letter. March 1950. Multigraphed.

<sup>247</sup> From information supplied in letters from the library science departments of Morehead State College, Murray State College, University of Kentucky, and Western State College.



school library service is one of the encouraging trends noted. The new high school library standards, which were adopted by the State Board of Education in 1949, were formulated by a state-wide committee composed of superintendents, supervisors, principals, and librarians. Superintendent Hodgkin, in his report, discussed the need for revising the standards and the procedure which was used by the committee in developing the new regulations. He said:<sup>248</sup>

It became increasingly evident that the high school library standards, which had been in operation since the early 1930's, needed to be studied and revised in the light of current needs and developments in order to serve as a more helpful guide . . .

The committee discussed the needs and present status of library service in Kentucky schools, studied available data, and discussed the various phases of the proposed standards with other school personnel before drafting the final form.

Copies of the adopted standards were sent to all high school principals, superintendents and supervisors. These were accompanied by a letter explaining the way in which the standards had been developed and urging that they be used as a guide to the improvement of high school libraries throughout the state.<sup>249</sup> Librarians received copies of the standards in the Fall of 1949<sup>250</sup> when the June 1949 Department of Education bulletin, **Library Service for Kentucky Schools**<sup>251</sup> was mailed to them.

This is a handbook which contains practical suggestions for organizing and administering a school library. It was designed, primarily, to serve as a guide for inexperienced persons lacking adequate library training who were serving in school library positions.<sup>252</sup> The section on acknowledgements indicates the many different people who shared in developing the bulletin.<sup>253</sup> In Miss Galloway's annual report to Mr. Godman and Superintendent Hodgkin, she elaborated on the cooperative efforts which had produced the bulletin. She said:<sup>254</sup>

<sup>248</sup> Kentucky. Department of education. Biennial report of the superintendent of public instruction, 1947-49. p. 592.

<sup>249</sup> Multigraphed letters to: superintendents, May 17, 1949; high school principals, August 29, 1949; and supervisors, September 15, 1949.

<sup>250</sup> Kentucky. Department of education. School library letter. September 1949. Multigraphed.

<sup>251</sup> Kentucky. Department of education. Library service for Kentucky schools. Educational bulletin, vol. XVII, no. 4. June 1949.

<sup>252</sup> Ibid. p. 83.

<sup>253</sup> Ibid. p. 81-82.

<sup>254</sup> From information in a typewritten report, dated June 16, 1949, on file in the Department of education.

From the beginning, when twenty-six librarians, principals, and supervisors, representing all the geographical divisions of the state were asked to make suggestions concerning the content, the preparation of the handbook has utilized the efforts of many individuals. A total of approximately seventy persons have made a contribution to the project.

Since 1947 there is evidence of increasing interest and participation by school librarians in the School Librarians Section of the Kentucky Education Association and the Kentucky Library Association. The programs at the Kentucky Education Association meetings in 1948 and 1949, and at the Kentucky Library Association meeting in 1949, featured panel discussions in which a number of high school librarians and other educators in the state took part.<sup>255</sup> At each of the meetings from 1948 to the present time, annotated book lists, prepared by groups of school librarians have been distributed. Attendance of over one hundred at the Kentucky Education Association school librarians' meeting in 1948 far surpassed the number for previous years.<sup>256</sup> The minutes for the 1949 and 1950 meetings show that, not only was this attendance maintained, it was also slightly increased each year.

Evidence of the increased activity of the School Librarians Section of the Kentucky Library Association is the request their officers made of the Association's board of directors for a speaker on the general program at the Fall 1950 meeting. As was previously mentioned (page 61), this request was granted. This will be the first time that the general program has included an emphasis on school librarianship.

On November 8, 1949, an amendment to the state constitution was passed which liberalized the manner of distribution of the common school fund.<sup>257</sup> This revision of the constitution has significant implications for the future development of school libraries in Kentucky.

It is now possible for the legislature to appropriate for special services an amount up to 25.0 per cent of the per capita fund. This

---

<sup>255</sup> Kentucky education association. School librarians section. Minutes. April 16, 1948 and April 22, 1949.

Kentucky library association. School librarians section. Minutes. November 19, 1949.

<sup>256</sup> American library association. State school library supervisors group. School library developments as reported January 1949 by state school library advisers. Multigraphed. p. 6.

<sup>257</sup> Kentucky. The fourth constitution of the Commonwealth of Kentucky. Amendment no. 14.



money can be distributed on the basis of need; whereas, all money in the per capita fund must be distributed proportionately to the several school districts on the basis of the census.<sup>258</sup> If the legislature so desired, a portion of this special fund could be earmarked for school libraries.

In 1949, the Research and Statistics Section in the Department of Education made a statistical study of the expenditures for high school library and supplementary books for the school year 1948-49.<sup>259</sup> The study revealed that a total of \$116,566.58, or \$1.07 per child in average daily attendance, was expended from revenue funds. In nineteen of the 244 school districts, no money was expended from revenue funds for high school libraries.

The 1949 State Board of Education regulations for high school libraries specify that at least \$1.25 be appropriated by the local board of education and expended annually for library materials.<sup>260</sup> Superintendent Hodgkin commented on this aspect of the standards in a letter which accompanied the study of expenditures. The letter was to school administrators; in it he said:<sup>261</sup>

This amount [the \$1.25] represents only a bare minimum. Any valid test of adequacy would require far greater expenditures than is represented by this minimum standard.

The study showed that 125 of the 244 school districts expended less than the \$1.25 minimum per pupil for high school libraries.

In addition to the amount spent from local board of education, or revenue, funds, the annual high school reports revealed that \$37,591.99 was raised by activities in local schools and spent for high school libraries. Superintendent Hodgkin points out in his letter:<sup>262</sup>

Beyond doubt, the support given libraries from extra-curricular revenue is significant and must be used to supplement other funds. But library service is fundamental and must have adequate and regular support.

<sup>258</sup> The method of distribution of the common school fund was discussed on page 20.

<sup>259</sup> Kentucky. Department of education. Bureau of finance. Research and statistics section. Expenditures for library and supplementary books for elementary and high schools, 1948-49. Multigraphed.

<sup>260</sup> A copy of the standards appears in Appendix B.

<sup>261</sup> Multigraphed letter dated December 1, 1949.

<sup>262</sup> Ibid.

William D. Chilton, head of the Bureau of Finance in the Department of Education, made an address to a group of school librarians on "Financing Library Services in the Total School Program."<sup>263</sup> In his talk he reviewed the reasons for the lack of support of library services. He said:<sup>264</sup>

A great part of the revenue of a local district is earmarked for specific services. The Kentucky Budget Act states that all per capita funds must be given to teachers in the form of salary. For the past ten years local funds have not increased enough to provide adequately for all educational services and the increased state funds that our schools have received have been used for teachers' salaries. There are other fixed charges in the operation of school system such as maintenance, operation, capital outlay, and debt service. There are so many demands for the remaining revenue that in many cases there is little left for books and library equipment.

Mr. Chilton advocated an earmarked fund, appropriated by the legislature, as a means of obtaining the needed financial support for school libraries.

Superintendent Hodgkin pointed out to school administrators the benefits which state aid for school libraries could make to the total educational program. He said:<sup>265</sup>

Six of our sister Southern states have secured more adequate school libraries through the medium of state aid. The passage of the school amendment opens this avenue for us. By means of a state aid program, we would be in a position to benefit every child in every district in the state. Such a program certainly presents a challenge as we develop our educational system.

At the Kentucky Library Association meeting in 1949, the school librarians section voted to have the president of the group appoint a committee on state aid for school libraries.<sup>266</sup> The chairman of the committee made a report at the school librarians meeting during the Spring 1950 Kentucky Education Association conference.<sup>267</sup> She stated that the committee had met together once and

<sup>263</sup> Kentucky. University. Proceedings of the twenty-sixth annual educational conference and the fifteenth annual meeting of the Kentucky association of colleges and secondary schools. Bulletin of the Bureau of school service, College of education, University of Kentucky, vol. XXII, no. 3. March 1950. p. [38]-39.

<sup>264</sup> Ibid. p. [38].

<sup>265</sup> Multigraphed letter, op. cit.

<sup>266</sup> Kentucky library association. School librarians section. Minutes. November 19, 1949.

<sup>267</sup> Kentucky education association. School librarians section. Minutes. April 14, 1950.



that they were planning to assemble information about the benefits which all children in Kentucky would receive if state aid for school libraries were enacted by the legislature. These facts would then enable school librarians to discuss the matter intelligently in their local communities in order to gain the support necessary to realize adequate financial support for this fundamental school service.

**Summary.**—Information about the early development of high school libraries in the state is, at best, only fragmentary. Before a state system of high schools was established in 1908 the biennial reports of the superintendents of public instruction often stressed the need for children to have access to school libraries, but high school libraries were not specifically mentioned. In narrative reports which local superintendents made to the superintendent of public instruction, the efforts of individual city high schools to provide quarters and equipment and an adequate book collection were the major topics mentioned in regard to library development.

From 1908 to 1915, the Department of Education issued six bulletins devoted to the subject of school libraries. These, however, were addressed to the teachers of the state and contained no specific mention of high school libraries. In the lists of recommended books which occupied the major portion of each bulletin, books for advanced or higher grades were included.

The high schools in Louisville appear to be the first in the state to be administered by full-time librarians. In 1916, the librarian of the Louisville Free Public Library provided two of his staff to serve as librarians at the Boys and Girls High Schools. In addition, the public library agreed to do the cataloging for the schools. The Board of Education paid the librarians' salaries and provided the funds necessary for materials and equipment. From the beginning, the intent of the Board was that the librarians should be regular members of the school staff, but until 1920 they were employed on the rank and pay scale of the public library. Board action in 1920 authorized their appointment with regular teacher contracts and established their employment on the same basis as that of any other teacher. This served to establish the library as an integral part of the school program.

