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KANSAS STATE TEACHERS
COLLEGE of EMPORIA
BULLETIN of INFORMATION

A Handbook for the High School
Teacher-Librarian

by
EUNICE WOLFE

Studies in Education Number
(Thirtieth of the Series)

Volume 25, No. 8

August, 1945

**Kansas State Teachers College of Emporia
Bulletin of Information**

**A HANDBOOK FOR THE HIGH SCHOOL
TEACHER-LIBRARIAN**

By EUNICE WOLFE

Public Library, Kansas City, Missouri

**Formerly Extension Librarian
Kansas State Teachers College**

STUDIES IN EDUCATION NUMBER

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EDITOR'S INTRODUCTION

No manual or handbook can supplant thorough training in any science—if this one can offer some assistance to the pressing library problems of the small high schools, it will have fulfilled the hopes of its author and publisher.

Every high school, no matter how small or poorly equipped, has some sort of library, even though it may be only a few books on a neglected shelf. Relatively few high schools in a state like Kansas can afford a full-time trained librarian, however. Many of the smaller schools do not have even one teacher with any library training. In this number of *Studies in Education*, Miss Wolfe has attempted to bring together some practical and specific aids for the busy classroom teacher who must keep a library going in her spare time or a very small allotment of her daily time budget. She has based her selection of materials largely on her own experience in a variety of library situations.

It is the belief of *Studies in Education* that Miss Wolfe has succeeded in producing a handbook sufficiently clear and concise to enable any interested teacher to change a small school collection of books from a mere collection to an active library. According to Mrs. Elsie H. Pine, Assistant Professor of Library Science, "Miss Wolfe has investigated the most reliable sources of information, and has added many practical suggestions gained from her own experience. She organized the materials and presented the instructions in such a way that the high school teacher with little or no training in Library Science can read and understand them."

Although this handbook is written definitely for the high school, many of the procedures apply equally well in grade school situations. It is intended for the teacher-librarian in a small school, but perhaps a full-time librarian may find some use for it by way of aids which may be placed in the hands of the untrained or part-time assistant. The superintendent or principal, who is usually not trained in Library Science himself, may find answers to some of his problems of more efficient integration of the library into his plan of general education.

A complete list of *Studies in Education* appears on page 30. It will be noted that several of these are now out of print; those still available may be obtained from the Dean of the Graduate School, Kansas State Teachers College, Emporia, Kansas.

JOHN BREUKELMAN, *Editor*.

CHAPTER I

INTRODUCTION

With the new educational trend encouraging pupils to do individual exploration and research, it becomes essential that the pupils be given the tools and resources for carrying out their work. The school library, the source of these tools, has become conditioned by this new educational philosophy. No true school library is a "place to keep books"; today it is a service institution which should be adjusted to the organization and the instructional methods of the school. The present-day library in a school embraces a wide range of activities: Reading, reference, instruction in using books as tools, activities with a social and ethical aim, housing and equipment arranged to fit the educational functions, such technical processes as classifying and cataloging, and mechanical operations. These activities require personnel who can help find *anything* and who understand children, their interests and literature.

"The school library is an essential element in the school program; the basic purpose of the school library is identical with the basic purpose of the school itself."¹ For the best interests of the children of the school the library should be a center for all classroom activities. This entails close coöperation between the teachers and the librarian.

In many of our smaller high schools, it is financially impossible to hire a full-time, trained librarian. Very often the library becomes the responsibility of one teacher in addition to her regular teaching schedule. This arrangement is a handicap both to the teacher-librarian and to the library. However, with a knowledge of the basic principles and techniques of library administration, an alert teacher can do much to make the library a vital factor in the education of the children.

It is for these teachers who must assume the responsibility of the high school library that these basic helps are set forth. The handbook is not intended for those teacher-librarians who have had eight or more college hours of credit in library science. It is designed principally as a guide to sources of help for those teacher-librarians who have had no specialized training along this line.

The standards for libraries in small high schools vary somewhat, but they have many aims in common. The Standards of the Commission on Secondary Schools of the Southern Association of College and Secondary Schools as in effect January, 1939, are as follows:

ARTICLE II.—STANDARDS FOR SCHOOL LIBRARIES

I. BOOKS

1. Enrollment of 100 or less students—500 well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

1. Joint Committee of the National Education Association and the American Library Association, *Schools and Public Libraries*. National Education Association, Washington, D. C., 1941. p. 8.

2. Enrollment of 100 to 200 students—500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

3. Enrollment of 200 to 500 students—1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

4. Enrollment of 500 to 1,000 students—2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

5. Enrollment of 1,000 or more students—5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. LIBRARIAN

1. Enrollment of 100 or less students—Teacher-librarian with at least 6 semester hours in Library Science. Excused from certain numbers of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

2. Enrollment of 100 to 200 students—Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation including 12 semester hours in Library Science.

3. Enrollment of 200 to 500 students—Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

4. Enrollment of 500 to 1,000 students—Same as above, with sufficient help and some experience in teaching or library especially desirable.

5. Enrollment of 1,000 or more students—Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

III. APPROPRIATION

1. Enrollment of 500 or less students—Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

2. Enrollment of more than 500 students—Annual appropriation of at least 75 cents per student per year for books, periodicals, etc., exclusive of salaries.

IV. COURSE IN USE OF THE LIBRARY

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. ORGANIZATION

1. Enrollment of 100 or less students—At least an adequate shelf-list made and an adequate loan-system installed.

2. Enrollment of more than 100 students—Card catalogs, shelf-lists, accession record, and adequate loan-system.

VI. EQUIPMENT

1. Enrollment of 100 or less students to 200—Separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, but under supervision.

2. Enrollment of 200 to 500 students—Separate room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalog case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

3. Enrollment of 500 to 1,000 students—Same as above with separate library work room and essential office equipment.

4. Enrollment of 1,000 or more students—Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as to supervise study. At least two full-time trained librarians for 4.)²

2. Lucile F. Fargo, *The Library in the School*. 3d ed. American Library Association, Chicago, 1939. p. 524-26.

The Standards of the NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS are as follows:

CRITERION 4.—THE SCHOOL LIBRARY AND LIBRARY SERVICE

The number and kind of books, reference material, and magazines are adequate for the number of pupils enrolled and meet the interests of the pupils and the needs of instruction in all courses offered.

The library is easily accessible to pupils, adequate in size, and attractive in appearance. The books are classified and cataloged.

The library is under the direction of a properly qualified person.

(a) In schools enrolling more than 800 pupils, the high school library is under the direction of a High School Librarian, namely, one who is a graduate of an approved library school which requires as a part of, or in addition to the four years required for a degree at least one full year of professional library training.

(b) In schools enrolling from 400 to 800 pupils, the one in charge of the high school library is either a high school librarian, as defined above, or a Teacher-Librarian, namely a person who is qualified as a member of the teaching staff and who has completed a minimum of eight semester hours of training in library methods, including instruction in classification of books.

(c) Provision is made for an adequate number of assistants to the librarian.

(d) The high school librarian is recognized as a member of the teaching staff.³

While it is impossible and often impractical to meet the specific standards such as those set forth by the Southern Association of Colleges and Secondary Schools and the North Central Association, they can be used as a guide or goal for smaller school libraries with very limited facilities, funds, and personnel.

The writer wishes to express her gratitude to Doctor H. E. Schrammel and to Mrs. Elsie Howard Pine who gave assistance and direction to the writing of the study.

3. "Proceedings of the Commission on Secondary Schools." *North Central Association Quarterly*, 13:101, July, 1938.

CHAPTER II

HOUSING AND EQUIPMENT

"All good library planning is functional".¹ Whether a teacher-librarian is helping plan a new library or making over a classroom or end of the study hall for library facilities, she should keep in mind that it should be planned to provide the most adequate housing of the books and other materials and to provide the greatest comfort and conveniences for the people using the library. The room should be in a central location which provides adequate lighting. It is most satisfactory not to have the library in the study hall, but some schools have no place available other than an end of the study hall. Whatever space is used it should be arranged for the maximum use with a minimum of effort. The room should provide seating capacity for 10 percent to 25 percent of the enrollment. The standard floor space allowed per person is 25 square feet.

All available wall space should be used for book shelves. In making a classroom over for a library, it is best to remove the blackboards if possible to make more wall space for shelving. If that is impractical, the chalk trays may be removed and shelves placed against them with a back of wall board, or they may be painted with a washable cold-water paint to match the walls and to make the room lighter; this paint can be washed off without damaging the blackboards when they are needed.

