

The Public Library and Kentucky Schools*

Larger Areas:

- I. The "Blue Grass," including 33 counties between Covington and Danville.
- II. The "Pennyroyal," including 25 counties in southern Kentucky from the Tennessee River to the edge of the "Blue Grass."
- III. The Eastern Coal Fields, or "Mountains," including 27 counties comprising the entire southeastern portion of the state.
- IV. The Western Coal Fields, including 10 counties in Western Kentucky north of the "Pennyroyal."

Smaller Areas:

- V. The Louisville area and adjacent "Mississippian Plateau," including 10 counties between the "Blue Grass" and the Western Coal Fields.
- VI. The "Jackson Purchase," including 8 counties in the western tip of the state, that is, west of the Tennessee River.
- VII. The Eastern "Knobs," including 7 counties lying east of the "Blue Grass," and north of the "Mountains."

Comparison of School library and public library service to the Public school Pupils of the State by Geographical areas for 1931-32.

Geographical Area	Public School Enrollment	Volumes for Public School Libraries	Volumes in Public Libraries	Volumes Per Pupil Enrolled		
				School Libraries	Public Libraries	Total Volumes Per Pupil
I. Blue Grass	120,212	226,646	227,732	1.89	1.89	3.78
II. Pennyroyal	98,307	144,427	43,003	1.47	.44	1.91
III. Mountains	191,045	180,125	59,926	.94	.31	1.25
IV. Western Coal Fields					.69	2.27
V. Fields	56,852	89,695	39,392	1.58		
V. Louisville	85,023	251,914	331,158	2.96	3.89	6.85
VI. Purchase	34,640	53,589	37,055	1.55	1.07	2.62
VII. Eastern Knobs	23,381	18,638	5,000	.80	.21	1.01
State totals and averages	609,460	965,034	743,266	1.58	1.22	2.80

The foregoing figures show graphically the startling inadequacy of library service in Kentucky and also reveal the great inequalities that exist in the different sections of the state. When it is realized that those regions which have the larger number of books per school pupil (as inadequate as this figure still is) have this advantage solely by virtue of the fact that there are one or two larger cities in the region with sizeable book collections in schools or in public libraries, it is then possible to appreciate the disproportionate lack of books and library service in the state as a whole outside of the few larger population centers. The same observation emphasizes the opening statement, namely, that economic and social factors determine the development of library service in any community (or region). It is plainly indicated that

rural and mountain areas are at a serious handicap and must eventually have assistance from the state for the development of necessary library services.

Two additional comments on the foregoing tabulation are offered: (1) The figures show the total number of volumes available per pupil in the public schools. The scope of this study does not include a consideration of the problem of library service available to the pupils of non-public schools. Also there are thousands of young people out of school and tens of thousands of adults all of whom need reading material if for not other reason than to justify the state's effort to stamp out illiteracy. Learning to read and write is of no avail if, afterward, printed matter is not always available.

(2) The tabulated figures indicate the reported total of all books available in 1931-32 in the several regions. This has no indication of the kind of books nor of the condition of the books. It requires no imagination to be quite pessimistic on these scores. It is all too probable that the vast majority of the book collections in schools and in public libraries are rather nondescript accumulations both as to selection and appearance; perhaps most of these books are venerable but uninspired donations.

Conclusions: A tabulation of the library resources of Kentucky indicates the utter inadequacy of books and library service to meet the needs of schools, and the still more serious lack of books and library service to meet the needs of young people and adults out of school. It is known, moreover, that existing book collections, inadequate as they are in numbers, are even more inadequate in point of kind and condition of books that make up these collections. These conclusions apply to the state as a whole, rural and suburban, with exceptions only in a very small number of the larger cities.

There is a place and need for both school and public library service in all communities. For economic reasons these services are best established on the basis of a larger area to be served, a county for example. In the case of public library service new means of support are needed for the extension of this service, specifically the "regional plan" involving cooperation between two or more counties, and "state financial aid" for counties that cannot support their own library service. These new means call for new library legislation. In the meantime the State Library Commission is the "backbone" of library service available to the large areas of the State that otherwise lack service.

In the promotion of public library service in counties or communities where none, or practically none, now exists the schools may play a signally important part, receiving benefit themselves as they thus extend educational benefit to the community as a whole.

