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LIBRARY INSTRUCTION IN UNIVERSITIES,  
COLLEGES, AND NORMAL SCHOOLS

COMPILED BY

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ERRATA.

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WASHINGTON

"State College of Washington, Pullman" should read University of Washington, Seattle.

The final paragraph on page 20 refers to the University of Washington, at Seattle, but should be placed after the table on page 21.

The citation in parenthesis, within brackets, "Frank T. Barnard, registrar," should be omitted. Mr. Barnard is the registrar of the State College of Washington at Pullman.

The State College of Washington has a course of nine lectures on the use of the library, which is required of all freshmen, and open to others.

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## LIBRARY INSTRUCTION IN UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS.

### INTRODUCTION.

The importance of instruction in the use of books, bibliography, and library economy is recognized by institutions of higher education in the United States. In many of the universities, colleges, and normal schools of the country prescribed courses are given in the book arts and bibliography. In the year 1881 Mr. R. C. Davis, librarian emeritus of the University of Michigan, succeeded in having a course in bibliography and reference works made a part of the curriculum of the University of Michigan. The efforts of Mr. Davis gave a great impetus to the general movement for bibliographical and library instruction in colleges and universities. Brown University in 1902-3 offered a course in bibliography, which in recent years has been discontinued, owing to pressure of other duties on the part of the professor of bibliography, who is at the same time librarian of the university. Yale University has a course in the bibliography of history, which is required of all students before further courses in history can be taken. This course has been found productive of an excellent training for advanced college work.

In cooperation with the legislative reference department of the Wisconsin Free Library Commission, the library school of the University of Wisconsin offers a special course of training for legislative and municipal reference work and the various sociological phases of library service. The interest in bibliographical work is undoubtedly increasing, but as Mr. Willard Austen, of Cornell University, remarks:

At none of our collegiate institutions, except at those where library school courses were open to the general student body, can a student get instruction in all the subjects that go to make up a well-rounded course in bibliography for the general literary worker.<sup>1</sup>

Excellent library schools have been established at the following institutions: Simmons College, Boston, Mass.; Western Reserve Uni-

<sup>1</sup> Report on bibliographic instruction in colleges, made to New York State Library Association. See Report of U. S. Commissioner of Education, 1913, v. 1, p. 327.

versity, Cleveland, Ohio; University of Wisconsin, Madison, Wis.; University of Illinois, Urbana, Ill.; and Syracuse University, Syracuse, N. Y.

Many educators of note, as well as college and university librarians, have emphasized the urgent necessity of bibliographical instruction and training in "book-using skill." Dean Kendrick C. Babcock, in the *Library Journal* for March, 1913 (pp. 133-136), says:

The place of the library in the work of all departments is one of increasing importance. The library is a resource or reservoir from which the student should draw constantly for information and inspiration, whether his interest lie in history, literature, or science. Every month of delay in instructing him in the meaning and use of the library lessens the efficiency of his course. The importance of knowing how to use the library is peculiarly great for scientific students and engineering students, whose best material is frequently in the form of magazine articles, pamphlets, proceedings of learned societies, and technical papers prepared by experts. Every new student should be required to take some course in which is given definite practical instruction in the handling of library tools. It is not enough to instruct those who happen to choose history or literature. Such a course, moreover, should not only be required, but it should constitute a definite part of the work required for a degree. Perhaps the best way of securing its recognition would be to give it a definite credit toward a given degree. \* \* \* This plea for required accredited instruction in bibliography is not based wholly upon theory. It certainly would not be satisfied by chance instruction through the insistence of departmental heads or enthusiastic instructors in different departments. Several institutions have already tried the scheme and find that it works well. They have reasoned rightly that the work should be under the direction of the librarian and carried on by his trained assistants, and that when so done it is entitled to recognition.

Dr. Babcock cites the work of "three progressive institutions" to illustrate the procedure, namely, the Oregon Agricultural College, the University of North Dakota, and the Ohio State University.

To obtain statistical and other data relating to "book arts, bibliography, library economy or any instruction in the management of libraries," the United States Bureau of Education on May 21, 1913, sent out a questionnaire to the 596 institutions of higher education and to the 284 normal schools of the United States. Replies were received from 446 universities and colleges and 166 normal schools. Of the colleges and universities 355 reported that no instruction was given in the book arts, etc., and 91 reported courses more or less adequate and complete. The following institutions have required courses, with credit toward graduation, designed to train all the students in effective use of books and libraries, instruction being given by the librarian or by members of the library staff: Kansas State Agricultural College, University of North Dakota, Ohio State University, Oregon Agricultural College, Pennsylvania State College, Utah Agricultural College, and the University of Washington.

Elective courses are offered with credit by the following institutions, instruction by the librarian or library staff: University of Alabama; Albion College, Mich.; Alfred University, Alfred, N. Y.; University of Arizona; Beloit College, Beloit, Wis.; Cornell University, Ithaca, N. Y.; Hamilton College, Clinton, N. Y.; University of Idaho; University of Illinois; Indiana University; University of Iowa; University of Maine; Miami University, Oxford, Ohio; University of Michigan; Mills College, California; University of New Mexico; Oberlin College, Oberlin, Ohio; West Virginia University; State Agricultural College, Fort Collins, Colo.; and University of Denver.

#### NORMAL SCHOOLS.

Since the initial report on the introduction of library instruction into normal schools, made by Miss Baldwin in 1906 for the National Education Association, there has been a remarkable interest aroused in the movement throughout the country and a great demand for printed courses of study. The paucity of textbooks on the subject of school libraries and children's literature has somewhat retarded the development of the work among normal schools. Miss I. M. Mendenhall, chairman of the committee on normal school libraries of the National Education Association, in a report made to the association in 1912, deplors the lack of a handbook that outlines a course of lessons on children's literature or a course of library lessons for children.

A more or less superficial acquaintance with the book arts and bibliography may suffice for the average college and high-school student, but something more is required in the case of the normal-school student. To be thoroughly equipped for his future profession of teaching, he should have a first-hand knowledge of children's books and possess in addition the ability to organize and administer a small school library with success.

Of the 284 normal schools, public and private, in the United States, 166 replied to the bureau's questionnaire, 73 reported no work done in book arts and allied subjects, while 93 reported instruction in library methods and bibliography, emphasis being laid on the organization and administration of school libraries and the study of children's literature. Some of these courses are meager, others quite elaborate.

Wisconsin and Idaho are the only States requiring library instruction in the normal schools. In the former State library questions are included in the teachers' examinations for all certificates except third grade. In Illinois the course of study required by the State Normal Board includes library methods as an elective. The State Normal

School at Geneseo, N. Y., is a typical example of a school giving a teacher-librarian course. Says Miss Mendenhall:<sup>1</sup>

Commissioner Draper, in his report for 1911 for the education department of New York State, says that the teaching function of the librarian in the schools must be recognized, and he urges the appointment in the small school libraries of teacher-librarians trained to select and organize the school library and to train teachers and pupils in its use. In New York State, Geneseo was designated as the normal school to introduce the teacher-librarian course, with the purpose of providing for the small school library that can never afford as librarian the graduate of a library school. This course requires one period a day during the two years' course, either in recitation or in practice work, and special attention is given to children's literature and to practice lessons with children.

Summer courses in teacher-librarianship are offered in a number of States, under the auspices of the respective State library commissions.

## I. UNIVERSITIES AND COLLEGES.

### ALABAMA.

*University of Alabama, University.*—Instruction given in use of the library and reference work. The course is designed to help the student to an intelligent and systematic use of books. Open to all students; one hour a week, first half year. Two sections.—*C. H. Barnwell, dean.*

### ARIZONA.

*University of Arizona, Tucson.*—The following course was given in the University of Arizona in the academic year 1912-13:

Use of books and elementary bibliography: Classification, card catalogues, the more common reference books, bibliographies, indexes, dictionaries, cyclopedias. Open to freshmen and sophomores; two hours, first semester. A continuation into the second semester of the course, discussing library administration and requiring practice work; two hours also in the second semester.—*A. H. Wilde, president.*

### ARKANSAS.

*Hendrix College, Conway.*—Gives instruction in library administration; a very elementary course covering the general field, the use and care of books, classification, cataloguing, etc. The methods used in the larger libraries as well as those used in our own are noticed, but the work of the small library is kept in view. The use of the most practical aids, as periodical indexes, reference books most useful in school libraries, aids for debating, rhetorical and declamatory work, the keeping of records, etc. This course is offered primarily to those who expect to teach where they may have the care of the library. The assistant librarians are selected from those doing good work in this course.—*A. C. Mullar, president.*

<sup>1</sup> Report on normal-school libraries. In National Education Association, *Addresses and Proceedings, 1913*; pp. 750-751.

## CALIFORNIA.

*Mills College, Mills College P. O.*—Gives a two-hour course in bibliography and library management. Credit for year, two units. The subject is treated under the following heads:

(1) Theory—description of books, explanation of library classification, and catalogue. (2) Practice—in use of library; general works, and specific. (3) Different kinds of bibliography. (4) Lectures on typography, and examples. (5) Use of catalogue for ready reference, alphabeting, etc. (6) Use of periodical literature. (7) Use of original sources.—*Luella C. Carson, president.*

*Throop Polytechnic Institute, Pasadena.*—Will inaugurate in the fall of 1913, a course in the use of libraries and bibliography. To be open to all registered students of Throop College of Technology, and will include training in the proper and expeditious use of books, dictionaries, encyclopedias, indexes of all sorts, and periodical literature. It will also include the making of bibliographies in connection with theme and thesis work. There will be lectures and laboratory work.—*Gladys Brownson, librarian.*

*University of California, Berkeley.*—During the summer session of 1913 a course in library training will be offered, giving a systematic outline of the essentials of library work. Credit not exceeding 6 units toward a university degree will be granted for this course, and students who satisfactorily complete the entire course will receive certificates to that effect. It is hoped that a summer course may become a regular part of the summer session, but this can not be stated definitely as yet.—*Harold L. Leupp, associate librarian.*

*University of Southern California, College of Liberal Arts, Los Angeles.*—The only instruction in library economy given in the university is a course each year in August to students who wish to work in the library for their college tuition. This course is required of all students who wish to work in the library the following year, and entitles them to half of their tuition for one year. It consists of classification, reference work, bibliography, and general library methods. It is given chiefly to acquaint the student with library work and books and not as a regular library course.—*Charlotte M. Brown, librarian.*

## COLORADO.

*Colorado Woman's College, Denver.*—The only work done here is to prepare young women for entrance examinations to such institutions as Pratt Institute— young women who have library work in view. Gives courses in current events, literature, history, and modern languages with this end in view.—*J. P. Treat, president.*

*State Agricultural College, Fort Collins.*—Offers only one course in the use of books, which includes the use of catalogues, indexes, works of reference, etc., and a certain amount of laboratory work in the library. This is given as an elective course, one lecture and five laboratory hours a week; 2 credits are allowed.—*Charles A. Lory, president.*

*University of Denver, Denver.*—Offers instruction in the use of a modern library and gives training in general library work to those who may wish to act as assistants in the college library. These assistants are selected from those students who have made an excellent record in this course.

