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DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL LIBRARIES, 1929-1965

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in The Department of Education

by

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ABSTRACT

This study traced the development of Louisiana public school libraries from 1929 to 1965. It was concerned with a period which involved the administration of three State Supervisors of School Libraries: Lois F. Shortess, 1929 to 1940, Sue Hefley, 1940 to 1949, and Lena Y. deGrummond, 1950 to 1965.

This study primarily encompassed the activities of the Louisiana State Department of Education in the development of the State's public school library program. Special emphasis was given to the functions of the School Library Section of the State Department of Education. Attention was given to other agencies and persons influencing school library development -- the Louisiana State Library, professional organizations, library-education programs in the colleges and universities, and parish school boards.

The introductory chapter dealt with state and national leadership prior to 1929 and brought the picture of school libraries in Louisiana up-to-date for the 36-year period involved in the study. Chapter I furnished the base for the remainder of the study. The second chapter covered
the years 1929 to 1940. Chapter III involved the years 1940 to 1949, and Chapter IV covered the years 1950 to 1965.

Primary data used in this study came from the official files of the Louisiana State Department of Education and the Louisiana Library Association. These included circular letters, annual reports, bulletins, programs, minutes of the Louisiana Library Association, and official proceedings of the State Board of Education. Other primary data were obtained in interviews and by letters. Secondary data included theses, dissertations, books, and periodicals.

Serious efforts to initiate school library programs in America began in the 1740's. Massachusetts, New York, and Michigan pioneered in the early 1800's to establish school libraries, but very little occurred until the latter part of the nineteenth century and the first quarter of the twentieth century when the National Education Association and the American Library Association began to emphasize the importance of school libraries. Early in the twentieth century changes in educational practices began to call for more and better materials for the education of children.

Early educational efforts in Louisiana did not include school libraries. It was not until the appointment of Thomas H. Harris as State Superintendent of Education in 1908
that serious consideration was given to school libraries
even though legal basis had been granted by the Legislature
in 1906. From 1908 until the employment of the first State
Supervisor of School Libraries in 1929, Harris and his
staff encouraged local school boards to establish and pro­
mote school libraries, but very little was accomplished.

With the appointment of Lois F. Shortess the school
library picture rapidly improved. Emphasis was placed on
the education of librarians, standards, state aid for li­
braries, quarters, and organization and use of materials.
Sue Hefley followed closely and expanded the pattern set by
her predecessor. During her tenure audiovisual materials
were encouraged as part of library collections, supervision
of libraries at the local level was initiated, library ser­
vices in Negro schools were strengthened, and library edu­
cation programs and in-service activities for school librarians
was expanded.

The third State Supervisor of School Libraries, Lena
deGrummond, continued a supervisory program similar to those
of her predecessors. During her fifteen-year tenure
Louisiana elementary schools experienced a rapid growth in
centralized libraries. The number of institutions offering
library education programs increased in number from seven to
xvii
twelve. Book collections in schools improved quantitatively and qualitatively, and competencies of school librarians were upgraded through frequent workshops and conferences planned by the State Supervisor, often in cooperation with the school librarians' professional organization, the State library agency, and Louisiana colleges and universities.
CHAPTER I

DEVELOPMENT OF PUBLIC SCHOOL LIBRARIES PRIOR TO 1929

INTRODUCTION

Although the Protestant Reformation brought about the establishment of many school libraries in northern Europe, the concept of a functional school library belongs primarily to the twentieth century, and specifically, to English speaking North America. (Thompson, 1969:368) The school library achieved its present status as an educational phenomenon within a span of about sixty years.

Libraries have existed in America since colonial days. John Harvard donated a collection of two hundred books to form the nucleus of the first American college library collection. This reflected a seventeenth century European legacy defining the curriculum. Education at that time was book centered and book collecting was the prerogative of the gentleman scholar. (Shera, 1969:362) Benjamin Franklin was an early proponent of libraries and established the first lending library to the public, the Library Company of Philadelphia in 1732. As early as 1740
Franklin recognized the value of a library in connection with a school by including it in his suggested plan for an academy. (Greenman, 1938:183-89) Subscription, apprentice, mercantile, and athenaeum libraries followed, but these were supplanted by tax-supported libraries in the early 1800's.

The American public library received its greatest impetus from Andrew Carnegie, who provided over sixty-five million dollars for public library buildings in many American communities. The first public library in the United States was founded in Peterborough, New Hampshire in 1833. (Thompson, 1969:368)

EARLY AMERICAN SCHOOL LIBRARIES

During the early part of the nineteenth century several American educators traveled to Europe to study educational methods and to secure new ideas and to observe practices that might be applicable to American schools. The inspiration received by such men as Horace Mann of Massachusetts and Governor DeWitt Clinton of New York had a marked influence on the origin and growth of school libraries in the United States. (Cecil and Heaps, 1940:41)
These educational leaders and others of the day realized that the development of intelligent citizens depended not only upon teaching reading but also on providing opportunities. It was for the purpose of providing such opportunities that the school district libraries came into being. (Cecil and Heaps, 1940:41)

In New York

Governor Clinton of New York recommended in 1827 that a small library be placed in every school, but it was not until 1835 that a law was passed permitting voters in a school district to levy a tax to establish a school library and a tax of ten dollars each succeeding year to provide for its increase. Later, in 1839, William L. Marcy of New York persuaded the legislature to appropriate a share of the United States Deposit Fund for the purpose of strengthening district school libraries. This appropriation provided fifty-five thousand dollars for three years for district school libraries with a further provision that the towns were also required to appropriate matching funds for the same purpose. Generally this law met with favor, and in 1841 educators reported 422,459 volumes in school libraries. By 1853 New York school districts reported a total of 1,604,310 volumes. By 1875 the New York legislature had appropriated $2,035,100 which purchased over one million volumes for the district
libraries. (Cecil and Heaps, 1940:42-43) In 1875 the Superintendent recommended that the 1835 law be repealed since it was obvious that funds for the library had been spent for the payment of teachers' wages. (New York Superintendent of Public Instruction, 1875:26-27)

In Massachusetts

Horace Mann, Secretary to the State Board of Education, was the moving force behind the school library movement in Massachusetts. Through his influence library laws were passed in 1837 allowing school districts to raise and expend forty dollars for one year and ten dollars each succeeding year to begin and support a school library. When only a small number of school districts availed themselves of the authority granted, Mann became concerned in 1839 and called for the establishment of a school library in every district in the state. He described school library materials as "useful" reading as compared with "amusing" and "fictitious" reading. (Cecil and Heaps, 1940:44)

In his outstanding 1840 lecture "On District School Libraries" Mann emphasized that common-school libraries were for both the poor as well as the rich, and that since learning to read was the principal purpose of school
attendance, an adequate supply of reading materials was a necessity. Mann in 1867 further distinguished between good and bad reading and maintained that it was the function of the school to improve taste as well as to build on it. (Cecil and Heaps, 1940:41)

Although ten thousand volumes were reported in all school libraries in Massachusetts in 1841, it was estimated at the time that one hundred towns in the state were still without any kind of library. In 1842 the state appropriated to each school district the sum of fifteen dollars for library purposes. These funds, along with the extension of an equal amount in 1843, provided $11,355 and an estimated book count for the state of thirty-three thousand to forty thousand volumes. This aid continued until 1849, and the State Board of Education estimated the number of volumes at 91,539 with a value of $42,707 for all libraries. By 1850 Mann had left the Secretaryship of the State Board of Education, and the law providing funds for school libraries was repealed and replaced by an act providing for the establishment and maintenance of public libraries by taxation. The growth of town libraries was rapid in Massachusetts, and in a short time school libraries were superseded by public libraries. Although school libraries
declined in the State, Mann is credited with advancing the total library movement in Massachusetts. Through his lectures and writing on school district libraries, he aroused citizen interest in the establishment of town libraries because it was felt that the school library could not meet the needs of both the school and the public. (Cecil and Heaps, 1940:44-45)

In Michigan

Michigan school libraries had their legal basis in a school law of 1837 which empowered voters in each school district to raise by tax ten dollars annually for school district library purposes. Each district levying the tax became entitled to a portion of various fines collected within the county. The amount of appropriations varied over a twenty-five year period ranging from ten dollars to twenty-five dollars annually, but acts passed in 1843 and 1859 authorized voters to determine what proportion of the funds raised for school libraries should be used to purchase books for a town library. An 1869 law permitted electors in a town to unite district school libraries and form a township library. This act met with disfavor with a number of educators, and John Gregory, newly elected State Superintendent of Schools in 1870, attempted to have
the 1869 law repealed. He stated, "If we could have an honest administration of the fine moneys and ten percent of the two mill tax, I am sanguine we should soon be proud of our school libraries." (Cecil and Heaps, 1940:46)
The Superintendent's report of 1873 contained the following statement on school libraries:

While it must be admitted that there are not a few who are decidedly opposed to school libraries as a useless appliance in our school work, and many more quite indifferent to the subject, there are yet a host of earnest citizens and many among them our most active educators, who believe the value of school libraries, properly managed, can hardly be estimated." (Cecil and Heaps, 1940:46-47)

**Development in Other States**

By 1876 nineteen states had provided some type of legislation for school library development, but the movement generally did not gain momentum. Among the reasons believed to be the cause for this were defective legislation, lack of state administrative coordination and supervision, lack of library techniques and trained personnel, and the prominence that public libraries had achieved in American communities. (Cecil and Heaps, 1940:47)
SCHOOL LIBRARY DEVELOPMENT, 1876-1900

A number of events occurred between the years 1876-1900 that stimulated both school and public library development in the United States. In 1876 a government report on the status of public libraries not only publicized the need for libraries, but also served as a basis for future library development. (U.S. Bureau of Education, 1876) Also significant the same year was the founding of the American Library Association "... for the purpose of promoting library interest in the country. . . ." (American Library Association, 1926:1) Another event in this period was the publication of Library Journal, the first American periodical devoted exclusively to the interests of the library field.

New Movements in Reading

A new movement in reading, which had begun in the earlier years of the century when American educators returned from visiting European schools, had arrived at well defined aims, methods, and materials directed to the goal of developing a permanent interest in literature. (Smith, 1934:115) Horace Mann and his contemporaries attempted to develop a new approach to the reading problem based on
Pestalozzian principles they had observed in German schools. Between 1840 and 1880 various series such as the McGuffey, Russell, Tower, and Swan Readers were carefully graded for each grade of the elementary school. (Burton, 1934:48)

By 1889 the Herbartian movement in reading had become popular in America. As a result of Johann F. Herbart's stress on character teaching, development of many interests, and outcomes of learning; many books and stories were published based upon these principles. The Herbartian movement was a large factor in the awakening of educators to the potentialities of school libraries. (Cecil and Heaps, 1940:50)

**School–Public Library Cooperation**

Between 1876 and 1900 there were serious efforts for cooperation between the public school and the public library. In 1876 Charles Francis Adams, Jr., Chairman of the School Committee, and President of the Quincy, Massachusetts, Town Library Board, advocated the unification of the town libraries with those of the high and upper grades of the grammar school since both were established for a common purpose. (Cecil and Heaps, 1940:50)

A discussion at the American Library Association Conference in Boston in 1879 centered around the reading
of children. R. C. Metcalf of Boston urged that a plan be
developed whereby schools could borrow from the public li-
brary books needed by pupils for their school work. (Metcalf,
1879:343) The first recorded evidence of such cooperation
was in Worcester, Massachusetts in 1880. During the next
two decades this movement spread rapidly and cities such as
Buffalo, Chicago, Cincinnati, and Indianapolis reported
favorable results. By 1885 thirty-seven librarians reported
to the American Library Association that official connec-
tion existed between schools and public libraries. (Cecil
and Heaps, 1940:51-52)

**National Education Association Efforts**

With the rapid growth and expansion of public schools
libraries which had served both the school and the public
were facing serious administration problems. By 1896
librarians felt that the National Education Association
should have a department to assist in forming policies for
school library growth. A petition from the American
Library Association was presented to the National Education
Association for such a department. With the acceptance of
this petition the School Library Section of the National
Education Association was established in 1896. Cooperation
between the two organizations continued and various lists of recommended books were prepared and distributed. (Cecil and Heaps, 1940:52-53)

School Reform

By 1900 a new philosophy of education -- a reaction to regimentation of the previous century -- began to take form. Leaders such as John Dewey and Francis W. Parker emphasized that the child's growth was equal to or more important than subject matter emphasis. Innovative practices such as the work-study-play platoon school in Indiana, the Winnetka plan in Illinois, and the Dalton Plan in Massachusetts were all designed to break from the traditional school with a shift from emphasis on subject matter to pupil growth. Each of these schools considered it essential and included a well-equipped central library. Other newly developed educational principles evident in the first quarter of the century having influence on school library development were results of research in adolescent learning, emphasis on individual differences in pupils, socialized recitation, supervised study, the laboratory method, and the project method. (Cecil and Heaps, 1940: 55-57)
While libraries in secondary schools were generally accepted as a desirable part of the school, little provision was made for their support. The 1876 report on public libraries in the United States revealed that most secondary school collections consisted mainly of gifts from individuals and that most schools were without library funds. (U.S. Bureau of Education, 1876:58) In the elementary schools an accepted practice was to build individual room collections of approximately fifty books chosen with reference to the age and ability of the pupils in the room to lay the foundation of a taste for good literature. (Newcomb, 1899:527)

**New School Library Concept**

A new conception of the secondary school library was born in the second decade of the twentieth century. Educators in this period found school libraries to be lacking seriously in both quality and quantity of collections, in organization of materials, in quarters, in trained personnel for administration, and in service. (Greenman, 1938:183-189) The progressive education movement, enriched courses of study, new methods of teaching, the rise of scientific education, and the application of scientific methods to the curriculum all suggested the
school library as a vital agency in attaining the new objectives of the school. With new objectives as a goal, the school libraries of this period expanded into attractive rooms with the necessary equipment, an adequate collection of books selected with the needs of the curriculum in mind under the supervision of a trained librarian. (Cecil and Heaps, 1940:63)

FURTHER EFFORTS BY NATIONAL ORGANIZATIONS

Two milestones that helped to accelerate school library development in the first quarter of the twentieth century were brought about by the American Library Association and the National Education Association. The first of these was the formation of the School Library Section of the American Library Association (Hall, 1915:1064) in 1915, and the second was the publication by the National Education Association in 1920 of the "Certain Report" which formulated the first school library standards. (Gaver, 1969:386)

The School Library Section of the American Library Association was formed to further development of effective school libraries. This organization was concerned "with needed publications, including booklists and interesting
experiments" (Cecil and Heaps, 1940:66) in the field of school librarianship.

The standards designed by C. C. Certain grew out of the work of the Library Committee of the Department of Secondary Education of the National Education Association in 1915. This committee published a report "Standard Library Organization and Equipment for Secondary Schools of Different Sizes. (National Education Association, 1920)
This report was the first attempt to formulate and to standardize school library practice. The report was approved by the National Education Association and the American Library Association. For the first time school administrators had national standards for secondary school library development. (Cecil and Heaps, 1940:32)

The report set up definite standards for junior high schools with an enrollment below 200; for high schools with an enrollment of from 200 to 500; for four year high schools or senior high schools with an enrollment between 500 and 1,000; and for four year high schools with an enrollment between 1,000 and 3,000. It was complete enough to enable any administrator to determine the needs and standards of his school. (Cecil and Heaps, 1940:64-65)

DEVELOPMENT OF EDUCATION IN LOUISIANA

Efforts to promote and support education in Louisiana had been made from the colonial period. As would be expected, the first efforts were by religious groups.
1727-1845

Formal education began in Louisiana with the arrival of the Ursuline nuns in New Orleans in 1727. During this period education was almost entirely in private hands under the French. (Fletcher, 1948:3) It was during the Spanish rule of the 1770's that public education was given its first expressed support. (McGinty, 1951:79) When Louisiana became a United States possession in 1803, both the Territorial Legislature and Governor William C. C. Claiborne expressed a strong interest in public schools. The Legislature provided for an academy to be established in each county of the territory to teach elementary and secondary subjects. (McGinty, 1951:79) During the early statehood period, 1812-1845, many elected state officials voiced support for education, but little was accomplished other than chartering and supporting private academies and making scholarships at these academies available for children of the needy. (Cline, 1963:2)

Constitution of 1845

The new State constitution adopted in 1845 provided for the appointment of the first State Superintendent of Education, Alexander Dimitry, in 1847. From 1847 to 1908 the State Superintendent performed the responsibilities of
gathering data and reporting status and needs of education to the Governor and Legislature. (Cline, 1963:2)

**Work of Early State Superintendents**

Although Dimitry directed strong efforts in arousing public sentiment to provide adequate tax support for public education, (Cline, 1963:3) all of the superintendents who followed him were beset with many problems. Superintendent John N. Carrigan (1853-1855) complained in his annual report (Annual Report, 1853-54:3) of the State Department's inability to get reports from local school systems. Superintendent Samuel Bard (1855-1857) was even more vocal in his report (Annual Report, 1856:23) in expressing his frustration in finding "a very confused and disordered condition." In a later report Bard (1856-57) complained that the State did not have a single school system "... approaching what it ought to be." Specifically, he mentioned supervision, the employment of competent teachers, the administration of finances, and the physical condition of buildings. He further states -- and this is the first mention to be found relating specifically to books or materials of instruction -- "The books used are not unfrequently an insult and a wrong to us, and are always
a source of serious inconvenience, not to say mischief."
(Annual Report, 1857:3)

Civil War and Reconstruction Periods

With the coming of the Civil War to Louisiana, most public schools, particularly in rural parishes, were closed.
(McGinty, 1951:79) A bleak condition existed for schools during the period of Reconstruction because public school money remained idle in the treasury of the State. (Annual Report, 1871:7)

During the years 1876 to 1898, many small but significant gains were made in public education. Most significant was the work of Robert M. Lusher, who had previously served as State Superintendent from 1865 to 1868 and assumed the position again in 1877. During Lusher's second term as State Superintendent order began to emerge out of chaos. (Rogers, 1936:9-10) Improvements were seen in instruction, methods of selecting teachers, increased attendance and enrollment, and sound administration of schools. (Annual Report, 1877:vi)

Teacher Education Strengthened

Support for strengthening teacher education was increased during the late nineteenth century. The State Normal was founded in Natchitoches in 1884, and one-week
institutes for teachers were held in various Louisiana parishes under the auspices of the Peabody Board. (Cline, 1963:10)

Aswell Administration

Prior to 1904 the State Superintendent was little more than a statistical officer. Although the office carried a degree of influence, there was very little vested authority. (Ives, 1964:204) James B. Aswell, in serving as State Superintendent from 1904-1908, vigorously attempted to build a strong educational system for the state. He traveled the State widely, speaking in behalf of public education. (Cline, 1963:15) His annual reports reflected educational progress in the areas of finance, enrollment, preparation of teachers, school buildings, and in curricular guidance. (Biennial Report, 1906-07:138-141)

School Libraries Encouraged

The first evidence of encouraging libraries in the schools of the state is recorded by A. D. Lafargue in his report of 1896. His message emphasized the importance of school libraries:

The question is no longer "Shall the children read?" but "what shall they read?" The cheapening of books yearly brings the world's richest treasures of literature within the reach of everyone, and it also aids
the spread of bad literature. Much is said about reforming the abuse of books, and efforts of the kind are often futile, being based simply upon the exclusion or suppression of questionable books from the home and arousing, perhaps, a harmful perversity on the part of the young people. The best preventives against bad books are good books, to say nothing of the intrinsic value of healthy literature. As children will and ought to read, soon or late, it is well that the good books should get the start of the bad ones. They will inevitably have opportunity at some time to choose freely their reading matter, and since a dime or a quarter is all that stands between them and mental poison, few will escape contamination. Good literature for its own sake should early be placed within reach of the child. The school will do well to take the initiative in this good work and to see to it that the craving for interesting stories be met by good books. The books should be natural, sound and entertaining.

It is a pleasure to report that many of our school principals are collecting libraries for their schools in keeping with these ideas.

The following principals report libraries in their schools: Prof. D. B. Showalter, Bastrop; Superintendent J. M. McCall, Cameron; Prof. J. E. Keeny, Lake Charles; H. E. Chambers, Monroe, and R. J. Wilson, Harrisonburg. (Biennial Report, 1895-96:14)

SCHOOL LIBRARIES EXPANDED

School libraries in Louisiana were given further encouragement in the first decade of the twentieth century. Events responsible for this were the legal basis for school libraries granted by the State Legislature in 1906 and the appointment of Thomas H. Harris as Superintendent of Education in 1908.
Legal Basis for School Libraries -
Act 202 of 1906

Legal basis for school libraries in Louisiana was Act 202 of the 1906 session of the Legislature. This act permitted "the patrons and friends of an individual school or grade of the free public schools in which a library has not been established by the aid of the parish board of directors" (Louisiana Legislature, Act 202, 1906) to raise by private subscription or "otherwise" a sum of ten dollars to establish a library to be converted with the schools or grade. The ten dollars raised were to be tendered to the treasurer of the parish public school funds, and the board at its next quarterly meeting was directed to appropriate an additional sum of ten dollars for use in establishing the library. The parish board was further authorized to appoint "the teacher in charge of said school or grade the manager of such libraries." (Louisiana Legislature, Act 202, 1906) The Act also provided that at "times other than during the school term the library shall be kept in a locked case." (Louisiana Legislature, Act 202, 1906)

Upon notification of donation of the funds, the parish superintendent was directed to furnish a list of public school library books and prices which had been approved by the State Board of Education. From this list
the president and secretary of the board, with the assistance of the teacher in charge of the school or grade, was directed to select books for the library. Upon completion of selection the books were to be ordered by the board secretary. (Louisiana Legislature, Act 202, 1906)

The Act further directed the school board to furnish to each library, at the expense of the public school funds, a neat bookcase with lock and key. Local librarians were charged by the Act to "carry out such rules and regulations for the proper use and preservation of the books as may be established by the State Superintendent of Public Education." (Louisiana Legislature, Act 202, 1906)

Provisions were made for the enlargement of the library by the raising of five additional dollars by patrons and friends and the appropriation of five to fifteen dollars from the school. Each school or grade was authorized to make such an appropriation not more than once each year. (Louisiana Legislature, Act 202, 1906)

This Act has been described as "a boon to the development of libraries." (Robertson, 1952:195) With encouragement from this Act for school library development, "It soon became customary for rural schools to have box suppers or other types of school entertainments to raise money to buy library books." (Robertson, 1956:195)
As collections grew in the larger schools, the library books were usually kept in individual classrooms. In some schools a room was designated as the library, and children borrowed books for home reading. The availability of these books served as an impetus to reading for adults. Parents were encouraged to read books brought home by their children even though they were written for child consumption. Robertson says, "It is entirely possible that the ease of their securing reading material was a big help in many instances to parents who had limited educational backgrounds." (Robertson, 1952:195)

Thomas H. Harris Appointed State Superintendent

The year 1908 had special significance for education in Louisiana. "It was during that year that Superintendent Thomas H. Harris began his long tenure in office and that he began to build a staff that became very active in the affairs of the education in the State at the elementary and secondary levels." (Sutton, 1969:20-21) In addition to Harris, the staff of the State Department of Education consisted of one other full-time professional staff member, a State Institute Conductor. During his first year, Harris appointed a State High School Inspector, and the next year he received funds from the Peabody Fund to pay
the salary and travel expenses of an inspector of elementary and rural schools. (Sutton, 1969:23)

In ensuing years the professional staff of the State Department of Education was increased substantially. The term "supervisor" was first used in a State Department biennial report during the 1914-1915 school session. (Biennial Report 1914-k5:2).

ACTIVITIES OF STATE BOARD AND STATE DEPARTMENT OF EDUCATION IN SCHOOL LIBRARY DEVELOPMENT

Under the administration of Superintendent Harris a series of activities occurred that greatly encouraged school library development in Louisiana. Among these were the courses of study prepared by the staff of the State Department of Education, action of the State Board of Education, and general interest and promotion by educational leaders at the State level.

Courses of Study

Early in the administration of Superintendent Harris the staff of the State Department of Education initiated a publication entitled Course of Study. The first of these was issued in 1909 and others followed at varied intervals. They were distributed to schools in the state as a guide to proper administration and instruction in schools. These
courses were written specifically for rural, town, secondary, and elementary schools and covered each subject area taught in each grade. Those appearing prior to the appointment in 1929 of the first State Supervisor of School Libraries often contained valuable information on school libraries.

The 1917 course of study for rural and elementary grade schools required supplemental reading materials in the areas of reading, history, community studies, and geography. Teachers and superintendents were told that they should make lists of materials needed in these studies and order them early in the school session. (Course of Study, 1917:16) It was suggested that each library have a local newspaper as well as one daily newspaper from a nearby city, periodicals dealing with problems of the day, periodicals of modern literature, and in rural communities a farm journal of character. Also recommended was a good dictionary — "Webster's International preferred." (Course of Study, 1917:16)

Attention was called to free materials that should be included in the collection such as the Farmer's Bulletin, publications of the U.S. Bureau of Education, and other state and national publications. It was recommended that maps and census reports be included in library materials. (Course of Study, 1917:16)
Librarians and teachers were cautioned to select materials with "the greatest of care and nothing that does not meet a real need." (Course of Study, 1917:17) The report stated that often a library became a "white elephant" by not being used. Teachers were urged "to utilize to the fullest extent all books and other materials it (the library) contains." (Course of Study, 1917:17)

The publication summarized the value of a school library with these closing statements:

A good library, well used, should increase the efficiency in several subjects fifteen to twenty-five percent. The teacher cannot afford to overlook this opportunity. (Course of Study, 1917:18)

The 1917 Course of Study for High Schools stated, "Some schools have libraries with well-selected books, but too often this is not the case." (Course of Study, 1917:10) Authors of the publication recommended that all high schools have a "sufficient assortment of history, fiction, poetry, biography, and reference books . . . selected with specific reference to the needs of secondary students." Teachers were cautioned to be wary of books donated to a school library for, "Well-meaning friends donated, but many of these books have but slight value." (Course of Study, 1917:11) Schools were asked to keep their libraries in a neat and orderly appearance.
State supervisors suggested that books in poor physical condition be weeded from the collection. Teachers were urged to discard and destroy badly worn books since those with a shabby exterior do not "comport with valuable content of the book nor make a suitable appeal to the students." (Course of Study, 1917:11)

This publication also pointed out that a school library could interest students in current events, all forms of literature, clear up difficulties in subject areas and could lead to a permanent interest in good books. (Course of Study, 1917:11)

In 1919 the course of study contained very much the same information as the previous ones. In emphasizing the value of a school library this statement was included: "Intelligent use of such materials will be a distinct contribution to the education of children." (Course of Study, 1919:6)

The 1921 Course of Study, in describing the elementary school library stated, "The chief function of the school library is to aid in the realization of the aims of the course of study." (Course of Study, 1921:14-15) It was pointed out that the library could help children to form individual tastes, acquaint them with facts and general information, and could stimulate a love of reading. Teachers were told that to accomplish these purposes, "the library
should be made a laboratory for special topic work through the frequent use of collateral reading and reference material . . . outside of the text." (Course of Study, 1921:14)

This publication called for increased use of reference materials. The following works were recommended for inclusion in collections: a dictionary, the World Almanac, Folkner's Dictionary of Races and People, and publications of local, state and the federal government. (Course of Study, 1921:15)

In the selection of books teachers were referred to the Department of Education's "Library List of Supplementary Readers and Supplementary Reading." This publication recommended that books selected be up-to-date and of reliable authorship. It was suggested that the least expensive books to meet the need be purchased in cloth bindings. In order to assure a balance in the collection teachers were urged to "Scatter the order as impartially as possible among the various subjects of the curriculum." (Course of Study, 1921:16)

Teachers were urged to know the content of the collection and to "keep the materials moving." They were also called upon to teach the use of the dictionary and magazines and to clip pictures and articles for further reference use. (Course of Study, 1921:16)
On the care of books the authors stated, "Write these warnings on your blackboard occasionally:

Never place a book face down. It breaks backs.
Do not mark library books or turn down corners of the pages.
Do not moisten fingers to turn pages. It spreads germs. (Course of Study, 1921:16-17)

Directions were given for the practical arrangement of a school library. It was suggested that books on a particular subject be grouped together and the name of the school and grade be written on the cover of the book. The use of a rubber stamp and/or a bookplate was recommended to identify school ownership of a book. (Course of Study, 1921:17)

A loose-leaf notebook or composition book was recommended for use as an accession book. Teachers were instructed to record the author, title, publisher, date, and an entry number for each book added to the collection. Directions were also given for making book cards and pockets for each book, or if preferred the Library Bureau was recommended as a reliable source for purchase. (Course of Study, 1921:17)

The publication recommended that pupils be used in helping to mend books. Simple mending supplies such as paste, scissors, tissue paper, needle and thread, and erasers were suggested. Specific directions were also given
for mending procedures. (Course of Study, 1921:18)

The above matters were treated only as routines for the compilers of this course of study stated

After all, the arrangements and records are purely for convenience; the mending and care for the preservation and attractiveness of the library; but the first and last object always to be held in mind is that the books are for use and service. Dead books stay where they are put. Live books are incorrigible truants. (Course of Study, 1921:18)

Teachers were admonished to arouse curiosity in books and reading by reading aloud or telling the first few chapters of a book. The publication closed with the statement that the school library would help students to look "beyond the textbook for inspiration and information." (Course of Study, 1921:19)

The 1922 Course of Study for Louisiana High Schools paid attention to physical quarters of the school library, to inservice work for the librarian, and to the size and content of the collection. The publication suggested that the library be accessible to the students, centrally located in the school, and used only as a library. Attractive furnishings and color were recommended and school officials were told that local cabinet builders might build bookshelves and cabinets. (Course of Study, 1922:16)
Librarians were encouraged to further their training. Those who did not have library training were told that it would be profitable for them to visit the New Orleans Library for "conferences with people of experience." (Course of Study, 1922:18) Also, "Corresponding with the librarian of a fairly large city or city high school would be fruitful of valuable information in regard to the details of library management." (Course of Study, 1922:18)

The recommendation was made that forty dollars be spent on periodicals annually. Suggested for inclusion in the collection was an illustrated periodical such as the New York Sunday Times and the Illustrated London News. (Course of Study, 1922:18)

The recommendation was made that the collection consist of four hundred to one thousand bound volumes for an enrollment of 150 students. Schools with enrollment over 150 students should have one thousand to two thousand volumes. (Course of Study, 1922:18)

A balance in the collection was urged. Teachers were told, "Usually it will not be desirable to purchase books in sets, but to select singly so as to secure books more serviceable to children of high school age." (Course of Study, 1922:18) A list of firms issuing catalogs on
supplies, equipment, and materials for purchase was also included. (Course of Study, 1922:15)

School personnel were told in the 1923 Course of Study:

Enliven history lessons and make geography real with reference to other books. For language work and comprehension in silent reading, the library is a most valuable aid to the teacher. Pupils who use it most freely will have fluent vocabularies, excellent comprehension, and as a rule will make the best readers. The aims of this course of study will not be realized until adequate provision is made for school libraries, and students are trained to look beyond the textbook for inspiration and information. (Course of Study, 1923:18-19)

The 1925 Course of Study contained the following statements:

The school library is the most important adjunct of the English work and can be made the means of stimulating pupils to the habit of wide and intelligent reading of books and magazines in which are reflected an infinite variety of human interests. . . . The smallest school should have the nucleus of a library and at least should be provided with the books required for study in the high school course with a sufficient number of books . . . as well as a number of leading magazines and periodicals. Every possible stimulus should be employed to develop a school library and to encourage its fullest use. (Louisiana State Course of Study, 1925:29)

From 1925 until 1929 when the first State Supervisor of School Libraries assumed office in the State Department of Education the courses of study contained no significant changes in the information on school libraries that had been given in the earlier publications.
Other Activities

As early as 1910 the Louisiana State Board of Education passed a resolution requiring that any school to be classified as a State approved High School provide the following: "... equipment in the way of furniture, libraries, laboratory, blackboard, tools ... sufficient to enable teachers to do good work. (Harris, Circular Letter- Unnumbered, July 1910) At various times members of the State Department of Education staff recommended various books to be included in a school library collection. The following list, distributed in a circular letter in 1911, is an example of such recommendations:

HISTORY LIBRARY LIST

The following list of books is recommended for the high school library, to supply needed references for the courses in high school history:

ANCIENT HISTORY

1. Plutarch's Lives, 5 volumes, --------------7.50
2. Gulick's Life of the Ancient Greeks,
   Appelton, publisher------------------------1.50
3. Johnston's Private Life of the Romans,
   Scott, publisher,------------------------1.50
Also in 1911, the State Board of Education decided "that each state high school should be required to supply a minimum of library equipment." It was specified that this should include "a first-class dictionary and a general encyclopedia." (Circular Letter-Unnumbered, September 1911)

Another example of the State Department's interest in including suitable materials for instructional purposes was Harris's circular letter of January 10, 1916 in which

The Department, in encouraging general school improvement, held a number of regional conferences in 1916 for school administrators. Included in the discussions was "the type of plant that should be provided for country schools, including the schoolhouse, rooms for shop and domestic science work, equipment, libraries . . . and any other things needed in a modern country school plant."
(Harris, Circular Letter 281, December 17, 1915)

State Board action in 1915 permitted schools to use fifty dollars of the annual school distribution by the State to State Approved High Schools to "be spent in betterments in the school annually upon the endorsement of the principal and the State High School Inspector." (Official Proceedings, State Board of Education, August 15, 1915:25) In commenting on needed improvements in libraries, the letter stated, "From our observation the most general deficiencies are in connection with the library and reference

Teachers throughout the State were called upon frequently to recommend books for high school use. In 1916, Clarence A. Ives, State High School Inspector, asked English teachers "to submit a list of not more than twenty-five books they know to have unusual merit for use of high school students . . . under such headings as fiction, biography, poetry, essays, etc. . . . you can recommend on account of your personal knowledge of their worth in this connection." (Ives, Circular Letter 313, March 7, 1916)

Requests of this type continued throughout the years in order to get recommendations from teachers. In 1924, Charles F. Trudeau, State High School Inspector, in a letter to principals requested:

Will you not do me the courtesy and kindness of calling a faculty meeting of your teachers immediately upon receipt of this letter, and of asking them to prepare for me a list of five or six of the very best books that can be used to extend our list of collateral readings in the high schools. I am asking for this very small number of books for the reason that I should like to have nothing but the very best that your teachers know about for this purpose. It is useless for me to say, I am sure, that books already listed in the high school course of study should not be included in this list, and that books of a light or trivial or doubtful character should not be included in this list either. We should like to have books that are really interesting to children of high school age, and books, at the same time, that might leave behind their reading
an influence making toward higher and cleaner thinking. I trust that your teachers and yourself will exercise the utmost care in making the recommendations, and that in furnishing me the list requested you will give the author of each book, the publisher of the book, and if possible, the price. Also indicate whether the book is best suited for the 8th, 9th, 10th, or 11th grade pupils.

I hope in this way to enlarge materially the scope of selection for collateral reading.

Granting that you take four or five days to consider this matter in the serious way in which it should be considered, may I not ask that you furnish this information to me by April 20? (Trudeau, Circular Letter 1814, March 29, 1924)

In 1916, Ives wrote to high school principals calling attention to the forthcoming meeting of the Commission of Accredited Schools of the Association of Colleges and Secondary Schools of the Southern States. He urged, "Every school of secondary grade interested in maintaining sound standards of work ought to make an effort to meet the requirements of the Commission and get on the accredited list. To be considered worthy of a place on this "honor list" a school was required to have an adequate laboratory and library facilities. (Ives, Circular Letter 392, October 26, 1916)

The State Board of Education provided for state recognition of two-year junior high schools in 1917. (Official Proceedings, State Board of Education, May 22, 1917:8) Included in the resolution recognizing these schools was the requirement which stated, "There shall be reference
books and other library facilities suited to the needs of the students. (Official Proceedings, State Board of Education, May 22, 1917:9)

In continuing the practice of recommending books for schools, Ives stated in a short 1918 circular letter: "The following books would be serviceable in your school work and we hope you can add them to the library or get teachers to purchase them for their own use:


In 1919, the State Department of Education requested from publishers bids on textbooks and library books for the period 1919-1925. Publishers were asked to submit samples of new books or books not currently on the supplementary and library lists. Harris stated, "When this Department has made up the supplementary and library list, the different publishers will be expected to enter into contracts with the State Board of Education to furnish these books for a period of six years at the prices quoted." (Harris, Circular Letter 768, February 10, 1919).

At the beginning of the 1919-1920 school session Harris wrote to members of the parish school boards and
parish superintendents urging them to undertake efforts
to initiate library services for all school children. He
stated:

There has never been a very serious effort to provide
libraries for the children in the various grades. I
hope that the effort will be made this session. Every
elementary grade of every school should be equipped
with a library which teachers and children should use
daily. The library should contain many sets of care­
fully selected readers, and single copies of books of
stories and other suitable material. Every child should,
and can easily, read from ten to twenty books during a
session, but he should be required to buy only the
basic reader, - the school board should furnish the
others. The high school students need to have access
to a number of reference books in such fields as English,
history, science, etc., and these should be in the
library.

After the books have been provided, teachers and stu­
dents should be required to use them and TAKE PROPER
CARE OF THEM.

The schools should not, I believe, be required to
raise a part of the funds for the purchase of library
books. I think the school boards should act upon the
principle that good, serviceable libraries are an es­
ential part of the equipment of each classroom, the
same as desks and crayon, and should bear all of the
expense out of the school funds.

We hope to issue within the next thirty days a new
list of library books, supplementary readers and refer­
ence books. Much thought and care have been exercised
in the preparation of this list, and I feel safe in
saying that you will find it decidedly superior to
former lists.

In conclusion allow me to express the hope that your
board will devote a substantial sum to the purchase of
libraries during the session with the view of providing
every classroom with an ample supply of suitable sup­
plementary material. (Harris, Circular Letter 859,
August 26, 1919)

To illustrate his interest in varied types of materi­
als, Harris informed parish superintendents in 1919 that he
had negotiated with the National Geographic Society, Washington, D.C. in an effort to secure visual materials for schools. Superintendents were told that pictures on Eskimo life, Sahara life, land, water, air, and the United States could be purchased in sets of four for $2.75. The Superintendent stated, "I have examined the pictures . . . and I am impressed that they can be used to great advantage in classroom work. The pictures are excellent (mechanically) and they are arranged to tell an interesting and instructive story." (Harris, Circular Letter 870, September 6, 1919)

Ives showed strong interest in the reading of elementary school children in 1919 by encouraging schools to purchase supplemental reading materials. In a circular letter to principals he stated:

It is not often that our schools have sufficient reading material available for children in the elementary grades. Many schools are supplying the grades with sets of readers, which is a very desirable thing to do. We believe, however, that additional books suited to the different advancement of students ought to be secured and made easily accessible to the children.

There are many publishing houses that will furnish good material at nominal cost, say, from 5 to 10 and 20 cents per copy. I have recently seen a large collection of such booklets published by Hall and McCready, Chicago, Illinois, for instance. This firm publishes the INSTRUCTOR LITERATURE SERIES, which can be had at 6 cents a copy, postpaid. The print and workmanship of these little books are quite satisfactory. The titles deal with fables, folk-lore, myths, legends, biography, history stories, nature and geography stories.
We have seen one school where each grade room had purchased one hundred titles of the above series. The books were attractive in appearance and subject matter, and we are sure the children are advancing in their ability to read and are getting a store of useful information by reason of these sets of books. This voluntary reading, also, will serve as a relish and will aid in developing the habit and taste for independent reading.

