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Financing Local School Libraries in the States of Connecticut, Louisiana, Missouri, Virginia, Wisconsin, Iowa, Maryland, Nebraska, and South Carolina

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FINANCING LOCAL SCHOOL LIBRARIES IN THE STATES OF CONNECTICUT, LOUISIANA, MISSOURI, VIRGINIA, WISCONSIN, IOWA, MARYLAND, NEBRASKA, AND SOUTH CAROLINA
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF
COLLEGE OF WILLIAM AND MARY
for the degree
MASTER OF ARTS

1987

JOHN HOLT EAST
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Table of Contents

Nature of the Problem..............................................

Significance of the Problem................................. 1
Related Studies.................................................... 2

II. Collection of Data........................................... 5

Selection of States............................................... 5
Procedure in Securing Data..................................... 6

III. Analysis of Data............................................. 10

Explanation of the Form of Presenting Data.................... 10
General Chart..................................................... 12
Summary of Each State on all Items........................... 13
Charts Showing:
State Aid is Mandatory, Laws Establishing, Regulating, and Financing Local School Libraries........ 20
Kinds of Schools Aided and Those Libraries Given Aid........ 26
Sources of Funds.................................................. 28
Extent Localities Match Funds, Local and State Officer Handling
State Money and Limit to Amounts
Local Officers Raise and Receive
State Aid..................................................................... 33
State Restrictions and Provisions
Which Must Be Met................................................... 37
Enrollment of White School Children in the Public Schools........ 39
Amount of Money Spent by State and Localities.................. 41
Amount Spent by State and Localities Per Child Enrolled........... 42
Money for Traveling Libraries and Other Agencies for Aid to Local School Libraries..................... 44

IV. Summary and Conclusions................................... 46

Summary of All States on Each Item............................. 46
Desirable Features of the Plans Studied, Recommendations........ 53

Bibliography.......................................................... 59
Vita....................................................................... 60
CHAPTER I

NATURE OF THE PROBLEM

Significance of the Problem

The problem of discovering a good plan for state aid to local school libraries is becoming increasingly important not only because of the need but also because of the recognition of the need for good library facilities. Due to the modern program of education, the library has become the center of the school. From this center radiate the materials for better study, provided the facilities are adequate. The present day departure from basal texts demands a larger supply of supplementary books and modern courses of study are demanding a wider range of material than single textbooks can supply. Hence the library becomes more important in the modern school than it was in the traditional school.

Modern theory believes that the state is not obligated to finance local school libraries alone, but that it is the responsibility of the state to aid the locality in financing them.

The problem of this thesis is to study the different types of state and local aid given to local school libraries within the states of Connecticut, Louisiana, Missouri, Virginia, Wisconsin, Iowa, Maryland, Nebraska, and South Carolina. The plans in the nine states mentioned will be analyzed and desirable features in each of the plans will
be selected and discussed. It is hoped that from the nine different plans studied, some programs can be developed which may aid other states in giving aid to local school libraries.

Related Studies

Little work has been done toward a careful study of state plans now in use or to develop satisfactory plans for future use. In 1927, Dr. Frank Hermann Koos published his Doctor's Dissertation on State Participation in Public School Library Service.1 This work was a very detailed study of the services rendered by each of the states to its public school libraries. Dr. Koos' study contained only one chapter2 on the financial aid which was given by the states. The chief findings of this chapter are:

(1) "Sixteen states seek to encourage the establishment and maintenance of public school libraries by the means of financial grants from state funds."
(2) The states which were found to give state aid are Alabama, Connecticut, Delaware, Iowa, Maryland, Minnesota, New Jersey, New York, North Carolina, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Virginia, and Wisconsin. Eleven of these states have state appropriations which care for state aid to school libraries. In Iowa, and South Dakota, the grants are appropriated out of the state apportionment to the districts. The Tennessee aid comes from a state-wide tax levy for school purposes. Maryland's money for aid comes from the state school fund. "A part of the common school fund income is used to aid school libraries in Wisconsin,"3
(3) The state departments of education in all these states except Iowa, Maryland, New Jersey, South Dakota, and Wisconsin administer the funds. In Iowa the fund is administered

1 Koos, Frank Hermann, State Participation in Public School Library Service, Contributions to Education, No. 265, Teachers College, Columbia University, New York City, 1927.
2 Ibid., Chapter VI, pp. 63-72.
3 Ibid., p. 65.
4 Ibid., p. 63.
by the local district officers. Maryland's board of
county school commissioners administers the funds in
that state, and the county superintendent handles the
work in Wisconsin.

(4) The minimal amount of money awarded is $10 in
Alabama, Maryland, Tennessee, and Virginia. In
Connecticut, this amount is $10 for one-teacher
schools per 100 pupils or fractional part thereof.
Iowa's local officers must set aside at least 5 cents
for each pupil of school age. South Carolina's
minimal amount is $5 and for the first year $12.50 to
be used in the purchase of a bookcase; in Wisconsin,$
20 cents for each pupil enrolled.

(5) Maximal amounts given for state aid in Alabama,
Maryland and Virginia are the same as the minimal
amounts, $10. In Iowa the maximal amount is 15 cents
per child of school age.

(6) Equal amounts must be spent by the localities in
order to receive state aid in Alabama, Connecticut,
Maryland, Minnesota, New Jersey, New York, North
Carolina, Rhode Island, South Carolina, Tennessee, and
Texas.

(7) All the school districts in Iowa, Minnesota, New
Jersey, New York, South Carolina, South Dakota,
Tennessee, and Virginia may receive state aid for
school libraries, if they subscribe to and fulfill the
conditions prescribed by the state authorities.

(8) "The counties of ten states are empowered to grant
financial aid to public school libraries. The states
are Alabama, California, Louisiana, Michigan,
Mississippi, Montana, Nevada, North Carolina, Oregon,
and South Carolina. Of these ten states, three—
Alabama, North Carolina, and South Carolina—have been
named in the list of states granting financial aid.
In these three cases, the counties must also duplicate
the money which the local districts raise in order to
secure state aid." 5

An educational periodical, two years later, carried a
summary of the states which gave state aid and the amounts
of state aid. The findings listed in this summary agreed
in large part with the findings in Dr. Koon's report.

In the fall of 1936, Dr. J. Paul Leonard made for the
National Council of Teachers of English a preliminary
survey of the plans for state aid of all 48 states.

6 U. S. Bureau of Education, State and County Grants for
School Libraries, Elementary School Journal, Vol. 29,
pp. 733-54, June 1929.
A report of this survey was given at the National Council's meeting in Boston, in November, 1936. This report has been studied and from it the nine states for inclusion in this study were chosen.

Leonard, J. Paul, A Study of Library Aid in the United States, Stanford University, Manuscript. (Author)
CHAPTER

COLLECTION OF DATA

Selection of States

From Dr. Leonard's report, the following nine states were chosen for consideration: Connecticut, Louisiana, Missouri, Virginia, Wisconsin, Iowa, Maryland, Nebraska, and South Carolina. Some were chosen because of the variety of plans which were presented, some because they do not give state aid but have interesting plans for county aid, others because they require the localities to match the state grants of aid, and still others because they have traveling libraries operated by the states. The location of the states also was considered in the final choice.

Connecticut was chosen because of the amount of state aid given and the fact that it requires the locality to finance the libraries for the fiscal year and then refunds the money to the locality on the basis of one-half for the locality and one-half for the state. This state also has traveling libraries.

Louisiana was chosen so that the source of its large amount of state aid could be studied.

Missouri was chosen because it provides free text or library books out of a special revenue tax.

Virginia was chosen for study both for the amount of money which it gives and for the way in which it is given.

Wisconsin was chosen so that the plan for raising its aid for state aid could be studied, since it is not
Iowa, which does not give state aid, was chosen because of the interesting plan by which the libraries are aided. This mid-western state has a permanent school fund and the interest on this fund plus the income from two other sources form the basis for state aid."

Maryland has a very interesting plan for county aid, and emphasis is placed on this type of aid.

The town and county plan of aid in Nebraska was responsible for that state's being chosen for study.

In South Carolina, the library books are purchased with local district funds. This state was selected so that it would be possible to see how the amount spent there under this plan compares with the amounts of money spent in other states under different plans.

Procedure in Securing Data

In securing the data for this study, questionnaires were sent to the State Departments of Education in each of the states selected for study. If possible the material was sent to the same person who had answered Dr. Leonard's questionnaire.

The material sent out differed, in part, for each state, but an attempt was made to include the necessary basic questions in each questionnaire. If it was necessary to include any particular question about any one particular state plan, then that question was added to the questionnaire which was sent to that state.
The basic questions which were included in each questionnaire are listed below:

How much aid do you give to the local school libraries?
- Total spent by the State? $__________________
- How much money is spent by the counties and cities? $__________________

How is the state money secured? Please state________.

