

# Library Guidance

## FOR TEACHERS

By

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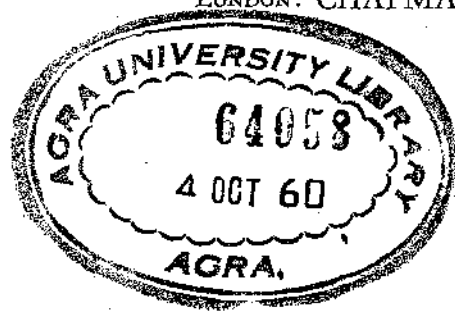
and

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## PREFACE

When Solomon wrote that "of making many books there is no end" he, of course, did not have in mind the vast professional literature that has been accumulating for more than a generation in America. The proverb applies with particular force to American education. It is not a little strange, however, that among the many thousands of titles of books for teachers none has concentrated on ways and means of guiding teachers in their own use of the library and thereby aiding them in providing similar guidance for their pupils. There is, to be sure, a significant literature developed by the American Library Association. Although much of this literature does apply to teachers it is intended for a scientifically educated librarian. Library science is highly technical and includes a content far beyond the needs of teachers. Without this content, however, it would be difficult, if not impossible, to educate teachers and pupils in the use of the library. The American Library Association has been largely instrumental in the development of the public school library. It originated through the efforts of this Association. Today, the public school library owes its educational significance and growing efficiency to the standards and supervision evolved by the A.L.A.

The present volume attempts to apply library science to the needs of secondary teachers by explaining in detail what the teacher needs to know about the library to the end that he may guide his own pupils in an increasingly independent use of source materials. For too long, school administrators and teachers have assumed that the librarian is the one individual who should teach pupils how to use the library. Therefore, the school schedule usually provides one or two hours a week or a term for such instruction by the librarian either in the library itself or in a classroom. Prevailing, the English department of the high school is assigned this responsibility in collaboration with the librarian.

There are at least two reasons for stressing the teacher's role in library guidance. First, the librarian is vastly more than a desk clerk checking out and checking in library materials. The librarian is responsible for evaluating, selecting, ordering, housing, cataloging, displaying, distributing, repairing, or replacing the literary equipment of the entire curriculum. As a specialist in source materials the librarian is indispensable as a counselor in curriculum construction. It is the purpose of library schools to train individuals for this large educational service. Consequently, the librarian needs to work under conditions that further this purpose. In smaller schools the librarian will need to serve as desk clerk and also as teacher, but provision should be made for the larger scope of duties that library science makes possible.

The second reason is even more important in the thinking of the present authors. Teachers on all levels are responsible for teaching their pupils to use the tools of learning. This is an accepted principle in such technical departments of the school as the fine arts, the practical arts, and laboratory sciences. But books are likewise tools of learning. Pupils need instruction and guidance in the economical and effective use of books. This applies to all types of curriculums: subjects, projects, units, core-areas, activities. Stressing the value of the library in the modern school does not imply that education should be bookish. It is a plain and widely observable fact, however, that civilization and literacy go hand in hand. Literacy grows in scope and quality through a knowledge of how to use the printed records of human thinking and achievement. The educated individual enjoys the satisfaction of resourceful independence. But this large attainment, for most people, rests upon skills and attitudes acquired through long exposure and training in school. It must begin early and develop under continuous guidance by all teachers. Hence, teaching pupils to use books in classroom and library should be a basic educational objective. It requires, obviously, a teacher-guide who is able to direct the learner in acquiring the desired skills and attitudes.

The present volume is not a text in library science although, of necessity, much of its content has been selected from this rich source. One of the authors is a trained librarian and, during the summers of 1939 and 1940, at the University of Texas taught

courses out of which the present volume evolved. The other author for many years has emphasized the need of teaching pupils how to study. It is hoped that *Library Guidance for Teachers* may be found valuable not only in schools of education and teachers colleges but by teachers now in service. As text and handy reference book it belongs to the general literature on educational guidance.

The authors appreciate the courtesies extended them by various authors and publishers in granting permission to quote from their publications. These permissions to quote are specifically stated throughout the book.

MARGARET K. WALRAVEN

ALFRED L. HALL-QUEST

March, 1941

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## PART ONE—INTRODUCING THE SCHOOL LIBRARY

### CHAPTER I

#### THROUGH CLASSROOM TO LIBRARY

##### CENTURIES OF LIBRARIES

##### ASSYRIA AND EGYPT

Down through the centuries, ever since the flowering of the earliest civilization in Egypt, individuals and states have been active in collecting books. Without the ancient libraries much of the heritage of culture would today be unknown. Very early, man acquired the habit of recording his thoughts and transactions. Solomon found in his day that "of making many books there is no end." It is estimated that the Assyrian library at Nineveh formed by King Sargon, 722 to 705 B.C., numbered ten thousand works written on tablets of clay. They appear to have been cataloged, which implies that they were systematically arranged and that the collection was probably a public library. Egypt had notable libraries, the most famous having been at Thebes during the reign of Rameses II, 1300 to 1236 B.C.; another was located at Memphis.

##### GREECE

A brief study of ancient Greece shows that the wealthy Greeks were avid collectors of books. The first library in Greece was owned by Pisistratus, in the sixth century. Plato had many books, and Aristotle bequeathed his extensive library to his disciple, Theophrastus. The two libraries of Alexandria were the most renowned in the ancient world. The larger of these libraries formed part of the Museum in the Bruchium quarter of the city; the smaller one was located in the Serapeum. The collection was large, estimates varying from over four hundred thousand to more than seven hundred thousand. Here the first bibliographies were made. The names of five librarians, extending over a century, are known. At Pergamum, a great center of scholarship;

there were two hundred thousand rolls in the library. In 221 B.C. Euphorion, well-known poet and grammarian, served as librarian, a modern parallel being the appointment of Archibald MacLeish, the poet, as librarian of the Library of Congress.

#### ROME

In the fourth century B.C. Rome had twenty-eight public libraries, the most important and famous of these having been created by Ulpian Trajanus. Cicero and Atticus owned large private collections. After Constantinople became the capitol of the eastern empire, its library reached one hundred thousand volumes under Julian and Theodosius. In later times, St. Augustine bequeathed his large library to the church at Hippo, thus greatly enriching this church. Practically all of the Christian churches owned libraries which were used for educating converts and catechumens.

These ancient libraries consisted of papyrus rolls, except in Assyria. In the numerous wars that ravaged peoples and empires the libraries were either destroyed or despoiled, and many of the rolls found their way to other lands and homes. Not a few have been found; others may await discovery. Later manuscripts took the codex or modern quire formation.<sup>1</sup> Hand made and hand written, the ancient rolls and codices attest to man's early zeal not only for recording his thoughts and transactions but for collecting these records in order that there might be a continuity of tradition and culture. If we today had access to all of the collections of ancient times our knowledge of those days would be immensely richer. The ancient libraries disappeared, but the urge for book making and book collecting endured.

#### THE MIDDLE AGES

During the Middle Ages monasteries were the schools of learning, and the church the preserver of literature. York and Canter-

<sup>1</sup> Codex (pl. codices)—"A manuscript work, particularly of the Scriptures or classics. . . . In classical times, manuscripts were usually written upon rolls of papyrus or upon parchment, but as early as the 1st century B.C. vellum tablets were used for memorandums, and by the first century A.D. people had begun to make manuscripts or codices with pages like those in our ordinary books of today." Holden, John A. *The Bookman's Glossary*. New York, R. R. Bowker Company. 1931.

bury were notable among several other English libraries. Pope Sylvester II owned the largest collection of books in those times, though monastic libraries were to be found in Italy, France, and Germany. It is interesting to know that modern library methods began with the rule of St. Benedict as early as the sixth century. The original arrangement followed the plan of the books being laid on desks or lecterns and chained to a horizontal bar. Being in manuscript form and usually elaborately illuminated there might be only one copy of a particular work. The chain was a necessary protection. The first book cases, placed against the wall, appeared in the library of the Escorial, erected in 1584, but chained books continued in English church libraries into the early part of the eighteenth century.

#### AMERICAN LIBRARIES

With the advent of printing and the rise of the universities begins the history of the modern library and its extensive development in practically all parts of the civilized world. In colonial America, the earliest libraries were private, partly because books were expensive to import from abroad and largely because in the United States printing did not begin until 1639 or 1640<sup>2</sup> and for many years made little progress. The first subscription library was projected by Benjamin Franklin in 1731, but the Harvard College library dates from 1638. Yale established its library in 1700. The Columbia University library was organized in 1756. The Library of Congress was established in 1800, but its real beginning dates from 1815 when Thomas Jefferson's library of seven thousand volumes was purchased. The earliest tax-supported library was opened in Salisbury, Connecticut, in 1803, and the oldest existing library of this kind is located at Petersborough, New Hampshire, where it was established in 1833.

An important date in the history of the American library is the founding of the American Library Association in 1876. The first school in the world to offer professional training for librarians was Columbia College where Mr. Melvil Dewey, then librarian

<sup>2</sup> In Mexico printing was begun a hundred years earlier, a shop having been established in Mexico City in 1539.

of the college, first undertook such training in 1887. He is today universally known as the father of the Dewey Decimal System of classifying and arranging books in libraries. The Association of American Library Schools was organized in 1915.

From such modest beginnings in America have come more than the six thousand public libraries of all types in the United States with a total collection of one hundred and six million volumes, nearly twenty million borrowers in 1929, and, in many communities, appropriate buildings erected by gifts from Andrew Carnegie. Reports from public libraries in forty-three cities show that in 1939 over one hundred and seventy-three million loans were made by these libraries.<sup>3</sup>

#### PUBLIC SCHOOL LIBRARIES

It was not until 1905, however, that public school libraries came into existence. They were not started by school people but by public librarians. Although there has been a remarkable growth in high school libraries during the past two decades the National Survey of Secondary Education shows that, of three hundred and ninety high schools in forty-six states and the District of Columbia, only eighty-three had librarians who were college graduates and had attended a library school for one year or more. While it is now a standardizing requirement that high schools have libraries, Horace Mann's vision of a library-centered school is far from a reality in any type of public secondary education. More schools have classroom collections than have centralized libraries, for statistics of 3130 school systems and 66,101 schools show that 27,836 schools or 42.11 per cent are served by centralized libraries and 38,467 or 50.63 per cent are served by classroom collections only.<sup>4</sup> Since half of the school systems in the United States did not report, the assumption must be that library facilities of many of the schools not reporting were either nonexistent or very

<sup>3</sup> The latest available information states that there are 6,588 public libraries in America, with 106,772,777 volumes.

<sup>4</sup> U. S. Office of Education. *Statistics of Public-School Libraries, 1934-35. Being Chapter V of Volume II of the Biennial Survey of Education in the United States: 1934-36*, by Emery M. Foster and Edith A. Lathrop. Washington, Government Printing Office, 1938. (Bulletin 1937, No. 2, Advance Pages.)

limited. Lack of library facilities or dependence on classroom collections implies an added obligation on the part of the teacher to inspire pleasure and skill in the utilization of books. The teacher is in many schools the only link between the children and the printed word.

*The Model High School Library.* Year by year, however, the school library movement is gaining momentum as educators realize its possibilities. The Research Division of the American Association of School Administrators and the National Education Association in a recent study of school library administration list the essential elements for *The Model High School Library*. These include: a reading room which seats 10 to 25 per cent of the school's enrollment; conference and lecture rooms; a workroom; standard equipment; a book collection of approximately six books per pupil that provides books and magazines for reference, classroom assignments, and leisure; the expenditure for books and other printed materials of \$1 a year per pupil enrolled, and for library salaries, amounts equal to those paid teachers with equivalent professional training and experience; provision for systematic instruction in the use of books and libraries and opportunity for each pupil to use the library; intelligent service to teachers; a librarian who, for the large school, is a college graduate and has completed at least one year in an accredited library school (for the small school, college graduation plus 16 semester hours credit in library science). The librarian should stimulate the use of the public library, the desire to possess books, habits of independent investigation, reading for pleasure and profit, and the development of correct reading tastes.<sup>5</sup>

Yet, in spite of current trends toward a more comprehensive library program, it is a disturbing fact that in relatively few schools is the library an integral part of school activities in the sense that teachers and pupils work cooperatively with the librarian, or in the sense that learning is facilitated by a skillful use of the library and an understanding of its role in personal enrichment and social adjustment.

<sup>5</sup> American Association of School Administrators and Research Division of the National Education Association. *Certain Aspects of School Library Administration*. (Educational Research Service, Circular No. 6, 1939. May, 1939.) The outline of requirements for a model high school library given above is condensed from A.L.A. *School Library Yearbook*, No. 2.



## LIBRARIES AS VAST DEPOSITORIES OF IDEAS AND KNOWLEDGE

It is clear from even a cursory review of the development of the library down through the centuries that here is an interest which has long enlisted man's expenditure of time and money. The great libraries of ancient and modern times should be looked upon as vast depositories of what man has wrought through thinking and dreaming. In them past and present meet. Here are the stepping stones of man's advance from one level of endeavor to another. Here in the world's great libraries one may live with minds which, though dead, yet speak and even rule. It is in the library that one taps sources of inspiration and aspiration. Libraries, small and large, are shrines of immortality. Through them lives are reborn and redirected. They are monuments to creative man, the treasure vaults of ideas, the storehouses of knowledge.

THE WORLD OF BOOKS  
IS THE MOST REMARKABLE CREATION OF MAN  
NOTHING ELSE THAT HE BUILDS EVER LASTS  
MONUMENTS FALL  
NATIONS PERISH  
CIVILIZATIONS GROW OLD AND DIE OUT  
AND AFTER AN ERA OF DARKNESS  
NEW RACES BUILD OTHERS  
BUT IN THE WORLD OF BOOKS ARE VOLUMES  
THAT HAVE SEEN THIS HAPPEN AGAIN AND AGAIN  
AND YET LIVE ON  
STILL YOUNG  
STILL AS FRESH AS THE DAY THEY WERE WRITTEN  
STILL TELLING MEN'S HEARTS  
OF THE HEARTS OF MEN CENTURIES DEAD

CLARENCE DAY.<sup>6</sup>

## THE NEED OF TEACHING CHILDREN AND YOUTH TO USE THE LIBRARY

It is indeed strange that even in the days when learning was mainly if not exclusively centered in books the public school library was not regarded as an essential agency of education. And

<sup>6</sup> Reprinted by permission of Yale University Press from Clarence Day's *The Story of Yale University Press Told by a Friend*. 1920.

it is no less strange that today, after a generation of effort to develop a scientifically grounded system of public education, relatively little thought is given to ways and means of using this agency of learning in public education.

There is, happily, a growing awareness of the need of teaching children and young people how to use the library. This is one of the objectives of social education. To be able to enter a library with a knowledge of how to find one's way among its many facilities is one mark of the educated person and one source of personal satisfaction. Social living involves a high degree of individual independence, skill in doing for oneself what the incompetent must seek from others. One evidence of education is knowing where and how to obtain knowledge. In times when memorizing was the accepted method of learning and one or at best a very few books were thought sufficient, skill in library usage was of little importance. Today, creative education, projects and activities, pupil participation, the acquisition of comprehensive experience, and the scientific attitude of verifying require closer contacts with libraries and demand skill in the independent use of their facilities.

#### THE NEED OF TEACHING TEACHERS HOW TO USE THE LIBRARY

If such knowledge and skill are to be attained among the learners it is imperative that such knowledge and skill be fostered also among teachers. The librarian's duties are becoming increasingly heavy. Furthermore, the most important of his duties is selection of books and the general guidance that knowledge of books provides. *The desk clerk is not a librarian; the librarian should not be a desk clerk.* As more highly trained librarians become available they will serve as general directors of printed materials in the school and supervisors of the use of these materials. But it is essential that each teacher should be a guide or director of his own pupils in their use of the library. Just as the scientist often must devise his own apparatus, and always needs to know where the best instruments can be obtained and how they should be used, so the teacher in any area of learning must know how the instruments of learning should be used, and where the best of them can be procured. This means that all teachers should be familiar with the basic principles of library organization and use. Beyond

these principles are numerous technical skills required of the highly trained librarian. It cannot rightly be expected that the teacher's education include these technical skills. It can be and should be required of all teachers, on all levels, that they know how to use the library for their own needs and how to guide pupils in satisfying theirs.

#### TWO KINDS OF TEACHERS

Teaching boys and girls to use books and libraries is an integral part of school work. This is true in both the traditional and progressive types of schools. The success of such instruction depends as much upon the attitude and book knowledge of the classroom teacher as upon the quality of the librarian's teaching or upon the equipment and book stock of the library. Consider two cases:

Upon the back of a scrap of paper torn from a sheet of a pupil's discarded theme, a teacher scribbles the following and sends it to the school librarian: "May I bring my freshmen to the library at the fifth and sixth periods tomorrow for a library lesson?" The librarian replies, "Yes, surely," makes a note of the appointment on her calendar, and reserves space in the library for the expected classes.

At the fifth period next day, the first group of boys and girls scheduled for the lesson reach the library door and stand awkwardly around not knowing whether to enter or to wait outside. The librarian, engaged in helping a small group at the other end of the library use the encyclopedias, does not see them until her attention is attracted by the noise and giggling in the hall. She goes to the door, invites the class in, shows the pupils where to sit, and looks for the teacher of the class, who is nowhere to be seen!

After a wait of several minutes, the librarian decides to go on with the lesson without the teacher. The first questions directed to the group reveal that no preparation for the visit has been made, though the librarian had written a manual and distributed it to the teachers for that purpose. The class does not know what an index to a book is; hence, sees no analogy between a library

card catalog and a book index. The lesson is drudgery; the class, apathetic and listless.

Toward the end of the period the teacher comes to the library, selects several magazines, and retires to a far corner to read. At the laboratory or browsing period which follows the brief instruction, she makes no effort to help pupils find readable books, to point out titles she herself has read and found entertaining, or to direct attention to magazines and newspapers.

At the next period when her second class is due, the teacher does not come to the library at all. Discipline problems arise in the section of the library not reserved for the class, to which the librarian is forced to attend, leaving her teaching and thus distracting the attention of the group.

The second kind of teacher brings her pupils to the library; they are orderly, mannerly, attentive. They have had a "build-up"; they like a break in the routine; they are expecting an interesting time. The teacher sits with her class; she points out certain pictures and pieces of statuary in the library to some of the pupils, while the librarian helps others to become settled and answers questions and fills last-minute requests for books. This teacher has sent word to the librarian before the class reaches the library that one of her boys has memorized the ten divisions of the Dewey classification. The librarian has been requested to inquire if any of the pupils know the divisions, so that this lad might demonstrate his knowledge. The librarian is properly surprised at the boy's feat, and the class, led by the pupil helpers at the desk, applaud after he has given the list correctly. The atmosphere is friendly and informal; the class, at ease and at home. So well drilled are these pupils—they have been studying and talking about the library for several days in class—that little time need be consumed in teaching fundamentals of classification. The period in the library is spent in locating the various divisions of the classification and in finding books as the librarian gives the Dewey numbers. The pupils respond to this activity period as to a game. The teacher moves about, helping, suggesting, listening, asking questions, praising, prodding. Some members of the class find books to take home and charge them on the spot. Many express

an eagerness to return the next week for a lesson on using the catalog.

The foregoing are, perhaps, extreme cases, yet situations approaching them occur every term in those schools where some form of library instruction is systematically planned and integrated with the courses of study. A teacher of world history asked a librarian to show her classes the locations of books useful to them, stressing the general reference books used in history, the arrangement of biography, the shelving of atlases, where to find current maps, the names of current events periodicals, and the like. Her pupils were attentive during the short lesson, handled skillfully their materials during the browsing period which followed the lesson, and many of them have been zealous in the matter of outside or supplementary reading ever since. The history teacher knew what she wanted the librarian to stress in her teaching and sent a note beforehand listing the various points.

But a pupil from a senior English class who decided on "Dickens' Impressions of America" as his subject for a term theme was not so comfortable in his work. After choosing that title from a list his teacher had given the class, he came to the school librarian for help, having no conception of where to locate material. Following the line of least resistance, since many other pupils were waiting for help, the librarian handed him *Martin Chuzzlewit*, found the chapter in *Cambridge History of English Literature* on Dickens, took Leacock's *Charles Dickens* from the biography section, told him to come back if he needed more material, and hurried back to the desk.

#### TEAMWORK BETWEEN TEACHER AND LIBRARIAN

A teacher of history—not the one cited before—planned a unit of work on democracy and requested the librarian to reserve a supply of books and periodicals on that subject and get the material together for her classes to use. "Oh," said the librarian, "won't that be a good opportunity to bring your classes to the library for a lesson on *Readers' Guide to Periodical Literature* and a review of other sources of information so pupils can find their own information?" "That isn't necessary," responded the teacher. "I'm more interested in their ability to organize their findings

and to learn content than I am in teaching them to do 'research' in a library." Still unable to see why the two—independence in using libraries and learning—are not compatible, the librarian had, perforce, to collect a supply of material and give countless informal lessons to those of this teacher's pupils who were eager to seek more than was provided for them on a reserve shelf.

