



A SURVEY OF MICHIGAN COUNTY LIBRARY USERS;  
A COOPERATIVE PROJECT

**A SURVEY OF MICHIGAN COUNTY LIBRARY USERS;**

**A COOPERATIVE PROJECT**

**by**

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PART ONE

INTRODUCTION AND BACKGROUND

## CHAPTER I

### INTRODUCTION TO THE STUDY

The cooperative project which is discussed in this thesis is so designated because it is the product of the thinking and working of two professional groups, each with its own specialized vocabulary, policies and methods, but similar in their ultimate goals. How to make living more effective, how to help people become adjusted to society, what makes society what it is, how it differs in various civilizations, how the world as it is and the needs of an individual can be reconciled -- this is the field of the sociologist. Books and materials of communication, which if studied and utilized, will help to develop a thinking citizen, a controlled and educated man, a socially adjusted human being -- to make these tools produce this end-product is the purpose of libraries and librarians.

The County librarians of Michigan felt themselves to be pioneering in bringing books to people in areas of the state which had not had easy access to them before. They felt that they needed more information about the basic values of their patrons -- the rural people. They sought to open new channels of communication with their patrons which would help determine what library materials would be the most valuable. The county librarians turned to the sociologists for the answers.

The sociologists knew that the active participation of the librarians would be essential if research was to result in answers, methods, and new modes of thinking which would really give the librarians the maximum help possible. Therefore, they suggested a cooperative approach to the problem.

This thesis is an analysis of the development of a set of materials which may act as a guide to librarians in studying and understanding rural areas. It presents the schedules and questionnaires developed, and by an analysis of results illustrates the use to which these materials may be put. In addition, it includes a description of some of the modifications and changes in professional techniques and attitudes on the part of the participating librarians, which resulted. This study demonstrates one method by which sociological theory and research can be utilized by technicians in other fields to their own advantage.

There is much current evidence in the United States as well as in other countries that sociologists are putting more and more emphasis upon making their theory, skills and techniques, available to others. In the Journal of social issues<sup>1</sup> an entire number was recently devoted to describing such a project in action on a large scale.

There have been a number of studies which parallel in some respects the subject matter of this one and which have made valuable contributions to the field of reading habits and methods of book distribution in rural areas. James F. Hodgson made a detailed study of the provision of reading matter to rural people, particularly in the areas of the influence of land-grant colleges, Agricultural Extension Service and rural libraries<sup>2</sup>. He analyzed the amount of reading materials found in homes of four counties in Illinois, two with, and two without county-wide library service. In this

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<sup>1</sup>Journal of social issues, v. 3 (1947) no. 2. See especially the introduction by Jacques Elliot and the article by A.T.M. Wilson, pp. 11-27.

<sup>2</sup>James Goodwin Hodgson. The printed page in rural homes. Unpublished manuscript generously loaned by the author, Fort Collins, Colorado. (1947) 364 p.

analysis it was found that newspapers were the most important source of rural reading, magazines were second, pamphlets third, and books fourth. Where library facilities were difficult to use because of distance it was found that farm and non-farm families made approximately the same amount of use of the library, but where rural library service was available it was the non-farm families which made the most use of the service.

Hodgson concludes this analysis of present conditions of reading in rural areas with a very detailed and carefully prepared outline of further studies which should be made before the ramifications of the problem will be clearly understood. One of these problems is "a study of of the persons served by rural public libraries, with particular reference to their age, economic status, educational status, distance from library, and other factors which influence their use of books and libraries<sup>3</sup>.

In a recent study of reading in a small city and its surrounding countryside made by David K. Easton<sup>4</sup> it was found that of the four largest groups of people studied the rural groups showed the highest reading interest average in all subjects. A questionnaire was distributed through the organizations in the community; it listed eleven non-fiction subjects. The people surveyed were divided into sixteen educational, social, professional, labor, and commercial groups. A comparison of the city and

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<sup>3</sup>Ibid. p.330

<sup>4</sup>David K. Easton. "What Rutland reads; a publisher asked the people of a 'typical American community' what non-fiction books interest them. Here are the revealing replies they made." Survey Graphic XXXV no. 11, Nov. 1946. pp.404-407.

country readers showed that the country residents chose science, vocations, handicraft, and homemaking, while the city residents ranked government, world affairs, and psychology first. Of these rural residents 19 percent read non-fiction in the fields of the inquiry, while in the total sample fewer than four out of ten read non-fiction books in any of the eleven fields listed or evinced any desire to do so. The conclusion which the author drew from the high rural-interest is two-fold, that country dwellers surveyed are more accustomed to reading books as a way to spend leisure time than city people; and that the Vermont regional library, through its excellent service in rural areas, has contributed to the above condition.

A Canadian library study which is very pertinent to the present one was made by Chandler and Croteau<sup>5</sup>. It is more nearly akin to the problems posed by the county librarians in Michigan than any other study available. This library on Prince Edward island was started with a Carnegie grant and then taken over by the people of the province. The study was made in an attempt to show what use a particular rural population made of a library designed specifically for its needs. In order to discover what modifications are needed in traditional library practices it sought to answer in detail several questions: Who read the books? What books were read? What group of people profited most from the library? Was there any change in reading habits during the five year period of the study? The study concentrated almost entirely upon adult reading habits. It analyzed the reading habits of 25,000 people who read over 1,000,000 books in the five years covered by the study. These were classified according to the sex, age,

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<sup>5</sup> H.B.Chandler and J.T.Croteau. A Regional library and its readers; a study of five years of rural reading. American Association for Adult Education, 1940.

education, occupation, and residence of the readers. It discovered that the huge bulk of the fiction circulation of the library was concentrated upon a relatively few volumes of the lighter classes of fiction.

This study contains an excellent analysis of the relation between place of residence and distance to the library as factors influencing use. The results of this analysis are discussed later in connection with the presentation of data on the residence of the Michigan County Library users.

An experimental library in the United States provided the basis for the next study to be discussed. The Tennessee Authority established a widespread library system to accomplish definite objectives for on-the-job training, adult education in the art of living for its workers, and as a supplement to its elementary and secondary school program. John Chancellor, in The library in the T.V.A. Adult Education program<sup>6</sup>, studied the success and results of these efforts. He found this program contained the following characteristics different from the general public library service which could be advantageously utilized by county libraries. These were: (1) The advantage of putting quality book collections and personnel into the friendly atmosphere of the small library. (2) Recreational literature was given place only as a stepping stone to more serious reading, and fiction and non-fiction were mixed in display cases. (3) The ability of the local libraries to use the TVA technical and headquarters library through interlibrary loan left the small libraries much freer to concentrate on popular education. (4) An informal atmosphere and popular education was carried out through having the libraries housed in community buildings containing other frequently used

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<sup>6</sup> John Chancellor. The library in the T.V.A. adult education program. Chicago. American library association, 1937. 75 p.

services or equipment. (5) Much emphasis was put on skilled personnel; the librarian had to be a leader who could demonstrate successfully the value of learning through reading; a leader who had sympathy with the library patrons and their objectives.

Each of these criteria has value as a basis for judging any county library branch in Michigan.

From a survey of these studies reviewed above a basis assumption of the Michigan librarians was confirmed, namely, that the geographic location and educational level of the rural people influence their reading habits. It remained to translate this assumption into terms of the Michigan population and Michigan County Library situations for practical application<sup>7</sup>.

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<sup>7</sup> Only some of the literature most closely related to this study has been reviewed, but the student interested in the ramifications of this problem will find the following materials of value.

Leon Carnovsky and Lowell Martin. The Library in the Community. Chicago; University of Chicago press, 1944, 238 pp.; University of Denver. National Opinion Research Center. What. . . where... why... do people read?: highlights of a survey made for the American library association and 17 co-operating city libraries. Report no. 28, Denver; University of Denver, 1946, 32 pp.; Ethel M. Fair. Country-wide library service; a compilation of articles on services organized by counties and other large units. Chicago, American Library Association, 1934, 208 pp.; William S. Grey and Ruth Monroe. Reading interests and habits of adults; a preliminary report. New York, Macmillan, 1929, 305 pp.; William E. Hall and Francis P. Robinson, "Role of reading as a life activity in a rural community," Journal of Applied Psychology, v. 26, pp. 530-542, August, 1942; Carlton B. Joeckel. Library Extension: problems and solutions... Chicago, University of Chicago, 1946; Henry C. Link and Henry A. Hopf. People and books; a study of reading and book-buying habits. New York, Book Manufacturers institute, 1946, 166 pp.; New York State Department of Education, Division of Research. Interim report of the survey of public libraries in New York State, 1946, 21 pp. mimeo.; Mary Rothrock. "Objectives for rural library service." Rural America, v. 15, pp. 6-9, September, 1937; Dwight Sanderson. Locating the rural community. Ithaca, N.Y. Cornell University, New York State College of Agriculture Extension bulletin 413, 1939, 18 pp.; Dwight Sanderson. Rural Sociology and rural social organization. New York, Wiley, 1942, 806 pp.; United States Department of Agriculture, Farmers in a changing society; the yearbook of agriculture, 1940, Washington, Government printing office, 1212 pp.; Douglas Wanles and Ralph W. Tyler, What people want to read about; a study of group interests and a survey of problems in adult reading, Chicago, University of Chicago, 1931, 312 pp.; James West, pseud, Plainville, U.S.A., New York, Columbia University press, 1945, 238 pp.; John D. Willard, "Libraries and rural adult education." Adult education and the library, v.4, pp. 3-11, January, 1939.



## CHAPTER II

### BACKGROUND OF THE STUDY

The Michigan County Library Project grew out of the expressed need of the County Librarians Section of the Michigan Library Association. This group has been meeting regularly twice a year since 1941 to deal with the problems of their daily work which do not seem to be similar to those encountered by the other sections of the Association. Out of these semi-annual meetings a close knit, hard working group has evolved. At various times this group has considered its library processes of book distribution; it has had a continuing concern and interest in mobile equipment for libraries in rural areas; it has studied and deliberated on the problem of the relation of the school and the library. Each subject has been viewed from the standpoint of specialists in the field who were invited to participate and with much study and investigation on the part of committees of librarians themselves.

Increasingly a desire was felt which came to be expressed in the group for more knowledge about the areas where their libraries were situated and about the people whom they were intended to serve. Some attention was focused upon this need as early as February 1945 when Dr. Charles P. Loomis, Head of the Department of Sociology and Anthropology of Michigan State College, was invited to be the evening speaker at one of the section meetings. His discussion of visiting patterns, and the channels of communication by which news travels and opinion is formed, created much interest and his suggestion that possibly at some future date his department might find it possible to make a pilot study of a Michigan county library was remembered.

The next attempt the librarians made to acquaint themselves with rural

sociology was in the fall of 1945 when they invited Dr. William McKinley Robinson of Western Michigan College of Education to discuss the sociological implications of education both through schools and through libraries for rural areas. Simultaneously with this and other projects the librarians had been studying techniques of public relations and the part which they could play in the experimental program of Adult Education established by the Michigan State legislature in 1944. Mr. Don Phillips of the Adult Education office at Michigan State College was consulted on various occasions and gave assistance in innumerable ways to the librarians' study of school libraries and other projects which they had in mind.

At the February meeting in 1946, the members of the County Library Section decided that two day institutes did not give a long enough period to analyze to any great extent the many problems which they found. The county librarians felt that a refresher course or workshop, similar to those which the State Library and the State Board of Vocational Education provided for the village librarians, was what was needed. However, the subject matter was not to be a refresher course in library techniques, but rather was to deal with the use of those library techniques in the most efficient manner in order to promote their major objective: the development and spread of a thinking, reading group of citizens in their respective counties. As a beginning they decided that a course covering the field of rural sociology was needed.

A workshop committee was appointed which approached Mr. Phillips with their idea. He was interested and agreed to cooperate by providing the funds and direction for such a workshop. When Dr. Loomis was approached

with the request to furnish such a staff the librarians discovered that not only was he willing and ready to cooperate but he had already assigned a graduate assistant, working for his doctor's degree, to make a study of a county and a county library in Michigan.

The first workshop of the County Librarians was held at Clear Lake near Battle Creek in June, 1946. The librarians' objectives were to learn some rural sociology and to acquire some new techniques in recreation leadership. The main objective of the sociologists, anthropologists, and social psychologists was not to teach a brief survey course in rural sociology but to determine what were actually the librarians' greatest problems, what part sociological disciplines could play in their solution and to offer their services for that end. The workshop group attempted to clarify their thinking and to lay out a group of objectives for county libraries. They sought to identify the problems they found in meeting those objectives and to indicate in some detail where and how sociology and sociological research could help and where the librarians had the necessary techniques among their own group to solve those problems. The workshop finished with a well organized plan of procedure for the coming year.<sup>8</sup>

First, it was decided, that a pilot study would be conducted by the graduate assistant in sociology under the direction of a staff member of the Michigan State College department of sociology and anthropology and was to include such phases as social aspects, sociometry, trade area delineation, attitude toward the library, use of the library, characteristics of the population, and the socio-psychological phases of the people in the area which

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<sup>8</sup> For a brief report and analysis see: Edgar A. Schuler, "A workshop that worked", Extension service review, v. 17, no. 10, pp. 134-135, Oct., 1946.

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<sup>8</sup> For a brief report and analysis see: Edgar A. Schuler, "A workshop that worked", Extension service review, v. 17, no. 10, pp. 134-135, Oct., 1946.

might condition library use.

The County Librarians indicated three types of counties in which they would like to have such a survey conducted.

1. A rural county like Branch, Van Buren, or Lenawee.
2. A metropolitan county with an industrial fringe population like Genesee, Kent or Muskegon.
3. A sub-marginal county in the northern two-thirds of the state, Menominee, Wexford or Gladwin.

Lenawee was chosen as the first county to be surveyed and work was begun there in the summer of 1946.

But this was not enough. The County Library Section did not want to wait for two years for the final results. The librarians wanted to learn, to take some part in studying their own counties, to have made available to them any and all information which at present was collected about their counties pertinent to their problems. Accordingly, another section was added to the plan.

One County Librarian was offered a graduate assistantship to work toward a master's degree in Rural Sociology and at the same time to help the librarians learn what they could about their own counties.

For this project the librarians again set up three goals which they wanted accomplished.

1. A study of the library users in the counties:  
Who are they? Where do they live? What do they read?
2. A method of community delineation which would be simple enough for them to use and which would be of assistance in locating branches or bookmobile stops.

3. A study of leadership which would be applicable to libraries.

Since this had started in a cooperative fashion with the librarians and the sociologists working out the plans together, it was apparent that the groundwork for continuing cooperative direction had been laid. A committee called the "Survey Committee" was appointed before the workshop closed. This committee was composed of the Chairman of the County Library Section, five county librarians, Dr. Loomis, the director of the studies for the Sociology Department, Dr. Judson T. Landis of the same department later replaced by Dr. Edgar A. Schuler when he joined the department in the fall of 1946 and Mr. Don Phillips, the Director of the Adult Education program, and Mr. Irving Lieberman of the Michigan State library staff.

One of the County Librarians, Margaret Murray, from the Kent County Library, was approved as the graduate assistant and the program began.

Throughout the whole year the Survey Committee spent considerable time in directing this work. They acted as a direct channel for communications concerning the projects and evaluating their usefulness to the proposed goals.

The final result of the study, 800 interviews from a possible total of approximately 35,105 persons, is not an impressive sample. Any generalizations from such a small sample must necessarily be wary and guarded. But from the value to the individual librarian in what each has learned of scientific method, procedures, and ways of viewing situations, it seems clear that this 800 has justified its purpose. One cannot say conclusively that the people who use Michigan County Libraries do this or that, but the trends are clearly indicated.

If this study had been done as most studies for graduate degrees are, by the graduate assistant only, with the times, places, and methods of interviewing very closely defined and adhered to, and without the possibility for misinterpretation of questions by many interviewers, one might consider the results to be a more reliable and authentic. However, this was a cooperative project. At each step of the study the plan was approximately as follows: The Survey Committee was presented with the projected schedule or checklist and worked over it, changing and adding, or subtracting, as they felt it necessary for the best results. All the County Librarians were then given an opportunity to practice or try out the schedule, and to send back their criticism.

The fall 1946 and spring, 1947 sessions of the County Library Section were devoted in considerable part to the survey; the County Librarians decided what type of branch should be studied (since it was impossible to study the whole county) and the time when the study should be made. At these sessions methods of interviewing were learned, although, with so large an area, much of this training was done by means of letters. Part of these sessions too, were devoted to the presentation of results. The librarians helped with analysis of them and by discussion indicated the next steps in the program.

This method of procedure afforded an opportunity to each librarian to take part in the study, and to gain in a practical situation, some of the information desired. They were able to become familiar with the sociologists' techniques of study and analysis, and, at the same time, to objectively view one branch library and to compare it with others in the state.

The growth in understanding on the part of the librarians which this method of procedure afforded is one of the important outcomes of the study as will be shown by their own evaluations later in this report.

PART TWO  
METHODOLOGY

## CHAPTER III

### THE LIBRARY USERS STUDY

In many parts of the country, county librarians have felt that they are filling only the surface needs of their library patrons. The Michigan county librarians formulated specific areas about which they wished more information for the purpose of using this information as a yardstick against which to measure their progress. The first statistical attempt to gather that information is presented here in hopes that the questions, the schedules, and the methods of administering them may be of value to the librarians elsewhere, and that it may thus be made accessible to Michigan Librarians for continued use.

Librarians in libraries comparatively small in size of book collection and sometimes in population to be served, but spread geographically over an area of five to eight hundred square miles, found many new problems. One question, which recurred again and again during county library meetings, was : What effect does the administrative system and distribution method of a county library have on the reading tastes and habits of the population to be served?

Through census statistics it could rather quickly be determined what the characteristics of the population were, the density of population, age groupings, occupations and nationality groups present in each county. This might seem to be sufficient, but, in order to use this information in the most efficient manner, it was necessary to know in what ways if any, the people who use the library differ from the whole county population. The librarians felt that the work as done at present was reaching but a small percent of the people and they wanted to know why.

The specific questions, then, in which they were interested and for which the schedule was designed might be enumerated as:

1. The age, sex, marital, and occupational status of the user.
2. The location of his residence, in town, or open country and its distance from the library.
3. The number of people available to use a book once it is in a home.
4. The nationality or regional background and familiarity with foreign languages of the library user.
5. Education.
6. Habits of library usage, frequency of visits, use of reading room, reference material and librarian's services.
7. Leadership traits as exemplified by club participation and office holding.
8. Reading interests, general and particular, and interest in use of other types of library materials.
9. Other sources for obtaining reading matter than the library.
10. The type of books actually read and opinion of the ones most recently read.

The following criteria for the library users schedule were established (for a sample of the schedules under discussion see Appendix A):

1. It should be a questionnaire which would be useable by a librarian, not only immediately, but anytime in the future that the librarian felt the need of gathering this type of material.
2. It should be in a form which could be administered by the county librarian herself, since it was felt that one of the benefits which this particular study would be able to give to one who used it was the objective familiarity with the situation in one of her own branches.

3. In some cases the results might be no more than a disciplined systematic analysis of materials already vaguely known to the local librarian, if not to the county librarian.
4. The schedule was to be devised to be taken during an average period of usage.
5. The use of this with all patrons for a week would not indicate all the types of persons who might at one time or another use the library, but the books which circulated that week might be expected to indicate what types were being read.

No high correlation between the type of books read and the expressed reading desires of persons has ever been found<sup>9</sup>. One reason for this is that the types of books read depends on the availability of readable books in the desired field<sup>10</sup>.

In building a library's book collection the reading interest of its patrons is important. This survey asked the library user what types of reading he liked. And, to see what correlation there was between his expressed interest and his reading, part two of the schedule asked specifically what books the library user returned and what reaction he had to them. In order to determine the reliability of a patron's expressed interest in a type of book a study would have to be made over a period of time such as the one Chandler made of Prince Edward Island<sup>11</sup>, or Chancellor's analysis of reading in the TVA area<sup>12</sup>. This was not the purpose of the present study but it was

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<sup>9</sup>Douglas Waples. "Relation of subject interest to actual reading," Library Quarterly, v. 2 (1932) 42-70.

<sup>10</sup>For a method of determining reading interests see: Douglas Waples. What people want to read about; a study of group interests and a survey of problems in adult reading. Chicago. University of Chicago press, 1931, 110-121.

<sup>11</sup>Henry B. Chandler and John T. Croteau. A regional library and its readers; a study of five years of rural reading. American association for adult education. 1940.

<sup>12</sup>John Chancellor. Library in the T.V.A. adult education program. Chicago, American library association, 1937.

hoped that in the light of the findings, a librarian could re-evaluate the adequacy of the book collection from the viewpoint of the patron. Such studies as those by Lorge<sup>13</sup>, Flesch<sup>14</sup>, Edge<sup>15</sup>, Jackman<sup>16</sup>, or Foster<sup>17</sup> would help to analyze the readability of the books and their suitability to the expressed interests of the people. Of course, the final important decision which must rest with the individual librarian is whether her collection should be assembled entirely with a view to meeting the expressed interest of the patrons, or whether she should depend on the tendency to read what is available to help in broadening or deepening their reading range.

In rural areas the logical trade centers and the direction of traffic flow are important considerations for library administration for if the books are to be read they must be available at the location where people normally go. The questions about location of residence were included to show from what distance people actually came to the libraries. Further delineation of the areas would be required to indicate whether these are reasonable area boundaries in the respective localities.

The preceding discussion has shown the purpose of the library users

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<sup>13</sup> Irving Lorge, "Predicting readability," Teacher's college record, v. 45 (1944) 408-418.

<sup>14</sup> Rudolf Flesch, Marks of a readable style; a study in adult education, New York, Columbia University press, 1943.

<sup>15</sup> Sigrid A. Edge, Books for self-education, Chicago, American library association, 1938, 70, 76-80.

<sup>16</sup> Mable E. Jackman, "The relationship between maturity of content and simplicity of style in selected books of fiction," Library quarterly, v.11, (1938), pp. 302-327.

<sup>17</sup> Jeanette Foster, "An approach to fiction through its readers," Library quarterly, v. 6 (1936), pp. 124-174.

and book selection schedules and what information could be procured by using them in a library study.

The time limits and the location of the branches to be studied were determined at a meeting of all the county librarians concerned. These limits were set by the necessity of finding a convenient period of time which all could use simultaneously and which would not be too long for a busy librarian to handle. Taken individually the branches chosen were not always the one most typical of the county library system but they were limited in selection by the necessity of conforming to a state pattern.

All the librarians present at the meeting listed their branches, the number of hours each was open, and the number of books in each. These were assembled and analyzed. An attempt was made to pick a branch for each county which would be representative and at the same time comparable to the other counties.

The librarians decided that the survey should be made during the first two weeks of December, 1946. The agency chosen in each case was to have a regular attendant for the hours which it was open. Each was to be open as close to twelve hours a week as possible and to have as close to the number of twelve hundred books as possible. All persons who came into the library during twelve consecutive library hours during those first two weeks in December were to be interviewed by the county librarian. At least thirty people were to be interviewed.

These criteria as was previously stated were selected to give uniformity to the state-wide study, and the adequate picture of an individual branch would of course necessitate a greater number of schedules being taken.

The instructions to the librarian administering the schedule, and those to the attendant in the agency where it was administered and copies of the questionnaires themselves are included in Appendix A. These instructions were clear and easily followed by the librarians. It is necessary to emphasize here that if one were studying a single library rather than as part of a larger total the sample would need to be larger to be representative. The minimum sample which would achieve this would be a continuous survey during the whole time the library was open for at least two weeks, and an interview with at least fifty people. In those libraries which did not have thirty patrons in the twelve hours designated the County Librarian continued interviewing for a longer period until thirty interviews were obtained. The discovery of the small amount of trade during the library hours gave the County Librarian information which could be utilized in making adjustments in the branch program. This was one of the immediate results of the survey.

## CHAPTER IV.

### THE LIBRARY AGENCY QUESTIONNAIRE AND THE CHARACTERISTICS OF THE LIBRARY ATTENDANT

For a number of years the Michigan State Library and the State Board of Control for Vocational Education have been running a series of joint workshops which are in-service training programs for small town and village librarians and for the branch attendants of county libraries who have not had library school training.

These workshops are run in conjunction with the state certification program for librarians and are one of the most effective means of raising the quality of Michigan libraries. The certificate qualifications should serve as a base in any study of librarians or library attendants in Michigan.

First grade certificate: Graduation from a high school and two years experience in a library approved by the state board for libraries, or graduated from a high school and successful completion of two library vocational workshops accredited by the state board for libraries within three years after appointment.

Validity -- such certificate shall be valid for two years from date of issue and may be renewed annually upon submission of evidence of successful work during the period for which the certificate was issued.

Second grade certificate: Successful completion of two full years at college or university approved by an accredited association of more than state-wide standing, and two years experience in a library approved by the state board for libraries.

Or, successful completion of two full years at a college or university approved by an accrediting association of more than state-wide standing, or equivalent education supplemented by the successful completion of two library vocational workshops within three years after appointment.

Validity -- Such certificate shall be valid for two years and may be renewed biennially upon submission of evidence. It may be renewed by successful completion of one of the following:

- (1) One library vocational workshop, or its equivalent in a library internship.
- (2) Summer courses at summer school, or
- (3) Library courses in correspondence or extension work.

Third grade certificate: Graduation from a college or university approved by an accrediting association of more than state-wide standing, including or supplemented by one full year of training at a library school accredited by the American Library Association.

Validity -- shall continue in force for the life of the holder.

Fourth grade certificate: Same as third with two years experience in a library approved by the state board for libraries in addition.

Fifth grade certificates: Same as third but adding not less than four years experience.

Certification for positions held on July 1, 1942:  
W.P.A. Workers retained by their local library boards in the positions they held on July 1, 1942 shall be issued certificates for the positions held on that date.....  
All persons holding library positions on July 1, 1942 will be urged to attend workshops, as a part of in-service training. Certification credit toward a graded certificate will not be given unless the applicant has the educational requirements<sup>18</sup>.

These certification requirements state the minimum qualifications of a librarian but the Michigan librarians in studying the results of the survey of the library users, felt, almost unanimously, that the survey could be evaluated more satisfactorily if more information were available about the agency and attendant.

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<sup>18</sup> State aid to libraries and the certification of public librarians rules and regulations. Lansing, Michigan state board for libraries, 1946, pp. 6-9.

Accordingly the short questionnaire entitled "Questionnaire on library agency and library attendant in which library users study is made" (see sample in Appendix A) was devised and sent out for reply in April, 1947. This questionnaire is built in two sections. The first, to be filled out by the county librarian, attempted to obtain an objective picture of the functioning of a branch library. It can be used as a checklist of a library's physical resources at any time. The first part seeks objective data which would enable a librarian at headquarters to know the population of the community the branch serves, the number and ages of youngsters the branch must provide for, the hours it is open. The librarians would find it helpful in connection with the questionnaire to check with other business places in the town as to the hours of their peak business, and to compare those with the hours of the branch's opening.

The amount of circulation is almost always used as an index to the success of a branch, but it is a well known fact that this alone does not determine the importance of a library in a community as the library gives reference and general information service and provides a center for meeting and for reading. Circulation statistics compared with the size of book collection offers an indication as to whether or not the books could be more fully utilized. The American Library Association worked out standards on the turn-over of books in a library which can be used as a base for this purpose.<sup>19</sup>

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<sup>19</sup> Marion L. Mosier and Helena S. Lefevre, Small Public Library; organization, administration, service, Chicago, American Library Association, 1942, p. 18. Minimum standards in matters of library facilities, books, registration, circulation and income are given for cities and towns of various sizes.

The magazines accessible in each specific library surveyed were requested as an indication of what the librarian believed to be community interests.

The second division of the questionnaire was the county librarians' evaluation of the attendant and the library. This was, of course, highly subjective. Its main significance was in channeling the librarians' thought toward specific points which were known to be tributary to a well rounded library service. It was thought that the items reviewed point by point, as criteria for evaluation and possibly discussed with the local committee and the attendant would focus attention on desirable changes in the branch.

The second section of the questionnaire was to be filled out by the library attendant, the personal data necessary both to placing an individual in a state-wide study and to a person attempting to learn about the functioning of one unit was requested.

The two questions about the length of residence in community and the length of time served as library attendant were asked on the assumption that a person with a record of some rather lengthy period of residence in the locality will be more at home with the people. And perhaps able to render library service in a personal way. In addition, the familiarity of the librarian with the problems, needs, social psychological factors of life in that community would help her to interpret the needs of her branch to headquarters when she worked with the county librarians in planning the program and in selecting books for the branch.

There is a great deal of evidence from several studies which indicate that the people whose opinion is most highly valued are not always the ones

with the largest record of club participation or the obvious position of leader<sup>20</sup>. But, nevertheless, it appeared to be an accepted concept among the librarians that organizational participation and office holding indicated leadership to some degree<sup>21</sup>. This was what prompted the inclusion of the questions on club participation. The librarians believed that promotion of reading and library service was best done by persons already well known in an informal way to the group concerned. For this reason they were interested in the attendant's club participation.

Naturally the library administrators did not expect their staff members to do what they themselves knew was impossible, that is, to read all the books in the collection. But they did feel that along with the qualifications of being a well liked person, interested in people and their problems, the ideal library attendant was the one who had a lively curiosity about books and a critical sense of evaluation. For this reason questions on book and magazine reading were included. The question on staff meetings was inserted by the graduate assistant but the answers received indicate that many of the librarians do not hold them. The information on the workshop is something which each individual county librarian had available and was needed only for the state-wide study.

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<sup>20</sup>For an excellent discussion of leadership in today's society see: Thomas North Whitehead, Leadership in a free society; a study in human relations based on an analysis of present day industrial civilization, Cambridge, Harvard University press, 1937, pp. 68-92.

<sup>21</sup>Arensberg illustrates this in the following quotation: "Silent as this shrewd old man is, his is the central position in the group. Comments and questions are phrased through him. He takes the proffered verbal bit and passes it on among the others, and when agreement is finally reached, it is his quiet 'so be it' that settles the point for good." Conrad M. Arensberg, Irish countryman, London, MacMillan, 1937, pp. 131.

The last question is highly subjective but was included so that the county librarian could check her own plans against what the library attendant felt to be the greatest needs. By thus evaluating both she could adapt her plans to the needs, interests and abilities of the attendant.

These questionnaires were sent to the county librarians who took them to the branch attendants. This was an example of a quick spot study which would have immediate significance even if the complete study could not be undertaken.

## CHAPTER V

### THE WIDER VIEW OF THE LIBRARY

Libraries like other institutions in society have status and responsibilities. Because libraries are directly connected with the people, their service areas are most logically based on community lines. People live in communities with areas varied in shape and with boundaries which do not coincide with the boundaries of governmental units. In Michigan these governmental units are villages, townships, and counties; a trend has begun in school districts, health units, hospital areas, and land use planning divisions to fit the institution to the peoples' natural community area even where such a unit would cover sections of several governmental divisions.

The librarians were interested in locating library branches and stations in the center of natural population grouping and in placing book-mobile stops where the flow of traffic was most favorable.

The problem of traffic flow, of why people go one place and not another is very closely connected with socio-psychological factors of behavior, and leads directly into a study of informal clique and neighborhood association patterns<sup>22</sup>. To some extent the librarians realized this and in asking for help in outlining their communities also asked for help in studying leadership and association patterns.

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<sup>22</sup> Two studies by Charles P. Loomis are of value here; one of informal visiting groups in Charles county, Maryland and one of life in a Spanish American village, El Cerrito, New Mexico. They are found in: Loomis, Charles P. Studies in rural social organization in the United States, Latin America and Germany. Michigan State College book store, East Lansing, 1945, pp. 151-171 and 265-338.

Since a beginning had to be made somewhere and since the delineation of the geographical outlines of community boundaries seemed to be the one most readily understood, the Survey Committee decided that this delineation should be done first, and that informal group association patterns could be studied later.

It must be remembered that, as in the other sections of the study, part of the problem was to reduce the process of community delineation to a technique which a librarian could apply, and analyze by herself in any part of the county where she felt it was necessary.

"Community" is a word with many connotations to many different people<sup>23</sup>. Sociologically a rural community is a group or aggregation of people living fairly close together who associate in many of their common human interests. These interests and needs include education, recreation, economic outlets, and social and religious functions. From a more specifically geographic viewpoint it might be said that it is the area in which people have a sense of mutual interest and to which they have a feeling of responsibility. This community usually takes the form of a village and the surrounding countryside population. The rural community differs from the neighborhood in that it performs most of the services and fills most of the needs of the people rather than being centered around just one activity such as a school or a church. For the purpose of this library delineation the town where the branch was located was used as the community center and an attempt was made to outline in an accurate manner the area from which the people of the countryside looked to that center as a source of supply for their needs<sup>24</sup>.

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<sup>23</sup> For a rather complete discussion of the rural community see: Dwight Sanderson. Rural sociology and rural social organization. Wiley, 1942, pp. 274-283. Also: John F. Thaden and Eben Mumford. High school communities in Michigan. Michigan State Agricultural Experiment Station, special bulletin, 289, 1938, pp. 3-5.

<sup>24</sup> See Appendix A for samples of the materials which were used for

The 1947 spring institute of the County Librarians devoted one session to a discussion of the theoretical aspects of community delineation by Dr. John F. Thaden. The Survey Committee decided to make the cooperative study of delineation as practical and specific as possible, even at the risk of losing sight of some of the socio-psychological aspects of this problem. Accordingly, from Dr. Thaden's talk, an outline of the concepts which would need to be understood by the librarian and a definite system of procedure was developed<sup>25</sup>. This outline "Steps in Community Delineation" was sent to each county librarian. (See Appendix A)

"A checklist to assist in the study of communities to be delineated with reference to library service" was made. Upon examination of the checklist it will be noted that certain items are included with a notation that they are not essential information for the community delineation. This checklist was deliberately expanded into a simplified community survey in order to aid the County Librarians in their efforts to obtain all the information possible about one area of the county in which their library was located.

The application of this information, which the librarians gathered, was made during the 1947 County Librarians' workshop at St. Mary's lake camp. At that time, Dr. Thaden assisted the librarians in plotting on county maps<sup>26</sup> the outline of the trade area of the community in which they

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<sup>25</sup> For variations and differences in this method these two articles are recommended. United States Department of Agriculture, Bureau of Agricultural Economics, Washington. Communities and neighborhoods in land use planning. U. S. Government Printing Office, 1940, pp.-36.

Dwight Sanderson. Locating the rural community. New York. Cornell University New York State College of Agricultural Extension Bulletin 413, 1939, p.8-12.

<sup>26</sup>The planning maps put out by the Michigan Highway Planning Commission were used. These can be obtained in the correct scale. They are particularly desirable because they have located on them, the houses, churches, schools, and other buildings on each road.

took the survey. The librarians' discussion about their experiences in attempting to use the materials which had been given them for community delineation led to changes and amplifications of the directions<sup>27</sup>. It will be noted that some questions on neighborhoods were included in the material. These were intended to help in locating the smaller informal groupings contained in the community. However, this delineation method was primarily designed to discover the resources of each branch library community and to give an indication of its boundaries. From this information it was possible, by a mathematical formula, to estimate the number of people in the community and thus the maximum number a specific branch should be expected to serve.

To find the number of people included in a community area after the boundaries were determined, the U. S. Census data and the Michigan Highway Planning Commission maps showing the distribution of the population were used. These directions were compiled for the use of the county librarians with the help of Dr. Thaden.

1. Determine what proportion of each township in the community lies within its boundary. Some townships may be wholly in one community area and some may be divided among three or four.
2. From the total population of each township involved subtract the population of any incorporated villages or cities.
3. Divide the remaining population of the township by the proportion of it which lies within the community, i.e. one-half, one-third or one-fourth.

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<sup>27</sup> These additional directions for the "Steps in Community Delineations" will be found in Appendix A.

4. Add to this figure the population of any villages in the township which are included in the area of the community. This will give the population of the section of one township in the community.
5. Repeat this for each township concerned. The total of these figures is the approximate population of the community.

This formula is illustrated in the next chapter.

## CHAPTER VI

### THE SPOTLIGHT ON ONE BRANCH

This complete battery of survey material<sup>28</sup> was designed to help any county Librarian, who took the time to make the study of a branch, determine answers to definite questions: What types of people use this branch? What are their characteristics? What are their interests? What books have they been reading? What other materials are they interested in having offered them? From what direction and distances do the people come to this branch? What are the business places and industries in town that might influence the interests of the people? What recreation facilities are there to compete with the library? What is the librarian like? How does she fit into the community? What does she feel the library can do as a force in the town? What are her reading interests?

In order to illustrate how well the set of materials developed, accomplished this purpose, all information available from the study about one community was assembled from the schedules of the county librarian. The community selected for the illustration was Carleton in the northeast corner of Monroe county about twenty-five miles southwest of Detroit. This village was chosen because the characteristics points of its service, such as book

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<sup>28</sup>The materials included in the set were:

1. "The checklist to assist in the study of communities to be delineated with reference to library service."
2. "Steps in delineation of community boundaries."
3. General highway planning commission map of Monroe county.
4. Library users schedule parts I and II.
5. "Questionnaire on library agency and library attendant in which library users study is made."
6. "Library agency summary."

circulation, physical equipment in the library, character of attendants, etc. were typical of a large number of the county library branches.