You doubtless know of other publishing houses than the one mentioned herein. I am asking this firm to send you a copy of their catalog. (Ives, Circular Letter 932, December 3, 1919)

In 1920 Harris informed superintendents and principals that problems had arisen with the state depository completely filling all library orders. He stated:

On account of the conditions governing labor and materials, it is absolutely impossible for the state depository to secure all of the books listed in the catalogue. Until the times become more normal, I suggest that you give the state depository, F. F. Hansell and Brother, authority to make substitutions. This firm has been in the book business so long that it is thoroughly competent, I believe, to make the substitutions wisely, and should you grant this privilege, your orders can be properly filled. Otherwise, there will be interminable delay. (Harris, Circular Letter 962, January 29, 1920)

School libraries were among the concerns of Superintendent Harris the same year when he called attention to superintendents and school board members to the importance of protecting public school property during the summer months, or vacation period. He pointed out that much school property is ruined each summer by schools being left open with the results that "rains beat in, cattle, goats, and
hogs make the schoolhouse headquarters, and vandals break the furniture, carry away and destroy library books, and otherwise injure the school property." (Harris, Circular Letter 1056, June 29, 1920)

Another concern of Harris the same year was the subject of visual instruction in the schools. In polling the superintendents he requested information on the number of schools having motion picture machines, number of reels, the anticipated date of equipping schools with machines, and method of financing. He stated:

My impression is that visual instruction is one of the big new things that the public schools should utilize—sanely, of course, but as adequately as conditions make practicable and feasible. There are now excellent motion picture machines on the market which sell at reasonable prices, and there are thousands of films which have been prepared for school use. These can be bought outright, and rented at a reasonable price. The Louisiana State Normal School controls a large number of the best reels which can be secured free if those interested will apply to Mr. L. J. Alleman, Natchitoches, Louisiana.

I hope that the high schools and the consolidated country schools will enter this field of instruction as soon as possible. (Harris, Circular Letter 1117, October 18, 1920)

In commenting on the condition of school libraries in 1921 Ives stated, "Quite a few high schools have libraries and laboratories no stronger today, after having been on the high school list from two to ten years, than they had when approved. In some instances . . . these features are in a
weaker condition than at the beginning. The following suggestions are given for improving school libraries:

There ought to be progressive and substantial additions to the library each year until the library numbers 500 to 2,000 volumes according to the size of the school. There should be a large dictionary on a stand, one or more encyclopedias, reference books in history and English (see the high school course of study), and single volume editions of the works of leading English and American poets. The other books in the library should be suitably balanced with reference to essays, fiction, biography, books of travel, etc. The library room should be of fair size, and equipped with suitable permanent fixtures such as book cases, library table, chairs, and a desk for the librarian's records. This room should not be used for class purposes, but kept exclusively for its special function. In addition to taking care of the high school library in this manner, there should be a cabinet in each grade room in which are kept for ready use three to six sets of readers.

If you have not such cabinets, enter into an agreement with the superintendent that the school will provide the readers if he will provide the cabinets. Money could be raised by entertainments and donations. Individual rooms might be ready to enter into a friendly rivalry in raising funds for their own rooms. With a little encouragement, a whole grade could be induced to donate their readers when completed. (Ives, Circular Letter 1206, February 28, 1921)

Near the end of the school session that year Ives, in urging for stronger administration of schools, asked principals to take every possible precaution to safeguard the school records, and to make a written report for the parish superintendent setting forth the needs for next session including maps, charts, books for the library, and supplementary readers. (Ives, Circular Letter 1252, May 10, 1921)
Ives continued writing about secondary school libraries the following school session. He commented:

Many high school libraries come short of contributing as much as they should in the scheme of high school education. For proper results three things are essential: A special library room and equipment, a full complement of well selected books and periodicals and definite plan on the part of the high school faculty in making use of the library. (Ives, Circular Letter 1351, November 12, 1921)

Ives charged schools to cultivate in children the practice of reading newspapers, periodicals, and collateral reading books in order to:

... become acquainted with the representative literature of our language and form a habit of reading which will constantly enlarge their intellectual horizon throughout life. At best the school can instruct for only a few years, while periodicals and books will be available for all time. (Ives, Circular Letter 1351, November 12, 1921)

Other information given in this communication served as the basis for information on school libraries in the 1922 Course of Study for High Schools.

Early in 1922 Superintendent Harris became concerned over types of literature sold on newsstands in Baton Rouge. He wrote to parish superintendents about indecent literature finding its way into the hands of the pupils attending the public schools as well as into the hands of other young people. Harris stated that he had examined copies of such items as "Hot Dog," "Whiz Bang," "Fun," "Pajamas," "Wampus
Cat," and "Jazz" and found that they frequently contained materials that young people should not read. He suggested that superintendents examine carefully items sold on local newsstands and if they found that publications:

... calculated to debase the minds of young people are being distributed, that the matter be called to the attention of the district attorney with the view of having him proceed against the distribution of such literature under the provisions of Act III of 1884. (Harris, Circular Letter 1392, January 27, 1922)

In the event the district attorney declined to cooperate, Harris suggested that a committee of teachers and parents be formed to induce the proprietors of newsstands to sell only clean literature if they realized that such literature would corrupt the minds of boys and girls "in order to make a few dollars." (Harris, Circular Letter 1392, January 27, 1922)

The State Department of Education in an effort to encourage the building of professional libraries for teachers in the parishes asked for bids from publishers on professional journals. Items considered for recommendation were: School and Society, Elementary School Journal, Journal of Rural Method, School Review, Supervision and Administration, School Board Journal, Instructor and Primary Plans. (Harris, Circular Letter 1504, August 30, 1922)

An early example of an application form for approval as a junior or senior high school was in a circular letter
in 1922. (Ives, Circular Letter 1526, September 22, 1922)

Requirements for the library were as follows:

<table>
<thead>
<tr>
<th>Is the library room supplied with proper equipment, such as book cases, large table and chairs, desk and record books for the librarian?</th>
<th>Remarks:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of student desks: Single</th>
<th>Double</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Historical charts for high school: Number</th>
<th>Cost $</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>High School Library: Volumes in History</th>
<th>Fiction</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Poetry</th>
<th>Biography</th>
<th>Travel</th>
<th>Unclassified</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Volumes</th>
<th>Value $</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is there a large dictionary?</th>
<th>Is it on a stand?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of encyclopedia</th>
<th>Volumes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cost $</th>
</tr>
</thead>
</table>

The following month the State High School Inspector wrote to principals of private secondary schools requesting the same information as was asked from public schools in Circular Letter Number 1526. Ives stated:

In order that this department may be in a position to determine to what extent private high schools conform to standards substantially equivalent to those required of public high schools, it is thought proper to have reports from all private high schools that desire to receive state recognition as standard four-year high schools. (Ives, Circular Letter 1532, October 5, 1922)

An early example of recommended reference works was issued by Ives in 1922. In his recommended list he stated that large high schools have both a large and a small set of encyclopedias together with single volume reference texts. Smaller high schools were encouraged to purchase one or more sets of briefer encyclopedias and other single volume reference texts. Schools were urged to put forth efforts each year
to strengthen the library and never consider the library complete. Items recommended in this list were:

New Americana - $180 to $300 according to binding
New International Encyclopedia - $168
Encyclopedia Britannica (Latest Edition)

(Briefer Encyclopedias)

Compton's Pictured Encyclopedia - $55
Collier's Encyclopedia - $49 to $59
The Teacher's and Pupils' Cyclopedia (Approximately $25)
The New Standard Reference Book (Approximately $25)
The Book of Knowledge (Approximately $60.00)
The World Almanac (50 cents)
Volumes IX and X of Century Dictionary (about $10 each)
(An atlas and dictionary of proper names in mythology, history, biography, etc.) (Ives, Circular Letter 1579, November 25, 1922)

While being interested in the above types of varied materials, Harris was also interested in regional literature for schools. An example is his letter to school principals in 1923 calling attention to a new title, Mississippi Valley Beginnings by Henry E. Chambers of New Orleans, published by G. P. Putnam's Sons. In commenting on the merits of this publication he stated:

I have examined carefully the "Mississippi Valley Beginnings," and consider it one of the very best of the recent books. Its contents are composed of historical facts of great interest, especially to this section of the country, and it is written in a style that grips the imagination and holds the interest from beginning to end. I am of the opinion that high school children will read the volume with great delight and much profit, and I hope every high school
library in the state will be able to purchase the book and use it for supplementary material in the history work or as part of the English course. (Harris, Circular Letter 1600, January 15, 1923)

The school library was recommended as a suitable subject for a state fair exhibit in 1924. A. M. Hopper in serving as Superintendent for General Exhibits suggested that parishes display the following in the Class VI Exhibits - Educational Status in the Parishes - to show the efficiency of classroom instruction:

Teaching Equipment

a. Libraries and supplementary readers
b. Maps, globes, charts and decorations
c. Practice material, flash cards, seat work.

Material and duplicators. (Hopper, Circular Letter 1773, January 22, 1924)

In 1925 Superintendent Harris became concerned about the slow growth of school libraries and especially about the small amount spent for all school libraries in the state. He encouraged parish superintendents and high school principals to correct this inadequacy by stating:

An examination of the Superintendents' annual report for 1924-25 indicates that very little was expended for library books last session. The amount reported for the entire State was only $37,000. I think it would not have been unreasonable for a few of the larger parishes to have spent that much.

I understand, of course, that the reason for our failure to invest in library books is inadequate school funds. The boards have found it necessary to use all available funds for other essentials, and they have not seen where they could invest in library materials without injuring other parts of the system more important.
I do not wish to advocate a different policy, but I do wish to stress the importance of libraries containing adequate supplies of reading material in all of the high-school divisions, and to urge that as much money as can possibly be spared from other divisions of the work should be invested in library books.

Where the school funds are such as to make impossible the expenditure of money for library books, allow me to suggest that the matter be brought to the attention of the parent-teachers association and other civic organizations which could probably be induced to take an interest in this important matter.

I know that you are deeply interested in the question of your school library, and I have no doubt whatever, that you will do the best you can to make yours as complete and serviceable as conditions will permit. (Harris, Circular Letter 2126, November 11, 1925)

The following school session Harris followed up his preceding letter by writing again to parish superintendents and principals about the importance of school libraries. He called attention to two matters of importance - school libraries and illiteracy - and asked that action be undertaken to improve the conditions of both. (Harris, Circular Letter 2237, September 8, 1926)

In commenting on school libraries the Superintendent stated:

A serious effort should be made this session to improve and extend the school libraries. A library of properly selected books is absolutely essential to satisfactory school work. Pupils in even the smallest schools should not be confined to the textbooks, but they should be provided with a generous supply of books bearing upon the regular routine of the school work and of general nature designed to enlarge and broaden their knowledge. (Harris, Circular Letter 2237, September 8, 1926)
The Superintendent offered suggestions on the selection of materials in the following areas: standard magazines, the parish newspaper; supplementary materials for elementary grades in the areas of fairy stories, nature stories, geography readers, stories of travel; supplementary materials for junior and senior high school grades in the areas of geography, history, biology, and English, and "a generous supply of single volumes covering such fields as fiction, geography, poetry, industry, science, etc., for the benefit of high school students." (Harris, Circular Letter 2237, September 8, 1926)

In commenting on reading habits, Harris stated:

We probably merit the frequently-heard indictment that people of the South are not much given to reading. The remedy for this failure will have to come largely through the influence of the public schools, and the service is one that the schools can easily render by providing wisely selected books and by organizing for their systematic use, for I think all will agree that love for good reading is perfectly natural with most people. I wish to urge that principals and teachers exert themselves to create an atmosphere of love for good reading in every school. (Harris, Circular Letter 2237, September 8, 1926)

As an extension of the school library into the home, Harris stated:

If wisdom is employed in the selection of library books, many of the books can be profitably read by the adults in the pupils' home. I wish to suggest that an invitation to the parents to make use of the school library be kept constantly before the homes of the different school
communities. If the parents understand that good reading matter is available in the school libraries and that they are welcome to make use of it, many of them will take advantage of the opportunity. (Harris, Circular Letter 2237, September 8, 1926)

A plea was given for contemporary literature to satisfy children's interests:

I think we frequently make the mistake in selecting library books to assume that the old classics constitute all worth-while reading material. While we should be careful to cultivate a taste in children for good reading, we should, at the same time, keep in mind the elements that will appeal to children's interest. If the pupils' interest cannot be aroused in such authors as Shakespeare, Scott, Dickens, Thackery, Etc., while the stories of Mark Twain, Booth Tarkington, Mr. Dooley (all thoroughly good literature) do appeal strongly to certain pupils, they should be given access to the latter kind of literature. (Harris, Circular Letter 2237, September 8, 1926)

The following suggestion was given for informal evaluation of the pupil's reading:

A reasonable check on the reading of pupils is desirable, but I think it is a mistake to adopt a system of reports that really place the reading in the category of drudgery. A few questions on the part of the teacher, designed to make sure that a student has read a certain book, are probably better than a long examination of written report by the pupil. (Harris, Circular Letter 2237, September 8, 1926)

Harris commented as follows on expenditures of school libraries:

In order to improve and enlarge the school library, the expenditure of a considerable amount of money will be necessary. I wish to suggest the propriety and wisdom of spending school funds for this purpose. It will doubtless be desirable in numerous cases to raise
library funds by means of school entertainments, but I think the general rule should be for the school boards to budget funds for the purchase of library books, just as for other important school purposes. I am quite sure that very few of the school boards throughout the State have spent money for library purposes as generously as they should. (Harris, Circular Letter 2237, September 8, 1926)

In the same communication in speaking of illiteracy Harris urged school people to tackle this problem again. He stated, "Our high standing in illiteracy gives us a bad name at home and a worse name abroad. Our reputation will be materially better when we are in position to say we have little or no adult illiteracy." (Harris, Circular Letter 2237, September 8, 1926) He pointed out that the federal census would be taken within four years and that school children could help to raise the state on the literacy scale by teaching their parents to read. (Harris, Circular Letter 2237, September 8, 1926)

The following letter from a Rapides Parish school official was enclosed to show how one school had helped an illiterate person:
November 24, 1926

Dear Mr. Harris:

In your address before the Louisiana Teachers' Convention here last week, you referred to the illiteracy situation in our state and urged the teachers to do everything possible to stamp out illiteracy before 1930.

Yesterday, during a visit to the Lena School, in this parish, I found a woman 43 years of age enrolled as a regular pupil in the fourth grade of this school. Her name is Mrs. Angeline Wallett. She is a married woman with a family and I am told she does all her house work in addition to attending school. I had a long talk with Mrs. Lottie Bedsole, the teacher, concerning her. Mrs. Bedsole tells me that a little more than a year ago Mrs. Wallett was practically an illiterate. She intimated to Mrs. Bedsole that she was frequently embarrassed on account of her illiterate condition and expressed a desire to overcome it. Mrs. Bedsole was sympathetic and encouraged her. At the beginning of the session of 1925-26, Mrs. Wallett enrolled as a regular pupil in the second grade of the Lena School. She attended practically every day, advanced rapidly in reading, writing and arithmetic, and is now ready to be promoted to the fifth grade. I saw some of her writing and it is above the average for a fifth grade pupil. Mrs. Wallett informed me that she has read 15 books from the school library during the past several months.

In a conversation with her, I learned that her husband is also an illiterate. She informed me, however, that she is beginning now to teach him to read and write. I commended her for this and gave her one of the Elson Hand Charts and told her to follow the methods that her teacher used in teaching him to read. The Elson hand chart, on account of the baby-like character of its stories, is not a good text to teach illiterate adults to read, but I know of no better one.

Very truly yours,

(Signed) J. E. Potts,
Assistant Superintendent.

(Harris, Circular Letter 2237, September 8, 1926)
LOUISIANA LIBRARY ASSOCIATION ORGANIZED

Louisiana citizens interested in libraries subscribed to the ideal of "books for all the people and everybody a love for books" (Reed, 1938:32) in the early 1900's, but there were very few public, school or college libraries at the time in the State. The few librarians in Louisiana as early as 1909 were aware of the need to plan for future library development. Members of the New Orleans Library Club initiated a meeting to organize the Louisiana Library Association. (Stephenson, 1957:3)

An invitation issued to library boards and librarians by Helen Wells Dodd, president of the New Orleans Library Club stated:

The New Orleans Library Club has, since its organization, cherished the hope that the time might come when librarians and boards of Directors of Louisiana libraries might co-operate in a State Library Association, for the consideration of questions of vital interest to all.

The opportunity to form such an Association has been unexpectedly presented in the expression of a desire on the part of Mr. Chalmers Hadley, Secretary of the American Library Association, to visit Louisiana with the hope of stimulating library work.
The New Orleans Library Club therefore very earnestly asks you to signify at once if you would be willing to come to New Orleans for at least a day and a half, about December 1st, to meet Mr. Hadley and to effect such an organization.

The Tulane University of Louisiana, through its President, Dr. E. B. Craighead, extends an invitation to the conference to meet in Gibson Hall on campus; and it is the desire of the New Orleans Library Club to act only in the matter of introducing librarians to one another.

Our State is undoubtedly facing a great opportunity, both in the coming of Mr. Hadley, and in the opportunity to follow other Southern States in organizing a State Library Association.

Will you not make such an organization possible by your co-operation? (Dodd, 1909)

The meeting was held at Tulane University in New Orleans, December 10 and 11, 1909, and the Louisiana State Library Association was organized. Interest at this conference centered around the arousing of state interest in library work, the purpose and value of a state organization, the need for training in librarianship, the place of the library in a community, obtaining a library for a town, the relationship of the school and public library, the need for a good library law, and the importance of publicity to the library movement. (Louisiana State Library Association, "Minutes" 1909)
The Association at its first meeting appointed a committee "to draft a bill to present to the Legislature at its next session with the object of securing a library law for the state." (Louisiana State Library Association, "Minutes" 1909) The bill was drafted and passed in the 1910 session of the Louisiana Legislature. (Louisiana Legislature, Act No. 149, 1910) "The law provided for the establishment of public libraries, the organization of library boards, and the financing of libraries from public funds." (Stephenson, 1957:6)

State Library Commission Advocated

At the second meeting of the Association held April 21-22, 1911, discussion centered around the importance of having a state library commission to give library leadership in Louisiana. (Louisiana State Library Association, "Minutes" 1911) A committee was formed to investigate "the advisability of applying for a library commission from the next General Assembly." (Louisiana State Library Association, "Minutes" 1911)

The Association continued the discussions at its third biennial meeting held April 11-12, 1913. Attention was focused on library extension in Louisiana, "urging the importance of securing a library commission for the state." (Louisiana State Library Association, "Minutes" 1913)
Efforts of the Association to secure a state library agency to extend statewide service were interrupted by the outbreak of World War I, "and the Association was dormant for ten years." (Reed, 1938:28)

**Louisiana Federation of Women's Clubs Supported Libraries**

Since the Association was unable to function, the Louisiana Federation of Women's Clubs appointed Harriett S. Daggett to design plans for a traveling library program. This program distributed cartons of books over the state and awakened new interest in libraries. Mrs. Daggett reported "a change in the attitude of those favored with loans, and patrons requested additional materials. This is significant because it shows the increasing interest in reading." (Reed, 1938:28)

At the end of World War I the Louisiana Federation of Women's Clubs was contacted about three thousand books which had been placed at Camp Beauregard, Louisiana by the American Library Association. These books were accepted by the Federation and served as an impetus in working for the establishment of the Louisiana Library Commission. (Reed, 1938:28)
The Federation renewed efforts to establish the commission, and during the 1920 session of the Legislature a bill to create the Louisiana Library Commission was passed. (Louisiana Legislature, Act No. 225, 1920) Upon the adjournment of the 1920 session of the Legislature, Governor John M. Parker appointed the first members of the Louisiana Library Commission. (Reed, 1938:29)

Activities of the Commission from 1920 until 1925 consisted mainly of organizing the Camp Beauregard books into a traveling library collection sponsored by the Louisiana Federation of Women's Clubs. (Stephenson, 1956: 13-15) The Legislature, in establishing the Commission, appropriated very few funds for the work of the Commission. (Reed, 1938:29) The future of the Commission looked very bleak until G. P. Wycoff of the Tulane University faculty contacted the League of Library Commissions and asked for a grant to demonstrate library service on a statewide basis. (Reed, 1938:30-31)

Carnegie Corporation Grant to the Louisiana Library Commission

The League of Library Commissions presented a plan to the Carnegie Corporation requesting $50,000 for a three
year period to promote library development in Louisiana. (Ferguson, 1931:8) Investigations by the League found Louisiana to be a fertile area for such a plan, and the funds were offered to the State to carry out the project. (Ferguson, 1950:35-36)

Essae Martha Culver Named Executive Secretary

The Library Commission began searching for an executive secretary to direct operations of the Commission. Upon the recommendation of Milton J. Ferguson, representative of the League of Library Commissions, Essae Martha Culver, a graduate of Pomona College, Claremont, California and the New York State Library School of Albany, New York was invited to come to Louisiana to "organize a new state-wide library program." (Richardson, 1954:131-132)

DEVELOPMENT OF LIBRARIES, 1925-1929

During the years 1925-29 the pace of library development in Louisiana was accelerated. This was brought about by a professional librarian directing the activities of the Louisiana Library Commission, an active Board of Commissioners, and interest of both educators and laymen in establishing services for schools and communities.
Status of Libraries in 1925

Upon arriving in Baton Rouge the newly appointed Executive Secretary of the Commission found "not only a dearth of books, but a lack of space for an office." (Dixon and Gittinger, 1950a:36) After securing an office in the State Capitol, "a brief survey of library conditions in the State was made." (Louisiana Library Commission, 1925-26 Annual Report:5) The survey revealed that Louisiana at the time had five public libraries, fifty-nine of the sixty-four parishes had no public library services, a dearth of bookstores existed, and "for the most part the people were entirely unexposed to collection of books either in libraries or in stores." (Louisiana Library Commission, 1931:16)

In commenting on the library situation in colleges and schools, the report of the survey stated:

While the preliminary survey did not cover the university, college and school libraries in detail, an effort was made to discover something of their status and to find the number of trained librarians in this field. Southwestern Louisiana Institute, at Lafayette, was the only State institution employing a librarian with a year's training or its equivalent. A number of institutional librarians had had a summer course and several years of experience in the libraries in which they were employed. In the fall of 1925 trained librarians, including an administrative librarian, were added to the staff of Louisiana State University, at Baton Rouge.

In the high schools of the State only two librarians were found with summer school training, and none with a years training. . . . In no school visited or heard of was there instructions given in the use of reference books and catalogs or was there an effort made to
stimulate reading through the library. (Louisiana Library Commission, 1931:17)

. . . . . . . . . . . . . . . . . . . . . . .

. . . Libraries, except for the libraries of the public school, were entirely outside the experience of the two-thirds of the population which was rural. (Louisiana Library Commission, 1931:20)

Plans of the Commission

In planning a developmental program of library services in the State, the Commission adopted six projects pertaining mainly to public library service. One of the projects, however, having direct influence on school library development was the program, "That the Commission give all possible cooperation and encouragement to the establishment of a training course for librarians in the State." (Louisiana Library Commission, 1931:25)

The principal project of the Commission -- the organization and establishment of public library service on a parish-wide basis -- was undertaken in March, 1926 when the first public library demonstration was established for Richland Parish. (Louisiana Library Commission, 1931:12) The Louisiana Library Commission was designated as the Louisiana State Library in 1946, and by 1968 this agency had organized public library service on a parish-wide basis in each parish in Louisiana. (Jones, 1968:93)
Cooperation Between State Department of
Education and Louisiana Library
Commission

While the Louisiana Library Commission was primarily concerned with public library development in the State, this agency was instrumental in influencing educational efforts throughout Louisiana. Miss Culver, as Executive Secretary of the Commission, and Superintendent Harris worked from the beginning in a cooperative effort to further the cause of educational and cultural development among the people of Louisiana. (Stephenson, 1967:70) The Commission "exerted efforts to assist in the development of the school library program, the establishment of a graduate library school in Louisiana, and in developing reading programs for individual readers." (Dixon and Gittinger, 1950a:41)

An early example of Superintendent Harris's efforts to support the Commission's program is cited in a circular letter to school officials in 1927. He stated,

I have been requested by a member of the Louisiana Library Commission to call attention to the Commission's desire to serve as many high-school students and teachers as possible with suitable reading matter during the summer months through the agency of public libraries in various parts of the State and the circulating library maintained by the Library Commission.

Should you be interested, you can secure definite information as to location of libraries, lists of circulating books, plan of distribution, etc. by writing to Miss E. M. Culver, Executive Secretary, Library Commission, Baton Rouge, (Harris, Circular Letter 2342, May 6, 1927)
Commission Encourages Supervision for School Libraries

Initial efforts to secure the services of a school library supervisor in the State Department of Education came from the Library Commission when the Treasurer and Secretary of the Commission requested that the State Superintendent of Education "appeal to the General Education Board for funds to employ a well-trained, experienced librarian to develop school libraries." (Culver, 1953:44) "At that time no state in the South had such a supervisor, Southern Association standards for school libraries were being enforced, and the educators in the South were realizing a definite need to strengthen their school libraries." (deGrummond, 1953:51)

Early in 1929 Leo M. Favrot, a field agent of the General Education Board, persuaded Harris to submit a formal request for a grant for a school library supervisor. Harris pointed out that Louisiana needed funds for other services more than a supervisor; nevertheless, he made the request, and the grant was given. (Culver, 1953:44)

Standards of the Southern Association of Colleges and Secondary Schools

The Southern Association of Colleges and Secondary Schools adopted new standards for school accreditation in
1928. Schools were granted a three-year time period to meet these standards in order to receive accreditation. Among these standards for secondary schools was the requirement that each school must have a librarian who had received a minimum of six semester hours of library science. Another requirement affecting Louisiana schools was the standard requiring at least one book per pupil.

Superintendent Harris in the meantime was negotiating with Lois F. Shortess, formerly librarian at Southwestern Louisiana Institute, and serving at that time as State Supervisor of School Libraries for Michigan. Harris requested Miss Shortess "to formulate a few rules, to be used as library standards in Louisiana, which were to serve as a step toward the adoption of the Southern Association's standards." (Theriot, 1968:14) Being familiar with the library situation in Louisiana because of her previous three-year experience in the State, Lois Shortess wrote standards, while still in Michigan, "that were a challenge to the school system but also attainable with hard work within a relatively short time." (Theriot, 1968:14) These standards were published in the State Department of Education's High School Bulletin in July, 1929, two months before Lois
Shortess officially became State Supervisor of School Libraries. This not only enabled school officials to become familiar with the new requirements before the new supervisor arrived, but also to feel that the requirements were from the State Board of Education rather than from the new supervisor. (Theriot, 1968:15) A record of the activities of the first State Supervisor of School Libraries will be discussed in Chapter II.

School Libraries Included in Parish Supervisory Programs

In 1928 parish superintendents requested the High School Division of the State Department of Education to prepare a supervisory chart to be used by superintendents when inspecting high schools, by principals when supervising teachers, and by teachers in the performance of their classroom duties. In response to this request an instrument was prepared by the High School Supervisor which he felt, if faithfully used, would have an immeasurable amount of benefit for schools. The school library and varied materials figured prominently in this instrument as follows:
1. Location:
   Is the library housed in a separate room, preferably one adjoining and opening into the high-school study hall?

2. Management:
   a. Is the high-school library under the supervision of specially designated high-school teachers?
   b. Does the librarian have access to Martha Wilson's "School Library Management," H. W. Wilson & Company, N.Y., or to some other guide equally desirable?
   c. Is the Dewey-Decimal System employed?
   d. Have all the books been indexed on standard index cards, by authors as well as by subjects, and is a suitable index cabinet provided?
   e. Have pockets, or envelopes, for "Charging" cards been pasted inside covers of all books?
   f. Is there a suitable cabinet for keeping "charging" cards?

3. Use of Books:
   Are the high-school students being taught how to use books properly?

4. English Collaterals:
   a. If the school enrolls not more than fifty high-school students, is there a minimum of seventy-five books, exclusive of duplicates, approved and usable for collateral readings in English?
b. If the school enrolls more than fifty high-school students, is there a minimum of seventy-five approved and usable books, plus at least two additional books for each student in excess of fifty students?

c. If the school is accredited by the Southern Association, are there five hundred usable volumes in the library, exclusive of duplicates, textbooks, and government publications?

5. Historical References:

a. For each class or section in American history, are there at least ten collateral references, or source books, exclusive of duplicate copies?

b. For each class or section in general or European history, are there at least ten collateral references, or source books, exclusive of duplicate copies?

c. Are the historical references segregated and stored apart from the other books?

d. Have the historical references been selected from the bibliographies contained in the adopted textbooks in history and in the Course of Study?

6. Encyclopedias:

a. If the school enrolls not more than fifty high-school students, is there at least one good general encyclopedia, such as the "World Book," "Compton's," or the "New International?"
b. If the school enrolls more than fifty high-school students, are there at least two good general encyclopedias?

c. Are there available several good statistical references, such as the "World Almanac?"

7. **Dictionaries:** Is there at least one approved unabridged dictionary in the library, and one in every classroom?

8. **Current Literature:** Does the library include a sufficient number of good current magazines and periodicals?

9. **Elementary Books:**
   a. Do the elementary teachers have a sufficient number of supplementary readings recommended in the Elementary Course of Study?
   b. Do the elementary teachers have charge of their individual grade library books?

10. **Furniture:**
    a. Is the library tastefully furnished and is it attractive?
    b. Have sufficient tables and chairs been provided for the convenience of students?

11. **Lighting:** Is the library well lighted?
    (Louisiana State Department of Education, Bulletin 132, 1928:7-9)

The following month an abbreviated checklist for a supervisory program was distributed containing the following items on the school library:
SUPERVISORY PROGRAM

Observe:

........................................................................

(f) That the library is inventoried at the close of each session, a copy of the inventory is furnished the parish superintendent, and a copy kept on file in the principal's office.

(g) That the books are classified and properly labeled.

(h) That a record is kept of the books going out and of those coming in.

(i) That the library is kept up to the required standards.

(j) That the library and reading rooms are kept in first-class order.

(k) That some one is charged with the keeping of the library.

(l) That the maps, globes, charts, etc., are properly cared for and used. (Harris, Circular Letter 2494, August 29, 1928)

Status of Library Education

The first library leaders in Louisiana recognized that the State sorely needed professionally trained librarians in its initial program of library development. (Stephenson, 1957:60) The Louisiana Library Commission appealed to the Board of Education for Librarianship of the American Library Association in 1925 to survey Louisiana and to recommend where a library school should or could be established in Louisiana. (Culver, 1953:43)
Sarah Bogle, Secretary of the Board of Education for librarianship, was designated to investigate the Louisiana situation. She visited both Tulane University and Louisiana State University in January, 1926. The recommendation was made that a library school be established at Louisiana State University. Since funds were not available, however, for a graduate school, summer courses only were initiated in 1926, and an appeal was made to the General Education Board for funds to begin a full course. A six weeks' summer course was also begun at Tulane University. (Culver, 1953:44)

When the first State Supervisor of School Libraries for Louisiana assumed her duties in September, 1929, she immediately surveyed the school library situation in Louisiana. She quickly found, as had been pointed out by the Louisiana Library Commission in 1925, that except for the summer courses mentioned above, programs for training librarians in Louisiana colleges and universities were nonexistent. She commented:

Emphasis was necessarily placed at first on improving high-school libraries, due to the pressure of recently adopted state and Southern Association standards required for approval of the high schools. Training of the school librarians was of first consideration, in the belief that given a librarian with training and vision she would endeavor to see that other standards were met as soon as possible. (deGrummond, 1953:51)
Collateral Reading

Lists of collateral reading materials were distributed from the State Department of Education beginning early in the administration of Superintendent Harris. Schools were urged to use these lists in directing pupil's reading and in ordering library books. The following letter from Charles F. Trudeau, State High School Supervisor, to high school principals and English teachers showed the importance attached to the use of the Department's list:

We have recently issued a list of collateral reading books containing over 500 titles. A copy of this list was sent to all high-school principals and I suppose that you have received yours.

The purpose of this letter is to call special attention to the fact that pupils must not be allowed to read indiscriminately for collateral reading purposes, but, on the contrary, their reading must be confined to the material found in the collateral reading list referred to above.

A few teachers of English have failed to observe this rule in the past, and in several cases pupils have been the victims in that they were not allowed to graduate because of improper selections of reading material. It would be safe for all schools ordering library books to order from the collateral reading list, and those schools not now provided with a sufficient number of books represented in that list, should bend every effort to secure as many of said books as possible.

Trusting that you will be on the alert in the enforcement of this regulation. . . . (Trudeau, Circular Letter 2387, September 30, 1927)

Floods of 1927

Flood conditions in Louisiana in 1927 had damaging effects on many schools in the state. Harris reported that
a number of library books and textbooks were destroyed.

He notified superintendents in the overflow parishes that there was a possibility of schools receiving aid in replacing these materials.

There is hope of securing a donation from the Junior Red Cross to be used in replacing libraries that were ruined by the flood waters.

If any of your libraries were destroyed, I suggest that you write me immediately, naming the schools which suffered the loss of their libraries, and approximate, as near as you can, the number of volumes and the value.

My impression is, after talking with the various superintendents of the flooded parishes, that, generally speaking, the libraries were saved, and I have so stated to the officers of the Red Cross. (Harris, Circular Letter 2360, August 2, 1927)

The following month Harris sent the following letter announcing assurance to schools damaged by floods:

I am very glad to notify you that I have assurances from officers of the Junior Red Cross that aid will be extended to replace libraries that were destroyed by the overflow.

I wish to say also that strong hope is held out that the Junior Red Cross will make an appropriation to be used in purchasing text-books for children in the flooded area. This question has not been definitely settled, but I believe that we are warranted in the belief that such aid will be given.

Entire credit for such aid as may be secured for the purposes mentioned is due Mrs. Arthur M. Arthur, Special Representative, Junior Red Cross, Jennings, Louisiana. Mrs. Arthur has been very active in pressing the claims of the unfortunate people of the flooded areas for help from the Junior Red Cross treasury, and it seems reasonably sure that her efforts will be crowned with success.
Trusting that I may be able to write you a little later, announcing action on the part of the Junior Red Cross in extending substantial aid for the purposes mentioned above. . . . (Harris, Circular Letter 2378, September 13, 1927)

Free Textbook Program
Initiated

While traditional textbooks and library books for Louisiana schools have always been considered two separate instructional items in the educational program of children, yet they have been used in classrooms to complement and extend each other. The free textbook program in Louisiana is introduced here only because this program was a forerunner of the free library program initiated in 1936 which will be discussed in Chapter II.

Robertson stated:

Prior to 1928, free textbooks for children in Louisiana schools were practically unknown. School boards could supply textbooks to elementary school children whose parents were unable to purchase the books. Seldom did patrons attempt to get books under this plan. Many children went through the school year with but few of the textbooks which were necessary for normal progress. (Robertson, 1952:195)

The 1928 Session of the Legislature, at the suggestion of Governor Huey P. Long, passed a bill providing free
textbooks for all school children in Louisiana. (Louisiana Legislature, Act 100, 1928) A total of 2,329,027 books were distributed in the fall of 1928 at a cost of $1,115,297.95 or $2.34 per pupil. (Robertson, 1952:195)

In 1936 a question arose in a legal suit over the legality of Act 100 of 1928 in furnishing free textbooks to children attending private and parochial schools. The Supreme Court ruled in the affirmative basing its decision on the "child benefit" theory. "According to this theory, the appropriations for the purchase of textbooks are made for the benefit of the school children and the subsequent benefit of the State; the school children and the State are the sole beneficiaries." (Hilton, 1965:22) Thus a precedent was set for the furnishing of free materials to children, and "Since this decision all children have received textbooks, school supplies, and library books free of cost." (Hilton, 1965:22)

MAJOR DEVELOPMENTS PRIOR TO 1929

Certification

Although the State Department of Education had certified teachers since 1910, there were no provisions for the certification of school librarians until two decades
later. The first plan for certifying teachers was as follows:

The State Superintendent of Education prepared the questions, based upon the common school subjects, published them in pamphlet form, and sent them to the parish superintendents who conducted the examinations. The State Superintendent prepared answers to the questions and published these in a separate pamphlet which was distributed to the superintendents. The parish superintendent usually appointed a committee of his best educated teachers to take charge of the tests, grade the papers, and submit a list indicating the successful examinees and the grade of certificate that should be issued to each -- first, second, third. These lists were forwarded by the parish superintendents to the State Superintendent who issued the certificates. (Harris, 1963:148)

A special high school certificate valid for life was issued in 1928:

Special High School Certificate. Valid for Life

1. Basis of Issuance

Baccalaureate degree for four year course above high school level in the special field covered by the certificate.

2. Eligibility

To teach subject or subjects designated on the certificate in the high school departments of state-approved high schools of the public school system of Louisiana. (Louisiana State Department of Education Bulletin 140, 1928:4)

Plans were formulated in 1930 by the State Department of Education to begin issuing certificates, which could be
covered by a blanket law, and special high school certifi-
cates covering eligibility for part-time library work in
connection with the teaching, and showing special library
training of six or twelve semester hours. For a full-time
high school librarian a special high school certificate was
to be issued showing a years's training (24-30 semester
hours.) (American Library Association, 1931:120-121) These
requirements which were not finalized and approved until
1934 will be discussed in Chapter II.

Number of Libraries, Volumes, Expenditures, and Value of Collections

Data on Louisiana school libraries prior to 1928-29
are sketchy and do not present an accurate and consistent
picture. Table I shows the number of libraries, volumes
in collections, annual expenditures and value of school
library collections reported between the years of 1900 and
1929. Researchers in the State Department of Education
indicate that in the early years of the twentieth century
techniques for gathering data from schools had not been
standardized and that often data submitted for annual reports
were not consistent.

Table I shows that the number of school librarians
were reported only for seven years during the twenty-nine
year period. The largest number was reported in 1907-1908,
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Libraries</th>
<th>Number of Volumes</th>
<th>Annual Expenditures</th>
<th>Value of School Libraries</th>
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<tbody>
<tr>
<td>1900-01</td>
<td>40</td>
<td>13,913</td>
<td></td>
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<td>1901-02</td>
<td></td>
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<td>1904-05</td>
<td>159</td>
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<tr>
<td>1905-06</td>
<td>217</td>
<td>66,223</td>
<td>$ 2,480.50</td>
<td>$ 28,885.50</td>
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<tr>
<td>1906-07</td>
<td>469</td>
<td>90,543</td>
<td>5,481.57</td>
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<td>1907-08</td>
<td>1,384</td>
<td>152,983</td>
<td>23,455.68</td>
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<td>1910-11</td>
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<td>114</td>
<td>43,527</td>
<td>8,950.23</td>
<td>38,543.12</td>
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<td>119</td>
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<td>73,227</td>
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<td>1915-16</td>
<td>89,027</td>
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<td>87,468</td>
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<td>1918-19</td>
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<td>106,504</td>
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<td>Number of Volumes</td>
<td>Annual Expenditures</td>
<td>Value of School Libraries</td>
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<td>1924-25</td>
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<td>1925-26</td>
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<td>1926-27</td>
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<td>41,348.79</td>
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<td>1928-29</td>
<td></td>
<td>208,937</td>
<td>44,171.39</td>
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</table>

Sources: Biennial Reports of the State Superintendent of Public Education to the Governor and to the General Assembly. School Sessions of 1900-1923.


A Brief Summary and Thirty-Eight Maps Showing the Public School Situation of Louisiana in a Few Essential Respects. 1914-15 to 1919-20.

Annual Reports of the State Superintendent of Public Education. School Sessions of 1923-1929.
but no account can be given the large figure of 1,384 as compared to the previous year of 469 unless every school or classroom reported having a library.

The number of volumes, 13,913, reported in 1900 increased to 208,937 in 1929. Again a large number, 152,983, was reported in 1907-1908.

Annual expenditures for school libraries were first reported in 1905-1906 as $2,480.50. By 1929 this figure had increased to $44,171.39. The peak year was 1926-27 with $50,613.25 reported.

The value placed on school libraries first reported in 1905-1906 was $28,885.50. The last year for reporting this figure was 1922-23 at $335,207.76.

With the appointment of a State School Library Supervisor in 1929, future tables revealing these statistics will show a more consistent method of reporting.