If you give state aid, are all libraries in all localities given aid, or are individual libraries designated which need aid?
A. All Libraries? ________________.
B. Individual Libraries? ____________.

C. If you follow the latter policy, who picks out the individual libraries which need aid? ________________.

How many white children are there enrolled in your public schools? ________________.
A. Elementary schools? ________________.
B. Secondary schools? ________________.

Do state funds have to be matched by local funds?
Yes____; No____.

Do the local authorities have power to raise money above that given by the state? Yes____; No____.

Do they do this and to what extent? ________________.

Is there any limit to the amount of money that the local school can raise and still receive state aid?
Yes____; No____.

Is it mandatory that the state give financial aid the local schools for library purposes?
Yes____; No____.
E. Do you have a law requiring the state to match funds raised by the local school boards for library purposes?

   Yes____; No____.

   What is the ratio? State_____; Local_____.

F. If you require the money to be matched, are there any other provisions which must be met? Yes____; No____.
   If so, what are they? ____________________________________________

   Can the state aid money be used for any purpose other than for local school libraries? Yes____; No____.
   If not, is there any penalty for those that do so? 

   Yes____; No____.

   Please state the penalty__________________________________________.

7. What state official handles the funds of the state financial grant to public school libraries?__________
   To what local official is this grant turned over?______

8. What is the amount of money spent by the state for library purposes per child enrolled?______________________

To these basic questions additional queries were added in the questionnaires sent to several of the states.

Iowa's plan had several points which were not clearly understood. It was necessary to find out how much money 15 cents per pupil would amount to for all the pupils in the counties. The county auditor is authorized to withhold this amount for libraries. It was also necessary to ask the source of the money which made up the permanent school fund; the amount of money in this fund; and the interest per year on this fund.

The questionnaire sent to Louisiana also included questions concerning the items upon which the
"Severance Tax" was levied; the passage of a constitutional amendment to use the residue of this tax for the purchase of library books; and how the amount of money to be spent from this fund for library books is determined.

In Nebraska's plan it was necessary to find out the items upon which would be levied a tax of one mill for establishing county or city libraries.

The questionnaire sent to Virginia contained an item on the commissions which the state receives from publishers.

South Carolina was asked if any of the local district funds came from the state.

Wisconsin was asked the source of the money forming the permanent school fund and the amount of revenue this fund brought the state.
CHAPTER III

ANALYSIS OF DATA

Explanation of the Form of Presenting Data

In presenting the data two forms are used, one showing the large general chart and the second showing each separate division on the chart with an explanation of each division.

Chart for all sections:

The numbers in red on the large general chart refer to the footnotes on the large general chart.

It would be well at this time to explain the headings on the large general chart:

Under the column "Those Libraries Given Aid", the sub-head "All Libraries" shows those states which aid all the public school libraries in the state; the sub-head "Special Libraries" shows those states which aid only certain libraries, such as "those which meet certain conditions".

Under the column "Sources of Funds":

Column "A" shows those states which have state aid in the form of legislative grants tagged for library purposes; Column "B" shows those states which have a general legislative grant as a part of state funds for the support of education (not tagged for library); Column "C", those states which have foundation grants; Column "D", those states which have special tax levies in the states; and Column "E" shows other sources which the states might have.

Under the column "Extent Localities Match State Funds", the sub-head "Require" refers to those states which require the localities to match the money given by the state in
order to receive the state aid money; Column "A" shows the ratio between the money given by the state and the money given by the localities; Column "B" shows the average amount of money given by the state and the maximum amount of money given by the state; Column "C" refers to the limit given to the locality if the money is required to be matched; and Column "D" shows how this limit is determined.

The column "State and Local Officer Handling State Grant Money" shows through whose hands the money passes before the books are bought for the libraries.

The column "Limits to Amounts Locality May Raise and Receive State Aid" shows the amounts that the locality may raise and still receive aid from the state.

Under the column "Kinds of Restrictions", the sub-head "A" shows whether there are any restrictions placed; column "a" refers to approval lists from which the books must be purchased, and column "b" shows any other restrictions which might be placed by the state. Column "B" shows whether there is any difference made in appropriations or restrictions on secondary and on elementary schools; and column "C"—differences in restrictions in rural and urban schools, if any.

The column "State Aid Money Used For Other Purposes" shows those states which allow the state aid money to be used for any purpose other than for library books.

Under the heading "Provisions Which Must Be Met", we find those states which have provisions which the localities must meet in order to receive the state aid money.

In section IX, there are two columns. Under "Money
Given by State for Traveling Libraries" we find those states which give money to traveling libraries which are operated by the State Departments of Education. Under the column "Other Agencies", those states are listed which have agencies other than the State Department of Education which aid the public school libraries in the leading and purchasing of books.

The other columns are easily understood and do not need explanation.

Certain blank spaces appear on the chart. These blank spaces mean that the item in the questionnaire was not reported upon.

The large general chart follows:
A summary of each state on all items follows below:

Connecticut has a law which makes it mandatory for the state to give aid to local school libraries. This state makes no distinction in giving aid to rural, small town and city schools. All libraries which apply and qualify for state aid receive it. The state aid in Connecticut comes from the state legislature in the form of a legislative appropriation tagged for library purposes. The state shares half and half with the localities the approved expenditures for library purposes. The Commissioner of Education sends the state money to the Town Treasurer at the end of the fiscal year. State aid is given to the extent of $5 per hundred pupils registered in schools of towns and $10 per hundred pupils registered in one-teacher schools. The state has restrictions on the localities in the refunding of one-half of the expenditures to the local districts. The expenditures of the districts have to be approved by the State Board of Education. The state does not make a distinction between secondary and elementary schools or rural and urban schools. Connecticut has 317,164 white school children enrolled in its public schools. There are 217,135 in the elementary schools and 100,029 in the secondary schools. The state spent $17,890.02 for aid to local school libraries in 1935-36. The localities spent at least twice this amount. The amount spent by the state per child enrolled was $0.056. This state gives $500 a year for books for the traveling library, which is handled by the Connecticut Public Library Committee. Connecticut does not have any other
agencies which aid local school libraries in the loan or purchase of books.

Louisiana has a constitutional amendment which provides for state purchase of library books for local schools. There is no distinction made in rural, small town, and city school libraries. In 1936-37, the libraries were given aid according to their holdings and needs, but in 1938-39, all libraries will receive aid on an equal basis. The Severance Tax of the state, which is placed upon the state's natural resources, is the source of the state aid. The state aid money is set aside in the budget of the State Board of Education out of its Severance Tax Fund. The state does not require the localities to match state funds and gives on the average $125 per school. The State Treasurer sends the money for state aid to the State Superintendent of Education, and no local officers handle the state grant. The state has restrictions on those schools which receive the books bought with state aid money. The books have to be selected from approved lists and high school budgets are cut where the librarian is not qualified or allowed the sufficient amount of time to work in the library.

Louisiana has 338,500 white school children enrolled in its public schools. There are 261,000 in the elementary schools and 77,500 in the secondary schools. In 1936-37, this state gave $250,000 for aid to local school libraries and, in 1938-39, the amount will be increased to $300,000. The information on the amount of money spent by the localities is not available. The expenditures by the state amounted to $.74 per child enrolled. In 1938-39, the
schools will receive state aid at the rate of $.55 per elementary school pupil and $1.50 per high school pupil enrolled. Louisiana spent $25,000 for traveling libraries to negro schools in 1936-37, and in 1938-39, this amount will be increased to $30,000. There are no traveling libraries for white schools. Another agency which aids in the loan and purchase of books is the State Library Commission.

Missouri has a state law which makes it mandatory that the state give aid to local school libraries. The state does not make a distinction between rural, small town, and city schools. The state aid money comes from a special tax levy, known as the County Foreign Insurance Tax. The localities do not have to match funds raised by the state. The County Clerk sends the state aid money to the local school board. The state does not make a distinction in appropriations to rural and urban or to secondary and elementary schools. Missouri has a uniform amount which is given to the schools, $1.129 per child enrolled. This is for purchasing library and text books. Missouri does not have a traveling library operated by the State Department of Education.