"The checklist to assist in the study of communities to be delineated with reference to library service" (see Appendix A for sample) was completed by the Monroe County Librarian and furnished a description of the village. At the time of the study Carleton was a town of 864 persons. The stores appeared to be well managed and prosperous. There were no vacant buildings in the business area and the town was moderately well off. It had a bank, a post office, and a railroad depot. There was a dairy, a general store, three grocery stores and one meat market. While the village had only one garage, there were two blacksmith shops and five gas stations. There were two doctor's offices, and a drug store although the town was without a dentist. Two beauty parlors and two barber shops, a five and ten, and a furniture store were added attractions for rural shoppers. A hotel, two restaurants and three taverns provided refreshments. The two hardware stores were better stocked than those in nearby larger towns.

The three most important industries were the grain elevator and mill, a chicken hatchery, and the lumber yard. There was also a tree nursery.

Transportation and communication facilities could have been improved. The railroad station served three roads but it gave only freight service. There was no bus line through the town. WWJ in Detroit was the most popular radio station. A weekly newspaper was published locally but it was read only for local news. The Monroe Evening News or the Detroit Free Press were relied upon for editorials and news coverage. The Branch of the Monroe County Library was open fifteen hours a week, had about 1800 books and circulated approximately sixty a day. In addition, the drug store sold magazines and pocket books

of rather cheap quality. The five and ten handled pocket books and children's books of average quality.

The school had over 200 in the grades and between 100 and 300 in the High School. It was accredited by the University of Michigan and offered home economics and vocational agriculture<sup>29</sup>. Many of the students came by bus from the neighboring areas. In addition there was a Catholic parochial school for the first eight grades.

Carleton had four churches, the Methodist, Catholic, Evangelical United Brethern, and Reorganized Church of Jesus Christ of the Latter Day Saints. The first three all had resident clergymen. The Catholic was largest with a membership of 300, the Methodist, next with 100, and the United Brethern third with 55. The Catholics maintained a parochial day school for their children and the Methodists provided a summer Bible school. Carleton was well supplied with secular organizations. (See Table I)

TABLE I

ORGANIZATIONS IN CARLETON GROUPED ACCORDING TO INFLUENCE AND SIZE<sup>30</sup>

Rotary	:	Service club	:	Much influence in community	:	40 members
	:		:		:	
Sunshine Society	:	Methodist Church:	:	Some influence in community	:	20 members
	:	group	:		:	
	:		:		:	
Ladies Aid	:	United Brethern	:	Some influence in community	:	15 members
	:	Church	:		:	
	:		:		:	
IOOF	:	Service Club	:	Some influence in community	:	20 members
	:		:		:	
Boy Scouts and Campfire girls. Both have much influence in community. About 40 and 35 members.						

<sup>29</sup>This information is from the Questionnaire. According to the latest list from the Department of Public Instruction neither agriculture or home economics are offered.

<sup>30</sup>The evaluation of these organizations was made by the Monroe County Librarian

The recreation facilities were limited to an excellent ball park and an average bowling alley. There were no dancing places for teenagers, and no movie house. There was a public tennis court but it was not in usable condition. Of the facilities available the ball park was by far the most popular.

The map (Fig. 1) illustrates the type of community area delineation which was obtained by the librarians through the use of the "Steps in community delineation" and the "Checklist....". The small dots on the map indicate the location of the homes of the open country library users who were interviewed by the Monroe County Library in Carleton for the survey. The heavy unbroken line encloses the area of the Carleton community as determined by delineation of the community boundaries. The broken line outlines the area which the Carleton merchants, who were interviewed, claimed as the trading area of Carleton. This comparison clearly shows how a community tends to over-reach its natural or reasonable limits.

The population of the Carleton community was found to be approximately 3,029 persons when it was determined by the formula given in the preceding chapter (see Table II).

TABLE II  
POPULATION OF THE CARLETON COMMUNITY

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Ash township.....	2,679
Carleton village.....	<u>864</u>
	1,815
2/3 of Ash township is in Carleton community.....	1,210
Exeter township.....	1,785
1/3 of Exeter township is in Carleton community.....	595
Wayne county	
about three square miles are in Carleton community.....	360
Village of Carleton.....	854
Total population of Carleton community area.....	3,029

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The tables of findings which follow were based on comparisons of the library users with the entire county population according to the 1940 census. These figures were used because more extensive information was obtainable than for rural population alone. Counties which are exclusively rural would find the census figures satisfactory as a comparative base without change. However, many counties, such as Monroe, have urban sections. In these, the county library supplies books primarily to the rural segments. In such cases it would be necessary to allow for the probable error in population comparisons which would result from comparing a rural sample with a rural-urban one<sup>31</sup>.

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<sup>31</sup> This allowance was made for the state-wide sample where either the rural census figures were used or notations were made of the probable variations. The number of schedules for Monroe county is too small to be statistically significant alone. Therefore, this chapter was intended only as an illustration of the types of information which the study could give a librarian who wished to survey one particular library community. For this reason the

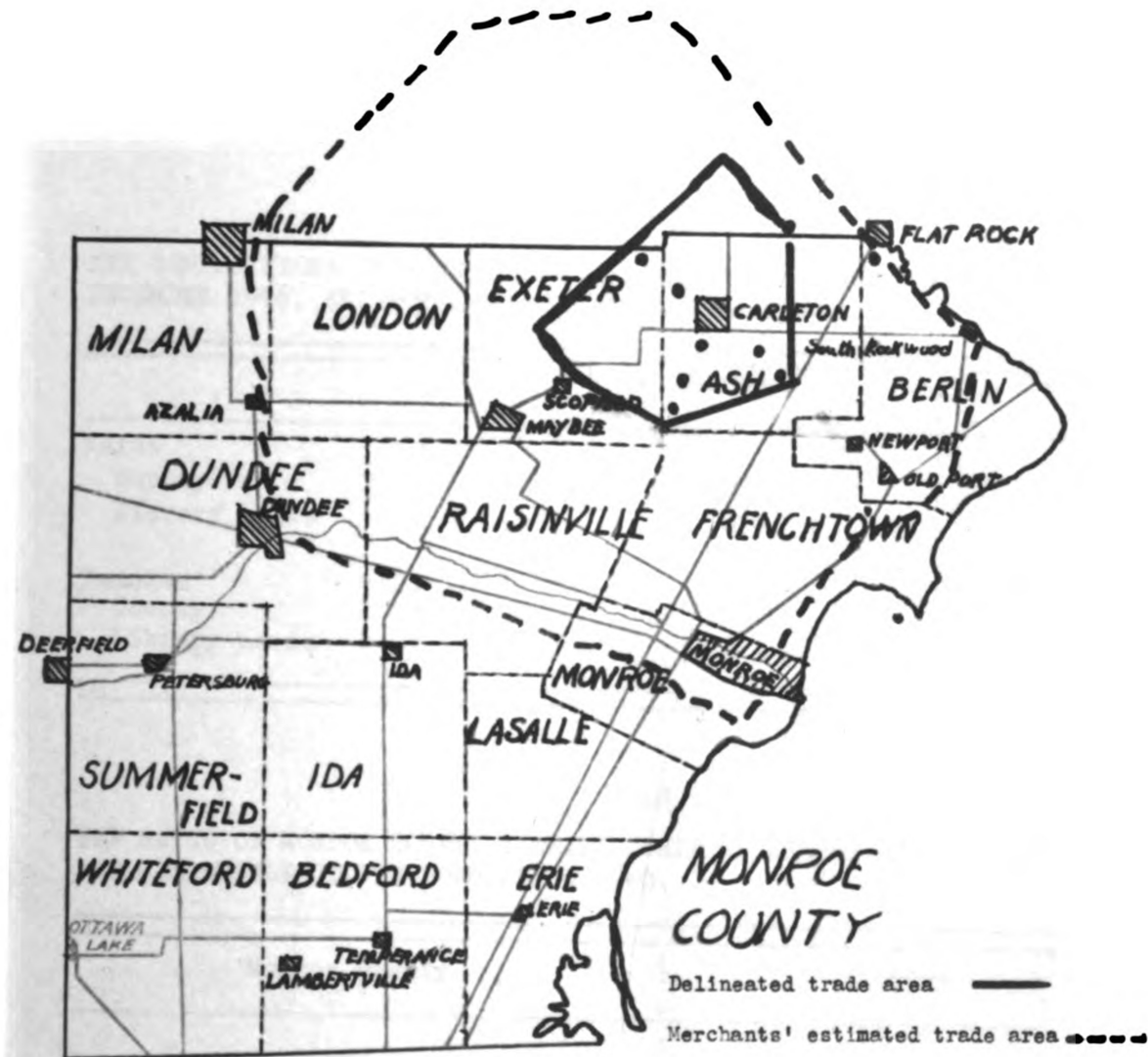


Fig. 1

COMPARISON OF TRADE CENTER COMMUNITY OF CARLETON, MONROE COUNTY, DELINEATED FEBRUARY, 1947, AND TRADE AREA OF CARLETON ESTIMATED BY THE MERCHANTS

This comparison of the characteristics of the library users with the total county population revealed many significant differences. The sex ratio for the county was 108 and for the library users it was 15. (See Tables III and IV).

TABLE III

SEX COMPOSITIONS OF MONROE COUNTY LIBRARY, CARLETON BRANCH USERS; DECEMBER 1946, AND TOTAL COUNTY POPULATION 1940

	:	Total Number	:	Percent
	:		:	
Males	:		:	
County	:	30,423	:	51.0
Library users	:	4	:	13.4
	:		:	
Females	:		:	
County	:	28,197	:	49.0
Library users	:	26	:	86.6
	:		:	

TABLE IV

SEX RATIO OF MONROE COUNTY LIBRARY CARLETON BRANCH USERS; DECEMBER 1946, AND COMPARABLE COUNTY POPULATION 1940.

Monroe county	:	Library Users
	:	
108	:	15
	:	

The age range of library users is graphically illustrated by Fig. 2. The largest number of library users were between the ages of ten and nineteen, 46 percent, but only 19.2 percent of the total population of Monroe county fell in this age group.

The data on employment (see Table V) offered an interesting comparison between library users and Monroe county residents. While only eight

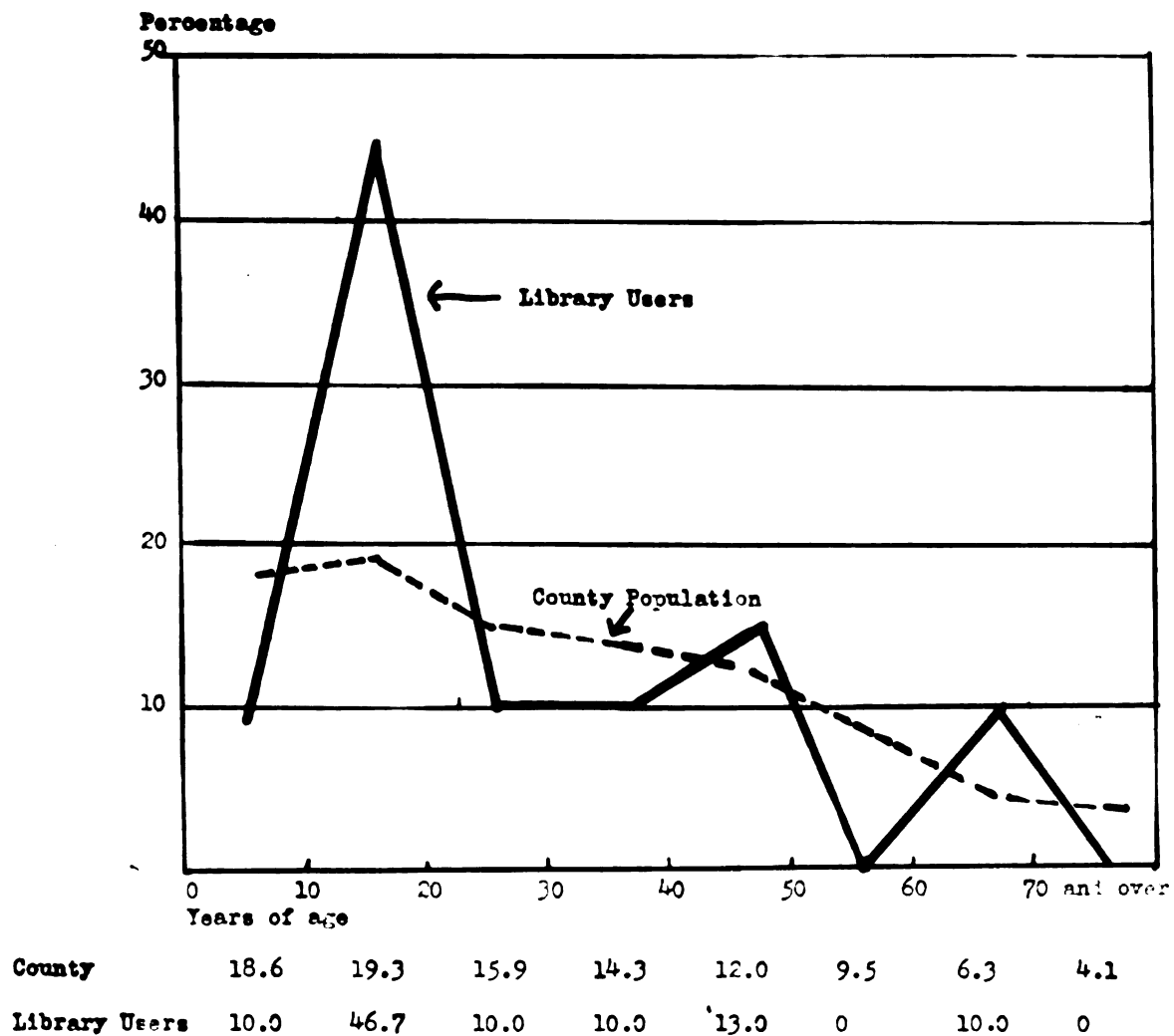


Fig. 2

PERCENTAGE DISTRIBUTION BY YEARS OF AGE OF 30 MONROE COUNTY, CARLETON LIBRARY BRANCH USERS, DECEMBER, 1946, AND THE TOTAL STATE POPULATION, 1940

percent of the population of Monroe county over fourteen were students, 27.3 percent of the library users over sixteen fell in this category. The employed group made up 42.9 percent of the total population over fourteen, but, of those who used the library, age sixteen and over, only 18.2 percent were employed. Table VI shows the occupational distribution of the persons who were employed.

TABLE V

EMPLOYMENT DISTRIBUTION OF MONROE COUNTY CARLETON BRANCH LIBRARY USERS, SURVEYED DECEMBER 1946 AND TOTAL COUNTY POPULATION, 1940

	: Monroe County		: Library Users	
	: Over 14		: 16 and over	
	: Number	: Percent	: Number	: Percent
Students	: 3,452	: 8.0	: 6	: 27.3
Housewives	: 113,201	: 30.7	: 10	: 45.4
Employed	: 18,490	: 42.9	: 4	: 18.2
Unemployed	: 1,637	: 3.8	: 0	: 0
Other	: 6,295	: 14.6	: 0	: 0
No information	: -	: -	: 2	: 9.1
Total	: 43,075	: 100.0	: 22	: 100.0

TABLE VI

OCCUPATIONAL DISTRIBUTION OF MONROE COUNTY CARLETON BRANCH LIBRARY USERS SURVEYED DECEMBER 1946 AND TOTAL COUNTY POPULATION, 1940

	: Monroe county		: Library Users	
	: Number	: Percent	: Number	: Percent
Professional	: 899	: 5.5	: 1	: 5.3
Business	: 3,240	: 19.8	: 1	: 5.3
Farm Operator	: 3,050	: 18.7	: 0	: 0
Farm Laborer	: 1,021	: 6.3	: 0	: 0
Craftsman	: 3,933	: 24.1	: 0	: 0
Non-farm Labor	: 2,949	: 18.1	: 1	: 5.3
Service workers	: 871	: 5.3	: 5	: 26.3
No information	: 361	: 2.2	: 11	: 57.8
Total	: 16,325	: 100.0	: 19	: 100.0

Of the Library Users 38.4 percent over twenty-five had completed high school but only 11.1 percent of the total population over twenty-five had done so. (See Table VII). This means that the group which read had an education of four grades above the median of the county which was 8.1 for males and 8.4 for females according to the census.

TABLE VII

EDUCATIONAL CHARACTERISTICS OF MONROE COUNTY, CARLETON BRANCH LIBRARY USERS OVER TWENTY-FIVE YEARS OF AGE, DECEMBER 1946 AND COMPARABLE COUNTY POPULATION TWENTY-FIVE YEARS OF AGE AND OVER, 1940.

	: Monroe county		: Library users	
	: over 25		: over 25	
	: Number	: Percent	: Number	: Percent
No school years	: 744	: 2.3	: 0	: 0
Grade school 1-4 years	: 2415	: 7.6	: 0	: 0
Grade school 5-6 "	: 3685	: 11.6	: 0	: 0
" " completed	: 14199	: 44.9	: 4	: 30.8
High school 1-3 years	: 4766	: 15.0	: 1	: 7.7
" " completed	: 3511	: 11.0	: 5	: 38.4
College 1-3 years	: 1168	: 3.7	: 0	: 0
" " completed	: 777	: 2.5	: 1	: 7.7
No information	: 421	: 1.3	: 2	: 15.4
Total	: 31687	: 100.0	: 13	: 100.0

Carleton branch library was scrutinized through the medium of the "Questionnaire on the library agency and agency attendant in which the library users study is made." From this questionnaire it was found that the library was open fifteen hours a week; Tuesday, Friday and Saturday afternoons from twelve to five. Table VIII gives the circulation record of the preceding year.

TABLE VIII

BOOK CIRCULATION OF CARLETON BRANCH LIBRARY FOR THE PAST YEAR

Period	: Adult	: Juvenile
Per day (average of month preceding)	: 20	: 19
Per month (month of November, 1946)	: 268	: 238 37 mag.
Per year (1945)	: Adult and juvenile 7,208	

According to the A.L.A. standards<sup>32</sup> the book collection should average three books per capita or 2,592 for Carleton. The circulation should be ten per capita or 8,640 per year for Carleton. The book turnover should be three and one-third times a year. Carleton averaged four. This greater amount can be attributed to the system of the county library which provided a continuously fresh book stock thus allowing for variety in selection with a small number of books.

The library subscribed to six magazines and had three unidentified magazines donated. These are classified by type in Table IX.

<sup>32</sup> Helen L. Mosier and Helene S. Lefevre. Small public library; organization, administration, service, (Chicago. American library association, 1942) p. 18. For a town of less than 10,000 population there should be three books per capita; for a town of less than 5,000 population the circulation should be ten books per capita. This means a yearly turnover of three and a half books per capita.

TABLE IX

LIST OF MAGAZINES, BY TYPE, AVAILABLE IN CARLETON BRANCH LIBRARY, MONROE COUNTY LIBRARY, DECEMBER 1946

Class		:	Title
News weeklies	1	:	Newsweek
Pictorial	1	:	Life
Popular science & mechanics	1	:	Popular mechanics
Women and home	3	:	Better homes and gardens
		:	Good housekeeping
		:	House and garden

The County Librarian gave the following evaluation to the component parts of the library unit. The reference collection was considered excellently suited for the needs of the community. The window display space available was excellent and its use was satisfactory. Exhibits at local meetings or talks outside the library by the library attendant were inadequate but exhibits inside the library, the children's story hours, and news items in the local paper were all handled effectively. The sign on the building was poor and the library room was too small for its activity and had poor heat and light.

The librarian's age was in the range of 55 to 65 years. She had lived in Carleton all her life and knew the community and the people. This fact contributed to her ability to serve the community satisfactorily as librarian. Ever since her appointment two years previously she had regularly attended staff meetings. The librarian held a high school diploma and a first grade library certificate. It was found that she did a considerable

amount of reading which could be considered above the average of the branch's patrons. Three of the titles which she listed as having recently read were:

Crow, The City of Flint Grows Up

Fleury, Faith the Root

Grahame, Maine Charm String

Her own evaluation of the branch coincided rather closely with that of the county librarian; particularly in the need for better publicity.

The Library Users study in Monroe county was undertaken as part of the state-wide study, and the sample obtained while sufficient when combined with those of twenty-three other counties is not too representative when taken alone. Consequently this material and the findings from Monroe county were compiled as an example of method of analysis rather than for any conclusive value they might have for Carleton.

It was found that approximately one-half of the library users lived within the village limits and about one-half outside the limits. The average distance which those outside lived from the library was four miles. In comparison with the rural county statistics (see Table X) these differences were found. Of the rural population of Monroe county 12.2 percent lived in villages and 88.8 percent in the open country. On the library sample the situation was reversed and 60 percent lived in the village and only 36.6 percent in the open country. This comparison would indicate that a very high percentage of the open country residents are not being reached by the library service given through this branch library.

TABLE X

DISTRIBUTION OF MONROE COUNTY CARLETON BRANCH LIBRARY USERS SURVEYED  
DECEMBER 1946 BY PLACE OF RESIDENCE AND TOTAL COUNTY POPULATION, 1940

	County		Library Users					
	Number	Per- cent	Number	Per- cent	Under:16 Number	Per- cent	Over:16 Number	Per- cent
Total Rural	40,142	100.0	30	100.0	8	100.0	22	100.0
Farm and non-village	35,649	88.8	11	36.7	3	38.5	8	36.4
Village	4,492	12.2	18	60.0	5	62.5	13	59.1
No information	-	-	1	3.3	-	-	1	0.5

There were six percent foreign-born residents in the county but none of them were users according to the survey.

Since there were no foreign-born represented among the library users the regional background of their origins was examined; 80 percent were born in Michigan, or Indiana, and Illinois and Ohio had the next highest number, 6.6 percent. The Middle Atlantic states with 3.3 percent and Minnesota, Iowa and Missouri with 3.5 percent completed the localities represented. In the whole of Monroe county the ethnic groups represented ranked quite differently for library users and for the general population (See Table XI).

TABLE XI

RANK ORDER OF FIRST FIVE ETHNIC GROUPS REPRESENTED BY MONROE COUNTY  
CARLETON BRANCH LIBRARY USERS SURVEYED DECEMBER 1946 COMPARED WITH  
COUNTY POPULATION, 1940.

Monroe County	Library Users
Germany	Germany
Non-French Canada	England
Poland	Scotland
Italy	Holland
Hungary	Ireland



Tuesday and Friday were apparently the most popular library days. This is unusual as Saturday in most cases is the big day for rural people to come to town.

In a village like Carleton where the library is open only three afternoons a week it is the pattern of library usage that becomes important. How often did people repeat their visits to the library? The youngsters averaged twice a week and the adults once. There is no way of telling from this survey how this pattern might be changed if the library were to open more and different hours. But with a two week loan period it was interesting to note that the people still came once a week.

Twenty percent of the people occasionally used other libraries but only one-half of them borrowed books.

One of the most enlightening sections of the interview enumerated the various reasons why the patrons visited the library that particular day. Two-thirds returned books. Less than one percent intended to read while there. Most just came to look around and pick out an interesting book but less than one percent intended to get the librarian to help them find that book. No one intended to use any reference material. In spite of these intentions, however, the summary of use indicated that five reference questions were asked and answered during the time of the interviewing.

These facts are at variance with the accepted concepts of library use. Library literature and library practice both emphasize the importance of reading space as a part of library service. Yet it was found here that the reading space available was not used. A helpful librarian is considered an integral part of library work, yet here her experience and knowledge was not being utilized. The branch itself, with small cramped quarters, and poor

lighting and heating facilities could have accounted to some extent for the small reference use, lack of reading in the library, and general patterns of patronage. The time of year, three weeks before Christmas, might also have been a contributing factor.

The survey showed that one-half of these patrons belonged to no organizations and that only seven or 23 percent held any office in an organization.

What were the reading interests of this community? In Fiction, the people sixteen years of age and over liked first romance, then adventure and then Westerns. Under sixteen years of age they chose romance, boys and girls, and adventure and animals tied for third choice. The youngsters were not interested in non-fiction but their elders liked best biography, then history and then current affairs. When asked specifically to rank their likes into preferences a slightly different order was found. Among the people sixteen and over romance was still first choice with family life and history, second, and adventure, third. Under sixteen, it was romance for both first and second choice and boys and girls as third choice<sup>33</sup>.

One-third of the people would like to use other material than books but they limited their choice to magazines of which the library

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<sup>33</sup> For other surveys of communities reading interests see: Denver. University. National opinion research center. What..where..why..do people read? Highlights of a survey made for the American Library association and 17 cooperating city libraries. Denver. (University of Denver, 1946), William E. Hall and Francis P. Robinson. "Role of reading as a life activity in a rural community." Journal of applied psychology v. 26 (1942) 530-542; Ruth M. Strang, Exploration in reading patterns (Chicago, University of Chicago press, 1948).

subscribed to only six and had three additional ones donated.

A majority of the people had special interests about which they read and these are listed in Table XII together with a description of the reader who specified each subject.

TABLE XII

SPECIAL READING INTERESTS OF MONROE COUNTY CARLETON BRANCH LIBRARY USERS  
SURVEYED DECEMBER 1946.

Person	Interest
Man, non-farm laborer, age 30	Outdoor work
Business man	Local history
Student, age 17, boy	Future of machinery
Boy, age 9	Dogs and horses
Housewife	Travel
Housewife	Sewing
Housewife	Home making
Housewife	Interior decorating
Girl, age 11	Parties
Girl, age 13	Dogs
Girl, age 14	Nurses and girls in college
Girl, age 14	History of different people
Girl, age 16, student	Movie stars
Girl, age 16, student	Horses
Teacher	Juvenile delinquency
Student, age 16	Animals
Student, age 16	Singing
Student, age 18	Airplane mechanics

While most of the youngsters seemed dependent on the library for the books they read, over half of the adults read books from other sources.

(See Table XIII)

Note the remarkably high proportion of books sent out by book clubs to which 26.7 percent of the borrowers belonged. The clubs represented were:

Book of the month club	4 memberships
School book league	2 "
Doubleday dollar book club	1 "
People's book club	1 "

TABLE XIII

SOURCES FROM WHICH LIBRARY USERS OBTAIN READING MATTER, MONROE COUNTY, CARLETON BRANCH LIBRARY USERS SURVEYED, DECEMBER, 1946

Source	: Library user : under 16	: Library user: : 16 and over	: Total	: Percent*
Libraries only	: 4	: 3	: 7	: 23.3
Purchased	: 1	: 6	: 7	: 23.3
Borrowed from friend	: 0	: 3	: 3	: 10.0
Received as gifts	: 0	: 3	: 3	: 10.0
Book clubs	: 2	: 6	: 8	: 26.7
No information	: 3	: 6	: 9	: 30.0
Total 37 sources	: 10	: 27	: 37	: 123.3

\*Percentages are based on the number of persons responding. Tables for the various sources exceed 100 percent since some persons reported more than one source.

There were twenty-nine books returned by the library users during the week the schedules were taken; and of these sixteen were borrowed by or for, the person who returned them. Nine were returned by people over sixteen years of age which were borrowed for others. Most of this information can be seen more conveniently in Table XIV so only highlights will be pointed out here. The pattern seems to be individual library usage. More than half of the books borrowed were for the borrower and of these 87.4 percent were read completely. Only six books were read by others while the books were out of the library. The readers definitely liked 68 percent of

the books they read and would recommend these to other people as interesting books.

It was noted previously that only a small number of library visitors availed themselves of the services of the librarian. It was found that most of the books were chosen without help or recommendation. One person picked out a book because of radio advertising.

The librarian was asked to assist when books were being selected for someone other than the library visitor. Almost half of the books were taken on her recommendation.

Table XIV represents an attempt to classify the books which the library users returned by their subject matter. This classification is based on the types of subjects used in the library users schedule to determine the interests of the reader.

The information discussed in this chapter, drawn from the interpretation of the responses to the survey schedules and questionnaires, could serve as a base for a course of action which would make this library branch more effective in the community. The following recommendations would seem to be indicated:

1. A concerted effort should be made to attract the persons who are not now using the branch. Specifically: the men, those of foreign extraction, the club and community leaders, a large number of the twenty to forty years of age group.
2. The librarians should examine more carefully the teen age use of the library. The county library headquarters gave book service directly to the school to stimulate reading. According to the statistics of this study 46 percent of the library users were in the age group of ten to nineteen.

TABLE XIM. Title and subject of library books returned and opinions of books given by Monroe county Carlton branch library users surveyed December, 1946.

Author and title	Age of L. U.	Borrowed for	Opinion	Subject
Aldrich, <u>Rin of the</u>				Historical
<u>treasure</u>	Over 16	Self	Indifferent	fiction
Allen, <u>Let me die</u>				
<u>Thursday</u>	Under 16	Self	Liked	Mystery
Ashton, <u>Yeoman's</u>				
<u>hospital</u>	Over 16	Self	Disliked	Other fiction
Agodelotte, <u>Full</u>				Historical
<u>harvest</u>	Over 16	Self	Liked	fiction
Crabtree, <u>to school</u>				
<u>and home</u>		Two		Boys and
<u>again</u>	Over 16	children	Liked	girls
Crawford, <u>Bob and</u>	Under 16	Self	Liked	Boys and
<u>July at play</u>				girls
Disney, <u>Water Babies</u>		Two		
<u>circus</u>	Over 16	children	Liked	Animals
Douglas, <u>Home for</u>				
<u>Christmas</u>	Over 16	Self	Liked	Romance
Ferber, <u>Nobody's in</u>				
<u>town</u>	Over 16	Self	Definitely	Romance
			Liked	
Fowler, <u>Good night</u>				
<u>sweet prince</u>	Over 16	Self	Liked	Biography
Gardner, <u>Case of the</u>				
<u>substitute face</u>	Over 16	Self	Liked	Mystery
Gates & Clark, <u>Joey</u>	Over 16	Two children	----	
<u>and the pig</u>	Over 16			
Gray, <u>Has knife</u>				
<u>outfit</u>	Over 16	-----	-----	Western
Gray, <u>No title</u>	Over 16	-----	-----	-----
Hilton, <u>So well</u>				
<u>remembered</u>	Over 16	Self	Indifferent	Romance
Winkle, <u>Crazy Dog</u>				
<u>Quilley</u>	Under 16	Self	Liked	Dog - Animals
Hunt, <u>Little girl with</u>				Historical
<u>seven names</u>	Over 16	Daughter	Liked	fiction, J.
Keeler, <u>Party for</u>				
<u>Honey</u>	Under 16	Self	Liked	Animals
Kuh, <u>The farmer</u>	Under 16	-----	Liked	the farm
Mason, <u>Spring hill</u>				
<u>farm</u>	Over 16	Daughter	Liked	Farm - fiction
Magazine, <u>Ladies home</u>				
<u>Journal</u>	Over 16	Self	Liked	Magazine
Morris, <u>Love of</u>				
<u>Julie Nagel</u>	Over 16	Self		Romance
Ravlin, <u>South man</u>				
<u>under</u>	Over 16	Self	Indifferent	omance
Rinehart, <u>Crime book</u>	Over 16	Self	Disliked	Mystery
Robinson, <u>Stray and</u>				
<u>her dog Datin</u>	Over 16	Sister	Liked	Boys and girls
Ross, <u>Farm in the</u>		Daughter		
<u>family</u>	Over 16	Self	Liked	Farm - fiction
Tonsey, <u>Fisherman</u>				
<u>Booby</u>	Over 16	Daughter	Liked	Boys and girls
Ward, <u>Snake bit</u>	Over 16	Self	Disliked	Biographical
Wentworth, <u>Admire</u>	Over 16	Self	Liked	Mystery
<u>Snow</u>				
Writer's program,				History and
<u>Texas</u>	Over 16	Husband	Liked	travel

Summary of subjects:

Romance 5  
 Historical fiction 4  
 Boys and girls 4  
 Mystery 3  
 Animals 2  
 Farm f. 2  
 Western 1  
 Farm non-fiction 1  
 Biographical fiction 1  
 Biography 1  
 Other fiction 1

3. An attempt should be made to obtain larger, more adequate, and better equipped library quarters.

4. The book collection should be evaluated for its appeal to groups of people, present in the county, who are not now using the library. Did the reading interests of the patrons revolve so completely around romance, adventure, mystery, and homemaking because that was the only fare offered? John Chancellor in his study of the T.V.A. library program found that many other books were used when made freely and attractively available. Conversely, he also found that making a wide variety of subjects available in attractive form drew a greater number of different occupational and vocational interests to the library <sup>34</sup>.

5. Saturday was generally assumed by the county librarian to be a day when a large portion of the library branch's weekly book circulation would be obtained. Since Tuesday and Friday were most popular in Carleton, it would be advisable for the County Librarian to compare with the town's merchants, the peak hours of their business, and to adjust the library's schedule where necessary to take advantage of these periods.

6. The library attendant should be encouraged to establish more community consciousness toward the library and to stimulate its use, through book talks, exhibits and taking part in civic organizations as the library representative.

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<sup>34</sup> John Chancellor. The Library in the T.V.A. adult education program.  
Appendix

## CHAPTER VII

### ACTION BY RESEARCHERS

The cooperative library study gradually expanded beyond the contemplated limits of library users' characteristics and community delineation. The ramifications became more clear and the county librarians asked more help and more information on related topics. They realized the necessity, both, for more research and for a great deal of assistance in applying the findings.

The library users study was intended to result in a battery of analytical materials which could be handled independently by any librarian who desired to study a problem community in her county library system. When attention was focused on one branch, as in the previous chapter, the results were easily analyzed for implications to library service. Before these results were available for interpretation, however, the schedules had to be coded, tabulated and analysed. Without trained help at this point it would be difficult to interpret the materials.

The librarians would need help in deciding the meaning of the results and what pointers they gave for library action in the future. At present the use of the materials developed would not be effective unless social scientists were available to help with analysis and interpretation.

Therefore one of the details which still needs development is how to reorganize the analysis and interpretation of the materials into a simple formula which can be used independently of a college research department. To be complete this must be done, for social science will find its place in practical problems to the extent to which it can develop the

interested laymen into patterns of thinking which will enable them to analyze and interpret the situation for themselves.

A problem which deserved more attention than was possible in this study was concerned with reading interests. This study analyzed the types of subjects about which the library patrons were interested in reading. But it was not within the scope of the objectives as outlined by the librarians, to study why the library patrons preferred specific types of material and subject matter <sup>35</sup>.

The community delineation techniques developed for the use of the librarians are complete and could be applied and interpreted by a librarian. There are other problems which are closely related to the trade center and area community delineation which was outlined in Chapter V. Neighborhood groupings have significance for bookmobile stop locations. Cliques and visiting habits of potential library users would be of importance also; this project did not include either.

The county librarians' workshop at St. Mary's Lake in June, 1947 was devoted almost entirely to the study of the survey results. Methods of applying the results to local situations were learned. Appraisal of the work and plans for future action were made. Out of the week's work there came very clear and definite desire for further research to cover new interests. These may be summarized as follows:

1. Help in the continued use by the county librarians of the Library Users schedule as a means of continuing library appraisal.
2. Further individual assistance in the plotting of trade areas, ethnic groupings, etc.

<sup>35</sup> Douglas Waples, Bernard Berleson and Franklyn R. Bradshaw. What reading does to people, a summary of evidence on the social effects of reading and a statement of problems for research. Chicago, University of Chicago Press 1946 161 122

3. Development of techniques for a study of neighborhood groups<sup>36</sup>.
4. Adaptation and simplification of methods for discovery of leadership.
5. Two more intensive studies similar to the one made in Lenawee county.
  - a. In a county in the northern part of the state with low income and widely dispersed population, to be used as a basis for multi-county service.
  - b. In a county with a metropolitan fringe.
6. Adaptation of techniques developed, and development of new techniques for administrators of new county libraries, and for use with demonstration projects.
7. Assistance from the personnel of the social research service of Michigan State College in specific problem areas in individual counties where the use of sociological techniques will clarify the situation and point the course of action.
8. Assistance of the Adult Education department in techniques of planning and carrying out courses of action in specific areas.

These suggestions arose directly out of an examination of the survey results. They were given here as an illustration of the type of action program which is implied in the study. They are also concrete evidence of the steady development of the librarians thinking and this, the growth in objectivity of thought and increase in understanding of people, was one of the underlying objectives of the entire project.

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<sup>36</sup> Charles R. Hoffer. Social organization in relation to extension service in Eaton County, Michigan. East Lansing. Michigan State College Agricultural Experiment Station special bulletin 338, 1946. 22-26.

PART THREE

RESULTS AND INTERPRETATIONS OF THE STATE WIDE STUDY

## CHAPTER VIII

### STATE CHARACTERISTICS OF LIBRARY USERS

The sample for the state wide study of Michigan County Library Branch Users was drawn from among the patrons of twenty-three county libraries in the state. These counties may be classified as follows: Rural-urban -- Genesee, Ingham, Jackson, Kent, Monroe, and Muskegon; rural-farm -- Branch, Cass, Lapeer, Lenawee, St. Clair, and Van Buren; rural, with a large share of submarginal land -- Alcona, Cass, Crawford, Gladwin, Iosco, Kalkaska, Manistee, Mason, Menominee, Missaukee, Presque Isle, Wexford.

The tables and charts in this chapter were compiled to show how selected characteristics of the library users studied compared with the same characteristics of the population of Michigan. They were based on the census data for the total state population. This was done because, first, the area of service for a library branch was a natural community area and there are no census data provided for such natural areas. Secondly the community areas of the library branches often covered portions of more than one county, therefore county census data were not appropriate. Third, certain tabulations of the census data were available for the total population but were not readily available for the rural farm and non-farm segments of the population<sup>37</sup>.