**Facilities**

Quarters for school libraries were inadequate prior to 1929. The first state school library supervisor found that very few schools had planned library space, and in those schools that did "it was usually too small and often poorly located." (deGrummond, 1953:52) The collections at best were usually on a shelf in a classroom. More often the
books were stacked in dark cloakrooms or damp basement corners. Small and poor collections, the small amount of available funds, and administrators' failure to realize the value of having a library in a school were factors that held back the providing of library facilities. (Theriot, 1968:6)

Interest of Educators

As the school library movement gained momentum throughout the United States during the decade 1920-30, educators in Louisiana became more convinced of the value of school libraries as a vital force in the education of children and helpful to create a better climate for their development. Educational literature in the late 1920's frequently carried articles encouraging the establishment, development, and use of school libraries. The following brief bibliography, containing articles on school libraries appearing in the Louisiana Teachers' Association Journal during this period, is indicative of interest in Louisiana.


To stimulate good reading habits teachers must know books, teach children the use of books, encourage book ownership, and use school and public libraries.

Outlines the necessary ingredients of a model high school library described as the "warp and woof" of its educational scheme.


Kathryn Williams, Librarian, Covington High School tells how Louisiana Library Commission supplied reading materials for a teachers' reading club as well as supplementing the school library.


A letter by the author to editor of Times Picayune praising work of Louisiana Library Commission, school systems, and the State of Louisiana in educational efforts and calling for more libraries in Louisiana "to enrich life and assure a high type of civilization."


Procedures for establishing elementary school libraries and gearing it to children's needs.


Tells how the Lake Charles High School Library with a good collection of books is "a magic casement opening on the world of wonders."


A comparative survey of results of elementary school libraries established in California.


Objectives of school library service.

Urged that library services be made available to the public to help raise the literary level in Louisiana.


Encourages building of personal private libraries. "... for the price of one ticket to an ephemeral entertainment, you can secure a book that will give strength and leisure to your mind all your life.


Reprint of a Baton Rouge State Times article tells how Ruby Moore, Librarian of Merryville High School, and students of the school raised $1,400 through Saturday curb markets to support the school library.

PROSPECTS FOR THE 1930's

With Legislative Act 202 giving legal basis for school libraries in 1906, the appointment of a progressive and forward-looking State Superintendent of Education in 1908, the building of a professional staff in the State Department of Education in subsequent years, the creation of the Louisiana Library Commission in 1925, the work of the Louisiana Library Association to promote library development in Louisiana, the adoption of new school library standards by the Southern Association of Colleges and Secondary Schools
in 1928, the first courses in library education offered in the summers in the universities of the State, and the prospect of financial assistance by the General Education Board for the initiation of school library supervision, the future for Louisiana school libraries and their development looked bright in 1929.
CHAPTER II

DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL LIBRARIES
1929 TO 1940

School library development was advanced during the years 1929 through 1940 by a General Education Board grant to the State Department of Education for a five-year demonstration program of school library supervision, by the enactment of state aid for school libraries, by the development of education for librarianship, and other noteworthy professional accomplishments. These developments are elaborated in the sections to follow.

GENERAL EDUCATION BOARD GRANT

The General Education Board, one of the Rockefeller foundations, played a significant role in the development of many phases of education in Louisiana. As a result of Superintendent Harris's request to the General Education Board, Louisiana was selected in 1929 as the first of five Southern states to receive a grant for supervision of school libraries on a statewide basis. Other states funded were
The grant was sufficient to pay the $2,900 annual salary of the state school library supervisor and the salary of a secretary as well as travel expenses necessary for initiating the new program. Funds from the grant were for a five-year period. The purpose of the grant was to help Southern states meet the standards adopted in 1928 by the Southern Association of Colleges and Secondary Schools. (Culver, 1953:43)

Harris reported that the duties of librarian to be connected with the State Department of Education would be:

... to aid the various high schools throughout the State in organizing their high school libraries, cooperating with the State Library Commission, and in all other ways possible to stimulate proper library service among the people of Louisiana. (Official Proceedings, State Board of Education, April 1, 1929:5)

BACKGROUND OF LIBRARY SUPERVISOR APPOINTED IN 1929

Lois F. Shortess, a native of Lerna, Illinois, was appointed Louisiana's first State Supervisor of School Libraries effective September, 1929. After completing her elementary and secondary education in Charleston, Illinois, she entered Eastern Illinois State Normal School in the same
city and graduated in 1914. After two years of teaching experience in the Oak Park, Illinois, schools, Lois Shortess entered the University of Wisconsin from which she received the Bachelor of Arts degree in 1918.

Upon graduation she returned to the Normal School in Charleston where she served as assistant librarian from 1919 through 1923. She enrolled at the University of Illinois Library School during the summers of 1920 and 1921 for her first courses in library science and the second semester of 1923 and was graduated in 1923. (Knighten, 1949:88)

In 1923 the Southwestern Louisiana Institute at Lafayette moved its library into new quarters in Girard Hall. Mary J. Booth, head librarian at Eastern Illinois Teacher's College, was employed for one month's service to reorganize the book collection. (Southwestern Louisiana Institute Scrapbook VI, 1923-1924:3) Upon her return to Eastern Illinois, Mary Booth recommended that Lois Shortess be employed as librarian of Southwestern for the fall term of 1923. (Knighten, 1949:44)

E. L. Stephens, President of Southwestern Louisiana Institute contacted Lois Shortess upon her graduation from the University of Illinois Library School and employed her as librarian for the school. She was the only known
professionally-trained librarian to be employed in Louisiana for the next two years.

Lois Shortess remained at Southwestern Louisiana Institute for three years. During her tenure of work there she classified and catalogued the collection, worked to increase the number of volumes in the collection to meet standards of the Association of Southern Colleges, and extended campus-wide library service. (Shortess, Personal Statement, March 2, 1971) By 1926 the collection had grown to 10,000 volumes, and circulation had increased by 56 percent over a two year period. (Southwestern Louisiana Institute Scrapbook VI, 1923-124:26) During the three years that Lois Shortess served as librarian at Southwestern Louisiana Institute "... the library made remarkable progress ... and those improvements were important factors in the decision by the Association of Southern Colleges to recognize Southwestern as a Standard College." (Theriot, 1968: 12)

Lois Shortess participated in the reactivation in 1925 of the Louisiana Library Association which had been organized in 1909, but had not held meetings for ten years. The few interested librarians in the State at that time met in Shreveport as part of the Conference on Social Welfare
for the reorganizational meeting. Although fewer than twenty persons attended this meeting, the gathering was of great significance in Louisiana library history. Dr. Stephens of Southwestern Louisiana Institute was elected president of the Association, and Lois Shortess was elected secretary. (Stephenson, 1957:60)

The announcement of the appointment of Lois Shortess as State Supervisor of School Libraries was made to the Louisiana teaching profession in an editorial of the October, 1929 issue of the *Louisiana Teachers' Association Journal*. The editorial stated in part:

MISS LOIS F. SHORTESS BECOMES STATE SUPERVISOR OF SCHOOL LIBRARIES

Under a grant from the General Education Board, one of the Rockefeller philanthropies, two demonstrations in state supervision of school libraries are being financed - one in Louisiana and the other in North Carolina. Miss Lois F. Shortess, who has been named to direct the Louisiana Project, is not a complete stranger to the school people of Louisiana. . . .

Interest in the development of school libraries has increased rapidly within the last few years, as the changing methods in teaching require a wide variety of material to supplement the textbook. As the schools have realized the necessity of providing library facilities, there has arisen a need for state-wide standards and a state supervisor in library matters. About a dozen states have responded to this demand by establishing school library supervisors. Louisiana is among these states and will now have the advantage derived from a library supervisor in the State Department of Education.
to advise with school administrators and librarians of all sorts of school library problems, among which may be mentioned the following:
1. Library floor plans, especially as new buildings are being planned.
2. Suitable furniture, equipment, and supplies for the library.
3. Choice of school libraries.
4. Selection and purchase of books and magazines.
5. Problems of library organization -- classification, and cataloging of books, charging systems, etc.
6. Administrative problems and library policies.
7. Expenditures and library budgeting.

New school library standards have been adopted this summer by the State Department of Education for the approved schools. These and the library standards of the Southern Association of Colleges and Universities for their accredited schools are printed in the new High School Course of Study, Bulletin No. 161. An effort is being made to bring school libraries up to these standards as soon as possible. A report on the school library is being requested from each school principal. From these, statistics can be made on present conditions, and an idea obtained of the deficiencies and the aid that should be given to help overcome these. Visits will be made to schools at the request of principals who want help or for the purpose of seeing school library conditions and learning what can be done in the way of furthering school library progress. Help will be given all types of school libraries -- high school, junior high, and elementary.

Requests for visits, advice, or help of any kind will be welcomed, as only through a spirit of cooperation among teachers, librarians, school administrators and supervisors can the school libraries in Louisiana reach the highest degree of service. Miss Shortess can be reached through the State Department of Education, Baton Rouge, Louisiana. ("Editorial," Louisiana Teachers' Association Journal, 1929:29-30)
Prior to September, 1929 Louisiana school libraries were for the most part unorganized. Major factors contributing to this condition were a lack of funds and the scarcity of trained personnel for maintaining and administering the services necessary for an effective library system.

General Conditions

After surveying school library conditions in Louisiana in 1929, Lois Shortess reported:

There was not an adequately functioning school library in the state at that time. Many high schools had so-called libraries, but they were inefficiently administered, the book collections were very inadequate and the libraries were not functioning as integral parts of the school program. There were no centralized elementary libraries and even elementary classroom collections were woefully poor, if not entirely non-existent. School administrators had not yet realized the need for the services of school libraries. (deGrummond, 1953:51)

The new supervisor found that in order to convey the importance of school libraries it was necessary to sell a totally new educational concept both to educators and laymen in Louisiana.
. . . the parish superintendents, the school principals, the teachers in the Louisiana schools had grown up in Louisiana, had gone through college without having had access to public, school or college libraries. And then, when you went in to try to talk school library service to them, they really didn't know what you were talking about; so there was much educational work that had to go on in those early days to convince the school administrators that a library was a desirable part of the school program. (Shortess, 1965:3)

Certification and Education of School Librarians

Table I indicates that the number of trained school librarians did not appear frequently in statistics gathered by the State Department of Education before the 1932-33 school session. The small number of libraries was due mainly to a lack of standards certifying school librarians and to a lack of library education courses in the colleges and universities in Louisiana to train librarians.

When Lois Shortess became State Supervisor of School Libraries, "There was not one single school librarian in the school year 1929-1930 who had had as much as twenty-four semester hours of library science." (Shortess, 1965:2-3) The newly adopted state school library standards of 1929 gave impetus to the training of school librarians. The standards recommended:
Management

The faculties of high schools should be so selected that one of the high school teachers will have had some training in library service. This teacher should be relieved of some of his regular class work in order that he may supervise rather closely the work of the library. In schools enrolling from 200 to 500 high school students, it is recommended that a half-time librarian with a college degree and a minimum of six weeks' training in library science be employed. In schools enrolling 500 or more high school students, a full-time librarian with a college degree and a minimum of twelve weeks' training in library science should be employed. (Louisiana State Department of Education, Bulletin 161, 1929:156)

Collections

Although Table I indicates a large number of books in the school library collections over the State, Lois Shortess found in her early visits to schools that the collections that could be found "... had been allowed to deteriorate into a state of disrepair." (Theriot, 1968:32) The school library failed to meet both quantitatively and qualitatively the demands made by patrons. The State was unable to provide funds for the purchase of books because Louisiana was experiencing an economic depression. A few teachers had obtained a small number of new books by appealing to individual citizens and organizations in the communities for help. (Theriot, 1968:33)
Quarters

The new supervisor found school library quarters to be inadequate when she arrived in the State. She commented:

Few buildings had planned library space and even where such had been planned it was usually too small and often poorly located. Make-shift library space had to be found—in an empty classroom, the study hall, the stage of an auditorium, or the end of a hallway. (deGrummond, 1953:52)

Standards

The only secondary school library standards applicable to Louisiana schools prior to 1929 were the ones adopted by the Southern Association of Colleges and Schools in 1928. Schools were expected to reach these standards by 1933. Standards for elementary schools libraries had been adopted in 1928 as part of the program for approval of elementary schools. Educators generally felt that the Southern Association standards were exceedingly high due to economic conditions of the late twenties and in view of the fact that most schools had not exerted efforts to meet library standards of any kind. (Theriot, 1968:24)

Professional Organizations

Professional organizations solely for school librarians did not exist. The few school librarians in 1929 were eligible for membership in both the Louisiana Teachers'
Association founded in 1892 and in the Louisiana Library Association organized in 1909 and reactivated in 1925. Without the benefit of a school library section in either organization, school librarians were without the stimulus that a professional organization can render.

LOUISIANA SCHOOL LIBRARIES EVALUATED BY SOUTHERN ASSOCIATION STANDARDS

Doak S. Campbell of the Division of Surveys and Field Studies, George Peabody College undertook in 1930, at the request of the Library Committee of the Southern Association of Colleges and Secondary Schools of the Southern States, a survey of the school libraries in eleven southern states. The purpose of the survey was "To determine the status of the libraries in the high schools that are accredited by the Association of Colleges and Secondary Schools of the Southern States, with specific references to the new library standards. . . ." (Campbell, 1930:1)

Louisiana had at that time 101 accredited high schools, eighty-two of which participated in the study. Each school library was measured against the following six major standards: Standard Number One - Books, Periodicals, Newspapers; Standard Number Two - Librarian (amount of time spent in library and training); Standard Number Three - Appropriation;
Standard Number Four - Course in Use of the Library; Standard Number Five - Organization; and Standard Number Six - Equipment. (Campbell, 1930)

Table II taken from Campbell's summary, showed that Louisiana schools ranked as follows: Thirty-eight of the schools, or 46.3 percent, met Standard Number One as to the required number of books, periodicals, and newspapers. Four schools, or 4.7 percent, met Standard Two as to the recommended training of the librarian and the recommended amount of time spent in the library. Forty-six, or 56.1 percent, of the schools met Standard Three which was concerned with appropriations. Only nine schools, or 10.8 percent, met Standard Four in offering courses in the use of the library. Thirty-two schools, or 39 percent, met Standard Five as to the recommended organization of the library. Forty-five schools, or 54.7 percent, met Standard Six regarding equipment. (Campbell, 1930)

HARRIS CONTINUED SUPPORT OF SCHOOL LIBRARIES

Even though September, 1929 found a state supervisor of school libraries in the State Department of Education charged with the responsibility of giving leadership in school librarianship, Superintendent Harris continued vigorous
<table>
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<th>STATE</th>
<th>Total</th>
<th>Reported</th>
<th>Number of Schools</th>
<th>Std. 1</th>
<th>Std. 2</th>
<th>Std. 3</th>
<th>Std. 4</th>
<th>Std. 5</th>
<th>Std. 6</th>
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<td>101</td>
<td>82</td>
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<td>38</td>
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<td>4</td>
<td>4.7</td>
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SCHOOLS MEETING STANDARDS

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<th>Equipment</th>
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<tr>
<td>Std. 1</td>
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<td>38</td>
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<td>10.8</td>
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TABLE II
NUMBER AND PERCENT OF LOUISIANA SCHOOLS MEETING SOUTHERN ASSOCIATION STANDARDS, 1930
support for school libraries. In the *Annual Report of the 1929-30 School Session* he stated that libraries had not been given proper attention, had been sadly neglected, and that money had been spent in other essential needs rather than for the school library. He stated that most school libraries contained an inadequate supply of books and that only a few libraries were efficiently administered. He announced that the colleges were organizing to offer library science courses in the summer of 1930. A brighter future for school libraries was predicted:

Under the new order of things the high school libraries have already improved in at least two aspects: (1) Many new books have been supplied, and many old ones mended; and (2) The titles are being administered in a manner to make them highly serviceable to the students. (Annual Report, 1929-30, 1930:20)

In encouraging elementary school libraries, Harris stated in 1930:

Commendable as is the desire to bring high school libraries up to standard, the libraries of the elementary grades should not be overlooked. The reading habit must be acquired by children if our young people of high school age are to be enthusiastic readers. (Harris, Circular Letter 2856, 1930)

On June 13, 1931 Harris wrote to members of parish school boards and parish superintendents expressing hope that budgets for the following school session would include funds
for both elementary and secondary school libraries. He urged that extravagance not be practiced in providing for a library, "... but I am very strongly of the opinion that the library is the heart of the school and that in the absence of one meeting proper standards the children suffer very materially in their education." (Harris, Circular Letter 2945, June 13, 1931) He further commented:

There is no doubt that we have neglected the school libraries in the past, spending practically all of the available money for other necessities. It seems to me that it is the part of wisdom to give the libraries a reasonable share of the school funds.

I am not suggesting the amount of money that should be expended for either the high-school libraries or the elementary. The superintendents, principals, and teachers are in better position to give advice on this subject than I am. The standards set up, however, by the Southern Association and by this department, as announced in the courses of study, are low enough, and nothing less, I think, should be acceptable. After the libraries have been established to meet proper standards, probably $1.00 a year for each high-school student and 50¢ a year for each elementary student would be sufficient for replacement and necessary additions.

I urge strongly that this matter of library support should not be left to charity, in the form of entertainments, box suppers, etc., but that the school boards should consider library support an essential expenditure and budget a definite sum for that purpose.

I sincerely trust that this matter may have your careful consideration. (Harris, Circular Letter 2945, June 13, 1931)
The appointment of the State Supervisor of School Libraries fostered close cooperation between the Louisiana Library Commission and the State Department of Education. Superintendent Harris requested the newly appointed School Library Supervisor work "to spread information concerning the parish library program of the Commission." (Stephenson, 1957:72) It was the hope of both agencies that cooperation between school and parish libraries would demonstrate to the entire South how unnecessary duplication of materials could be avoided and how stronger book service might be provided through the combining of resources. (Louisiana Library Commission, 1931:67)

Evidence of close relationship of the two agencies was the fact that the office of the State School Library Supervisor was located in the offices of the Louisiana Library Commission in the old State Capitol building in Baton Rouge. This arrangement helped to facilitate the coordination of all library activities and resources. By mutual agreement of both agencies the office of the State School Library Supervisor was moved to the Reymond Building. Lois Shortess stated:
As I recall, that arrangement lasted only two or three months, for other supervisors wanted me near for consultation and to be there when superintendents and principals called. The high school supervisors moved their desks around in an alcove to make room for another desk for me. (Shortess, Personal Statement, March 2, 1971)

In 1931 Superintendent Harris sent to parish superintendents a copy of the State Library Commission's report covering the years 1925-1930. Harris commended accomplishments of the Commission in what it had done to provide suitable reading materials for the people of Louisiana. He stated:

I know of no greater service that could be rendered our State than to place constantly in the hands of the people of all walks of life the reading matter needed for their recreation and professional requirements. The Commission has worked faithfully and efficiently. It has made a good start and it should receive the cooperation at the hands of the people necessary for the establishment and maintenance of proper library facilities in all parishes of the State. (Harris, Circular Letter 2939, May 20, 1931)

Webster Parish Experiment. A seven-year unified library experiment under the auspices of the Louisiana Library Commission and the State Department of Education was begun in Webster Parish in 1929 financed by the Julius Rosenwald Fund. The purpose of the experiment was to give library service for both public school children and adults of both races through the parish library in cooperation with the Webster Parish School Board. (Louisiana Library Commission,
Webster Parish was chosen because of its long prominence in "splendid school organization and progress." (Culver, 1929:24)

Ample reading materials were made available in efforts to increase reading speed, found to be at the fourth grade level, in keeping with the reading comprehension, found to be at the eighth grade level for the majority of the Negro population. The cooperation of the Louisiana Library Commission, the Julius Rosenwald Fund, and the State Agent for Negro schools in the State Department of Education in this project saved much duplication of materials and opened the resources of the reference and information collections of the libraries to the high schools. (Robertson, 1952:196)

Services were offered from a headquarters library in Minden, through bookmobiles, and library branches and stations - many of which were located in the schools. Final circulation records at the end of the seven-year period showed that circulation on a per capita basis in Webster Parish, with a population of thirty thousand, was equal to that shown in an American Library Association survey of forty-four cities of 200,000 or more population in the United States and Canada. (Robertson, 1952:196)
Rural circulation experiment. As the Louisiana Library Commission worked toward building parish libraries, and the State Department of Education established school libraries; criticism arose frequently concerning duplication of effort of the two agencies. (Shortess, 1965:7)

The question was asked as to why public libraries were needed when communities had school libraries which had gained impetus under the direction of the State Supervisor of School Libraries in the State Department of Education. (Dixon and Gittinger, 1950:14) As a result of the desire of Governor Richard Leche to provide more reading materials for adults in rural parishes that did not have public library service, a significant experiment carried out in the 1936-1937 school session helped to set a permanent pattern for both school and public library service in Louisiana. (Harris, Circular Letter 776, March 7, 1936)

At the beginning of the 1936-37 school session, the State Department of Education placed one hundred adult titles in each of fifty-six secondary libraries located in ten parishes and organized a system of administration to govern their distribution. Adults in rural areas were invited to visit the schools and take advantage of library services. It
was found, however, that these books had to be circulated to adults mainly through the aid of school pupils transported to and from school in school buses.

A second phase of the experiment, for comparative purposes, was carried out the same year which Harris described as much more successful. The State Board of Education released to the Louisiana Library Commission $10,000 to purchase adult titles for the Tri-Parish Library Demonstration operating in Winn, Grant and Jackson Parishes. Public librarians distributed these books on regular bookmobile routes. At the end of the experiment when statistics of the two types of circulation services were compared, the conclusion was drawn that adults would not frequent the school library to an appreciable extent, but would take advantage of public library bookmobile service. (Dixon and Gittinger, 1950:14)

Consequently Harris recommended to the State Board of Education and to the Governor that the extension program of the State Library Commission be strengthened:

My judgment is that while numerous adults took advantage of this opportunity to secure reading material, the experiment was only partially successful and should not be extended. Logically, it would seem that the high schools could and should be used as distributing centers of library materials for the adult population, but the truth of the matter is that adults have not formed the habit of patronizing school libraries, and school
principals and teachers have not become accustomed to pressing their services upon the adult population. I hope that the Legislature may find it possible to place the State Library Commission in position to establish and maintain parish libraries in numerous parishes throughout the State, for I know of no more important service that could reach all of the members of the public than to place good books and periodicals in their hands. (Annual Report, 1935-1936:18)

Library Institutes. Another example of cooperation between the two agencies in furthering library development in Louisiana was in-service institutes held in the 1930's. During the fall of 1933 these institutes were held in Monroe and Shreveport with a total of sixty-three school and public librarians attending. Discussion centered around problems of interest to the two groups. These institutes were directed by Essae M. Culver and Lois Shortess. ("Library Institutes," 1934:10)

On December 14 and 15, 1934 sessions were held again in Monroe and Shreveport with an attendance of fifty-five at the two meetings. Speakers at these meetings and their topics were: R. S. Hargis, Principal of Rayville High School -- "Free Materials," Margaret Hrdman, Louisiana State University Library School -- "Some Aspects of Adult Education," Tommie Dora Barker, American Library Association Regional Field Agent for the South -- "Regional Library Clubs," Mary Mims, Rural Sociologist, Louisiana State

Citizens' Library Movement. The State Library Supervisor, in working with the Executive Secretary of the Louisiana Library Commission, encouraged membership of school librarians in and support of the Citizens' Library Movement, a statewide organization to strengthen existing libraries, to work for establishment of libraries, and to encourage use of libraries by all citizens. (Shortess, 1938a:21) At various meetings of the Library Section of the Louisiana Teachers' Association, formed in 1930, a staff member of the commission was often invited to address the group on the importance and work of the Citizens' Library Movement. (Shortess, 1937:10)
Between the years 1929 and 1940 the State School Library supervisor worked throughout the State to establish new school libraries and to strengthen the existing ones. The major emphasis of her work centered around school library standards, collections, certification and education of school librarians, Negro school library services, and professional library organizations. These are detailed in the following sections.

Early Work of the Supervisor

Lois Shortess's first communication to school principals informed them of the State Department's efforts to bring school libraries up to standards recently adopted by the State Board of Education. She stated:

We want to do all we can to cooperate with you in the improvement of your school library conditions by giving any help or advice that you need, through correspondence, or visits. (Shortess, Circular Letter 2676, October 8, 1929)

She also asked principals to keep her informed of progress and needs in their school's libraries.

In her first article in the Louisiana Teachers' Association Journal, three months after becoming State Supervisor of School Libraries, Lois Shortess wrote
"... teachers are realizing the need of material to supplement the textbook." (Shortess, 1929:25) She gave specific examples of how supplemental reading in English, history, science, civics and other subjects could "... stimulate interest in every class, aid in extra-curricular activities, cater to individual interests and hobbies, and be a source of inspirational and recreational reading. . . ." (Shortess, 1929:26)

The new supervisor deplored the fact that many school libraries had been allowed to disentegrate into a sad state of repair. She emphasized the physical care of books, the need for discarding books of no real value, and the value of commercially rebinding of books of value. She strongly recommended that "the books on the shelves should be a live workable collection. (Shortess, 1929:27)

Lois Shortess realized early in her work and after surveying existing library conditions that it was necessary to place emphasis on improving the existing high school libraries of the state. This was due to the pressure of the recently adopted state and Southern Association standards required for approval. Training of the school librarians was given first consideration in the belief that a librarian with training and vision would endeavor to see that the standards were met as soon as possible.
Much time was spent by the supervisor in visiting individual schools throughout the state. The purpose of these visits was to help the large number of untrained and partially trained librarians. Each school was encouraged initially to keep an accession record and to establish a charging system. Personal instruction was given in making and keeping the various records, and it was strongly urged that classification and cataloging of books not be done until the librarian had had a formal course in this area.

The ideal of service was stressed from the beginning of library supervision, but little could be done in the way of service until certain routines could be carried out in the process of establishing a library. Emphasis was placed on larger, better balanced, and well-selected collections, and on weeding the excessive amount of out-of-date and worn materials that had accumulated "almost without exception in these early libraries." (deGrummond, 1953:51)

Standards Revised

One of the first objectives of the State Supervisor of School Libraries upon assuming duties in Louisiana was to formulate comprehensive school library standards. Although the standards for secondary schools mentioned in Chapter I were written by Lois Shortess in Michigan shortly before
returning to Louisiana, they were finalized with the co-
operation of the High School Division of the Louisiana
State Department of Education and adopted in 1929. (Theriot,
1968:18) The first elementary school library standards
were adopted in 1928 as a part of required standards for
elementary schools. (Annual Report, 1928-29, 1930:28)

Elementary Standards. An important movement of a
regulatory nature was initiated in elementary education in
Louisiana in 1928. This involved the campaign to "stan-
dardize" elementary schools in the State. The elementary
supervisor, A. M. Hopper, labeled this as a step "which
promises to improve materially the efficiency of elementary
schools." (Annual Report, 1928-29, 1930:26) A committee of
superintendents and supervisors prepared a list of standards
for approving elementary schools. This was submitted to the
State Board of Education and adopted on September 13, 1928.
(Annual Report, 1928-29, 1930:28)

The standards outlined as requirements for elementary
libraries were:

a. One standard dictionary of at least a high-school
dition for each classroom having grades above the
fourth.
b. One globe for schools having grades above the third.
c. A set of up-to-date maps for schools having grades
above the third.
d. A library for free and directed reading of at least twenty-five different books, per grade, exclusive of sets. (Annual Report, 1928-29, 1930:30)

The first revision of the 1928 standards came in August, 1936. The following standards statements were included for libraries:

Each school must be equipped with a well-selected library. The books should be selected on a grade basis. Each grade should have at least one title per pupil and no grade should have fewer than twenty books, regardless of the number of children in membership. In small schools where there are two or more grades in a room, each grade must have a minimum of twenty books. In a one- or two-teacher school with three grades per teacher, each room must have a minimum of sixty books. It is usually advisable to house the books for the first three grades in the classrooms. The books for the upper grades may be kept in a special room or library provided the pupils are given an opportunity daily to read in this room or to withdraw books from it. The library should always be under the direction of a teacher. Records, preferably a card charging system, should be kept of all books that are withdrawn. The Elementary Division will approve the library arrangement of any school that has been approved by the Library Division of the State Department of Education. The books are placed in the library for service, and the children should be permitted to take them home to read.

While a majority of the books in each grade should consist of suitable literature for children, the library should provide a well-diversified reading program in various fields of knowledge; as, reference books for history and geography, books of travel, exploration, discovery, industry, invention, nature, science, poetry, art, and picture books. The books listed in Bulletin 277 were selected by members of the State Department of Education and provide a well-balanced reading program. However, books selected from any standard list will be approved. Books in series as the Bobsey Twins, the Elsie books, the Miss Minerva books, and the Tom Swift books will not be accepted as meeting the library requirements.
Approved encyclopedia for schools having the seventh grade: Large schools should have two or more sets. The World Book and Compton's Encyclopedia are perhaps the best encyclopedias for elementary schools. The Book of Knowledge is a good reference book for the sixth and seventh grades but it should not be purchased until the school has an encyclopedia. Lands and Peoples is also a good reference set for geography. It should not be purchased until a school meets all other library requirements. The World Almanac is a valuable statistical reference book.


e. Lands and Peoples, 7 volumes - The Grolier Society, New York City.

(1) American Boy (Monthly), Sprague Publications, Detroit, Michigan, $1.

(2) American Girl (Monthly), Girl Scouts, Inc., New York City, $1.50.

(3) Boy's Life (Monthly), Boy Scouts of America, New York City, $1.


(5) My Weekly Reader (Put in 5 editions for grades 1-6), 36 issues - 75¢ Per year, American Education Press, 40 South Third Street, Columbus, Ohio.
Secondary School Standards. The State standards for state approved secondary school libraries adopted in 1929 were concerned with the following areas of school librarianship: quarters, management, training pupils in the use of the library, appropriations, and collections. (Louisiana State Department of Education, Bulletin 161, 1929:9-12) Since all accredited high schools in the State were required to meet these standards, there were many requests to the library supervisor for visits and advice. Each year she visited about two hundred different school libraries in all parts of the State. In her various contacts the supervisor interpreted the standards to school administrators to encourage them in improving library conditions and to give practical advice about the problems of each individual library. (Annual Report, 1937-1938, 1939:50)

The 1929 secondary standards were revised in 1933. The new standards were concerned with the following: quarters, equipment, librarians, administration, organization,
appropriation, books, book buying, periodicals, information
file, and lessons on the use of the library. (Louisiana
State Department of Education, Bulletin 258, 1933:90-104)
These standards were much more detailed and had a higher
degree of specificity than did the ones adopted in 1929
as is shown in the "Summary of Standards Governing Libraries"
in Table III.

The high school standards were again upgraded in
1937, but they did not reflect major changes except those
shown in Table IV. A significant addition to the 1937
standards was the inclusion of detailed scaled drawings of
suggested floor plans for both small and large high schools,
work units, and shelving. (Louisiana State Department of
Education, Bulletin 341, 1937:6-9)

Early Elementary School Libraries

In tracing the development of elementary school li-
braries in Louisiana in 1932, G. O. Houston, Manager of the
Library Department of the Louisiana Teachers' Association
stated:

Proper development of elementary libraries has been
too long delayed. It has not kept pace with the general
school development of the State. (Houston, 1932:9)
# TABLE III

SUMMARY OF STANDARDS GOVERNING

SCHOOL LIBRARIES, ADOPTED 1933

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>100 or Fewer</th>
<th>100-200</th>
<th>200-500</th>
<th>500-1000</th>
<th>1000 or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Separate room, centrally located; well heated, lighted, and ventilated; attractive. Adjoining study hall if possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>300-500 square ft.</td>
<td>450-750 square ft.</td>
<td>600-1250 square ft.</td>
<td>1250-2500 square ft.</td>
<td>2500 plus, square ft. (25 sq. ft. per chair)</td>
</tr>
<tr>
<td>Conference and work room</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Equipment: Shelving</td>
<td>4-6 sections standard shelving</td>
<td>4-12 sections standard shelving</td>
<td>6-23 sections standard shelving</td>
<td>14-29 sections standard shelving</td>
<td>29 plus sections standard shelving</td>
</tr>
<tr>
<td>Tables</td>
<td>2-4</td>
<td>3-5</td>
<td>4-8</td>
<td>8-16</td>
<td>16 plus</td>
</tr>
<tr>
<td>Chairs</td>
<td>12-24</td>
<td>18-30</td>
<td>24-50</td>
<td>50-100</td>
<td>100 plus (Seat 10% of enrollment)</td>
</tr>
<tr>
<td>Librarian's Desk and Chair</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Charging equipment</td>
<td>Charging tray with date guides, band dater, and ink pad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Magazine Rack</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Newspaper Rack and Files</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Card Catalog Cabinet</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Supply Cupboard</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vertical File</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Typewriter</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Floor Covering</td>
<td>If Possible</td>
<td>If Possible</td>
<td>If Possible</td>
<td>If Possible</td>
<td>If Possible</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Librarian Training</td>
<td>Library Hours</td>
<td>Organization: Accession Record</td>
<td>Card Charging System</td>
<td>Dewey Decimal Classification</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>--------------------------------</td>
<td>----------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 or Fewer</td>
<td>3 college-session hrs. library science</td>
<td>1-2 hours</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>100-200</td>
<td>3 college-session hrs. library science</td>
<td>1-2 hours</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>200-500</td>
<td>6 college-session hrs. library science</td>
<td>1 time</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>500-1000</td>
<td>12-15 college-session hrs. library science</td>
<td>Full time</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>1000 or More</td>
<td>12-15 college-session hrs. library science</td>
<td>School day</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TABLE III (Continued)
TABLE IV  
COMPARISON OF SELECTED ITEMS  
IN 1933 AND 1937 STANDARDS

<table>
<thead>
<tr>
<th></th>
<th>1933</th>
<th>1937</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation</td>
<td>75¢ per pupil</td>
<td>50¢ per pupil</td>
</tr>
<tr>
<td></td>
<td>100 or fewer enrollment - 350-500 volumes</td>
<td>100 or fewer enrollment - 500 volumes</td>
</tr>
<tr>
<td></td>
<td>200-500 enrollment - 800-2000 volumes</td>
<td>200-500 enrollment - 1000-2500 volumes</td>
</tr>
<tr>
<td>Books</td>
<td>500-1000 enrollment - 1500-3000 volumes</td>
<td>500-1000 enrollment - 2500-5000 volumes</td>
</tr>
<tr>
<td></td>
<td>1000 or more enrollment - 3000 volumes (3 per pupil)</td>
<td>1000 or more enrollment - 5000 volumes (5 per pupil)</td>
</tr>
<tr>
<td>Periodicals</td>
<td>One for each school except those with enrollment of 200-1000 or more required two</td>
<td>Two for every school except enrollment of 1000 or more required three plus</td>
</tr>
<tr>
<td>Newspapers</td>
<td>200-500 enrollment - 10-20</td>
<td>200-500 enrollment - 15-30</td>
</tr>
<tr>
<td>Magazines</td>
<td>500-1000 enrollment - 15-25</td>
<td>500-1000 enrollment - 25-50</td>
</tr>
<tr>
<td></td>
<td>1000 or more enrollment - 25 plus</td>
<td>1000 or more enrollment - 50 plus</td>
</tr>
<tr>
<td>Library Lessons</td>
<td>200-1000 or more enrollment - 9-10 lessons</td>
<td>200-1000 or more enrollment - 9-12 lessons</td>
</tr>
</tbody>
</table>
The first definite steps in the development of the elementary school library was taken at a conference of classroom supervisors in 1926. A committee consisting of A. M. Hopper, State Supervisor of Elementary Schools; J. E. Potts of the Rapides Parish School Board; C. E. Laborde, Superintendent of Avoyelles Parish Schools, and G. O. Houston was appointed to formulate standards for elementary schools of the State. This committee recommended that "... each school must be equipped with a well-selected library of at least one title per child and no room or grade to have fewer than twenty books." (Houston, 1932:10)

In the Spring of 1931 Superintendent Harris appointed a committee composed of A. M. Hopper, G. O. Houston, and Lois Shortess "... to select ... and ... secure the best available library books on the market, price considered, for the elementary schools of the State." (Houston, 1932:11)

An experiment carried out in 1932 revealed significant facts about the value of an elementary school library and the availability of adequate reading materials. A second grade class at South Highlands School, a fifth grade class at Atkins Avenue School both in Shreveport, and the first grade class at Benton were selected to carry out the plan of the experiment.
The Association's Library Department sent to the schools a complimentary copy of all books on the elementary list for the grade. These books were kept in the three classrooms and teachers were urged to arrange for a free reading period in the daily schedule. Accurate records were kept on the number of times each book was read, home use of the books, and the number of books each pupil read. Teachers also were asked to determine which books were most useful with actual classroom activities, the physical format of each book and its physical ability under ordinary use, the twelve most popular books, and the titles each teacher would recommend for purchase. (Houston, 1932:14)

After three months of use the following facts were revealed: at the Atkins Avenue school twenty-five children read eighty-five of the books 746 times, or an average of thirty books per pupil; at the South Highlands school twenty-four children read sixty-eight books 813 times, or an average of thirty books per pupil. (Houston, 1932:15) The twenty-three first grade pupils at Benton in a four month period read fifty-eight books 170 times or an average of eight books per pupil. (Houston, 1932b:29)
In commenting upon the value of the library, the teachers said:

(1) The interest of the pupils in subjects of the regular school work and outside has been most unusual this year. The correlation of the textbooks and the library books makes for this interest.

(2) The improvement in the speed of reading is noteworthy.

(3) The vocabulary improvement and recognition of words is better than in any class either of the teachers has ever taught.

(4) Discipline and the use of free time is no longer a problem. (Houston, 1932:15)

Final conclusions reached by the committee conducting this experiment were:

This seems to indicate that the provisions and the standards of the elementary school for one book per child - minimum of twenty books per room - are much below the standards that will be necessary to provide for the actual needs of the elementary school library. It also seems that the room library with the books attractively displayed where the children can browse among them and select books that suit their mood at the time, is the best arrangement for an elementary library. (Houston, 1932b:15-16)

The results of these experiments prompted further comments on elementary libraries. Hopper stated that it was not a "... question on whether the books should be kept in the individual classrooms or in a general library. Both plans have certain advantages." (Hopper, 1933:40) For whichever plan adopted, Hopper urged the accessibility of books
at all times, that the books be protected but not be locked, that a library period be included in every schedule, that the books be attractively displayed, that books in poor condition be discarded, and that more reading be done by children rather than the teacher. (Hopper, 1933:41)

Grace B. Agate wrote about the enrichment of elementary history and geography lessons through use of many and varied children's books. In a "Literary Goodwill Tour," using old and new titles, she recommended books for elementary children in these two subjects that would foster friendship, desirable international relations, and amicable commercial relations. (Agate, 1932:27)

Mildred P. Harrington, Assistant Professor of Library Science at Louisiana State University showed how the library could be used as a social science laboratory -- since the laboratory method, or an adaptation of it, was recognized as a valuable method of instruction. She stated, "School librarians who look upon the library as a laboratory will best meet the needs of modern educational method." (Harrington, 1932:31) Examples were given showing how the unit method in elementary teaching would lend itself to the library by having pupils use the library individually, as an entire class, or as a committee working on a phase of a unit. It was further pointed out that the practice of
supplementary and collateral reading was being replaced by intensive and extensive reading using many types of materials in addition to books: magazines, pamphlets, government documents, clippings, pictures, maps, stereographs, and other visual aids -- "all grist for the mill." (Harrington, 1932:31)

Elementary classroom libraries remained for the most past the dominant practice during the tenure of Lois Shortess as school library supervisor. She pointed out, however, in an effort to promote wide use of many books that while the required number of books were purchased annually for elementary grades, the books were intended for the school and not for a room. She urged strongly that books be circulated from room to room in order that pupils might have the opportunity to use all books in a school. (Shortess, 1939a:11) She also urged that "Permanent classroom libraries should be discouraged." (Shortess, Circular Letter 1325, September 22, 1939) She quoted Lucille F. Fargo, author of The Library in the School who stated, "Practical experience has shown that the independent classroom collection becomes static, and then disintegrates." (Shortess, Circular Letter, September 22, 1939) Lois Shortess
commented, "My own experience has convinced me that she is correct." (Shortess, Circular Letter 1325, September 22, 1939)

School Library Collections Developed

The State Department of Education had compiled lists of recommended books for Louisiana schools since the early years of T. H. Harris's administration. Although the Department recommended that these books be purchased for the library program, they were bought and used mainly for collateral reading in English programs.