Shelving should be open and adjustable. The standard measurements for shelves are five to seven feet high, six inches or more at the base from the floor, three feet long, eight inches deep; shelves which are more than three feet long sag under the weight of more books. The uprights should be seven-eighths of an inch to one inch thick. In estimating shelving space, eight volumes is the average per linear foot. As a rule ten inches in the clear between shelves is enough for the average book. One shelf of twelve inches clearance is often all that is necessary for large reference books. However, if the shelving is made adjustable, odd sized books can be taken care of. It is well never to fill shelves completely as crowding is hard on the binding of books.

The reading tables should be placed five feet apart to provide adequate aisles between them. The standard high school library table is three feet wide by five feet long by thirty inches high. Six persons can be seated at such a table. The chairs should be eighteen inches from the floor to fit tables thirty inches high. Both tables and chairs should be sturdy, and the chairs should have glides on them.

In a small library the librarian's desk and the charging desk may be the same thing. It should have a flat top and divided drawers in which to file charging cards. If no filing cabinet is to be available, it is an advantage if the desk has a deep drawer in which the clipping, pamphlet, and picture file can be kept. It is helpful if open space below the desk is provided for the storage of books until they can be shelved.

1. LUCILE F. FARGO, *The Library in the School*. American Library Association, Chicago, 1939. p. 265.

A built-in cupboard with doors is a good place to store supplies and new books that have not been cataloged.

To help provide the maximum of light in the room, walls of soft yellow, light buff, or pale green color and light, dull-finished furniture should be used. To keep noise at a minimum a noiseless floor covering is essential. There are several kinds: rubber tile, cork tile, battleship linoleum, and linotile. Whatever is used should harmonize in color with the finish of the room and the furniture.

A catalog case of four or six drawers is needed. A wood sectional case with a rod to hold the cards is a wise choice because it can be expanded as demand calls for it. Standard dimensions for card trays to hold three- by five-inch cards are five inches by three and three-eighths inches by fifteen and a half inches; a tray of these dimensions will accommodate 1,100 medium-weight cards. It is estimated that the average book will require five cards per title. Thus a library of 1,000 titles would need five trays. However, it is well to allow for growth when planning a card catalog. One or more drawers of the case may be used for the shelf list cards. Allowance should be made for one card per book title in the shelf list.

Every library needs a bulletin board on which displays of library resources can be placed. It is also convenient to have magazine and newspaper racks for display purposes.

Some other items of equipment which will be needed are: Steel book-ends (one to each shelf), stamp pad, date stamp, rubber property stamp, wastebasket, pencil sharpener, and an accession book.

Supplies such as the following will be needed: Pencils, pens, ink, scratch pads, scissors, book pockets, book cards, date slips, catalog cards, marking ink, mounting paper for pictures, blotters, erasers, paper clips, mending paper, paste (a good quality is essential), and rubber bands.

The supplies needed for cataloging include shelf list and catalog cards, allowing approximately five to a book. These should be three by five inches in size, light- or medium-weight, 75 to 100 percent rag stock, with faint red guide lines and holes punched for the drawer rod. A set of ten guide cards numbered 000-900 should be provided for the shelf list cards. A set of alphabetical guides of twenty-five cards, A-Z, should be had for the fiction shelf list. A set of 120 guide cards A-Z, with subdivisions, should be provided for the card catalog. All these guide cards should be of fiberboard.

A typewriter, elite type, with a red and black ribbon is needed for making catalog cards. It is more convenient to have it in the library, but if it is readily accessible at all times in another room, that will serve the purpose.

It is best to buy tables, chairs, the card catalog case, and cataloging supplies from a library or school furniture dealer. Shelving, bulletin boards, magazine and newspaper racks, and display tables can be made locally. Many of the small supplies can be purchased at a local book store.

Catalogs of supplies and prices can be secured from these library supply dealers:

Demco Library Supplies, Madison, Wis.

Gaylord Brothers, Inc., Syracuse, N. Y.

Library Bureau Division, Remington Rand, Inc., 205 East 42d street, New York City.

CHAPTER III

SELECTION AND ORDERING

BOOKS

As books are the tools of the library, the choice of the collection of books is of great importance. In selecting books, it is necessary to study the aims and characteristics of the school curriculum and those of the community. A school in a rural community with foreign population and meager reading opportunities would need different books than a small high school in a town of business and professional people of native-born parentage who are quite adequately served by a county library.

The teacher-librarian needs to consider the books available to the pupils. Are these classroom collections? What books compose the present library? Do the pupils have access to a public or county library? If so, how extensive are its resources in relation to the needs of the curriculum? Another factor to consider in book selection is the type of student interests and abilities the library is to serve. Pupil needs in respect to curriculum requirements and reading abilities should be kept in mind when selecting library books.

The teacher-librarian will get better coöperation in the use of the library if she will enlist the aid of the teachers in book selection. Each teacher is a specialist in his field and can best know what books are available for his particular needs. As things come in which might be of help to the various teachers in their work, it is helpful if the teacher-librarian notifies the teacher of the material. As teachers suggest books which might be useful or which they wish to have added to the book collection, it is a good plan to make a note of the book so the teacher-librarian can have it to consider for the next book order.

It is a general practice to order books once or twice a year. Usually a big book order is sent after school is out in the spring. These books, then, will be available for use when school opens in the fall or soon after. Often a smaller order is sent in the middle of the year to meet the needs for the second semester. It is advisable to allow some money for emergencies which might arise during the school year and necessitate rush orders.

As a general rule, it is more economical of time and money to buy most of the books from one reliable book dealer. Most dealers give libraries discounts which do not vary greatly in amount. If orders are split and sent to several dealers or the separate publishers, this entails more correspondence, and the time and expense connected with it as a rule are no saving in the end. The teacher-librarian should consider the local book dealer in making book orders; he usually can give discounts equal to the dealer in a distant city.

Some of the reliable jobbers which can supply all kinds of books are:

Baker and Taylor Company, 55 Fifth Avenue, New York City.

Barnes and Noble, 105 Fifth Avenue, New York City.

H. R. Hunting Company, Inc., 29 Worthington Street, Springfield, Mass.

A. C. McClurg and Company, 333 East Ontario Street, Chicago, Ill.

Southwest News Company, 313-323 East 16th Street, Kansas City, Mo.

Wilcox and Follett Company, 1255 South Wabash Avenue, Chicago, Ill.

Before ordering new books, the books on hand should be evaluated to avoid unnecessary duplication or slighting of some particular field. In evaluating what is available, one should consider the desirability of the book in relation to the present curriculum, the recency of the date of publication of the book, the relation it has to the extra-curricular activities and to pupil interests, and the physical condition of the book, whether it has good print, worn covers, or missing pages.

Each teacher-librarian should try to see that there is a well-balanced book collection. There are no percentages for the various types of books which can be fixed as suitable for each library; these must be determined by the needs in the school and the other sources of books available. Perhaps the public library is nearby and can supply adequately the fiction needed by the high school pupils. *The Standard Catalog for High School Libraries*¹ has formed the following as a basis to work on for a well-balanced collection:

	Percent
General reference and miscellaneous	4
Social science and history	23
Natural science and useful arts	24
Fine arts	8
Literature and languages	14
Biography and travel	14
Fiction	13

Books are often grouped into three classes: Reference, factual and general or pleasure reading. As a rule the librarian selects the reference and general reading books and enlists the assistance of the teachers for the factual books to fit their classes.

Reference books are "those which are meant to be consulted or referred to for some definite piece of information."² Such books are the encyclopedias, dictionaries, atlases, handbooks, annuals, literary and historical reference books, documents, indexes, and bibliographies. Usually they are kept accessible for ready reference and are seldom lent from the library.

As reference books are often quite expensive and are seldom replaced, it is well to *go slowly* in selecting them. Consider each book as to whether it will fit the curriculum requirements. Will it be used widely enough to justify the cost? Can the material be found in other sources which are already available? Who would use it—the pupils, teachers, or both?

In selecting dictionaries, investigate the possibility of the general school fund as a source for an unabridged one; in many schools it is customary for this fund to provide them for classrooms. It is well to select a standard abridged dictionary to supplement the unabridged dictionary. It is wise to include one foreign dictionary to fit each language taught. As finances allow, other dictionaries of quotations and synonyms, general and contemporary biographies, classics, and statistics can be added.

