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Miyoshi Ikeda

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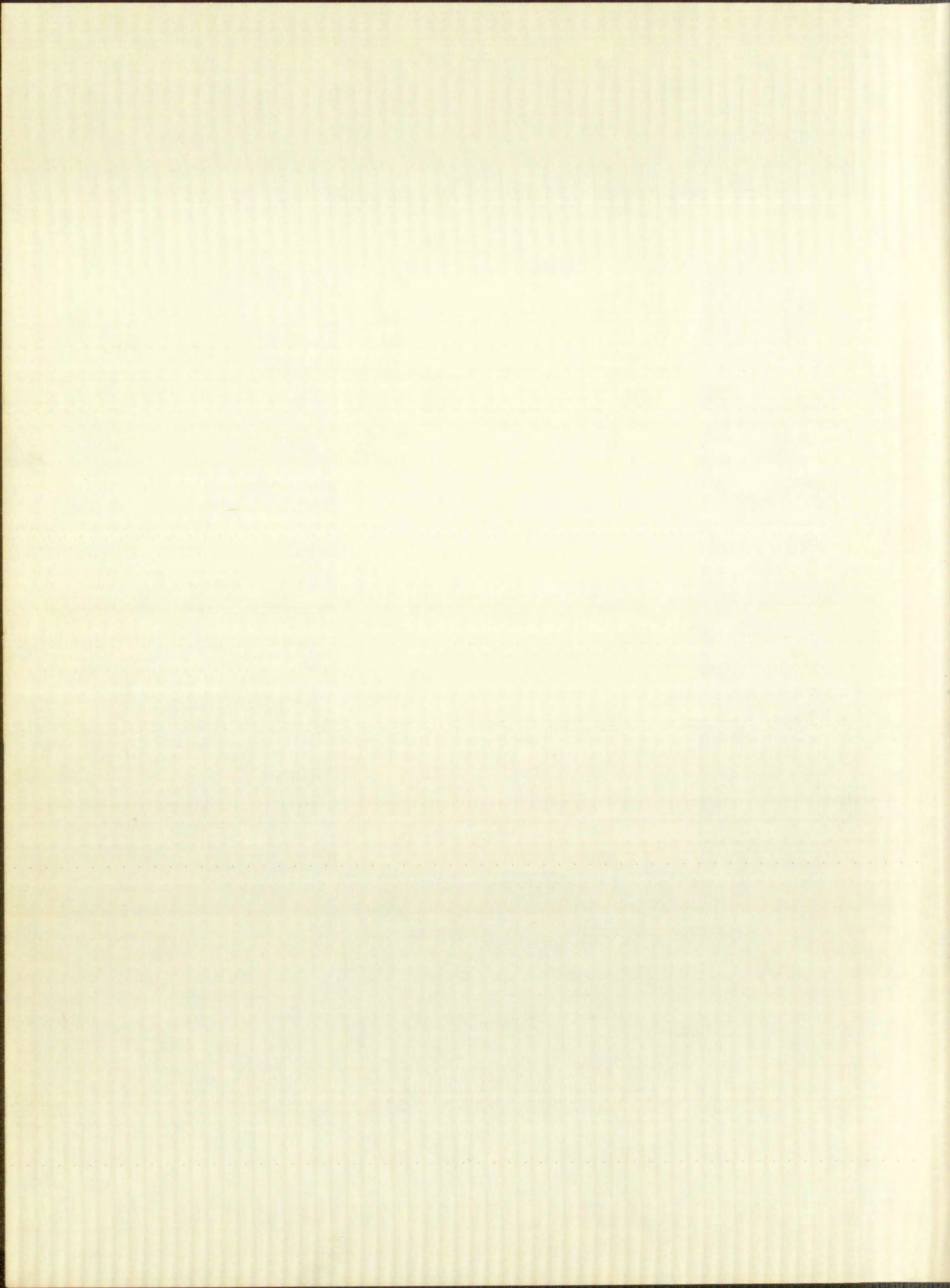
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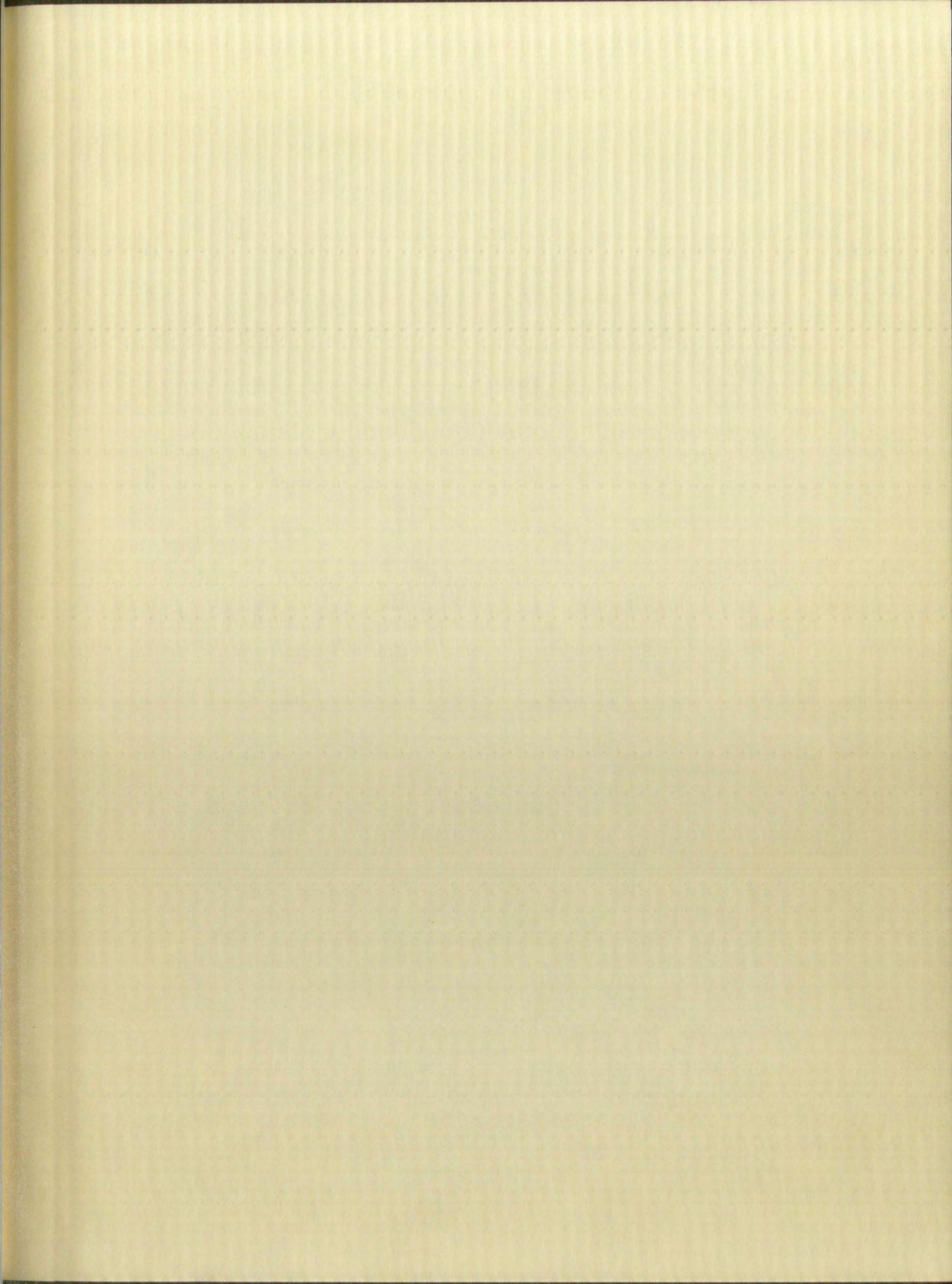
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A HANDBOOK OF SUGGESTIONS FOR BUILDING SCHOOL
LIBRARY COLLECTIONS; A REPORT OF PROCEDURES
AND PLANS FOR THE SANDIA BASE SCHOOL,
ALBUQUERQUE, NEW MEXICO

A Thesis
Presented to
the Faculty of the College of Education
University of New Mexico

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Elementary Education

by
Miyoshi Ikeda

July 1963

A HEDDOCK OF THE UNIVERSITY OF THE SOUTH

LIBRARY OF THE UNIVERSITY OF THE SOUTH

AND BUREAU OF THE SOUTH

ALBANY, N.Y.

A Thesis

Presented to

the Faculty of the College of Education

University of the South

In Partial Fulfillment of

of the Requirements for the Degree

Master of Arts in Education

by

Thesis

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

Sidney Rosenthal
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DATE

July 15, 1963

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This thesis, discussed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Jersey in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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Influence of Aristotle's Poetics

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The literary collection

Methods for analyzing literature

The elements of drama

Aristotle's Poetics

Aristotle's Poetics

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STATE OF TEXAS

OFFICE OF THE ATTORNEY GENERAL

TO THE HONORABLE THE COMMISSIONERS OF THE LAND OFFICE,
UNIVERSITY OF TEXAS, IN CONNECTION WITH THE
THROUGH THE STATE.
TO THE HONORABLE THE COMMISSIONERS OF THE LAND OFFICE,
PUBLIC SCHOOLS, FOR THE PURPOSE OF THE LAND OFFICE
THE ORGANIZATION OF THE STATE.
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TO THE HONORABLE THE COMMISSIONERS OF THE LAND OFFICE,
ESPECIALLY FOR THE PURPOSE OF THE LAND OFFICE,
ASSISTANCE.

CHAPTER I

AN INTRODUCTION

More than 10,000,000 children attend schools where there are no school libraries. Sixty-six percent of the elementary schools of our nation do not have a school library. Even schools with centralized libraries have less than five books per pupil.¹ These are startling statistics. Their impact serves to intensify our thinking about the importance of the library in the elementary school and the values to be gained from its use.

The pooling of all the library resources of the school into a central library means a constant flow of materials to and from the classroom, which greatly enriches the whole curriculum. It is not less costly to operate a central library, but it is more economical in terms of what each teacher is able to use to meet his pupils' needs. There is less need for duplication, so that more varied books and materials can be bought and the range of reading levels is more nearly met. More variety in every respect is possible. Pupils learn how to study better, how to discover for

¹Elizabeth O. Williams, "Why a Special Issue on Elementary School Libraries?", ALA Journal (February, 1962), p. 99.

THE LIBRARY

More than 10,000,000 children are enrolled in schools
there are at least 10,000,000 children in the world
elementary schools of our nation are in a state of
liberty. Even school. The school is a place where
than five books are read. There are many books in the
Their impact is not only on the child but on the
importance of the library in the elementary school and the
values to be gained from it.
The feeling of all the elementary school children is
into a central library where a new way of life is
to and from the classroom, and the library is the
curriculum. It is not just a place to go to get a book
library, but it is a place where the child can find
teacher is able to use the library as a resource and
less need for discipline, and the child is more
materials can be found and the child is more
more nearly real. More variety in the way of reading is
Public school has to be a library, and the library is

¹ Elizabeth C. Phillips, "The Elementary School Library,"
Elementary School Library, (New York: 1952), p. 105.

themselves the answers to questions, and they acquire greater familiarity with the contents of many books. These advantages are not found in the classroom libraries, which teachers themselves recognize are not real libraries, for they do not provide a wide and varied collection of materials, but are primarily keyed to the interests of the individual teacher. Books are not sufficiently processed, and at best, these libraries are incomplete. Classroom libraries are neither economical nor do they adequately cater to the wide variety of reading levels, changing activities, capabilities, and interests represented in each class from year to year. The central library, on the other hand, provides a broad range of instructional and reading materials within the school--centrally located and accessible to every pupil and teacher.

I. THE PROBLEM

Statement of the problem. The purposes of this study were (1) to present a descriptive study of how an elementary school organized a centralized library, and (2) to formulate long-range plans to meet the quantitative standards set up by the State Board of Education, Santa Fe, New Mexico, and the American Library Association.

Importance of the study. In small schools and in school systems with limited budgets, if the school is to have a library at all, it may be necessary to assign the work of the library to some teacher who has no library training. The school, in this situation, faces one of two alternatives: either to attempt nothing in the way of library service, or to begin in a very limited way by placing one of the teachers in charge of it. While this practice cannot be recommended generally, it is vastly better than having no library and no central book service.

A collection of books in a room does not constitute a library. Selection of books is an extremely difficult task, requiring a knowledge of the school curriculum and a thorough knowledge of the existing book collection. In order to create a good school library, a teacher-librarian must have a clearly-defined policy of book selection, and he must be consistent in his working at it. He has to maintain the balance of the library, and he must see to it that no one grade level, no one teacher, dominates the collection. He is the person who can take an over-all look at the library and decide that the collection is perhaps weak in science books or too strong in English books.

It was hoped that this study will serve as a blue-print² or be of assistance to any teacher who is given the task of centralizing an elementary school library.

Limitations of the study. The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books--the literature of children, young people and adults--other printed materials, films, recordings, and newer media developed to aid learning. Due to the extensiveness of the term "library," the organization and formulation of long-range plans concerned only the book collection (fiction and non-fiction) of a library. Books are the most important of all library resources. The plans to meet the quantitative standards set up by the State Board of Education, Santa Fe, New Mexico, and the American Library Association were in the form of a broad guide from which specific plans can be made once the library organization is completed. It was the purpose of this study to show in detail the way in which one elementary school established its centralized library.

²This matter was discussed with M. Eugene Hodges, Library Consultant, Albuquerque Public Schools.

It was hoped that the school would be able to
print on the 25th anniversary of the school's founding.

Work of consolidating the school's records and
the school's history.

Library and the school's records.

of school history and the school's records.

addition to the school's records.

guidance and the school's records.

serve the school's records.

Instructional materials in the school's records.

children, parents, and the school's records.

films, photographs, and the school's records.

ing. Two of the school's records.

organization and the school's records.

only the book collection (the school's records).

library. Books are the school's records.

resources. The school's records.

set up by the school's records.

and the school's records.

a book guide that will be available to the school's records.

the library's collection is complete. It was the school's records.

of this study to the school's records.

elementary school and the school's records.

Library and the school's records.

II. DEFINITIONS OF TERMS USED

Accession book. A chronological record of all books added to the library. Each line is numbered and this number becomes the accession number of the book.

Accession number. The number assigned to a book when it is entered in the accession book. This is the number of the line on which the title is entered.

Accessioning. The process of entering books in the accession book.

Added entry. Cards made in addition to the main entry card for the card catalog.

Author card. Card in the card catalog on which the author's name comes first.

Book card. The card used to represent the book when it has been borrowed from the library. When the book is in the library, the card is kept in the book pocket.

Book pocket. A paper pocket pasted in the book to hold the book card when the book is not in circulation.

Call number. The number on the spine of the book, book card and pocket, and on the catalog cards, by which the book is called for. It is composed of a Dewey Decimal Classification and a number which refers to the particular

book. Its purpose is to help one locate any book on the shelves.

Card catalog. An alphabetical file of cards which serves as a record of books on the shelves. Each card carries the call number of a book--the same call number that is lettered on the book's spine.

Cataloging. The process of making a record on cards of the authors, titles, and subjects of all the books in the library.

Circulation record. The record of the books loaned for use from the library.

Class number or classification number. The number assigned to the book to stand for the subject matter. Also called the Dewey Decimal number.

Classifying. The process of assigning certain numbers to books so that when books are shelved by number, all like subject matter will be grouped together.

Copyright date. The date of the copyright as given in the book, usually on the back of the title page. The most recent date is used.

Cross reference. It is used to refer the searcher from a possible subject not used to one used, or to additional material under another heading.

book. The following is a list of the books on the shelves.

First Section - This section contains the books which serve as a general reference on the subject of the book. The following is a list of the books in this section:

Classification - The books in this section are of the nature, value, and use of the book, and the following is a list of the books in this section:

Classification in detail - The books in this section are for use in detail, and the following is a list of the books in this section:

Classification in detail - The books in this section are assigned to the book in detail, and the following is a list of the books in this section:

Classification in detail - The books in this section are also called the books in detail, and the following is a list of the books in this section:

Classification in detail - The books in this section are also called the books in detail, and the following is a list of the books in this section:

Classification in detail - The books in this section are also called the books in detail, and the following is a list of the books in this section:

Date-due slip. A paper slip pasted in a book opposite the book pocket or a card to be placed in the book pocket, on which is stamped the date it will be due.

Dewey Decimal classification. The classification system most generally used in which knowledge is divided into ten major groups by subject. Each group can be subdivided indefinitely.

Dewey Decimal number. The classification number which stands for a subject in the scheme worked out by Melvil Dewey.

Entry. The record of a book in a catalog or list.

Guide card. A projecting labeled card to help in locating information in a card file or the vertical file.

Inventory. A checking of every book on hand with the record of every book owned by the library. Books on hand include those on the shelves, charged to borrowers, or out for mending and rebinding.

Main entry card. The basic card or "unit card" from which other catalog cards for the book are made. Usually the author card.

"See" reference. References from a term or name under which no subjects are listed to a term or name under which material may be found.

Shelf list. A record on cards of the books in the library, arranged by their classification numbers, the

order in which the books stand on the shelves.

Subject card. Card in the card catalog which has the subject of the book on the top line.

Subject heading. The word or words used to indicate the subject of the material.

Title card. Card in the card catalog which has the title of book on the top line.

Title page. A page near the beginning of the book on which is printed the title, author, publisher, etc. of the book.

Weeding. Examining books and taking out of the library and library records those not desirable for continued library program.

III. ORGANIZATION OF REMAINDER OF THE THESIS

The remainder of this thesis will be divided into five chapters. Chapter II gives a review of related literature. The third chapter gives the Method of Procedure. Chapter IV gives the Organization of the Book Collection. Chapter V is an Analysis of the Book Collection and presents formulation of long-range plans. The final chapter contains the summary, conclusions, and recommendations.

1942

CHAPTER II

REVIEW OF THE LITERATURE

I. THE AIMS OF THE SCHOOL LIBRARY

Paradise, for me, would be a place where the workers of all time might come together, to talk about their labor on this earth, no matter what eons of time once actually separated them: a kind of 'High Tor' where lovers of like things may find each other in understanding; where Michelangelo receives Renoir, and Beethoven, with unlocked ears, gives welcome to the least musician, recently arrived.¹

Thus spoke Francis Clarke Sayers on an occasion of the awarding of the John Newbery Award in 1937.

Children and the world of books. To children, as to adults, the library is such a paradise--what riches are here, what romance, what thrill, what roads to wander, what heights to a scene, what people to know. It would seem that there could be no more profound educational purpose than the aim to lead children into this paradise of books, so that from earliest childhood, children and books are brought together in constant association.² It is not enough for schools merely to "teach children to read."

¹Francis Clarke Sayers, "Lose Not the Nightingale," American Library Bulletin, XXXI (October, 1937), pp. 621-628.

²Jewel Gardiner, Administering Library Service in the Elementary School (Chicago: American Library Association, 1954), p. 1.

Far more significant is the necessity of furnishing them something worthwhile in order that they may read.³

Today there is a most wonderful and fascinating field of children's books. There are books on every level from the kindergarten picture books to the delightful books for older boys and girls. There are books for every whim, hobby, or fancy.

There are books which are works of art in every sense of the word, which are beautiful examples of printing and bookmaking and which contain exquisite pictures by the finest of artists. Great as this field of children's books is, it is being increased constantly by a stream of new books.

It matters not how great the supply of children's books if a child cannot get his hands on them; for him they may as well not exist. One of the most important problems facing parents, teachers, and librarians today is how to bring the world of children and the world of books together.⁴ This situation is a challenge, especially to the school and to the public library, to seek the most effective means of providing books for all children and of giving such

³E. G. Ralph, The Library in Education (Boston: Robert Benchley, Inc., 1953), p. 12.

⁴Gardiner, op. cit., p. 2.

But more important, it is the necessity of having
something more than in order that it is only
Today there is a new interest in the
of children's books. There is a new interest
the kindergarten and the first grade
older boys and girls. The books are
happy, or happy.
There are books which are written for the
of the world, which are written for the
bookkeeping and which are written for the
finest of art. There are books which are
is, it is in the hands of the children
books.
It is not only the books of children
books of a kind which are written for the
way in which the books are written
facing each other, and the books are
being the world of the world and the world
together. The books are written for the
school and the books are written for the
means of which the books are written for the

THE UNIVERSITY OF CHICAGO
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instruction in the use of books and libraries that will bring about a permanent and happy association.

One of the greatest single factors in developing interest in books and the habit of reading is the accessibility of books.⁵ The child who has difficulty in getting books will naturally read little, and his fields of reading experience and reading interest must, as a result, remain limited. The child who has constant access to good books has the opportunity to develop through reading one of the most important intellectual and recreational outlets he can ever know.

The elementary school is in a position to make a great contribution to children's interests in books by making good books available to all children every day of the school year.⁶ In fact, for many children, there will be no other regular source of books. It is for this reason that every elementary school, regardless of its size, should have its own library or classroom book collection.⁷ It is

⁵Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Company, 1961), p. 470.

⁶Jean E. Lowrie, Elementary School Libraries (New York: The Scarecrow Press, Inc., 1961), p. 11.

⁷American Library Association, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 4.

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Library School

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to this library the child should look for all essential reference materials he may need in connection with his school work and for good books to read for pleasure and recreation. The school should afford some opportunity for him to practice every day the art of reading, which teachers are struggling so diligently to teach in the reading period. However, expert the instruction in the formal reading program, the child must, in the last analysis, learn to read for himself. He alone can acquire skill in the art of reading, and this only through constant opportunities to read.⁸

The functional school library furnishes children a constant supply of books and library materials to meet all educational needs. It provides both an adequate and well-selected collection of books for recreational reading, and a collection of reference books and materials suitable for the curriculum of the school. It provides a wide collection of supplementary books and materials for circulation to classrooms.⁹

Function of the Library in the modern elementary school. The elementary school library is a comparatively

⁸Gardiner, op. cit., p. 3.

⁹American Library Association, op. cit., pp. 4-5.

to this issue, the child should be given the opportunity to
reference materials in the library and in the school
workshop and should be encouraged to use the library and
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Gardner, J. H. (1961).
Gardner, J. H. (1961).

recent educational development.¹⁰ While the library has always held an important place in secondary and college education, it is only now coming to be widely accepted as an essential feature of the elementary school. This situation has been the result of tradition and not of educational planning. When the American high school was developing, it followed the tradition of the academy and of the college in the general plan of organization and instruction, and consequently the library became, from the beginning, an important feature of the high school. But the American elementary school arose from a different tradition.¹¹

From the beginning, the function of the elementary school was assumed to be the teaching from textbooks of certain skill subjects, the so-called "fundamental subjects."¹² The entire educational program, including school organization, teaching methods, and teaching materials, centered about these subjects. The textbook held a central place in this type of learning, and the methodology was based on assigning lessons in textbooks and hearing recitations. In this type of school there was little occasion to

¹⁰ Mary P. Douglas, The Primary Library and Its Services (Paris: UNESCO, 1961), p. 13.

¹¹ Gardiner, op. cit., p. 4.

¹² Douglas, op. cit., p. 14.

use materials from sources outside the textbook. While such a school sometimes had a so-called "library," it played no essential part in the educational program. It ordinarily consisted of a nondescript collection of books, unorganized, uncatalogued, and poorly selected for children. Such libraries served principally as book depositories from which children might withdraw books to take home, but seldom did they perform any of the more vital functions which a modern elementary school library performs.¹³

Purpose of the elementary school library. The modern elementary school has a new type of curriculum. The study-recitation type of procedure, adapted only to textbook and memoriter learning, has given way to an active, integrated curriculum involving social and dynamic classroom procedures.¹⁴ Recent courses of study in such subjects as social studies, reading, and science clearly indicate this shift in emphasis. Many of the newer courses are developed about "units of work" or "areas of learning" in which the learning process is so coordinated and integrated that old subject lines often completely disappear.¹⁵ The information needed

¹³Gardiner, loc. cit.

¹⁴Gardiner, op. cit., p. 5.

¹⁵Lucile Fargo, The Library in the School (Chicago: American Library Association, 1947), pp. 15-16.

use historical data from a number of sources. This
such a complex and difficult task. The data is often
no accurate guide to the future. The data is often
ordinarily considered to be a historical record. It is
unorganized, unclassified, and unsorted. It is often
such a complex and difficult task. The data is often
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for carrying out such courses of study involves the widest field of reading and reference materials--textbooks, library books, magazines, pamphlets, maps, charts, pictures, and visual materials. In any educational program where knowledge is no longer considered as confined to the pages of textbooks, children need a vast variety of reference materials if their minds are to be opened to the living world about them. They need to acquire skill in seeking information through various channels and to become familiar with reference and library resources. They also need access to a wide variety of literature--both fiction and non-fiction. In order to meet the needs of such an educational program, library service is as essential in the modern elementary school as in the high school or college. The service differs, of course, in the sense that simpler materials must be provided. Children in the primary grades are able to use the library resources only in a restricted sense. However, as children progress through the elementary grades, they become increasingly capable of utilizing all types of library resources. In the upper grades, they are able to make extensive use of reference sources, they have a wider reading field, and they are able to carry on research in

ever-widening fields of intellectual interests.¹⁶

Variety of functions. The elementary school library is an essential element of the school program and the basic purpose of the library is identical with the basic purpose of the school it serves. Its unique function is to provide varied library service and activities required by the modern educational program. Among the well-recognized services to be provided are the following:

An adequate and well-selected collection of books for recreational and free reading.

A suitable collection of reference books and materials.

Instruction in the use of books and libraries suitable to the age and development of the children.

Guidance in reading and in the development of reading habits and tastes.

Opportunities to discuss books and share in reading experiences.¹⁷

Such services, when properly executed, provide for individual differences through a book collection which

¹⁶Prudence Cutright and Earl K. Peckham, "The Pupil and Library Use," The Library in General Education, Forty-second Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1943), pp. 115-131.

¹⁷Jewel Gardiner, Administering Library Service in the Elementary School (Chicago: American Library Association, 1954), p. 6; Mary P. Douglas, The Teacher-Librarian Handbook (Chicago: American Library Association, 1949), p. 9.

includes books on all subjects and varying greatly in reading difficulty. Through opportunity for children to share their reading experience, new interests are developed and satisfactory personal adjustments are made. Children become skillful in using library facilities in general through planned activities which include instruction in the use of books and libraries. They become discriminating users of printed and audio-visual materials. Thus, the library meets the needs of pupils and teachers. Thus does it help boys and girls to develop satisfying interests and hobbies, and thus do they come to consider the public library as a means of continuing education and cultural life.¹⁸

The library as a materials center. Although schools have always stressed the verbal as the most important process of learning, the modern school is placing much emphasis upon "seeing" and "experiencing" in the learning process. The new emphasis may necessitate the extension of elementary school library service to include these new phases of learning.¹⁹ Some elementary school libraries are called upon to offer extended services which include housing, circulation, and effective utilization of audio-visual

¹⁸American Library Association, op. cit., pp. 14-15.

¹⁹Gardiner, loc. cit.

includes books of all sorts and the most complete collection
any library could wish to have. It is a library of the
classical and modern literature of the world, and it is
unusually complete in its collection of books. It is a
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materials of all types. These materials include films, film-strips, slides, recordings, maps, charts, globes, projectors, screens, and realia of all types.

The library is the one agency in the school organized to handle efficiently materials which are circulated throughout the school, and so the library quite naturally becomes the dynamic "Materials Center," "Resource Center," or "Instructional Aids Center" of the school.²⁰

The library and the reading program. In considering the function of the elementary library, one should not overlook the importance of the contribution it makes in providing a basis for the modern reading program. Educators are coming to appreciate the vital relationship which exists between reading skills and reading activities. The reading program is only at its beginning with the instruction of reading techniques. All children must finally acquire for themselves skill in the art of reading through constant participation in meaningful reading activities. The modern reading program recognizes the necessity of supplying children with something worthwhile to read as well as instruction in how to read. In order to carry out this function, the elementary school library needs a liberal collection of fine children's

²⁰American Library Association, op. cit., p. 13.

books, both fiction and non-fiction, covering a wide range of interests and varying in reading difficulty.²¹

Great strides in the teaching of reading have resulted from the recognition of the individual differences of children in reading capabilities, interests, and abilities.²² The library performs an especially important function in providing materials to meet these individual differences.

The library affords children many opportunities to acquire reading experiences of all types. It is only through extensive reading that children learn to form their own judgments about books and develop standards of taste and appreciation.²³ The library affords children an opportunity to explore in the book world--to thumb through many books, to taste and sample some, and finally to select and read those which appeal to them.

