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A survey of the school libraries of Mason County, West Virginia

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A SURVEY OF THE SCHOOL LIBRARIES OF
MASON COUNTY, WEST VIRGINIA

A Problem Submitted to the Graduate Council of Marshall College
in Partial Fulfillment of the Requirements
for the Degree of Master of Arts

MARSHALL COLLEGE
LIBRARY

By

Dorothy Hudson Atkinson

Marshall College
January, 1948

THIS CANDIDATE WAS RECOMMENDED FOR THE MASTER OF
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CHAPTER I

INTRODUCTION

A. THE PROBLEM

This survey of the libraries of Mason County was made to find the needs and weaknesses of the libraries in the county, and how they may be improved. In doing this it is hoped that a better library program may be worked out in which all the people of the county may have access to a good library with a well rounded program.

Library facilities are too limited to the majority of the people due to the distance to the county library, which is over thirty miles from some schools in the county. Most of the schools in the rural areas have a very inadequate library for the needs of the community. Interest needs to be aroused so that the people will see the need of good reading material for their children and the adults of the community as well.

"The library must become the living-room, the hearth-side, of the school. If the school has a soul, it will abide in the library."¹

¹ Martha Wilson, School Library Experience, Second Series (New York: The H. W. Wilson Company, 1932), p. 196.

B. THE SCOPE OF THE STUDY

This survey covered the whole county and was for the first six months of the 1946-47 term of school. A questionnaire was sent to each teacher in the elementary schools. Only one was sent to each of the high schools. The survey, while it covered the whole county, was only a sampling as only sixty-five out of the 151 elementary teachers returned the questionnaire sent to them. This was about 43.3 per cent of the elementary teachers and two or 50 per cent of the high schools.

C. PROCEDURE

Through the use made of the questionnaires that were returned from the teachers in the county tables were made to show the following:

1. Enrollment and number of volumes in each library.
2. Enrollment and number of books by grades.
3. Number of dictionaries, supplementary sets, reference sets, number of books, and the number of books added during the year.
4. Comparison of schools close to county library and those farther remote as to the number of books read by pupils.
5. Certification of teachers with relation to books in library.

6. Magazines and periodicals in school.
7. Contents of high school libraries.
8. System of classification of books used.
9. Occupation of parents.
10. Amount of schooling of parents.
11. Comparison of number of books in library with the enrollment of different sizes.
12. A comparison of number of books in county with new standard for state.

D. SOURCES OF DATA

The data for the tables were obtained from the questionnaires filled out and returned by the teachers in the county. Part of the data came from the Annual Teachers Report of the Mason County Schools on file in the county superintendent's office, while some came from the Mason County Library, such as the number of teachers taking out books during the first six months of the 1946-47 term of school and the number of volumes in the library.

CHAPTER II

TYPE OF LIBRARY SERVICE NEEDED

There was a great need of more good reading material for both the children in the schools of the county and the adults. Very few of the libraries in the schools had any books for adults.

Ultimate school library objectives as given by Miss Fargo were:²

1. To acquire suitable library materials and organize them for the use of pupils and teachers.
2. To provide through organization and intelligent service for
 - a. Curriculum enrichment
 - b. Pupil exploration
 - c. A growing realization of the library as the tool of intellectual achievement
3. To teach the skillful use of books and libraries in the interests of research.
4. To create an atmosphere favorable to the growth of the reading habit.
5. To stimulate appreciations.
6. To demonstrate the desirability of books and libraries as the companions of leisure.
7. To provide fruitful social experience.

The twentieth century school program has been so

² Lucile F. Fargo, The Library in the School (Chicago: American Library Association, 1933), p. 21.

broadened and socialized as to make dependence upon the single text an impossibility, and the school has consequently drawn to itself the materials and methods of a book service originally developed by public libraries in their work with boys and girls.³

The problem of adult education is one that will have to be solved largely through:

- (1) a change of attitude toward adult education held by librarians;
- (2) a different type of education for the personnel of public libraries which will better fit it for educational service;
- (3) financial support through local, state, and federal aid which will place adult education on a state-wide, organized basis comparable to that of the public schools;
- (4) the development of collections of materials in print and in other forms, carefully adjusted to the specific needs of the communities served; and
- (5) the utilization of forums, discussion groups, the showing of educational films, and the provision of additional means of getting materials to them who need them.⁴

The major problems requiring solution in the field of school and children's libraries are: (1) how to provide library service for elementary schools in urban and rural areas: (2) how to coordinate juvenile

³ Ibid., p. 25.

⁴ Louis R. Wilson, Library Planning (Chicago: American Library Association, 1944), p. 53.

services of public libraries with those of school libraries, especially in rural communities where a dearth of books in one district may exist alongside another with both school and public library service; (3) how to hold young people as library users; (4) how to provide vocational and educational guidance for post-school youth in communities too small to maintain state and federally supported employment offices; (5) how to deal effectively with the problem of the decline of activity in the field of children's librarianship, and the consequent limitation of career service in that field, and (6) how to provide supervision of work with children in groups of towns and counties too small to provide it individually. Provision of such services by library or educational authorities or through some method of cooperation is fundamental to the solution of the problem.⁵

Without adequate library service for elementary schools and public library service for juveniles, children cannot have a rich and varied experience through reading necessary for a good life.

In spite of current trends toward a more comprehensive library program, it is a disturbing fact that in relatively few schools is the library an integral part of school activities in the sense that teachers and pupils work cooperatively with the librarian, or in the sense that learning is facilitated by a skillful use of the library and an understanding of its role in personal enrichment and social adjustment.⁶

"A knowledge of general reference books and how to use them is essential to effective teaching based upon the

⁵ Ibid., p. 58.

⁶ Margaret Kessler Walraven and Alfred L. Hall Quest, Library Guidance for Teachers (New York: John Wiley & Sons, Inc., 1941), p. 5.

newer curriculum patterns."⁷ One of the needs felt by schools in the questionnaire sent out was for more reference books. Many of the schools did not have even a dictionary.

Beginning in 1930, The American Library Association began publishing a quarterly, Subscription Books Bulletin,⁸ that evaluates reference books and gives all necessary information for selecting the one that would be of most value to the school.

There is need for the library profession to give greatly increased attention to study and analysis of rural library functions. Types of library service adapted to the needs of rural communities will develop only after years of disciplined and unremitting investigation, experimentation, and reporting. Library literature at present offers meager support for vigorous and vital service to the nation's rural population.⁹

Libraries are the chief means of distribution of informational materials to the adult population. In the rural community, equal access to education must mean equal access to libraries. The rural librarian must be something more than a library school graduate with a county library manual in her hand. She must, in fact, be an expert in

⁷ Ibid., p. 164.

⁸ Subscription Books Bulletin (Chicago: American Library Association, 1930).

⁹ Leon Carnovsky and Lowell Martin, The Library in the Community (Chicago: University of Chicago Press, 1944), p. 118.

rural community organization, who applies her library specialization to providing information on the specific problems and opportunities in the community.

Workshops at the graduate level for rural librarians in service for the study of regional problems would be most beneficial. Local librarians could have an opportunity of studying under expert guidance the existing conditions in their communities, the barriers to advancement, the progress of agencies at work in social structures, and possible solutions for county problems.

Mason County is largely rural and needs a library which touches the lives of every family and of most individuals. 20-40 per cent of the population is accepted as standard for the city.¹⁰ If the county library is to reach all the people, it must have a system of book distribution which places books within easy reach of every part of the area and maintain a constant flow of currently useful materials even to the least of the points.