#### MOTIVATION

In recent years, there has been much in library literature about the necessity for motivation in teaching boys and girls to use books and libraries: library instruction must not be separated from experience; the use of the library must be taught as the need arises; isolated library lessons are useless and wasteful. Under such a program or plan, library instruction is integrated with courses of study in English and social science, the teacher giving the lessons or calling upon the librarian to help her. When carefully planned and wisely executed by library-trained teachers, such a program is ideal. Unfortunately, what is the business of all the teachers is often the concern of none, and whole classes go through school with no instruction in the use of the library. In classes of seniors taken to the library in a certain school for a review of library resources before these pupils begin to work on long papers, there are always some who have never been in the library before, and others who have never had library instruction in any form. Transfers from other schools do not account for these numbers. Some teachers have been known to teach library arrangement or to have it taught by the school librarian and never to return to the library with their classes for a lesson on using the catalog. Yet, a brief explanation of the Dewey classification and the location of the main classes in the school library is only a preparatory step to teaching the use of the library index or card catalog, so that pupils may readily see the connection between the numbers on the books and the numbers on the catalog cards.

In this connection, Mabel Harris in her *Non-Professional Library Instruction in Teachers Colleges* writes:

This claim [library lessons should be given at the time of immediate need on the part of the student] does not seem valid to the writer since in no other course of instruction does the work wait upon the

present needs and because using books and library tools under pressure for results does not necessarily mean acquired skill in the use of them. It is obviously not the time to learn how to use a dictionary when one is seriously in search of a definition of a word, nor to learn the correct form for a bibliography when struggling with the writing of a dissertation.<sup>7</sup>

#### CLASSROOM TEACHERS AND LIBRARY TRAINING

A more serious limitation to the plan of integrating library instruction with courses of study is the lack of library training on the part of many classroom teachers. Abandonment of the early form of instruction, wherein the librarian, with the help of the teachers, planned a series of lessons, posted a schedule, and taught the lessons herself, has resulted in shifting this responsibility to the teachers. For another reason, also, it has been necessary in some instances to delegate library teaching to teachers: in large schools the library is often understaffed and in small ones the librarian is also assigned some classroom teaching. If the librarian has no assistant, or if her assistants are not professionally trained, the teaching of all library units becomes a physical impossibility, a full-time job in itself. Teachers have had to help. And unless teachers have some instruction in the purposes and use of library materials, the essentials of school library arrangement, and a knowledge of many reference books, few are able to handle that assignment satisfactorily. The fault lies not so much with the teachers themselves as with a narrow program of teacher education.

#### LIBRARIANS AND LIBRARY-KEEPING

Librarians, too, must take their share of the responsibility for the lack of library consciousness on the part of many school faculties. When school libraries lack workmanlike card catalogs, carefully classified books, files of magazines, a magazine index, and other necessities, teachers can hardly regard these centers desirable as laboratories in which to teach pupils to use the library tools of learning. Teaching the use of the card catalog is difficult if there is no catalog; if shelves are not labeled and books properly

<sup>7</sup> Harris, Mabel. *Non-Professional Library Instruction in Teachers Colleges*. Master's Thesis, 1934. George Peabody College for Teachers, Dept. of Library Science.

marked, classification may seem unnecessarily complex. Conversely, teachers who do not use library tools when such tools are available are not awake to the values inherent in searching for material and in selecting and organizing it when found.

Accrediting agencies are helping to raise the standards for school libraries. In ever larger numbers trained librarians are found in accredited high schools. Summer school classes in library schools find many librarians-in-service seeking technical training. City boards of education are demanding and hiring trained librarians to fill vacancies and new library positions. The National Education Association is aiding in the spread of a library consciousness by its frequent publications of articles on library work and school libraries. A recent number of *Educational Method*,<sup>8</sup> published by the Department of Supervisors and Directors of Instruction of the National Education Association, is entirely devoted to "Libraries and Books in Modern Education." *Phi Delta Kappan* also has recently published a special issue on the school library.<sup>9</sup> There has been since 1937 a Library Service Division in the U. S. Office of Education and the American Library Association has a school library specialist on its staff. Likewise, long lists of articles in *Readers' Guide* and *Education Index* under such heads as "School Libraries," "High School Libraries," "Libraries and Schools" point to a widespread and continuing interest in the school library.

#### THE LIBRARY AS THE HUB OF THE SCHOOL

Professor Carter Alexander maintains that an analysis of the present situation strongly indicates that the emphasis on a more effective use of library materials in schools will be permanent. . . . "We are dealing," he writes, "with an expanding activity."<sup>10</sup> Professor Alexander submits as evidence the increased number of pupils per teacher, the enrichment of the curriculum, the heavy emphasis on the social studies, the activity program, and the increased attention to the individual pupil, all of which tend to do away with a single text and require extensive use of library materials. To reinforce his stand, he quotes Professor Edgar

<sup>8</sup> *Educational Method*, 19, December, 1939.

<sup>9</sup> *Phi Delta Kappan*, 22, February, 1940.

<sup>10</sup> Alexander, Carter. "Making the Most of Library Materials in the Elementary Schools." *Wilson Bulletin* 12:173-77, November, 1937.



Dale of Ohio State University: "Many of our recommendations in curricular revision will get nowhere until we have better instructional aids for teaching children to use effectively the library materials so freely advocated in such recommendations."<sup>11</sup>

### SUMMARY

Books have been treasured by man from time immemorial and the collecting of them into libraries dates back to ancient Assyria and Egypt, Greece, and Rome. Early books were written on tablets of clay or rolls of papyrus, and those relics of the scholarship of ancient philosophers and scholars that have escaped the ravages of war and the decay of empires testify to man's inherent urge to record his thoughts and transactions for the benefit of posterity. During the Middle Ages libraries and books were associated with the church, but with the advent of printing in the fifteenth century and the growth of the university, extensive library development began in all parts of the civilized world. In America in 1731, Benjamin Franklin is credited with founding the first subscription library, but the first college library was established at Harvard in 1638. The American Library Association was organized in 1876, and Columbia University in 1887 offered the first professional training for librarians. Not until 1905 was the public school library movement initiated and, though there has been a remarkable growth in the number of high school libraries during the past two decades, more schools today have classroom collections than have centralized libraries. In relatively few schools is the library recognized as an integral part of classroom teaching. Because of changes in methods of teaching and the new emphasis on the use of varied materials in all areas of the curriculum, pupils must be taught how to use books and libraries. Lessons on library usage must be motivated to be effective and, for this reason, instruction is more effective when given by the teacher in a natural teaching situation than when given by the librarian as an isolated unit. Teachers, however, have not been trained in the purpose and use of library material and few are able to teach the use of books satisfactorily. The fault lies not so much with the teachers themselves as with a narrow program of teacher education.

<sup>11</sup> *Ibid.*

## CHAPTER II

### THE NEW TEXTS AND LIBRARY USAGE

#### TEXTBOOKS AND THE LIBRARY

An examination of modern texts in all subjects of the public school curriculum, from the intermediate grades through the high school, reveals an almost universal practice on the part of textbook writers to supplement the information given in the various books by references to libraries and library material. Reading lists, research questions, topics for investigation, names of people of whom the pupil is directed to secure biographical sketches, statistical questions, as well as units on using libraries and reference books, are generally included.

A skillful interpretation of these newer texts by classroom teachers requires a knowledge of various library procedures and materials. It is not enough that the teacher herself locate answers to library problems; she must teach her pupils to find their own way about in libraries. As Dakin in her *Talks to Beginning Teachers of English* writes:

You can't, of course, turn your pupils loose with instructions to write a theme based on library reading. First, they must become acquainted with the information found in books: title, author, publisher, date of printing, copyright, table of contents, index. Then they must learn the arrangement of the library, the interpretation of the Dewey decimal system, general and particular reference books, and the main classification of books. How to use the card catalog and the *Readers' Guide to Periodical Literature* must be explained. After your pupils know what to look for in the library and in the books themselves, explain to them the form for preparing bibliography cards.<sup>1</sup>

<sup>1</sup> Dakin, Dorothy. *Talks to Beginning Teachers of English*. Boston, D. C. Heath & Co., 1937.

## SCIENCE TEXTS

While Miss Dakin's advice is applicable to English teachers especially, textbooks in many other subjects imply wide use of library materials. Some of the assignments noted in texts in science, for example, are as follows:

Prepare a list of five books in the library that tell of common things.

Select from newspapers or periodicals at least six short articles on common things.

Read in reference books and talk with a physician to get material for a report on epidemics.

Report to the class on the contributions made to our knowledge of machinery by one of the following men: Archimedes, Elias Howe, Cyrus McCormick.

From the school encyclopedia or other source, find all you can about the history and manufacture of matches.

Tell in your own words the story of the typhoon described by Joseph Conrad in his very interesting book *Typhoon*.

Look up the meaning of *pseudo* in a big dictionary. Can you explain this statement: "Astrology is a pseudoscience"?

Watkins and Bedell's *General Science for Today*<sup>2</sup> contains a unit, "Developing a Scientific Attitude." Sources of reliable scientific information suggested by the authors include magazines, libraries, and museums. The following questions are asked, and a paragraph of advice about using libraries and museums is given:

What is the name of the nearest good library?

Where is it?

How can you get books and magazines from it?

How can you find out if a thing is in this library?

If you will realize that public agencies for information are intended to serve you, you can overcome any hesitancy about the use of any of these if you will boldly walk into libraries and museums and ask politely for help in finding what you want.

*Social science texts* make even heavier demands on library materials. They contain extensive bibliographies, topics for discussion, research topics, exercises and activities, and lists of historical fiction. All imply extensive use of a library. Authors frequently list books in which answers to questions may be found or material for the suggested projects located. Frequently, the school library

<sup>2</sup> Watkins, Ralph K., and Bedell, Ralph C. *General Science for Today*. Rev. ed. New York, The Macmillan Company, 1936.

does not have the titles indicated, but it can supply other books that provide satisfactory answers, though pupils are loath to use substitutes unless their teachers have indicated that substitutions are in order. Some assignments found in recent texts in history include:

#### ACTIVITIES SUGGESTED IN HISTORY TEXTS

Turn to any good encyclopedia, look up the names of the persons mentioned in this chapter, and report on their lives.

Consult the *Encyclopaedia Britannica* under the titles "Geography" and "Map" for the history of the way in which European knowledge of geography grew from crude beginnings to great exactness.

Consult an encyclopedia and report on the compass, astrolabe, navigation, and shipbuilding.

Prepare an address on woman suffrage.

In a history of the ancient world find as many references as possible that explain the nature of the government in early Greece and Rome; in Florence and Venice. Take notes on essential points and be prepared to discuss in class the details of the government you consider important.

Compare definitions given in encyclopedia and dictionary of the terms *government, autocracy, monarchy, oligarchy, republic, representative government, democracy.*

Which of the "Seven Wonders" was in Babylon? What are the other six? (See encyclopedia.)

Give a special report to class on methods of financing the Civil War, both on the part of the North and on the part of the South.

Give a special report to the class on one of the following great leaders: Woodrow Wilson, William Howard Taft, Georges Clemenceau, Aristide Briand.

Write an advertisement for an American or European newspaper such as might have been prepared by a western railroad in the 1870's to attract settlers westward.

Debate subject: Resolved: That the Industrial Revolution has brought more harm than good to our people.

Essay subject: The work of the American Federation of Labor.

#### VARIED EXAMPLES OF ACTIVITIES

Examples of assignments and activities in various texts that imply wide use of library materials might be listed *ad infinitum*. Speech texts, geography, home economics, economics, all sciences, and even shop manuals are enriched by library references. A machine-shop manual in use in a technical high school calls for biographical sketches of the following "outstanding personalities

who were machinists": Thomas Edison, Eli Whitney, Henry Maudslay, Samuel F. B. Morse, George Westinghouse, John Wilkinson, and Thomas Blanchard. A printing text calls on the library for various histories of the craft, for biographies of early printers, and for supplementary readings on various aspects of the trade. An outline for a foundry and welding class includes topics concerning vocational opportunities in that trade and incorporates questions dealing with qualifications for workers and pay received in that industry. A manual for wood shop suggests using *Readers' Guide* to locate models of boats, double-decker beds, and movable fences. Only in texts in arithmetic and other divisions of mathematics are library assignments rare. Even so, some progressive teachers in the mathematics department are using statistics from various books and magazines for graphs and tables and are suggesting readings and projects based on library materials. One mathematics department in a high school prepared, with the help of the school librarian, a bibliography of material in the library. It was of no little value to the pupils studying mathematics. The length and scope of that list surprised even the compilers.

#### THE LANGUAGE ARTS AND THE LIBRARY

But it is, naturally, in the field of language arts that the widest use of the school library is demanded. The English and history departments are, in reality, responsible for the establishment of school libraries. Hannah Logasa writes in *The High School Library* that "these departments have, by reason of their subject matter, been especially dependent on the library for reference and illustrative material for their courses. This need of the library," she continues, "by two important departments of the school formed a nucleus to which other departments were added one by one until all were using the library."<sup>3</sup>

Library assignments appear in language texts as early as the third grade and are continued through the intermediate as well as in junior and senior high school. But, since the elementary school library is comparatively new and undeveloped, library exer-

<sup>3</sup> Logasa, Hannah. *The High School Library*. New York, D. Appleton and Company, 1928.

cises are of necessity often ignored. Not until the pupil reaches junior high school is he introduced to library assignments.

Many texts for the junior high school include units on using the dictionary, and some distinguish between biography and autobiography.<sup>4</sup> In seventh and eighth grade texts one finds such units as the dictionary, encyclopedias, card catalog, care of books, skimming, parts of a book, and even use of *Readers' Guide to Periodical Literature*.<sup>5</sup>

Senior high school texts in composition and grammar contain extensive units on library use. Nearly all of these are good as far as they go, but a wider knowledge of books and library procedures on the part of the teacher than that afforded by a study of the texts is needed to make such units effective. Few of the authors of such units distinguish, for example, between the arrangement of the two unabridged dictionaries, Webster's and Funk and Wagnalls. The pupil might well assume from a study of his text that all dictionaries are alike. Yet, nothing is farther from the truth. And the pupil who finds the most common meaning of a word given first among all of the definitions in Funk and Wagnalls' *New Standard* and last in Webster's *New International* is, perhaps, confused. Pupils who have learned to use Webster to find the derivation of words are helpless when only a *New Standard* is available because the derivation is given after the definitions and not before, as in Webster.

The pupil is supposed to familiarize himself with many reference books listed in high school texts in composition. Dictionaries listed include the four great ones: Century, Funk and Wagnalls, Oxford, and Webster. All the better encyclopedias, yearbooks, and almanacs, biographical reference works, magazine indexes, and, in some texts, magazines, are listed and described briefly. Reference books especially useful in the language arts are de-

<sup>4</sup>For bibliographical data concerning texts cited, see bibliography at end of this chapter.

<sup>5</sup>In the opinion of the authors neither seventh nor eighth grade children nor even freshmen in high school are ready for lessons on *Readers' Guide*. Few grade schools possess back files of general magazines or the index to them. High school freshmen have so much to learn in the way of adapting themselves to new buildings and new procedures that efforts to add *Readers' Guide* to other library lessons have proved to be, in many instances, much lost time. Juniors and seniors in high school need the *Guide* and learn to use it with a minimum of instruction.

scribed also: for example, quotation books, Granger's *Index to Poetry*, Firkins' *Index to Plays*, and other indexes. Sears' *Essay and General Literature Index* is listed in one of the texts examined.

The selection of reference books included in Part Three of the present book has been made largely on a basis of the lists appearing in texts on the school-book market today. These books are the teacher's tools of trade. Not only should he know them so well that he knows where to go to secure information; he must be able to teach his pupils to use books with ease and satisfaction. Too, he must be able to teach his pupils to take notes from library material after it has been located. Many pupils copy whole paragraphs verbatim from reference books, being totally uninstructed in the fine art of sifting and condensing.

#### SCHOOL SUPERVISION AND LIBRARY USAGE

The lavish inclusion of library units and references to school and other libraries in books designed for public schools is *not* shared by new texts on supervision prepared for the administrators of those schools. The indexes to such titles as *Supervision*, *The Organization of Supervision*, *Visiting the Teacher at Work*, *The Supervision of Instruction*, *Directing Learning in the Elementary School*, *Directing Learning in the High School*, *Junior High School Education*, *Secondary School Teaching*, *Supervision of the Elementary School*, were examined for entries under "library" or "libraries," or "school library," or "librarian," and none could be found. Such topics as "Check list, supervisor's, for cooking lesson"; "General meaning, activities involving the acquisitions of"; "Idea, definition of"; "Ideas, types of"; "Reflective thinking"; "Textbook study, process of"; "Textbook, nature of contents"; "Trend of thought," and the like, which are probably no more important, are listed. Exceptional is the text on administration or supervision that includes a chapter on the library.<sup>6</sup> Yet, should not potential and in-service executives be taught to examine an agency that reaches into every classroom and into the lives of the pupils in their schools?

<sup>6</sup> Several that *do* include chapters on the library or a discussion of library problems are included in the bibliography at the end of this chapter.

Wise was that university professor of secondary education who invited two experienced school librarians to his class in supervision for questioning. Should there be closed or open shelves in the school library? What about the library-study-hall combination? Who should select the books? What is adequate support for a school library? What are the qualifications for a school librarian? These and many other questions were asked the visitors by members of the class.<sup>7</sup> A class in curriculum revision in another university held weekly panels in the auditorium of the university high school during one term of a summer session on various aspects of each core area of the curriculum. A panel on the library provoked large attendance and spirited discussion.

Perhaps the lack of attention to the library in texts on supervision accounts for the complaint of school librarians everywhere that administrative support for a comprehensive library program is often lacking. Few school libraries are allotted sufficient money for an adequate book collection, or accorded enough space to house the boys and girls who are so eager to use school libraries. Johnson, in his *The Secondary School Library*, a part of the 1932 National Survey of Secondary Education, reports that inadequate facilities and inadequate staff are the difficulties most often reported by high school libraries taking part in this study.<sup>8</sup> A library-trained or library-minded principal is a *must* for the successful administration of a school library. In *School Library Yearbook*, Number 5, is this relevant paragraph:

Probably the most important factor in planning the school library program is the principal of a school. Where the principal enjoys books and is educationally alert, the library in the school can become a vital part of the organization, reaching into every classroom with effective service. Teachers respond to this attitude of the principal and in turn encourage the children to read eagerly and widely. The entire school hums with interesting problems which are being solved through books.<sup>9</sup>

<sup>7</sup> Walraven, Margaret K. "The Library Calling All School Administrators." *American School Board Journal* 99:21-22, November, 1939.

<sup>8</sup> Johnson, B. Lamar. *The Secondary School Library*. Washington, Government Printing Office, 1933. (Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph 17.)

<sup>9</sup> *School Library Yearbook*, No. 5. Chicago, American Library Association, 1933.



## EVENING SCHOOL LIBRARIES

Another lack of administrative support of school libraries is evidenced by the number of public evening schools throughout the country in which the school library is not open at night. Letters of inquiry to heads of many such institutions brought replies regretting that no way had yet been found to make library service available. And yet the obligation to introduce evening school students to the use of the library and to make books available to them through the school library may be even greater in the case of evening schools than in day schools, since those students are carrying on their education under a handicap and need every possible advantage. The school library specialist of the American Library Association, in commenting on this situation, asks: "Is it not true that the decision of a principal regarding libraries in evening schools depends on the objectives of his educational program? If he wishes to help the students to obtain a means of carrying on their own education after the conclusion of the evening school work, is there not a responsibility to introduce them to such means through the evening school library?"<sup>10</sup>

Writers of texts on supervision and professors of educational administration, as well as teacher-training agencies, must convince their readers and students of the significant part which a school library can play in both day and evening schools. For, lavish as are assignments in newer texts, many teachers still cling to the textbook method of teaching and ignore the possibilities of rich and varied assignments and library activities. Even in schools where there are well-stocked libraries, not all teachers emphasize reading or make opportunities for their pupils to do library work. In every school certain teachers stand out because of their familiarity with the world of print, their enthusiasm for books, and their ability to inspire their pupils to read. Other teachers never enter the library or send for material to use in classroom.

## THE PROBLEM OF NONUSE

This problem of nonuse is considered by Branscomb in *Teaching With Books*. Though a study of college libraries, the book describes many situations that find their parallel in the high school.

<sup>10</sup> Miss Mildred L. Batchelder, School Library Specialist, American Library Association.