The first booklist prepared by Lois Shortess was distributed in January, 1930, four months after the appointment of the new supervisor. The list was designed for use in subjects taught in the high school. School personnel were told that this was not a required buying list, but one that would help in building a balanced collection to meet minimum required standards. Plans for a forthcoming more comprehensive list were announced. (Shortess, Circular Letter 2738, January 31, 1930)

Another list helpful for teachers was distributed in January, 1931. This was a list compiled for teachers of free pamphlet materials that could be obtained from
businesses, industries, organizations, and state agencies to be used in the course, Studies in Louisiana. It was suggested that ordering be done discriminately by teachers and not by pupils. (Shortess, Circular Letter 2878, January 12, 1931)

The State Department of Education's list of approved encyclopedias first appeared in 1935. School personnel were encouraged to use this list along with Subscription Books Bulletin, a guide in selecting reference materials published by the American Library Association. Librarians and school officials were told:

If you are considering the purchase of a set of books and do not have access to the files of the Bulletin in your office or a nearby public library, it is recommended that you defer purchase until you can get the benefit of the American Library Association review from this office. Why not find out the value of the set before, rather than after, purchase. (Shortess, Circular Letter 531, September 27, 1935)

Requests came frequently to the supervisors' office in the State Department of Education for recommendations on magazines for schools. In 1929 Lois Shortess prepared her first magazine list for elementary and secondary schools. She gave directions for ordering and urged that orders be placed with magazine subscription agencies since they offered the best price. (Shortess, Circular Letter 2701, November 25, 1929) The magazine list was revised in 1932,
and schools were urged to order from the Louisiana Teachers' Association office in Baton Rouge, "an outstanding magazine subscription agency with generous discounts." (Shortess, Circular Letter 122, October 16, 1932)

The magazine list for 1935 recommended the Readers' Guide to Periodical Literature for schools. In October of that year schools were informed that Superintendent Harris had agreed to buy Readers' Guide for high schools in the State. (Shortess, Circular Letter 538, October 14, 1935)

The Standard Catalog for High School Libraries, a publication of the H. W. Wilson Company, was endorsed by Superintendent Harris October 16, 1932, as an effective guide for selecting books for the high school library. Harris recommended that each high school spend $4.00 for this tool. Ten days later Harris announced that the Standard Catalog had been adopted as the "official library list for Louisiana high-schools." (Harris, Circular Letter 123, October 16, 1932)

By 1930 the Elementary Division of the State Department of Education required twenty-five books for free and directed reading for each elementary grade. This did not include sets of supplementary readers as these were considered textbooks. In December, 1930 Lois Shortess prepared a
list of recommended books for elementary grades -- twenty-five titles in each grade one through seven. Like the previous lists, these titles were not considered as required, but suggestive for buying purposes. The library supervisor stated:

In general, first purchases for children should consist largely of the classics -- books which should be the heritage of every child. After a basic library of standard titles has been built up, the newer publications can be added. (Shortess, Circular Letter 2856, December 3, 1930)


In 1935 Lois Shortess wrote to superintendents and high school principals informing them that a copy of H. W. Wilson's *Abridged High School Catalog* was being mailed to
each school. This catalog was a gift which "... Mr. Harris very generously agreed to buy ... to be distributed to the high schools of the State." (Shortess, Circular Letter 538, October 4, 1935) The abridged catalog contained titles recommended for first purchase for the years 1932-1935. The supervisor stated that the catalog would be helpful to school librarians not only as a selection aid, but also as an aid in classifying and cataloging books. It was also recommended that selection be limited to titles included in either the abridged or unabridged catalog. (Shortess, Circular Letter 538, October 4, 1935)

In working with schools to build balanced collections the Supervisor stated, "The wise selection of books for the school library is one of the chief duties of the librarian." She urged librarians to purchase first the standard titles in fiction, biography, and history, and after building a basic collection of these titles to add the more recent ones. She pointed out that the three major functions of a school library were to provide collateral materials for the different subject areas, to provide extra-curricular materials of students, and to provide reading materials for children's personal pleasure and inspiration. (Shortess, 1930c: 29)
An effective method of bringing attention to suitable books for teachers and librarians was the State Supervisor's work with other subject-area supervisors in the State Department of Education. These supervisors would write to teachers of the various subject-areas recommending titles to be purchased for the school library. An example of this was a letter by Clyde Mobley, State Supervisor of Home Economics, recommending reference books needed in home economics. She stated:

Certainly there is a need for references on these subjects in every high school offering home economics. So few books have been published since the reference list was made last fall that it seems unnecessary to submit additional titles in this letter. By all means confer with the principal and librarian, and select the quota of home-economics books. (Mobley, Circular Letter 1257, May 3, 1939)

Another example of recommendations by a subject-area supervisor was the list of recreational books and magazines issued by Jesse W. Hair, State Supervisor of Health, Physical, and Safety Education in 1937. (Hair, Circular Letter 827, June 1, 1937) An updated list on the same subject was distributed in the following year. (Hair, Circular Letter 987, March 31, 1938)

S. T. Burns, State Supervisor of Music, compiled a list of books on music history and appreciation and biographies of musicians for school libraries in 1937. (Burns,
Circular Letter 985, April 8, 1938) Lloyd V. Funchess who later became music supervisor, asked music teachers to request school librarians to order music books. He stated, "... in due time some, if not all, of these books will be available. (Funchess, Circular Letter 1351, October, 1939)

Suggested library materials for high school mathematics courses were given in the Course of Study in Mathematics in 1935. Among the books recommended for collateral reading were H. W. Dudeney's Amusements in Mathematics, D. E. Smith's Number Stories of Long Ago, Raymond Weeks' Boys' Own Arithmetic, and A. E. Abbott's Flatland. (Louisiana State Department of Education, Bulletin 312, 1935:8)

Extensive materials were recommended in a social studies bulletin in 1935. Materials recommended consisted of collateral reading books, periodicals, references, maps, pictures, slides, and films in the areas of commercial and industrial geography, civics, problems of democracy, economics early and modern European history, general history, and American history. (State Department of Education, Bulletin 310, 1935)

The State Department of Education issued a bulletin in 1938 on the improvement of instruction at both the elementary and secondary levels which also recommended extensive
materials in the areas of social studies, science, mathematics, language arts, creative and recreational arts, and home and vocational arts. Types of materials recommended were library books, references, periodicals, and "visual and audio aids in learning." (State Department of Education Bulletin 384, 1938)

Lois Shortess coordinated and promoted book exhibits furnished by national organizations that were available to schools. In announcing an exhibit of the National Association of Book Publishers in 1938 to aid in book selection, she stated,

It is so much easier to select books after examining them than it is from book lists or from reading annotations. . . . My opinion is that time can well be spent examining these books. (Shortess, 1939b:13)

Between the years 1929 and 1940 school library collections grew from 262,338 to 965,865 volumes - an average of sixty-four thousand volumes annually. The greatest increase in volumes, approximately 115,000 annually, occurred between the years 1937 and 1940 when schools were using state aid for the purchase of library books. These figures are shown in Table V.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Librarians</th>
<th>Volumes in Libraries</th>
<th>Value of Collection</th>
<th>Amount Reported By Parishes</th>
<th>By State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929-30</td>
<td>21</td>
<td>262,338</td>
<td>$ 605,425.56</td>
<td>$57,467.33</td>
<td></td>
</tr>
<tr>
<td>1930-31</td>
<td>27</td>
<td>293,289</td>
<td>$ 57,467.33</td>
<td>56,601.72</td>
<td></td>
</tr>
<tr>
<td>1931-32</td>
<td>27</td>
<td>344,293</td>
<td>$ 56,601.72</td>
<td>61,687.51</td>
<td></td>
</tr>
<tr>
<td>1932-33</td>
<td>21</td>
<td>137</td>
<td>364,019</td>
<td>605,425.56</td>
<td>65,215.94</td>
</tr>
<tr>
<td>1933-34</td>
<td>27</td>
<td>138</td>
<td>581,633</td>
<td>632,672.12</td>
<td>91,817.47</td>
</tr>
<tr>
<td>1934-35</td>
<td>29</td>
<td>231</td>
<td>674,339</td>
<td>786,089.39</td>
<td>96,932.90</td>
</tr>
<tr>
<td>1935-36</td>
<td>30</td>
<td>225</td>
<td>612,228</td>
<td>742,106.12</td>
<td>82,250.42</td>
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<tr>
<td>1936-37</td>
<td>88</td>
<td>230</td>
<td>616,390</td>
<td>734,269.02</td>
<td>50,974.55</td>
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<tr>
<td>1937-38</td>
<td>72</td>
<td>315</td>
<td>728,847</td>
<td>940,642.38</td>
<td>76,224.48</td>
</tr>
<tr>
<td>1938-39</td>
<td>85</td>
<td>331</td>
<td>850,248</td>
<td>1,190,812.42</td>
<td>63,451.87</td>
</tr>
<tr>
<td>1939-40</td>
<td>110</td>
<td>314</td>
<td>965,856</td>
<td>1,323,979.87</td>
<td>51,722.58</td>
</tr>
</tbody>
</table>

**Total**                   |                      |                      | $754,346.77           | $250,000.00                |          |

**Average**                  |                      |                      | 68,576.97            |                         |          |

Taken from Annual Reports of State Department of Education 81st (1929-30) through 91st (1939-40)
P. H. Griffin, Secretary of the Louisiana Teachers' Association, established a department in the Association in 1929 known as the Library Department. The Department aided greatly in the school library movement in Louisiana by carrying in stock titles of sixty-four publishers. The Department rendered services to schools by serving as a central buying agency giving lower discounts than did the publishers. This alleviated the necessity of schools purchasing from several publishers. The Department operated purely for the service it could render to schools. It was "... not intended that this department should earn any money. Service is the main idea." (Houston, 1932b:11)

The first order for library books from the Library Department of the Louisiana Teachers' Association was placed by Zachary High School during the 1928-29 school session. The school had received cash donations of $500 each from two former students, Dr. J. M. Shelmire and G. McDonald Mather, to help build a balanced library collection. The Zachary faculty in evaluating the use of the new books reported:

The receiving of new books has greatly stimulated the reading activities of the children, as is shown by the fact that only 847 books were read from September to the middle of November, when the first order was received; while during the first month thereafter, 556 books were read. ("Zachary High School". . . 1929:37)
In 1934 the Louisiana Teachers' Association created, as one of its standing committees, the Library Committee. This committee consisted of school librarians, principals, supervisors, and faculty members of the colleges and universities. The purpose of this committee was to work with schools to further library development in Louisiana.

The first year the committee was active, a survey was made of elementary school libraries in Louisiana to determine the following:

1. How have the various elementary schools of Louisiana organized their libraries?
2. How do the elementary libraries function?
3. How do the Louisiana elementary libraries conform to the recognized methods of attaining the two aims of free reading? These two aims are as follows: (1) Develop strong motives for permanent interest in reading, and (2) Develop rich and varied experiences through reading. ("Report of the Library Committee," 1935:33-36)

Questionnaires sent to all approved elementary schools in the State had a return from 978 grades, representing 177 schools. The returned questionnaires revealed that there were 122 centralized collections and 856 grade collections in the State. The average number of library books per pupil was 1.7. Seven hundred twenty-nine grade teachers reported having a regular time on the daily schedule for free reading of library books while 249 did not. The average time allotted
for this period was twenty to thirty minutes each school day. 

Teachers reported that they helped to develop motives for permanent interest in reading by allowing children to choose their own materials, by having no forced reading of certain books, and by teachers guiding reading according to the interests of the children. Teachers reported that they helped to develop rich and varied experiences through reading by encouraging and recommending titles on additional subjects of interest, by making the reading period informal and friendly, by permitting children to carry books home, by encouraging parents to buy good books, by promoting use of public libraries, by requiring a variety of formal, informal, and voluntary reports, and by teachers' reading occasionally parts of a book to arouse interest. ("Report of the Library Committee," 1935:35)

In conclusion the Library Committee reported that classroom libraries are essential to all elementary schools and that teachers through wise guidance and selection of materials can help develop permanent interest and varied experiences in reading. A further conclusion stated:
The response . . . indicates an appreciation of the importance of elementary grade libraries; however, ideals have not yet been reached. The perfect situation is still far in the future for most of us, a large attractive room library, manned by a trained children's librarian, and provided with an adequate supply of books which may be borrowed by the pupils or taken by the teachers in collections to their rooms for their library corners. ("Report of the Library Committee," 1935:35)

The Library Committee printed the results of the survey and distributed it widely over the State. In 1937 a summary was made of conditions of both elementary and secondary libraries, and strong recommendations were made for instruction in the use of libraries in all grades. Recommendations were made by both the 1936 and 1937 Committees that an upward revision be made in the elementary school standards. (Shortess, 1938a:21)

The 1939 Committee working in conjunction with the School Library Section of the Louisiana Library Association prepared a bibliography of recommended materials for purchase by high schools. This bibliography included encyclopedias, dictionaries, general reference books and biographies. (Shortess, Circular Letter 1242, April 17, 1931)

State Aid for School Libraries

By 1935 Superintendent Harris, apparently aware of limitations of parish school boards to supply adequate
materials for school libraries and pleased with the success of the free textbook program initiated in 1929, decided that the State should play a major part in supplying library books for children. He made the following statement at the annual meeting of the Louisiana Teachers' Association in November, 1935:

It is so essential that every high-school department and every grade of the elementary schools should be equipped with a good library that the State should, I think, furnish free library books and periodicals just as it does textbooks. There is not much difference in the importance of the two classes of books. I shall ask the Legislature at its next meeting to place library books on the free list, and the State Board of Education to equip all grade rooms and all high-school departments with libraries meeting good standards. (Annual Report, 1935-1936, 1937:69)

In the spring of 1936 at the annual session of the Legislature a bill was introduced embodying the Superintendent's recommendation and was passed as Act Number 153. The Act provided that part of the severance tax fund would be developed to supplying school supplies, including library books, free of cost to the children of the State. The Act further provided that books were to be purchased by the State Printing Board which was composed of the Governor, the Secretary of State, and the State Auditor and would be distributed by the State Board of Education. (Louisiana Legislature, Act 100, 1936) In November, 1936 this Act
became an amendment to the Constitution of Louisiana and was voted upon and passed by the people of the State.


Many years after Lois Shortess had left the State Department of Education, she commented on the confidence of Superintendent Harris in the passage of the Act:

I wonder now at Mr. Harris' confidence in the passage of that act, for in February 1936, nine months before it was voted upon by the people, he had me send out forms to the schools of the state, indicating their book needs in the light of state standards. (Shortess, 1965:5)

In preparation for the administering of this plan, the Library Division of the State Department of Education distributed forms to white public and private schools on February 29, 1936 to ascertain the library needs of the various schools. (Harris, Circular Letter, Unnumbered, February 29, 1936) When filled out, these forms presented an account of the library resources and needs of each school. Next, an apportionment was made, and each school was informed of its quota in number of books. The following factors were considered in arriving at the quota: book needs of the library as shown in its report, library standards to be met according to enrollment of the school, and the amount of funds estimated as available for this purpose for 1936-37. For secondary schools the assignment of the full quota
allotted to the school was conditional on compliance with standards regarding the training of the librarian, time spent by the librarian in the library, and suitable quarters for the library. (Annual Report, 1935-36, 1937:69)

On May 6, 1936 Lois Shortess, in a letter endorsed by Superintendent Harris, requested schools to prepare lists of the books wanted in their libraries according to the quota for each school. The supervisor stated that although the State Department of Education wanted to bring each school library up to minimum standards, it would be impossible to accomplish this in one year. She stated that books were being apportioned on the following bases:

**High Schools**

1. High Schools will be permitted to order enough books to bring their libraries up to a minimum standard, as requested on their reports, with the following exceptions:

   a. No school without a qualified librarian will be allowed more than 200 volumes.

   b. In the case of a school needing more than 200 volumes to meet the minimum standard, and having an unqualified librarian:

      (1) If the librarian is planning to take library courses this summer, the making of the order list should be postponed until after this work has been completed.
(2) If the school authorities are planning to appoint a new librarian who is qualified, the making of the order should be postponed until after this appointment is made.

c. In the case of a school in which the librarian needs 12 or more semester hours of library training (i.e., in State-approved high schools of more than 200 enrollment and in Southern Association accredited schools of 100 or more enrollment), the book purchase will be postponed or limited to 200 volumes unless the librarian takes library science courses this summer or unless a qualified librarian is appointed.

d. In State-approved high schools of more than 200 enrollment or in Southern Association accredited schools of 100 or more enrollment, book purchase will be postponed or limited to 200 volumes unless the librarian is permitted to spend the required amount of time in the library.

e. Book purchase will be postponed unless the school has provided suitable quarters for the library.

f. In schools meeting the requirements in regard to librarian, time spent in library, and library quarters, purchases will be limited to the following as a maximum.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-174</td>
<td>250 volumes</td>
</tr>
<tr>
<td>175-249</td>
<td>2 v. per pupil</td>
</tr>
<tr>
<td>250-399</td>
<td>1-1/2 v. per pupil</td>
</tr>
<tr>
<td>400-599</td>
<td>1 v. per pupil</td>
</tr>
<tr>
<td>600-799</td>
<td>3/4 v. per pupil</td>
</tr>
<tr>
<td>800-1199</td>
<td>1/4 v. per pupil</td>
</tr>
<tr>
<td>1200-1799</td>
<td>1/3 v. per pupil</td>
</tr>
<tr>
<td>1800-2500</td>
<td>1/4 v. per pupil</td>
</tr>
</tbody>
</table>

2. High Schools which meet minimum standards will not be allowed to order books at the present time.
Elementary Schools

1. Elementary schools will be allowed to order enough books to bring their libraries up to a minimum standard, with the following exception:

   In one- and two-teacher schools where more than three grades are taught by one teacher, the libraries will be brought up to one-half the minimum number of books required.

2. The following schools will not be allowed to order books at the present time:

   a. Schools in which one teacher teaches more than three grades, if that school has as many as one-half the required number of volumes.

   b. Other elementary schools meeting minimum standards.

   It is obvious that we cannot place books in buildings which are not properly locked and protected against pilfering. You should send in no requisitions for schools which are not so protected. (Shortess, Circular Letter 636, May 6, 1936)

A slightly different arrangement was made for the libraries of Negro schools. Under the direction of the State Agent for Negro Schools, plans were developed for establishing circulating collections in the various parishes, and orders were prepared to supply the books needed for those collections. (Annual Report, 1935-1936, 1937:70)

In a letter to parish superintendents and school board members in May, 1936 Superintendent Harris commented further on his plan of asking the Legislature to make available funds
to the State Board of Education for the purchase of library books. He estimated, "We shall probably spend something like $200,000.00 next session on this item." (Harris, Circular Letter 643, May 15, 1936) He also stated that magazines and newspapers would not be purchased from this fund nor any contribution made to the employment of librarians. He insisted, however, that school boards conform to "... regulations in the matter of school librarians -- whole-time for the larger high schools and part-time for the smaller high schools." (Harris, Circular Letter 643, May 15, 1936)

He commented further:

It is just about as essential to have someone in charge of the libraries who knows how to protect the books and to provide for their suitable use among the students as it is to make the books available, and I trust that the various school boards will see that this requirement is properly met. I wish to urge that the different school boards arrange to provide the necessary periodicals, such as daily newspapers, magazines, etc., that can be used to advantage by the children in the high schools and also in the elementary grades. In short, I hope that you will endorse my view that the library is an essential feature of the school, and that you will do your full part to the extent that your finances will permit to make the libraries helpful to the children. (Harris, Circular Letter 643, May 15, 1936)

Harris was apparently optimistic about the passage of the proposed legislation. If this were accomplished, he felt that schools could use more of their own funds for the purchase of equipment, supplies, and periodicals since the
State would be supplying the major portion of library books.

During the summer of 1936 he requested Lois Shortess to prepare the following list of "Materials that Should Be Provided to Care for the Library Books."

Materials that Should be Provided to Care for the Library Books

I. White- High Schools

A. Supplies

1. Accession book for each school: (A new one is not necessary if the old one is satisfactory.)
2. Book pockets: (At least one for each new book.)
3. Book cards: (At least one per new book.)
4. Date due slips: (At least 1-1/2 per new book.)
5. Catalog cards: (When cataloging is to be done, 4 cards per book.) Average cost $3.50 per 1000.
6. Miscellaneous supplies for each school: Shellac, White ink, paste, mending supplies, etc.

B. Equipment for each High School

1. Charging supplies: Charging tray, date guides, band dater, ink pad.
2. Shelving
3. Tables and chairs
4. Librarian's desk and chair
5. Bulletin board
6. Book supports
7. In the larger schools, additional equipment, such as magazine rack, newspaper rack and files, vertical file, catalog cabinet, dictionary stand, floor covering, typewriter, etc.
C. Periodicals

1. At least one daily newspaper in each high school.
2. Magazines (Not fewer than five approved magazines in each high school)

II. White- Elementary Schools

A. Supplies

1. Book pockets: (At least one for each book)
2. Book cards: (At least one for each book)
3. Date due slips: (At least 1-1/2 per book)

B. Equipment

1. Book case or shelving in each room where books are housed.
2. Equipment as in I-B, 1-7, if library is located in a central collection.

III. Negro Schools (in the parishes that are to be furnished library books by the State)

A. Supplies (See prices under I-A)

1. Accession book
2. Book pockets (At least 1000)
3. Book cards (At least 2000) - 2 colors -- 1,000 each.
4. Date due slips (At least 1500)
5. Catalog cards (At least 1500)
6. Shellac
7. Paste

B. Equipment

1. Charging supplies: Charging tray, one set date guides, one set alphabetical guides, two band daters, ink pad.
2. Shelving
3. Tables and chairs
4. Librarian's desk and chair
5. Bulletin board
6. Book supports
7. Padlocked wooden boxes in which books are transported. (Harris, Circular Letter 666, July 14, 1936)

In later years Lois Shortess described the passage of Act 153 which furnished free school library books as "the biggest boost in book collections in both elementary and high schools." (deGrummond, 1953:51-52) In describing how the quota plan worked, she stated:

It was Mr. Harris' idea that the first year of the state purchase the books be bought to bring all school libraries up to minimum state standards. This penalized the schools in the state who had been working hard in building up their school libraries, but it was a boon to the poorer schools. After that first year distribution was on a per pupil basis. The purchase the first year, in the summer of 1936, was for $250,000. In succeeding years it was $300,000 and with a school enrollment at that time of 297,000 pupils it was a pretty good per pupil average. (Shortess, 1965:6-7)

In his annual report for the 1936-37 school session Superintendent Harris reviewed the progress of textbooks, library books, and paper and pencils program at state expense under the various governors: the free textbook program under Governor Long and the free library program and other materials under Governors Allen and Leche. "... under Governor Leche all of these programs were placed in the Constitution up to a cost of One Million Dollars a year." (Annual Report, 1936-1937, 1938:17) In commenting on the wisdom of these programs Harris stated:
My judgement is that all classes of our population are highly in favor of this legislation. The furnishing free of these materials relieves probably three-fourths of our school patrons of real hardships because they are too poor to buy them, and then the legislation is wise and serviceable for the reason that teachers and children are prepared on the opening day of the schools to apply themselves actively to the discharge of the duties of the schools because the tools with which they work are on hand, and there is no delay while they are being assembled. (Annual Report, 1936-1937, 1938:17)

Harris itemized the cost of the three programs and stated, "The Million Dollars prescribed in the Constitution . . . is too small a sum to cover the cost of these materials. My judgement is that the system of State-furnished books and supplies is economically administered and that there is no way to minimize the cost if efficient service is to be rendered." (Annual Report, 1936-1937, 1938:17)

The annual allotments for school libraries continued, thus helping schools to build their collections both qualitatively and quantitatively. The first state-wide average was approximately one volume for each high school student and one volume for each two elementary pupils. The second purchase, in 1937, based on a per pupil ratio, amounted to $265,000. In 1938 the allotment was three-fourths book per high school student and one-half book per elementary pupil, amounting to $345,000. The allotment figure for 1939 was
$300,000 purchasing one-half book per pupil for both elementary and secondary schools. (Annual Report, 1936-1937, 1938: 70) Table V, includes these allocations along with local expenditures.

In order to expedite the processing of book orders, it was necessary for the School Library Division of the State Department of Education to employ during the summers a number of school librarians to help in this work. Among the librarians employed for this were: Evelyn Peters, Mary Lussan, Elma Templet, Stella Dolhonde, Frances Postell, Sara Weathersby, Clara Griffon, Ruby Moore, May Lynn Amiss, Mildred Mobley, Alvina Good, Lillian Phillips, and Dorothy Steidtmann. (Shortess, 1938d:11 and Shortess, 1939b:20)

Although state aid to school libraries was a fairly common practice in the decade of the thirties, Louisiana was the first state to attempt to furnish library books outright to schools. Cecil and Heaps described the Louisiana state aid plan as follows:

Such effective state leadership in the development of state aid for school libraries is outstanding. In addition to this state aid administered by the State Department of School Libraries, a total of $200,000 was appropriated for the 1938-40 biennium, to be administered by the Library Commission and spent for public library extension. Thus there is a definite evidence of the realization that school and public libraries are essential parts of the educational system of the state. (Cecil and Heaps, 1940:93-94)
Expenditures

Table V indicates that allocations by parishes for school libraries totaled $754,346.77 for the sessions 1929-30 through 1939-40, or an average of $68,576.97 annually. Between the years 1929-30 and 1934-35 parish allocations increased from $57,467.33 to $96,932.90. From 1935-36 through 1939-40 these allocations were reduced from $82,250.42 to $51,451.87. Allocations from the State began in 1936-37 with $250,000, or $1.05 per pupil. The 1937-38 allocation of $265,000 also averaged $1.05 per pupil. In 1938-39 the State increased its appropriation to $345,000 bringing the per pupil expenditure to $1.30. A decrease for the 1939-40 school session reduced the per pupil allotment to $1.19.

Throughout the years librarians were encouraged to prepare detailed budgets for annual expenditures. Items recommended for inclusion in the budget were: books, magazines and newspapers, supplies to process new books, equipment, and binding. (Harris, Circular Letter 841, June 23, 1937)

Standards adopted in 1937 recommended that schools not meeting minimum State requirements be given special appropriations until those standards were met. Once standards were met, an annual school board appropriation "exclusive of
equipment, should not be less than 50 cents per student, with a minimum of $50 in schools of fewer than 100 enrollment." (Louisiana State Department of Education Bulletin 341, 1937:12) Also recommended was a contingent fund to provide for emergencies such as books needed for immediate use. Typical budgets recommended for high schools of different sizes were:

<table>
<thead>
<tr>
<th>Enrollment</th>
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<th>Enrollment of 150</th>
<th>Enrollment of 350</th>
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</thead>
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<tr>
<td></td>
<td>Magazines $15</td>
<td>Magazines $25</td>
<td>Magazines $60</td>
</tr>
<tr>
<td>Magazine</td>
<td>Newspapers 5</td>
<td>Newspapers 8</td>
<td>Newspapers 10</td>
</tr>
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<td>Supplies</td>
<td>10</td>
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</tr>
<tr>
<td>Binding</td>
<td>10</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Contingent</td>
<td>10</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>$50</td>
<td>$75</td>
<td>$175</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Enrollment of 500</th>
<th>Enrollment of 700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazine</td>
<td>$75</td>
<td>Magazines $100</td>
</tr>
<tr>
<td>Newspapers</td>
<td>15</td>
<td>Newspapers 25</td>
</tr>
<tr>
<td>Supplies</td>
<td>40</td>
<td>Supplies 50</td>
</tr>
<tr>
<td>Binding</td>
<td>80</td>
<td>Binding 100</td>
</tr>
<tr>
<td>Contingent</td>
<td>40</td>
<td>Contingent 75</td>
</tr>
<tr>
<td></td>
<td>$250</td>
<td>$350</td>
</tr>
</tbody>
</table>

(Louisiana State Department of Education Bulletin 341, 1937:12)

**Certification of School Librarians**

Louisiana had no specific certification requirements for school librarians until 1934. Certification authorizing employment for school library service fell under a blanket
certification regulation requiring a baccalaureate degree
"... awarded by an approved college for four years of
work above the high school level showing nine hours of
education including two-college hours in practice teach­
ing in the subject or subjects specialized." (Louisiana
State Department of Education Bulletin 216, 1931:3)

The first certification standards formulated in 1934
were based on service for full-time librarians, half-time
librarians, and part-time librarians. Requirements were
outlined on the following basis:

In library service, specialization will be credited
on the following basis:

(1) A full-time librarian (required in a high school with
enrollment of 500 or more) must hold high-school
certificate based upon:

a. Baccalaureate degree.
b. Twelve to fifteen college-session hours in
library science.
c. A minimum of six college-session hours in the
field of Education, including two college-
session hours in practice teaching. (Two weeks
of full-time supervised practice in a school li-
brary, or its equivalent, will be accepted as
meeting the practice-teaching requirement.)

(2) A half-time librarian (required in a high school
with enrollment of 200 to 500) must hold high-
school certificate based upon the same require-
ments as for a full-time librarian, except that
the library-science requirement is only six col-
lege-session hours.
(3) A part-time librarian (required in a high school with enrollment under 200) must hold high-school certificate based upon the same requirements as for a full-time librarian, except that the library-science requirement is only three college-session hours.

(5) In meeting the Education requirements for the various classes of certificates, credits in the following courses may be counted as Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Books</td>
<td>1</td>
</tr>
<tr>
<td>Book Selection for School Libraries</td>
<td>1</td>
</tr>
<tr>
<td>School Library Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

(6) Credentials for certificate authorizing employment in school-library service must be approved by the State Supervisor of School Libraries. (Louisiana State Department of Education Bulletin 275, 1934: 11-13)

Only one minor change occurred in the certification of school librarians during the next eight years. When certification standards were revised in 1936, the course "Teaching the Use of Books and Libraries" was added to the required courses needed in the education requirements for school librarians." (Louisiana State Department of Education Bulletin 322, 1936:12)
LIBRARY EDUCATION

With active library development in Louisiana underway in 1925 the profession was severely handicapped by a lack of trained personnel. The Louisiana Library Commission adopted in 1926 as one of its projects that of "giving all possible cooperation and encouragement to the establishment of a training course for librarians." (Louisiana Library Commission, First Annual Report:24)

The Louisiana Library Association after its reorganization in 1925 also became vitally concerned in promoting the establishment of library training agencies in Louisiana. Virginia Fairfax reported at the Lafayette Meeting in 1926 that the first objective of the newly organized Association was to "promote training facilities for librarians within our state and endeavor to have appointed only trained librarians in the various libraries." Essae M. Culver and Virginia Fairfax were appointed as a committee to investigate the need for a training course in Louisiana. (Abramson, 1952:71) Another factor bringing about the need for trained librarians was the adoption in 1928 by the Southern Association of Colleges and Secondary Schools of school library standards. Louisiana school systems, in
endeavoring to achieve these standards, realized the need for professionally trained personnel. With the appointment of a State School Library Supervisor in the State Department of Education, who was attempting to develop statewide school library services, a steady demand for school library personnel was assured. (Morton, 1955:127)

Louisiana State University offered the first courses in library science during the summer of 1926 and continued to do so annually on a summer basis each year thereafter until the Library School was established in September, 1931. One hundred twenty-seven students, including eighty-six from Louisiana, took the courses during the summer of 1926-1931. Winnifred Lemon Davis, Principal of the Carnegie Library School of Atlanta, directed the first session in 1926. She was followed in succeeding summers between 1927 and 1931 by Martha Conner of the Carnegie Library School in Pittsburgh, and Mrs. Catherine Love Baker of the New York State Teachers College Library School of Albany. Other members of the summer session faculties were Susan Gray Akers of the Wisconsin Library School (1928 and 1929), Laura Bailey (1931), Katherine Payne Carnes (1926 and 1927), Lucille Morsch (1930), Charlotte Newton (1931), and Mrs. Wells Smith (1930). (Morton, 1955:127)
An announcement describing the summer courses offered in 1926 described the purposes of the library science courses as follows:

... cooperating with the Louisiana Library Commission in order to meet the state's demand for librarians equipped with some knowledge of library technique; and of cooperating with the State Department of Education in its endeavor to have a librarian in every accredited high school of the state. (Louisiana State University, 1926)

The first courses consisted of Book Selection, Cataloging, Classification and Subject Headings, Reference, Library Administration and Economy, and School Library Management. The course in School Library Management was described as follows:

A course in school Library Management is intended for teachers. Emphasis will be placed upon the organization of the high school library, and its equipment; upon means and methods of developing good habits and right tastes in reading; and upon plans for interesting high school pupils in the use of books and libraries. (Louisiana State University, 1926)

During the 1931 summer session Children's Literature, Library Work with Children, and Practice Work were added to the curriculum. (Louisiana State University, 1931:42-43)

When the Library School opened in September, 1931, six hours of library science were offered for school librarians. These were: Book Selection for School Libraries and Children's Work taught by Mildred P. Harrington and School
Libraries taught by Mrs. Mae Parkinson Webb. (Louisiana State University, 1932:59) In 1934 two additional courses were added: Story Telling and Teaching the Use of Books and Libraries. The School Libraries course was taught by Alice L. LeFevre. (Louisiana State University, 1934:118)

The various school library courses were taught in following summers and regular sessions by Dr. Helen Gordon Stewart, Mrs. Will C. Daniel, Margaret Herdman, Lois Shortess, and Mrs. Margaret F. Roberts until 1940 when Norris McClellan joined the faculty permanently as the school library specialist. (Louisiana State University, 1940:29)

In her first year as library supervisor Lois Shortess found in her surveys that high schools in Louisiana needed three hundred thirty-six teacher librarians with six semester hours of library training, and thirty-three with one year's training to fulfill Southern Association requirements. In an early article she urged Louisiana schools to recognize the school library as an integral part of the school system. She stated that the remedy to haphazard libraries consisting mainly of English collateral reading material giving little real library service was "only one possible answer: a trained librarian." (Shortess, 1930a:46) She compared the school with a worn-out collection, disarranged shelves, a
cumbersome charging system, and only a few new books bought occasionally with a school having an inviting, orderly library room, a collection of varied materials in good physical condition, a functional card catalog, and reading guidance for pupils. The difference, she pointed out, between these two pictures was a trained librarian who is allowed time for work in the library. She pressed for trained librarians in Louisiana schools "not because the Southern Association or State Department requires it, but because she is an indispensable factor in the modern school." (Shortess, 1930a:47)

Lois Shortess announced to teachers that during the summer sessions of 1930 four state colleges and universities would be offering for the first time library science courses. These were Louisiana State Normal College, Southwestern Louisiana Institute, Tulane University, and Loyola University. Courses offered in these schools dealt with elementary principles of library science as applied specifically to school libraries, and adapted to the teacher who spends part of her time as librarian and part time in teaching. The courses in each school amounted to six semester hours credit that could be applied toward a college degree. Plans were made in 1930 for these schools to give additional courses in the
summers of 1931 so that in the two summers twelve hours work might be taken. Persons needing a year's training were urged to enroll at Louisiana State University.

The courses offered in these summer programs were identical, based on the American Library Association standards for a curriculum in school library work. Courses carrying two-hour credit offered in the schools were: Book Selection for the School Library, High School Library Administration, and Cataloging and Classifying for the School Library. (Shortess, 1930a:48) Courses at Loyola were taught by Virginia Fairfax, Librarian at Warren Easton High School, and Mrs. Lena G. Marcy of Loyola. (Loyola University, 1930:16) Faculty members at Tulane were Debora R. Abramson, Librarian at the University of Mississippi High School, and Helmer L. Webb, Tulane University Librarian. (Tulane University of Louisiana, 1931:36) Teaching at Southwestern were Lois Shortess and Charles R. Flack, the college librarian. (Southwestern Louisiana Institute, 1930:40) Teachers at Normal were Ora Williams, Ethel Marsh Murray, and Lucille Lyda Bridgers. (Louisiana State Normal College, 1931:26)

Louisiana Polytechnic Institute offered its first courses in library science during the 1930-31 session. The
courses offered were similar to the ones offered in the other colleges and universities for "... those who wish to qualify as librarians or part-time librarians in the high schools of the state." Instructors for the courses were Kathleen Graham, Maude Goyne Green and Marjorie C. Leigh, all members of the library staff. (Louisiana Polytechnic Institute, 1930:75)

The colleges and universities continued to offer these courses except Tulane and Loyola which discontinued their courses by 1933. Although some of the courses were changed in titles, they were increased to cover the areas of book selection, school library administration, cataloging and classification, reference, and teaching the use of the library. These courses enabled librarians to meet both state certification requirements as well as those set by the Association of Colleges and Secondary Schools of the Southern States.

Superintendent Harris noted in August, 1935 that many teachers had attended the summer sessions that year in the State colleges and universities to study library science. He stated, "This was praiseworthy and should result in more efficient library service." (Harris, Circular Letter 502, August, 1935) In writing to superintendents he
asked that librarians be given every opportunity to make the school libraries as serviceable as possible.

This can be done by giving them as much time in the library as you can and relieving them of other school duties, before and after school, with the view of having them give this time out of school when needed to the library service. My view is that the library is the heart of the school and that its importance in the school program will depend very largely upon the way that it is administered by the librarian. The librarian cannot be expected to make it a success unless she is relieved of some of her teaching and extra-school activities in order to have more time for her library duties. (Harris, Circular Letter 502, August 7, 1935)

With a qualified supervisor giving leadership at the State level and with the inauguration of library science programs in the colleges and universities, the number of school librarians in Louisiana with formal training in library science increased notably from 1929 to 1940 as shown in Table VI.

**Development of Negro School Libraries**

The development of library services in Negro schools was always a concern of the State Department of Education. Librarians in these schools were required to meet the same certification standards and library standards as the white schools. Negro schools also shared equally in the free library books program begun in 1936.
<table>
<thead>
<tr>
<th>Year</th>
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<th>12-23 semester</th>
<th>24-30 semester</th>
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</tr>
<tr>
<td>1930-31</td>
<td>66</td>
<td>11</td>
<td>5</td>
<td>82</td>
</tr>
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</tr>
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<td>62</td>
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<td>1937-38</td>
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<td>1939-40</td>
<td>167</td>
<td>86</td>
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(Annual Report, 1938-1939, 1940:36)
The State Supervisor of School Libraries frequently commended personnel in Negro schools for their efforts and interest in building library collections using their own funds. She showed concern "... in having your libraries built up with approved titles in attractive editions so that the standards set by the books bought for you by the State will not be lowered by books bought locally." (Shortess, Circular Letter 1368, January 8, 1940) She encouraged teachers to pursue library-education courses at Southern University and offered to assist in any way possible with the compilation and placement of book orders. She urged librarians to:

... get your books in circulation as quickly as possible. Get student help, if you can, for pasting pockets, date due slips, writing book cards, and possible accessioning. ... My advice would be to leave classification, shelf-list card, and cataloging until school is out, if you can make arrangements with your superintendent to do some work after school. If you take time to make all records now, the circulation of your books will be too long delayed. (Shortess, Circular Letter 1368, January 8, 1940)

The Supervisor worked closely with the State Agent for Negro Schools in effecting library services in Negro schools by devising plans of administration, in planning suitable library quarters, in recommending needed supplies, and in encouraging continuing education for the librarians. (Shortess, Circular Letter 128, June 22, 1939)
Bookbinding Project

Interest was shown again by Superintendent Harris in December, 1936 when Lois Shortess and John M. Foote of the State Department's Division of Reference and Service informed parish Superintendents that Harris had agreed to sponsor a statewide project for the mending and repair of library books and textbooks. The plan called for the Works Progress Administration to provide labor and supervisory staff, the State Department of Education to pay the cost of equipment and supplies, and the local school board to furnish space, tables and chairs, and a stock of books needing repair. (Shortess, Circular Letter 738, December 15, 1936)

By 1939 thirty-five binding units had been established in Louisiana. Until the summer of 1939 both textbooks and library books were rebound. Under new Federal regulations instituted at that time, only library books were eligible for binding. By the fall of 1939 every parish without a bookbinding unit was assigned to a neighboring parish. This permitted every school to have access to the services of a project supervised by a local high school librarian. Lois Shortess described the effectiveness of the project as follows:
Excellent binding has been done in all the projects, and thousands of books which otherwise would have to be discarded have been salvaged and made attractive for use. From the beginning of the work to September 30, 1939, 137,636 school library books were rebound by these projects. (Annual Report, 1938-1939, 1940:37)

Harris commented on the project:

All of the books in the parish needing renovation have been collected and turned over to these workers, who made them as good as new; in the case of library books, really a great deal better than new, for as a rule library books are flimsily built. (Harris, 1963:150)

The following letter from a parish superintendent to Harris showed the value of the bookbinding project to a local school system.