It is mandatory for the state of Virginia to give aid to its local school libraries, provided the local school and the local school board raise $15 each. The state does not make any discrimination between rural, small town, and city school libraries. All libraries which raise the necessary money receive state aid. The state aid money in this state comes from the state legislature in the form of
legislative grant tagged for library purposes. The localities have to match the state funds in the ratio of 3/4 by the localities and 1/4 by the state. When the school raises $15 from any source and sends a check for this amount to the division superintendent, the latter makes out a check for $30 payable to the Treasurer of Virginia, who in turn sends the order for books, the application for state aid, and the proper check to the Director of School Libraries and Textbooks. The State Director sends the check and order to the publishers of the books. The state allows $100 on a $400 order and $5-$35 on orders over $400. According to data received from this state, state aid is given indefinitely in variables of $40 orders. Virginia has approved lists from which books must be purchased. It prohibits the buying, with state aid money, more than five copies of one title for one school; the purchasing of second hand books; sets of books sold by agents; remainder stocks sold by agents; and paper bound material. The state does not make a distinction between rural and urban schools or secondary and elementary schools. Virginia has 431,864 white children enrolled in its public schools. There are 315,900 in the elementary schools and 115,964 in the secondary schools. The state spent $53,000 for state aid to local school libraries and the localities spent approximately $99,000. The amounts spent per child enrolled were $.076 for the state and $.229 for the localities. Virginia does not have a traveling library operated by the State Department of Education, but the State Library aids in the loan and purchase of books.
It is mandatory for Wisconsin to give state aid to local school libraries, and all rural, small town, and city school libraries are given aid. The money for state aid comes from the interest on the permanent school fund, which was established by the sale of the sixteenth section of each township. The money derived from this source is more than the amount given to aid local school libraries, and presumably the remaining money is put into the state apportionment for the support of public schools. The state does not require the localities to match the state funds, but it does require that those districts, which wish to share in the state equalization aid, make a levy. The State Land Commission sends the state money to the State Treasurer, who sends it to the local school treasurers. Books bought with state aid money have to be selected from approved lists.

The state has 648,568 school children enrolled in its public schools. In the elementary schools, there are 404,836 and, in the secondary schools, 143,732. In 1935-36, Wisconsin spent $172,942.20 for aid to local school libraries. The localities spend about $400,000 annually. The amounts spent by state and localities per child enrolled were $.315 and $.729 respectively. The state does not have a traveling library operated by the State Department of Education. It has other agencies for aiding local schools in the loan and purchase of books but the exact data were not furnished.

Iowa does not have a state law which requires the state to give aid to local school libraries. It does have a law which authorizes the county auditor to withhold 15¢ per child of school age for the purchase of library books. The
15% is in some cases withheld from the state money which is apportioned for the support of education. The money, which is apportioned for the support of education, comes from three sources: (1) interest on the permanent school fund, which was established by the sale of school lands, originally set aside for the support of schools; (2) the net income from fines; and (3) a county-wide ad valorem tax. In those districts where there is no income from fines or a levy, the money is withheld. The county auditor handles the money in these districts. Iowa has 532,008 white children enrolled in its public schools. There are 402,552 in the elementary schools and 135,451 in the secondary schools. If each county auditor withheld 15% per child of school age, the total amount would be $105,951, but this is not the practice in all of the counties in the state. Iowa has a State Traveling Library.

It is not mandatory that Maryland give state aid to local school libraries, but the state does have a law which requires the board of county school commissioners to give $10 to each schoolhouse district which raises $10 for library purposes. The $10 which the board of county school commissioners gives comes from the state school fund. This is the maximum amount which will be given by the board. The books purchased with this money have to be selected from approved lists. In giving this money there is no distinction made in elementary and secondary or urban and rural schools. Colored school libraries are aided by the Rosenwald Fund. Maryland has 259,781 children enrolled; with 187,801 in the elementary, and 51,980 in the
secondary schools. The counties of this state spent $15,385 to aid local school libraries. The pupils, patrons and teachers spent $11,216 for the same purpose. The Public Library Advisory Commission aids local school in lending and purchasing books.

Nebraska does not have a law which requires the state to give state aid to local school libraries, but it does require that the school trustees of each school district set aside and spend for local school library books $5 per teacher employed within the school district. If the people of the district raise this amount of money then the board of school trustees is relieved of the necessity of the expenditure. The money comes from the general funds collected for the use of the district, when the district school trustees appropriate it; but the people may raise the money any way they please. Nebraska's enrollment of white school children is 307,975. Of this total, 229,423 are enrolled in the elementary schools and 78,552 are enrolled in the secondary schools. The localities in this state spent $99,951.60 for school libraries, and this amounts to $.324 per child enrolled. The State Library Commission aids local school libraries in the lending and purchasing of books.

South Carolina does not have a law which requires the state to give state aid to local school libraries. All the money spent for libraries in this state comes from local district funds. The library standards, which were adopted in 1937, for South Carolina high schools require each accredited high school to spend $1.00 per pupil for the
first 300 pupils; $.75 per pupil for the second 300 pupils, and $.50 per pupil for each pupil in excess of 600. South Carolina has enrolled in its public schools 258,623 white school children. There are 200,557 in the elementary schools and 58,066 in the secondary schools. The localities in this state spent, in the year 1935-36, $49,204, for libraries. The amount per child enrolled was $.19.

This state does not have any other agencies for lending or purchasing books as aid to local school libraries.

To divide this large general chart, so that it might be more readily understood, it would be well to start with the division which shows which states have laws requiring state aid to be given to the local school libraries.

Section I  Showing States in which it is Mandatory to Give Aid to Local School Libraries:

<table>
<thead>
<tr>
<th>States</th>
<th>Mandatory to Give Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conn.</td>
<td>YES (1)</td>
</tr>
<tr>
<td>La.</td>
<td>YES</td>
</tr>
<tr>
<td>Mo.</td>
<td>YES</td>
</tr>
<tr>
<td>Va.</td>
<td>YES</td>
</tr>
<tr>
<td>Wis.</td>
<td>YES</td>
</tr>
<tr>
<td>Iowa</td>
<td>YES</td>
</tr>
<tr>
<td>Md.</td>
<td>YES</td>
</tr>
<tr>
<td>Neb.</td>
<td>YES</td>
</tr>
<tr>
<td>S. Car.</td>
<td>YES</td>
</tr>
</tbody>
</table>

1. If conditions have been met.
Those states which have laws providing for state aid to local school libraries are Connecticut, Louisiana, Missouri, Virginia, and Wisconsin. In Connecticut it is necessary to meet certain provisions before the state aid will be given. These conditions are: reports have to be filled in showing the amount spent by the school for school library purposes; registration of the school; number of teachers in the school; and author, title, and cost of each book purchased. These reports are sent to the State Board of Education and the items of expenditure have to be approved before the state aid money will be given. The state money is a refund in the amount of one-half of the approved expenditures for library purposes. If the above conditions have been met and the expenditures have been approved, then the state is required by law to refund the money to the school. According to the data received from Connecticut "the State Grant is a refund to the towns in the state on account of expenditures already made and reported for school library purposes."8

Louisiana passed in 1935 a constitutional amendment so that the state must make the annual purchase of school library books.9 When this constitutional amendment was passed, the legislature enacted a law providing:

Section 1. (As amended by Act 153 of 1936) Be it enacted by the Legislature of Louisiana, That the Severance Tax Fund of the State, as levied by Act 24 of the second extraordinary session of 1935, shall be devoted after allowing funds and appropriations as provided by the Constitution of the State, first, to supplying school books, second, to supplying school supplies, such as library books, pencils, pencil paper, ink paper, pens, ink, and the like to the school

8 Data received on questionnaire from Connecticut.
9 Data received on questionnaire from Louisiana.
children of the State of Louisiana, and that thereafter such further sums as remain in the said Severance Tax Fund shall be disposed of in accordance with the Constitution and laws of the State.

The books bought with state aid money are purchased by "....the State Printing Board composed of the Governor, Secretary of state, and the State Auditor."\textsuperscript{11}

In 1936-37, the schools sent lists of the library books in their possession and lists of those books which they needed. Then the necessary books were bought by the state. This was done to help libraries meet minimum standards. In the same year, 1936-37, the local parish superintendents and presidents of parish school boards were advised to include in the school budgets money for school libraries, because the next state purchase would not be made until a year from June 23, 1937 for the 1938-39 session. In the summer of 1938, plans will be made for the state aid to help all the local school libraries. The school budgets are checked and approved in the State Department of Education, and school boards not making sufficient provisions for libraries are advised to do so.

In Missouri Section 9506, School Laws, 1931, provides "that any school district in the state may furnish free textbooks. Only a majority vote of those voting at any annual or special meeting is required to decide the question."\textsuperscript{12}

"The School Board may purchase books in the order

\textsuperscript{10}State Law of Louisiana; ACT 100, 1928 REGULAR SESSION--PROVIDING FOR THE DISTRIBUTION OF THE SEVERANCE TAX FUND, (Distribution of the Severance Tax Fund)

\textsuperscript{11}State Law of Louisiana providing for state purchase of library books.