"The library method," writes Dr. Branscomb, "is eloquently upheld by all faculty groups, but the cold facts seem to be that many instructors are quite satisfied with a student performance defined in terms of the knowledge and wisdom expressed in the textbook and in class discussion." Dr. Branscomb points to studies that have been made of circulation statistics of typical college libraries (not universities) that indicate that undergraduates do not make extensive use of the college book collection and that college faculties are making only a limited use of the library in their teaching. The limitations of the textbook method of teaching are enumerated: no provision is made for individual differences; students are not introduced to the literature of the subject; only a one-sided view is presented; knowledge is departmentalized, "dividing the field of knowledge into small compartments which have little connection in the student's mind with each other"; the limitations of the instructor are emphasized.<sup>11</sup>

#### SUMMARY

There is an almost universal practice on the part of textbook writers to supplement information given in various books by references to libraries and library material. How to use various dictionaries, encyclopedias, and other reference books; how libraries are arranged and how to use the library catalog; how to make a bibliography, including the listing of periodical articles, parts of books, etc.; how to take notes; how to locate poems, short stories, etc.—these are some of the library skills demanded by assignments in modern texts. Texts in supervision and administration do not always include sections on the school library, yet library-mindedness on the part of the school principal is essential for the proper functioning of the school library. Not all teachers use the library in teaching; some still cling to the old textbook method.

#### AN ILLUSTRATIVE LIST OF TEXTBOOKS CONTAINING LIBRARY MATERIALS

To refer to all of the newer texts that embody library units or imply wide use of library materials is an impossibility. The following titles are only intended to be suggestive.

<sup>11</sup> Branscomb, Harvie. *Teaching With Books, A Study of College Libraries*. Association of American Colleges and American Library Association, 1940.

## Social Studies

- BEARD, CHARLES A., and MARY R. *The Making of American Civilization*. New York, The Macmillan Company, 1937.
- FAULKNER, HAROLD U., and KEPNER, TYLER. *America, Its History and People, A Unit Organization*. Rev. ed. New York, Harper & Brothers, 1938.
- GREENAN, JOHN T., and GATHANY, J. M. *Units in World History*. New York, McGraw-Hill, 1934.
- HARLOW, RALPH V. *Story of America*. New York, Henry Holt and Company, 1937.
- HAYES, CARLTON J., MOON, PARKER T., and WAYLAND, JOHN W. *World History*. New York, The Macmillan Company, 1935.
- HILL, HOWARD C. *The Life and Work of the Citizen*. Boston, Ginn and Company, 1935.
- HUGHES, R. O. *Building Citizenship*. Boston, Allyn and Bacon, 1935.
- LAPP, J. A., and WEAVER, R. B. *The Citizen and His Government*. New York, Silver, Burdett & Company, 1935.
- PAHLOW, EDWIN W. *Man's Great Adventure*. Boston, Ginn and Company, 1932.
- URCH, ERWIN J. *Scaling the Centuries*. Boston, D. C. Heath & Company, 1939.

## Language Arts

- BRUBACHER, ABRAM R., and WHEELING, KATHERINE E. *Senior English for Everyday Use—Eleventh and Twelfth Years*. New York, Charles E. Merrill Company, 1935.
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### CHAPTER III

## COURSES IN LIBRARY INSTRUCTION FOR TEACHERS

### TYPES OF COURSES

In Chapter I we attempted to show that teaching girls and boys to use books and libraries has become an integral part of school work, and that a knowledge of how to teach pupils to use books and what such teaching includes is a necessary part of the teacher's professional equipment. Chapter II points to practices in modern texts and gives examples of assignments that imply wide use of library materials to achieve the ends of the units, projects, and plans that are therein incorporated. This third chapter raises two questions: First, what are teacher-education agencies doing in the way of providing library instruction for prospective teachers and teachers-in-service who return to college campuses for inspiration and help in improving their teaching? Second, what should be done?

In 1934, Mabel Harris studied the catalogs of 114 of the state teachers colleges accredited by the American Association of Teachers Colleges to determine how many included library instruction of any kind in their curricula.<sup>1</sup> Of the 114 she found that

- 44 gave a formal nonprofessional library course
- 11 gave some informal instruction
- 30 gave one or more semiprofessional courses
- 20 gave professional work in the library field

Miss Harris defines professional library instruction as that which trains for librarianship; semiprofessional library instruction is the term applied to instruction intended to give training in the care

<sup>1</sup> Harris, Mabel. *Non-Professional Library Instruction in Teachers Colleges*. Master's thesis, 1934. George Peabody College for Teachers, Department of Library Science.

of small school libraries, often called teacher-librarian courses; nonprofessional library instruction is that given for the purpose of developing intelligent users of libraries. Informal instruction implies those casual, unplanned bits of instruction given to individual students as the need arises and is too vague and indefinite to be measured.

#### NONPROFESSIONAL COURSES IN LITERATURE FOR ADOLESCENTS AND CHILDREN

Since this book is concerned with nonprofessional library instruction for teachers, or prospective teachers, only that phase of the Harris study is here considered. An examination of the courses offered under the nonprofessional label reveals that such instruction usually takes the form of orientation lessons for freshmen, varying in content from a lecture and a tour of the library to an hour or a two-hour course offered as a separate unit or, in some few instances, incorporated with Freshmen English. A study of more recent catalogs indicates a trend toward the inclusion of courses in adolescent and children's literature,<sup>2</sup> a development which is discussed by Dora Smith in "Recognizing the Place of the Library in the Newer Program of Education."<sup>3</sup>

We need teachers who know books, and know boys and girls, and have a passion for bringing books and boys and girls together. Teachers in general are handicapped by a lack of knowledge of the broad field of books. Some of them have no notion whatever of the riches which a well-stocked library presents if they will but seek them out. The fault lies not so much with them as with their training. The deficiency, now clearly recognized throughout the country, will be remedied in the immediate future. Already there is indication that in the teacher-training program broader courses in book selection in terms of the total reading program of the school will supplement the old, narrow textbook course in children's literature with its emphasis upon sixteen must-haves before the ninth grade. Even more necessary, also, are the gradually developing courses in book

<sup>2</sup> One of the present authors has sampled some thirty catalogs of teachers colleges for the year 1939-40, and has corresponded with librarians of twelve other teacher-education institutions to determine whether there is a tendency toward including more library courses in the years intervening since the Harris study.

<sup>3</sup> Smith, Dora V. "Recognizing the Place of the Library in the Newer Program of Education." *Booklist* 36:225-28, February 15, 1940.

selection for adolescents, which will open up similar resources to the high-school teacher, formerly trained only in the so-called classics, and a few set books of literary or textbook reference.

#### FUNDAMENTAL SKILLS PROVIDED FOR IN NONPROFESSIONAL COURSES

Important as are courses in children's and adolescent literature—and indeed they are imperative for successful teaching—there is a whole body of library skills and procedures that are not included in such courses. Knowledge of basic reference books and dexterity in teaching their use, the making of bibliographies, a familiarity with the tools of book selection, the use of catalogs and indexes, cooperation between librarian and teacher—these are also fundamental to a coordination of library and classroom. No orientation classes for freshmen can carry over sufficiently to provide this knowledge, nor is it to be acquired fortuitously in other courses in the teacher curriculum. An unfortunate mistake sometimes made in high school teaching is to provide assignments that are too difficult for the pupils. Units of work for pupils which incorporate material the teacher used in his own college work cause discouragement and lack of interest. Reference materials employed in college courses in history, for example, may not be suited to the needs of boys and girls; indeed they will often not be found in the school library.

#### LIBRARY TRAINING FOR TEACHERS A GROWING DEMAND

That there is need for library training for teachers seems no longer a controversial question. The verdict, writes Mabel Harris, is unanimous. She states, also:

Experience as well as tests indicate that with the exception perhaps of a few students, skill in the use of books and libraries is not picked up casually by the college student. This is not to be wondered at. Students are not expected to learn to use laboratory equipment without guidance. Yet no laboratory tool is more formidable than an unabridged dictionary.<sup>4</sup>

A joint committee of the American Association of Teachers Colleges and the American Library Association in a report of a

<sup>4</sup> Harris, Mabel. *Non-Professional Library Instruction in Teachers Colleges*. Master's thesis, 1934. George Peabody College for Teachers, Department of Library Science.

study "How Shall We Educate Teachers and Librarians for Service in the Schools?" declares that "a wide acquaintanceship with books and a working experience of the library and its tools are essential to a rich personal development and to effective teaching . . . and that every institution preparing for teaching should provide its students with generous opportunities for the acquisition of such knowledge and experience."<sup>5</sup> Librarians of teachers colleges<sup>6</sup> are positive in their expressions of the need for library training for teachers and have constructive suggestions to offer as to placement, credit, and procedures. One writes:

I am entirely convinced that a course in library use is one of the most beneficial experiences that students can have, particularly since all progressive high schools that can afford a library supplement the text by a good deal of library work. I think the course we give in the freshman year is very effective. It should probably be followed at a later period, perhaps best in the junior or senior year, by a supplementary course that is provided particularly to enable the prospective teacher to give instruction to pupils in a way that they, in turn, may make best use of the library. . . . There is no doubt in my mind that it should be a regularly scheduled course with well-defined purposes and operated by a competently trained person.

A librarian of a training school of a great university, who is in position to have her ear pretty close to the ground, writes that

Students in the college of education enter as juniors after two years in the arts college except for a few special fields. A course in the use of books and libraries is offered for freshmen and sophomores, but is not required. I should like to see such a course made a prerequisite for all students entering the College of Education. . . . If a course were to be given to juniors or seniors it might well be organized to emphasize the use of the school library in teaching.

Another librarian from a teachers college writes:

My own idea is that instruction in the use of the library should be given under the auspices of the department of English in cooperation with a qualified member of the library staff. The library unit could and should be worked out with the advice of a professional

<sup>5</sup> Reprinted from "How Shall We Educate Teachers and Librarians for Library Service in the School? Findings and Recommendations of the Joint Committee of the American Association of Teachers Colleges and the American Library Association . . .," by permission of Columbia University Press. New York, 1936.

<sup>6</sup> Personal letters written to authors.



librarian. The motivation, however, should be supplied by the department of English. In fact, the chief difficulty in teaching the use of the library is this matter of proper motivation. Strictly speaking, such instruction should be inherent in every course using library materials. . . .<sup>7</sup>

Librarians of institutions other than teachers colleges have decided views as to the need for library training for teachers. A librarian in the employ of the publishers of a well-known newspaper said: "Teachers have students write to this newspaper for free materials, to get back numbers of the paper, gratis, to borrow books. I feel sorry for the youngsters: I'm reluctant to refuse. Their teachers should not encourage them to write us." A public librarian commented that teachers go to her library with long bibliographies given by professors of educational courses in which they are enrolled, and ask her or a member of the staff to check those lists. They make no attempt to use the card catalog; they expect the desk assistants to get their books. The education librarian of a large university says that in the summer there are, of course, many teachers working on advanced degrees and that too many of them are helpless in finding materials. "As an example," says she, "*The Education Index* is unknown to them." She cited also the case of one young teacher who was trying to find books on Latin America through the main catalog. Finding nothing, he asked the education librarian about books on that subject, confessing his amazement that the university had no books on that topic. As a matter of fact there was a "see card" in the catalog under *Latin America* that directed the searcher to the proper entry in the catalog, *Spanish America*. But the young teacher had not known what that "see" card meant.

A high school librarian confessed that there are teachers in her school who do not know how to use *Readers' Guide*, and many who still ask her for the books they want instead of using the catalog and finding the books themselves. An English teacher who was doing unusually successful work in teaching her pupils to use books and libraries was asked where she had received her training.

<sup>7</sup> Why is not learning to use the library so that one can properly teach it to his pupils sufficient motivation?

"Incidentally," she said, "through my courses in English in college, but mostly by trial and error and from our school librarian." A reference librarian in a large liberal arts college, when asked about the independence of students in using reference books, said: "So many come from schools where there are no libraries, and they have no idea of how to look or where. Their teachers could have helped them a lot with dictionaries and indexes. Some still look at the table of contents to locate material in a particular book." A librarian who had been in college work for many years and in several different libraries thinks that knowledge of library procedure and some of the basic reference books should be requisite for a degree. "Students should be examined in the senior year," he said. "If they don't know how to pass the tests, they must not be permitted to graduate until they do." Donald Coney, librarian of the University of Texas, in a report to the president of that institution, comments upon the need for instruction in the use of the library: "It is abundantly evident in all service units that students are generally handicapped in their class work by lack of familiarity with library practices . . ."<sup>8</sup>

Granted, then, the need for teaching teachers library usage—a need indicated by demands of the curriculum, modern texts, the lack of instruction in teacher-training agencies—two aspects of training are yet to be considered: Where and how should such courses be introduced? What should be taught?

#### WHAT LIBRARY TRAINING FOR TEACHERS INVOLVES

Parts Two and Three of this volume contains answers as to *what* should be taught. The content of those sections has been evolved after long and interested study and experimentation in actual school situations, from work with teachers in library classes, from the teaching of adults in evening school, and from an examination of many texts and courses of study. Succeeding chapters contain the minimum essentials, the *sine quo non*, necessary for a proper functioning of the school library and for a wide use of books in classroom procedure.

<sup>8</sup> Texas University. *Librarian's Report 1934-5, 1935-6*. (The University of Texas Bulletin No. 3707, February 13, 1937.)

## LIBRARY TRAINING—A LABORATORY COURSE

One question yet remains: Where and how should such courses be introduced? One thing is certain: Books and libraries are learned through use. No course is effective that does not imply a handling of books and work in a library. Orientation lessons for freshmen, of necessity, often lack this feature. Because of the numbers of students involved and the limited reference facilities in most college libraries, library assignments for freshmen involving library materials are often impractical. But "What we have to learn to do we learn by doing," said Aristotle, a proverb oft repeated but never a cliché. Any course in library methods for teachers must be a laboratory course. It is, of course, true that laboratory courses will wear out books. In spite of careful handling, there will be increased need for replacements. That expense must be considered as part of the cost of the courses—justifiable in view of the greater familiarity with standard reference books acquired by teachers.

## A CREDITED COURSE

Library courses for teachers must carry full credit. Some large universities that have tried out such courses grant graduate or undergraduate credit, junior standing being a prerequisite. Since large numbers of teachers-in-service return to college to seek advanced degrees, and because library courses are especially valuable to them, it is essential that graduate credit be granted. The instructors of such classes should combine experience in school work, knowledge of educational method, and training in library science. Never should the techniques of library science receive undue emphasis. College library staffs are often overworked and undermanned. Few college librarians will be able to take on teaching as an additional duty. The success of the plan for training teachers will depend in large measure on the ability and resources of the instructor. Library courses for teachers should, in the beginning, be elective (a certain opprobrium is attached to required courses). The work should stand on its own merit, though to succeed it must have the support of library staff, education department, and faculty. Credit should be given as education, not as library science. After the work has been well established, it may well be made a prerequisite for those entering the school of education.

## TITLES OF COURSES AND UNIVERSITIES OFFERING THEM

Various labels have been adopted for teacher courses in library use: At George Peabody College for Teachers a program of library instruction for teachers and school administrators is designated *Library Education*.<sup>9</sup> The University of Texas offers in summer sessions through its School of Education two courses for secondary school teachers, principals, and superintendents which deal with problems related to the location and profitable use of materials needed for secondary schools and emphasize *how* to teach pupils to use books and libraries, both incidentally and as a distinct portion of the course of study. The University of Michigan offers "The School Library and the School Program," which deals with the function of the library from the standpoint of school administration.<sup>10</sup> Purdue University describes in its 1941 catalog a course entitled "Teaching Objectives and the Library." The University of Denver lists in its 1939-40 catalog *The Teacher and Library Service*, which is described as "An opportunity to become acquainted with teaching aids through the resources of the library. A study of books and magazines for young people. For the teacher and all others who use libraries." The University of Colorado has two courses: *Librarianship for Educators* and *Theory and Methods of Bibliographic Research*. These courses are "offered for students who wish an understanding of the theory and methods of bibliographic research as a tool subject or a knowledge of the theory and principles of school librarianship. On approval of the major department, they may be accepted as part of the requirements for an advanced degree."<sup>11</sup> The University of California lists a "Nonprofessional (Upper Division) Course: Library Use and General Bibliography. Instruction in the Use of Indexes and Guides to Library Materials, with special emphasis on the needs of upper division and graduate students in the social sciences preparing term papers, seminar reports and theses . . ."<sup>12</sup> Teachers College, Columbia University, sponsors several courses: *Elementary Methods of Li-*

<sup>9</sup> Shores, Louis. "Library Instruction for Teachers." *Peabody Journal of Education*, 14:128-33, November, 1936.

<sup>10</sup> From 1941 Catalog, University of Michigan.

<sup>11</sup> From 1939-40 Catalog, University of Colorado.

<sup>12</sup> From 1939-40 Catalog, University of California.

*brary Research; Research in Use of Library Materials in Elementary Schools; Making the Most of Library Materials in Elementary Schools, and How to Locate Educational Information and Data.*<sup>13</sup> The last is the Carter Alexander course based on his book by that title<sup>14</sup> and is one of the first library courses to be offered to educators. In "The Library Professor and Educational Research," in *School and Society*, Professor Alexander describes the "first teaching professorship attached to the library of an institution for training in research."<sup>15</sup> The objectives of courses that train for research and those that train for using and teaching the use of the library are, obviously, widely different.

#### SEPARATE OR INTEGRATED COURSES

In planning courses that embody the units outlined in the following chapters, a choice must be made between separate courses and integration with methods courses in English, social science, etc. A separate course, we believe, is necessary because there are certain books and procedures common to all areas of learning. Teachers-in-service, who have served their apprenticeship in practice teaching, should be considered. They have already completed the basic methods courses. It may be desirable that a college set up both types of courses: integration for teachers-in-training and separate courses in summer sessions for teachers-in-service. For the separate course, two semester hours will be necessary to accomplish the teaching of the units set forth, but a three-semester-hour program is preferable. For the integrated program of library instruction for teachers a model training school library, well-equipped, well-stocked, and in charge of a competent trained school librarian, is necessary. In fact, it is difficult to see how practice teaching can be separated from training to use the school library. Not only do student teachers have to use the school library to get material for their teaching, but they have to use it as part of their teaching method, sending or taking pupils to the library for laboratory

<sup>13</sup> From 1939-40 Catalog, Teachers College, Columbia University.

<sup>14</sup> Alexander, Carter. *How to Locate Educational Information and Data*. New York, Teachers College, Columbia University, 1936.

<sup>15</sup> Alexander, Carter. "The Library Professor and Educational Research." *School and Society* 39:457-64, April 14, 1934.

work, for elementary research, and for varied material for units and assignments. In this connection George C. Allez comments:

Unfortunately the greatest obstacle to such a program [the development in the prospective teacher of a knowledge and appreciation of the place of the library in the school through using the library as an integral part of his teaching method] is the deplorable lack in the teachers colleges themselves of the necessary library equipment and personnel in the training school. Teachers college librarians have for years pointed out this striking deficiency in the teachers college program . . .<sup>16</sup> Certainly every training school in every teachers college should have a model school library second to none of those in the schools in which these student teachers are to teach.<sup>17</sup>

Charles W. Sanford, principal of the University High School of the University of Illinois, describes library instruction added to the Department of Education, University of Illinois, in September, 1935. One semester hour of library instruction was combined with "two of the required combined courses in student teaching and the technique of teaching." English and the social studies were two of the areas into which the instruction was incorporated. A professionally prepared librarian and the department heads cooperated in offering instruction in the library units. Conclusions at the end of the first year are significant:

1. Student teachers in English and social studies came to an understanding of the role of the librarian in a progressive school organization.

2. They became continuously more capable in library skills and techniques. In the beginning, many of them were unable to compile a simple bibliography . . .

3. Library emphasis led both teachers and pupils to an increased use of library materials.

4. Student teachers profited by the semester hour of library instruction in the measure that this instruction was occasioned by library needs growing out of specific classroom problems.<sup>18</sup>

<sup>16</sup> Liberal arts colleges offering training for teachers should also be included in this category.

<sup>17</sup> Allez, George C. "Responsibility of the Teachers College Librarian to the High School Library." *Wisconsin Library Bulletin* 30:50-52, March, 1934.

<sup>18</sup> Sanford, Charles W. "Teaching the Extensive Use of the Library to Prospective Social Studies and English Teachers, College of Education, University of Illinois." *School and Society* 44:736-37, December 5, 1936.

## PROGRESSIVE PROGRAM

Any program of library training for teachers should take into account the knowledges and skills that public school pupils must have to do effective work in enriched courses of study. One group of English teachers has worked out a progressive method of instructing pupils in the use of libraries and library materials that ties in with the course of study and that does not involve more instruction at any one time than the pupil can absorb.<sup>19</sup> There is no one time in the term that this work has to be done. Teachers make arrangements with the librarian when they reach that point where the instruction will be most effective. Many teachers are able to teach all the lessons themselves and bring the pupils to the library only for laboratory work. Aside from the planned units outlined below, there are countless other opportunities through the year which teachers utilize to familiarize students with various reference tools and books and library procedure.

## FRESHMAN YEAR

Unit 1, Parts of a Book and Care of Books. Time is taken for this when texts are distributed. Opportunities are made throughout the term to see that the instruction has carried over.

Unit 2, Orientation Lesson. Classes are taken to the library to be sold on using it. Fresh, attractive magazines and books are displayed, the variety of the library's resources stressed, and rules explained. Each member of the class is encouraged to browse about the library, to find a book or books he likes, and to charge one for home use.