On July 1, 1943, the Division of Libraries of the state of Tennessee set up a state-supported regional library headquarters at Knoxville for the purpose of supervising, aiding, and supplementing the rural

¹⁰ Ibid., p. 116.

library activities of thirteen East Tennessee counties. This action was made possible by an appropriation of \$20,000.00 by the 1943 legislature on the initiative of representatives from the counties affected.¹¹

The purpose of the state's new regional library office was to supplement the library efforts of the counties, not to provide a centralized administrative control. Two fields librarians lived in the area and had offices at central points from which they were able to keep in close touch with county library board members, supervise and assist librarians or custodians of local libraries and deposits, and effect co-ordination of school and community library book purchases. Two bookmobiles and a collection of some twelve or fifteen thousand volumes provided enrichment of local library book resources. A contract between the State Division of Libraries and the public library of Knoxville, under which the latter administered the regional office, made the resources of the Knoxville Library available on call.¹²

"Library Service in the fullest sense, is that perfect co-ordination of all the resources--tangible and intangible--which made possible the diversified activities of the modern library."¹³

¹¹ Ibid., p. 110.

¹² Ibid., p. 111.

¹³ Emma V. Baldwin, "Library Service," Manual of Library Economy, (Chicago: American Library Association, 1931), p. 1.

The success of a library depends in so large a measure upon the ability of the man or women at the head of it, that the importance of securing expert assistance at the inauguration of the work connected with the establishment of a library cannot be too strongly emphasized. To attempt to save money by postponing the appointment of the librarian until the preliminary arrangements have been made is poor economy.¹⁴

¹⁴ Ibid., p. 5.

CHAPTER III

LIBRARY FACILITIES

The tables that follow in this chapter were prepared to show the material found in the libraries in the schools in Mason County, the certification of teachers, comparison of books in schools of various distances from the county library, comparison of number of books found in the libraries in schools of different sizes, and comparison of number of books per pupil in Mason County with the new standard set up by the state.

Table I gives the enrollment and number of books in the libraries of the one room schools. It also gives the number of books added during the first six months of the 1946-47 term of school. This table shows that in the one room schools there were for an enrollment of 792 with a total of 2,692 books, or an average of 3.4 books per pupil. The number added during the first six months was 259. This was far below the minimum or standard for elementary libraries of the state as shown in Table IV which was a study made by the state elementary library and reading circle committee.¹⁵

¹⁵ Thirty-Seventh Biennial Report of the State Superintendent of Free Schools of the State of West Virginia for the Period July 1, 1944 to June 30, 1946. Published at Charleston by W. W. Trent, Superintendent.

TABLE I

ENROLLMENT OF ONE ROOM SCHOOLS WITH BOOKS IN LIBRARY

One Room Schools	Enrollment	Books in Library	Books Added This Year
Ambrosia	19	10	0
Beech Hill	48	102	0
Big Spruce	9	111	0
Bird	21	98	0
Board	27	83	12
Buckle	25	76	-
Champion Rose	40	62	0
Eagle	19	40	3
Eighteen Valley	15	33	0
Eleanor	33	35	-
Fairview	33	140	10
Gallipolis Ferry	24	75	-
Graham	29	250	15
Howell	10	110	0
Langston (color ed)	18	120	4
Locust Grove	13	92	3
Lone Cedar	16	106	51
Mt. Olive	51	33	0
Mt. Union	20	104	0
Mountain Rose	20	34	21
Pine Grove	31	33	2
Pt. Pt. Mission	22	200	15
Rising Sun	20	69	48
Roanoke	13	80	24
Sizemore	12	8	0
Stevens	32	-	0
St. Joe	21	10	0
Union (Cooper District)	17	45	-
Union (Union District)	22	60	10
Valley Ridge	19	81	0
Watterson	20	125	3
White Pine	18	0	0
Yauger	29	125	0
Yeager	13	108	38
Name not listed	13	34	0
Total	792	2,692	259

Table II gives the enrollment and number of books in the two and three room schools. Half of the two and three room schools added some books during the first six months of the 1946-47 term of school.

The graded school enrollment and number of books by grades is shown in Table III. Four out of the five graded schools listed some books added the first six months but very few with some grades not having any added. This showed that the graded schools were adding books more than the one room schools and two and three room schools. The rural one room schools, where the need of books was greatest due to the people living farther away from the county library, showed less than half of them adding any books to their library, which already had a meager supply of books.

The two and three room schools with an enrollment of 201 had 941 books. This was an average of 4.63 books per pupil with thirty-one books added.

Table III shows that the graded schools had an enrollment of 768 with 3,127 books. This was an average of four books per pupil. They added ninety books the first six months of school.

Table IV shows the result of the study made for the state in terms of books per pupil by grade, and Table V

TABLE II
ENROLLMENT OF TWO AND THREE ROOM SCHOOLS
WITH BOOKS IN LIBRARY

School	Enrollment	Books in Library	Books Added This Year
Beale Grades 1, 2, 3, 4,	28	50	0
Letart Grades 5, 6, 7, 8	27	-	-
Roosevelt Grades 1,2	32	159	19
Grades 3, 4	36	165	4
Grades 5, 6	27	229	4
West Columbia Grades 1, 2, 3	28	50	2
Grades 6, 7, 8	23	288	2
Total	201	941	31

TABLE III

ENROLLMENT OF GRADED SCHOOLS WITH BOOKS IN LIBRARY

School	Enrollment	Books in Library	Books Added This Year
Central			
Grade 2	42	75	0
Grade 3	37	50	15
Grade 4	41	100	0
Grade 5	28	25	0
Grade 6	36	98	0
Hartford			
Grade 1	18	64	-
Grade 2	15	88	-
Grade 3	18	53	5
Grade 4	16	60	5
Grade 5	21	118	7
Grade 6	9	145	7
Grade 7	18	54	-
Grade 8	12	57	-
Parents		11	0
Henderson			
Grade 4	31	100	13
Grade 6	33	12	12
Grade 7	24	225	24
Parents		10	0
Mason			
Grade 1	45	100	0
Grade 2	30	130	0
Grade 3	29	140	-
Grade 4	30	114	2
Grade 5	29	45	-
Grade 6	12	25	0
Grade 7	23	50	0
Grade 8	16	100	0
Parents		200	0

TABLE III (Continued)

ENROLLMENT OF GRADED SCHOOLS WITH BOOKS IN LIBRARY

School	Enrollment	Books in Library	Books Added This Year
New Haven			
Grade 1	22	100	0
Grade 2	21	100	0
Grade 3	28	60	0
Grade 4	16	60	0
Grade 5	12	60	0
Grade 6	23	60	0
Grade 7	22	200	0
Grade 8	22	200	0
Parents		50	0
Total	768	3,127	90

TABLE IV
BOOKS PER PUPIL *

Grade	Status 1943-44	New Standard	Grade	Status 1943-44	New Standard
I	3.6	5	V	4.3	7
II	3.6	6	VI	4.7	8
III	3.8	6	VII	6.1	8
IV	3.9	7	VIII	7.9	8

TABLE V
SCHOOL SIZE ADJUSTMENT *

Type of School	Books per Pupil
1 and 2 room	9
3 to 5 room	8
6 to 9 room	7
10 to 14 room	7
15 room and above	6

* W. W. Trent, Thirty-Seventh Biennial Report of State Superintendent of Free Schools of the State of West Virginia for the Period July 1, 1944 to June 30, 1946.

the books per pupil in relation to size of schools.¹⁶ Their problem arose from the inequalities of opportunity.

Table VI shows a comparison of these schools in Mason County with the new standard set up for the state.¹⁷ Beginning in 1944 a three year plan of library growth was adopted. The plan was on a study made by the state elementary library and reading circle committee in which a wide survey was conducted to determine so far as possible what statewide minimum standards were recognized for elementary libraries throughout the country. It was also to determine what leaders in the field of elementary education considered essential in library facilities to make successful school work.

Table VI shows that there was need of more books. The lower grades had the least number of books. Not any of the grades reached the state standard. This was especially true in the one room schools in the lower grades. Many of the books were not suitable for the grades. However, the one room schools had added more books during the first six months of school than either the two, three, or four graded

¹⁶ Trent, loc. cit.

¹⁷ Ibid., pp. 28-29.