\textsuperscript{12}School Laws of Missouri."
named as follows: (1) Textbooks for the elementary grades, (2) After textbooks are supplied, the remainder may be used to purchase (a) supplementary, (b) library, and (c) reference books.\textsuperscript{13}

The amount of money which is sent to each district depends upon the number of children enumerated, and the amount of money per pupil each year depends upon the total money received and available in the Foreign Insurance Fund. The way in which the money is spent is rather complicated and it is not possible to find out just how much money is spent for library books alone. At the school board's option, other necessary supplies may be purchased. After the elementary schools have been supplied, the board, at its option, may furnish free textbooks in the high school. It would seem that if any money remained it would be spent in the same order as the money in the elementary grades, with library books standing second after "supplementary books." This plan was started in 1931, and the lowest grades in the elementary schools were supplied first. By the end of three years free textbooks were to be furnished to all of the pupils in all of the grades in the elementary schools. The State Department furnished no data on whether books are being furnished to the high schools at the present time, but in the questionnaire it was stated that there was no distinction made between elementary and secondary schools. Presumably both elementary and secondary schools are being treated alike.

\textsuperscript{13}School Laws of Missouri.
Virginia has state aid based upon the participation of three parties: the school, the local school board, and the state. The school and the local school board must contribute before the state aid money will be given.

Whenever the patrons and friends of any public school shall raise by private subscription the sum of fifteen dollars or more, and tender the same to the clerk of the county school board, or the clerk of the city school board for the purpose of establishing a school library connected with said school, the board in counties and the school board in cities shall appropriate the sum of fifteen dollars for this purpose, and the State Board of Education, out of any funds provided for public libraries, shall appropriate ten dollars, thus making a minimum of forty dollars for a unit library. The said library, or libraries, shall be purchased and properly cared for under the rules and regulations adopted by the State Board of Education. The treasurer shall not receive any commission for receiving and disbursing funds for school libraries.

"State aid is allowed indefinitely in multiples of $40; no state aid is allowed on a fractional part of a $40 order." 15 In the localities, a school may choose to pay the $30 out of the $40 when the county board is unable to do so. On the other hand, some city and county boards make direct appropriations for the purchase of books for school libraries without requiring the school to furnish any part. In either case, the state pays its full share.

Wisconsin gives its state aid to the districts, and "to share in the equalization aid, districts must make a levy." 16 No further statement is made with regard to this levy. The state aid to local school libraries is distributed at the rate of 20c per census child between the ages of 4 and 20 years.

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14 Virginia School Laws, 1936, Section 713, page 60.
15 Data received from Virginia.
16 Virginia School Laws, 1936, §.
17 Data received from Wisconsin.
Iowa's School Law of 1935, reads as follows:

Library Fund. The auditor of each county shall withhold annually from the money received from the apportionment for the several school districts fifteen cents for each person of school age residing in each school corporation, as shown by the annual report of the secretary, for the purchase of books, as hereinafter provided.

Maryland has a law which provides that:

For the further encouragement of education, district libraries ought to be established in each schoolhouse district under the teacher, as librarian; for this purpose the sum of ten dollars per annum is ordered to be paid by the board of county school commissioners out of the state fund, to any schoolhouse district as library money, as long as the people of the district raise the same amount annually; the books must be selected by the board of district school trustees and teachers from a list to be furnished by the State Board of Education.

Nebraska's School Laws provide:

The school board or school trustees of every school district within this state shall set aside annually from the general funds collected for the use of the district the sum of five dollars per teacher employed within the school district as shown by the annual report to the county superintendent. Provided, however, if a sum equal to or greater than above amount is raised by entertainment, or otherwise, and paid into the district library fund the school board of said district will be exempt from making such payment; and provided further, that if an amount in excess of five dollars per teacher be expended in any one year the excess may be deducted from the required expenditures for the succeeding year or years. The amount so set aside shall be known as the district library fund and shall be by the school board or school trustees of such district annually invested in books other than the regular textbooks, which books so provided shall be suitable for the district school library.

According to Library Standards adopted by the State Board of Education in 1937, in South Carolina, "each

18Public School Laws of Maryland, Chapter 15-Public Libraries, Section 167, page 95.
19School Laws of Nebraska, Section 79-515.
accredited high school shall appropriate and spend annually for books, periodicals, etc., exclusive of salaries, $1 per pupil for the first 300 pupils, $.75 per pupil for the second 300 pupils, and $.50 per pupil for each pupil in excess of 600 pupils.\textsuperscript{20}

### Section II Kinds of Schools Aided

<table>
<thead>
<tr>
<th>States</th>
<th>Kinds of Schools Aided</th>
<th>Those Libraries Given Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conn</td>
<td>Rural</td>
<td>Small Town</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>La.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Mo.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Va.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Wis.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Iowa</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Md.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Neb.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>S. Car.</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

\textsuperscript{20}Data received from South Carolina.

2. All libraries that apply and qualify.
3. All libraries will be aided in 1938-39.
4. In 1936-37, distribution was made on the basis of the need of the library, trying to help them meet minimum standards.

Those states which give state aid, Connecticut, Louisiana, Missouri, Virginia, and Wisconsin, make no distinction between rural, small town, and city school libraries. In Connecticut, all the libraries in all the localities which apply and qualify for state aid receive it.

In Louisiana, all libraries will be aided in 1938-39, but in 1936-37, distribution was made on the basis of the need of the library, trying to help all libraries meet minimum standards.
minimum standards.

Missouri schools receive their state aid money for the purchase of library and textbooks, and presumably the purchasing of textbooks uses the larger share of the money.

All Virginia schools which raise $15 are given state aid, provided the city or county school board also gives $15. If the latter can not do this, then the school must raise the other $15 in order to secure state aid.

Wisconsin schools receive their money per census child between the ages of 4 and 20 residing in the school district.

In the other four states, Iowa, Maryland, Nebraska, and South Carolina, the libraries do not receive state money for aid to local school libraries.
Section III Sources of Funds

<table>
<thead>
<tr>
<th>States</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conn.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>La.</td>
<td></td>
<td>x (10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mo.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Va.</td>
<td>x</td>
<td></td>
<td>(18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wis.</td>
<td></td>
<td></td>
<td>(24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td>x</td>
<td>(27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Md.</td>
<td></td>
<td></td>
<td>x (31)</td>
<td></td>
<td>(32)</td>
</tr>
<tr>
<td>Neb.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(36)</td>
</tr>
<tr>
<td>S. Car.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(37)</td>
</tr>
</tbody>
</table>

10. Appropriation by the State Board of Education out of their Severance Tax Fund. Provision for annual state purchase of books was made a constitutional amendment in 1936. The amount of money spent is determined by the State Board of Education on recommendation of the State Superintendent. $1,000,000 for textbooks, library books, paper, and pencils. Both public schools and private schools receive books. The money appropriated in the summer of 1936 was not spent until the spring of 1937. The next annual requisitions will be received in the spring, 1937, for purchase in the summer, 1937.

The Severance Tax is levied on the natural resources of state: oil, gas, salt, sulphur, etc.

18. Commissions from publishers-$2,000.

24. Interest on the Common School Fund. The source of this fund was the money obtained by selling the 16th section of each township. The total amount of money in the fund is $10,000,000. The interest amounts to about $560,000 each year. (The amount spent by the state each year is less than the amount of interest, and no data was furnished on what the remainder is used for. It is probably put into the state apportionment for public schools.)

27. The source of the permanent school fund was the sale of school lands which were originally set aside for school support. This fund amounts to $4,325,945 and the interest on this fund each year is $207,535.

31. Colored Schools aided by Rosenwald Fund.

32. All funds come from County Commissioners. See Maryland school law. Law makes possible levying annually a tax of 5¢ per $100 in county for libraries.

36. Law requires school to spend at least $5 per year for each teacher for libraries. Town and county boards may levy tax of one will for establishing county or city libraries.

37. No aid from state or county appropriations. All money used for purchase of books is from local district funds.
Column "A" shows those states which have state aid in the form of legislative grants tagged for library purposes; column "B" shows those states which have a general legislative grant as a part of state funds for the support of education (not tagged for library); column "C" those states which have foundation grants; column "D" those states which have special tax levies in the state; and column "E" shows other sources which the states might have.

The states of Connecticut and Virginia have legislative grants that are tagged for library purposes by the legislature. Louisiana's state aid money is an appropriation by the State Board of Education from their Severance Tax Fund and is tagged for library books by the State Board of Education in its budget. Iowa and Maryland have foundation grants. In Maryland the colored schools are aided by the Rosenwald Fund. Missouri has a special tax levy known as the County Foreign Insurance Tax.