Another phase of the reading program is the opportunity which the library affords for the informational and reference type of reading. Such fields as science and social studies require this type. The library provides not only the materials necessary for this type of reading but also

²¹Douglas, The Primary Library and Its Services, p. 13.

²²Harris, op. cit., p. 16.

²³Ibid., p. 467.

instruction in the use of books and in library techniques which enables children to carry on such reading activity successfully.²⁴

The library as an integrating factor. One of the most important problems in the field of elementary education is how to develop a more integrative type of educational experience for elementary school children. Subject matter learned in isolation has little of permanent educational value.²⁵ The school library has the advantage of serving as an integrating factor in the child's educational experience. In his reading, there he is able to pursue his own interests and develop new interests through books and reading. The reading in which he engages is a purposeful activity and represents a real-life situation as contrasted with the artificial situation involved in the ordinary reading lesson or classroom assignment. The opportunity

²⁴For details on the library and the reading program, consult: Lucile Fargo, The Library in the School (Chicago: American Library Association, 1947), pp. 32-59; Albert J. Harris, How to Increase Reading Ability (New York: Longmans, Green and Company, 1961); Jean E. Lowrie, Elementary School Libraries (New York: The Scarecrow Press, Inc., 1961), pp. 57-96; Anna C. Kennedy, "Library Service at the Elementary School Level," The Library in General Education, Forty-second Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1943), pp. 35-53.

²⁵Fargo, The Library in the School, p. 87.

Instruction in the use of the microscope is given in the laboratory which enables children to see for themselves the structure of the various parts of the plant.

COLLOW CONVENT

The convent of Collow is situated in the town of Collow, in the county of Wick, Ireland. It is a large and comfortable building, and is well fitted for the reception of guests.

How to conduct a business is the object of this book. It is a practical treatise on the subject, and is intended for the use of those who are engaged in commerce.

Learned in the art of the printer, the author has been enabled to give a full and complete description of the various parts of the printing press, and of the manner in which they are used.

As an introduction to the study of the subject, the author has given a brief history of the printing press, and of the manner in which it has been improved from time to time.

Two hundred and fifty years ago, the first printing press was invented in Germany. It was a simple machine, and was used for the purpose of printing letters and small books.

With the introduction of the printing press, the art of printing became a regular business. The first printing press in Ireland was established in the year 1725.

Reading is the best way of learning. It is the only way in which we can acquire knowledge, and it is the only way in which we can improve our minds.

The following is a list of the names of the various parts of the printing press, and of the manner in which they are used. It is intended for the use of those who are engaged in the printing business.

Green and Co., 10, St. James's Street, Dublin, are the sole agents for the sale of the various parts of the printing press, and of the manner in which they are used.

Second volume of the series, containing the names of the various parts of the printing press, and of the manner in which they are used. It is intended for the use of those who are engaged in the printing business.

Third volume of the series, containing the names of the various parts of the printing press, and of the manner in which they are used. It is intended for the use of those who are engaged in the printing business.

to read widely on a given topic helps him to understand that knowledge is not confined to textbooks, and he gains skill in selecting and evaluating information from various sources. The vicarious experiences gained from wide reading in the library produce a profound effect in the expansion of the child's intellectual horizon and his total personality.²⁶

The integrating force of the library is not automatic, however. The program must be carefully planned and continually nurtured. This planning and nurturing involves the entire staff.²⁷

Even the technical processes involved in setting up a library according to accepted library standards can be closely integrated with the school program. The librarian can make certain adjustments in the card catalog on the basis of the curriculum, in order to have the catalog bear a direct relationship to the school program--subjects or units in such courses of study as science and social studies, since it is in these fields where most reference work is carried on.²⁸

²⁶Gardiner, op. cit., p. 11.

²⁷Council of Chief State School Officers, Responsibilities of State Departments of Education for School Library Services (Washington, D. C.: Council of Chief State Officers, 1961), p. 2.

²⁸Gardiner, op. cit., p. 12.

to read clearly on a page, a page which has been printed in a
knowledge of the things of the world, and the things of the
in education and culture in the world, and the things of the
The various experiments in the world, and the things of the
library, and the things of the world, and the things of the
child's mind, and the things of the world, and the things of the

The first thing that the child must learn is to read, and to
however, the child must be taught to read, and to
continually repeated, and the child must be taught to read
the entire child. The child must be taught to read, and to
Even the child must be taught to read, and to
a library, and to read, and to read, and to read, and to read
closely instructed in the child's mind, and the child must be
can make a child's mind, and the child must be taught to read
basis of the child's mind, and the child must be taught to read
a direct relationship to the child's mind, and the child must be
write in such a way as to be able to read, and the child must be
since it is in the child's mind, and the child must be taught to read

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A planned program for using the library is essential for real integration. Any plan is satisfactory if it makes the library accessible to all children for reference and reading purposes and if it provides time for children to go to the library regularly. Only through careful planning does the library become an integrating factor in the life of the school.²⁹

II. BOOK SELECTION

Selecting books and magazines. Selecting books for the school library is one of the most important phases of elementary school library work. It is a task which no one person can accomplish alone, since it affects the entire personnel of the school. Selecting books wisely should invariably involve the cooperation of principal, teachers, librarians, and children. The librarian must utilize the knowledge of various members of the faculty in their special fields. If there is a public library, he may get much valuable information from the librarian of the children's department. He will need to review and read children's books continually in order to be familiar with books which are constantly being published. In addition to the information available from professional sources, valuable

²⁹ American Library Association, op. cit., pp. 17-18.

a of some degree of interest to the public. It is
for that reason that the library is not only a place
the library is a place where the public can find
reading material and it is a place where the public
to the library is a place where the public can find
books and the library is a place where the public
of the school.

LIBRARY

Subject to the approval of the school board, the
the school library is a place where the public can find
elementary school library. It is a place where the
person can find books and it is a place where the
personnel of the school. The library is a place where
invariably finds the collection of books, journals,
literature, and other materials. The library is a place
knowledge of various subjects of the school. In this
fields. It is a place where the public can find
valuable information and it is a place where the
department. It is a place where the public can find
books and it is a place where the public can find
are constantly being updated. It is a place where the
also available to the public and it is a place where

information can be obtained from the children on the kinds of books they like and want as a permanent part of the library.³⁰

Books in the school library fall into two general classes in terms of the purposes for which the children will use the books. One class comprises recreational reading books, the other reference or supplementary books needed for classroom work. Both types of books must be carefully selected from the standpoint of pupil interest.³¹ Many books fall distinctly into one or the other of these classes, but many others are used in both types of reading. Children will develop a real companionship with books only when they find in their experience that books please and delight them.

Many books which were favorites of the present adult generation when they were children may have no appeal to children today. Too often the one who selects books for children, be it parent, teacher, or librarian, selects those books which he thinks the children should like, those which he himself liked as a child or those he likes now as an adult. Above all, one who selects books for children must keep in mind the children themselves, their interests

³⁰ Azile Wofford, The School Library at Work (New York: The H. W. Wilson Company, 1959), p. 19.

³¹ Gardiner, op. cit., p. 65.

information can be obtained from the library
of books they have and some of the best of the
library.

Books in the school library are the property
of the school and are to be used for the purpose
of the school. The school is responsible for the
reading matter, the books, the paper on which the
needed for classroom work, and the books and
carefully selected and the school is responsible.
Many books have been purchased and are now in the
classroom, but many others are now in the school
Children will have a great opportunity to read and
when they find in their minds and hearts the
delightful work.

Many books have been purchased and are now in the
classroom, but many others are now in the school
Children will have a great opportunity to read and
when they find in their minds and hearts the
delightful work.

The H. W. Wilson Company, Inc.,
31 Grand Street, New York, N. Y.

and their needs.³²

Children have a definite feeling for books, and they have standards for judging their books although they may not be able to define their standards clearly.

Reading interests of children. Children who are beginning to read enjoy short, fanciful stories involving talking animals, fairies, and other mythical creatures. They also like realistic stories about children, with elements of surprise and humor. Interest in the fanciful usually increases until the age of eight or nine, and then gradually declines. During the primary grades, sex differences in reading interests are not very marked. By the age of nine or ten, however, definite sex differences are apparent. Boys become absorbed in adventure and mystery tales. They also read fictionalized history and biography, and many of them read extensively on mechanics, science, invention, and material related to hobbies. Girls enjoy sentimental stories of home and school life, and usually develop an interest in romantic fiction between the ages of eleven and fourteen. They share the boys' liking for mystery and adventure, but usually do not care for reading

³²Gardiner, op. cit., p. 66.

Children have a definite feeling for the past, and they

have standards for judging their past experiences.

not be able to define their standards of living.

Psychological Development of Children

beginning to read early, about, however, is to the

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They also like to read about the past, and the

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the age of nine or ten, however, and after that time

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mystery and adventure, but usually is not

related to science and invention. The boys, on the other hand, tend to ignore the human interest stories which are feminine favorites, and, in general, avoid anything that seems definitely feminine. There are frequently marked differences between what children want to read and what teachers and librarians recommend; many of the books which have been selected by adult committees as the best children's book of the year have been ignored by children.

Voluntary reading usually increases in amount until the age of twelve or thirteen. In some schools, there is a marked decline in voluntary reading which coincides in time with both increasing homework and the teaching of literature. In other schools, teachers are successful in maintaining the amount of voluntary reading and in helping adolescents toward mature tastes.

On the whole, bright children read much more than the average child, have a wider range of reading interests, and are usually a year or two ahead of the average child in interest maturity. The mentally slow child reads less and generally has preferences which are slightly immature for his age, but more mature than those of younger children

of his mental level.³³

Probably the most important single finding about reading interests, however, is the tremendous range of individual differences both in amount of voluntary reading and in the specific interests that are expressed. Even in a group of children who are similar in intelligence, age, and cultural background, the range of individual preferences is tremendous.

Balancing the collection. The book collection should be balanced as to subject fields and reading level.³⁴

While the modern elementary school library should have an extensive collection of non-fiction books for classroom circulation, this should never be maintained at the expense of the general library collection for recreational reading.³⁵

³³ Lewis M. Terman and Margaret Lima, Children's Reading (New York: D. Appleton-Century-Crofts, 1937); George Norvell, Reading Interests of Young People (New York: D. C. Heath and Company, 1950); May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children, Contribution to Education No. 707 (New York: Bureau of Publication, Teachers College, Columbia University, 1937); Marie Rankin, Children's Interest in Library Books of Fiction (New York: Bureau of Publication, Teachers College, Columbia University, 1944); Herbert C. Rudman, "The Informational Needs and Reading Interests of Children in Grades IV thru VIII," Elementary School Journal, 55:502012 (May, 1955).

³⁴ American Library Association, op. cit., p. 74.

³⁵ Gardiner, op. cit., p. 68.

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Lewis M. Farnham and Margaret Allen, Children's Reading

(New York: D. Appleton-Century-Crofts, 1937); George F. Starr,

Reading Interests of Young People (New York: D. C. Heath and

Company, 1935); Ray Lenz, Reading Interests of Children

Organization of Reading, Awareness, and Skill (New York: Columbia

University Press, 1937); Survey of Reading Interests

Teachers College, Columbia University, 1937; Harry Rabin,

Children's Interest in Library Books of Fiction (New York:

Teachers College, Columbia University, 1934); Survey of

Reading Interests of Children in Grades IV and V (New York:

Teachers College, Columbia University, 1934); Survey of

Reading Interests of Children in Grades IV and V (New York:

Teachers College, Columbia University, 1934).

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Reading Interests of Children in Grades IV and V

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Reading Interests of Children in Grades IV and V

Children will not develop a feeling for books, a lasting interest in reading for pleasure, and the habit of using library materials as sources of information if they have at their disposal only supplementary texts and reference books. Constant thought and attention must therefore be given to the book collection in order to maintain a wholesome balance between supplementary books and books for recreational reading.³⁶

Equally important in the development of the library book collection is the maintenance of balance in various subject fields and fields of children's interests. Unless this matter is carefully controlled, it is easy for one subject field or some limited field of interest to absorb a major portion of the book budget.³⁷

Books in the various fields must represent a wide variety of reading levels. A boy in the seventh grade with a fourth-grade reading ability may be interested in aviation. His need is for books on aviation on his particular reading level. A girl in the fifth grade, reading at an eighth-grade level, who is interested in historical fiction, can satisfy

³⁶ American Library Association, op. cit., p. 75.

³⁷ Ralph, op. cit., pp. 61-62.

Children will not develop a feeling for books, or interest in reading for pleasure, and the habit of using libraries will be a matter of indifference to them, unless their deepest and most significant needs are met. Books, however chosen and arranged, must therefore be given to the book collection in order to maintain a balance between supplementary books and books for recreational reading.³⁶

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³⁶ American Library Association, *op. cit.*, p. 75.
³⁷ *ibid.*, pp. 61-62.

her interest only with books written in a more mature manner than books written for the average fifth-grade child. If children are to seek answers to their classroom problems through the medium of the printed page, various levels of reading also must be represented in books for reference or supplementary reading. Give the book collection scope as to subject fields and breadth as to reading if you would seek to serve all the children.³⁸

The book collection should be planned to serve the individual needs and interests of the children. It is impossible to stress too strongly the importance of keeping in mind individual children, their interests, and their needs, when selecting books for the school library. There must be books to extend and enrich the experiences of every child who comes to read. To care for such varied interests and abilities, the collection must contain books in every field of knowledge.³⁹ Fortunate are the children who have had books written especially for them in practically every known field of knowledge.

³⁸Anne T. Eaton, "Book Selection for the School Library," The Library in General Education, Forty-second Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1943), p. 166.

³⁹American Library Association, loc. cit.

has interest only with books written in a more human
 manner than books written for the average fifth-grade
 child. If children are to seek interest in their classroom
 problems through the action of the printed page, various
 levels of reading-levels must be recommended in books for
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 must be books to excite and enrich the experiences of every
 child who comes to read. To care for such varied interests
 and abilities, the collection must contain books in every
 field of knowledge. Furthermore, the children who have
 had books written especially for them in practically every
 known field of knowledge.

38
 Anne L. Eaton, "Book Selection for the School
 Library," *The Library in General Education*, Twenty-second
 Yearbook of the National Council for the Study of Education,
 Part II (Chicago: The University of Chicago Press, 1923),
 p. 166.

39
 American Library Association, *Library*

Use of book selection aids. A very important matter in the development of a book collection is the intelligent and effective use of available book selection aids. The field of children's books is so large that it is impossible for even the best-trained and enthusiastic librarian to know first-hand all of the books. The problem is further complicated by the large number of new books which are published each year. Those who select books must, therefore, rely on book lists and book reviews and must be familiar with authoritative book selection aids. (See Appendix I for recognized book lists which will be invaluable to anyone who is selecting books for the basic book collection.)

Criteria for book selection. Principles of book selection have been taken into consideration by the compilers of the standard book selection aids found in the appendix. Presumably, no title is included in a standard aid which does not meet the highest requirements of fine book selection. However, the school librarian must still exercise careful judgment in choosing from these lists the titles which will best fit the needs of the children and the school program.

There is no substitute for reading or at least examining them before purchasing. No matter how excellent the annotation, how fine the review, the librarian "feels

Use of book selection lists.

In the development of a book collection the librarian and selective use of available books is a factor. The field of children's books is so large that it is impossible for even the best-trained and enthusiastic librarian to know first-hand all of the books. The problem is further complicated by the large number of new books which are published each year. Those who select books must, therefore, rely on book lists and book reviews and must be familiar with authoritative book selection lists. For recognized book lists which will be invaluable to anyone who is selecting books for the child book collection.

Criteria for book selection.

Selection have been taken into consideration by the librarians of the standard book selection and found in the selection. First, no title is included in a book list unless it does not meet the highest requirements of the book selection. However, the school librarian must still exercise careful judgment in choosing from those listed the titles which will best fit the needs of the children and the school program.

There is no substitute for reading or at least examining them before purchase. The selection has been made the selection, how the review, the librarian, the

better" and is able to come to more satisfactory conclusions about ordering books if he has the opportunity to see them. He must learn to read reviews critically, compare the reviews of authorities, and thus add to his own skill in judging the book when he has an opportunity to read or review it. The following are some questions which must be considered in judging books for children:

40

Contents of the book. Will the book broaden the child's intellectual and emotional experience? Will the book appeal to the child's imagination? If a book of information, is it accurate and up to date? Will it increase the child's knowledge of the subject? Will it add something new to material already on hand or merely duplicate material? If a book of fiction, does it give a true picture of life? Could the story really happen?

Readability of the book. Is the subject matter presented in a suitable manner to the readers for whom it is intended? Has the author written clearly and simply? Does the book possess literary style or is it written in a dull and uninteresting manner? If the book contains factual information, are the facts presented directly or lost in the story or in the conversation?

Physical make-up of the book. Is the book satisfactory as to paper, print, size of type? Are the illustrations worthwhile? Do they possess artistic quality? Is the binding of durable library buckram or a serviceable, washable fabric?

⁴⁰ Jewel Gardiner, Administering Library Service in the Elementary School (Chicago: American Library Association, 1954), p. 78; Mary P. Douglas, The Primary School Library and Its Services (Paris: UNESCO, 1961), pp. 37-38.

If the book is planned for primary children, is it light in weight and easy to handle? Does the book look as if it would be interesting to the child audience for which it is planned?

Arbuthnot gives the following criteria by which we may judge some of the merits or faults of stories:

1. Is the theme suitable and adequate?

The first thing we might scrutinize in a story is its theme--the subject-matter of the tale. It must first of all be suitable to the age and interests of the readers for whom it is intended. For the most part the themes that delight children are simple and objective. They have to do with overcoming obstacles successfully, winning security, escaping dangers. The theme of a child's story may be simple, but it should have sufficient backbone to stand up firmly and support the whole structure of the story. If the theme is weak or obscure, there can be no story; with an adequate theme anything may happen and something is bound to.

2. Is the plot logical, plausible, full of convincing action leading to a satisfying conclusion?

The plot is the action of the story--what happens to the theme. It develops the obstacles to be overcome, the conflicts to be resolved, emergencies to be met.

There seems to be today a definite trend away from the exciting action and climax of the old folk-tale to more domestic, everyday possibilities of city streets, backyards, farms and gardens. Certainly the bloody adventures and hairbreadth escapes of many of the old folk-tale heroes were too strong a dose for young children, and this quiet development of the modern story is perhaps a move in the right

It is the book that is wanted for the library collection, as it
light in weight and easy to handle. But the book
look as if it would be interesting to the child
and that is what it is wanted.

And now, about the following criticism by which we

may judge some of the merits or faults of stories:

1. Is the story suitable and well-told?

The first thing we might mention in a story
is the theme--the subject-matter of the tale.
It must have of it the child's own life
and interests of the present, for when it is
intended. For the most part the theme and
subject-matter are simple and objective.
They have to do with everyday occurrences
and incidents, with the child's own life
and interests. The theme of a child's story may
be simple, but it should have something
to make it stand out clearly and suggest the
whole structure of the story. If the theme
is weak or lacking, there can be no story;
with an adequate theme nothing can happen
and something is lost.

2. Is the plot logical, planned, full of
convincing action leading to a satisfying
conclusion?

The plot is the action of the story--what
happens in the theme. It develops the
character to be overcome, the conflict
to be resolved, the suspense to be met.

There seems to be today a definite trend away
from the exciting action and climax of the old
folk-tale to more realistic, everyday events--
pictures of daily events, incidents, scenes and
characters. Certainly the story is becoming more
realistic, more of the life of the child.
This has been very true since the young
child, and this is the development of the
modern story as picture-books in the right

direction. However, it is just as well to remember that we can over-refine children's reading. When life gets a little stale or somewhat dull, the literature of abundant action is a relief at any age. If we choose the best of the old folk-tales, if we can find some fairly exciting modern tales--both of good literary quality--we shall help deliver the child from the need to turn to gangster stories by radio and moving pictures in order to get a robust thrill.

3. Is there unity in the development of the theme?

Of all the qualities that mark a good short story, unity is one of the most important: a continual centering of interest on the theme. (In The Three Little Pigs, for example, we are never deflected from intense preoccupation with the little pig's attempt to win security in the midst of a wolf-haunted world!) In the best stories, long or short, there must be a unity of interest that holds together all the characters and episodes, that dominates the tale,

4. Is the unity preserved by a decent economy of incident?

Nothing destroys unity more completely than too many incidents. It is probably not an accident that the old folk-tales repeatedly use the trilogy--three sisters or three brothers, three riddles to solve, three tasks to perform. After all, the makers of folk-tales told their stories to an audience that could leave them if their interest lagged. In the course of many hundred years of experimenting, those old tellers of tales found out just about how much suspense and how many obstacles to the hero's success an audience could stand without losing the theme of the tale. If modern writers of children's stories would only try out their material in the same way, they could discover at just about what spot young walk out on a

direction. However, it is just as true that
remember that we can never be certain of
anything. When this is said, it is not
somewhat odd, the history of the
action is a record of the fact that
the best of the old folk-lore, the old
kind was fairly a record of the fact
of good things being done. The old
believe that the old folk-lore is
gathered together by the old folk-lore
in order to get a record of the fact

3. Is there any in the history of the fact

of all the qualities that are in the fact
every, every is one of the qualities
a certain number of the fact in the
fact. (The fact is the fact, the
example, we are never satisfied in the
proposition with the fact that the fact
to the fact in the fact of a fact
work. In the fact, the fact, the fact
there must be a unity of the fact, the fact
together all the qualities and the fact,
the fact is the fact.

4. Is the fact preserved by a fact in the fact
fact?

Nothing that is in the fact is in the fact
any fact. It is not in the fact
the fact is the fact, the fact is the fact
fact--the fact is the fact, the fact is the fact
fact to solve, the fact is the fact, the fact is the fact
all, the fact is the fact, the fact is the fact
to an audience that is the fact, the fact is the fact
interest in the fact. In the fact of the fact
years of experience, the fact is the fact
fact found out, the fact is the fact, the fact is the fact
and how many of the fact is the fact, the fact is the fact
an audience could not find the fact, the fact is the fact
fact of the fact. In the fact, the fact is the fact
children's fact is the fact, the fact is the fact
material in the fact, the fact is the fact, the fact is the fact
at least about the fact, the fact is the fact, the fact is the fact

story and older children cease to attend. It is usually when this economy of incident is violated and episode after episode is introduced merely to keep the tale going.

5. Are the parts of the story in balanced relationship?

A good story falls into certain obvious divisions which have certain requirements of their own:

- a. Introduction--which launches the characters, time, scene, and situation and should be clear, provocative, and brief.
- b. Development, or body, of the story--containing action, conflict, suspense leading up to a climax--it should hold the child's interest and keep him curious to the end.
- c. Conclusion--that solves the problem, resolves the conflict; it should leave the reader with a sense of completion and satisfaction.

6. Does the story have style?

Style has been defined as the music of prose, the easy fitting of words to mood, of rhythm to emotion. Reading aloud will give a feeling for style even when the secret of it cannot be definitely analyzed. This test will also reveal all too painfully the absence of charm in many of the modern books written for children. The best books and stories, however, whether fanciful or realistic, exhibit the complete harmony of thought and expression, of sound and meaning that has always marked good literature.⁴¹

⁴¹May Hill Arbuthnot, "What Makes a Good Story for Children?", Teaching Trend, Current Thought in the Field of Education (Chicago: Scott, Foresman and Company, 1940).

story and even with a very simple plot
he usually writes a very good story.
The story is usually a very good one
and the plot is usually a very good one.

2. Give the title of the story and the
relationship.

A good story tells about a person
or a group of people who are
of their own.

a. Introduction--the person or
group of people, the time, the place,
the situation, the problem, the
and the end.

b. Development--the story, the
conflict, the action, the
leading up to the climax, the
and the end.

c. Conclusion--the story, the
conflict, the action, the
leading up to the climax, the
and the end.

3. Does the story have a title?

Why has been defined as the end of the
the story, the conflict, the action, the
leading up to the climax, the
and the end.

4. Give the title of the story and the
relationship.

III. LIBRARY STANDARDS

Standards for school libraries. As a basis for evaluating a situation or planning a program, it is worthwhile to be familiar with national, regional, and state standards where any have been set up. School library standards are only a section of the larger field, educational standards, and are part and parcel of the whole question of standardization. Spain (in 1943) stated that:

Any discussion of standards for school libraries should begin with a brief consideration of the two kinds of standards, quantitative and qualitative, and the recently devised substitute for standards, the evaluative criteria.

Quantitative standards attempt to set up numerical measurements and detailed requirements for all aspects of the school library. They are inflexible and have a tendency to restrict and limit library growth because they are often interpreted as maximum rather than minimum requirements. However, quantitative standards have their place in the development of school libraries. They act as a guide and set out a concrete program or pattern for the development of satisfactory school library service. Such standards help improve the physical conditions of the school library, and the chances for an adequate library are greater if the physical aspects of the library are satisfactory. Because they are stated in numerical terms, quantitative standards are easier to comply with and easier to enforce.

Qualitative standards attempt to express, in functional terms, the same ideal requirements as quantitative standards. They encourage library service that is adequate for each school

STANDARDS FOR SCHOOL LIBRARIES

evaluating a situation or planning a program, it is essential
 while to be familiar with the standards, and to be able to
 standards which may have been set for the school library.
 standards are only a portion of the work of the school library.
 tional standards, and are part and parcel of the work
 question of standardization. (In 1945) some of the

Any discussion of standardization in school
 libraries should begin with a brief examination
 tion of the two kinds of standards, quantitative
 and qualitative, and the necessity for
 separate standards for each, the qualitative
 criteria.

Quantitative standards are those which
 numerical measurement in the school library, and
 for all aspects of the school library. They are
 inflexible and have a tendency to be rigid and
 that library growth because they are often
 interpreted as criteria rather than guides.
 requirements. However, quantitative standards
 have their place in the development of a school
 library. They set a goal and are a guide
 towards progress as pattern for the development
 of a satisfactory school library service. Such
 standards help to focus the school library on
 of the school library, and the standards for a
 adequate library are needed in the physical
 aspects of the library and bibliography.
 because they are needed in numerical terms,
 quantitative standards are easier to comply
 with and easier to enforce.

Qualitative standards are those which
 in functional terms, the school library program
 as qualitative standards. They emphasize
 library service that is essential for each school

expressed in terms of its own needs. Because qualitative standards are not stated in exact quantities or amounts of service, they are less satisfactory as guides for the organization of school libraries. This lack of exactness makes them difficult to enforce and to follow. On the other hand, they are flexible and may be applied to all types of school libraries with equal effectiveness. Qualitative standards permit appraisal of the library by persons familiar with its aims and objectives.⁴²

In the instructions accompanying these criteria, it is made clear that the objectives of the school, the nature of the pupil population, and the community served are always to be kept in mind, as well as school size, type, and location. Further considerations concern the extent to which pupils have access to good books and periodicals in their homes and the degree to which, as indicated by the combined judgment of teachers, pupils, library staff, and evaluating committee, library materials supply "needs for reference, research, and cultural and inspirational reading."⁴³

⁴²Frances Spain, "The Application of Library School Standards," The Library in General Education, Forty-second Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1943), p. 269.

⁴³Fargo, The Library in the School, p. 165.

expressed in terms of its own needs. Because qualitative standards are not listed in these quantities or amounts of services, they are not satisfactory as guides for the organization of school libraries. This lack of quantitative standards is difficult to explain and may be due to the fact that they are limited and may be applied to all types of school libraries with equal effectiveness. Qualitative standards are more specific and of the library to persons familiar with its aims and objectives.

In the last analysis, according to these criteria, it is made clear that the objectives of the school, the nature of the child population, and the community served are always to be kept in mind, as well as school size, type, and location. Further considerations concern the extent to which pupils have access to good books and periodicals in their homes and the degree to which, as indicated by the combined judgment of teachers, pupils, library staff, and evaluating committees, library service supply "needs for reference, research, and cultural and instructional

reading."

⁴² Thomas Spaul, "The Application of Library School Standards," The Library in General Education, forty-second Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1943), p. 369.

⁴³ Library, The Library in the School, p. 163.

Elementary school library standards. Most standardization is at the secondary and higher levels of education. Accrediting agencies and colleges have been interested only in the products turned out by the high schools of the country because they affect very definitely the type of work done in higher institutions. State boards of public instruction, in turn, are interested in the elementary school as the training agency for the pupils who will be graduated into the high schools and contribute to the strength or weakness of the secondary school system. Therefore, since elementary school standards are not related to general accreditation, they are established only by the states.⁴⁴

All states but two have laws or regulations placing the responsibility for school libraries in state departments of education. Even in these two states, state departments of education perform such services as the certification of school librarians and the collection and reporting of statistics concerned with school libraries. In most of the states, the provision of supervisory leadership and consultative services to local administrative units in the area of school libraries by the state department of education

⁴⁴Spain, op. cit., p. 284.

then as at the beginning and during the first year of school.
Accordingly, the first year of school is the most important
only in the process of learning. The first year of school
country because they attend very early in the morning
work done in higher instruction. These things of course
instruction, in turn, are interested in the first year
school as the training agency and the pupils who will be
graduated into the high schools and contribute to the
strength or weakness of the secondary school system.
Therefore, since elementary school is so important
related to general education, it is very important
only by the nature of the thing.