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<sup>37</sup> The breakdowns used for the purpose of comparison were drawn largely from: J. Allen Beegle. Michigan population, composition and change. East Lansing, Michigan State College Agricultural Experiment Station, section of Sociology and Anthropology, 1947. 103 pp. And United States Department of Commerce. 16th Census of the United States, 1940. Population, second series:...Characteristics of the population; Michigan. Washington, Superintendent of documents, 1942. 184 pp.

Where comparable census data for the rural areas were available they were included in the tables or footnotes. This was done in order to clarify the comparisons with the library users sample where it was thought the characteristics of the total state population might tend to over-or under-emphasize the deviations of the library sample<sup>38</sup>.

An effort was made to gather information which would show the type of library service given by the branches during the time of the survey. This was obtained from the "Summary Sheets" (see Appendix A for sample) which accompanied the library users' schedules. Figures 3 to 9 present this information graphically. In order to obtain the number of interviews (30) requested for the state-wide study it was necessary for some librarians to interview patrons during more than one week. Wednesday and Saturday were the days during which the libraries were open the longest number of hours and were also the days in which the largest number of interviews were taken (see figures 3 and 4).

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<sup>38</sup> The rural segments of the twenty-three counties whose libraries were included in the study, were compared with the total rural population of Michigan, on the matter of age. It was found that the population of the twenty-three counties did not vary more than one or two percentage points in any one item from the total rural population. Therefore, no attempt has been made to compare the library sample with the rural population of the twenty-three counties.

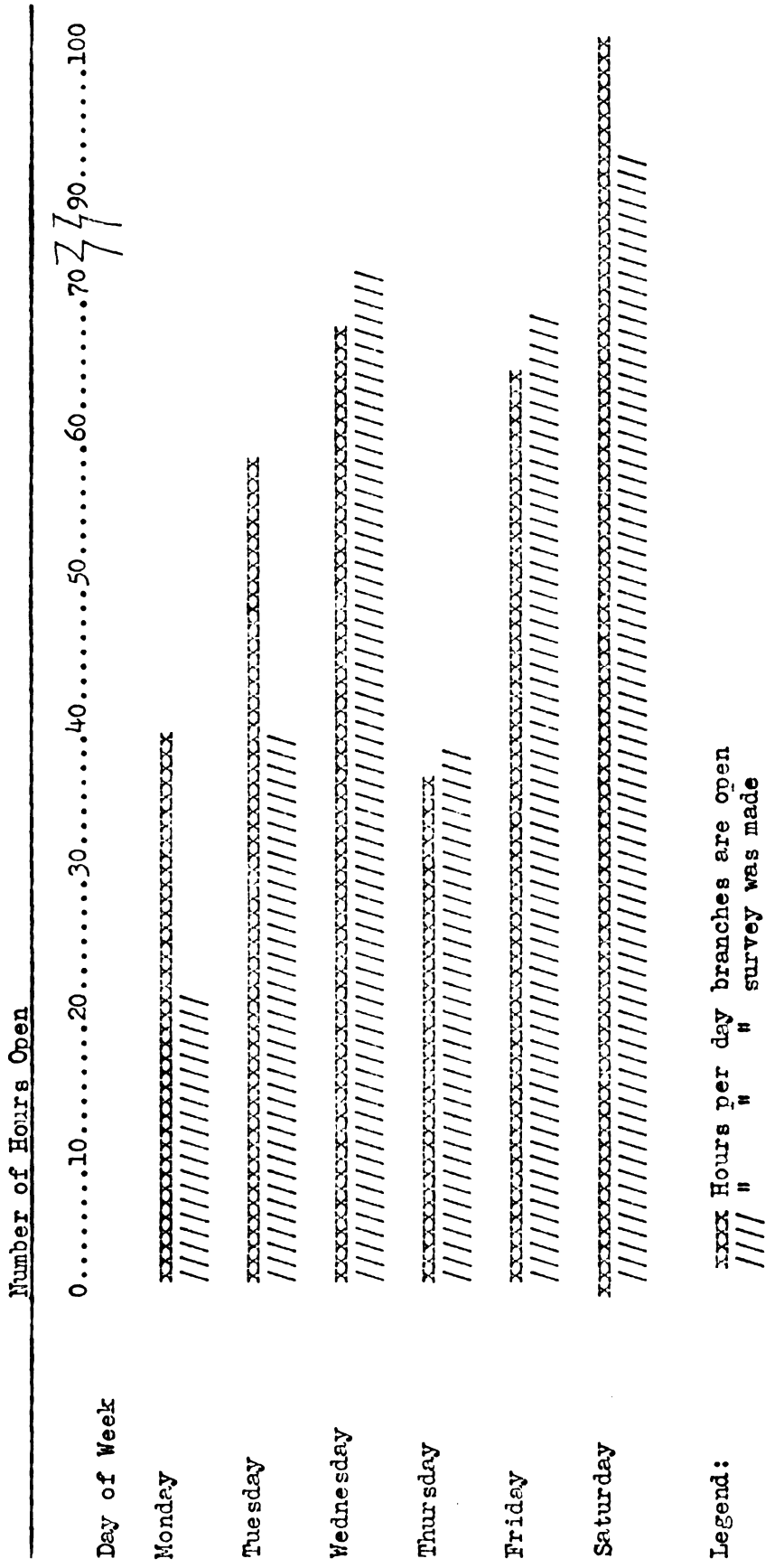


Fig. 3  
NUMBER OF HOURS PER DAY COMBINED TOTAL OF COUNTY LIBRARY BRANCHES SURVEYED WERE OPEN TO PUBLIC ONE WEEK AND THE NUMBER OF HOURS PER DAY THAT THE SURVEY WAS CONDUCTED (NOT NECESSARILY IN ONE WEEK) IN THE 23 MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946.

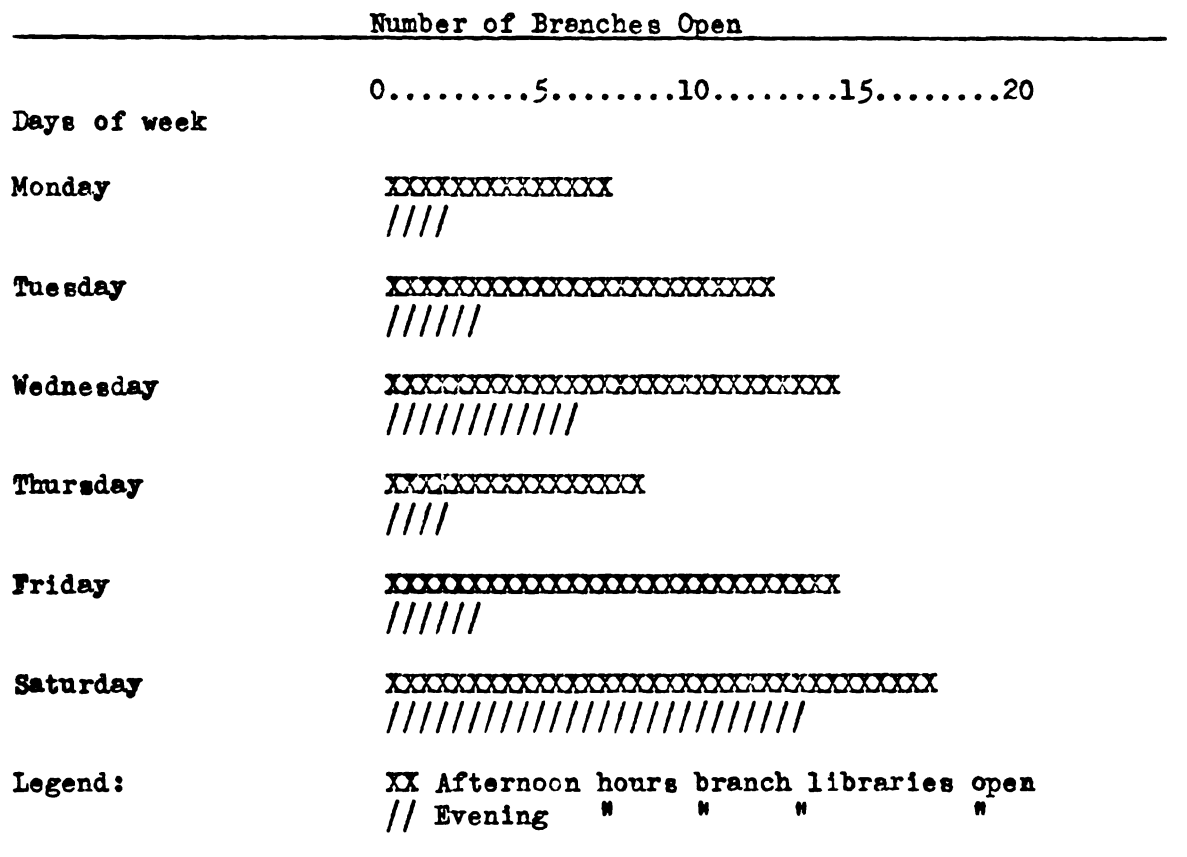


Fig. 4

DISTRIBUTION OF NUMBER OF BRANCHES OPEN AFTERNOON AND EVENING HOURS EACH DAY DURING THE WEEK OF THE SURVEY, TWENTY-THREE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED (TWO OMITTED) DECEMBER, 1946

Approximately one-half of the libraries were housed in separate buildings and were open from ten to twelve hours per week. The average circulation per branch during the period of the interviewing was between twenty-six and fifty juvenile books and fifty-one to seventy-five adult books. Seven branches answered no reference questions but the average was four to six questions answered during the time patrons were being interviewed.

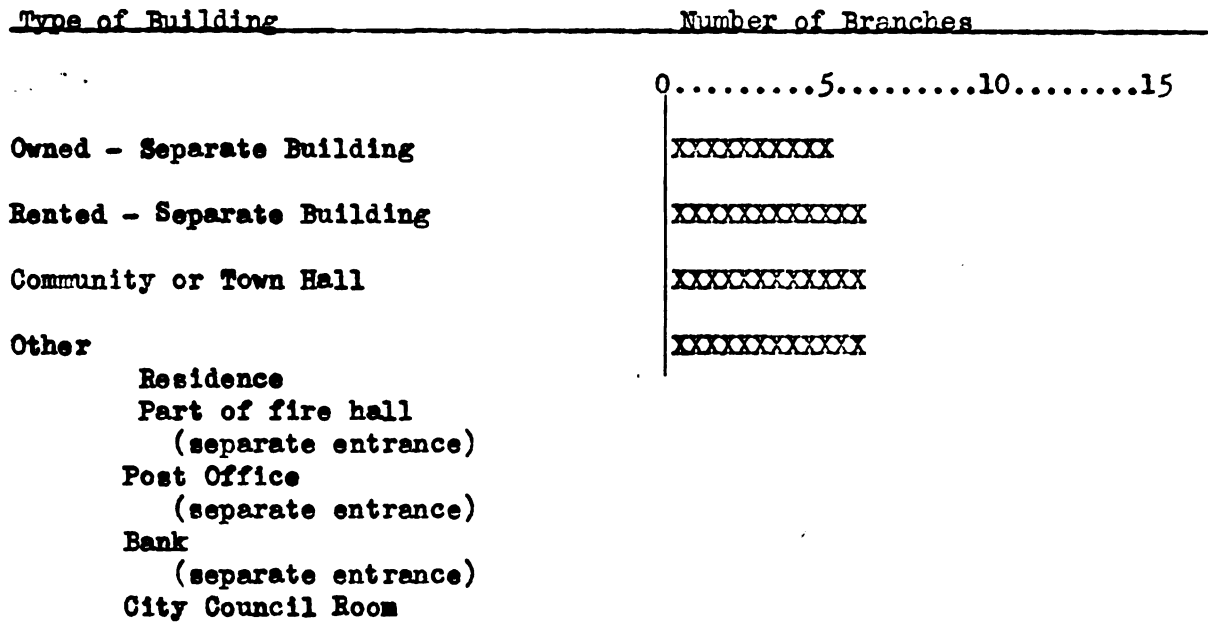


Fig. 5

TYPES OF BUILDINGS IN WHICH THE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED WERE SITUATED DECEMBER, 1946

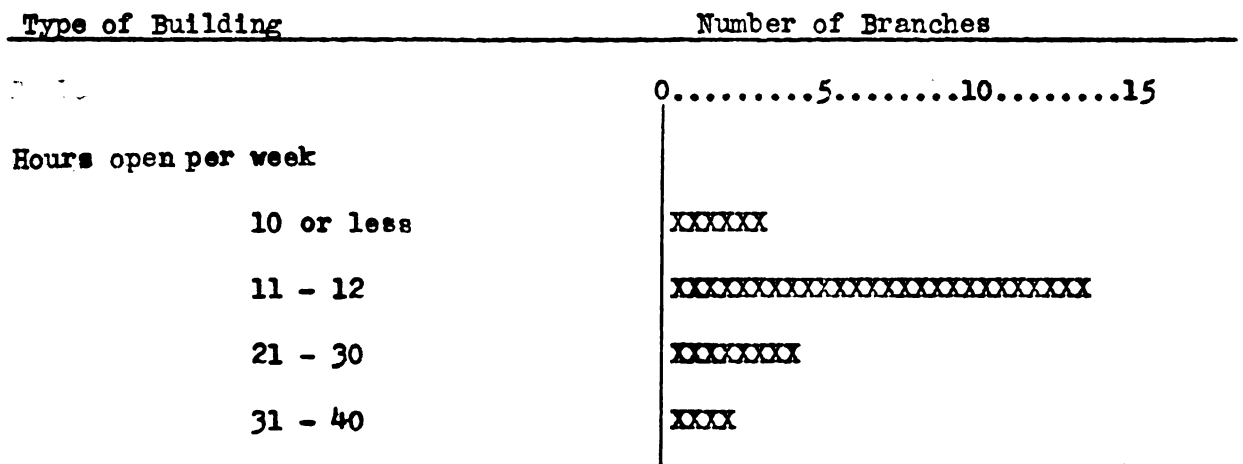


Fig. 6

DISTRIBUTION OF HOURS OPEN TO PUBLIC PER WEEK, OF MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

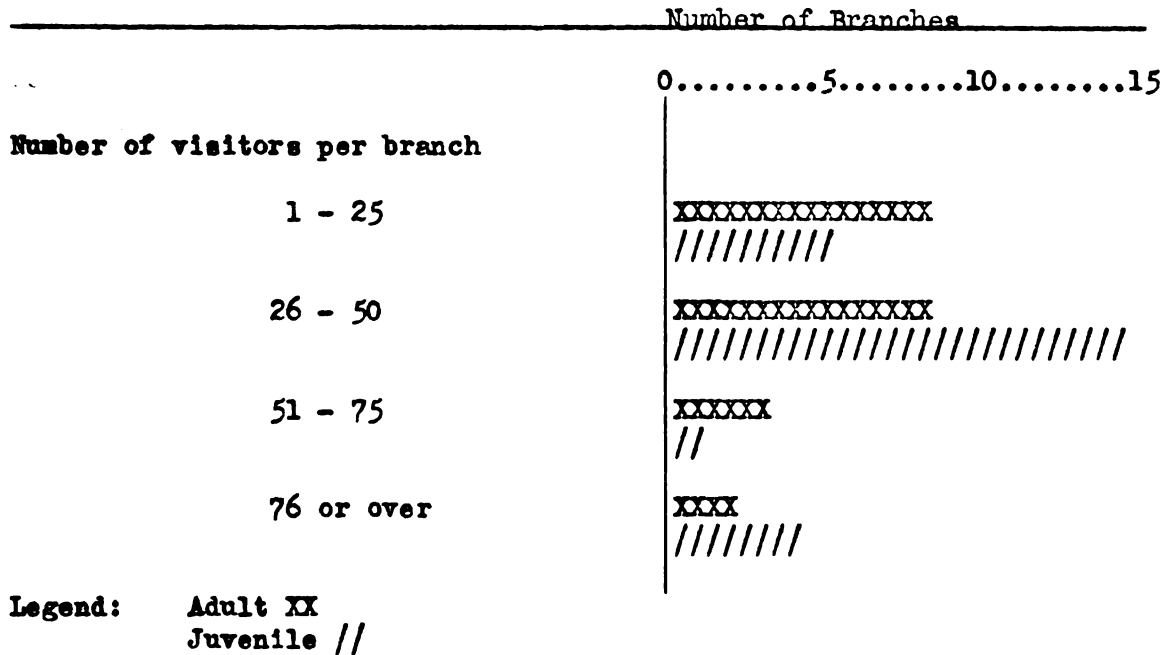


Fig. 7

NUMBER OF VISITORS TO THE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED  
DURING THE HOURS OF THE INTERVIEWING DECEMBER, 1946

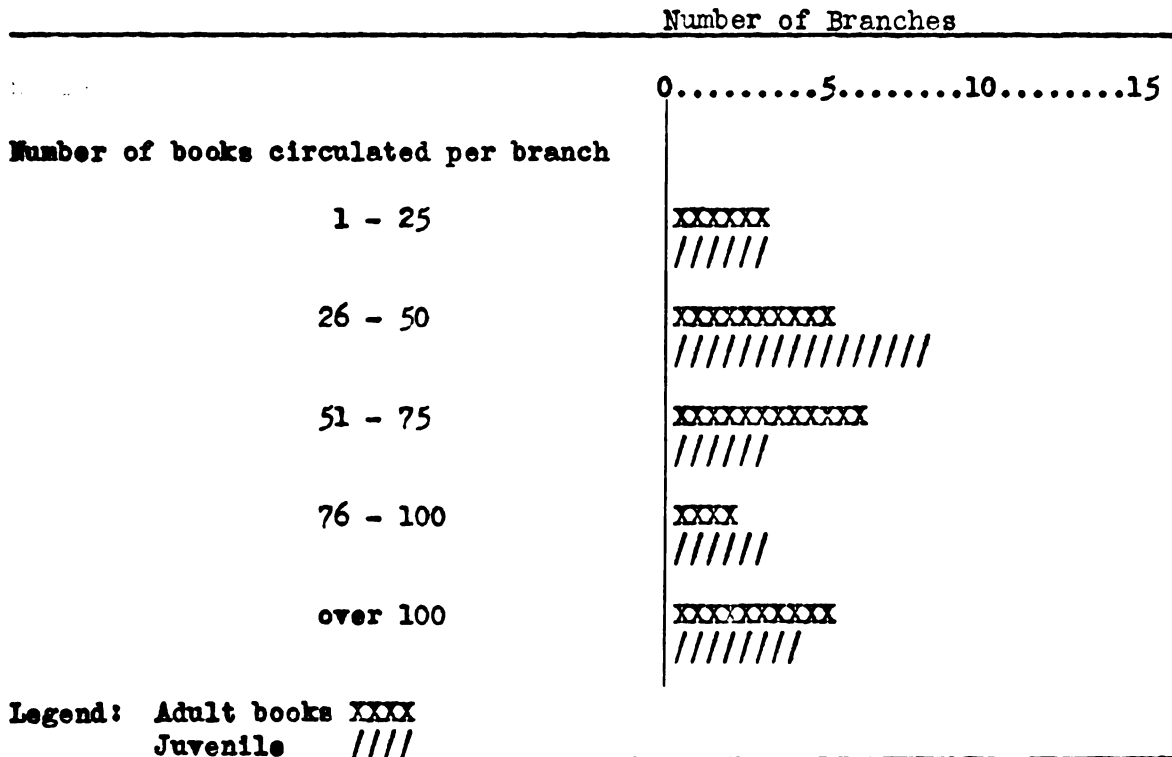


Fig. 8

COMPARISON OF NUMBER OF ADULT AND JUVENILE BOOKS CIRCULATED BY THE MICHIGAN  
COUNTY LIBRARY BRANCH SURVEYED DURING HOURS OF THE STUDY DECEMBER 1946

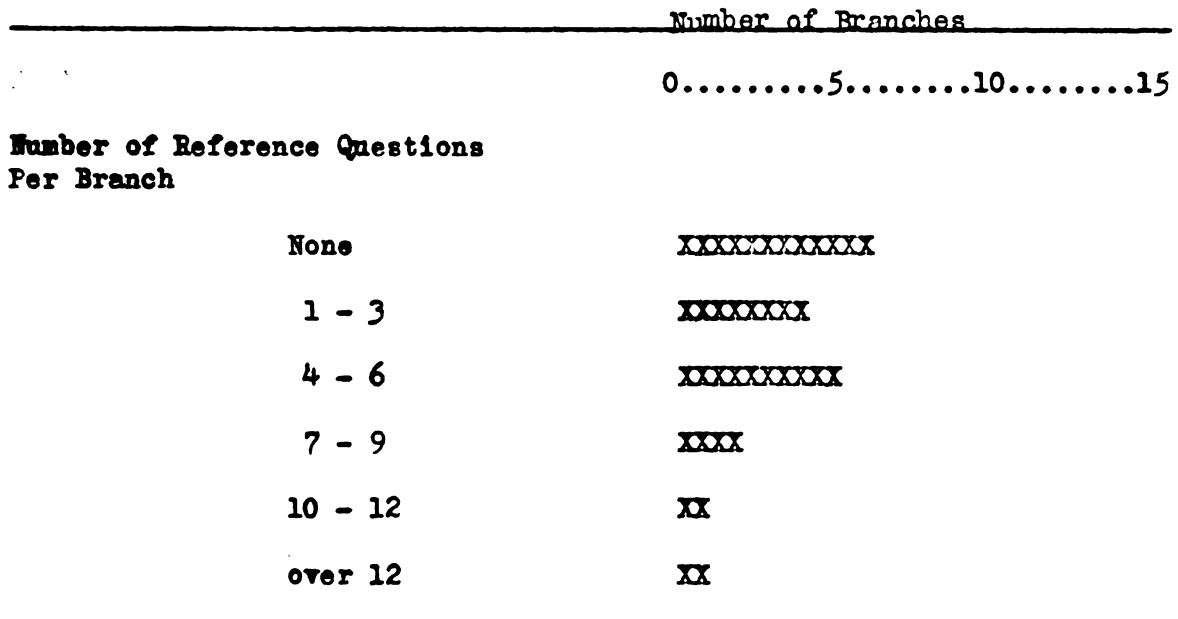
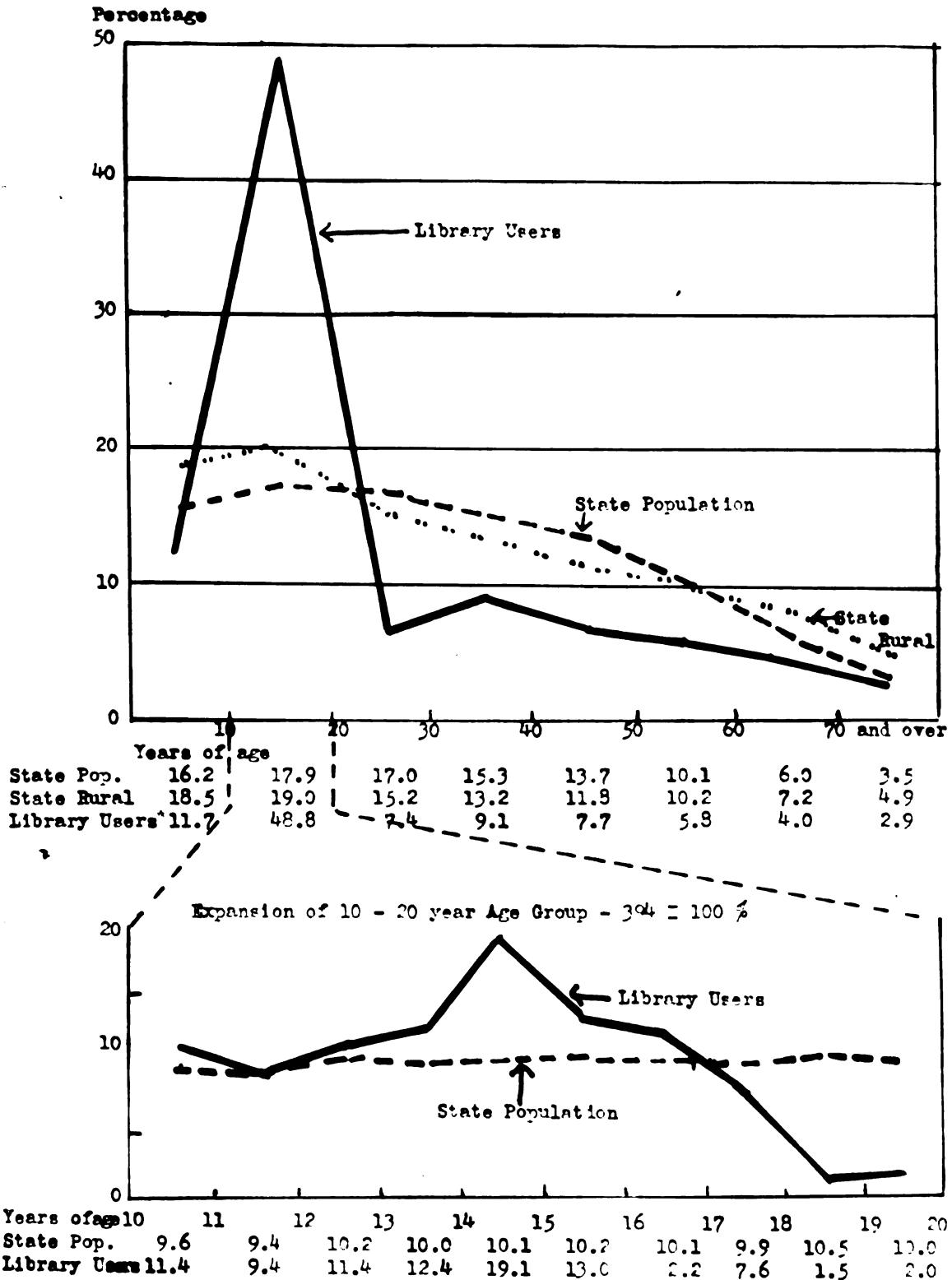


Fig. 9

**NUMBER OF REFERENCE QUESTIONS ANSWERED IN THE MICHIGAN COUNTY LIBRARY  
BRANCHES SURVEYED DURING THE HOURS OF THE STUDY, DECEMBER, 1946**

The age of sixteen was assumed, for the purposes of this study, to be the dividing line between juvenile and adult readers. This was approximately the year it was thought, during which most readers made a definite final shift to the use of adult books; also, at this time, many took their place in adult occupations and recreation. With the exception of the table on "The number of school years completed" this basis was maintained even where so doing meant that the state figures used for comparisons varied by a year or two.

The age distribution of the library users, of the total state population and of the rural segment are presented for comparison in Figure 10. Of the library users 48.8 percent were between the ages of ten and nineteen, while but 17.9 percent of the total population were in this age group. How-



\* No data available for 2.6 %

Fig. 10

PERCENTAGE DISTRIBUTION BY YEARS OF AGE OF 806 MICHIGAN COUNTY LIBRARY BRANCH USERS, DECEMBER, 1946, AND TOTAL STATE POPULATION, 1940

ever in comparison with the rural census figures this wide deviation is somewhat lessened, since 19.0 percent of the rural population were between the ages of ten and nineteen. Again, the deviation of the library sample between the ages of twenty and forty-nine was less marked when compared with the rural population than a comparison with the total state population would indicate.

The fact that nearly fifty percent of the library users were in their teens, indicated that the branch libraries did not have a sufficient amount of appeal to the adults as a source from which to obtain reading matter; however, they did an excellent piece of work with the younger group.

The libraries' clientele was 73.3 percent women (see Table XV). This is a remarkably high percentage in view of the fact that the sex ratio for the state is 105. This fact was emphasized even more clearly in comparison with the rural population where the sex ratio is 107 for the rural non-farm and 120 for the rural farm. The survey disclosed that not quite one-fifth of the books checked out by the patrons were for some one else. Thus there was only a slight possibility of the male population having access to the library through another person.

TABLE XV

PERCENTAGE SEX COMPOSITION OF 806 MICHIGAN COUNTY LIBRARY BRANCH USERS SURVEYED DECEMBER, 1946 AND COMPARABLE STATE POPULATION, 1940

	State			Library Users		
	Total	Non-farm	Rural farm	Total	Under 16	16 and over
Number of cases	5,256,106	941,037	860,202	806	417	389
Males	51.3	51.8	54.6	26.7	15.1	11.5
Females	48.7	48.2	45.4	73.3	37.2	36.2
Total	100.0	100.0	100.0	100.0	52.3	47.7

The marital status of the Michigan county library users was closely parallel to that of the state as shown in Table XVI.

TABLE XVI

PERCENTAGE DISTRIBUTION OF MARITAL STATUS OF 389 MICHIGAN COUNTY LIBRARY BRANCH USERS SIXTEEN YEARS OF AGE AND OVER SURVEYED DECEMBER, 1946 AND COMPARABLE STATE POPULATION, 1940 FIFTEEN YEARS OF AGE AND OVER

	State 15 and over			Library User
	Total population	Rural non-farm	Rural farm	16 and Over
Number of cases	3,941,950	673,390	621,419	389
Single	38.1	24.8	30.6	26.7
Married	63.2	66.3	61.5	60.2
Widow or Widower	6.9	7.4	6.9	5.1
Divorced	1.8	1.5	1.0	0.8
No information	-	-	-	7.2
Total	100.0	100.0	100.0	100.0

Among the library users over twenty-five years of age, 29.1 percent completed high school (see Table XVII) as compared with only 15.2 percent of the total state population over twenty-five years of age. The median grade completed by library users is eleven as compared with 8.6 for the state <sup>39</sup>. This would be an indication that the library appealed primarily to the well-educated.

TABLE XVII

PERCENTAGE DISTRIBUTION OF THE EDUCATIONAL CHARACTERISTICS OF 289 MICHIGAN COUNTY LIBRARY BRANCH USERS TWENTY-FIVE YEARS OF AGE OR OVER SURVEYED DECEMBER, 1946 AND COMPARABLE STATE POPULATION, 1940\*

	State over 25 years of age			Library Users
	Total	Rural Non-farm	Rural farm	Over 25 years of age
Number of cases	3,006,579	519,727	465,944	289
No school years	2.4	-	-	0
Grade school 1-4 years	7.8	-	-	1.0
Grade school 5-6 years	9.3	-	-	1.0
Completed grade school	36.0	38.1	47.6	18.7
High school 1-3 years	18.5	-	-	18.3
Completed high school	15.2	14.1	8.9	29.1
College 1-3 years	5.3	-	-	15.6
Completed college	4.1	3.5	1.1	13.2
No information	1.0	-	-	3.1
Total	100.0	55.7	57.6	100.0

\*The data for the rural non-farm and rural farm was taken from Beegle.Op.Cit. Completely comparable data were not available.

<sup>39</sup> There is a difference between the total state population and the rural segment in amount of education obtained. The median number of school years completed by persons aged twenty-five and over is 8.6 for the whole state; 8.6 for the rural non-farm and only 8.1 for the rural farm.

This observation was further substantiated by the tables on employment (XVIII) and occupations (XIX). Members of the professional and semi-professional occupational groups were twice as numerous among the library users as in either the total state or the rural non-farm groups and seven times as numerous as among the rural farm population.

Farm operators and laborers amounted to 11.5 percent of the total state population, 3.3 percent of the rural non-farm and 69.3 percent of the rural farm population. The library users sample contained 4.6 percent farm operators and laborers. This corresponds most closely with the rural non-farm population from which more than half the sample (64.1 percent) was drawn.

TABLE XVIII

PERCENTAGE EMPLOYMENT DISTRIBUTION OF MICHIGAN COUNTY LIBRARY BRANCH USERS AGE SIXTEEN AND OVER SURVEYED DECEMBER, 1946 AND COMPARABLE STATE POPULATION, 1940

	State (14 years and over)			Library users
	Total	Rural Non-farm	Rural Farm	16 and over
Number of cases	4,036,873	689,885	640,173	389
Students	9.0	8.4	9.2	17.0
Housewives	29.4	30.7	31.9	37.3
Employed	45.3	38.6	44.7	33.2
Unemployed	4.9	4.9	3.1	7.9
Other	8.3	13.3	7.3	-
No information	3.1	4.1	3.8	4.6
Total	100.0	100.0	100.0	100.0

TABLE XIX

PERCENTAGE OCCUPATIONAL DISTRIBUTION OF 389 MICHIGAN COUNTY LIBRARY BRANCH USERS AGE SIXTEEN AND OVER SURVEYED DECEMBER, 1946 AND COMPARABLE STATE POPULATION, 1940

	State (14 years of age & over)			Library Users
	Total	Rural Non-farm	Rural farm	16 years of age & over
Number of cases	1,824,953	266,579	285,817	389
Professional and semi-professional	7.2	8.1	2.2	15.4
Clerical & business	24.6	24.1	5.1	9.5
Farm operators	7.9	1.1	48.9	3.1
Farm laborers	3.6	2.2	20.4	1.5
Craftsmen	38.4	43.6	14.3	5.1
Non-farm laborers	6.8	9.3	4.3	1.5
Service workers (except domestic	7.3	6.7	1.5	13.1
Other	3.3	3.7	2.3	6.7
No information	0.9	1.2	1.0	44.1
Total	100.0	100.0	100.0	100.0

The proper location of branch libraries was a problem of great importance to the librarians; What could be considered the library's community area? From what distance did library patrons travel to obtain reading matter? How close together should branches be placed to be easily accessible to all the people?

A knowledge of the trading habits of the people and an analysis of the relative drawing power of the various communities in the county would help to determine the probable success of a branch located in a particular community. This information could be obtained by delineating the trade area

of the county according to the method described in Chapter V.

One section of the library users study was designed to gather information on the distance which people will normally travel to obtain reading matter. The only adequate study which has been made of this subject is one by Chandler and Croteau <sup>40</sup>.

Over half of the Michigan county library branch users sampled lived within one mile of the library, 70.6 percent of the children and 64.1 percent of the adults. Among the children 89.2 percent lived within four miles of the library and 95.5 percent within six miles, as compared with 81.6 percent of the adults who lived within four miles and 90.6 percent who lived within six miles (see Table XX).

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<sup>40</sup> Chandler and Croteau. Ibid. They found that 60 percent of all registrants live within one mile of the nearest branch library, 80 percent within four miles, and 89 percent within six miles. Those who live near the library tend to read in greater proportion than the others. Sixty-five percent of all the books lent are borrowed by registrants living within one mile of the library and 85 percent by those living within four miles. The decline seems sharpest between the five and seven mile mark. Conclusions which they draw from this study of distance are:

1. The distance of reader's residence from the library has a direct influence on the number of books he reads.
2. There is a definite relationship between the age of the reader and the distance from the library.
3. The location of a branch library should correspond to the trade area.
4. Where reading skills and a desire for reading definitely exist people will travel long distances to go to the library.
5. Access to books does lead to reading.

TABLE XX

THE PERCENTAGE DISTANCE OF RESIDENCE FROM LIBRARY OF 806 MICHIGAN COUNTY LIBRARY BRANCH USERS SURVEYED DECEMBER, 1946

Distance*	:	Under 16	:	Over 16
	:	Percent	:	Percent
Number of cases	:	417	:	389
Less than one-half mile	:	55.0	:	51.0
One mile	:	15.6	:	13.1
Two miles	:	8.6	:	6.4
Three miles	:	6.2	:	5.7
Four miles	:	3.8	:	5.4
Five miles	:	2.9	:	5.7
Six miles	:	3.4	:	3.3
Seven miles	:	1.4	:	1.0
Eight miles	:	0.7	:	1.0
Nine miles	:	0.2	:	0.5
Ten miles and over	:	1.2	:	6.4
No information	:	1.0	:	0.5
Total *	:	100.0	:	100.0

\*Some library users gave number of blocks and some gave number of miles in response to a question on the distance of their home for the library. These have been combined here: five blocks or less were considered one-half mile; six blocks or over were considered one mile. This may have changed the true distance by a small margin.

The distribution of Michigan county library branch users and the rural population of the state by place of residence was compared in Table XXI. One person in five among the rural state population lives in a village. Among the library users more than half, 64.1 percent, lived in villages.



This substantiates the evidence of Table XX for, according to Sanderson, "The area (of the village) will vary from one-fourth or one-half a square mile for the smallest villages to one to two square miles for the larger villages"<sup>41</sup>.

TABLE XXI

PERCENTAGE DISTRIBUTION OF 806 MICHIGAN COUNTY LIBRARY BRANCH USERS SURVEYED DECEMBER, 1946 BY LOCATION OF RESIDENCE AND COMPARABLE STATE POPULATION, 1940

	:	:	Library Users	
			Under 16	16 and over
Number of cases	:	Total :	417	389
	:	Percent:	Percent	Percent
Farm and Non-Village	:	:	31.7	34.2
Village	:	:	65.7	62.5
No information	:	:	3.0	3.3
Total	:	:	100.0	100.0

It was found that less than one-fifth of the library users had borrowed books specifically for other members of the household. However, one-fourth of the books checked out were read by more than one person while at home<sup>42</sup>. Among the young people under sixteen, 24.7 percent had five family members in the household, while twenty-two percent of the people sixteen years of age and over had four members in the family. Of the children, 55 percent had five, six, or seven persons living at the house. These figures suggest there must be several persons in each house who would find the book chosen by the library user of interest.

<sup>41</sup> Dwight Sanderson. Rural Sociology and Rural Social Organization. New York. Wiley, 1942. p. 249.

<sup>42</sup> For a complete discussion of book selection and use by the Michigan County Library Branch users see Chapter IX.