TABLE VI
BOOKS PER PUPIL

Grade	Mason County 1946-47	State Status 1943-44	New Standard
I	2.	3.6	5
II	2.17	3.6	6
III	2.	3.8	6
IV	2.8	3.9	7
V	3.1	4.3	7
VI	2.9	4.7	8
VII	4.6	6.1	8
VIII	5.8	7.9	8

TABLE VII
BOOKS BY GRADES FOR ONE ROOM SCHOOLS

School	Grade								Parents
	I	II	III	IV	V	VI	VII	VIII	
Ambrosia	0	0	0	2	0	2	3	3	0
Beech Hill	10	12	8	10	14	20	15	10	9
Big Spruce	13	9	11	7	18	10	7	20	0
Bird	14	7	11	10	9	5	8	10	-
Board	7	10	7	8	10	15	14	12	0
Buckle	7	5	6	13	14	12	10	14	-
Champion Rose	3	2	2	4	6	6	6	34	0
Eagle	6	5	4	8	4	7	10	16	0
Eighteen Valley	1	0	1	0	8	7	6	10	0
Fairview	30	25	18	17	15	12	10	13	10
Graham									
Howell	3	3	4	1	3	4	3	21	0
Langston (col.)	10	8	6	7	7	6	5	6	-
Locust Grove	16	12	12	14	-	10	8	10	10
Lone Cedar	8	10	6	5	7	13	18	39	-
Mt. Olive	3	4	5	4	4	4	5	4	0
Mt. Union	4	1	3	4	6	9	8	15	5
Mountain Rose	2	1	6	3	5	6	7	5	0
Pt. Pt. Mission	25	30	35	20	20	20	50	50	25
Rising Sun	5	6	3	14	3	8	10	20	6
Roanoke	6	7	8	8	8	10	8	10	5
Stevens	6	7	1	6	9	5	11	10	0
St. Joe	-	-	-	-	2	4	2	2	0
Union (Cooper)	2	2	4	1	4	4	2	4	-
Union (Union)	9	5	1	4	4	13	7	5	5
Valley Ridge	6	5	8	5	5	8	8	10	21
Watterson	4	6	6	4	8	12	10	13	4
White Pine									
Yauger	13	19	13	13	20	18	12	17	1
Yeager	6	4	8	9	10	11	8	8	12
Name not listed	1	1	-	2	10	2	5	5	0
Total	220	206	197	203	233	263	276	396	113

had, which would be an indication that they were beginning to see a need for more books.

There were 3,989 pupils enrolled in the elementary schools, but the survey covered only 1,761 from sixty-seven teachers. This left 2,228 pupils with eighty-four teachers, which would be only 44.1 per cent of the enrollment for the county of less than one half.

West Virginia's national rank in public library service was forty-sixth, with two thirds of the people without access to a public library. One fifth book per person was available from public libraries in West Virginia. The minimum requirements were at least one book per person.¹⁸

The population of Mason County was 22,270 in 1940. The Mason County Library had a book stock of 10,427 in 1946. This was not quite one half book per person available in Mason County. The active registered borrowers in 1946 were 958 with a book circulation of 10,776 or .5 book per capita circulation.¹⁹

Table VIII shows the school, enrollment of each school, number of books, number of books read and the month that most books were read in schools within ten miles of the

¹⁸ Library Lookout, October, 1946, Vol. I, No. 2
(Issued quarterly by the West Virginia Library Commission), p. 1.

¹⁹ Loc. cit.

TABLE VIII
SCHOOLS WITHIN TEN MILES OF POINT PLEASANT

School	Enrollment	Number of Books	Books Read	Month Most Books Read
Ambrosia	19	10	22	January
Beale	28	50	52	November
Central	184	338	962	Cold weather
Henderson	88	325	524	5th and 6th.
Gallipolis Ferry	24	75	15	--
Langston (col.)	18	120	34	December
Pine Grove	31	33	43	Fifth
Pt. Pt. Mission	22	200	200	February
Roosevelt	95	553	524	5th and 6th.
Sizemore	12	8	36	November
Total	521	1,712	2,396	

TABLE IX

23

SCHOOLS TEN TO TWENTY MILES FROM POINT PLEASANT

School	Enrollment	Number of Books	Books Read	Month Most Books Read
Beech Hill	48	102	120	December
Board	27	83	106	Fifth
Eagle	19	40	-	Jan.Feb.Mar.
Eighteen Valley	15	33	32	-
Eleanor	33	35	34	Second
Fairview	33	140	72	November
Graham	29	250	200	February
Hartford	127	639	325	Sept.Oct.Dec.
Howell	10	110	42	October
Letart	27	-	86	Sixth
Locust Grove	13	92	147	December
Mason	214	704	712	Oct.Nov.Jan.
Mountain Rose	20	34	48	January
Mt. Olive	51	106	30	Second
New Haven	173	840	1,808	2nd and 3rd.
Roanoke	13	80	31	February
Stevens	32	-	51	Jan.Feb.Mar.
Union (Cooper)	17	45	101	January
Union (Union)	22	60	132	December
West Columbia	51	338	151	Jan. and Feb.
White Pine	18	0	150	December
Yauger	29	125	150	January
Yeager	13	108	80	January
Name not listed	13	34	20	-
Total	1,047	3,998	4,728	

county library at Point Pleasant. The data in this table were studied to show the above mentioned things in comparison with schools in Tables IX and X. Table IX was for schools from ten to twenty miles from the library and Table X was for schools more than twenty miles away.

Table XI on the preceding page compares the three groups. It was found that the schools over twenty miles from the library read fewer books, but they showed more books per pupil in their school libraries. This did not mean they were books suitable for them as many books were listed as miscellaneous. Another thing that would have had some effect too was that the enrollment was smaller; and, therefore, even though there were more books per pupil there was still a shortage of a variety of books. The larger the school the fewer books is needed to give adequate reading material for all of them.

Tables VIII, IX, and X show that most reading was done in January. While November, December and February were listed by a great many of them as the month in which most books were read, there were not any of them that averaged a book a month, and the ones living farthest away from the library did not read one book every two months.

The total enrollment of all schools that question-

TABLE X

SCHOOLS MORE THAN TWENTY MILES FROM POINT PLEASANT

School	Enrollment	Number of Books	Books Read	Month Most Books Read
Big Spruce	9	111	23	4th and 5th.
Bird	21	98	35	Feb. and Mar.
Buckle	25	76	90	February
Champion Rose	40	62	37	November
Lone Cedar	16	106	106	Fifth
Mt. Union	20	104	53	December
Rising Sun	20	69	190	Seventh
St. Joe	21	10	12	December
Valley Ridge	19	81	18	Nov.Dec.Mar.
Watterson	20	125	4	Fifth
Total	201	842	568	

TABLE XI
COMPARISON OF DISTANCE FROM COUNTY LIBRARY
TO NUMBER OF BOOKS PER PUPIL

Number of Schools	Distance from County Library	Enroll- ment	Number of Books	Average per Pupil	Books Read	Average
10	0 to 10 miles	521	1712	3.26	2306	4.4
24	10 to 20 "	1047	3998	3.8	4728	4.5
10	over 20 "	201	842	4.12	568	2.8

naires were received from was 1,769 and the number of books in these school libraries was 6,552, or an average of 3.47 books per pupil. All together they read 7,602 books the first six months of the 1946-47 term of school which was an average of 4.29 books per pupil.

Table XII gives the certification of elementary teachers in relationship to the number of books in libraries. Ten teachers did not state any college work in the questionnaires they returned. This was perhaps due to the teacher shortage during the war. All but fifteen had over ten years teaching experience, with only seven less than five years teaching experience. Four teachers had over thirty years experience.

The pupils in schools having teachers with First and Second Class Certificates read the most books. This would show that trained teachers were more alert to the need of good reading material for their pupils.

Table XIII shows the certification of the high school teachers. The greatest number of high school teachers had a First Class High School Certificate with only one having an emergency certificate.