The form of local administration most desirable for school library service or for public library service depends entirely on local differences and local circumstances, and may often change fundamentally from the form adopted at the inception of such service develops and attains a greater degree of permanency in the community. In general, it is felt that ultimate separation of the two services is inevitable.

Finally, it is apparent that concerted action is required on the part of all the educational forces of the state, both school and library, in cooperation with related forces and with local leadership, in an effort to provide the people of Kentucky, children and adults, with school and public library service adequate to strengthen instruction in school and to make real the ideal of CONTINUING EDUCATION THROUGHOUT LIFE.

"The second thing I wish to say is that as yet there has not been the close integration of university extension divisions, workers' educational groups, governmental education authorities, and libraries in the common enterprise of adult education in America that there has been in England. The American public library has seldom made books available in extensive duplication to study groups, and the custom of making loans to such groups for from two to six months for sustained study, as contrasted with two week-loans to the individuals who constitute the groups, is comparatively rare.

"The third observation I wish to make is that far greater cooperation is desirable between state library extension agencies and the libraries and library schools of state universities and land-grant colleges on the one hand, and state agricultural agencies and departments of agriculture of state universities and land-grant colleges on the other. Local farm and home demonstration agents constitute the largest single group of trained adult education workers in America and their field of operation is exactly the field - rural America - in which library resources are inadequate or do not exist at all. Altogether there are 7,500 of them, and one-half of them are in Southern rural areas where library needs are most acute. I suggest, therefore, that the American Library Association and the various state library associations consciously seek the cooperation of the United States Department of Agriculture and all the institutions and workers mentioned above in changing this situation. There was a time when these workers were more concerned with increased crop yields and better breeds of cattle than with the enrichment of rural life. But that day has passed. Through purposeful cooperation these organizations, found on the same campuses or in the same state and county offices, and now interested in the cultural aspects of rural life, should break down the departmental walls that separate them and assist in bringing books to rural America."

Extract from "Restudying the library chart" , A.L.A. Presidential address, 1936, by Louis R. Wilson.

FEDERAL AID TO EDUCATION

Radio address of Dr. Frank P. Graham, May 7, 1938

Federal aid to education became a historic part of the American system before even the adoption of the Constitution, has been continued in a long succession of congressional grants to the States for agricultural, vocational, and higher education, and will be a further fulfillment of the great American tradition of Federal aid to the States for roads, agriculture, health, research, higher education and social security. Failure to provide Federal aid now for the elementary and secondary schools is a failure of the American system to follow through for the most basic of all our American institutions. It is a failure to carry forward the democratic idea of more equal educational opportunity for all the American children. Equal educational opportunity of the children who are to be citizens of both the States and the Nation is the main responsibility of our constitutional Republic of the States and people.

The main support of public education will continue to be by the States and localities. It is proposed merely to supplement the \$2,000,000,000 now provided by the States and localities with Federal appropriations which, in the sixth year for all purposes, will total \$199,000,000. Of this amount six millions will be for teacher education in a country in which one-fourth of the teachers have not gone beyond the high school. Six millions will be for rural libraries, in view of the fact that of the 45,000,000 people without local access to public libraries, thirty-nine and one-half million of them live in rural areas. Fifteen millions will be for adult education in a nation of 75,000,000 adults, 36,000,000 of whom did not get beyond eighth grade, 15,000,000 it is estimated, cannot read intelligently the daily newspaper, and more than 3,000,000 cannot read at all, and more especially in view of the fact that the conception of adult education has advanced from an exclusive concern with the immigrant, the unskilled, the under-schooled, and the underprivileged to a concern for continuous and universal voluntary education of all adults.

Most important of all, one hundred and forty millions in the sixth year are proposed for the elementary and secondary schools. The approximately \$300,000,000 provided annually now for the less than 300,000 young men in the economically productive and socially desirable Civilian Conservation Corps emphasizes the far-reaching value of the modest \$140,000,000 proposed as Federal aid to the States for the more than 26,300,000 children in the public schools.

The terms of the control of public education will continue to be in the hands of the States and localities. Provision for local and State control is expressly written in the Federal bill, with the freedom and autonomy of the localities and States preserved as now in the selection of teachers and curriculum, the management of text books, school busses, health service, and the entire administration of the schools.