When selecting sets of books, it is generally the best policy not to buy from a book salesman. These sets usually will take a considerable share of the book fund so they should be chosen with great care. The teacher-librarian

1. *Standard Catalog for High School Libraries*. 3d ed., rev. H. W. Wilson Company, New York, c1937.

2. ISADORE GILBERT MUDGE, *Guide to Reference Books*. 6th ed. American Library Association, Chicago, 1936. p. 2.

should consult reliable lists or the *Subscription Books Bulletin*³ before deciding. Encyclopedias should be chosen wisely. It is not wise to buy too many sets; however, one set should be kept up to date with annual supplements.

A teacher-librarian needs to be cautious when buying atlases. She should consider the maps available in the classrooms, encyclopedias, and other books. The gazetteer in an unabridged dictionary can be used as a means of saving a limited book fund.

Handbooks should be bought only as they fit the curriculum requirements and pupil interests which are not met by other books. Perhaps the most widely-used handbook is the *World-Almanac*, which is published annually and is quite inexpensive. If book funds are very small, it is seldom wise to buy sets of literary collections unless there is an urgent need for them. Before buying historical reference books, one should consider whether the facts can be found in history textbooks, encyclopedias, and almanacs.

Indexes and bibliographies are helpful reference tools providing they fit the rest of the library collection. The *Abridged Readers' Guide*⁴ is most helpful in small libraries that take a limited number of magazines. Local indexes which are made to fit the particular book collection are time-savers if well made. Some schools consider including government publications as part of the library collection. For a library with limited space and funds, it would seem wiser to know what government publications exist and get only those which are definitely needed. Usually they can be borrowed from the government or from a nearby public or college library. Each month in the *School Life*⁵ is published a list of "New government aids for teachers." Also from the United States Superintendent of Documents can be secured gratis a "Price list of government publications." These may be secured by writing to the Superintendent of Documents, U. S. Government Printing Office, for lists of subjects of special interest.

When choosing the factual or work-type books, the teacher-librarian should rely on the assistance of the classroom teachers to select those books which will help in enriching the curriculum and furnishing additional information. These books should be free from prejudice but straight-forward in the presentation of the facts. To avoid unnecessary duplication it is pertinent to consider the other sources of material available. However, individual differences among pupils should also be kept in mind.

General or recreational reading books of fiction, biography, and travel have a definite place in a high school library. Here, again, one should consider what is available from other sources before buying. If a public library or the State Traveling Library can be used as sources to supplement the collection, it is well to use them before buying what they have.

There are numerous book selection aids available to school librarians which can be recommended as reliable sources for choosing books. Some of these lists can be found in text books and school syllabi. Often the state library agencies and State Department of Education issue useful lists. One of the most valuable tools for book selection is the *Standard Catalog for High School*

3. *Subscription Books Bulletin*. American Library Association, Chicago. Quarterly.

4. *Abridged Readers' Guide*. H. W. Wilson Company, 950 University Avenue, New York City. Priced on service basis.

5. *School Life*, U. S. Office of Education, Washington, D. C.

Libraries. It is an annotated, classified list of books for junior and senior high schools. It gives all trade information necessary in buying the books, and it is kept up to date by annual supplements. Several other useful tools are:

Joint Committee of the American Library Association and National Education Association, *By Way of Introduction*. American Library Association, Chicago, 1938.

Joint Committee of the American Library Association, National Education Association, and National Council of Teachers of English, *A Basic Book Collection for High Schools*. American Library Association, Chicago, 1942.

_____, *1,000 Books for the Senior High School Library*. American Library Association, Chicago, 1935.

In making a book order, the teacher-librarian should include the number of copies desired, author's name, title, edition if special one is desired, publisher, and price. A triplicate of all orders should be made by the teacher-librarian. One copy is given to the principal, and one is kept by the teacher-librarian so she can check the order when the books are received.

NON-BOOK MATERIALS

There are numerous reference, factual, and recreational materials, not presented in books, which should be included in making an adequate library collection. These include periodicals, newspapers, pamphlets, clippings, and pictures.

Periodicals are the source of a great wealth of current material which cannot be found in books. The choice of magazines should be based on the funds available, the type of school, the resources of the community, and the demands of the curriculum. It is a general practice to allocate 15 percent to 20 percent of the annual library budget for periodical subscriptions. In most high school budgets, this indicates that periodicals must be selected with great discrimination. The magazines the pupil has access to in his home or other places must be considered. The school collection can sometimes be supplemented by gifts of magazines given a month after they are issued, by people who no longer have use for them.

The standards for choosing periodicals as set up by Walter⁶ are as follows:

1. It should be one that is actually read or used with some frequency. An unused periodical in a library of limited means is a mistake; to renew its subscription is worse.

2. It should be the best of its kind the users of the library will read. There is no more reason for deliberately lowering the standard of magazine reading than that of books. If different levels of quality are needed for different grades of readers each periodical should be the best which will appeal to readers of its special grade.

3. It should definitely meet an actual or potential intellectual, social, or industrial need or demand of the readers.

4. It should not give unnecessary offense to any considerable part of the community because of bad taste, low or dubious moral tone, unfairness or partisanship. Excessive license toward one's own and undue censorship of others' opinions are both too common today. Scarcely any periodical of positive policy or conviction will fail to offend someone. Rather liberal inclusion is better than unreasonable censorship. Doubtful periodicals may be passed

6. FRANK K. WALTER, *Periodicals for Small and Medium-Sized Public Libraries*. 7th ed. American Library Association, Chicago, 1939. p. 11.

upon by the library board or a group of citizens of differing viewpoints. This at least protects the librarian. In no case should the personal tastes or prejudices of the librarian be the only determining factor.

5. Each periodical should supplement others of similar purpose or scope and not needlessly duplicate others already taken.

6. No periodical should cost more for its subscription and suitable preservation than the library can reasonably afford. The amount and character of its use, rather than mere cost, should be considered in deciding its real value to the library. Even a \$5 or \$10 magazine for which there is much legitimate demand is a better investment than an unused \$1 periodical.

The pamphlets by Walter and L. K. Martin⁷ on periodicals will give a teacher-librarian aid in making selections for a high school library.

If ordering a relatively few periodicals, it is wise to place the order with one agency. As a rule better discounts can be received this way. Reductions also are usually made on long-term subscriptions. However, one should consider carefully before using all the funds for a few long-term subscriptions rather than one-year subscriptions to more periodicals. It is the usual practice to start subscriptions with the first issue of a volume.

Annual handbooks of periodical prices are issued by F. W. Faxon Company⁸ and the Mayfair Agency.⁹ These lists are tools to aid in selecting periodicals for purchase.

The *Abridged Readers' Guide* is a means of making magazines more valuable as it lists articles by author, title, and subject. This might be used as a guide in selecting the periodicals of most permanent value for subscription.

A card record should be made of each periodical received regularly in the library whether it is a gift or a subscription. On each card should be listed each change of title, publisher, address, subscription price, date each number is due, and date each is received. If it seems more practical, a memorandum book with ruled columns for the various items is satisfactory. However, it is worthwhile to keep an accurate record of all periodicals.

Newspapers should be included in library materials because they are recognized as having an influence in forming public opinion today. They can be valuable for volunteer reading and for supplementing school subjects with current information. Newspapers should be selected for their outstanding journalism. *The New York Times*, *Kansas City Star*, and *Christian Science Monitor* are recognized as reliable newspapers. It is often helpful to have the local newspaper in the high school library to provide the news of community affairs. Many times this is a 'gift from the publisher.

Pamphlets, clippings, and pictures when carefully chosen afford great reference value at small cost. These should be used to supplement, not replace or duplicate, the material in books.

The best sources for clippings are the daily newspapers. A local file can be of particular value if kept carefully as it may be the only source of data on many points of interest to people in the community. Clippings from a newspaper should bear the name of the paper and the date, for without the source of authority and the date, clippings have little significance. It is seldom prac-

7. L. K. MARTIN, *Magazines for High Schools*. H. W. Wilson Company, New York, 1941.

8. F. W. Faxon Company, 83 Francis Street, Boston, Massachusetts.

9. Mayfair Agency, 51 East 33rd, New York.

tical to mount clippings as they are of current interest and do not warrant the time and cost of mounting. If a clipping should be of permanent value, it might be wise to paste it on a stiff paper.