The course consists of theoretical and practical work in the following subjects: The library catalogue, the indexes to various classes of knowledge, books of reference, investigation of a subject in a library, charging system, classification and marking of books, the preparation of new books for the shelves, etc.

of books, bibliographies and how to make them. This course is given during the first quarter and repeated in each of the other two regular quarters. The librarian lectures two hours each week. There is an examination at the end of the course, and two hours of credit are given to those who pass.—*Henry A. Buchtel, chancellor*

## CONNECTICUT.

*Yale University, New Haven.*—Offers in the graduate school a course on bibliography which extends for one hour a week during the first half of the year. Given by Mr. Andrew Keogh, reference librarian in the university library. The course is described in the graduate-school pamphlet as consisting of "lectures on certain practical aspects of bibliography; discussion of general reference books; book-trade lists; the bibliography of classical philology and of the modern languages; catalogues of manuscripts and of special collections in other libraries; the making of bibliographies; the printing of theses."

This is the only course on bibliography and library economy that is announced as regularly given in any of the departments of this university.—*Edwin Rogers Embree, alumni registrar.*

## DISTRICT OF COLUMBIA.

*The Catholic University of America, Washington.*—The university offers a course in library science during the summer school. Besides this course, several lectures are given during the year to the students on bibliography and reference books. It is hoped by the rector and the faculties of the university that regular courses in bibliography and reference works will be made part of the curriculum.—*Joseph Schneider, librarian.*

*Trinity College, Washington.*—The college offers in the department of history and political sciences the following: (1) Bibliography—Study of general historical bibliographies. (2) Historical construction—Nature and treatment of historical material.

There is no special instruction given in the management of libraries.—*Sr. Florence Louise, secretary.*

*Gallaudet College, Washington.*—Gallaudet College gives an optional course of one year in elementary library economy of two hours per week.—*Percival Hall, president.*

*Howard University, Washington.*—The library school of the university offers instruction to those who wish to make library work their profession. The requirement for admission is graduation from an accredited high school, or an equivalent course of study. The courses of study (junior and senior years) comprise the regular topics of classification, cataloguing, accession work, charging systems, history of library development, etc.

## IDAHO.

*University of Idaho, Moscow.*—Course in library science given in regular session, consisting of elementary reference work (1 credit), first semester; library apprentice work (3 credits), each semester. The first course is intended to teach the proper and effective use of the library and of general reference books in connection with other college work. It does not aim to fit students for library positions of any kind. The second is intended to be of special benefit to those wishing to do library work in the small libraries or to be assistants in the large libraries. The summer school gives courses in library work, comprising elementary, cataloguing, selection and use of children's books, and elementary reference.

## ILLINOIS.

*Augustana College and Theological Seminary, Rock Island.*—A 1-unit course in bibliography, which will include lectures on bibliography and the management, arrangement, and uses of libraries, will be inaugurated in the year 1913. This will be supplemented by work in the library, credit to be given for the work done.—*Marcus S. Karstedt, librarian.*

*Illinois Woman's College, Jacksonville.*—Short course in library science offered by the head librarian of the city library. Lectures given on cataloging and classifying books, study of indexes, etc. One hour, one year.—*A. C. Metcalf, registrar.*

*James Millikin University, Decatur.*—The school of library science offers courses in bookmaking, reference work, bibliography, library economy, library work with children, etc.

The professors in the other schools of the college give instruction in their respective subjects as listed below.

The purposes of the courses offered are twofold—(1) to bring the principles of library economy before the general student in such a way as to enable him to use with advantage any properly arranged library and to assist him in selecting and managing his own library, and (2) to train librarians. The courses are given by lecture, textbook, and practice, in which the library itself is the laboratory.

Students completing the following course are awarded the degree of B. S. with library science:

*Summary library science (B. S. with L. S.).*

Freshman:	
English 1, 2	4.4, 6, T. W. Th. F.
Chemistry 1, 2	(5) (6) 4.4, 3, W. F. 1, 2 T. 3, 4 S.
Mathematics 1, 2	4.4, 5, T. W. Th. F.
German or French.	
Library 1.	1.2, 2, W. F.
Collaterals	1.1.
Sophomore:	
English 3, 4	4.4, 1, T. W. Th. F.
Library 13, 14	2.2.
German or French.	
History 2a, b	0.4, 5, T. W. Th. F.
Collaterals	1.1.
Library 3, 4	3.2, 2, T. 2 Th. 2 S.
Elective	2.1.
Junior:	
History 3, 4	4.4, 1, T. W. Th. F.
Library 5, 6	3.3, 6, T. Th. S.
Library 7, 8	(2) (2) 1.1.
German or French.	
Biology 3, 4	4.4, 3, Th. S. 4. W. Th. F. S.
Senior:	
Philosophy 1, 2, 3	4.4, 4, T. W. Th. S.
Economics 7	4.0, 5, T. W. Th. F.
Library 9, 10, 11	(2) 3.1, 2, 1 W.
Fine Arts 19, 20	1.1, 3, S.
Elective	4.10.

*Lombard College, Galesburg.*—Offers opportunity to a limited and selected group of students to secure knowledge of library technique in the library. I should hardly dignify it with the term "course," however. We plan, however, to thus continue to meet this need.—*H. W. Hurt, president.*

*University of Chicago, Chicago.*—The school of education of the university offers a course in school library economics which is intended to present in an untechnical form such library methods as will familiarize teachers with the use of books and ways of indexing them. A series of discussions of books and other forms of literature available for school children and lists of reading matter suitable for children of the different grades and classes in the high school are presented and discussed. Instruction is also given in the organization and con-

duct of school libraries and in the methods of collecting and filing references and notes.

*University of Illinois, Urbana.*—The University of Illinois maintains a library school with an organization distinct from the other schools and colleges of the university. This school offers a two-year course of study leading to the degree of bachelor of library science. A college degree is required for admission to the school.

In addition to the two-year course leading to the degree of bachelor of library science the library school offers a course in general reference, open to freshmen and sophomores in the university. A description of this course is as follows:

General reference: This course is open only to freshmen and sophomores in the university, and is given for the purpose of aiding them in their use of the university library. It comprises lectures on the classification and arrangement of books in the library, library catalogues, and groups of reference books such as encyclopedias, dictionaries, indexes, and handbooks of various sorts. It is of particular value to students who are planning to teach in high schools. This one-semester course may be taken in either the first or second semester; I (2) or II (2).

In addition to these courses, the university offers in the summer session a brief six-weeks elementary course in library economy and requires for entrance to this course that each applicant be regularly employed in a library. The work given in this summer session at present does not count toward the degree of bachelor of library science. The general purpose of the summer work is, as organized at present, to be of immediate assistance to the smaller libraries of the State.

A course in Latin palaeography, meeting one hour a week for one semester, is given by the faculty of the classical department. This is a course intended for students of the graduate school of the university.—*P. L. Windsor, director.*

*William and Vashti College, Aledo.*—Gives some instruction to its students in library work and the cataloguing and handling of books of reference. Beyond this nothing is attempted.—*Frank C. English, president.*

#### INDIANA.

*Earlham College, Richmond.*—Offers no regular work in library economy. Because of the growing demand for librarians, the college has planned a regular college course in the regular department of liberal arts adapted particularly for students who are looking forward to library work as a profession. Provisions are also made for a certain amount of apprentice work in the library for those who are interested in library work. In addition to this, the Public Library Commission of Indiana hold their regular six weeks' library summer school in the library, and while this work is entirely distinct from Earlham College, yet there is a close affiliation of interest.—*Harlow Lindley, librarian.*

*Indiana University, Bloomington.*—Indiana University offers a two-hour course running through one term (about 20 meetings of the class) in "elementary reference, and bibliography;" a course designed for freshmen and sophomores, but open to all, in which the principal encyclopedias, dictionaries, periodical indexes, and other general reference books are examined with a view to enabling the students to use the library to the best advantage. The course is conducted by the reference librarian.

*University of Notre Dame, Notre Dame.*—No regular organized courses in library work or bibliography, have been offered to the public by formal announcement; but the librarian has under instruction four young men in circulation work, two in the work of cataloguing, and five in bookbinding. The university expects to offer formal courses in library work in about a year.—*John Cavanaugh, C. S. U. president.*

*Rose Polytechnic Institute, Terre Haute.*—Gives instruction in classifications, use of indexes, and the economic use of a library in connection with the work of the students, which is assigned in the way of reading-up topics and subjects of instruction.—*O. Leo Mees, president.*

## IOWA.

*Drake University, Des Moines.*—Offers no regular course in library work, but gives some special instruction to freshmen on "how to use a library."—*H. McBell, president.*

*Grinnell College, Grinnell.*—During the first semester 20 lectures are given by the librarian to a limited number of students. The student's preparation consists of two hours required reading; and application consists of a working out of assigned problems. The primary object of the instruction is to make the library more useful to the student; and the secondary object is to place before him the profession of librarianship, doing this through the lectures, further conferences, and apprenticeship. The following subjects are included: The book, the catalogue, classification, books of reference, indexes, documents, and bibliographies.

*Iowa State College, Agriculture and Mechanic Arts, Ames.*—Freshmen are required to take four hours of library work. This is simply four hours in the full semester.

The work consists mostly of lectures on the classification of catalogues, periodicals, periodical indexes, and reference books. The engineering, agricultural, and home-economics students have the literature of their particular subjects rather fully described and explained.—*Lavinia E. Clark, librarian.*

*Parsons College, Fairfield.*—The college has in its library three library apprentices during the school year of nine months. The head librarian gives them instruction in management, accessioning, and regular desk work.—*C. E. Doucard, secretary.*

*State University of Iowa, Iowa City.*—Two courses in bibliography are offered as electives, under the department of English. One comprehends the introduction to the use of books, the other has to do with the history of the book. These courses are full semester courses, one hour a week.

In addition to the above we have an arrangement with the department of English by which each freshman English class is given a one-hour tour about the library in the charge of a member of the library staff. The use of the catalogue, the system of classification, the most important reference books, Poole's index, and our arrangement for loaning books are explained as full as possible in this brief time. As all freshmen are required to take English we are thus able to reach each freshman for this one-hour explanation.—*M. G. Weyer, librarian.*

## KANSAS.

*Kansas State Agricultural College, Manhattan.*—Gives a course in use of books and the library; required of every student in the college for one term. The course consists of weekly lectures, one hour each, followed by two hours a week laboratory work in the library, making of bibliographies, looking up reference problems, etc. Credit of the same amount as for any other college work taking the same amount of time (2 credit hours).—*A. B. Smith, librarian.*

## KENTUCKY.

*State University of Kentucky, Lexington.*—Offers a course in library training in connection with the department of English. Fundamental principles as an aid to a broader knowledge of English. Lectures on theory throughout the course. Two hours' laboratory work each week after Christmas. First term, training by librarian in classification, use of reference books, card catalogue, preparation of bibliographies, etc. Second and third terms, book selection and ordering, book binding and mending, literature for children, school libraries, etc. Two hours per week throughout the year.

Object during the first term is to teach the use of books and the library as an aid to students in their college work, and in the second and third terms to go deeper into the practical and technical aspects for those who are to be teachers, or who contemplate taking up library work as a profession. Does not pretend to give professional training.—*Margaret L. King, Librarian.*

## LOUISIANA.

*Tulane University, New Orleans.*—Gives courses as follows: (1) Reference work and bibliography; one hour a week; two hours a week preparation required. (2) Library methods. This course instructs teachers in the practical management of school libraries, the function of the school library in its relation to the school curriculum, and other problems. Only those phases of library economy which apply directly to school-library conditions are taught. One hour a week; same preparation required.