State-wide development of high school libraries really began in 1923 with the adoption of the State Board of Education regulations for high school libraries. Until 1934, when the State Board assumed the function of accreditation, these standards were only for the

approval of high schools. Library standards of the Accrediting Commission also appeared in 1923. The library requirements for both approval and accreditation were, at first, in terms of a school having so many dollars worth of books. By 1924, the requirements were changed to a specific number of volumes. Gradually, the regulations were extended to include provisions for quarters and for the organization of the book collection.

In 1929, the Accrediting Commission appointed a committee to consider the qualifications of librarians. The committee found that six colleges in the state were giving courses in library science, but only one of these had been offering this training for more than one year. This may have influenced the Commission's decision to take no action on the matter at that time.

The high school supervisors in the Department of Education reported in 1929 that high school libraries had greatly improved in the past two years. In their opinion, the library standards of the State Board of Education and the Accrediting Commission and the library bulletins prepared and distributed by the Department of Education were the two influences which had contributed much to this improvement.

Despite the many indications that high school libraries were improving and that library service in varying degrees of organization was to be found in every high school in the state, the Kentucky Educational Commission, in 1933, reported that at no level did the public schools of the state have an adequate and coordinated program of library service. At that time only \$.32 per child was being spent for high school libraries.

A supervisor of school libraries was added to the staff of the Department of Education in 1933. This position was made possible for four years by a grant from the General Education Board. Through the supervisor's efforts, fifteen questions concerning the library were incorporated in the annual high school report. Previously, no information of this kind had been available. Another major achievement was the publication in 1935 of a statistical study of the library service available to the public schools of the state. This presented a clearer picture of the school library situation in the state than had been available previously.

The many and varied activities of the supervisor of school libraries served to stimulate and improve school library service, but at the end of the four years when the grant expired the position was



discontinued. The Department of Education was unable to provide the necessary funds to maintain a service which, after four years, had developed to the point of greatest usefulness.

The two essentials which are basic to providing adequate library service—professionally trained librarians with time allotted for administering the library, and systematic financial support—were not required until 1935 and 1938. In 1936, the matter of an annual library appropriation was included as an advisory regulation of the State Board, but it was not made mandatory until 1938.

In the school year 1937-38, \$.43 per child was spent for high school libraries; in 1948-49, the expenditure had increased to \$1.07. In 1934, 238 high schools had librarians with no training in library science; by 1939 the number had dropped to 159. In addition, in 1939 there were twice as many librarians in Kentucky high schools with thirty semester hours or more training in library science than there had been in 1934. Undoubtedly, these improvements can be partially attributed to the influence of the State Board of Education regulations.

The progress of school libraries and that of the entire educational program in Kentucky was seriously retarded by World War II. The most devastating effect upon school libraries was the loss of trained personnel. Military service, defense jobs, and better paying library positions in other states claimed the librarians who had served in Kentucky high schools. The shortage of trained librarians was described by Superintendent Williams in 1947 as an acute problem. In 1948-49, 29.6 per cent of the librarians serving in the public high schools of the state had had no training in library science. An additional 30.0 per cent had had less than twelve semester hours training.

In addition to the exodus of trained school librarians, the colleges offering work in library science were not training enough people to meet the demand. Since 1948, the Accrediting Committee and the Department of Education, through regulations and encouragement, have stimulated a greater number of people to enroll for library training during the summer than have previously been attending. However, there is still a far greater demand for librarians than there are trained people available. It would appear that this detriment to school library advancement is only slowly being eradicated. In all probability it will continue to be one of the major problems needing attention.

On February 1, 1947, state school library supervision was re-established in the Department of Education for seventeen months by means of a second grant from the General Education Board for this service. This time, when the grant expired, the Department of Education assumed the financial obligation for the service. Thus, on July 1, 1948, for the first time, library supervision from the Department of Education was placed on the same basis as any other supervisory service.

Having a person on the state level whose major responsibility it is to stimulate school library improvement by every possible means has again, as in the period from 1933 to 1937 when such supervision existed, resulted in increased activity in behalf of school libraries. Revised State Board of Education regulations for high school libraries were adopted in 1949. These were formulated by a committee of superintendents, supervisors, principals, and librarians. A handbook containing practical suggestions for organizing and administering a school library was developed by the supervisor of school libraries with the aid of approximately seventy people.

An encouraging note since 1947 is the increased attendance and participation of local librarians in state library and education associations. Although organizations of school librarians have been in existence in the Kentucky Education Association, the Kentucky Negro Education Association, and the Kentucky Library Association since the 1930's, their activities, until recently, have been confined largely to the presentation of programs at the annual meetings featuring outstanding librarians and educators as speakers. While there is evidence that these organizations are still not effective working groups, attendance has improved tremendously and increased emphasis is being given to enlarging the number of school librarians actively participating. There is still little indication of organized groups of school librarians in local communities and regions.

Mention has already been made of the gradual increase in financial support for high school libraries. However, the \$1.07 spent per child for high school libraries in 1948-49 is still below the \$1.25 minimum set by the State Board of Education. One hundred and twenty-five of the 244 school districts, or 51.2 per cent, spent less than the minimum required. Nineteen districts spent no money for high school libraries, from revenue funds.

This lack of adequate financial support for school libraries is not necessarily caused by the lack of interest and belief in the value of libraries. The method of distribution of the school funds



has a direct effect upon inadequate financial support. Since all state per capita funds must be given to teachers in the form of salary, local funds must supply the remaining school services. These local funds have not increased enough to provide adequately for all needed school services. After certain fixed maintenance and operation services have been provided there is, in many cases, little money remaining with which to provide library facilities.

An amendment to the state constitution was passed in 1949 which liberalized the manner of distribution of the common school fund. It is now possible for the legislature, if it so desires, to appropriate an amount earmarked for school libraries. Superintendent Hodgkin and William D. Chilton, head of the Bureau of Finance in the Department of Education, have indicated that, through the medium of state aid, school libraries could secure the needed financial support and thereby make a greater contribution to the total school program.

A state-wide committee on state aid for school libraries was appointed in 1949 by the president of the school librarians section of the Kentucky Education Association and the Kentucky Library Association. This group plans to assemble the facts about the benefits to be derived from state aid and to disseminate the information to all school librarians. Librarians can then use this information at the local level to gain the support essential to achieve this important service to children.

## KENTUCKY HIGH SCHOOL LIBRARIES IN 1950

At the beginning of the 1949-50 school year, a state-wide system of public high schools had been in existence in Kentucky for almost half a century. The preceding discussion of the history of school libraries charts the growth of libraries from the earliest evidences of their existence to the present time. But how adequate are Kentucky school libraries today? In order to answer this question, it is necessary to analyze the current status of school libraries in terms of some established criteria. Since the State Board of Education has adopted certain minimum requirements for school libraries, it appears logical to use these regulations as the criteria.

Ordinarily, it would be sufficient to measure the libraries by the standards currently in effect. However, it would hardly be valid to judge the status of high school libraries for the 1949-50 school year solely by the currently prevailing standards because, at that time, the new criteria had been in operation less than one school year. A far more revealing picture should result from analyzing a representative number of libraries in terms of both the present standards which were adopted by the State Board of Education on March 18, 1949, and the previous standards which were in effect from 1940 to 1949.<sup>268</sup> In addition to indicating the extent to which the new and the old standards have been met, this analysis will show the changes which have been made in the measuring instrument and what must be accomplished to meet the provisions of the present standards.

By means of a random sampling, the libraries in 151 of the 501 public high schools in the state which offer work through the twelfth grade were chosen for study. Kentucky has no uniform type of high school organization. High schools which offer work through the twelfth grade may be organized on the three, four, or six year plan. All of these organizational patterns are included in the sampling.

Since the county is the administrative unit in Kentucky and the school system is composed of county and city<sup>269</sup> districts, it appears logical to survey the libraries in all of the high schools of a number of counties rather than to select a few schools from every

<sup>268</sup> Copies of the old and the new library standards appear in Appendix A and B.

<sup>269</sup> In this analysis, for the purpose of convenience, high schools in independent districts will be referred to by the more commonly used term of city high schools.



county. Thirty-two counties are included in the survey. These are selected from the 119 counties having public high schools.<sup>270</sup> All geographical areas of the state are represented. Tables I and II show that the sampling compares favorably with the total number of schools with respect to race, type of school, and enrollment.

Data on the libraries in the 151 schools have been secured from the 1949-50 Annual High School Reports which are the official records that each high school is required to file with the Department of Education annually. The section of the Report pertaining to the library requires answers to twenty-one questions. These questions do not supply information on every item specified in either the old or the new standards. Insofar as data are available, each of the following aspects of the library has been analyzed to determine how many of these 151 selected school libraries meet the old and the new minimum State Board of Education regulations, namely: financial support; library science training of librarians; amount of time librarians devote to administering the library; location of the library; numerical adequacy of the book collection; and shelf-list or accession records which are being kept. In addition, an analysis has been made to determine the number of schools whose libraries meet the old and new standards for all of these items.

The enrollment breakdown used in the tables corresponds to that used in the standards. In several instances, for the purpose of simplifying the discussion, high schools with enrollments below three hundred will be referred to as small schools; those with enrollments of 301 to five hundred as medium size schools; and those with enrollments above five hundred as large schools.