Pamphlets can be collected from any number of sources but discrimination should be exercised to keep only those of some value. The *Standard Catalog for High School Libraries* lists over 500 pamphlets which are free or inexpensive. Frequently lists of pamphlets can be found in the regular monthly issues of *School Life*, *Booklist*, and the *Wilson Library Bulletin*. The H. W. Wilson Company publishes a *Vertical File Service* bulletin which is a very complete finding list of pamphlets. This is priced on the service basis,¹⁰ according to the size of the library. Another helpful bibliography of pamphlets and their sources is Miller's *Sources of Free and Inexpensive Teaching Aids*¹¹ and the *Supplementary List* to it.

Pictures can be collected from discarded books and magazines, advertisements, travel circulars, newspapers, catalogs, annuals of book publishers, postcards, and publishers of pictures. If pictures are to be used for classroom and bulletin board display purposes, it is practical to mount them on heavy paper. The *Standard Catalog* lists sources of pictures. Catalogs of reproductions of famous pictures and pictures related to classroom work can be secured from the following companies:

Art Extension Press, Westport, Connecticut.

Brown-Robertson Company, 427 Madison Avenue, New York City.

F. A. Owen Company, Dansville, New York.

Perry Picture Company, Malden, Massachusetts.

10. The H. W. Wilson Company base the prices of some of their publications on the size of the library, its book resources, and its book budgets; this allows small libraries to take advantage of the Wilson service for a cheaper rate than libraries with larger budgets and resources.

11. BRUCE MILLER, *Sources of Free and Inexpensive Teaching Aids*. Published by author, Ontario, California, c1939.

CHAPTER IV

ORGANIZATION AND ADMINISTRATION

To make library materials easily accessible there must be a definite system of organization. The first step in organizing the books in a high school library is to gather all the books on hand into one place and sort them. All those which are worn beyond repair and those which are undesirable and do not fit the present curriculum needs should be weeded out. Books which are out-of-date, have poor type, and have pages missing should be discarded. When in doubt about keeping books, it is well to check with several standard lists of high school books as guides to deciding. It is always unwise to give shelf space to books which will not and cannot be used.

The very simplest processes should be used in cataloging a high school library which is under the direction of one of the regular classroom teachers. However, these simplified processes should keep in mind the possibility of growth of the library. Accuracy and standard forms should be used to provide the desired information for quick, efficient services. It is advisable to adapt standard library practices to meet the local school situation.

The first record made of a book is in the accession book. This gives a complete history of a book from the time it is acquired until it has been withdrawn. It is a simple, complete record of the library's book holdings listed in the order of acquisition. The easiest record to use is a loose-leaf notebook with each line numbered consecutively and with space for the following information: Accession number, author, title, volume number (if part of a set), publisher, year of publication, source, cost, and remarks. These pages and a folder can be purchased from a library supply company. After an accession number has been assigned to a book, it is placed in the following places in the book: (1) On the first page following the title page in the lower left hand corner; (2) on the book identification page¹ at the bottom; (3) on the upper right hand side of the book pocket; (4) on the right hand side of the book card; (5) on the shelf list card in lower left margin several lines below the classification number; (6) and with the tracing on the back of the author card.

The school property stamp should be placed on the inside of the front cover and on the lower half of the title page. Next the book pocket can be pasted near the bottom of the inside back cover. A date slip should be pasted by tipping the right edge with paste and placing it onto the flyleaf opposite the book pocket. An assistant can stamp the book and paste the book pockets and date slips.

1. The identification page is the same in every book. It is usually an odd numbered or right hand page, such as 29 or 51, arbitrarily chosen as the page on which accession numbers can be found if title page, book pocket, and book card are destroyed.

364	Shaw, Clifford Robe
S	The jack-roller, a delinquent boy's own story. The University of Chicago press, c1930.
4065	t
6107 c.2	Juvenile delinquency

FIG. 1. TEMPORARY BOOK SLIP.

All information on this card is written in pencil, later to be typewritten on permanent cards.

The teacher-librarian should make a temporary book slip (Fig. 1) on a three-by-five inch note card or piece of paper for each book. On this she pencils the information which later will be typed onto the catalog cards: The author's name (last name first), the title as it appears on the title page, the publisher, date of publication, and the accession number. As classification numbers and subject headings are assigned the book, they are added to the temporary book slip or work slip.

CLASSIFICATION

For convenience and uniformity most libraries use a form of the Dewey Decimal Classification System, devised by Melvil Dewey, which bases knowledge divided into the ten general classes and uses decimals to signify subdivisions. By this means, all books of a kind are grouped together by subject. The main divisions of knowledge as made by Dewey are:

- 000-099 General works
- 100-199 Philosophy
- 200-299 Religion
- 300-399 Social science
- 400-499 Languages
- 500-599 Science
- 600-699 Useful arts
- 700-799 Fine arts
- 800-899 Literature
- 900-999 History

The high school library should own a copy of Dewey's *Abridged Decimal Classification and Relative Index*. The *Relative Index* gives an alphabetical subject list so the classification number can be found by looking under the

subject index. It is most practical in small libraries to use only broad, general classes in order to keep the few books of a kind closer together.

The book to be classified should be examined to determine the nature of the subject content; then by means of the *Relative Index* one can find under the subject the proper classification number. Classified booklists such as the *Standard Catalog for High School Libraries* are helpful guides for classification numbers. Many books may seem to fit into more than one classification; in that case it is best to put them into the group where they will be most useful in your library.

Reference books should be arranged by classification number which is preceded by "R" to signify the special type of book. All "R" books should be kept grouped together to make the reference collection. Biography generally is grouped under "B" or 92 for individual biography. Beneath that number is placed the surname of the *biographee*, the person about whom the book was written, so all books about a person will be kept together.

All fiction books are classified under "F". Below each classification number one should place the first initial of the author's last name. All books, book cards, and shelf list cards are then filed alphabetically within each classification.

The classification number is placed on each book in these four places: (1) Inside the front cover of the book in the middle of the page; (2) on the back of the title page below the copyright facts; (3) on the book pocket in the upper left hand corner; (4) on the back of the book. It also is typed on the upper left hand corner of the book card and on all catalog cards.

Before assigning a number to a book, one should check with the card catalog to see whether the library has a copy of that book in the collection. If so, that book should be assigned the same classification number and be marked as copy two (c.2), or whatever it is. The accession numbers for additional copies are recorded on the shelf list and author cards; only one set of catalog cards is made for each title by an author regardless of the number of copies unless the copies are different editions; then the date of the edition should be placed beneath the author's initial on the call number, and a separate set of cards should be made for each edition.

CATALOGING

After the book has been classified, the catalog cards are made. If possible it is urged that the teacher-librarian secure a simple text on cataloging as this is the most technical process of library organization. Such a manual is Margaret Fullerton Johnson's *Manual of Cataloging and Classification for Elementary and Small High School Libraries*.

The card catalog is an index to the books in the library. It answers the questions: What books do you have by a certain author; do you have this specific title; and what books do you have on a particular subject? It is made up of author, title, and subject cards all arranged in a dictionary catalog, alphabetically by the material on the top line of the card.

The Library of Congress² and the H. W. Wilson Company³ print catalog

2. United States Library of Congress. Card Division. *L. C. Printed Cards, How to Order and Use Them*. Library of Congress. (Latest edition. Gratis.)

3. The H. W. Wilson Company, 950-972 University Avenue, New York City.

cards which can be purchased. The Wilson cards are not so technical and are better adapted to smaller libraries. However, with a small fund available for library expenses, it is usually more expedient to type the cards on three-by-five inch cards which have faint red guide lines.

Watchwords for an inexperienced cataloger should be *simplicity* and *consistency*.

The author card (Fig. 2) is the pattern for all other cards. The information given on the author card is given in this order: (1) Classification number; (2) author's full name in inverted order; (3) full title as given on the title page; (4) name of publisher; and (5) copyright date.

The classification number is typed in the left margin beginning on the top line. The author's name is placed on the top line beginning at the first indentation (first red line). The title is started at the second indentation (second red line) on the line below the author's name. If the title takes more than one line to type, the third line should be started at the first indentation. The name of the publisher and copyright date should be placed three typewriter spaces after the end punctuation of the title. If there are two authors, the second name follows the first in inverted order. Should the names extend beyond the top line, the second line should begin at the second indentation.

