

SCHOOL LIBRARY SURVEY

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How well do the public and school libraries supplement each other? What are the possibilities for joint service? To begin to answer and study these problems, a questionnaire, prepared by Ernestine Grafton and Mrs. Mary Peacock Douglas, was sent out last May to the five hundred odd school librarians and teacher-librarians registered with Mrs. Douglas, School Library Adviser of the State Department of Public Instruction, for bi-monthly letters and helps.

One hundred ninety questionnaires were returned; the distribution was as follows:

TABLE I

Questionnaires Returned	190
<i>Types of Schools</i>	
Elementary	51
Junior and Senior High Schools	126
Combination	7
Training Schools and Institutes	6
<i>Races</i>	
White	162
Negro	28
<i>Locations</i>	
No. Places Represented	138
No. Counties Represented	62
<i>Sizes of Towns</i>	
10,000 and More	81
2500-10,000	41
Less than 2500 and Rural	68

Of the 190 schools, 134 reported that they had trained or partly trained librarians. Ninety-three of these also had public libraries with trained librarians (library school graduates) in their nearest towns. Only a small percentage were without trained librarians in either the one or the other library.

TABLE II

LIBRARIES AND PERSONNEL

	No. Schools	Percent
Trained Librarians in		
School and Public	93	49
Untrained Librarians in		
School and Public	16	8
Untrained in School,		
Trained in Public	41	22
Trained in School,		
Untrained in Public	40	21

The 56 schools that were without public libraries with trained librarians in the nearest towns gave this information:

Books were circulated all the year round by 5 schools.

Books were loaned to adults by 20 schools.

None had written rules that forbade the circulation of books to adults but two people suggested the lack of suitable book stock.

Two reported that there was a limit to the number of books that might be borrowed by adults.

Twelve received special funds for adult books, most of them from more than one source, county, town, private, or gift.

Only 36 schools reported that they received bookmobile service. At 34 schools the stop was for half an hour or longer, at 20 the teachers selected the books for the children, at 6 a shelf of books was taken for the entire community. Five schools housed public library branches or stations; 4 were open through the school months and one the year round. One, and not the same one singled out in the preceding sentence, had an outside entrance to the branch library room.

Three trained school librarians were

shared part-time with public libraries. Three schools had lent books to the public library for the summer.

One hundred sixty-five stated that definite instruction in the use of the library was given.

In answer to the question, If you do not have a trained school librarian and the public library does have one, do you feel free to seek her advice?, only one person said that she, as an untrained librarian, did not; one trained school librarian supplemented with the fact that she advised the untrained public librarian.

To the question, Is the public library sending collections of 10 or more books to the school library or class-room?, 42 gave an affirmative, 120 a negative reply.

In 12 schools teachers gave reference assignments that could be found at the public library only. Twenty-one included on parallel reading lists books at the public library only. The seemingly small number of 32 reported sending copies of lists to the public library and 45 allowed trained public librarians to make substitutions; many schools filling the questionnaires have not parallel lists. Eight were unwilling to check up on delinquents among students for the public library. Forty-eight gave additional reading credit for summer public library reading.

Is one explanation of the small amount of cooperation between school and public libraries attributable to the fact that very few of our public libraries have trained librarians for special work with children and young people?

Have you college, university, special, and public librarians visited the school libraries in your communities? Do you know what they are trying to do? Are they doing what you think they should and have they the resources they need for tomorrow's college and university students, professional men and women,

or, simply and inclusively, America's citizens?

At the May meeting of the Greensboro Library Club it was voted to establish a Scholarship Fund to be granted every three years to a member for study in the field of Library Science.

¹ Wilson, Louis R. *Geography of Reading*, p. 117-155.