Foreign-born persons in library areas present varied problems in books selection because of languages. However, the percent of foreign-born in the rural areas of Michigan (8.2 percent rural non-farm and 9.2 percent rural farm) is small. Among the library users the number is still smaller (3.1 percent) as is shown by Table XXII.

The library users were almost entirely native born; 98.6 percent of the children and 95.1 percent of the adults were born in the United States and, of these, 80 percent of the children and 64 percent of the adults were born in Michigan. Among the adults not born in Michigan 40.7 percent had lived in the state over ten years.

TABLE XXII

PERCENTAGE DISTRIBUTION OF NATIVITY OF 806 MICHIGAN COUNTY LIBRARY BRANCH USERS SURVEYED DECEMBER, 1946, AND COMPARABLE STATE POPULATION, 1940

	State Population			Library Users
	Total	Rural Non-farm	Rural farm	
Number of cases	5,256,106	941,037	806,202	806
Native born	83.8	91.8	90.8	96.8
Foreign born	16.2	8.2	9.2	3.1
Total	100.0	100.0	100.0	100.0

The five countries most prominent among the nationality backgrounds of the library users were: England, Germany, Ireland, Holland, Scotland. Table XXIII gives the percentage distribution of nationality backgrounds for the residents of Michigan. Two of these, Polish and Finnish were very low in representation among the library users, but persons of Swedish and Holland descent were three times as numerous as in the total state population.

TABLE XXIII

PERCENTAGE DISTRIBUTION OF NATIONALITY BACKGROUND OF 806 MICHIGAN COUNTY LIBRARY USERS SURVEYED DECEMBER, 1946 AND COMPARABLE STATE POPULATION, 1940

	: State*	: Library Users**	
Percentages	:	Under 16 and Over	Totals
Number of cases	: 5,256,106:	417 : 389	: 806
English***	: 49.1	: 40.2 : 52.3	: 45.9
Swedish	: 1.8	: 3.2 : 3.8	: 3.5
Holland	: 2.6	: 9.9 : 7.0	: 8.5
German	: 10.1	: 18.0 : 17.8	: 17.9
Polish	: 12.9	: 2.1 : 1.0	: 1.6
Finnish	: 2.7	: 0.6 : 0.3	: 0.5
All others	: 20.8	: 17.2 : 17.8	: 17.5
No information	: -	: 8.8 : -	: 4.6
Total	: 100.0	: 100.0 : 100.0	: 100.0

\* These are based on the mother tongue for Michigan reported in U. S. Census 1940 and computed by Dr. J. Allen Beegle.

\*\* Based on question about nationality background asked of all the sample library users.

\*\*\* Irish, Scotch-Irish, and Scotch included in this.

The race of the library users presented a variation from the rural segment of the Michigan population. (See Table XXIV). The proportion of Negroes among the library users was slightly higher than for the state as a whole and four times as high as for the rural non-farm population <sup>43</sup>.

TABLE XXIV

PERCENTAGE DISTRIBUTION <sup>by Race</sup> OF 806 MICHIGAN COUNTY LIBRARY BRANCH USERS SURVEYED DECEMBER, 1946 AND COMPARABLE STATE POPULATION, 1940

	: Total	: Rural Non-farm	: Rural farm	: Total	: Under 16	: Over 16
Number of cases	: 5,256,106:	941,037	: 820,202	: 806	: 417	: 389
White	: 95.9	: 98.6	: 99.4	: 93.2:	91.7	: 94.8
Negro	: 3.9	: 1.1	: 0.4	: 4.1:	5.0	: 3.1
Other races	: 0.2	: 0.3	: 0.2	: 0.2:	0.2	: 0.3
No information	: -	: -	: -	: 2.5:	3.1	: 1.8
Total	: 100.0	: 100.0	: 100.0	: 100	: 100.0	: 100.0

<sup>43</sup> The sample from Van Buren county was almost completely responsible for this high percentage of Negroes.

Only 31.9 percent of the children and 16.5 percent of the sample sixteen years of age and over, used other libraries; but 76.7 percent of the children and 72.7 percent of the adults checked out books from the other libraries used. In County library systems patrons are usually permitted to visit and to check out books from any branch library in the county providing they return the books to the same place. It is a matter of conjecture whether these patrons visited other branches of the county library, a school library, a city library or the Michigan State Library. It cannot be determined from this survey.

Table XXV shows the type of use the library patrons made of the branch during the period of the survey. It is a summary of the reasons those interviewed gave for visiting the library, and of their intended activity while there. The majority of the people did not read in the library, did not visit it with specific titles of books which they wanted to borrow, often did not return books, did not intend to avail themselves of the reference collection, and were self-sufficient in that they did not want help from the librarian.

TABLE XXV

DISTRIBUTION OF TYPE OF LIBRARY SERVICES UTILIZED BY THE PATRONS OF THE MICHIGAN COUNTY LIBRARY BRANCH USERS SURVEYED DECEMBER, 1946

	: Under 16	: 16 and Over	: Total	
Number of cases	: 417	: 389	: 806	
Returned books	: 59.0	: 57.3	: 58.2	58.2
Read book	: 4.8	: 3.9	: 4.0	4.0
Read magazine	: 6.0	: 3.1	: 4.6	4.6
Read newspaper	: 0.2	: 1.3	: 0.7	0.7
Take out a previously selected book	: 36.4	: 35.2	: 35.9	35.9
Take out books from selection available	: 74.3	: 74.8	: 74.6	74.6
Use reference material	: 3.1	: 2.3	: 2.7	2.7
Asked aid of librarian	: 19.9	: 32.1	: 25.8	25.8
Total*	: 201.7	: 210.0	: 208.5	208.5
			: 5.9	5.9

\*These equal more than the number of cases and more than 100 percent because it was planned to use more than one type of library service.

The frequency of visits of the borrower to the library combined with the pattern of library usage outlined by their activities raises a question. Once a week was the average interval for library visits although once every two weeks, which is the usual loan period for a book, was almost as frequently specified in the replies. It would be helpful if there had been a way to determine whether the patrons generally visited the library on the same day of the week. If they did so, the question of the feasibility of replacing branches with bookmobiles would be well substantiated since the books themselves were the predominant reasons for visiting the library.

The number of library users who participated in organization activities was of interest to the librarians who thought there might be a relationship between club participation and leadership in the community.

They felt that such people would tend to be leaders and as such would be helpful in promoting library use among the club members. It was found that 20.8 percent of the library patrons did not belong to any clubs and that 48 percent belonged to from one to four clubs. Of the portion who belonged to clubs, 65.5 percent held one or more offices, or to rephrase it, 35 percent of the patrons over 16, held offices in one or more clubs (see Tables XXVI and XXVII).

TABLE XXVI

PERCENTAGE DISTRIBUTION AND EXTENT OF CLUB PARTICIPATION AMONG LIBRARY USERS AGE SIXTEEN AND OVER OF THE 389 MICHIGAN COUNTY LIBRARY BRANCH USERS SURVEYED DECEMBER, 1946

	Percent
Number of cases	389
None	20.8
One	17.2
Two	13.6
Three	10.8
Four	6.4
Five	3.1
Six	1.0
Seven	0.3
Eight	0.3
Nine	-
Ten or over	1.5
No data given	<u>20.8</u>
Total	100.0

TABLE XXVII

TYPES OF ORGANIZATIONS IN WHICH OFFICES WERE HELD BY 389 MICHIGAN COUNTY LIBRARY USERS, AGE SIXTEEN AND OVER OF THE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

Farm organizations and garden clubs	1.6 percent
Service clubs and veteren organizations	4.1 "
Fraternal organizations or church groups	4.5 "
PTA, Child study, Women's club	4.2 "
Other types of organizations	<u>4.4 "</u>

A comparison was made between the club members, age sixteen and over, who held two or more offices (an indication of formal leadership) and the library users age sixteen and over who held one or no club offices<sup>44</sup>. While membership in clubs was held by 72.2 percent of the adult library users only one-fifth held two or more offices. The following tables (Tables XXVIII to Table XXXIII) show how the club officers deviated from the rest of the library users sixteen years of age and over.

The largest number of club officers were in the thirty to thirty-nine years age group as contrasted with non -club officer library users where the greatest number was among the teen age group (see Table XXVIII).

TABLE XXVIII

PERCENTAGE DISTRIBUTION BY YEARS OF AGE OF 79 CLUB OFFICERS SIXTEEN YEARS OF AGE AND OVER AND 310 NON-CLUB OFFICERS OF MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	: :Club Officers :16 years of age and over:	: :Non-Club Officers :16 years of age & over:
Number of cases	: 79	: 310
16 - 19	: 16.5	: 25.4
20 - 29	: 10.1	: 16.8
30 - 39	: 20.3	: 18.4
40 - 49	: 17.7	: 15.5
50 - 59	: 13.9	: 11.6
60 - 69	: 17.7	: 5.8
70 and over	: 3.8	: 6.5
Total	: 100.0	: 100.0

There were a higher percent of men club officers using the library than were represented among the remaining adults (see Table XXIX).

<sup>44</sup>In order to facilitate simplicity of expressions, the library users who held two or more offices are designated "club officers" while the library user who held only one office or no office in organizations are called "non club officers".

TABLE XXIX

PERCENTAGE SEX DISTRIBUTION OF 79 CLUB OFFICERS, SIXTEEN YEARS OF AGE AND OVER, AND 310 NON-CLUB OFFICERS OF MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	Club Officers 16 years of age and over	Non-Club Officers 16 years of age and over
Number of cases	79	310
Males	26.6	23.2
Females	69.6	76.5
No information	3.8	0.3
Total	100.0	100.0

The educational attainments of the club-officers were somewhat higher than the non club-officer library users; 34.9 percent of the club-officers had had some college education as compared with 25.9 percent of the non officers (see Table XXX).

TABLE XXX

PERCENTAGE EDUCATIONAL CHARACTERISTICS OF 79 CLUB OFFICERS TWENTY-FIVE YEARS OF AGE AND OVER, AND 228 NON CLUB-OFFICERS TWENTY-FIVE YEARS OR OVER MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	Club Officers 25 years of age and over	Non-Club officers 25 years of age and over
Number of cases	79	228
No school years	-	0
Grades 1 - 4	1.6	0.9
" 5 - 6	-	1.3
Completed grade school	6.6	21.9
High school 1 - 3	26.2	16.2
Completed high school	26.2	29.9
College 1 - 3	24.6	13.2
Completed college	14.8	12.7
No information	-	3.9
Total	100.0	100.0



Because a very large percentage of the library users did not give any information about their occupation it is not justifiable to draw any reliable conclusions on the basis of the percentages which appear in Table XXXI. However, of those who replied, one-fifth of the club officers were in the professional or semi-professional classifications as against only one-seventh of the non club-officers. Only 1.3 percent of the club officers were farm operators or farm laborers while 5.4 percent of the remaining library users were in this category.

TABLE XXXI

PERCENTAGE OCCUPATIONAL DISTRIBUTION OF 79 CLUB OFFICERS, SIXTEEN YEARS OF AGE AND OVER, 310 NON CLUB-OFFICERS IN MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	: Club officers : : 16 years of age : : and over	: Non-club officers : : 16 years of age and over
Number of cases	: 79	: 310
Professional and semi-professional	: 20.2	: 14.2
Clerical and business	: 16.5	: 7.7
Farm operator	: 1.3	: 3.5
Farm laborers	: 0	: 1.9
Craftsmen	: 7.1	: 4.5
Non-farm laborers	: 1.3	: 1.6
Service workers (except domestics)	: 15.2	: 12.6
Other	: 2.5	: 7.7
No information	: 35.4	: 46.3
Total	: 100.0	: 100.0

The club officers borrowed and purchased more books than the others but not as many club officers were members of book clubs (see TableXXXII). With the exception of pictures and a very slight emphasis on films and maps the club officers were not as interested in borrowing a variety of materials from the library as were the non club-officer library users (see Table XXXIII).

TABLE XXXII

PERCENTAGE DISTRIBUTION OF SOURCES FROM WHICH 79 CLUB OFFICERS SIXTEEN YEARS OF AGE AND OVER, OBTAINED READING MATTER COMPARED WITH 310 NON CLUB-OFFICERS MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	: Club Officers	: Non Club-Officers
	: 16 years of age and over	: 16 years of age and over
Number of cases	: 79	: 310
Borrowed	: 36.7	: 26.8
Received as gifts	: 17.2	: 17.1
Purchased	: 34.2	: 24.2
Library only	: 19.0	: 20.6
Book club	: 11.4	: 12.6
Other	: 2.5	: 0.6
No information	: 24.0	: 31.6
Total cases*	: 145.5	: 133.5
*Percentages are based on the number of persons responding. Tables for the various sources exceed 100 percent because some persons reported more than one source.		

TABLE XXXIII

PERCENTAGE DISTRIBUTION OF TYPES OF MATERIAL WHICH 79 CLUB OFFICERS, SIXTEEN YEARS OF AGE AND OVER, WOULD LIKE TO BE ABLE TO BORROW FROM LIBRARIES COMPARED WITH 310 NON CLUB-OFFICERS, MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	: Club Officers	: Non Club-Officers
	: 16 years of age and over	: 16 years of age and over
Number of cases	: 79	: 310
Books only	: 35.4	: 33.9
Magazines	: 26.5	: 24.2
Phonograph records	: 10.1	: 18.1
Sheet music	: 6.3	: 11.3
Pictures	: 11.4	: 5.8
Films	: 8.8	: 7.0
Maps	: 6.3	: 4.8
Other	: -	: 2.6
No information	: 24.0	: 21.6
Total*	: 128.8	: 129.3

\*Percentages are based on number of persons replying. Totals for the various sources exceed 100 percent since some persons indicated more than one type of material.

County libraries in Michigan, for the most part, have confined their lending services to books and a small number of periodicals, which are generally the property of the local library branches and not a service from the county library headquarters. However, two-thirds of the library users interviewed expressed interest in being able to obtain audio-visual materials through the libraries (see Table XXXIV). There was an unusual amount of interest in music and phonograph records and comparatively little in maps and pictures which are the two supplementary services libraries most often supply.

TABLE XXXIV

PERCENTAGES DISTRIBUTION OF TYPES OF MATERIALS WHICH LIBRARY USERS WOULD LIKE TO BE ABLE TO BORROW FROM LIBRARIES, MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	:	:	:	
	:	<u>Under 16</u>	<u>16 and over</u>	<u>Total</u>
Number of cases	:	417	389	806
	:	:	:	
Books only	:	30.7	34.2	32.4
Magazines	:	16.5	24.7	20.5
Phonograph records	:	18.7	16.5	17.6
Sheet music	:	17.0	10.3	13.8
Pictures	:	10.1	6.9	8.6
Films	:	8.6	7.5	8.1
Maps	:	4.8	5.1	5.0
Other	:	0.5	2.1	1.2
No information	:	<u>30.2</u>	<u>22.1</u>	<u>26.3</u>
Total*	:	137.1	129.4	133.5

\*Percentages are based on numbers of persons responding. Totals for the various sources exceed 100 percent since some persons indicated more than one type of material.

Without knowing more about the type of phonograph records and sheet music the library users desired it was impossible to evaluate the importance of this item to the future policy of county libraries. A comparison was made between the persons, age sixteen years and over, who were interested in sheet music and phonograph records and the rest of the adult library users, to determine where the music patrons deviated from the total sample<sup>45</sup>.

Of the 85 (21.8 percent) people wanting music, 52.9 percent wanted only phonograph records, 24.8 percent wanted only sheet music, and 22.3 percent wanted to have both sheet music and phonograph records available. Tables XXXV to XXXVII which follow illustrate the differences between the two groups.

<sup>45</sup> In order to facilitate simplicity of expression, the library users who desired to borrow phonograph records or sheet music are designated "Music Patrons". While the library users who were not interested in these materials are called "Non Music-Patrons".

The variations in reading interests between the two groups were significant. The non music-patrons liked adventure, romance and mystery stories. On the other hand, historical novels, adventure books, and biography were the types of books most often specified by the music-patrons. In addition, they ranked books about art, music, and crafts eighth in their list of preferences and the non music-patrons ranked the music books tenth.

TABLE XXXV

PERCENTAGE AGE DISTRIBUTION OF 85 MUSIC-PATRONS, SIXTEEN YEARS OF AGE AND OVER, AND 304 NON-MUSIC PATRONS IN MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	Music Patrons	Non Music-Patrons
Number of cases	85	304
Age 16 - 19	38.9	19.3
" 20 - 29	18.8	14.5
" 30 - 39	22.4	17.8
" 40 - 49	8.2	18.1
" 50 - 59	10.5	12.5
" 60 - 69	1.2	10.2
" 70 and over	0	7.6
Total	100.0	100.0

TABLE XXXVI

PERCENTAGE EDUCATIONAL CHARACTERISTICS OF 48 MUSIC-PATRONS, TWENTY-FIVE YEARS OF AGE AND OVER, AND 241 NON MUSIC-PATRONS TWENTY-FIVE YEARS OF AGE AND OVER, MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946.

	Music-Patrons 25 years of age & over	Non Music-Patrons 25 years of age & over
Number of cases	48	241
No school years		
Grade school 1 - 4 years	2.1	0.8
" " 5 - 6 "	2.1	0.8
Completed grade school	10.4	20.3
High school 1 - 3 years	14.6	19.1
Completed high school	18.7	31.2
College 1 - 3 years	25.0	13.7
Completed college	25.0	10.8
No information	2.1	3.3

TABLE XXXVII

PERCENTAGE OCCUPATIONAL DISTRIBUTION OF 85 MUSIC-PATRONS, SIXTEEN YEARS OF AGE AND OVER AND 304 NON MUSIC-PATRONS, MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	:	:
	: Music-Patrons	: Non Music-Patrons
Professional and semi-profession-	:	:
al	20.0	14.1
Clerical and business	4.7	10.9
Farm operators	1.2	3.6
Farm laborers	3.5	0.9
Craftsmen	4.7	5.3
Non farm laborers	1.2	1.6
Service workers (except	:	:
domestics	14.1	12.9
Other	7.0	6.5
No information	43.6	44.2
Total	100.0	100.0

Many of the library patrons interviewed concentrated part of their reading on special interests. In Chapter VII the special reading interests of the readers in one branch library were listed. The diversity of this list is suggestive of the wide variety of specialized reading interests prevalent among the entire sample.

Where people obtain books they read has been the subject of several research studies. A recent survey in Washington, D. C. disclosed that books were obtained from several different sources<sup>46</sup>:

<sup>46</sup> "Washington Post surveys Capital's reading habits." Publisher's weekly, v. 150, pp. 2991-2. November 30, 1946. For a more extensive study of this question see the report of the survey conducted by the Book Industry Committee of the Book manufacturing institute. Henry C. Link and Henry A. Hopf. People and books; a study of reading and book-buying habits. Book manufacturers institute, New York, 1946. pp. 55-127 and 157-162.

34 percent were purchased  
 28 " " borrowed from friends  
 18 " " obtained through book clubs  
 14 " " from rental libraries  
 5 " " secured from the public library  
 3 " " from other sources

In the Michigan county library branch users studied the largest number of library patrons obtained books by borrowing (see Table XXXVIIa). Only 12.3 percent of the adults and 3.8 percent of the children belonged to book clubs.

TABLE XXXVIIa

SOURCES FROM WHICH LIBRARY USERS OBTAIN READING MATTER, MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946\*

	:	Under 16	:	16 and over	:	Total
	:	Percent	:	Percent	:	Percent
Borrowed	:	32.6	:	28.8	:	30.8
Received as gifts	:	32.9	:	17.2	:	25.3
Purchased	:	23.7	:	26.2	:	24.9
Library only	:	16.5	:	20.3	:	18.4
Book club	:	3.8	:	12.3	:	7.9
Other	:	1.2	:	1.0	:	1.1
No information	:	34.5	:	30.1	:	32.4
Total cases	:	145.2	:	135.9	:	140.8

\*Percentages are based on the number of persons responding. Tables for the various sources exceed 100 percent since some persons reported more than one source.

These then, are the library patrons of the state; the young, the village dwellers, the native-born white people of the better educated and higher economic groups. A discussion of the implications of these facts for the county libraries will be reserved until a later chapter after an analysis of the habits of book selection among the library users has been made.

## CHAPTER IX

### BOOK SELECTION AND BOOK USE -- THE STATE PICTURE

A presentation of the habits of the library users in the Michigan County library branches surveyed would be incomplete without information on the reading habits and tastes of the patrons. Part II of the Library Users Schedule (see Appendix A for sample) was designed to obtain information about the 897 books which the 806 library users returned during the period of the interviewing. This chapter contains an analysis of the opinions which the library users held about the books they returned, information about the number of persons reading the books while they were checked out, and a comparison of the subject matter of the books returned with the subjects about which the library users indicated they liked to read according to the list of subjects the interviewer gave them.

This information is, of course, limited to a comparison of the books returned at the time of the interview. There is a possibility that the results were not indicative of the library users' usual reading habits, but the resulting classification is very similar to the choices they made of their favorite types of reading (see Tables XXXVIII and XXXIX).

Table XXXVIII compares the subject matter of the books returned by the library users sixteen years of age and over, and the topics on which they stated they liked best to read. The lighter types of fiction predominated; romance, historical fiction and mystery stories were the first three choices of the library users. The books they returned varied only slightly, romance, mystery and western being largest in number. Table XXXIX repeats the listing of the types of reading matter best liked by adult library users

and compares it with the types of reading materials liked by the children. It is shown that the divergence of interest is wide; only one item, mystery stories, which ranked third for the adults appeared among the first three choices of the juvenile readers, and for the latter it had first place. Animal and adventure stories were second and third choices.

The fact that a little more than half, 59 percent of the patrons under sixteen and 57 percent of those aged sixteen and over, did not return any books at the time interviewed, accounts for the small number of books available for analysis in comparison with the number of persons interviewed.

Of the books returned by the children 97.3 percent were borrowed by or for the child returning them. Among the books returned by the library users aged sixteen years and over, 93.9 percent were checked out personally and another 2.3 percent of the books they returned were borrowed by someone else other than those returning the books. This proportion indicates clearly that in the library branches surveyed the patron represented himself alone, nine times out of ten, and not a whole family of readers.

The books returned by the person who read them were analyzed to see why that particular book was chosen, and to discover what opinion the library user had of the book after reading it. The young people completely read 73 percent of their books whereas the adults finished 84.9 percent of the books they returned. Since the help of the librarian was requested only in the selection of 19 percent of the books checked out by children, it is not surprising to find that one-fourth were not completely read.

Only six percent of the books returned by library users under sixteen years of age, however, were disliked compared with 71 percent which

### TABLE XXVIII

PERCENTAGE DISTRIBUTION OF TYPES OF READING MATERIALS BEST LIKED BY 215 ADULT LIBRARY USERS, SIXTEEN YEARS OF AGE AND OVER, AND SUBJECT MATTER OF 309 ADULT BOOKS RETURNED, MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED, DECEMBER, 1946.

TYPES OF READING MATERIAL		0.....5.....10.....15.....20.....25
	Pct.	: : : : : :
Romance	19.1	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	23.7	//
Historical fiction	14.9	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	10.0	////////////////////////////////
Mystery	13.5	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	13.9	////////////////////////////////
Adventure	10.2	XXXXXXXXXXXXXXXXXXXX
	7.0	//////////
Westerns	6.5	XXXXXX XXXXXX
	10.7	////////////////////////////////
Art, music and crafts	4.2	XXXXXXXX
	.8	//
Biography	4.2	XXXXXXXX
	4.3	///// //
Family life fiction	3.7	XXXXXXX
	7.0	//////////
Current affairs	3.3	XXXXXXX
	4.0	//////////
History	2.8	XXXXXX
	7.8	//////////
Religious fiction	2.8	XXXXXX
	7.0	//////////
Animals	2.3	XXXXX
	1.3	///
Biographical fiction	2.3	XXXXX
	2.8	//////////
Philosophy, psychology	2.3	XXXXX
religion	.5	/
Home and family living	1.4	XXX
	1.5	///
Fairy tales	.9	XX
	.3	/
Farm	.5	X
	1.3	///
Science	.5	X
	.5	/
Farm fiction	0.0	0
	1.3	///
Nature	0.0	0
	0.0	0
All others	1.8	XXXX
	2.3	////////

Legend: Best liked: xxxxy  
Books returned: /////

TYPES OF READY-TO-USE MATERIALS		0.....5.....10.....15.....20.....25
	Pct.	:
Romance	19.1	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	7.4	//////////
Historical fiction	14.9	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.7	//////////
Mystery	13.6	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	23.2	////////////////////////////////////
Adventure	10.2	XXXXXXXXXXXXXXXXXXXX
	14.5	////////////////////////////////////
Westerns	6.5	XXXXXXXXXXXX
	5.9	//////////
Art, music, and crafts	4.2	XXXXXXX
	2.0	////
Biography	4.2	XXXXXXX
	.4	/
Family life fiction	3.7	XXXXXXX
	11.0	////////////////////////////////////
Current affairs	3.3	XXXXXXX
	.4	/
History	2.8	XXXXXX
	.4	/
Religious fiction	2.8	XXXXXX
	1.2	//
Animals	2.3	XXXXX
	18.8	////////////////////////////////////
Biographical fiction	2.3	XXXXX
	0.0	
Philosophy, psychology, religion	2.3	XXXXX
	.8	//
Home and family living	1.4	XXX
	0.0	
Fairy tales	.9	XX
	2.7	//////
Farm	.5	X
	0.0	
Science	.5	X
	0.0	
Farm fiction	0.0	0
	2.4	//////
Nature	0.0	
	.4	/
All other	1.8	XXXX
	1.6	////

Legend: Adults      xxxxx  
Children      /////

were enjoyed. Among the adult readers 76 percent of the books read were definitely liked, 14 percent were acceptable, and there were 12.5 percent of the titles which they would not recommend to others.

The library users had many different reasons for reading a certain book (see Table XXXX). Personal choice, which included random selection and interest in a subject or an author, was the reason given by three-fourths of the adults and over half of the juvenile library users for choosing particular books. The recommendation of the librarian was depended upon by nine percent of the children and 19.2 percent of the adult library users. The next most frequent method used by both the children and the adults to aid in the selection of books was recommended by a friend; this frequency was eight percent. Advertising helped in the selections of 7.3 percent of the adult books. The library users under sixteen used only advertisements in the library for guidance, but the adults selected books from among those advertised in the library, in magazines and newspapers and over the radio.

TABLE XXXX

PERCENTAGE DISTRIBUTION OF REASON GIVEN BY LIBRARY USERS FOR HAVING CHOSEN THE BOOK RETURNED AT TIME OF THE INTERVIEW, MICHIGAN COUNTY LIBRARY BRANCH USERS SURVEYED DECEMBER, 1946

	Under 16		16 and over		Total	
	Number	Percent	Number	Percent	Number	Percent
1. Personal choice	304	76.0	218	63.4	522	70.8
2. Recommended by librarian	34	9.0	66	19.2	100	13.6
3. Recommended by friend	32	8.0	27	7.8	59	8.0
4. Advertised	12	3.0	25	7.3	37	5.2
5. Suggested in book list	2	1.0	6	1.7	8	1.8
6. All other reasons	5	1.0	14	4.1	19	2.6
7. No information	7	2.0	14	4.1	21	2.8
Total*	393	100.0	344	107.6	737	104.8

\*Percentages are based on numbers of books returned by library users which they had borrowed for their own use. Total exceeds 100 percent because some had more than one reason for choosing a particular book.

It was more difficult to obtain definite reactions about the 8.4 percent of the books which had been borrowed for someone else by the children and the 18.6 percent so borrowed by the adults. In such cases the person interviewed could give only his own opinion of the reader's reaction. Most of the library users thought the books they returned for others were satisfactory and only a small percentage of the books were known to have been definitely disliked. This was true of 6.4 percent of the books the children returned and 7.5 percent of those returned by the library users aged sixteen and over.

In the majority of cases the persons interviewed thought that of the books they returned for others had been read. These proportions were 83.7 percent of the books returned by the library users under sixteen years of age and 54.8 percent of those returned by adults.

The judgment of the library patron in the selection of reading material for another person was relied upon more frequently when the patron doing the selecting was an adult. Only 27.7 percent of the books returned by library patrons sixteen years of age and over had been specifically requested by the readers; 36.2 percent of those returned by the young people had been so requested. The librarian had recommended 12.8 percent of the books borrowed for someone else which were returned by the children. The comparable figure for adults was 24.7 percent. In other age groups close to 50 percent of the books chosen for readers at home were left to the personal selection of the library patrons.

The number of people residing at the library users' homes was referred to in the last chapter. It was found that the median number of residents in

the homes of the library users under sixteen years of age was between four and five and that, for the adults, it was between three and four. Households of five, six or seven were very frequently represented by the children. According to the reports of the persons interviewed, 27.8 percent of the books returned by the children had been used by other family members and 23 percent of those returned by adults. In addition, only 0.9 percent of the children were uncertain about the possibility of anyone else having read the book while it was in their homes as opposed to 21.5 percent of the adults. This would indicate that even though the percentage of books taken out specifically for some other member of the family was small, still the other members had some access to the library through reading the books which the library users borrowed for their own reading.

The library users in the Michigan county branch libraries appeared to rely on the branch as a source of recreational and escape reading for the most part. The place which advertising within the library held in the children's selection of books was small but potentially significant. It suggests the possibility of widening the young library users' tastes in reading by attractive and informative displays in the libraries. In order to determine the value which the findings on the comparative likes and use of books by the readers might have for county librarians, it would be necessary to analyze the book stocks of the libraries. In order to make such comparisons it would be well to use the same list of subjects which was used in obtaining the information about the library users reading preferences, and in classifying the books they returned. It was beyond the scope of the present study to undertake the comparison. The physical surroundings in the branch, and the

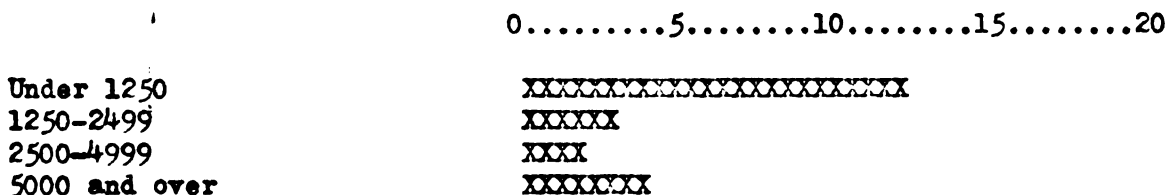
qualifications of the librarians were studied to see what influence they might have on the reading habits of the patrons. A composite picture of the twenty-three county library branches studied is presented in the next chapter.

## CHAPTER X

### A COMPOSITE LIBRARY BRANCH AND ATTENDANT -- THE LIBRARY AGENCY QUESTIONNAIRE AND THE CHARACTERISTICS OF THE LIBRARY ATTENDANT

After the survey of the Michigan County library users had been completed the first summary of its results was given at the February, 1947 meeting of the County Library Section of the Michigan Library Association. The county librarians stated that the material would have more meaning for them if they knew something about the towns where the branches were located, the services of the branch libraries, and the qualifications of the library attendants. Consequently, a questionnaire was designed to gather information on these subjects and sent to all the County Librarians (see sample in Appendix A). The results were analyzed and are presented here as a composite picture of a typical county library branch and library attendant<sup>47</sup>.

The branch itself in this composite picture would be situated in a community of 1200 persons (see Figure 11). There would be a public school



Some of these communities are townships or county units rather than towns. For this reason the communities with populations over 2500 cannot be interpreted to be uniformly urban. Population figures used are based on the 1940 Census where available. Otherwise the sources used were the State Highway Planning Map figures and the Department of Public Instruction list of High School Communities in Michigan.

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Fig. 11  
POPULATION DISTRIBUTION OF COMMUNITIES SERVED BY THE MICHIGAN COUNTY LIBRARY  
BRANCHES SURVEYED DECEMBER, 1946

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<sup>47</sup>Two widely different descriptions of rural communities. West, James, pseud. Plainsville, U.S.A. Columbia U. press, 1945. Granville Hicks. Small town. New York, Macmillan, 1946.

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of 12 grades with between 300 and 500 pupils. Probably there would be no parochial school but if there were one, it would have approximately 45 pupils and would have classes for the first eight grades (see Fig. 12).

Educational Facilities		Number of Branches
		0.....5.....10.....15.....20
<b>Public Schools</b>		
Grades		
8th Grade School		XX
12 " "		XXXXXXXXXXXXXXXXXXXXXXXXXXXX
No information		XXXX
Number of Pupils		
Less than 100		
100 - 300		XXXXXXXXXX
300 - 500		XXXXXXXXXXXX
500 - 1000		XXXXXX
No information		XXXXXXXXXX
<b>Parochial Schools</b>		
Grades		
None		XXXXXXXXXXXXXXXXXXXXXXXXXXXX
8th Grades		XXXXXX
9 Grades		XX
10 Grades		XX
Number of Pupils		
1 - 50		XXXX
50 - 100		XX
100 - 150		0
150 - 200		XXXX

Fig. 12

DISTRIBUTION OF EDUCATIONAL FACILITIES AVAILABLE AMONG THE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946.

The circulation of the branch (see Fig. 13) would be about 47 books per day open, and it would be open 15 hours a week. It would circulate approximately 600 books a month and 6,500 a year. Considering that its book stock would be 1,200 books this represents five circulations a year per book, and a use of five books per capita. The American Library Association

suggest a stock of 3,600 books for a town of this size and a yearly circulation of 12,000 books<sup>47</sup>. However, the people in this typical community would have access to many more books than those in their own library through the county library headquarters. The county librarian would not only supply specially requested titles, but would keep the book collection in the branch changing continuously. Because of this, it would seem that the average circulation should approach the 12,000 mark.

Circulation		Number of Branches
		0.....5.....10.....15.....20
<b>Yearly</b>		
No information	XXXX	
0 - 1999	0	
2000 - 3999	XXXX	
4000 - 5999	XXXXXXXXXX	
6000 - 7999	XXXXXXXXXXXX	
8000 - 9999	XXXX	
10,00 and over	XXXXXX	
<b>Monthly</b>		
No information	XXXX	
0 - 199	0	
200 - 399	XX	
400 - 599	XXXXXXXXXXXX	
600 - 799	XXXXXXXXXXXX	
800 - 999	0	
1,000 and over	XXXXXXXX	
<b>Daily</b>		
No information	XXXXXX	
0 - 19	0	
20 - 39	XXXXXXXXXX	
40 - 59	XXXXXXXXXXXX	
60 - 79	XXXXXX	
80 - 99	XXXX	
100 and over	XX	

Figures are for last completed year and month, and daily average for last completed month, as of December, 1946.

Fig. 13  
DISTRIBUTION OF YEARLY, MONTHLY, AND DAILY CIRCULATION FIGURES FOR MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED, DECEMBER, 1946

<sup>47a</sup> Marian L. Mosier. The small public library, p. 18

The people in the community would have access to from eleven to fifteen magazines in their library (see Figure 14) in addition to the books. Of these, womens' and home magazines, periodicals for children, and sport and out-door types would be the most frequently available. Appendix B contains a complete title list of the magazines available in the branches studied.

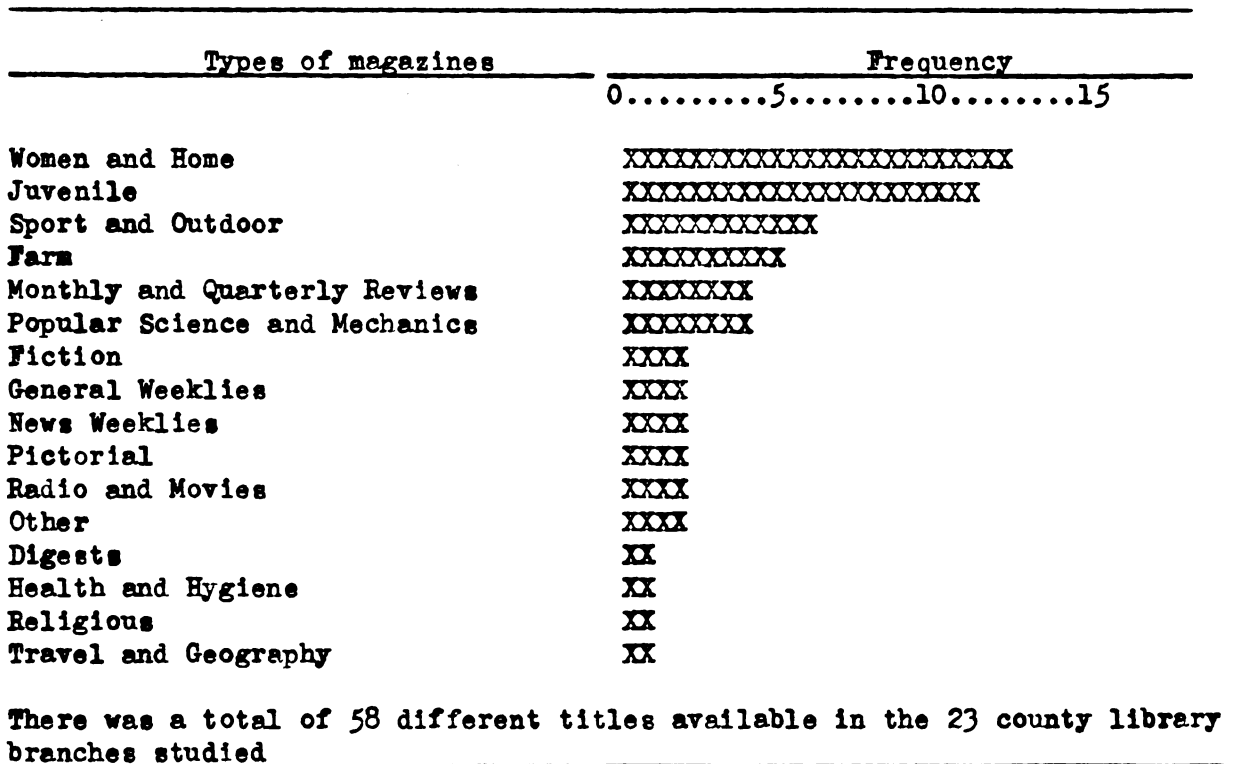


Fig. 14

FREQUENCY DISTRIBUTION OF TYPES OF MAGAZINES AVAILABLE IN THE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

The services of the librarian, the reading facilities for both adults and children, the reference facilities for the library users, the lighting, the library exhibits, neatness and attractiveness of the library, and the prominence of the sign would be fairly satisfactory in the estimation of the

county librarians, judged by the equipment with which the local library attendant had to work. The window display space in the library and exhibits of books and talks at meetings would be limited and very likely there would be no story hour held for the children, except in those cases where the county librarian could find times to give this extra help, or when a special effort would be made such as during book week or at Christmas time. (See Figs. 15 to 24 inclusive)

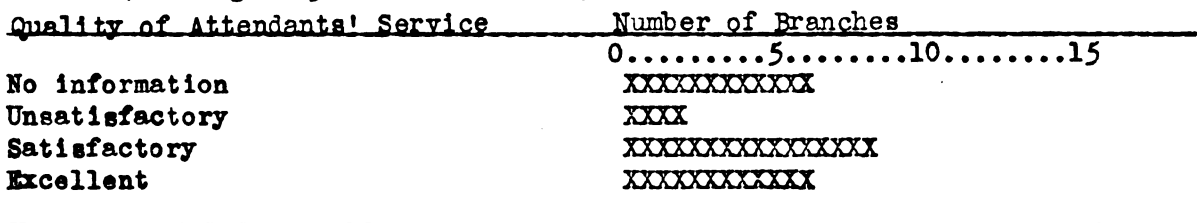


Fig. 15

DISTRIBUTION OF QUALITY OF THE LIBRARY ATTENDANTS' SERVICE AMONG THE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946.