Unit 3, Classification or Arrangement of Books in Libraries.

Unit 4, The Card Catalog.

## SOPHOMORE YEAR

Unit 1, Use of Dictionaries.

Unit 2, Use of Encyclopedias.

## JUNIOR YEAR

Unit 1, Biography and Author Study; Quotation Books.

Unit 2, Magazines and Magazine Indexes; Vocational Material.

Unit 3, Bibliography Making, Based on a Long Paper.

<sup>19</sup> English Department, Technical High School, Dallas, Texas.

## SENIOR YEAR

Other reference books and review of all sources for finding material in preparation for the senior theme.

## OUTCOMES

Teachers who have been educated to utilize the school library find countless opportunities to quicken in their pupils a love of books, a joy in reading, and a library habit. A history teacher tells her class each month of especially readable articles in magazines about world affairs, countries, or people in the news. She reports that one of her boys who reads very little, and whom she could never seem to inspire to read a book, became enthusiastic about reading magazines. Now he is frequently telling her about some article he has read. He buys regularly for himself each month a copy of some good magazine. "I couldn't keep a library copy long enough," he explained, "and since I found magazines as good as you said they are, I thought I might as well invest." This same book-minded history teacher tells of a pupil's reporting on Royal Davis' *Boys' Life of Grover Cleveland*. "That's really an exciting book," he said, "but, to be honest, I must say that I didn't want to read it a bit. Isn't it queer that things that you don't want to do often turn out to be thrilling experiences when you do get around to doing them?"

Fred Kelly writing in *Harper's Magazine*<sup>20</sup> recounts "How the Wright Brothers Began." He once said to Orville Wright:

"Even though what you accomplished was without the idea of making money, the fact remains that the Wright brothers will always be favorite examples of how American lads, with no special advantages, can forge ahead and become famous."

"But," said Orville Wright, seriously, "that isn't true, because we *did* have special advantages."

"What special advantages?"

"Simply that we were lucky enough to grow up in a home environment where there was always much encouragement to children to pursue intellectual interests. We were early taught to cultivate the encyclopedia habit; to look up facts about whatever aroused our curiosity. In a different kind of environment I imagine our curiosity might have been nipped long before it could have borne fruit."

<sup>20</sup> Kelly, Fred C. "How the Wright Brothers Began." *Harper's Magazine* 179:473-84, October, 1939.



The school library offers special advantages to boys and girls. The exceptional child, the one used to books, will, perhaps, find his way to it and in it, unaided. But the great number of pupils need teachers who will interpret the school library to them in terms of books, who will encourage them to cultivate the encyclopedia habit, to look up facts about things in which they are interested, and to read just for fun!

### SUMMARY

Nonprofessional library instruction for teachers is that given for the purpose of developing intelligent users of libraries and is the aspect of library training with which this book is concerned. Teachers must know books, and to meet this need many teachers colleges are offering courses in children's and adolescent literature. There is, however, a whole body of library skills and procedures not embodied in such courses: knowledge of basic reference books and dexterity in teaching their use, the making of bibliographies, a familiarity with the tools of book selection, the use of catalogs and indexes, cooperation between librarian and teacher. These are fundamental to an integration of library and classroom. Librarians representing various types of libraries have noticed a lack of library knowledge on the part of some of their teacher patrons and have expressed themselves as committed to a program of teacher education that includes library instruction. Orientation classes for college freshmen will not meet the special need of teachers, but advanced work of graduate or senior standing is requisite. Universities and colleges offering library training for teachers may choose either separate courses or integration with methods courses in English, social science, etc. It is possible that both types of courses may be set up, but an integrated program presupposes a modern training school library in charge of a competent, professionally trained school librarian. An integrated plan is ideal for teachers-in-training, but teachers-in-service, having already completed basic methods courses, should be given an opportunity to study courses in library usage and should receive credit as for other courses in education.

## PART TWO—GENERAL LIBRARY PROCEDURES

### CHAPTER IV

#### THE BOOK—ITS PRINTED PARTS

##### PUPIL IGNORANCE REGARDING STRUCTURE OF BOOKS

A teacher of English in a large public evening school remarked casually to her class of adults, "Turn to the title page of your texts." Much turning of pages and looking about began, and only three people turned swiftly and surely to the name page of the book. Thinking that this experience with adults was a bit unusual, the teacher tried the same experiment with a class of high school pupils in freshman English. She asked other teachers to try a similar experiment with their pupils. In every class the result indicated a gross ignorance of the meaning of title page.

Much confusion exists, also, regarding the uses of tables of contents, indexes, and other parts of books. Librarians are finding that, after a pupil has been guided to the book that contains the topic he is seeking, he still is not always able to find what he wants in the book. A sociology professor recently asked a college class this question: "Against what background do the authors of your text propose to discuss social problems?" Not being able to find the answer and appealing for help, a student was asked if she had read the Preface. "Oh, but there's never anything in *that*," she replied.

These experiences can be duplicated in any library and in nearly every classroom. Much repetition in discussing parts of books is necessary to familiarize pupils with their use. Primary teachers are aware that even little children can soon learn the word *title* and that they can be taught to look for the author's name in each book given them. In the Cleveland public schools,<sup>1</sup> the teaching of the use of the title page and table of contents is placed in the third grade and the use of the index in the fourth.

<sup>1</sup> Cleveland, Board of Education. *Using Books and Libraries*, 1929.

# CAREERS

## CAREERS IN THE MAKING

*Readings in Recent Biography  
with Studies in Vocational Guidance*

Edited by

IONA M. R. LOGIE, M.A.

ENGLISH DEPARTMENT  
HUNTER COLLEGE HIGH SCHOOL  
NEW YORK CITY



*Harper & Brothers Publishers*  
NEW YORK AND LONDON

# DECORATING IS FUN!

HOW TO BE YOUR OWN

DECORATOR BY DOROTHY DRAPER

WITH LINE CUTS AND RAUSTONE ILLUSTRATIONS

507111001, 00155 & 0037011, 110. • NEW YORK, N. Y. • 1939

FIG. 1. Showing title and subtitle, conventional style.

FIG. 2. Showing title and subtitle, modernistic style.

In Detroit,<sup>2</sup> table of contents, index, and title page are taught to some groups in the fourth, fifth, and sixth grades, depending upon the ability of the group and the kind of library work to be done.

The essential divisions of a book should be pointed out and explained when new texts or books from the library are being distributed. Margaret Mann<sup>3</sup> describes this process of examining the printed parts of a book as "reading a book technically."

#### PARTS OF A BOOK

The following, with some variation, are usually found in non-fiction books. Pupils may enjoy comparing various texts and making a list of the parts found in each.

Title page	Table of contents
Copyright date	Index; cross references
Preface	Text; footnotes
Introduction	Illustrations
Foreword	Appendix

*Title page.* This page gives much information about a book besides the title: Often a sub- or explanatory title follows the main one, as in Figs. 1 and 2. The explanatory title serves as an annotation and gives some information about the scope or subject of the book. *The Raven*, the title of Marquis James' Pulitzer-prize-winning biography, gives no clue to the subject of the book without the subtitle, *A Biography of Sam Houston*.<sup>4</sup>

Following the title is the author's name and his qualifications or credentials for writing the book. Sometimes the credentials are omitted. Figs. 3 and 4 show two ways of presenting authors' names.<sup>5</sup> The *edition statement*<sup>6</sup> may give the number of the edition or merely state, as in Fig. 5, that the book appears in a new and enlarged edition.

<sup>2</sup> Detroit. Board of Education. *Course of Study in the Use of the Library, for Grades 1 to 6*. 1931.

<sup>3</sup> Mann, Margaret. *Introduction to the Cataloging and the Classification of Books*. Chicago, American Library Association, 1930.

<sup>4</sup> James, Marquis. *The Raven; A Biography of Sam Houston*. Indianapolis, The Bobbs-Merrill Company, 1929.

<sup>5</sup> Names of editors, compilers, translators, illustrators, and joint authors, if any, may be found on title pages, as well as number of volumes if work is one of a set. The number of illustrations is also frequently given.

<sup>6</sup> By edition statement is meant the phrase "Revised Edition," or "New and Greatly Enlarged Edition," or "Third Edition," etc.

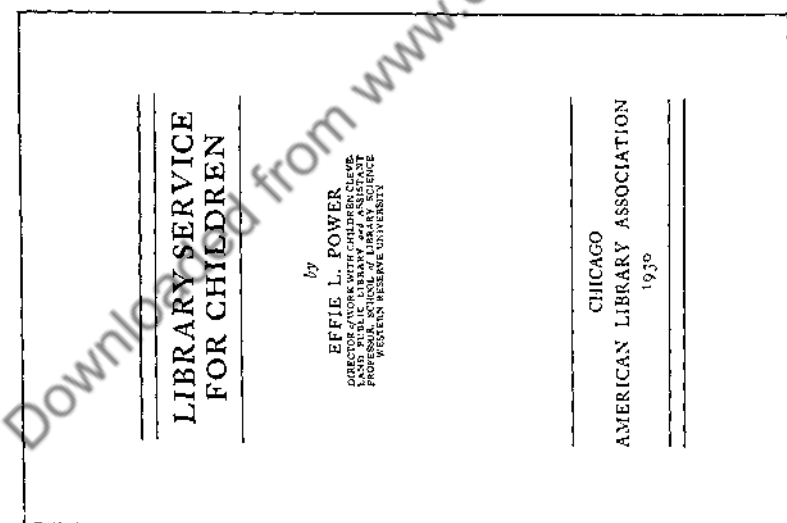


FIG. 3. Showing author's name and credentials.

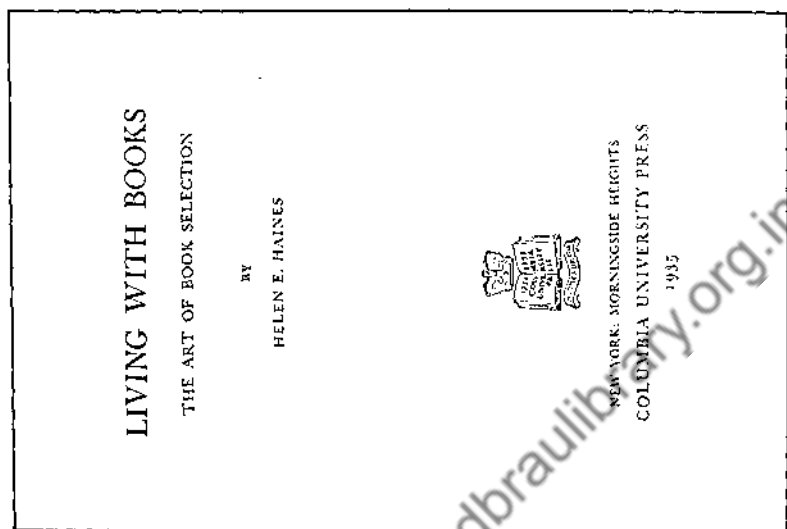


FIG. 4. Showing author's name without credentials.

The name of the series is sometimes placed at the top of the title page and sometimes on a separate page called the half title, immediately preceding the title page. See Figs. 6 and 7.

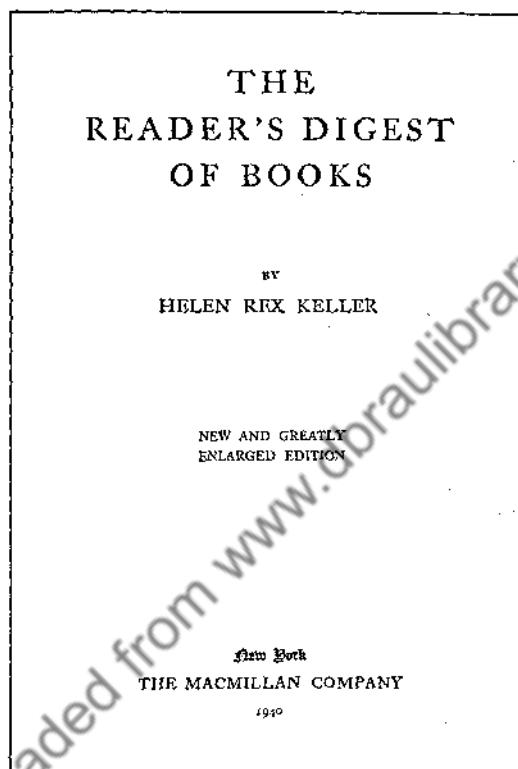


FIG. 5. Showing edition statement.

The imprint at the foot of the title page includes place of publication, publisher, and date, as

NEW YORK  
JOHN WILEY & SONS, INC.  
1941

All publishers, however, do not insert date of printing in the imprint. Recourse must then be to the copyright date on the reverse (*verso* is the term for the left-hand page of a book or the back of a separate printed sheet) of the title page. Copyright is explained in the next section.

COLUMBIA UNIVERSITY  
STUDIES IN LIBRARY SERVICE

—  
NUMBER TWO

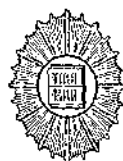
LIVING WITH BOOKS

FIG. 7. Showing name of series placed on the half title.

MEASUREMENT AND  
ADJUSTMENT SERIES  
EDITED BY LEWIS M. TERMAN

# APTITUDE TESTING

BY CLARK L. HULL  
Professor of Psychology  
University of Wisconsin



WORLD BOOK COMPANY  
Yonkers-on-Hudson, New York  
and Chicago, Illinois

FIG. 6. Showing name of series at the top of the title page.

The name of the publisher is significant in judging the worth of a book. Leading publishers are careful to avoid publishing trite or unreliable books. A California bulletin suggests that interest



FIG. 8. Showing copyright date.

is aroused by locating the place of publication and taking an imaginary trip across the continent to the publisher's city.<sup>7</sup> Many publishers have branches in several cities or states. By calling attention of pupils to imprints on books they examine, they will gain information about publishers' specialties, such as textbooks, scientific books, home economics books, foreign language, and handicraft.

*Copyright.* On the reverse of the title page the copyright date

<sup>7</sup> California. Department of Education, *The Library in the Elementary School*. (Department of Education Bulletin No. 18, September 15, 1935.)



is placed. Copyright date and imprint date are not the same. Many printings or imprints of a book may be made from the same unchanged plates. The copyright date is the date the work was given legal protection. Revised and rewritten editions require new copyrights to protect any new material included. *Century Dictionary and Cyclopaedia*<sup>8</sup> defines copyright as the

Exclusive rights to multiply and to dispose of copies of an intellectual production, the right which the law affords for protecting the produce of man's intellectual industry from being made use of by others without adequate recompense to him. It is a right given by law for a limited number of years, upon certain conditions. In the United States the time is 28 years with the privilege of renewal for fourteen years. In the United Kingdom, by the copyright act of 1911, it is the life of the author and 50 years after his death. International copyright is an international arrangement by which the right of an author residing in one country may be protected in such other countries as are parties to the arrangement.

The copyright date is important, for by it the reader can tell how old the material in the book really is. See Fig. 8.

The scope of information on title pages varies somewhat. Examine the title pages of several texts and compare items of information found there. For example, in Figs. 3 and 4, note two variations: The author's qualifications are given in one and omitted in the other.

*Preface*, *foreword*, and *introduction* are closely related terms. *Century Dictionary* defines *foreword* as a preface or introduction to a literary work, and adds that the word is seldom used, preface and introduction being the more accepted headings. In a *preface* an author states his plan of presentation, his aims, and acknowledges help given him. The *introduction* is a preliminary discussion of the subject of the book, an effort to define the frame of reference for the reader. It is more elaborate or detailed than a preface and usually somewhat longer. *Century* compares the two:

A preface is generally shorter than an introduction which contains matter kindred in subject and additional or leading up to what follows; while a preface is usually confined to particulars relating to the origin, history, scope, or aim of the work to which it is prefixed.<sup>9</sup>

<sup>8</sup> *The Century Dictionary and Cyclopaedia*. New York, The Century Company, 1913. Vol. II, p. 1258.

<sup>9</sup> *The Century Dictionary and Cyclopaedia*. Vol. VII, p. 4685.

The table of contents is a list of the chapter headings. Boys and girls can be taught that the arrangement is chronological, not alphabetical, and that, except in volumes of short stories or plays, this section is of little help in locating subjects quickly. Its main usefulness is that it serves as an outline of the contents of the book. Figs. 9 and 10 illustrate two forms.

## TABLE OF CONTENTS

	PAGE
DIRECTOR'S INTRODUCTION .....	ix
AUTHOR'S PREFACE .....	xi
CHAPTERS	
I. VALUES IN LIBRARY WORK WITH CHILDREN .....	1
II. EARLY CHILDREN'S BOOKS .....	12
III. BOOK SELECTION .....	29
IV. BOOK SELECTION .....	61
V. BOOK SELECTION .....	81
VI. CHILDREN'S BOOK COLLECTIONS .....	101
VII. PLANNING AND EQUIPMENT .....	123
VIII. CIRCULATION WORK .....	153
IX. REFERENCE SERVICE .....	182
X. READING GUIDANCE .....	205
XI. LIBRARY SERVICE TO ADOLESCENTS .....	243
XII. EXTENSION OF LIBRARY SERVICE TO CHILDREN .....	260
XIII. THE CHILDREN'S DEPARTMENT .....	278
XIV. THE CHILDREN'S LIBRARIAN .....	296
INDEX .....	311

FIG. 9. A table of contents which gives only the large topics, from Power's *Library Service for Children*.

## CONTENTS

	PAGE
INTRODUCTION: THE WORLD OF BOOKS .....	1
PART ONE: FOUNDATIONS AND BACKGROUNDS	
I. PEOPLE AND BOOKS .....	13
Education through readings; purpose of library service; book selection is basis of library service; evolution in reading; community interests and needs; library supply in relation to community demand.	
II. BOOKS FOR PEOPLE: PRINCIPLES IN SELECTION .....	25
What people read; tastes and tendencies; McColvin's study of book selection; study and comparison of library use; fundamental selection principles that apply to community supply and demand; books mentioned in this chapter.	

FIG. 10. A part of an analytical table of contents. (Reprinted from Haines, Helen, *Living With Books*, by permission of Columbia University Press.)

An *index* is an alphabetical list of all the subjects treated in a book with exact page reference given. Names of persons and places and things mentioned in the text are included. The index is usually placed at the end of the volume, though not always. The *World Almanac* index precedes the text. Indexes to sets of books are placed in the last volume of a set, as in *Encyclopaedia Britannica*, or in the back of each volume, as in *Compton's Pictured Encyclopedia*. Collections of poetry are more useful when three indexes are included: index of authors, index of titles, index of first lines. A subject index is desirable. One or more of these indexes is placed in the front of some anthologies.

The teaching of the use of the index may well follow the discussion of the table of contents in going over printed parts of books with children. This order has been found practical in actual school situations because of the general misunderstanding on the part of many that the table of contents is a finding device.

"What is this table of contents for?" asked a teacher as some library books were being distributed to a large group. "To help find things," volunteered one lad quickly. The class nodded agreement. "Anyone have a different idea?" persisted the teacher. No one had, though the group was neither backward nor timid. "Very well," said Miss X, "let's see who is the first to find the page which gives information about G-men. The first to find it stand up."

A full minute went by. The table of contents in that book was a particularly full one listing all the topics in each chapter. After G-men had finally been found, the teacher, with no comment, showed the class the index and spent some minutes on a drill of the old Bible-verse-finding variety. Soon boys and girls were jumping from their places almost as rapidly as the teacher called the topic.

The use of *cross references* may be taught as part of the above drill. A little girl who was puzzling over

Manners, *see* Etiquette

in a reference work, understood quickly enough when the parallel was made simple. "Mary," asked an understanding teacher, "what do you do when you ask mother for money and she says, 'See your father?'" "Why, I go see pop quick," she replied. "Then go to

*etiquette* in the reference book," said her instructor. So Mary did and saw the point. Fig. 11 illustrates the cross-reference type of index.

## INDEX

- Kingsley, Henry  
 Leighton Court, 490  
 Ravenshoe, 711  
 Kipling, Rudyard  
 Ballads and Barrack-Room Ballads, 68  
 Captains Courageous, 123  
 Diversity of Creatures, A, 230  
 Jungle Books, The, 462  
 Kim, 469  
 Light that Failed, The, 501  
 Puck of Pook's Hill, 704  
 Kirby, William, Golden Dog, The, 350  
 Kirk, John Foster, History of Charles the Bold, A Duke of Burgundy, 142  
 Kirk, Mrs. Ellen (Olney), Story of Margaret Kend, The, 811  
 Kirkland, Joseph, Zury, 920  
 Kirschner, Lula, *see* Schubin, Ossip  
 Knickerbocker, Diedrich, *see* Irving, Washington

FIG. 11. The cross-reference type of index, from Keller's *Reader's Digest of Books*.

The text is the body of the book. It is divided into chapters and each chapter usually has a heading. The name of the text is on the top of the left-hand side of each page and the chapter headings are printed on the top of the right. Very often the left-hand running head is the chapter title and the right-hand running head repeats the last paragraph head or chapter subdivision on the page.