FRANKLIN PARISH SCHOOL BOARD
Winnsboro, Louisiana.

September 16, 1937.

Superintendent T. H. Harris,
Baton Rouge, Louisiana.

My dear Mr. Harris:

I wish to report to you that the W. P. A. Book-binding Project here in Winnsboro under the supervision of Mrs. Ochles Boone is making splendid progress and doing a great good for the schools of our parish.
Mrs. Boone has sent two loads of books during the last month to my office. These books were in bad condition when she received them, in fact they were not in any shape to be used any longer, or most of them were in this condition. After she and her co-workers rebound them, worked them over and cleaned them, they have the appearance of newly manufactured books. Some of the teachers remarked to me that they just as soon have them as new books just from the publishing company.

Not only is the W. P. A. Bookbinding project here giving work to several worthy young women, but the twelve hundred books finished up in good shape has saved the State quite a number of dollars. You will note that my book order for this session is much smaller than last session. We have two or three thousand more books that need working over, therefore, I hope that it will be possible for the project to continue for an indefinite time.

Very sincerely yours,

(signed) Jno. L. McDuff,
Superintendent.

(Harris, Circular Letter 860, October 15, 1937)

Professional Library Organization

The Louisiana Library Association, organized in 1909 and reorganized in 1925, played an important role in the development of all phases of librarianship in Louisiana. Early in Lois Shortess's tenure of state school library supervision, she encouraged involvement of school librarians in professional organizations. Neither the Louisiana Teachers' Association nor the Louisiana Library Association had in its organization a section for school librarians at that time.
Lois Shortess stated, "It was early realized that a professional organization of school librarians would contribute much to the improvement of the school libraries." (deGrummond, 1953:51) A meeting was called in the fall of 1930, and a school library section of the Louisiana Teachers' Association was formed. A few months later a similar section of the Louisiana Library Association was organized. The supervisor stated, "Both of these groups of school librarians contributed much toward the work in the state through their interest and enthusiasm, exchange of problems and ideas, and committee work." (deGrummond, 1953:51) A roster of school librarians who served as Section Chairmen is found in Appendix A.

The staff of the State Department of Education frequently urged personnel in Louisiana schools to attend and participate in activities of professional organizations held throughout the State. For example, Lois Shortess called to the attention of librarians the 1931 meeting of the Louisiana Follow-Up of the White House Conference on Child Health and Protection scheduled in conjunction with the Louisiana Teachers' Conference in Alexandria. She announced that Jessie Gay Van Cleve, specialist in childrens' literature, of the American Library Association would speak about
"Children's Reading and Libraries" and "Reading for Young People." Also scheduled was a discussion by Ella V. Aldrich, Reader's Advisor at the Louisiana State University, on the White House Conference Reading Committee. Essae M. Culver, Executive Secretary of the Louisiana Library Commission, was scheduled to discuss reading facilities in Louisiana based on the findings of recent parish surveys.

Of primary interest to school librarians was the scheduled meeting of the Library Section of the Louisiana Teachers' Association. The supervisor stated:

This section met for the first time in Alexandria last year and was received with so much enthusiasm that a permanent section was organized. Miss Kathryn Williams, Librarian of the Elmer E. Lyon High School at Covington, was elected chairman and has prepared an interesting program. Mr. J. C. Ellis, Superintendent of the Jefferson Parish Schools, will tell about the school-library in his parish. This should prove suggestive, as the high schools in this parish, under the leadership of Mr. Ellis, have built up splendid libraries in the past two years. Miss Mildred Harrington, Associate Professor of Library Science at L.S.U. is to talk on children's reading. Miss Harrington has had experience as children's librarian and school librarian in the Cleveland Public Library and elsewhere, and last year taught children's work in the University of Chicago. (Shortess, Circular Letter 2494, November 4, 1931)

Lois Shortess in stressing attendance at these sessions stated:

We shall be glad to have a good representation of principals and superintendents at these meetings, and I should appreciate it if you would direct the attention
of your school librarian to this letter. (Shortess, Circular Letter 2994, November 4, 1931)

Superintendent Harris through correspondence with parish superintendents also promoted attendance of school librarians at professional conferences. On April 11, 1930 he wrote calling attention to a forthcoming conference of the Louisiana Library Association to be held in Monroe:

In view of the fact that no questions of the development and proper organization and administration of high-school libraries is a very important one in Louisiana at this time, it occurs to me that much of your teachers as give half time or more to the administration of the high-school library or who have had some library training could very profitably attend this proposed convention. (Harris, Circular Letter 2785, April 11, 1930)

On April 20, 1931 Harris wrote regarding the forthcoming library conference to be held in Lake Charles. A follow-up from the library supervisor stated:

You should gain much from attendance at library meetings. Contacts with others in the profession often means as much as the meeting itself. (Shortess, Circular Letter 2931, April 20, 1931)

Harris called attention to the annual meeting of the American Library Association scheduled for New Orleans, April 25-30, 1932. He encouraged school librarians to hear an address by Edwin R. Embree, President of the Julius Rosenwald Fund, on "Cultural Problems and Projects in the South," to attend a program on library education concerned
with training of part-time librarians and a round table discussion for school librarians devoted to budgets, classroom libraries, and teacher use of the library. (Harris, Circular Letter 62, April 13, 1932) Lois Shortess was also scheduled during the meeting to talk on "Library Service in Rural and Village Schools of Louisiana" and to participate in the round table on library training. ("New Orleans . . ." March, 1932: 6-7)

An editorial in the Louisiana Teachers' Association Journal urged attendance at this meeting not only of librarians, but other school personnel as well. It stated:

... It is hoped that many of our superintendents, principals and librarians of the state will attend this meeting. The Journal feels that the key to the library development of the State is adequate library facilities for the 200,000 grade children and 50,000 high school children of the State. We have several excellent and well managed libraries in the larger centers of the State. The State Library Commission directs the operations of the fine, parish libraries. The public and private schools have libraries. However, if each grade room in the public schools of the State had minimum of, say, 125 to 150 carefully selected books, topped off with a generous high school library, a decade from now would see the library problem of this state solved. ("Editorial," Louisiana Teachers' Association Journal, 1932:20)

An example of the encouragement of membership and participation in professional organizations was a letter written in 1935 to school librarians by Mildred Hogan, Assistant to the State Supervisor of School Libraries.
School librarians were requested to contribute articles or news items for publication in the Louisiana Library Association Bulletin in order to make the Bulletin as complete as possible. Suggested for publication were accounts of unusual publicity or of library club activities, personal notes about librarians, or any other items of interest to the readers. She stated, "Let's all cooperate to make the Bulletin a clearinghouse of news and ideas for all school librarians." (Hogan, Circular Letter 461, May 5, 1935) The letter closed by encouraging all school librarians who were not members of the Association to become so by payment of $1.00 annual dues.

In 1938 Lois Shortess urged school librarians to attend the Louisiana Library Association Meeting in Alexandria scheduled for April 7-9, "... since these meetings furnish inspiration as well as information and serve to foster professional spirit." (Shortess, 1938a:21)

Collateral Readings

Clark L. Barrow, State High School Supervisor, announced at the beginning of the 1939-40 school session that the requirement of high school students' reading and reporting on six collateral books each year in connection with
their English work was being removed. (Barrow, Circular Letter 1305, August 14, 1939) Results of experiments carried out in several schools in the State influenced the State Department of Education to effect this change. With the requirement removed, schools began carefully-planned campaigns to stimulate interest in outside reading by the children. The State High School Supervisor stated,

"... the responsibility of enlisting the children's interest in reading should not be carried alone by the English teacher, but the librarian and every member of the faculty should strive to detect the interest of the individual pupil and to do what is possible to promote that interest through guidance in reading activities." (Barrow, Circular Letter 1305, August 14, 1939)

School librarians had long urged that collateral readings be abolished in favor of intensive and extensive reading. At the 1938 meeting of the Library Section of the Louisiana Teachers' Association a report was given by Lucille T. Carnahan of Natchitoches High School entitled "English Collaterals vs. Recreational Reading." The report highlighted a successful experiment in which pupils were not required to read and report from the required collateral list, but were encouraged to read widely from many books in the school library. Pupils were not aware that detailed records were kept on their reading. The experiment revealed that cheating on required reading was reduced to a minimum, in most cases every child was reading, and pupils generally
enjoyed the free selection of books to be read. The report ended:

... not only are required books no longer necessary with good libraries, progressive teachers, and librarians who can lead the children to the best, but are responsible for creating an undesirable attitude toward the reading that should be the child's greatest pleasure. (Carnahan, 1938:11)

After the collateral reading program was abolished, Lois Shortess urged librarians to work with teachers to stimulate interest in voluntary reading. She outlined the librarian's responsibilities as follows:

... The responsibility for a free reading program will fall heavily on the librarian herself. If it is to be successful, it will require of her closer attention to book selection, better publicity for the books already in the library, and a more intimate knowledge of the actual and potential reading interests and abilities of the individual students. A real challenge will be presented to the ability and energy of every school librarian, and I am counting on you to meet it successfully. (Shortess, Circular Letter 1325, September 22, 1939)

Improved Services

In order to help school librarians improve service Lois Shortess visited as many schools as possible during the eleven years she served as State Supervisor of School Libraries. She also wrote frequently for professional journals in an attempt to reach any school person responsible for library services. During the 1929-30 school year she
wrote two articles on the organization of school libraries. One of the articles outlined specific instructions for discarding, mending, and binding of books and use of the accession record. (Shortess, 1929:25-27) The other gave directions for establishing a charging system for school libraries. (Shortess, 1930b:29-31) These articles brought numerous requests for further information to the supervisor's office, and as a result they were reproduced and sent to all schools. The supervisor stated that the purpose of the articles was to help schools organize their libraries by following directions outlined in the articles. (Shortess, Circular Letter 2482, October 1, 1930)

A letter was sent in 1934 to presidents of Louisiana Parent-Teacher Associations regarding the keeping of the school libraries open during the summer months. Lois Shortess asked superintendents to cooperate with the Parent-Teacher Association and work out a plan if feasible. The executive Secretary of the Louisiana Library Commission suggested that a person might be found through the Federal Relief Program of Emergency Relief Administration to operate the libraries. The School Library Supervisor emphasized that the library must not be left open without proper supervision. (Shortess, Circular Letter 261, February 5, 1954)
Lois Shortess informed librarians in 1935 that her office had materials for loan that might be of help in extending service. These materials included books, magazines, clippings, and posters which would "... prove useful to you in giving reference service, in providing library publicity, in giving lessons on use of books and libraries, and in dealing with many of the ordinary problems of running a library." (Shortess, Circular Letter 403, February 5, 1935)

A circular issued in 1937 outlined detailed instruction for organizing a simplified, but adequate charging system for school libraries. Supplies, equipment, filing procedures, recommendations for fines on overdue books, and loan periods were suggested. (Shortess, Circular Letter 775, March 6, 1937)

To insure maximum use of books, Lois Shortess recommended the practice of lending collections of books from the library to teachers for classroom use. She stated:

I feel very strongly that service of this sort can be very valuable in vitalizing classroom instruction, and with the trend toward unit teaching the demand for such service should, and probably will, increase every year. It represents an entirely legitimate use of library facilities, provided the teacher in charge assumes responsibility for the books and for their safe return to the library at the proper time. I believe
that you should encourage your teachers and students to choose collections of books, pamphlets, and pictures for classroom use; and that you should give them all the advice and help you can. (Shortess, Circular Letter, September 22, 1939)

Throughout the tenure of Lois Shortess as State Supervisor of School Libraries, she actively promoted the use of books and libraries. Annually she called attention to National Book Week and requested schools to participate in the observance. In 1933 she stated that Book Week would be an excellent time to "... emphasize companionship of books and fun of reading." (Shortess, Circular Letter 233, October 31, 1933) That year she sent a book list to librarians entitled "Books Not to Buy."

In the 1934 promotion of Book Week she described several successful programs that had been carried out the previous year by the librarians in different schools: Clara Griffon at DeRidder High School, Margie Gibson at Lake Providence High School, and Nana James at Rochelle Junior High School. (Shortess, Circular Letter 356, October 17, 1934) In 1935 she suggested that schools prepare displays and exhibits, pursue projects, and produce plays and pageants on the theme for the year "Reading Is Fun." (Shortess, Circular Letter 542, October 22, 1935) For the 1936 Book Week observance, the supervisor suggested that
the theme, "Books to Grow On — the Modern World for Young Readers," would lend itself "to emphasize the many books now available which give children an excellent historical and factual background for living in the modern world." (Shortess, Circular Letter 725, October 21, 1936)

The 1939 Book Week observance, celebrated November 12-18, centered around the theme, "Books Around the World." Lois Shortess suggested that schools use this occasion to promote both fiction and non-fiction books on travel, home life, festivals, sports, and costumes with foreign background "to build better attitudes of international good will and understanding." (Shortess, Circular Letter 1349, October 25, 1939)

SUMMARY

After eleven years of service as State Supervisor of School Libraries in the State Department of Education, Lois Shortess, along with seven other supervisors in the Department, was relieved of her duties in 1940 as a result of a change in the political power structure in Louisiana. Concern for that action was felt nationwide and the September, 1940 issues of American Library Association Bulletin carried this letter:
To the Editor:

As of August 1, 1940, eight supervisors in the Louisiana Department of Education have been dismissed by the new Superintendent of Education, John E. Coxe. Among these is Lois F. Shortess, State Supervisor of School Libraries since 1929.

As one interested in the optimum development of school libraries on a state and national basis, may I through your columns deplore the fact that one of the most effective supervision programs of the 48 states is to suffer, as it surely must. The excuse that the department is to be reorganized along "subject matter lines" is hardly justification for the dismissal of the school library supervisor.

In view of the unparalleled development of school libraries in Louisiana under Miss Shortess' aegis, as described in the Bulletin of February 1938, p. 324-25, it seems reasonable that all persons interested in the field should view with alarm this action which is a definite blow to the national pattern as well as the state program.

Whatever progress is made in the program in the future, the state is bound to suffer. In addition, it is an action which by implication may have far-reaching and destructive effects.

Willard A. Heaps, Associate
School of Library Service
Columbia University

New York City

(A note from Miss Shortess reports that the Lois Shortess Book Shop, 240 Convention Street, Baton Rouge, Louisiana, opened in August. We make the announcement with pleasure and with all good wishes to one of the ALA's valued members, the shop's proprietor.—Ed.) (Heaps, September, 1940:48)
In his Memoirs written after his defeat as State Superintendent of Public Education, Harris, in paying tribute to Lois Shortess and her contributions to school library development in Louisiana wrote:

Miss Shortess was technically well equipped, and she was industrious and far-sighted in her efforts to build up useful libraries in schools throughout the State — in the elementary grades and in the high school departments.

She visited all of the high schools, checked the library books, suggested the junking of useless titles, prepared lists of books needed and arranged for the cataloguing of all library books. She also suggested physical quarters and a teacher who would give at least part-time to library administration.

She aided in organizing a library school at the State University for the training of librarians, and summer courses in library training at the other colleges. She worked out a plan of library credits required of all high school librarians, and she insisted that all plans for new school buildings should provide proper library space.

I think one of her most constructive pieces of work was to secure, for all public and private schools, free library books furnished by the State. About $300,000.00 a year was invested in library books, and the titles were selected during the summer by a force of high school librarians assembled and supervised by Miss Shortess.

We have trained high school librarians, and the credit for them goes to Miss Lois Shortess and her Assistant Secretary, Miss Mildred Hogan. Miss Shortess is now operating the Lois Shortess Book Shop in the City of Baton Rouge, and I understand that her venture in the business world is proving successful. She left the State Department of Education because she was loyal to her chief and guessed wrong in the 1940 State election. It is essential that partisan politics be kept out of education. (Harris, 1963:145-50)
In summarizing her eleven years of service as State Supervisor of School Libraries and in commenting on the cooperative efforts of various persons in furthering school library development in Louisiana, Lois Shortess wrote:

With much cooperation during these eleven years the high school libraries, starting from practically nothing, made rapid strides. Too much credit cannot be given to Superintendent Harris, other supervisors in the Department of Education, and school superintendents, supervisors, principals, library training agencies, and particularly the librarians themselves who pioneered the idea of a school library service and made the educators school-library conscious. The high school libraries in the State had become a functioning part of the schools. Elementary school libraries at the end of the '30's weren't much farther along (except for better book collections) than the high school libraries had been ten years before. But the idea of school library service was fast spreading into the elementary field, and the establishment of a few elementary school libraries had paved the way for the rapid development which was due on this level. (deGrummond, 1953:52)

I believe that the major emphasis during my term was on the training of school librarians. It seemed to me that given a trained librarian, we could trust her to see to getting adequate library quarters, to getting an appropriation for books, to buying the best books and to getting those books used. And so from the nineteen partially trained school librarians in the school year of 1929-30, in the school year of 1939-40 there were 365 who had had six or more semester-hours of library science, 112 of these had had a full year training in library science. With 378 high schools at the time, that meant that only 13 high schools in the state did not have a librarian with at least some training. And so the foundation was laid for the start of school library service in Louisiana. (Shortess, 1965:8)
In reviewing the eleven years Lois Shortess served as State Supervisor, it is evident that she had a strong philosophy of education. She understood the vital role that the library was to play in the school and in the education of children. She was insistent upon each school library and librarian in fulfilling its educational objectives.

The many writings of Lois Shortess reveal that she placed first emphasis upon the librarian and her education in order to administer a forceful program. Her second priority was for a balanced collection of materials to meet the needs of the school. She also insisted upon adequate quarters which were inviting, attractive, and conducive to study. Librarians were reminded constantly that they were to work with children and teachers in the educative process in lieu of excess time spent on mechanical routines of school library administration. By working with both educational and library professional organizations, Lois Shortess fostered a high degree of professional relations among school librarians. While her primary responsibility was the development of public school libraries in Louisiana, she freely offered services to private school personnel who sought her suggestions for improvement. She
seldom visited the public schools of a parish without visiting the private schools to lend encouragement and advice. (Theriot, 1968:61)

The last report she prepared for the annual report of the State Department of Education illustrates the areas of emphasis during her eleven-year tenure:

SCHOOL LIBRARIES

The school library is primarily a service agency. Its service should reach every department and classroom of the school, and every extra-class club and group. Its service should be extended to every child in his personal interests and hobbies, his classroom work and studies, his recreational readings; and to every teacher in planning his work and enriching his teaching materials. The tools of service are books, magazines, newspapers, pamphlets, pictures, maps, and visual aids. The library is essential to the school which is teaching children, instead of teaching subjects from textbooks.

The librarian is the most important single factor in the successful functioning of the library. Through her knowledge of books and her familiarity with the work of the school, she is able to select wisely materials to fit the various needs. The librarian must so organize her library materials that they will be readily available. The library should be so administered that it is an inviting, attractive place, conducive to reading and study. Courses in library science equip librarians for the work which they are called upon to do. (Annual Report, 1938-1939, 1940:35)

The influence of Lois Shortess was strongly felt by librarians and school personnel in Louisiana after she left the State Department of Education in 1940. For eleven years,
between 1940 and 1951, she was owner of the Lois Shortess Book Shop in Baton Rouge. In this capacity she was called upon frequently for advice on the types of books to purchase for various purposes and on the administration and operation of libraries.

In 1951 Lois Shortess became a member of the staff of the Louisiana State Library. She was appointed Head of the Extension Department in 1954, a position she held until retirement in 1968.
CHAPTER III

DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL LIBRARIES, 1940 TO 1949

During the years 1940-1949 several events brought about further development of school libraries in Louisiana. At the beginning of the 1940-1941 school year Louisiana had a new State Superintendent of Education, and a new State Supervisor of School Libraries was directing the school library program.

World War II had its effects upon school libraries especially in personnel and materials. Changes and emphases in education such as the good-neighbor effort, life-adjustment programs, education for the air-age, and the introduction of the workshop as a means of in-service education were reflected in school library programs.

State allocation of funds for purchase of school library materials continued during the decade. Other events of importance included the expansion of library-education programs in state colleges, the strengthening and merging of professional organizations for school librarians, and the beginning of supervision of school libraries at the
parish level. This chapter elaborates the progress of school libraries during the years 1940-1949.

**STATE DEPARTMENT OF EDUCATION CONTINUES SUPPORT OF SCHOOL LIBRARIES**

Louisiana schools were fortunate in the years 1929-1940 in having major support of school libraries come from the State Department of Education. This came about with leadership given by qualified supervisors and from financial support allocated by the State for library books. The interest and support of the State Department of Education continued for the next decade.

**State Department of Education Reorganized**

With the election of Superintendent John E. Coxe in 1940, a change was noted in the organizational pattern of the State Department of Education. Coxe favored special subject-area supervisors as opposed to Harris's support for general-area supervisors. Throughout the Coxe administration, 1940 to 1948, subject-area specialists exercised leadership in regulatory and in-service education activities.

Coxe effected a reorganization of the State Department of Education at the beginning of the 1940-41 school session. Three major divisions were formed:
(a) Administration and Finance, (b) Instruction and Supervision, and (c) Higher Education. The Division of Instruction and Supervision, under the direction of Robert R. Ewerz, was charged with supervisory responsibility for all matters relating to the instructional program in elementary, secondary, and trade schools. Subject-matter supervisors directed activities in their academic fields for all grades from one through eleven. The School Libraries and Visual Aids Section was headed by Sue Hefley. (Annual Report, 1939-1940:23) Later in the Coxe administration Mary C. Irion was named supervisor of Audio-Visual education. (Annual Report, 1940-41:8)

Materials of Instruction Program Organized

During the 1940-1941 school session a change was effected in the method of distribution of library books available under State purchase. The School Library Section and supervisors of instruction in the State Department of Education were the guiding forces in checking, testing, and approving library books available for purchase using State funds. These books were samples submitted by publishers at the invitation of Superintendent Coxe. Parish supervisors and teachers assisted in reaching the final
decision as to the quality and suitability of the various titles offered. During the same year parish superinten­dents of education were designated as the leaders and directors of school library service in their respective parishes. (Annual Report, 1940-1941:54-55)

The first booklist compiled by Sue Hefley for selection of books using State funds, Louisiana List of Books for School Libraries, contained approximately eight thousand titles. The purpose of this list was to enable "... principals, librarians, and teachers (to) select books to meet their instructional needs." (Louisiana State Department of Education Bulletin 450, 1941:2)

Early in the Coxe administration a Committee on Textbooks and Library Services was appointed in the State Department of Education to plan and implement the Department's plan of selection, purchase, and distribution of textbooks, library books, and other instructional materials. Problems identified by the Committee in implementing the program were as follows: recent changes in curricula, the multiplicity of types of teaching aids, teachers' ability to vary the use of instructional materials, and adaptation of specific materials to a particular locality. (Annual Report, 1941-1942, 1943:40)
The State Department initiated, in the 1941-42 session, changes in materials determined by curriculum studies conducted in past years by school personnel throughout the State. Library books were adopted or approved in attainment of instructional objectives outlined in new courses of study.

The Louisiana List of Books for School Libraries was brought up-to-date by the issuance of a supplement in 1942. The School Library Supervisor stated that the allotment of funds was substantial, "giving to each teacher an opportunity to secure a collection of good books." (Annual Report, 1941-1942:40)

Coxe stated in his report for the 1942-43 session, "Educational progress has been accelerated by provision of textbooks, library books, and other instructional materials as necessary implementation of state curriculum programs." (Annual Report, 1942-1943:15) The state program of instructional materials was organized to obtain materials sufficient in quantity, variety, and quality to meet the needs of all pupils. The State Department of Education had as its basic principle in guiding the selection and distribution of instructional materials that of securing the best quality of materials obtainable at the lowest reasonable cost, and a constant supply of new materials of all types to keep the
collections in the schools replenished and effective.

Parishes were urged to keep a complete inventory on all textbooks, library books, and other items. Accurate inventories and ordering based upon actual needs enabled schools to obtain a wider selection of materials. During the 1942-43 session the following items were added to the list of items available for purchase using state funds: encyclopedias, unabridged dictionaries, atlases, maps, charts, recordings, and other audio and visual aids. (Annual Report, 1942-43:15)

The principles of Louisiana's materials of instruction program were restated during the 1943-44 school term. These principles emphasized: use of varied and appropriate materials, skills of teachers in using materials effectively, need for adequate financial support, emphasis on materials dealing with Louisiana subjects, cooperative selection of materials, and the necessity for local funds to supplement state funds for materials. (Annual Report, 1943-1944:19)

During the summer of 1943 a revision was made of Bulletin 450, Louisiana List of Books for School Libraries. The revision listed, in addition to library books, the following types of materials suitable for school libraries: slides, prints, charts, and globes. Louisiana items were pulled together for a special listing and given a prominent
place in the bulletin. (Louisiana State Department of Education Bulletin 509: 1943)

Several problems faced the State Department of Education in the 1944-45 school session. Wartime conditions hampered the procurement of adequate materials of instruction. The State Board of Education approved proposals and recommendations for a twelve-year school program in June, 1944 permitting parish school boards to add the new eighth grade immediately. Interest increased in schools for non-print materials, but many of the materials ordered were not available. Shortages of paper and cloth plus a reduction of labor and press facilities available to civilians resulted in withdrawal by publishers of many desirable materials and delay in publication of new items. (Annual Report, 1944-1945:6)

Similar problems continued during the 1945-46 session, but with the end of World War II several trends were evident which affected the materials of instruction program. Among these were increased interest in audio and visual aids to supplement the textbook; increased use of color, pictures, and illustrations in books; decreased interest in the oblong, multi-columned, pocket-size, and paperbound books manufactured during the war; and an increase in the price of books. (Annual Report, 1945-1946:11-12)
Problems continued for the next two years in the materials of instruction program. A shortage of supplies continued, and prices increased substantially. The inventory of materials in parishes was reported at an all-time low while enrollment in schools was at an all-time high. Schools demanded an increase in subscription books, particularly encyclopedias and reference books. Only an appreciable improvement could be seen in trade books for school libraries. (Annual Report, 1946-1947:8)

A marked improvement was experienced in materials of instruction during the 1948-49 school year. In order to provide more leadership and services for the development of school programs, the State Department of Education was reorganized into four divisions: (1) School Administration, (2) Elementary and Secondary Education, (3) Vocational Education and Special Services, and (4) Higher Education. The Materials of Instruction Section, including textbooks, library books, school supplies, and audiovisual aids, was placed in the Division of School Administration. School libraries were improved that year by the increased addition of books, and greater circulation of materials was experienced. Manufacturing materials and supplies were more plentiful, and the State Department of Education was able to
fill back orders of library books for the school years of 1946-47 and 1947-48 as well as the 1948-49 order which was 97.3 percent greater than the previous year which will give an increase in library materials. (Annual Report, 1948-1949: 3)

For the 1949-50 school session the State Department of Education reported an improvement in the quality of materials of instruction for school libraries. A plan was devised that year for "orders to be made for next year's supply of library books on a current basis." (Annual Report, 1949-1950:14)

School Libraries and Audiovisual Education Programs Merged

The introduction of supervision of audiovisual education by the State Department of Education coincided with the first year that Sue Hefley began her work as supervisor of school libraries. Mary Clint Irion, a native of Louisiana, who had been teaching in the California school system was appointed as Supervisor of Audiovisual Education in March, 1941, six months after the appointment of Sue Hefley. The appointment of Mary Irion and the initiation of audiovisual education broadened the scope of the School Library Section. Superintendent Coxe stated:
The assignment is a natural one, since audiovisual materials can be administered by the school librarian. They are subject to the same accessioning, cataloging, processing, and circulation as are books; they can be handled economically by the library personnel and under the library system of circulation; the librarian can employ for these materials the devices for promotion and publicity which are useful in handling her book collection. (Annual Report, 1940-1941:98)

Since Louisiana was taking a lead in audiovisual education in the early 1940's, the initial meeting of the Southwest Audiovisual Conference, instigated by the State Department of Education and Louisiana State University, was held in Shreveport, April 3-4, 1942. Invitations were issued to neighboring states, speakers of national reputation were secured, and "a stimulating conference resulted." (Annual Report, 1941-1942:86)

Film-lending libraries established in 1937 at Louisiana State Normal College, Louisiana Polytechnic Institute, Southeastern Louisiana College, Southwestern Louisiana Institute, and Southern University continued through the decade of 1940 to supply sixteen millimeter films to Louisiana schools. The State Department of Education continued to add new films to the collections, and by 1947, "very excellent service rendered by the regional film libraries was reported." (Annual Report, 1946-1947:8)
Another factor promoting the use of audiovisual materials in Louisiana schools was the inclusion of such materials available for purchase using State funds. The booklists issued in the 1940's, Bulletins 450, 504, and 574 and their supplements through 1949, included a listing of globes, maps, charts, models, slides, and other audiovisual aids that could be purchased with the state library funds. (Louisiana State Department of Education Bulletin 450, 1941; Bulletin 504, 1943; and Bulletin 574, 1945)

BACKGROUND OF SUPERVISOR APPOINTED IN 1940

Sue Hefley was appointed State Supervisor of School Libraries in the State Department of Education in September, 1940. A native of Little Rock, Arkansas, she attended the public schools of that city and graduated from Homer, Louisiana High School in 1914. She enrolled at Louisiana State University in 1914 and received a Bachelor of Arts degree in education in 1918.

From 1918 until 1929 Sue Hefley taught in the secondary schools of Louisiana including the parishes of Claiborne, East Baton Rouge, and Caddo. She attended Columbia University during the 1929-1930 school session to pursue graduate study in English. During that period and various summer
periods of the 1920's she was employed at the New York Public Library in the order and serials departments.

Sue Hefley enrolled in the Louisiana State University Library School during the 1933-1934 session and received the Bachelor of Science in Library Science degree at the end of the year. Her first library work in Louisiana was in 1930 when she became librarian of Byrd High School in Shreveport. Upon graduation from the Louisiana State University Library School in 1934, she became librarian at Northeast Junior College, a branch of Louisiana State University in Monroe. She held that position until her appointment in the State Department of Education in 1940.

SCHOOL LIBRARY CONDITIONS FOUND BY NEW SUPERVISOR IN 1940

When the new State Supervisor of School Libraries surveyed the school library situation in Louisiana in 1940, she reported:

In general, library service in the high schools of Louisiana is soundly based and is developing in the right direction. Librarians are fully trained or are getting their library training during summer sessions. Administrators are aware of standards, and are sincerely trying to approximate them. The high school library program has never had adequate financial support but conditions are improving. It is to be hoped that with the increase of the funds supporting the program of State purchase of library books, and with promotion of the
idea of some local financial support, this inadequacy will be removed. (Annual Report, 1940-1941:96)

She commented further:

The idea of the library as an essential service agency within the school had been well established prior to 1940, and a pattern of training for librarianship and of providing financial support for the program had been recognized. (deGrummond, 1953:52)

Sue Hefley pointed out that a school administrator could never contemplate admiringly a school library as a finished product. She emphasized that new books and other materials needed to be added constantly and that adequate provision for library maintenance in the annual school budget on both the state and parish levels was the only means by which a library could hope to serve as it should in a program of modern education. (Annual Report, 1940-1941:96)

Elementary School Libraries

The new supervisor found that library service in elementary schools had mainly taken the form of classroom collections. She stated, however, that, "There is a trend to establish centralized libraries for at least the upper elementary grades." (Annual Report, 1940-1941:96)
Library Service in Negro Schools

Library service to Negro pupils, especially in isolated rural schools, consisted of collections circulating among the various schools. The difficulty with this plan was in the arrangement of transportation of materials. Some of the larger Negro schools were fortunate enough to provide space for a library, to maintain an adequate collection of books, and to employ a librarian or teacher-librarian. (Annual Report, 1940-1941:96)

Professional Organizations

School librarians still had two professional organizations - one as a section of the Louisiana Teachers' Association and the other as a section of the Louisiana Library Association. The Supervisor reported that attendance of school librarians at the various meetings "was large, and the meetings were effective." (Annual Report, 1940-1941:96)

Other Conditions: Supervision, Preparation for War, and Library Education

School library supervision under direction of parish school boards did not exist in any Louisiana school systems prior to 1940. Some school library coordination had been
carried out in a few parishes by a staff member of the parish library. It was not until 1940, the same year that Sue Hefley became State Supervisor of School Libraries, that Evelyn Peters was named by the Orleans Parish School Board as Librarian of the Professional Library, a position that also included supervision of certain schools in the Orleans system. (Louisiana State Department of Education Bulletin 441, 1940:8)

Although the United States had not become engaged in World War II in 1940, schools throughout the country were stressing programs of civilian defense, democratic ideals, and American heritage. School libraries were beginning to add items on these subjects to their collections.

Library-education programs were being administered in four Louisiana institutions -- Louisiana State University, Louisiana State Normal College, Louisiana Polytechnic Institute, and Southwestern Louisiana Institute.

SCHOOL LIBRARIES AND WORLD WAR II

Louisiana school libraries were first seriously affected by wartime activities in the 1942-43 school session. With new teaching and guidance interests came insistent requests for new library materials. Pupils and teachers became
aware of aeronautics, pre-induction training interests, global geography, pan-Americanism, occupational choice, health, nutrition, consumer problems, and America's democratic heritage. With these new emphases, gaps in library collections became conspicuous, and efforts were made by the schools to fill them.

Teacher shortages created additional teaching loads for many school librarians with a consequent decrease in time for library administration. Many school librarians participated in extra-curricular wartime activities such as book drives for the armed forces, salvage campaigns, and community forums for democratic expression of ideas.

In spite of additional demands upon pupil time made by enrollment in new and extended courses, records showed pupil reading increased as well as heavy attendance in school libraries before and after school and at recess. Reports also indicated "... the custom is growing of teachers' bringing whole classes to the library during the class period to use the library as a laboratory." (Annual Report, 1942-1943:46)

With the coming of World War II school libraries were expected to take an active role in the promotion of materials furthering the American ideals of democracy and
victory and peace efforts. Sue Hefley contacted schools frequently about the availability of new materials on these subjects.

During a 1942 campaign emphasizing a study of the American Bill of Rights school libraries were asked to promote materials and prepare exhibits on the theme. Types of library materials suggested for study were posters, films, recordings, periodicals, and books. (Hefley, Circular Letter 1692, January 8, 1942)

Louisiana was selected by the U. S. Office of Education in 1942 as a demonstration state for a comprehensive program of teaching Inter-American Friendship from the first grade through high school. Sue Hefley stated to school librarians:

The school libraries have a splendid opportunity to contribute to the functioning of the program through the administration of books, pamphlets, and audiovisual materials. . . . Search the books you already own for good materials; plan to acquire new books. (Hefley, Circular Letter 1717, February 19, 1942)

Librarians were also asked to help "eject the undesirable elements of ignorance, uninformed emotionism, prejudice and antagonism to our democracy" by promoting community forums. School libraries were expected to make available books, pamphlets, and audiovisual materials for discussion leaders and participants on the subjects of
democracy, nutrition, home gardens, civilian defense, war, peace, and production. (Hefley, Circular Letter 1717, February 19, 1942)

School libraries played a part in pre-induction training for men enlisting in the armed forces. The office of the State School Library Supervisor served as a depository for packets of materials from the U. S. Office of Education to be distributed to schools. Items in the packets consisted of military histories, commissions in the armed forces, examinations administered by the different branches of the armed forces, and vocational training administered by the armed forces. (Hefley, Circular Letter 1730, March 13, 1942) Other items deposited with the Supervisor by the Federal government for distribution to schools included courses of study in Inter-American relations, teaching guides on the meaning of war, lists of films and books on allied countries, the U. S. Office of Education publication entitled "Education for Victory," and safety education pamphlets. (Hefley, Circular Letter 1747, April 14, 1942)

A comprehensive program carried out by the Supervisor was the coordination and distribution of Pan-American materials. Books, pictures, and pamphlets on South America, at both the elementary and secondary levels, were assembled
into collections and sent monthly to schools in an effort to promote better relationships between North and South America. Included in these materials were biographies, geographies, histories, customs, fiction, folklore, and the arts on various countries. (Hefley, Circular Letter 1891, October 23, 1942)

Sue Hefley, in writing to school libraries on the war effort in 1943, outlined the role of schools in wartime and the part that school libraries should play. She stated:

The school's "Mighty Mission" is effective participation in the winning of the war and shaping the peace. The School library in this program should promote the themes that "Ideas are weapons" and "Books are ammunition.

She outlined the following program for school libraries in wartime:

The school library is functioning:

1. To provide books and other materials on each new interest -

   The librarian is informed on the national education program and can thus anticipate school needs for materials.

   The librarian is acquainted with what is going forward in each classroom.

   The librarian knows sources which list reliable library materials for the implementation of current interests.

   The librarian consults with teachers before acquisition of materials.
2. To furnish timely bibliographies or to assist teachers and pupils in their preparation of bibliographies -

Every classroom need has some implication of booklist making.

3. To organize material effectively -

Time is at a premium; material must be easily located and set up for flexible circulation.

4. To promote vigorously the use of books -

There are many ways of promoting the use of books, but in the last analysis there is no substitute for a personal knowledge of book content and a personal knowledge of the young patron to whom a book is being recommended.

5. What has been actually done in your school and in its library; what have your contributions been?

Do you read every issue of Education for Victory?

What new material has your library acquired?

HOW MANY bibliographies have you made since September, 1942, and on WHAT SUBJECTS?

HOW OFTEN have you consulted with teachers concerning library ADEQUACIES OR INADEQUACIES?

HOW MANY young citizens, students in your school, can you name who are better readers today than they were in September? HOW MANY can you name who, to your knowledge, this year have begun their first really independent reading programs? Is the library making a contribution to the development of a set of proper values for the individual reader? ("Reading is not enough; the reader must be equipped with a set of values.")
HOW MANY boys and girls have you honestly studied as individuals so that you can make a book recommendation that you feel reasonably sure will "fit"?

Have you utilized every bit of your ingenuity in the PROMOTION OF BOOKS? What DEVICES AND PLANS have you used?