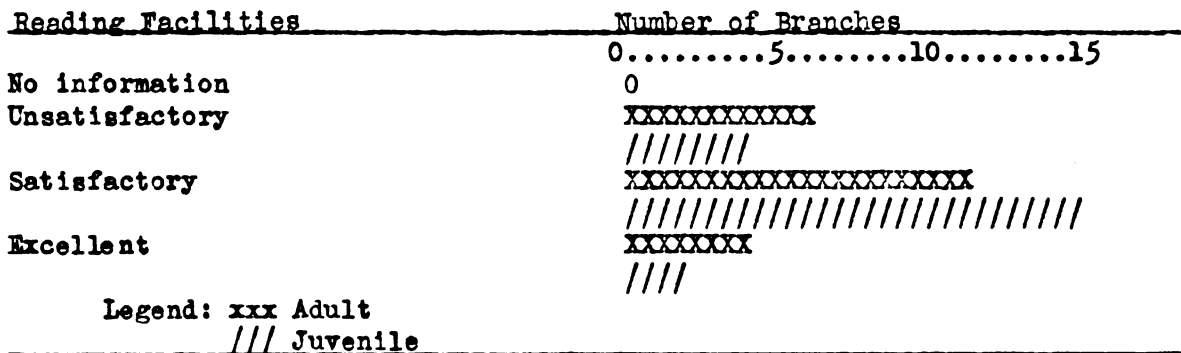


Fig. 16

TYPE OF READING FACILITIES FOR ADULTS AND CHILDREN IN MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

<u>Reference Facilities</u>	<u>Number of Branches</u>
	0.....5.....10.....15.....20
No information	0
Unsatisfactory	XXXXXXXXXXXXXXXXXXXXX
Satisfactory	XXXXXXXXXXXXXXXXXXXXX
Excellent	0

Fig. 17

TYPE OF REFERENCE FACILITIES AVAILABLE IN MICHIGAN COUNTY LIBRARY BRANCHES  
SURVEYED DECEMBER, 1946

<u>Quality of Lighting</u>	<u>Number of Branches</u>
	0.....5.....10.....15.....20
No information	0
Unsatisfactory	XXXXXXX
Satisfactory	XXXXXXXXXXXXXXXXXXXXX
Excellent	XXXX

Fig. 18

QUALITY OF LIGHTING AVAILABLE IN MICHIGAN COUNTY LIBRARY BRANCHES  
SURVEYED DECEMBER, 1946

<u>Quality of Exhibits</u>	<u>Number of Branches</u>
	0.....5.....10.....15.....20
No information	0
Unsatisfactory	XXXXXXXXXXXXXXXXXXXXX
Satisfactory	XXXXXXXXXXXXXXXXXXXXX
Excellent	XXXXX

Fig. 19

QUALITY OF EXHIBITS IN MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

<u>Neatness</u>	<u>Number of Branches</u>
	0.....5.....10.....15.....20
No information	XXXX
Unsatisfactory	0
Satisfactory	XXXXXXXXXXXXXXXXXXXXX
Excellent	XXXXXXXXXX

Fig. 20

NEATNESS AND ATTRACTIVENESS OF LIBRARY IN MICHIGAN COUNTY LIBRARY  
BRANCHES SURVEYED DECEMBER, 1946

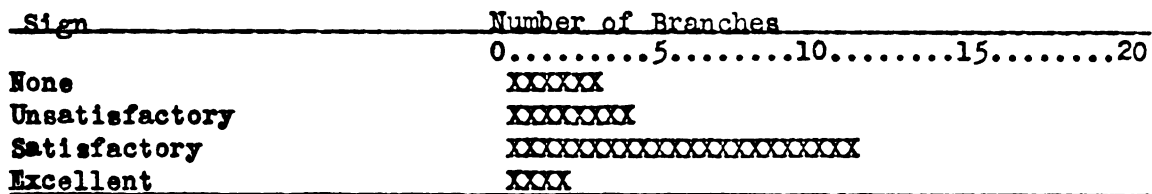


Fig. 21

PROMINENCE OF SIGN OVER LIBRARY IN MICHIGAN COUNTY LIBRARY BRANCHES  
SURVEYED DECEMBER, 1946

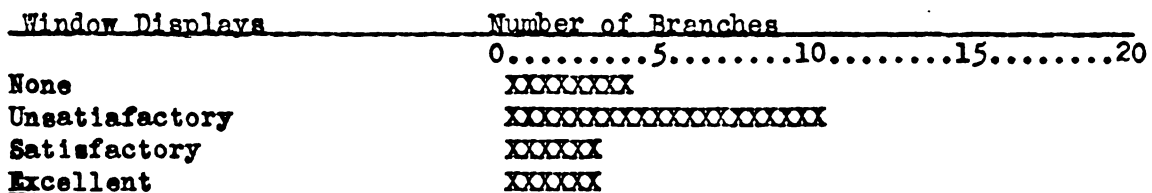


Fig. 22

QUALITY OF WINDOW DISPLAY SPACE AVAILABLE IN THE MICHIGAN COUNTY LIBRARY  
BRANCHES SURVEYED DECEMBER, 1946

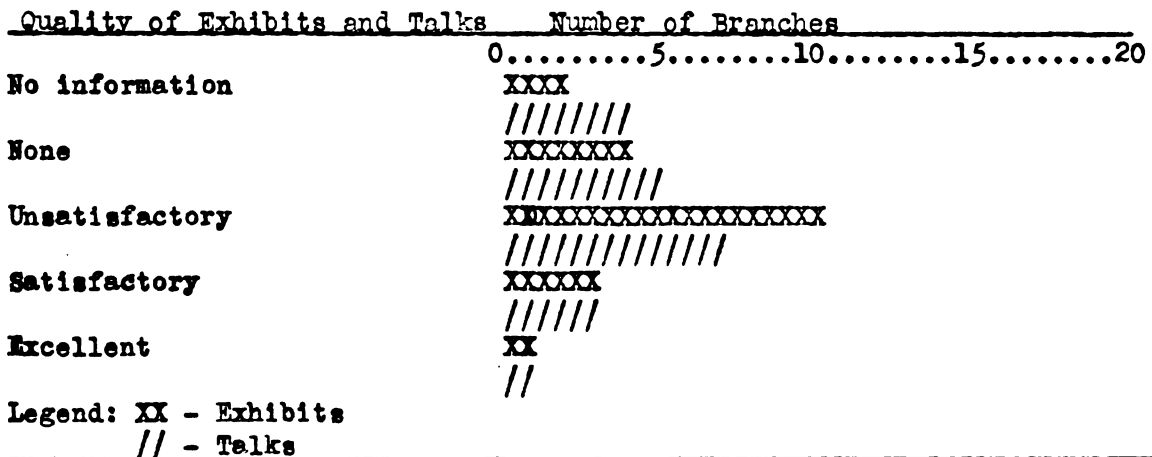


Fig. 23

RANGE OF QUALITY OF EXHIBITS AND TALKS AT MEETINGS AMONG THE MICHIGAN  
COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

Story Hours	Number of Branches
	0.....5.....10.....15.....20
No information	XX
None	XXXXXXXXXXXXXXXXXX
Unsatisfactory	XXXXXXXXXX
Satisfactory	XXXXXXXXXXXXXX
Excellent	XXXX

Fig. 24

NUMBER OF LIBRARIES HAVING STORY HOURS FOR CHILDREN AMONG MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

The librarian of this typical branch would be between fifty-five and sixty-five years of age. She would be a high school graduate and have a first grade library certificate. For additional training she would attend the State Library vocational workshops and if the County library has staff meetings she would attend them as well. (See Figures 25, 26, and 27.)

Age Group	Number of Attendants
	0.....5.....10.....15.....20
15 - 24	XX
25 - 34	XXXX
35 - 44	XXXX
45 - 54	XXXXXXXXXX
55 - 64	XXXXXXXXXXXXXX
65 and over	XXXXXXXXXX

Fig. 25

AGE DISTRIBUTION OF ATTENDANTS IN THE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

Education	Number of Attendants
	0.....5.....10.....15.....20
Grade School	0
Some High School	XXXX
High School Graduation	XXXXXXXXXXXXXXXXXXXXXX
Some College	XXXXXXXXXX
College Graduation	0
Library School	0

Fig. 26

EDUCATIONAL CHARACTERISTICS OF THE LIBRARY ATTENDANTS IN THE MICHIGAN COUNTY BRANCHES SURVEYED DECEMBER, 1946

	Number of Attendants
	0.....5.....10.....15.....20
Certificate Number	
Automatic	XX
First Grade	XXXXXXXXXXXXXXXXXXXXX
Second Grade	XX
None	XXXXXX
No Information	XXXXXXX

Fig. 27

CERTIFICATION CHARACTERISTICS OF THE LIBRARY ATTENDANTS IN THE MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

While many of the library attendants will have spent their entire lives in the same community, the typical attendant would have lived there about thirty years (see Figure 28). However, she would not have been the librarian for a very long period of time. Most probably she has been in the library for about three years (Figure 29). Because of her library work she would not hold offices in clubs or organizations but she would be a member of four of them (Figure 30).

	Number of Attendants
	0.....5.....10.....15.....20
Years of Residence	
1 - 10	XXXX
11 - 20	XXXXXX
21 - 30	XXXXXXXX
31 - 40	XXXXXXXXXX
41 - 50	XXXXXX
51 - 60	XX
61 - 70	XXXX

Fig. 28

DISTRIBUTION OF YEARS OF RESIDENCE IN THE COMMUNITY OF LIBRARY ATTENDANTS IN MICHIGAN COUNTY BRANCHES SURVEYED DECEMBER, 1946.

<u>Years of Service</u>	<u>Number of Attendants</u>
	0.....5.....10.....15.....20
Less than one	XX
Less than three	XXXXXXXXXX
Less than five	XXXXXX
Less than seven	XXXXXX
Less than nine	XXXXXXX
Less than eleven	XXXXXX

Fig. 29

DISTRIBUTION BY YEARS OF SERVICE OF LIBRARY ATTENDANTS IN MICHIGAN COUNTY BRANCHES SURVEYED DECEMBER, 1946

<u>Club Participation</u>	<u>Number of Attendants</u>
	0.....5.....10.....15.....20
Membership	
None	XXXXXX
One	XXXXXXXX
Two	XXXXXXXX
Three	XXXXXXXXXX
Four	XXXX
Five	XX
Offices Held	
None	XXXXXXXXXXXXXXXXXX
One	XXXXXXXXXXXXXXXXXX
Two	XXXXXXX

Fig. 30

FREQUENCY DISTRIBUTION OF CLUB PARTICIPATION BY LIBRARY ATTENDANTS OF MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

One item of significance for the county librarians is the reading habits of the library attendant. On the average she would read about four books a month (see Figure 31). These would be apt to be historical novels or history or travel books although sometimes the library attendant would choose biography or biographical novels instead (see Figure 32). During the six months previous to the survey she probably read about fifteen books, some for her own enjoyment, and some from a sense of duty. Undoubtedly the branch librarian would have glanced through ten to twenty more in order to know something of their contents. The library attendant

would do little reading of children's books. To keep up with current happenings the typical librarian would read approximately four magazines and skim many more as they were brought into the library for circulation.

Despite the fact that the library attendant read only a few or no children's books she would report that working with the young people was the most enjoyable phase of her library work. Second in enjoyment is the daily contact with people which being in the library brings her (see Figure 33).

In general, the typical librarian would be a mature person, interested in her community, aware of the strong points and the shortcomings of the library service which is offered (see Figures 34 and 35).

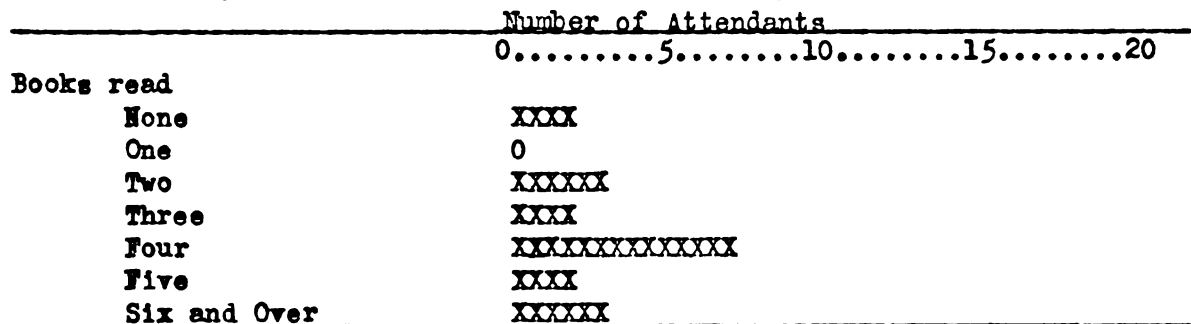


Fig. 31

FREQUENCY DISTRIBUTION OF BOOKS READ IN THE PAST MONTH BY LIBRARY ATTENDANTS OF THE MICHIGAN COUNTY BRANCHES SURVEYED DECEMBER, 1946



Type of book	Frequency Read					
	0	5	10	15	20	
Historical	XXXXXXXXXXXXXXXXXXXX					
History and travel	XXXXXXXXXXXX					
Adventure	XXXXXXXX					
Biography	XXXXXXXX					
Family Life Fiction	XXXXXX					
Biographical Fiction	XXXXXX					
Animal	XXXX					
Farm	XXXX					
Religious	XXXX					
Romance	XXXX					
Current Affairs	XXXX					
Mystery	XX					
Western	XX					
Art, Music and Crafts	XX					
Farm	XX					
Home Life	XX					
Philosophy, Psychology, Religious	XXXX					

Fig. 32

FREQUENCY DISTRIBUTION OF TYPES OF BOOKS READ BY LIBRARY ATTENDANTS IN MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

Type of Work	Frequency Enjoyed					
	0	5	10	15	20	
Meeting people	XXXXXXXXXX					
Book selection with children	XXXXXXXX					
Children's story hour	XXXX					
Encouraging people to read	XXXX					
Trying to understand reading needs of people	XXXX					
Serving the public	XXXX					
All except shelving books and questionnaires	XX					
Getting books ready for the shelves	XX					
Issuing books and having satisfied patrons	XX					
Office work at headquarters	XX					
Posters and displays	XX					
Receiving and charging books	XX					
Shelving books	XX					
Tidy appearance of library	XX					

Fig. 33

FREQUENCY DISTRIBUTION OF TYPES OF WORK ENJOYED MOST BY LIBRARY ATTENDANTS IN MICHIGAN LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	Number of Branches
	0.....5.....10.....15.....20
Type of service	
Adult Circulation	XXXXXX
School Service and Cooperation	XXXX
Book Collection and work with Children	XXXX
Circulation	XXXX
Generally Well Balanced	XXXX
Keeping the Schedule of Opening Exactly	XX
Convenience	XX
Considerate Attention to Desire of Each Patron	XX
Helping with Reference Work for High School Students	XX

Fig. 34

RANGE OF STRONGEST POINTS OF SERVICE IN LIBRARY ATTENDANT'S OPINION RENDERED BY MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

	Number of Branches
	0.....5.....10.....15.....20
Weak Point	
Lack of Reference Service and Lack of Demands for Same	XXXXXX
Too few books	XXXXXX
Too little shelf room	XXXX
Book Selection of Children	XX
Lack of new patrons	XX
Lack of complete card catalog	XX
No sign	XX
Not enough adults using library	XX
No one part	XX
No truck for outside work	XX
Publicity	XX
Too short hours	XX
Work with young adults	XX
Work with high school	XX

Fig. 35

DISTRIBUTION OF WEAK POINTS OF SERVICE IN OPINION OF LIBRARY ATTENDANT RENDERED BY MICHIGAN COUNTY LIBRARY BRANCHES SURVEYED DECEMBER, 1946

This composite picture of the library and the librarian may tend to minimize the wide variety of types and quality of library service given by the twenty-three county library branches surveyed. However, the Figures accompanying the chapter present the range of service in detail.

To summarize it may be stated that essentially the branch library attendants provide a medium by which people can obtain the books, mostly light fiction, of their choice. A librarian who gave more attention to public relations in the community, and who offered more personal help to the patrons in their book choices should be able to encourage people to widen their reading interests. Her own reading interests are broader than those of her patrons and therefore she should be able to offer purposeful guidance in book selection.

## CHAPTER XI

### IMPLICATIONS FOR ACTION IN MICHIGAN BASED ON RESULTS

A large amount of care on the part of the participating county librarians was devoted to the selection of county library branches which would be typical of the branches throughout the State and which would be similar enough to each other to permit comparisons. The characteristics of the sample of library users studied parallels the characteristics of the State population in certain basic characteristics and deviates widely from it in others, particularly in sex, age, education, and occupational composition. Proposals which, if carried out, would tend to expand library use among portions of the population now under-represented will be made in this chapter.

One of the outstanding discoveries was the disproportionate ratio of women to men among the library users. The significance of this was apparent throughout the study. The patrons were women; the types of books liked best, romance and historical novels reflect this. The majority of the magazines available in the branches were designed for women. Certainly an effort should be made to perfect a plan for changing the sex ratio toward one more typical of the state. It may be said that women have more time for reading, which may or may not be true. Nevertheless the men should have more of their interests represented by the book collections and magazines. Furthermore, if the aim of the libraries is really to disseminate true information, to provide authentic helps in opinion formation, to combat prejudice and to encourage an enlightened citizenry, the huge emphasis on recreational reading and the lack of masculine library users is to be deplored. Recreational reading is necessary and delightful, but it must be supplemented by

other types to a far greater extent than these statistics indicate it to be, if the role of the library is to be justified.

The use of the library by the older people and particularly by the persons in the active years of middle life should be increased. The book collection should be examined, the hours of opening, the techniques of registration, and the possibility of different distribution points should be studied as clues to discovering how to achieve this increase <sup>48</sup>.

For some time the question of whether or not the branches were sufficient to handle adult library service without bookmobiles has been debated. The branches furnish additional services which adults supposedly desire. There is space to sit and read, there are reference books for consultation, the branch is available when the person desires and not for a limited period only. The small proportion of open country residents who were reached by the library, as shown by the sample would seem to prove conclusively that branches in trade centers are not enough; from the information obtained reading space and reference books even when available are not used very frequently. It is possible that in the middle of winter, when the data was collected, country people are not likely to be in town and that a study made at another time of year would have shown a higher proportion of open country residents in the library. However, winter is the time of greater leisure and the period when reading would be the most logical. M. L. Wilson points out in the Library and the community that the transmission of

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<sup>48</sup> A study pertinent to drawing more patrons into the library is that made by Helen A. Ridgeway. "Community studies in reading III. reading habits of adults non-users of the public library." Library Quarterly, v. 6, no. 1 (1936) 1-33.

ideas to rural people is important:

"We realize, of course, that when a full day's chores on the farm are done, physical weariness interferes with reading. Certainly that is true in peak seasons. But in the long winter months and in slack season, proper planning of work also permits a time budget for reading on the farm....Since farm life does not afford the same amount of leisure for reading as that permitted in urban life the choice of books becomes very important. Here the librarians can render a signal service. There is a wealth of literature about the country that reflects many sides of country living. It is what I call 'expressive literature'. It is not talked about enough. A high percentage of prize-winning novels and other literature in recent years has consisted of books picturing life in the country. Yet too many farm people fail to read them<sup>49</sup>."

Since the proportionate number of patrons using the library drops off sharply at a distance of one mile from the branch a bookmobile for adult library service would seem necessary to make books accessible to the country residents. It is true that there would be no reference service available, but reference materials could be sent from headquarters in a short time. There would be no place to sit and read books or magazines, but from the evidence of this survey very few adults make use of either reference or reading room facilities. How these routes should be located and how frequently they should be covered would need considerable study.

The evidence indicates also that the libraries were not reaching the ethnic clusters located in their counties, and were not reaching the huge percentage of people who have no more than an eighth grade education. In this connection the subject and especially the vocabulary level of the books on the shelves must be re-examined. The study of reading in the Norris T.V.A. project concluded that college education increased the use of non-

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<sup>49</sup> Leon Carnovsky and Lowell Martin. Library in the community, Chicago, University of Chicago press, 1944. pp. 107.

fiction books but, in general, the workmen of the area read 45 percent of the science books <sup>50</sup>. Some of the incentives and methods used to make non-fiction reading popular among that very heterogeneous population might well be studied and adapted for use in the Michigan County Library Branches.

On the basis of the findings of this study the provision of sheet music and phonograph records for borrowing would seem obviously desirable additions. Caution, however, demands that much more study regarding the costs, difficulties and advantages of adding music to the library materials be undertaken before wholesale programs featuring these materials should be launched.

The library buildings and equipment in the communities studied should be improved. They are now at a point where they apparently conform to the standards of the local community. To reach the standards deemed advisable by experts for the most efficient library service is the goal toward which library administrators must strive. The library branches need more publicity of all sorts, such as newspapers, attractive signs and window displays, and the library through the librarian should play a more dynamic role in community life through exhibits, talks and story hours for the children.

Many of these recommendations may seem to be so obvious they could have been made without the effort of the survey. The statistics of the study, however, provide the beginnings of a solid basis on which to build a plan of action for the improvement of library service in the rural areas of Michigan which would result in more enlightened and better read communities.

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<sup>50</sup>Ralph R. Munn, "Reading interests in the Norris community library" (in John Chancellor. Library in the T.V.A. Adult Education Program) appendix.

#### PART FOUR

EVALUATION OF THE PROJECT WITH ITS BROADER IMPLICATIONS

## CHAPTER XIII

### BROADER IMPLICATIONS: NATIONAL, REGIONAL, AND DEMONSTRATION; COOPERATION OF RESEARCH AND ACTION GROUPS

The present study, by raising questions which had to be left unanswered has indicated types of areas and problems which would be best solved by demonstration or experimentation at the state or national levels.

The basic problems of adult bookmobile service to this snowbound north country have not been sufficiently studied as an alternative to the branches. Would it work, how should it be planned, would it mean a few large branches and the elimination of the small sub-branches or stations? How would it compare in cost? Could bookmobiles cover the area more efficiently?

The second problem which is closely related to this, is that of book collections and reader interest. In a number of closely controlled situations reading habits have either been changed or found to be different and better (from the viewpoint of libraries' ultimate purpose) than they are in average situations. The problem is, what can be done to stimulate the same improved quality of reading among people in their usual environments? What books are available which will meet the requirements of simplicity and suitability for this purpose?

In a completely different problem area this survey has indicated a hitherto unrecognized demand for phonograph records in county libraries. A re-examination of the uses made of maps and pictures, and a study of the most economical method of satisfying the demand for records and sheet music, can also be made most efficiently through a demonstration which would permit of experimentation.

"There was some resentment about questions on nationality."

"The results were disillusioning."

"Shows need of a bookmobile."

"Brought out lack of attendance on the part of middle aged groups, and lack of books of interest to them."

"The library location should receive more publicity."

"Would like to try to do it again in six months and see what the results would be."

"Showed that there was a lack of special attention."

"Found out what the different nationality groups were which have to be reached."

"The people were satisfied."

"Showed that the branch was purely recreational for children and retired adults."

"Upset preconceived notions, thought it was serving mostly adults; found mostly children."

"Enjoyed the personal contacts."

From these remarks it would seem that the librarians' participation in the survey -- just the effect of taking the interviews, not the compiled results, revealed branch library weaknesses, needs for changes and attitudes on the part of the patrons of which the librarians had been unaware.

After hearing a summary of the Library Users Survey results and a progress report of the Lenawee County study at the Workshop in 1947, the librarians carefully formulated a statement of the value of the project to them. The statement which follows is quoted from a letter addressed to Mr. J. Donald Phillips:

"The joint meeting of members of your staff (Adult Education Department) and of the staff of the Department of Sociology and Anthropology and of the librarians has proven a means of opening our minds to our own weaknesses and to the possibilities of sensitizing our offerings and programs to the needs of the people and of developing new channels of communication within our communities.

"County libraries have developed to a marked degree in the past few years in Michigan, but even at best they are only scratching the surface. The time has come when we must find a way of evaluating what has been done and pointing the direction of our future course. We have reached the limit of own resources and feel the absolute necessity of assistance from both research and in the application of the results of research.

"The survey project has already proved of great value by supplying statistical evidence on significant characteristics of both the persons who use and those who do not use county library service. The evidence indicated some ways in which greater financial support could best be used in order to reach those not now receiving county library service." 51

The county librarians valued highly the aid they had already received from the project and the promise of practical help which seemed to be forthcoming as the comprehensive study of Lenawee County neared completion. They requested of the W.K. Kellogg foundation a grant to provide the services of a full time person on the college staff who would both help them with the practical sociological problems which they encountered, and at the same time would continue research within the areas which the original plan of the project specified.

This was indeed appreciation of the worth of the project which they had formulated and carried out with the assistance of the Departments of Sociology and Anthropology and Adult Education at Michigan State College.

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<sup>51</sup> Letter from Alta Parks, Chairman of Survey Committee, County Libraries Section, Michigan Library Association, dated June 23, 1947 to Mr. Donald Phillips, Assistant Director Extension Service, Adult Education Office, Michigan State College, East Lansing, Michigan.

## CHAPTER XII

### THE COUNTY LIBRARIANS EVALUATE THE STUDY

As has been stated previously, the Michigan county library survey was a cooperative project between the librarians of the County Library Section of the Michigan Library Association, the staff of the Department of Sociology and Anthropology of Michigan State College, and the Department of Adult Education at the College. The objectives were as follows: first, to develop a battery of materials and techniques which could be used to obtain information about the people who were using the county libraries, their reading habits and interests; and second, to help the county librarians obtain any information already available about the character of the counties in which their libraries were located. As the end result it was hoped that the librarians would have acquired a method of objective scientific thinking and some knowledge of rural sociology which would help them evaluate their libraries and their communities.

In Appendix A is presented a summary of the librarians' attitude toward typical library problems and their knowledge of library literature at the beginning of the study. This was compiled from the response to a five page questionnaire which was administered to the librarians at the 1946 Workshop. Had it been possible for this questionnaire again to have been administered to the librarians at the 1947 Workshop, changes in the librarians' knowledge and attitudes would have been clearly indicated. This was not possible and consequently only illustrative subjective data can be presented here. They are the evaluations which the librarians themselves have made of the study at different stages of progress. First, at the Institute in the spring of 1947 remarks such as this were heard.

Another question which is facing librarians in Michigan is the multi-county or larger unit of service. This seems at present to be the best solution for the sparsely settled northern counties. The present study has found that the area of a branch library is mostly within the village limits and rarely extends as much as ten miles beyond. Would the pattern be the same in the northern counties, which have even greater distances between towns? Wherein are these counties similar, and how do they differ from the remainder of the state? How can they be given library service most efficiently? This whole problem has only begun to be explored and it should be studied so that the best system of operation can be put into practice when adequate funds for operation are available <sup>52</sup>.

Librarians in rural sections all over the country are faced with problems similar to those which prompted this study. The conclusions which have been reached may or may not be helpful to them. But it is hoped that the methods used, and the materials developed, point directions which others may follow. That this is possible has already been demonstrated in Maryland where a similar project is already underway, with the University of Maryland, and the State Library Commission participating.

That the County Libraries of Michigan were not alone in their feeling of a need for actual data as a basis of progress is further demonstrated by the interest of the American Library Association in sociological studies. During recent months the A.L.A. has announced a plan for a large and con-

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<sup>52</sup> There is a bill pending in Congress which would provide funds to each state for library demonstration.

clusive study of libraries to be conducted by the Social Science Research Council for the American Library Association. The details of this project, the Public Library Inquiry, are given in the May 1, 1947 Library Journal <sup>53</sup> and bear careful study by anyone interested in reading and library use research. One section of the study will be devoted to the "present services to, and relationship of, the library with the community." While their plan is on a much larger scale <sup>and</sup> the information sought is more detailed it is directed toward the type of fundamental and to some degree exploratory information which it has been the purpose of this present study to provide.

The librarians of Michigan have come to assume, as an outgrowth of the present experience, that in any future study the sociologists would be the appropriate group to further their plans. It is felt that this new approach which the county libraries have utilized holds within its grasp many solutions to their problems. Even this is not peculiar to Michigan. At the 1946 midwinter session of the American Library Association and the annual meeting of the American Sociological society, both held in Chicago at the same time, plans were drawn up for a joint committee of librarians and rural sociologists. The purpose of this committee was to survey what cooperative work has already been done to explore the willingness or feeling of desirability on the part of members of each organization for cooperative work, to discover the needs on which it was felt this effort could best be spent. This surely is to be a practical demonstration of the effect of

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<sup>53</sup> "Public library inquiry; full text of the A.L.A. Social Science Research Council as announced in the last issue of Library Journal." Library Journal v. 72 (1947) 698, 720-724.

See also in this connection: Robert D. Leigh. "Public library inquiry" Social Science Research Council items. v. 1 (1947) no. 2, pp. 5-6.

cooperation, in bringing sociological theory to practical application. Since the joint chairmen of the committee are both from the State of Michigan and were participants in the research here reported the county librarians and the sociologists concerned with some justification feel that they have had a share in the joint committee's accomplishments.

This, then is the cooperative project of Michigan librarians, sociologists and adult education specialists. It is hoped that the method, the battery of materials and the results will all have a place in further studies and that they may even serve to encourage the practical application of sociological techniques in other fields of endeavor.

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## APPENDIX A

## II a

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To support the idea that the "B" group of individuals  
 represented persons in the community who were not  
 identified as members of the "A" group, the following  
 information is provided:

## L. REC- 1745 CP 10/13/96 P-ES: 0000000000

1. Definition of estimation and errors, standard deviation
2. Description of methods for estimation
3. Importance of estimation in all aspects of statistics

[illegible]

1. The subject is interested in a position in the community.
2. The subject is not a member of a religious group.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

REF ID: A66119

The following are listed as priority recommendations by the

1. Relationship of *Salmonella* to *Shigella* and *Shigella* to *Shigella*

- [illegible]

1. The first step in the process of the scientific method is to define the problem.

2. Inability to define the problem is a common mistake.
3. Conception of the problem is a necessary step.
4. Characterization of the problem is a necessary step.
5. Formulation of the problem is a necessary step.
6. Identification of the problem is a necessary step.

## II. Problems of the Scientific Method

1. The first problem of the scientific method is the problem of the definition of the problem.

- a. The problem of the definition of the problem is a common mistake.
- b. The problem of the definition of the problem is a necessary step.

2. The second problem of the scientific method is the problem of the characterization of the problem.

3. The third problem of the scientific method is the problem of the formulation of the problem.

4. The fourth problem of the scientific method is the problem of the identification of the problem.

5. The fifth problem of the scientific method is the problem of the solution of the problem.

## III. Methodological Issues

1. The first methodological issue is the issue of the definition of the problem.

2. The second methodological issue is the issue of the characterization of the problem.

3. The third methodological issue is the issue of the formulation of the problem.

4. The fourth methodological issue is the issue of the identification of the problem.

5. The fifth methodological issue is the issue of the solution of the problem.

1. Definition of the term "Library" and its functions

2. Functions of the library in the community

3. Concepts of the library in the community

4. The role of the library in the community and its development

5. Evaluation and development of the library in the community for general services to the community

iv. Problems of the library in the community and its development

1. The role of the library in the community and its development

a. The role of the library in the community

b. The role of the library in the community

2. Problems of the library in the community and its development

3. Development of the library in the community and its development

4. Development of the library in the community and its development

5. Development of the library in the community and its development

v. Miscellaneous information

1. The role of the library in the community and its development

2. The role of the library in the community and its development

3. The role of the library in the community and its development

4. The role of the library in the community and its development

5. The role of the library in the community and its development

1. In the past, the library has been a place where people go to borrow books and to read.

2. In the past, the library has been a place where people go to borrow books and to read.

3. In the past, the library has been a place where people go to borrow books and to read.

4. In the past, the library has been a place where people go to borrow books and to read.

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15. In the past, the library has been a place where people go to borrow books and to read.

16. In the past, the library has been a place where people go to borrow books and to read.

17. In the past, the library has been a place where people go to borrow books and to read.

18. In the past, the library has been a place where people go to borrow books and to read.

19. In the past, the library has been a place where people go to borrow books and to read.

## COUNTY LIBRARY BRANCHES IN WHICH SURVEY WILL BE TAKEN

COUNTY	BRANCH	HOURS OPEN	NO. OF BOOKS
Alcona	Lincoln	30	1000
Branch	Quincy	15	750 (county)
Cass	Edwardsburg	15	907
Crawford	Grayling	10	1700
Genesee	Davison	15	1349
Gladwin	Beaverton	12	1000
Ingham	Holt	14	1500
Iosco	Tawas City	12	5000
Jackson	Grass Lake	12	2000
Kalkaska	Kalkaska	23	2000
Kent	Kent City	10	1025
Lapeer	Inlay City	10	300 (county)
Lenawee	Deerfield	17	1200
Manistee	Manistee (8,694)	40	500
Mason	Scottville	26½	300 (county) 2000 (city)
Menominee	Hermansville	30	500
Missaukee	Headquarters		
Monroe	Carlton	20	1200
Muskegon	Havenna	18	1800
Presque Isle	Onaway	10	600
St. Clair	Lorine	15	
Van Buren	Covert	18	3000
Wayne	Flat Rock		
Wexford	Manton	25	1200

M I C H I G A N   S T A T E   C O L L E G E  
E a s t   L a n s i n g

November 15, 1946

Department of Sociology  
and Anthropology

Dear Librarian:

You may already have heard from the secretary of the County Library Section regarding plans made at the Tawas City meeting. In case you have not, I would like to review some of them for you.

At the Tawas City meeting it was decided that the Limited County Library Study would get underway with a survey of library users during the first two weeks in December. Each county librarian present selected a specific agency of the library system in which to make the survey. The characteristics of this agency were decided by polling the librarians present. The characteristics were as follows:

1. Regular attendant for the hours the library is open.
2. Open twelve hours a week.
3. Has 1200 books.

For a period of twelve hours during the first two weeks of December, the county librarian, using the Library User's Schedule, will interview all persons who come to this library. She will endeavor to have at least thirty people answer the questions.

We would like to have the following information from the libraries which were not represented at the conference:

1. Will you be able to cooperate on the above-outlined project?
2. Will you please send us a list of your library agencies that have a regular attendant, the number of hours each one is open, and the number of books at that place?

We realize that some libraries will have no agencies that will correspond exactly to the criteria. We will select from your list the one that seems closest and will notify you of the choice.

If you can supply the requested information by return mail, or not later than November 21, we will appreciate it very much as we cannot continue with the library plans until we hear from all the libraries.

Sincerely yours,

A handwritten signature in cursive script that reads "Margaret Murray". The signature is fluid and elegant, with a long, sweeping underline.

Margaret Murray  
Graduate Assistant

MP:AJC

MICHIGAN SURVEY OF COUNTY LIBRARY USERS  
SURVEY INSTRUCTIONS FOR COUNTY LIBRARIANS

The survey of Library Users is to be conducted at the Branch Agency of \_\_\_\_\_ in your county. We hope that you will be able to conduct the survey yourself. It will be much more informative if you do the actual interviewing. It will give us a more reliable picture as you are better acquainted both with the schedule and with your library than is anyone else.