All states but two have laws or regulations governing
the responsibility for school instruction in state departments
of education. Even in those few states, where departments
of education perform such services as the collection and
school libraries and the collection and reporting of
statistics connected with school instruction, in most of the
states, the provision of supervisory services is
commensurate services to local administrative units in the
area of school instruction by the state department of education.

is authorized under the policies of the state board of education rather than by specific laws.⁴⁵

In School Library Standards, 1954, a digest of standards by states shows that in only twenty states have standards been set up for elementary school libraries. The digest of these standards shows a per pupil appropriation of \$2.50 in Minnesota, \$2.00 in the state of Washington, and \$1.50 in Wisconsin. More common, however, are appropriations ranging from 50 cents to \$1.00 per pupil.⁴⁶

"Statistics of Public-School Libraries, 1953-54," released in October, 1957, as Chapter 6 of the Biennial Survey of Education in the United States: 1953-54, reports the average expenditure per pupil for library materials in the 128,831 schools included in the survey, as \$1.05. This average was based on figures extending from 77 cents in Group I cities (100,000 or more population) to \$1.42 in Group II cities (2,500 to 4,999). Furthermore, eighty-three percent of the elementary schools have no school

⁴⁵Council of Chief State School Officers, op. cit., p. 1.

⁴⁶Nora E. Buest, School Library Standards, 1954, Bulletin 1954, No. 15 (Washington: United States Department of Health, Education, and Welfare, 1954).

is authorized under the provisions of the Federal Food and Drug Administration Act, 1938, as amended, to issue such regulations as may be necessary to carry out the purposes of the Act.

The School of Public Health, University of Wisconsin-Madison, is authorized by statute to conduct research in the field of public health.

Attendance has been secured for the following courses:

The digest of the attendance is as follows: The attendance of the course of \$1.50 in Wisconsin, 1938, and \$1.50 in Wisconsin, 1939, and \$1.50 in Wisconsin, 1940.

Attendance ranging from 20 to 30 per cent, and \$1.50 in Wisconsin, 1938, and \$1.50 in Wisconsin, 1939, and \$1.50 in Wisconsin, 1940.

"Statistics of Public Health, University of Wisconsin-Madison, 1938-1939, released in October, 1939, by the University of Wisconsin-Madison."

Survey of Public Health in the United States, 1938-1939, the average expenditure per person for public health services in the United States, 1938-1939, is \$1.50.

This average was based on the average expenditure for public health services in the United States, 1938-1939, and \$1.50 in Wisconsin, 1938, and \$1.50 in Wisconsin, 1939, and \$1.50 in Wisconsin, 1940.

In Group I cities (1938-1939) the average expenditure for public health services was \$1.50, and in Group II cities (1938-1939) the average expenditure for public health services was \$1.50.

Three percent of the elementary schools have no public health services.

45 Journal of Child Health, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 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.

46 Journal of Child Health, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 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.

libraries, and thus make no expenditure for library service regardless of existing standards.⁴⁷

The latest national statistics on school libraries show little change. According to a nation-wide statistical survey in school districts with enrollments of 150 and over, conducted by the United States Office of Education, for the school year 1958-59, approximately two-thirds of the elementary schools had no centralized libraries. These schools were attended by ten million pupils. Statistics for staff, budget, and book collections in schools having central libraries show provisions far below minimum recommendations of the national standards.⁴⁸ The standards referred to are the 1960 ALA standards.

In a recent study, conducted among nearly 200 school districts that had just completed building a new school, to find out what effect, if any, a new school had on library book purchases, the findings revealed that:

⁴⁷United States Department of Health, Education, and Welfare, Office of Education, "Statistics of Public-School Libraries, 1953-54," Biennial Survey of Education in the United States: 1953-54, Chapter 6 (Washington: Government Printing Office, 1957), p. 29.

⁴⁸Mary Helen Mahar and Doris C. Holladay, "Public School Library Statistics, 1958-59," Library Statistics (Washington: United States Department of Health, Education, and Welfare, Office of Education, Library Services Branch, 1960), p. 6, cited by Mary F. Kennon and Leila A. Doyle, Planning School Library Development (Chicago: American Library Association, 1962), pp. 10-11.

libraries, and there have been no significant changes.

47

service requirements of existing libraries.

The latest national statistics on school libraries

show little change. According to a nation-wide statistical

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recommended to use the 1951 standards.

In a recent study, conducted among nearly 100 schools

districts that had just completed building a new school,

to find out what effect, if any, a new school had on library

book purchases, the findings revealed that:

47 United States Department of Health, Education, and

Welfare, Office of Education, "Education of Public-School

Libraries, 1953-54," Monthly Survey of Statistics in the

United States: 1953-54, Chapter 2 (Education): Government

Printing Office, 1957, p. 29.

48 Mary Helen Starr and Boris C. Holmberg, "Public

School Library Statistics, 1953-54," Library Statistics

(Washington: United States Department of Health, Education,

and Welfare, Office of Education, Mary Helen Starr and Boris C. Holmberg,

1953), p. 6, cited by Mary F. Kanner and Boris C. Holmberg,

Planning School Library Programs (Chicago: American

Library Association, 1953), pp. 10-11.

1. There is an increase in a school district's ability to invest in instructional materials (including library books) when there is a new construction.

2. Whereas only about half of all schools in the nation have centralized library services, the pattern is changing. Among new elementary schools, 74% have a central library or a combination central-classroom library services. The incidence of central library service in new junior high schools is also high.

3. Schools are spending more for trade books. The median elementary school spends, per pupil, \$2.13 for library books; the median secondary school spends \$2.50.

4. To buy books to stock its new library, the average elementary school spent \$4.31 per pupil, the average junior high spent \$6.65, and the average high school spent \$7.43, over and above its annual budget for books. This is still below the minimum standards as called for by the AIA.

Most of the schools surveyed did not have qualified librarians when they opened.⁴⁹

Standards for New Mexico elementary schools. The State Board of Education adopted the minimum Standards for Approval of Elementary School effective with the beginning of the 1962-63 school year:

A. Library

1. The library program and services are now considered the heart of the modern elementary program. All areas of the curriculum are

⁴⁹Paul Abramson (ed.), "How a New School Affects Book Purchases," School Management (February, 1963), p. 66.

vitally affected by the available library materials.

2. Standards

- a. A minimum standard for a school library shall be at least five usable books per child exclusive of textbooks.

Explanation

1. This standard should be met by 1964-65.
 2. The rural school pupil could have these available through a central library for each school system.
 3. Bookmobile service or New Mexico State Library service (Box 1666, Santa Fe) may be counted for 50% of the standard.
- b. In each school a minimum annual appropriation for library materials shall be \$1.50 per child in average daily membership.

Explanation

1. After ten books per student are available, this item may be less than \$1.50 with the approval of the Director of Elementary Education, State Department of Education.
 2. In school systems where money is budgeted for a city or county library, 50% of this standard may be counted with the approval of the Director of Elementary Education, State Department of Education.
- c. A minimum of one encyclopedia set with copyright date not more than ten years old shall be in each school.
 - d. One dictionary for every five pupils

virtually effected by the available library materials.

Standards

1. A minimum of one book for each school library shall be at least five years old and be of the type of book.

Library

1. The standard shall be met by 1954-55.
2. The total school pupil body shall have access to the library through a central library in each school system.
3. Bookmobile service or delivery service (bookmobile) may be provided for the standard.
4. In each school a minimum annual appropriation for library materials shall be \$2.50 per child in average daily membership.

Library

1. After ten books per student are available, this item may be deleted from the list with the approval of the Director of Elementary Education, State Department of Education.
2. In school systems where money is allocated for a city or county library, 50% of this amount may be counted with the approval of the Director of Elementary Education, State Department of Education.
3. A minimum of one encyclopedia set with copyright date not more than ten years old shall be in each school.
4. One dictionary for every five pupils.

shall be available for grades 4-5-6-7-8.⁵⁰

American Library Association Standards.

It is the right of every child and young person in a democratic society to have the resources of learning easily accessible, primarily because these resources and the school library program that implements their use constitute a fundamental part of the education of youth.⁵¹

In any discussion of standards, one should remember that library standards have as their basic function the improvement of library facilities in the school. Their purpose is to suggest a program for immediate betterment of the library and to present a picture of ideal library service as a goal for further development.

The most important part of the library program is the work with students and teachers, those activities and services that make the library an educational force in the school. The objectives of very good schools require that the library program be in full operation, which can be done only when the school meets standards for the personnel, materials, etc., of the school library.

The quantitative standards set forth in Standards for School Library Programs are designed to apply to both

⁵⁰State Board of Education, Standards for Approval of Elementary Schools for New Mexico elementary schools, effective with the beginning of the 1962-63 school year (Santa Fe: State Board of Education (N. d.), pp. 7-8.

⁵¹American Library Association, op. cit., p. 7.

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Library Program Objectives

It is the purpose of every school and every person in a democratic society to make the maximum use of learning readily available, particularly through the resources and the school library program. The purpose of this program is to provide a fundamental and effective education of youth.

In any discussion of objectives, the school librarian

that library should be able to show that the library

improvement of library facilities in the school. The

purpose is to suggest a program for immediate improvement

of the library and to present a picture of ideal library

service as a goal for further development.

The most important part of the library program is the

work with students and teachers, those activities and

services that make the library an educational force in the

school. The objectives of every good school require that

the library program be in full operation, which can be

done only when the school meets standards for the personnel,

materials, and the school library.

The descriptive standards are found in Standards for

School Library Programs and designed to apply to both

to some extent of instruction, Standards for the level of

Elementary Schools for the grades elementary schools,

effective with the beginning of the 1952-53 school year

(American Library Association (A. L. A.), pp. 1-4.

Standards for Secondary Schools, pp. 5-7.

elementary and secondary schools and are the national standards recommended by the American Library Association in 1960. The belief that a strong foundation of reading and library usage must be built in the young child if he is to be expected to turn to library materials to help him solve his problems in later years is receiving strong support from all educators. Recommendation for the minimum size of the book collection in libraries in very good schools are as follows:

In schools having 200-999 students. . . 6,000-10,000 books. (This range for the size of the book collection is of qualitative nature and is not to be interpreted as being proportionate in relation to size of enrollment. For example, schools having 200 pupils can make effective use of collections containing 10,000 books.)

In schools having 1,000 or more students. . . 10 books per student.

The standards for the size of the school library book collection allow for the acquisition of duplicate copies of titles to meet the needs of students and teachers. It is evident from reports received from school librarians that efficient service requires two or more copies of many titles, so that books in heavy demand are available for students at the times when they are needed most. Duplicate purchases are essential to meet reasonable requests for books that are used intensively by many students in connection with their class projects or assignments. Some titles are duplicated so that they can be made available for use in classroom collections as well as in the school library. Obtaining duplicate copies of titles that are popular with students in

elementary and secondary schools and the public libraries
seminars recommended by the American Library Association
in 1950. The belief that a strong library is essential
and library usage must be built on the basis of
is to be expected to turn to library service in the future
solve the problems in later years in developing service
subject from all educators. Recommendations for the
size of the book collection in libraries in 1950
schools are as follows:

In schools having 500-999 students, 10,000 books.
10,000 books. (This range includes all schools
book collection is a qualitative measure and is
not to be interpreted as being a quantitative measure
relation to state of development. It is a
schools having 100-499 students, 5,000 books.
of collections containing 10,000 books.)
In schools having 1,000 or more students, 15,000 books.
15 books per student.

The standards for the size of the
library book collection for the
of duplicate copies of books in schools
of students and teachers. It is a qualitative
reports received from school libraries in 1950
efficient service requires that the collection
many times, so that books are available
available for students at the same time they
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to meet reasonable requests and to insure that
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with their class projects or assignments.
titles are duplicated so that they are
available for use in the school library.
well as in the school library. Duplicate
copies of titles that are popular and

their noncurricular reading pursuits is highly desirable. The provision of good library service shapes the policies to be followed for the acquisition of duplicate copies of books. Duplication of titles, however, is not done at the expense of building a well-rounded, basic collection of books for the library.⁵²

Recommendations for the annual budget for printed materials in the school library collection are as follows:

Funds for books in the school library:

In schools having 200-249 students . . . at least \$1,000.00-\$1,500.00.

In schools having 250 or more students . . . at least \$4.00-\$6.00 per student.

It should be noted that the expenditure of the bare minimum of \$4.00 per student means that approximately only one book per student can be added to the school library each year. The current cost of books (allowing for discounts) averages \$3.00 per book for the elementary school library Production costs of books have been rising steadily during the last decade, and there is every indication that these costs will continue to mount.⁵³

Evaluating the variety or the balance of the book collection. While it is impossible to fix an exact number of volumes or an exact percentage distribution as a standard requirement for adequate library service in every

⁵²American Library Association, Standards, pp. 77-78.

⁵³Ibid., p. 83.

their membership records are highly desirable. The provision of good library service shows the policy to be followed for the acquisition of duplicate copies of books. Implication of this, however, is not that the expense of building a well-stocked, better collection of books for the library.⁵²

Recommendations for the annual budget for printed

materials in the school library collection are as follows:

Funds for books in the school library:

In schools having 500-599 students . . . \$7,500.00-10,000.00
at least \$1,000.00-2,000.00.

In schools having 100 or more students . . .
at least \$4,000.00-6,000.00 per student.

It should be noted that the expenditure of the minimum of \$4.00 per student means that approximately only one book per student can be added to the school library each year. The current cost of books (allowing for discount) averages \$3.00 per book for the elementary school library. . . . Production costs of books have been rising steadily during the last decade, and there is every indication that these costs will continue to rise.⁵³

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standard requirement for adequate library service in every

⁵² American Library Association, Standards, pp. 77-78.

⁵³ Ibid., p. 48.

school, a suggestive guide by which to plan toward a balanced collection can be useful. The American Library Association offers the following distribution formula as a guide for establishing a well-balanced elementary school library.⁵⁴

<u>Subject</u>	<u>Percentage</u>
Reference	1.2
Religion and Mythology	1.2
Social Sciences and Folklore	9.1
Language	.3
Science	13
Applied Science	10
Fine Arts	5
Literature	3.2
History and Biography	22.5
Fiction	21.5
Picture and Easy Books	13

A balanced book collection presupposes that in each subject area, there are books of various levels of difficulty. The above percentage distribution of library holdings by classification may serve as a guide, but should not be considered obligatory.

IV. NEEDS OF CLASSROOM TEACHERS IN MEETING THE NEEDS OF CHILDREN

The teacher and the library. A key person in the functioning of the elementary school library program is the

⁵⁴American Library Association, A Basic Book Collection for Elementary Grades (Chicago: American Library Association, 1960), p. iv.

school, a suggestive guide by which to plan coverage of
printed collection can be used. The American Library
Association offers the following classification formula as
a guide for establishing a well-balanced elementary school
library.

Percentage	Subject
1.5	Reference
1.5	Religion and Philosophy
3.5	Social Sciences and Statistics
5	Language
15	Science
10	Applied Science
5	Waste Arts
3.5	Literature
22.5	History and Geography
21.5	Fiction
15	Pictures and Easy Books

A balanced book collection presupposes that in each
subject area, there are books of various levels of difficulty.
The above percentage distribution of library
holdings by classification may serve as a guide, but should
not be considered obligatory.

IV. NEEDS OF CLASSROOM TEACHERS IN LITERATURE THE NEEDS OF CHILDREN

The teacher and the library. A key person in the
functioning of the elementary school library program is the

classroom teacher. Probably the most important single factor determining the success of the school library program is the extent to which teachers motivate their students to use the library and its resources.⁵⁵

The attitude of the teacher toward the library is immediately reflected in his methods of teaching and in the attitude of his class. A teacher who has keen appreciation of the part the library may play in the lives of children and in the conduct of the educational program will find constant occasions for the use of the library. The teacher who has little appreciation of the library or its possibilities will naturally make only the most meager use of its resources.⁵⁶

The teacher who brings his class to the door and leaves them surely cannot expect to have enthusiasm for reading or reference work, or the exploitation of new and exciting interests in his room. These are apparent in the classroom where the teacher himself enjoys the story hours, shares in book discussions, is obviously keen on reading for information, and, above all, passes on this enthusiasm.⁵⁷

⁵⁵American Library Association, Standards, p. 65.

⁵⁶Gardiner, op. cit., p. 25.

⁵⁷Lowrie, op. cit., p. 121.

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 existing interests in his room. These are lacking in the
 classroom where the teacher himself enjoys the story hour,
 shares in book discussions, is conversant with the latest
 for information and, above all, passes on his enthusiasm.

- 57 American Library Association, *Library*, p. 25.
 58 Gardner, *op. cit.*, p. 15.
 59 Fowler, *op. cit.*, p. 121.

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There are many ways in which the classroom teacher can cooperate actively in the development of the elementary school library program. The classroom must always provide the real basis for the functional use of the library. The greatest service the teacher can render is to provide the kind of learning situations which call for the constant use of library facilities. These situations involve such things as the gathering of information for reports, the need to use the card catalog, atlases, dictionaries, and encyclopedias, and the use of the library for the development of hobbies and leisure reading. The teacher, too, can do much to create and develop on the part of children an intelligent interest in the library and its services. This may be done not only by carrying on the type of classroom work which involves the need to use the library but also by frequent discussions of the library and its services. These discussions should include the public library as well as the school library in order that children may be familiar with all of the library resources which are available for their use. Such discussions should not be "scheduled" or "staged" in a formal manner but should come about naturally from classroom situations in which children need to know

certain answers.⁵⁸

The classroom teacher can cooperate directly with the school library by furnishing the librarian with lists of books and materials which are needed for classroom activities and by keeping the librarian informed of new activities which are contemplated so that the librarian may have time to organize suitable materials. It is helpful, also, for the teacher to visit the library frequently and confer with the librarian on special classroom activities. This gives the teacher opportunity to indicate what is needed for his work and gives the librarian the opportunity to offer suggestions as to materials which might be useful. The teacher who is library-minded will find many ways of keeping the work of the classroom in constant touch with the library

⁵⁸Details describing the teacher's contribution to and participation in the library program, classroom activities involving the use of school libraries, and library resources, etc., can be found in the following: Board of Education, Newark, New Jersey, Open the Book, Manual of School Library Services (Newark: Board of Education, Department of Libraries and Audio Visual Education, 1960); Jean E. Lowrie, Elementary School Libraries (New York: The Scarecrow Press, Inc., 1961); Detroit Public Schools, A Curriculum Guide for the School Librarian in the Elementary School (Detroit: The Board of Education of the City of Detroit, 1961); E. G. Ralph, The Library in Education (Boston: Robert Benchley, Inc., 1953); Lucile Fargo, The Library in the School (Chicago: American Library Association, 1947); Jewel Gardiner, Administering Library Service in the Elementary School (Chicago: American Library Association, 1954).

and of cooperating actively with the librarian in all phases of library activity.

The teacher and the book collection. The teacher plays an important part in the selection of materials for the school library. His professional preparation and experience provide him with a knowledge of materials in his field and of the types of materials appropriate for the needs and abilities of his students. A two-way avenue of communication exists between the teacher and librarian, in which each relays to the other information about new materials in the teacher's field. The teacher evaluates the materials on the basis of the criteria established in his teaching area, and recommends only those materials that meet these standards satisfactorily.⁵⁹

Gaver states that teachers can help the library in four ways:

1. They can review books in their particular fields and make recommendations as to whether or not they should be purchased and in what quantity.
2. They can recommend the purchase of titles which pertain to current or planned student projects, that may be unknown to the librarian.
3. Teachers can inform the librarian of possible curriculum changes so that appropriate titles may be ordered.

⁵⁹American Library Association, Standards, p. 74.

and of co-operating actively with the library in the carrying out of library activities.

The teacher and the library

plays an important part in the carrying out of library activities. The school library, as a resource, is available to the teacher and provides him with a wide range of materials for his use. It is the duty of the teacher to make the best use of the library and to bring to the attention of his pupils the resources available. The teacher should also be aware of the fact that the library is a place where the pupils can find materials for their own use. The teacher should also be aware of the fact that the library is a place where the pupils can find materials for their own use. The teacher should also be aware of the fact that the library is a place where the pupils can find materials for their own use.

Given these facts the teacher can do much to help his pupils in their library work.

four ways:

1. They can help him to find the books he needs for his lessons.
2. They can help him to find the books he needs for his lessons.
3. They can help him to find the books he needs for his lessons.

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2. The teacher should also be aware of the fact that the library is a place where the pupils can find materials for their own use.

4. Teachers can read professional journals and recommend the purchase of certain books that the librarian may not know are available.⁶⁰

V. HOW SCHOOLS ARE DOING THEIR WORK

There is a nationwide boom in elementary school libraries. The evidence comes from many sources: state conferences on elementary school libraries for school principals and instructional supervisors; revision of state standards for accreditation of elementary schools; an increase in the number of elementary school librarians; request for consultants help from principals and superintendents; the concern of parents and of citizen's groups.⁶¹

A growing awareness of the importance of school libraries and mounting support for their improvement are evident. Kennon and Doyle state that many factors are promoting elementary school library development:

At the national level, several significant steps have been taken with the publication of the new national standards; establishment of the School Library Development Project for implementation of the standards; widespread attention to

⁶⁰Mary V. Gaven, "How to Buy Books for Your Library," School Management (February, 1963), p. 64.

⁶¹Mary F. Kennon, "Trends in Developing Elementary Schools," ALA Bulletin (February, 1962), p. 110.

school libraries through National Library Week; and the publication of the policy statement Responsibilities of State Departments of Education for School Library Services by the Council of Chief State School Officers. State school library associations and state departments of education, in cooperation with other education and citizen groups, have launched intensive programs to improve school libraries. Impetus and help for state action have been provided AASL Standards Committee and SLDP. At local levels, growing numbers of school library service by such means as increased appropriations, added library personnel, and development of elementary school libraries.⁶²

The School Library Development Project staff has been in close touch with groups across the country. Forty-eight applications for grant funds were received by the deadline of June 1, 1961, detailing state plans for ways to improve school libraries. They are working with leaders of the twenty-one grant projects approved by the project. All involve elementary school library development, and several concentrate in this area. By the end of the year, they had visited twenty-three states and corresponded with leaders in many others. The following are principles which they found to be important in planning school library development.⁶³

⁶²Kennon and Doyle, op. cit., p. 11.

⁶³Ibid., pp. 13-14. For more detailed information on school library development in the twenty-one grant states, consult the entire text.

school library service is a vital part of the educational process and the emphasis on the quality of the service is of increasing importance. The Commission on the Status of the School Library, established in 1967, has been instrumental in bringing about a new awareness of the role of the school library in the educational process. The Commission's report, "The School Library: A Vital Link in the Educational Process," has been widely accepted and has led to a number of important developments in the field of school librarianship.

THE SCHOOL LIBRARY: A VITAL LINK IN THE EDUCATIONAL PROCESS

In close cooperation with the National Association of School Librarians and Documentalists (NASL) and the American Library Association (ALA), the Commission has been instrumental in bringing about a new awareness of the role of the school library in the educational process. The Commission's report, "The School Library: A Vital Link in the Educational Process," has been widely accepted and has led to a number of important developments in the field of school librarianship. The report has been widely accepted and has led to a number of important developments in the field of school librarianship. The report has been widely accepted and has led to a number of important developments in the field of school librarianship.

⁶² Kohn and Taylor, *op. cit.*, p. 11.

⁶³ *Ibid.*, pp. 11-12. For more detailed information on school library development in the United States, see Kohn and Taylor, *op. cit.*

1. Focusing on the school library program.
2. Providing good leadership.
3. Obtaining qualified consultant help.
4. Evaluating present services and resources.
5. Selecting specific goals.
6. Setting priorities and deadlines.
7. Enlisting support for school library development.
8. Maintaining effective communication.
9. Evaluating and revising plans.

Despite the information given above, a review of the current literature revealed only a few descriptive studies on how certain schools organized a centralized library.

The following is how the school system at Groton,

Connecticut, improved their library services:

In 1959, Groton had one senior high school, three junior high schools, eleven elementary schools--and one full-time librarian (in senior high school). There was one part-time junior high school librarian and a part-time library clerk. Two of the eleven elementary schools had established centralized libraries, through the efforts of PTA volunteer workers. The volunteers soon realized that their program was a stop-gap measure, falling short of good library service in many ways and offering little hope for needed improvements. Deciding that coordinated action was necessary, they asked the superintendent of schools to appoint a school library advisory committee to evaluate Groton's school library program and make recommendations.

The committee was appointed in 1959, with parents, teachers, principals, the school librarians, the public librarian, and two school board representatives as members. The committee made a thorough study of Groton's school library needs, comparing present provisions with the recommendations of state and national standards. They sought the advice of the state school library consultant, as well as school administrators. They drew up a plan for school library development, outlining steps to be taken year by year, and presented it in January 1960 to the superintendent and board of education. First steps, achieved within one year, included:

1. Library staff: Increased to four full-time professional librarians and one full-time clerk

Established position of elementary school library consultant
2. Book budgets: Increased for all elementary and secondary schools, with further increase (\$1.00 per pupil per year) scheduled until adequate level is reached
3. Quarters: Library quarters are being provided in all new schools and, through renovation, in existing elementary schools without libraries

The school library consultant position, filled in the summer of 1962, will provide the elementary schools with professional help in organizing centralized libraries. A uniform code for classifying, cataloging, and processing library materials is being formulated, in preparation for the establishment of centralized technical processing. Employment of elementary school librarians is recommended as a next step.⁶⁴

⁶⁴Ibid., p. 65.

Foy describes how the Baldwin-Whitehall School District, Alleghenny County, Pennsylvania, developed their library program:

Seven years ago the library was born in the Baldwin-Whitehall School District. Shelves were not adjustable, they were orange crates. Space was where they could find it--in one school, a former waiting room to the nurse's office. Books were few--but there was a full-time librarian.

Libraries were born because of growing realization of the impossibility of providing needed materials and resources without a central collection.

These are the steps they followed:

1. Sent to ALA for all available information on elementary school libraries. They studied the literature.
2. Wrote the State Department of Public Instruction for similar help.
3. Talked with trained librarians in area and attended their meetings.
4. Joined the Association of School Librarians in the state which is associated with the Pennsylvania State Education Association.
5. Visited elementary schools which already had well-developed library programs. Often our principal accompanied us. Later our PTA library committees and teacher sponsors went with us.
6. Accepted invitations to speak to PTA's, clubs, faculty clubs, and other interested groups, discussing values of centralized libraries.

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From the start cooperation was received from the supervising principal. Needs were interpreted to the Baldwin-Whitehall school board.

A beginning program was approved with the establishment of a basic elementary book collection. As fast as the board allotted money for the basic collections the libraries were established.⁶⁵

If the development of school library service is to become significant, its importance must be realized more than it has in the past. In "The Library Is the Hearthstone of the Elementary School," Phyllis Fenner echoes this sentiment:

If school people believed in libraries as they do in science rooms, gymnasiums, and even general-purpose rooms, there would be no problem of how to acquire them. There is no need for expensive equipment. What is needed is enthusiasm. I have seen successful "libraries" in schools where there was no money, solely because of the enthusiasm of an individual or group.⁶⁶

⁶⁵Ruth N. Foy, "Any School Can Have a Library," The Instructor, 69:73 (November, 1959).

⁶⁶Phyllis Fenner, "The Library Is the Hearthstone of the Elementary School," The Instructor, 69:71 (November, 1959).

CHAPTER III

METHOD OF PROCEDURE

I. INTRODUCTION

Developing a philosophy of the school library. The centralized school library reflects the philosophy of the school and enriches the educational program. A centralized school library is administered as a unit, usually in one place in a school, and making books and other library materials available to all teachers and pupils in the school. The library should be the center for a rich variety of materials which not only provide for the needs of the instructional program but stimulate independent study and research by both teachers and pupils. The school librarian provides service with materials and guidance in their use throughout the school as well as within the library. The school library is intrinsic to the purposes of the school and is, therefore, a basic service for which the board of education is responsible.

In order to give effective service, school administrators, teachers, and librarians must select library materials and plan for their use cooperatively in terms of the

Development of the School Library

Centralized and decentralized systems have been used in the

school and university libraries. The school library has been

school library is maintained as a separate unit in the

place in a school. The school library is a part of the

academic institution. It is a part of the academic institution

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In order to be a part of the academic institution, the school

books, teachers, and librarians must work together to develop

and plan for the future. The school library is a part of the

purposes of the school program and the individual differences of pupils. Only school personnel are familiar with the school's objectives and curriculum for which these materials are essential. Cooperative selection and planning insure both direction and value in the utilization of materials by teachers and pupils.