Either of these courses may be replaced by a second-year course in methods if number, and preparation of the applicants justify the change. The above courses are also offered by the Tulane summer school.—*Helen W. Dodd, cataloguer and instructor.*

*H. Sophie Newcomb Memorial College (Tulane University of Louisiana), New Orleans.*—Library work required of regular freshman. The course is designed to enable students to use the library intelligently. It includes the history of books and bookmaking, the parts and binding of modern books, the use of the catalogue and of periodical indexes, the plan of a number of standard reference books, the outline of classification and the making of bibliographies.

## MAINE.

*Bates College, Lewiston.*—Every student receives careful instruction in the methods of using a library, although there is no formal instruction in the book arts, bibliography, or library economy. A few students are permitted to take work each year in the management of libraries, but this work is not included in any of the courses and does not count toward a degree.—*George C. Chase.*

*Bowdoin College, Brunswick.*—The librarian, in connection with the department of English, gives a series of informal talks on the library and reference books to small groups of the freshman class.—*G. T. Little, Librarian.*

## MARYLAND.

*Goucher College, Baltimore.*—An important part of the freshman work consists of instruction in the use of libraries; how to use catalogues, periodical indexes, and reference books; how to judge of the authority of books by author, edition, etc.; and how to use a large number of books in investigating a single subject. This work, occupying a half year, includes the taking of notes on cards

which are classified, labeled, and arranged according to topics. The material is derived from three sources, viz, books and reports, magazines, and personal observation (visiting, interviewing, letter writing, etc.). In the higher college classes the experience gained in such work is used in practically all courses.

In the advanced course in the Johns Hopkins summer school special stress is laid on compilation, use of indexes, reference books, etc. Any instruction in formal library management, however, would be outside the scope of either college.—*Robert M. Gay, associate professor of English.*

*Loyola College, Baltimore.*—While the college does give an ex professo course in book arts, etc., the students of the collegiate department get a practical insight in library work "juxta gradum scholae" according to the Jesuit ratio studiorum, or system of studies.—*William J. Ennis, president.*

## MASSACHUSETTS.

*Simmons College, Boston.*—Every year the college has a large number of graduates trained in library science. The prescribed course covers four years. Technical instruction includes cataloguing, reference work, classification, history of libraries, with prolonged practice under supervision in libraries, both at the college and outside.—*Sarah Louise Arnold.*

As Simmons College is a technical institution it has, in one of its departments which is devoted to the training of librarians, courses in book arts, bibliography, library economy, etc., as a part of the regular instruction. It has in addition a course given to freshman students in the secretarial and the library schools.—*Mary E. Robbins, chairman of the library faculty.*

## MICHIGAN.

*University of Michigan, Ann Arbor.*—During the academic year the university has a course in bibliography as follows: First semester—Historical bibliography, or the evolution of the book; lectures, one hour. Second semester—Practical bibliography, or the description, care, and use of books; lectures, one hour. During the summer school an eight weeks' course is given in library methods. It consists of lectures and practice work five days a week, in accessioning and shelf listing, card alphabetizing and filing, preparation of books for the shelves, cataloguing and classification, Cutter author numbers, book selection and ordering, trade bibliography, reference and loan desk work, periodicals, charging systems, etc. Special work is done in bookbinding one morning each week.—*Thco. W. Koch, librarian.*

## MINNESOTA.

*Macalester College, St. Paul.*—No regular course in book arts, etc., but the librarian gives a brief series of lectures to new students each year on the use of the library.—*A. W. Anderson.*

## MISSOURI.

*University of Missouri, Columbia.*—Offered a course in library methods in the summer school of 1912 and will repeat it in 1914. During the school year gave a two-hour course in library methods, the first semester on administration of school libraries, the second semester on cataloguing and classification. Two hours' credit on each course is given in the school of education of the university.—*Henry O. Beverance, librarian.*

## NEBRASKA.

*Grand Island College, Grand Island.*—In the first year of college English classes are given two or three weeks of systematic instruction and drill in use of the library.—*F. A. Kingsbury, head of education department.*

## NEW HAMPSHIRE.

*New Hampshire College, Durham.*—Gives to all members of the freshman class eight hours of instruction, with required practice, in the use of the card catalogue, periodical indexes, special indexes like the card index of experiment stations, etc., and the more common reference books.—*Mabel Hodgkins, librarian.*

## NEW JERSEY.

*Princeton University, Princeton.*—No instruction is given in Princeton University in library economy or the management of a library, but there are, however, two graduate courses in history and the classics which comprehend instruction in bibliography, as follows:

(1) A general course in the methods of historical research and bibliography. This course is designed as an introduction to the advanced study of history. It comprises an account of the materials for historical research, an examination of the bibliographical tools most essential for the study of history in the three fields, and a discussion of the principles of historical criticism. After a few preliminary lectures the course is divided into three sections, each devoting itself to a particular field of study. The lectures are accompanied by practical exercises. Both terms, three hours a week.

(2) Palæography, general and applied. Introduction to the psychology, mythology, and history of ancient writings; the material and form of books, the evolution of alphabetic writing, the science and method of textual and higher criticism. Application in the field of Latin codices, with practice in decipherment, dating, and the method of research, including search for the manuscripts, exercise in the description and collation of manuscripts and the formation of genealogical tables, the discrimination of documents and voluntary variations. Second term, three hours a week.—*Gilbert F. Close, editor of official publications.*

*Rutgers College, New Brunswick.*—There is no separate course in book arts, etc. However, in the courses in literature and history, bibliography and the history of printing are taken up extensively. In all the courses instruction is given in the bibliography of the special subjects under study. There has been proposed and may be introduced into the curriculum a course in bibliography and library economy.—*George A. Osborn, librarian.*

## NEW MEXICO.

*New Mexico College of Agriculture and Mechanic Arts and Agricultural Experiment Station, State College.*—All members of the freshman class and all special college students who have not had a similar course elsewhere are required to take a course in bibliography, a course which occupies one hour a week for half the college year and requires about two hours a week in preparation.

The course consists of lectures on the use of the various card indexes, general and United States Department of Agriculture, and the experiment station file, the periodical indexes, Poole's Reader's Guide and Engineering, the United States document indexes, and brief comments on the use of the various books in the reference collection, the latter based upon Kroeger's Guide to Reference Books. For practice work questions are submitted each week which must be sought out before the next lesson, and two bibliographies are required during

the semester; the first, a simple subject which teaches form and method of search and application of material found; the second must be upon some subject of general interest, must cover all material to be found in the library, and must be offered in plain, usable form and left in the library as part of its files.—*Josephine Morton, librarian.*

*University of New Mexico, Albuquerque.*—Gives an elementary and advanced course in library science, thoroughly covering the subject in all its branches every year.—*David R. Boyd, president.*

## NEW YORK.

*Alfred University, Alfred.*—A course in general reference work is offered in Alfred University. This course is designed to give the student an adequate working knowledge of the library and library usage. It consists of lectures on the proper use of the library and reading room; on the use and care of books, newspapers, and periodicals; on the classification and arrangement of books; on the card catalogue, with instruction in its use; on the scope and use of dictionaries, encyclopedias, periodical indexes, Government documents, and other works of reference, with practical exercises applying the principles and methods discussed. The preparation of reference lists on assigned topics and an original bibliography will be required as a part of the course. Open to all students; especially recommended to freshmen; one hour.—*C. R. Claason, librarian.*

*Columbia University, New York City.*—During the summer session a course in library economy is offered. Credit for courses in the summer session as are accepted by the several faculties of the university in partial fulfillment of the requirements for degrees, or for diplomas in teaching, is given upon the satisfactory completion of the course, including the final examination. Course in library work consists of 31 lectures or other exercises, etc.

*Cornell University, Ithaca.*—Cornell University has courses in bibliography as follows: (1) Introductory (first term); credit, 2 hours—A study of the principles of typography, bookbinding, indexing, classification, cataloging, preparation of manuscripts, administration, etc. (1a) Laboratory work (second term); credit, 1 hour; prerequisite, course 1—The laboratory work covers the subjects of the first course and is intended for students who wish more of the practical work. (2) General bibliography (second term); credit, 2 hours—Gives materials and form of books in ancient times; books in the Middle Ages, block books, early printed books, illustrated by examples of manuscripts and incunabula; book illustration; bookbindings; form notation; systems of classification and cataloging; general bibliographical aids, etc. These are general courses and hardly go into much detail concerning library economy and the management of libraries.—*G. W. Harris, librarian.*

*Hamilton College, Clinton.*—The college library affords good facilities for bibliographical work. The course we have hitherto had for a few is now better continued in less technical but more effective work for the many.—*M. W. Stryker, president.*

*Syracuse University, Syracuse.*—Five courses are offered in the library school in order to encourage as much academic study as possible before beginning technical work, viz: (A) A two-years' technical course for college graduates leading to the degree of bachelor of library science; (B1) a one-year's technical course for college graduates leading to the degree of bachelor of library economy; (B2) a four-years' combined academic and technical course leading to the degree of bachelor of library economy; (C1) a three-years' certificate course, consisting of two years of academic study, followed by one year's technical course; (C2) a two-years' technical certificate course.

In B1 the one-year's technical work must be followed by six months of practice in an approved library, and the presentation of a satisfactory original thesis on some technical subject.—*Mary J. Sibley, acting librarian.*

*Vassar College, Poughkeepsie.*—Beyond one or two talks on the arrangement of the library and the proper use of the books, and a good deal of personal attention on the part of one of the librarians, there is no instruction given at Vassar in library economy. The instruction given is merely of a practical nature, as called for by the various departments, but does not look toward the work of a librarian. The students have a great deal of practice in making and using the bibliographies in connection with the work of the several departments.—*Ellis McCaleb, secretary of the college.*

#### NORTH CAROLINA.

*Davidson College, Davidson.*—Each member of the class in freshman English is drilled in the use of the library, reference work, compiling bibliographies, etc., as a part of the course during the fall term. This instruction is compulsory.

The college has the open-shelf system, and by Christmas of the first year each student has had sufficient library training to be able to get better results from the three remaining years of his course. This work is graded as a part of the required work and is done under the supervision of the professor of English and the librarian.—*Cornelia Shaw, librarian.*

*University of North Carolina, Chapel Hill.*—Gives instruction in library administration, which includes bibliography, book selection, reading courses, debate references, indexing, and technical library methods; practice in the library. This course is open to library fellows and assistants. Upon the approval of the committee on courses it may also be counted for the degree by students preparing for library positions. Both terms, two hours.