Is it your practice to present library service in your school to your administrators by means of a NARRATIVE REPORT at the end of the school year? You owe such an accounting to your library and to your principal and your superintendent. The report can be an effective spokesman for library service; without it, your principal and your superintendent cannot really know what you have tried to do, wherein you have succeeded, wherein you have failed, and what you plan for the next year. (Hefley, Circular Letter 2005, March 9, 1943)

During World War II communications from individual supervisors in the State Department of Education were curtailed. Circular letters to a large extent were replaced by a publication entitled *Louisiana Education in Wartime* which was distributed to school personnel throughout the State. Sue Hefley prepared a section in this publication entitled "School Libraries -- Commendable Practices" in an effort to inform school librarians of unique and new activities carried out by school librarians in Louisiana. She told school librarians in 1944:

I hope you have formed the habit of reading the School Libraries Section feature of *Louisiana Education in Wartime* by which commendable school library practices are called to the attention of the reader. (Hefley, Circular Letter 2265, October 31, 1944)
An example of some of the commendable practices highlighted by the Supervisor in the various issues of *Louisiana Education in Wartime* were:

1. An analytical file of the content of books in the elementary grades at Kaplan High School based on the Rue indexes was established by Elmira Montgomery. (February, 1944, p. 8)

2. Yvonne Darrell, Librarian at DeRidder High School, began centralized processing of books for all schools in Beauregard Parish. (February, 1944, p. 8)

3. Blanche Marler, Librarian at Bolton High School, taught an untrained librarian at Forest Hills High School how to weed a collection and apply the Dewey Decimal Classification to books. (February, 1944, p. 8)

4. Members of the Homer High School Library Club helped to select books for the school library. (April, 1944, p. 10)

5. The principal of Bastrop High School appointed a library committee consisting of teachers to help shape library policies and practices. (April, 1944, p. 10)

6. Jonesboro and Hodge High Schools offered summer library programs in 1944. (October, 1944, p. 9)

7. Webster Parish schools examined the possibilities of "Teaching through Library Service" in cooperation with the Webster Parish Library during 1947-48. (November, 1947, p. 14)

8. Alice Clay, Librarian at Sunset High School established an elementary school library without benefit of accession records and numbers. (January, 1948, p. 20)

9. The Ponchatoula Elementary School Library collected, organized, and mounted a picture collection of over 1,000 items as part of its visual approach to education. (May, 1944, p. 10)
Three educational surveys during the 1940 decade had impact upon school libraries in Louisiana. These surveys were the Reorganization Study of 1940, the Louisiana Educational Survey of 1942, and the Legislative Committee on Educational Survey of 1948.

Reorganization Study of 1940

The first educational survey, popularly called the Griffenhagen Study, was authorized by the 1940 Louisiana Legislature. This study, initiated by Governor Sam Jones, undertook a comprehensive program of review, reorganization, and improvement in every department and agency of the State. The education portion of the study was conducted by a team of professional consultants in cooperation with State and local education leaders. In studying the State Department of Education, the survey reported that the agency had not been clearly defined by law or in popular conception. (Griffenhagen, Report No. 1, 1940:4) An attempt was made to show the relationship and lines of responsibility between the State Department and other facets of education in Louisiana. (Griffenhagen, Report No. 1, 1940:161-62) In the
selection of personnel for the State Department of Education the survey recommended:

The State Department of Education needs to select supervisors who are professionally educated in the science and art of teaching . . . and who are more interested in the development of the child than in promoting of particular subjects. (Griffenhagen, Report No. 1, 1940:161-162)

In evaluating the work of the State Supervisor of School Libraries, the following duties and qualifications were outlined:

**Duties:** The supervisor of school libraries will make plans, establish policies, and formulate standards for school libraries by classes and pupils. He will produce circulars of information for superintendents, principals, and school librarians. He will prepare lists of books suitable for school libraries and that can best be used in the instructional program and will assist school librarians and teachers in charge of libraries in the selection of books to be purchased from the state allotment of funds for the purchase of school library books. He will enforce rules and regulations for library book accounting.

The principal duty, to be performed by the supervisor of school libraries, will be the supervision of high school and elementary school libraries, both public and private. He will visit school libraries to devise means for the increase in the use of library books, assist in, and organize teachers for, the planning of means of conducting library services, make suggestions as to the needs and better use of library rooms and equipment and have general supervision of the work performed by the W.P.A. library book mending projects.

**Qualifications:** A supervisor of school libraries should have completed one year of graduate study in advance of the master's degree, or full equivalent, with specialization in library service, at some university of
recognized standing in the training of librarians. If full equivalence is accepted in lieu of the specialized training, it should be full equivalence of specialized library training as represented by a degree from a library school. Graduate study of the methods and materials in various subject fields, of the curriculum and curriculum construction and of the organization of the subject matter of learning is essential.

The position should be filled by a person who has had experience as a librarian in charge of librarians and who has also served as a school librarian.

The position requires a person of energy, initiative, and industriousness; a person having qualities of leadership, and one who is interested in the improvement of school library service as an end to effective teaching. (Griffenhagen, Report No. 1, 1940:177-178)

The survey also recommended that the placement service maintained by the State Library Supervisor in the past be discontinued. The surveyors' stated: "The placement services of the state universities and colleges should be adequate." (Griffenhagen, Report No. 3, 1940:42-43)

Another recommendation affecting school libraries, was the consolidation of school and public library services in all parishes.

To keep the libraries separate not only reduces the number of volumes available, but requires duplication of volumes and, if the parish library attempts to make a provision for children, separation required duplication of services. (Griffenhagen, Report No. 3, 1940:43)

The State Library Commission was criticized for holding a narrow view of its function in providing services mainly for
adults and in attempting to keep separate public and school library services. (Griffenhagen, Report No. 3, 1940:44)
The Griffenhagen Study was declared unconstitutional in 1942, and very few of the recommendations were carried out.

**Louisiana Education Survey of 1942**

The Louisiana Educational Survey, popularly called the Washburne Study, was authorized by an act of the Louisiana Legislature in 1940. Carleton Washburne, Superintendent of Schools, Winnetka, Illinois, was Director of the committees that studied the elementary and secondary schools.

A summary report, *Louisiana Looks at Its Schools*, cited several findings and areas of concern for school libraries. Bearing directly upon school libraries were the following items:

1. Teaching materials were considered to be inadequate
2. Support for addition of the eighth grade program was recommended
3. Federal aid to state education was favored
4. One teacher with responsibility for remedial reading should be provided in each school
5. The curriculum should be made more interesting and adapted to the needs of individual children
6. School library materials should be increased to raise, schools to recommended standards. (Washburne, 1942: 3-5, 13-14, 43-44, 75, 78, 83)
As with many studies, most of the recommendations were general and were to serve primarily as guidelines.

**Educational Survey of 1948**

The third survey to be made during the Coxe administration was the Legislative Committee on Educational Survey. Act 38 of the 1946 Session of the Legislature authorized the appointment of a study group to survey the needs and improvements of the public elementary and secondary school and institutions of higher learning in Louisiana. (Downs, 1948:3-5)

Some of the recommendations of this survey related indirectly to school library programs in Louisiana. These included: improved training of teachers, revised standards for school approval, increased emphasis on in-service activities for teachers, and continuous research in education. (Downs, 1948:91-93)

**MAJOR DEVELOPMENTS, 1940-1949**

Between the years 1940 and 1949 the State Supervisor of School Libraries worked throughout the State to strengthen the school library program which had begun in 1929. She continued emphasis on school library standards, collections, education and in-service activities for school librarians, professional library organization, quarters, local supervision of school libraries, and improvement of services in Negro schools. These are detailed in the following section.
Sue Hefley, like her predecessor, Lois Shortess, worked with other supervisors in the State Department of Education to help improve the quality of library collections and services in the schools of the State. Cooperatively they participated in the screening, reviewing, and evaluation of books and other materials. This helped each supervisor to become familiar with new materials in his particular subject area and afforded an opportunity to make recommendations of these materials to schools.

During the years 1941, 1942, and 1943 Sue Hefley and George Thomas Walker prepared lists of materials needed in business education programs of the State. They stated:

Today the use of the library is recognized as an important part of the teaching process. As in other fields of study, library books and other references are important tools of study in the field of business education. Even though parts of some of the business subjects are on a skill basis, appropriate reference materials can contribute much in all phases of business education. Library materials can be used to good advantage in teaching a skill subject such as typewriting since the training of a capable typist involves much more than the development of skill in the manipulation of the machine. (Walker and Hefley, Circular Letter 1608, August 1, 1941)

In 1943 they reported:

There has been a dearth of library references for the various business subjects in most Louisiana high-school libraries. We have been pleased to observe that purchases in this area have been stepped up in the past two
years. Nevertheless, it is felt that collections in most libraries in this area are not yet on a par with the collections in most of the other fields. (Walker and Hefley, Circular Letter 2091, August 19, 1943)

Titles recommended in business education field covered the areas of bookkeeping, business English, business law, buying and selling, clerical practice, general business, shorthand, typewriting, careers, and free and inexpensive materials. (Walker and Hefley, Circular Letter 1608, August 1, 1941 and Circular Letter 2091, August 19, 1943)

In 1949 Sue Hefley cooperated with Z. T. Gallion, Mrs. Ida Mae Heard, and Jessie May Hoag of Southwestern Louisiana Institute in the preparation of a list of recommended books in mathematics. Their listing, entitled "The Mathematics Laboratory," consisted of teaching aids, books in methodology, handbooks on mathematics, films, equipment, recreational materials, and specific titles for the high school library. (Hefley, Circular Letter 3112, February 28, 1949)

A significant list of Louisiana materials was prepared by supervisors in the State Department of Education in 1946. Entitled "Louisiana - Government, Resources, History; a Bibliography," the list recommended materials available from state agencies, films, stereographs, slides, and books. (Hefley, Circular Letter 2488, January, 1946)
Another example of Sue Hefley's work with another State Supervisor was her cooperation with Blanche Trezevant, Supervisor of English and Language Arts, in emphasizing the teaching of books and libraries. In 1942 they wrote to English teachers in grades seven through twelve and to school librarians:

Formerly, in most cases, the librarian or teacher-librarian has initiated the teaching of these units. A desirable shift in emphasis is indicated by the inclusion of these units in the textbooks which serve the classes in language arts. Hereafter, the English teacher will naturally take the initiative in teaching these units in her own classes. The school librarian is available for consultation in the planning of these lessons. Usually she has had a course especially designed to equip her to teach the use of books and libraries; the English teacher will not want to miss the benefit of this training and experience as additions to her own. A cooperative program can be worked out which will have many advantages over the old program by which the librarian alone was responsible for these lessons. (Trezevant and Hefley, Circular Letter 1869, October 1, 1942)

During World War II when the Pan-American program was strongly emphasized in Louisiana schools, Sue Hefley collaborated with Alma Schmalzarid, Elementary School Supervisor and Mrs. Minnie Perkins, Supervisor of Elementary Schools, East Baton Rouge Parish Schools, in the preparation of "A Latin American Supplement to the Social Studies in the Primary Grades." Sue Hefley's major contribution was a comprehensive listing of books and audiovisual materials. (Louisiana State Department of Education Bulletin 504, 1943)
Sue Hefley and Walter E. Purdy, Assistant State Supervisor of Music prepared a detailed circular for school personnel in 1948 on the care, processing, storage, and use of phonograph records. The circular contained specific instructions and illustrations for making the phonograph record a vital part of the instructional program. (Purdy and Hefley, Circular Letter 2801, May 12, 1948)

**Supervisory Visits**

Visits to various Louisiana parishes and individual schools occupied much of Sue Hefley's time in her early years as State Supervisor of School Libraries. At various times visits were planned from the State Department of Education, and at other times visits were scheduled upon request of school systems. The Supervisor endeavored to work in schools having inexperienced or untrained librarians. The procedure most frequently followed was an effort to help arrange and organize materials for use. (Annual Report, 1943-1944:55)

During the later years of Sue Hefley's tenure as supervisor, visits to individual schools were curtailed. This was brought about by wartime travel restrictions and a shift in emphasis to group work rather than individual school
visitations. Workshops and in-service activities are dis-
cussed later in this chapter.

The period November 25, 1941 - May 23, 1942 is
typical of the visits Sue Hefley made to Louisiana Parishes
during the early years of her work. The following details
her school visits for this period:

November, 1941: Washington, City of Bogalusa,
West Feliciana, Rapides, Vernon

December, 1941: Assumption, Jackson, City of Monroe,
Lincoln, East Feliciana, Pointe Coupee,
St. Martin, Ouachita

March, 1942: Cameron, Beauregard, Jefferson Davis,
Concordia, Allen, Avoyelles, St. Landry

April, 1942: Bienville, Caldwell, Red River, City of
Lake Charles, St. Charles, St. John

May, 1942: Richland, Natchitoches, Evangeline,
St. Bernard, Plaquemines, Iberville,
Orleans, La Salle.

Topics discussed at group meetings of school li-
brarians often attended by parish superintendents and super-
visors were: training of the librarian, use of the collec-
tions, elementary school libraries, library service in Negro
schools, expenditure of State and local funds, evaluation
of services, annual reports, housekeeping, and school li-
braries in national defense program. Each visit was
followed-up with a report to the parish superintendent with
recommendations for improving services. (Hefley, Supervisory Reports, 1941-1942)

**Emphases of the Supervisor.** By the end of the 1942-43 school year Sue Hefley reported to parish superintendents that she had visited most of the parishes in the State and

... found everywhere a real interest in providing many books for the instructional program and a real concern that the pupil shall have access to many books if they can contribute to his development. (Hefley, Circular Letter 1756, May 11, 1942)

In planning for library services during the next school year, she urged school librarians to "be concerned with discharging every obligation to the school and to its instructional program." (Hefley, Circular Letter 1756, May 11, 1942)

To parish superintendents she stated:

I must direct attention to those items over which you have direct control; therefore, I must frequently appear to you to be overemphasizing money for school libraries, provision of physical equipment for the library, and a general safeguarding of the interests of the librarian. I trust that you will find that I am not, should you examine the entire supervisory program which I am trying to maintain. It's only that these particular items loom large in my relationship to you. (Hefley, Circular Letter 1756, May 11, 1942)

She requested that superintendents emphasize the following in order to be assured of effective school library service:

1. Requirement of your librarians or teacher-librarians at least **minimum training in library science.**
Manual Published. During the 1942 summer session Sue Hefley served as an instructor at the Louisiana State University Library School. One of her classes, School Library Administration, undertook as its project the compilation of a manual entitled Policy and Practice for Louisiana School Libraries. This was the first comprehensive manual compiled in Louisiana on school library administration. Sue Hefley stated the purpose of the manual was to give:

... guidance in the local selection of materials and in suggesting a pattern of procedure and service, particularly to the inexperienced school librarian and to the librarian with the minimum of training in library science. (Louisiana State Department of Education and Library School, Louisiana State University, 1941:11)

The manual was issued as a joint publication of the State Department of Education and the Louisiana State University Library School.

Sue Hefley was very much aware of the changing role of school libraries throughout her tenure of office as State School Library Supervisor. In defining the contemporary role of school libraries she reported in 1942:

The concept of the school library is undergoing change. Formerly considered a rather pleasant spot for recreational reading and a convenient location for the housing of "collaterals," it is coming to be regarded as a laboratory for the solution of problems arising in all classrooms and as a place where the pupil may explore and broaden his individual interests. Orderly arrangement of books and periodicals on shelves, and of pamphlets in vertical files has been found to be not enough. The
pupil must know how to be independent in his use of these materials if he is to feel that they are tools for his own using. There must be indexes and catalogs at hand for all materials available to him; and the material to which he is thus led must be timely, suited to his own reading ability, and appealing to his own taste. Range of reading level and range of interest appeal are being demanded in a school library collection in greater measure than has been thought necessary before. The printed word has been found to be not enough. The school library is becoming a materials bureau with audio and visual aids in instruction organized as meticulously as are books for teacher and pupil use. (Annual Report, 1942-1943:45-46)

**Work in Professional Organization.** While serving as State Supervisor of School Libraries, Sue Hefley participated actively in the activities of professional organizations. She served as president of the Louisiana Library Association in 1947-48. She was elected secretary of the American Library Association's Division of Libraries for Children and Young People in 1946-47, vice-president in 1947-48, and president in 1948-49. In addition to these elected offices, she had numerous other committee assignments in the American Library Association and the National Education Association.

**Standards Revised**

Standards for secondary school libraries were revised twice during the period 1940-1949, and new standards for elementary schools were adopted in 1941. The first revision
Standards for organization and administration of school libraries. Standards governing the organization and administration of school libraries were given detailed treatment in Bulletin 633, Louisiana High School Standards - Organization and Administration, published 1947. Statements in this bulletin were concerned with principles of school library service, space, provisions, administration and organization of libraries, the librarian, appropriations, purchases, materials, and library instruction. (Louisiana State Department of Education Bulletin 633, 1947:149-165)

Major changes in the 1947 standards were reflected mainly in per pupil appropriations and in library instruction. The 1937 standards required an expenditure of fifty cents per pupil while in 1947 standards required sixty cents per pupil. The 1937 standards required six to nine lessons in the use of the library, and requirements in 1947 called for nine to twelve lessons. Traditionally the librarian had taught twelve lessons in the use of libraries to ninth grade pupils. This procedure was replaced in 1947 by the librarian
and classroom teacher working together to provide instruction to grades nine through twelve "to be given at any time at which classroom procedure or activity of individual interest imply utilization of library resources." (Louisiana State Department of Education Bulletin 633, 1947:159)

Certification of school librarians. New certification standards for school librarians adopted by the State Board of Education in 1943 became effective July 1, 1947. The new standards required school librarians to hold a baccalaureate or higher degree awarded by an approved college. Provisions were not made as in the past, for librarians serving on a full-time, half-time, or part-time basis, but upon the number of pupils enrolled in the school in which they were serving. Schools enrolling five hundred or more pupils required the school librarian to hold twenty-four semester hours of library science. Schools with an enrollment of fewer than five hundred pupils required twelve semester hours of library science. (Louisiana State Department of Education Bulletin 497, 1943:17)

School librarians, like other teachers, were also required to hold fifty semester hours of general education consisting of courses in English, social studies, science, mathematics, and health and physical education. A minimum
of eighteen professional semester hours were required including courses in educational psychology and/or principles of teaching, history, foundations and/or philosophy of education, and four semester hours of practice teaching. (Louisiana State Department of Education Bulletin 497, 1943: 17)

Elementary school standards. — The State Board of Education approved new standards for elementary schools on December 18, 1941. Superintendent Coxe stated that he approved the following letter and proposed standards and recommended Board approval.

November 27, 1941

To Mr. John E. Coxe:

RE: Elementary school libraries for Louisiana

A setting of state standards for library service for our elementary schools is, I believe, the next step in the development of our general program for school libraries. In the past the individual classrooms have had their own collections of books for reading supplementary to the text and for leisure reading. These classroom libraries have in many cases served well to introduce the pupil to the world of books, but I believe that they do not provide for the most efficient and economical administration of books and other library resources. A centralized library provides for the possibility of a significantly increased use of each book. Munro Leaf's FAIR PLAY has an appeal for grades 1-7, yet one copy in a centralized school collection cannot serve an entire school; the BURGESS BIRD BOOK FOR CHILDREN can be read with pleasure and profit by the advanced pupil in the fourth grade and by the retarded pupil in the seventh
grade; Robinson's ANIMALS IN THE SUN may be used to supplement a unit of study in science in the fifth, sixth, and seventh grades. The centralized library does not imply the disappearance of the reading corner or the bookcase in the individual classroom; it rather implies that the material found therein will be constantly freshened and renewed from a central reservoir, and that it will contain only live and currently useful books.

As an expression of faith in this type of library service for elementary schools, examples of the centralized collection can be found over the state, for instance at Winnfield, Ponchatoula, New Iberia, and Independence. Our teacher-training centers are in the vanguard, as they should be, in offering this type of service for observation and experience by teachers-in-training. The centralized elementary-school library may be found in Louisiana State Normal, Southwestern Louisiana College, and Southeastern Louisiana College. Southern University and Louisiana Negro Normal also provide an elementary-school library of this type. Examples of partial centralization abound; the schools of New Orleans are being organized to designate the reading teacher as teacher-librarian for grades 5-7, under the supervision of Miss Evelyn Peters, trained librarian. The annual school library reports for 1940-41 indicate that there are in the state approximately 65 schools in which centralization or partial centralization of library resources for the elementary grades has taken place or is going forward to such a degree that a definitely designated librarian has been indicated. One hundred and ten elementary schools report some degree of centralized service or a combination of centralization and classroom administration. In my visiting of schools, I find everywhere satisfaction with this centralization expressed by teachers and administrators in schools in which it exists. I believe that the schools of the state are ready for state leadership in this important matter. Present standards are stated thus:

"Each school must be equipped with a well-selected library of at least one book per pupil. These books should be selected so that each room or grade will have at least one title per pupil, and no room or grades have fewer than twenty books. It is usually advisable
to house the books for the first three grades in the classrooms. The books for the upper grades may be kept in a special room or library provided the pupils are given an opportunity daily to read in this room or to withdraw books from it. The library should always be under the direction of a teacher. Records, preferably a card charging system, should be kept of all books that are withdrawn.

"While a majority of the books in each grade should consist of suitable literature for children, the library should provide a well diversified reading program in various fields of knowledge; as, reference books for history and geography, books of travel, exploration, discovery, industry, invention, nature, science, poetry, art, and picture books. . . ." Louisiana State Department of Education Bulletin 245. Handbook for Teachers of the Elementary Schools of Louisiana.

I submit that this is an inadequate statement of the kind of library service we want in our elementary schools. The shift from dependence upon one textbook to a program of generous reading from a multiplicity of sources implies as emphasis upon a WELL-ORGANIZED school library.

In November, 1941 the Library Committee of Louisiana Teacher's Association (Mrs. Leo Carnahan, Chairman) submitted as a report to the general body a statement of standards suggested for elementary school library service in Louisiana. I believe that the standards this committee submitted are highly commendable in their main features. I believe that it would be fitting and desirable for me to be able to report through the Library Committee to the general body of Louisiana Teachers' Association convened in New Orleans, Nov. 16-19, 1941, that the standards they submitted have been adopted in their significant points by the State Board of Education for administration by the State Department of Education. I hope that you are in sympathy with this plan and that I can be authorized to make public announcement in November of the adoption of the standards.
I submit therewith a copy of the proposed standards as drawn up by the Louisiana Teacher's Association Library Committee, and a proposed revision which I believe would be practical in our situation.

Respectfully submitted,

(Signed) Sue Hefley,
Supervisor of school Libraries

Approved:

(Signed) John E. Coxe,
State Superintendent of Education.

(Official Proceedings, State Board of Education, December 18, 1941:52-59.)

In commenting on the new elementary library standards, Ewerz stated:

These standards are to furnish a pattern for the development of elementary school library service. I am confident that conformity to this pattern can come easily and quickly because I believe that they are the composite of what teachers and administrators want for their elementary schools.

I know that changes in elementary school organization cannot be accomplished overnight. I know that there are problems of personnel and of space to be met. These problems can be met and overcome if the pattern indicated in the standards is sound. I believe that it is.

This office will welcome any report from you of problems which you encounter in the establishing of centralized libraries for your elementary schools, and we will welcome any report of progress toward that end which you have made or are able to make. I hope that you agree with me that the adoption by the Board on December 18 of a plan for the organization of libraries in our elementary schools is the most significant forward step in this
phase of our educational program since the recognition of the necessity for the centralized high school library. (Ewerz, Circular Letter 1695, January 17, 1942)

Table VII. summarizes the elementary school library standards adopted in 1941.

Regional standards. Southern Association standards were upgraded in the late 1940's as the result of recommendations made by a committee composed chiefly of state school library supervisors of the member states of the Association. (Southern Association of Colleges and Secondary Schools, 1947). Sue Hefley and Mrs. Florrinell F. Morton, Director of the Library School, Louisiana State University were members of the group studying the standards. Sue Hefley stated:

A series of meetings were held in various Southern cities for a long period of time to study all phases of school libraries -- quarters, collections, appropriations, and education of school librarians. The study was made in light of the ALA standards adopted in 1945. The recommendations of the committee apparently carried weight for the ultimate result was adoption of standards similar to the ALA standards and out of which grew the undergraduate eighteen-hour curriculum for school library certification. (Hefley, Personal Statement, March 22, 1971)

The Southern Association of Colleges and Secondary Schools required that its member schools apply the Evaluative Criteria published in 1940 by the Cooperative Study of Secondary School Standards in evaluating school library services. One section of the Criteria focused attention
<table>
<thead>
<tr>
<th>Size of School</th>
<th>Librarian</th>
<th>Books</th>
<th>Housing and Equipment</th>
<th>Appropriation</th>
<th>Organization</th>
<th>Lessons in Library Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>—100 enrollment</td>
<td>6 semester hours library training, 1-2 hours in library</td>
<td>At least 3 books per pupil.</td>
<td>If possible elementary and high school libraries should be in connecting rooms.</td>
<td>35¢ per pupil (in addition to State book fund) to be spent for books, supplies, periodicals and binding.</td>
<td>If elementary and high school libraries are in the same system, there should be a centralization of administration to effect economy and uniformity of lessons as:</td>
<td>At least 6 planned and given by teachers and librarian to include such lessons as:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5-15 magazines.</td>
<td></td>
<td></td>
<td></td>
<td>1. Care of books.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 or more daily newspapers.</td>
<td></td>
<td></td>
<td></td>
<td>2. Parts of books.</td>
</tr>
<tr>
<td>100-200 enrollment</td>
<td>12 semester hours 1-2 hours in library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Library citizenship.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Use of reference books.</td>
</tr>
<tr>
<td>300-500 enrollment</td>
<td>24-30 semester hours full-time in library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 or more daily newspapers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500-1000 enrollment</td>
<td>24-30 semester hours full-time in library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18% of enrollment should be seated.</td>
<td>Low standard adjustable wall shelving should be used.</td>
<td>All essential equipment for good service should be provided.</td>
<td>Information file of pamphlets, clippings, and pictures should be built up.</td>
<td></td>
</tr>
<tr>
<td>1000 or more enrollment in the elementary school</td>
<td>For every 1000 or major fraction thereof, there should be an additional full-time librarian with 24-30 semester hours library training.</td>
<td>At least 3 books per pupil.</td>
<td>15 or more magazines.</td>
<td>3 or more daily newspapers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
upon the school library, "... and this was valuable in the development of desirable services and sound practices. Evaluation through the use of the Criteria was a group success." (deGrummond, 1953:54)

National standards. As part of its program on post-war planning, the American Library Association published in 1945 new standards for school libraries entitled School Libraries for Today and Tomorrow - Functions and Standards. This document contained both quantitative and qualitative statements for school libraries on the following: role of the school library in education, services to pupils and teachers, personnel, collections, quarters, administration, and supervision. Since the American Library Association was not an accrediting agency, the quantitative statements were offered as suggestions and goals for school librarians throughout the nation. Sue Hefley was one of the consultants in the preparation of these standards. (American Library Association, 1945:ii)

Table VIII shows a summary of the quantitative standards suggested for school libraries.
TABLE VIII

AMERICAN LIBRARY ASSOCIATION
STANDARDS, 1945

GENERAL

Personnel: 1 full-time librarian with college year of library training to serve up to
500 pupils and 1 for each additional 500 pupils. 1 clerical assistant to
serve up to 1,000 pupils and 1 for each additional 1,000 pupils.

Collection: Books, periodicals, information file, and audio-visual materials organized
for service.

Library Quarters: Reading room, workroom, and storage as minimum, with con­
ference room recommended.

<table>
<thead>
<tr>
<th>Size of School</th>
<th>Librarian Personnel</th>
<th>Library Reading Room</th>
<th>Library Book Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trained Librarian</td>
<td>Class</td>
<td>Floor Space per Reader</td>
</tr>
<tr>
<td>200</td>
<td>1</td>
<td>Part-time</td>
<td>25 sq. ft.</td>
</tr>
<tr>
<td>500</td>
<td>1</td>
<td>1</td>
<td>25 sq. ft.</td>
</tr>
<tr>
<td>1,000</td>
<td>2</td>
<td>1</td>
<td>25 sq. ft.</td>
</tr>
<tr>
<td>2,000</td>
<td>4</td>
<td>2</td>
<td>25 sq. ft.</td>
</tr>
<tr>
<td>3,000</td>
<td>6</td>
<td>3</td>
<td>25 sq. ft.</td>
</tr>
<tr>
<td>5,000</td>
<td>10</td>
<td>5</td>
<td>25 sq. ft.</td>
</tr>
</tbody>
</table>
Although Louisiana had provided financial assistance to school libraries since 1936, Sue Hefley found that many library collections in the individual schools of the State needed strengthening constantly. Early in her work as supervisor, she recommended standard selection aids for use in the selection of materials. She recommended to parish superintendents:

By way of preparation for selecting titles obtainable for your school libraries, I suggest that your schools be provided with the following book selection items: Standard Catalog for High School Libraries, Children's Catalog, Graded List of Books for Children, Subject Index to Readers, Subject Index to Books for Intermediate Grades, By Way of Introduction, One Thousand Books for the Senior High School Library, Subject Index to High School Fiction, publications of the National Council of Teachers of English and the U.S. Office of Education, and Booklist.

These book-selection aids should be a part of the equipment of your school. (Hefley, Circular Letter 1563, April 15, 1941)

Sue Hefley highly recommended that Subscription Books Bulletin be consulted before purchase of subscription or reference materials. In her listing of recommended reference materials she stated, "There should be at least one complete set of the Bulletin available in each parish for the use of school officials." (Hefley, Circular Letter 1638, September 24, 1941) For those systems without this publication she stated, "You are urged to write or wire the State
Department of Education for ratings of any doubtful works should you contemplate purchase." (Hefley, Circular Letter 1638, September 24, 1941)

She outlined the following principles in buying subscription materials, general reference materials, and sets of works:

1. Unless you are thoroughly familiar with the work, insist that the agent leave circulars, information, and if possible a sample set of books, with you for your own study before purchase.

2. Examine the edition offered you for date of publication. Be sure that it is the latest edition of the work available, and that a new edition is not scheduled for appearance soon.

3. Distrust offers which imply that the work is given free, and that the only charge will be for supplements which will come to you later.

4. Never buy complete sets of an author's work; not all of the books contained in it will be useful to you, and in the average Louisiana school library such a heavy representation of any one writer's work would be out of proportion to its importance. (Hefley, Circular Letter 1639, September 24, 1946)

Sue Hefley issued her first list of magazines suitable for grades one through eleven in 1942. In a message to school administrators and librarians she stated:

As I have met with you over the state, I have noticed that you indicate a marked interest in magazines for your schools. This is to be expected since magazines wisely chosen and adequately indexed can constitute one of your best sources for usable material. (Hefley, Circular Letter 1723, March 6, 1942)
For the effective administration of magazines in the school library she recommended the following: protective covers for current popular titles, binding of back volumes of magazines useful for reference; storage of magazines not to be bound by tying together, a subscription to Abridged Readers' Guide to Periodical Literature, indexing of important articles not in Readers' Guide, a full year's subscription to all magazines, and placement of orders with reputable agencies. (Hefley, Circular Letter 1723, March 6, 1942)

Book collections in Louisiana schools were further strengthened by recommendations of faculty members of the Louisiana State University Library School. The following brief bibliography contains booklists that appeared in Louisiana Education in Wartime, April, 1942, through May, 1948:

Harrington, Mildred P.
"Booknotes for Christmas Buying" (December, 1942, p. 5)
"Christmas . . . and Children's Books" (December, 1944, p. 15)
"England: Toward A Greater Understanding" (March, 1945, p. 18)
"Fiction Career Books" (October, 1953, p. 8)
"The Fine Arts for Young People" (January, 1945, p. 14)
"The Minor Arts and Crafts" (October, 1944, p. 14)
"Music for Everybody: A Selective List" (April, 1947, p. 18)
"Our Neighbor, Canada" (May, 1944, p. 11)
"Our Northern Neighbors" (April, 1944, p. 14)
"Teaching in Wartime: Some Books and Aids"
(December, 1943, p. 9)
"The World Today and Tomorrow" (March, 1943, p. 9)

McClellan, Norris
"Books and Series on Music for Elementary and Junior High Schools" (February, 1943, p. 9)
Reading Ladders for Human Relations (January, 1948, p. 19)

Stephenson, Shirley K.
"American Heroes: A Reading List" (February, 1944, p. 7)
"Vacation Reading" (May, 1945, p. 16)
"Youth and the World At War: A Reading List"
(January, 1944, p. 9)

Work of Professional Organizations

A number of activities of professional library organizations helped to further school library development in Louisiana during the 1940 decade. Foremost among these were the merging of the school library sections of the Louisiana Library Association and the Louisiana Teachers' Association and the establishment of Modisette Awards for school libraries by the Louisiana Library Association.

Louisiana Association of School Librarians Organized.
--At the 1948 meeting of the School Library Section of the Louisiana Library Association plans were initiated to study the feasibility of a merger of the school library sections of the Louisiana Library Association and the Louisiana
Teachers' Association. A panel discussion, "Professional Organizations of School Librarians in Louisiana," disclosed that the two sections in both organizations duplicated membership, dues, interests, and purpose. The group decided to study the problem further before taking definite action. (Hefley, 1948:14)

During the 1948-49 school year the officers of both groups met at the invitation of Sue Hefley and agreed that a combination of the two organizations should be effected since aims of the two groups were the same. A tentative plan for the merger was devised, and at subsequent meetings of each group a vote was taken on the proposed merger. Each group approved the merger.

The following plan for the merger was then put into effect:

At the first meeting of the two groups after the merger was approved, officers were elected from those presently serving.

The merged group adopted as its official name "Louisiana Association of School Librarians."

Membership in the school library section of the Louisiana Library Association or the school library section of the Louisiana Teachers' Association constituted membership in Louisiana Association of School Librarians. One became a member of the teachers' group by paying an attendance fee of $1.00 at its annual meeting. One became a member of the Louisiana Library Association by paying the regular association dues and indicating a desire to affiliate with the school libraries group. (Hefley, Office Memorandum, 1954)
The constitution adopted by the newly formed organization provided for the appointment of several committees. Among these were: Policy, Constitution, Student Relations, Legislation, Projects, Publications, Nominating, Modisette Awards, and Membership. One of the first projects of the Louisiana Association of School Librarians was the preparation of a bulletin entitled "You and Your Profession." The bulletin contained information about the school library profession in Louisiana, organizations to which school librarians should belong, and officers of the Association. (Reedy:1949)

Modisette Awards established. Awards honoring the late J. O. Modisette, long-time member of the Louisiana Library Commission, were established by the Louisiana Library Association in 1947 to encourage improvement of library conditions in general. Three annual awards -- one to a public library, one to a school library, and one to a college library -- were first awarded at the annual conference of the Association in 1949. In subsequent years the award to college libraries was dropped, and an award for public library trustees was initiated.

Criteria for the various awards were established by sub-committees of the Modisette Award Committee of the
Louisiana Library Association. Criteria for the school library award, revised from time to time, were concerned with the qualitative and quantitative aspects of school libraries based on adopted standards. The criteria were written so that school libraries would compete not against each other, but against their own previous record to show a marked improvement in individual library services each year. Appendix B lists the schools and librarians who won the award from 1948 through 1965.

Status of School Librarians, Collections, and Expenditures

Between the school sessions of 1940-41 and 1948-49 increases were seen in the number of volumes in school libraries and in the expenditures reported by the parish school boards and the State Board of Education. The only decrease for this period was reflected in the number of librarians in Louisiana schools.

School librarians. By the end of the 1948-49 school session Louisiana school librarians actually numbered fewer than during the 1940-41 session. While records do not reveal the reason for this decrease, it is surmised that the increase in school consolidation in the 1940's was the principal reason.
Three-hundred-ninety seven school librarians were serving in the public school system in 1940-41 and 363 in 1948-49. The maximum number, 453, was reported for the 1941-42 school year. Table IX. shows the number of part-time and full-time librarians in service in each of the years 1940 through 1949.

Size of Collections

Each year between 1940 and 1949 saw an increase in the number of volumes in Louisiana school libraries. The number reported for the 1940-41 school year was 1,022,468 volumes while 1,542,430 volumes were reported for 1948-49 representing an increase of 519,962 volumes. Volumes increased annually at the rate of approximately 54,000 volumes. Table IX reveals the increase during the nine-year period.

Parish expenditures. Expenditures by parish school boards almost tripled during the nine-year period. Table IX indicates an increase in expenditures from $34,494.39 for the 1940-41 school year to $97,309.27 for the 1948-49 session. The largest increase, $60,870.00, occurred during the 1941-42 session representing an increase of $26,376.31 over the previous year.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Librarians</th>
<th>Volumes in Libraries</th>
<th>Value of Collection</th>
<th>Amount Reported by Parishes</th>
<th>Amount Reported by State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
<td>Full-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1940-41</td>
<td>297</td>
<td>100</td>
<td>1,022,468</td>
<td>$1,395,618.83</td>
<td>$34,494.39</td>
</tr>
<tr>
<td>1941-42</td>
<td>346</td>
<td>107</td>
<td>1,128,290</td>
<td>$1,514,388.66</td>
<td>$60,870.70</td>
</tr>
<tr>
<td>1942-43</td>
<td>320</td>
<td>105</td>
<td>1,218,859</td>
<td>$1,664,229.42</td>
<td>$68,997.05</td>
</tr>
<tr>
<td>1943-44</td>
<td>312</td>
<td>102</td>
<td>1,248,928</td>
<td>$1,675,990.87</td>
<td>$59,330.67</td>
</tr>
<tr>
<td>1944-45</td>
<td>301</td>
<td>100</td>
<td>1,314,060</td>
<td>$1,785,046.62</td>
<td>$61,469.81</td>
</tr>
<tr>
<td>1945-46</td>
<td>293</td>
<td>120</td>
<td>1,374,546</td>
<td>$1,877,646.19</td>
<td>$72,950.67</td>
</tr>
<tr>
<td>1946-47</td>
<td>306</td>
<td>109</td>
<td>1,445,857</td>
<td>$2,026,004.28</td>
<td>$79,823.35</td>
</tr>
<tr>
<td>1947-48</td>
<td>291</td>
<td>112</td>
<td>1,512,376</td>
<td>$2,103,275.98</td>
<td>$84,906.84</td>
</tr>
<tr>
<td>1948-49</td>
<td>257</td>
<td>106</td>
<td>1,542,430</td>
<td>$2,254,566.22</td>
<td>$97,309.27</td>
</tr>
</tbody>
</table>
Early in his tenure as State Superintendent, Coxe urged school boards to allocate local funds for school expenditures. He stated:

When the time comes to prepare the budget for the session 1941-42, we suggest that a reasonable sum be included for the purchase of books for the school libraries by the parish board. We also believe that the purchase of magazines, newspapers, and certain other incidental expenses should be borne by the board. If each parish board will appropriate a reasonable sum and State aid continues, as we plan, it is more than probable that school libraries will not only be built up to Southern Association and State standards but will enjoy a period of growth and render greater service to the instructional program than ever before. (Coxe, Circular Letter 1515, February 14, 1941)

Sue Hefley devised a statement for school boards on "A Plan for Spending Funds for Library Maintenance." The statement was frequently discussed at meetings of librarians and school officials. It contained the following:

PLAN FOR SPENDING OF FUNDS FOR LIBRARY MAINTENANCE

Planned spending can come by putting into practice a procedure similar to the following:

A per pupil allocation, by the superintendent, of parish or city funds for library maintenance (books, periodicals, binding, consumable supplies); a notification of each school, high school and elementary, white and negro, of the amount to be spent for these items during the fiscal year; each librarian, teacher-librarian, and principal in charge of elementary classroom collections instructed to requisition against that amount, all spending to be done 30 days before the end of the school term; all orders made in triplicate by
the librarian, teacher-librarian or principal; the approval of the principal secured for each order by librarian or teacher-librarian; one copy of the order retained at its point of origin, the other two copies forwarded to the parish or city superintendent; if approved by the superintendent, one copy retained in his office, the second sent on to be filled; the invoice sent to the individual responsible for the initiation of the order; the invoice, if approved, sent to the parish or city office for payment. (Hefley, Supervisory Reports, 1941-1942)

State expenditures. The state allotment for library books and audiovisual materials increased from $143,240.00 in 1940-41, Sue Hefley's first year in office, to $261,397.50 in 1948-49, her last year as supervisor. This represented an increase of $118,156.90. The largest increase occurred in 1948-49, and amounted to $54,257.90 over the previous session. The annual per pupil State expenditure between 1940 and 1949 averaged thirty-three cents. Table IX. reveals both parish and state expenditures for this period.

