Cooperation of the Public Libraries and the Public Schools of Illinois

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COOPERATION

OF

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OF

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BY

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P R E F A C E.

Probably there is no part of library work that has been more discussed within the last few years than its relation to the public school. Librarians have been working but it is only recently that those connected with the public school have become interested.

It is the purpose of this paper to bring together all points that have been discussed and present them in such a way that both librarians and teachers will find help in deciding on a definite plan of work.

Besides the references given, information was obtained from the paper on "Cooperation of the public library and the public school" read at the 1899 meeting of the Illinois state library association by Miss Elizabeth Clarke of the Evanston public library. The information concerning what the libraries of Illinois are doing was obtained from the letters sent out by the Illinois state library association in the spring of 1896.

E. R. J.
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Education is not confined to the few years spent in the school room, it is the matter of a lifetime. When the school-life is ended then the great work of self-education begins and the means of self-education is "through books, through much reading of books". Too often the teacher does not realize this. She mistakes the means for the end and history, geography and arithmetic are taught as though to be able to answer the questions in the text-books was the end of all education. She fails in her duty to her pupils because she fails to teach them the value of books and how to use them.

The average child of today does not need to be encouraged to read, on the other hand he is apt to read too much. What he needs is guidance. Unfortunately the parents either can not or will not direct their children's reading, therefore this duty is thrust upon the teacher. Mr. G.R. Hardy says, "The great problem of our schools today is not to teach our pupils how to read but what to read... If we fail to do this and content ourselves with giving the child the mere mechanical ability to read, we are leaving him in possession of a power equally potent for evil as it is for good. For nowadays a child who can read, will read and if we do not lead and direct his taste the enemy, who is ever living in wait for poor faltering humanity will give the child abundant opportunity to taste of the knowledge of evil..."
The child should commence reading real literature when he has mastered the primer. In other words, as soon as he has acquired a mechanical power of reading. One of the first duties of the teacher then is to look after the reading of her pupil, to encourage them to read the best books and only the best on every subject. If she does not lead them to the authoritative works in history and science, and does not teach them to appreciate the masterpieces in literature, she is far from fulfilling her mission.

It is asked how is the teacher to do this unless she has access to books. It is impossible for the pupil to furnish them, except the teacher make requisition on the school board and have a library in every school building rather than depend on the public library. To this we answer no, because

1. The public library is always in session, the school board no more than once a month.

2. The public library is always buying new books and has all the requisites for speed; ordering, receiving, preparing books for use and for keeping.

3. The cost of renewing and supplying a school library is greater than that of a public library.

4. The list of books on any subject is much longer in the public library and therefore gives greater choice in the selection of books.

5. The cost of administration of a school library is greater than the school board can bear.

Let us look at the other side of the subject; namely, Does the library need the school?
3.

The library that has no connection with the schools is neglecting its mission and its best opportunities. There is probably no more important part of library work than the relation of the library to the schools, for it is thus that the children can be reached most easily, most directly, and most effectively so they are made the means of introducing good books into families that could not otherwise be reached. In no better way can the public library make itself felt in the community or build up for itself an enduring popularity than through the work with the schools. The children thus trained are sure to use the library and use it intelligently after they have passed beyond their school days.

The work of the schools, then, is to train the pupils to use the library and the work of the library is one of supplementing the work of the schools at almost every step.

The libraries and schools of Illinois have been slow in recognizing this fact. Very little cooperative work has been attempted, as can be readily seen from the following reports which were gained from the letters sent out by the Illinois Library Association in the spring of 1896 to all libraries outside of Cook county. These answers were given in reply to the question, "To what extent do you cooperate with the public schools."

Baring: No reply.

Belleville: Room set apart for the use of the teachers which can be used any time for special study and work.
Bloomington............Close connection between the schools and the library. The teachers and pupils use it freely.

Braintree.............The public schools make very little use of the library.

Bunker Hill..............The public school pupils over ten years of age enjoy the privileges of the library. The teachers select their reading.

Cairo..................To no great extent, yet the pupils and teachers derive great benefit from the reference books. The teachers are admitted to the shelves in the book room and are given many excellent books from which they prepare a "required course" for the pupils.

Cambridge..............(Township library). Teachers can draw and retain for a number of weeks such books as they wish for use in the school room.
Canton. Bought 200 books exclusively for school use, selected by the teachers and librarian. Ten copies of the same book are placed on the teachers' desks for distribution. Results have been very gratifying.