#### NORTH DAKOTA.

*North Dakota Agricultural College and Government Experiment Station, Agricultural College.*—Requires all students of the freshman class to take regular instruction in library reference work of a grade that will enable them to make the best use of the college library.—*John H. Worst, president.*

*University of North Dakota, Grand Forks.*—The course in library economy at the present time is required of all freshmen, and covers one hour a week during the first semester. Next year this will be made a three-hour course, with technical and special instruction along library lines. The course will be given in the second semester, while a short series of some six lectures will be given to the freshmen covering instruction in library work, and will include the principles of classification, the use of card catalogues, books of reference, indexes, besides practical work in accessioning and classification and the administration of the library.—*Frank L. McVey, president.*

#### OHIO.

*Hiram College, Hiram.*—Hiram College has hitherto offered no instruction in library science, but the librarian has lectured during the current year on the use of the library and hopes to give regular lectures to English classes next year on reference work, use of the library, etc.—*J. O. Newcomb, secretary-treasurer.*

*Miami University, Oxford.*—Library instruction is offered as follows: (1) Two to four lectures on the organization and use of the library. Required of all

freshmen. Given by the librarian. (2) One-hour course through one semester, consisting of lectures and practice work on the classification and arrangement of books; the dictionary card catalogue, its construction and use; the scope and use of encyclopedias, indexes, bibliographies, and other reference tools. Given by the library staff. (3) Two-hour course through one semester on elementary bookbinding, together with brief history of printing and bookbinding. Given by manual arts department.—*Edgar Eicing Brandon, vice president.*

*Oberlin College, Oberlin.*—Courses in history of printing, graphic arts, and introduction to the study of libraries are offered in the library department of Oberlin College.—*Azariah S. Root, librarian.*

*Ohio Wesleyan University, Delaware.*—For two years a two-hour course for one semester was given in bibliography in the Ohio Wesleyan University. The course was primarily instruction in the use of the library. During the past two years, instead of this course, which was elected by about 35 students, two lectures have been given to the students in a general course, in which the enrollment is about 250.—*R. B. Miller, librarian.*

*Otterbein University, Westerville.*—We are planning to give a course in library science and bibliography the coming school year. We believe this to be a highly practical as well as cultural subject.—*W. G. Clippinger, president.*

*The Western College for Women, Oxford.*—The Western College offers a short course, one hour a week for one semester, on the use of libraries and elementary bibliography. The course consists of lectures on the methods employed in libraries to facilitate the use of books. Practical problems are given to enable a student to become familiar with these methods and the principal works of reference which are discussed in the course. This course has been offered but two years.—*Mary A. Sawyer, acting president.*

*Western Reserve University, Cleveland.*—The library school of the university was established as a department in 1903 and was opened in September, 1904. Its foundation was rendered possible by a generous gift from Mr. Andrew Carnegie to form an endowment fund. The course is one year in length and embraces all elementary problems in library economy and bibliography common to libraries of various types. While, as is eminently proper in a school so established and endowed, special attention is given to training for work in our rapidly developing system of public libraries, the interests of college, endowed, and other libraries are not neglected.

A certificate is given on the satisfactory completion of the year's work.

The purpose of the course is (a) to present systematically and comparatively present-day practical methods of conducting libraries and (b) to familiarize the student with the resources in books and other material available for use in libraries.—*Charles F. Thwing, president.*

#### OREGON.

*Albany College, Albany.*—Preparation of bibliographies required in history work.—*F. G. Franklin, librarian.*

*Oregon Agricultural College, Corvallis.*—Offers a 1-credit course which all freshmen take. They are instructed in the use of the library; that is, how to use the various kinds of reference books, the general and special catalogues, and indexes. They are also taught the classification of the library. The course consists of one lecture a week, with a practical problem requiring an hour and a half's laboratory work.—*Ida A. Kidder, librarian.*

*University of Oregon, Eugene.*—No extended courses are offered. At present the following methods are used: First, two talks are given to all members of the freshman class on the use of the library. These talks are given to various divisions of the freshman required English. Second, two lectures are given to the class in secondary education on the subject of the administration of high-school libraries. Third, a course of two weeks in the administration of high-school libraries will be offered at the summer session of the university this year.—*M. H. Douglass, Librarian.*

## PENNSYLVANIA.

*The Dropsie College for Hebrew and Cognate Learning, Philadelphia.*—Instruction in bibliography, the art of consulting books and of citing them is part of the post-graduate work. It is the intention of this institution to have a regular course in bibliography relating to the particular subject of its work later on.—*Cyrus Adler, president.*

*Juniata College, Huntingdon.*—Offers no courses in book arts or library economy, but regularly a few students, as library assistants, receive practical training in book listing, cataloguing, etc., mostly in preparation for a regular library course.—*I. Harvey Brumbaugh, president.*

*Pennsylvania State College, State College.*—Two courses in bibliography are offered at the regular session of the college. They are required in specified courses, but are open, under certain conditions, to all undergraduates. They are as follows:

(1) General reference—The aim of this course is to train students in the proper use of the library and to familiarize them with the principal reference books. It comprises lectures on classification and the location of books, the catalogue, indexes, dictionaries, encyclopedias, handbooks of information, history, quotations, etc. The various aids in the use of Government documents are considered. The student is given test problems and reference lists to work out, thus rendering the study practical. Lecture, 1 hour, first semester; credit, 1.

(2) Books and bookmaking—This course embraces a brief history of writing, of the early forms of books, of the invention and spread of printing, of illustration, and of the art and practice of binding. The principles of book selection, and the valuation of books are considered. Attention is also directed to the various trade and national bibliographies, of library catalogues, and to special subject bibliographies. Preparation required: Bibliography, 1. Lecture, 1 hour, second semester; credit, 1.

A course in library instruction for teachers is given at the summer session of the institution under the auspices of the Free Library Commission. It includes the use of a library, reference books, children's reading, and book buying; intended for teachers to enable them to use and select libraries to better advantage. Recitation, five hours; college credit, 2.—*S. E. Weber, dean of the school of liberal arts, etc.*

## SOUTH CAROLINA.

*College of Charleston, Charleston.*—Has no separate courses in library economy or library management. The advanced history courses begin with exercises in working up bibliographies, but this is the only course the college has in which instruction in book arts, etc., is given.—*J. Morrison Randolph.*

## TENNESSEE.

*King College, Bristol.*—Offers a course in the comparative study of the most scientific methods of classification, etc. and practical work in classification and cataloging.

*Knoxville College, Knoxville.*—Does not offer any regular courses in library instruction, but has four assistants from the students in its library who are getting a practical knowledge of library methods.—*R. W. McGranahan, president.*

## TEXAS.

*Baylor University, Waco.*—Does not give a regular course in library work. The sons and daughters of Baptist ministers, however, are given their tuition for two hours' work a day in the library, and in this way acquire considerable knowledge of library science.—*Mrs. Edgar Witt, librarian.*

*The University of Texas, Austin.*—There is offered at this university a course in bibliography which extends through the school year. The class meets one hour each week.

This course is given by the librarian and is open to juniors and seniors; occasionally a student from one of the lower classes is admitted. The catalogue is explained together with the classification, and some practical training is given in the construction of bibliographies. The bibliographic helps in the several divisions of literature, science, etc., are briefly treated, and the last term is devoted to a brief survey of the development of books, printing, and binding.—*J. E. Goodwin, librarian.*

## UTAH.

*University of Utah, Salt Lake City.*—We hope to give a course of 10 lectures next year dealing with the use of the library and certain reference books. The lectures will be given to the incoming freshmen class and to any other students who may desire to attend. We have not yet worked out the course, but will probably follow Mr. Gilbert O. Ward's course for high schools.—*Eather Nelson, librarian.*

*Utah Agricultural College, Logan.*—For the past nine years instruction in library science and bibliography has been given. It is required of freshmen in the general science, agricultural, and home economic courses; one hour throughout the year.

The course consists, in the main, of instruction in the use of scientific and agricultural literature and of general reference books, such as encyclopedias, dictionaries, atlases, cyclopedias of special subjects, indexes to periodicals and general literature, handbooks of information, and United States public documents with their special catalogues and indexes. Talks are given on the classification and cataloging of books in the library, their arrangement on the shelves, the use of the card catalogue, book buying, and bibliography.

List of reference books in the Utah Agricultural College Library is used as a textbook. Two hours, one term; 2 credits.—*Elizabeth C. Smith, librarian.*

## VIRGINIA.

*Hollins College, Hollins, Va.*—There is no regular course in library economy. Included in the college course of instruction, but all student assistants to the librarian are trained by the librarian in general library economy—reference

works, cataloguing, classifying, use of the card catalogue, etc. This is done in order to make the work of the student assistant more effective in the library. Any student in the college who desires it may receive from the librarian special training for the entrance examinations into any library school.—*Marian S. Bayne, librarian.*

*Roanoke College, Salem.*—There are no courses in library management at Roanoke College, but the students receive instruction in bibliography in connection with the work in the various departments. They also get incidental information about the use of the library because they come in contact with the library and the librarian of the college daily. The library is open every work-day in the session.—*J. A. Morchead, president.*

*Virginia College, Roanoke.*—Has no work at present in book arts, etc., but hopes to have a course in library science during the ensuing session.—*Mattie P. Harris, president.*

#### WASHINGTON.

*State College of Washington, Pullman.*—The department of library economy seeks to give such instruction and practice in all essential lines of library activity as will enable a capable student to enter as an assistant in any large library or as librarian of a small library.

In this curriculum librarianship is the central idea, and such lines of academic scholarship are made preparatory and collateral to it as will give at once a liberal education and the best undergraduate preparation for library service.

The library courses extend through the junior and senior years and consist of five recitations per week through the four semesters and six laboratory hours per week through the last three semesters. The completion of this curriculum gives the degree of bachelor of arts and a certificate indicating the amount of instruction in library economy.

Students taking the library curriculum must offer for entrance the requirements for admission to any group of the college of liberal arts or the college of science and must have completed the first two years of the curriculum before being admitted to any course in library economy.

The curriculum for the freshman and sophomore years includes all the prescriptions for the bachelor of arts degree, within those years, so that if at the end of the sophomore year a student wishes to major in some other subject the change can be made without loss. Also by this arrangement a student who has not elected the library economy curriculum until the beginning of the junior year may make the election then if desired.

A student offering for entrance one or more years of high-school credit in any of the sciences offered in the freshman year will be expected to pursue one of the other two sciences for the year.

No student will be admitted to the junior year of this curriculum who has not completed the equivalent of at least 16 college credits in German and 8 college credits in French. The curriculum is open only to students majoring in library economy.

*University of Washington, Corvallis.*—Freshmen in the college of arts and sciences are required to take one hour a week the first semester in instruction in the use of the library and the use of books; one hour a week the second semester in the choice of studies and selecting a vocation. One credit is given for the year's work.

The following is a definite outline:

*Curriculum in library economy leading to the A. B. degree.*

[University catalogue, 1913-14 (Frank T. Barnard, registrar).]

FRESHMAN YEAR.

	Credits.		Credits.
English 1.....	4	English 2.....	4
Elementary botany, chemistry, or physics.....	4	Elementary botany, chemistry, or physics.....	4
History 1.....	4	History 2.....	4
German or French.....	4	German or French.....	4
Hygiene.....	2	Hygiene.....	2
Physical training.....	2	Physical training.....	2
	16+2		16+2

SOPHOMORE YEAR.

Geology 1a.....	4	Zoology 1a.....	4
History 7.....	4	History 8.....	4
German or French.....	4	German or French.....	4
Mathematics 1.....	4	History, English, or language.....	4
Physical training.....	2	Physical training.....	2
	16+2		16+2

JUNIOR YEAR.

History of education.....	3	Elements of economics 2.....	3
Philosophy 1.....	4	English 20.....	3
Elements of economics 1.....	3	Zoology 1b.....	2
Library economy 1.....	5	Library economy.....	7
	15		15

SENIOR YEAR.