The two main principles for the distribution of the Federal funds will be equitable distribution between the races and democratic

distribution among the States according to the economic ability of the States and the number of children per adult population. The following facts established by committee studies which make the basis for this principle will burn themselves into our American democratic consciousness and move the people to action.

In 1930 the farm people in the United States obtained 9 percent of the Nation's income and yet supported 31 percent of the Nation's children. Southeastern farm people, with approximately 4,250,000 children, received 2 percent of the national income, while north-eastern nonfarm people, with approximately 8,500,000 children received 42 percent of the national income. In three states less than \$30 per child was invested in public education, while in three states more than \$120 per child was invested. A higher tax rate is required to provide the \$30 per child in three states than is required to provide the \$120 per child in the three other states. In the states of the least economic ability the people pay the highest tax rate for the education of their children on the lowest plane in the Nation.

An economic, social, and cultural lag in any part of the country is an economic, social and cultural damage to all parts of the country. Forty percent of the young people 10 to 20 years old on farms in 1920 were in cities at the end of the decade. Sixty percent of this net migration was from southern rural areas. While some regions are failing to reproduce their own population, the South has a 30 percent excess of births over deaths. The region with less than a third of the population has more than 50 percent of the excess of births over deaths in the Nation. A large proportion of the children who in their nonproductive years are supported and educated by rural people become in their economically creative years the producers in the vital industries and the citizens of the urban communities. The quality of the education in these rural areas is a matter of vital concern to the industries, the cities, and the people of the whole country. Economic inability and educational overload coincide in the same rural and sectional areas to fix educational inequality and to impair the foundations of our national democracy. Just as within the States children in rural localities can have a fairer educational opportunity only through State aid to the localities so children in the rural States can have a more equal educational opportunity only through Federal aid to the States. Over half of the American States are rural States.

Our corporate business structure while drawing on the rural States, on all elements of the population, all sections of the country, and all resources of the Nation, concentrates the greatest wealth in the metropolitan areas with the least number of children per adult population. Much of the low valued raw source of this wealth is back in the areas where are the greatest proportion of children. These natural resources, these raw materials, the work of the people in these tributary areas contribute greatly to wealth at its level of highest valuations and in its centers of greatest concentration where are the least proportion of children. The Federal Government is the only agency which can redress this economic and educational imbalance between the metropolitan areas of the greatest concentration of wealth and the rural areas of the greatest concentration of children per adult population. Three-fourths of the cost of public education is carried by taxation of property chiefly local.

For the most part taxation of agricultural property is taxation of the people on the farms where the tax is imposed. It cannot be shifted. Taxation of financial and industrial wealth, to an increasing extent in our intergrated national industrial systems, is shifted to the consumers of the whole Nation. Since all sections, all resources, and all the people combine to produce the wealth concentrated in the great centers and since all the people as consumers help pay the taxes on this wealth it is that a little bit of the income from this wealth as Federal aid to public education should go back to the States whence it came and where are now the largest proportion of children whose equality and quality of education determine the future of democracy in America.

With democracy in retreat in many parts of the world may America give a lift to the democratic hopes of the forgotten millions in all parts of the world with a new declaration for equitable and democratic Federal aid to public education under State control in the American way for the fairer chance and more equal opportunity of all the children in all the states.

Congressional Record, May 10, 1938



A NEW KIND OF LIBRARY

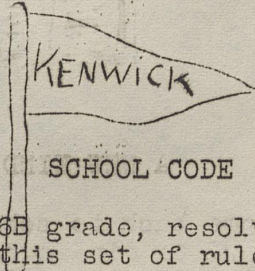
When you came back to school this year you were probably surprised to find a new library in the room next to the office.

"Why should we have another library?" you probably asked. "Isn't ours one of the best school libraries in Fayette County?" Indeed it is; but this new library is a different kind entirely. It cannot compete with yours, and it will not try to duplicate your books. Because, in this new library, we have mostly put books which your father and mother or grown-up sister or brother might like to come and get or have you bring home to them.

For years the people in Fayette County have paid taxes which helped buy the books in the Lexington Public Library. But often the people were too busy to go into Lexington to get these books to read. So now the Fayette Community Council has asked the W.P.A. and the Fayette County School Board to help it bring some of those forty-four thousand books in the Lexington Public Library out into the county where they can be borrowed more easily. There are five book centers placed in the county already, and more will be opened as soon as possible. Perhaps you have already seen the little trailer which carries the books back and forth to the centers, and which sometimes is able to visit private farms.