**Financial Support for High School Libraries.**—One dollar per pupil enrolled was prescribed by the old standards as the minimum annual library appropriation for materials. According to Table IV, seventy-one of the 151 schools surveyed failed to meet this minimum requirement; these included at least one third of the schools in every enrollment bracket. Eighty-three and one tenth per cent of the total number that failed to provide \$1.00 per child were county high schools. Of the schools surveyed, 35.3 per cent of the Negro schools and 48.5 per cent of the white schools failed to meet this particular standard.

---

<sup>270</sup> Kentucky has a total of 120 counties; one of these contains no public high school.

**TABLE IV**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**EARLIER STANDARD FOR LIBRARY APPROPRIATION (1949-50)**

Enrollments	County High Schools				City High Schools				Total			
	White		Negro		White		Negro		Number		Percentage	
	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.
Below 100	8	6	2				2	2	12	8	60.0	40.0
100-150	13	19	1		5	4	2	1	21	24	46.7	53.3
151-300	20	25			8		3	3	31	28	52.5	47.5
301-500	2	7			9	2	1		12	9	57.1	42.9
501-1000		2			4				4	2	66.7	33.3
<b>Total</b>	<b>43</b>	<b>59</b>	<b>3</b>		<b>26</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>80</b>	<b>71</b>	<b>53.0</b>	<b>47.0</b>



**TABLE V**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**PRESENT STANDARD FOR LIBRARY APPROPRIATION (1949-50)**

Enrollments	County High Schools				City High Schools				Total			
	White		Negro		White		Negro		Number		Percentage	
	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.
Below 100	3	11		2				4	3	17	15.0	85.0
100-150	9	23	1		5	4	1	2	16	29	35.6	64.4
151-300	16	29			8		3	3	27	32	45.8	54.2
301-500	1	8			7	4	1		9	12	42.9	57.1
501-1000		2			4				4	2	66.7	33.3
Total	29	73	1	2	24	8	5	9	59	92	39.1	60.9

The new standards specify a minimum annual library appropriation of \$150.00, or at least \$1.25 per pupil enrolled (whichever amount is larger). Whereas 53.0 per cent of the schools met the old standard, Table V reveals that only 39.1 per cent met the new standard. Of the ninety-two schools that failed to meet the requirement, 81.5 per cent were county high schools. About the same percentage of the white and Negro schools surveyed failed to meet the standard.

In schools above an enrollment of 120, the new standards have imposed an increased library appropriation of only \$.25 per child. However, for schools having less than this enrollment, the new standards require a minimum appropriation of \$150.00. For the smaller schools, this is a tremendous increase over the \$1.00 per child required by the old standards. It explains, perhaps in part, why the largest percentage of schools failing to meet the new requirement were those with enrollments below 151. Table V shows that this tendency is intensified in schools below one hundred enrollment.

**Library Science Training of the Librarians.**—In both the old and the new standards, the enrollment of the school determines the amount of library science training which the librarian must have. The 1940 standards specified the following training requirements:

- Enrollment of less than one hundred—six semester hours
- Enrollment of from one hundred to three hundred—twelve semester hours
- Enrollment of from three hundred to five hundred—eighteen semester hours
- Enrollment of five hundred or more—one year of work.

The standards offer no explanation of what is meant by one year of work. However, the certification regulations base their requirements for a full-time librarian upon a minimum of twenty-four semester hours of library science training.<sup>271</sup> This interpretation is the one which has been used in this study.

According to Table VI, eighty-eight schools, or 58.3 per cent of the 151 schools surveyed, failed to meet the minimum standards regarding the librarians' training. One third of the schools above three hundred enrollment, and over one half of those below this number, were unable to meet the standards. In the smallest schools, where only six semester hours training was required, two thirds of

<sup>271</sup> Kentucky. Department of education. Teacher education and certification. Educational bulletin, vol. VIII, no. 3. May 1940. p. 187, 201



the ones surveyed did not meet the standard. Of the white and Negro schools surveyed, approximately the same percentage of each failed to meet the requirements. County high schools comprised 81.8 per cent of the eighty-eight schools which were unable to achieve the training standards.

The standards which were adopted in 1949 prescribe each training requirement in terms of a definite number of semester hours and clearly specify the enrollment groups. These minimum regulations are as follows:

- Enrollment of 150 or less—twelve semester hours
- Enrollment of 151 to three hundred—eighteen semester hours
- Enrollment of 301 or more—twenty-four semester hours

For the schools with enrollments from one hundred to 150 and for those above five hundred, the 1949 standards specify the same amount of training as did the 1940 standards. However, the new regulations have increased, by six semester hours, the training required for the librarians in schools with enrollments below one hundred, 151 to three hundred, and 301 to five hundred.

A comparison of the data on Tables VI and VII reveals that, insofar as achieving the 1949 standard, the larger the schools the less they were affected by the increase of six semester hours training. Of the schools with less than one hundred enrolled, thirteen, or 65.0 per cent, did not meet the 1940 standard as compared with seventeen, or 85.0 per cent, that did not meet the 1949 standard. In schools with enrollments from 151 to three hundred, thirty-three schools, or 55.9 per cent, did not meet the old standard; an additional seven schools, or 11.9 per cent, were unable to meet the new standard. Seven, or 33.3 per cent, of the schools with enrollments from 301 to five hundred failed to meet the 1940 standard; eight, or 38.1 per cent, were unable to meet the 1949 standard.

County high schools again comprised more than two-thirds of the one hundred schools that were unable to meet the new standards. Of the white and Negro schools surveyed, about the same percentage of each failed to achieve the new standards for the training of the librarian.

**Amount of Time Librarians Devote to Administering the Library.**—The actual amount of time within the school day which the part-time librarian devotes to the library can only be approximated from the information requested on the Annual High School Report. The amount of time indicated on the Report may or may not be

**TABLE VI**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**EARLIER STANDARDS FOR LIBRARY SCIENCE TRAINING OF**  
**LIBRARIANS (1949-50)**

Enrollments and Minimum Library Science Training Required	County High Schools				City High Schools				Total			
	White		Negro		White		Negro		Number		Percentage	
	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.
Below 100 (6 semester hours)	5	9	1	1			1	3	7	13	35.0	65.0
100-150 (12 semester hours)	7	25		1	3	6	2	1	12	33	26.7	73.3
151-300 (12 semester hours)	17	28			5	3	4	2	26	33	44.1	55.9
301-500 (18 semester hours)	3	6			10	1	1		14	7	66.7	33.3
501-1000 (1 year— 24 semester hours)		2			4				4	2	66.7	33.3
<b>Total</b>	<b>32</b>	<b>70</b>	<b>1</b>	<b>2</b>	<b>22</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>63</b>	<b>88</b>	<b>41.7</b>	<b>58.3</b>

88

**TABLE VII**



Total	32	70	1	2	22	10	8	6	63	88	41.7	58.3
-------	----	----	---	---	----	----	---	---	----	----	------	------

**TABLE VII**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**PRESENT STANDARDS FOR LIBRARY SCIENCE TRAINING OF**  
**LIBRARIANS (1949-50)**

Enrollments and Minimum Library Science Training Required	County High Schools				City High Schools				Total				
	White		Negro		White		Negro		Number		Percentage		
	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	
Below 100 (12 semester hours)	2	12	1	1					4	3	17	15.0	85.0
100-150 (12 semester hours)	7	25		1	3	6	2	1	12	33	26.7	73.3	
151-300 (18 semester hours)	11	34			5	3	3	3	19	40	32.2	67.8	
301-500 (24 semester hours)	3	6			9	2	1		13	8	61.9	38.1	
501-1000 (24 semester hours)		2			4				4	2	66.7	33.3	
<b>Total</b>	<b>23</b>	<b>79</b>	<b>1</b>	<b>2</b>	<b>21</b>	<b>11</b>	<b>6</b>	<b>8</b>	<b>51</b>	<b>100</b>	<b>33.8</b>	<b>66.2</b>	

68

solely devoted to library work. Examination of the Reports shows that in many of the schools the library and study hall are combined. The librarian may have partial or entire responsibility for the study hall in addition to her duties as a part or full-time librarian. Significant as these factors are, they are not considered in determining the extent to which the standards were met by the schools surveyed since neither the old nor the new standards mention them.

The lack of uniformity in the number of periods in the school day is another significant factor in evaluating the libraries in terms of the old standards. These standards may have been met factually without conforming to the intent of the regulations, because the amount of service to be rendered by the librarian was stated ambiguously. The school law required that schools must be in session six hours daily; it did not specify the number of periods in the school day.<sup>272</sup> Since this has been left to the discretion of the individual schools, it varies. It is possible that, in schools of comparable size, because of the variation in the number of periods, some schools may have met the old standards while others failed. For example, in two schools, each of which has an enrollment of less than one hundred, one school has seven periods daily and a part-time librarian who teaches five classes, the second school has eight periods and the librarian teaches six classes. A part-time librarian who teaches not more than five classes was the minimum prescribed for schools of this size by the old standards. In both of the schools cited in the example, the part-time librarian devoted the same amount of time to the library, but the first school met the standard while the second school did not. This situation does not exist under the new standards because they specify the portion of the school day which the librarian must devote to the library.

The service required of librarians by the 1940 standards is stated in the following manner:

in schools of less than one hundred enrollment—part-time librarian who teaches not more than five classes

in schools with an enrollment from one hundred to three hundred pupils—part-time librarian who teaches not more than four classes

---

<sup>272</sup> Kentucky. Department of education. Kentucky common school laws. Educational bulletin, vol. VIII, no. 5. July 1940. p. 274 Kentucky statutes, Sec. 4363-6.



in schools with an enrollment from three hundred to five hundred pupils—part-time librarian who teaches not more than three classes

in schools with an enrollment of five hundred or more pupils—full-time librarian

Fifteen of the 151 schools surveyed failed to supply information concerning this item. All but one of these were schools with an enrollment of below 301 pupils; 80.0 per cent of them were schools of less than 151 pupils. Since, according to Table VIII, almost 20.0 per cent of the schools with enrollments below 151 failed to supply this information, it is impossible to judge how much the data from these twelve schools might have changed the 55.0 per cent which met the standard and the 25.0 per cent which did not.