School library materials are the responsibility of the school's administration and faculty in providing meaningful educational activities and opportunities. If this responsibility is delegated to an agency outside the school, the use of library materials becomes peripheral and auxiliary to the school's program rather than central to its purposes.

School library service cuts across grade levels and permeates the entire curriculum. Educational research has demonstrated that, within both elementary and secondary grades, intelligence, achievement and interests of pupils vary to a great extent, so that curriculum, methods, and materials must be flexible and varied to accommodate widely divergent pupil requirements. For example, in the third grade, the reading level of pupils may vary as much as seven grades, and similar ranges may exist in other school grades.

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 third grade, the reading level of pupils may vary as much
 as seven grades, and similar ranges may exist in other
 school grades.

For providing books and materials suited to these individual differences, the centralized school library is both educationally and economically sound. School library materials may be used interchangeably by teachers and pupils of all grades and subjects, and pupils' ability to use increasingly mature and complex materials is not impeded by the limitations of stationary classroom and departmental collections. In schools with centralized libraries, classroom collections can be established with materials from the central library and can be readily refreshed and changed with new materials as need arises. The use of the library itself provides opportunities for individual pupils to make independent choices in materials which might satisfy needs or to create new interests unidentified in the classroom. Moreover, observation of the independent and voluntary use of school libraries by pupils can give to librarians and teachers new insights concerning pupils' behavior, interests, and potentialities.

The school librarian. A library is more than a room filled with books. It is distinctly a functioning and service organization. In fact, services which are rendered constitute the only reason for its existence. No matter how ample or attractive the library room or how adequate

the book collection, a library is only as effective as the personnel in charge.

The question of elementary school library personnel might be considered from either a theoretical point of view or from a distinctly realistic point of view. Ideally, every elementary library should be in the charge of a librarian who has adequate professional training, wide familiarity with the modern elementary school program and teaching methods, and with the fortunate qualities of personality which makes for the happiest working relationships with children and teachers. However, if this discussion is to be generally valuable as a contribution to the elementary school library program, it must face the problems of personnel in a realistic manner.

Of all the elementary school libraries in operation in the United States today, only a small percentage are in the charge of persons having adequate professional training as children's librarians. It will be a good many years before one can hope to see all libraries in the charge of full-time, professionally-trained personnel or even part-time personnel.

In school systems with limited budgets, if the school is to have a library at all, it may be necessary to assign

the book collection, a library is only an extension of the
personnel in charge.

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or from a practically realistic point of view. Theoretically,
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teaching methods, and with the techniques of library
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before one can hope to see all libraries in the charge of
full-time, professionally-trained personnel or even part-
time personnel.

In school systems which have not yet reached this point,
it is hard to have a library at all, it is even harder to have an

the work of the library to some teacher who has no library training. The school in this situation faces one of two alternatives: either to attempt nothing in the way of library service, or to begin in a limited way by placing one of the teachers in charge of the library. While this practice cannot be recommended generally, it is vastly better than having no library and no central book service.

In selecting a teacher for this special work, the principal should have in mind the kind of qualifications which make for success. The teacher selected should have a definite interest in books and should be an outstanding classroom teacher. The work requires that he possess well-established habits of orderliness and system. He needs the ability to cooperate with other teachers and with children of different ages. He should be young enough in spirit to be adaptable to new ideas--potentially the same characteristics which have been described for the ideal elementary school librarian.

While it is recognized that some schools make a practice of placing the library in charge of clerks, students, parents, and others, none of these practices can be commended as desirable even in emergency situations. The purpose of the library is to render service. Practically

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While it is recognized that some schools make a prac-
tice of placing the library in charge of clerks, stenographers,
parents, and others, none of these practices can be
recommended as desirable even in emergency situations. The
purpose of the library is to render service. Practically

never do people of the type mentioned have the training or the time to render effective and continuous service.

Probably the most important function of the school librarian is to guide and assist children, directly or indirectly, with their educational problems and their recreational reading. Almost never are persons mentioned above able to aid children well in these activities.

The most important single requisite for effective library service is the librarian, not only because the selection, organization, and use of the materials and the administration and teaching program of the library are dependent on his work, but also because the understanding of the principal, the cooperation of teachers, and the enthusiasm are due largely to the librarian's vision of the role of the library and his ability to translate this vision into reality.

II. STEPS FOLLOWED IN THE ORGANIZATION OF THE LIBRARY

Initial preparation. The first step in the organization of the library was the formation of a Library Committee at the February meeting of the Sandia Base PTA. A call for interested parents was made at this time. A date was set for the first meeting of this group.

never do people of the type...
the time to render effective...
probably the most...
is to guide and assist...
with their educational...
reading. Almost never...
and children well in...
The most important...
library service is...
selection, organization...
administration and...
dependent on his work...
of the principal, the...
enthusiasm and the...
The role of the library...
vision into reality.

III. STEPS FOLLOWED IN THE ORGANIZATION OF THE LIBRARY

Initial organization. The first...
then of the library was...
at the primary meeting...
interested persons who...
for the first meeting...

The principal asked the writer to serve as chairman of the Library Committee. The writer had spent a considerable amount of time the past several years studying the organization and administration of the elementary school library and had anticipated the above-mentioned event. He had consulted many texts on librarianship, especially at the elementary school level, and had visited many of the libraries in the city. When the opportunity arose to actually organize a central library at Sandia Base Elementary School, he accepted the request to head the endeavor.

The first meeting of the Library Committee was held the following week. At this time, a list consisting of names, addresses, and telephone numbers of those present was made. Five parents, the principal, and two teachers were present at this meeting. Another meeting was scheduled for the following week.

Subsequent to this first meeting, M. Eugene Hodges, Library Consultant for Albuquerque Public Schools, was consulted. Technical matters involved in the organization of materials were discussed at this time. Hodges stressed the desire for uniform processing in all elementary schools. This would prevent much duplication of effort in the future

The principal asked the writer to write an analysis

of the Library Committee. The writer had spent a

considerable amount of time in the past several years

in the organization and administration of the elementary

school library and had anticipated the above-mentioned

event. He had consulted many times on library matters

especially in the elementary school level, and had visited

many of the libraries in the city. When the opportunity

arose to personally organize a central library at Central High

Elementary School, he accepted the request to head the

endeavor.

The first meeting of the Library Committee was held

the following week. At this time, a list consisting of

names, addresses, and telephone numbers of those persons

was made. Five parents, the principal, and the teacher

were present at this meeting. Further meeting was scheduled

for the following week.

Subsequent to this first meeting, M. Eugene Baker,

Library Consultant for Albuquerque Public Schools, was

consulted. Technical assistance involved in the organization

of materials were discussed at this time. Major sources

of books for various projects in all elementary schools

This seems to be the first step in the effort to improve

when centralized processing is initiated in the entire school system. Reasons for the modified Dewey Decimal Classification recommended by Hodges at this time will be included later in this chapter.

At a subsequent meeting a few days later, matters discussed previously were reviewed.

At the next meeting of the Library Committee, a rather detailed plan was proposed to the group (the PTA president was also present at this meeting). There was a clear understanding as to the nature of PTA assistance: that aid would be in the form of financial and clerical assistance only, and would not include the governing of book selection and program planning.

The first work-type meeting was held in mid-February. At this meeting, instructions were given on technical matters involved in getting books ready for shelving. Instructions were clearly printed on 24" x 36" oak tag paper. Enlarged illustrations accompanied the instructions (this will be seen in detail in Chapter IV). Each person was given an opportunity to "try things out."

A regular work schedule was drawn up. The group decided tentatively to meet in the afternoons and evenings on Mondays and Wednesdays. The writer would be present at these meetings to closely supervise the work.

when centralized processing is limited to the entire school system. Reasons for the limited processing of classification are mentioned by the group. It is also noted that the limited processing in this manner. At a subsequent meeting a few days later, the discussion previously mentioned was reviewed. At the next meeting of the study committee, a tentative plan was proposed to the group (the 2nd meeting) was also present at this meeting. There was a clear understanding as to the nature of the relationship. This relationship would be in the form of linear and circular relationships only, and would not include the governing of both relations and program planning. The first work-type meeting was held in mid-February. At this meeting, instructions were given to the students. Matters involved in getting books ready for shelving. Instructions were clearly printed on 24" x 36" oak tag paper. Enlarged illustrations accompanied the instructions (this will be seen in detail in Chapter IV). Each person was given an opportunity to "try out" the work. A regular work schedule was drawn up. The group decided tentatively to meet in the evenings and evenings on Mondays and Wednesdays. The effort would be to provide these meetings to closely supervise the work.

A faculty meeting was subsequently scheduled. However, prior to this meeting, a conference was held with the Library Consultant, the principal, and the writer present. The objectives of a centralized library, organizational plans, and related ideas were discussed. The complete support of the principal was assured at this time.

There are many teachers and administrators who are not convinced that a central library is preferable to classroom libraries. In some cases, this lack of enthusiasm stems from the fact that the individuals have had no experience with good central libraries. This is especially true in the elementary field, where the central library is a comparative newcomer. Textbooks in education have little to say about the importance of the central library, and teacher training institutions often do not require courses in the use of materials. These factors, added to the natural possessiveness of human beings, explain the reluctance of some teachers to exchange the known for the unknown. Anyone responsible for organizing a central library in an existing school would do well to brace himself for resistance and to plan ways of overcoming it.

At the faculty meeting, basic principles, organizational plans, and the long-range book collection plan were

A faculty meeting was subsequently scheduled. However, prior to this meeting, a conference was held with the Library Committee, the principal, and the district superintendent. The objectives of a centralized library, organizational plans, and related ideas were discussed. For complete support of the principal was assumed at this time. There are many teachers and administrators who are not convinced that a central library is desirable to classroom libraries. In some cases, this lack of enthusiasm arises from the fact that the individuals have had no experience with good central libraries. This is especially true in the elementary field, where the central library is a constructive movement. Teachers in education have little to say about the importance of the central library, and teacher training institutions often do not provide courses in the use of materials. These factors, added to the individual possessiveness of human beings, explain the reluctance of some teachers to exchange the know for the unknown. Anyone responsible for organizing a central library in an existing school would do well to brace himself for resistance and to plan ways of overcoming it.

At the faculty meeting, basic principles, organizational plans, and the long-range book collection plan were

explained to the teachers. Each teacher was requested to cooperate in this endeavor.

Next came the task of organizing the collection.

Organization of the book collection. The method used in centralizing the library at the Sandia Base School is only one of many, and could be regarded as typical of any centralized library. The work involved in this organization consists of procuring, processing, classifying, and cataloging the materials. Since the procuring of new materials will be covered in Chapter V, the term "procuring" will be used to mean the initial collection of books presently in the school. Chapter IV will describe in detail the organization of a central library at Sandia Base School.

Simplified records. An important problem involved in organizing school library materials is how to simplify processes and routines without sacrificing efficiency or doing violence to scholarship and standard library practice.

That library routines should be kept simple needs no argument. Comparatively speaking, the book collection is small. Pupils on the way to becoming enthusiastic and intelligent library patrons should not be discouraged and confused by cards records too scholarly for their grasp, unfamiliar phraseology, decimal numbers too long for ease

explained to the President, that the same is the case.

cooperate in this answer.

Here are the two of original copies.

General plan of the book collection.

in continuing the library as the same is the case. It is only one of many, and could be regarded as a part of the centralized library. The work involved in this project is consists of processing, processing, processing, processing, and the materials. Since the processing of new materials will be covered in Chapter V, the same is the case. It is not to mean the final collection of materials in the school. Chapter IV will describe in detail the organization of a central library at the school level.

Specialized research.

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small. People on the way to becoming the same is the case.

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omitted by some records are the same is the case.

without the same is the case.

in identification of books, and similar barriers to speed and understanding. On the other hand, libraries grow-- often surprisingly; records that are unduly simple prove inadequate; time stolen from essential record-making is time lost when it comes to efficient service; and as pupils progress through school, it is important that they should gradually become familiar with adult scholarship.

The problem then was to classify and catalog in a manner which shall be so simple that we can explain it to children and have them understand it; so full that it will answer not only the demands of children, but those of teachers and assistants as well; and so uniform with other library guides that the child can pass from the use of the one to the other without too much confusion.

All of the books will be classified and cataloged according to the Dewey Decimal System, modified especially to fit the elementary school curriculum. Subject matter has been placed under units of study (with appropriate Dewey Decimal Number attached). A condensed list of elementary subject headings given in Appendix II will be used as a guide in the classification of books. Additions to this list will be covered more in detail in Chapter IV. Additions will bear Dewey Decimal Numbers as shown in Appendix III.

in identification of books, and similar matters as speed
 and understanding. On the other hand, literature grows--
 often mysteriously; nobody knows that the mystery which pervades
 literature; the reader from essential reading is time
 lost when it comes to literature reading; and as pupils
 progress through school, it is important that they should
 gradually become familiar with literary scholarship.
 The problem now is of literary and literary in a
 manner which shall be so simple that we can explain it to
 children and have them understand it; so that it will
 answer not only the demands of children, but those of
 teachers and parents as well; and as children with other
 literary guides that the child can grasp the use of the
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 All of the books will be classified and cataloged
 according to the Dewey Decimal System, modified especially
 to fit the elementary school curriculum. Subject matter
 has been placed under units of study (see Appendix
 Dewey Decimal Number attached). A condensed list of the
 literary subject headings given in Appendix II will be used
 as a guide in the classification of books. Additions to
 this list will be covered more in detail in Chapter IV.
 Additions will have Dewey Decimal Numbers as shown in
 Appendix III.

Letter symbols have been used to classify types of literature: B for biography, F for fiction and easy stories, and R for reference. The letter symbols may be combined with Dewey numbers to give double classification, exceedingly useful in elementary schools to bring all books on a subject together. For example:

972 Dewey number for factual material about Mexico

972 Biography of famous Mexicans

B

972 Stories (fiction) about Mexico

F

All fiction and biographies that cannot be shelved in the above manner will be shelved separately in alphabetical order by author's surname, as for fiction, and by subject's surname, as for biography.

All books will be arranged as described above disregarding readability. This should help to eliminate stigma developed for easy books when they are offered to slower readers (the symbol "F" used for both fiction and easy books should also help in this matter).

Applying formulae to analyze the book collection.

Chapter V will describe in detail the application of the formulae to analyze the needs of the library and the formulation of long-range plans to meet the quantitative standards adopted by the State Board of Education, Santa Fe,

These groups have been used as a basis for the
 literature: 1 for the first, 2 for the second, and 3 for the third.
 and 4 for the fourth. The first group may be combined
 with the second to give a single classification, especially
 useful in elementary schools as being all books on a single
 subject. For example:

375 Every other for the first, second, and third

375 History of the United States

2

375 History (United States) about 1800

7

All fiction and non-fiction that cannot be placed in
 the above number will be placed separately in a separate
 order of author's names, as for fiction, and by subject's
 subject as for history.

All books will be arranged as described above dis-
 tinguishing. This should help to eliminate errors
 developed for many books when they are referred to alone
 numbers (the symbol "7" used for both fiction and non-fiction
 should also help in this system).

Appendix for the first group of books

Chapter 9 will describe in detail the classification of the
 literature to analyze the needs of the library and the
 formation of long-range plans to meet the present and
 standards adopted by the State Board of Education, Bureau of

New Mexico, and the American Library Association.

III. SERVICES TO CHILDREN AND TEACHERS' CLASSES

The elementary school library is an essential element of the school program and the basic purpose of the library is identical with the basic purpose of the school it serves. Its unique function is to provide the varied library services and activities required by the modern educational program. Among the well-recognized services to be provided are the following.

A service center. It functions to further the school's objectives. It has no distinct subject matter but provides materials for all subjects and all interests of pupils and teachers. It becomes increasingly effective as teachers and pupils learn to use its resources and employ its services for their work and play purposes. Through the library, books and other materials are distributed to individuals, groups, and classes. They are sent freely to classrooms and study centers--wherever they will be used. From all parts of the school, pupils, teachers, committees, classes, and individuals go to the library to use books, magazines, and audio-visual materials; to find facts and illustrative materials; to read.

New Mexico, and the American Library Association.

III. SERVICES TO CHILDREN AND TEACHERS, CONCLUSIONS

The elementary school library is an essential element of the school program and the basic purpose of the library is identical with the basic purpose of the school in that its major function is to provide the varied library services and activities required by the modern educational program. Among the well-recognized services to be provided are the following:

A service center. It functions to further the school's objectives. It has no distinct staff and neither provides materials for all subjects and all interests as public and teachers. It becomes increasingly effective as teachers and pupils learn to use its resources and employ its services for their work and play purposes. Through the library, books and other materials are distributed to individuals, groups, and classes. They are sent freely to classrooms and study centers--wherever they will be used. From all parts of the school, pupils, teachers, committees, classes, and individuals go to the library to use books, magazines, and audio-visual materials; to find facts and illustrative materials; to read.

A teaching agency. The school library has a positive, active, teaching function. It suggests the reading of books which might otherwise be unknown or neglected. It supplies all types of materials for developing and expanding interests. It stimulates new interests. Through its reference tools, indexes, bibliographies, and catalogs, the realms of information and knowledge may be explored. The library cooperates with other agencies of instruction in helping pupils learn how to use libraries and their materials, how to find information, how to study. By its bulletins and exhibits, by its posters, direction sheets, and guides, by its appearances and atmosphere, the library teaches informally and encourages learning. By its introduction to the public library, it suggests the lifetime use of this public service to further any interest or experience.

A materials center. The school library is a materials center. In it the books, records, periodicals, and audio-visual materials to satisfy the needs of the pupils and teachers of the school are organized, shelved or filed, and displayed so as to be easily found and used.

A reading center. The school library is a reading center, a place for enjoying books, for investigating problems, for study, for using all sorts of printed materials.

The reading and learning experiences provided pupils in the school library are related to, and inseparable from, the school's reading program. The homeroom teacher assumes the major responsibilities for laying the foundation for good reading habits, attitudes, and skills in all school subjects. In the modern school, the library is the center of the reading program in that it stimulates and enriches classroom reading. It encourages the extension of such reading, thereby bridging the gap between schoolbooks and the many types of reading materials used in everyday life.

IV. IN-SERVICE EDUCATION OF TEACHERS FOR EFFICIENT USE OF THE ELEMENTARY SCHOOL LIBRARY

In-service education should be concerned primarily with change--that is, change in professional behavior brought about through the acquisition of new knowledge, skill, attitudes, and relationships.

Good working relationships must be established with teachers and administrators, a thing that cannot be over-emphasized, for it is of paramount importance. Learning to work with the faculty may entail development of a new set of values and attitudes toward the library's function in the school, for the librarian must see himself as a member of a team together with other teachers.

The reading and learning experiences provided pupils in the school library are varied so, and desirable that, the school's reading program. The modern school library is the center of the reading program in that it stimulates and encourages diverse reading habits, attitudes, and skills in all school subjects. It encourages the selection of new reading. thereby brightening the day between schoolbooks and the new types of reading materials used in everyday life.

IV. IN-SERVICE EDUCATION OF TEACHERS FOR THE USE OF THE ELEMENTARY SCHOOL LIBRARY

In-service education should be concerned primarily with changes that is, change in professional behavior through the acquisition of new knowledge, skill, attitudes, and relationships.

Good working relationships must be established with teachers and administrators, a chain that cannot be over-emphasized, for it is of paramount importance. Learning to work with the faculty may entail development of a new set of values and attitudes toward the library's function in the school, for the librarian must not be regarded as a mere repository with their collection.

The librarian must help teachers realize the value of having a wide variety of materials readily accessible in the school and that he can assist in locating such materials. He should stress services again and again and demonstrate how this service should operate.¹

¹Details describing the teacher's contribution to and participation in the library program, classroom activities involving the use of school libraries and library resources, etc., can be found in the following. They provide excellent materials for in-service education: Detroit Public Schools, A Curriculum Guide for the School Librarian in the Elementary School (Detroit: The Board of Education of the City of Detroit, 1961); Board of Education, Newark, New Jersey, Open the Book, Manual of School Library Services (Newark: Board of Education, Department of Libraries and Audio Visual Education, 1960); Jean E. Lowrie, Elementary School Libraries (New York: The Scarecrow Press, Inc., 1961); Lucile Fargo, The Library in the School (Chicago: American Library Association, 1947); Lucile Fargo, Activity Book for School Libraries (Chicago: American Library Association, 1938); Lucile Fargo, Activity Book Number Two (Chicago: American Library Association, 1945); Margaret K. Walraven and Alfred Hall-Quest, Library Guidance for Teachers (New York: John Wiley and Sons, Inc., 1941); Providence Public Schools, The Junior High School Library: A Guide for Teachers (Providence: Department of Curriculum Research, Providence Public Schools, 1953); Elenora Alexander, School Library Supervision (Los Angeles: The Graduate Department of Library Science, Immaculate Heart College, 1958); American Library Association, ALA Bulletin, LVII (February, 1963), pp. 129-174.

CHAPTER IV

ORGANIZATION OF THE BOOK COLLECTION

The primary purpose of this chapter is to present simply the principles underlying essential school library routines in the school library where usually a teacher is in charge. Many details have been omitted in order that the fundamentals may stand out more clearly. It is hoped that the books listed in the bibliography will be used to satisfy additional requirements and to stimulate further study.

As in most work, there are several ways in which each process can be done correctly, but only one way is given here in order to avoid confusion. The main thing is to accept one way and to follow it consistently so that procedures in any given library will be uniform.

Procedures at Sandia Base Elementary School were evolved to meet situations peculiar to the school. In considering adjustments of routines, the following questions had to be examined:

1. How much help do we have?

MILLER L. S.

EXERCISES

NOTES

The primary purpose of this exercise is to provide a study of the principles of the library and its function in the school. Many details have been given in order that the fundamental may be clear. It is hoped that the books listed in the bibliography will be found of assistance in further study.

In most work, there are several steps in which each process can be done correctly, but only one is given here in order to avoid confusion. The main thing to remember is that to follow is essential to the success of any given library. The following are the procedures of the library and its function in the school.

considering adjustments of routine, the following are the steps to be followed:

1. How much help do we have?

2. How many are able to type? If so, how can we use them most economically?
3. Could the work distribution be so planned to make the best use of the people who are unable to type?
4. What useful purpose is served by this bit of routine?
5. Will the adjusted routines sacrifice efficiency or do violence to standard library practice?

The visualization of a routine helps one to understand its purpose and its application. The illustrations accompanying the explanatory text have been included with this in mind.

The initial collection

The first step in installing library service is to assemble all books in the library. The next thing is to weed out the undesirable and worn books. This means that such books should be taken out of the library room and should not be included in any library records. Such books should not be returned to the classroom. If they are unsuitable for library use, they are also unsuitable for classroom use. Among the worthwhile and useful books may be some which are in poor physical condition. These should be kept in a group together and should be repaired or rebound

1. How many are able to type? If so, how can we use them most advantageously?
 2. Could the work distribution be so planned as to make the best use of the people who are unable to type?
 3. What special purpose is served by the use of machines?
 4. Will the adjusted machines be used as intended or as violence to accident? (Why?)
- The visualization of a routine helps one to understand its purpose and its application. The illustrations accompanying the explanatory text have been included with this in mind.

The initial collection

The first step in analyzing library service is to assemble all books in the library. The next thing is to weed out the antiquated and worn books. This means that each book should be taken out of the library room and should not be included in any library records. Such books should not be returned to the classroom. If they are unsuitable for library use, they are also unsuitable for classroom use. Among the worthless and worn books are those which are in poor physical condition. These should be kept in a stock room and should be repaired or replaced.

before they are added to the book collection of the library.

If books are collected during the school year, a schedule should be made for turn-in by grades or by rooms. A good policy is to have one-half of the rooms at each grade level turn in books in consecutive order. This will make it possible for many books to be kept in circulation while the processing goes on. Once all books have been turned-in, they should not be circulated even temporarily until the library organization is completed.

Mechanical preparation of the book for the shelves

Under mechanical preparation are grouped all those processes which are largely routine and are not dependent on technical knowledge. Such work can be done by parents and pupil assistants under supervision. Those who assist in the work must be shown the importance of neat, careful work; untidy and shiftless work should not be tolerated. The instruction should stress the importance of neat pasting, neat stamping of books, and neat lettering in order to get the assistants in the habit of careful and exact work regardless of the job at hand. The process is the same for both old and new books except for the opening of new books.

before they are added to the book collection of the

library.

If books are collected from the school, a
schedule should be made of them in the order of their
A good policy is to have one-half of the books of each
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make it possible for any book to be kept in circulation
while the processing goes on. On a 100 book basis, if
turned-in, they should not be ordered in a haphazard
manner. The library organization is hereby:

Mechanical organization of the book for the library

Under mechanical organization are grouped all those
processes which are largely routine and are not dependent
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The instruction should stress the importance of neat pres-
entation, neat stamping of books, and neat labeling in order
to get the assistants in the habit of careful and exact
work regardless of the job at hand. The process is the
same for both old and new books except for the stamping of
new books.

Opening the book. Open new books carefully, holding the book with its back on the table. Press front cover down until it touches the table, then the back cover, holding the leaves--that is the body of the book--upright in one hand. Press open a few leaves at the back, then at the front alternately, until all leaves have been pressed down. Opening a new book carefully before putting it into general use will prolong its life. Check to see that there are no uncut pages. If there are, open them with a letter-opener or a paper knife.

Check through new books to be sure all pages are included and bound in proper order. This process, called collating, is very important since imperfect books should be returned immediately for replacement.

Mark of ownership. The mark of ownership is made with a rubber stamp which carries the name of the school. Stamp the name of school on the top edge of the book (see Figure 1). Turn to the title page and turn a leaf. Stamp the name of the school on the right-hand page at the bottom. Then turn over three leaves and stamp the name of the school on the identification page or the "secret page" on the right-hand page near the bottom. The reason for stamping on the right-hand page is so that the contents will not be loosened

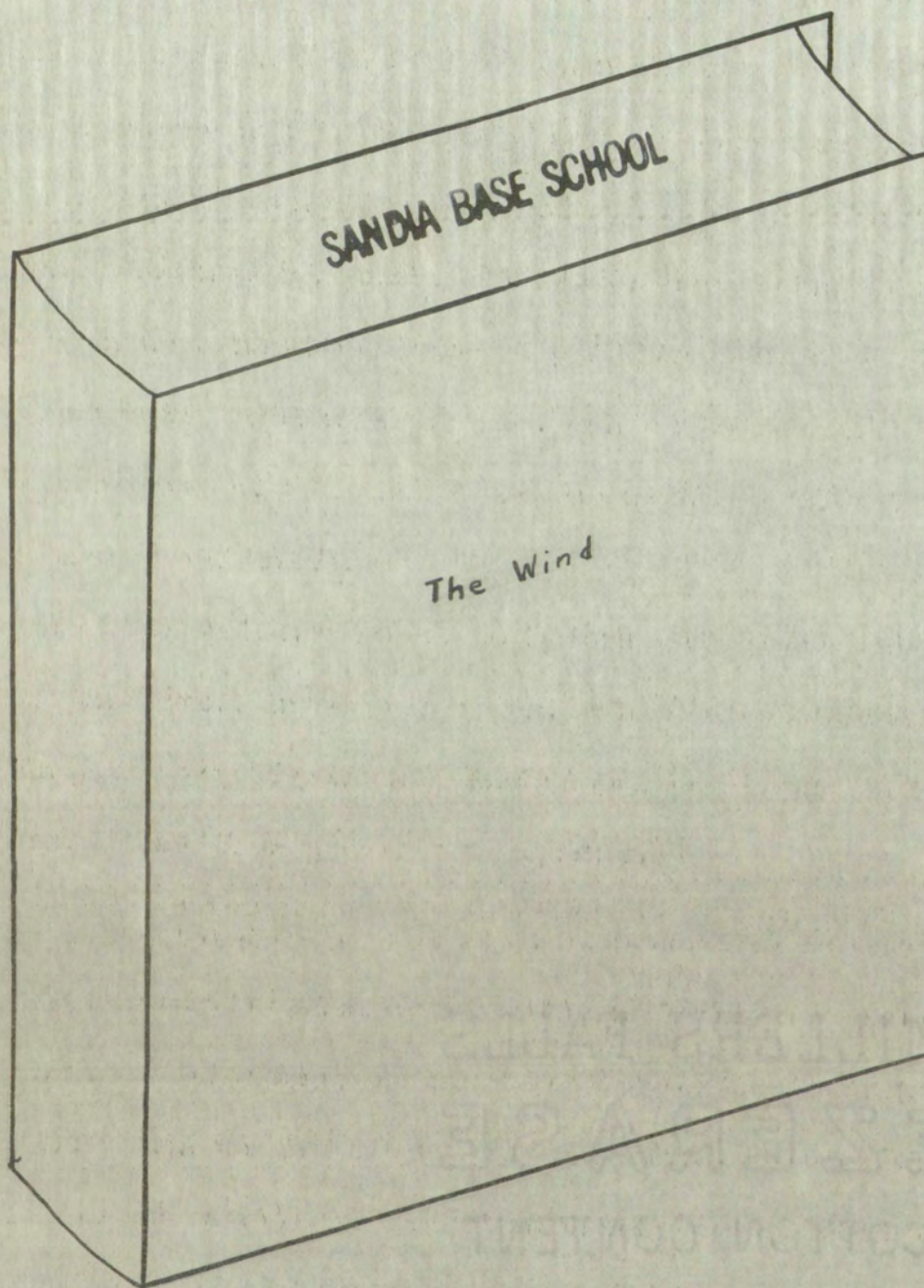


Figure 1. Mark of ownership on top edge of book.