Though the book collections are small, we hope that we can supply books which every member of the family will enjoy. If Mother or Father wants a special book, or kind of book, be sure to ask Mrs. Collingsworth, the librarian, to see if she can get it from the library for them. She is always glad to try. Of course we have more story books than anything else, but we can also get books about sports and games, animals, aviation, farming, carpentry, gardening, home care, machinery, and lots of other interesting subjects. If you are collecting stamps, for instance, or want to draw pictures, tell us about it, and we'll try to get books about it for you. Radio and moving pictures are fun; but they can never take the place of a good book.

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Kewick School Paper "Kewick Star"
Sept 12, 1938



SCHOOL CODE

We, the pupils of 6B grade, resolve to adopt and faithfully execute this set of rules. We pledge ourselves as follows:

- To reverence God.
- To uphold the morals of our school.
- To be courteous.
- To be prompt.
- To be industrious.
- To be a friend to those in need.
- To be honest.
- To be obedient.
- To read good books.
- To strive for better English.
- To keep our school room neat and clean.
- To preserve all school property.
- To be a good sport at all times.
- To observe the rules of health.
- To be a credit to our school.

"Tis education forms the common mind;
Just as the twig is bent the tree's inclined."

Washington City

We went to Washinton City on our vacation and saw many interesting things. First ,we saw the Capitol building with its huge dome and many beautiful paintings, and the rooms where the senators and representatives met.

From the Capitol we went to see Washington monument and Lincoln memorial. Later we drove to Mt. Vernon, the home of our first president.

At the Museum, we saw the airplane in which Lindbergh flew on his non-stop flight from New York to Paris. We also saw Wiley Post's plane, the first auto, first airplane and first train. On our trip we saw Corrigan six times.

At the mint, we saw them make 100,000 bills. They are now making more \$2 bills than at any other time. Our trip was very instructive.

--- Loyall

Mrs. Johnston Heads New Library Group.

Mrs. Preston Johnston is chairman of Friends of the Fayette Library, a group that is being formed in the interest of the new Fayette branch of the Lexington Public Library which is sponsored by the Fayette Community Council, the Fayette county board of education, the Lexington Public Library and the WPA.

Members, to date, of the group are Mrs. Johnston, chairman, Mrs. Arch L. Hamilton, Mrs. Cecil Cantrill, Mrs. H.H. Graves, Mrs. Virgil Steed, Mrs. Robert Meyer, Miss Josephine Simpson, Mrs. Edward Wilder, Mrs. Thomas R. Underwood, Mrs. W.D. Blanding, Mrs. Rodes Estill, Miss Frances Field Coleman, Mrs. John H. Roser, Miss Susie Darnaby, Mrs. Halley Lisle, Mrs. James Park, Mrs. Barckley Storey, Mrs. James M. Todd, Mrs. Hoe McDowell, Mrs. Ben F. Crimm, Mrs. Piatt Steele, Mrs. Herschel Weil, Miss Elizabeth Daingerfield, Mrs. Scott Breckinridge, Mrs. Higgins Lewis and Mrs. Robert Lee Stout.

The Fayette branch of the Lexington Public Library, which is the first one of its kind in the United States, has just completed its first month of existence with a circulation of 1141 books and magazines.

Seven centers have been opened in the rural schools and churches of the county and in the Fayette county courthouse. Mrs. Hammond Dugan is supervising librarian.

Bell, Ira. Problems of equalization of public education in Kentucky.
Ky. School Journal. Jan. 1939 p.10-15.

Excerpt:

...a comparison of ten poor county (group B) districts in Kentucky with ten more fortunate districts (group A). (B group is formed of mountain counties; A group is in other part of the state). The revenue recieved from local taxation is \$29.00 in group A and less than \$3.00 in group B, although local tax effort in these two groups is identical averaging 65^c school tax.

Libraries in schools of Group A consist of 13000 elementary school library books and 21000 high school library books as compared with 2,750 elementary library books and 4350 high school library books in Group B.

What do they tell about this library -

Each individual is more important than in city library

Lib. Board - functions differently