The contents of libraries in one room schools, as may be seen in Table XIV, shows a lack of dictionaries and reference material. Two schools did not have any dictionary

TABLE XII
CERTIFICATION OF ELEMENTARY TEACHERS

Certification	Number of Teachers	Enroll- ment	Number of Books	Average	Books Read
F.C.H.S.	1	34	200	5.9	361
F.C.C.E.	12	355	1315	3.7	2186
S.C.E.	8	191	1031	5.4	1385
T.C.E.	4	137	507	3.7	879
S.N.	18	465	1926	5.1	2375
S.C.	9	280	571	2.2	625
F.G.E.	6	142	560	2.	282
S.G.E.	7	122	518	3.1	385
Total	65	1729	6628	3.8	8478

Key

F.C.H.S.	First Class High School
F.C.C.E.	First Class Collegiate Elementary
S.C.E.	Second Class Elementary
T.C.E.	Third Class Elementary
S.N.	Standard Normal
S.C.	Short Course
F.G.E.	First Grade Elementary
S.G.E.	Second Grade Elementary

TABLE XIII
CERTIFICATION OF HIGH SCHOOL TEACHERS

Certification	Number of Teachers
F.C.H.S.P.L.	2
F.C.H.S.L.	3
F.C.H.S.	12
F.C.E.	1
F.C.H.S. Provisional	6
L.E.P.	1
E.T.C.H.S.	1
Sp. T. and I.	1
Total	27

Key

F.C.H.S.P.L.	First Class High School Principal, Life
F.C.H.S.L.	First Class High School, Life
F.C.H.S.	First Class High School
F.C.E.	First Class Elementary
F.C.H.S.P.	First Class High School Provisional
L.E.P.	Life Elementary Principal
E.T.C.H.S.	Emergency Third Class High School
Sp. T. and I.	Special Trade and Industrial

TABLE XIV
 CONTENTS OF LIBRARIES IN ONE ROOM SCHOOLS

School	Diction- aries	Supple- mentary Sets	Refer- ence Sets	Books	Books Added This Year
Ambrosia	0	0	0	10	0
Beech Hill	1	0	0	102	0
Big Spruce	1	2	0	111	0
Bird	1	0	0	98	0
Board	2	0	0	83	12
Buckle	3	0	0	76	0
Champion Rose	4	0	1	62	0
Eagle	3	0	1	40	3
Eighteen Valley	1	0	0	33	0
Eleanor	2	-	-	35	-
Fairview	2	1	1	140	10
Gallipolis Ferry	2	5	0	75	-
Graham	3	6	1	250	15
Howell	2	10	2	110	0
Langdon (Col.)	4	1	5	120	4
Locust Grove	4	4	2	92	3
Lone Cedar	2	0	0	106	51
Mt. Olive	1	0	0	33	0
Mt. Union	2	6	1	104	0
Mountain Rose	1	0	0	34	21
Pine Grove	2	3	0	33	2
Pt. Pt. Mission	8	8	6	200	15
Rising Sun	1	0	0	69	48
Roanoke	1	-	3	80	24
Sizemore	1	0	0	8	0
Stevens	1	0	0	0	0
St. Joe	0	0	0	10	0
Union (Cooper)	1	0	0	45	0
Union (Union)	1	0	0	60	10
Valley Ridge	2	0	0	81	0
Watterson	2	1	1	125	3
White Pine	2	0	0	0	0
Yauger	1	0	0	125	0
Yeager	3	0	0	108	38
Name not listed	1	0	0	34	0
Total	68	51	26	4392	230

and very few had any supplementary or reference sets in their library. This might help account for the gap between the one room elementary school graduates and high school; when they enter high school, it is hard for them to adjust to the ways of the school.

A comparison of number of books in library with enrollment in elementary schools was made in Table XV. This shows an enrollment of between twenty-one and thirty to be the best in relation to number of books in the library. This group had an average of 108 books per school. According to this the more thickly populated areas had fewer books than the less populated areas.

Table XVI was made to show contents of libraries of the two and three room schools. Only one room in one school did not have a dictionary, and it was the first and second grade. All rooms had supplementary sets and reference sets. One room did not state the number of books in their library, and two had not added any books for the first six months of the school year.

The contents of libraries in the graded schools in the county are given in Table XVII. Four room did not have dictionaries. All but two rooms had at least one supplementary set, but only half of them had reference sets. One school sent only one questionnaire for the entire school which does not give an accurate picture of each room separately.

TABLE XV

COMPARISON OF NUMBER OF BOOKS IN LIBRARY WITH ENROLLMENT
OF DIFFERENT SIZES OF ONE ROOM SCHOOLS

Size of Schools	Books in Library	Number Added This Year	Average No. of Books per School
Enrollment 9-20	1,401	175	72
Enrollment 21-30	977	52	108
Enrollment above 30	405	12	58
Total	2,783	239	238

TABLE XVI
 CONTENTS OF TWO AND THREE ROOM SCHOOL LIBRARIES

School	Diction- aries	Supple- mentary Sets	Refer- ence Sets	Books	Books Added This Year
Beale					
1,2,3,4	2	2	1	50	0
Letart					
5,6,7,8	4	1	2	-	-
Roosevelt					
1,2	0	6	2	159	19
3,4	1	7	1	165	4
5,6	4	1	2	229	4
West Columbia					
1,2,3	11	2	2	50	2
6,7,8	8	2	2	288	2
Total	30	21	12	941	31

TABLE XVII
CONTENTS OF LIBRARIES IN GRADED SCHOOLS

School	Diction- aries	Supple- mentary Sets	Refer- ence Sets	Books	Books Added This Year
Central					
2	1	6	0	75	0
3	0	6	0	50	15
4	5	4	5	100	0
5	0	1	0	25	0
6	3	1	4	98	0
Hartford					
1 and 2	1	6	0	152	-
3 and 4	2	6	0	113	10
5 and 6	12	3	1	263	14
7 and 8	7	0	3	-	-
Henderson					
4	4	2	2	100	13
6	2	4	2	-	12
7	8	0	2	225	24
Mason					
1	-	17	-	100	0
2	-	11	0	130	0
3	9	3	0	140	0
4	4	1	0	114	2
5	1	0	1	45	-
6 and 7	12	4	-	-	0
8	6	3	5	100	0
New Hacen*	5	5	2	1000 Plus	0
Total	82	83	27	2830	90

* All grades were sent in one questionnaire.

Table XVIII lists the magazines and newspapers in the elementary schools. Out of the elementary teachers returning their questionnaires they only listed 102 magazines and twenty-seven newspapers. This would not average two magazines per school and less than one half having one newspaper. Many of the schools did not have any magazines. The three most popular magazines were Grade Teacher, Instructor and Children's Activities, with the Point Pleasant Register as the daily paper, but only nine schools had it.

The magazines and newspapers in the high schools are given in Table XIX. Only two high schools returned their questionnaires. Only fifty magazines and five newspapers were taken in the two schools.

Table XX shows the system of classifying books in the libraries of the schools. This includes the two high schools. As may be seen from this table, forty-seven had no system at all for cataloguing the library books. Twelve of them used the Dewey Decimal system which is most common in public libraries. This would show a need for a better library system for the county for keeping records of books and interest in libraries.