Emphasis Continued on Library Education

During the 1940's a marked change in education for school librarianship was seen not only in Louisiana, but throughout the nation. It became apparent that competencies and skills needed for the administration of library service in the small school was the same as those needed in the large school. At the beginning of the decade as few as six
semester hours in library science could qualify a librarian for service in the small school. By the close of the decade, a state-wide committee in Louisiana, created by the State Board of Education, had formulated a recommendation to the effect that eighteen semester hours in library science be required for librarianship in all schools, regardless of size and the amount of time during the school day allotted the librarian for library work. School administrators, supervisors, teachers, school librarians, and representatives of programs in education worked together in the formulation of this recommendation. (deGrummond, 1953:54)

The library education programs which had been established in the 1930's at Louisiana Polytechnic Institute, Louisiana State University, Louisiana State Normal College, and Southwestern Louisiana Institute continued to offer courses to meet certification requirements. Southeastern Louisiana State College in Hammond began its library education program during the 1948-49 session with Elizabeth Stoney in charge. (Southeastern Louisiana College, 1948:90)

Sue Hefley was aware early in her tenure as State School Library Supervisor that training facilities for Negro librarians were inadequate. She worked closely with administrators during the time that library education programs
were being established at Southern University in Scotland-ville and at Xavier University in New Orleans.

Xavier University in New Orleans first offered courses in 1940 in library administration, school libraries, adolescent and children's literature, cataloging and classification, and library practice work. The program was headed by Sister Mary Redempta. (Xavier University of Louisiana, 1940:96)

During the summer of 1941 Southern University expanded its limited program to offer courses in library administration, children's literature, adolescent literature, school libraries, cataloging and classification, and reading guidance. (Hefley, Circular Letter 1576, May 9, 1942)

Louisiana Negro Normal and Industrial Institute at Grambling offered its first library science course for Negroes during the 1945-46 session. (Hefley, Circular Letter 2349, May 21, 1945). Ten years later the program was expanded into an eighteen-semester hour curriculum. (Grambling College of Louisiana, 1955:51)

Most of the courses offered at the Louisiana State University Library School were at the graduate level until 1942-43 when James A. McMillen, Director of the School, announced:
A Teacher-Librarian undergraduate program has been inaugurated upon the recommendation of the State Department of Education and in cooperation with the College of Education. We hope that this will in time do much to relieve the shortage of school librarians in Louisiana. (McMillen, 1943)

The report of the Library School for the following session contained these statements on the program:

For several years courses have been offered to juniors and seniors enrolled in the College of Education to prepare them to serve as teacher-librarians in the smaller secondary schools. The need for teachers trained to serve in such capacities is great in Louisiana and adjacent states, and it was at the urgent request of the State Supervisor of School Libraries that a curriculum at the undergraduate level was set up in 1942-43 for this purpose. (Morton, 1944)

The undergraduate program was expanded and revised during the 1946-47 session in accordance with Southern Association library standards. That same year a graduate program, based upon the undergraduate curriculum, was established by the Library School affording school librarians the opportunity of extending their education in school librarianship into graduate work. (Morton, 1947)

The State Department of Education endeavored to encourage attendance at summer sessions in the institutions offering training in library science. At various times scholarships became available for such study. Superintendent Coxe announced in 1948 the availability of twenty scholarships
of fifty dollars each from the General Education Board for those "who wish to equip themselves by training for librarianship in our schools." (Coxe, Circular Letter 2980, March 22, 1948)

Education for school librarians was further expanded in Louisiana during the 1947-48 school year by the General Extension Division of Louisiana State University in cooperation with the Library School. The first class, Selection of Library and Audiovisual Materials, was organized in Opelousas and taught by Norris McClellan. While classroom teachers predominated as course registrants, several school librarians were also in attendance. (Annual Report, 1947-48:62) Since the first extension class in library science in Opelousas, in 1947 the Library School through the General Extension Division has offered many extension classes throughout Louisiana.

During the 1940's the practice was established of annual or semi-annual meetings of (college) teachers of library science of school library courses. Agreement on the courses to be offered and the structure for coordinating the programs in the various institutions were achieved. It was evident that a strong eighteen semester-hour undergraduate program was needed. (Shortess, 1965:10)
In-service Education Accelerated

The decade 1940-50 saw the widespread employment of the workshop as an effective technique in in-service education for teachers in Louisiana. As part of her supervisory program for school libraries, Sue Hefley established a series of in-service conferences for teacher-librarians during the 1942-43 school year. These conferences were planned particularly for personnel with less than the number of required semester hours in library science. The supervisor stated:

I believe that such conferences will be a significant factor in improved library service in our schools, and if the plan is approved, they will represent my visiting program for the year, with the exception of visits made at the request of the parish or city-system school authorities. (Hefley, Circular Letter 1871, October 1, 1942)

From October through December, 1942, area workshops for school librarians were scheduled in Lafayette, Lake Charles, Shreveport, Alexandria, Monroe, New Orleans, and Hammond. School librarians from surrounding parishes were invited to attend. Similar workshops were planned for the following spring semester. Sue Hefley stated to parish superintendents:
I hope you agree that this emphasis upon the in-service conference is a desirable one at this time, when we must make the most effective use we can of our limited transportation facilities. (Hefley, Circular Letter 1871, October 1, 1942)

In an effort to upgrade the competencies of school librarians, the Library School at Louisiana State University in cooperation with the State Department of Education frequently co-sponsored workshops and conferences. The first recorded one was an "Institute for School Librarians" held June 11-13, 1941. Althea Currin, Associate Professor, Carnegie Institute of Technology Library School, served as visiting specialist.

Sue Hefley participated in numerous other workshops and conferences for school personnel. Often at pre-school workshops she arranged displays of materials that would be helpful in teaching units in the various grades and on various subjects. This was especially true after World War II when transportation became more available and the workshop took firm root in Louisiana's educational system.

(Hefley, Personal Statement, March 22, 1971)

The General Extension Division of Louisiana State University, through its director, Dr. John W. Brouillette, frequently played a significant role in providing in-service education for school librarians. Workshops and conferences
were often made possible by the generosity of the General Extension Division in the underwriting of a portion of the expenses and in the provision of facilities. (Morton, Personal Statement, 1971)

The two agencies offered a non-credit short course in school librarianship June 11-30, 1945. Sue Hefley stated:

The course is particularly designed for those who in this time of emergency are charged with responsibility of the school library but who are without adequate training in that area of work and for those who feel that a refresher course in library materials and methods would be of benefit. (Hefley, Circular Letter 2336, April 24, 1945)

The State Department of Education and the Library School cooperated again in 1947 by offering two summer conferences on the improvement of school library services. The first of these, held July 17-19, focused on "Audiovisual Materials and the School Library." Mrs. Will C. Daniels, Librarian of the Louisiana State University Laboratory School, served as director.

The second, a work conference, held July 21 - August 8, was made possible by a grant from the General Education Board. Serving as directors of the conference were Sue Hefley and Mrs. Florrynell F. Morton, Director of the Library School. Velma Shaffer of the University of Tennessee served as chief consultant. Centers of interest for the conference
were: systems planning for library services, processing of materials, maintenance of a materials bureau, evaluation of books, supplies, equipment, helping the beginning librarian, working towards recognized educational aims, library service in special subject areas, and library publicity. (Hefley, Circular Letter 2771, March 28, 1947)

In commenting on the conference Superintendent Coxe stated:

Many of our 67 school systems were represented in the group of conference participants and you may already be aware of the stimulation which, in my opinion, this conference provided. (Coxe, Circular Letter 2935, November 26, 1947)

Development of Library Services in Negro Schools

When State funds for school library books were first allocated in 1936, Louisiana adopted the practice of serving Negro schools mainly through circulating libraries. This was necessitated because of a lack of trained personnel in Negro schools to render library service. Cooperation between the State Supervisor of School Libraries and the Supervisor of Negro Education in the State Department of Education along with Jeanes Supervisors in the parishes assured Negro schools of the best possible library service at the time. Since the circulating libraries did not render as full service as was desired, Sue Hefley wrote to parish superintendents in 1941 urging:
Every Negro high school and each elementary school with library-trained personnel, with an adequate collection of books, and with secure housing facilities for those books should have a library independent of the circulating collection. All other schools should be served from a circulating collection administered by a librarian or a teacher with library training. The collection should be in a central location and frequent circulation facilities provided. It is often practical to designate the librarian for a high school as also the librarian for the circulating library, if properly promoted, can be effective enough to justify your close attention to provision for its administration and regular operation. (Hefley, Circular Letter 1645, October 3, 1941)

In 1942, in an effort to further strengthen services to Negro schools, Sue Hefley again wrote to Parish superintendents outlining the provisions necessary for well-administered collections. Among those were: personnel (a librarian with at least minimum training), amount of time librarian must spend in the library (at least half of each day), extra pay for the librarian (since extra time was needed to visit central depositories on Saturdays), provision for transportation of books, book collections (local supplements to State allocations), facilities for administering service, increase in centralized libraries, and weeding of shabby materials from the collection. (Hefley, Circular Letter 1934, December 18, 1942) By 1949 most of the circulating libraries had been discontinued and their services had been replaced with centralized collections in the Negro schools.
Margaret Ampey, Chairman of the Library Section of Louisiana Colored Teachers' Association staged a conference at Southern University on April 18, 1942, for the purpose of "discussion of matters of interest to those concerned with the development of libraries in our Negro schools." (Hefley, Circular Letter 1731, March 31, 1942) Reports at the conference revealed the following status of Negro librarians with professional training:

Thirty-four of those serving as librarians in Negro schools have no library training at all; 8 have some training but less than the recommended 12 semester hours. ... in many parishes there is only one Negro teacher or librarian assigned to library work in the schools. (Hefley, Circular Letter 1769, May 28, 1942)

Through formal courses offered in the Negro colleges and universities of the state and with inservice education for Negro librarians and teachers, library services for Negro pupils was strengthened. By 1946 the Supervisor for Negro Education recommended that Negro librarians who had completed their undergraduate programs in library education consider attendance at the Atlanta University Summer School to pursue graduate studies in library science. (Williams, Circular Letter 2542, March 30, 1946)

In-service education for Negro librarians. Throughout the 1940 decade the State School Library Supervisor and the State Supervisor of Negro Education planned in-service
activities for Negro librarians. Examples of this were the meetings, announced by L. L. Kilgore, centering around school library problems in the spring of 1948 at Southern University, Xavier University, Paul Breaux High School in Lafayette, Grambling College, and at the Natchitoches Parish Training School. (Kilgore, Circular Letter 2957, January 23, 1948)

Sue Hefley announced a summer work conference in school librarianship at Southern University in the summer of 1948 for "librarians in service in our Negro schools who have, according to the report of parish superintendents, given promise in capacity for effective service." (Hefley, Circular Letter 2938, March 25, 1948) Twenty scholarships of fifty dollars each were made available by the General Education Board to support the conference.

School library section of Louisiana Colored Teachers' Association. Negro school librarians were without a professional library organization until 1941. Sue Hefley announced on November 8, 1941:

During the New Orleans meeting of the Louisiana Colored Teachers' Association, there will be a section meeting of school librarians and of those interested in the school library. . . . I welcome this meeting as the first opportunity I will have had to meet some of you, and to meet with you as a group. . . . Mrs. Camille Shade,
The librarian at Southern University has accepted the chairmanship of the group, and has arranged for two round table discussions which should prove of great interest:

The School Library
Opportunities in Louisiana for the Training of the School Librarian

There will be a period for general discussion at which you may present for consideration of the group any problems you may have. Let us make this occasion a significant step toward better school libraries in our State. (Hefley, Circular Letter 1660, November 8, 1941)

Materials for Negro youth. A significant publication of the State Department of Education that helped to improve collections in Negro schools was a circular issued in 1947 entitled "Books of Special Interest to Negro Youth."

The publication represented cooperative efforts of the following Negro librarians working with the State School Library Supervisor: Mrs. Grace Haynes, Ruston; Mrs. Doris Holt, Minden; Mrs. Camille S. Shade, Southern University; Mrs. Glennie Shehee, Homer; Mrs. Pearl Tasker, Orleans Parish School Board; and Mrs. Consuella Winder, Louisiana State Library. Materials in this publication ranged from grades one through eleven and covered the areas of fiction, geography, history, biography, and the arts. (Hefley, Circular Letter 2750, March 1947)
Collections for Negro schools were improved by the availability of materials from the Julius Rosenwald Fund Libraries. This agency assembled five small collections of books to be sold at reduced rates to Negro schools in the South. The State Supervisor of Negro Education called this collection "The best that can be purchased economically." (Williams, Circular Letter 1976, January 29, 1943) He stated later:

Let me assure you that the books contained in these collections are standard titles, and that purchases may be made through the Julius Rosenwald Fund more economically than would be possible otherwise. (Williams, Circular Letter 2702, January 7, 1947)

**Bookbinding Project**

The bookbinding project of the Works Progress Administration begun in 1936 continued until 1942. Sue Hefley announced to school personnel in April, 1941, that bookbinding units would continue to clean, repair, and rebind library books as well as to bind periodicals bearing the date of 1938 or earlier. (Hefley, Circular Letter 1572, April 30, 1941). In August, 1941, she stated that worthwhile pamphlets could be put into pamphlet binders for better preservation. (Hefley, Circular Letter 1620, August 19, 1941)
By Fall, 1941, funds for bookbinding were drastically curtailed because of increased demands for Federal defense. Only four bookbinding units were in operation in Louisiana: Hammond, Monroe, Baton Rouge, and New Orleans. (Hefley, Circular Letter 1621, September 19, 1941) The last unit, New Orleans, was closed in May, 1942. This was necessitated by the shift of WPA personnel to projects deemed more closely related to the immediate war effort. (Annual Report, 1941-42:86)

School Library Quarters

Emphasis continued on improvement of school library quarters during the years Sue Hefley served as State Supervisor of School Libraries. Plans for building or renovating of schools throughout the State were submitted to the State Department of Education for approval by the School Plants Section. Individual supervisors in the State Department checked the plans to determine the provision of adequate space and facilities in their individual programs of concern.

A committee was named in 1946 to write a bulletin for planning more effective library quarters for Louisiana schools. The committee consisted of the following school
librarians: Frances Flanders, Neville High School; Mrs. Lydia Craddock, Slidell Elementary School; Mrs. Alline Hoffman, Winnfield Elementary School; and the following supervisors from the State Department of Education: Sue Hefley, C. E. Laborde, J. B. Myers, and Major H. R. Brown.

The title of the publication was Please, Mr. Architect! An Open Letter from the School Librarian. The opening paragraph of the bulletin stated:

Dear Mr. Architect:

Making plans for schools and for school libraries is your job, we know, but perhaps we may make a few suggestions for those plans. We have worked in school libraries that were not large enough, and we have worked in school libraries that had ample space for readers and for behind-the-scenes work for which the librarian must be responsible and which is so essential; we have worked in well-lighted libraries and we have worked in libraries in which eye strain for the reader must result, inevitably, from inadequate lighting provision. From our experience we know that housing is a most important factor in library service. From all indications there will be much building construction and building adaptation in the immediate future. We want to plan with you, if we may, for good school libraries. May we? (Hefley, Circular Letter 2507, January, 1946)

The bulletin identified types of schools that need libraries, service and work areas essential for library service, space needs for each area, library related areas, lighting and sound needs, and details for shelving, storage, and listening and viewing facilities. The plans of Terrebonne and Bossier City High School Libraries were included for sketches that presented desirable details.
Please Mr. Architect! attracted the attention of school library specialists at the American Library Association who realized the need for more communication between school librarians and architects. The Committee on Planning School Library Quarters of the American Association of School Libraries requested and received permission from the Louisiana State Department of Education to revise and expand the bulletin and to distribute it on a national scale. Sue Hefley was named chairman of the Committee on Planning School Library Quarters, and Please Mr. Architect! was renamed Dear Mr. Architect. (American Library Association, 1946)

Local Supervision of School Libraries

When Sue Hefley joined the staff of the State Department in September, 1940 there existed a matter of confusion as to the proper agency responsible for supervision of school libraries on the local level. This condition existed nationwide as well as in Louisiana. Public libraries had long had a strong influence in school library development, and school libraries were often supervised by that agency.

In Louisiana close cooperation had long existed between the State Department of Education and the Louisiana Library Commission. In several parishes a contractual
agreement between the parish school board and the public library existed by which the parish library assumed major responsibility for school library service. A school library coordinator, who was a member of the public library staff was responsible for supervision and coordination of school library services. This practice existed at various times in the parishes of Webster, Bossier, Richland, and Sabine and in the tri-parish system serving the parishes of Winn, Jackson, and Grant.

Superintendent Coxe wrote to parish Superintendents in 1940 citing a decision rendered by the office of the State Attorney General in reference to the support of public libraries by funds appropriated to parish school boards. He stated:

This ruling, I think, very definitely indicates that we should discontinue giving appropriations to city and parish libraries unless such libraries are under direct control of the parish school boards. (Coxe, Circular Letter 1475, November 9, 1940)

Laws applicable to the decision are cited:

Section 6 of Act 202 of 1906 provides:

The legal possessions and ownership of the books, cases, and other appendages of the school or grade library, shall be and remain in the parish board of school directors and their successors in office. . . .

Paragraph Third, Section 15, Article 12 of the Constitution provides:
Parish School boards shall place into one fund, to be known as the general parish school fund, all revenue received for the general maintenance of public schools . . . ; such revenues shall be dedicated to, and used exclusively to pay, the cost of the current operation of public elementary and secondary schools within the parish and under the control of the parish school board, as provided for by the laws of the state. (Coxe, Circular Letter 1475, November 9, 1940)

A more detailed statement outlining steps and legal provision for school library development was issued to presidents of parish school boards and parish superintendents three months later by Coxe. He stated:

Letters and inquiries coming to this Department indicate a growing interest in school libraries. There is apparently a need for a statement of administrative policy and procedure which may serve as a guide to school officials. Needless to say, I am very much interested as it is our intention to continue State aid and general supervision on the State level. As the school library is distinctly a part of the instructional program for which this Department and local parish school boards are jointly responsible, it is our duty to advise on matters concerning the law and sound administrative practice applicable thereto. I am, therefore, submitting the following statements which, I hope, will assist you in developing a sound and efficient library program in every school.

1. The full powers and responsibilities for all educational activities in the public schools are placed in the hands of the parish board and superintendent of education.

2. Any division of responsibility or money with other agencies is not contemplated in the law.
3. As a school library grows out of and serves the instructional program, it is distinctly a part of the teaching process and, as such, is identical with the instructional purposes of the school and should not be separated therefrom.

4. As parish boards are charged by law with the duty of providing schools for the children, and as library service is a part of the school, responsibility for administration and financing (including physical facilities, personnel, and the selection, ordering, distribution, use and care of books) rests upon the parish board and the schools.

5. A parish board is without authority to appropriate funds to any outside agency for the support of a general library; nor can it transfer control or supervision of books purchased out of local or State funds to an outside agency. A school library is a service agency set up for the purpose of assisting teachers and pupils in carrying out the instructional program.

6. School librarians are employees of the parish board, paid out of school funds, and must be under the general direction of the board and superintendent. They are ranked, classified, and paid as teachers and are part of the school personnel.

7. Immediate control of the school library is in the hands of the principal of the school under the general policies set up and delegated to him by the parish superintendent.

8. School officials, principals, teachers, and librarians should properly cooperate with public libraries.

9. Leadership in school library service on the State level is the responsibility of the State Superintendent of Education and the members of his immediate staff, and leadership on the parish level is the direct responsibility of the parish superintendent of education and members of his staff.
10. As a matter of general policy, we believe that school library service should be handled by each individual school under the general supervisory program set up by the parish superintendent and board.

11. A large elementary school having books in considerable number above the most immediate classroom needs, may find it desirable to establish a central library in a separate room with a librarian or a teacher-custodian employed to render the necessary service. This arrangement does not imply the discontinuance of the classroom or grade library. In an elementary school the most immediate need for books can no doubt be best supplied by a grade or classroom collection chosen with reference to more immediate needs of the instructional program. It seems that the most important instructional materials required in the teaching process should be available in the classroom. This is particularly true of the primary grades. The grade or classroom collections should be under the control of the librarian or teacher-custodian for all records and service in order that the material may be changed when necessary.

12. Circulating library service may be advisable for the purpose of serving small schools which are not in a position to develop their own libraries. It is far more desirable for every school of any size to have its own books and library service and be immediately responsible therefor.

13. Attention is directed to the fact that there has been no change or modification in the ruling of Mr. W. C. Perrault, Second Assistant Attorney General, to the effect that a parish school board is without authority to appropriate money to the support of a parish library. After receiving a request from one parish that this opinion be modified, the Office of the Attorney General has further advised that the ruling could not be amended for the reason that it was rendered in accordance with the law bearing thereon. (Coxe, Circular Letter 1515, February 14, 1941)
Parishes appoint library supervisors. School library supervision was initiated at the beginning of the 1940 decade. In 1940 Evelyn Peters, Librarian at Colton Junior High School, New Orleans, was appointed Librarian of the Orleans Parish School Board Professional Library. This position carried the responsibility of supervising certain school libraries in the system. (Louisiana State Department of Education Bulletin 441, 1940:8) Lillian Kennedy, a trained librarian and teacher at Highland Elementary School, Baton Rouge, was appointed Supervisor, Materials of Instruction, for the East Baton Rouge Parish School Board in 1945. (Louisiana State Department of Education Bulletin 573, 1945:10) Georgette Richard, Librarian, Donaldsonville High School was appointed Supervisor of Instruction with the responsibility of supervising school libraries for Ascension Parish in 1947. (Louisiana State Department of Education Bulletin 639, 1947:16) Caddo and Bossier Parish School Boards appointed supervisors of materials of instruction in the late 1940's, but these positions were filled by general supervisors and not professional librarians. (Louisiana State Department of Education Bulletin 709, 1950:18)
In discussing the improvement of school library services in 1943, Sue Hefley described plans for supervising school libraries currently operating in two parishes. She contended that since many school library positions were being held by persons with little or no school library training due to a shortage of personnel, school libraries could be improved by sharing the experience of the most qualified school in the parish. The plans used in Ascension and St. Tammany Parishes were as follows:

In Ascension and St. Tammany, the most experienced school librarian in the employ of the parish has been designated as consultant librarian in all school libraries in need of her help. In these parishes she visits with librarians in these situations and she remains for perhaps half a day actually working on the organization of books and the making of library records. A work schedule for such a consultant is a necessity. Bus transportation is used in most instances and arrangements are made for the consultant to meet the librarian in charge at some time which is convenient for all concerned. One visit serves in some instances to initiate the inexperienced librarian into the procedures suitable for the school in which she is employed; in some cases return visits should be made.

This plan will not be suitable for all parishes, but I feel it is worthy of consideration. I realize that this device for meeting the present emergency may not be ideal, but to me it appears to be worthy of consideration. I do feel that we must utilize to the best advantage all experience and training which may be available. (Hefley, Circular Letter 2130, October 25, 1943)
Materials centers established. With the inauguration of school library supervision at the parish level, the materials center concept also came into existence during the decade. Materials centers were established in the parishes of Orleans, East Baton Rouge, Caddo and Richland. Services in the centers varied. Sue Hefley described the services offered by the centers as follows:

... circulation of materials owned at the parish level and supplementary to those in individual school libraries; supervision of school library services; administration of state and parish funds available for materials; distribution of and accounting for textbooks; centralization of processing for library use partially or in whole; facilitation of pre-purchase examination of materials; planned experimentation in materials use. (deGrummond 1953:54)

The first state-wide conference on materials centers was held at the East Baton Rouge Parish Materials Center, April 18, 1949. Directors of centers already in operation discussed programs, plans, methods of operation, costs of services, and other phases of work in the center. (Jackson, Circular Letter 3128, March 29, 1949) In describing how the materials center concept was gaining momentum in Louisiana Sue Hefley stated:

Four of the centers operating in the state were represented in the conference, and many parishes not maintaining materials libraries at the present were represented by supervisors or superintendents who wished to have more information regarding them. (Annual Report 1948-1949, 1950:63)
SUE HEFLEY LEAVES STATE DEPARTMENT
OF EDUCATION

Sue Hefley left the State Department of Education in September 1949, but not the field of school librarianship to which she had brought strong leadership. Her first work after leaving the State Department of Education was on the library staff of Northwestern State College as a temporary replacement of personnel. On July 1, 1950 she was employed by the Webster Parish School Board as Supervisor of Library and Instructional Materials Services. In this position she established the Webster Parish Materials Center and was responsible for supervision of school libraries building upon the service that the Webster Parish Library had, under contract, rendered to the schools of the parish.

The Webster Parish Materials Center served as a demonstration of the organization and administration of the school library and materials program of a parish-wide school system. During the sixteen years that Sue Hefley administered the Webster Parish Materials Center numerous visitors from various school systems in the State and region visited the Center to observe its operations. Among the chief duties carried out in the Center and by the staff were centralized acquisition and processing of school library materials (print
and non-print), a loan service of audiovisual materials, operation of a professional library collection for teachers, and maintenance of a collection of sample library books and textbooks. As supervisor for the Webster Parish system Sue Hefley also served as a consultant to teachers, librarians, principals, and the school board staff. Among her other duties were conducting orientation programs for new teachers in the system, planning and conducting in-service activities for librarians and teachers, and recommending the furnishings for new school libraries. Sue Hefley stated, "The Materials Center and supervision function to help maintain conditions permissive to maximum service from the school library." (Hefley, 1959:111)

While serving in Webster Parish, Sue Hefley continued to participate in activities of school librarianship throughout the State and nation. During various summer terms until 1969 she taught or served as consultant in the departments of library science at the Universities of Texas, Tennessee, Kentucky, West Virginia, Southern California, Wisconsin, Louisiana and at Columbia University. In 1967 she was awarded the Essae M. Culver Distinguished Service Award by the Louisiana Library Association for outstanding service to librarianship in Louisiana. She was the third person to
be so honored with the highest award the Association presents to its members.

Among the areas of change that Sue Hefley identified during the period she served as State Supervisor of School Libraries were the following: growth of school library supervision on the local level, a broadened base in school library materials to include audiovisual materials as part of library collections, and the strengthening of library services in Negro schools. (Hefley, Personal Statement, 1971)

She paid the following tribute to the Louisiana State University Library School and to the Louisiana State Library for the support these two agencies had given to school library development:

The school library program benefitted from the very marked support in the form of strong leadership from the Louisiana State University Library School, and especially, from its director, Mrs. Florrinell F. Morton. While Mrs. Morton identified herself with all phases of librarianship, her keen interest in school library development was paramount. The Louisiana State Library, under Miss Essae M. Culver as State Librarian, also demonstrated a high degree of interest in school library development. (Hefley, Personal Statement, 1971)
SUMMARY

From September, 1940 until September, 1949 Louisiana public school libraries experienced a period of growth. In spite of World War II which caused a shortage of personnel and materials and forced the reduction of many educational activities and services, an increase was seen in book collections, in expenditures by parish school boards, and in the State allotments for school library materials. In-service activities were provided through the Louisiana Association of School Librarians, by local school boards, by the State Department of Education, and by colleges and universities in the State. These activities helped to improve competencies of school libraries which, in turn, improved library services offered by individual school libraries.
CHAPTER IV

DEVELOPMENT OF LOUISIANA PUBLIC SCHOOL LIBRARIES, 1950 TO 1965


State allocations for school library materials continued during this period. Other major events of importance included the initiation of new library education programs in state colleges, increased in-service activities for school librarians, expanded programs of school library supervision at the parish level, and the growth of centralized elementary school libraries. This chapter chronicles the progress of school libraries from 1950 through 1965.
STATE DEPARTMENT OF EDUCATION CONTINUES
SUPPORT OF SCHOOL LIBRARIES

Louisiana schools were again fortunate during the years 1950 to 1965 to have support of school libraries from the State Department of Education. This support came from the leadership furnished by the State Superintendent of Education, the State Supervisor of School Libraries, and subject area and general supervisors at both the elementary and secondary levels.

State Department of Education Reorganized

While Superintendent Coxe favored special area supervisors in the State Department of Education, Superintendent Jackson seemed to strive for a balance with supervisors both in special and general areas. Upon Jackson's assuming the superintendency in 1948, the State Department staff was organized into four divisions: (a) School Administration, (b) Higher Education and Teacher Training and Certification, (c) Elementary and Secondary Education, and (d) Vocational and Special Education. (Annual Report, 1947-48: 27-28) The School Libraries Section was placed within the
framework of the Division of Elementary and Secondary
Education, headed by James B. Robertson. (Annual Report,
1949-50:viii)

Materials of Instruction Program
Continued

The Materials of Instruction program, initiated by
Superintendent Coxe, continued during the Jackson adminis-
tration. This section continued the responsibility of
purchasing textbooks, library books, paper, pencils, and
audiovisual materials and equipment for schools. During
his first year in office, Superintendent Jackson announced
improvements in school libraries by the addition of "more
materials of instruction, such as audiovisual aids and
library books..." (Annual Report, 1949-50:8)

Superintendent Jackson reported in 1957 that the
materials program administered by the State had enabled
many school libraries to:

... meet minimum standards and in most cases the
maximum standards as established by the State Department
of Education and the Southern Association of Colleges

The Materials of Instruction Section continued during the
1960's to select and introduce new materials on an economical
basis and to improve practices in the procurement, distribu-
tion, storage, and conservation of all materials. (Annual
This section was headed by Leonard L. Dean from 1948 until 1959 and by Jack R. Gamble from 1959 until 1964.

**Audiovisual Education Program Continued**

Superintendent Jackson appointed Alton B. Davis as Supervisor of Audiovisual Education during the 1950-51 school session. Whereas this section had formerly been closely associated with the School Libraries Section, it had separate status under Davis. The two sections nevertheless cooperated in mutual projects and programs under the Jackson Administration. (Annual Report, 1950-51:vi)

**Act 202 of 1906 Repealed**

Act 202 of the 1906 Session of the Legislature, described in Chapter I, was repealed in 1950. A compilation or consolidation of Louisiana statutes then in force was adopted by the Louisiana Legislature as Act Number 2 of the Extraordinary Session of 1950. Section 1 enacted the "Louisiana Revised Statutes of 1950." Section 2, the section repealing prior laws, states: "The statutes that are revised and consolidated herein, and . . . the following statutes . . . are hereby repealed." Among the repealed
Thus the act providing for the creation of school libraries to be administered by local school boards was repealed. A search of the Louisiana Revised Statutes of 1950 reveals that there was no specific reenactment to provide for the continuation of school libraries. School libraries therefore have their legal basis in the general powers of curriculum and administration conferred upon the local school boards by other statutes, and their supervision by the State Department of Education would likewise be sanctioned by implied general statutes relating to the Department.

An oblique reference to the jurisdiction of the Board of Education and the Superintendent of Public Education over school libraries is contained in Title 25, Chapter I, dealing with the Louisiana State Library. Revised Statutes 25:9 states:

It (the Board of Commissioners of the Louisiana State Library) may cooperate with the State Board of Education in devising plans for the care of school libraries, in aiding teachers in school library administration, and in formulating rules and regulations governing the use of such libraries throughout the State. Such suggestions, rules, and regulations for school libraries are to be promulgated through the superintendent of public education. (Louisiana Legislature: Revised Statutes, 1950, Sec. 25:9)
other Louisiana public schools in which she served as librarian were Centerville (1938-1944), Sulphur (1944-1947), and Terrebonne High School (1947-1949). She was awarded the Modisette Award by the Louisiana Library Association while at Terrebonne High School.

Mrs. deGrummond's appointment as library supervisor in 1950 was not her first work in Baton Rouge. She was a member of the Louisiana Library Commission staff in 1937-38. She also served as librarian at the Louisiana State University Library School for one summer. At various intervals in the 1940's she was a member of the staff of the State Department of Education working in the Reference and Research Section and in the Census Section.

Mrs. deGrummond was the third person to be appointed State Supervisor of School Libraries. Her tenure lasted fifteen years. (Marquis, 1969:265)

EMPHASIS AND WORK OF THE SUPERVISOR

In the new Supervisor's first communication to superintendents, supervisors, principals and librarians in February, 1950 she outlined her long-range program as follows:
Since the authority of the Board of Commissioners of the Louisiana State Library is couched in discretionary rather than mandatory terms, it appears that this statute merely authorized such cooperation when assistance is needed and requested. Nevertheless the existence of school libraries and the authority of the State Board of Education and the Superintendent of Public Education over them are clearly recognized in this statute.

BACKGROUND OF SUPERVISOR APPOINTED IN 1950

Mrs. Lena Young deGrummond was appointed State Supervisor of School Libraries on January 1, 1950 to succeed Sue Hefley. A native of Centerville, Louisiana, she received her elementary and secondary education in the public schools of St. Mary Parish.

Lena deGrummond received a Bachelor of Arts degree from Southwestern Louisiana Institute in 1929. The Bachelor of Science in Library Science was conferred upon her by Louisiana State University in 1939. While serving as State Supervisor of School Libraries, she received the Doctor of Philosophy degree from Louisiana State University in 1956.

Lena deGrummond's first work was teaching in the public schools of DeSoto and St. Mary Parishes. Among the
Visits to all schools, both elementary and high, to examine book collections in classrooms as well as those in central libraries and to talk to individual teachers and librarians.

Short workshops in parishes needing help in routine library work.

Immediate visits to schools needing help now. (Please notify me at once if your need is urgent.)

Emphasis on the fact that the library must be an integral part of the school program and must give service that will help the development of that program.

An attempt will be made to work toward having a qualified librarian in every school library.

The recognition of the importance of library work and the necessity of librarians' being given time for that work.

The issuance of a list of current books approved for state purchase three or four times a year. Since the books in the aids listed by Mr. L. L. Dean's office are also approved, I suggest that copies of these aids be made available in every parish by purchase either by the school board or by individual schools.

The compiling of a directory of school librarians in Louisiana which will include some biographical material, training, experience, etc.

The policy of state purchase of library books as given in Circular No. 3264 dated October 6, 1949, is as follows: "In the 1949-50 library program, books may be purchased with state funds if they are represented by entry in Standard Catalog for High School Libraries, 1947 edition and supplements, H. W. Wilson Company, New York; Children's Catalog, 1946 edition and supplements, H. W. Wilson and Company, New York; Rue, Eloise, Subject Index to Books for Primary Grades, American Library Association, 1943 edition and later supplements; Rue, Eloise, Subject Index to Books for Intermediate Grades, American Library Association, 1940 edition and later supplements; and any material issued by the Louisiana State Department of
Education (especially courses of study and lists of recommended books prepared in the office of the Supervisor of School Libraries).


By September, 1950 the Supervisor had visited in many school libraries of the State and had observed practices and methods operating in the schools. She restated her plan to expand school library programs by recommending the following points:

1. Unqualified school librarians should arrange for certification by taking eighteen semester hours of library science.

2. Use of all library materials should be encouraged by teacher and pupil orientation of the library, free reading periods, teachers' reading aloud to pupils, children reading aloud favorite passages, and book reviews and displays.

3. State allocations should be supplemented by local funds to bring libraries up to standard.

4. School boards should furnish printed catalog cards to all school librarians.

5. Libraries should be kept open all day under supervision.

6. Schools too small to justify a full-time librarian should use an itinerant librarian serving two or three small schools.

7. Centralized elementary school libraries should be considered.

8. A card catalog and a vertical file should be in every school.
9. Every secondary school should own Standard Catalog for High School Librarians and every elementary school should own Children's Catalog.

10. Book selection should be a continuous process by teachers and librarians.

11. The librarian should understand her responsibility for giving library service that helps to carry out the school program since the library is not apart from the school, but a part of the school. (deGrummond, Circular Letter 3463, September 22, 1950)

In 1952 the Supervisor requested school librarians to analyze their collections and to select materials to fill gaps by using the state list of approved books for grades one through twelve. She also encouraged participation in professional meetings by urging attendance at the Louisiana Education Association meeting in New Orleans the following month, and in promoting work of the Louisiana Teen-Age Librarians' Association. Elementary school library service was stressed, and the Supervisor offered assistance for schools interested in giving this service. (deGrummond, Circular Letter 3743, October 15, 1952)

Emphasis was placed again in 1955 upon the improvement of library collection and use of the Department's list of recommended books, Books Suitable for Use in Schools, Grades 1-12. (Louisiana State Department of Education Bulletin 765, 1952) School librarians were reminded that the minimum
requirement was five books per pupil. Teachers and parents were encouraged to read aloud to children and to select books for this purpose from *Children’s Books Too Good to Miss* on sale from the Louisiana Association of School Librarians. School librarians were also urged to join the American Library Association, which also provided membership in the American Association of School Librarians, and to recruit qualified persons for librarianship. (deGrummond, Circular Letter 4070, September 22, 1955)

**School Visits**

During her first year as State School Library Supervisor, Lena deGrummond worked in individual schools in fifteen Louisiana parishes. In addition she served on the reviewing committee of the Southern Association in the evaluation of seven public and private schools. (Annual Report, 1949-50:69)

The supervisor worked in fifty-two parish and city school systems during the 1950-1951 school session. During these visits she worked with individual school librarians, conferred with school personnel, discussed the value of library service with faculties, and gave actual help in establishing new school libraries. (Annual Report, 1950-51:71)
The third year in office Lena deGrummond visited 177 schools in twenty-two parishes. Conferences were held with principals, teachers, supervisors, and superintendents and in individual schools requesting special help. (Annual Report, 1951-52:62)

The school year 1952-53 saw the Supervisor visiting in 140 schools in thirty-four parishes. Conferences in the schools that year centered around the library in the school program. Visits were also made in many classrooms so the Supervisor could help individual teachers relate their teaching to library service. (Annual Report, 1952-53:68)

Supervisory visits continued the following year to 102 schools in thirty-one parishes. Many of these visits were made in answer to special requests for help. (Annual Report, 1953-53:79)

In reporting school library purposes for the 1954-1955 school year, Lena deGrummond stated:

A school library serves as a laboratory for better learning-teaching experiences; for establishing habits of searching for and using authoritative information as the basis for making decisions; for working cooperatively with others; for widening horizons through reading for information and for pleasure; and for living and working creatively. (Annual Report, 1954-55:82)

The objectives for the session of 1954-1955 were stated as:
1. To work more closely with school faculties on the use of library materials in the instructional program.

2. To foster more reading aloud to pupils.

3. To work with school personnel to improve the selection of books and other library materials.

4. To help school libraries meet Southern Association standards.

5. To encourage a greater number of applications for the Modisette Award.

6. To recruit for school librarianship, chiefly through Louisiana Teen-Age Librarians and through working with colleges.

In working toward these objectives the Supervisor worked in 137 individual schools in twenty-seven parishes. (Annual Report, 1954-55:82)

Detailed records were not reported on the number of visits during the next two school sessions, but the Supervisor reported visiting 171 individual schools in 1957-1958. (Annual Report, 1957-58:59) Nineteen hundred fifty eight and 1959 was the last year in which the actual number of visits was reported. That year the Supervisor worked in 166 schools in twenty-two parishes. (Annual Report, 1958-59:68)
Workshops and Conferences

Lena deGrummond began during her first year as State School Library Supervisor to plan and execute workshops and conferences for school librarians as part of her program of in-service activities. These workshops were often planned in cooperation with other supervisors in the State Department of Education, with the faculty of the Louisiana State University Library School, with the Louisiana Library Commission (renamed the Louisiana State Library in 1946), with the Louisiana Association of School Librarians, and with parish school boards. The supervisor stated, "The meetings served not only to stimulate interest in the role of the library in the school, but also to pool ideas on common problems and practices." (Shortess, 1965:16)

Conferences held during the fifteen year period are summarized in Table X.