The money spent for library aid in Connecticut is appropriated by the state legislature. This is an outright appropriation with no special source. The district finances the purchase of books for the libraries and at the end of the fiscal year the state refunds to the district one-half of the approved expenditures of the district.

Louisiana's state aid money comes from the Severance Tax which is levied in that state upon the natural resources of the state; oil, gas, salt, sulphur, etc. The State Board of Education appropriates the state money out of the Severance Tax Fund, and it is tagged by the State Board of Education for the purchase of library books.
Missouri raises its state aid money by a special tax revenue known as the County Foreign Insurance Tax. The state receives more than $2,000,000 a year by this tax and one-half of this money is appropriated for free textbooks and library books. One-third of the remaining money is accredited to the state school moneys fund.

Virginia's state aid is a legislative grant by the state legislature and tagged by that body as aid to local school libraries. This legislative grant comes from the money raised by the regular means of taxation for the general fund for all governmental agencies.

Wisconsin has its state aid money raised by interest on its permanent school fund. This permanent fund was created by the sale of the sixteenth section of each township. The money raised by the interest on the fund is more than is given by the state for aid to local school libraries, and evidently the remaining money is put into the state apportionment for schools.

In Iowa the money which in some cases goes for aid to local school libraries comes from three sources. Interest on the permanent school fund is one of the sources. This fund, amounting to $4,325,045, was established with the money received from the sale of school lands, which were originally set aside for the support of schools. Another source of revenue is the net income from fines, and a third is a county-wide ad valorem tax. The money from these sources--interest on the permanent school fund, net income from fines, and the county-wide ad valorem tax--are pooled and distributed to the several school districts as the state
apportionment for public schools. It is from this apportionment that the county auditor can withhold 15% per person of school age residing in each school corporation, for the purchase of library books. In some counties there is no levy and neither is there any income from fines, therefore in such cases the library money is withheld from the moneys apportioned by the state. But no part of the apportionment is designated by the state for library purposes.

Maryland does not have a plan for state aid. Instead of state aid, money is given by the state to the county for the support of schools. This money is given to the board of county school commissioners and from this sum the law requires that the board give $10 to each schoolhouse district which in turn raises an equal amount for library books. The money is not set aside by the state for library purposes, but the board of county school commissioners is required to have it available in case a schoolhouse district raises its required amount. When the state money is given to the board of county school commissioners it becomes county money and when used for library purposes is known as county aid.

Nebraska gives no money for state aid but has a law which requires the school board or school trustees of each school district to set aside $5 for each teacher employed in the school district. This shall be done annually, from the general funds collected for the use of the district and the money so set aside shall be used for the purchase of books other than the regular textbooks. The law further
provides that if the people raise the money by entertainment or otherwise, and give it to the school board, then the school board will not have to set aside the money from the general funds.

The state of South Carolina does not have state aid. All of the books in the local school libraries are purchased with local district funds. This means that the burden of supplying the local school library with books is borne entirely by the local district.
### Section IV Matching Funds

<table>
<thead>
<tr>
<th>States</th>
<th>Extent Localities Match State Funds</th>
<th>State and Local Officer Handling State Grant Money</th>
<th>Limits to Amounts Localities May Raise and Receive State Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Require</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Conn.</td>
<td>x</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>La.</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mo.</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Va.</td>
<td>x</td>
<td>1/4</td>
<td>3/4</td>
</tr>
<tr>
<td>Wis.</td>
<td>x</td>
<td>(23)***</td>
<td>(26)***</td>
</tr>
<tr>
<td>Iowa</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Md.</td>
<td>x(25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neb.</td>
<td>s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Can.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The school library grant is a refund of 1/2 of approved expenditures already reported. The limit of the state refund is determined by the school registration. $5 per 100 registered in schools of town, except $10 per 100 in one-teacher schools.
2. "With this maximum (#3), the state reimburses the town for one-half of the approved expenditures for school library purposes for the fiscal year ending July 1."
3. Each year the state receives more than $2,000,000 from the County Foreign Insurance Tax. One-half of this amount is appropriated annually for free textbooks to all counties in the state, based upon the enumeration. The other half goes into the State's General Revenue of which one-third of this second half is credited to the state school moneys fund. Then in reality the schools of this state receive four-sixths of all the County Foreign Insurance Tax collected by the state. Three-sixths of this amount goes to the free textbook fund and one-sixth to the regular state school moneys fund.
4. "16. $100 on $400 order, $5-$35 on orders over $400. 20. Determined by amount of order. 25. Localities contribute about $4,000,000 annually. 30. 20% per census child ages 4-20. 33. Amount contributed by county commissioners is $10 per annum to each schoolhouse district providing such sum be matched by district."
The column headed "Required" shows those states which require the locality to match the funds given by the state. Column "A" refers to the amounts or proportions that the state and the localities are to contribute. Column "B" shows the amount of money which the state will give outright to the localities when the state does not require the money to be matched. The average and maximum amounts given by the states are shown on the chart, where it is possible to do so. Column "C" refers to the limit given to the locality if the money is required to be matched. Column "D" shows how the limit is determined. This data is shown in those cases where the information was furnished.

The state of Connecticut does not require the money given by the state to be matched. It shares half and half with the locality the approved expenditures on library books.

Other states which require the money to be matched are Maryland and Virginia. In Maryland it is not state money which must be matched, but county board money. This is given only to the extent of $10 per schoolhouse district provided the schoolhouse district raises an equal amount. In Virginia, the money raised by the school, $15, and by the school board, $15, is matched by $10 from the state. The amount of money given by the state to each locality is not limited, but must be used in variables of forty dollar orders for books.

States which do not require the money to be matched are Louisiana, Missouri, Wisconsin, and Iowa, although Wisconsin does require districts wishing to share in the
equalization aid to make a levy.

The states of Louisiana and Missouri make an outright grant.

There is no limit to the amount of money which the localities in Connecticut can raise, but the state aid will be given only to the extent of $5 per hundred registered in the school and $10 per hundred in one-teacher schools.

In Virginia the state will give $100 on a $400 order, but allows $5-$35 on orders over $400. The maximum given by the state of Wisconsin is 30¢ per census child (ages 4-20). No data with regard to amount of money were supplied for the other states.

Also shown in the chart are the state and local officers who handle the state grant in those states which have state aid. In Connecticut the Commissioner of Education refunds the money to the Town Treasurer. Louisiana's State Treasurer sends the money to the State Superintendent of Education, and he handles it. No local officers have anything to do with the state aid money.

In Missouri the local school board in the several school districts purchases the school text and library books. The money is sent to the school board by the County Clerk.

Virginia's plan for handling the state aid money is as follows: a check for $15 is sent to the division superintendent, who deposits the check and then writes one for $30 payable to the Treasurer of Virginia ($30 for each $40 order), and this check is sent to the Director of School Libraries and Textbooks, who in turn adds a check for $10 for every $40 order, and then sends the total amount of money and the
order to the publishers of the books.

Wisconsin's state aid money goes from the State Land Commission to the State Treasurer and then to the different school treasurers. The amount of money spent would depend upon the number of children appearing in the census between the ages of 4 and 20.

There is no money set aside by the state of Iowa as state aid to local school libraries, but in some cases some of the state apportionment is withheld by the county auditor.

Maryland's board of county school commissioners handles the county aid; the money coming from the state school fund. Nebraska does not have state aid, nor does South Carolina.
# Section V State Restrictions

<table>
<thead>
<tr>
<th>States</th>
<th>Kinds of Restrictions</th>
<th>State Aid Money Used for Other Purposes</th>
<th>Provisions which must be met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A No Yes</td>
<td>a No Yes</td>
<td>b No Yes</td>
</tr>
<tr>
<td>Conn.</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La.</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mo.</td>
<td></td>
<td>Only General Provided by law</td>
<td>x</td>
</tr>
<tr>
<td>Va.</td>
<td>x</td>
<td>x</td>
<td>x[21]</td>
</tr>
<tr>
<td>Wis.</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Iowa.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Md.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Neb.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Car.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. List of expenditures must be filed.
12. Budgets are out in the high schools if the librarian is not qualified or if she is not allowed the required amount of time in the library.
22. Books must be selected from standard lists or be approved by the Director of School Libraries and Textbooks.
21. Do not buy second hand books, sets of books sold by agents, remainder stocks sold by agents or more than five copies of any one title.