*Footnotes* refer the reader to important material not included in the text. They are in smaller type, and numbers or symbols in the text refer the reader to them.<sup>10</sup>

*Illustrations.* To say that good pictures enhance the value of a book is a platitude. Yet, illustrations and the list of them in the front of a book deserve comment and study. Publishers are each year making books more attractive. This is especially true of children's books and texts. Visual instruction is being taken into account. Many of the newer titles in the social studies are distinguished by full-page photographs.

<sup>10</sup> Footnote, a note of reference or comment placed below the text on a printed page. By permission; Webster's *New International Dictionary, Second Edition*, 1934, 1939, by G. & C. Merriam Co.

Illustrations include much more, however, than pictures and photographs. Charts, tables, diagrams, and maps are all valuable if accompanied by proper explanation. Hall-Quest in his *The Textbook* comments:

Charts, tables, and diagrams are indispensable provided they are properly explained by the author. A chart without explanation is practically useless, for it is the author's mode of treating his material and, while making use of certain principles and rules that govern the construction of charts and diagrams and tables, each application of these principles involves the author's own reaction, and therefore requires detailed explanation.<sup>11</sup>

Helping pupils to see *what* to look for in an illustration visualizes instruction.

*The appendix* is for supplementary material relative to the book content. Histories of the United States, for example, often have a copy of the Declaration of Independence, the Constitution, or bibliographies appended. *Webster's New International Dictionary* has abbreviations, arbitrary signs and symbols, a pronouncing gazetteer, and a pronouncing biographical dictionary in the appendix.

## HOW BOOKS ARE PUT TOGETHER

### SECTIONS

Books are made up of sections. Publishers do not print single sheets of a book at a time but giant sheets which are folded to make two, four, eight, sixteen, or more leaves, depending upon the size of the book. There are special names for the number of times the sheets are folded:

Folio,	a sheet folded once	to make	2 leaves,	4 pages
Quarto,	" " " twice	" "	4 "	8 "
Octavo,	" " " three times	" "	8 "	16 "
Duodecimo (12 mo),	" " " four	" " "	16 "	32 "
Sixteenmo (16 mo),	" " " five	" " "	32 "	64 "

Fay and Eaton in their *Instruction in the Use of Books and Libraries* contribute the following about book size:

Formerly these names indicated the size of a book more accurately

<sup>11</sup> Hall-Quest, A. L. *The Textbook*. New York, The Macmillan Company, 1928.

than they do now, because then, sheets of book paper were uniformly 20 by 24 inches and hence each fold was an accurate division of that measurement, the octavo page being 6 by 10. These names are not accurate now because book paper is made in sheets of various sizes. The following table gives the symbols and sizes of books according to the scale now used.

Folio	—F—	a book from 30-35 centimeters <sup>12</sup> outside height
Quarto	—Q—	a book from 25-30 centimeters outside height
Octavo	—O—	a book from 20-25 centimeters outside height
Duodecimo	—D—	a book from 17.5-20 centimeters outside height
Sixteenmo	—S—	a book from 12.5-15 centimeters outside height <sup>13</sup>

The sections are sewed together, by machine usually, and a strip of cloth is pasted over the back of the sections. This cloth is an inch wider on each side than the sections to which it is pasted, and is for the purpose of fastening the book to its cover. A piece of strong paper just the width of the back of the book is then pasted over the cloth and the book is fitted into the cover, which has been made previously. Half a sheet of lining paper, called end sheets, sometimes decorated with pictures or maps, is pasted over the cover to which the inch strip of cloth has been fastened; the other half of the lining paper forms the flyleaf. An examination of the inside cover of any book will reveal the inch strip of cloth which holds the book in its covers.

Pupils like to take an old book apart to see the sections, the method of sewing, and the cover. Publishers will in some instances furnish a library or school with a large sheet of a book for instructional purposes. The manner of printing the sheet so that each page takes its proper place in the section puzzles pupils until they have seen the processes illustrated by such means.

## CARE OF BOOKS

### HABIT OF RESPECT FOR BOOKS

Instruction in the physical make-up of a book is fundamental in teaching care of books. Pupils thus learn why bending the

<sup>12</sup> Centimeter, a measure of length equal to one hundredth of a meter, or about two-fifths (0.3937) of an inch. By permission; *Webster's New International Dictionary*, Second Edition, copyright, 1934, 1939, by G. & C. Merriam & Co.

<sup>13</sup> Fay, Lucy E., and Eaton, Anne T. *Instruction in the Use of Books and Libraries*. 3d ed. rev. Boston, The F. W. Faxon Company, 1923.

covers of a book back until they touch each other loosens the pages, and why carrying packages, notebooks, pens, and pencils in books breaks the backs. Pupils should be encouraged to use bookmarks and taught not to turn corners down. One high school teacher secured from a librarian a discarded copy of a book that was "dog-eared" from much mishandling. Every other corner was gone. She used this specimen in teaching care of books to successive classes. Book abuse is often a result of thoughtlessness, and boys and girls will avoid the practice if their attention is called to it.

Teachers have a social responsibility in teaching care of books. Library and state books should not be marked. Cleaning books is a tiresome and uninteresting task, but drill books for English grammar or any other subject are useless if all the blanks have been filled in. Time spent by library assistants in cleaning books leaves less time for more constructive work. Titles checked in a table of contents, assignments and notes and comments scribbled in margins, torn pages and soiled covers—these things shorten the life of a book. And if money must be spent for replacements, there is less for new books. Systematic inspection and check-up on the part of the classroom teacher when borrowed books are being used is as truly a part of teaching as following a prescribed course of study.

Perhaps too many books are furnished to pupils. Although the practice of furnishing free textbooks has been a boon to many financially hard-pressed parents, the fact remains that, unless strict supervision is maintained and frequent inspection made, books that cost nothing are not highly regarded. To use library money for classics or texts which every pupil in a class must read is pernicious. Libraries in some schools attempt to supply copies of the *House of the Seven Gables*, the *Autobiography of Benjamin Franklin*, and other classics to all pupils enrolled in American literature courses. Yet copies of these and many other titles are available in the new Pocket Book edition at twenty-five cents. Pupils, as far as possible, should be required to buy their own books. Quite apart from the saving of library money, the training pupils receive from having to supply their own books affects character and personality.

Mortimer Adler contends that "marking up a book is not an act of mutilation but of love."<sup>14</sup> He continues:

You shouldn't mark up a book which isn't yours. Librarians (or your friends) who lend you books expect you to keep them clean, and you should. If you decide that I am right about the usefulness of marking books, you will have to buy them. Most of the world's great books are available today, in reprint edition at less than a dollar.<sup>15</sup>

### SUMMARY

Experiments have shown that pupils are grossly ignorant of the various parts of a book—title page, table of contents, index, etc. The classroom teacher may well take time to go over parts of books with her pupils when new books are being distributed. Learning the physical book is prerequisite to a satisfactory use of books and libraries. Care of books must be emphasized also and, if pupils are shown how books are put together, instruction in the care of books is made more meaningful. Pupils must learn to respect borrowed books and to avoid marking and tearing library property. Libraries should not be expected to supply texts, but boys and girls should be encouraged to buy and mark their own.

### STUDY ACTIVITIES

1. Examine the indexes to a collection of poetry. How many did you find? Why is there more than one? (In answering any questions about books, give author, title, and imprint.)
2. Look at the index in the *World Almanac*. What is unusual about this index? Suggest ways of teaching pupils to use it.
3. Examine *Hoyt's Cyclopaedia of Practical Quotations* and write a paragraph telling how to use it.
4. Sometimes indexes are in separate volumes. Look at the index volume of *Encyclopaedia Britannica* and work out a plan for teaching its use to high school pupils.
5. Select a book from the library and find the author card for the same book in the card catalog. Compare the title page of the book with the card. What points of similarity do you find?

<sup>14</sup> Statements in the foregoing paragraph are taken from Walraven, Margaret K. "Teaching Care of Books." *Library Journal* 66:56-58, January 15, 1941.

<sup>15</sup> Adler, Mortimer J. "How to Mark a Book." *The Saturday Review of Literature* 22:11-12, July 6, 1940.



6. Suggest ways of teaching parts of books to the grade level in which you are interested.

7. Write a short essay on teaching care of books and respect for library property. Do not generalize; include as many specific or personal instances as possible.

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- WALRAVEN, MARGARET K. "Teaching Care of Books," *Library Journal* 66:56-58, January 15, 1941.

### Films

- Books: From Manuscript to Classroom. One reel, 16 mm., silent. John C. Winston Company, 1006 Arch Street, Philadelphia. Rental: Free.<sup>16</sup>
- The history of a textbook; the typesetting, printing, trimming, and all the processes in the making of a book.
- Cover to Cover. Two reels, 16 mm., sound. Cinema, Incorporated, 234 Clarendon Street, Boston, Mass. Rental: \$3.

<sup>16</sup> Borrower is usually expected to pay transportation charges both ways on all films listed "free."

The complete process of writing, printing, and selling a book. "A film about authors, printers, and publishers, and a history of the written word."

How Books are Made. Two Reels, 16 mm., silent. Houghton Mifflin Company, 2 Park Street, Boston, Mass. Rental: \$2.

The manufacturing process as done in the Riverside Press, Cambridge, Mass.

Making a Book. One reel, 16 mm., silent. Eastman Kodak Company, Teaching Films Division, Rochester, N. Y. Rental: May be rented from several organizations at varying rates. For details, see Educational Film Catalog, or write Eastman Kodak Company.

The manufacture of paper, editing of manuscripts, and all the processes resulting in the finished book.<sup>17</sup>

<sup>17</sup> This list of films on bookmaking is taken from *American Library Association Bulletin* 34:174-76, March, 1940. Other films are listed on other aspects of library work.

Downloaded from www.dbraulibrary.org/in

## CHAPTER V

### HOW LIBRARIES ARE ARRANGED

#### THE IMPORTANCE OF ORDER

To the end that books in libraries may be easily accessible, there must be some definite order of arrangement. Individuals who own many books often use some simple device for finding the book they want in a hurry. Usually the same kinds of books are put together. There may be a shelf for novels, one for biography, a special section for travel, history, or economics. This is a more logical arrangement than to put all the red, blue, or green books together or all the large ones next to each other.

This same easy plan is followed in libraries. Books are arranged by subject matter. To replace books in their arranged order and to guide people readily to find desired volumes, there is lettered on the back of each library book a notation or group of numbers.

#### THE CALL NUMBER

This notation or group of numbers is known as the call number. The call number consists of the classification number and the author number. The numbers are assigned by librarians who are specially trained in this work. Neither pupil nor teacher is expected—nor need bother to learn—the mechanics of librarianship. Some general knowledge of library arrangement, however, does make using a library more pleasurable. Pupils often ask what the symbols on the backs of books mean and they enjoy a feeling of independence in being able to find what they want and to show others how to find their way about in the school library.

#### DEWEY CLASSIFICATION

The first part of the call number is taken from the Dewey decimal classification. This plan of arranging or sorting books was

originated by Melvil Dewey, who, as student librarian and later as acting librarian at Amherst College, felt the need for a systematic way of arranging material in his library. His first tables were published in 1876.

The Dewey decimal system is now generally used in school, college, and public libraries throughout the world, though some large university libraries use the Library of Congress classification, which is peculiarly adapted to great libraries and was designed especially for our Congressional Library in Washington.

Numbers are the basis for the Dewey plan. There are ten classes which include all divisions of knowledge, and any book can be placed in some division of one of the classes. Each class is divided into ten smaller divisions, and each of these small divisions may be subdivided into ten, also.

This division of numbers by tens is no more complicated than, and in fact is similar to, the divisions of our money system. Ten hundreds in a thousand, ten tens in a hundred, ten ones in a ten, etc. This system for the classification or arrangement of books in libraries, then, is called *Dewey* for the originator, and *decimal* because division by tens is a chief characteristic.

The ten major classes are:

0-99	General works
100-199	Philosophy
200-299	Religion
300-399	Sociology
400-499	Language
500-599	Science
600-699	Useful arts
700-799	Fine arts
800-899	Literature
900-999	Travel. Biography. History

Since each of the above major divisions is subdivided into tens, the following are the divisions of one class—*science*:

500	Science
500	General Science
510	Mathematics
520	Astronomy
530	Physics
540	Chemistry
550	Geology

- 560 Paleontology
- 570 Biology
- 580 Botany
- 590 Zoology

This is as fine a division as many school libraries need to make in this field. This arrangement places all the titles in science in the same section, yet provides that astronomy, physics, chemistry, etc., are grouped together. Books having the same class number are arranged alphabetically on the shelf by author, a chemistry by Foster being shelved ahead of one by Jaffe or Weeks, as illustrated in Fig. 12.

Romance of Chemistry	New World of Chemistry	Discovery of the Elements
—	—	—
Foster	Jaffe	Weeks
540 F	540 J	540 W

FIG. 12. Arrangement of titles within the same classification.

In large school libraries, however, a further subdivision is useful. For example, if many kinds of mathematics courses are offered, teachers and pupils find that having all the books on arithmetic, algebra, geometry, trigonometry, etc., in separate divisions facilitates use. The divisions below make this arrangement possible:

- 510 Mathematics
- 511 Arithmetic
- 512 Algebra
- 513 Geometry
- 514 Trigonometry

- 515 Descriptive geometry
- 516 Analytic geometry
- 517 Calculus
- 519 Probabilities

For the same reason books on the various periods of United States history are shelved in separate divisions in some libraries, though 973, the number for a general history of the United States, is satisfactory for small book collections. The following titles are classified by periods:

- 973 Bassett, *Short History of the United States*  
(A general history of all periods)
- 973.1 Hathaway, *Romance of the American Map*  
(Era of discovery, 896-1607)
- 973.2 Earle, *Home Life in Colonial Days*  
(Colonial period, 1607-1775)
- 973.3 Hart and Hill, *Camps and Firesides of the Revolution*  
(Revolution and Confederation, 1776-1789)
- 973.4 Johnson, *Union and Democracy*  
(1789-1812)
- 973.5 Hart, *Slavery and Abolition*  
(1812-1845)
- 973.6 Garrison, *Westward Extension*  
(1845-1861)
- 973.7 Hill, *On the Trail of Grant and Lee*  
(Civil War)
- 973.8 Bowers, *Tragic Era*  
(1865-1900)
- 973.9 Allen, *Only Yesterday*  
(20th century)

This division of United States history is the one followed in *Standard Catalog for High School Libraries*.<sup>1</sup> Teachers often find books difficult to locate under this plan unless they are familiar with the divisions or use the card catalog to find the Dewey number. When, however, an entire class is studying one period of history there is an advantage in having all such books together without the necessity of looking through the whole United States history section or consulting the card catalog.

<sup>1</sup> *Standard Catalog for High School Libraries*. 3d ed. New York, The H. W. Wilson Company, 1937.

## BIOGRAPHY

*Individual Biography.* The method of classifying biography in school libraries varies somewhat. Many public, as well as school, libraries use a capital *B* for individual biography instead of a number from the Dewey tables.

By *individual* is meant a biography which is the life story of one person. Franklin's *Autobiography*; Steffens', *Boy on Horseback*;<sup>2</sup> White's *Woodrow Wilson*<sup>3</sup> are individual biographies. *Standard Catalog for High School Libraries* uses the Dewey symbol, 92. Some schools use 921. The capital *B* is in favor with pupils because, obviously, it is the first letter of biography.<sup>4</sup>

*Collective Biography.* Collective biography is a term for a book that contains more than one biography or for a collection of such books. De Kruif's *Microbe Hunters*,<sup>5</sup> Law's *Modern Great Americans*,<sup>6</sup> Sickels' *In Calico and Crinoline*,<sup>7</sup> and Morgan's *Our Presidents*<sup>8</sup> are collective biographies. The number for such collections is 920.

The statement has been made that books having the same class number are arranged within that class number alphabetically by author. The arrangement of biography is an exception to this rule. In biography, books are shelved alphabetically by *subject* or *person written about*. This is advantageous, for a book is thus easier to find. Pupils in a school library or patrons of a public library may go to the biography section and find a biography of Jane Addams among the *A*'s, of Helen Keller in the *K*'s, and Paine's and Lowell's and Clemens' *Joan of Arc* in the *J*'s without knowing the names of the authors.

<sup>2</sup> Steffens, Lincoln. *Boy on Horseback*. New York, Harcourt, Brace, and Company, 1935.

<sup>3</sup> White, William Allen. *Woodrow Wilson: The Man, His Times, and His Task*. Boston, Houghton Mifflin Company, 1924.

<sup>4</sup> Colleges and universities often use another method in shelving biography, bibliography, criticism, or author dictionaries: that of placing them with the subject. For example, a biography of Keats follows Keats's works. Certain symbols are used to indicate these form divisions: *V* follows the author number for bibliography; *W*, for biography; *Y*, for criticism, and *Z* for a handbook or dictionary.

<sup>5</sup> De Kruif, P. H. *Microbe Hunters*. New York, Harcourt, Brace, and Company, 1926.

<sup>6</sup> Law, F. H. *Modern Great Americans*. New York, Appleton-Century, 1926.

<sup>7</sup> Sickels, Eleanor M. *In Calico and Crinoline, True Stories of American Women, 1608-1865*. New York, Viking Press, 1935.

<sup>8</sup> Morgan, James. *Our Presidents*. New York, The Macmillan Company, 1935.

## FICTION

Fiction is not classified according to the designation in the Dewey tables but is marked with an *F*, *Fic*, or a Cutter number<sup>9</sup> and shelved in a separate section alphabetically by author.

Since the study of the short story is included in many courses of study in high schools, the practice of labeling short story collections<sup>10</sup> SC as suggested in the *Standard Catalog for High School Libraries* is a practical and useful device. Such a collection is shelved near the fiction.

## TEXTS

If a school library has to care for a large collection of texts or readers, these are often placed in a special section of the library and arranged by author or grade without being classified. Many schools provide book rooms, which are apart from the library and in charge of a clerk, for the housing of state texts.

## AUTHOR NUMBERS

As a convenience in shelving and locating books, a shorthand symbol that stands for the author's name may be placed just below the Dewey decimal classification number. These two—the Dewey number and the author number—make up the call number. Other names for the author number are the Cutter number and the book number. All mean the same. The shorthand number is assigned by the librarian from a printed table of letters and numbers called a *Cutter-Sanborn table*,<sup>11</sup> a device for alphabetizing. The following sample shows how the tables are arranged:

A SAMPLE CUTTER TABLE

Bas	29	Catm
Base	291	Caton
Basi	292	Cator
Basn	293	Catri
Basseg	294	Cats
Bassn	295	Catte

<sup>9</sup> See page 62, footnote 13, for further explanation of Cutter or author numbers.

<sup>10</sup> A book of stories by *different* authors is classified SC in *Standard Catalog for High School Libraries*. A book of stories by the *same* author is classed as fiction.

<sup>11</sup> Cutter, C. A. *Alfabetie Order Table . . . Altered and Fitted with Three Figures* by Miss Kate E. Sanborn. Boston, Library Bureau, 1896.



Baste	296	Catter
Basto	297	Catil
Bastu	298	Cattr
Basu	299	Catu

Thus B294 is the number for Bassett, B297 for Bastrop, C298 for Cattrell, etc.<sup>12</sup> Each number is always preceded by the first initial of the author's last name and followed by the first letter of the first distinctive word in the title. Bassett's *Short History of the United States* has this call number:

973	which means:	973	Dewey number for United States history
B294s		B294	Author number for Bassett
		s	First letter of title

Some libraries which use Cutter numbers, use only the first two numbers; some small ones use only one:

973	973
B29s	B2s

Many school libraries do not use Cutter numbers. They are not necessary in libraries having only two or three thousand volumes. The author's initial or the first two or three letters of his last name are sufficient. Elementary schools never use them, for such a practice is confusing to small children.

Cutter numbers are especially useful in keeping large collections of biography in order.<sup>13</sup> Pupils are seldom able to replace

<sup>12</sup> "Names whose initials are followed by some of the first letters of the alphabet have the first numbers, and those in which the initials are followed by later letters have later numbers." (From directions for using the table.) For example, 295 will not do for *Bassett*; it is reserved for *Bassu*. Note in sample table, pages 61-62, that numbers follow exact alphabetic order of names.

<sup>13</sup> "It has been found convenient by librarians to arrange some classes of books alphabetically. In Biography, for instance, if the books stand on the shelves in the order of the names of the persons whose lives they relate, one knows that Adams will be at the beginning of the class and Washington at the end and Jefferson somewhere near the middle; and one can go to the shelf and get the Life one wants without having to consult a catalog first, which makes a saving, not only of time, but of eyes and patience. Moreover, one will find *all* the Lives of Washington standing side by side, which will often not happen by any other plan.

"But it is also found that the books must have some marks on the back to keep them in order. The binder's titles will not do, because often they do not contain the word by which the book should be arranged; and when they do, the arranger cannot always see at a glance which of several words is the one to arrange by. Moreover, we want some brief mark peculiar to each book, and not belonging to

books of biography properly, for the habit of shelving by author is too strong, unless a Cutter number or the name of the subject is lettered just below the class number. In biography the Cutter number is taken from the subject so that biography will be arranged on the shelf by subject. Figs. 13 and 14 show how the Cutter plan is actually followed in classifying biographies.