A comparison of enrollment with the number of books for different groups is shown in Table XXI on page 39. The total enrollment (including the high schools) was 2,376 with

TABLE XVIII

MAGAZINES AND NEWSPAPERS IN THE ELEMENTARY SCHOOLS

Magazine	Number	Magazine	Number
Grade Teacher	16	Children's Activities	13
Instructor	14	Point Pleasant	
Wee Wisdom	4	Register*	9
Current Events	5	Charleston Gazette*	5
Weekly Readers	4	Jack and Jill	4
McCalls	2	Athens Messenger*	5
Pathfinder	2	Child Life	3
Post	2	Readers Digest	3
American	3	Ladies Home Journal	3
Charleston Mail*	2	Good Housekeeping	2
Herald Dispatch*	2	American Childhood	2
Huntington Advertiser*	2	Farm Journal	2
Geographic	1	Jr. Scholastic	1
School Life	1	Jackson Herald*	1
Nature	1	W. Va. Conservation	1
Jr. Bazaar	1	Teachers Plan	1
Jr. Red Cross	1	Country Gentlemen	1
Holiday	1	U. S. News	1
Look	1	Young America	1
Household	1	Companion	1
Homes and Gardens	1	Pittsburgh Courier*	1
Total Magazines	61		40
Total Newspapers	6		21

* Newspapers

TABLE XIX

MAGAZINES AND NEWSPAPERS IN THE HIGH SCHOOLS

Magazines and Newspapers	Number
Air Force	1
American Girl	1
American Home	1
American Poultry Journal	1
Athletic Journal	1
Atlantic Monthly	1
Better Homes and Gardens	2
Boy's Life	2
Calling All Girls	1
The Christian Advocate	1
Collier's	1
Consumers Report	1
Current History	1
Farm Journal	1
Field and Stream	1
Forecast	1
Good Housekeeping	1
Harper's	1
Holiday	1
Hygeia	1
House Beautiful	1
Ladies Home Journal	2
Life	2
Mademoiselle	1
McCalls	1
Miss America	1
National Geographic	1
Newsweek	1
Parents	1
Popular Mechanics	2
Popular Science	1
The Post	2
The Poland China World	1
Practical Home Economics	1

TABLE XIX (Continued)

MAGAZINES AND NEWSPAPERS IN THE HIGH SCHOOLS

Magazines and Newspapers	Number
Readers Digest	2
Scouts of the World	1
Science Digest	1
Scholastic	1
Seventeen	1
Two to Six	1
Time	2
What's New in Home Economics	1
The Christian Science Monitor*	2
Daily Athenaeum (W. Va. University Paper)*	1
Pittsburgh Post Gazette*	1
Sunday New York Times*	1
Total Magazines	50
Total Newspapers	5

TABLE XX
SYSTEM OF CLASSIFICATION OF BOOKS

System	Number of Schools
Dewey Decimal System*	12
Keep record cards	2
Classified and numbered according to subjects	1
Classified according to Reading Circle Requirements	1
Cards for each book with author's name in alphabetical order	1
Just keep books arranged best can	1
No system given at all	47
Total	67

* This table includes the two high schools which both use the Dewey Decimal System.

TABLE XXI

COMPARISON OF ENROLLMENT AND BOOKS FOR DIFFERENT GROUPS

Type of School	Enrollment	Books in Library	Average Number per Pupil
One Room	792	2692	3.4
Two and Three Rooms	201	941	4.6
Graded Schools	768	2856	3.7
High Schools	615	3906	6.3
Total	2376	10395	4.3

10,395 books in the libraries. This makes an average of 4.3 books per pupil. Taking the schools separately the high schools had the highest average with 6.3 books per pupil. Even it does not come up with the new state standard of books per pupil as shown in Table VI on page 19. The one room schools had the lowest average of 3.4 books per pupil, which was .9 books per pupil below the average of the county as shown in Table XXI.

Table XXII shows that the number of books taken out of the libraries by students in the high schools was 18,403 which was an average of 29.8 books per pupil over the six month period covered in the questionnaire. This was an average of 4.96 books per month per pupil. This does not necessarily mean that that number was read, as perhaps all who borrowed books did not read them. There was no way of checking the number of books read.

There was one dictionary for every twelve pupils, and one encyclopedia for every thirty-four pupils. Both schools used the Dewey Decimal System for classifying the books in their library.

The type of books needed in these high schools as shown from the questionnaires were: 1. reference books for Social Science, 2. reference books for Natural Science

TABLE XXII
CONTENTS OF HIGH SCHOOL LIBRARIES

School	Enroll- ment	Books	Diction- aries	Encyclo- pedias	Books Taken out This Year
Wahama	204	2,275	20	9	16,000
Pt. Pt. Jr. High	411	1,631	31	9	2,403
Total	615	3,906	51	18	18,403

classes, 3. fiction books, 4. books on rural life for Freshman and Sophomores.

Money to buy books was furnished by the Mason County Board of Education and also from fines received from overdue books. There were eighty-three new books added to these schools during the first six months of the 1946-47 term of school. One of the high schools stated that they thought more books were read by girls while the other one said that boys and girls read about the same number. The questionnaire showed that the most books were read during the months of December, January and February. This was about the same as for the elementary schools. Both the elementary and high schools read more books during the bad winter months. This would show that more time was spent reading in the months when the evenings were longer both by rural and urban pupils.

CHAPTER IV

NATURE OF COUNTY AND ITS PATRONS

Mason County is composed of small towns and rural areas.

Life in the country, as elsewhere, includes the entire range of human activities--making a living, getting food and shelter, living among neighbors, playing, rearing a family, and worshipping God. These are all interrelated and integrated, adjusted, and given meaning in terms of a set of values held by the group. This whole composite of ways of doing, thinking, and believing constitutes the culture of a group.²⁰

Modern rural culture reflects in many ways the impact of motivating forces that are not rural. We should not be too literal in distinguishing between the 'urban' and 'rural' community. We cannot always group a community strictly on a population basis. Some small towns are very urban and some large cities are quite rural.²¹

In rural areas the family is important as an educational institution as they are in closer contact with other members of the family than the ones in town. They do not have the diversions and recreational facilities, such as movies to cause them to be away from home. Thus working and living is more integrated.

Table XXIII shows occupations of fathers in the county.

²⁰ M. L. Wilson, "Life in the Country," The Library in the Community, edited by Leon Carnovsky and Lowell Martin, (Chicago: University of Chicago Press, 1944), p. 98.

²¹ Ibid., p. 99.

TABLE XXIII
OCCUPATIONS OF FATHERS IN MASON COUNTY

Occupation	Number	Occupation	Number
Farmers	367	Bus Drivers	2
Laborers	352	Molders	2
Miners	145	Shipfitters	2
Merchants	21	Railroad Engineer	2
Carpenters	14	Boilermakers	1
Electricians	12	Coremakers	1
Clerks	9	Boss	1
Railroaders	8	Mail Carrier	1
Plumbers	8	Factory Worker	1
Mechanics	8	Pipefitters	1
Teachers	6	Policemen	1
Truck Drivers	6	Supervisors	1
Ministers	4	Lawyers	1
Welders	4	Jewelers	1
Bakers	3	Truckers	1
Janitors	3	Trucker's Helpers	1
Painters	3	Weeder	1
Dairymen	3	Barbers	1
Builders	2	Cooks	1
Doctors	2	State Road Worker	1
Insurance Agents	2	River Captain	1
Railroad Foreman	1	Railroad Fireman	1
Millwright	1	Telephone Operator	1
Pottery Worker	1	Pensioned	1
Lawyer	1	Deceased	1
Total	986		29
Grand Total			1,015

There was found to be more people engaged in farming than any other occupation. Men in the laboring class came second and miners third. There was not a great lot of difference between farmers and laborers as there were 35 per cent farmers and 34 per cent laborers. A difference of only 1 per cent was shown here, but there were only 14 per cent miners. This made up 83 per cent of the fathers. Various occupations comprised the other 17 per cent as can be seen in Table XXIII. One father was deceased.

In order for the people to get the most good from the library their needs and wants in the way of reading material would have to be studied, and then the material be made available to them.

As can be seen from Table XXIV, practically all of the mothers were housewives or 997 out of 1,029 given. There were eleven clerks, and eleven teachers. Two of the mothers were deceased. This meant that only 3.7 per cent of the mothers were occupied outside of the home. They would have time for reading, but without any library they would not be able to get the reading material. Good literature should be one of the things obtainable for rural people. In summer months when there is so much to be done, they are perhaps too tired to read much, but in the long winter months both the mothers and fathers have long evenings in which to enjoy

TABLE XXIV
OCCUPATIONS OF MOTHERS IN MASON COUNTY

Occupation	Number
Housewives	997
Clerks	11
Teachers	11
Factory Workers	5
Nurses	3
Beauticians	2
Cooks	1
Maids	2
Doctors	1
Merchants	1
Stenographers	1
Deceased	3
Total	1,038

reading.