Of the schools with enrollments above 150 pupils, 75.0 per cent met the old standards. In the large schools where the standards required a full-time librarian, all of the six schools met the standard. 67.9 per cent of the white schools surveyed and 41.2 per cent of the Negro schools met the standards.

Only thirty-eight of the 136 schools supplying information on this item failed to meet the standards; 71.1 per cent of these were county high schools. It should be pointed out that eleven of the fifteen schools failing to furnish this information were county high schools.

The 1949 standards specify the minimum amount of service to be rendered by the librarian in terms of a portion of the school day:

Enrollment of 150 pupils or less—at least two periods daily

Enrollment of 151 to three hundred pupils—at least half of the school day

Enrollment of 301 to one thousand pupils—full-time librarian

Enrollment above one thousand pupils—full-time librarian with an additional one required for every one thousand enrollment or major fraction thereof

Because of the way in which the amounts of service to be rendered are stated in the new standards, they are more meaningful criteria than are the previous standards.

Despite the failure of fifteen schools to supply this information, Table IX shows that more than two-thirds of the schools surveyed met these standards. Of the sixty-five schools with less than 151 pupils enrolled, only nine failed to provide a part-time librarian who devoted two periods daily to the library; twelve of these, however, failed to supply any information. Twenty of the fifty-nine schools

**TABLE VIII**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**EARLIER STANDARDS FOR AMOUNT OF SERVICE OF LIBRARIANS**  
**(1949-50)**

Enrollments and Minimum Service Required of Librarian	County High Schools						City High Schools						Total					
	White			Negro			White			Negro			Number		Percentage			
	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given			
Below 100 (Part-time; teaches not more than five classes)	9	3	2	1	1				1	2	1	11	5	4	55.0	25.0	20.0	
100-150 (Part-time; teaches not more than four classes)	13	13	6	1		3	4	2		3		16	21	8	35.5	46.7	17.8	
151-300 (Part-time; teaches not more than four classes)	34	10	1			8			4	1	1	46	11	2	78.0	18.6	3.4	
301-500 (Part-time; teaches not more than three classes)	8		1			10	1		1			19	1	1	90.4	4.8	4.8	
501-1000 (Full-time)	2					4						6			100.0			
<b>Total</b>	<b>66</b>	<b>26</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>25</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>98</b>	<b>38</b>	<b>15</b>	<b>64.9</b>	<b>25.2</b>	<b>9.9</b>

**TABLE IX**



501-1000 (Full-time)	2			4			6			100.0								
Total	66	26	10	1	1	1	25	5	2	6	6	2	98	38	15	64.9	25.2	9.9

**TABLE IX**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**PRESENT STANDARDS FOR AMOUNT OF SERVICE OF LIBRARIANS**  
**(1949-50)**

Enrollments and Minimum Service Required of Librarian	County High Schools						City High Schools						Total					
	White			Negro			White			Negro			Number		Percentage			
	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given			
Below 100 (Two periods in library)	9	3	2	1	1				1	2	1	10	6	4	50.0	30.0	20.0	
100-150 (Two periods in library)	24	2	6	1		7	2	2	1			34	3	8	75.5	6.7	17.8	
151-300 (Half of the school day in library)	26	18	1			8		3	2	1		37	20	2	62.7	33.9	3.4	
301-500 (Full-time)	3	5	1			10	1	1				14	6	1	66.6	28.6	4.8	
501-1000 (Full-time)	1	1				4						5	1		83.3	16.7		
Total	63	29	10	1	1	1	29	1	2	7	5	2	100	36	15	66.3	23.8	9.9

with enrollments from 151 to three hundred pupils failed to meet the requirement of a half-time librarian. Two of these schools supplied no information, but, since they comprised only 3.4 per cent of the schools surveyed in this enrollment bracket, they would not change the picture to any marked degree. In the twenty-seven schools which must have full-time librarians in order to meet the 1949 standards, seven schools failed to meet the requirement. Six of the seven schools were county high schools. The one school failing to supply this information was a county high school.

Of the thirty-six schools failing to meet these requirements, thirty, or 83.3 per cent, were county high schools. Only 22.3 per cent of the white schools surveyed failed to meet the standards, as compared to 35.3 per cent of the Negro schools.

**Location of the Library.**—The only aspect of the library quarters about which data are available is the location. On the Annual High School Report, a school indicates this information by underlining one of the following: separate room; study hall; classroom; elsewhere.

In the old standards, the vague statement, "the library shall be satisfactorily located . . .,"<sup>273</sup> was the only reference made to library quarters. There was no explanation of this statement. Without some clarification, it is impossible to know what was the intent of the regulation and what kind of a location would be considered as having met the standard.

The new standards clearly specify that a "separate library room or library-study hall shall be provided."<sup>274</sup> The seating capacity, square feet of floor space per person, work room, storage space, and a separate conference room are other aspects of the quarters which are included in the new standards. However, since information is available concerning only the location of the library, this is the aspect which has been measured in terms of the new standards.

Table X shows that of the 151 schools surveyed, twenty-four schools failed to supply information concerning the location of the library. All but two of these were schools with enrollments of less than 301 pupils; all but three were county high schools.

Since each of the six large schools indicated that the library is located in a separate room or in the study hall, all of them met the 1949 standard. Over two-thirds of the schools with enrollments

---

<sup>273</sup> Text of the old standards is in Appendix A.

<sup>274</sup> Text of the new standards is in Appendix B.



**TABLE X**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**MEETING PRESENT STANDARD FOR LOCATION OF LIBRARY**  
**(1949-50)**

Enrollments	County High Schools					City High Schools					Total					
	White		Negro			White		Negro			Number	Percentage				
	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given				
Below 100	10	3	1	1	1				3	1	14	5	1	70.0	25.0	5.0
100-150	23	1	8		1	9			3		35	2	8	77.8	4.4	17.8
151-300	32	3	10			6	2	5		1	43	3	13	72.9	5.1	22.0
301-500	5	2	2			11		1			17	2	2	81.0	9.5	9.5
501-1000	2					4					6			100.0		
Total	72	9	21	1	2	30	2	12	1	1	115	12	24	76.2	7.9	15.9

et the  
 plied  
 of the  
 range  
 hools  
 1949  
 ix of  
 ailing  
 ents,  
 8 per  
 ds, as  
 guar-  
 nual  
 under-  
 room;  
 all be  
 brary  
 thout  
 nt of  
 ed as  
 room  
 acity.  
 and  
 which  
 ion is  
 s the

below 501 met the standard. However, for schools with enrollments from one hundred to three hundred, the picture might have been changed considerably had data been available from the twenty-one schools that are recorded as having failed to supply the information.

All but one of the twelve schools that failed to meet the standard were county high schools. Of the 127 schools supplying information about the location of the library, 8.1 per cent of the white schools and 18.8 per cent of the Negro schools failed to meet the standard.

**Numerical Adequacy of the Book Collection.**—A comparison of the old and the new standards indicates that the requirements concerning the book collection in a high school library are stated somewhat differently. However, both specify exactly the same number of books. The requirement for all schools is a minimum collection of five hundred books, exclusive of duplicates, government documents, and textbooks, selected to meet the curricular and recreational needs of the particular school. An additional five books per child is required in schools with an enrollment above one hundred pupils.

Admittedly, as a sole criterion, the number of books in a school library is an inadequate measure. However, from the information which is available at the present time, this is the only basis upon which any evaluation of the book collection can be made. The old standards offered no other measurement. The new standards specify that books are to be selected from lists approved by the State Department of Education, such as the **Standard Catalog for High School Libraries** and lists prepared by the American Library Association and the U. S. Office of Education. They also state that each school should own the latest edition of the **Standard Catalog for High School Libraries** and/or the **Children's Catalog**. Presumably, if these requirements were adhered to, the quality of the schools' book collections would be adequate. However, since no qualitative information concerning the book collection is available, except unsubstantiated evidence based on observation, only the quantitative adequacy can be determined.

Table XI shows that only five, or 3.3 per cent, of the schools surveyed failed to indicate the number of books in their collections. All of these were small county high schools. While twenty-three schools, or 15.2 per cent of those surveyed, failed to meet this numerical standard, the quality of their book collections may be as



good or better than the 123 schools, or 81.5 per cent, which met the requirement.

Nineteen, or 82.6 per cent, of the schools that failed to meet this standard were county high schools. Of the white and Negro schools surveyed, about the same percentage of each failed to meet the standard.

**Maintenance of Accession or Shelf-List Records.**—It is generally recognized that a record of the library's holdings is essential to the effective organization of any library. Both the old and the new standards require that an accession record be kept in all school libraries. The 1940 standards require that a shelf-list be maintained in schools where librarians devote four or more periods to library work. A shelf-list in all school libraries is required by the 1949 standards. The 151 schools have been analyzed to determine the extent to which the libraries maintain either of these records of their holdings.

Table XII shows that neither an accession nor a shelf-list record is kept in thirty-nine, or one fourth, of the schools surveyed. In general, the smaller the enrollments of the schools the greater was the percentage of those failing to meet either of these requirements. This is not surprising, particularly in the very small schools where, even if the minimum standards regarding the amount of service of the librarian are met, the teacher-librarian has less than half the school day to devote to the library.