ABRAHAM LINCOLN	BOYS' LIFE OF	ABE LINCOLN	ABRAHAM LINCOLN	LIFE OF
BY	ABRAHAM LINCOLN	GROWS UP	BY	ABRAHAM LINCOLN
Charnwood		BY	Schurz	
	BY	Sandburg		BY
	Nicolay			Tarbell
B	B	B	B	B
L73c	L73n	L73s	L73sc	L73t

FIG. 13. L73 is the Cutter number for Lincoln. The initials following the Lincoln number are taken from the authors' last names.

#### TEACHING LIBRARY ARRANGEMENT TO BOYS AND GIRLS

Pupils should not be expected to learn many of the Dewey numbers. In high school some of the numbers can be learned by frequent use. The major divisions should be learned by boys and girls, since the hundreds are the same in all libraries arranged by the Dewey decimal plan.

Drill in finding books in the school library is effective as an exercise after a brief explanation of the classification system has been given. Many boys have worked in grocery, drug, or depart-

any other copy, by which to charge the volume." Cutter, C. A. *Explanations of the Alphabetic Order Marks*. Northampton, Mass., Kingsbury Box and Printing Co., 1930.

ment stores and see a reason for putting like things together. A librarian is always willing to have a class brought to the library for a laboratory period to locate books. Call numbers written on slips may be given to the pupils so that they may actually find books. The physical activity of such a period is a relaxation. After one of the pupils has found a book he may give it to another to put away, watching to be sure that it is correctly placed. Librarians have used this procedure with no interruption of library

DAVY CROCKETT	YOUTH'S CAPTAIN	BOY LIFE ON THE PRAIRIE
BY	The Story of	BY
Constance Rourke	Ralph Waldo Emerson	Hamlin Garland
	BY	
	Hildegard Hawthorne	
B	B	B
Crockett	Emerson	Garland

FIG. 14. The name of the subject is lettered under the classification symbol.

service to the rest of the school. If there is no library classroom, one end of the library may be used as a base from which to work while pupils from other classes study and work in the other. There are advantages in having the two groups: the nonparticipants often listen and watch and learn things about their library that may be practiced immediately.

Another device to teach classification is to cut the back strips or spines from book jackets, reinforce them with heavy brown paper or cardboard, and letter them with the call numbers. Pupils may arrange these in proper order. Reading the library shelves, that is, seeing that all books are in the right place, may be practiced

with small groups. In Phelps, *Book and Library Plays*,<sup>14</sup> there is a simple dramatization of the arrangement of the Dewey numbers, in which each child taking part represents a book and holds his number in front of him.

Wilma Bennett in her *The Student Library Assistant*<sup>15</sup> gives an outline of classification in story form which is particularly interesting to boys and girls of high school age. In Evanston Township High School the librarian<sup>16</sup> and the art teachers inspired art students to visualize the ten classes of the Dewey decimal classification in picture form, and many fine prints were developed. Each print represents one main division of the classification and, in addition, there are some for travel, biography, and fiction. The best ones were colored or tinted and are of the size to be used as lantern slides.

The Detroit Public Schools arrange for some simple instruction in classification in the intermediate grades. The statement is made, however, that

It is not possible to give the class an understanding of the classification scheme in one lesson. It is possible to give instruction in the fifth grade, though slower children will not grasp it until the sixth. Then the instruction will have to be greatly simplified. Instruction in any of the library tools should not be given until the children need the information in order to use the library intelligently for their reference reading.<sup>17</sup>

This advice applies also to the junior and senior high school. But, to be effective, any lessons on library arrangement must be followed by practice. If after an initial lesson teachers frequently give assignments that necessitate the locating of material in the school library, the learning is clinched and carries over. Pupils should be encouraged to go to the public library and, if the open-shelf system prevails, try out their knowledge there. Reference books, at least, are on open shelves in all types of libraries. Pupils

<sup>14</sup> Phelps, Edith M. *Book and Library Plays for Elementary and High School Use*. New York, The H. W. Wilson Company, 1938.

<sup>15</sup> Bennett, Wilma. *The Student Library Assistant*. New York, The H. W. Wilson Company, 1934.

<sup>16</sup> Miss Elizabeth Whiteman, librarian, Evanston Township High School.

<sup>17</sup> Detroit. Board of Education. *Course of Study in the Use of the Library*, for Grades 1 to 6. 1931.

enjoy finding their own books and are generous in passing their knowledge on to others.

The statement has been made previously in this chapter that books may be classified broadly or closely under the Dewey plan. Adaptations followed in the *Standard Catalog for High School Libraries*<sup>18</sup> are those used by many school librarians.

### SUMMARY

So that books and other library materials may be easily accessible, there must be a definite system of placing them on library shelves. Arrangement is by subject matter, the same kinds of books being shelved together. Though there is more than one system of classification, the one in general use in school libraries, public libraries, and in many college and university libraries throughout the world is the *Dewey decimal classification*, so named for Melvil Dewey, the originator, and because division by tens is a chief characteristic. Numbers are the basis for the notation, and the divisions are similar to those of the monetary system of the United States—ten hundreds in a thousand, ten tens in a hundred, ten ones in a ten, etc. The ten major classes include all divisions of knowledge and any book can be placed in some division of one of the classes. For convenience in locating books and in returning them to the library shelves, a call number is lettered on the back of each book. This call number is made up of the Dewey number plus an author number. The author number is assigned from the Cutter table and is a device for alphabetizing so that all books having the same classification number will be arranged alphabetically on the shelf by author—except in the case of individual biography where books are arranged alphabetically by subject. Laboratory periods in the school library may be utilized to teach boys and girls to locate their own books.

### STUDY ACTIVITIES

1. Consult an *Abridged Decimal Classification* to find the number for a history of your state, for the subject or some phase of the subject you teach, and for your hobby. Learn the ten main divisions of the classification.

<sup>18</sup> *Standard Catalog for High School Libraries*. 3d. ed. New York, The H. W. Wilson Company, 1937.

2. Outline a plan for teaching the arrangement of books in libraries to the grade level in which you are interested. Or, write a short paper explaining library arrangement so that one who is uninitiated may understand.

3. How is biography arranged in the library of the college in which you are receiving your teacher's training? List six individual biographies and six collective biographies that appeal to you. Arrange these in your list as the biographies should be shelved in a school library.

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## CHAPTER VI

### THE CARD CATALOG

#### THE PRACTICAL VALUE OF THE CARD CATALOG

"Please," said a pupil from a commercial art class to a school librarian, "give me a copy of Polk's *Practice of Printing* and a late book on advertising."

"Say," said an alert freshman standing near who had heard the request, "don't you know how to find your own books? Come here, I'll show you."

He led the inquiring pupil to the card catalog, found the call numbers for the books wanted, and led his untrained school mate—who happened to be a senior—to the exact locations of the books on the shelves. The freshman had been in the library some days previously for lessons on the arrangement of books in libraries and finding books through the catalog. A laboratory period in which he, with other members of his class, had been given an opportunity to find books had given him the practice necessary for clinching the points of the lesson.

The senior, when questioned, said somewhat querulously that she had never had any library instruction. Many pupils, however, who do have such lessons early in their high school careers, forget essential skills if there has been no follow-up or no occasion to use what they have learned. For this reason, progressive schools are abandoning the teaching of library lessons as such and are correlating library lessons with classroom procedures. One library-minded teacher can so integrate library use with classroom instruction that her pupils can find what they want from books and libraries. But if succeeding teachers of these same pupils omit the use of the library from their programs, library skills are forgotten or become hazy from disuse.

Other illustrations may help to emphasize the practical use-

fulness of the card catalog in the school library and the value of the teachers' being familiar with it and directing students in its use. Certain classes in United States history, all seniors, were zealous in the matter of outside or supplementary reading. Scores of pupils came to the school library asking for certain titles, but few had ever heard of any way of locating books except by asking the librarian. Since that school library had open shelves, the pupils were encouraged to help themselves. Library instruction, however, was planned to integrate with classroom teaching, rather than to be a separate course given by the librarian. Under such a plan teachers who are library-conscious find countless opportunities to correlate library use with the course of study. Those who have not such a vision send pupils on to other grades without the requisite training in library routines.

The helplessness of these young people from the history class was so marked that the librarian discussed the situation with the teacher who was assigning the readings, not in the spirit of criticism, but in an effort to help the pupils to help themselves. The teacher was grateful; she had assumed that these new seniors of hers knew the school library. She was especially gifted in inspiring them to read, and she immediately saw the need for spending at least part of a class period on *how* to use the library.

Many pupils ask for certain titles to save the trouble of looking them up. When the librarian recognizes these inquirers, she guides them to the catalog. Not a few informal lessons on finding books are given daily by librarians—when time permits—to pupils who need such instruction. In the afternoon rush hour this can seldom be done. Members of senior English classes are often in need of instruction to help them find material. To find titles for a senior or to hand him an armful of material on a certain topic seems a travesty on education. The cooperation and interest of teachers is the most essential part of teaching pupils to use library materials.

To inspire young people to use school libraries intelligently, teachers themselves must know. One teacher, intending to be helpful and thinking to encourage pupils' use of the card catalog, asked a whole class to find who wrote "Michael," by looking in



the library catalog. But making cards for all the contents of anthologies is an impossibility. The card catalog has its limitations.

## THE CARD CATALOG AN INDEX TO THE LIBRARY

### AN ALPHABETICAL LIST

The card catalog is to the library what an index is to a book. It lists by author and by subject, and often by title,<sup>1</sup> every book in the library. It is an approximately alphabetical list<sup>2</sup> on cards,



*Courtesy of Library Bureau Division  
of Remington Rand, Inc.*

FIG. 15. A card catalog tray.

each card representing a book. The cards are filed into trays, and each tray contains guide cards to facilitate finding the desired entry. Letters on the fronts of the trays indicate the letters covered by the contents of that tray. Numbers help to keep the trays in the proper order in the catalog. See Fig. 15.

### A FLEXIBLE DEVICE

In the early days of libraries, catalogs were often made in book form. Libraries are now constantly acquiring books for which new entries must be made in the catalog, or subtracting books which have become outdated or mutilated or lost, and for which cards must be withdrawn from the catalog. Therefore, a flexible device which readily permits these changes is necessary.

<sup>1</sup> School librarians make many more title cards than do catalogers in public or university libraries. Some school librarians make a title card for every book added to the library; other librarians, only when the title is a distinctive one.

<sup>2</sup> Author, title, and subject cards filed into one catalog make what is known as a dictionary catalog. The arrangement is not entirely alphabetical, however. See "How Cards are Arranged in the Catalog," page 85.

## QUESTIONS ANSWERED BY THE CARD CATALOG

*In general, a card catalog answers the following questions:*

Does the library have a book by a certain author?

Does the library have a certain title?

What does the library have on a certain subject?

In addition, the catalog answers this important question for every book in the library:

*Where in the library is a certain book?*

## OTHER INFORMATION

The catalog contains also specific information for each book listed. As each card is a copy of the title page of the book it represents, having the card available for the book is as though the title page of the book were open for examination. From the card may be found the author's full name (Library of Congress cards include author's dates), full title, edition (if other than the first), place of publication, publisher, date, paging, whether book is illustrated, series, various notes as to bibliographies, special features, etc. For books which contain collections of plays, biographies, short stories, essays, etc., contents notes may be given. From a catalog card, the searcher may find the name of editor, compiler, translator, or illustrator of a book. Samples of various cards are given on pages 75 to 85, and the specific information found on these cards is listed.

## THE UNIT SYSTEM

In using a card catalog, readers may notice that all the cards in the catalog for a certain book are alike, except for the added headings that the librarian has typed at the tops of the cards. This plan of cataloging is known as the unit system. Unit cards are often found in school catalogs, for the busy school librarian who often has no trained help and is herself the whole staff—cataloger, readers' adviser, order department, reference librarian, circulation chief, sponsor of library club, teacher of classes on library use, etc.—can make one card for each book and have a student from a typing class make as many copies as needed. The cards printed by the Library of Congress are unit cards as are the

ones made by the H. W. Wilson Company. Library of Congress cards, or L.C. cards as these are familiarly called, are printed by the Congressional Library and sold to subscribing libraries. Examples of these cards are given elsewhere in this chapter. In 1938 the H. W. Wilson Company initiated a service for supplying printed cards for *new* books. The cards are peculiarly adapted to school and small libraries because of their simplicity. The cost, too, is low. At present the narrow range of titles cataloged has precluded their use by libraries unable to keep up with new titles.

#### SCHOOL LIBRARY CARDS

The cards made by school librarians are simpler than those in use in public or university libraries. High school pupils do not need the detail that is provided for adult scholars. An increasingly large number of school libraries, however, are using printed cards. Since all university and most public and college libraries are using the Library of Congress cards, pupils in the senior high school should become accustomed to them and know some of the points of information usually found on them. Many of the newer texts in composition and grammar for senior and junior high schools include units on the catalog. In some of these, Library of Congress cards are pictured and explained.

#### LIBRARY OF CONGRESS CARDS

Fargo, in her *The Library in the School*, comments on the use of Library of Congress cards:

The Library of Congress card is the unit card. Its use has been generally accepted in larger high schools. The reasons are similar to those urged for the public library: accuracy, time saving, correct bibliographic information, suggestions for subject headings. The chief objection to the use of the Library of Congress card in the high school catalog is its complexity. Information is so full as to be confusing. This objection is increasingly important as we go down the line from the senior to the junior high, and finally to the elementary school. While it may be worth while to accustom the senior high school pupil to the Library of Congress card in order to make him proficient in the use of adult libraries, it is less desirable for the junior pupil, and not at all desirable for the elementary pupil, whose

touch with libraries outside of school is through the children's department with its simplified forms.<sup>3</sup>

In actual practice, the detail on Library of Congress cards does not seem to confuse high school pupils for the simple reason that few of them take time to read it. The call number, the author, the title, the number of pages—these are the things they usually look for. The detail on the cards, however, is helpful to faculty and librarian.

#### STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES

The point has been made earlier in this chapter that in school libraries author, subject, and title cards are made for all books. In small schools where there is not a full-time trained librarian this practice is impossible. The H. W. Wilson Company, publisher of *Standard Catalog for High School Libraries*,<sup>4</sup> suggests the use of that work as a possible substitute for the card catalog in the small school by checking the library's holdings in the catalog or cutting entries from the *Catalog* and mounting them on cards. Aside from the fact that two books would be necessary for the cutting, since the entries are printed on both sides of the page, the main deterrent seems to be that many small libraries hold too few of the titles listed in *Standard Catalog*. The value of *Standard Catalog*, nevertheless, cannot be overestimated and, as an analytical index for both large and small libraries, it serves to supplement the card catalog. Since entries are made for *parts* of many books, as well as for author, title, and subjects of all books listed in it, many sources of supply are made available that might otherwise be overlooked. For example, a pupil may be trying to write some resolutions and calls on a librarian or teacher-librarian for help. She may know of no book on that subject, nor may she have time to examine various titles that might contain sections about it. She turns to *Standard Catalog* and under the entry "Resolutions" finds the following:

<sup>3</sup> Fargo, Lucile F. *The Library in the School*. 3d ed. Chicago, American Library Association, 1939.

<sup>4</sup> *Standard Catalog for High School Libraries*. 3d ed. New York, The H. W. Wilson Company, 1937.

## RESOLUTIONS

See pages in the following books:

Edgerton, Mrs. A. C. Speech for every occasion p411-20	825
Stern, R. B. Clubs, making and management p102-20	367
Taintor, S. A., and Munro, K. M. Secretary's handbook p377-96	651

Since author, title, pages, and Dewey decimal classification number are given, references may be located promptly if the particular books referred to are in the library.

## CATALOGING A TECHNICAL TASK

Teachers who are assigned to the school library as an extra duty should not attempt to make a library catalog until they have had some library training. The making of a catalog is a technical and tedious task. Langfitt, Cyr, and Newsom in their *The Small High School at Work*<sup>5</sup> go to the heart of the matter as to the kind of service a teacher-librarian can render:

A teacher who is blessed with a deep interest in the reading and general learning activities of adolescent boys and girls and who is willing to make some personal study of library practices and possibilities, supplemented by a little training in summer schools, may easily remove the handicap imposed on the school by the absence of a trained librarian.

Many colleges and universities are now offering summer courses designed especially for the teacher-librarian.

## KINDS OF CARDS

## AUTHOR CARD

An author card is the main entry or the most important card made for a book. Since the author—or editor or compiler, if there is no author—is responsible for the book, his name comes *first* on the card, and the card is filed in the catalog under his name. If the unit system of cataloging is *not* used, the author card is the only card made for the book that contains a complete description.

<sup>5</sup> Langfitt, R. E., Cyr, F. W., and Newsom, N. W. "Library Problems of Small High Schools." (In their *The Small High School at Work*. New York, American Book Company, 1936. American Education Series.)

Imprint, collation,<sup>6</sup> series, and other items, such as descriptive notes, annotations, contents notes, etc., are omitted on subject

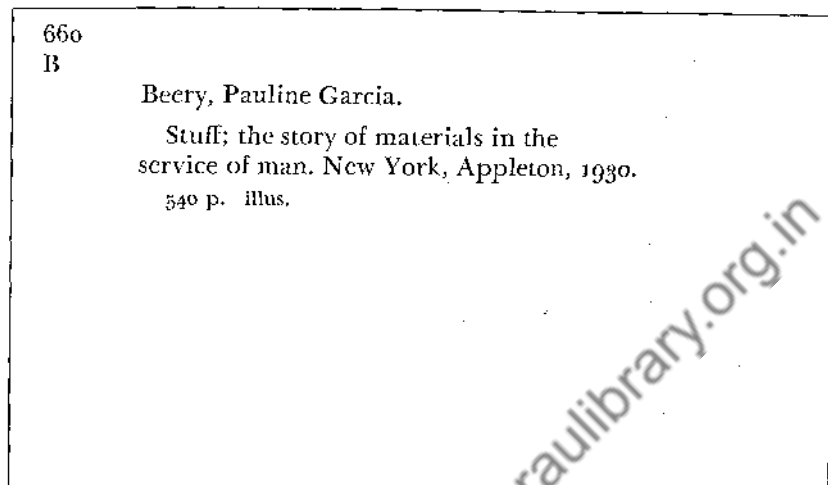


FIG. 16. Author card.

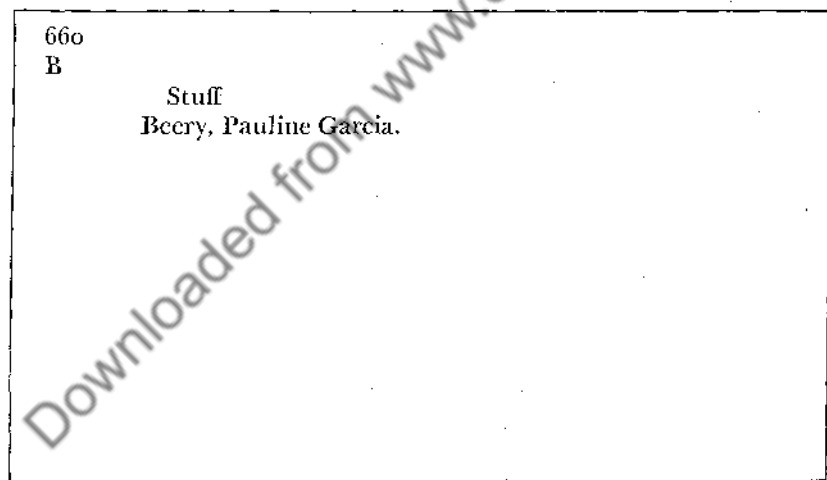


FIG. 17. Title card when unit system of cataloging is not used. Author card is the only one where complete description is given.

and title cards. In this nonunit type only author and title are used plus the necessary heading at the top for a subject, or for illustra-

<sup>6</sup> That part of the description which specifies the volumes, pages, illustrations, plates, maps, etc., constituting the book. *A. L. A. Catalog Rules*, Chicago, 1908.

tor, joint author, translator, etc. Figs. 16, 18, 19, and 20 illustrate various forms of author cards.

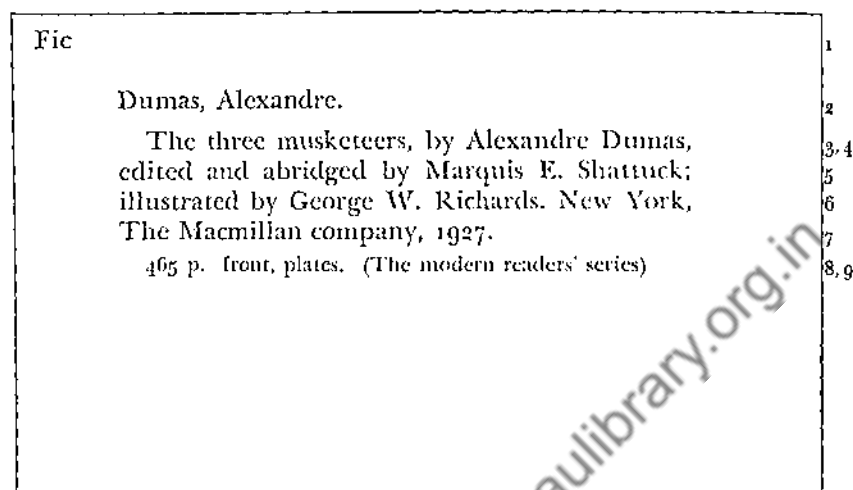


FIG. 18. This is an author card because the author's name appears *first* on the card.