Carpentersville. Largely.

Carrollton. Subscription to outsiders, on free to schools.

Carthage. Used freely by the pupils of the public schools.

Champaign. Teachers are charged with an unlimited number of books for an unlimited time. About 500v. bought for school use.

Cordova. Consulted for reference by the school children.

Danville. Teachers can take ten books and keep them the usual limit of time.
Decatur: Almost not at all according to the present meaning of the term.

Dixon: Any extent desired by the schools.

Dundee: Not at all.

Earlville: Used by pupils very much. We keep a catalogue at the school.

Elgin: (Gail Borden). Lists of books are posted in the school rooms and the children are given credit for outside reading. Teachers have school room cards on which five books may be drawn at a time.

Elkhart: No reply.

Freeport: No reply.

Galena: The teachers are consulted about the purchase of new books and try to influence their pupils reading.
Galesburg........... No special cooperation with the public schools.

Geneseo............... Some.

Griggsville.......... The school has access to the library.

Highland Park........ By issuing cards to all school children above the third grade and by furnishing school cards to the teachers for school use exclusively.

Hinsdale.............. Mean to do so always and intend to do more and more.

Hoopesoton.......... So far as possible, but with reference to public school needs.

Jacksonville......... Teachers are allowed six books at a time for use in the school room. References for their debates and essays are posted on the bulletin board.

Joliet............... Each teacher has two school cards and is admitted to the shelves.
Kankakee. 
Not having an assistant we are unable to do more than work necessary for running the library. Every effort is extended to the schools.

Kewanee. 
We always try to help them.

Knoxville. 
Indirectly.

Lincoln. 
In every way that we are able to help them.

Litchfield. 
A catalogue is kept at the public school and the pupils are encouraged to read up for essays.

Macomb. 
Walk hand in hand.

Mattoon. 
The teachers of the high school have worked with us.

Maywood. 
The course of study is made to conform very nearly to what we have for reference.
9.

Moline. The library aids patrons to the fullest extent. From three to ten cards are furnished the teachers. The high school teachers are given fifty.

Olney. The library is much used by the teachers and pupils, especially the advanced grades.

Omar. The librarian does all she can in that line.

Ottawa. The schools have their own library.

Pekin. The school does not cooperate with the library.

Peoria. Place a selected library of from 200 to 400 books in each of the six schools farthest from the center of the city, which books are issued by the principal under the same rules as at the main library. They are sent in Sept. and returned to the library in June.
10.

Pontiac. The pupils from the grammar grades and the high school come to the library daily for reference.

Quincy. We have special teachers' cards on which ten books can be taken for an indefinite time.

Rock Island. Give extra cards and place books in the schools for the use of the pupils. We give them help and encouragement and as far as our means go we provide books for them.

Springfield. Freely.

Sterling. Freely.

Sycamore. No special attempt.

Toulon. No reply.

Warren. We allow public schools extra time.
Of the libraries in Cook county only the following reports have been obtained.

Chicago............... We loan books to teachers of the grammar and high schools for class use.

Evanston............... We have adopted the plan of purchasing whole libraries at a time, each one a collection of about 100 books for the six lowest grades. Each library stays in a school three months or longer until it has been thoroughly read. Books are circulated under the direction of the teachers. Special reading lists are made and sent to each school.

Winnatka................. Teachers are privileged to draw books at any time which may be retained as long as needful for use in the schools.
We must take into consideration the fact that many of these libraries are small and their home work would be very much crippled if they went very extensively into school work. In many of them there is only one person to do all the work connected with the library, and for this reason she has almost no time to take up special work of this kind. In order to obtain the best results there should be a special assistant who can keep informed on the subjects being studied in the different grades. She should be adapted to and thoroughly prepared for her work and above all her interest must be centered in it. Let it be understood by all that during certain hours of each day she is unreservedly at the service of the teachers and pupils. If one person's whole time cannot be given up there should be, if possible, a portion of the time devoted to this work when they will feel free to go and consult with her.

Teachers and librarians are coeducators, they must work together and this cooperation must be done systematically, but the system will vary according to the character of the library and of the school. The exact form ought not to be decided on until the librarian has consulted with individual teachers and the approval of the persons in power has been obtained.

From a study of the plans used by the different libraries in the United States, the following points have been taken which, we think, can be readily applied to the libraries in Illinois. Although no one plan will cover all of them yet it will prove helpful in deciding on a definite form to know what others have done.
QUESTIONS TO BE CONSIDERED.