All but two of the thirty-nine schools that failed to meet either of these requirements were county high schools. Of the 151 schools surveyed, thirty-eight, or 28.4 per cent, of the white schools failed to meet either of these standards, while only one, or 5.9 per cent, of the Negro schools failed to do so.

**Extent to Which Schools Surveyed Met Old and New Standards in All Areas Investigated.**—The sampling of 151 schools has been surveyed, insofar as the old and the new standards prescribed regulations and the information was available, concerning six aspects of the library, namely: the library appropriation, library science training of the librarian, amount of time librarian devotes to the library during the school day, location of the library, numerical adequacy of the book collection, and maintenance of an accession or shelf-list record. Presumably, if schools have met these minimum requirements, the facilities of the libraries are adequate. The question which arises at this point is, to what extent have the schools met all of these aspects of the old and the new standards.

**TABLE XI**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS**  
**MEETING STANDARD FOR NUMBER OF BOOKS IN COLLECTION**  
**(1949-50)**

Enrollments	County High Schools						City High Schools						Total				
	White			Negro			White			Negro			Number		Percentage		
	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given	Meet Standard	Do Not Meet Standard	Information Not Given		
Below 100	13	1	1	1					4			18	2	90.0	10.0		
100-150	27	3	2	1		8	1		2	1		38	5	2	84.5	11.1	4.4
151-300	32	10	3			8			6			46	10	3	78.0	16.9	5.1
301-500	6	3				10	1			1		16	5		76.2	23.8	
501-1000	1	1				4						5	1		83.3	16.7	
<b>Total</b>	<b>79</b>	<b>18</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>30</b>	<b>2</b>		<b>12</b>	<b>2</b>		<b>123</b>	<b>23</b>	<b>5</b>	<b>81.5</b>	<b>15.2</b>	<b>3.3</b>



Total 70 10 6 2 1 00 2

**TABLE XII**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**STANDARDS FOR ACCESSION OR SHELF-LIST RECORD OF**  
**HOLDINGS (1949-50)**

Enrollments	County High Schools				City High Schools				Total			
	White		Negro		White		Negro		Number		Percentage	
	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.
Below 100	8	6	1	1			4		13	7	65.0	35.0
100-150	17	15	1		7	2	3		28	17	62.2	37.8
151-300	33	12			8		6		47	12	79.7	20.3
301-500	6	3			11		1		18	3	85.7	14.3
501-1000	2				4				6		100.0	
Total	66	36	2	1	30	2	14		112	39	74.2	25.8

Table XIII shows that thirty-one schools, or less than one fourth of the 151 schools surveyed, met all of the old standards. Of these thirty-one schools, four were county high schools and twenty-seven were city high schools. The largest percentage of schools meeting all the old standards was in those with enrollments above five hundred pupils. Even in this group, however, one third of them failed to meet all the standards.

An examination of Table XIII clearly shows that the smallest percentage of schools that met all the old standards were not the schools with the smallest enrollment. Only 17.6 per cent of the schools with enrollments from one hundred to five hundred met these standards, as compared with 25.0 per cent of the schools in the smallest enrollment bracket.

Of the white and Negro schools surveyed, 85.1 per cent of the white schools and 35.3 per cent of the Negro schools failed to meet all the old standards.

In some areas of the library facilities, the new standards have imposed higher requirements than the old standards. As a result, considerably fewer schools were able to meet all of the new standards as compared with the number of schools meeting the old standards. Whereas thirty-one schools, or approximately 20.0 per cent, met all six aspects of the old standards, only eighteen schools, or slightly more than 10.0 per cent, were able to meet the new standards. Of these eighteen schools, two were county high schools and sixteen were city high schools.

Table XIV clearly shows that the smaller the enrollments of the schools the less able these schools were to meet all of the new standards. The percentage of schools in any enrollment group meeting these standards ranged from 66.6 per cent in the largest schools to 00.0 per cent in the smallest schools. A comparison of Tables XIII and XIV reveals that the number of large schools meeting the new standards was the same as those meeting the old ones. However, in all other schools surveyed, fewer were able to meet the new standards than met the old ones.

Of the white and Negro schools surveyed, approximately the same percentage of each failed to meet all the new standards.

**Summary.**—The libraries in a random sampling of the 151 of the 501 complete public high schools in Kentucky were selected for detailed study to determine the extent of their development in 1950. The State Board of Education standards were used as the criteria against which the libraries were evaluated. Since, at the time of the



ourth these seven being hum- failed allest of the l met in the of the meet have result, stand- stand- cent, stand- ls, or stand- ls and of the stand- eeing s XIII e new e new ly the of the ed for 1950. rteria of the

**TABLE XIII**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**ALL EARLIER STANDARDS SELECTED FOR STUDY (1949-50)**

Enrollments	County High Schools				City High Schools				Total			
	White		Negro		White		Negro		Number		Percentage	
	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.
Below 100		14	1	1			4		5	15	25.0	75.0
100-150	1	31		1	3	6	3		7	38	15.6	84.4
151-300	2	43			4	4	2	4	8	51	13.6	86.4
301-500		9			6	5	1		7	14	33.3	66.7
501-1000		2			4				4	2	66.7	33.3
Total	3	99	1	2	17	15	10	4	31	120	20.5	79.5

**TABLE XIV**  
**NUMBER AND PERCENTAGE OF SAMPLE OF KENTUCKY HIGH SCHOOLS MEETING**  
**ALL PRESENT STANDARDS SELECTED FOR STUDY (1949-50)**

Enrollments	County High Schools				City High Schools				Total			
	White		Negro		White		Negro		Number		Percentage	
	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.	Meet Stand.	Do Not Meet Stand.
Below 100		14		2				4		20		100.0
100-150	1	31		1	2	7	1	2	4	41	8.9	91.1
151-300	1	44			4	4		6	5	54	8.5	91.5
301-500		9			5	6		1	5	16	23.8	76.2
501-1000		2			4				4	2	66.7	33.3
Total	2	100		3	15	17	1	13	18	133	11.9	88.1



study, the current regulations had been in effect less than one year, the libraries were evaluated not only by these standards but also by the ones previously in effect. In addition to showing the extent to which the schools have met or failed to meet the 1940 and the 1949 minimum standards for high school libraries, the analysis points up the changes which have been made in the measuring instrument.

The areas of the libraries which were selected for study were: the library appropriation, library science training of the librarian, amount of time librarian devotes to the library during the school day, location of the library, numerical adequacy of the book collection, and maintenance of an accession or shelf-list record. Data were secured from the Annual High School Reports which are the official records schools are required to file annually with the Department of Education.

The analysis shows that neither the old nor the new standards were met by all the schools for any one of the six aspects evaluated. Twenty-five per cent or more of the schools failed to meet both the 1940 and the 1949 standards concerning the librarian's training, financial support, and the maintenance of an accession or shelf-list record. A comparable percentage failed to meet the 1940 standards for the amount of service of the librarian.

The two areas in which the greatest percentage of schools failed to meet either the old or the new standards were training of librarians and financial support of libraries. Fifty-eight and three-tenths per cent of the schools failed to meet the old standards regarding the library science training of the librarians, whereas 66.2 per cent failed to meet the new standards. With regard to the financial support, 47.0 per cent of the schools failed to meet the old standards and 60.9 per cent failed to meet the new standards.

The data clearly show that the schools below an enrollment of 301 failed to meet both the 1940 and the 1949 standards to a greater degree than did the schools with larger enrollments. In general, approximately the same percentage of white and Negro schools failed to meet both the old and the new standards for the various aspects analyzed. The county high schools consistently comprised over 75.0 per cent of the schools that failed to meet the various aspects of both the 1940 and the 1949 standards.

The 151 schools were also analyzed to determine the extent to

which their libraries met all of the old and the new standards in the six areas selected for study. The data revealed that 79.5 per cent of the schools failed to meet all of the 1940 standards and 88.1 per cent failed to meet all of the 1949 standards. An explanation of the increased percentage of schools that failed to meet the 1949 standards can be found in the fact that these imposed higher requirements in some areas than did the 1940 standards.

av  
lib  
Fr  
clu  
  
sys  
of  
sup  
con  
Pu  
sm  
the  
dis  
stan  
Ken  
ade  
  
been  
the  
ade  
libr  
lish  
the  
that  
like  
ficie  
  
libra  
note  
qual  
areas  
libra  
The  
tribu  
app  
is ev  
stage



## CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study has been to organize and analyze available data concerning the evolution of public high school libraries in Kentucky and the extent of their development in 1950. From the evidence which has been presented, the following conclusions and recommendations would seem to be valid.

**Conclusions.**—Since school libraries are a part of the educational system, they have been and are of necessity affected by the pattern of growth of the total educational program. Inadequate financial support of public education in the State, the lack of strong and continuing leadership in the office of the State Superintendent of Public Instruction, the maintenance of too many high schools whose small enrollments prohibit efficient and economical operation, and the inequalities that have advanced the educational systems in city districts beyond those in the county districts are among the outstanding limitations in the development of public education in Kentucky that have influenced and limited the development of adequate high school libraries.

Although the data show that considerable improvement has been made in Kentucky's educational system since the beginning of the twentieth century, it has not been sufficient to provide an adequate educational program. The development of high school libraries throughout the State did not begin until after the establishment, in 1908, of a state-wide system of public high schools. In the relatively short period of less than fifty years there is evidence that much improvement has been made in high school libraries, but, like the total program of education in the State, it has been insufficient to provide adequate libraries.