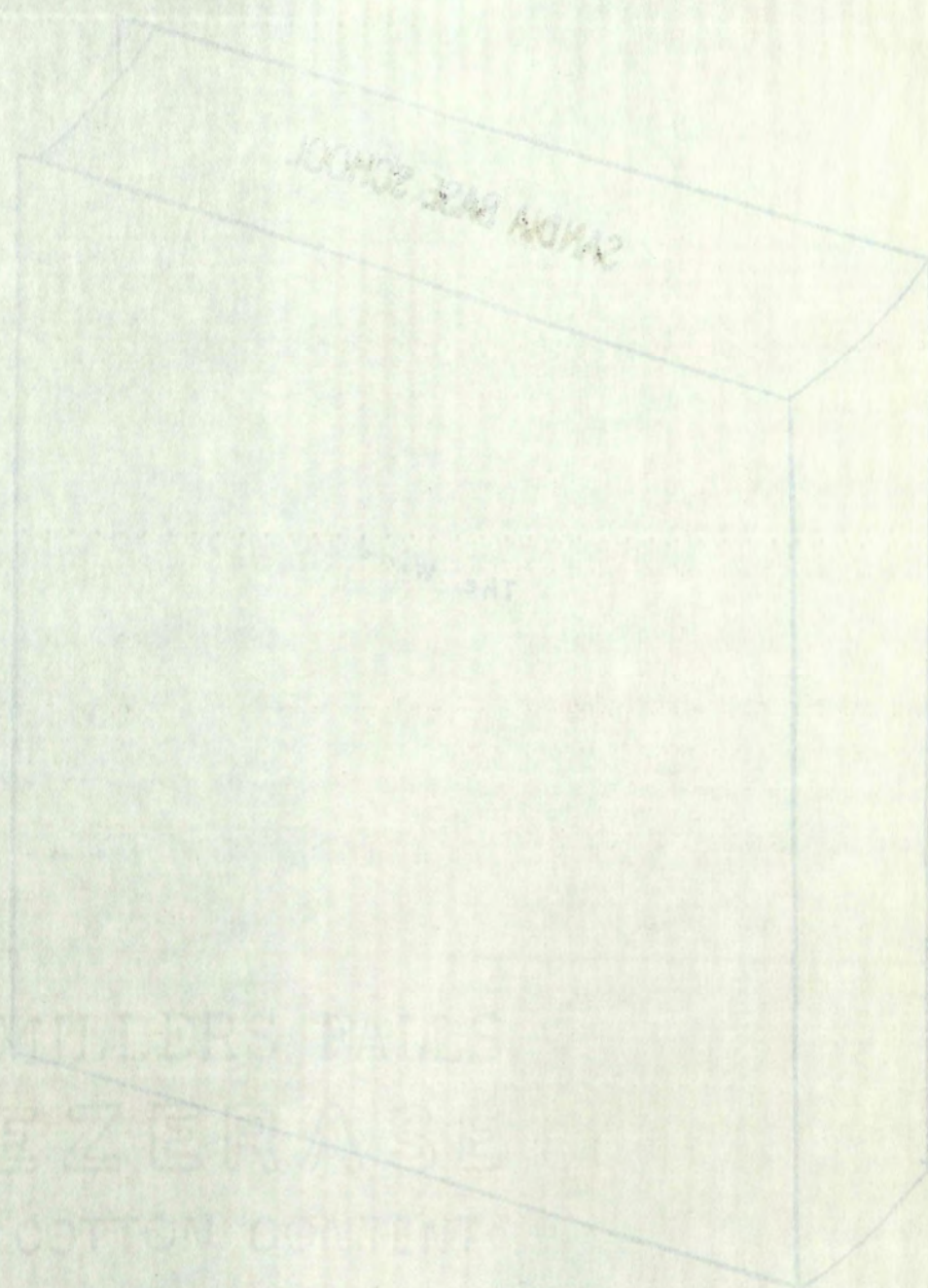


Figure 1. Sketch of ownership on top and front of box.

by the stamping. Stamp the inside back cover near the upper left-hand corner (see Figure 3, page 82). Be careful to make all impressions neat and straight. Further, it is advisable to stamp all books uniformly.

The accession number also appears on the two pages chosen for the library's mark of ownership. The number is written in ink (this will be covered in detail later in the chapter).

The accession record. The record of volumes which are added to the library's collection is usually kept in a book provided for this purpose. It is a record of books in the order of their addition to the library. Each line is numbered in sequence, the number becoming the accession number for the book entered on that line. This number is never used again, even though the book to which it is given is lost and later replaced by the same title. The replacement is given a new accession number.

Accession books can be secured from any library supply house in either bound or loose-leaf form. The loose-leaf is recommended because of convenience in typing and for ease in substitution should a page be spoiled and a new one need to be made.

To begin this record, enter first all the books already in the library. The rules for entering titles in the

by the statement. Stamp the inside back cover near the

upper left-hand corner (see figure 2, page 22).

careful to make all impressions with the stamp.

Further, it is advisable to stamp all books uniformly.

The accession number also appears on the two pages

chosen for the library's own use. The number

is written in ink (this will be covered in detail later

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The accession record. The record of volumes which

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in substitution should a page be spoiled and a new one

need to be made.

To begin this record, enter first all the books already

in the library. The rules for entering titles in the

	Accession Number	AUTHOR	TITLE	VOL.	PUBLISHER	YEAR	CLASS.	COST	REMARKS
	751	Boylston, Sue Barton, Senior Nurse			Little	1937	F	1 60	
	52	Antin. Promised Land			Houghton	1912	921	2 40	
	53	Kipling. Captains Courageous			Garden City	--	F	2 60	
	54	Floherly. Sons of the Hurricane			Lippincott	1939	614.8	1 60	L. 5/29/ 61
1 May 63	755	Best. Homespun			Lothrop	1937	F	1 60	
	56	Glover, America Begins Again			McGraw	1939	333	1 58	
	57	Glover, America Begins Again			McGraw	1939	333	1 58	
	58	Sherwood, Abe Lincoln in Ill.			Scribner	1939	822	1 50	
	59								
	760								

Figure 2. Accession record sheet.

accession record book are essentially as follows (see Figure 2):

Date: Write the month, day and year in the upper left-hand corner of each sheet. If the entry for the day is different from the running date at the top of the page, write the day and month before the accession number to be used.

Accession number: Enter each book on a separate line, even if a set consists of several volumes. Assign to each book an accession number of its own. No two books ever have the same accession number, even when the original is lost and later replaced.

Author: Write the author's surname only.

Title: Use a brief title.

Publisher: If several publishers are given on the title page, use only the first or most important name. Abbreviate whenever possible.

Cost: Enter the amount actually paid by the library for the book. If a book is received as a gift or exchange, this should be indicated in the cost column.

Remarks: If the book is no longer in the library, state its final disposition, such as lost, discarded, exchanged, etc.

accession number book and accession number (see

Figure 2):

Notes: Write the name of the book in the notes

left-hand column of each page. If the name of the book

is different from the running head at the top of the page

write the day and month before the accession number in

note.

Accession number: Enter each book in a separate

even if it is a set consisting of several volumes. Assign to each

book an accession number of its own. Do not book a copy

have the same accession number, even when the original is

lost and later replaced.

Author: Write the author's name in full.

Title: Use a brief title.

Publication: If several editions are given in the

title page, use only the first or most important one.

Abbreviate wherever possible.

Cost: Enter the amount actually paid by the library.

for the book. If a book is received as a gift or exchange,

this should be indicated in the cost column.

Remarks: If the book is no longer in the library,

state the final disposition, such as lost, destroyed,

exchanged, etc.

Many accession record books do not have a column marked "Classification Number." It is highly desirable for the classification number to show in the accession book. The information ordinarily given in the column "Source," is where the book was secured. This column may be used for the classification number.

After the number 99 is reached in the accession record, the next set of figures is 00. It is necessary to prefix the proper figure for all numbers after 99 in order to show the correct accession number for the book. Be sure that the prefix number is not omitted. It is sufficient to repeat the added digit only every five lines.

At the Sandia Base School, the above record will be modified for the purpose of convenience and time element. The cost of books presently in the library will not be entered in the accession book. The cost of books purchased beginning the 1963-64 academic year will be entered.

The accession number. The accession number is placed:

1. In the accession record book.
2. In the book itself.
 - a. Beside the ownership stamp after the title page.
 - b. Beside the ownership stamp on the identification page.

Many records in record books are not given a certain
marked "Classification Number." It is highly desirable
for the classification number to show in the record book.
The classification number is given in the column
"Source," is where the book was received. This column is
used for the classification number.
After the number is received in the record book, the
the next set of figures is 1. It is necessary to prefix
the proper figure for all numbers after 99 in order to
show the correct numerical number for the book. For example,
if the prefix number is not entered, it is necessary
to repeat the added digit only every time.
At the State Library, the books are numbered with
notified for the purpose of convenience and classification.
The cost of books purchased by the library will not be
entered in the accession book. The cost of books purchased
beginning the 1915-16 academic year will be entered.
The accession number. The accession number is a number
1. in the accession record book.
2. in the book itself.
3. on the ownership stamp after the title
page.
4. on the ownership stamp on the back of the
title page.

- c. On the right-hand side of the book pocket.
 - d. On the right-hand side of the book card.
3. On the shelf list card on the lower left margin.

The procedure of accessioning is not merely "for the time being." It is continuous, culminating in a record of historical significance in its growth and development, as well as assistance in the administration of the library's book collection. It is also a good business record helpful in determining the value of the book stock for insurance purposes. A book lost by a borrower who is expected to pay for it is quickly identified by its accession number on the shelf list card. Referring to this number in the accession record, the desired information as to cost is found, as well as other items which will assist the librarian in replacing the book. No book should be permitted to circulate before the accessioning has been completed.

Labeling book card and pocket. Type or print on card information from the work card. (Instead of a work card, the shelf list card was immediately made at our school. Reasons for adjustment of certain procedures are given at the end of this chapter, page 104): (a) author's name (surname first); (b) title of book in brief form; (d) accession number on the

2. In the right-hand corner of the book pocket.
3. On the right-hand side of the book cover.
4. On the shelf list card in the lower left margin.
The procedure of not retaining is not merely for the
time being. It is a permanent, continuing in a record of
historical significance in the growth and development, as
well as satisfaction in the administration of the library's
book collection. It is also a good business record helpful
in determining the value of the book stock for insurance
purposes. A book lost by a borrower who is expected to pay
for it is quickly identified by the accession number on the
shelf list card. Referring to this number in the accession
record, the desired information as to cost is found, as
well as other items which will assist the librarian in
replacing the book. No book should be permitted to
disappear before the accessioning has been completed.

Shelfing book card and pocket. Type or print on card

Information from the work card. (Instead of a work card, the
shelf list card was immediately made at our school. Reasons
for adjustment of certain procedures are given at the end of
this chapter, page 104.) (a) Author's name (surname first);
(b) Title of book in brief form; (c) Accession number on the

right-hand side as shown in illustration; (d) call number in the upper left-hand corner.

Type on the book pocket the above information as shown in the illustration (see Figure 3 for illustration of book card and pocket).

Paste book pocket on the inside back cover near the bottom. Do not paste pocket on end papers which add to the contents of the book, e.g., maps; use the preceding blank page. Insert book card into book pocket.

Lettering the books. Write call numbers directly on the books. Do not use label or stickers. All call numbers on the backs of books should be placed at approximately the same height from the bottom of the books. The distance of one and one-half inches is recommended.

Light bindings can be lettered with black India ink and dark bindings in a special library white ink. Neat, legible lettering is important, and the beginner should practice lettering some old books before beginning on books which are to have a permanent place in the library. For the best results, pens made especially for lettering books should be used (use a broad-pointed pen or one known as bowl-point).

Letters and figures approximately one-fourth inch in height are desirable.

right-hand side of the book is the same as the left-hand side.
in the upper left-hand corner.

Type on the left page the title of the book in the
in the left margin (see figure 2) and in the right margin
card and pocket).

Place book pocket on card in the left margin of the
bottom. Do not place pocket in the right margin of the
contents of the book. The book is placed in the
page. Insert book into book pocket.

Preparing the book. Before the book is prepared, it is
the book. Do not use the book in the right margin.
on the back of book. The book is placed in the
same as the front of book. The book is placed in
one and one-half inches in the right margin.

Light binding and a book of a book in the right margin.
and dark binding in the right margin. The book is placed
in the right margin. The book is placed in the right margin.
practice binding and the book is placed in the right margin.
which are to have a binding in the right margin.
the book is placed in the right margin. The book is placed
should be used (see figure 3) and the book is placed
book-join).

Book and book are placed in the right margin.
helping and helping.

SANDIA BASE SCHOOL

F Gr GRAHAME, Kenneth	
AUTHOR	
Wind in the willows	
TITLE	
123	
DATE DUE	BOIRROWER'S NAME

F
Gr GRAHAME, Kenneth 123
Wind in the willows

Figure 3. Book card and pocket.

PLATE 2. 241 ANIMAL



PLATE 2. 241 ANIMAL

PLATE 2. 241 ANIMAL

Write the first two letters of the author's last name below the classification number. Example: 636 for a book on PETS written by James Jones.
Jo

Place the first letter in line with the first number. Capitalize only the first letter.

When there are two or more authors, the surname of the first author listed on the title page determines the letters to be used. If the book is written under a pseudonym, the author's real name, under which the book is to be shelved, should be lettered on the spine of the book. In the case of a biography, the first two letters of the name of the person who is the subject are written under the classification number. Detailed information on "call number" will be found under Classifying of books (page 87).

Placing books in proper order on shelves. Books are arranged on the shelves according to subject headings (Appendix II). Under each subject heading, books will be arranged alphabetically, according to authors.

All fiction (which cannot be "double-classified" and placed under subject headings) is arranged alphabetically by the author's last name.

Individual biography (which cannot be "double-classified" and placed under subject headings) is arranged alphabetically by the name of the person written about.

With the same end in view, the following

below the classification is given, arranged in

an alphabetical order.

From the list given, the following

Classification only the first

When there are two or more subjects, the

the first subject listed on the title page

is to be used. If the book is a

monograph, the author's name, when known, is

to be placed, should be placed on the

in the case of a monograph, the title

name of the journal and the subject

classification number. The

number will be found under the

Alphabetical order of

arranged in the following order:

(Appendix II). When there are

arranged alphabetically, the

All the same (Appendix II)

placed under subject headings

by the author's last name.

Alphabetical order of

list, and placed under

alphabetically by the name of

Books are arranged from left to right and from top to bottom of each section of shelving. The arrangement may be compared to the arrangement of printing on the page of a book.

Books should be shelved loosely, so that the spine of a book will not be weakened or torn in taking the book from the shelf. They should be shelved toward the front edge of the shelves as an aid in reading titles. When a book collection is being shelved for the first time, it is well to leave about one-third of each shelf vacant to provide for future growth. There should be a book support, or book end, for every shelf. If the shelf becomes full, the book support may be placed behind the row of books so as to be readily available when books go out and the support is needed again.

Shelf labels with subject headings and classification numbers will assist in locating books more quickly.

Example:

UNITED STATES, HISTORY 973

UNITED STATES, CIVIL WAR 973.7

AFRICA 960

The type of holder which slips over the shelves is recommended because of the necessity for shifting of books

Books are arranged first left to right and then top to bottom of each section of shelves. The arrangement may be compared to the arrangement of printing on the page of a book.

Books should be shelved loosely, so that the spine of a book will not be weakened or torn in taking the book from the shelf. They should be placed at a distance from the edge of the shelves as far as is practicable. In book collections in being shelved for the first time, it is well to leave about one-third of each shelf vacant to provide for future growth. There should be a book support on each end, the every shelf. If the shelves are built so the book supports may be placed behind the row of books so as to be readily available when it is to be removed, the support is needed again.

Small labels with subject headings and classification numbers will assist in locating books more quickly.

Example:

UNITED STATES, HISTORY 973

UNITED STATES, CIVIL WAR 973.7

UNITED STATES

The type of paper upon which the labels are

manufactured because of the necessity for shifting of books

from one shelf to the other from time to time (see any library supply catalog).

Shelves should be checked or "read" daily to be sure the books are kept in order.

Classifying of books

The purpose of classifying books is to bring all books on the same subject together on the shelves and books on related subjects near each other. This requires a plan so that books returned to the shelves will always be in the same general location in relation to other books so that any desired book may be found quickly. Such a plan also allows persons to look over books in a particular field more easily.

A good classification scheme needs to be fairly simple for both the librarian and the user to apply; it should offer ample possibilities for expansion, and conform in relative degree to the systems of other libraries which the reader will use.

Modified system. All of the books have been or will be classified and cataloged according to the Dewey Decimal System, modified especially to fit the elementary school curriculum. Subject matter have been placed under units of study with the appropriate Dewey Decimal Number attached

from one shelf to the other from time to time (see p. 31).

Library supply checked).

Books should be checked or "read" daily to be sure

the books are kept in order.

Classifying of books

The purpose of classifying books is to bring all books

on the same subject together on the shelves and books in

related subjects near each other. This requires a plan so

that books related to the shelves will always be in the

same general location in relation to other books so that

any desired book may be found quickly. Such a plan also

allows persons to look over books in a particular field

more easily.

A good classification system needs to be fairly simple

for both the librarian and the user to apply; it should

offer ample possibilities for expansion, and contain no

relative degrees to the system of other libraries with the

reader will use.

Modified system. All of the books have been or will

be classified and numbered according to the Dewey Decimal

system, modified especially to fit the elementary school

curriculum. Subject matter has been placed under units of

study with the appropriate Dewey Decimal number assigned

(see Appendix II for subject headings). Additions to this list will be taken from those listed in Appendix II.

The majority of numbers are limited to three digits, but one and two-place decimals have been retained as needed.

Letter symbols have been used to classify types of literature:

- F Fiction. All easy and short story collections have also been placed under this category.
- B Biography. Individual biography has been designated in this manner.
- R Reference. All reference books are shelved together for easy access by pupils.

The letter symbols may be combined with Dewey numbers (when appropriate) to give double classification, exceedingly useful in elementary school to bring all books on a subject together. For example:

972 Dewey number for factual material
about Mexico.

972 Biography of famous Mexicans.
B

972 Stories (fiction) about Mexico.
F

The call numbers. For complete identification of a title, it is necessary to have not only a class number indicating its subject but some method of distinguishing it from other volumes in the same class. The need for such

(see Appendix II for subject headings) - The following are the

that will be taken from those listed in Appendix II.

The majority of numbers are listed in the following

but one and two-digit numbers have been retained as a whole

Letter symbols have been used for easily accessible

References:

1. Fiction. All easy and accessible fiction titles have also been listed under the following

2. Biography. Individual biographies have also been listed in this number.

3. Reference. All reference books and materials are listed in this number.

The letter symbols may be combined with the following

(when appropriate) to give the full title of the work.

used in elementary school to high school as a subject

together. For example:

972.932 Jemy, James. The story of the boy who was afraid of the dark. New York: Random House, 1964.

972.932 Jemy, James. The story of the boy who was afraid of the dark. New York: Random House, 1964.

972.932 Jemy, James. The story of the boy who was afraid of the dark. New York: Random House, 1964.

The call number. For complete details see the following

title, it is necessary to have not only a title number

indicating its subject but also a number indicating its author.

in from other sources in the same class. The number of the

identification obviously grows with the size of the book collection. In place of a book or an author number, only the first two letters of the author's surname were used. When this is done, the call number of a book in the school library is composed of the classification number and the author's initials. For example, the call number for a book on United States History by Beard would be 973. The call number of a fiction by Gray would be F. The call number of a biography of Lincoln would be B. Since this biography can be appropriately double-classified, it would have the following call number:

973.7	Biography of famous men,
B	United States History,
Li	Civil War (Lincoln)

The call numbers are placed: (a) on the book card and pocket (see Figure 3, page 82); (b) on the proper line in the accession record (see Figure 2, page 77); (c) on the shelf-list card at the upper left-hand corner (Figure 4, page 92); (d) on every catalog card at the upper left-hand corner (Figure 6, page 94); and (e) on the spine of the book about one and one-half inches from the bottom.

It is not recommended that pupils, parents, or other teachers attempt to classify books. Classification is difficult even for the experienced librarian. The teacher-librarian should have sole responsibility of classifying

identification slowly grown with the size of the book collection. In place of a book or a number, only the first two letters of the author's name were used. When this is done, the call number of a book in the school library is composed of the classification number and the author's initials. For example, the call number for a book on United States History by Ford would be 373. The call number of a fiction by Gray would be 7. The call number of a biography of Lincoln would be 6. Since this biography can be appropriately double-classified, it would have two following call numbers: 373.7 biography of Lincoln and 6 United States History, Civil War (Lincoln).

The call numbers are placed: (a) on the book cover and pocket (see Figure 3, page 32); (b) on the proper line in the accession record (see Figure 2, page 33); (c) on the shelf-list card at the upper left-hand corner (Figure 4, page 32); (d) on every catalog card at the upper left-hand corner (Figure 5, page 34); and (e) on the spine of the book about one and one-half inches from the bottom.

It is not recommended that pupils, parents, or other teachers attempt to classify books. Classification is difficult even for the experienced librarian. The librarian should have sole responsibility of classifying

the books. If errors are made under these circumstances, they are easier to correct because these will be consistent. Once the books are classified, pupil and parent assistants can begin with the lettering of the books.

How to determine the classification number.

1. Study and become familiar with the large subject groupings shown in the outline of Elementary Subject Headings (Appendix II).

2. Examine the book carefully to see what it is about and then look in the subject headings list (Appendix II) to determine the proper classification number. If there are no subject headings under which books can be placed, check Appendix III for possible additions to the above list (Subject headings in Science, for example, may have to be added to the list in Appendix II. Additions may vary from school to school, depending on the size and variety of the book collection).

3. Consulting classified book lists such as the Children's Catalog and A Basic Collection for Elementary School Library (see Appendix I) are of great assistance and should be at hand as essential tools. The school should own a copy of the Abridged Decimal Classification

the books. It appears that the books are not all the same. They are similar to other books, but they are not the same. Once the books are classified, they can be used as a basis for the classification of the books.

How to determine the classification of the books

1. Study and become familiar with the books. The books are arranged in the order of the classification of the books.

2. Examine the book carefully to see what it is about. (Appendix II)

3. Examine the book carefully to see what it is about. (Appendix II)

4. Examine the book carefully to see what it is about. (Appendix II)

5. Examine the book carefully to see what it is about. (Appendix II)

6. Examine the book carefully to see what it is about. (Appendix II)

7. Examine the book carefully to see what it is about. (Appendix II)

8. Examine the book carefully to see what it is about. (Appendix II)

9. Examine the book carefully to see what it is about. (Appendix II)

and Relative Index¹ and the teacher-librarian should learn how to use it.

Shelf list

The shelf list is a card record of all the books belonging to the library. The order of the shelf list is the same as that of the books on the shelves. Each title is put on a separate card. The shelf list in the library corresponds to the table of contents in a book. Guide cards with subject and classification numbers should be used to divide the cards for the different classifications. The shelf list is kept convenient to the desk where cataloging is done, and is not for use by the readers.

The purposes of the shelf list are: (a) to form a complete record of books owned by the library, (b) to indicate what books the library owns in each subject class, (c) to form a simple, broad-subject index to the books in the library, (d) to serve as a guide for developing a well-balanced book collection, and (e) to serve as a check list of holdings when taking an inventory.

Information given on the shelf list card will vary in the library keeping an accession book from that in which no such record is kept. In the former case, since the

¹Melvil Dewey, Decimal Classification and Relative Index, abridged (8th Ed.) (New York: The H. W. Wilson Company, 1959).

and relative index and the relative index should be

how to use it.

Shelf List

The shelf list is a card record of all the books belonging to the library. The order of the shelf list is the same as that of the books in the library. Each title is put on a separate card. The shelf list in the library corresponds to the table of contents in a book. While cards with subject and classification numbers should be used to divide the cards for the different classifications. The shelf list is kept convenient to the desk where cataloging is done, and is not for use by the reader. The purposes of the shelf list are: (1) to form a complete record of books owned by the library, (2) to indicate what books the library owns in each subject class, (3) to make a simple, broad-subject index to the books in the library, (4) to serve as a guide for developing a well-balanced book collection, and (5) to serve as a check list of holdings when taking an inventory.

Information given on the shelf list card will vary in the library keeping an accession book first in which no such record is kept. In the former case, since the

accession book gives date of purchase for all books listed and price, these do not have to be entered on the shelf list card.

Shelf list card. The following data should be entered on the shelf list card: (a) call number in upper left-hand corner; (b) author's name: use full name, giving surname first; (c) title of book: put on line below author's name; (d) publisher's name: use short form; (e) accession number for each copy: place on lower left-hand corner. (See Figure 4.)

At inventory time, if a book is missing, this is noted on the shelf list card lightly in pencil beside the accession number. When a book is withdrawn, discarded, lost, or paid for, that fact is also noted on the shelf list card. A new copy of a book should never be given the copy number of an old one, for even though missing at inventory, it may reappear at some later time. A new accession number should be given this added copy on the shelf list card. However, a new edition of any title, especially of non-fiction, is considered another book, and a new set of cards, including the shelf list card, should be made.

In making shelf list cards for individual biographies, the name of the subject of the biography should be added at

accession book gives date of purchase for all books listed and prices, these do not have to be entered on the shelf list card.

Shelf list card. The following data should be entered on the shelf list card: (a) title number in upper left-hand corner; (b) author's name; use full name, giving surname first; (c) title of book; put in line below author's name; (2) publisher's name; use short form; (a) accession number for each copy; place on lower left-hand corner. (see figure 4.)

At inventory time, if a book is missing, this is noted on the shelf list card, slightly to pencil, beside the accession number. When a book is withdrawn, discarded, lost, or held lost, this fact is also noted on the shelf list card. A new copy of a book should never be given the copy number of an old one, for even though missing at inventory, it may reappear at some later time. A new accession number should be given this added copy on the shelf list card. However, a new edition of any title, especially of non-fiction, is considered another book, and a new set of cards, including the shelf list card, should be made.

In making shelf list cards for individual departments, the name of the subject of the biography should be added at

the top of the card above the author (see Figure 5).

Cataloging

The purpose of cataloging is to provide an index to the book collection. The card catalog, correctly organized, provides a record on cards of all books in the library. It serves as an index to the library by showing what books the library has by any given author, what books are available on any given subject, and whether a book of any given title is to be found in the library.

Catalog cards take the same form as the shelf list card except that the accession numbers do not appear on the catalog card. There are two types of catalog cards: main-entry card, also called "author card," and added-entry cards, which comprise cards for the subject and title. The information given on each added-entry card is the same as that of the main card except that the subject and title are placed on the top of the card.

Author card. This is an exact duplicate of the shelf list card except that the accession number is omitted (see Figure 6).

Title card. This card has the title on the first line (see Figure 7).

the top of the page above the header (see figure 1).

Introduction

The purpose of this study is to find out how the

the book collection. The book collection is

organized, provided a list of books of this kind in the

library. It serves as an index to the library's holdings

and lists the library's holdings in a given subject.

are available in my given subject. The library's holdings

any given title as to its location in the library.

Checking cards take the place of the library's holdings

card and give the location number of the book in the

checking card. There are two types of checking cards: the

author card, also called "author card," and the

title card, which contains the title of the book.

The information given on each card is as follows:

as part of the title card, the author's name is

are placed at the top of the card.

Author card. This is an index card of the author's

name card except that the author's name is at the top

figure 2).