364	Shaw, Clifford Robe
S	The jack-roller, a delinquent boy's own story. The University of Chicago press, c1930.

FIG. 2. AUTHOR CARD

On the back of the author card is typed the "tracing" (Fig. 3); this indicates each card made in addition to the author card. It serves as a check when withdrawing books to indicate all cards that must be removed for a book which is no longer in the collection. A small black "t" is used to show that a title card was made. Beneath this are listed *in red* all subject heading cards which were made for that particular book. Above these are placed all accession numbers for the copies of the book in the library. This is all placed on the card upside-down so it can be easily read as the card stands in the drawer.

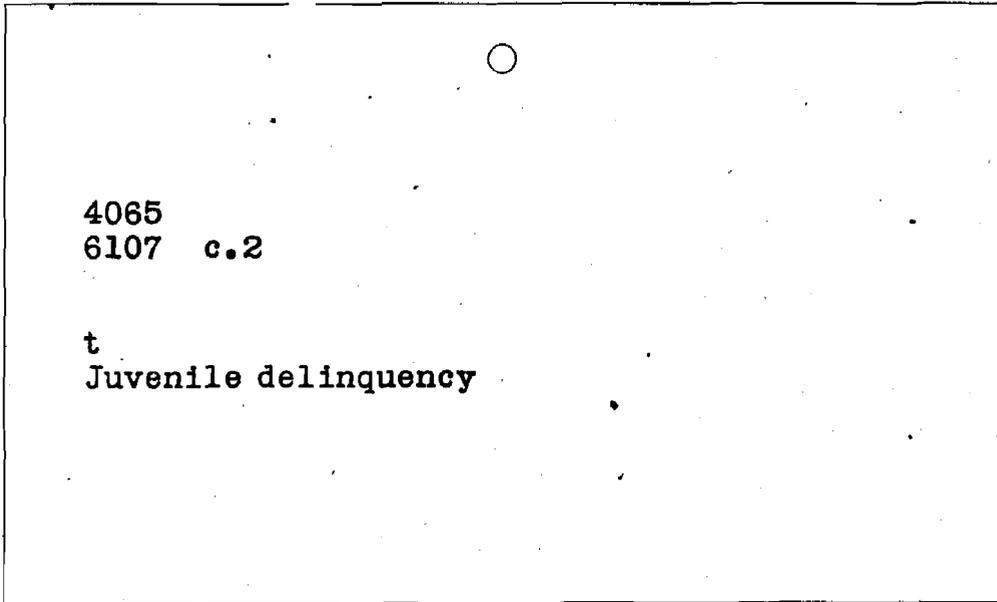


FIG. 3. TRACING ON BACK OF AUTHOR CARD.

The words "juvenile delinquency" should be typed in red.

A title card (Fig. 4) is usually made for each book. If, however, the title and subject headings are worded identically, the subject heading card is made in preference to the title card. This card is made just as the author card except that the title of the book is placed on the top line at second indentation and the rest of the material is completely recopied from author card and moved down one line on the card. Should the title take more than one line, it should be continued on the second line at second indentation.

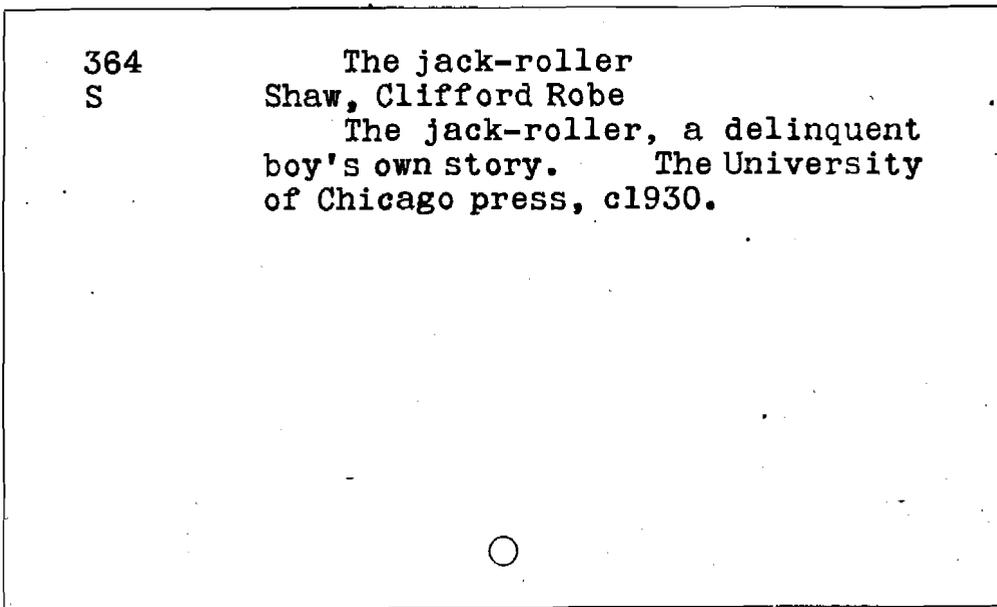


FIG. 4. TITLE CARD.

Subject heading cards (Fig. 5) are essential to tell what books on a given subject are in the library. The book should be examined carefully to see what it is really about; the subject heading is assigned according to the contents. To avoid scattering materials of a kind it is wise to use a subject heading list. The alphabetical list in the *Standard Catalog for High School Libraries* is a dependable source for subject headings. The subjects in the *Abridged Readers' Guide* can also be used as a basis for a list. As a subject is used on a catalog card, a check mark (✓) should be placed beside it in the margin of the subject heading list to show it has been used in the card catalog. Books that treat the same subject material should then be given the same heading. If the list seems inadequate for certain needs, additional headings can be written into the list.

The subject heading card is made just as the title card except the subject heading is placed *in red* or *in capitals* on the top guide line at second indention. A card is made for each subject heading used. The list of subject headings used for a particular book is typed in red or in capitals on the back of the author card.

364 S	<p style="text-align: center;">Juvenile delinquency</p> <p>Shaw, Clifford Robe</p> <p style="text-align: center;">The jack-roller, a delinquent boy's own story. The University of Chicago press, c1930.</p>
----------	---

FIG. 5. SUBJECT HEADING CARD.

The words "Juvenile delinquency" should be typed in red, or in capitals.

Books which deal with specific subjects on certain pages may well have "subject analytic cards" (Fig. 6) made for them. The cards are made just as any other subject cards with the inclusive paging typed two spaces after the subject given on the top line of the card.

Biography subject cards have the name of the biographee in inverted order on the top line. Separate cards may be made for each name of the persons in a collective biography.

809.2 V	Goethe's Faust p. 176-94 Vaughan, Charles Types of tragic drama. Macmillan, 1908.
------------	--

FIG. 6. SUBJECT ANALYTIC CARD.

The heading "Goethe's Faust p. 176-94" should be typed in red, or in capitals.

Each separate title by an author should have a shelf list card (Fig. 7). The shelf list record is filed by classification number and alphabetized under each class; it is a classified record of the library's holdings as they stand in place on the shelf. It serves as a checking aid in taking inventory, as a help in classifying new books, and as a means of checking book orders for titles. These cards are made just as the author cards with the accession number given on the face of the card, two spaces below the other printing, at first indention.

364 S	Shaw, Clifford Robe The jack-roller, a delinquent boy's own story. The University of Chicago press, c1930.
4065 6107 c.2	

FIG. 7. SHELF LIST CARD.

Cross reference cards are serviceable. They are of two kinds: "See" references (Fig. 8) and "See also" (Fig. 9) references. "See" references are used to direct the reader from one unused term to one which has been used as a subject heading. "See also" references are used to direct the reader to related subjects.