1. Shall books be deposited in the school rooms?
2. What books may the public library, with propriety, furnish for school use?
3. What grades shall be permitted to have a deposit?
4. Shall the books be used outside of the school room?
5. How many duplicates shall be purchased for this work?
6. How long shall a deposit be left in one room?

SHALL BOOKS BE DEPOSED IN THE SCHOOL ROOM.

If the library is in a village and the collection is small it would be better to keep the books together rather than to send deposits to the schools, and then it is a good plan to have the children get into the habit of going to the library. In cities however, where the libraries are large and can easily spare the books it has been proved that the deposit plan can be carried out with much success as at Peoria and Rock Island.

BOOKS THAT THE LIBRARY SHOULD FURNISH.

In answer to the question, "What books may with propriety be furnished by the public library for school use?" we would say,

A. The public library should furnish

1. Books for topical reference; small collections changing from time to time.

B. School should furnish

1. Text books.

2. Books for analysis; i.e., 30 or 50 copies of a book used in the study of literature which are in effect text books.

3. Permanent reference books such as dictionaries atlases, etc.

**KIND OF BOOKS.**

In choosing books for the school use be careful to have them the proper size, well printed, profusely illustrated, written in good English and adapted to the children for whom they are intended. They must of course be interesting but such as will stimulate the child, make him self-active and observing and teach him his social relations. If fiction is included it should be of the highest grade only. Some libraries allow only one volume of fiction to eight or ten others, in order to teach children that there are interesting books other than stories.

**GRADES INCLUDED**

To quote Mr. H. E. Scudder, "There can be no matter of question that between the ages of six and sixteen a large part of the best literature of the world may be read if taken up systematically in the schools and that the man or woman detailed to become acquainted with the great literature in some form during that time..."
is little likely to have a taste formed later."

Knowing this is so, there be a stronger argument against the view that children under ten or twelve years of age should be forbidden the use of the library and therefore no grade below the seventh shall be entitled to deposit it of books to supplement the class work?

The instruction in the use of books should begin with the child while he is in the primary school and go with him until he graduates from the high school. Another strong argument is that few children ever reach the high school, so many boys and girls between the ages of ten and fourteen are compelled to go to work to help support the family. For this class the library should be a mine of information, but how will they ever learn the proper use of it unless they are taught it while in school. The time has come when the need of the library is felt for the primary and grammar grades as well as for the high school to aid in presenting the lessons in an interesting way both by the use of pictures and books.

**SHALL THE BOOKS BE USED OUTSIDE OF THE SCHOOL ROOM.**

The school circulation, as it is called, is considered a very important part of the plan, for oftentimes a girl or boy who would not go to the library to get a book will take one from the school room. Of course the teacher must keep a record of some sort that she may know who has a certain book. Possibly all that is necessary in such a record is the author and title of the book and the name of the child using it, although some librarians require each pupil to have a card and when he wishes to take a book from the
DUPLICATES

The question of duplicates is one that is not yet settled and it must be decided by each individual library. Some keep sets of from 30 to 40 copies of one book which are not broken up but are sent entire to the school entitled to receive them according to a schedule which is kept at the library. Although this has been tried with much success yet it is generally admitted that the better plan is to have few duplicates and more variety.

TIME LIMIT

Some libraries limit the time a deposit is to be kept in each room, others do not. The best plan seems to be to let a school keep its collection as long as it is being used unless the books are absolutely needed at the library. As a rule the deposit should be changed frequently to keep the pupils interested. The Peoria public library in September sends a collection of from 200 to 400 books to the schools farthest from the library and leaves them there in charge of the principal until June; at Evanston there are only 100 books in a collection and they are left with one school not more than three months. Both report gratifying results. This question, too, must be settled by the individual library.

The problem now is, what is the librarian's part and what
The teacher's part in this work.

LIBRARIAN.

In the first place the librarian must put herself into friendly relations with both teachers and pupils. She must let them know that she is ready to help, make the books of the library serviceable to them. She must encourage every inclination on the part of the teacher toward cooperation, but she should not wait until the teacher offers her aid, for as a rule teachers do not care to be burdened with the claims that cooperation with the library brings. When the teacher's enthusiasm and sympathy are once aroused then the library has in each school room a helper who knows the children and their needs as the librarian can not.