We are enclosing an instruction sheet for the attendant in the Branch where you are to work. This instruction sheet makes her responsible for the information on the Library Agency Summary. Please go over the instructions and the summary with her and see that she understands her duties. You might suggest to her the use of a tally sheet as a means of keeping her count accurate. We have been indefinite in our instructions to her as to the times when you are going to take your schedules. We have done this to help assure as normal a setting as possible for your work.

1. On the average, it takes approximately ten minutes to fill out a schedule with a patron. This schedule is designed so that the schedule taker will ask the questions and do the writing.
2. Do not let the respondent try to fill out the schedule by himself.
3. The questions which are in quotation marks are to be asked exactly as they are written, the others may be adapted where it is necessary to obtain the information.
4. Please try to fill out each schedule completely while the respondent is present. Do not wait until afterwards to fill in what seem to be obvious items.
5. Make an attempt to contact each person who comes to the Branch while you are there. We found that people did not object to waiting a few minutes in order to help us get the information we needed.
6. The best method of establishing good working relations with the Library Users is to have the Branch Attendant, whom they already know, introduce you to them and explain why you are there. Ask the Library Attendant to give you the books they returned at the time that she introduces you.
7. After the first time, "Library User" is designated by "L.U." throughout the schedule.
8. The schedule consists of two parts. Part I, "Reader's Characteristics," is four pages in length and is stapled together. Part II, "Book Selection and Use," is on colored paper.

- 2 -

- a. Ask the questions on the first three pages of Part I.
  - b. Proceed to Part II and ask about each book the L.U. has returned, using a separate copy of Part II for each book.
  - c. Return to Part I and ask the questions on page 4.
9. The numbers and blank spaces on the side of the schedule are to be disregarded. DO NOT FILL THEM IN. They are for the purposes of coding and sorting the answers after we receive them here at the College.
10. In the following questions more than one item may be checked:
- a. Part I: 22, 45, 46, 53-56, 61-65.
  - b. Part II: 12, 13, 17, 18.
11. For the questions on occupations, we would like to have the occupation of the father or the husband, whether he is living or dead. These occupations are illustrative of the ones to be placed in each type. (See 1940 U.S. Census, second series, "Population by States: Michigan", page 8.)
- a. Professional and semi-professional: teachers, doctors, nurses, county agents, social workers, draftsmen, photographers, wireless operators, surveyors.
  - b. Business, both proprietors and clerical: public officials, store operators and workers, stenographers, salesmen, transportation workers.
  - c. Farm operators and managers: Owners and tenants, managers.
  - d. Farm laborers: all other farm workers.
  - e. Craftsmen, foremen, and kindred workers: craftsmen, factory workers, filling station attendants, deliverymen, painters, carpenters, seamstresses, bus drivers, bakers, shoemakers.
  - f. Service workers: housekeepers, servants, policemen, firemen, soldiers, sailors, boardinghouse keepers, cooks, ushers, barbers.
12. When you have finished interviewing a patron, clip Part I and the sheets for Part II together.
13. Plot your Library Users on the highway maps and then send the schedules to us as soon as possible, preferably not later than December 21.
14. If you wish, the schedules will be returned to you later.



MICHIGAN SURVEY OF COUNTY LIBRARY USERS  
SURVEY INSTRUCTIONS FOR LIBRARY AGENCY ATTENDANT

The questions which are being asked of your patrons today are to be used in a study of all the County Libraries in Michigan. Your Branch has been selected for the study because the County Librarian has considered it typical of this county. In order to make the work easier for the schedule taker, and the results more reliable, we will need your cooperation.

1. Will you please take the responsibility for gathering the information on the Agency Summary Sheet? This sheet contains items of general information about this Branch which can be compared with the Branches studied in other counties.
2. All of this information can be filled in immediately except Item 7. To gather the information for this item, it will be necessary for you to keep count of each of the items listed for each period the schedule taker works.
3. When we were testing the questions, we noticed that in some places an unusual number of people appeared in the library in a short time just to be interviewed. If the number of patrons is greater than might reasonably be expected from your past experience, or the circulation larger, the resulting totals will not give an accurate picture of your Branch. If this should happen, it would make it very difficult for us to compare your Branch with others. We would like to have you watch out for this and notify the Schedule Taker if you seem to be having more than a normal amount of business.

MSC  
11/23/40

III c

MICHIGAN SURVEY OF COUNTY LIBRARY USES

LIBRARY AGENCY SUMMARY

1. Name of County \_\_\_\_\_
2. Name of Schedule Taker \_\_\_\_\_
3. Name of Library Agency \_\_\_\_\_
4. Name of Library Agency Attendant \_\_\_\_\_
5. Library Agency is housed in: Separate Building ( ) 1.Owned ( ) 2.Rented ( )  
School Room ( )  
Part of Town Hall ( )  
Other: (Specify) \_\_\_\_\_

6.

Hours and Days Open	MORNING		AFTERNOON		EVENING	
	From	To	From	To	From	To
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						

Total number of hours open per week: \_\_\_\_\_

7. Summary of Library Agency activities and services for periods during which library survey is taken.

Period		Library Visitors		Books circulated		Reference Questions	
Day	Hours	Adult	Juvenile	Adult	Juvenile	Asked	Answered

8. Total number of schedules taken \_\_\_\_\_

[illegible]

Source: *Journal of the American Statistical Association*, 1997, 92, 1039-1052.

MSC  
11/23/46

III d

Do Not Fill In

1-3 \_\_\_\_\_

Schedule No. \_\_\_\_\_  
Time: Begin: \_\_\_\_\_  
End: \_\_\_\_\_  
Schedule Taker \_\_\_\_\_  
(Initials)

MICHIGAN SURVEY OF COUNTY LIBRARY USERS

County: \_\_\_\_\_ Library Agency \_\_\_\_\_ Date \_\_\_\_\_  
4 \_\_\_\_\_ Day of week: 1.Mon. ( ) 2.Tues. ( ) 3.Wed. ( ) 4.Thurs. ( )  
5.Fri. ( ) 6.Sat. ( )

I. READERS' CHARACTERISTICS

Name of Library User (L.U.) \_\_\_\_\_  
5 \_\_\_\_\_ Sex: 1.Male ( ) 2.Female ( )  
6-7 \_\_\_\_\_ Age at last birthday \_\_\_\_\_  
Marital status (if L.U. is 16 or over):  
8 \_\_\_\_\_ 1. Single ( ) 2.Married ( ) 3.Widow or widower ( ) 4.Other ( )  
9 \_\_\_\_\_ L.U. is: 1.Preschool child ( ) 2.Student ( ) 3.Housewife ( )  
4.Employed ( ) 5.Unemployed ( )

Occupation: (record answer by "X")

Note: If L.U. is under 14, check only column 11 unless L.U. is employed part-time, in which case check also column 10.

If L.U. is 14 or over, check columns 10, 11, in each case, and column 12 where it applies.

If L.U. is at present unemployed, check his usual or previous occupation.

		(10) L.U.	(11) L.U.'s Father	(12) L.U.'s wife or husband
10 _____	Professional and semi-professional	( )	( )	( )
	Business - both proprietor and clerical	( )	( )	( )
11 _____	Farm operators and managers	( )	( )	( )
	Farm laborers	( )	( )	( )
12 _____	Craftsmen, foremen, and kindred workers	( )	( )	( )
	Non-farm laborers	( )	( )	( )
	Service Workers	( )	( )	( )
	Students	( )	( )	( )
	Other (specify) _____			

Address: street or road, and number \_\_\_\_\_

13 \_\_\_\_\_ Residence is in 1.Town or village ( ) 2.Open country ( )  
Name of community: \_\_\_\_\_  
Name of neighborhood: \_\_\_\_\_  
P.O. address \_\_\_\_\_  
14-15 \_\_\_\_\_ Direction and distance in Miles ( ) or Blocks ( )  
of L.U.'s home from Library Agency where schedule is being taken:  
16-17 \_\_\_\_\_ North \_\_\_\_\_ South \_\_\_\_\_ East \_\_\_\_\_ West \_\_\_\_\_  
Total distance \_\_\_\_\_



DO NOT FILL IN

18 \_\_\_\_\_ Number of persons living at L.U.'s address (do not include separate apartments) 18. Family members: \_\_\_\_\_

Is L.U. a year-around resident? 1.Yes ( ) 2.No ( )

In what county was L.U. born?

19 \_\_\_\_\_ 1. U.S. ( ) 2.Other (specify) \_\_\_\_\_

20 \_\_\_\_\_ If U.S., what state? 1.Michigan ( ) 2.Other (specify) \_\_\_\_\_

If not born in Michigan, how long has L.U. lived here?

21 \_\_\_\_\_ 1. Less than a year ( )

2. 1-5 years ( )

3. 6-10 years ( )

4. Over ten years ( )

22 \_\_\_\_\_ What is L.U.'s nationality background? (indicate by "X")

1. English ( )

6. Polish ( )

2. Finnish ( )

7. Scotch ( )

3. German ( )

8. Scotch-Irish ( )

4. Hollander ( )

9. Swedish ( )

5. Irish ( )

x. Other (specify) \_\_\_\_\_

23 \_\_\_\_\_ What languages are spoken in L.U.'s home? 1.English ( )

2.Other (specify) \_\_\_\_\_

24 \_\_\_\_\_ If other, check one: 1.Frequently( ) 2.Occasionally ( ) 3.Rarely( )

25 \_\_\_\_\_ Race: 1.White ( ) 2.Negro ( ) 3.Other (specify) \_\_\_\_\_

26-27 \_\_\_\_\_ "How far did you go in school?" (circle only the highest grade)

Grade school: 1 2 3 4 5 6 7 8

High School: 1 2 3 4

College: 1 2 3 4

Graduate Studies: 1 2 3 4

Other (specify) \_\_\_\_\_

28 \_\_\_\_\_ "How often did you come to this Library Agency during the past 4 weeks?

1. Every day ( )

2. Three times a week ( )

3. Twice a week ( )

4. Once a week ( )

5. Once every two weeks ( )

6. Once a month ( )

7. Other (specify) ( ) \_\_\_\_\_

29 \_\_\_\_\_ "Have you used any other Library or Branch of this Library in the past twelve months?" 1.Yes ( ) 2.No ( ) Specify \_\_\_\_\_

30 \_\_\_\_\_ If yes: "Did you check out books?" 1.Yes ( ) 2.No ( )

31 \_\_\_\_\_ "Are you returning books?" 1.Yes ( ) 2.No ( ) Number \_\_\_\_\_

32 \_\_\_\_\_ "Do you intend to read while at the library?" 1.Yes ( ) 2.No ( )

33 \_\_\_\_\_ If yes: "Do you intend to read a 1.Book ( ) 2.Magazine ( )  
3.Newspaper ( )

The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data.

It is essential that all transactions are recorded in a timely and accurate manner, and that the accounting department is kept informed of any changes to the financial data.

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The sixth part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data. It is essential that all transactions are recorded in a timely and accurate manner, and that the accounting department is kept informed of any changes to the financial data.

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DO NOT FILL IN

34\_\_\_\_\_ "Do you intend to take out a book you had in mind before you came to the library?" 1.yes ( ) 2.No ( )

35\_\_\_\_\_ "Do you intend to look around for books now?" 1.Yes ( ) 2.No ( )  
If yes: "What do you have in mind?" \_\_\_\_\_

36\_\_\_\_\_ "Do you intend to consult a reference book such as a dictionary or encyclopedia?" 1.Yes ( ) 2.No ( )

37\_\_\_\_\_ "Do you intend to ask the librarian for desired information?"  
1.Yes ( ) 2.No ( )

"What other reasons did you have for visiting the library today?"  
\_\_\_\_\_

38\_\_\_\_\_ If L.U. is 16 or over: "About how many clubs or organizations do you belong to?"  
0 1 2 3 4 5 6 7 8 9 over ten (x)

39\_\_\_\_\_ If one or more to the above, "Are you an officer or Committee Chairman in any of these?" 1.Yes ( ) 2.No ( )  
If Yes: "What positions do you hold and in what organized groups?"

Office or Committee Chairmanship

Name of Organization

40_____	_____	_____
41_____	_____	_____
42_____	_____	_____
43_____	_____	_____
44_____	_____	_____

If L.U. has returned books, use Part II for each book returned before going to page 4.

The questions on page 4 are to be presented at the end of the interview.

If L.U. has not returned books, go directly to page 4.



DO NOT FILL IN

- 4 -

"Which of the following types of material do you like to read?"  
(Place a check preceding each type enjoyed. Ask L.U. specifically about each type.)

Fiction

Non-Fiction

- |    |     |                             |     |    |     |                                    |     |    |
|----|-----|-----------------------------|-----|----|-----|------------------------------------|-----|----|
| 45 | ( ) | 1.Adventure                 | ( ) | 01 | ( ) | 1.Art, music, and crafts           | ( ) | 12 |
|    | ( ) | 2.Animal                    | ( ) | 02 | ( ) | 2.Biography                        | ( ) | 13 |
|    | ( ) | 3.Biographical              | ( ) | 03 | ( ) | 3.Fairy tales                      | ( ) | 14 |
|    | ( ) | 4.Boys & girls; family life | ( ) | 04 | ( ) | 4.Farm                             | ( ) | 15 |
|    | ( ) | 5.Farm                      | ( ) | 05 | ( ) | 5.History                          | ( ) | 16 |
|    | ( ) | 6.Historical                | ( ) | 06 | ( ) | 6.Home and family living           | ( ) | 17 |
| 46 | ( ) | 7.Mystery                   | ( ) | 07 | ( ) | 7.Current affairs                  | ( ) | 18 |
|    | ( ) | 8.Religious                 | ( ) | 08 | ( ) | 8.Nature                           | ( ) | 19 |
|    | ( ) | 9.Romance                   | ( ) | 09 | ( ) | 9.Philosophy, Psychology, religion | ( ) | 20 |
|    | ( ) | x.Western                   | ( ) | 10 | ( ) | x.Science                          | ( ) | 21 |
|    | ( ) | y.Other                     | ( ) | 11 | ( ) | y.Other                            | ( ) | 22 |

47-48 If more than one type is checked, ask: "Which of these do you like to read  
49-50 best?" "Next best?" "Third?" (Indicate rank order of preference by insert-  
51-52 ing "1" "2" "3" in the parentheses following types chosen.)

"Do you have any special interest that you read about?" 1.yes( ) 2.No( )  
If yes: Specify \_\_\_\_\_

53 "Would you like to use other types of material from the library?"

54 1.Yes ( ) 2.No ( ) If yes: specify below:

- |    |                       |     |                          |
|----|-----------------------|-----|--------------------------|
| 55 |                       |     |                          |
| 56 | 53.Films              | ( ) | 57.Pictures ( )          |
| 57 | 54.Magazines          | ( ) | 58.Sheet music ( )       |
| 58 | 55.Maps               | ( ) | 59.Other (specify) _____ |
| 59 | 56.Phonograph records | ( ) |                          |

60 "During the past year did you get books to read in any other way besides  
from libraries?" 1.Yes ( ) 2.No ( )

61 If yes: Ask about each of the following (past year only)

- |    |                        |                        |
|----|------------------------|------------------------|
| 62 |                        |                        |
| 63 | 61.Buy them            | ( )                    |
| 64 | 62.Borrow from friends | ( )                    |
| 65 | 63.Receive as gifts    | ( )                    |
|    | 64.Book Club           | ( ) give details _____ |
|    | 65.Anywhere else?      | ( ) _____              |

THE UNITED STATES OF AMERICA  
DEPARTMENT OF THE INTERIOR  
BUREAU OF LAND MANAGEMENT  
WASHINGTON, D. C. 20250

STATEMENT

DATE	TO	FROM	AMOUNT
1964	...	...	...
1965	...	...	...
1966	...	...	...
1967	...	...	...
1968	...	...	...
1969	...	...	...
1970	...	...	...
1971	...	...	...
1972	...	...	...
1973	...	...	...
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2007	...	...	...
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2009	...	...	...
2010	...	...	...
2011	...	...	...
2012	...	...	...
2013	...	...	...
2014	...	...	...
2015	...	...	...
2016	...	...	...
2017	...	...	...
2018	...	...	...
2019	...	...	...
2020	...	...	...
2021	...	...	...
2022	...	...	...
2023	...	...	...
2024	...	...	...
2025	...	...	...

...

...

...

Michigan State College  
East Lansing, Michigan

April 24, 1947

At The last Survey Committee meeting we covered very briefly the material in a check list to be used with community delineation. Enclosed you will find this material in a more elaborate form. Will you please examine this material critically and let me have whatever suggestions you may have as soon as possible, at least by the 5th of May. In this way we may be able to save a Committee Meeting.

The purpose of this check list is to give each County Librarian a uniform set of data about each of the trade centers or communities in her county which she can bring to workshop. There, with the help of Doctor Thaden, she will be able to delineate the boundaries of the areas that would be important or suitable for library branches, stations, and bookmobile stops. Some of the material requested on the schedule is a little more elaborate than would be necessary for delineation alone, but to get a well rounded picture of that community for later use in library work it would seem to be of importance.

Will you in your criticism include the following points:

1. Should this check list be kept as short as possible just for this community delineation, or will this expanded form give additional information which will be valuable for administrators to have in an organized form?
2. Where should the check list be expanded or contracted?
3. Where could the wording be changed for clarity?
4. What is your estimate of its usefulness?
5. Will it be possible for you and your staff to gather this information about each of your communities between the 15th of May and the 15th of June?

Sincerely yours,

Margaret Murray, Graduate Assistant

COUNTY \_\_\_\_\_

PART I: (To be filled out by County Librarian)

1. Estimated population of community served. \_\_\_\_\_

2. How many pupils in the nearest schools?      Grades      Pupils      Rooms

Parochial \_\_\_\_\_

Public \_\_\_\_\_

3. How many hours a week is the library open? Give schedule.

Day of week	Morning	Afternoon	Evening	Total
Monday	_____	_____	_____	_____

Tuesday	_____	_____	_____	_____
---------	-------	-------	-------	-------

Wednesday	_____	_____	_____	_____
-----------	-------	-------	-------	-------

Thursday	_____	_____	_____	_____
----------	-------	-------	-------	-------

Friday	_____	_____	_____	_____
--------	-------	-------	-------	-------

Saturday	_____	_____	_____	_____
----------	-------	-------	-------	-------

Total	_____	_____	_____	_____
-------	-------	-------	-------	-------

4. Circulation      Adult      Juvenile

Per day (average of month preceeding L. U. study) \_\_\_\_\_

Per Month (Month preceeding L. U. study) \_\_\_\_\_

Per Year ( Last complete year) \_\_\_\_\_

5. Approximately the usual size of the library collection.      Adult      Juvenile

6. List below the magazines that the Library subscribes for.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many different magazines are donated quite regularly? \_\_\_\_\_

7. Decide which of the following evaluations applies to the points below and insert the figures in corresponding parenthesis.

1. Unsatisfactory                      2. Satisfactory                      3. Excellent

- A. The reference collection (    )
- b. Facilities for adults to read in library (    )
- c. Facilities for children to read in library (    )
- d. The lighting (    )
- e. Window display space (    )
- f. How effective is the use of this space? (    )
- g. Exhibits and book displays inside the library (    )
- h. Library items in the local newspapers (    )
- i. Clean, neat, and orderly interior (    )
- j. Sign on building (    )
- k. Exhibits at local meetings (    )
- l. Book week and other special weeks observed (    )
- m. Talks to local organizations (    )
- n. Story hours for children (    )
- o. General library ability and aptitude of attendant (    )

3. Add below any general impressions about the branch that you think are important in interpreting the service it gives.

Part II: ( to be filled out by Library Attendant)

1. Age (place check in correct space)

15-25 ( ) 25-35 ( ) 35-45 ( ) 45-55 ( ) 55-65 ( ) over 65 ( )

2. Highest school grade completed. \_\_\_\_\_

3. How many years have you lived in this community? \_\_\_\_\_

4. How many years have you been the library attendant? \_\_\_\_\_

5. What clubs and organizations ( Churches, affiliated groups, social or civic clubs) do you belong to?

What offices have you held in each in the last two year? List below.

Organization or club	Office	1945	1946	1947
----------------------	--------	------	------	------

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

6. What books have you read in the last month? List below giving author and title.

_____
_____
_____
_____

7. About how many books have you read in the last six months? \_\_\_\_\_

Which one of these did you enjoy the most? \_\_\_\_\_

Why? \_\_\_\_\_

8. What magazines do you read regularly? \_\_\_\_\_

_____
_____
_____

9. How often do you attend the County Library staff meetings?

Regularly ( ) Occasionally ( ) Never ( )

What part of them have you found to be the most helpful? \_\_\_\_\_

\_\_\_\_\_

What part of them have you found to be the least helpful? \_\_\_\_\_

\_\_\_\_\_

Would you like to see them changed in any way? If so; please explain.

\_\_\_\_\_

10. What grade library certificate do you hold? \_\_\_\_\_

When did you last attend a workshop? \_\_\_\_\_

What did you enjoy most about it? \_\_\_\_\_

\_\_\_\_\_

11. What part of you library work here do you enjoy the most? \_\_\_\_\_

\_\_\_\_\_

What part of the service here do you consider the weakest? \_\_\_\_\_

\_\_\_\_\_

What is being done to improve it? \_\_\_\_\_

\_\_\_\_\_

What do you consider the strongest part of your library service here?

\_\_\_\_\_

M I C H I G A N S T A T E C O L L E G E  
East Lansing, Michigan

Extension Service  
Adult Education

May 15, 1947

Dear County Librarian:

One of the objectives set up by the survey committee for this year's work was the development of simple techniques for locating boundaries of the areas that would be most suitable for library branches, stations, and book-mobile stops. It was felt that these delineation techniques would be useful both in deciding where branches should be located in new counties, and in checking the present locations in already established county library areas.

I have been working with Dr. Thaden to adapt his methods of delineation to the needs of libraries and to simplify them so as to eliminate as largely as possible the need for field interviewing. The results of this work have been circulated to the members of the Survey Committee and the ideas of those who replied have been incorporated.

Enclosed you will find enough copies of the resulting check list for your county. The Survey Committee regards this as a useful technique and hopes that you will find the time to complete the survey before the workshop. Unless at least the basic minimum information indicated by the starred items has been obtained, the portion of the workshop devoted to the community delineation can hardly be satisfactorily applied to your own county.

You might be interested to know that after I tried this method out in Saginaw County I felt that I knew more about the relationships and functioning units in that county than I did about Kent -- at least my impressions were better organized.

Sincerely yours,

*Margaret Murray*

Margaret Murray, Graduate Assistant  
Department of Sociology and Anthropology

MM:AJC

Encl.

... is to be gathered by checking ... the school superintendent ... all still have a good ... necessary to get all the information

TOWN OR VILLAGE \_\_\_\_\_

... ..

How well kept? Well kept ( ) Average ( ) Poorly kept ( )  
 Is the town or village prosperous and well managed? Yes ( ) No ( )  
 Is there any business district? Where in the business district?  
 How many stores or businesses? How many?  
 How many stores or businesses with a little work?  
 How many stores or businesses with a little work?

... ..

Businesses and services (indicate number of each)

- a. Bakery \_\_\_\_\_
- b. Bank \_\_\_\_\_
- c. Barber shop \_\_\_\_\_
- d. Beauty parlor \_\_\_\_\_
- e. Bookstore \_\_\_\_\_
- f. Butcher \_\_\_\_\_
- g. Drug store \_\_\_\_\_
- h. Dry goods store \_\_\_\_\_ \*
- i. Farm machinery store \_\_\_\_\_ \*
- j. Grocer and deli \_\_\_\_\_
- k. Grocer food market \_\_\_\_\_
- l. Furniture store \_\_\_\_\_ \*
- m. Garage \_\_\_\_\_
- n. Gas station \_\_\_\_\_ \*
- o. General store \_\_\_\_\_ \*
- p. Hardware store \_\_\_\_\_ \*
- q. Jewelry store \_\_\_\_\_ \*
- r. Lumber yard \_\_\_\_\_
- s. Newspaper \_\_\_\_\_ \*
- t. Restaurant \_\_\_\_\_
- u. Taverns \_\_\_\_\_

INDUSTRIES (Rank the three most important in order)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

As you talk with the following questions, they will tell you the direction of the country to know them, they will tell you the direction of the country to know them, they will tell you the direction of the country to know them. Indicate the direction of the country to know them.

From approximately which direction does the majority of traffic come to the country? North, East, South, West. Where do the majority of the people most frequently go for merchandise or services? Are there any geographical features? Are there any geographical features such as rivers which limit the direction of traffic? If so, describe.

1. Person \_\_\_\_\_

2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

and person \_\_\_\_\_

5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_

and person \_\_\_\_\_

8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_

and person \_\_\_\_\_

11. \_\_\_\_\_  
12. \_\_\_\_\_  
13. \_\_\_\_\_

and person \_\_\_\_\_

14. \_\_\_\_\_  
15. \_\_\_\_\_  
16. \_\_\_\_\_

# COMMUNICATION AND TRANSPORTATION SERVICES

Is there a post office? Yes ( ) No ( )

If not, what town does the mail service come from? \_\_\_\_\_

Is there a railroad? Yes ( ) No ( )

If yes, check the type: Passenger service ( ) Flag stop ( ) Freight ( )

Is the town on the line? Yes ( ) No ( )

If yes, how frequent is the service to the nearest city or large shipping center? \_\_\_\_\_

Is there a radio broadcasting station? Yes ( ) No ( )

If yes, to what station do most people usually listen? \_\_\_\_\_

Where is it located? \_\_\_\_\_

Is there a newspaper published in the town? Check: Daily ( ) Weekly ( )

What purpose is it of importance in influencing local opinion? Strong ( )

Based on facts ( ) News and not for opinion ( ) Weak ( )

What business establishment is generally subscribed to? \_\_\_\_\_

## RECREATION AND LEARNING MATERIALS LOCALLY

Is there a library? Yes ( ) No ( ) (Fill out proper rows in the table below)

	Hours open per week	Approximate No. of books	Approximate daily circulation
a. School District			
b. Village			
c. City			
d. Township			
e. County Branch			
f. Association			

\* 4. Where is reading matter sold in town? (Evaluate according to following scale)

Column A: Type of outlet such as drug store, bus station, etc.

Column B: Type of material (Indicate by check in proper column: 1. General reading 2. Pocket books 3. Children's books 4. Transient literature)

Column C: Quality (Indicate by check in proper column: 1. Lowest literary standards 2. Average 3. High)

A: Type of outlet	B: Type of material				C: Quality	
	1	2	3	4	1	2

[illegible]

#### G. CLUBS AND ORGANIZATIONS

- List below and give type of information indicated in the following columns:
- Column 1: What type of club is it? (e.g., business men's service club, labor union, etc.)
- Column 2: Estimate of influence in community (e.g., none, small, medium, large)
- Column 3: Approximate membership.

Name of Club	1	2	3

\* Items so marked will not be necessary for the collection of these items.

#### H. RECREATION FACILITIES

- What types of recreational facilities are available in the community? List each of the following types of recreation which are available and rate facilities for each according to the following scale: 1. Poor; 2. Satisfactory; 3. Excellent.
  - Ball park
  - Bowling alley
  - Facilities for dancing and teen-agers
  - Motion picture theatre
  - Public tennis courts
  - Skating rink
  - Swimming facilities
  - Other
- Which one of these is the most popular? \_\_\_\_\_

The Census, 1960

- I. What is a census?

  - A. A periodic survey taken at intervals, once in 10 years, the dignity of the people and collected for their economic, religious, educational, racial, and general interests.
  - B. It is a survey of the population where the children are in the school age group, the adults are in the working age, where the population is in the 18-64 age group, where the population is in the 65-74 age group, and where the population is in the 75-84 age group.
  - C. It is a survey of the population where the population is in the 18-64 age group, where the population is in the 65-74 age group, and where the population is in the 75-84 age group.

- II. What is a census of population?

  - A. It is a survey of the population where the population is in the 18-64 age group, where the population is in the 65-74 age group, and where the population is in the 75-84 age group.
  - B. It is a survey of the population where the population is in the 18-64 age group, where the population is in the 65-74 age group, and where the population is in the 75-84 age group.
  - C. It is a survey of the population where the population is in the 18-64 age group, where the population is in the 65-74 age group, and where the population is in the 75-84 age group.

- III. How is a census of population taken?

  - A. It is taken by the census taker who goes to the homes of the population and takes the census.
  - B. It is taken by the census taker who goes to the homes of the population and takes the census.
  - C. It is taken by the census taker who goes to the homes of the population and takes the census.

The Census, 1960

- IV. What is a community center?

  - A. It is a place where the community center is located and where the community center is located.
  - B. It is a place where the community center is located and where the community center is located.
  - C. It is a place where the community center is located and where the community center is located.

- V. What are the daily and weekly needs and wants of community and service center?

  - A. They usually require the following 15 items:
    1. A high school or secondary school
    2. A bank
    3. A daily or weekly newspaper
    4. A hardware store
    5. An elevator
    6. A parking yard
    7. A school or public store
    8. A coal yard
    9. A telephone exchange
    10. A doctor
    11. A dentist
    12. A garage
    13. A church
    14. A meat market
    15. Other shops and stores.

- V. P. Can a community center be a separate agency or they can be two and three in a community.
- VI. What is the usual size of the tributary area of a community center?
  - A. A small community center, that is, under 1500, has a small tributary service area. Increasingly large centers have larger areas but not in direct proportion.
  - B. Until a town attains a population of about 5000, the population within the center is usually outnumbered by those residing tributary to it.

### The boundaries of a community

- VII. What is a community boundary?
  - A. It is virtually a belt which may vary in width from a half-mile to about three miles. What are the indications of this zone?
    - 1. The residents divide their contacts between two or more of the near community centers and
    - 2. Scattered near, across, over, the usual boundaries because of relatives, friends, etc.
  - B. The boundary depends upon several factors, the more important ones being:
    - 1. The distance between community centers
    - 2. The number and size of intervening hamlets or partial service centers. (Especially places with less than 1000 inhabitants)
- VIII. What factors form community boundaries?
  - A. Community boundaries are the result of ecological forces--the competitive struggle between towns and the number, kind and quality of services each has to offer.
  - B. The boundaries usually have nothing to do with boundaries of political areas such as township or county lines which, in Michigan, have been laid out arbitrarily by surveyors.
- IX. How does one discover the boundaries of a community?
  - A. There are two possible methods.
    - 1. By interviewing the town's merchants, tradesmen and service agents.
      - a. This method is not at all accurate unless the service area that each sketches is verified by each of his competitors in each competing community center.
    - 2. By means of personal interviews with an adequate and representative number of families who live near the supposed periphery of the one community.
      - a. Several preliminary steps should be taken to get a possible outline of the community boundaries before beginning the interviewing in order to save work.

### Outlining the community boundaries

- X. What are the specific steps necessary for determining the boundaries of one community according to the second method?
  - A. Determination of midpoints
    - 1. Secure a county plat map or highway map drawn to the scale of one inch to the mile or more.
    - 2. On this map clearly indicate the community to be delineated by "X". Mark all its competitors with "V".
      - a. This may necessitate the use of one or more adjoining county maps if some of community "X"'s competitors lie in a neighboring county or counties.
    - 3. Measure from the center of community "X" to the center of each of its competitors (V) mark with a dot, the midpoint between X and each of the Vs.

1. Draw a line which will enclose community X so that community X is enclosed.
  - a. This line is called the line of equidistance.
  - b. Note that only rarely will the actual community boundary extend beyond this line of equidistance when community X is competing with community centers larger than itself.

B. Second step--Estimate of drawing power.

1. Estimate the relative drawing power of Community X in relation to each of its competitors (V). According to the following example:

A place with 1,000 inhabitants, will normally attract people from a greater distance than smaller places because of its larger number, or variety or quality of services or a combination of several or all of these. For the same reason a place with three thousand inhabitants will have greater drawing power than a place with 1,000 inhabitants, but it will not attract people three times as far as the smaller place.

2. Place a dot between community X and each of the competing communities (V) according to your estimate of the relative drawing power of X and Vs.
3. Draw a green line connecting these dots so that community X is enclosed.
  - a. This line is called the estimated boundary line of community X.

C. Third step--verification of boundary line.

1. The community boundary is most readily determined when the competing community centers are
  - a. of approximately equal size
  - b. of 8-12 miles apart with no intervening hamlets.
2. The verification is best done by personal interviews with an adequate and representative number, approximately one-third, of families who live on the line of estimated drawing power and those who live between the line of estimated drawing power and the line of equidistance.
3. Ask each family the following questions (what should they be?):

1. Where do you sell most of the things that you raise on your farm? \_\_\_\_\_
2. Where do you buy most of the things that you use on your farm and in your house? \_\_\_\_\_

3. In which community center do you purchase or receive most of the following items or services?

Farm Implements \_\_\_\_\_  
 Hardware \_\_\_\_\_  
 Banking \_\_\_\_\_  
 Newspapers \_\_\_\_\_  
 Drugs and Medicines \_\_\_\_\_  
 Lumber \_\_\_\_\_  
 Coal \_\_\_\_\_  
 Auto Repair \_\_\_\_\_  
 Groceries \_\_\_\_\_  
 Dry goods \_\_\_\_\_  
 Shoes \_\_\_\_\_  
 Clothing, Tent work \_\_\_\_\_  
 Clothing, Women's \_\_\_\_\_  
 Furniture \_\_\_\_\_

4. In which community center do you sell or exchange most of the following of such things as you produce?

Small grain \_\_\_\_\_  
 Live Stock \_\_\_\_\_  
 Truck Crops \_\_\_\_\_  
 Fruits \_\_\_\_\_  
 Whole Milk \_\_\_\_\_  
 Eggs and poultry \_\_\_\_\_  
 Other (Specify) \_\_\_\_\_  
 Other (Specify) \_\_\_\_\_

Electrical Supplies \_\_\_\_\_  
Physician \_\_\_\_\_  
Dentist \_\_\_\_\_  
Lawyer \_\_\_\_\_  
Church \_\_\_\_\_  
Movies \_\_\_\_\_  
Library \_\_\_\_\_  
Telephone Exchange \_\_\_\_\_  
Freight Depot \_\_\_\_\_  
Express Office \_\_\_\_\_

5. If you have children in high school, where do they attend? \_\_\_\_\_

6. Where do you go to attend:  
Grange meetings \_\_\_\_\_  
Farm Bureau meetings \_\_\_\_\_  
Meetings called by \_\_\_\_\_  
county agent \_\_\_\_\_  
Where would you prefer to go in attending meetings called by the county agent \_\_\_\_\_

7. Where do you go for social affairs such as parties, sociables, picnics, etc? \_\_\_\_\_
8. By what name, if any, is the locality or neighborhood around here called? \_\_\_\_\_
9. Is there a neighborhood around here with a name? \_\_\_\_\_
10. How many families does it include? \_\_\_\_\_
11. Who are some of them? \_\_\_\_\_
12. Is there a center such as a church or school? \_\_\_\_\_
13. How does the neighborhood function, club, visiting, work? \_\_\_\_\_
14. Your name \_\_\_\_\_ Address \_\_\_\_\_ Township \_\_\_\_\_ Section ( ) ( ) \_\_\_\_\_  
Local \_\_\_\_\_
15. What meetings did you attend at your country school during the past 12 months? \_\_\_\_\_

(End of interview questions)

4. Place dots on map between X and each of the community competitors (V) at center point where the persons interviewed fluctuate between community X to V.
5. Draw a red line connecting the dots enclosing Community X.
6. This line indicated the community boundaries of X. This line may be wide or narrow depending on the size of the area where people fluctuate between the two communities.

SUPPLEMENTARY DIRECTIONS TO BE USED WITH "STEPS IN COMMUNITY  
DELINEATION" BY DR. JOHN F. THADEN

1. Read and study the information contained in Dr. Thaden's outline of "the steps in community delineation" through Section IX.

2. Take the "Checklist to assist in the study of communities to be delineated with reference to library service" and fill out one of these for each village in the county which fits the criteria set up by Dr. Thaden.

a. On page 2 of the checklist ask the same type of businessmen in each village about the trade area so there will be a basis for comparison. Suggested business people are operators of:

- (1) Grocery stores
- (2) Drygoods stores
- (3) Hardware stores
- (4) Variety or Five and Tens
- (5) Newspapers

3. Secure a map of the proper scale, 1 inch to the mile and continue working from "d". Steps in delineation of community boundaries through part "b" on page 3.

4. In making the estimates of the drawing power of the community utilize the information gained from the talks with the tradespeople.

5. Indicate by a circle on the map those areas where the location of the lines are indefinite and where further information is needed.

6. Using the questionnaire and the directions given in part C, Third step, page 3, verify these lines.

One method of securing an adequate sample is to interview one family each half mile and increase the number at the points where the greatest variation in replies is received.

DIRECTIONS FOR CODING SCHEDULES FOR MICHIGAN SURVEY OF  
COUNTY LIBRARY USERS

General Instructions - Parts I and II

1. For each question record the code number of the alternative which is checked, code "0" or "00" depending on the number of columns for that question. If more than one alternative is checked and no instructions are specifically provided to take care of it, place a check (✓) in red at the right side of the page beside the question in doubt. Indicate on a sheet of paper the number of the schedule which contains the doubtful question and have Miss Murray make the decision as to what is to be done.
2. "0" or "00" is to be indicated in each case where no answer has been given.
3. Use red pencil for all coding, checking, and editing.
4. In case of multiple answers place them continuously on line separated by commas. (e.g. 1, 3, 4, 7.)
5. Where code calls for two digit figure (e.g. age) and total is less than "10", record "0" for first digit.