Since farm life does not afford the same amount of leisure for reading as that permitted in urban life, choice of books becomes very important. Here the librarian can render a signal service. There is a wealth of literature about the country that reflects many sides of country living. A high percentage of prize-winning novels and other literature in recent years has consisted of books picturing life in the country. Yet too many farm people fail to read them.²²

Librarians want to consider how the diffusion of knowledge can fit into life in the country as a whole. Rural America is a vital segment of the way of life we cherish for the freedom which it provides.²³

Table XXV shows the amount of education of the parents. According to the questionnaires returned, if all the parents schooling were given, this would leave quite a number with less than a sixth grade education. This would not mean that they could not read. With good literature they could improve their reading and enjoy good books without this much schooling. According to the 1940 census half of the total population of the United States had completed approximately eight and

²² Ibid., p. 107.

²³ Ibid., p. 109.

TABLE XXV
EDUCATION OF PARENTS IN MASON COUNTY

Schooling	Number
College degree	19
Some college work	56
High school diploma	201
Elementary school diploma	517
Completed sixth grade	565
Total	1,358

one half grades and a relatively high proportion (13.7 per cent) of the people had less than a fifth grade education.²⁴ In Mason County less than 1 per cent completed college; about 2.2 per cent had some college; 9.8 per cent finished high school; 20 per cent finished grade school; 22 per cent completed the sixth grade; and 44 per cent did not complete the sixth grade.

²⁴ Wilson, loc. cit.

CHAPTER V

TO WHAT EXTENT IS PRESENT LIBRARY SERVICE FILLING NEEDS OF COUNTY

"The final and most conclusive evidence of library efficiency is facts disclosed by measuring library use."²⁵ The Mason County Library had approximately 10,864 volumes in its library. They are available to teachers and individuals also. Out of this number, 5,160 of these books belonged to the Mason County Board of Education. There were 4,080 juvenile and 1,086 adult fiction books. Then the Junior Woman's Club had 4,314 adult and 711 juvenile books. They were available to the teachers too. The books may be taken out of the library for a period two weeks and may be renewed. The books could be kept by teachers for school use as long as they needed them, but they had to be renewed. To renew the books all the teacher needed to do was to send a post card to the librarian asking her to renew the books. This was a great heal to teachers in remote areas who needed the books longer than two weeks.

During the first six months of the 1946-47 term of school approximately 2,067 books were taken from the library

²⁵ E. W. McDiarmid, Jr., The Library Survey (Chicago: American Library Association, 1940), p. 119.

by the elementary school teachers in the county. According to the records which were kept by the Mason County Librarian there were only about seventy teachers in the county that took out books. This could not be determined accurately as some took out books for other teachers in the same building in which they were teaching. Out of this number some obtained books only once or twice. This would mean about half of the users of the library did not return their questionnaire, as out of the ones that returned questionnaires there were only forty-seven who stated that they used the county library.

There was no way of checking on the periodicals used in the county library as they could not be taken from the library. This was not of much help to the schools since it was impossible for the children to visit the library regularly. Also, it would not help the children in the rural areas. As was shown in Table XI ten schools with an enrollment of 521 were over twenty miles from the library or 11 per cent of the children. Twenty-four schools with an enrollment of 1,047 were ten miles or over from the library which was 70 per cent of the children. This left only 29 per cent of the children within ten miles of the library.

The libraries in the county did not have enough reference material as shown by the survey made of the libraries. To meet the needs of the schools and community there is need

of material to find questions that need to be answered day after day. "Reference work, like reading guidance, reading stimulation, and advisory work with students and with teachers, forms one of the educational functions which the school library performs."²⁶

When money is raised by the school or Parent Teacher Association for books the Board of Education matches the money to obtain books. Table XXVI shows the Parent Teacher Associations in the county, the number of members, meetings held, and the amount of money raised by each. In the nine associations there were 248 members; they held a total of thirty-three meetings; and raised \$1,260.64 in the first six months.

A few schools raised money that did not have a Parent Teachers Association. Money was raised in various ways such as milk sales, radio shows, hot lunches, selling Christmas cards, garden seeds, paper, pencils, socials, pupil donations, parent donations, and pictures. While some schools did this, there were many that did not raise any money. This shows that if the teachers and patrons of the schools were interested and worked together, they could raise money for the improvement of libraries.

²⁶ Pierce Butler, The Reference Function of the Library (Chicago: The University of Chicago Press, 1944), p. 62.

TABLE XXVI
PARENT TEACHER ASSOCIATIONS IN MASON COUNTY

School	P.T.A. Members	Number of Meetings Held	Money Raised
Beach Hill	6	Just organized	-
Central	-	-	\$400.00
Hartford	20	6	25.00
Henderson	22	6	73.64
Langston (Col.)	11	-	-
Mason	123	6	600.00
Mt. Union	10	2	-
New Haven	25	4	150.00
West Columbia	31	6	12.00
Total	248	33	\$1260.00

One school said that they obtained books from the Morgantown Extension Division. The West Virginia Library Commission at Morgantown, West Virginia, loaned books. Community groups and public libraries may get boxes of books and supplementary loans. They call the boxes , "Traveling Libraries", and are loaned for three months. The books are sent by mail, and they have only the postage on the boxes to pay.²⁷ This would be very useful, especially to schools in rural areas where the roads were bad in the winter time.

The high schools obtained money for supplies from fines on over-due books, and their books were bought by the Mason County Board of Education. One of the high schools listed \$100.00 from the Board of Education for the library. For a library to meet the needs of the community new books must be continually added, and Tables I, II, and III show that not many books were added in the elementary schools the first six months of the 1946-47 term of school. Very few books were found in the elementary school libraries for adults. This meant that they had to visit the county library or the teachers in the schools had to get the books from

²⁷ Library Lookout, January, 1946, Vol. IV, No. 3. Issued Quarterly by the West Virginia Library Commission.

. the county library and take them to the schools for the adults to get. While this would help, it would not be like the people being able to select their books from the library.

CHAPTER VI

PROPOSALS TO BRING LIBRARY SERVICE UP TO DESIRED STANDARDS

To know what is needed to bring library service up to desired standards we must know what the desired standards are. By this it was meant to make the libraries meet the needs of the community in so far as it is possible to do so. Wilson²⁸ says,

State and federal aid, effective supervision at state and county levels, qualitative standards and evaluative criteria for the measurement of the effectiveness of school libraries, and mandatory legislation or state departments of education regulations requiring adequate financial support for library purposes should also be included in the school library program.

An attractive library will do much to stimulate interest in reading. An attractive library is one that has a quiet pleasing home atmosphere with its books showing. A few books with attractive covers on a table cause people, especially children, to want to see what they are like on the inside. Bulletins for parents listing books that pupils might read at home will help stimulate interest of parents both in the school and the library. Then if they

¹⁵ Louis R. Wilson, Library Planning (Chicago: American Library Association, 1944), p. 93.

visit the school and find an attractive library and one that has in it material that attracts them, they will want to return. They will also spread the news to others in the community which will help in building up a library circulation.

West Virginia in 1942 had nineteen counties entirely without library service. There were 452 persons with no public library reading opportunities. Seven cents per capita is spent for library support each year. West Virginia ranked forty-second in the rating of libraries by states.²⁹

The population of Mason County is 22,270. The Mason County Library has a book stock of 10,427, active registered borrowers are 958, book circulation 10,776, and the per capita expenditures are \$.06.³⁰ According to the figures for the state this would leave 6.4 cents per person to be spent for additional books for the library. This does not include the school libraries.

The library does not and cannot exist as an end in itself. Its existence is dependent upon the society out of which it has grown. If its service to society is to be nicely adjusted and of social significance those who administer it must be fully informed concerning the nature and needs of society.³¹

²⁹ Library Lookout, January, 1943, Vol. I, No. 3.

³⁰ Ibid., October, 1946, Vol. V, No. 2.

³¹ Louis R. Wilson, Ed., Library Trends (Chicago: University of Chicago Press, 1937), pp. v-vi.