Elements of sociology 3.....	3	Elements of sociology 4.....	3
Philosophy in literature.....	2	Philosophy in literature.....	2
English 37, Greek 13, or Latin 11.....	3	English 37 or History 22 or 30.....	3
Library economy 3.....	7	Library economy.....	7
	15		15

WEST VIRGINIA.

*Marshall College, Huntington.*—A course in library economy is offered each year to a limited number of seniors. One period of practice work a day is required. Students who expect to become principals or have small libraries to care for are urged to take the work. In addition to the special work offered to seniors every student who uses the library is expected to take sufficient instruction in library work to be able to follow the requirements of those who use it. It covers the following: (1) Classification and arrangement of books; (2) use of card catalogue; (3) use of periodical indexes; (4) use of encyclopedias, atlases, handbooks, dictionaries, etc.—*Elizabeth F. Myers, librarian.*

*West Virginia University, Morgantown.*—Offers a course in library science two hours a week extending throughout the year. The work of the first semester has for its purpose chiefly to acquaint students with the use of indexes and reference books and to teach them how to make use of the university library. The work of the second semester is for the benefit chiefly of graduates of the

university who may be called upon to do some teaching and to care for a high-school library or a small public library. Two hours' credit, each semester, is allowed for the work.—*L. D. Arnett, librarian.*

#### WISCONSIN.

*Beloit College, Beloit.*—Instruction in the use of the library, bibliography, etc., is given as two of the regular college courses. It is divided as follows:

(1) General reference—The purpose of this course is to guide the student to an intelligent use of a modern library and to the pursuit of the various subjects in the college curriculum with greater facility. It is also recommended to those who contemplate graduate study or any form of research work. The course comprises lectures on the classification and arrangement of books in a library, bibliography, library catalogues, public documents, and groups of reference books. First semester, one hour; open to all classes. Given annually.

(2) Library methods—A systematic study of the resources of a library as outlined above in course 1, to which is added a comparative study of library methods in general, with especial attention to cataloguing, classification, and indexing. This course aims to qualify those expecting to teach to take charge of school libraries. Since library methods are so widely in use in the business world, the course should be of value also to those planning this career. Lectures, seminars, and practice work in the library. First semester, two hours; open to sophomores, juniors, and seniors. Given annually.—*Iva M. Butler, associate librarian.*

*Milton College, Milton.*—The only instruction in library work given in Milton College is special training given to student assistants in its own library. Employs one salaried librarian. The rest of the work is done by student assistants, who are paid a nominal fee per hour for their work. These receive personal instruction in the most essential parts of library work and often become very skillful; but no credit is given for this work.

*Ripon College, Ripon.*—The college has a trained and competent librarian, who employs two or three students each year as assistants in the library and gives them informal instruction. There is a probability that a formal course of this sort will be offered in the near future, but as yet there is nothing to report.—*Frank M. Erickson, dean.*

*University of Wisconsin, Madison.*—Maintains a school of library science. Course includes the fundamental principles of bibliographical, technical, and administrative library work that are necessary to meet the demands of the library world, developed along practical lines. Arranged as follows: (a) As an independent library course of one year, by all who meet the entrance requirements of the school. (b) As a joint course, by senior students in the college of letters and science who qualify for entrance. Students who take the joint course may not begin the work of the library school until they have obtained at least 96 credits in the college of letters and science and passed the entrance examinations of the library school. Of the 20 credits of library-school work accepted by the university, 4 may be counted toward an English major, if the candidate chooses that subject. This joint course leads to the degree of bachelor of arts from the university and to the certificate of the library school.

In cooperation with the legislative reference department of the Wisconsin Free Library Commission, the library school also offers a special course of training for legislative and municipal reference work and the various sociological phases of library service. This course covers a special summer session, beginning in August, and the two following university semesters.

## WYOMING.

*University of Wyoming, Laramie.*—The university has a course in library methods, the library being used as a laboratory. A large part of the students' time is spent at actual work in the library. The course is intended for the librarians of the State and their assistants, and for those who are preparing for library work. This short course is not intended to graduate expert librarians, but seeks to introduce some of the most modern methods of library work. The course of instruction is regulated somewhat by the demands and qualifications of the students registering in this department. The following subjects are treated: Library handwriting; selecting and buying books, accessioning; shelf listing; classification; cataloguing; reference books; periodicals; reading lists; bookbinding; library furniture; bookplates; library labels; traveling libraries; art in the library; collecting and cataloguing State and local history.

A knowledge of the use of the typewriter is an advantage, but not a necessity. The Dewey decimal classification is used. The textbooks are Dana's Library Primer and Dewey's Abridged Classification.—*Grace R. Hebard, Librarian.*

## II. NORMAL SCHOOLS.

## ALABAMA.

*State Normal School, Troy.*—Gives in connection with English courses a course in library methods for rural teachers. The course consists of lectures, cataloguing, use of books, knowledge of content, grading of books, and methods for creating and sustaining library interest in rural communities.—*Sarah E. Luther, department of English.*

*The Tuskegee Normal and Industrial Institute for the Training of Colored Young Men and Women, Tuskegee Institute.*—Gives instruction in library work. During the regular term a class made up of students takes instruction in library management while the two upper classes have instruction in handling the card catalogue, the card references, etc.

During the summer-school period a regular course is offered in cataloguing and library management.—*Booker T. Washington, principal.*

## CALIFORNIA.

*State Normal School, San Diego.*—Offers a library course dealing largely with the use of bibliographies, reference books, methods of research in libraries, with some study of the great libraries of the world and their development. The course is intended to be of practical use to teachers, not so much in handling the small libraries usually found in schools, although this is an incidental aim, but more particularly to enable them to secure information quickly and accurately for themselves in the city and town libraries which are so abundant in California.—*W. F. Bliss, dean.*

*State Normal School, Los Angeles.*—Gives instruction in library methods. This course is intended as an elementary introduction to the use of books and the library, also to the organization and management of school libraries. It consists as follows:

Part I. Use of the library.—The book, its structure and care; classification and arrangement of books; use of the card catalogue; use of reference books; periodicals and periodical indexes.

Part II. Library management.—Book selection and buying; preparation of books for the shelves; library records, accession book, shelf list; children's reading and books; charging systems.

Three periods or more a week, for a term of 12 weeks, is assigned each pupil. One period each week is given to lecture work and the other periods are devoted to practice work in the library under close supervision, where principles outlined in the lecture are demonstrated.

The first part of the course is the practical use of the library, arranged to meet the requirements of the average normal-school student.

The second part is intended to qualify the student to organize and administer intelligently a school library.

Each student is required to select, accession, classify, shelf list, and catalogue a small collection of books before the term closes. An extensive bibliography is also required. This is, in a measure, review work covering the entire term's work, as it requires considerable research and involves the use of much of the material studied and discussed.

#### COLORADO.

*Normal School, Colorado Springs.*—A class of about six to eight students is given instruction in general library management.—*J. V. Brechtliesser, professor of psychology and education.*

*State Normal School, Gunnison.*—A course in library economy and children's reading is given in this school. The course is founded on the needs of the teacher and is technical only so far as is necessary in making of our young men and women intelligent users of libraries. The teacher's need lies in instruction concerning juvenile literature and our particular effort is to supply that need.—*June Linn, librarian.*

*State Teachers' College of Colorado, Greeley.*—In the department of library work the purpose of the course is to give teachers and those who intend to teach an idea of the organization and management of a library in a general way; also instruction in reference work, which is supplemented by lectures on children's reading, story-telling, school libraries, traveling libraries, etc. Persons taking this course will have an opportunity to take bookbinding in the manual-training department, if they so wish. The courses in bookbinding are as follows: (1) Senior-college elementary bookbinding, five hours; fall term. (2) Junior or senior college intermediate bookbinding, five hours; winter and spring terms. (3) Junior or senior college advanced bookbinding, five hours; spring term.

#### CONNECTICUT.

*State Normal-Training School, Willimantic.*—Gives a very brief course in library economy as a part of the preparation of teachers for the common schools. It does not attempt to prepare librarians. The following is a brief summary of the subjects included in this course: Classification; make-up and use of a card catalogue; general use of reference books.—*Henry T. Burr, principal.*

*State Normal Training School, Danbury.*—The summer session of this school has a two weeks' course in library economy, given by the State public library committee. In addition to the instruction outlined there are numerous lectures by recognized authorities in this part of the country.

The attendance at this class has been from 15 to 25 in various summers.—*J. E. Perkins, principal.*

#### IDAHO.

*Lewiston State Normal School, Lewiston.*—For the past three years this school has offered a definite course in the cataloguing and use of school libraries. This course occupies a place on the regular curriculum under the title

of library science, and is a half-year course required of all students for graduation. The course may be taken by students in their junior or senior year, but it is listed as a regular junior-year subject. The course itself is a course in theory, with one hour a day in actual library practice required of all students.—*George H. Black, principal.*

*State Normal School, Albion.*—Gives a six-weeks' course in library economy, consisting of instruction in the management of libraries, the cataloguing of books, and general library science, supplemented by actual work in the library of the school, which contains some 3,000 volumes arranged according to the Dewey decimal system.—*G. A. Azline, president.*

## ILLINOIS.

*Illinois State Normal School, Normal.*—Ten lessons in library organization are given to all entering students to enable them to use the library effectively. All members of the senior class who desire it are given a course of equal length on the organization of school libraries, modes of purchasing material, managing the library, etc.—*David Felmsley, president.*

*Eastern Illinois State Normal School, Charleston.*—All students are required to take lessons in the use of the library.—*Mary J. Booth, librarian.*

*Western Illinois State Normal School, Macomb.*—Instruction given in the organization, care, and use of libraries with problems based on the Western Illinois State Normal School library and suggestions for the adaptation of methods to schoolroom libraries.

The special certificate in library economy is based upon 35 hours a week for one school year of practical work in the library. A standing of not less than B in the prescribed course in library economy is a prerequisite to this course.

The candidate for this certificate shall do work which is outlined as follows:

(a) He shall have charge of some particular department of library work—e. g., circulation, receiving of periodicals, binding—and be responsible for the phase of work assigned.

(b) He shall practice in all phases of the routine of library work—selecting of books, ordering, receiving, classifying, accessioning, cataloguing, including both classed and dictionary catalogues.

(c) He shall practice in reference work through assigned problems involving use of general and special reference books, through finding material for practice teachers and other students in the school, through assisting in finding material for debates and other work of the literary societies of the school.

(d) He shall have charge of and be responsible for the order in the reading room and for the general reference work during at least one busy study period each day.—*W. P. Morgan, president.*

## INDIANA.

*Teachers College of Indianapolis, Indianapolis.*—The curriculum of this college includes a short series of lectures on library science. All graduates are required to attend these lectures.—*Eliza A. Blaker, principal.*

## IOWA.

*Iowa State Teachers' College, Cedar Falls.*—The course in library methods is given in the winter term only, and is open to all students. It consists of 24 lecture periods and about 70 periods of practice work and reading. The object of the course is not to make trained librarians but to give such training to those taking the work as will enable them to use the library intelligently, to make wise selection of books for school libraries, and to care for such libraries when collected.

Considerable time is devoted to the study of the more important reference books; the school library and its possibilities are considered, and enough time is devoted to the study of classification and cataloging as will make the care of a school library easy and businesslike.