Assistant Supervisor Appointed

Nan Floyd, Librarian at Bastrop High School, was appointed Assistant State Supervisor of School Libraries by Superintendent Jackson at the beginning of the 1960-1961 school session. During her two-year tenure in the State Department of Education, she served as Chairman of the Louisiana Association of School Librarians for 1961-1962.
<table>
<thead>
<tr>
<th>NAME OF WORKSHOP OR CONFERENCE AND DATES</th>
<th>SPONSORING AGENCIES</th>
<th>DIRECTOR (D)</th>
<th>CONSULTANTS (C)</th>
<th>PUBLICATION</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide Conference of Negro Librarians. November 3, 1950</td>
<td>State Department of Education</td>
<td>C: J. B. Robertson C: L. L. Kilgore C: Lena deGrummond</td>
<td>None</td>
<td>None</td>
<td>Theme: Selection and Use of Materials</td>
</tr>
<tr>
<td>Elementary Materials Workshop. June 11-19, 1951</td>
<td>LSU Library School State Department of Education</td>
<td>D: Jane E. Carstens C: Florrinell F. Morton C: Lena deGrummond C: Norris McClellan</td>
<td>None</td>
<td>&quot;Selection, Organization, and Use of Elementary Materials&quot; (Bulletin 744)</td>
<td>Participants were elementary teachers and school librarians.</td>
</tr>
<tr>
<td>NAME OF WORKSHOP OR CONFERENCE AND DATES</td>
<td>SPONSORING AGENCIES</td>
<td>DIRECTOR (D) CONSULTANTS (C)</td>
<td>PUBLICATION</td>
<td>REMARKS</td>
<td></td>
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<td>----------------------------------------</td>
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<tr>
<td>Workshop for Negro School Librarians. June 4-6, 1953</td>
<td>State Library School State Department of Education</td>
<td>D: Essae M. Culver D: Lena deGrummond D: Norma Humphrey</td>
<td>Proceedings</td>
<td>Participants were Negro school librarians and public librarians. Emphasis on objectives of library service, administration of school libraries, selection and use of materials</td>
<td></td>
</tr>
<tr>
<td>Book Mending Demonstrations held at 12 colleges and school boards, February 14-27, 1953</td>
<td>State Department of Education</td>
<td>D: Lena deGrummond C: Carroll Edgar</td>
<td>None</td>
<td>Purpose: Instruction and demonstration in strengthening picture books and magazines, cleaning books, minor repairs, re-sewing and re-casing of books</td>
<td></td>
</tr>
<tr>
<td>NAME OF WORKSHOP OR CONFERENCE AND DATES</td>
<td>SPONSORING AGENCIES</td>
<td>DIRECTOR (D) CONSULTANTS (C)</td>
<td>PUBLICATION</td>
<td>REMARKS</td>
<td></td>
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<td>-----------------------------------------</td>
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<td>-----------------------------</td>
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<td></td>
</tr>
<tr>
<td>Summer Conference on School Libraries for Administrators and Supervisors June 6-8, 1960</td>
<td>LSU Library School LSU College of Education State Department of Education</td>
<td>D: Lena deGrummond C: Florrinell F. Morton C: Norris McClellan</td>
<td>None</td>
<td>Purpose: To help administrators and supervisors improve instructional programs through use of library materials</td>
<td></td>
</tr>
<tr>
<td>NAME OF WORKSHOP OR CONFERENCE AND DATES</td>
<td>SPONSORING AGENCIES</td>
<td>DIRECTORS (D)</td>
<td>CONSULTANTS (C)</td>
<td>PUBLICATION</td>
<td>REMARKS</td>
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</tbody>
</table>
Among her duties as assistant to the State Supervisor were evaluating library materials, preparation of publications, planning workshops and in-service activities, serving on Southern Association evaluating committees, visits to schools needing assistance, and general consulting for school libraries. (Shortess, 1965:18)

EDUCATIONAL SURVEYS AND SCHOOL LIBRARIES

Two statewide educational surveys were made during the Jackson administration. Upon the recommendation of the Louisiana Legislative Council in 1952, the Division of Field Services, George Peabody College for Teachers, was engaged to conduct a comprehensive study of public education in the elementary, secondary, and special schools of the State. The study was made under the direction of W. D. McClurkin.

The survey was complimentary of the many phases of the school library program in Louisiana. Especially mentioned were the efforts of the State Department of Education in assisting in the centralization of library services in grades one through twelve, the publication of an annual list of recommended library books, and frequent in-service activities for school librarians. (McClurkin, 1954:207)
Some of the recommendations made for the improvement of school library service were:

1. Better library service, especially for the rural areas of the State, is essential and should be provided.

2. Parishes should be encouraged to establish materials bureaus to centralize services and to assure use of all types of educational aids.

3. Local support of materials of instruction is inadequate. Local communities, not through fund-raising activities but through tax support, should provide funds for a wide range of instructional aids -- filmstrips, records, maps, globes, and reference volumes.

4. The institution of centralized libraries should be accelerated . . . and school libraries should become resource centers.

5. One of the greatest needs is the employment of a sufficient number of trained librarians whose assignments are such that they do not need to look upon the library duty as an extra-class assignment. (McClurkin, 1954:35, 103, 132, 165, 207, 228)

The second survey was the Special Committee on Education Survey of 1959. The purpose of this study was to seek ways to assure programs of excellence in Louisiana schools. The committee, appointed by Governor Earl K. Long, was charged with the responsibility of recommending ways to provide more adequately for the financial needs of the State's elementary and secondary schools. The only specific recommendation pertaining to school libraries was, "That adequate funds be provided for teaching aids and materials." (Kurz, 1959:7)
MAJOR DEVELOPMENTS, 1950-1965

Much progress was made in school libraries between the years of 1950 and 1965. The State Supervisor of School Libraries continued to build upon the patterns established by her predecessors to strengthen school libraries throughout the state. Emphasis centered around school library standards, stronger collections, education and in-service activities for school librarians, centralization of elementary school libraries, and improvement of programs of service. These are detailed in the following sections.

Elementary School Libraries Expanded

The decade 1950-1960 saw a rapid increase in the establishment of elementary school libraries in Louisiana. Lena deGrummond stated in 1950, "Principals and teachers in elementary schools are recognizing the desirability of pooling their books and materials in a central library."

(Annual Report, 1949-50:70)

The following session the Supervisor reported:

An increasing interest in centralized elementary libraries is the outstanding feature of school-library service at present. This interest was evidenced during the past session by special requests for help in individual schools, by informal talks with teachers and administrators, and by the actual setting up of centralized elementary and high-school libraries in some schools. (Annual Report, 1950-51:71)
For the 1954-55 session the Supervisor in reporting on school library progress stated:

The greatest progress has probably been made in the field of elementary-library service through the growing awareness of the importance of developing the reading habit as early as possible. In addition to the service extended to elementary pupils by high-school librarians of combined schools, there are many fine libraries being operated in elementary schools. (Annual Report, 1954-55:83)

The State School Library Supervisor reported great improvements in school library service for the 1959-60 school year especially at the elementary level. She reported pilot projects in Ouachita and Winn Parishes in which itinerant librarians were used to serve multiple schools. She concluded that success in these programs came from the interest and cooperation of elementary school principals who had attended in-service sessions on elementary school libraries provided by local school boards and staff members of the State Department of Education.

The success of the pilot project in Ouachita Parish encouraged the system to begin centralization of all library collections in 1960. Most classroom collections in the parish were adequate, and necessary steps were taken by the school board to provide space, trained personnel, suitable furniture, and supplies. Itinerant librarians continued
to serve multiple schools. Ouachita Parish was the first Louisiana school system to have one hundred percent centralization of elementary school libraries. (Gregory, 1960:9)

An impetus for elementary school libraries came from the work of the Southern Association of Colleges and schools in the late 1950's.

The Southern Association's Cooperative Program in Elementary Education was initiated in Louisiana and the South in 1953. This program resulted from the realization that elementary schools must perform their tasks well if secondary schools and colleges were to function effectively. (Sutton, 1969:80)

Thomas R. Landry, Director, Elementary Education, State Department of Education was one of the leaders in the Southern Association's Cooperative Program in Elementary Education. A publication of the Cooperative Program, *Guide to the Evaluation and Accrediting of Elementary Schools* (1960) contained a section on the elementary school library. (Sutton, 1969:83) This publication enabled elementary schools applying for Southern Association accreditation to evaluate their library programs in light of the Southern Association standards which were raised from five to ten books per pupil on a graduated basis and a $2.50 per pupil expenditure annually for library books. (Shortess, 1965:15) During the period 1960-1964, twenty-four elementary schools
were accredited by the Southern Association in the parishes of Winn, Rapides, Tangipahoa, Natchitoches, Webster, and Lafayette. (Sutton, 1969:83-84)

School Library Standards

There were very few changes in state standards for school libraries during the period 1950-1965. Major changes in standards came from regional and national organizations.

State standards. The major changes in state standards for school libraries were in the per pupil appropriations and in certification requirements for librarians. The per pupil allocation was raised from fifty cents to one dollar per pupil. (Louisiana State Department of Education Bulletin 741, 1958:92) Certification changes are discussed on page

Regional standards. A revision of Southern Association standards gave further direction for school library development in Louisiana. Recommendations were made to the Southern Association by the Southern States Work Conference in 1961 that both elementary and secondary school standards be improved. (Southern States Work Conference:1961)

In November, 1962 the Committee on Elementary Education of the Southern Association adopted new standards for
school accreditation. A significant part of these standards was the requirement that attention be given to the development of elementary school library services, with specific requirement of expenditures of $2.50 per pupil for library books and magazines, $5.00 per pupil for other instructional materials, and the provision of ten books per pupil in elementary school libraries by December, 1967, allowing a gradual increase each year until this date. (Southern Association of Colleges and Schools: 1964)

Secondary school library standards were revised by the Southern Association in 1963. The newly revised standards called for a professional school librarian in each secondary school and at least one library assistant in schools enrolling one thousand or more pupils. The librarian, as a member of the instructional staff, was required to hold a bachelor's degree including a minimum of twelve-semester hours of professional study. The school's physical plant was required to include an attractive, well-lighted library room, readily accessible to pupils, fitted with standard library equipment, and with sufficient floor space to provide for the maximum number of pupils needed to use the library at any one time. Library collections were required to be adequate in quality and quantity to meet the
school's instructional needs, and a minimum expenditure of $2.50 per pupil was required. (Southern Association of Colleges and Schools: 1963)

The number of Louisiana public secondary schools holding membership in the Southern Association increased steadily between the years 1950 and 1965. During the 1950-51 school session 143 secondary schools had been accredited by the Southern Association. This figure increased as follows during five-year intervals through 1965: 1955 - 202 schools, 1960 - 265 schools, and 1965 - 327 schools. This represented an increase of 128.7 percent. Since schools accredited by the Southern Association had to meet all of the Southern Association standards, this increase indicated an improvement of Louisiana secondary school libraries.

National standards. Often referred to as the biggest breakthrough for school libraries in the twentieth century were the school library standards published by the American Library Association in 1960, Standards for School Library Programs. The new national standards were needed because of the inadequacy of the earlier 1945 standards, School Libraries for Today and Tomorrow. The 1960 standards were prepared by the American Association of School Librarians with counsel from twenty professional organizations and
a large number of school administrators, teachers, and librarians. (American Library Association, 1960)

While the 1945 standards were mainly concerned with quantitative aspects of school libraries, the 1960 standards were primarily concerned with the program or qualitative aspects of school libraries. Among the chief quantitative recommendations which represented an increase over the 1945 standards were: ten books per pupil, one librarian for each 300 students in a school, and an expenditure of $4.00 to $6.00 per pupil. (American Library Association, 1960:25)

Immediately after the publication of the 1960 standards, the American Association of School Librarians initiated the School Library Development Project, an effort to enable school personnel throughout the country to understand and implement the national standards. The Louisiana Association of School Librarians became active in this project first by forming a Standards Committee headed by Sue Hefley. Also, meetings of the Association were devoted to implementation of the new standards. Conferences, workshops, and discussion groups consisting of librarians and school administrators were held throughout Louisiana to study the new standards. The statewide conference listed in Table X, held June 6-8, 1960 was planned chiefly to introduce school administrators to the new standards. (Elliott, 1964:105)
Library Education Programs Expanded

With a change from the status of junior colleges to that of four-year colleges in Louisiana in 1950, new library education programs were initiated in two state colleges. The 1950 Session of the Legislature changed McNeese Junior College and Northeast Louisiana Junior College, both of which had been junior colleges of Louisiana State University, to four-year state colleges under jurisdiction of the State Board of Education. With a junior and senior-year curriculum added to these schools, a full college of education was added which offered the undergraduate program in library science.

The program at McNeese College inaugurated in 1959 was headed by Samuel J. Marino, (McNeese State College, 1959:63) and the one at Northeast College was headed by Mrs. Louise Grey Lemert. (Northeast State College, 1950:110) When Francis T. Nicholls Junior College was given status as a four-year state college and a library education program was added in 1960, Agnes R. Clark was named to head the program. (Francis T. Nicholls State College, 1960:63)

Louisiana College, a Baptist institution in Pineville, began an undergraduate library education program in
1952 headed by Sam A. Dyson. (Louisiana College, 1954:53) Grambling College began its undergraduate program to train Negro librarians in 1955-56 under the direction of Dr. Mary W. Hymon. Mrs. Odalie S. McDonald was named first full-time coordinator of the program in September, 1956. (Grambling College of Louisiana, 1955) The Louisiana State University in New Orleans library education program began in 1960-1961 and was headed by James M. Kimbrough.

These programs fell within the framework of the institutions' college of education and were primarily concerned with certifying librarians for the schools of Louisiana. In addition to the above programs, Louisiana State University, Louisiana Polytechnic Institute, Northwestern State College, Southwestern Louisiana Institute, and Southeastern Louisiana College continued to offer the undergraduate program.

The meetings of the college teachers of library science initiated by Sue Hefley in the 1940's continued during Lena deGrummond's tenure as State School Library Supervisor. These meetings were held at various times during the year, but most frequently during the conferences of the Louisiana Teachers' Association and the Louisiana Library Association. The purpose of these meetings was to
achieve a desirable degree of uniformity and to discuss problems related to the teaching of courses offered in the eighteen-hour undergraduate programs. (Louisiana Association of College Teachers of Library Science, 1957)

Every third year the college teachers of library science met with directors of parish materials centers. Such meetings were held "for the purpose of exploring and resolving differences in the curriculum of the undergraduate library education program and of working out ways of cooperating between the two groups." (Annual Report, 1955-56: 67)

An outgrowth of the work of the college teachers of library science was the publication of a manual for supervisors of student librarians, Supervising the Student Librarian (Louisiana State Department of Education Bulletin 914, 1960) and issued by the State Department of Education in 1959. The purpose of the manual was to serve as an instrument in helping to plan, execute, and evaluate a program for the college student's library practice work. Included in the manual were a checklist of student activities and responsibilities and a guide for evaluating the work of the student. Consultants for the preparation of this publication were Mrs. deGrummond and Mrs. Florrinell F. Morton. (Louisiana Association of College Teachers of
Selection of Materials

Lena deGrummond frequently promoted the strengthening of school library collections during her tenure as State Supervisor of School Libraries. Her first booklist published in 1950 listed items suitable for Louisiana schools serving grades one through twelve. Each item was listed in the publication with suggested grade level, subject headings, author numbers and Dewey Decimal Classification. Staff members of the State Department of Education assisted in the evaluation of three to five thousand books annually for recommendations in the publication *Books Suitable for Use in Schools, Grades 1-12* (Shortess, 1965:19) Books for evaluation and examination were submitted by publishers, and copies of all approved titles were retained in the School Library Section of the State Department of Education for examination by teachers and librarians. (deGrummond, Circular Letter 3328, February 18, 1950)

The State School Library Supervisor also encouraged school librarians to build their collection of Louisiana materials. The Conferences on Louisiana Materials, co-sponsored by the State Department of Education and the Library
School of Louisiana State University, held in 1953, 1958, and 1963 brought to the attention of school librarians books and audiovisual materials in the following areas: Language and Recreative arts (literature, biography, the arts, recreation, manners and customs, folklore and folk arts, and journalism); Social Studies (almanacs and fact books, biography, description and travel, history, education, social life and customs, sociology, politics, and government); and Science and Industry (science and industry). In addition the Conferences identified sources of materials available from Louisiana State Agencies and Commissions. (Louisiana State Department of Education Bulletins 782, 1953; 878, 1958; 998, 1963)

Lena deGrummond reported that school library services were greatly improved during the 1955-1956 school year. She stated, "In some cases this improvement took the form of analysis of book collections, improvement in selection of titles, and improvement of physical facilities. . . ."


In 1956-1957 the State Supervisor restated the philosophy of school library service as a vital part of a school's instructional program and urged school systems to improve the quality of library services including stronger library collections. She stated:
Library service is a vital part of a school's instructional program. The School Libraries Section of the State Department of Education has worked with parish and city school systems to improve the quality of library services. This is extremely important at this time when it is so necessary that our children be given every opportunity and encouragement to read widely, to learn to analyze materials read, and to base decisions and opinions on the most authoritative materials obtainable. If we make it possible for our children to learn to read widely, to develop hobbies, to explore all sides of a question, and to learn to do their own thinking while still in school, we have given them the best preparation possible for Good American citizenship. (Annual Report, 1956-57:57)

**Increase in Number of Librarians, Volumes in Collections, Value of Collections, and Expenditures**

**Librarians.** Table XI reveals a continuous increase in the number of school librarians between 1949 and 1965. During the 1949-50 school session 290 part-time and 118 full-time librarians were serving in Louisiana public schools. These numbers increased during the 1964-1965 session to 339 part-time and 475 full-time librarians.

**Volumes in Collections**

The number of volumes in Louisiana school libraries increased over four million during the sixteen year period. Table XI shows that during the 1949-50 school year 1,607,414 volumes were reported in the school libraries over the State. By the 1964-65 school year this number had increased to
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Librarians</th>
<th>Volumes in Libraries</th>
<th>Value of Collections</th>
<th>Amount Reported Spent By Parishes</th>
<th>By State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
<td>Full-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1949-50</td>
<td>290</td>
<td>118</td>
<td>1,607,414</td>
<td>$2,779,912.05</td>
<td>$123,467.07</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$269,424.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Av. 50¢ per pupil</td>
<td></td>
</tr>
<tr>
<td>1950-51</td>
<td>295</td>
<td>139</td>
<td>1,703,016</td>
<td>$2,850,238.33</td>
<td>$156,669.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$285,176.50</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Av. 50¢ per pupil</td>
<td></td>
</tr>
<tr>
<td>1951-52</td>
<td>304</td>
<td>137</td>
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<td>$2,919,936.04</td>
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<td>276</td>
<td>148</td>
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<td>1954-55</td>
<td>296</td>
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<td>1955-56</td>
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<td>220</td>
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<td>$4,468,841.18</td>
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<td>Av. 50¢ per pupil</td>
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<td>Year</td>
<td>Number of Librarians</td>
<td>Volumes in Libraries</td>
<td>Value of Collections</td>
<td>Amount Reported Spent By Parishes</td>
<td>Amount Reported Spent By State</td>
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<td></td>
<td>Part-time</td>
<td>Full-time</td>
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<td>1956-57</td>
<td>361</td>
<td>259</td>
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<td>343</td>
<td>260</td>
<td>3,586,166</td>
<td>$ 5,684,544.19</td>
<td>$330,319.08</td>
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<td>Av. 1.00 per pupil</td>
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<td>1958-59</td>
<td>350</td>
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<td>$ 6,237,685.04</td>
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<td>1959-60</td>
<td>370</td>
<td>278</td>
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<td>$ 6,823,605.89</td>
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<td>Av. 93¢ per pupil</td>
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<td>1960-61</td>
<td>358</td>
<td>348</td>
<td>4,381,123</td>
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<td>$451,638.05</td>
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<td>Av. 81¢ per pupil</td>
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<td>1961-62</td>
<td>350</td>
<td>398</td>
<td>4,769,110</td>
<td>$10,695,672.24</td>
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<td>Av. 1.05 per pupil</td>
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<td>1963-64</td>
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<td>468</td>
<td>5,427,987</td>
<td>$13,102,566.49</td>
<td>$515,066.59</td>
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<td>Av. 1.10 per pupil</td>
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<td>1964-65</td>
<td>339</td>
<td>475</td>
<td>5,771,378</td>
<td>$14,588,663.30</td>
<td>$585,250.69</td>
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<td>Av. 1.10 per pupil</td>
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5,771,378. The largest single increase came during the 1954-55 school session when an additional 672,970 volumes were reported over the count of the previous session.

Value of Collections

With an increase in the number of books in collections came an increase in the value of school library collections. Until the 1961-62 school year parishes reported only the value of books. Beginning with the 1961-1962 session the value of school libraries reported included furniture and fixtures in addition to books. Table XI shows that the value of libraries increased annually from $2,779,912.05 for the 1949-50 school year to $14,588,663.30 for the 1964-64 session.

Expenditures

Parish Expenditures. Allocations by parish school boards for school libraries during the period ranged from $123,467.07 in 1949-50 to $585,250.69 in 1964-65. The largest increase came during the 1963-64 school year when the $515,066.59 expenditures represented an increase of $73,729.10 over the previous year. These expenditures are included in Table XI.
**State Allocations.** Allocations from the State for school library books continued during the period 1949 through 1965. The range for this period was $269,424.00 in 1949-50 to $1,025,973.30 in 1964-65, averaging seventy-two cents per pupil per year. The lowest allocation, in 1958-59 was $148,146.80 averaging twenty cents per pupil. Table XI shows that when the State allotments were increased, during the 1959-1960 and again in the 1961-1962 school years, the parish allocations decreased.

When the State allocations were cut for the 1958-59 school session, Lena deGrummond wrote to school librarians:

> As you know library funds for this school session have been reduced from one dollar to twenty cents per pupil. We must not be discouraged by this cut, but must take positive steps to get the library appropriation increased to its former level. In the meantime, let's continue to give the best possible library service to the boys and girls enrolled in the schools in Louisiana. (deGrummond, Circular Letter 4387, October 1954)

**Certification of Librarians Changed**

During the period 1950 to 1965 certification for school librarians changed only slightly from the certification requirement adopted by the State Board of Education in 1943 and which became effective in 1947. The only major change was reflected in the number of semester hours and the prescribed courses required in the undergraduate library education curriculum.
The State Board of Education adopted in 1952 an eighteen-semester hour program for school library certification. The required courses consisted of the following: nine hours in school library materials; six hours in organization, administration, and interpretation of school library service; and three hours of school library practice work.

(Louisiana State Department of Education Bulletin 746, 1952:15-16)

Certification for directors of parish and city materials bureaus or centers and supervisors of school libraries was adopted also in 1952. Requirements for these positions were:

a. The applicant must hold a valid Louisiana certificate authorizing school library service.

b. Previous experience;

(1) The director of materials bureaus or centers must have had five years of successful school experience, including three years as school librarian.

(2) The supervisor of school libraries must have had at least five years of successful experience as school librarian.

c. Each must hold a Master's degree from a regionally-accredited institution, including 12 semester hours of graduate training in library science in addition to the minimum of 18 semester hours of undergraduate credit in library science. (Louisiana State Department of Education Bulletin 746, 1952:15-16)
Supervision at the Parish Level Expanded

Until 1950 only the parishes of Orleans and East Baton Rouge had school library supervision. Between the years of 1950 and 1965 four additional parishes added professional school librarians to their staffs to supervise the materials of instruction programs and to render supervision to school libraries.

Caddo Parish School Board added two supervisors to its staff during the 1950-51 school session. Ruth Bryson was named Supervisor of the Materials Library and Janie Stampley was named her assistant. (Louisiana State Department of Education Bulletin 709, 1951:8)

School boards in some parishes assigned to general supervisors or to supervisors of instruction the responsibility of school library supervision. Mrs. Elsie Seals, a trained librarian who was serving as Supervisor of Instruction for the LaSalle Parish School Board, had been given the responsibility of school library supervisor by 1950. (Louisiana State Department of Education Bulletin 728, 1951:14) John Bellemin, although not a trained librarian, was appointed Supervisor of Materials and Supplies for the St. Landry Parish School Board in 1955. (Louisiana State Department of Education Bulletin 812, 1955:23)

Activities of Louisiana Association of School Librarians

As the number of school librarians increased in Louisiana, membership in the Louisiana Association of School Libraries increased proportionately. The organization continued many professional activities during the period. Outstanding among these were the sponsorship of a number of workshops, and conferences and the promotion of the Louisiana Teen-Age Librarians Association, a project of the Association's Student Relations Committee. (Shortess, 1965:19)

Louisiana Teen-Age Librarians Association. The conception of this organization was in a graduate course, Problems in School Librarianship, taught by Norris McClellan
at Louisiana State University in the summer of 1948. Six students in the class took for a project the planning of a statewide organization of student library assistants. Interest in the class project was manifested by the class members in planning for a Student Library Assistants Division of the High School Leadership Conference, an annual conference of high school students which the Louisiana State University had sponsored since 1946.

One of the students, Sister Agnes Ruth Williams, Librarian at St. Vincent's Academy, Shreveport, who had previously organized her student assistants into an active group, encouraged other school librarians in Louisiana to organize similar groups. While serving as Chairman of the Student Relations Committee of the Louisiana Association of School Librarians for 1949, Sister Agnes Ruth persuaded the Association to sponsor a statewide organization of student librarians.

The first meeting, for planning purposes, was held at the Louisiana Education Association Conference in Alexandria in November, 1949. Amaryllis Hill, now, Mrs. Dewey Furr, who had succeeded Sister Agnes Ruth as Chairman of the Student Relations Committee, worked with the students present in the formal organizing of their association. After the organization was established, the statewide group met until 1953.
during the High School Leadership Conference at Louisiana State University.

Clyde L. Madden, Director of High School Relations at Louisiana State University, assisted by Norris McClellan and Lillian Kennedy arranged for a statewide meeting in the Fall of 1954. Three hundred members attended. Annual meetings, separately now from the Leadership Conference have been held since 1954.

In subsequent years the group held political rallies, prepared handbooks, manuals, and newsletters; adopted a pin, song, emblem, and motto; and stimulated interest in school library publicity. Themes for the annual conferences have varied from year to year, but central each year has been the promotion of school libraries that could be rendered by student assistants. The Louisiana Teenage Librarians Association has also proved fruitful in recruitment for librarianship. (Clark, 1962)

**Library Assistants Section, Leadership Conference.**
The Library Assistants Section of the Louisiana State University High School Leadership Conference, though reaching a much smaller number of students, has, in its ten-day sessions each summer, been effective in developing interests, attitudes, and skills of library assistants, and in focusing attention
on quality school library service. It, too, has been a means of interesting young people in librarianship as a profession.

**Dr. deGrummond Leaves State Department of Education**

With her retirement in April 1965, Dr. deGrummond brought to an end her fifteen years of service to the State Department of Education and her official leadership of Louisiana school library development, but not her work with school libraries and librarians. Upon her retirement from the State Department of Education, she was appointed professor of library science at the University of Southern Mississippi in Hattiesburg. While in this position she established for the University an extensive collection of original manuscripts and illustrations of children's books. The collection was later named the Lena Y. deGrummond Collection. She also continued active participation in the Louisiana Writers and Artists Conference and the Louisiana Penwomen. Dr. deGrummond retired from the University of Southern Mississippi in 1970, but continued residence in Hattiesburg to work in the children's collection at the University.
The following brief bibliography is limited to books written by Dr. deGrummond during her tenure as Louisiana State Supervisor of School Libraries:

**How to Have What you Want in Your Future** (with M. S. Robertson). New York: Pageant Press, 1959 (Based on Doctoral Dissertation Status of Retired White Teachers of Louisiana (1966)


**SUMMARY**

Louisiana school libraries experienced a period of growth during the years that Lena deGrummond served as Louisiana State Supervisor of School Libraries, 1950 to 1965. The work of the State Supervisor of School Libraries in conducting conferences, workshops and other in-service activities and the establishment of library education programs in state institutions helped individual librarians to improve their competencies and to play a vital role in the school program. The expansion of centralized elementary school libraries provided better library service for school children.
Revision of school library standards brought better collections, additional appropriations, and more adequately prepared librarians into the schools. The addition of school library supervision at the local level helped parishes to provide more economical and improved services. By 1965 when school libraries were on the brink of receiving greatly increased appropriations from Federal funds, patterns of school library service in Louisiana had been firmly established chiefly by the work of the State Supervisors of School Libraries with assistance of and other school personnel. Louisiana had subscribed to the belief that good school library service was basic to quality education.

Dr. deGrummond, like her two predecessors, worked closely with other State Department of Education personnel during the years she served as State Supervisor of School Libraries. While joint publications during the years 1950 to 1965 were not as numerous as were those in the two previous decades, cooperation between the various supervisors was very strong. Dr. deGrummond prepared the following statement on the effectiveness of staff members in the State Department of Education in school library development, 1950-65:
One of the greatest things from my point of view was the leadership of J. B. Robertson. He brought his staff into a unified cooperative group, each member of which not only gave service in individual areas, but worked closely with all others.

All elementary supervisors – especially, Mabel Collette, Dr. Lionel O. Pellegrin, and Dr. Thomas Landry gave excellent leadership and support for elementary school libraries. The high school supervisors also were active in the support of school library programs. Mrs. Margaret Colvin, Supervisor of Guidance, and Ralph Whitehead, Supervisor of Title III, National Defense Education Act program were very influential in improving, strengthening, and expanding library services. L. L. Kilgore, Supervisor of Negro Education, gave strong leadership in strengthening services in Negro schools.

I am grateful for the tremendous development of elementary libraries during the period in which I served as State Supervisor. This was the result of the cooperation of J. B. Robertson's staff, Louisiana State University Library School, Louisiana State Library, and the school administrators, supervisors, librarians, and other teachers throughout the State. (deGrummond, Letter, April 26, 1971)

Shortly after her retirement Dr. deGrummond paid tribute to the many persons who had worked for over three decades in establishing and building school library service in Louisiana. She particularly mentioned the members of the Louisiana Association of School Librarians, personnel in parish school boards, staff members of the State Department of Education, the faculty of the Louisiana State University Library School, and teachers of library science in Louisiana colleges and universities. Specifically she commented on her two predecessors, Lois Shortess and Sue Hefley:
The school library movement in Louisiana has advanced, as you can see, for two reasons. First, the movement is based on the belief that the library is an essential service agency within the school and that it should be serviced by trained personnel. Second, those who have given leadership to the program have been dedicated and tireless in their efforts . . . Mrs. Shortess and Miss Hefley who began the program so well and who set the pattern for growth in school librarianship. (Shortess, 1965:14)

She added further:

We can see the tremendous growth of school libraries in Louisiana since 1929. Looking at the growth of school libraries, the American Library Association has found . . . the most and best maintained in the South. But, North or South, development of a good school library seemed to hinge on the work of one person -- a librarian, a teacher, a principal. "Almost invariably," said ALA researchers, 'a good library can be traced back to one who cares.' We are luckier than most. As you can see, we have had several. (Shortess, 1965:20)
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REFERENCES CITED


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No. 3328, February 18, 1950  
No. 3463, September 22, 1950  
No. 3743, October 15, 1922  
No. 4387, October, 1954  
No. 4070, September 22, 1955


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Unnumbered, September, 1911
No. 281, December 17, 1915
No. 288, January 11, 1916
No. 768, February 10, 1919
No. 859, August 26, 1919
No. 870, September 6, 1919
No. 962, January 27, 1920
No. 1056, June 29, 1920
No. 1117, October 18, 1920
No. 1392, January 27, 1922
No. 1504, August 30, 1922
No. 1600, January 15, 1923
No. 2127, November 11, 1925
Harris, T. H. Circular Letters:
No. 2237, September 8, 1926
No. 2342, May 6, 1927
No. 2785, April 11, 1930
No. 2856, December 3, 1930
No. 2939, May 20, 1931
No. 2945, June 13, 1931
No. 62, April 13, 1932
No. 123, October 16, 1932
No. 502, August 7, 1935
Unnumbered, February, 1936
No. 643, May 15, 1936
No. 666, July 14, 1936
No. 776, March 7, 1937
No. 841, June 23, 1937
No. 860, October 15, 1937


Hefley, Sue. Circular Letters:
No. 1572, April 30, 1941
No. 1620, August 19, 1941
No. 1621, September 18, 1941
No. 1645, October 3, 1941
No. 1660, November 8, 1941
No. 1692, January 8, 1942
No. 1717, February 19, 1942
No. 1730, March 13, 1942
No. 1731, March 31, 1942
No. 1747, April 14, 1942
No. 1576, May 9, 1942
No. 1756, May 11, 1942
No. 1769, May 28, 1942
No. 1871, October 1, 1942
No. 1891, October 23, 1942
No. 1934, December 18, 1942
No. 2005, March 9, 1943
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No. 2265, October 31, 1944
No. 2336, April 24, 1945
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No. 2738, January 31, 1930
No. 2842, October 1, 1930
No. 2856, December 3, 1930
No. 2878, January 12, 1931
No. 2994, November 4, 1931
No. 122, October 16, 1932
No. 233, October 31, 1933
No. 261, February 5, 1934
No. 356, October 17, 1934
No. 403, February 5, 1935
No. 531, September 27, 1935
No. 538, October 14, 1935
No. 542, October 22, 1935
No. 636, May 6, 1936
No. 725, October 21, 1936
No. 738, December 15, 1936
No. 775, March 6, 1937
No. 988, March, 1938
No. 1203, February 13, 1939
No. 1242, April 17, 1939
No. 128, June 22, 1939
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### APPENDIX A

**LIBRARY SECTION CHAIRMEN**  
1930-1965

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<th>Year</th>
<th>Fall, 1930</th>
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<td>Kathryn Williams, Elmer E. Lyon High School Covington,</td>
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<td>1931</td>
<td>No record</td>
<td>Mrs. Ethel Gardner, Lake Charles</td>
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<td>Ruby Moore, Merryville</td>
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<td>No record</td>
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<td>1934</td>
<td>Lucinda G. Wamsley, New Orleans</td>
<td>Evelyn Law, Morgan City</td>
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<td>1935</td>
<td>Elizabeth Taylor, Shreveport</td>
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<td>Clara H. Griffon, Baton Rouge</td>
<td>Bonnie Belle Field, Elmer S. Lyon High School, Covington</td>
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<td>Mrs. Lucille T. Carnahan, Natchitoches</td>
<td>Mildred Mobley, Byrd High School, Shreveport</td>
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<tr>
<td>1938</td>
<td>Irene Pope, Haynesville</td>
<td>Stella Dolhonode, Jesuit High School, New Orleans</td>
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<td>1939</td>
<td>Elma Templet, Brusly</td>
<td>Lily Mouton, Lafayette</td>
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<td>Year</td>
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<td>Spring, 1931</td>
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<td>------</td>
<td>--------------------------------</td>
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<td>1940</td>
<td>Nina Mitchell, Istrouma High School</td>
<td>Hilda Strauss, Rabouin Vocational School, New Orleans</td>
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<td>Lillian Phillips, Minden</td>
<td>May Lynn Amiss, Jeanerette</td>
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<td>Mrs. Frances Daugherty, Bastrop</td>
<td>Mrs. Mary Lee Phillips, Marion</td>
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<td>1943</td>
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</tr>
<tr>
<td>1944</td>
<td>Meeting not held</td>
<td>Georgette Richard, Donaldsonville</td>
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<tr>
<td>1945</td>
<td>Laura Leche,</td>
<td>Evelyn Peters, Orleans Parish School Board</td>
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<tr>
<td>1946</td>
<td>Mildred Mobley, Byrd High School, Shreveport</td>
<td>Alice Griffin, Ruston</td>
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<tr>
<td>1947</td>
<td>Mrs. Frances M. Cantwell, Winnfield</td>
<td>Mrs. Sybil Y. Farr, Istrouma, Baton Rouge</td>
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</table>
THE TWO GROUPS MERGED TO FORM LOUISIANA ASSOCIATION OF SCHOOL LIBRARIANS

1948-49  Ruth Clark, Lake Charles
1949-50  Mrs. T. F. Wilbanks, Breaux High School
1950-51  Ruby Moore, Fair Park High School, Shreveport
1951-52  Ruth Nesom, Terrebonne
1952-53  Mrs. Luccille Daughdril, Arcadia
1953-54  Jane Ellen Carstens, F. M. Hamilton Elementary School, Lafayette
1954-55  Olive Gehring, F. M. Hamilton Elementary School, Lafayette
1955-56  Mrs. Clara Cheves, Natchitoches
1956-57  Brunette Klaus, Opelousas
1956-58  Dorothy Nickey, Pelican
1959-60  Mrs. Pauline J. Parker, Ferriday Jr. High School
1960-61  Sue Hefley, Webster Parish School Board
1961-62  Nan Floyd, State Department of Education
1962-63  Mrs. Mildred Wooten, Eunice
1963-64  Mrs. Lucile Tindol, Woodlawn High School, Shreveport
1964-65  Mrs. Dorothy Hanks, Byrd High School, Shreveport
### MODISETTE AWARDS PRESENTED TO SCHOOL LIBRARIES, 1948-1965

<table>
<thead>
<tr>
<th>Year</th>
<th>School Library</th>
<th>Librarian</th>
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<tbody>
<tr>
<td>1948</td>
<td>Many High School</td>
<td>Mrs. Olin D. Moore</td>
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<tr>
<td>1949</td>
<td>Terrebonne High School</td>
<td>Mrs. Lena deGrummond</td>
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<td>1950</td>
<td>Natchitoches High School</td>
<td>Mrs. Lucille Carnahan</td>
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<td>1951</td>
<td>Natchitoches High School</td>
<td>Miss Agnes Clark</td>
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<td>1952</td>
<td>Hall Summit High School</td>
<td>Mrs. Leola H. Lofton</td>
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<tr>
<td>1953</td>
<td>Kinder High School</td>
<td>Miss Myrtle Bacon</td>
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<td>1954</td>
<td>No Award, Criteria Revised</td>
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<td>1955</td>
<td>Lake Charles High School</td>
<td>Mrs. Ruth Clark Reedy</td>
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<td>1956</td>
<td>Opelousas High School</td>
<td>Miss Brunette Klaus</td>
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<td>1957</td>
<td>Eunice High School</td>
<td>Mrs. Mildred C. Wooten</td>
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<td>1958</td>
<td>Henning Elementary, Sulphur</td>
<td>Miss Hazel McNamara</td>
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<td>1959</td>
<td>W. W. Lewis Junior High, Sulphur</td>
<td>Miss Jean Royston</td>
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<td>1960</td>
<td>Westside Elementary, Winnfield</td>
<td>Mrs. Alliene N. Hofmann</td>
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<tr>
<td>1961</td>
<td>Lakeshore Elementary, Monroe</td>
<td>Mrs. Maude Gore</td>
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<tr>
<td>Year</td>
<td>School Library</td>
<td>Librarian</td>
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<td>1962</td>
<td>North Bayou Elementary, Alexandria</td>
<td>Mrs. Alice Downs</td>
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<td>1963</td>
<td>Ouachita Parish High School</td>
<td>Mrs. Gladys Ward</td>
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<td>1964</td>
<td>Westdale Junior High School, Baton Rouge</td>
<td>Mrs. Celeste Grayson</td>
</tr>
<tr>
<td>1965</td>
<td>Homer High School</td>
<td>Mrs. Nedra McDonald</td>
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</tbody>
</table>
VITA

James Sanders Cookston was born in Winnfield, Louisiana on June 7, 1926. His elementary and secondary education was obtained in the public schools of Winnfield. He served from 1944-1946 in the United States Army. Following military service, he attended Louisiana Polytechnic Institute and in 1949 received the Bachelor of Arts degree, with a major in English and French Education. The Master of Education degree and the Master of Science in Library Science degree were awarded to him by Louisiana State University in 1951 and 1955.

Following five years of classroom teaching at Istrouma Junior High School in Baton Rouge, 1950-1955, he was appointed librarian in the school. During the 1956-1957 school year he was a supervising teacher at the Laboratory School, Louisiana State University. During 1958-59 he was an instructor at the Louisiana State University Library School. He joined the staff of the Louisiana State Library in 1959 and remained there as Director of the Recruiting Project and Administrative Assistant for four years. He served on the Louisiana State University Library staff from September,
1963 until June, 1965 as Head of the Circulation Department and of the Social Science Division. On June 15, 1965 he was appointed State Supervisor of School Libraries in the State Department of Education. During the summers of 1957, 1958, and 1959 he was a faculty member of the National Defense Education Act and Higher Education Act Institutes conducted by the Louisiana State University Library School.

He is married to the former Virginia Jones, and they are the parents of three daughters: Jane Marie, Ann Taber, and Nell Elizabeth.
EXAMINATION AND THESIS REPORT

Candidate:  James Sanders Cookston

Major Field:  Education

Title of Thesis: Development Of Louisiana Public School Libraries, 1929-1965

Approved:

[Signature]

Major Professor and Chairman

[Signature]

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signature]

[Signature]

[Signature]

[Signature]

Date of Examination:

May 17, 1971