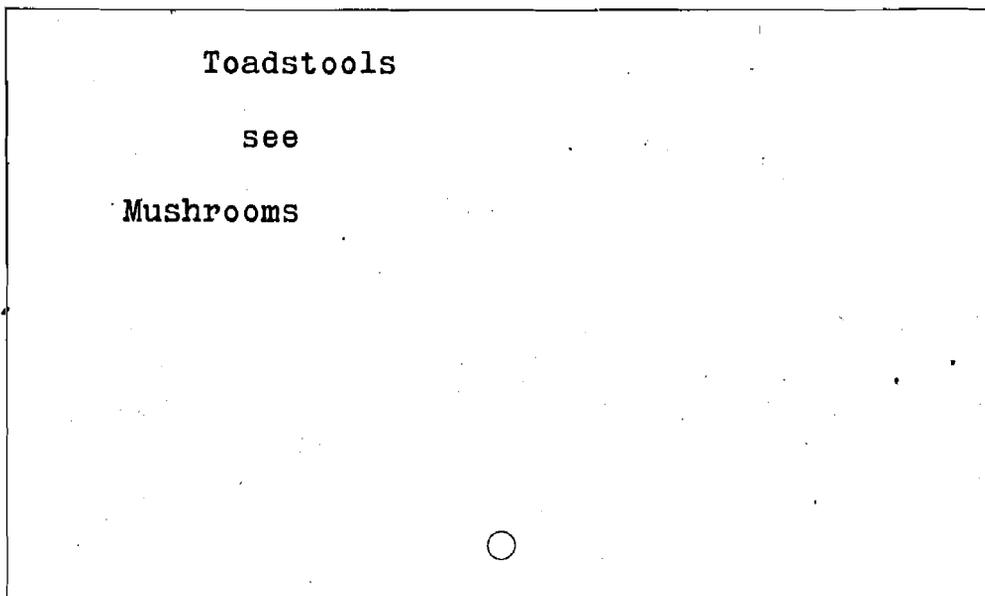


FIG. 8. CROSS REFERENCE CARD.

Should be typed in red.

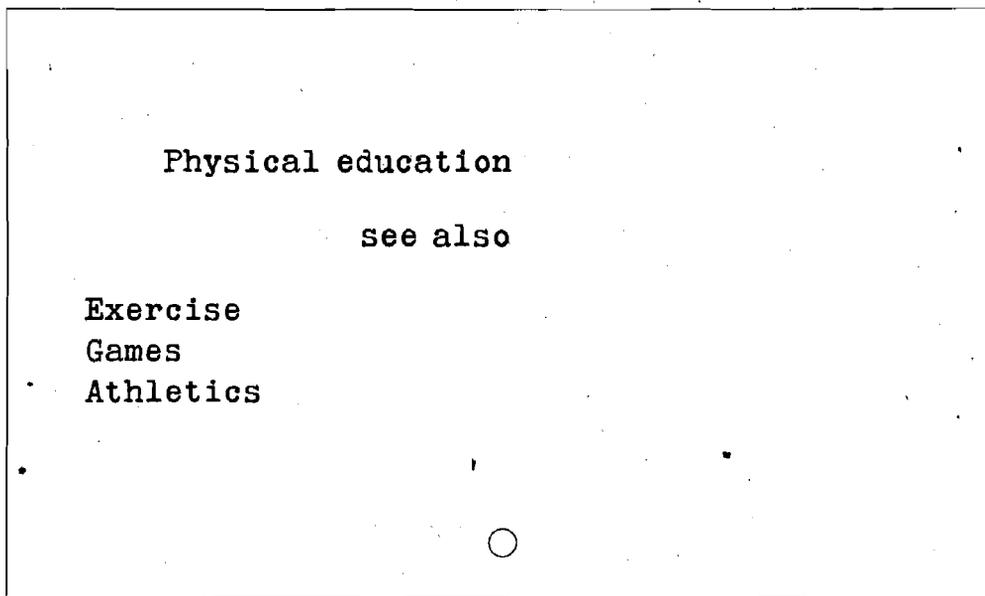


FIG. 9. CROSS REFERENCE CARD.

Should be typed in red.

To file catalog cards, a simple set of rules should be adopted and used consistently. As a general rule the author, subject heading, and title cards are filed together in one straight alphabetical list; this is known as a "dictionary" file. Cards are filed by the first word on the top line, disregarding the initial articles. Whatever method is used one should keep the use in mind and make the catalog as accessible to him as possible.

PREPARING FOR CIRCULATION

There are a number of routine duties in preparing books for circulation which can be done by an assistant to relieve the teacher librarian. Some of these have been mentioned previously, but are set forth again with other suggestions:

1. Remove old and incorrect book labels by placing a piece of wet blotting paper over them to loosen the glue. Marking of white ink can be removed with ammonia.
2. Check new books with book orders. Open the books carefully and collate (examine each page to be sure book is perfect). Cut any uncut pages.
3. Enter books in the accession book. Place accession number in the book.
4. Stamp the book with the school property stamp.
5. Paste book pocket and date slip in the back of the book.
6. Type book cards placing classification number in the upper left corner, the accession number in the right hand corner, the author's name on the top line, and type title on the second line.
7. Write classification number in the middle of the inside front cover of the book, below the copyright facts on the back of the title page, and on the book pocket.
8. Mark the classification number on the back of the book with white ink, one and a half inches from the bottom of the book. If the book binding is a very light color, India ink should be used to mark it. One should never use labels for numbers on a book as they often come off.
9. Shellac the entire end of the book after it has been lettered. This allows both protection and better wear from the end of the book.

WITHDRAWALS

To have an active, workable book collection the "dead timber" should be withdrawn. Books which are worn beyond repair, incomplete, out-of-date, or of trivial value should not be taking shelf space.

All catalog cards should be removed for a book when it is withdrawn. The tracing on the author card will indicate all additional cards for that book in the catalog. The shelf list card should be removed also. "Withdrawn" and date should be written in the "Remarks" column of the accession record. "Withdrawn" should be stamped on all property marks of the book. If there is more than one copy of a book in the library and only one is to be withdrawn, "w" and the date should be put beside the accession number for that particular copy on the shelf list and author cards as well as in the accession book. The cards are then left in the catalog.

Discarded books can be burned or sold for old paper. As they are being withdrawn, the backs should be torn off and sections torn out to alleviate the danger of their coming back into the library.

If a book has been lost in circulation, the borrower's name and whether he paid for the book or not should be written in the "Remarks" column of the accession book. If it has been "missing in inventory," that fact should be noted in the accession record with the date of the inventory.

LOAN ROUTINES

The method of keeping track of all books checked from the library is known as the "loan system" or "charging system." A book card is placed in the book pocket on the inside back page of each book. On this the borrower writes his name and address. The librarian stamps the date the book is checked out on, the left margin of the card and on the date slip in the book.

Book cards are filed in a tray or drawer of the desk by classification number. When a book is returned, the date is stamped in the right margin of the card, and it is slipped into the book pocket.

MENDING

When books are discharged from circulation, they should be examined for things needing mending. Minor tears can be mended with thin, firm paper and paste. Loose pages and pictures can be "tipped" in with paste. When sections become loose or the back broken in a book which still has serviceable value, it will pay to have an expert rebind it. Faulty book binding by an amateur may ruin the book.

In deciding whether it would pay to have a book rebound, one should consider the age of the book, the comparative price of binding and replacement, the fact of missing pages or sections of the book, the value of the book to the library, and the quality of the paper and the width of the margins (narrow margins and "crisp" pages do not allow for satisfactory sewing). A list of reputable binders in the region can be secured from the state library agencies. When books are sent to the bindery, the book card should be marked "B" with the date and filed.

THE VERTICAL FILE

The most practical method for housing pamphlets, clippings and pictures is in a vertical file. "A vertical file is a name applied to envelopes or folders arranged in an upright position in a drawer or tray."⁴ If funds are not available for a file cabinet and Manila folders, the teacher-librarian can start a vertical file by using the large, heavy, brown envelopes which are on magazines and keep them filed in a box. Each envelope should be assigned a subject heading in the upper left hand corner to fit the nature of the material and be filed alphabetically by that heading. Whenever funds permit the purchase of suitable equipment, the material can easily be transferred.

To prepare pamphlets, pictures, and clippings for the vertical file, each one should be stamped with the school's property stamp, and the source and date should be pencilled on the clippings. The material should be examined to determine the nature of it and a simple subject heading should be assigned to it to designate the type of material it is. These headings may be taken from the *Abridged Readers' Guide* or the *Standard Catalog for High School*

4. IRA OLIVER, The Vertical File, *Wilson Bulletin*, 6:42, September, 1931.

Libraries. It is important to keep the headings simple and uniform and to use terms which will be familiar to the pupils. The heading should be pencilled in the upper left hand corner of the pamphlet, clipping, or picture.

A card record should be made for each subject heading assigned to serve as a check list and an aid in assigning headings to other materials. The cards used for a subject heading record (Fig. 10) are usually three by five inches. Below the heading on the card should be indicated the *type* of materials in the vertical file. These cards should be arranged in alphabetical order by subject heading in a box or drawer.

Photography

Clippings

Pamphlets

Pictures

○

FIG. 10. SUBJECT HEADING CARD FOR NON-BOOK MATERIALS.