Milam says in his article on Experimentation:³²

Because rural adult education (especially agricultural extension) appears to have got on rather well in most areas without libraries, and because the rural library tends more or less to follow the conventional urban library pattern, it is interesting to contemplate what would be the result if the rural people and the rural adult education agencies of some county were themselves to develop, without much help from library tradition, the type of agency they need for making reading and other visual materials available. The farmers and the farm agencies are concerned with county agricultural planning, cooperative marketing, cooperative buying, soil improvement, the prevention of erosion, etc. They might create a type of library and library service which would be pointed more definitely to their present and future problems than would a little imitation of a city library set down in their midst. Such an experiment might help to indicate where the emphasis in rural library service should be placed; and it might also demonstrate whether a library can deliberately promote interest and reading in subjects which are considered socially important and at the same time avoid telling people what opinions they should hold with respect to these subjects.

In Rossell's book³³ she told how the rural communities were reached in Kern County, California. They had 174 book collections scattered throughout the county, most of them in schools where children and teachers could get them easily. The readers borrowed more than a million books a year from their county library. They had a staff of 136 librarians and custodians, who devoted much time to public

³² Emily Miller Danton, The Library of Tomorrow (Chicago: American Library Association), p. 53.

³³ Beatrice Sawyer Rossell, Public Libraries in the Life of the Nation (Chicago: American Library Association, 1943), pp. 22-30.

relations to keep readers in touch with the library's services. Three times in the spring and three times in the fall, group meetings brought custodians together in convenient places throughout the county. Many book collections were placed in various parts of the county in charge of local residents. These were put in some centrally located place like a store, post-office, filling station, or maybe a home. At meetings they discussed library services to the people. Beginning with little more than 1,000 borrowers in 1911 in their first year, in thirty years the library grew to more than 43,000 borrowers excluding children who got their books through the schools. The budget increased from about \$6,000 to more than \$152,000 a year, and the annual use increased more than 130 per cent. This would show what interest and ambition for the people can do in a county to increase their knowledge by having a good library service.

In California³⁴ one of the highly successful features of county library service is the work county librarians do for their schools. Over 2200 schools have county library branches, having turned over to the county library their money set aside according to law for library purposes. They

³⁴ Ibid., p. 28.

get far more in return than they could possibly get by themselves. The first year a school joins a county library system they have about twice as many books as they would have if the school had purchased its books separately. They soon are getting as many books, charts, pictures, magazines, maps, phonograph records, films, dictionaries, encyclopedias, and other aids they can use.

Libraries want to consider how the diffusion of knowledge can fit into life in the country as a whole. Rural America is a vital segment of the way of life we cherish for the freedom which it provides. As such, it will grow and prosper only as long as those who are responsible for the custodianship of our culture grow with it. As we learn more about life and people and humanity, we learn better how to serve them.³⁵

The spirit which animates all libraries, whether large or small, is much the same. Even the smallest library endeavors to serve as many of the special groups and interests of its community as possible.³⁶

³⁵ M. L. Wilson, "Life in the Country," The Library in the Community, Leon Carnovsky and Lowell Martin, Editors (Chicago: University of Chicago Press, 1944), p. 109.

³⁶ Emma V. Baldwin, Library Service (Chicago: American Library Association, 1931), p. 1.

CHAPTER VII

BOOKMOBILES

It was seen from the survey sent to the teachers in Mason County that they were in favor of a bookmobile. Fifty-one thought a bookmobile would be a good thing. Some of the reasons for thinking it would be were that it would give access to more books for more people, that people that could not get to Point Pleasant to the county library would be able to read what they wanted. It would save time and money for teachers, and also make available more books to schools than where the teacher had to go to the county library for them. Two teachers were not in favor of a bookmobile. They thought because of the roads it would not serve all the people and would miss the ones that were especially in need of the library and that the ones that were already interested in reading would use the county library.³⁷

There are three counties in West Virginia at the present time with bookmobiles. They are Kanawha, Marion and Ohio Counties. In 1934 when the Charleston Board of Education was absorbed into the county unit the Charleston Public Library became the Kanawha County Public Library

³⁷ Library Lookout, January, 1943, Vol. I, No. 3.

and its facilities were extended to the rural sections of the county by bookmobile service.

Marion County's "Bookmobile" with county wide service was established in January, 1940.³⁸ The Huntington Public Library is working on a bookmobile, which will serve Cabell County. They hope to have it in operation in the near future. This bookmobile project was started in October, 1946, when Mr. Switzer, the benefactor, gave \$5,000.00 to Cabell County for a bookmobile to serve the people in rural areas.³⁹

The West Virginia Library Commission is purchasing a model bookmobile to be lent to counties that are contemplating the development of county-wide service in order that they may demonstrate the effectiveness of bookmobile service. The money was raised by donations. In July, 1946, the bookmobile funds were \$1,060.00.⁴⁰ The appropriation for the Commission as finally approved by the legislature was \$20,700.00 for each year of the biennium beginning July, 1947. The appropriation for 1946-46 and 1946-47 was \$16,350.00 per year.⁴¹

The Extension Division of the Virginia State Library

³⁸ Annual Report of the Public Library of Marion County, Fairmont, West Virginia, July, 1945-June, 1946.

³⁹ Library Lookout, April, 1947, Vol. V, No. 3 and 4.

⁴⁰ Ibid., July, 1946, Vol. V, No. 1.

⁴¹ Ibid., April, 1947, Vol. V, No. 3 and 4.

in 1946 began to plan a van-type of bookmobile which would satisfy three basic requirements: capacity, seating space, and reasonable cost. The initial purchase cost of body was kept at a minimum through the conversion of a Wayne Works standard bus body into a bookmobile instead of setting up a custom made bookmobile body. Three bookmobiles were put in operation in the state in October, 1946. These bookmobiles were planned in the light of the particular needs of rural Virginia and the system of state aid grants which is designed to promote superior equipment as well as minimum standards of service.⁴²

The specifications of their bookmobiles were:

Chassis

1 $\frac{1}{2}$ tons

Wheel base 158" - 177"

Body

All steel body 18'1" - 19'7"

Front and rear side service entrance

Front and rear well type doors

Inside height 68"

Overall width 96"

Other features

Adjustable shelves 24"x8" - 5 rows

Space between shelves 14 $\frac{1}{2}$ "

Adjustable book supports

Automatic release shelf bars

Width of aisle 41"

Capacity:

Book capacity 1200-1600 volumes

⁴² Ernestine Grafton, "Virginia's Reading Room on Wheels," Library Journal, 5:71 -1761-3, December 15, 1946.

Seating capacity; 6 people
 Seating capacity for operators; 2 people
 Service space; 15 to 18 people
 Carrel desk 24" x 30"
 Lighting:
 Lighting inlet for outside electric current
 Six overhead lights
 Linoleum floor covering with rubberized tread.
 Air ventilation for heat and cold
 Insulated top and sides
 Light color paint inside
 Storage compartment under divan
 Bulletin board on back of shelf, opposite carrel desk
 Complete system of safety devices as prescribed by
 Virginia state law.

The divan across the back provides seating space,
 and under it there is ample storage space for books, folding
 chairs, projector equipment, supplies, etc. While the ready
 use of this equipment from storage, the bookmobile can make
 stops at Home Demonstration Club meetings or any other
 small meetings and handle such groups either in the book-
 mobile or near it.⁴³

Winn Parish located in the central part of Louisiana
 has a total population of 18,000. Out of this population
 12,000 live either in small communities or in purely rural
 areas on farms located some distance apart. They have a
 bookmobile that gives library service. In 1945, 92,000
 books were read by patrons throughout the parish. One
 woman in the community said that it was more than a library
 on wheels; that it has a warm friendly atmosphere. There

⁴³ Grafton, loc. cit.

is a greater understanding between the library staff and rural people. A warmer friendship has sprung up between them. A large part of the readers read informational books and thus knowledge has increased in all the homes.⁴⁴

In Gary, Indiana, they used bookmobiles to serve the city and sparsely populated township communities. The bookmobiles are house trailers which have a maximum capacity of 2,000 volumes. The house trailed cost \$2,169.30. The Bell Telephone Company is just completing an experimental installation of car to station telephone facilities in the Chicago area. As improvements are made the cost will be reduced for this service to the extent that it will be feasible to place such telephones in the libraries trailers. Thus the most severe limitations of mobile service will be overcome because the attendant will be able to draw on the resources of the central library by direct communication. The reference service of the mobile unit will thus become as good as that of the reference department.⁴⁵

Galvin⁴⁶ says that a bookmobile should have more modern equipment. He advocates a two way radio so the

⁴⁴ Rubie Moss Hanks, "Recreation by Bookmobile," Recreation, 40:460-61, 98, December, 1946.