The librarian should attend teachers' meetings and with her tried, discuss the books and the children and the best methods of carrying out their plans. She should visit the schools and thereby learn to know each teacher personally and as far as possible become familiar with the children's faces. At the same time the pupils will become acquainted with her and will not feel backward about asking her for help when they go to the library.

At the school, or better in the library, if there is a room where classes can be taken, she should give lectures on the use of Poole's index, encyclopedias, dictionaries and other books of reference; on the catalogue and its arrangement. The best plan is to have a series of short talks, taking care not to have them too long or too technical. For high schools some such plan as
1. A lecture on the catalogue. If the library allows access to shelves the system of classification should be explained.

2. A lecture on the indexes such as "Poole", "Annual literary index", and the "Cumulative index".

3. A lecture on the best encyclopedias, explaining which contain long scholarly articles and which the short concise statements etc. If there is an index volume such as that to the "Encyclopedia Britannica", its use and value should be explained.

4. Possibly it will be necessary to give more than one talk on the handbooks of general information.


Of course this is a mere outline which can be greatly extended if occasion or opportunity offers. However these lectures ought not to be limited to the high schools. The pupil should early learn the use of the reference books. Probably the only modifications that need be made for the grammar grades will be in the manner in which the lectures are presented. The younger children will have to be taught in much simpler language than the high school students, yet they must not be neglected.

The talks to the primary school will be about the interesting books that can be obtained at the library free of charge. The books with the colored pictures will attract them, the "Mother Goose" books are favorites. A good way to make these talks a success is to have about once a term or oftener an hour examination on the use of the library to be counted as regular work.
Here are a few sample questions

1. Arrange the following in alphabetical order according to the system used in the library catalogue:
   - American Girl's Handy book
   - MacDonald
   - Smith, Sir William
   - M'Keever
   - Architecture
   - Smith, John


3. To what reference book would you refer for an account of the "Boston Tea Party".


In addition to books, mounted pictures are very useful in class work. Collections of pictures of celebrated places, copies of famous paintings and portraits of noted men are in demand. Pictures may be used as a means of promoting acquaintance with authors and artist; of making children familiar with great works of art; as delightful themes for language work, and in the study of history and geography. The pictures can be gathered from illustrated papers, old magazines, loose plates that come with such periodicals as "The art amateur" and the magazine "Birds". Then there are the "Perry pictures" sold by the Perry pictures Co. of Malden, Mass, for one cent each. They are excellent prints on good paper
13.5 X 20 centimeters or 5 X 7 inches. They also get out sets of pictures for special days such as "Washington's birthday", "Arbor day" etc. Another good collection is that of the J. C. Winter Co., 76 Fifth Ave., New York. These pictures resemble the "Perry pictures" in size and style and are the same price. They are reproductions of famous paintings and also of the masterpieces of architecture and sculpture. Besides these there are the pictures gotten up by the Hood's sarsaparilla co., Lowell, Mass. which some people think are handsomer than the "Perry pictures" when mounted.

There is no better way to win the good will of the school children than by helping them get material for their compositions and debates. The librarian should take pains to make topical references to everything in the library on the subjects whether it is in separate volumes, periodicals or a collection of essays.

Careful preparation of lists of the best books in the library suitable for children is a work that pays well if the lists are distributed free of charge. They may be in the form of a general catalogue of juvenile books or they may be special lists on different subjects as "Thanksgiving day", "Arbor day", "Abraham Lincoln" etc. A catalogue of books for the young made a part of the manual of instruction will keep the resources of the library before the teacher. If the library cannot afford to print the lists and the school authorities refuse to help bear the expense, the next best plan is to have them type-written or written in library hand and mounted on heavy Manila paper or cardboard and a copy sent to each room.
Printed lists of rules or suggestions will impress on the mind of the pupil the points which need to be observed by him in his use of the library, but they must not be permitted to take the place of the teacher in guiding and assisting him in his selection of books. When distributing them the teacher or librarian should go carefully over the ground explaining each point.

Miss Plummer of Pratt Institute Free Library, Brooklyn, New York in the "Journal of Education", volume 40, page 54, tells us what the children's department in the library can do for schools in these words,

1. "Serves as a depot of children's literature for both teachers and pupils, offering a variety of carefully selected books arranged by subject with free access. It gives the child opportunity for wide acquaintance with books and authors and to form a taste for reading."