Cross reference cards filed in the subject heading file will be a help in directing pupils to use the vertical file materials. Cross references are of two kinds: "See" cards and "See also" cards. "See" references mean there is nothing under that subject, but material will be found under the following subjects. "See also" means there is related material under another subject. (See Figures 8 and 9, page 23.)

These vertical file materials can be checked for loan purposes by the number of items under a subject heading. The records can be made on a small piece of paper (possibly three by five inches) which can be filed alphabetically by the borrower's last name.

Because of the nature of pamphlets, clippings, and pictures, they are chiefly of current interest and ephemeral value. For these reasons they should be filed immediately and used while they are timely. At least once a year a vertical file should be "weeded," taking out all of the out-of-date material—anything which is no longer needed or which has been replaced by better materials.

LIBRARY AGENCIES

There are various agencies within the states which are organized to give practical help to small libraries, and untrained librarians. In Kansas assistance and guidance is supplied by the *Kansas State Library*, Topeka; *Kansas Traveling Libraries Commission*, Topeka; and *Kellogg Library*, Kansas State Teachers College, Emporia. Any of the books listed in the bibliography may be borrowed for the price of postage both ways through the *Mail Loan Division* of *Kellogg Library*, of the Kansas State Teachers College of Emporia. Many of them may be borrowed under similar terms from the other two library agencies.

The Traveling Libraries Commission provides the means of supplementing inadequate local book collections. The regulations for loans to schools from there are as follows:

HOW TO SECURE A LIBRARY

In order to obtain one of the libraries furnished by the Kansas Traveling Libraries Commission, as provided for in secs. 75-2601 to 75-2605, inclusive, R. S. of Kansas, 1923, it is necessary for the applicant to fill out the enclosed blank and return same to the secretary, together with the requisite fee. Except in the case of "Special Libraries" note below, this fee constitutes the sole expense involved and is used to defray the cost of transportation to and from the point of destination.

Transportation of trunks is to be by freight or truck. If sent by express any added expense is charged to the borrower. If not on the railroad the applicant is requested to state the nearest station for delivery.

The application must be signed by some responsible person representing a local library, school district, reading club, literary society or similar organization. Also by one member of the local school board, giving his official title.

There are no printed lists of catalogs of the books, but the applicant may signify the nature of the books desired, and may send a list. There is no promise to include all books requested, but the Commission will do its best to supply the books wanted or others of similar nature.

The applicant is requested to state the class of books wanted.

LIMITATIONS

1. The purpose of the Traveling Library being to provide books for rural districts and places too small to maintain adequate libraries, the Commission has decided not to send libraries to towns of over 2,000 population except to assist in establishing a local library or to aid in study or club work.

2. No trunks will be sent to Class A high schools.

KINDS OF LIBRARIES

General libraries for community, school or other organized groups:

1. Fifty-book libraries, for which a fee of \$2.50 is charged. These libraries may be kept six months. If retained over that time an extension fee of fifty cents a month will be charged. These libraries may be made up of fiction, nonfiction and juvenile material, but no library shall contain more than 60 percent of fiction.

2. Twenty-five book libraries, for which a fee of \$1.50 is charged. This fee covers return charges, and the libraries are to be sent back collect. These libraries will be made up according to the wishes of the borrower and may be kept four months. If they are retained over that time an extension fee of twenty-five cents a month will be charged.

3. "Special libraries" consisting of from two to twelve books, made up according to the need of the borrower. A fee of \$1 is charged for these libraries and this fee covers return charges. These libraries may be retained four months. If they are retained over that time an extension fee of twenty-five cents a month will be charged.

SELECTED REFERENCES

- Abridged Readers Guide to Periodical Literature.* H. W. Wilson Company, New York.
Price on application.
Author and subject index to a selected list of periodicals.
- American Library Association, *A Handbook for Teacher-Librarians*, prepared by the Elementary Sub-committee of the Education Committee of the American Library Association with the assistance of Miss Josephine Dillon. American Library Association, Chicago, 1931. 65 cents.
Very simple directions for the technical work of book ordering, classification, cataloging, and planning essential supplies and equipment for a library.
- , *Planning the School Library.* American Library Association, Chicago, 1925. 20 cents.
Pamphlet on minimum standards for a school library room.
- Booklist.* American Library Association, Chicago. \$3.00 per year.
Semi-monthly guide to current books. Gives lists of books for young people and of free and inexpensive materials.
- CONDIT, LESTER, *A Pamphlet About Pamphlets.* The University of Chicago, Chicago c1939*. Seventy-five cents.
Discussion of pamphlets, their uses, arrangement, and sources of publication.
- CUNDIFF, RUBY ETHEL, *Recommended Reference Books for the High School Library.* 2d ed. rev. & enl. Follett Book Company, Chicago, 1942.
Annotated list of 177 titles of the outstanding reference books for a high school library.
- DEWEY, MELVIL, *Abridged Decimal Classification and Relative Index.* 5th ed. rev. Forest Press, Lake Placid Club, New York, c1936. \$2.50.
Most useful tool for classification of high school books arranged by classification and a full alphabetical index.
- DOUGLAS, MARY PEACOCK, *Teacher-Librarian's Handbook.* American Library Association, Chicago, 1941. \$1.90.
Practical monograph to aid teacher-librarians who need a guide to the problems of organizing and maintaining a school library.
- DRURY, FRANCIS K. W., *Book Selection.* American Library Association, Chicago, 1930. \$2.75.
Textbook on choosing books for a library, giving standards for evaluating the content of books and some book selection aids.
- FARGO, LUCILE F., *The Library in the School.* 3d ed. American Library Association, 1939. \$3.50.
Presents aims, functions, and administration of the school library. Makes practical suggestions on the basic book collection and problems of organization.
- Faxon Librarians' Guide, The.* F. W. Faxon Co., Boston, Gratis.
Alphabetical and classified lists of American and foreign periodicals with subscription data.
- IRELAND, NORMA OLIN, *The Pamphlet File in School, College and Public Libraries.* F. W. Faxon Co., Boston, 1937. \$1.50.
A guide to the routine of organizing a pamphlet file in a library. Gives a useful up-to-date list of pamphlet headings.
- , *The Picture File in School, College and Public Libraries.* F. W. Faxon Co., Boston, 1935. \$1.25.
Directions for a librarian starting to collect and to organize a picture file "be it ever so small." A subject heading list for pictures is given.
- JOHNSON, MARGARET FULLERTON, *Manual of Cataloging and Classification for Elementary and Small High School Libraries.* 2d rev. H. W. Wilson Co., New York, 1935. 90 cents.
A useful guide to the making of a simple, uniform card catalog for the untrained library worker.
- Joint Committee of the American Library Association and the National Education Association, *By Way of Introduction.* American Library Association, Chicago, c1938. 65 cents.
Annotated list of books for recreational reading of young people of high school age.

* A date preceded by the letter *c* is the copyright date; otherwise the publication date is indicated.

Joint Committee of the American Library Association, National Education Association, and National Council of Teachers of English, *A Basic Book Collection for High Schools*. American Library Association, Chicago, 1942. \$2.00.

Designed to meet curriculum needs and individual reading interests and to aid young people in understanding and meeting problems of the time. Classification and subject headings as in *Standard Catalog*.

—————, *1,000 Books for the Senior High School Library*. American Library Association, Chicago, 1935. \$1.00.

Annotated, classified bibliography of books recommended by groups of high school librarians and teachers.

Joint Committee of the National Education Association and the American Library Association, *Schools and Public Libraries: Working Together in School Library Service*. National Education Association, Washington, D. C., 1941. 25 cents.

Report of a joint committee of N. E. A. and A. L. A. on the relationships of schools and public libraries with the hope that better planning will come about for the improved library service to school children.

MARTIN, LAURA KATHERINE, *Magazines for High Schools*. H. W. Wilson Co., New York, 1941. \$1.75.

An evaluation of one hundred magazines to aid librarians in selecting the best ones for high school boys and girls.

MILLER, BRUCE, *Sources of Free and Inexpensive Teaching Aids*. Published by the author, Ontario, Calif., c1939. \$1.00.

An annotated bibliography of sources of free and inexpensive educational material listed by subject.

—————, *Supplementary list*. 1940.

MOSHIER, L. MARION and LEFEVRE, HELENA S., *The Small Public Library*. American Library Association, Chicago, c1942. \$1.50.

Helpful manual on organization, administration and service in a small public library. Many suggestions are adaptable to a school library.