Special Instructions - Page 1

*Column 8 - Use "X" if respondent is under 16*  
Column 10 - Use the following numbers as code:

1. Professional and semi-professional
2. Business - both proprietor and clerical
3. Farm operators and managers
4. Farm laborers
5. Craftsmen, foremen, and kindred workers
6. Non-farm laborers

- 7. Service workers
- 8. Students
- 9. Others

If a multiple answer is indicated, place an "X" after the last number (e.g. "2, 4, X")

Column 11 Same code as 10

Column 12 Same code as 10

Column 14-15 Use for miles. For one-half mile or less use "00". Over one-half mile record as one mile. Record a two digit number each time. For distance less than ten miles, precede the mileage by an "0". (e.g. 05). If response is in terms of blocks, record "00" for 14-15.

Column 16-17 Use to indicate the blocks. Record a two digit number each time. For distance less than ten blocks precede the mileage by an "0". (e.g. 05) If response is in terms of miles, record "00" for 16-17.

Special Instructions - Page 2

Column 18 If ten or more persons live at the house indicate by "X".

Column 19 The purpose of this is to obtain the country rather than the county in which L.U. was born. If county is given, record as 1 for the United States.

Use the following code for the countries.

- |                  |                       |
|------------------|-----------------------|
| 1. United States | 6. Poland             |
| 2. Finland       | 7. Scotland           |
| 3. Germany       | 8. England and Canada |
| 4. Holland       | 9. Sweden             |
| 5. Ireland       | X. Other              |

Column 20 Use the following numbers as code:

1. Michigan
2. Indiana, Illinois, Ohio
3. (New England) Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island
4. (Middle Atlantic) New York, Pennsylvania, New Jersey
5. Wisconsin, Minnesota, Iowa, Missouri
6. (Lower South East) Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi
7. (West South Central) Texas, Oklahoma, Arkansas, Louisiana
8. (Plains States) North and South Dakota, Nebraska, Kansas, Montana, Wyoming, Colorado, New Mexico, Arizona, Nevada, Utah, Idaho
9. (Pacific) Washington, Oregon, California
10. (Upper South East) Delaware, Maryland, Virginia, West Virginia, Kentucky, District of Columbia

*Column 21*  
Column 23

*Use "X" if respondent was born in this*  
Use the following numbers as code (may require multiple coding).

- |            |            |
|------------|------------|
| 1. English | 6. Polish  |
| 2. Finnish | 7. Italian |
| 3. German  | 8. Spanish |
| 4. Holland | 9. Swedish |
| 5. French  | X. Other   |

*Column 24*  
Column 25

*Use "X" if English only is spoken*  
Use the following numbers as code (may require multiple coding).

- |           |                        |
|-----------|------------------------|
| 1. White  | 4. Chinese or Japanese |
| 2. Negro  | 5. Mexican             |
| 3. Indian | 6. Other               |

Column 26 Use the following numbers as code:

1. Grade School
2. High School
3. College
4. Graduate Study
5. Other

Column 27 Enter the number circled as code numbers. If a filling is indicated for "5" (Other) enter "A".

*Column 30*  
Column 33

*See note apply when "No" is checked. The "X" May require multiple coding. If "No" is checked in Column 33, use "X"*

Special Instructions - Page 3

Column 35 Use the following numbers as code.

1. "Yes" is checked but no answer to question, "What do you have in mind?"
2. "No" is checked but no answer to question, "What do you have in mind?"
3. "Yes" and answer is given to question, "What do you have in mind?"
4. "No" and answer is given to question, "What do you have in mind?"

Column 37 Use the following numbers as code:

1. "Yes" is checked but no answer to question, "What other reasons did you have for visiting the library?"
2. "No" is checked but no answer to question, "What other reasons did you have for visiting the library?"
3. "Yes" and answer is given to question, "What other reasons did you have for visiting the library?"

4. "No" and answer is given to question, "What other reasons did you have for visiting the library?"

Column 38

Use the following numbers as code:

- Y - 0 circled
- 1 - 1 circled
- 2 - 2 circled
- 3 - 3 circled
- etc. through 9
- X - 10 or over
- 0 - No data given

Column 39

Use the following numbers as code:

- 1. Yes, one office or committee membership held.
- 2. Yes, two offices or committee memberships held.
- 3. Yes, three offices or committee memberships held.
- 4. Yes, four offices or committee memberships held.
- 5. Yes, five offices or committee memberships held.
- 6. Yes, six offices or committee memberships held.
- 7. Yes, seven offices or committee memberships held.
- 8. Yes, eight offices or committee memberships held.
- 9. Yes, nine offices or committee memberships held.
- X. Ten or more offices or committee memberships held.
- Y. No
- 0. No data.

Column 40

Use the following numbers and code:

- 0. Is not an officer in a farm organization or garden club.
- 1. Is president of a farm organization or garden club.

2. Is vice-president of a farm organization or golfing club.
3. Is secretary or treasurer of a farm organization or golfing club.
4. Is committee chairman in a farm organization or golfing club.
5. Is other officer in a farm organization or golfing club.

Column 41

Use the following numbers and code:

0. Is not an officer in a service club or veterans' organization.
1. Is president of a service club or veterans' organization.
2. Is vice-president of a service club or veterans' organization.
3. Is secretary or treasurer of a service club or veterans' organization.
4. Is committee chairman in a service club or veterans' organization.
5. Is other officer in a service club or veterans' organization.

Column 42

Use the following numbers as code:

0. Is not an officer in a fraternal organization or church group.
1. Is president of a fraternal organization or church group.
2. Is vice-president of a fraternal organization or church group.
3. Is secretary or treasurer of a fraternal organization or church group.
4. Is committee chairman in a fraternal organization or church group.
5. Is other officer in a fraternal organization or church group.

Column 43

Use the following numbers and code:

0. Is not an officer in P.T.A., Child Study, Women's Club, General Cultural Club, such as Music or Book Club.
1. Is president of P.T.A., Child Study, Women's Club, General Cultural Club, such as Music or Book Club.
2. Is vice-president of P.T.A., Child Study, Women's Club, General Cultural Club, such as Music or Book Club.

3. Is secretary or treasurer of P.T.A., Child Study, Women's Club, General Cultural Club, such as Music or Book Club.
4. Is committee chairman in P.T.A., Child Study, Women's Club, General Cultural Club, such as Music or Book Club.
5. Is other officer in P.T.A., Child Study, Women's Club, General Cultural Club, such as Music or Book Club.

Column 44

Use the following numbers and code:

0. Is not an officer in any organization other than those types listed above.
1. Is president of another type of organization.
2. Is vice-president of another type of organization.
3. Is secretary or treasurer of another type of organization.
4. Is committee chairman in another type of organization.
5. Is other officer in another type of organization.

Special Instructions - Page 4

Column 45

Record the numbers of each type of fiction checked (number at left of list.)

Column 46

Record the numbers of each type of non-fiction checked (number at left of list.)

Column 47-52

(for single and double column rating.) The code used for Column 47-52 will vary, depending on whether the L.U.'s book selection represented choices made on a single or double column rating. Single rating means that the 1, 2, and 3 choices of respondents were based on the fiction and non-fiction lists combined. Double column rating means that 1, 2, and 3 choices were selected by respondents for fiction and non-fiction separately.

Column 47-48

Single Column Rating

Double Column Rating

For first choice record 2 col.  
code number at extreme right of  
respective type of reading.

47 For first choice in fiction use  
one column code at left.

48 For first choice in non-fiction  
use one column code at left.

Column 49-50

For second choice, use same code as columns 47-48.

Columns 51-52

For third choice, use same code as columns 47-48.

Column 53

Use the following numbers as code on question below column 51-52; that is,  
"Do you have any special interest you read about?"

1. "Yes"; no answer to "Specify".
2. "No"
3. "Yes" answer given to "Specify".

Column 57

Use this column for recording the response to the question opposite  
column 53.

1. Yes
2. No

Column 63

Record the number of books returned as shown by the number of yellow  
book sheets accompanying Schedule Part I as follows:

- 1 - 1 book returned
- 2 - 2 books returned
- 3 - 3 books returned
- 4 - 4 books returned
- 5 - 5 books returned
- 6 - 6 books returned
- 7 - 7 books returned
- 8 - 8 books returned
- 9 - 9 books returned
- X - 10 books or more returned
- Y - No books returned

Column 69      Type of reading preference rating:

1. Single rating (fiction and non-fiction combined)
2. Double rating (separate ratings for each column)

*Column 53-59 and 61-65. Use "1" to indicate  
choice. Use "0" when no choice  
is indicated.*

Column 1-3 *Repeats schedules numbered given in Columns 1-3, Part 1*

Column 4-5 *See for number of books returned*

Special Instructions for Coding Yellow Sheet

Column 7

Column 9-14

*By "yes" is checked in 6, use "X" for 7*  
If answer to 2a (opposite No. 7 at left) or 2b (opposite No. 8 at left) is "No" use "X" for these columns.

Column 11

Use the following numbers as code:

1. "Yes" is checked but no answer to "What did you want from the book?"
2. "No" is checked but no answer to "What did you want from the book?"
3. "Yes" is checked and answer is given to "What did you want from the book?"
4. "No" is checked and answer is given to "What did you want from the book?"

Column 12

May require multiple coding.

Column 13

Sub-code for Item 6 (advertised) under Item 12 at left - may require multiple coding.

Column 14

Use the following numbers as code:

1. "Yes" is checked but no answer to "For what reasons?"
2. "No" is checked but no answer to "For what reasons?"
3. "Yes" is checked and answer is given to "For what reasons?"
4. "No" is checked and answer is given to "For what reasons?"

Columns 15-18

If answer to 2a (opposite No. 7 at left) or 2b (opposite No. 8 at left) is "Yes" use "X" for these columns.

Column 17

May require multiple coding.

Column 18

Sub-code for Item 4 (advertised) under Item 17 at left - may require multiple coding.

Column 19

Use following code:

1. "Yes" is checked but no listing of reasons.

2. "No" is checked.
3. "Uncertain (?)" is checked.
4. "Yes" is checked and names of users are given; no relationship indicated.
5. "Yes" is checked and names of users and relationship are given.

MSC  
11/23/46

IX a

1-3 Library User's Schedule No. \_\_\_\_\_  
4-5 Book No. \_\_\_\_\_

1-3 \_\_\_\_\_

4-5 \_\_\_\_\_

II. BOOK SELECTION AND USE

Items returned: A. Author \_\_\_\_\_  
Title \_\_\_\_\_

6 \_\_\_\_\_ "Did you borrow this book?" 1.Yes( ) 2.No( )  
7 \_\_\_\_\_ a. If no: "Who borrowed it?" \_\_\_\_\_ "Was it borrowed for  
you?" 1.Yes( ) 2.No( )

8 \_\_\_\_\_ b. If yes: "Did you borrow it for yourself?" 1.Yes( ) 2.No( )

Note: If answer to 2a or 2b is Yes, ask the following questions  
under A. If answer to 2a or 2b is No, go to B.

A. If yes:

9 \_\_\_\_\_ "Did you read it?" 1.Yes; all ( ) 2.Yes; Part ( ) 3.No ( )  
(If book was read to L.U., check above but specify who read it) \_\_\_\_\_

10 \_\_\_\_\_ "What did you think of it?" 1.Definitely liked ( ) 2.Indifferent( )  
3.Definitely disliked( )

11 \_\_\_\_\_ "What did you want from the book?" \_\_\_\_\_  
"Did you get what you wanted from the book?" 1.Yes ( ) 2.No ( )

12 \_\_\_\_\_ "Why did you choose it?" (Indicate one or more reasons by "X")  
1. Personal choice  
2. Recommended by a friend  
3. Recommended by the Librarian  
4. Suggested in a book list or bibliography  
5. Other (Specify) \_\_\_\_\_  
13 \_\_\_\_\_ 6. Advertised( ): 1.In Library( ) 2.Magazine( ) 3.Newspaper( )  
4.Radio( ) 5.Other (Specify) \_\_\_\_\_

14 \_\_\_\_\_ "Would you recommend it to others?" 1.Yes( ) 2.No( )  
"For what reasons?" \_\_\_\_\_

B. If no:

15 \_\_\_\_\_ "For whom did you get it?" \_\_\_\_\_  
16 \_\_\_\_\_ "Do you think they liked it?" 1.Yes( ) 2.No( ) 3.?( )  
17 \_\_\_\_\_ "Do you think they read all of it?" 1.Yes( ) 2.No( ) 3.?( )  
18 \_\_\_\_\_ "Why did you choose it?" (Indicate one or more reasons by "X")  
1. Personally requested  
2. Recommended by Librarian  
3. Other ( ) (Specify) \_\_\_\_\_  
19 \_\_\_\_\_ 4. Advertised ( ): 1.In Library( ) 2.Magazine( ) 3.News-  
paper( ) 4.Radio( ) 5.Other (specify) \_\_\_\_\_

19 \_\_\_\_\_ "Did anyone else use the book?" 1.Yes ( ) 2.No( ) 3.?( )  
If yes, list.

Name \_\_\_\_\_

Kinship to respondent \_\_\_\_\_



1. The first part of the report is devoted to a general survey of the situation in the country. It is followed by a detailed analysis of the economic and social conditions. The third part of the report is devoted to a study of the political situation. The fourth part of the report is devoted to a study of the cultural situation. The fifth part of the report is devoted to a study of the international situation. The sixth part of the report is devoted to a study of the future of the country.

## 2. THE ECONOMIC SITUATION

### a. General Survey

The economic situation in the country is characterized by a high degree of unemployment and a low level of production. The main causes of this situation are the lack of capital and the lack of technical knowledge. The government has taken measures to improve the economic situation, but these measures have not been successful.

The main causes of the economic situation are the lack of capital and the lack of technical knowledge. The government has taken measures to improve the economic situation, but these measures have not been successful. The main causes of the economic situation are the lack of capital and the lack of technical knowledge. The government has taken measures to improve the economic situation, but these measures have not been successful.

### b. Detailed Analysis

The detailed analysis of the economic situation shows that the main causes of the economic situation are the lack of capital and the lack of technical knowledge. The government has taken measures to improve the economic situation, but these measures have not been successful. The detailed analysis of the economic situation shows that the main causes of the economic situation are the lack of capital and the lack of technical knowledge. The government has taken measures to improve the economic situation, but these measures have not been successful.



The following table shows the results of the survey conducted in the area of the river.

Table 1

The following table shows the results of the survey conducted in the area of the river.

Table 2

The following table shows the results of the survey conducted in the area of the river.

Table 3

The following table shows the results of the survey conducted in the area of the river.

Table 4

The following table shows the results of the survey conducted in the area of the river.

Table 5

The following table shows the results of the survey conducted in the area of the river.

Table 6

The following table shows the results of the survey conducted in the area of the river.

Table 7

The following table shows the results of the survey conducted in the area of the river.

Table 8

The following table shows the results of the survey conducted in the area of the river.

Table 9

The following table shows the results of the survey conducted in the area of the river.

Table 10

The following table shows the results of the survey conducted in the area of the river.

Table 11

The following table shows the results of the survey conducted in the area of the river.

Table 12

The following table shows the results of the survey conducted in the area of the river.

Table 13

The following table shows the results of the survey conducted in the area of the river.

Table 14

1. The above information was obtained from the files of the  
2. Federal Bureau of Investigation, Department of Justice.  
3. The above information was obtained from the files of the  
4. Federal Bureau of Investigation, Department of Justice.  
5. The above information was obtained from the files of the  
6. Federal Bureau of Investigation, Department of Justice.  
7. The above information was obtained from the files of the  
8. Federal Bureau of Investigation, Department of Justice.  
9. The above information was obtained from the files of the  
10. Federal Bureau of Investigation, Department of Justice.

<sup>a</sup>  $\chi^2 = 15.00$ ,  $df = 2$ ,  $p < .001$ ;  $\chi^2 = 15.00$ ,  $df = 2$ ,  $p < .001$ .





1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the situation.

1. <u>What is the purpose of the study?</u>	2. <u>What are the research questions?</u>
3. <u>What is the significance of the study?</u>	4. <u>What are the limitations of the study?</u>
5. <u>What are the conclusions of the study?</u>	6. <u>What are the implications of the study?</u>
7. <u>What are the future directions of the study?</u>	8. <u>What are the references of the study?</u>

1. General Information  
 2. History  
 3. Organization  
 4. Membership  
 5. Publications  
 6. Activities  
 7. Financials  
 8. Legal  
 9. Other

1. General Information  
 2. History  
 3. Organization  
 4. Membership  
 5. Publications  
 6. Activities  
 7. Financials  
 8. Legal  
 9. Other

1. General Information  
 2. History  
 3. Organization  
 4. Membership  
 5. Publications  
 6. Activities  
 7. Financials  
 8. Legal  
 9. Other

1. General Information  
 2. History  
 3. Organization  
 4. Membership  
 5. Publications  
 6. Activities  
 7. Financials  
 8. Legal  
 9. Other

1. General Information  
 2. History  
 3. Organization  
 4. Membership  
 5. Publications  
 6. Activities  
 7. Financials  
 8. Legal  
 9. Other

1. General Information  
 2. History  
 3. Organization  
 4. Membership  
 5. Publications  
 6. Activities  
 7. Financials  
 8. Legal  
 9. Other

MICHIGAN STATE COLLEGE  
East Lansing

Extension Service  
Adult Education Program

March 6, 1947

Dear County Librarian:

The spring institute is over and we can all settle back down to our routines, but before we forget the details of the meeting I am trying to follow through on some of the proposals which grew out of it.

Dr. Thaden in his talk on community delineation referred to a bulletin put out in Wisconsin regarding the number of miles which is needed for effective library coverage. Upon examination we decided that the standards on which it was based made most of the bulletins out of date, but that the method of determining the area might be of interest. We are, therefore, quoting that section here.

"The service unit for the library is the circulating book, and 30,000 is considered the lower limit for good service possibilities. The costs on the basis of this unit would be 13 cents. With a rate of \$1.00 per capita, in order to raise a \$4,000 budget, an equal number of people would be needed. This many people would require an area of about 133 square miles. If the whole of this budget were to be raised by local taxes, the rate would be only one-half of a mill for the assessed valuation of this area." (Kolb, J. H. Service Institutions for Town and Country, Bulletin 66. Agricultural Experiment Station of the United States Department of Agriculture Co-operating, December, 1925.)

Dr. Landis is anxious to hear from you as soon as possible in regard to the home and family living list so that your ideas may be incorporated in the final printing.

Have you any suggestions on the annotations?

Are there any of your favorite and most useful books left out of the list?

Do you believe that most of the books will be useful to your patrons?

About what proportion of the books will you find it possible to supply through your library?

How many of the forty best (starred) books do you now have? How many of them do you plan to purchase?

The interesting suggestion which Mr. Phillips brought up about having library listening groups for specific MFC radio programs deserves, it seems to me, much

more attention than we were able to give it at the meeting. Accordingly, we are repeating it here and we would appreciate having replies from you within the next two weeks.

"What type of radio program could be promoted on WKAR that you would be willing to support to the extent of organizing listening groups?"

As a partial summary of the Librarians' reactions to the survey for the benefit of you who were unable to attend the institute, we are quoting here comments which were made on the survey.

- Mrs. Navarre: "Could we design a registration card which would contain the information on L. U. requested on the schedule?"
- Mrs. Daume: "There was some resentment about the questions on nationality."
- Miss Furrington: "The results were disillusioning. There was no resentment."
- Mrs. Hobson: "Showed the need of a bookmobile."
- Miss Grill: "Brought out lack of attendance on the part of middle-age groups, and lack of books of interest to them. The library location should receive more publicity. Would like to do it again in six months and see what the results would be."
- Mrs. Lindbert: "Showed that there was a lack of special attention."
- Mrs. Dalvig: "Found out what different nationality groups have to be reached."
- Mrs. Weiler: "People were satisfied. Would like to try it at a different time of year."
- Mrs. Killinger: "Showed that the branch was purely recreational for children and retired adults."
- Miss Oimsted: "Upset preconceived notions, thought it was serving mostly adults. Found mostly children, many from a near-by Catholic school who came in out of curiosity but who did not check out books."
- Mrs. Rile: "Enjoyed the personal relations."

One of the suggestions was that if we are to evaluate the service of a branch we would know something about the type of person in charge of the work in the

March 5, 1947

branch. Accordingly, we are working on a check list which may be used for that purpose.

Enclosed you will find copies of a list of agricultural books which Van Buren County Library made for the Caravan, and a listing of the radio programs now on WKAR.

Sincerely yours,

*Margaret Murray*

Margaret Murray, Graduate Assistant  
Department of Anthropology and Sociology

MM:AFB

Encl.

## APPENDIX B

Alphabetical list of the magazines subscribed to, or received as gifts in the Michigan County Library Branches surveyed, December, 1946.

<u>Name of Periodical</u>	<u>Subject Classification</u>
American girl	Juvenile
American home	Women and home
A. L. A. booklist	Professional
American magazine	Fiction
American mercury	Monthly and quarterly review
Better homes and gardens	Women and home
Boy's life	Juvenile
Calling all girls	Juvenile
Capper's farmer	Farm
Child life	Juvenile
Children's activities	Juvenile
Classic comics	Juvenile comic
Colliers	General weekly
Consumer's guide	Women and home
Coronet	Monthly and quarterly review
Cosmopolitan	Fiction
Country gentleman	Farm
Farm journal	Farm
Field and stream	Sport and outdoor
Fortune	Monthly and quarterly review
Flying	Popular science and mechanic
Good housekeeping	Women and home
Harpers magazine	Monthly and quarterly review

<u>Name of Periodical</u>	<u>Subject Classification</u>
Holiday	Travel and geography
Home craft	Women and home
House and garden	Women and home
Hunting and fishing	Sport and outdoor
Hygeia	Health and hygiene
Ideals	Religious
Jack and Jill	Juvenile
Ladies home journal	Women and home
Life	Pictorial
Look	Pictorial
McCalls	Women and home
Mademoiselle	Women and home
Michigan conservation	Sport and outdoor
Michigan farmer	Farm
Miss America	Juvenile
National geographic	Travel and geography
Nature	Sport and outdoor
Newsweek	News weeklies
Open road for boys	Sport and outdoors
Organic gardening	Farm
Outdoor life	Sport and outdoor
Parent's magazine	Women and home
Popular mechanics	Popular science and mechanics
Popular science	Popular science and mechanics

<u>Name of Periodical</u>	<u>Subject Classification</u>
Radio news	Radio and movies
Readers' Digest	Digest
Saturday evening post	General weeklies
Saturday review of literature	Other literature
Screen romance	Radio and movies
Seventeen	Women and home
Skyways	Popular science and mechanics
Story parade	Juvenile
Time	News weeklies
True comics	Juvenile comic
Wee wisdom	Juvenile
Woman's home companion	Women and home

## APPENDIX C

TITLES AND SUBJECTS OF LIBRARY BOOKS READ AND OPINION  
OF THE BOOKS GIVEN BY MICHIGAN STATE LIBRARY USERS  
SURVEYED, DECEMBER 1946

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Addams. Twenty years at Hull House	Adult	Biography	Liked
Alcott. Little men	Juvenile	Boys and girls	Liked
Alcott. Little women	Juvenile	Boys and girls	Liked Indifferent
Aldrich. Lieutenant's lady	Adult	Fiction - Historical	Liked
Aldrich. Rim of the prairie	Adult	Fiction - Historical	Indifferent
Allee. The road to Carolina	Juvenile	Fiction - Historical	Liked
Allen. Mudhen	Juvenile	Adventure	Liked
Allen. New Broome experiment	Juvenile	Farm fiction	Indifferent
Allingham. Dancers in mourning	Adult	Mystery	Indifferent
Andersen. Fairy tales	Juvenile	Fairy tales	Liked
Andersen. Ugly duckling	Juvenile	Fairy tales	Liked
Anderson. Child care and training	Adult	Home life and family living	Liked
Anderson. Touch of greatness	Juvenile	Farm	Liked
Animals of farmer Jones	Juvenile	Animals	Liked
Arabian nights. Alladin and the wonderful lamp	Juvenile	Fairy tales	Liked
Armer. Forest pool	Juvenile	Family life	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Ashton. Yeoman's hospital	Adult	Other F.	Disliked
Aulais. Don't count your chicks	Juvenile	Folk tale	Liked
Aulaine. Too big	Juvenile	Boys and girls	Liked
Austin. Lutie	Juvenile	Boys and girls	Liked
Austin. Trumpet	Juvenile	Animal	Liked
Austin. Williamette way	Juvenile	Historical fiction	Liked
Averill. The cat club; or the life and times of Jenny Linsky	Juvenile	Animals - Fiction	Liked
Averill. Daniel Boone	Juvenile	Biography	Disliked
Ayedelotte. Full harvest	Adult	Historical fiction	Liked
Baby's book - little golden book	Juvenile	Boys and girls	Liked
Bailey. Country stop	Juvenile	Boys and girls	Liked
Bailey. Dim lantern	Adult	Romance	Liked
Bailey. Red fruit	Adult	Romance	Liked
Baker. Children's first book of poetry	Juvenile	Poetry	Liked
Baker. Cinderella scout	Juvenile	Boys and girls	Liked
Baldwin. Arizona star	Adult	Romance	Liked
Baldwin. Heart doctor	Adult	Romance	Liked
Baldwin. Private duty	Adult	Romance	Liked
Baldwin. Twenty-four hours a day	Adult	Romance	Indifferent

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Bancroft. Games	Adult	Home and family life	Liked
Bannerman. Story of the teasing monkey	Juvenile	Animals	Liked
Bannon. Manuela's birthday in Old Mexico	Juvenile	Boys and girls	Liked
Barbour. Barclay back	Juvenile	Sport	Indifferent
Barbour. Ninth inning rally	Juvenile	Sport	Indifferent
Barnes. Within this present	Adult	Family life	Liked
Barrie. Little minister	Adult	Romance	Disliked Liked
Herbert. Songs for children	Juvenile	Music	Liked
Barton. Pollyanna's door to happiness	Adult	Romance	Liked
Baruch. I know a surprise	Juvenile	Boys and girls	Liked
Battle. Jerry goes fishing	Juvenile	Boys and girls	
Baner. Latchstring out	Adult	Biographical fiction	Disliked
Baum. Weeping wood	Adult	Adventure	Liked
Beach. World in his arms	Adult	Western	Liked
Beals. Buffalo Bill	Juvenile	Biography	Liked
Becker. Judy's farm visit	Juvenile	Boys and girls	Liked
Becker. Unlike twins and the animals	Juvenile	Boys and Girls	Liked
Becker. Youth replies, I can.	Juvenile	Current affairs	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Beebe. Just around the corner	Juvenile	Boys and girls	Liked
Beim. Little Igloo	Juvenile	Boys and girls	Liked
Beim. Snow hill	Juvenile	Boys and girls	Liked
Beith. Sand castle	Adult	Romance	Liked
Belpre. Penex and Mantina	Juvenile	Fairy tales	
Benefield. Valiant is the word for Carrie	Adult	Romance	Liked
Bennet. Hot lead	Adult	Western	Liked
Bennet. Shoguns daughter	Adult	Western	Disliked
Bennet. Horse chief hole	Adult	Western	Liked
Bennett. Skookum and Sandy	Juvenile	Boys and girls	Liked
Benson. Emily	Adult	Romance	Liked
Benson. Junior miss	Adult	Family life	Liked
Bernhard. Nine cry-baby dolls	Juvenile	Fairy tale	Liked
Berry. Careers of Cynthia	Adult	Romance	Disliked
Bindwin. Needles	Juvenile	Animals	Indifferent
Bingay. Detroit is my own home town	Adult	History and travel	Liked
Bishop. Man who lost his head	Juvenile	Fairy tale	Liked
Black. Baffling detective stone	Adult	Mystery	Liked
Black. My love belongs to me	Adult	Romance	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Blizard. Late lamented lady	Adult	Mystery	Liked
Bontemps. Sad faced boy	Juvenile	Boys and girls	Liked
Bottome. Survival	Adult	Adventure	Liked
Bowman. Beach red	Adult	Adventure	Liked
Boyd. Handbook of games	Adult	Games and recreation	Liked
Boyers. Murder by proxy	Adult	Mystery	Indifferent
Boylston. Carol on Broadway	Juvenile	Adventure	Liked
Boylston. Sue Barton	Juvenile	Adventure	Liked
Boylston. Sue Barton, rural nurse	Juvenile	Adventure	Liked
Boylston. Sue Barton, senior nurse	Juvenile	Adventure	Liked
Brand. Fighting four	Adult	Western	Liked
Brand. Mountain riders	Adult	Western	Liked
Brand. Valley thieves	Adult	Western	Liked
Brandt. Doing things	Juvenile	Boys and girls	Liked
Brill. When lighthouses are dark	Juvenile	Adventure	Liked
Brinig. Gambler takes a wife	Adult	Mystery	Indifferent
Bristow. Handsome road	Adult	Historical	Liked
Bristow. This side of glory	Adult	Historical	Liked
Brock. Here comes Kristie	Adult	Boys and girls	Disliked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Brock. Murder at the inn	Adult	Mustery	Indifferent
Brock. Umbrella man	Juvenile	Boys and girls	Liked
Bromfield. Pleasant valley	Adult	Farm(Non-fiction)	Liked
Bromfield. Rains came	Adult	Adventure	Liked
Bromfield. What became of Anne Bolton	Adult	Adventure	Liked
Bronte. Jane Eyre	Adult	Romance	Liked
Brown. Little chicken	Juvenile	Animals	Liked
Brown. Merrylegs, the rocking pony	Juvenile	Animals	Liked
Brown. War paint	Juvenile	Animals	Liked
Browning. Pied Piper of Hamelin	Juvenile	Poetry	Liked
Brunhoff. Story of Babar	Juvenile	Animals	Liked
Bryan. Mission beyond darkness	Adult	Current affairs	Liked
Bryan. Pito's house	Juvenile	Fairy tales	Liked
Buck. Good earth	Adult	Farming	Liked
Buck. Pavillion of women	Adult	Family life	Liked
Buck. Sons	Adult	Family life	Liked
Bunce. War belts of Pontiac	Juvenile	Historical	Liked
Bunn. Trailer tracks	Juvenile	Adventure	Indifferent
Bunyan. Pilgrim's progress	Adult	Religious fiction	Indifferent
Burbank. Cedar deer	Juvenile	Adventure	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Burgess. North West wind new stories	Juvenile	Animals	Liked
Burnett. Secret garden	Juvenile	Boys and girls	Indifferent
Burton. Little house	Juvenile	Historical	Liked
Burton. Choo Choo	Juvenile	Service	Liked
Caine. Shadow of a crime	Adult	Mystery	Liked
Caldwell. This side of innocence		Historical	Indifferent Liked
Camp. Skip to my Lou	Adult	Family life	Indifferent
Campbell. Applejack for breakfast	Adult	Farm	Liked
Campbell. Thorn-apple tree	Adult	Historical	Liked
Cannon. Mighty fortress	Adult	Religious novel	Indifferent
Carfrae. Pennywise	Adult	Romance	Indifferent
Carleton. Cry wolf	Adult	Mystery	Disliked
Carlson. Under cover.	Adult	Current affairs	Liked
Carmichael. My greatest day in baseball	Adult	Sports	Liked
Carpenter. Experiment perilous	Adult	Mystery	Indifferent
Carr. Children of the covered wagons	Juvenile	Historical fiction	Liked
Carter. Winds of fear	Adult	Other novel	Indifferent
Cather. My Antonia	Adult	Historical	Liked
Cather. Professor's house	Adult	Historical	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Cather. Sapphira and the slave girl	Adult	Historical	Indifferent
Chalmers. I had a penny	Juvenile	Boys and girls	Liked
Chambers. In secret	Adult	Adventure	Liked
Charles. Round about turn	Juvenile	Animal	Disliked
Charteris. Saint steps in	Adult	Mystery	Liked
Chidsey. Panama passage	Adult	Adventure	Indifferent Liked
Chan. Good luck horse	Juvenile	Folklore	Liked
Christie. Death comes as the end	Adult	Mystery	Liked
Christie. The murder of Roger Ackroyd	Adult	Mystery	Liked
Christie. Mystery of the blue train	Adult	Mystery	Liked
Christie. Tripple threat	Adult	Mystery	Liked
Clark. Poppy seed cakes	Juvenile	Boys and girls	Liked
Clemens. Adventures of Huckleberry Finn	Juvenile	Boys and girls	Liked
Cloete. Watch for the dawn	Adult	Historical	Liked
Cockrell. Lillian Hanley	Adult	Romance	Liked
Coffin. Dogwatch	Adult	Mystery	Liked
Coffin. Lost paradise	Adult	Biographical novel	Liked
Coles. Great Ceasar's ghost	Adult	Mystery	

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Colver. Heart does not forget	Adult	Romance	Liked
Conner. Quest of the sea otter	Adult	Adventure	Indifferent
Coolidge. Rawhide Johnny	Adult	Western	Liked
Coolidge. Rhymes and ballads for boys and girls	Juvenile	Poetry	Liked
Corbett. Lady with parasol	Adult	Romance	Disliked
Cournos. Russian life and humor	Adult	History and travel	Liked
Coxe. Groom lay dead	Adult	Mystery	Liked
Crabtree. To school and home again	Juvenile	Boys and girls	Liked
Crane. Applegreen cat	Adult	Mystery	Liked
Crane. Shocking pink hat	Adult	Mystery	Indifferent
Crawford. Bob and Judy at play	Juvenile	Boys and girls	Liked
Credle. Flap-eared hound	Juvenile	Animals	Liked
Cronin. Citadel	Adult	Religious fiction	Indifferent
Cronin. Green years	Adult	Religious fiction	Liked
Cronin. Keys of the kingdom	Adult	Religious fiction	Liked
Crownfield. Alleson Blair	Juvenile	Historical fiction	
Cunningham. Bancoek murder	Adult	Mystery	Indifferent
Cunningham. Texas trigger	Adult	Western	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Curie. Journey among warriors	Adult	Current affairs	Liked
Cushman. Bright hill	Adult	Romance	Indifferent
Curwood. Flaming forest	Adult	Adventure	Liked
Curwood. Gentlemen of courage	Adult	Adventure	Liked
Curwood. Kozan	Adult	Adventure	Liked
Curwood. River's end	Adult	Adventure	Liked
Czaja. Bountiful cow	Juvenile	Animal	Liked
Dalgleish. Along Janet's road	Juvenile	Adventure	
Dalgleish. Christmas	Juvenile	Other	Liked
Dalgleish. Round about	Juvenile	Family life	Disliked
Daly. Seventeenth summer	Adult	Romance	Disliked Liked
Darling. Luck of the trail	Juvenile	Animal	Liked
Darling. No boundary line	Adult	Romance	Liked
Davenport. Return engagement	Adult	Romance	Liked
Davenport. Valley of decision	Adult	Historical	Liked
Davis. Hudson Bay express	Juvenile	Adventure	Liked
Davis. North end wildcats	Juvenile	Boys and girls	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Davis. Spinney and Spike and B-29	Juvenile	Boys and girls	Liked
De Angeli. Bright angel	Juvenile	Boys and girls	Liked
De Angeli. Ted and Nina go to the grocery store	Juvenile	Family life	Liked
De Angeli. Thee Hannah	Juvenile	Historical	Liked
Deeping. Kitty	Adult	Romance	Liked
Deihl. Little chick that wouldn't go to bed	Juvenile	Animals	Liked
Delafield. Good man's love	Adult	Romance	Liked
De La Rame <sup>1</sup> . Dog of Flanders	Juvenile	Animals	Liked
De Maggio. Lucky to be a Yankee	Adult	Sport Biography	Indifferent
Deming. Penny and Pam, nurse and cadet		Adventure	Liked
Dennis. Pup himself	Juvenile	Animals	Liked
Derleth. Wind over Wisconsin	Adult	Historical	Liked
Dickinson. Children's book of Christmas stories	Juvenile	Other	Liked
Dickson. Curse of the bronze lamp	Adult	Mystery	Liked
Disney. Thumper	Juvenile	Animals	Liked
Disney. Water babies circus	Juvenile	Animals	Liked
Dixon. Count the puppies	Juvenile	Animals	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Dixon. Mystery of the flying express	Juvenile	Mystery	Liked
Dixon. Rescued in the clouds	Juvenile	Adventure	Liked
Donaldson. Karl's wooden horse	Juvenile	Animals	Liked
Donaldson. In the mouse's house	Juvenile	Animals	Liked
Doner. O distant star	Adult	Historical	Liked
Douglas. Home for Christmas	Adult	Romance	Liked
Douglas. Robe	Adult	Religious novel	Liked
Downs. Heartwood	Adult	Romance	Liked
Doyle. Complete Sherlock Holmes	Adult	Mystery	Liked
Doyle. Complete Sherlock Holmes	Adult	Mystery	Liked
Drago. Brave in the saddle	Adult	Western	Liked
Drago. Outlaw on horseback	Adult	Western	Liked
Driscoll. My Felicia	Adult	Romance	Liked
Du Bois. Giant Otto	Juvenile	Animals	Liked
Du Maurier. Hungry hill	Adult	Historical	Liked
Du Maurier. Kings general	Adult	Historical	Liked
Duvoisin. Donkey, donkey	Juvenile	Animals	Liked
Earhart. Fun of it	Adult	Biography	Liked
Eberhart. Escape in the night	Adult	Mystery	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Eberhart. Five passengers from Lisbon	Adult	Mystery	Liked
Eberhart. Speak no evil	Adult	Mystery	Liked
Eberhart. Wings of fear	Adult	Mystery	Indifferent
Edmonds. Chad Hanna	Adult	Historical	Indifferent
Edmonds. Two logs crossing	Juvenile	Historical	Liked
Eisner. Little boy who did not know why	Juvenile	Boys and girls	Liked
Eliot. Traveling coat	Juvenile	Adventure	Liked
Elizabeth. Jasmine farm	Adult	Family life	Indifferent
Elizabeth. Mr. Skeffington	Adult	Romance	Indifferent
Ells. Fairy tales from Brazil	Juvenile	Fairy tales	Indifferent
Ellsberg. Hell on ice	Adult	History and travel	Liked
Emans. About spiders	Juvenile	Science	Liked
Emmett. Secret in a snuffbox	Juvenile	Mystery	
Engsbrand. Miss Munday	Adult	Romance	Liked
Enright. Then there were five	Juvenile	Family life	Liked
Erdman. Separate star	Juvenile	Adventure	Liked
Erskine. Adam and Eve	Adult	Historical	Indifferent
Estes. Hildreth	Adult	Adventure	Liked
Evatt. Mystery of creaking windmill	Juvenile	Mystery	Liked
Evers. Monkeyface	Juvenile	Animals	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
E-yeh-shure. I am a Pueblo girl	Juvenile	Biography	Indifferent
Faw. Big book of Christmas entertainment	Adult	Other	Liked
Fedder. Girl grows up	Juvenile	Home and family living	Liked
Feld. Sophie Halenczik	Adult	Family life	Liked
Ferber. Great son	Adult	Historical	Indifferent
Ferber. Nobody's in town	Adult	Romance	Liked
Ferber. Show boat	Adult	Historical	Indifferent
Field. Bernard Baruch	Adult	Biography	Liked
Field. Christmas time	Juvenile	Other	Liked
Field. Dry Gulch Adams	Adult	Western	Liked
Field. Hitty	Juvenile	Historical	Liked
Field. Prayer	Juvenile	Philosophy psychology religion	Liked
Field. Ravaged range	Adult	Western	Liked
Field. Who killed Aunt Maggie	Adult	Mystery	Disliked
Fisher. Deepening stream	Adult	Family life	Liked
Fitch. One God	Juvenile	Philosophy psychology religion	Liked
Flack. I see a kitty	Juvenile	Animals	Liked
Flack. New pet	Juvenile	Family living	Liked
Flack & Wiese. Story about Ping	Juvenile	Animals	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Flack. Topsy	Juvenile	Animal	Liked
Flack. Wait for William	Juvenile	Boys and Girls	Liked
Flack. William and his kitten	Juvenile	Boys and girls	Liked
Foster. Marriage and family relationship	Adult	Home and family	Liked
Fowler. Good night sweet prince	Adult	Biography	Liked
Fox. Heart of the hills	Adult	Romance	Liked
Fox. Trail of the lonesome pine	Adult	Romance	Liked
Franken. Claudia	Adult	Romance	Liked Indifferent
Frasier. We see	Juvenile	Nature	Liked
Friskey. Adventure for beginners		Art	Liked Disliked
Friskey. Chicken little count to ten	Juvenile	Animals	Liked
Fuller. Loon feather	Adult	Historical	Liked
Fulton. Powder dock mystery		Mystery	Liked
Gag. Three tales from Grimm	Juvenile	Fairy tales	Liked
Gaggin. All those buckles	Juvenile	Boys and girls	Liked
Gaither. Red cock crows	Adult	Historical	Indifferent
Gall. Flat tail	Juvenile	Animals	Liked
Gall. Splasher	Juvenile	Animals	Liked
Galsworthy. End of the chapter	Adult	Family life	