⁴⁵ "Gary Uses House Trailer in Sparse Areas," Library Journal, 71:1771-72, December 15, 1946.

⁴⁶ Hoyt R. Galvin, "The Cop and the Bookmobile," Library Journal, December 15, 1946.

bookmobile can talk to the main library. Then he says that if we add motion picture projection to radio contact, our bookmobiles will be the most dynamic institutions in the community.

There is a bill "The Public Library Demonstration Bill," sponsored by the American Library Association that would provide for demonstration of library service in communities which do not have such service. It would authorize to each participating state twenty-five thousand dollars annually for the next four years in order to assist state agencies to show how library service can be extended through the use of bookmobiles and library deposits.⁴⁷

About 72 per cent of West Virginia population is rural and the bookmobile would afford the most effective means of getting library service to rural people.⁴⁸

During the summer months, when school is not in session the children living in rural sections of Mason County, if they do not go to the County Library, have access to no library. If there were a bookmobile, they would be able to have books for companions in the summer when they are not

⁴⁷Library Lookout, April, 1946, Vol. IV, No. 4.

⁴⁸Library Lookout, January, 1946, Vol. IV, No. 3.

close enough to their neighbors to visit with them often. As has been seen in the foregoing pages of this chapter, it has been a success other places and should be successful in Mason County.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

This study of the libraries of Mason County, West Virginia, was made for the purpose of finding how adequate the library facilities of the county were. A questionnaire was sent to each teacher in the elementary school and one to each high school. The period covered in the survey was the first six months of the school year 1946-47.

A. SUMMARY

1. There were 2,692 books in the one room schools with an enrollment of 792 which was an average of 3.4 books per pupil.

2. The two and three room schools with an enrollment of 201 had 941 books, an average of 4.68 books per pupil.

3. The graded schools had an enrollment of 768 with 2,856 books or an average of 3.58 books per pupil.

4. Combining the three above gives an enrollment of 3,989 pupils with 6,489 books and an average of 3.7 books per pupil for the entire county.

5. Two schools were without any dictionaries and twenty-two did not have any reference sets.

6. The pupils in the group of schools located ten to twenty miles from the county library read the most books.

7. Out of sixty-five elementary teachers, eighteen had Standard Normal Certificates and thirteen had First Class Certificates. There were seven Second Grade Elementary Certificates.

8. In the high schools there was only one Emergency Third Class Certificate, and one Special Trade and Industrial Certificate. The rest were First Class Certificates and Life Certificates.

9. High School pupils read more books than the elementary school pupils.

10. Most of the fathers were farmers, thus showing that Mason County is chiefly agricultural.

11. Elementary schools with an enrollment between twenty-one and thirty had the most books in their libraries

12. Magazines and newspapers were few in the elementary schools. The high schools, however, averaged twenty-five magazines per school and 2.5 newspapers per school.

13. Most of the schools had no system for classifying the books in the Library. Only twelve used the Dewey Decimal System.

14. There were eighteen teachers that did not use the county library out of the sixty-five that returned the questionnaire sent to them.

15. Not many schools had Parent Teacher Associations. There were only ten in the county.

16. Schools and Parent Teachers Associations raised \$837.99 for books. The Mason County Board of Education matched the money raised for books.

17. A very few books were found in the school libraries for adults. This meant limited reading for them unless they were able to get to the county library.

18. Ten schools were over twenty miles from the county library and twenty-four were over ten miles.

19. Less than half the parents completed elementary school education.

20. Most of the teachers favored a bookmobile. Only two teachers thought that it would not be a good thing.

21. Less than half of the schools added any books to their library during the first six months of the 1946-47 term of school.

B. CONCLUSIONS

The following conclusions were reached in this study:

1. There was a lack of reading material for the majority of people as they lived too far from the county library and the schools had very few books for adults and not enough for children.

2. It was found that the majority of teachers had at least two years of college work and should have known the needs of the schools and communities.

3. The county library, since it began, has been a great help to the schools, but it is not used enough due to the distance to the majority of schools.

4. A closer contact between the parents and the schools is needed to stimulate interest in the libraries and the school work. Only ten Parent Teacher Associations were in the county at the time this survey was made, as shown by the questionnaires returned.

5. A bookmobile has proven of great value in the places it has been tried. This would solve the problem of variety and lack of material for the rural schools, and the rural people, if their needs and desires in reading material were studied by a trained librarian who was interested in the people and their reading material.

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MASON COUNTY TEACHERS QUESTIONNAIRE

Name of School_____

Kind of certificate teacher holds_____

Degree teacher has_____

Hours of college work teacher has_____

Years of teaching experience____In present school_____

Enrollment Grades: 1____2____3____4____5____6____7____

8____. Enrollment: Boys_____Girls_____

Number of books in library____Number added this year_____

Books suitable for Grades: 1____2____3____4____5____6____

7____8____. Books for parents_____

Miscellaneous_____What daily newspapers_____

Weekly newspapers_____

Weekly magazines_____

Monthly magazines_____

Circulation of library____Number using library reg-

ularly____Number only occasionally_____

How many dictionaries are available to students_____

Sets of encyclopedias in library_____

Sets of supplementary readers in library_____

Which read more books, boys or girls?_____

Number of books read by all pupils the first six months
of this school year_____. During what month are most
books read?_____.

What type of books do you feel are most needed in your
library?_____.

Do you use the Dewey Decimal system of classification of
books in library?_____ If not, what?_____

Do you have a Parent Teacher's Association?_____

Number of members____ Number of meetings held this year____

Money raised by P.T.A._____

How far is it to Point Pleasant from your school?_____

Do you get books from county library for school?_____

If not, why?_____

List sources of money for library expenditures and amount
you get from each._____

For what is money spent?_____

Number of fathers in the following occupation. If some
are not listed, add them to the list.

Farmers_____ Doctors_____ Clerks_____

Merchants_____ Teachers_____ Bankers_____

Laborers_____ Miners_____ Plumbers_____

Lawyers_____ Barbers_____ Electricians_____

Newspapermen_____

Number of mothers in the following occupations. If some are not listed, add them to the list.

Housewives _____ Nurses _____ Stenographers _____

Beauticians _____ Clerks _____ Teachers _____

Number of parents having college degree _____ Number

having some college work _____. Number having completed

high school. _____ Number finishing grade school.

_____ Number completing sixth grade. _____

Do you think a bookmobile would be a good thing for Mason County? _____

Give reasons for your answer _____

MASON COUNTY HIGH SCHOOL
QUESTIONNAIRE

Name of School _____

Enrollment: 7th _____ 8th _____ 9th _____ 10th _____ 11th _____ 12th _____

_____. Enrollment: Boys _____ Girls _____

Number of volumes in library _____

Number of dictionaries _____

Number of encyclopedias _____

Number of books added this year _____

Names of daily newspapers _____

Names of weekly newspapers _____

Names of monthly magazines _____

Names of weekly magazines _____

Number using library _____ Regularly _____ Occasionally _____

Number of books taken out of library this school year _____

During what month are most books read _____

Do you use Dewey Decimal system of classifying library _____

If not, what system do you use? _____

From what sources do you get money for library and what is
amount from each source? _____

What type of books do you feel are most needed in your
library? _____

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