The following numbers correspond to the numbers at the right of the cards in Figs. 18, 19, and 20 and show what information is to be found on these particular catalog cards.

1. Classification.
  2. Author's name.
  3. The title.
  4. Author's name repeated.<sup>7</sup>
  5. Editor.
  6. Illustrator.
  7. Imprint (place of publication, publisher, date).
  8. Collation (pages, illustrations).
  9. Series.
1. Call number.
  2. Author's full name and date of birth.
  3. Title, author's name as it appears on title page, three dots for matter omitted from the card that is given on the title page, illustrations.

<sup>7</sup>The practice of repeating the author's name is followed because the name of the author as printed on the title page is not always the same as the official entry for the author at the top of the card. For example, the name Mark Twain appears on the title page of all books by him; however, the official entry in the catalog is under the real name, Clemens, Samuel Langhorne.

595.789		1
W39b		
Weed, Clarence Moores, 1864-		2
... Butterflies, by Clarence M. Weed ... forty-eight illustrations in full color. [Garden City, N. Y., Pub. by Doubleday, Page & company for Nelson Doubleday, inc., 1926.		3
		4
xiii, 286 p. col. front, illus., col. plates. 23 $\frac{1}{2}$ cm. (The nature library)		5
Published 1917 under title: Butterflies worth knowing.		6
1. Butterflies.		7
	26-19668	8
Library of Congress	QL544.W4 1926	9,10
— Copy 2.		
Copyright A 949374	[38t1]	11

FIG. 19. A Library of Congress card used as an author card. Here analyzed.

4. Imprint.
5. Collation, size (in centimeters), series.
6. Note as to title of 1917 printing.
7. The subject heading for the librarian to use for this book.
8. The serial number by which the L.C. card is ordered.
9. Library of Congress has a second copy of this particular book.
10. Library of Congress classification number.
11. Records at Library of Congress concerning copyright number of the book, printing of cards, etc. Items 7, 8, 9, 10, 11 are for the help and information of the cataloger and need not concern the catalog user.

943.7		1
H66w		
Hindus, Maurice Gerschon, 1891-		2
We shall live again. Doubleday 1939		3
367p		4
Maps on lining-papers		5
A record of the author's impressions and observations of Czechoslovakia where he traveled extensively in 1938, studying the country and its people. He describes the days of the crisis of 1939 and the final collapse of the government		6
1 Czechoslovak Republic 1 Title	943.7	7, 8, 9

FIG. 20. An H. W. Wilson card used as an author card. Here analyzed.



1. Call number.
2. Author's full name and date of birth.
3. Title, publisher, date.
4. Paging.
5. Note as to maps.
6. Annotation as to content and scope of the book.
7. Subject heading. (The librarian is to put this heading at the top of a card exactly like this one to make the subject card, *Czechoslovak Republic*.)
8. Librarian is to make title card.
9. Dewey classification number. (This saves the librarian time in that she does not have to classify the book herself.)

## ANNOTATIONS

The annotations on the Wilson cards are useful and practical. Since *use* of books is the ultimate *desideratum* in school libraries, any device that encourages a pupil to read is good. Pupils frequently ask of a book, "What is it about?" Time is saved if the school catalog answers that question. Some school librarians type annotations on all cards made for fiction. Others type annotations only for historical fiction. Some teachers have had pupils compile annotated reading lists; these are most worth while to librarians, for the recommendations of their fellow pupils mean more to their school mates than any words a teacher or librarian can say in praise of a certain book. The list compiled by the Illinois Association of Teachers of English, Urbana,<sup>8</sup> was annotated by pupils and is especially useful for that reason. The lists of the National Council of Teachers of English, compiled for various levels, are all annotated lists. A valuable feature of both *Children's Catalog* and *Standard Catalog for High School Libraries* is the practice of annotating all titles. In some school libraries there is a tray of the catalog labeled *Suggestions for Reading*. Typed on cards are titles and brief annotations made by students who sign their names.

## SOCIETIES OR INSTITUTIONS AS AUTHORS

Societies, companies, institutions, departments of government, etc., are responsible for the publication of certain works. In such

<sup>8</sup>Illinois Association of Teachers of English. Urbana. *Guide to Reading for High Schools, Annotated by High School Boys and Girls*. Rev. ed. n. d.

cases, they are considered as author and take the author entry on the catalog card. Examples are shown in Figs. 21 and 22.

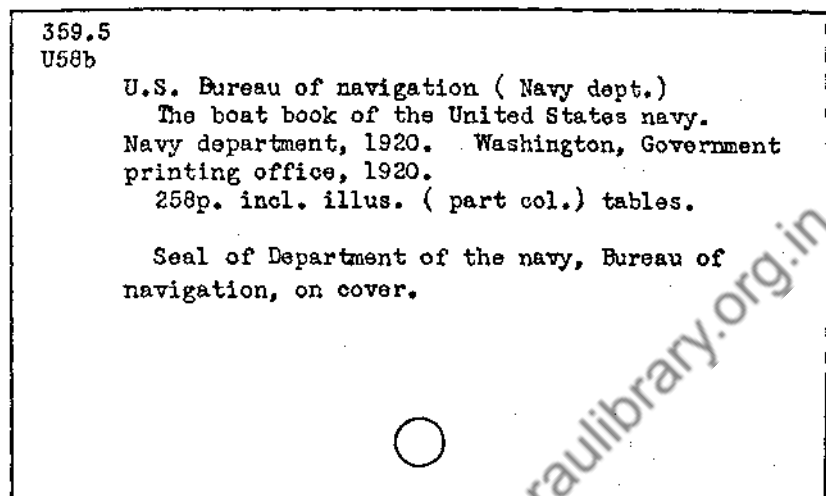


FIG. 21. A department of the Government as author.

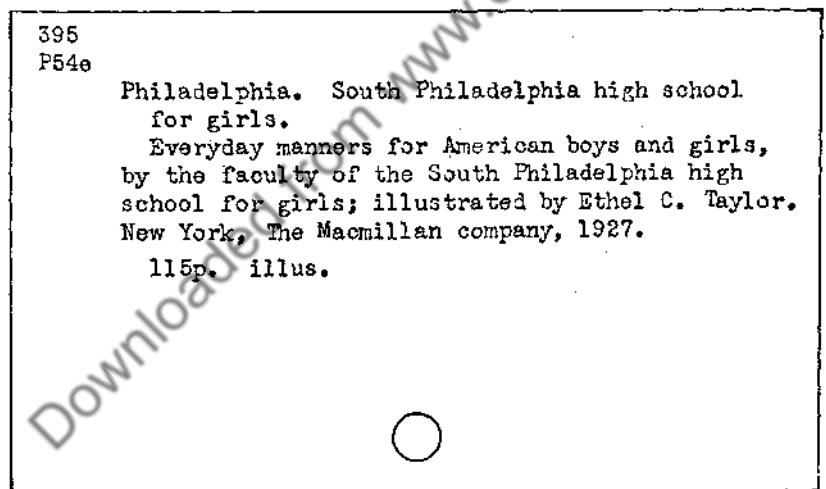


FIG. 22. A school as author.

#### SUBJECT CARDS

Since the user of a catalog is often searching for material on a *certain* subject, subject cards are made freely in the school library. The headings on subject cards begin at the second indentation above

the author's name and are in red letters or in capitals to distinguish them from other entries. Only subject entries are so designated. Fig. 23 illustrates one of these cards.

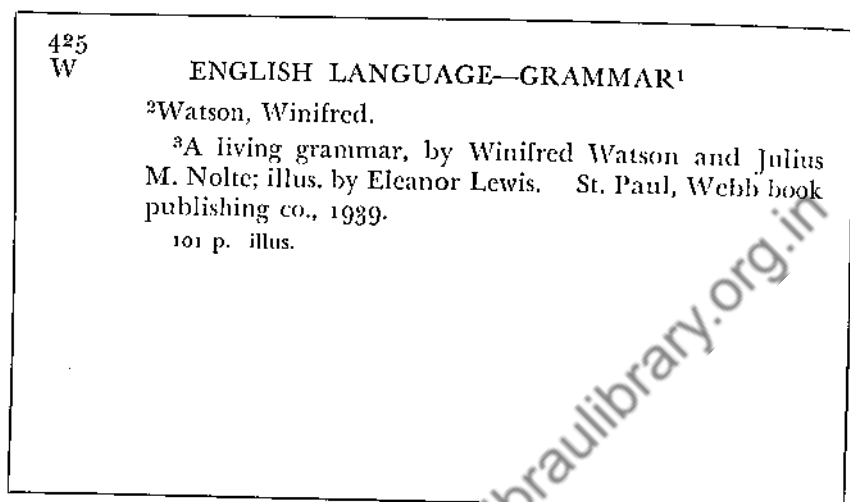


FIG. 23. A subject card.<sup>3</sup>

1. Subject heading or other added entry position.
2. Author indentation.
3. Title indentation.

The subjects that a cataloger assigns a certain book must follow a prescribed form or printed list of subject headings. Catalog users are not, as a rule, familiar with these forms, and for this reason many cross reference cards are needed. School librarians make many more such cards than do other librarians to help pupils find what they are looking for. A pupil, for example, who decides to write a paper on *National Parks* usually looks for material in the catalog under the word *Parks*. Under that term he finds the following, which steers him to the proper entry (Fig. 24).

Reference cards are made to correct name entries in the manner shown in Fig. 25.

To distinguish an author card from a subject card having the same entry form, it is well to know that subject entries are in red letters or in capitals: a heading for Washington, George, in black type indicates George Washington as *author*; a heading for Washington, George, in red or in capitals, indicates that Washington is

<sup>3</sup> This is a subject card because the subject appears *first* on the card.

PARKS  
see  
NATIONAL PARKS AND RESERVES

FIG. 24. A "see" card.

Canfield, Dorothy  
see  
Fisher, Mrs. Dorothy (Canfield)

FIG. 25. Another "see" card.

the subject or the person about whom the book is written. The two forms appear in Figs. 26 and 27.

Under the unit plan of cataloging, all the information given on the author card is to be found on the subject card, plus the subject entry at the top. Cards are filed in the catalog by the first word appearing on the card—except for the articles *a*, *an*, and *the*,

814  
W318r

Washington, George, pres. U. S.  
Rules of conduct

FIG. 26. An author card. Washington as author. His name appears at first indention.

B  
W318t

WASHINGTON, GEORGE, PRES. U. S.  
Thorsmark, Thora.  
George Washington

FIG. 27. Card showing author in Fig. 26 as a subject. Washington as subject, indicated by use of capitals and the position of entry—above the author's name at second indention.

which are disregarded when used initially. In Fig. 28 is shown a typical subject card.

#### TITLE CARDS

Title cards are made for all books that have distinctive or unusual titles, though, as has been pointed out elsewhere in this


371.42 B47e	OCCUPATIONS - BIBLIOGRAPHY	
<b>Bennett, Wilma.</b>		
Occupations and vocational guidance; a source list of pamphlet material, compiled by Wilma Bennett ... 2d ed. rev. New York, The H. W. Wilson company, 1936.		
123 p. 25 <sup>1</sup> / <sub>2</sub> cm.		
"Part I is arranged alphabetically by the names of organizations from which materials may be obtained ... Part II is a full subject index" Priced.		
1. Occupations—Bibl. 2. Profession, Choice of—Bibl. 3. Vocational education—Bibl. I. Title.		
Library of Congress	Z7164.C81B47 1936	36-19297
Copy 2.		
Copyright A 97664	38k5 <sub>1</sub>	016.371425

FIG. 28. A subject card.

chapter, school librarians often make title cards for every book added to the library. *Standard Catalog for High School Libraries* and *Children's Catalog* follow this practice. Since many pupils call for books by title—even such commonplace ones as *Practice of Printing*, *Story of My Life*, *How to Live*, etc.—the plan has much to commend it.


371.42 B47e	Occupations and vocational guidance	
<b>Bennett, Wilma.</b>		
Occupations and vocational guidance; a source list of pamphlet material, compiled by Wilma Bennett ... 2d ed. rev. New York, The H. W. Wilson company, 1936.		
123 p. 25 <sup>1</sup> / <sub>2</sub> cm.		
"Part I is arranged alphabetically by the names of organizations from which materials may be obtained ... Part II is a full subject index" Priced.		
1. Occupations—Bibl. 2. Profession, Choice of—Bibl. 3. Vocational education—Bibl. I. Title.		
Library of Congress	Z7164.C81B47 1936	36-19297
Copy 2.		
Copyright A 97664	38k5 <sub>1</sub>	016.371425

FIG. 29. A title card.

Some books, such as encyclopedias, yearbooks, who's who books, etc., are known only by title, and the main entry is made under it. Examples of title cards are given in Figs. 29 and 30.

<p>R 310 T35</p>	<p><b>Texas almanac and state industrial guide. 1857- Galveston, A. H. Belo &amp; company; [etc., etc.] 1856-19</b> v. illus., plates, ports., fold. maps. 20<sup>cm</sup>.</p> <p>"Annual publication ... was continued during the early period of Texas, with the exception of a break of several years during the civil war and reconstruction period." No numbers were issued for 1874-1903, 1905-09, 1913? 1915-24.</p> <p>Title varies: 1857-68, The Texas almanac ... with federal and state statistics; historical, descriptive, and biographical sketches, etc., relating to Texas. (Subtitle varies slightly) 1869-73, The Texas almanac ... and emigrant's guide to Texas. 1904- The Texas almanac and state industrial guide. 1857-73 were published by Richardson &amp; co. [etc.,] 1. Almanacs, American. 2. Texas.</p> <p style="text-align: right;">10-3390</p> <p>Library of Congress Copyright</p>
--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------




FIG. 30. A title card.

#### ANALYTIC CARDS

School librarians make many cards for parts of books. The fewer the books in a library, the greater is the necessity for indexing

<p>822 D92s</p>	<p><b>The raffle</b></p> <p>Dunsany, Edward John Moreton Drax Plunkett, 18th baron. Seven modern comedies, by Lord Dunsany: Atlanta in Wimbleton, <u>The raffle</u>, The journey of the soul, In holy Russia, His sainted grandmother, The hopeless passion of Mr. Bunyon, The jest of Hahlaba. New York, G.P. Putnam's sons, 1929. 204p.</p> <p style="text-align: center;">○</p>
---------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FIG. 31. A title analytic. An example of a title card made for a play from a collection of plays.

parts of books for subjects frequently called for. Such cards are called analytics. Collections of plays, biographies, and short stories are types of books most frequently analyzed. Figs. 31 and 32 are examples of these cards.

920.7	STOWE, HARRIET BEECHER
A21h	
	Adams, Elmer Cleveland.
	Heroines of modern progress, by Elmer C. Adams and Warren Dunham Foster ... New York, Sturgis & Walton, 1913.
	324p. front., ports. (Half-title: Modern heroines series ...)
	Contents.- Elizabeth Fry.- Mary Lyon.- Elizabeth Cady Stanton.- <u>Harriet Beecher Stowe.-</u>

Fig. 32. A subject analytic. An example of a card made for a biography from a collection of biographies.

## HOW CARDS ARE ARRANGED IN THE CATALOG

### BASIC RULES

To use the library catalog effectively—and reference books as well—readers must know some of the basic rules of filing. If these rules are not known, the searcher may think the library does not have what he is looking for, since he is unable to find it in the catalog or some other reference tool.

A teacher was looking for Newbery in *Readers' Guide to Periodical Literature*. But she did not know the rule of "short before long" and was looking for Newbery before the entry New York, instead of after. When she found nothing listed, she concluded no articles were available, when, as a matter of fact, there were several. A pupil searching for the date of a certain article on the *U. S. Naval Academy* in the same work was unable to find any entry on that subject and so reported to his teacher. But the desired subject was entered along with several others, *after* all the



subdivisions under United States. A subject and all its subdivisions are followed by the same word used as the first part of the phrase.

The following rules are generally employed in library catalogs.<sup>10</sup>

1. *Cards for persons.* Persons with the same surnames are arranged by their first names:

Miller, Dayton Clarence  
Miller, Elizabeth Cleveland  
Miller, Ellen

Books by a person are filed ahead of books about him. Books *about* always have the person's name at the top of the card typed in red, in upper case letters, or underlined in red.

London, Jack Call of the wild  
London, Jack White fang  
London, Jack Sailor on horseback (book about)

Kings, queens, saints, popes, etc., are known by their first names. A biography of Marie Antoinette is entered under *Marie*; one for Mary, Queen of Scots, under *Mary*. There is a special order of arrangement for nobility: popes, saints, kings, sovereigns, other people. Kings of different countries who have the same name are kept together, and the countries are arranged alphabetically.

James, Saint  
James I, king of England  
James II, king of England  
James I, king of Scotland  
James IV, king of Scotland  
James, Henry  
James, William

2. *Person, place, and title.* If persons, places, and titles all have the same initial word, the order is persons, places, titles.

James, Henry  
James, William  
James island  
James Milliken University  
James and John

<sup>10</sup> The writer is indebted to Zaidee Brown's *Library Key*, (4th ed. rev. New York, H. W. Wilson Company, 1940) for the form followed in this section. This inexpensive and useful manual contains much of value for teachers who wish to instruct their pupils in library usage. The appendix contains many bibliographic aids.

3. *Short before long.* Arrangement in library catalogs is by words, a system of filing which has come to be known as "short before long." Says Zaidee Brown,<sup>11</sup> "When one word forms the first part of another word, all the headings with the short word come first, before any of the longer words. All the titles beginning with *In* come before any beginning with *Into*. In other words, the arrangement is by words, instead of all the letters on the top line taken as one series."

New England  
New Hampshire  
New industrial readers  
New Year's day  
Newcomb, Simon  
News reporting  
Newspapers

4. *Abbreviations.* Consider abbreviations as though spelled in full: McGibbon is filed as though it were written MacGibbon; St. as *Saint*; Ft. as *Fort*; Mr. as *Mister*, etc. This applies also to numbers when used initially in a title: 20,000 leagues under the sea; 100,000,000 guinea pigs.

5. *Subject cards.* Cards on the same subject are arranged alphabetically according to author. The following titles have the subject heading, *aeronautics*.

Crump, I.      Our airmen  
Fechet, J. E.   Flying  
Fraser, C. C.   Heroes of the air  
Fraser, C. C.   Story of aircraft

In library catalogs as well as in reference books, large subjects are subdivided. The subdivisions are arranged alphabetically. In *Standard Catalog for High School Libraries*, for example, the subject *Mexico* is divided as follows:

Mexico  
Mexico—Antiquities  
Mexico—Civilization  
Mexico—Description and travel  
Mexico—Economic conditions  
Mexico—Fiction  
Mexico—History  
Mexico—Politics and government  
Mexico—Social life and customs

<sup>11</sup> Brown, Zaidee. *The Library Key*. 4th ed. rev. New York, The H. W. Wilson Company, 1940.

Subdivisions relating to place are, in large catalogs, placed after other subdivisions in a second alphabet. *Readers' Guide to Periodical Literature* follows this practice. Note that subdivisions of a subject are first, then phrases that use the subject as the initial word.

Medicine  
 Medicine—Bibliography  
 Medicine—History  
 Medicine—Practice  
 Medicine—Study and teaching  
 Medicine—China  
 Medicine—United States  
 Medicine, Military  
 Medicine and religion

Subdivisions of the history of a country are arranged chronologically, not alphabetically:

U. S.—History (book dealing with several periods)  
 U. S.—History—Colonial period  
 U. S.—History—Revolution  
 U. S.—History—War of 1812  
 U. S.—History—Civil War

#### GUIDES FOR USING INDEXES

If a teacher-librarian is in doubt as to how to file the cards in a school catalog, or if teachers are puzzled as to the order of entries, a study of the arrangement in *Children's Catalog*<sup>12</sup> or in *Standard Catalog for High School Libraries*<sup>13</sup> is helpful. Since these aids have been especially designed for schools, arrangement is somewhat simplified, and the subjects included are those in use in actual school situations.

### TEACHING PUPILS TO USE THE LIBRARY CATALOG

#### INDEPENDENT STUDY

In Chapter II references are made to library skills applied by writers of modern textbooks to both teachers and pupils. Certain it is that texts in many subject fields list research problems and

<sup>12</sup> *Children's Catalog*, 5th ed. New York, The H. W. Wilson Company, 1936.

<sup>13</sup> *Standard Catalog for High School Libraries*, 3d ed. New York, H. W. Wilson Company, 1937.

supplementary readings that necessitate finding books and other material in libraries.