In this section of the chart are shown the restrictions placed by the states on the localities in the use of state aid money for purchasing books. Column "A" shows whether restrictions are placed by the states; column "a"--approval lists from which books must be purchased, and column "b"--refers to any other restrictions which might be placed by the state. Column "B" shows whether there is any difference made in appropriations or restrictions on secondary and on elementary schools; and Column "C"--differences in restrictions in rural and urban schools, if any.
Connecticut, Louisiana, Virginia, and Wisconsin have definite restrictions. Missouri has only general restrictions which are provided by law. Iowa makes no restrictions, and the State Departments in Maryland, Nebraska, and South Carolina did not furnish data.

Louisiana, Virginia, Wisconsin, and Maryland have approved lists from which books must be purchased. Although, Virginia does not require equal numbers of books for each school subject, it does restrict the purchasing of more than five copies of a single title for one school. This state also prohibits the purchasing with state aid money of second hand books, sets of books sold be agents, and remainder stocks sold by agents.

In Connecticut, the expenditures have to be approved by the State Board of Education.

None of the states make distinctions in appropriations to secondary and elementary schools, or to urban and rural schools.

In Connecticut, Louisiana, Virginia and Wisconsin the state aid money cannot be used for any purpose other than for purchasing library books. Missouri did not furnish data on the question, neither did Iowa, Nebraska nor South Carolina.

Certain provisions must be met in several of the states. In Connecticut the expenditures have to be approved and the "grant will not be paid for disapproved items of expenditures."21 The Louisiana State Department of Education checks the budgets of the schools, and those "...school boards not making sufficient provision for libraries are

21Data received from Connecticut.
advised to do so. This state cuts the budget of high schools in the librarian is not qualified or if the librarian is not allowed the sufficient amount of time to work in the library. In Virginia, books must be selected from standard lists or be approved by the Director of School Libraries and Textbooks, and no paper bound material can be bought with state aid money.

Wisconsin requires districts which wish to share in the state equalization fund to make a levy.

Section VI  Enrollment

<table>
<thead>
<tr>
<th>States</th>
<th>Number of White School Children Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Schools</td>
</tr>
<tr>
<td>Conn.</td>
<td>317,164</td>
</tr>
<tr>
<td>La.</td>
<td>338,500</td>
</tr>
<tr>
<td>Mo.</td>
<td></td>
</tr>
<tr>
<td>Va.</td>
<td>431,864</td>
</tr>
<tr>
<td>Wis.</td>
<td>548,568</td>
</tr>
<tr>
<td>Iowa</td>
<td>538,003</td>
</tr>
<tr>
<td>Md.</td>
<td>239,781</td>
</tr>
<tr>
<td>Neb.</td>
<td>307,975</td>
</tr>
<tr>
<td>S. Car.</td>
<td>256,623</td>
</tr>
</tbody>
</table>

28. In addition to elementary and secondary schools Iowa has 1,853 ungraded children and 2,933 students in the public junior colleges.

On each of the questionnaires sent, there was a question concerning the number of white children enrolled in the public schools of the state. This information was necessary so that the amount spent per pupil enrolled by both the state

22 Data received from Louisiana.
and the locality could be computed. Knowing the amount spent per child enrolled, it would then be possible to compare the results of the plans of the different states. Each state was asked to give in the questionnaire the amount of money spent by both state and locality per child enrolled. In case a state did not answer the question as to the amount spent per child enrolled, it would be possible to compute the answer to this question from the total amount spent and the total enrollment. This was necessary in the case of Connecticut and Wisconsin. On the questionnaire received from Wisconsin the amount spent by the state was given "per census child" and not per child enrolled. As this figure could not be compared with those from the other states, it was necessary to make a computation on the basis of pupil enrollment. For those states which gave the exact amount of money spent by the localities, it was possible to compute this amount per child enrolled. This was done for the states of Virginia, Wisconsin, Nebraska, and South Carolina.
### Section VI  Amounts Spent by the States and by the Localities

<table>
<thead>
<tr>
<th>States</th>
<th>Amounts Spent by the States</th>
<th>Amounts spent by the Localities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1935-36</td>
<td>1936-37</td>
</tr>
<tr>
<td>Conn.</td>
<td>$17,890.02</td>
<td></td>
</tr>
<tr>
<td>La.</td>
<td></td>
<td>$250,000</td>
</tr>
<tr>
<td>Mo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Va.</td>
<td>35,000.00</td>
<td></td>
</tr>
<tr>
<td>Wis.</td>
<td>172,942.20</td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Md.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Neb.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>S. Car.</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

The amounts of money spent by the states range from $250,000 in Louisiana down to "none" in Iowa, Maryland, Nebraska, and South Carolina. Wisconsin ranks next to Louisiana in amount, with a state aid grant throughout the state of $172,942.20. Virginia is next in line with $35,000, and is followed by Connecticut which gives $17,890.02. Missouri which has a $1,000,000 free text and library book grant, did not give the data requested. In 1937-38, Louisiana will increase its state aid to $300,000.

The amounts spent by the localities range from $400,000 in Wisconsin to $15,585 in Maryland. In Louisiana, the information on how much the localities spend was reported as "not easily available". Virginia's schools and school boards spend approximately $99,000, calculated with the ratio by which state aid is given in that state—
1/4 state and 3/4 local. In Nebraska, $99,951.60 is spent by the schools. Connecticut's localities spend at least twice the amounts of the state grants. In Iowa, if each county auditor withheld 15¢ per child of school age, the amount would be $105,951. South Carolina's localities spent $49,204 for the year 1935-36. This amount came from local district funds. Missouri's local expenditures were not furnished.

Section VIII Amounts Spent by State and Localities Per Child Enrolled

<table>
<thead>
<tr>
<th>States</th>
<th>Amounts Spent by States Per Child Enrolled</th>
<th>Amounts Spent by Localities Per Child Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conn.</td>
<td>$.056</td>
<td></td>
</tr>
<tr>
<td>La.</td>
<td>$.74 (1926-37)(13)</td>
<td></td>
</tr>
<tr>
<td>Mo.</td>
<td>$.129 text &amp; lib.</td>
<td>$.229</td>
</tr>
<tr>
<td>Va.</td>
<td>$.076</td>
<td></td>
</tr>
<tr>
<td>Wis.</td>
<td>$.315</td>
<td>$.729</td>
</tr>
<tr>
<td>Iowa</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Md.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Neb.</td>
<td>None</td>
<td>$.324</td>
</tr>
<tr>
<td>S. Car.</td>
<td>None</td>
<td>$.19</td>
</tr>
</tbody>
</table>

13. In 1938-39, $.55 per elementary and $1.50 per high school pupil.
38. "Each accredited high school shall appropriate and spend annually for books, periodicals, etc., exclusive of salaries, $1.00 per pupil for the first 300 pupils, $0.75 per pupil for the second 300 pupils, and $.50 for each pupil in excess of 600 pupils."

Of the five states which give state aid, Louisiana gives more money per child enrolled than any of the other states. The state aid grant per child enrolled amounts
to $.74. This amount is for the date shown on the chart, 1936-37. In 1938-39, the schools' libraries will receive per child enrolled in the elementary schools $.55 and $1.50 per high school child enrolled. Wisconsin is next in the amount of money spent by the state per child enrolled—$.315, and Virginia and Connecticut come next with $.076 and $.056 respectively. It is not known how much Missouri spends for library books alone, but the textbook and library book grant combined is $1.129 per child.

Iowa, Nebraska, South Carolina and Maryland spend no state money, but South Carolina does require the schools to "...appropriate and spend annually for books, periodicals, etc., exclusive of salaries, $1.00 per pupil for the first 300 pupils, $.75 per pupil for the second 300 pupils, and $.50 per pupil for each pupil in excess of 600 pupils."23

23 Library Standards for South Carolina adopted 1937.
Section IX  Money Given by States for Traveling Libraries Operated by the State Departments of Education and the Other Agencies for Aiding in Lending and Purchasing Books

<table>
<thead>
<tr>
<th>States</th>
<th>Money Given by State for Traveling Libraries</th>
<th>Other Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conn.</td>
<td>$500 per year for books</td>
<td>Yes</td>
</tr>
<tr>
<td>La.</td>
<td>$25,000 (1936-37)</td>
<td>State Library</td>
</tr>
<tr>
<td>Mo.</td>
<td>None</td>
<td>Yes</td>
</tr>
<tr>
<td>Va.</td>
<td>None</td>
<td>State Library</td>
</tr>
<tr>
<td>Wis.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>State Traveling Library</td>
<td></td>
</tr>
<tr>
<td>Md.</td>
<td>None</td>
<td>Public Library</td>
</tr>
<tr>
<td>S. Car.</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

7. $500 per year for books (this work is handled by the Connecticut Public Library Committee, which does not have charge of the school library grants).
14. There are no circulating libraries for whites.
17. State Library Commission.
30. State Traveling Library.
35. Public Library Advisory Commission. Many counties circulate books from school to school through supervisors.