Title card. This card has the title of the book

line (see figure 3).

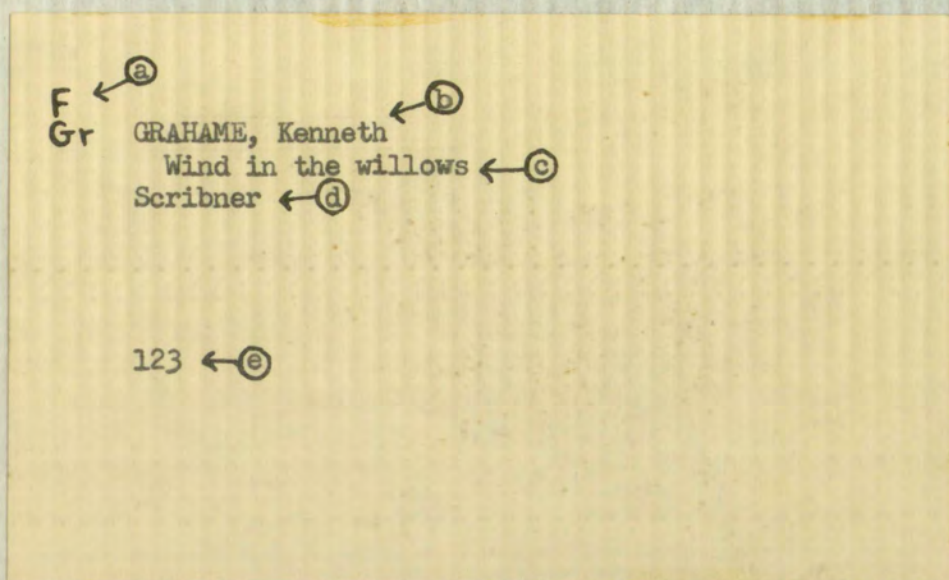


Figure 4. Sample copy of shelf list card.
 a. Call number. b. Author's name.
 c. Title of book. d. Publisher's
 name. e. Accession number(s).

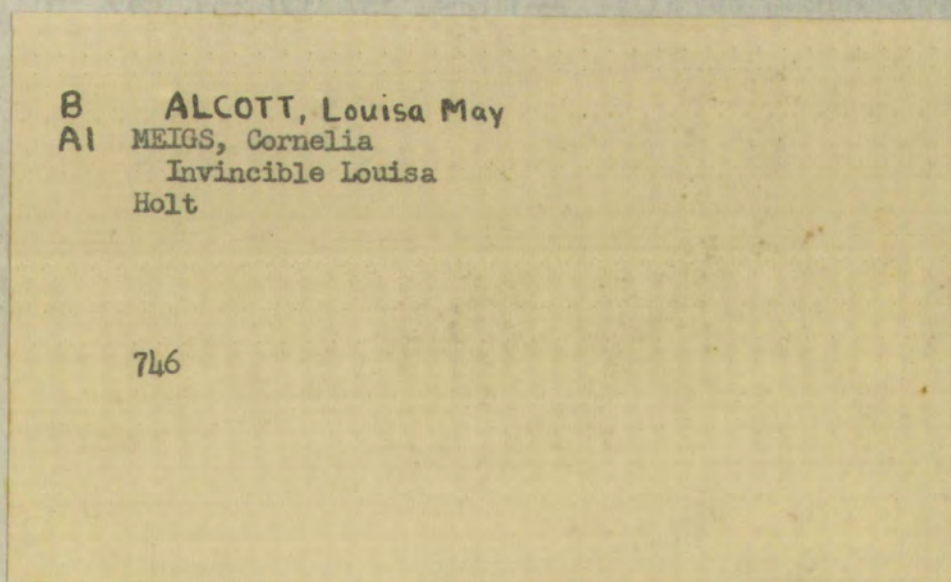


Figure 5. Sample shelf list card for individual
 biography.



Figure 1. Sample copy of shell list card.
 a. Call number. b. Author's name.
 c. Title of book. d. Publisher's
 name. e. Accession number(s).



Figure 2. Sample shell list card for individual
 locality.

Subject card. Subject cards are the same as author cards except that the subjects are placed on the top line (see Figure 8). The primary or major subject headings found in Appendix II (along with additions taken from Appendix III) were used as subject headings. The books under each subject heading are filed exactly as found in the shelf list.

Since the card catalog is a dictionary catalog, all the catalog cards are filed in the catalog drawers in alphabetical order, word by word, according to the top line of each card. Guide cards should be placed inside the drawers of the catalog as an aid in locating cards. These should include alphabetical guides and guides with subject headings.

Cross-reference cards. "See" references were made for books written by authors using pseudonyms (see Figure 9) and for certain authors (see Figure 10). Labeling of book card and pocket, shelf list card, and main entry cards for writers using assumed names will be covered later in this chapter.

Rules for filing catalog cards.

1. Arrange author, subject, and title cards together in alphabetical order. The catalog then becomes a dictionary

Subject cards

cards except that the subject is placed on the left

(see Figure 2). The number of subject cards

found in Appendix IV (Figure 2) will be the same

Appendix XII) will be the same as the number of

after each subject card is placed in the

the first card.

Since the subject is a continuous card, the

the subject card is placed in the subject

alphabetical order, and a subject card is

line of each card. Since each card is

the number of the subject is placed in the

these should follow the subject card and

subject heading.

Cross-referencing

for books written by authors in the subject

and for cards in subject (see Figure 3)

card and book, and the subject card

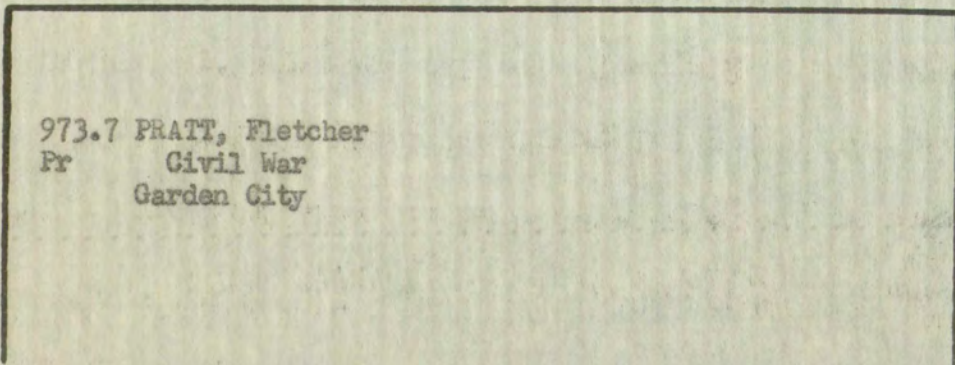
written using subject names will be covered

chapter.

Index for subject cards

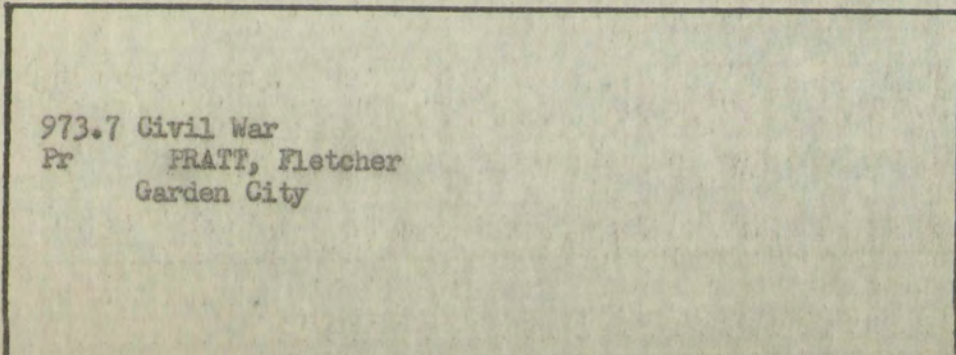
1. Arrange subject cards in alphabetical

in alphabetical order. The subject card



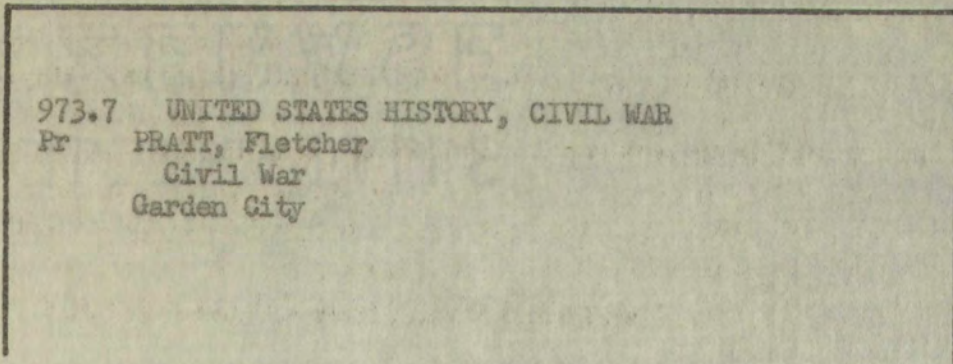
973.7 PRATT, Fletcher
Pr Civil War
Garden City

Figure 6. Author card.



973.7 Civil War
Pr PRATT, Fletcher
Garden City

Figure 7. Title card.



973.7 UNITED STATES HISTORY, CIVIL WAR
Pr PRATT, Fletcher
Civil War
Garden City

Figure 8. Subject card.

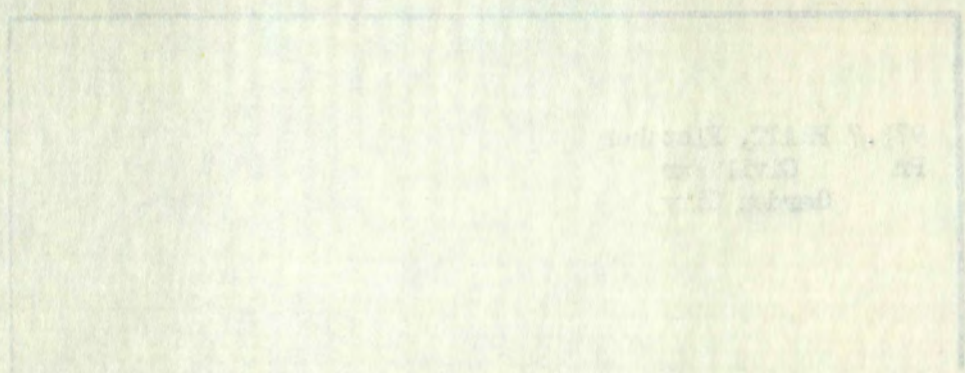


Figure 1. [Illegible text]

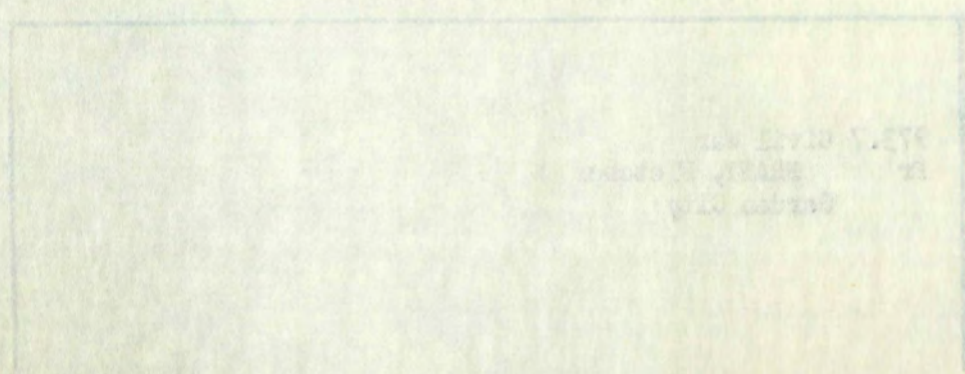


Figure 2. [Illegible text]

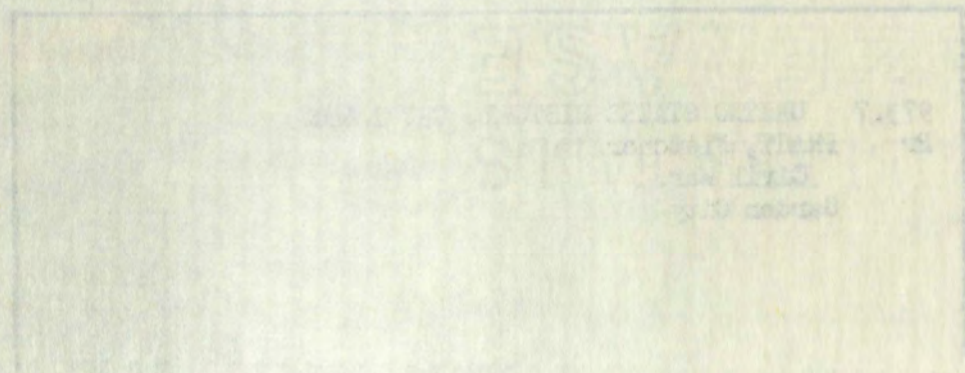


Figure 3. [Illegible text]

TWAIN, Mark, pseud.

See

CLEMENS, Samuel L.

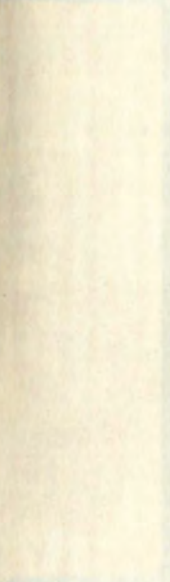
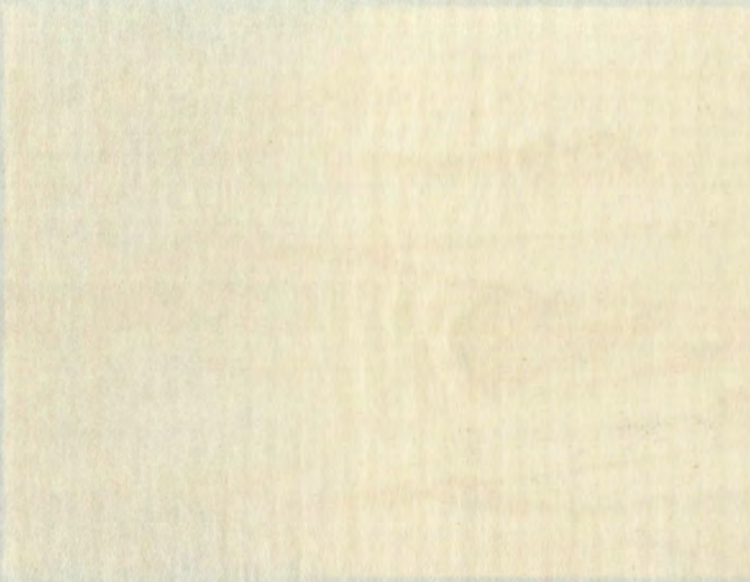
Figure 9. Cross-reference card.

D'AULAIRE, Ingri

See

AULAIRE, Ingri d'

Figure 10. Cross-reference card.



catalog of the books in the library.

2. Arrange cards word by word, alphabetizing letter by letter, to the end of each word.

Example: Correct

New Champlin cyclopedia for young folks
NEW ENGLAND
New moon
New worlds for Josie
NEWBERRY, Clare
NEWKIRK, Louis

Incorrect

NEWBERRY, Clare
New Champlin cyclopedia for young ladies
NEW ENGLAND
NEWKIRK, Louis
New moon

3. Arrange abbreviations or shortened words as if spelled out.

Example Dr. as doctor
Mr. as mister
Mt. as mountain
N. Y. as New York
St. as Saint

4. Arrange all books by the same author alphabetically by title.

Example ALCOTT, Louisa M.
Jack and Jill

ALCOTT, Louisa M.
Little Men

ALCOTT, Louisa M.
Little Women

condition of the book in the library.

It is recommended that the book be placed in the library.

by letter, to the end of the book.

Respectfully,
[Signature]

Very truly yours,
[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

It is recommended that the book be placed in the library.

updated out.

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

It is recommended that the book be placed in the library.

by letter.

[Signature]

[Signature]

MILLERS

EXERCISE

COTTON COTTON

5. When the same word serves for author, subject, and title, arrange cards in the following order: author cards, subject cards, and title cards.

Example: HOMES, Alice (author)
 HOMES, Gerald (author)
 HOMES, Warren (author)
 HOMES (subject)
 Homes of the bird (title)
 IRISH, Ronald (author)
 Irish fairy tales (title)

6. When filing subject cards: under the subject heading, file the books in the exact order as found in the shelf list.

Example: under the subject heading AFRICA,
 file all the books in this unit as they
 are filed in the shelf list.

7. Arrange compound names, both for persons and places, as separate words.

Example: SAINT GAUDENS, Augustus
 St. Louis, Mo.
 SAINT-SAENS, C. C.
 Saint Thomas College

8. Arrange personal and place names compounded with prefixes as one word.

Example: LA FARGE
 LAFAYETTE
 LA FONTAINE
 VAN BIBBER
 VANBRUGH, Sir John
 VAN BUREN, Martin

9. Arrange hyphenated words as if separate words, disregarding the hyphen.

MILLERS FALLS

1. When the above is done, the following should be done, and title, arranged as in the following, and the

COTTON CONTENT

Examples: 100% (100%)
100% (100%)
100% (100%)
100% (100%)
100% (100%)
100% (100%)
100% (100%)

2. When filling in the above, the following heading, fill the body in the following manner:

shall list.

Examples: When the above is done, the following heading, fill the body in the following manner:

3. Arranging the above, the following places, as separate copies.

Examples: 100% (100%)
100% (100%)
100% (100%)
100% (100%)

4. Arranging the above, the following heading, fill the body in the following manner:

Examples: 100% (100%)
100% (100%)
100% (100%)
100% (100%)
100% (100%)
100% (100%)
100% (100%)

5. Arranging the above, the following heading, fill the body in the following manner:

Example: Happy home
 Happy-Thoughts Hill
 Happy thoughts

File as one word hyphenated words compounded with a prefix, such as anti, co, pre, etc.

Example: COE
 Co-education
 COERNE, Louis A.

Rules for typing of shelf list and catalog cards.

Authors. Write surname first (in "CAPS" for quick recognition and ease in filing by parents and pupil assistants) for all cards.

Example: GRAHAME, Kenneth
 Wind in the willows
 Scribners

Pseudonyms. The author's real name is used for the main entry, if possible. When the pseudonym is used for the author entry because the author's name is not known, the abbreviation "pseud." is used following the name.

Example: Doe, John L., pseud.

When the entry is made under the real name, but the title page of the book gives the pseudonym, the pseudonym is included in the body of the entry after the title, followed by the abbreviation "pseud." (See Figure 11.)

Example: CLEMENS, Samuel L.
 Adventures of Huckleberry
 Finn by Mark Twain, pseud.
 Harper

THE
MILLERS
PAPER

THE
MILLERS
PAPER

THE
MILLERS
PAPER

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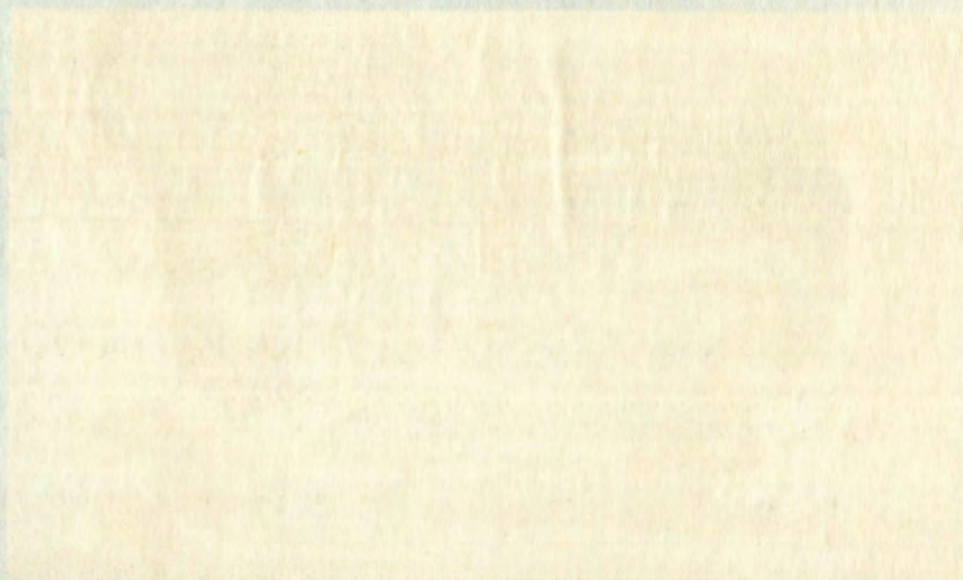
THE
MILLERS
PAPER

THE
MILLERS
PAPER

F
C1 CLEMENS, Samuel L.
Adventures of Huckleberry Finn by
Mark Twain, pseud.
Harper

834

Figure 11. Shelf list card for
pseudonym.



Cross references are made from the form of name not used as author entry to that used (see Figure 9).

The following is a list of a few of the pseudonyms found in children's literature:

ADRIAN, Mary E., pseud.	FRANK, R., Jr., pseud.
See	See
CLARK, Mary E.	ROSS, F. X.
BERRY, Erick, pseud.	IRVING, Robert, pseud.
See	See
BEST, Allena C.	ADLER, Irving
BRECK, Vivian, pseud.	LE GRAND, pseud.
See	See
BRECKENFIELD, Virginia F.	HENDERSON, Le Grand
COLLODI, C., pseud.	MACDONALD, Golden, pseud.
See	See
LORENZININ, Carlo	BROWN, Margaret W.
CORBIN, William, pseud.	NORTON, Andre, pseud.
See	See
MCGRAW, William C.	NORTON, Alice M.
	STEWART, Scott, pseud.
	See
	ZAFFO, George J.
	YASHIMA, Taro
	See
	IWAMATSU, Jun

Compiler or editor used as author. When a book is a collection of essays, reports, etc., from various sources brought together by one compiler or editor, it is usually entered under the name of the editor or compiler with the abbreviation "ed." or "comp." written after the name and

MILLERS FALLS
B/E R/S
COTTON CONTENT

separated from the name by a comma.

Example: JONES, Sam, ed.
BROWN, James, comp.

In a few cases when the illustrator or translator is primarily responsible for the compilation, the abbreviation "illus." or "tr." is added after the name used as main entry.

Example: SMITH, Robert, illus.

When a book is compiled by the editors of a periodical, do as follows:

Example: LIFE, ed.
LOOK, ed.

Organizations or corporate entries. Reports of institutions, libraries, government departments, etc., are entered under the name of the institution, library, etc.

Example: American Library Association
American Council on Education

Joint authors. If a book has two authors, list both as they appear on title page.

Example: JACKSON, William
DAVIS, Henry
Journey to a distant star

If there are three or more authors, the name of the first author is given in full. Instead of listing the other authors, the phrase "and others" is used.

SANDIA BASE SCHOOL

F C1 CLEMENS, Samuel L.	
AUTHOR	
Adventures of	
TITLE	Huckleberry Finn 834
DATE DUE	BORROWER'S NAME

F
C1 CLEMENS, Samuel L. 834
Adventures of Huckleberry
Finn by Mark Twain, pseud.

Figure 12. Book card and pocket for pseudonym.

Example: WILLIAMS, Richard, and others

Titles of books. Disregard the initial articles "A," "The," and "An," in titles and begin with the word following the article. Within a title, these articles are to be considered as words, however.

Example: The wind in the willows (as written on title page)

Wind in the willows (on cards)

An exception to the above rule: If the title has only one other word, leave the above articles in and do as follows: Cross, The

Capitalize only the first word and proper nouns. All other words should be in small type.

Indentation. For all shelf list and catalog cards, the first word on the first line should be typed or written four (4) spaces from the top margin and eight (8) spaces from the left margin. This should leave ample space to the left for call numbers. For all other lines, do as shown in Figures 6, 7, and 8, page 94. For cross-reference cards, see Figures 9 and 10, page 95.

Rules for book cards and book pockets

The above-mentioned rules apply for typing author's name and title of books (see Figure 3, page 82). For

Examples: (1) "The first word on the line"

Figure 1: The first word on the line

"The" and "is" in lines 1 and 2 are the first words on the line.

the article. With a title, the first word on the line

considered as words, however.

Examples: (2) "The first word on the line" on the line

When a title is used

An exception to the above rule: If a title is

only one word, leave the first word on the line

follows: Cross, the

Capitalize only the first word and proper nouns.

Other words should be in small caps.

Instruction: For all titles, the first word on the line

the first word on the line. The first word on the line

four (4) spaces from the top margin. The first word on the line

from the left margin. This is the first word on the line

left for call numbers. For all titles, the first word on the line

Figures 1, 2, and 3, page 1. For figures 4 and 5, page 2.

use Figures 1 and 2, page 1.

Rules for book cards and book orders

The above-mentioned rules apply to all book orders.

name and title of books. For figures 1, 2, and 3, page 1.

pseudonym, see Figure 12. Note how title is typed when it cannot be entered on one line.

Summary of procedures followed at Sandia Base School

The following is a brief description of routines which were evolved to meet situations peculiar to this school. It is given in the hope that it will answer the "one" question that is very frequently raised by people who have read the multitudes of guides, manuals, methodology texts, etc. available in various subject fields: "Now that they have told me all about the philosophy, objectives, guiding principles, methodology, etc., what do I do? Where do I start? How do I do it?"

Detailed examination of the questions raised earlier in the chapter indicated a need for minor adjustment--slightly perhaps, but in the long run worthwhile because saving in time and effort would be achieved. Once decided upon, the following procedures were put into effect.

Mechanical preparation. In order to best utilize the two typists and two non-typists usually present during the early phase of library organization, the sorting and weeding of books were done in advance of the work periods by the writer. Enough books were always available for all work periods.

MILITARY

SUMMARY OF THE CASE

The following is a summary of the case...

It was found that the defendant...

is given in the report...

that is very interesting...

existence of a...

available in...

could be...

principles...

merely...

Detailed...

in the...

slightly...

saving in...

again, the...

...

two...

early...

of...

written...

...

...

Instead of making out work slips, the typists immediately began typing shelf list cards (all but the call numbers were entered at this time). They also prepared the book cards and pockets. The book cards and pockets were then placed in the book and passed on to one of the non-typists. The shelf list card was placed alphabetically in a file drawer by the typists. This procedure made the cards readily accessible for duplicates of books previously accessed. After a trial and error period, the typists became very expert in detecting the above books. Instead of typing another shelf list card (and discarding it after locating another in the file), they would go immediately to the file and add the new accession number.

The first non-typist pasted the book pockets and placed the book cards into the pockets. He then passed the books to the other non-typist. He also made sure that the typists always had a supply of books.

The second non-typist stamped the ownership mark, wrote the accession numbers beside the ownership marks, and placed the books on the shelves for future processings. On unmarked pockets (not torn off by the typists), he carefully printed the necessary information. When only one non-typist was present, he did the pasting, stamping, and the lettering.

Accession record. Because of the great number of books, coupled by the fact that only a small work crew is available, it was decided that the entering of necessary information in the record would be suspended until the initial processing was completed. It is hoped that during the summer, the accession record would be brought up to date. It was also decided that for the initial collection, only the information contained in the shelf list card would be entered in the record.

All new books to be processed beginning the 1963-64 academic year would have all the required information entered in the record.

Classification of books. For the same reasons given above, the classifying of books did not begin until the inventory or accessioning was almost completed. It was decided that fiction and biographies would be classified first.

The writer sorted out and placed on separate shelves all books of fiction and biography. Marking of the book spine was not begun until the shelves were re-checked at least twice. Standard catalogs and book lists were checked for decisions on doubtful cases.

Call numbers were lettered on the spine, book card and pocket, and shelf list card.

Similar procedures were followed for individual biography once the lettering of fiction books was completed.

This summer, the books will be shelved separately in the required manner. The shelf list cards will be sorted and filed correctly.

The non-fiction books will then be sorted according to the information contained in Appendix II (with necessary additions). The lettering of call numbers will then be accomplished. These books will then be shelved in the manner described earlier in the chapter.

When the classifying of non-fiction books is completed, the double-classification of certain books on fiction and biography can be started. These books will be shelved under the appropriate subject headings. The classification number will be lettered on the spine, book card and pocket, and the shelf list card. The shelf list card will be refilled correctly.

Cataloging. One of the typists began typing cards for the card catalog before the initial processing was completed. Using the shelf list, she made up two author cards and a title card. One of the author cards will be

used for a subject card (see Figures 6, 7, and 8, page 94). Call numbers will be entered when the classifying of books is completed.

Visualized routines. Instructions for parent helpers were written on oak tag paper. Plates 1A, 1B, and 2 are composite photographs of instructions given during the early phase of the library organization. Plates 3A, 3B, 4A, 4B, 5A, 5B, 6A, and 6B are close-up photographs of the visualized instructions.