MUDGE, ISADORE GILBERT, *Guide to Reference Books*. 6th ed. American Library Association, Chicago, 1936. \$4.25.

Annotated bibliography of reference books grouped by subjects. Gives prices and Dewey classification numbers.

North Carolina. University. *High School Library Standards*. The University of North Carolina Press, Chapel Hill, N. C., 1928. 50 cents.

Presents standards for Southern high school libraries, useful information on the organization and administration, and other helpful points on problems in a high school library by leading librarians.

OLIVER, IRA. *The Vertical File*. *Wilson Bulletin* 6: 42-45, September, 1931.

Practical suggestions on collecting and maintaining items in a vertical file.

The Periodical Handbook. The Mayfair Agency, New York, Gratis.

Annotated list of periodicals. Useful book in selecting titles for purchase. Gives publication facts and prices. Annual.

Proceedings of the Commission on Secondary Schools. *The North Central Association Quarterly*, 13: 101, July, 1938.

School Life. United States Office of Education, Washington, D. C. \$1.00 per year.

"Its purposes are: to present current information concerning progress and trends in education; . . . to announce new publications of the Office, as well as important publications of other Government agencies. . ." Issued monthly except August and September.

Standard Catalog for High School Libraries. 3d ed. rev. H. W. Wilson, New York, c1937. Service basis.

Selected catalog of 3,450 books for high schools. Part I, a classified catalog giving complete information about books with annotations. Titles recommended for first purchase starred. Suggested subject headings. Part II, a dictionary catalog of author, subject, and title entries.

Subscription Books Bulletin. American Library Association, Chicago. \$2.00 per year.

A quarterly publication which evaluates the worth of new encyclopedias, subscription sets and other reference books. An invaluable help in buying the "right" books.

WALRAVEN, MARGARET KESSLER and HALL-QUEST, ARTHUR L., *Library Guidance for Teachers*. John Wiley and Sons, Inc., New York, 1941. \$2.75.

Designed to explain in detail the general principles of a school library to the teacher in order that she may help her pupils to use its source materials more widely and wisely.

WALTER, FRANK. K., *Periodicals for Small and Medium-sized Libraries*. 7th ed. enl. and rev. American Library Association, Chicago, 1939. 75 cents.

An annotated list of 214 titles which have proved to be useful in small libraries. All trade information is given also.

WILSON, MARTEA, *School Library Management*. 6th ed. by Althea M. Currin. H. W. Wilson Co., New York, 1939. \$1.25.

Part I designed to show administrator what to expect in initiating a library program. Part II planned to help librarian by giving elementary procedures in organizing a library.

Wilson Library Bulletin. H. W. Wilson Co., New York, \$1.00 per year.

Monthly periodical designed particularly to give practical help to high school librarians.

LIST OF STUDIES IN EDUCATION

1. MAUL, RAY C. *A Study of Administrative Practices in Correspondence-Study Departments of Teachers Colleges and Normal Schools*. Vol. 1, No. 1, Jan. 1930. 71 pp. Limited supply.
2. SLOAN, HERBERT L. *A Study of the Status of Public School Administrators in Kansas*. Vol. 1, No. 2, June 1930. 54 pp. Limited supply.
3. SCHRAMMEL, H. E., and WOOD, E. R. *Success and Failure of College Students (A Follow-up Study of the Freshmen Who Entered the Kansas State Teachers College of Emporia During the Years 1924 to 1929)*. No. 3, Jan. 1931. 103 pp. Supply exhausted.
4. BROWN, EDWIN J. *A Study of the Facts and Conditions Involved in the Problem of College Admissions*. No. 4, April 1931. 56 pp. Supply exhausted.
5. RIDGWAY, C. W. *A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers*. No. 5, Oct. 1931. 31 pp. Supply exhausted.
6. LITTLE, J. KENNETH. *A Critical Study of Public School Costs in Kansas from 1898 to 1928*. No. 6, March 1932. 58 pp. Limited supply.
7. ALTUS, WILLIAM D. *A Study of the Status of the County Superintendent in Kansas*. No. 7, June 1933. 52 pp. Limited supply.
8. WILLIAMS, MARY RACHEL. *A Critical Study of the Individual Reports Made by Kansas Administrators to Parents*. Kansas State Teachers College Bulletin of Information,* Vol. 14, No. 6, June 1934. 32 pp. Supply exhausted.
9. EWALD, HAROLD HUGO. *A Handbook of Facts Concerning Kansas Public Schools*. Vol. 14, No. 11, Nov. 1934. 48 pp. Limited supply.
10. GREEN, PAUL G. *An Annotated Bibliography of the History of Education in Kansas*. Vol. 15, No. 9, Sept. 1935. 33 pp. Limited supply.
11. PHARES, EARL E., and BROWN, EDWIN J. *A Self-Rating Scale for High School Principals*. Vol. 16, No. 6, June 1936. 34 pp. Supply exhausted.
12. BROWN, EDWIN J., and BYALL, RUSSELL D. *A "Consumer's Research" in School Supplies*. Vol. 16, No. 9, Sept. 1936. 44 pp. Supply exhausted.
13. LITTLE, MARTIN EBERT. *A Study of the Eighth Grade Diploma Situation in Kansas*. Vol. 17, No. 6, June 1937. 37 pp. Limited supply.

14. THIESSEN, N. J. *An Annotated Bibliography of American Historical Fiction*. Vol. 18, No. 5, May 1938. 65 pp.
15. IRWIN, FRANK L. *A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Teachers (1938)*. Vol. 18, No. 9, Sept. 1938. 38 pp.
16. HILBERT, LYLE WARREN. *A Study of the Status of the Rural High School Principal in Kansas*. Vol. 18, No. 10, Oct. 1938. 27 pp.
17. BROWN, E. J., SCHRAMMEL, H. E., and NILES, IRENE. *An Annotated Bibliography of Dissertations Accepted for the Master of Science Degree, Kansas State Teachers College of Emporia, (1929-1939)*. Vol. 19, No. 9, Sept. 1939. 61 pp.
18. MASE, WAYNE E. *A Self-Rating Scale for School Custodians*. Vol. 19, No. 10, Oct. 1939. 24 pp.
19. ALLEN, PAUL. *Kansas Mammals*. Vol. 20, No. 5, May 1940. 62 pp. Supply exhausted.
20. EDWARDS, RALPH M. *The County Superintendent and Rural School Supervision*. Vol. 20, No. 7, July 1940. 67 pp.
21. JOERG, ADRIENNE, and SHROYER, LANA A. *A Survey of the Certification, Preparation, Experience, Salary, and Employment Status of Elementary and High School Teachers in Kansas for the Year 1939-1940*. Vol. 20, No. 9, Sept. 1940. 50 pp.
22. MENTZER, LOREN W. *Wildlife Conservation (Information Concerning and Helps for Teaching)*. Vol. 21, No. 6, June 1941. 63 pp.
23. O'BRYANT, CHARLES W. *A Comparative Study of the Status of Public School Administrators in Kansas*. Vol. 21, No. 7, July 1941. 43 pp.
24. SMITH, LLOYD C. *A Historical Outline of the Territorial Common Schools in the State of Kansas*. Vol. 22, No. 2, Feb. 1942. 60 pp.
25. GEYER, DON F. *A Study of the Administrative and Supervisory Duties of the Teaching Principal in the Small Elementary School*. Vol. 22, No. 7, July 1942. 39 pp. Supply exhausted.
26. YOUNG, IONA. *A Preliminary Survey of Interests and Preferences of Primary Children in Motion Pictures, Comic Strips, and Radio Programs as Related to Grade, Sex, and Intelligence Differences*. Vol. 22, No. 9, Sept. 1942. 40 pp. Supply exhausted.
27. DAVIS, DON E. *An Investigation of the Governmental Agencies of the State of Kansas*. Vol. 23, No. 11, Nov. 1943. 95 pp.
28. BROWN, EDWIN J., and O'REILLY, VIRGINIA M. *A Self-Rating Scale for the Elementary Teacher*. Vol. 24, No. 6, June 1944. 36 pp.
29. BREUKELMAN, JOHN (Editor) *An Annotated Bibliography of Theses Accepted for the Master of Science Degree, Kansas State Teachers College of Emporia (1939-1944)*. Vol. 24, No. 11, Nov. 1944. 32 pp.

* Beginning with number 8, Studies in Education have been published as numbers of the Kansas State Teachers College Bulletin of Information.