The class is expected to become familiar with the best of children's literature in good editions, and much time is spent in reading such books.

#### KANSAS.

*Kansas State Normal School, Emporia.*—Offers work in library science. The courses are open to accredited high-school graduates, and may be completed in one year (September–June) if the student so chooses. Courses arranged as follows: (1) Library methods; 1 hour's credit; summer term and each semester. (2) Reference; 3 hours' credit; first semester. (3) Bibliography; 3 hours' credit; second semester. (4) Public documents; 2 hours' credit; first semester. (5) Children's literature; 3 hours' credit; summer term and first semester. (6) Story-telling; 3 hours' credit; summer term and second semester. (7) Book-making; 2 hours' credit; second semester. (8) Library history; 2 hours' credit; first semester. (9) Library economy; 2 hours' credit; first semester. (10) Classification of books; 3 hours' credit; first semester. (11) Cataloging; 4 hours' credit; second semester. (12) Organization and administration; 2 hours' credit; second semester.

*Western State Normal School, Hays.*—There are few textbooks on library subjects, and instruction is given in the form of lectures and assigned readings, followed by practice work under supervision, with discussion of both theory and practice. Individual research is encouraged. Examinations take the form of problems wherever practicable.

Students who wish to select courses with reference to taking a library course later are advised to consider the following: Modern language, psychology, history, English literature, economics, sociology, science, education, and art. Typewriting is required.

Course 1, elementary reference.—Lectures, with practical work following, to make new students feel at home in the library and able to use it to advantage.

Course 1', library methods.—Two hours. Methods of library instruction fitted to pupils in high school and grades; selection of books for school libraries; public school and public library interrelations; school library law.

Course 2, library economy.—Two hours. Instruction follows regular library routine—order, accession, shelf listing, mechanical preparation for the shelves, binding.

Course 2', reference.—Two hours. Promotes familiarity with well-known reference works, with the use of indexes to periodicals and general literature, with general and special encyclopedias, dictionaries, annuals, and ready-reference manuals. Lists of questions to be answered by use of the works studied are given and methods of finding answers discussed.

#### KENTUCKY.

*State Normal School (western district), Bowling Green.*—A course in library economy has been offered in the summer term for the past three years. This course offers six weeks of systematic instruction in library science. It is not, however, a substitute for the extensive courses offered in library schools.

The following subjects are treated: (1) Relation between the library and the schools; (2) classification and arrangement of books; (3) book selection and book buying; (4) mechanism of books; (5) study of reference books; (6) in-

vestigating a subject in a library; (7) catalogues, indexes, and book reviews; (8) history of libraries and history of books; (9) children's books; (10) bibliography of special subjects.

The faculty recently decided to offer the same course in the midwinter term as well as the summer term.—*H. H. Cherry, president.*

## LOUISIANA.

*New Orleans Normal School, New Orleans.*—A few lessons given incidental to the reading course to instruct the students in the prevailing systems in use in libraries, with a view to facilitating their use of reference books.—*Margaret C. Hanson, principal.*

## MAINE.

*Aroostook State Normal School, Presque Isle.*—Gives a brief course of instruction in library methods. The course includes discussions on the arrangement of books in libraries, drills in cataloging and in finding books quickly from the shelves, use of card catalogue, study of indexes (Poole's and Eclectic), and of the different dictionaries, magazines, etc. Each student takes his term in assisting the librarian with the regular work connected with the library. Aim is to give the students a broader knowledge of books which children should read, and of poems, pictures, and the like to help them in their teaching work. A special feature is made of story-telling.—*Ida M. Folsom, librarian.*

*Colby College, Waterville.*—Offers a three-hours-a-week course in library science. Lectures supplemented by practice work in the library. The aim of the course is not so much to prepare students for librarianship as to give them such a knowledge of library science as will be of practical value in teaching, professional study, or business.—*A. J. Robertson.*

*Eastern State Normal School, Castine.*—There is a course of 12 lessons on the use of books and the selection of children's books. The following subjects are taken up: Methods employed by the modern library in arrangement, classification, cataloging, etc.; method of research in a library; care and use of books; scope and method of using typical reference books; use of periodical indexes; selection, purchase, and management of school libraries. Practice work is done in the school library.—*Albert F. Richardson, principal.*

## MARYLAND.

*Teachers' Training School, Baltimore.*—Instruction is given in each of our courses to assist students in making use of our library. For next year (1914) the head of the English department, who has had some training in library work at Cornell, will organize a course with a syllabus which will include a number of lessons covering the organization of our own training-school library and also that of the Pratt, Peabody, and Johns Hopkins libraries.—*Frank A. Manny, principal.*

## MASSACHUSETTS.

*Boston Normal School, Boston.*—A few lectures given on the arrangement of the library and the ways in which it can be used by the regular school-teacher.—*W. C. Boyde, head master.*

*Massachusetts Normal Art School, Boston.*—Elementary instruction in cataloging and using books, reference work, etc., given in connection with certain courses in the school.—*J. F. Hopkins, director.*

*State Normal School, Bridgewater.*—Each department has its library, and the students are instructed in the use of a library, in card cataloging, in the organization of a library according to the decimal system, in making and using bibliographies, in pamphlet binding, in bookbinding and book mending (this in the manual-training department). The students do the work in the library in place of a regular librarian, under guidance of heads of departments.—*Arthur C. Boyden, principal.*

*State Normal School, Hyannis.*—Does not offer any regular course of study in library economy, but the librarian gives a lecture to all the students at the beginning of each year. During 10 weeks of the senior year each student is in charge of a certain number of library shelves, and the students are responsible for the good condition of books in their care. The same requirements are made for 10 weeks during the junior year. A special lecture on work with small libraries, book lists, etc., is given to the seniors just before graduation. In addition to this work, which is in charge of the librarian, there is considerable work given in connection with the work in English and biology.—*Martha N. Soule, librarian.*

*State Normal School, Salem.*—Library economy taught. Course covers half the school year, with one class period and one written paper per week. The aim is (1) to bring the student into close touch with the school library, that he may understand its resources and avail himself of them to the utmost; (2) to extend this knowledge and practice to his own public or town library; and (3) to induce a feeling of appreciation and respect for books and libraries per se.

*State Normal School, North Adams.*—No courses in bibliography and library economy, but instruction is given in the use of the library of the institution.

## MICHIGAN.

*County Normal School, Charlevoix.*—No regular course with credits, etc., is offered to students relating to library methods. However, instruction is given by the principal, supplemented by talks from the librarian of the Carnegie Library on selection, ordering, cataloging, and the general care of books, whether textbooks, reference, or books in general, for the school library. About six 20-minute periods would cover the time given to this work.—*Jessie M. Himes, principal.*

*County Normal School, Kalamazoo.*—Offers a course of six lectures on the management of a small library.—*Edith Keen, principal.*

*Michigan State Normal College, Ypsilanti.*—Instructions in library work given to groups of students numbering from 10 to 50. Lessons extremely practical. Usually four or five students become understudies in the several library departments, working two or three hours a day for a small consideration, and looking forward eventually toward library work as a profession. The main object has been to prepare students to be able to take care of small public-school libraries.—*G. M. Wallon, librarian.*

*Western State Normal School, Kalamazoo.*—One hour a week instruction in the general principles of library work in the classes in which the teachers recognize the value of such training, making 10 lessons a term in perhaps three classes. In the summer school the State Board of Library Commissioners provides, at its own expense, two courses in library methods for teachers, one general and one technical. Lectures are also given on children's reading by a specialist in that work sent by the State board.—*Esther Bradley, librarian.*

## MINNESOTA.

*State Normal School, Duluth.*—The librarian gives 12 to 15 hours each year to all of the students of the school. It is her purpose to have them become familiar with the simpler problems of library management. No attempt made to do work which could be regarded as a training for librarians.—*E. W. Bohannon, president.*

*State Normal School, Moorhead.*—Offers instruction in library economy, including management of libraries. Course in library science planned in reference to two objective points: (1) The value of such work to the normal school student as an individual and as a teacher; (2) the value of such work to the children she is to teach.—*Frank A. Weld, president.*

*State Normal School, Mankato.*—Does not furnish instruction in book arts, etc., beyond the direct teaching of the students to use the library, books of reference, indexes, and the system of classification. Does not attempt to train librarians.—*C. H. Cooper, president.*

## MISSOURI.

*First District Normal School, Kirksville.*—The school has given one-year courses and two-year courses in library economy for the past seven years. Large numbers of students have graduated from this normal school with two years of library economy to their credit. Several such graduates hold positions as librarians. At this time nobody gets a diploma or a certificate from this institution without at least a short course in library economy.—*John R. Kirk, president.*

*Missouri State Normal School, Cape Girardeau.*—Instruction is offered in book arts, bibliography, library economy, and in the management of libraries. The instruction is given chiefly in connection with the manual-arts department, the training school, and the library. In the manual-arts department some work is undertaken in bookbinding and repairing. In the library a few students are given an opportunity to work three hours a day under the direction and tutelage of the librarian, in the course of which work they gain a good knowledge of library management. In connection with the management of the training-school library similar opportunity for gaining a practical knowledge of cataloguing, accessioning, and the handling of books according to approved library methods is imparted. Lectures on the subject of library management and library economy are offered by the librarian.—*W. S. Dearmont, president.*

*The Northwest Missouri Normal School, Maryville.*—This institution gives an elective course in library work and uses as texts "The practical use of books and libraries," by Gilbert O. Ward; "Teaching outline to accompany the practical use of books and libraries," by Ward; and "Course of study for normal-school pupils in the use of a library," by Marjory L. Gilson. Lectures on library work are also delivered before the entire student body.—*C. Edwin Wells, librarian.*

*State Normal School (fourth district), Springfield.*—Under the heading of "Library science" the school offers four courses:

(I) Use of the library. Nine practical talks before the entire school, discussing the resources of our library and how to get at them; the care of books; our magazines and the use of the guides thereto, etc.

(II) Library problems for the public-school teacher. To prepare teachers, especially of grade and rural schools, for the selection, use, and care of school libraries. Very little technical work in this course. Lectures and practice, two periods daily, one term.

(III) Technical methods in library science. Elementary course for those who wish to be librarians in high schools or public libraries, or who wish, as teachers, to be familiar with the "tools" of the profession from the library standpoint. Time and method as in II.

(IV) Literature for children. A course for teachers and school librarians which aims to give a survey of the field and to get at the principles underlying the selection of such literature. Time and method much the same as in II. This course is offered also as an extension course.

The credit given by the school for work in library science, course I excepted, is the same as for any other "special" (art, music, manual training, etc.) requiring equal time.—*William A. Daggett, Librarian.*

## NEBRASKA.

*Peru State Normal School, Peru.*—A course in the use of catalogues, indexes, bibliographies, and general reference books is required of all juniors. Recitation period once a week, continuing through one quarter of school year.

A course in the management of rural-school libraries is given in the summer school.