Throughout the history of the development of high school libraries in Kentucky, the major inadequacies which have been noted are (1) insufficient financial support and (2) the lack of qualified librarians. Unquestionably, the deficiencies in these two areas have limited the extent to which adequate and well organized library materials and services have been provided and developed. The development of library services which make a significant contribution to the school program is contingent upon the provision of appropriate facilities. From the data which have been presented, it is evident that high school libraries in Kentucky are still in the stage of endeavoring to achieve the provision of essential facilities.

In view of the fact that public education in the State is insufficiently financed, there is little reason to believe that financial support for school libraries will be noticeably improved until all aid to education is increased. A program of state financial assistance for school libraries seems necessary if Kentucky is to achieve adequate library service. The program should be designed in such a way as to offer an incentive for each district to provide the best possible library service for its children.

The lack of high school librarians with sufficient training to meet the minimum State Board of Education regulations is a handicap to library development which shows little likelihood of being overcome in the foreseeable future. Because of the inadequate salaries received by school personnel in Kentucky trained librarians leave the State; and there is little reason to believe that qualified librarians from other states will seek employment in Kentucky. The library training agencies in the State are not recruiting and training enough librarians to remedy the acute shortage. If high schools are to have part and full-time librarians with sufficient library training to meet at least the minimum requirements, it would appear that the persons who are now serving as librarians without benefit of library training must be induced to secure the needed training during summer sessions.

Two summer workshops, designed to offer initial library training of a practical nature, were held by one of the library training agencies in an effort to stimulate untrained teachers, serving as librarians, to secure training. There is every evidence that this was an effective way to approach the problem. However, the other library training agencies in the State have shown no indication of planning to offer a similar program, nor has the school that offered the two workshops done anything of this type since.

The analysis of conditions in high school libraries in 1950 pointed up the need for additional data which are necessary to furnish a clear picture of high school library facilities. It also emphasized that there is a need for other than quantitative data if library service in addition to library facilities are to be appraised. This detailed analysis revealed that certain conditions prevailing in the overall educational program are also present in school libraries. Especially was this true with regard to the superiority of educational opportunity in city districts over that in county districts and the underdevelopment of small high schools as compared with large ones. In general, high schools in city districts have achieved adequate library



facilities to a greater degree than have the high schools in county districts. High schools having enrollments below 301 failed to achieve the minimum library standards to a greater degree than did schools of larger enrollments.

Despite the evidence that, of the schools surveyed in 1950, more than 75.0 per cent of them failed to meet the 1940 standards and an additional 10.0 per cent failed to meet the 1949 standards, it is encouraging that the regulations have been revised. The 1949 standards offer a yardstick for school libraries which, if met, should provide adequate library facilities. The 1940 regulations do not make provision for all aspects of a library, nor would they, if met, necessarily result in adequate library facilities.

**Recommendations.**—Since this investigation has revealed that the greatest deterrents in realizing adequate school libraries in Kentucky are insufficient financial support and an acute shortage of qualified librarians, there is an apparent and urgent need for careful studies in these areas. These should point the way to a course of action which will lead to the solution of these major problems. Consideration should be given to designing a program of state financial assistance for school libraries which will stimulate local districts and aid in realizing sufficient funds to achieve adequate school libraries.

All of the available evidence indicates that if the shortage of qualified librarians is to be remedied, the library training agencies in the State and the educators, working cooperatively, must assume the responsibility for becoming more aware of the conditions and needs and begin at this point to devise a realistic program which will serve the specific needs.

Although this investigation has been confined to the development of public high school libraries in Kentucky, it has clearly shown that, of necessity, library development is influenced by the development of the entire educational system. Since public education comprises twelve, and in some instances thirteen grades, high schools and high school libraries are only a small part of the total picture. For this reason, and because there is a definite trend in Kentucky toward a twelve grade unit and possibly a system of accreditation for the entire program, there is a need for a similar study of the nature and extent of library development in the elementary schools of the State. With such a companion study there would then be a basis for state-wide planning toward an adequate

program of library service for all the children in the public schools of Kentucky.

An overall study of the type just completed can only indicate trends and a general picture of conditions. There is a need for detailed studies of school libraries in the various geographical areas of the State. Because of the narrow scope of such studies, personal visits could be made and both quantitative and qualitative data could be collected which would yield additional information not possible in a state-wide study. Since one of the State library training agencies has embarked on a graduate program in which a thesis is required, it is to be hoped that, among the Kentucky school librarians who are enrolled, there will be some who will be interested in making such investigations.



**APPENDIX A**  
**HIGH SCHOOL LIBRARY STANDARDS ADOPTED IN 1940**

a. Books

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

b. Appropriation

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

c. The librarian

The amount of service of the librarian shall be:

(1) A full-time librarian shall be provided in schools that have an enrollment of 500 or more pupils. The professional preparation of the librarian should include a four-year college course. The library training shall consist of one year of work in an accredited library school.

(2) A part-time librarian (who teaches not more than three classes) shall be provided in schools that have an enrollment of from 300 to 500 pupils. A minimum of eighteen semester hours' training in library science is required.

(3) A part-time librarian (who teaches not more than four classes) shall be provided in schools that have an enrollment of from 100 to 300 pupils. A minimum of at least twelve semester hours' training in library science is required.

(4) A part-time librarian (who teaches not more than five classes) shall be provided in schools that have an enrollment of less than 100 pupils. A minimum of at least six semester hours' training in library science is required.

d. Organization

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

Successful administration of the high school library, as of any other type of library, requires the keeping of business-like records.

The following records are required in high school libraries:

(1) Every high school library shall be required to maintain an up-to-date accession record of books purchased or acquired for the school library.

(2) Records of the book collection, i.e., additions, discards, losses, etc., shall be maintained by classes of books in every high school library.

(3) Records of the circulation of books shall be maintained by means of a card system. This circulation shall be interpreted as covering the home use of library materials by teachers and pupils.

(4) An inventory of books in the high school library shall be taken annually or semi-annually.

(5) An up-to-date card shelf-list shall be maintained in schools having a librarian devoting four periods or more to library work.

(6) An approximate record of the number of pupils using library materials daily shall be kept in each high school.

KRS

The  
board  
juni  
book  
inclu  
and  
shall  
appr  
annu

For  
selec  
curre  
need  
for e  
provi  
min  
ment  
100 p  
Book  
the S  
CATA  
LECT  
and U  
of the  
a CH  
sibilit  
books  
Period  
ment  
SCHO  
The b  
by cor  
Every  
tainin  
It is  
materi  
used v  
them.  
for thi



**APPENDIX B**  
**HIGH SCHOOL LIBRARY STANDARDS ADOPTED IN 1949**  
**SBE 61 HIGH SCHOOL LIBRARIES**

**Standards for Service**

KRS 156.070, 156.230

Adopted pursuant to KRS 156.160

**APPROPRIATION**

There shall be an annual appropriation and expenditure by the local board of education of a minimum of \$150.00, or at least \$1.25 for each junior and senior high school pupil (whichever amount is larger) for books, periodicals, and other non-book printed materials and supplies including printed catalog cards. Audio-visual materials, and textbooks and pamphlets used by special departments for classroom instruction, shall not be purchased from this appropriation. The amount of the appropriation shall be based on the pupil enrollment as reported on the annual high school report of the preceding year.

**BOOKS AND RELATED MATERIALS**

For any school, there shall be a minimum collection of 500 well selected books, exclusive of duplicates, government documents and currently adopted textbooks, to meet the curricular and recreational needs of the particular school. There shall be at least 5 additional books for each pupil above 100 enrollment. In addition, each school shall provide one general daily newspaper in addition to the local one, and a minimum of 5 to 10 periodicals annually. For schools above 100 enrollment there shall be purchased annually 5 additional periodicals for each 100 pupils, or major fraction thereof.

Books and other materials are to be selected from lists approved by the State Department of Education, such as the H. W. Wilson STANDARD CATALOG, the American Library Association BASIC BOOK COLLECTION FOR HIGH SCHOOLS, and other lists prepared by the ALA and U. S. Office of Education. Each school should own the latest edition of the STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES, and/or a CHILDREN'S CATALOG. The librarian should assume the responsibility for guiding staff members and pupils to select cooperatively, books and materials based on the needs of the particular school.

Periodicals are to be selected from lists approved by the State Department of Education such as the latest edition of MAGAZINES FOR SCHOOL LIBRARIES by Laura K. Martin.

The book collection should be kept up to date and in good condition by continuous discarding, binding and by the addition of new titles.

Every library should maintain a collection of vertical file materials containing pamphlets, pictures, clippings, leaflets, etc.

It is suggested that the library be the center for the audio-visual materials such as films, filmstrips, slides, recordings, etc., owned and used within the school and that the librarian organize and administer them. Provision should be made for the librarian to have additional help for this.

### **LIBRARIANS—QUALIFICATIONS AND TIME SPENT IN LIBRARY**

1. Enrollment of 150 pupils or less. Teacher-librarian with at least 12 semester hours of library science from an accredited library training agency. These 12 hours should consist of 6 hours in Books and Related Materials and 6 hours in Organization and Administration of the School Library.

Such a teacher-librarian should be scheduled for classroom teaching at least 2 periods less per day, preferably consecutively, than full-time teachers so that she may do library work. Pupil assistants will be found helpful in all library situations but only where a wholesome situation prevails should the library be kept open by them alone.

2. Enrollment of 151 to 300 pupils. Teacher-librarian with at least 18 semester hours of library science from an accredited library training agency. In addition to the 12 hours outlined above, the teacher-librarian should have had 3 semester hours of Reference Work and 3 hours of Cataloging and Classification.

The time assigned for work in the library should equal at least half of the school day. Pupil assistants should also be used as stated above.