2. "It is a storehouse of tools for use in school work, furnishing subjects for compositions, poems, maps, notes on current events, etc. It helps to make the school work more interesting to the children."

3. "The children's department of the public library may be of more assistance to the schools by what it is the teacher does. It is not a teacher; it is a place, whose atmosphere is in itself invigorating."

The librarian should do all in her power to make the study
interesting to both teachers and pupils and to raise the standard of the children's reading. Yet it is of much importance that the teacher or her part in the best results are to be attained.

TEACHER.

An enthusiastic teacher is an inspiration for all with whom she comes in contact and the librarian will welcome her ready assistance. Too much stress cannot be laid on the duty to a librarian for no one knows better than a teacher that books are best suited to the intellects of her pupils. They must unite in a careful study of the child in selecting courses of reading and in devising methods for encouraging his powers of research. This cooperation need not interfere with the ordinary work of the teacher, in fact she needs the help of the library in all her regular work, nor does it require abilities above that of the average teacher if she will give attention to it. She can keep a pupil from rushing through three or four books a week. She has a wonderful opportunity to interest boys in heroes and it is right to hire. She has the opportunity of watching the intellectual pupil, of guiding his development and of dropping a helpful suggestion when giving him a book.

At the beginning of each term she should send an outline of her course in history, geography, and literature to the librarian. Then the librarian can collect the references where they are called for and be prepared to give all the library contains on the subjects. She should encourage her pupils to pursue a course in reading which will supplement the studies as they are taken up in.
School, and care must be taken to allow the pupil to take
and fully entangled into more than their share of study. In some
Schools 1 hour is set aside and used to find out what the pupils
are reading and how they read. A few minutes of this time may be
taken for the instruction in the external use of books. The children
need to learn that books should be treated with respect; leaves
not turned down, nor soiled nor written on; fingers should never
be moved over an engraved surface of a plate or map; books should
never be left lying face upward nor held with the covers pressed
back to back. It is reported as a fact that books used in the
schools are kept clean and tidy and very seldom is one lost.

As has been said the children should be encouraged to supple-
ment their studies with their reading. History opens up the broad
field of historical works and of biography. It is also closely
connected with fiction and poetry. Geography suggests the use of
books on travel. When a particular country is taken up, let the
teacher read to the children extracts from books treating of that
country and give them a peep at some of the pictures with the sug-
gestion that it is an excellent book for home reading. Every child
in the room will want it.

To aid in the study of American literature copies of the best
works of Irving, Hawthorn, and Holmes should be taken from the
library to be used by the pupils in becoming familiar with the
style and works of an author.

The whole course in this or related subjects is large it is better to divide it in groups and give each group
a different book to examine. To illustrate, the class is studying the British Empire. Let one group be referred to a good book on England; another to one on Canada etc. After the books have been carefully and thoroughly read they should be discussed in class, bringing out the points to be remembered, and the pupils will soon learn to pick out the most valuable points of a book.

Another way to teach the pupils to carry on investigations for themselves is for the teacher to give out questions at regular intervals which do not require reading a book through but the consulting of a number of reference books.

One teacher has the novel plan of having her pupils supplied with blank books, and at certain times she gives them the titles of books which she wishes them to enter in this memorandum and to read. The subjects of their essays are taken from these books.

Another, on Friday morning when she calls the roll has the children respond by stating what they have read during the week.

At Dayton, Ohio the teachers have organized themselves into a reading committee for the purpose of examining carefully into the merits of the many new books for the young. What a help this will be to the busy librarian. Just now the market is flooded with juvenile books, but with the help of such a committee only the best will find a place on her shelves.

All of these plans have been tried and have been proved successful. Librarians and teachers are becoming interested in this great work. Within the last few years much progress has been made. Any plan that is at all feasible is claiming attention. The prom-
In 1896 a library section was authorized by the Illinois state teachers' association at its annual meeting. After much discussion it was decided to make the section an association of teachers, members of the Illinois teachers' association, and to ask the cooperation of the Illinois library association as well as that of individual librarians in securing better libraries for schools and more intimate relations between the schools and libraries of Illinois. Certainly with such a force as this at work it will not be long until all the teachers will realize not only the responsibilities but also the opportunities of their position. On the other hand, the Illinois state library association will keep this subject before the librarians of the state, for this question is generally discussed at some length at its annual meetings.

There is no doubt that the time will soon come when the relation of the public school and the public library will be fully recognized and the two will work together for a common end - the education of the masses.

Approved

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