A class in apprentice work is maintained which prepares students for assistants in libraries. This work requires three recitation periods a day every day in the week for two semesters.—*Elna E. Rulon, Librarian.*

*State Normal School, Chadron.*—Expect to take up library work as far as it pertains to the management of libraries in country schools.—*Joseph Sparks, president.*

*State Normal School, Kearney.*—Library instruction is given to all students by classes, the principal object being to acquaint them with the manner of using the library and reference books. Instruction is also given to teachers in regard to the organization and use of school libraries. This is part of the regular course.—*A. O. Thomas, principal.*

## NEW JERSEY.

*New Jersey State Normal and Model Schools, Trenton.*—Instruction given on the relative values of books to subjects, also instruction on the educational values of books as literature or as information. Students given instruction on economy of use of books in a library, for instance, concerning those which should be in duplicate and the number of duplicates, and those which need not be in duplicate, and the reasons for the same. This is accomplished in the classes by the librarian. While it is instruction for general intelligence in the use of the library, it is not sufficient to make technical librarians.—*J. M. Green, principal.*

## NEW YORK.

*Oscego Normal School, Oscego.*—Course in library work, consisting of 15 to 20 recitations. Emphasis laid on compiling of bibliographies, guidance of children's reading, and relation of school libraries to State and public libraries.—*Herbert J. Smith, department of Latin and logic.*

*Albany Teachers' Training School, Albany.*—There is no special course in library science, but the seniors and juniors take about six lessons of the librarian at the high-school library in the use of reference books.—*Ida H. Latta, vice principal.*

*State Normal and Training School, Cortland.*—Practical instruction in library economics given.—*H. DeW. De Groat, principal.*

*State Normal School, Brockport.*—Librarian gives lectures on library science to both the high-school and normal-school departments. Readings are assigned

on this work and quizzes are held. This is the general work which is done for all of the students in these departments.

A few pupils of the normal department are permitted to take special work in library science. The object of this special work is to fit the graduates of the normal department to organize and conduct small libraries in schools where they are likely to teach.—*Alfred C. Thompson, principal.*

*State Normal School, Fredonia.*—Gives a 10 weeks' course. Library work to normal pupils to prepare them to take charge of a school library. Courses in children's literature also given to normal classes and some instruction in use of the library in the English department.—*Myron T. Dana, principal.*

*State Normal School, Geneseo.*—Gives a special course covering a period of two years for training teachers who are to have general charge of public-school libraries. This course is a combination of the work given in the elementary teacher's course and of work related to a technical library course. The general course in library methods, required of all professional students, is not for the purpose of training librarians, but to acquaint teachers with library indexes and helps invaluable in the preparation of their work, to prepare them for supplementary work, for directing the children's reading, and making the school library valuable to pupils.

*State Normal School, Plattsburg.*—Instruction in use of books as tools is given in the grades by the grade teachers, and individual instruction imparted when students come to the library.

*Syracuse Training School for Teachers, Syracuse.*—Gives a short course on the management of libraries and choice of books for the various grades.—*J. E. Banta, principal.*

#### NORTH DAKOTA.

*State Normal School, Mayville.*—Instruction in the use of the library is given to all students when they enter the school. This includes brief discussion of the classification of the library, the use of special reference books, the card catalogue, and the indexes to periodical literature.

A special course of one hour a week for one term is given to the senior class upon children's literature and school libraries. This includes the examination of a large number of books for children with reports and discussions upon the different classes and also simple organization and care of school libraries.

A shorter course, similar in nature, is given to short-term students going out to teach in the rural schools.—*Nelle A. Olson, librarian.*

#### OHIO.

*Normal School, Toledo.*—The junior class is required to list books for children's reading in connection with the study of methods of teaching history, geography, and nature. The students also prepare a bibliography on two assigned topics.

The senior class visits the juvenile department of the city library to study arrangement by subjects and to learn how to direct the children to help themselves.

Both classes familiarize themselves with graded courses in reading.—*Ella M. R. Band, principal.*

*Normal Training School, Cleveland.*—Six talks of 45 minutes each have been given by the librarian to the juniors and seniors during the year (1913).

After each lesson a list of reference questions was given to the students, the answers to which were to be found in the books previously discussed.

The instruction covered the following:

(I) The book; (1) its structure and care, (2) its printed parts. This embraced the significance of the knowledge and use of the table of contents, index, copyright date, etc., in reference.

(II) General books of reference, as dictionaries and encyclopedias. This included a discussion and comparison of standard dictionaries, encyclopedias, etc.

(III) Particular books of reference. Biographies, general and particular, encyclopedias of education, magazine indexes, etc.

(IV) Tools of the library. Explanation of (1) classification of books, (2) accessioning, (3) the shelf list, (4) the catalogue—(a) author, title, subject, cards, etc.—*James W. McLane, principal.*

#### PENNSYLVANIA.

*Clarion State Normal School, Clarion.*—Series of talks given in chapel on library economy, etc., covering as much ground as possible in the time allotted. "Library number" of school publication issued, containing the general scheme of classification and other guides to the use of books. No formal instruction in library science given.—*Mary A. True, librarian.*

*Edinboro State Normal School, Edinboro.*—All freshmen and sophomores required to take a course in library training—one term of 14 weeks, 3 hours per week. The aim of this class is to enable students to use the library intelligently and assist them in the management of small libraries in rural and grade schools.—*Frank E. Baker, principal.*

*Millersville State Normal School, Millersville.*—The head librarian of the school gives 30 hours of instruction in the use of the library to the freshmen classes and 10 hours of library economy to the senior class.

The 30 hours include such work as the use of the card catalogue, reference books, the finding of references on certain assigned topics, reviews, and characterizations of certain books definitely assigned.

The 10 hours of library economy given the seniors deal with the organizing and handling of the public-school library. Questions like the selection of books, purchase of books, their classification, and methods of distribution will be taken up.—*P. M. Harbold, principal.*

*The Philadelphia Normal School for Girls, Philadelphia.*—Five lessons are usually given in library work, and these cover, mainly: Plan of classification (theory and practice); catalogue as an index to books (theory and practice); reference books comparatively treated.

In addition each student is appointed to duty, for one day (8.30-2) in the library. This student is designated "library aid," and her responsibilities are explained in a special lesson.—*M. A. Stephens, librarian.*

*State Normal School, California.*—Gives a required course in library science, as follows:

First three years—Use of the catalogue, Readers' Guide, and other indexes, including bibliography; reference books and how to use them as tools in the preparation of lessons; diacritical marking; our periodical literature; how to review and outline biography, drama, essays, and fiction; how to select subject matter for debates; study of classified list of authors and their works.

Senior year—Preparation and selection of stories as given in the course of study for the elementary schools of Pennsylvania; selecting, reading, and purchasing of children's books; mending of books, purchase and mounting of pictures; work of State library commission; cataloguing of a small library.—*W. S. Herzog, principal.*

*State Normal School, Mansfield.*—We give formal instruction to our Juniors in library work, meeting them weekly. The work covers use and selection of

books, organization of a library, acquaintance with books for the various grades, cataloguing, etc. Practice work in the library is constant.—*Andrew T. Smith, principal.*

*State Normal School (first district), West Chester.*—This school gives instruction in library work to its students in the third and fourth years of the course, including classification and shelving of books; use of card catalogue; use of indexes, Readers' Guide, etc.; reference books and reference work; children's books and story-telling. Practice work with written reports is given with each topic. A talk on travelling libraries and work in book reading is also sometimes given.—*G. M. Phillips, principal.*

*State Normal School (sixth district), Bloomsburg.*—Course in library economy given; the seniors have lectures by their critic teachers on books for children.—*Ella C. Ritchie, librarian.*

## RHODE ISLAND.

*Rhode Island Normal School, Providence.*—Has given during the past year a series of lectures on library work. In addition to this the librarian gives some instruction to the students in connection with the use of the library of the school. Every year a trip is made to the public library as a part of the normal-school course.—*John L. Alger, principal.*

## SOUTH CAROLINA.

*Winthrop Normal and Industrial College, Rock Hill.*—Offers courses in library methods to freshmen to enable them to use the library in the best way and to the seniors to train them in library management.—*D. B. Johnson, president.*

*Winthrop Normal and Industrial College of South Carolina, Rock Hill.*—Gives students such instruction in the formation and care of a school library as will be found necessary for the management of the small libraries that will come under their control when they go out as teachers.—*Ida J. Dacus, librarian.*

## SOUTH DAKOTA.

*State Normal School, Spearfish.*—Offers a course in library science, which is required of all second-year students and is elective for all others. The object is not to make trained librarians, but to give such instruction to those taking the work as will enable them to use the library intelligently. Lectures to classes, with practical problems to be worked out by the student constitute the method of instruction. Librarian gives a few brief talks to seniors on the planning, buying, and arranging of libraries suitable for various grades in public schools.—*Mitanna Rouse, librarian.*

*The Northern Normal and Industrial School, Aberdeen.*—This school gives in connection with its work in methods and observation a brief course in library science. Its design is to teach the student the intelligent use of books and the manner of selecting and administering a small school library. All prospective teachers are required to take the course.—*G. W. Nash, president.*

## VIRGINIA.

*The Hampton Normal and Agricultural Institute, Hampton.*—Special courses in library methods are arranged to fit the needs of the separate students taking them, as we have very few applicants for such courses.

Most of the regular students have one or more lessons each year in the use of the library.—*L. E. Herron, librarian.*

## WASHINGTON.

*State Normal School, Bellingham.*—A course in library science is given, covering 20 weeks of class work. It is elective. The purpose of the course is to give the teacher a working knowledge of library methods and the use of books. The following subjects are taught:

Methods employed by the modern library, its arrangement, classification, catalogue, etc.; method of research in a library; construction, care, and use of a book; scope and method of using typical reference books; a survey of periodical literature and the use of periodical indexes; teachers' magazines; library resources of the State of Washington for the city and rural teachers; selection, purchase, and management of school libraries; compilation of bibliographies; note taking, etc.

In addition to the above course we give to all classes in the school a short course which is compulsory and covers the ground indicated by the following topics: General arrangement of the modern library, classification, printed parts of a book, use of card catalogue, periodical indexes, bibliographies, types of reference books, teachers' periodicals, and official publications.—*Mabel Z. Wilson, librarian.*

*State Normal School, Cheney.*—The school endeavors to give 10 lessons in library work. The instruction covers the following ground:

- (1) Brief explanations of the reference books in the library.
- (2) Information about the classification of the books, the dictionary catalogue, and the shelf list.
- (3) Mention of the chief bibliographies of the greatest aid to teachers, the American Library Association publications, and the H. W. Wilson publications.
- (4) Desirable additions for students' individual libraries.
- (5) Books for school libraries; choice of titles for a well-balanced library, classification, and editions; use of a good library list in selecting books.
- (6) Examination of the books on a printed list. "First-aid list of children's books."—*Mabel M. Reynolds, librarian.*

## WISCONSIN.

*Barron County Normal Training School for Teachers, Rice Lake.*—Offers 10 weeks of work in library cataloging and use of library.—*J. E. Hale, principal.*

*Buffalo County Training School, Alma.*—Offers 10 weeks' work in cataloging, care and mending of books, and the use of books in school libraries.—*H. H. Liebendberg, principal.*

*Door-Kewaunee Training School for Teachers, Algoma.*—Offers a 10-week course in cataloging and in general library management.—*J. A. Eichinger, principal.*

*Dunn County Training School for Teachers, Menomonie, Dunn County.*—Gives a course of instruction which includes the art of binding articles from magazines; repair of library books; limited bibliography of different subjects; the economics of a district-school library, together with the statutes appertaining thereto. Students have regular class work during the whole time they spend on the course. They are taught to select novels, poems, essays, and other literary types of selections with a view to their own culture and with reference to courses in the rural schools. They are instructed in the art of reporting upon these books in order to show their value in a child's education, also taught story-telling and the use of myths and legends in a course of elementary education.