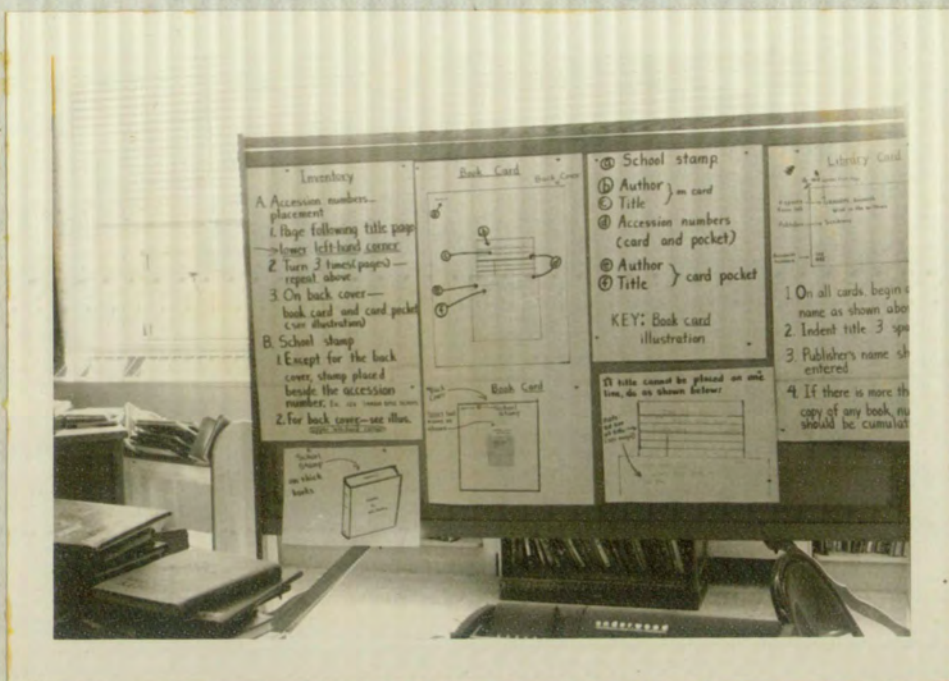


Plate 1A. Composite photograph of instructions.

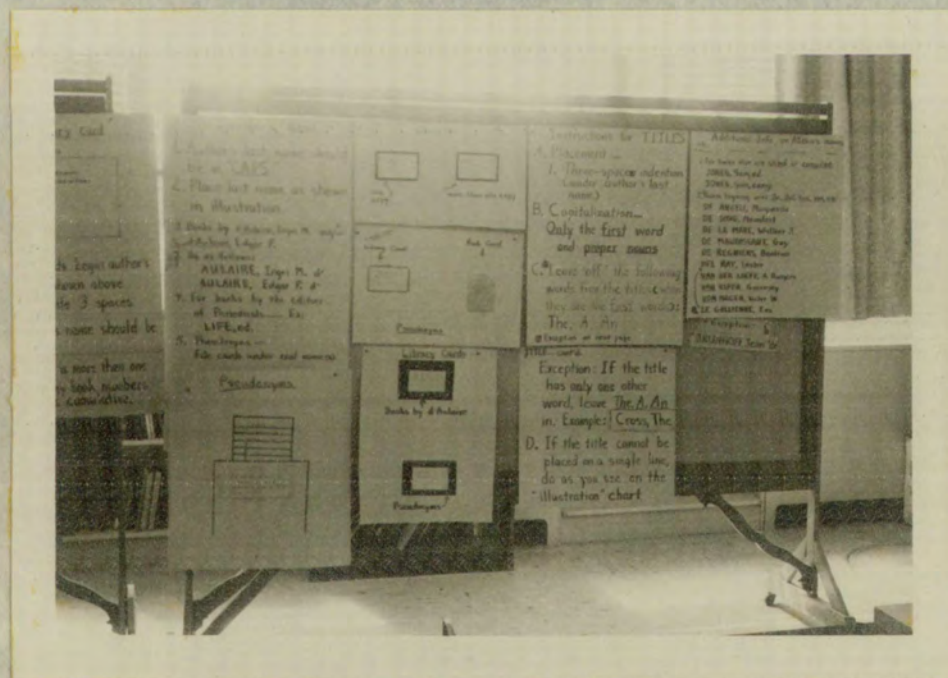


Plate 1B. Composite photograph of instructions.

0800

0800

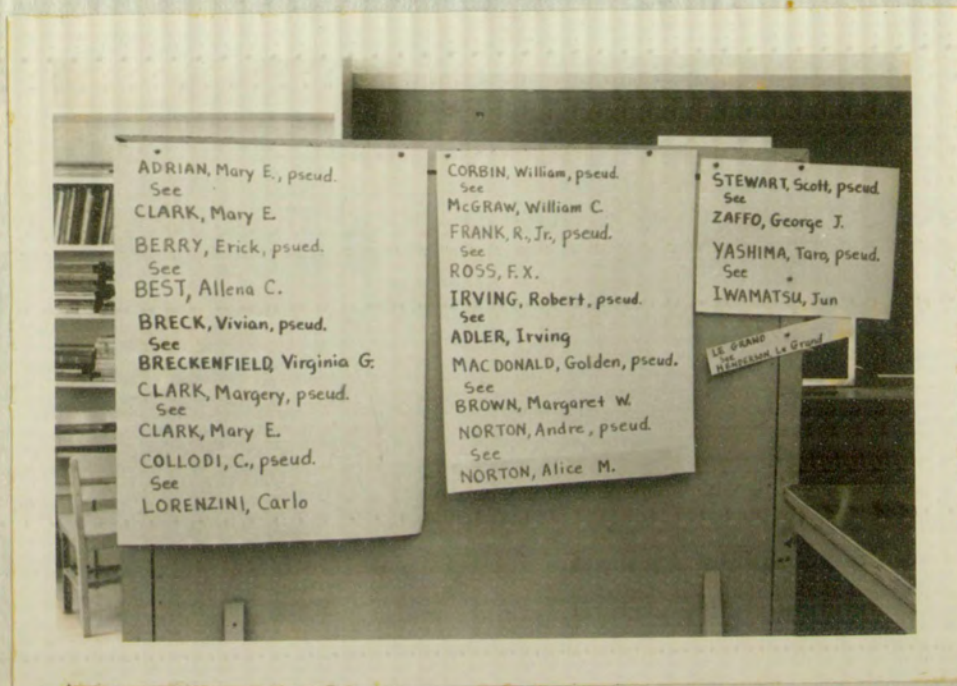


Plate 2. Composite photograph of instructions.



0000

Place 2. Composite photo of the subject.

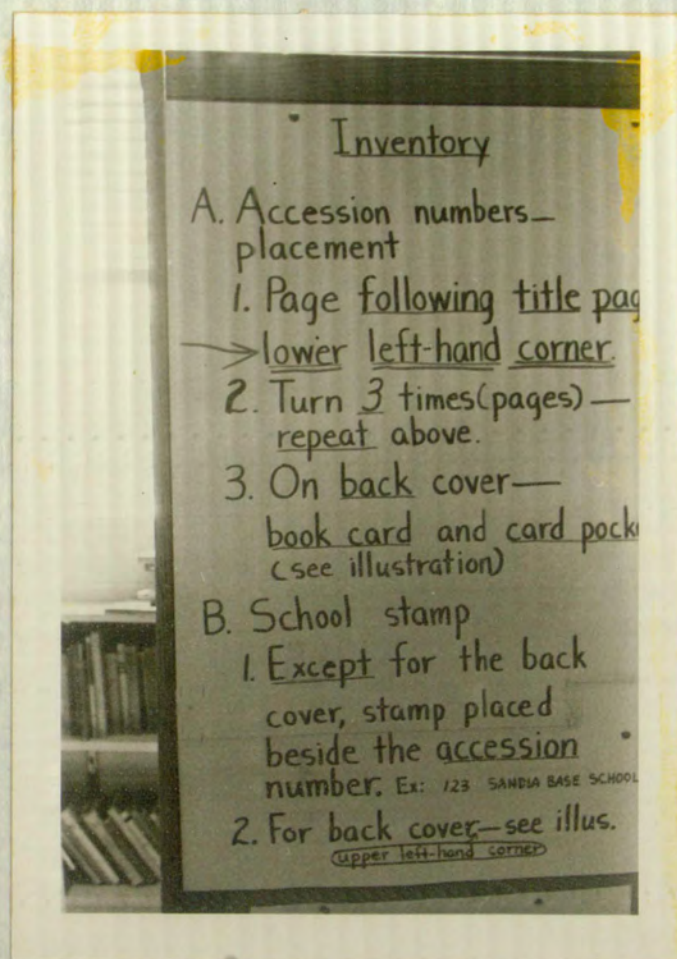


Plate 3A. Close-up photograph of instructions.

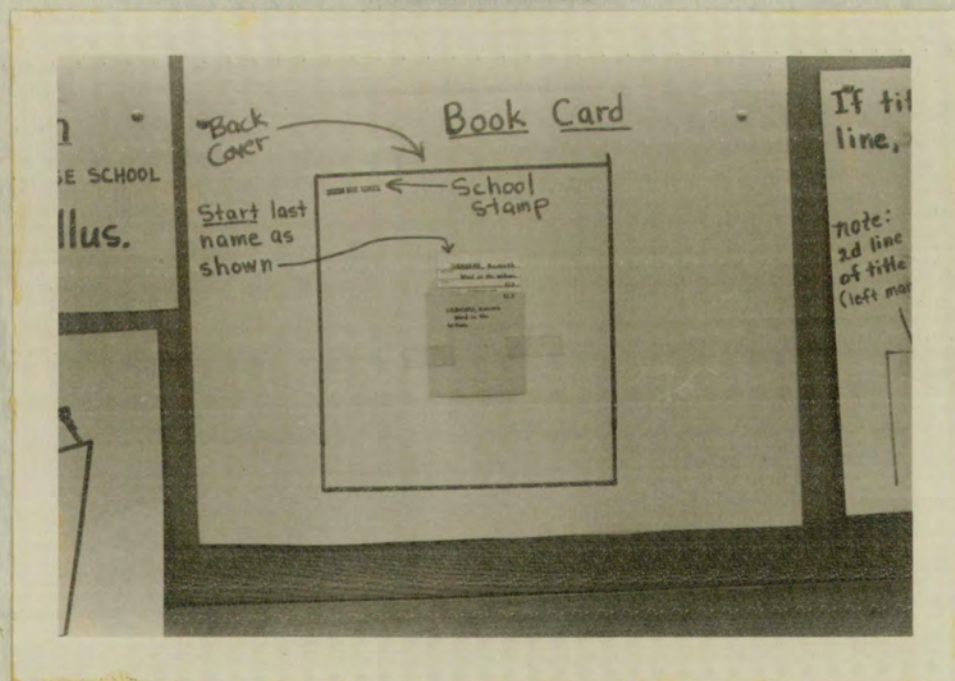


Plate 3B. Close-up photograph of instructions.

0000

3080

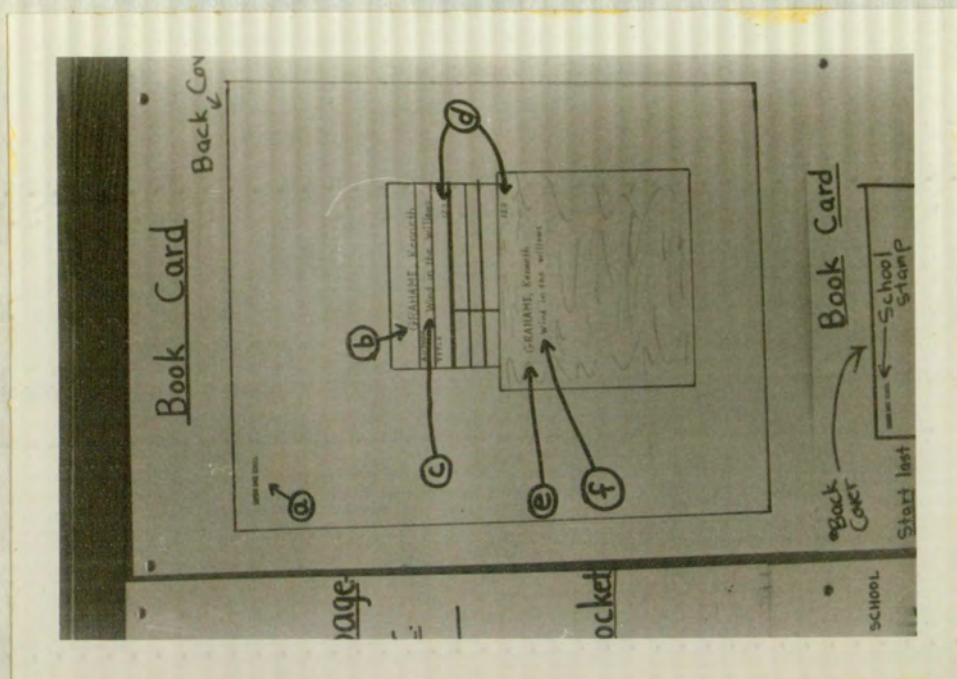


Plate 4B. Close-up photograph of instructions.

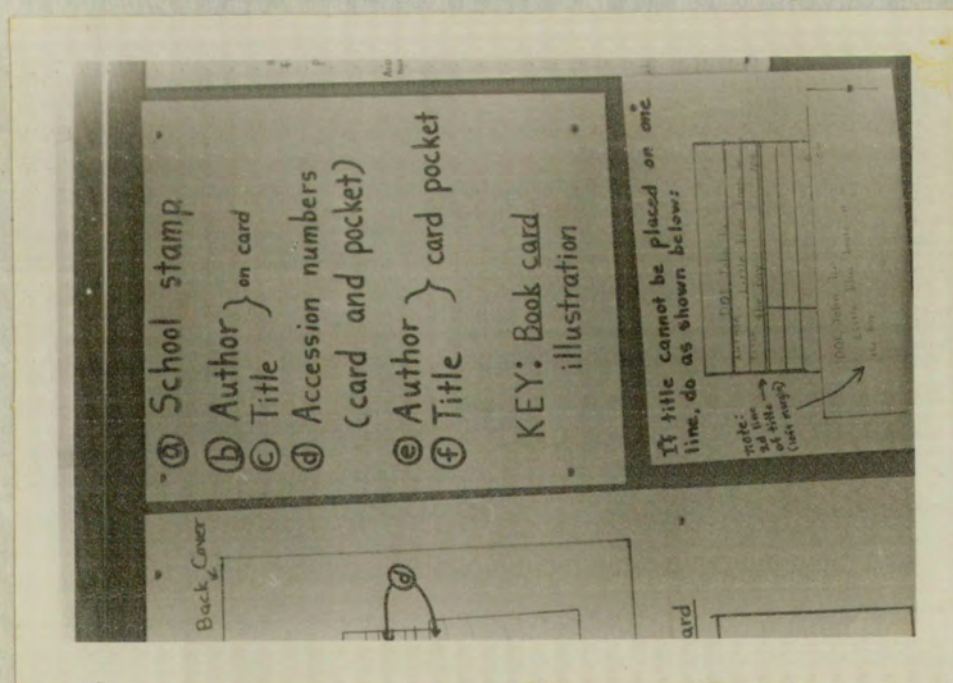


Plate 4A. Close-up photograph of instructions.

080E

080E

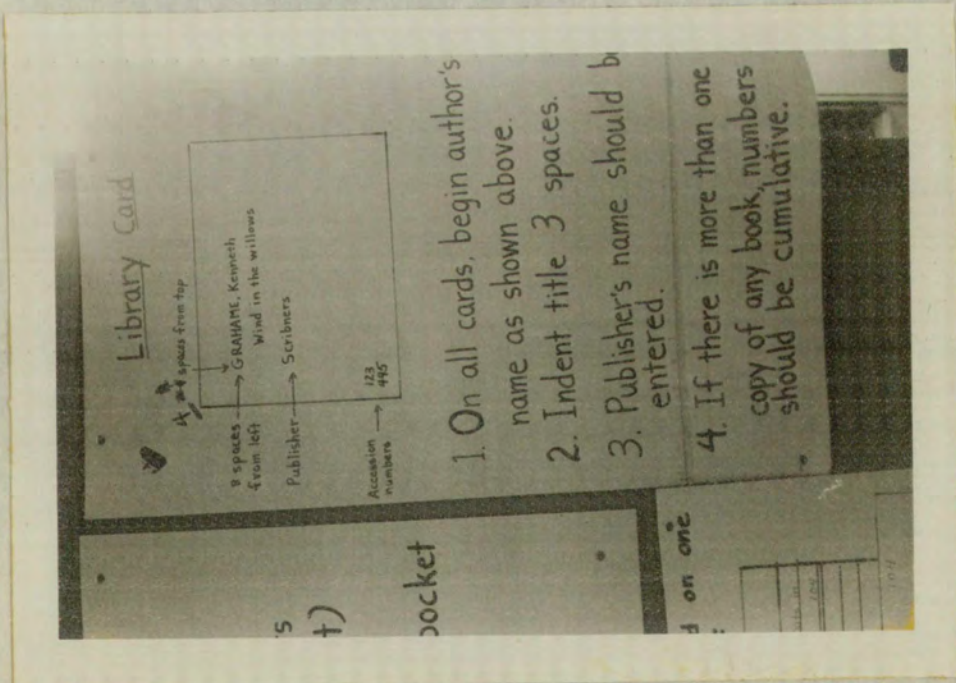


Plate 5A. Close-up photograph of instructions.

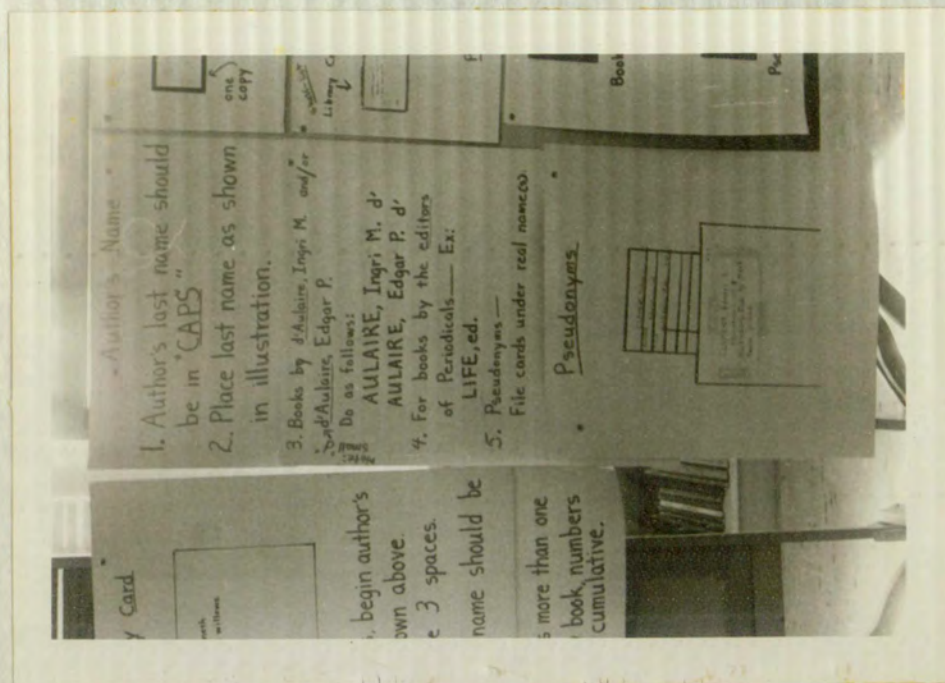


Plate 5B. Close-up photograph of instructions.

080E

080E

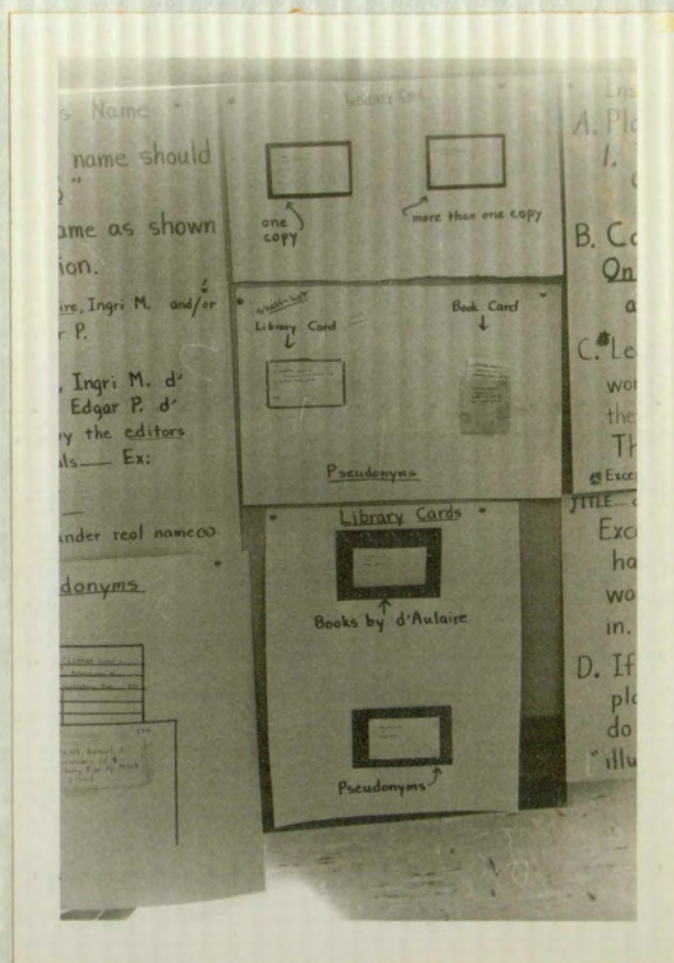


Plate 6A. Close-up photograph of instructions.

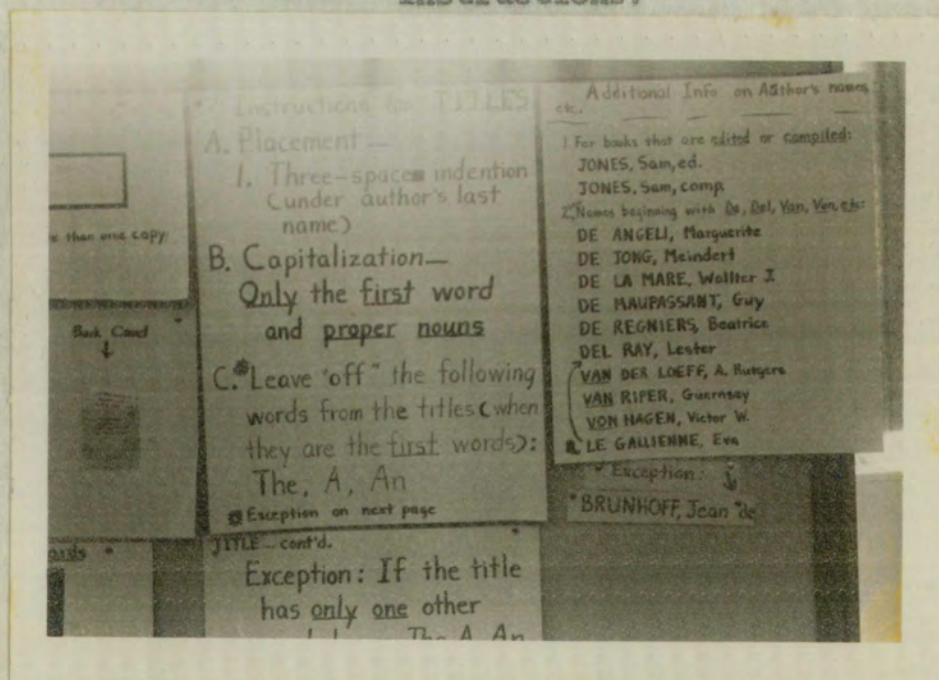


Plate 6B. Close-up photograph of instructions.

080E

080E

CHAPTER V

ANALYZING THE BOOK COLLECTION

INTRODUCTION

Selecting books for the school library is one of the most important phases of elementary school library work. It is a task which no one person can accomplish alone, since it affects the entire personnel of the school. Selecting books wisely should invariably involve the cooperation of principal, teachers, librarian, and children. The librarian must utilize the knowledge of various members of the faculty in their special fields. If there is a public library, she may get much valuable information from the librarian of the children's department. She will need to review and read children's books continually in order to be familiar with books which are constantly being published. In addition to the information available from professional sources, valuable information can be obtained from the children on the kinds of books they like and want as a permanent part of the library.

The book collection should be balanced as to subject fields and reading level. While the modern elementary school

library should have an extensive collection of non-fiction books for classroom circulation, this should never be maintained at the expense of the general library collection for recreational reading. Children will not develop a feeling for books, a lasting interest in reading for pleasure, and the habit of using library materials as sources of information if they have at their disposal only supplementary texts and reference books. Constant thought and attention must therefore be given to the book collection in order to maintain a wholesome balance between non-fiction books and books for recreational reading.

Equally important in the development of the library book collection is the maintenance of balance in various subject fields and fields of children's interests. Unless this matter is carefully controlled, it is easy for one subject field or some limited field of interest to absorb a major portion of the book budget.

The book collection should be planned to serve the individual needs and interests of the children. It is impossible to stress too strongly the importance of keeping in mind individual children, their interests, and their needs, when selecting books for the school library. There must be books to extend and enrich the experiences of every child who comes to read.

A very important matter in the development of a book collection is the intelligent and effective use of available book selection aids. The field of children's books is so large that it is impossible for even the best-trained and enthusiastic librarian to know first-hand all of the books. The problem is further complicated by the large number of new books which are published each year. Those who select books must, therefore, rely on book lists and book reviews and must be familiar with authoritative book selection aid. (See Appendix I for recognized book lists which will be invaluable to anyone who is selecting books for an elementary school library.)

Balancing the collection. Upon completion of the shelf list, an analysis of the book collection can be made. The distribution formula recommended by a joint committee of the American Library Association, National Education Association, National Council of Teachers of English, and the Association for Childhood Education will be used as a broad guide for establishing a well-balanced library at the Sandia Base School.¹ Percentages recommended in this formula are found in Table I, p. 119. Being able to determine what subject needs strengthening will be of great help in planning

¹American Library Association, A Basic Book Collection for Elementary Grades, p. iv.

book purchases beginning the 1963-64 academic year.

Quantitative or numerical evaluation. Meeting the minimum quantitative standards adopted by the State Board of Education, Santa Fe, New Mexico, will be the immediate goal of the Sandia Base School Library.² The standard number of volumes required by the State Board is five volumes per pupil. Multiplying this number of 650, the maximum number of pupils that it is assumed will ever be enrolled in the school, we obtain a figure of 3,250 as the minimum number of titles recommended for a standard library. Subtracting the number of books presently accessioned in our library (2,373 titles), we find that we lack 877 books to meet this minimum standard.

Using the distribution formula previously mentioned, we find that the standard library of 3,250 books is to contain 39.000 titles of Reference, 39.000 of Religion and Mythology, 295.750 of Social Sciences and Folklore, 9.750 of Language, 747.500 of Science, 162.500 of Fine Arts, 104.000 of Literature, 726.250 of History and Biography, 698.750 of Fiction, and 422.500 of Easy books.

Deducting from these figures the number of classified titles presently accessioned, we will find the number of

²State Board of Education, loc. cit.

book purchased during the year 1955-1956.

Summary of the results of the survey

During the survey period, the following results were obtained:

1. The number of books purchased during the year 1955-1956 was 1,200.

2. The total cost of the books purchased was \$12,000.

3. The number of books purchased by the State was 800.

4. The total cost of the books purchased by the State was \$8,000.

5. The number of books purchased by the County was 400.

6. The total cost of the books purchased by the County was \$4,000.

7. The number of books purchased by the City was 0.

8. The total cost of the books purchased by the City was \$0.

9. The number of books purchased by the School was 0.

10. The total cost of the books purchased by the School was \$0.

11. The number of books purchased by the Library was 0.

12. The total cost of the books purchased by the Library was \$0.

13. The number of books purchased by the Public was 0.

14. The total cost of the books purchased by the Public was \$0.

15. The number of books purchased by the Private was 0.

16. The total cost of the books purchased by the Private was \$0.

17. The number of books purchased by the Government was 0.

18. The total cost of the books purchased by the Government was \$0.

19. The number of books purchased by the Church was 0.

20. The total cost of the books purchased by the Church was \$0.

21. The number of books purchased by the Other was 0.

22. The total cost of the books purchased by the Other was \$0.

23. The number of books purchased by the Unknown was 0.

24. The total cost of the books purchased by the Unknown was \$0.

TABLE I

ANALYSIS OF THE BOOK COLLECTION

Subject	ALA %	% of 3250	% of 2373	Presently Accessioned	Shortage 1963	Number on Basis of 6,000 Minimum	Shortage 1963
Reference	1.2	.3	.5	11	28.000	72.000	61
Rel. and Myth.	1.2	.4	.4	14	25.000	72.000	58
Soc. Sciences	9.1	6.0	8.2	194	101.750	546.000	352
Language	.3	.2	.3	7	2.750	18.000	11
Science	23	11.5	15.7	373	374.500	1380.000	1007
Fine Arts	5	1.4	2.0	47	115.500	300.000	253
Literature	3.2	1.4	1.9	45	246.250	192.000	147
Hist. and Biog.	22.5	8.4	11.1	274	452.250	1350.000	1076
Fiction	21.5	14.8	20.2	480	218.750	1290.000	810
Easy Books	13	28.6	39.1	929	506.500*	980.000	51

*This figure represents excess of required amount.

titles needed in any subject to generally balance the book collection of the library. (See Table I for percentage of presently accessioned books as compared with 3,250 books and the number of titles lacking in any subject area. A percentage of the accessioned books as compared with 2,373 is also given.)