Connecticut gives $500 per year for the purchase of books for traveling libraries, but this agency is handled by the Connecticut Public Library Committee, which does not have charge of the state grants. Louisiana gave $25,000, in 1936-37, for traveling libraries to negroes and, in 1938-39, the amount will be increased to $30,000.

There are no traveling libraries for whites. Iowa has a State Traveling Library but this is not handled by the State Board of Education. Missouri, Virginia, Wisconsin,
Maryland, and South Carolina do not have traveling libraries operated by the State Departments of Education.

Louisiana, Missouri and Nebraska have State Library Commissions which aid in the purchasing or lending of books. Virginia has the State Library which performs the same functions for that state. Iowa has a State Traveling Library, and Maryland the Public Library Advisory Commission. Each of these two agencies aid the local school libraries in the lending and purchasing of books. Wisconsin has other agencies, but they were not named.

In most of the states mentioned above, the aid given would take the form of advice in buying, and lending of books for a period of time.
CHAPTER

Summary and Conclusion

In order that each state plan may be better understood, a summary of all states on each item is given below.

It is mandatory upon the state to give aid to the local school libraries in the states of Connecticut, Louisiana, Missouri, Virginia, and Wisconsin. The states of Iowa, Maryland, Nebraska, and South Carolina do not have state laws which require the states to give aid to local school libraries.

The local school libraries in Iowa are aided, in some cases, with money which the state sets aside for school use. It is from this state appropriation for schools, that the county auditor is allowed to withhold 15¢ per pupil of school age residing in the county.

Maryland's local school libraries are aided with money from the state school fund. The money, which is limited to $10 per schoolhouse district, is given by the board of county school commissioners to each district which raises $10. Nebraska schools have library books furnished by the school trustees or school board of each district, the money coming from the general funds collected for the use of the district. If the people raise the money by entertainment, then the school trustees are not required to give the money from the general funds. The library books for the local school libraries of South Carolina are purchased with local district funds. There is no state aid from any source, either directly or indirectly.
There is no distinction made in the kinds of schools aided in Connecticut, Louisiana, Virginia and Wisconsin. These states aid rural, small town and city schools alike. Iowa, Maryland, Nebraska, and South Carolina do not aid any school libraries with state aid money.

All school libraries in Louisiana and Wisconsin are aided by state aid money as an outright grant. In Connecticut all libraries that apply and qualify are aided. Virginia schools have to raise $15 and have this amount of money matched by an equal amount from the local school board; or raise an additional $15, in case the local school board is unable to raise its share, before state aid will be given. In 1936-37, Louisiana gave state aid money based upon the needs of the libraries, but in 1938-39, all libraries will be aided equally.

The sources of funds in the states vary. In Connecticut and Virginia the money for state aid is appropriated by the state legislature in each state. In these two states the money is tagged by the legislature as money for aid to local school libraries. Louisiana's state aid is an appropriation by the State Board of Education out of their Severance Tax Fund. This money is tagged by the State Board for aid to local school libraries. The Severance Tax is placed upon the natural resources of the state, such as oil, gas, salt, and sulphur. Iowa and Maryland receive foundation grants. The colored schools in Maryland are aided by the Rosenwald Fund. The state of Missouri has a special tax levy which is placed upon foreign insurance and known as the County Foreign Insurance Tax. Wisconsin's
money for the aid of local school libraries comes from the interest on the permanent school fund. This fund was established by the sale of the sixteenth section of each township. The interest on this money is more than the grants to the school libraries.

In some cases, in the state of Iowa, state money is used for aid to local school libraries. The state money comes from three sources: (1) interest on the permanent school fund, which was created by the sale of school lands originally set aside for the support of education; (2) net income from fines; and (3) a county-wide ad valorem tax. In those counties where there is no income from fines and where there is no levy, the county auditor can withhold 15% per child of school age residing in the district, for the purpose of buying library books. But the money is not set aside by the state for library purposes. Maryland's money for county aid comes from the state school fund, and it is granted by the board of county school commissioners. Nebraska does not have state aid and the money spent for libraries comes from either the district school boards or from the people who would raise it by entertainment or otherwise. South Carolina's local school libraries are financed with local district funds.

Connecticut and Virginia require the money to be matched. Connecticut has a plan whereby the local districts finance the school libraries for the fiscal year, and then, when reports on the amounts spent have been sent in to the State Board of Education, the state shares half and half with the districts the approved expenditures for the local
school libraries. Virginia requires the local school and the local school board to raise $15 each before state aid will be given. State aid in Virginia is $10 on each $30 raised by the locality. Louisiana, Missouri, and Wisconsin do not require that the money be matched, but Wisconsin does require that districts which wish to share in the state equalization aid make a levy.

Iowa does not require any matching of state funds in those cases where state money may be used for libraries. Maryland requires that a schoolhouse district raise $10 before the board of county school commissioners gives $10 to the district.

Connecticut's Commissioner of Education refunds the state aid money to the Town Treasurer. Louisiana has its State Treasurer send the state aid money to the State Superintendent of Education; no local official handles the state aid money. In Missouri, the County Clerk sends the money to the local school board. This money is used for both library and textbooks. Virginia has a rather complicated method of handling state aid: a check for $15 is sent by the local school to the division superintendent, who deposits the check and then makes one out for $30 payable to the Treasurer of Virginia. The Treasurer of Virginia forwards the order, application for state aid, and the proper check to the Director of School Libraries and Textbooks. The latter in turn sends these items on to the publishers of the books. Wisconsin's state aid money goes from the State Land Commission to the State Treasurer and then to the different school treasurers.
In Iowa, any state money which is used for aid to local school libraries is withheld by the county auditor. Maryland's board of county school commissioners handles the county aid in that state; the money comes from the state school funds. Nebraska and South Carolina do not have state aid.

The state of Connecticut refunds the state aid money to the districts to the extent of $5 per hundred pupils registered in the schools of the town and $10 per hundred pupils registered in one-teacher schools. Louisiana has no limit to the amount of money that local officers may raise. Virginia gives state aid indefinitely in variables of forty dollar orders. Iowa has general limitations on the levies which the localities may make.

State restrictions placed by the states on the localities differ in some of the states. Connecticut, Louisiana, Virginia, and Wisconsin have restrictions. Iowa does not have any restrictions. Louisiana, Virginia, Wisconsin and Maryland have approval lists from which books must be selected. Virginia has other restrictions: prohibiting the buying of more than five copies of one title for one school; the purchasing of second hand books, sets of books sold by agents, remainder stocks sold by agents, and paper bound material. These items cannot be bought with state aid money. In Connecticut the expenditures have to be approved by the State Board of Education.

None of the states make distinctions in appropriations
to secondary and elementary schools, or to urban and rural schools.

In several of the states, certain provisions must be met. In Connecticut, the items of expenditures must be approved by the State Board of Education. The Louisiana State Department of Education checks and approves the budgets of the schools; and those school boards which are not making sufficient provisions for school libraries are advised to do so. If the librarian is not qualified or allowed the sufficient amount of time to work in the library the school budgets of the high schools are cut. In Virginia, books must be selected from standard lists or be approved by the Director of School Libraries and Textbooks; and no paper bound material may be bought with state aid money.

Louisiana leads the states in the amount of money given for state aid to local school libraries. Its state aid amounted $250,000 for 1936-37, and will be increased to $390,000 for 1938-39. Wisconsin is second with state aid which amounts to $172,942.20. Virginia is next with $33,000 and Connecticut is next with $17,390.02. Missouri has a $1,000,000 library and textbook fund combined, but data were not furnished on the amounts spent for library books alone.

In Iowa, Maryland, Nebraska, and South Carolina there is no money set aside by the state as state aid to local school libraries.
Connecticut localities spend at least twice the amounts of the state grants. Information on how much the localities of Louisiana spent is not easily available. Virginia schools and school boards spent approximately $99,000. Wisconsin does not require any specific amount to be spent by its localities, but they spend about $100,000 annually. The exact amount spent by the localities in Iowa was not furnished in the data received from that state, but if each county auditor withheld $150 per child of school age the total for the state would be $105,951. Maryland's counties spent $15,385 and the pupils, patrons, and teachers spent $11,216 for aid to the school libraries of that state. Nebraska's localities spent $99,951.60 for school libraries and South Carolina's local district funds for school libraries amounted to $49,204.

The amounts spent by the states per child enrolled vary. Louisiana has the largest amount, $.74 for 1936-37. Wisconsin is second with $.315. Virginia is next with $.076, and Connecticut is next with $.056. Missouri has a combined library and textbook grant which amounts to $1.129 per child enrolled.