The general outcome of the course is a growth in the better taste for reading, more interest in ethical and philosophical essays, and a keen appreciation of how books in general may be used to supplement more or less dry informational texts.—*G. L. Bowman, principal.*

*Eau Claire County Training School for Teachers, Eau Claire.*—Two 40-minute periods a week for 10 weeks are given to the routine work of a librarian, such as accessioning, labeling, cataloging, care of books, etc. A similar amount of time is expended in instructing pupils in using the library for reference and general reading, the aim being to inculcate good-reading habits in children. Another 10 weeks of the same amount of time is given to reporting on the subject matter of books read.—*W. A. Clark, principal.*

*Green Lane County Training School, Berlin.*—The school laws of Wisconsin require applicants for a second-grade county certificate to have a knowledge of library methods. Our school gives its students thorough training in card cataloging, repairing books, and administering an ordinary rural-school library.—*Edgar Packard, principal.*

*Marathon County Training School for Teachers, Wausau.*—A course of 10 weeks in library methods required of all who graduate.—*O. E. Wells, principal.*

*Oncida County Teachers' Training School, Rhineland.*—The Wisconsin law requires teachers to take an examination in library cataloging as an essential for certification. As a result, we give a course in library methods. Roughly outlined, the course includes the following:

- (1) The school library—laws concerning it; necessity for it; resources and how to use them (magazines, pictures, American Library Association and State lists, etc.).
- (2) Selection of books (bibliographies, literary criticism, etc.).
- (3) The book itself (binding, print, composition of book).
- (4) Care of book (opening, cutting leaves, place on shelf, mending, re-binding, etc.).
- (5) Classification (simplified Dewey system).
- (6) Accessioning.
- (7) Cataloging (author, title, subject, and subject analytic cards).
- (8) Cataloging of public documents and pictures.
- (9) Periodicals suitable for a school reading table.
- (10) Tracing and cross-reference cards.
- (11) Preparation of a bibliography.
- (12) Use of card catalogue.
- (13) Reference books for teachers and for pupils.
- (14) Sources of aid (State superintendent, State Historical Library, State Library Commission, Congressional Library, etc.).

Students taking this course are obliged to catalogue completely, as if for a rural school, at least three books and three public documents or bulletins. One of each may be omitted and a subject bibliography may be substituted.

The class work covers 10 weeks. The required cataloging must be done within the 10 weeks following the class work or no credit is given for the latter.—*B. M. Dresden, principal.*

*Price County Training School, Phillips.*—Attempts no library work except an elementary course in library methods of 10 weeks. This course is designed to give students an idea of cataloging books, of using card catalogues, and how to charge and discharge books and keep accurate and systematic records of the same. It also includes book repairing.—*D. A. Swartz, principal.*

*Richland County Normal School, Richland Center.*—Gives 10 weeks' work in the care and cataloging of a library.—*A. A. Thomson, principal.*

*River Falls State Normal School, River Falls.*—Elementary instruction in bibliography is given to all students, with some reference to the use of the library and library methods. No student has less than what would represent two college hours of this kind of library work. Many students take what would represent five college hours of such instruction. Occasionally a student

acts as the assistant to the librarian and gets beyond this amount of work.—*J. W. Crabtree, president.*

*Rock County Training School, Janesville.*—Offers a course in library methods, the purpose of which is to prepare the students to properly classify, catalogue, and care for the rural-school libraries.

The course comprises: (a) Cataloguing, (b) mending books, (c) reporting upon books for children, (d) preparing bibliographies and the like.—*F. J. Louth, principal.*

*Rusk County Normal School, Ladysmith.*—Gives instruction in library economy.—*R. H. Burus, principal.*

*Sauk County Teachers' Training School, Reedsburg.*—A course of 10 weeks' work in library science is offered.—*W. E. Smith, principal.*

*State Normal School, La Crosse.*—Offers a course of 10 lectures on library-reference work to all students entering the regular two-years' teachers' course. This course consists of lectures on classification, use of card catalogue, periodical indexes, use of reference books, making of bibliographies, use of indexes, parts of a book, etc. A second course is given in library methods, which is required of all students preparing to teach in country schools. It consists of 20 class periods on children's books, classification and cataloguing of school libraries, etc., and its object is to give the students some idea of the best children's books and to teach them to organize their school libraries.—*Florence S. Wing, librarian.*

*State Normal School, Milwaukee.*—Endeavors to give new students a systematic training in the use of the library. The "course in reference work," as it is called, is now required of all students and is given the first quarter of the first year. The aim is to familiarize students with the resources of the library so that they will know the most likely source of information needed in the preparation of each day's work. The course consists of 10 lectures, one each week, with practical problems following each lecture.

A six-weeks' course in library instruction is given at the summer school which covers all phases of library science—accessioning, cataloguing, bibliography, etc. Special attention is given the school library and its resources; pictures for school work, etc.—*Delta G. Ovitz, librarian.*

*State Normal School, Stevens Point.*—This school offers two courses in library work, which includes accessioning, classification, cataloguing, the use of libraries, etc.; and a course of 10 lessons in reference work which is intended to acquaint our students with the resources of our own library and how to make the best of all library and "trade" aids when they go out to teach. Practical work is required in both courses.—*Mrs. F. G. Short, librarian.*

*Stephenson Training School, Marinette.*—Offers a brief course in the use of cataloguing, shelving, repairing, and general care of the library.—*A. N. Olsen, superintendent.*

*Vernon County Teachers' Training School, Viroqua.*—Offers a term of 10 weeks in library work, which includes the cataloguing of a small library and the study of books for a district-school library.—*A. E. Smith, principal.*

*Waupaca County Normal School, New London.*—Gives course in library management which includes instruction in ordering and selecting books, accessioning, cataloguing, etc., and some work in book repairing.—*C. B. Stanley, principal.*

*Waushara County Training School for Teachers, Wautoma.*—We have six weeks of work in library methods in our school.—*G. E. Dajoe, principal.*

*Wood County Teachers' Training School, Grand Rapids.*—Gives instruction running through a whole year in library work, with regular class work during 10 weeks.—*W. H. Jackson, principal.*

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Ida M. Mendenhall, chairman.  
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- Report of the Committee on normal school libraries. *In* National education association. *Journal of proceedings and addresses*, 1913. p. 747-56.  
Ida M. Mendenhall, chairman.  
Study of existing conditions in normal-school libraries in 1913; library instruction, etc.
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"Emerson, in his essay on books, demanded that every college should have a professorship of books and reading. Dr. Poole stated that the study of bibliography and scientific methods of using books should have an assured place in the university curriculum and that a wise and professional bibliographer should be a member of the faculty and have a part in the training of all the students."  
Gives a brief history of bibliographic work.
- Sturges, James V. The training of teachers in the use of books and the library and in a knowledge of children's books. *In* National education association. *Journal of proceedings and addresses*, 1910. p. 1003-8.  
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Wolcott, John D. Instruction in use of books and libraries in colleges and universities. In U. S. Bureau of education. Report of the Commissioner for the year ended June 30, 1912. vol. 1. Washington, Government printing office, 1913. p. 330-84. Chapter 14.

Gives a valuable résumé of data gathered by the American library association in October, 1912. The association sent a questionnaire regarding library instruction, etc., to 200 colleges and universities. Replies were received from 149 institutions.

## BULLETIN OF THE BUREAU OF EDUCATION.

[Note.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (\*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

### 1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. A. T. Smith.
- †No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.
- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

### 1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- †No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
- †No. 3. The auxiliary schools of Germany. Structures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

### 1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- \*No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- \*No. 3. Bibliography of education for 1907. James Ingersoll Weyer, Jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- \*No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- \*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- \*No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 20 cts.
- \*No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8. 5 cts.

### 1909.

- \*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
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- \*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
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- No. 5. Statistics of public, society, and school libraries in 1908.
- \*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- \*No. 8. A teacher's professional library.—Classified list of 100 titles. 5 cts.
- \*No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- \*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

### 1910.

- \*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw. 5 cts.
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- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- \*No. 4. The biological stations of Europe. Charles A. Kofoid. 20 cts.
- †No. 5. American schoolhouses. Fletcher B. Dressler.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

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- \*No. 1. Bibliography of science teaching. 8 cts.
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- \*No. 3. Agencies for the improvement of teachers in service. William C. Fuediger. 15 cts.
- \*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
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- \*No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- \*No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. F. Kufchler and W. J. Craig. 5 cts.
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- \*No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- \*No. 18. Teaching language through agriculture and domestic science. M. A. Lisper. 5 cts.
- \*No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- †No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown.
- †No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood.
- \*No. 22. Public and private high schools.
- \*No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudge.
- †No. 24. Current educational topics, No. III.
- †No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-11.
- \*No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- \*No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- \*No. 29. Bibliography of the teaching of mathematics, 1900-1912. David Eugene Smith and Charles Goldsfer.
- \*No. 30. Latin-American universities and special schools. Edgar E. Brantton.
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- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

1913.

- \*No. 1. Monthly record of current educational publications, January, 1913.
- \*No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- \*No. 3. The teaching of modern languages in the United States. Charles H. Handchin. 15 cts.
- \*No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- †No. 5. Monthly record of current educational publications. February, 1913.

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  - †No. 9. Consular reports on continuation schools in Prussia.
  - †No. 10. Monthly record of current educational publications, March, 1913.
  - †No. 11. Monthly record of current educational publications, April, 1913.
  - \*No. 12. The promotion of peace. Fannis Fern Andrews. 10 cts.
  - \*No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education. George D. Strayer, chairman. 5 cts.
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  - \*No. 16. Bibliography of medical inspection and health supervision. 15 cts.
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  - \*No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
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  - \*No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
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  - †No. 27. Prison schools. A. C. Hill.
  - \*No. 28. Expressions on education by American statesmen and publicists. 5 cts.
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  - \*No. 35. A list of books suited to a high-school library. 15 cts.
  - \*No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
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  - \*No. 38. Economy of time in education. 10 cts.
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  - \*No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
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  - \*No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
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  - No. 45. Monthly record of current educational publications, November, 1913.
  - \*No. 46. Educational directory, 1913. 15 cts.
  - \*No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
  - \*No. 48. School hygiene. W. Carson Ryan, jr. 15 cts.
  - No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
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  - No. 58. Educational system of rural Denmark. Harold W. Focht.
  - No. 59. Bibliography of education for 1910-11.
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- \*No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
  - No. 2. Compulsory school attendance.
  - No. 3. Monthly record of current educational publications, February, 1914.
  - No. 4. The school and the start in life. Meyer Bloomfield.

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No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson.  
No. 9. Monthly record of current educational publications, April, 1914.  
No. 10. Physical growth and school progress. B. T. Baldwin. 25 ota.  
No. 11. Monthly record of current educational publications, May, 1914.  
No. 12. Rural schoolhouses and grounds. F. B. Dresslar.  
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Royal B. Farnum.  
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No. 22. The Danish folk high schools. H. W. Foght.  
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No. 31. Report on the work of the Bureau of Education for the natives of Alaska.  
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No. 33. Music in the public schools. Will Earhart.