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Gardner. Case of black eyed blonde	Adult	Mystery	Liked
Gardner. Case of the lame canary	Adult	Mystery	Liked
Gardner. Case of the silent partner	Adult	Mystery	Liked
Gardner. Case of the substitute face	Adult	Mystery	Liked
Gardner. Case of the sulky girl	Adult	Mystery	Liked
Gardner. D. A. calls it murder	Adult	Mystery	Liked
Gardner. Let's celebrate Christmas	Juvenile	Other	Liked
Garland. Son of the middle border	Adult	Biography	Liked
Garrard. Running away with Nibby		Boys and girls	Liked
Garrett. Political handbook for women	Adult	Current affairs	
Gates. Book of live dolls	Juvenile	Art,music,crafts	Liked
Gates. Sarah's idea	Juvenile	Family life	Liked
Gates. Trouble for Jerry	Juvenile	Adventure	Liked
Gates and Clark. Mr. Joey and the pig	Juvenile	Animals	
Gatti. Exploring we would go	Juvenile	History and travel	Liked
Gauss. Bang	Juvenile	Animals	Liked
Gay. Pete's Adventures	Juvenile	Boys and girls	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Geisel. And to think I saw it on Mulberry street	Juvenile	Boys and girls	Liked
Geisel. And to think I saw it on Mulberry street	Juvenile	Boys and girls	Liked
Geisel. Five hundred hats of Bartholomew Cubbins	Juvenile	Family life	Liked
Gilbert. Mr. Plum and the green bay tree	Juvenile	Boys and girls	Liked
Gilligan. Gaunt woman	Adult	Adventure	Liked
Gilpatrick. Action in the North Atlantic	Adult	Current affairs	Liked
Girvan. White tulip	Juvenile	Historical	Indifferent
Glasgow. Sheltered life	Adult	Historical	Liked
Glaspell. Judd Rankin's daughter	Adult	Romance	Disliked
Glidden. And the wind blows free	Adult	Romance	Disliked
Gooden. Clementine	Adult	Family life	Liked
Gould. Farmer takes a wife	Adult	Farming	Liked
Gould. Yankee storekeeper	Adult	Biography	Liked
Govan. Five at Ashfield	Juvenile	Boys and girls	Liked
Graham. Audels handy book of practical electricity	Adult	Science	Liked
Graham. Earth and high heaven	Adult	Family problems	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Grahame. Wind in the willow	Juvenile	Animals	Liked
Gray. Fair adventure	Juvenile	Boys and girls	Liked
Gray. Meggy MacIntosh	Juvenile	Historical fiction	Liked
Gray. Vagabond path	Adult	Biographical novel	Liked
Gray. We work and play	Juvenile	Boys and girls	Liked
Grayson. Angel town	Adult	Family life	Indifferent
Gregory. Emerald murder trap	Adult	Mystery	Indifferent
Gregory. Lords of the coast	Adult	Adventure	Liked
Gregory. Man from Texas	Adult	Western	Indifferent
Gregory. The outlaw	Adult	Adventure	
Grey. Betty Zane	Adult	Western	Liked
Grey. Border legion	Adult	Western	Liked
Grey. Code of the west	Adult	Western	Liked
Grey. Drift fence	Adult	Western	Liked
Grey. Forlorn river	Adult	Western	Liked
Grey. Heritage of the desert	Adult	Western	Liked
Grey. Light of the western stars	Adult	Western	Liked
Grey. Raiders of the Spanish peaks	Adult	Western	Liked
Grey. Stairs of sand	Adult	Western	Liked
Grey. Thirty thousand on the hoof	Adult	Western	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Grey. To the last man	Adult	Western	Liked
Grey. Trail driver	Adult	Western	Liked
Grey. U.P.Trail	Adult	Western	Liked
Grey. West of the Pecos	Adult	Western	Liked
Grey. Western Union	Adult	Western	Liked
Gregg. Winged mystery	Juvenile	Mystery	Liked
Grover. Sunbonnet babies	Juvenile	Boys and girls	Liked
Gulbrandsen. Wind from the mountain		Romance	Indifferent
Hader. Little stone houses	Juvenile	Home and family life	Liked
Hale. Prodigal women	Adult	Romance	Indifferent
Hall. Nansen	Juvenile	Biography	Liked
Halliburton. Seven league boots	Adult	History and travel	Liked
Hancock. West end nurse	Adult	Romance	Liked
Hardy. Good companions	Juvenile	Boys and girls	Liked
Hargrove. See here Private Hargrove	Adult	Current affairs	Liked
Harris. Away we go	Juvenile	Boys and girls	Liked
Harris. Sage quarter	Adult	Family life	Liked
Harris. Janey Jeems	Adult	Family life	Liked
Hart. You can't take it with you	Adult	Drama - other	Liked
Harte. Luck of roaring camp	Adult	Adventure	Disliked
Harvey. Billy's scrapbook	Juvenile	Home and family life	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Hamck. Gardenias for Sue	Adult	Romance	Liked
Hawkins. Too many dogs	Juvenile	Animals	Liked
Hay. Happy days in Holland	Juvenile	History and travel	Liked
Haycox. Trail town	Adult	Western	Liked
Haycraft. Great detective stories	Adult	Mystery	Liked
Haywood. Betsy and the boys	Juvenile	Boys and girls	Liked
Haywood. Two and two are four	Juvenile	Farm fiction	Liked
Heal. Mr. Pink and the house on the roof	Juvenile	Boys and girls	Liked
Heisenfelt. Children of Holland	Juvenile	History and travel	Liked
Hendryx. Czar of Halfaday Creek	Adult	Western	Liked
Henry. Geraldine Belinda	Juvenile	Boys and girls	Liked
Henry. Little fellow	Juvenile	Animals	Liked Indifferent
Hershey. Bell for Adano	Adult	Historical novel	Liked
Hildreth. Twins - Tom and Don	Juvenile	Boys and girls	Liked
Hill. Bright arrows	Adult	Romance	Indifferent
Hill. Christmas bride	Adult	Romance	Liked
Hill. Enchanted barn	Adult	Romance	Liked
Hill. Girl to come home to	Adult	Romance	Liked
Hill. Prodigal girl	Adult	Romance	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinions of Readers</u>
Hill. White flower	Adult	Romance	Liked
Hill. Summer comes to Apple Market street	Adult	Boys and Girls	Indifferent
Hilton. So well remembered	Adult	Romance	Indifferent
Hilton. We are not alone	Adult	Romance	Indifferent
Hinkle. Crazy dog, Only	Juvenile	Animals	Liked
Hinkle. Tomahawk	Juvenile	Animals	Liked
Hindus. Mother Russia	Adult	History and travel	Liked
Hobart. Peacock sheds its tail	Adult	Family life	Liked
Hogan. Bear twins	Juvenile	Animals	Liked
Hogan. Nicodemus	Juvenile	Boys and girls	Liked
Hogan. Twin deer	Juvenile	Animals	Liked
Hogeboom. Dogs and how to draw them	Juvenile	Art, music, crafts	Liked
Holbrook. Holy old Mackinaw	Adult	History	Liked
Holding. Innocent Mrs. Duff	Adult	Mystery	Liked
Holt. Wild Palomino	Adult	Western	Liked
Hope. Bobbsey twins at snow lodge	Juvenile	Adventure	Liked
Hope. Bobbsey twins on a houseboat	Juvenile	Boys and girls	Liked
Hope. I never left home	Adult	Current affairs	Liked
Hope. Secret of the tower	Juvenile	Mystery	Indifferent

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Readers</u>
Hornely. Robin Hood	Juvenile	Fairy tale	Liked
Huber. I know a story	Juvenile	Fairy tale	Liked
Hueston. Mother went mad on Monday	Adult	Romance	Liked
Hughes. Thirteenth Commandment	Adult	Romance	Liked
Humphrey. Father takes us to Washington	Juvenile	Travel	Liked
Humphries. Ann Starr - staff nurse	Juvenile	Adventure	Liked
Hunt. Billy Button's buttered biscuits	Juvenile	Boys and girls	Liked
Hunt. Boy who had no birthday	Juvenile	Adventure	Indifferent
Hunt. John of Pudding Lane	Juvenile	Historical	Disliked
Hunt. Little girl with seven names	Juvenile	Historical	Liked
Hutchinson. Chimney corners stories	Juvenile	Fairy tale	Liked
Hutchinson. Winter's moon	Adult	Romance	Liked
Idell. Centennial summer	Adult	Family life	Liked
International Library of famous literature	Adult	Other	Liked
Ishimoto. East way, west way	Adult	Biography	Liked
Ishvani. Brocaded sari	Adult	Autobiography	Liked
Jaeger. Wildwood wisdom	Juvenile	Nature	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
James. My first home	Juvenile	Animals	Liked
Johnson. Mystery of the seven murals	Adult	Mystery	Liked
Jones. Swift flows the river	Adult	Historical	Indifferent
Jones. Peter and Gretchen	Juvenile	Boys and girls	Liked
Jones. Ten Commandments	Juvenile	Philosophy psychology religion	Liked
Justus. Sammy	Juvenile	Adventure	Liked
Keeler. Bronco Bill's circus	Juvenile	Animal	Liked
Keeler. Dog days	Juvenile	Animal	Liked
Keeler. Party for Happy	Juvenile	Animal	Liked
Keeler. Today with Dede	Juvenile	Boys and girls	Liked
Keene. Clue of the broken locket	Juvenile	Mystery	Liked
Keene. The clue of the tapping heels	Juvenile	Mystery	Liked
Kehiler. Movie workers	Juvenile	Art, music, crafts	Liked
Kelland. Sugar foot	Adult	Western	Disliked
Keyes. River road	Adult	Romance	Liked Indifferent
Keyes. Safe bridge	Adult	Romance	Liked
Klempner. Another night, - another day	Adult	Romance	Indifferent
Kimbrough. Hearts were growing up	Adult	Biographical	Indifferent

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
King. Help the farmer	Juvenile	Animals	Liked
King. Those other people	Adult	Romance	Liked
Kipling. How the elephant got his trunk	Juvenile	Fairy tales	Liked
Kissin. Raffy and the honkebeest	Juvenile	Animals	Liked
Kjelgaard. Big red	Juvenile	Adventure	Liked
Knight. Brave companion	Juvenile	Animals	Liked
Knight. Lassie come home	Juvenile	Animals	Liked
Knight. This above all	Adult	Romance	Liked Disliked
Knight. Trouble at Turkey Hill	Adult	Mystery	Liked
Knipe. Lucky sixpence	Juvenile	Historical	Liked
Kraus. The carrot seed	Juvenile	Farm	Liked
Kristofersen. Hans Christian of Elisnore	Juvenile	Biography	Indifferent
Kuh. The farmer	Juvenile	Farm	Liked
Kyne. Dude woman	Adult	Western	Indifferent
Kyne. Never the twain	Adult	Adventure	Liked
Lane. Old home town	Adult	Family life	Indifferent
Langdale. Lance of Mystery Hollow	Juvenile	Adventure	Liked
Langley. Lion in the street	Adult	Biographical	Liked
Lathrop. Northern trail adventure	Juvenile	Adventure	Disliked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Leaf. Grammar can be fun	Juvenile	Other	Liked
Leaf. Manners can be fun	Juvenile	Home and family living	Liked
Leaf. Rabbit hill	Juvenile	Animals	Liked
Leaf. Safety can be fun	Juvenile	Other	Liked
Lee. Vanishing violin	Juvenile	Mystery	Liked
Leighton. Singing cave	Juvenile	Mystery	Liked
Lemas. New ideas in woodcraft	Adult	Art, music, crafts	Liked
Lenski. Little auto	Juvenile	Science	Liked
Leonard. Expert in murder	Adult	Mystery	Liked
Lewis. Main street	Adult	Historical	Liked
Lewis. Against the darkening sky		Family life	Liked
Liebman. Peace of mind	Adult	Philosophy psychology religion	Liked
Lincoln. Bradshaws of Harness	Adult	Romance	Liked
Lindman. Snipp, snapp, snurr and the red shoes	Juvenile	Boys and girls	Liked
Lippincott. Bun, a wild rabbit	Juvenile	Animals	Liked
Lobaugh. Shadows in succession	Adult	Mystery	Indifferent
Lockridge. Pinch of poison	Adult	Mystery	Liked
Logan. Nurse Merton returns	Adult	Romance	Liked
London. White feng	Adult	Adventure	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Lorenzeni. Pinocchio	Juvenile	Fairy tale	Liked
Loring. Grief before night	Adult	Romance	Liked
Loring. We ride the gale	Adult	Romance	Liked
Lothar. Beneath another sun	Adult	Historical	Liked
Lowe. Hello Michigan	Juvenile	Travel - history	Liked
Lownsbery. Manta the doll	Juvenile	Boys and girls	Indifferent
Lund. Blondie and Dagwood	Adult	Family life	Indifferent
Lyon. Fresh from the hills	Adult	Travel	Liked
McCandle. Unforseen	Adult	Mystery	Indifferent Liked
McConnell. Bebo, the balloon		Adventure	Liked
MacDonald. Egg & I	Adult	Farm fiction	Liked
MacDonald & Weisgard. Little lost lamb	Juvenile	Animals	Indifferent
MacGrath. Half a rogue	Adult	Romance	Disliked
MacInnis. Assignment in Brittany	Adult	Adventure	Indifferent
MacInnis. Horizon	Adult	Adventure	Indifferent
Mackay. Great lady	Adult	Biographical	Liked
McMeekin. Journey cake	Juvenile	Historical fiction	Liked
Malkus. Silver llama	Juvenile	Animal	Liked
Malkus. Wooden shoes	Juvenile	History and travel	Liked
Manning. Trigger trail	Adult	Western	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Martin. Death in the lime light	Adult	Mystery	Disliked
Martin. Bells of St. Mary's	Adult	Religious novel	Liked
Mason. Little story book	Juvenile	Boys and girls	Liked
Mason. Smiling hill farm	Juvenile	Farm	Liked
Maughan. Narrow corner	Adult	Adventure	Indifferent
Mauldin. Up front	Adult	Current affairs, cartoons, World War	Liked
Maughan. Then and now	Adult	Historical	Liked
Meador. Jonathan goes west	Juvenile	Adventure	Liked
Meador. Long trains roll	Juvenile	Adventure	Liked
Means. Adilla Mary of Old New Mexico	Juvenile	Historical fiction	Indifferent
Meeks. Little red car.	Juvenile	Science	Liked
Meese. Her star in sight	Juvenile	Adventure	Liked
Meiklejohn. Cart of many colors	Juvenile	Boys and girls	Liked
Melville. Moby Dick or the white whale		Adventure	Liked
Merrick. Northern nurse	Adult	Biography	Liked
Merritt. Creep, shadow	Adult	Mystery	Liked
Meyneng. Broken arc	Adult	Romance	Disliked
Miller. Song after midnight	Adult	Romance	Indifferent
Milne. House at Pooh Corner	Juvenile	Animals	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Milne. Winnie the Pooh	Juvenile	Animal	Liked
Mitchell. Guess what's in the grass	Juvenile	Nature	Liked
Montgomery. Magic for Marigold	Juvenile	Romance	Indifferent
Moon. Daughter of thunder	Juvenile	Boys and girls	Liked indifferent
Moore. Spoonhandle	Adult	Family life	Liked
Morrow. We must march		Historical fiction	Liked
Mukerji. Hari, the Jungle lad	Juvenile	Adventure	Indifferent
Mulford. Coming of Cassidy	Adult	Western	Liked
Murphy. Road from Olivet	Adult	Religious novel	
Murphy. Scarlet lilly	Adult	Religious novel	Indifferent
Nathan. They went on together	Adult	Romance	Liked
Newberry. April's kittens	Juvenile	Animals	Liked
Newcomb. Astromony for everybody	Adult	Science	Liked
Norris. Flint	Adult	Family life	Indifferent
Norris. Lost sunrise	Adult	Romance	Liked
Norris. Love calls the tune	Adult	Romance	Liked
Norris. Love of Julia Borel	Adult	Romance	Liked
Norris. Over at the Crowley's	Adult	Romance	Liked
Norris. Runaway	Adult	Romance	Indifferent

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Norris. Sea gull	Adult	Romance	Liked
Norris. Second-hand wife	Adult	Romance	Liked Indifferent
North. Midnight and Jeremiah	Juvenile	Animal	
O'Brien. Silver chief, dog of the north	Juvenile	Animal	Liked
O'Brien. Silver chief to the rescue	Juvenile	Animal	Liked
O'Donnell. Day in and day out	Juvenile	Boys and girls	Liked
Ogley. Iron land	Adult	Historical novel	Indifferent
Olds. Jill, movie-maker	Adult	Adventure	Disliked
Ollifant. Bob, son of battle	Juvenile	Animals	Disliked
Orton. Secret of the Rosewood box	Juvenile	Mystery	Liked
Ostenso. O river remember	Adult	Family life	Indifferent liked
Oswald. Friskey the goat	Juvenile	Animal	Liked
Oswald. My dog laddie	Juvenile	Animals	Liked
Page. Wilderness adventure	Adult	Historical	Disliked
Palmer. Lost and found	Juvenile	Boys and girls	Liked
Palmer. Mickey mouse	Juvenile	Animal	Liked
Papishvily. Anything can happen	Adult	Travel	Liked
Parker. Animals we know	Juvenile	Nature	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Parker. Our ocean of air	Juvenile	Science	Indifferent
Parkman. Oregon trail	Adult	History	Disliked
Parmenter. As the seed is sown	Adult	Romance	Liked
Parrish. Love under fire	Adult	Romance	Liked
Parrott. Love goes past	Adult	Romance	Liked
Parsons. Gay illiterate	Adult	Biography	Disliked
Paschal. Clover creek	Juvenile	Adventure	Liked
Patri. Child training	Adult	Home and family living	Liked
Paul. Mayhem in B flat	Adult	Mystery	Disliked
Pauli. Story of a Christmas tree	Juvenile	Other	Liked
Pease. Shanghai passage	Juvenile	Adventure	Liked
Pei-Ying. Building the Burma road	Adult	Current affairs	Liked
Perkins. Chinese twins	Juvenile	Boys and girls	Liked
Perkins. Emperor's physician	Adult	Religious fiction	Liked
Perkins. Irish twins	Juvenile	Boys and girls	Liked
Perkins. Tit and tat	Juvenile	Boys and girls	Liked
Petersham. Stories	Juvenile	Philosophy psychology religion	Liked
Peterson. Country chronicle	Adult	Farm	
Pettibone. Light down, stranger	Adult	Historical novel	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Peyton. San Antonio, city in the sun	Adult	History and travel	Liked
Porter. Freckles	Adult	Romance	Liked
Porter. Girl of the limberlost	Adult	Romance	Liked
Porter. Just David	Adult	Romance	Indifferent
Pumphney. Pilgrims stories and plays	Juvenile	History	Disliked
Proctor. Turning leaves	Adult	Familylife	Liked
Prakosch. Conspirators	Adult	Historical	
Praudfit. Come and see the ice box family	Juvenile	Home and family living	Liked
Prouty. Now, voyager	Adult	Romance	Disliked
Pyle. Brave men	Adult	Current affairs	Liked
Pyle. Last chapter	Adult	Current affairs	Liked
Queen. Devil to pay	Adult	Mystery	Liked
Queen. Calamity town	Adult	Mystery	Liked
Radlov. Cautious carp	Juvenile	Fairy tales	Liked
Rahmer. Masterpiece of oriental mystery	Adult	Mystery	Liked
Raine. On the dodge	Adult	Western	Liked
Ralphson. Boy scouts in Mexico	Juvenile	Adventure	Liked
Ralphson. Boy scouts lost expedition	Juvenile	Adventure	Liked
Rawlings. South moon under	Adult	Romance	Indifferent
Rawlings. When the whipoorwill	Adult	Romance	Indifferent

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Rey. Pretzel	Juvenile	Animal	Liked
Rich. We took to the woods	Adult	Biography	Liked
Richardson. Sophie of the lazy B	Juvenile	Western	Liked
Richmond. Twenty-fourth of June	Adult	Romance	Liked
Riesenberg. Men on a raft	Adult	Adventure	Liked
Riggs. Little champion	Juvenile	Animal	Liked
Rinehart. Alibi for Isabel	Adult	Mystery	Liked
Rinehart. Crime book	Adult	Mystery	Disliked
Rinehart. Dangerous days	Adult		Liked
Rinehart. Doctor	Adult	Romance	Liked
Rinehart. Man in lower ten	Adult	Mystery	Indifferent
Robinson. Little Lucia	Juvenile	Boys and girls	Liked
Robinson. Sarah and her dog	Juvenile	Boys and girls	Liked
Rogers. Will Rogers	Adult	Biography	Liked
Ross. Farm in the family	Juvenile	Farm fiction	Liked
Ruck. He learned about women	Adult	Romance	Liked
Ruskin. King of the golden river	Juvenile	Fairy tales	Liked
Sabin. Buffalo Bill and the overland trail	Juvenile	Biography	Liked
Saint Exupery. Little prince	Juvenile	Fairy tale	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Saroyan. Human comedy	Adult	Familylife	Indifferent Liked
Savage. Pass	Adult	Western	Liked
Schenk. Easter time	Juvenile	Other	
Schenk . Lean with the wind	Adult	Romance	
Schmidt. David the king	Adult	Religious novel	Liked
Seagrove. Burma surgeon returns	Adult	Current affairs	Liked
Sedges. Townsman	Adult	Familylife	Liked
Seeley. Chuckling fingers	Adult	Mystery	Liked
Seghers. Seventh cross	Adult	Historical	Liked
Segur. Wise little donkey	Juvenile	Animals	Liked
Seifert. Bright scalpel	Adult	Romance	Liked
Seifert. Trial of Dr. Kildare	Adult	Romance	Liked
Seletz. Hope deferred	Adult	Biographical novel	
Seltzer. Two gun man	Adult	Western	Liked
Seltzer. Valley of the stars	Adult	Western	Indifferent
Self. Those Smith kids	Adult	Family life	Liked
Seton. Dragonwick	Adult	Mystery	Liked
Seymour. Tangled skein	Adult	Mystery	Liked
Shapiro. How old storm- along captured Mocha Dick	Juvenile	Adventure	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Shellabarger. Captain from Castile	Adult	Historical	Liked
Sherman & Lawford. Essentials of nutrition	Adult	Home and family living	
Shurtlief. Short leash	Adult	Animal	Liked
Simon. Straw in the sun	Adult	Biography	Indifferent
Singmaster. Work and sing	Juvenile	Art, music, craft	Liked
Skidmore. Hill doctor	Juvenile	Adventure	Liked
Skinner. Emerald story book	Juvenile	Fairy tale	Liked
Skinner. Our hearts were young and gay	Adult	Travel	Disliked
Slobodkin. Caps for sale	Juvenile	Animal	Liked
Slobodkin. Magic Michael	Juvenile	Boys and girls	Liked
Smith. Chicken world	Juvenile	Farm	Liked
Smith. No better land	Adult	Farm	Liked
Smith. Tom's trip	Juvenile	Boys and girls	Liked
Smith. A tree grows in Brooklyn	Adult	Family life	Liked indifferent disliked
Sondergaard. Biddy and the ducks	Juvenile	Animals	Liked
Spencer. Guerilla wife	Adult	Current affairs	Liked
Sperry. Coconut the wonder tree	Juvenile	Nature	Liked
Spring. Hard facts	Adult	Romance	Disliked
Spyri. Dora	Juvenile	Boys and girls	Disliked
Spyri. Mozli	Juvenile	Boys and girls	

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Spyri. Veronica	Juvenile	Boys and girls	Liked
Statesmans yearbook 1945	Adult	Current affairs	
Stearns. Spunky the donkey and Leander the gander	Juvenile	Animals	Liked
Steinbeck. Of mice and men	Adult	Adventure	Liked
Stern. Thunderstrom	Adult	Romance	Liked
Stevenson. Abe Lincoln	Juvenile	Biography	Liked
Stevenson. George Washington	Juvenile	Biography	Liked
Stevenson. Inland travel	Adult	Travel	Liked
Stone. Clarinda of cherry lane farm	Juvenile	Boys and girls	Liked
Stone. Fun for Tom and Jip	Juvenile	Boys and girls	Liked
Stone. Immortal wife	Adult	Biographical novel	Liked
Stone. Inga of Porcupine mine	Juvenile	Boys and girls	Liked
Stone. Pepe was the saddest bird	Juvenile	Animal	Liked
Stong. Honk, the moose	Juvenile	Animal	Liked
Storm. Nip and Tuck	Juvenile	Animal	Liked
Stout. Red box	Adult	Mystery	Liked
Street. Gauntlet	Adult	Religious	Liked
Street. By valour and arms	Adult	Historical	Liked
Street. In my father's house	Adult	Family life novel	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Struthers. Mrs. Miniver	Adult	Family life	Indifferent
Sture.-Vasa. Green grass of Wyoming	Adult	Animal	Liked
Sture.-Vasa. My friend Flicka	Juvenile	Animal	Liked Disliked
Tall book of nursery tales	Juvenile	Fairy tales	Indifferent
Tarry. My dog Rinty	Juvenile	Animal	Disliked
Tengren. Bed-time stories	Juvenile	Fairy tales	Liked
Te lhet. Retreat from Dolphin	Adult	Adventure	Liked
Terhune. Decorating for you	Adult	Art,music,crafts	Liked
Terhune. Buff-a collie	Adult	Animal	Liked
Terhune. Dog named Chips	Adult	Animal	Liked
Thane. From this day forward	Adult	Romance	Disliked liked
Thompson. Alice of old Vincennes	Adult	Historical	Disliked
Thompson. Crossroads for Penelope	Juvenile	Adventure	Liked
Thorne. Chips	Juvenile	Animal	Liked
Thorton. Justly dear	Adult	Biographical novel	Liked
Tolstoy. War and peace	Adult	Historical novel	Liked
Tomkinson. Welcome wilderness	Adult	Historical novel	Liked
Tousey. Cowboy Tommy	Juvenile	Boys and girls	Liked
Tousey. Fisherman Tommy	Juvenile	Boys and girls	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Tousey. Little bears pinto poney	Juvenile	Animals	Liked
Tousey. Ned and the rustlers	Juvenile	Adventure	Liked
Tousey. Steamboat Billy	Juvenile	Adventure	Liked
Train. Yankee lawyer	Adult	Biography	Indifferent
Travers. Mary Poppins comes back	Juvenile	Fairy tales	Liked
Troxell. Baby animals	Juvenile	Animals	Liked
Tuder. Snow before Christmas	Juvenile	Other	Liked
Tunis. Champion's choice	Juvenile	Sport	Liked
Tunis. Kid comes back	Juvenile	Sport	Liked
Tunis. Kid from Tomkinsville	Juvenile	Sport	Liked
Tarnbull. Day must dawn	Adult	Historical	Liked
Turpin. Rickie's puppy dog	Juvenile	Animal	Liked
Undset. The wild orchid	Adult	Romance	Indifferent
Types of farming in U.S.	Adult	Farm	
Van Stockum. Gerrit and the organ	Juvenile	Adventure	Liked
Vestal. The Missouri	Adult	History and travel	Disliked
Wadsworth. Paul Bunyan and his big blue ox	Juvenile	Fairy tale	Liked
Wakeman. Hucksters	Adult	Other	Disliked
Waldeck. White panther	Juvenile	Animal	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Yerby. Foxes of Harrow	Adult	Historical	Liked Indifferent
Zachry. Let's make something	Juvenile	Art, music, crafts	Liked
Zara. Ruth Middleton	Adult	Biographical novel	Liked

MAGAZINES READ AND OPINION OF THEM GIVEN BY  
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<u>Magazine</u>	<u>Type of Magazine</u>	<u>Subject of Magazine</u>	<u>Opinion of Reader</u>
Children's activities	Juvenile	Juvenile	Liked
American girl	Juvenile	Juvenile	Liked
Charm	Adult	Women and home	Liked
Field and Stream		Sport and outdoors	Liked
Goodhousekeeping		Women and home	Liked
Harper's Nov. 1946		Monthly and quarterly review	Liked
House and Garden		Women and home	
Ladies Home Journal		Women and home	Liked
Ladies Home Journal		Women and home	Liked
National Geographical		Geography and travel	Liked
Parents'		Women and home	Liked
Popular comics		Juvenile comics	Liked
Popular mechanics		Popular science and mechanics	Liked
Time		News weekly	Liked
Saturday Post		General weekly	
Saturday Evening Post		General weekly	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Wiese. Picture book of animals	Juvenile	Animals	Liked
Wiese. Wallie the walrus	Juvenile	Animals	Liked
Wilder. Farmer boy	Juvenile	Historical	Liked
Wilder. Little house in the big woods	Juvenile	Historical	Liked
Wilder. On the banks of Silver Creek	Juvenile	Historical	Liked
Wilder. These happy golden years	Juvenile	Historical	Liked
Wilder. Heaven's my destination		Romance	Liked
Wiley. Wildcat			Liked
Willoughby. Sandra O'Moore	Adult	Romance	Liked
Wilson. Wilhemina's wish	Juvenile	Boys and girls	Liked
Winsor. Forever Amber	Adult	Romance	Disliked Liked
Wodehouse. Brinkley manor	Adult	Romance	Liked
Wodehouse. Joy in the morning	Adult	Adventure	Indifferent
Wonsetler. Yanks in action	Adult	Current affairs	Liked
World Almanac 1946	Adult	Current affairs	
Wright. Art of conversation	Adult	Other	Liked
Wright. Begun in laughter	Adult	Romance	Liked
Writer's program. Texas	Adult	History and travel	Liked

<u>Author and Title</u>	<u>Type of Book</u>	<u>Subject of Book</u>	<u>Opinion of Reader</u>
Walker. Winter wheat	Adult	Farm fiction	Liked
Waller. Cry in the wilderness	Adult	Romance	Indifferent
Walpole. Killer and the slain	Adult	Adventure	Liked
Ward. Snake pit	Adult	Biographical	Liked Disliked
Ware. Crazy dog	Juvenile	Animals	Liked
Webber. Above and below	Juvenile	Nature	Liked
Weitenkarpf. How to appreciate prints	Adult	Art,music,crafts	Liked
Wentworth. Chinese shawl	Adult	Mystery	Liked
West. Friendly persuasion	Adult	Farm fiction	Liked
Wheeler. Boy with the western Indians	Juvenile	Adventure	Liked
White. Arizona nights	Adult	Western	Liked
White. Family affairs	Adult	Family life	Liked
White. Wild geese calling	Adult	Adventure	Liked
White. Mistress Masham's repose	Adult	Fairy tales	Disliked
White. Peter Domanig; morning in Vienna	Adult	Biographical	Liked
White. Changing West	Adult	History and travel	Liked
Whitney. Silver inkwell	Juvenile	Adventure	Indifferent
Whitney. A window for Julie	Juvenile	Adventure	Liked
Wiese. Karoo	Juvenile	Animals	Liked

The following titles were not used in the classification analysis because complete information was not obtainable with the sources available.

<u>Author</u>	<u>Title</u>	<u>Opinion of Reader</u>
Alexander	William, the whale hunter	Liked
Atherton	Tower of ivory	Liked
Allen	Let me die Tuesday	Liked
Beaty	Old Abe.	Liked
Bramhall	Button, button	Indifferent
Collings	Just for the hell of it	Disliked
Cooper	Windjamming to Fiji	Liked
Corelli	Master Christian	Liked
Corle	Listen bright angel	Liked
Coughan	Wishing well	Liked
Dearborn	Country days	Liked
De Jong	Somewhat angels	Liked
Edwards	Merino	Liked
Ethridge	This little pig went to market	Liked
England	Beloved gypsy	Indifferent
Fitzgerald	Trail of the ragged fox	
Fitzgerald	We are besieged	Indifferent
Gaddis	Shabby glory	Liked
Gardner	"Four titles of Perry Mason mysteries"	Liked
Gay	Home for Sandy	Liked
Gilmour	Trying Toby	Liked
Group	Book of small houses	Liked
Haberman	How about tomorrow morning	Disliked

<u>Author</u>	<u>Title</u>	<u>Opinion of Reader</u>
Hill		Liked
Hogan		Liked
Hornby	City dog and the country cat	Liked
Lovell and Hecker		Liked
MacNaughton	Four great oaks	Liked
Maisden	Khaki is more than a color	Liked
Maish	Best sport stories	Liked
Miller	Miss Lizzie	Liked
Miller	Wicked sister	Liked
Mitchell	The sad prince	Liked
Morse	Peter was a pirate	Indifferent
Nichols	Close to my heart	Liked
Olsen	Cat's don't need coffins	Disliked
Piper	Children's hour with Bonnie and Berry	
Radford	Kitty Carter	Liked
Randall	That girl, Jennifer	Liked
Rhode	Secret of the lake house	Liked
Richardson	King of the grizzlies	Liked
Richardson	Ransom	Liked
Ritner	Shelter without walls	Liked
Ruston	Cinnamon spice	Liked
Saville	Spy in the hills	Disliked
Scott	Black circle	
Scott	Counsel for the defense	Indifferent

<u>Author</u>	<u>Title</u>	<u>Opinion of Reader</u>
Spencer	False witness	Liked
Stanley	Prairie kid	Liked
Tahori	Beneath the stone	Indifferent
Van Siller	One alone	Liked
Welsh	Last buffalo hunter	Indifferent
Whiteford	How Sandy Squirrel got his tail	Liked
Whiteman	Playmates in print	Liked
Winchester	Oft told tales of Lincoln	Liked
Wise	Away with the circus	Liked
Woodruff	Call the next witness	Liked
Wright	Half wolf	Liked
	Art of Walt Disney	Liked
	Childhood favorite fairy	Liked
	Crimson War	Liked
	New path to read	Liked
	Simple sketching	Indifferent
	Spotted rabbit	Liked
	Ted's airplane	Liked
	Six books for children for school	Liked

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