Iowa, Maryland, Nebraska, and South Carolina do not have any money set aside by the state for aid to local school libraries.

Where it was possible to compute the amounts spent by the localities per child enrolled it was found that
Wisconsin was first with $.720. Nebraska was second with $.324, and Virginia was third with $.229. South Carolina was next with $.19.

Connecticut gives $500 a year for purchasing books for its traveling library, but this agency is handled by the Connecticut Public Library Committee, which does not have charge of the grants to the local school libraries. Louisiana gave $25,000 for traveling libraries to negro schools in 1936-37. This amount will be increased to $30,000 for 1938-39. There are no traveling libraries for white schools. None of the other states have traveling libraries operated by the State Departments of Education.

Other agencies in the states which aid in the purchasing and lending of books were found to be the State Library Commission in Louisiana and Nebraska; the State Library in Virginia; State Traveling Library in Iowa; and the Public Library Advisory Commission in Maryland.

Desirable Features of the Plans Studied

One desirable feature of the different plans studied is the matching of state funds by the locality or the matching of local funds by the state. Wisconsin requires that the districts make a levy if they wish to share in the state equalization aid. Virginia requires that the school raise $15, the school board $15, and then state aid of $10 for every $30 raised will be given. Connecticut requires that the towns finance the purchases of library books for the schools and, after a report has been made of all expenditures for library purposes, the state
reimburses the town for one-half of the approved expenditures.

The localities in Wisconsin spent about $400,000 in the year 1935-36. This amount is considerably more than those amounts spent by Virginia and Connecticut. Virginia localities (schools and school boards) spend approximately $99,000, and the data furnished by Connecticut showed "at least twice the amounts of the state grants". But the state returned one-half of this money which was spent by the towns, so in reality the localities spent approximately the same amount as did the state, which was $17,890.02.

The Virginia plan would seem to have too many participating parties, one of which, the local school board, although required by law to match the money raised by the school, does not have to match the money raised by the school if they, the school board, do not have the money. If a school can raise only $15 during a school term, and if this money is matched by the local school board, then the school receives only $50 worth of books during the school year. The $50 worth of books is the $40 spent plus $10 in commission which the state receives from the publishing houses. If the $15 raised by the school is not matched by the school board and the school is unable to raise an additional $15, then the school receives no state aid, because the state aid is given only in terms of $40 orders—$15 by the school; $15 by the school board; and $10 by the state.
The plan followed by the state of Connecticut places too much of a burden upon the towns. The towns furnish all the money for libraries and at the end of the fiscal year are reimbursed one-half of the approved expenditures. Judging from the results of the plan, in terms of money spent, the plan does not seem to produce the desired results. Only $17,890.02 was spent by the state of Connecticut in 1935-36. This would show that only $17,890.02 were approved expenditures by the localities, because one-half of the approved expenditures are reimbursed to the localities. The amount spent by the state per child enrolled is $.056 which is the lowest amount spent per child enrolled by any state which was studied, which gave state aid.

Virginia, which gives state aid in the ratio of 1/4 by the state and 3/4 by the locality, was only a little ahead of Connecticut having a per child enrolled expenditure of only $.076. But whereas Connecticut localities have to wait until the end of the fiscal year, July 1, for their aid, the Virginia localities are given aid as they raise the money.

The state of Louisiana gives the state aid grant outright to the localities. The only restrictions placed by the state on the localities are these: that the local school boards appropriate enough money for libraries (to supplement the money spent by the state, so that the libraries will not be supported by the state alone); that the librarian be qualified and that the librarian be allowed sufficient time to work in the library. If these last two
restrictions are not followed in the high schools of the state, the budgets are cut in those high schools which do not follow them. The purchases of books for the local school libraries are made by the state; the local officers do not get the money. This policy protects both the state money and the local school board and the local school superintendent. The way in which this policy protects the state money is that the responsibility for spending the money is centered upon the State Superintendent of Public Schools. There could be no "passing-the-buck". The way in which this plan protects the local school board and superintendent is that they are removed from the influence and pressure of friends and politics. They do not have to buy books from a certain company in order to have the backing of a certain political group, because they do not have any state money to spend.

Missouri's plan for providing free text and library books is also a desirable feature. The localities do not have to match the state funds. There is no separate money spent for library books alone, and library and textbooks are combined in allowing $1.129 to be spent for these books per child enrolled in the public schools of the state. This plan relieves the locality of the burden of supporting the local school libraries. If the money which is saved by the locality by this plan is used for other educational facilities, then the plan is an excellent one, but if the money thus saved is used for some purpose other than education, then the state would seem to be bearing too large a
share of the expense. Although, when we take into account the source of the money (special tax levy known as the County Foreign Insurance Tax) then it may be considered that the state's bearing the whole burden is justified.

The plans, which require that books bought with state aid money be purchased from approved lists, also protect the state money and the school libraries. The state money cannot be spent for just any kind of book and therefore the libraries are also protected because only the better-type books are purchased. Under this plan too the local school board and superintendent are protected, because they are not at liberty to buy where they may choose or where they may be prevailed upon to choose, but they have to buy from lists which have been prepared by qualified persons.

A suggested plan to be followed by the states in giving state aid would be:

1. Have money appropriated by the local school boards for libraries.
2. This money should be matched by an equal or greater amount from the state.
3. Place a minimum on the amounts which could be appropriated by the local school board as library money for the local schools.
4. If there is enough state aid money, have state aid given in unlimited amounts to be matched by the local school board.
5. If the state aid money should be limited, have a maximum amount of state aid to one school given at the
ratio of half and half, and after this maximum has been reached, allow state aid in reduced amounts.

6. Have state aid handled through the State Departments of Education, and allow a check-up by the local schools with the State Departments, so that the local school boards will have to appropriate the money.

7. The books should be selected by the schools from approved lists, with provisions for having other books, wanted by the schools, approved by the State Departments of Education.

8. Have some means by which the state may check on the amounts appropriated by the local school boards, the number of books in each school library and the number of books added each year.

9. To receive state aid both elementary and secondary schools should have qualified librarians who are allowed sufficient time to do the work. If the state officials felt that not giving any state aid, unless these two conditions were met, was too harsh, then the state aid could be given in reduced amounts.
BIBLIOGRAPHY


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Leonard, J. Paul, author, report in manuscript form delivered before the meeting of the National Council of Teachers of English, Boston, November, 1936.

Questionnaires sent to and received from the states of Connecticut, Louisiana, Virginia, Wisconsin, Iowa, Maryland, Nebraska, and South Carolina.

State laws establishing, regulating, and financing local school libraries in the above states.
VITA

1. Born in Norfolk, Virginia, October 6, 1913.

2. Attended Norfolk Public Schools and graduated from Maury High School in this city, in February, 1932.

3. Attended Hampden-Sydney College from 1932-33, and graduated with a Bachelor of Arts Degree, in June, 1936.

4. Attended the 1936 session of the Summer School of the College of William and Mary.

5. Returned to William and Mary for the regular session of 1936-37, majoring in Education.

Master of Arts Degree in Education from the College of William and Mary in 1938.
1. If conditions have been met.

2. List of expenditures must be filed.

3. Grant will not be paid for disapproved items of expenditure.

4. Purchase is made by the state. Local school authorities—don’t.

5. Both public schools and private schools receive books.

6. Appropriation by State Board of Education out of the severance tax fund.

7. Provision for annual state purchase of textbooks, library books, paper and pencils.

8. The money appropriated in the summer of 1936 was not spent.

9. Distribution was made on the basis of the need of the schools of this state, based upon the enumeration.

10. The other half goes into the State’s General Revenue of which one-third of this second amount is credited to the state school moneys fund. Then in reality the schools of this state receive four-sixths of all the money appropriated annually for free textbooks to all counties in the state, based upon the enumeration. The other half goes into the County Foreign Insurance Tax. One-half of this amount is withheld 15%. It is probably put into the State apportionment for public schools.

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<tr>
<td>None</td>
<td>229,423</td>
<td>307,975</td>
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- **Limitations on Amounts to Localities**
- **Limitations on Purpose**
- **Aid Money for Any Other Purpose**

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Those Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Library</td>
<td>Public Libraries</td>
</tr>
<tr>
<td>State Library</td>
<td>County Libraries</td>
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<tr>
<td>School Districts</td>
<td>Library Districts</td>
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<td>City Libraries</td>
<td>Special Libraries</td>
</tr>
<tr>
<td>State Library</td>
<td>State University Libraries</td>
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- **Special Libraries**

<table>
<thead>
<tr>
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</tr>
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- **Other Agencies Sources of Funds Those Libraries**