3. Enrollment of 301-500 pupils. Full-time librarian who meets the educational requirements for a school library certificate including at least 24 semester hours of library science. Previous successful teaching experience is highly desirable. The 24 semester hours should include, in addition to the program outlined above, at least 3 hours in library practice. A course in audio-visual aids to teaching is also highly desirable.

No teaching, other than that in use of the library, should be assigned to the librarian and only such extra-curricular duties as do not require absence from the library during the school day. However, provision should be made for the librarian to do systematic classroom visiting to ascertain teacher-pupil needs. Sufficient pupil assistance will enable the librarian to work more closely with teachers and pupils.

4. Enrollment of 501 to 1,000 pupils. Requirements the same as for above. In addition to assistance from pupils, a half-time clerical assistant is recommended to release the librarian from technical duties and give her time to assist teachers and pupils in using the library.

It is highly desirable that the librarian should have had school library experience before undertaking a position in schools of this size.

5. Enrollment above 1,000 pupils. Requirements as above with an additional full-time librarian required for every 1,000 enrollment or major fraction thereof.

### **QUARTERS AND EQUIPMENT**

When boards of education are planning new buildings it is strongly recommended that they consult with their local school library personnel and library personnel in the State Department of Education for aid in planning satisfactory and attractive quarters for the library.



## LIBRARY

at least 12  
y training  
nd Related  
ion of the

n teaching  
than full-  
stants will  
wholesome  
alone.

at least 18  
y training  
e teacher-  
Work and

least half  
ted above.

meets the  
cluding at  
ful teach-  
rs should  
t 3 hours  
ng is also

e assigned  
s do not  
However,  
classroom  
assistance  
chers and

ne as for  
e clerical  
technical  
using the

ol library  
size.

h an ad-  
lment or

strongly  
ersonnel  
or aid in

A separate library room or library-study hall shall be provided. This room should have a seating capacity sufficient for the largest class plus twenty, and should allow at least twenty-five square feet of floor space per person. When more than 60 pupils are free at any one period they should not all be accommodated in one room. If more than 60 pupils are assigned to the library at any period, a teacher, in addition to the librarian, should be scheduled to assist in the supervision.

The library should be equipped with book shelves, tables, chairs, magazine shelves, vertical file, librarian's desk and chair, newspaper rack, and bulletin boards. In schools above 150 enrollment there should be a standard card catalog case and a typewriter which is available when needed.

If possible, a separate workroom with running water should be provided. Adequate storage facilities for books and non-book materials and a separate conference room are highly desirable.

### ORGANIZATION

Books should be classified, marked, and shelved according to the Dewey Decimal system. To facilitate business-like procedures these records shall be kept: accession record; shelf-list; expenditures; additions, discards, and losses by classification of material; and daily circulation and attendance. In schools above 150 enrollment a card catalog (author, title, and subject) should be maintained.

Periodicals which constitute a valuable source of reference material should be properly filed and kept as long as they are useful. The effective use of such material is dependent upon printed periodical indexes.

Non-book materials such as pamphlets, pictures, filmstrips, recordings, etc., should be arranged according to the classification, by the serial number, or alphabetical by subject, and housed for convenient use.

The library should be kept open continuously throughout the school day and sufficient time before and after school to provide maximum accessibility. Pupil assistants should be trained in library routines and used in every way possible to further library service to the entire school.

### INSTRUCTION IN USE OF THE LIBRARY

Each pupil should be given instruction in the use of the library's resources. It is desirable to give a series of lessons throughout the pupil's school experience at a time appropriate to his needs. The instruction should be re-emphasized and correlated with classroom work continuously throughout the pupils' high school career. Only those lessons that can be applied in the library situation of the individual school should be taught. Any library lessons to be found in the state adopted textbooks should be adapted to the local situation.

Instruction should cover these topics: (1) introduction to the library, library citizenship, location and arrangement of material, circulation procedures; (2) parts of the book; (3) use of the shelf-list, (in schools not having a card catalog); (4) dictionaries; (5) encyclopedias; and (6) other general reference books. In schools with an enrollment above 150 pupils, instruction in use of the card catalog (author, title, and subject)

should be given instead of instruction in use of the shelf-list. In larger schools having more extensive resources instruction should be given covering these materials.

### ACTIVITIES TO EXTEND AND IMPROVE THE LIBRARY SERVICE

Emphasis should be given to services the library renders in improving the total instructional program. It is by these activities as well as the foregoing quantitative measurements that the worth of the library should be judged.

1. Carefully planned use of pupil assistants to contribute maximum benefit to the individual child
2. Visits to classrooms to ascertain pupil-teacher needs and ways library can serve them
3. Materials available to classrooms to meet changing needs
4. Periodic statements to the administration, in terms of the objectives of the school, of the library's accomplishments and needs
5. Attention to needs of exceptional children
6. Material which provides up-to-the-minute information
7. Periodic information to pupils, teachers, and administration concerning available materials
8. Purposeful use of the library by class groups
9. Library open for use for whatever time beyond the school day and term necessary to serve community needs.

Books,  
Barb  
19  
Cam  
cia  
Na  
of  
Clare



## APPENDIX C

### LIBRARY SECTION OF THE ANNUAL HIGH SCHOOL REPORT

- (1) Name of librarian.
- (2) Semester hours of training in library science.  
Institutions:.....Dates:.....
- (3) Librarian devotes full-time.....(or) part-time.....to the library.
- (4) Periods devoted to classroom teaching.....
- (5) Number of periods in school day.....
- (6) Is library open and available for use throughout entire school day under supervision?
- (7) Are systematic lessons in use of library given?  
By whom?.....Which grades?.....
- (8) Number of pupil assistants in library?
- (9) Which grades are served by the library?
- (10) Current year's appropriation by local board of education for high school library books, periodicals, other printed materials, supplies.....
- (11) Amount spent last year for library materials.....  
From local board of education funds.....  
From other sources.....
- (12) Does librarian make periodic report to the administration covering status and needs of the library?
- (13) Number of books in library.....
- (14) Number purchased since last report.....
- (15) Number lost and discarded since last report.....
- (16) Library regularly subscribes to.....magazines; .....newspapers.
- (17) Does library own the latest edition and supplements of STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES?
- (18) Who selects the library materials?
- (19) Does the library maintain a vertical file of current non-book printed materials?
- (20) Location of library: separate room; study hall; classroom; elsewhere. (Underline answer).
- (21) Check the up-to-date records the library maintains: Accession record.....; card shelf-list.....; circulation record.....; record of book collection by classes showing additions, discards and losses.....; author, title and subject catalog.....

### LIST OF SOURCES CONSULTED

#### Books, Pamphlets, and Theses

- Barker, T. D. Libraries of the South; a report on developments, 1930-1935. Chicago, American library association, 1936.
- Campbell, D. S. Libraries in the accredited high schools of the Association of colleges and secondary schools of the Southern states. Nashville, Tennessee, George Peabody college for teachers, Division of surveys and field studies, 1930.
- Clardy, M. F. Contribution of state supervision to school library

- development in Kentucky. Master's essay. School of library service, Columbia university, 1948. Typewritten.
- Johnson, B. L. The secondary-school library. Wash. Gov't. print. off. 1933. (National survey of secondary education, monograph no. 17, bulletin 1932, no. 17)
- Kardatzke, C. H. The origin and development of the public school system in Kentucky. Ph.D. thesis. University of Kentucky, 1933. Typewritten.
- Kentucky. Acts of the general assembly, 1865, 1871, 1883-84, 1885-86, 1891-92-93.
- Kentucky educational commission. Public education in Kentucky. New York, General education board, 1921.
- Kentucky. The fourth constitution of the Commonwealth of Kentucky. ———. Legislative documents, 1877. Document no. 2. ———. Legislative documents, 1894. Document no. 1.
- Koos, F. H. State participation in public school library service. New York, Teachers college, Columbia university, 1927. (Contributions to education, no. 265)
- Ligon, M. E. A history of public education in Kentucky. Lexington, Kentucky, College of education, University of Kentucky, 1942. (Bulletin of the Bureau of school service, vol. XIV, no. 4. June 1942)
- Louisville, Kentucky. Boys high school. Mid-year senior class annual. February 1918.
- McVey, F. L. The gates open slowly; a history of education in Kentucky. Lexington, University of Kentucky press, 1949.
- Peters, H. W. History of education in Kentucky 1915-1940. Frankfort, Kentucky, Department of education, n.d.
- Ridgway, F. H. Developments in library service in Kentucky. Berea, Kentucky. Berea college press, 1940.
- Schacter, H. W. Blueprint for a greater Kentucky. Louisville, Committee for Kentucky, 1949.
- Seay, M. F. Kentucky on the march in education; a review of some changes in Kentucky education since publication of the Committee for Kentucky report. Louisville, Committee for Kentucky, 1947. ———. A report on education. Louisville, Committee for Kentucky, 1945.
- U. S. Bureau of education. Public, society, and school libraries. Wash. Gov't. print. off. 1904. ———. Public libraries in the United States of America; their history, condition, and management. Wash. Gov't. print. off. 1876.