Long-range plans. The minimum number of books recommended by the American Library Association for schools having 200-999 students is 6,000 titles.³ Using the same arithmetical computation (given in the distribution formula), we find that the standard (minimum) library of 6,000 books is to contain 72.000 titles of Reference, 72.000 of Religion and Mythology, 546.000 of Social Sciences and Folklore, 18.000 of Language, 1380.000 of Science, 300.000 of Fine Arts, 192.000 of Literature, 1350.000 of History and Biography, 1290.000 of Fiction, and 980.000 of Easy Books. (See Table I for the number of titles lacking in any subject area.)

Expenditures for school library. Of necessity, the first consideration in preparing a list of books to buy is the amount of money available. The amount allocated for each pupil in the elementary schools, based on average daily membership in the Albuquerque Public Schools, is \$1.50. Based on a rough

³American Library Association, Standards, pp. 77-78.

titles needed in any subject or category. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library.

by the American Library Association. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library.

consideration in general. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library. The number of titles needed in any subject or category is determined by the number of titles in the collection of the library.

TABLE II
ANALYSIS OF THE ANNUAL RATE OF GROWTH OF THE BOOK COLLECTION

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Total no. of books-- beginning of year	2698*	2753	2803	2848	2888
No of books added	325	325	325	325	325
Annual turnover of 10%	270	275	280	285	289
No. gained	55	50	45	40	36

*This figure includes the 325 books ordered during the 1962-63 school year and not yet received. This figure was added to the presently accessioned 2,373 books.

estimate of the average daily membership for this current year, the Sandia Base School allocation should be approximately \$975.00. Using the American Library Association average of \$3.00 as the current cost of books, we can expect to purchase approximately 325 books beginning the 1963-64 academic year.

Gaver states that in a good library, the collection is weeded regularly. Old books are discarded. In addition, others may be lost or plain wear out. In such a school, an annual turnover figure of about ten percent is not excessive.⁴

At the present rate of purchase (and considering the turnover rate), we will gain only a total of 226 books to the collection at the end of five years (see Table II). The library will still lack 370 titles to meet the minimum standard adopted by the State Board of Education. Further, it can be seen that it will take over ten years (at the present rate of purchase) to meet the minimum requirements of the state.

Approximately ten years is a long time to spend in carrying out such a standardization project. It is hoped

⁴Gaver, op. cit., p. 65.

estimate of the average daily number of books in the
year, the Smiths Base School collection would be
nearly \$975.00. Using the American Library Association
average of \$3.00 as the current cost of books, we
expect to purchase approximately 325 books during the
1963-64 academic year.
Given these data in a good library, books are
weeded regularly. Old books are discarded, and
others may be lost or plain wear out. The annual
annual turnover figure of about ten percent is not
excessive.

At the present rate of purchase (and turnover rate), we will gain only a small percentage of the collection at the end of five years. The library will still lack 370 books. The standards adopted by the State Board of Education, it can be seen that it will take over ten years to reach the present rate of purchase) to meet the standards of the state.
Approximately ten years is a long time to spend carrying out such a reorganization project.

that this process of standardization will be completed before the calculated time, since the children are being deprived of an adequate library collection that is important to their growth in knowledge and culture. Perhaps, the Parent Teachers' Association of this particular school will offer its assistance in carrying out this project. Then again, perhaps the library budget may be increased.

Planning future purchases. The first step before preparing a book order is to check the present book collection against some desirable well-balanced list to see how the books on hand measure up. The Children's Catalog and A Basic Book Collection for Elementary Grades (see Appendix I) will be used initially for this purpose (when the recommended list is completed for the Albuquerque Public Schools, this will be added).

Using the shelf list as a guide, put a small check mark in the classified section of the above catalogs opposite every title which the school now owns. If the publisher or edition is different, indicate in the catalog with pencil the proper information about the copy on hand. These checked lists are invaluable in avoiding unnecessary duplication and in strengthening weak classifications when making orders.

UNCLASSIFIED

that this record of research is a valuable

EXHIBIT

before the court and the public.

devised as an abstract, systematic, and

important to the study of the subject.

The Board of Directors, consisting of

will enter into the subject and the subject.

Even so, the subject is a subject.

Research and the subject

proposing a book which is to be a book.

collection of the subject and the subject.

how the books on the subject are

and a series of books on the subject.

Appendix 1: A list of the subject.

The recommended list is a list of the subject.

Public Schools, and the subject.

Using the subject, the subject is

mark in the subject section of the subject.

every time when the subject is

edition is different, the subject is

the project, the subject is the subject.

Since the subject is the subject, the subject

to strengthen the subject and the subject.

Keep these lists checked up to date as additional books are added to the library.

Using the index of the above catalogs initially to check the present collection is a time-saving procedure. The markings can later be duplicated in the text by assistants.

By checking the list of books on hand against a standard list, as mentioned above, it is easy to determine what percent of the total existing collection and what percent in each classification are books recommended especially for school libraries.

Keep these first checks in the file as they are

are added to the file.

Using the file of the first check and the file of

check the present value of the first check.

The working capital is the difference between the

assets and liabilities.

By checking the file of the first check and the

assets and liabilities of the first check.

What percent of the total assets is the first

percent in each of the first checks.

especially for each of the first checks.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

It is evident that the centralized library in the elementary school is responsible for a many-faceted program. This program is a composite one to serve the needs and interests of all grades and of all school personnel. It should include the teaching of library skills and development of appreciation of good books. Opportunities should be provided which will encourage the development of democratic attitudes through library citizenship. The program must be flexible enough to serve the immediate need of the child and the long-range planning of the classroom teachers. Awareness of the services which are available in all libraries in various situations should result. These aims are high, and the provision of libraries and librarians who will implement such programs and teachers who can understand and use such facilities is an important part of the education of young America.

Those who debate the merits of the classroom library versus the central library need to be convinced that this is not an "either-or" proposition. The ideal situation in a

school is to have both a central library and classroom libraries. In schools with central libraries, there should always be books in classrooms, but not always the same books.

A teacher preparing to introduce a unit of work draws from the central collection all books and related materials needed to enrich his teaching of the topic at hand; he keeps these materials as long as they are needed and then returns them to the library to be used by others. At this time, he may withdraw another collection to support his teaching of another unit. Thus, the classroom collection, rather than being sacrificed to the central library, is made more useful by being a part of a large and varied collection and being frequently used.

The advantages afforded by the central library over the practice of putting all books in classrooms include the following:

1. A good central school library consists of at least 6,000 books (200-999 students) chosen from the best titles in all fields. This collection is at the disposal of all pupils and teachers--a rich resource impossible to build within a single classroom.

school is to have been a school for the
liberation. In a school, the teacher is
always be there in a school, and the
books.

A teacher is a person who is
from the school, and the teacher is
needed to teach the children of the school. The teacher is
these materials as long as they are needed. The teacher is
there to the library to be used by the children. The teacher is
any without another school, and the teacher is
another staff. The teacher is the teacher, and the teacher is
being associated to the school. The teacher is the teacher, and the teacher is
by being a part of a school, and the teacher is the teacher, and the teacher is
frequently used.

The advantages of the school are the following:
the practice of reading and writing in the school, and the
following:
1. A good school is a school that is
6,000 books (700-100 books) in the school, and the school is
in all fields. The school is a school that is
pupils and teachers, and the school is a school that is
with a single teacher.

2. Merely stocking schools with materials is not enough. There must also be arrangements that make these materials easily accessible to students and teachers and that assure optimum use. The central collection is organized for easy accessibility and use, whereas the classroom collection is usually not organized at all, and is available only to the pupils in one room.

3. The most important part of the library program is the work with students and teachers, those activities and services that make the library an educational force in the school. The central library provides these opportunities.

4. The central library is a life situation from which the transition to the secondary or public library is an easy step. It is a laboratory conducive to self-education and personal development--a laboratory much like the ones in which the student will, it is hoped, continue his education after he leaves school. It is a setting in which a child can "learn how to learn."

5. In the central library, each student can seek his own level, irrespective of test scores, grade levels, or controlled vocabularies. The library is an excellent means of providing for individual differences: the slow learner

2. Material should be made available to the

enough. There must be a sufficient amount of

material easily accessible to the students and

that should be made available to the students

organized to carry out the program and the

disaster relief program in the school and

is available only to the students in the school.

3. The new program should be made available to

is the work of the students and the school, and

and services that will be necessary in the school and

in the school. The school should be made

opportunities.

4. The school should be made available to the

the transition to the school and the school

step. It is a program of the school and

personal development of the students and the school

which the students will be able to carry out and

after the school. It is a program of the school

can learn how to learn.

5. In the case of the school, the school should

and level, the school should be made available to the

controlled environment. The school should be made

of providing the school with the school and the school

finds books which he can read and enjoy; the gifted pupil meets materials which make him reach to the limit of his abilities; and the child with special interests or talents finds that he also is served by the central library.

6. The central library helps pupils keep up with a changing world. With the library's constant inflow of new materials, it gives the student the foundation for critical thinking about what is going on around him.

7. New ways of teaching find support in the central library. Classes in individualized reading may take groups of books to their classrooms, or have library time reserved for their special needs; participants in team teaching look to the library for the materials needed to make their program a success; plans for superior pupils depend upon rich library resources.

8. A good central library upgrades the entire program of instruction--in the ways indicated above, and also by serving as a coordinating agency and a clearing-house for ideas. Educational leaders stress the point that the school library is one of the basic requirements of quality education.

9. A central library is the most economical means of providing the materials needed in the modern school, and the most effective agency insuring that these materials will be

finds books which he can recommend to his friends at the
meeting materials which have been used in his own school
activities; and the child who is interested in a book

finds that he also is interested in the book.
6. The central library is a place where the child can find

changing world. With this in mind, the library should be a
center, it gives the child the chance to find out about
things about which he is curious.

7. New ways of thinking and doing things are found in the
library. Classes in the library should be held for the purpose

of books to their classes, and the library should be a place
for their special needs. The library should be a place where the
to the library for the child's interest in the library.

program a success; and for the child's interest in the library
which library resources.

8. A good central library should be a place where the child
of instruction--in the library, in the school, and in the
serving as a coordinating agency and a center for the library

ideas. Educational leaders in the school should be the
school library is one of the most important parts of the
education.

9. A central library is a place where the child can find
providing the child's needs in the library, in the school, and in the
most effective way possible.

used efficiently and intelligently. The excessive duplication required for really adequate classroom libraries would be prohibitive in cost.

Steps in the centralization. A summary of the steps taken or that will be taken in the centralization of the library at the Sandia Base School follows:

1. Learning as much as possible about the values of a central library and how it should be organized and operated.
2. Sharing knowledge with the faculty and the PTA.
3. Enlisting the aid of these groups in making plans for immediate action and for long-range development.
4. Acquiring clerical help from parents.
5. Sorting and weeding materials on hand.
6. Mechanically preparing the books for shelving; classifying and cataloging the book collection (see Chapter IV for details).
7. Analyzing the book collection.
8. Planning future purchases to establish a well-balanced collection.

used efficiently, and in addition, the...
tion requested for...
be prohibited in case...

Section on the Administration of the Library

taken on that will be...
library as the...
1. Learning as much as possible...

a central library and...
operated.

2. Training has to go with the...
3. Utilizing the aid of...

for immediate action and for...
4. Encouraging...
5. Getting the...
6. Technically...
classifying and...
IV for details.

7. Improving the...
8. Planning...
balanced collection.

9. ...
10. ...

11. ...
12. ...

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14. ...

15. ...
16. ...

17. ...
18. ...

II. CONCLUSIONS

The answer to the question asked by many school administrators and teachers, "Is a program of elementary school library service a possibility for us?", demands a "yes" reply. It has been demonstrated that this is a workable program which can be achieved by a coordinated effort on the part of a small group of people.

Since the library and its resources appear to be of invaluable assistance in this challenging program of educating future citizens, it is hoped that this presentation of methods and techniques for organizing a centralized library in the elementary school will be of value to those who will be assigned the task of organizing a central library in their schools.

Providing a good school library may not be as exciting as "getting tough with the kids" or making miniature "scientists" out of them--but it certainly shows "a lot more" promise in helping education move forward.

III. RECOMMENDATIONS

1. Once the organization of the book collection is completed, the non-book materials should be organized to make the library truly a "Learning Materials Center."

A professional library should also be organized.

2. A guide for the functional use of the library by the faculty and pupils should be prepared. Allowance for in-service instructions should be made during the pre-registration days and during the school year, as necessary.

3. Funds should be made available to enable the Library Consultant, Albuquerque Public Schools, to provide centralized processing for all elementary schools, instead of only the new ones, in the very near future.

4. Funds allocated for book purchases should be increased to meet ALA standards. It should be noted that the expenditure of the bare minimum of \$300 per student means that approximately only one book per student can be added to the school library each year. Production costs of books have been rising steadily during the last decade, and there is every indication that these costs will continue to mount.

5. Ultimately, adequate financial support for the school library should come from the school system. The writer feels that if the library is worth having, it should be supported through school board budgetary measures.

A professional library should also be organized.

2. A guide for the student should be prepared.

by the faculty and should be made available to the student.

for in-service instruction should be made available to the student.

pre-registration form and should be made available to the student.

necessary.

3. Funds should be made available to the student.

Library Committee. It is the policy of the school to provide

centralized processing and all necessary records.

instead of only the new ones in the very near future.

4. Funds should be made available to the student.

increase of book purchases. It is the policy of the school to provide

the expenditure of the new funds of \$10,000 per annum.

means that approximately only one per cent of the new funds

added to the school library fund. It is the policy of the school

of books have been added. It is the policy of the school to provide

and there is every intention that it will continue to do so.

continue to do so.

5. Ultimately, adequate financial support for the

school library should come from the local community.

It is the policy of the school to provide

be supported through a school fund and by the community.

It is the policy of the school to provide

It is the policy of the school to provide

It is the policy of the school to provide

It is the policy of the school to provide

Such an understanding does not prevent small occasional gifts to the library, but it does place financial responsibility where it properly belongs.

6. Funds should be provided for the hiring of full-time librarians in accordance with ALA standards.

7. Programs for the training of elementary teachers should recognize the need for presenting library competencies directly related to the use of library materials in the teaching program.

Such an understanding is not currently available to the public at the library, but the library is responsible for its security.

2. Funds should be allocated for the library's collection of literature on the subject of the program for the training of personnel.

3. Personnel should be trained for the collection of literature on the subject of the program for the training of personnel.

4. Personnel should be trained for the collection of literature on the subject of the program for the training of personnel.

5. Personnel should be trained for the collection of literature on the subject of the program for the training of personnel.

COLLECTIONS
SERIES
INTEREST

APPENDIX I

COLLON COLLEGE

ENGLAND

WINTER 1874

1874

APPENDIX I

BOOK LISTS

Basic book collection

A Basic Book Collection for Elementary Grades, compiled by a Joint Committee of the American Library Association, National Education Association, National Council of Teachers of English, and Association for Childhood Association, 1960. \$2.00.

One thousand selected books are arranged under subjects, and described briefly, with grade levels for each. Includes picture books and easy books. Full buying information is given. Indexed by author, title, and subject.

A Basic Book Collection for Junior High Schools, compiled by a subcommittee, Elsa R. Berner, chairman, with consultants from several professional organizations. Chicago: American Library Association. \$2.00.

A selection of books suggested for first purchases for a small junior high school. Arranged by subject. Annotated and indexed. Buying information and classification are given.

Bibliography of Books for Children. Washington, D. C.: Association for Childhood Education International, 1960. \$1.50.

A selected, classified list of books for elementary school children. Annotated. Includes prices. Revision every other year.

Children's Catalog, compiled by Dorothy H. West and Rachel Shor. New York: H. W. Wilson, 1961. Sold on service basis. Write for price.

Contains over 3,000 children's books selected and annotated for library and school use.

Basic book collection

A Basic Book Collection for Junior High Schools, compiled by a Joint Committee of the American Library Association, National Education Association, and Teachers of English, 1950. \$1.50.

One thousand selected books, arranged by subject, and divided into five levels for each. In this edition, the easy books, but only the first 100, are indexed by subject, title, author, and year.

A Basic Book Collection for Junior High Schools, compiled by a subcommittee, with 1,000 titles, arranged by subject, and divided into five levels for each. Chicago: American Library Association, 1950.

A selection of books for junior high schools, arranged by subject, and divided into five levels for each. The books are arranged by subject, and divided into five levels for each. The books are arranged by subject, and divided into five levels for each.

Bibliography of books for children. Washington, D. C.: Association for Children's Books, 1950. \$1.50.

A selected, classified list of books for elementary school children, arranged by subject, and divided into five levels for each. The books are arranged by subject, and divided into five levels for each.

Children's Catalog, compiled by the American Library Association, New York: R. W. Wilson, 1950. \$1.50.

Contains over 1,000 children's books, arranged by subject, and divided into five levels for each. The books are arranged by subject, and divided into five levels for each.

Gives subject headings and classifications.
Titles recommended for first purchase are
starred. Complete revision every five years.

Best Books for Children, compiled by Mary C. Turner. New
York: R. R. Bowker Company.

Over 3,000 books recommended by Junior
Libraries, The A. L. A. Basic Book Collection,
or Children's Catalog. Arranged topically
under broad age groups, pre-school to junior
high, with author index and title index.
Especially recommended books are starred.

Subject Index to Books for Intermediate Grades, compiled by
Eloise Rue. Chicago: American Library Association, 1950.
\$6.00.

Indexes, under subjects and units, material in
over 1800 text and trade books recommended for
fourth, fifth, and sixth grades. Stars 215
books for small library first purchase. Gives
grade range for each reference. Alphabetical
list of books indexed gives full buying
information.

Subject Index to Books for Primary Grades, compiled by
Eloise Rue. Chicago: American Library Association,
1943. \$2.50.

Indexes, under subject, material in readers,
picture books, and story books recommended
for first three grades.

Current books

The Booklist: A Guide to Current Books. Chicago: American
Library Association. Semi-monthly.

Current books for children, young people, and
adults which are recommended for school libraries,
described critically. Gives classifications,
subject headings, and full buying information.

gives subject headings and classifications.
Titles recommended for first purchase are
listed. Complete revision every five years.

Best Books for Children, compiled by Mary C. Parker, New
York: R. R. Ricker Company.

Over 3,000 books recommended by Junior
Library, The A. A. A. Book Collection
on children's catalog. Arranged topically
under broad age groups, pre-school to Junior
high, with author index and title index.
Especially recommended books are listed.

Subject Index to Books for Children's Books, compiled by
Elaine R. Chicago: American Library Association, 1950.
\$6.00.

Index, under subjects and units, material in
over 1800 text and trade books recommended for
Junior, High, and adult grades. Stars 215
books for each library first purchase. Gives
grade range for each reference. Alphabetical
list of books indexed gives full buying
information.

Subject Index to Books for Primary Grades, compiled by
Elaine R. Chicago: American Library Association,
1945. \$2.50.

Index, under subject, material in number,
picture books, and story books recommended
for first three grades.

Current books

The Booklist: A Guide to Current Books, Chicago: American
Library Association, semi-monthly.

Current books for children, young people, and
adults which are recommended for school libraries.
Described critically. Gives classification,
subject headings, and full buying information.

Age range is given for children's and young people's books. Includes list of free and inexpensive material. Annual subscription \$6.00.

Horn Book Magazine. Boston: Horn Books, Inc. Bi-monthly.

Devoted to children's literature exclusively. In addition to reviews of new books, it contains articles about authors, illustrators, and the publishing of children's books. Annual subscription \$5.00.

Library Journal. New York: R. R. Bowker. Issued twice a month.

It contains signed annotations by children's and school librarians throughout the country. Junior Libraries. Published monthly as part of Library Journal but paged separately and obtainable as a separate. Annual subscription \$2.50.

COLLON COLLEGE

EXEBVSE

WITTEB BATT

1875

Social Studies

Africa	960	Food	641
Asia	950	Government	353
Orient	951	Health, Primary	614
Ancient Civilizations	930	Holidays	394
Egypt	932	Home and Family	301
Babylonia	935	Indians	970.1
Greece	938	Indians, New Mexico & S.W.	978.9
Rome	937	Jungle, Tropics	551.5
Arctic	998	Language	400
Clothing	687	Maps and Geography	910
Communication	380	Near East	956
Community Helpers	323	New Mexico	978.9
If you wish Community Helpers to be kept to- gether on the shelves, use 323 for all Commu- nity Helpers. Otherwise see individual names for classification num- bers.		North America	970
		Canada	971
		Mexico	972
		Nurses (See also Community Helpers)	610.73
Dentists (See also Community Helpers)	617	Pets	636
Deserts	551.4	Physicians (See Doctors)	
Doctors	610	Police (See also Community Helpers)	351
Europe, Modern	940	Post Office (See also Community Helpers)	383
British Isles	942	Prehistoric Man	571
Eastern Europe	943	Safety	614
Russia	947	School	370
Scandinavia	948	Shelter	643
Western Europe	944	South and Latin America	980
Switzerland	949.4	South Seas	990
European History	940	Southwest	978.9
Middle Ages	940.1	Summer Fun	371
Renaissance	940.2	Toys	649
Fairy Tales, Legends	398	Transportation	385
Famous Persons (Place in subject area of fame)		United Nations	341
Farm	630	United States, History	973
Firemen (See also Community Helpers)	352	Discovery and Exploration	973.1
		Civil War	973.7
		Colonial	973.2

Social Studies

641	Food	950	Africa
355	Government	950	Asia
614	Health, Primary	951	Orient
304	Holidays	950	Ancient Civilizations
401	Home and Family	952	Types
970.1	Indiana	952	Babylonian
978.9	Indiana, New Mexico & S.W.	952	Greece
551.5	Language, English	952	Rome
400	Language	958	Arctic
910	Maps and Geography	957	Clothing
956	Near East	950	Communication
978.9	New Mexico	952	Community Helpers
970	North America		If you wish Community Helpers to be kept to- gether on the shelves, use 952 for all Commu- nity Helpers. Otherwise see individual names for classification num- bers.
972	Canada	917	Dentists (See also Community Helpers)
972	Mexico	951.4	Deserts
610.73	Russia (See also Community Helpers)	610	Doctors
636	Pets	940	Europe, Modern
	Physicians (See Doctors)	945	British Isles
751	Police (See also Community Helpers)	943	Eastern Europe
385	Post Office (See also Community Helpers)	947	Russia
521	Prehistoric Man	948	Scandinavia
614	Safety	944	Western Europe
370	School	949.4	Switzerland
643	Shelter	940	European History
980	South and Latin America	940.1	Middle Ages
990	South Seas	940.2	Renaissance
978.9	Southwest	998	Fairy Tales, Legends
371	Summer Fun		Famous Persons (Place in subject area of name)
649	Toys	950	Farm
385	Transportation	952	Women (See also Community Helpers)
341	United Nations		
973	United States, History		
973.1	Discovery and Exploration		
973.9	Civil War		
973.3	Colonial		

Westward Movement	973.5
U. S. Modern	973.9
Zoo and Circus	590
<u>Science</u>	
Animals, modern	590
Prehistoric Animals	560
Astronomy	520
Biology	574
Birds	598
Chemistry	540
Conservation	333
Electricity	537
Geology (earth, rivers, volcanoes, etc.)	551
Health & First Aid	614
Historical Geology	551.7
Insects	595.7
Outer Space (629)	523.1
Photography	770
Rocks and Minerals	552
Science, General	500
Seasons	525
Weather and Climate	551.59
<u>Other</u>	
Artist Crafts	745
Bible (Religion)	220
Biography (If cannot be placed in subject area)	B
Drama	808.2
Easy	E
Fiction	F
Music	780
Numbers (Arithmetic, Math, Algebra, etc.)	512
Poetry	808.1
Reading Readiness	372.4
Reference	R
Sports	796
Teaching Aids	371.3

Teaching Aids	371.5
Sports	796
Reference	B
Reading Readiness	372.4
Poetry	808.1
Algebra, etc.)	
Numbers (Arithmetic, Math,	515
Musio	780
Fiction	F
Easy	E
Drama	808.2
Biography (If cannot be placed in subject area)	B
Bible (Religion)	220
Aviation (Aviation)	742
Other	
Weather and Climate	551.59
Seasons	552
Science, General	500
Rocks and Minerals	552
Photography	770
Outer Space (SSQ)	552.1
Insects	592.7
Historical Geology	551.7
Health & First Aid	614
Volcanoes, etc.)	
Geology (earth, rivers,	551
Electricity	537
Conservation	333
Chemistry	540
Birth	598
Phology	574
Astronomy	520
Prehistoric Animals	560
Animals, modern	590
Science	
Boo and Circus	790
U. S. Modern	973.9
Westward Movement	973.5

DEPARTMENT OF INSTRUCTIONAL SERVICE

February 15, 1963

Suggested Subject Guide for Elementary Libraries

- ADOPTED CHILDREN, 392
AFRICA, 960
AGRICULTURE, 630
AIRPLANE HOSTESSES, 629.1
AIRPLANES, 629.1
AIRPORTS, 629.1
ALASKA, 979.8
ALGERIA, 960
ALMANACS, 317
ALPHABET BOOKS, E
ALPHABETS, 411
AMERICAN LITERATURE, 820
AMUSEMENTS, 790
ANCIENT CIVILIZATIONS, 930
ANIMALS, 591
ANIMALS-DOMESTIC, 636
ANIMALS-MARINE, 591
ANIMALS-MIGRATION, 591
ANIMALS-MODERN, 590
ANIMALS-PICTURES, 591, 636
ANIMALS-PROTECTION, 591, 333, 574
ANTARCTIC REGIONS, 999
ARABIA, 953
ARCHEOLOGY, 571, 930
ARCTIC REGIONS, 998
ARKANSAS, 976.7
ART-HISTORY, 709
ARTHUR, KING, 398
ARTISTS, 709-B
ARTS AND CRAFTS, 745
ASIA, 950
ASIA MINOR, 956
ASTRONOMY, 520
ATHLETES, 796
ATOMIC ENERGY, 539 (also ATOMS)
AUSTRALIA, 994
AUSTRIA, 943.6
AUTHORS, 809-B
AUTOMOBILES, 629.2
AUTOMOBILES-MODELS, 629.2
AUTUMN, 574
AVIATION, 629.1
AVIATION-COMMERCIAL, 629.1
AVIATORS, 629.1, 629.1-B

BABYLONIA, 935
BACTERIA, 589
BAKERS, 664

BALLADS, 821, 784
BALLET, 792
BASEBALL, 796
BEARS, 591
BIBLE, 220
BIBLE, RELIGION, 220
BICYCLES, 629.22
BIOGRAPHY, B (If cannot be placed in subject area)
BIOLOGY, 574
BIRDHOUSES, 598.2
BIRDS, 598
BIRDS-MIGRATION, 598.2
BLUE RIDGE MOUNTAINS, 975
BOATS, ~~626~~ 387
BOSTON, MASSACHUSETTS, 974.4
BOTANY, 580
BRIDGES, 625
BRITISH ISLES, 942
BUFFALOES, 591
BUILDING, 728, 690
BUSSES, 629.2
BUTTERFLIES, 595

CALENDARS, 529
CALIFORNIA GOLD RUSH, 979.4
CANADA, 971
CANALS, 627
CARPENTRY, 648
CARTOONS, 741
CATS, 636.8
CAVES, 551
CEYLON, 954.8
CHEMISTRY, 540
CHICKENS, 636.5
CHINESE LANGUAGE, 495.1
CHIPMUNKS, 591
CHRISTMAS, 394.4
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