#### Periodicals

- Conference on library cooperation. (In Bulletin of the Kentucky library association, vol. 6, no. 1. October 1939. p. 14)
- Corwin, E. K. Twenty-five years of the Kentucky library association. (In Bulletin of the Kentucky library association, vol. 1, no. 1. January 1933. p. 4-8)
- Galloway, Louise. Library services offered to schools. (In Kentucky school journal, vol. 26, no. 1. September 1947. p. 23-24)



- . "Too busy" to teach more effectively? (In Kentucky school journal, vol. 26, no. 5. January 1948. p. 34-35)
- . Why library service for elementary children. (In Kentucky school journal, vol. 26, no. 3. November 1947. p. 24-26)
- Godman, Mark. School libraries in Kentucky. (In Bulletin of the Kentucky library association, vol. 7, no. 2. December 1940. p. 6)
- High school library section formed at conference. (In Bulletin of the Kentucky library association, vol. 6, no. 2. December 1939. p. 14)
- Library services are available to the schools of Kentucky from the State department of education. (In Bulletin of the Kentucky library association, vol. 12, no. 1. November 1947. p. 8-9)
- Library training agencies. (In Bulletin of the Kentucky library association, vol. 8, no. 2. December 1941. p. 10)
- Martin, L. K. Look at your magazines! (In Kentucky school journal, vol. 26, no. 7. March 1948. p. 16-18)
- Report of the commission on secondary schools. (In The Southern association quarterly, vol. VI, no. 1. February 1942. p. 126)
- Report of the library committee. (In The Southern association quarterly, vol. X, no. 2. May 1946. p. 302-05)
- Report on the committee for library. (In The Southern association quarterly, vol. VII, no. 1. February 1943. p. 158-61)
- Rufsvold, M. I. A history of school libraries in the South. (In Peabody journal of education, vol. 12, no. 1. June 1934. p. 14-18)
- Taylor, W. S. High school libraries and librarians in Kentucky. (In Kentucky school journal, vol. 10. May 1932. p. 12-14)
- Theobald, R. L. School libraries in Kentucky. (In Kentucky school journal, vol. 12. September 1933. p. 16-17)
- . School library service in Kentucky. (In Peabody journal of education, vol. 13. July 1935. p. 28-31)
- Winstandley, Virginia. Report of the membership committee, 1947-1948. (In Bulletin of the Kentucky library association, vol. 13, no. 1. October 1949. p. 15-16)
- Workshop for beginning librarians. (In Bulletin of the Kentucky library association, vol. 12, no. 2. June 1948. p. 15)
- State Bulletins:** For the purpose of continuity, the state bulletins have been arranged chronologically despite the slight variation in the entries.
- Kentucky. Department of education. School ammunition. Bulletin no. 7, first series. November 10, 1908.
- . Library bulletin, 1908. Bulletin no. 8, first series.
- . Library bulletin, 1909. Bulletin no. 6, new series. August 1909.
- . Library bulletin, 1910. Bulletin vol. III, no. 3. September 1910.
- . Library bulletin, 1912. Bulletin vol. V, no. 10. October 1912.
- . History of education in Kentucky. Bulletin vol. 7, no. 4. July 1914.
- . Library bulletin, 1915. [no imprint.]
- . Monograph on Kentucky high schools, no. 1. Laws, synopsis of course of study, rules and regulations relative to classification and administration. January 1923.

- . Monograph on Kentucky high schools; revised. Laws, synopsis of course of study, rules and regulations relative to classification and administration. July 1924.
- Kentucky. State board of education. Library manual for Kentucky high schools, prepared by Mark Godman. n.d. [1925, cf. University of Kentucky library card catalog]
- . Manual, programs, and courses of study for Kentucky high schools. Frankfort, Kentucky, State journal, 1927.
- \*Kentucky. Department of education. Educational bulletin, vol. I, no. 5. July 1933.
- . Manual of organization and administration for high schools. Educational bulletin, vol. I, no. 6. August 1933.
- . Report of the Kentucky educational commission. Educational bulletin, vol. I, no. 8. October 1933.
- . Library service available to the public schools of Kentucky. Educational bulletin, vol. II, no. 11. January 1935.
- . State course of study and rules and regulations of the State board of education. Educational bulletin, vol. III, no. 3, May 1935.
- . Problems in the organization and supervision of instruction. Educational bulletin, vol. III, no. 4. June 1935.
- . The high school library; a handbook. Educational bulletin, vol. III, no. 11. January 1936.
- . Organization and classification of Kentucky high schools, 1935-36. Educational bulletin, vol. IV, no. 5. July 1936.
- . Kentucky high schools 1936-37. Educational bulletin, vol. V, no. 2. April 1937.
- . Kentucky high schools 1937-38. Educational bulletin, vol. V, no. 12. February 1938.
- . A century of education in Kentucky 1838-1938. Educational bulletin, vol. VI, no. 3. May 1938.
- . Manual of organization and administration for high schools. Educational bulletin, vol. VI, no. 6. August 1938.
- . Kentucky high schools 1939-40. Educational bulletin, vol. VIII, no. 2. April 1940.
- . Teacher education and certification. Educational bulletin, vol. VIII, no. 3. May 1940.
- . Kentucky common school laws. Educational bulletin, vol. VIII, no. 5. July 1940.
- . Manual of organization and administration for high schools. Educational bulletin, vol. VIII, no. 6. August 1940.
- . Kentucky high schools 1940-41. Educational bulletin, vol. IX, no. 2. April 1941.
- . Kentucky library manual for high schools. Educational bulletin, vol. IX, no. 5. July 1941.
- \*———. Educational bulletin, vol. XV, no. 1. March 1947.
- . Revising the teacher education and certification program. Educational bulletin, vol. XV, no. 12. February 1948.
- . Kentucky high schools 1947-48. Educational bulletin, vol. XVI, no. 1. March 1948.



- \*———. Educational bulletin, vol. XVII, no. 3. May 1949.
- . Library service for Kentucky schools. Educational bulletin, vol. XVII, no. 4. June 1949.
- . Teachers' salaries and other expenditures for instruction in Kentucky school districts, 1948-49. Bureau of finance, Research bulletin, vol. I, no. 2. February 1950. Multigraphed.
- . Kentucky high schools 1949-50. Educational bulletin, vol. XVIII, no. 2. April 1950.

\*None of these bulletins bears a distinctive title.

#### **Minutes, Proceedings, and Reports**

- American library association. State school library supervisors group. School library developments as reported January 1949 by state school library advisers. Multigraphed.
- Association of colleges and secondary schools of the Southern states. Proceedings of the twenty-ninth annual meeting, December 4-5, 1924. Emory university, Georgia, Banner press, n.d.
- \*\*Association of Kentucky colleges. Committee on accredited relations for secondary schools. Minutes. Typewritten.
  - March 11, 1922
  - October 6, 1922
  - February 17, 1923
  - April 20, 1923
  - February 7, 1925
  - May 23, 1925
  - December 30, 1925
- Conference on library training in Kentucky. Louisville, November 13, 1931. (Mimeographed report in files of the University of Kentucky, Department of library science, Lexington)
- \*\*Kentucky association of colleges and secondary schools. Accrediting committee of the commission on secondary schools. Minutes. Typewritten.
  - April 16, 1936
  - May 15, 1936
  - January 28, 1939
  - December 7, 1940
  - February 5, 1944
  - February 12, 1949
  - February 4, 1950
- Kentucky. Department of education. Advisory committee on teacher training. Minutes. Typewritten.
  - January 11, 1935
  - September 11, 1935
  - October 16, 1935
  - October 26, 1935
  - November 19-20, 1935

- . Biennial report of the superintendent of public instruction.
- |           |         |
|-----------|---------|
| 1899-1901 | 1927-29 |
| 1905-07   | 1931-33 |
| 1907-09   | 1933-35 |
| 1909-11   | 1935-37 |
| 1919-21   | 1937-39 |
| 1921-23   | 1945-47 |
| 1923-25   | 1947-49 |
| 1925-27   |         |
- . Revising the teacher education and certification program. (Supplement to the February 1948 Educational bulletin. September 22, 1949. Mimeographed)
- . School library letter. Multigraphed.  
September 1949  
March 1950
- . Statistics on the training and work status of librarians in Kentucky high schools, based on information from the annual high school reports for the school year 1948-49. Typewritten.
- . Three aspects of library service in 352 class "A" high schools in relation to the State board of education and Accrediting commission standards, 1949-50. Multigraphed.
- . Workshop for beginning librarians, June 21 to July 10, 1948. Mimeographed.
- . Bureau of Finance. Research and statistics section. Expenditures for library and supplementary books for elementary and high schools, 1948-49. Multigraphed.
- Kentucky education association. School librarians section. Minutes. Typewritten.  
April 16, 1948  
April 22, 1949  
April 14, 1950
- Kentucky library association. School librarians section. Minutes. November 19, 1949. Typewritten.
- Kentucky. State board of education. Annual report of the superintendent of public instruction, 1861.
- . Minutes. Typewritten.  
June 23, 1936  
December 16, 1936  
December 12, 1945  
March 18, 1949  
September 15, 1950
- Kentucky. University. Proceedings of the twenty-sixth annual educational conference and the fifteenth annual meeting of the Kentucky association of colleges and secondary schools. Bulletin of the Bureau of school service, College of education, University of Kentucky, vol. XXII, no. 3. March 1950.



tion.  
———. Department of library science. Workshop for beginning librarians, June 20 to July 9, 1949. Mimeographed.

Louisville, Kentucky. Annual report of the board of education. Typewritten.

1917-18

1918-19

1919-20

1920-21

ram.  
nber  
———. Board of education. Minutes. Handwritten.

December 7, 1915.

January 4, 1916

February 1, 1916

June 1, 1920

July 6, 1920

Ken-  
hool  
———. Fifth report of the board of education. September 1916. Typewritten.

\*\*State college association. Accrediting committee. Minutes. Typewritten.

May 13, 1927

May 19, 1928

February 11, 1929

May 13, 1929

January 17, 1930

January 8, 1932

January 13, 1933

February 11, 1933

May 6, 1933

1948.  
ndi-  
high  
utes.  
No-  
erin-  
uca-  
ucky  
reau  
vol.  
\*\*During its history the state accrediting association has borne these three different names. Currently, it is known as the Kentucky Association of Colleges and Secondary Schools.