Too many pupils—and teachers—however, assume that the librarian should find material for them on any requested subject. But newer methods of teaching are emphasizing the value of “research,” self-help, independence, and the importance of developing the pupil’s ability to think. To help realize those objectives, school librarians insist upon open shelves so that pupils are free to help themselves. The library catalog is a useful and practical tool that pupils should be taught to use. Too often instruction ends with a lesson by the librarian to classes brought to the library. Only by repetition, by the correlation of library use with classroom teaching will library skills become a part of each pupil’s mental equipment.

The following paragraphs were written by freshmen after their teacher’s initial lesson on finding books in libraries. If her excellent work is followed by other informal instruction *as the need arises*, these young people will not be helpless when faced with library assignments.

The thing I learned in the library is how to find a book. I learned on which shelf to look to find it. Before, I would look all over the library.

There are more things to be learned in the library than I thought. I am familiar with the position of the library in the school and where certain books are arranged but I didn’t know about the Dewey system. To me, this is a very good system of locating a book. Then there is a cabinet<sup>14</sup> where a list of all books is kept in alphabetical order. If there is a book you cannot find, go to the list and look it up, and it will tell you exactly where the book is placed.

The library seemed very strange to me at first but after the explanation about the catalog and the Dewey numbers, I began to understand more and more about the library. I learned *how* to find a book and *where* to find it. I thought when I first came in the library that it would be hard to find anything.

Since units on the use of the card catalog are included in all the new texts in English, teaching the use of the catalog seems to have fallen to the lot of the teachers in that field. Other teachers

<sup>14</sup> This paragraph showed us the need for stressing the name, *card catalog*.

can contribute immeasurably to the educating of pupils in library use by discussing with them, before supplementary assignments are given, ways of locating materials in the library.

#### FOUR NECESSARY STEPS

To teach the use of the catalog effectively, teachers or librarians should not attempt to give all necessary instruction in any one lesson. Short explanation followed by actual practice in the library is necessary. At least four steps are essential in instructing pupils to find books through the catalog, and never should all four be attempted in any one lesson. These steps are:

1. An understanding of the parts of a book, with emphasis on the value of an index, its arrangement, cross references, etc.

2. A brief explanation of the Dewey system, with emphasis on location of the various hundreds in the library, and the value of the Dewey numbers as a finding device, corresponding to the page number in the index of a book. An activity period in which pupils find books by numbers on slips is practical and effective.

3. The card catalog explained by means of giant cards with stress on fact a pupil can find a book if he knows *author*, or *title*, or *subject*. The value of the Dewey number on the catalog is immediately apparent to pupils if the preceding lesson has been carefully done. A drill period, in which every member of the class is given the opportunity to find at least one book by means of the catalog, is valuable.

4. Assignments that require listing and finding certain books in the library. Caution must be exercised to see that all pupils are not given the same topic, that sufficient time is allowed, and that the assignments have some bearing on the work at hand. There must be no detached library instruction. Follow-up at every possible opportunity is necessary to clinch the points of these lessons.

#### PROGRESSIVE LIBRARY INSTRUCTION

Too much emphasis can hardly be placed on the value of progressive library lessons integrated with class activity. Formal, detached lessons are of little value. Learning books and libraries is a gradual, unfolding process which should be introduced by teachers in the lower grades and which should culminate with an informed, independent senior in high school ready to become an intelligent user of public and college libraries.

## SUMMARY

The card catalog is a practical tool, and teachers should not only familiarize themselves with it but direct their pupils in its use. There are countless opportunities in school work to correlate library use with the course of study. When pupils are unable to find their own titles in the school library, the teacher may wisely spend part of a class period explaining how to find books in the library by means of the library index or card catalog. The card catalog lists books by author, title, and subject and, in addition, gives location in the library. There are various types of cards: Library of Congress printed cards available by purchase from the Congressional Library in Washington; printed cards for new books from H. W. Wilson Company, especially adapted to school and small libraries, and typed cards made by a librarian. Cataloging is a technical task and should not be attempted by those without library training. Cards in the catalog are filed in approximately alphabetical order, but certain exceptions must be noted. Cards for books *by* a person are filed ahead of books *about* him, and if persons, places, and titles all have the same initial word, the order is persons, places and titles. "Short before long" is another rule of filing to be remembered, meaning that in library catalogs the arrangement is by words instead of by all the letters on the top line taken as a series. Abbreviations are considered as though spelled in full, and subdivisions of the history of a country are arranged chronologically, not alphabetically. Much repetition by an integration of library use with classroom teaching is necessary to clinch the learning of library skills.

## STUDY ACTIVITIES

1. Select four new texts for English classes that contain units on the use of the card catalog. Criticize these units. Which book has the best treatment? Why? In your opinion, is the explanation adequate for pupils' understanding the use of the library catalog?
2. How many books are there in your school or college library on the subject of remedial reading? List four, giving author, title, and imprint. Under what subject heading are these books listed?
3. Select some subject of interest to you and list six references on that subject. Observe correct bibliographic form.

4. What is the latest book in your library on the subject of school libraries? Vocational guidance? Why is the date on the catalog card important?
5. Who wrote *Pilgrims and Puritans*? To what series does it belong?
6. List points of information generally found in Library of Congress cards. List some points that apply to two particular books.
7. Find a copy of *Arabian Nights* illustrated by Jessie Wilcox Smith. Find a book-length biography of Theodore Roosevelt. Give complete bibliographic details for both.
8. Select a course of study from the field in which you are interested. Suggest ways of dovetailing instruction in using the catalog with that course of study.

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## CHAPTER VII

### BIBLIOGRAPHY MAKING

#### THE IMPORTANCE OF ACCURATE LISTS

Part of a teacher's professional equipment should be the ability to make a workmanlike list of references. Individuals who are responsible for checking bibliographies used in theses, theme writing, books, courses of study, manuscripts, etc., are well aware that this ability has not yet been generally acquired. Bibliographies in texts and other books are often inadequate. Says Helen Haines in *Living With Books*:

Appendixes, notes, and bibliographies represent the apparatus that reinforces a book's informational content. Their excellence lies primarily in the added value they impart to the text. But their value may be enhanced or impaired by the way in which this supplementary or explanatory material is presented. Slipshod, indiscriminate bibliographies, neither alphabetical nor chronological, giving no clue to date or publisher of the works cited, are valueless except as a well-intentioned gesture by a too complacent author.<sup>1</sup>

The authors have examined courses of study for various subjects from various schools. The following magazine entries taken from one page of one course of study are typical of the form found in too many outlines sponsored by boards of education:

*National Geographic* 53:32-40

*National Geographic Magazine*, June, 1930

Fortune, "The Rose Window of San Jose," *Holland's Magazine*, 51:58-59

*Criticism of foregoing magazine entries.* Few school libraries are supplied with money to bind back numbers of magazines. Librarians, as a makeshift, tie magazines in bundles by years and arrange them alphabetically on shelves by title. For this reason, the

<sup>1</sup> Reprinted from Haines, Helen, *Living With Books*, by permission of Columbia University Press, New York, 1935. (Columbia University Studies in Library Service, No. 2.)



date of the magazine is of more importance to the school librarian than the volume. Dates should be included for every magazine reference in every course of study. If magazines are bound, the volume number and paging as given in the first and third references above are sufficient. But according to *Statistics of Public School Libraries, 1934-35*,<sup>2</sup> less than one per cent (0.6 per cent) of the school libraries of the United States have 10,000 or more volumes; 2.4 per cent have 5000 to 9999 volumes, and 61.4 per cent have under 500 volumes. Obviously, the bulk of our schools have few bound volumes of periodicals on their shelves. Yet, poor indeed is the library that does not have *National Geographic* and *Popular Mechanics* and *Scholastic* and some of the other well-known magazines.

Aside from incompleteness of entry, the three examples just cited from a course of study show lack of consistency as to form. Volume and paging are given in the first entry; date is given in the second; author (and only last name), title, volume, and date are given in the third. Yet, this course of study is from a city which falls within the "100,000 and more" bracket. Consistency in form is a prerequisite in bibliography making. *Form* is the phase of bibliography making to be accented in this chapter.

#### BIBLIOGRAPHY MAKING, AN EDUCATIONAL ACTIVITY

Teaching pupils to make bibliographies is often neglected. College professors justly complain that too few students follow consistently an approved form. However, the process of listing books by author and title and arranging them correctly may be begun in the lower grades. High school pupils—especially in the junior and senior years—could well be required to accompany their themes and papers with correct lists of references used. High school teachers may note also a point made by Martha Conner: "Full bibliographic description is not necessary in all cases, but if the principles are once learned, they can easily be adapted."<sup>3</sup>

<sup>2</sup> U. S. Education Office. *Statistics of Public School Libraries, 1934-35*, by Emery M. Foster and Edith A. Lathrop. Washington, Government Printing Office, 1938. (Chapter V, Vol. II, Biennial Survey of Education in the U. S., 1934-36. Bulletin 1937, No. 2.)

<sup>3</sup> Conner, Martha. *Practical Bibliography Making*. New York, The H. W. Wilson Company, 1933. Out of print. Marion V. Higgins has a new work of similar nature in preparation.

## BIBLIOGRAPHY DEFINED

The term *bibliography* is confusing to high school pupils. Younger boys and girls do not attempt to use the term; they use the word *list* instead. *Biography*, *biology*, and *bibliography* are used interchangeably by some pupils. Before attempting to teach the form, teachers must make sure that pupils understand the meaning of the term bibliography or list of references.

The word *bibliography* meant originally *the writing of books*, a use which is now obsolete.<sup>4</sup> *Biblio* is from the Greek and means book; *graphy* means writing. Webster gives two definitions of bibliography:

1. The history or description of books and manuscripts, with notices of the editions, dates of printing, etc.
2. A list of writings relating to a given subject, or author; also a list of an author's or printer's works. (By permission; *Webster's New International Dictionary, Second Edition, 1934, 1939*, by G. and C. Merriam Company.)

Holden defines bibliography as

1. The art or science of correctly describing books (their literary contents, their physical make-up, their adventitious characteristics, etc.).
2. Loosely, the science of books; bibliology.
3. A list of works on a given subject or by a given author.<sup>5</sup>

## KINDS OF BIBLIOGRAPHIES

*Author bibliographies.* Specialists in the field of bibliography have defined various types. Some of these are author, subject, trade, exhaustive, or comprehensive bibliographies. *Author* bibliographies are composed of the works of an author or works about him or both. As in the library catalog, works *about* follow works *by*. Some printed bibliographies, *Readers' Guide to Periodical Literature*, for example, have the word *about* in italics at the head of the second group to distinguish them. (This procedure is used only when there is a long list of both kinds of references.) Hutch-

<sup>4</sup> Alfred W. Pollard in his article "Bibliography" in *Encyclopaedia Britannica* (14th ed. 3:539-41) writes of this change in meaning: "The transition from the meaning 'a writing of books' to that of a 'writing about books' had been made in France in 1763 . . . and in England early in the 19th Century, while Southey preferred the rival form *bibliology*, now disused."

<sup>5</sup> Holden, John A. *The Bookman's Glossary*. New York, R. R. Bowker Company, 1931.

ins, Johnson, and Williams, in their *Guide to the Use of Libraries*,<sup>6</sup> divide author bibliographies into two classes:

Author bibliographies may be divided into two classes: one lists only the works of an author while the other lists also works concerning him—biographies, criticisms, other bibliographies, and so on. The former is used chiefly by scholars and collectors who are making a study of an author and want information about the editions of his books. The latter is really a combination of an author and a subject bibliography, in which the author becomes in turn a subject.

*Subject bibliographies* are used mostly in school work. Even though a pupil writes a theme on an author, his list of references is still a subject one. There seems little reason to make distinctions as to kinds of bibliographies with high school pupils, but college students should find that knowledge useful.

A *trade bibliography*, according to Martha Conner,<sup>7</sup> is compiled primarily to inform the book trade as to what books are in print and for sale. *Publishers' Trade List Annual* is an example.

*Exhaustive or comprehensive bibliographies* are the works of scholars, specialists, and book publishers. Mudge's *Guide to Reference Books*<sup>8</sup> is a comprehensive list of reference books; the *United States Catalog*<sup>9</sup> and the *Cumulative Book Index*<sup>10</sup> are exhaustive in that they comprise a list of all books in print in English.

#### SIMILARITY BETWEEN CATALOG CARD AND BIBLIOGRAPHY

In the preceding chapter, author cards from the library catalog are pictured and explained. There is a close correlation between the items on a catalog card and the items in a bibliography, and even the order of items may be the same. Fig. 33 describes a book as found on a catalog card.

<sup>6</sup> Hutchins, Margaret, Johnson, Alice S., and Williams, Margaret S. *Guide to the Use of Libraries*. 5th ed. rev. New York, The H. W. Wilson Company, 1938.

<sup>7</sup> Conner, Martha. *Practical Bibliography Making with Problems and Examples*. New York, The H. W. Wilson Company, 1933. Out of print.

<sup>8</sup> Mudge, Isadore. *Guide to Reference Books*. 6th ed. Chicago, American Library Association, 1936.

<sup>9</sup> *United States Catalog*, 4th ed. Books in print January 1, 1928. New York, The H. W. Wilson Company, 1928.

<sup>10</sup> *Cumulative Book Index*; a World List of Books in the English Language, 1928. Supplementing U. S. Catalog, 4th ed. New York, The H. W. Wilson Company, 1933.

Lane, Janet.  
 Your carriage, madam! A guide to good posture,  
 by Janet Lane; drawings by Howard Butler. New  
 York, John Wiley & sons, 1934.  
 130 p. illus.

FIG. 33. An author card.

The following is a description of the same book as part of a bibliography:

Lane, Janet. *Your Carriage, Madam! A Guide to Good Posture*. New York, John Wiley & Sons, 1934.

#### APPROVED FORMS OF BIBLIOGRAPHIES

There are several approved forms for bibliographies. Methods of punctuation, order of items, and fullness of detail differ. Consult the references listed at the close of this chapter and note various styles. Some research workers follow the indented method of entry; some, the hanging indentation.<sup>11</sup> As emphasized before, a point to be kept in mind is that of consistency. One style should be selected and adhered to. The following items—and these are all to be found on the cards in the library catalog—are necessary for completeness in even the simplest list: (1) author's name; (2) title; (3) edition; (4) imprint. Other items that may be given—the

<sup>11</sup> The first example given below is of hanging indentation; the other, of indented style.

"Hanging indentation—a form of typesetting having the first line set to the full width of the measure, while the succeeding lines are set one or more ems from the left edge. This paragraph shows the hanging indentation." John A. Holden, *The Bookman's Glossary*. R. R. Bowker Company, 1931.

Patterson, S. H., Little, A. W., and Burch, Henry R. *Problems in American Democracy*. New York, The Macmillan Company, 1938.

purpose of the bibliography determines what they are—are collation (this includes volumes, pages, illustrations, portraits, maps, diagrams, etc.) series, and price. The price must be included when submitting lists of books for purchase.

#### ARRANGEMENT

Bibliographies are usually arranged alphabetically according to the last name of the author. If the author's name is not known or if there is no author, as in the case of many reference works published under the direction of an editorial board, the book or article is placed alphabetically according to title. Some long bibliographies are classified according to subject matter or according to primary or secondary sources. Some are arranged chronologically.

#### AUTHOR ENTRIES

For an author, give his last name first, followed by his Christian name or initials. Some authorities hold out for the full name of the author if it can be found. Shores in his *Basic Reference Books* states the following rule for fullness of entry in regard to names, accompanying it by examples:

When a *person*, give surname first, followed by forenames in secondary fullness (that is, full forename if there is but one, . . . except that in the case of women's names always give the first forename in full).

#### Examples:

One forename: Lewis, Sinclair

Two forenames: Mencken, H. L.

Three forenames: Wood, C. E. S.

Woman with two forenames: Sears, Minnie E.

Married woman with maiden name in curves: Parsons, Mrs. Elsie W. (Clews)<sup>12</sup>

Woolley and Scott's *College Handbook*<sup>13</sup> lists authors by full names:

Parrington, Vernon Louis. *Main Currents in American Thought*. New York, Harcourt, Brace and Company, 1927.

<sup>12</sup> Shores, Louis. *Basic Reference Books*. 2d ed. Chicago, American Library Association, 1939.

<sup>13</sup> Woolley, Edwin C., and Scott, Franklin W. *College Handbook of Composition*. 3d ed. Boston, D. C. Heath and Company, 1937.

Van Hoesen and Walter in their *Bibliography*<sup>14</sup> write, "The author's full name is preferred to initials, and yet there are not the same compelling reasons for giving a full name in a bibliography that there are in making a card catalog. In a given subject there are not likely to be so many authors named *Smith* as in a universal bibliography."

*Manuals of style.* The choice, then, is left to the compiler (unless he is compiling a bibliography for a thesis—in which case he must follow the form prescribed by his university—or for a publisher). Many colleges and universities have their own manuals of style as do publishers. The *Manual of Style* of the University of Chicago Press<sup>15</sup> and the *Style Manual* of the United States Government Printing Office<sup>16</sup> are examples of publishers' manuals.

*Two authors.* When two authors are responsible for a work, the entry takes the following form:

Cottler, Joseph, and Brecht, Harold. *Careers Ahead*. Boston, Little, Brown, and Company, 1934.

*Three authors.* When three authors write a book:

Myers, George E., Little, Gladys M., and Robinson, Sarah A. *Planning Your Future*. New York, McGraw-Hill Book Company, 1930.

*More than three authors:*

Gough, Harry B., and others.

An editor, compiler, association, society, or department of a government may serve as author:

Untermeyer, Louis, ed. *Modern American Poetry*.

American Library Association. *A Survey of Libraries*.

U. S. Education Office. *Educational Directory*.

Certain anonymous works, periodicals, and serials that have no author are entered under title:

*Book Review Digest*. New York, The H. W. Wilson Company, 1905-  
*Who's Who in America*, 1938-39. Chicago, A. N. Marquis, 1939.

<sup>14</sup> Van Hoesen, Henry B., and Walter, Frank K. *Bibliography, Practical, Enumerative, Historical*. New York, Charles Scribner's Sons, 1928.

<sup>15</sup> Chicago University Press. *Manual of Style*. Chicago, 1925.

<sup>16</sup> U. S. Government Printing Office. *Style Manual*. Rev. ed. Washington, 1926.

## TITLES

The title of a book should conform to the title page since titles as given on the cover or back of a book are not always official. Sub- or explanatory titles may be omitted; the shorter form usually is preferable. Care must be taken to copy the title exactly, for the omission of introductory words often causes some trouble in locating titles in catalogs.

*Capitalization.* English teachers and professors, as well as most people outside the library profession, usually insist upon the capitalization of all important words in the titles of books, parts of books, articles, names of periodicals, etc. In this connection Van Hoesen comments:<sup>17</sup>

The capitalization of every noun in the titles of books, as prescribed by most style manuals, makes the page of a bibliography appear absurdly and confusedly "peppered" with capitals; the library rule of beginning all common nouns with small letters is preferable, though it is a barbarism to use small initials in German nouns, contrary to the usage of that language.

Zaidee Brown, in *The Library Key*,<sup>18</sup> suggests the following:

As to capitalization, the rule in most library catalogs and in the larger printed bibliographies is to capitalize, in the title, only the first word and proper nouns and adjectives. This makes the list look simpler. Some persons prefer the rule of capitalizing all important words. One should adopt one rule or the other, and write all titles in the same way.

The University of Chicago Press in its *Manual of Style* sanctions the capitalization of only first words and proper names in general bibliographies, and adds that "this style is very generally followed by librarians and others in the compilation of lists of books and publications."

Because the present book is designed for teachers, not librarians, and because pupils in public schools may become confused about capitalization if permitted to omit capitals from titles, the writers of this text have capitalized consistently all important words in

<sup>17</sup> Van Hoesen, Henry B., and Walter, Frank K. *Bibliography, Practical, Enumerative, Historical*. New York, Charles Scribner's Sons, 1928.

<sup>18</sup> Brown, Zaidee. *The Library Key*. 4th ed. rev. New York, The H. W. Wilson Company, 1940.

titles and urge teachers so to instruct their pupils. Attention may be called, however, to library practice as followed in the school catalog.

*Italicized titles.* Titles of books, magazines, and newspapers are italicized. The underlining of a title in a manuscript corresponds to the printer's italics. Italics may be omitted from long lists of references for the sake of pleasing appearance. On the other hand, italicized titles facilitate quick reference. Parts of a book are indicated by quotation marks as are articles from periodicals. Quotation marks, too, *may be omitted* from bibliographies, but, again, quotation marks serve convenience.

McConn, Mac. "Who Should Go to College?" (In Cook, Thomas R. *Essays in Modern Thought*. Boston, D. C. Heath and Company, 1935.)

Young, A. Beatrice. "Teaching College Freshmen to Make a Bibliography." *School and Society* 43:404-05, March 21, 1936.

#### EDITION

If the edition is given on the title page, place *edition statement* just after the title. This rule applies to all editions other than the first. Statements of various printings and impressions may be disregarded.

Lewis, R. S. *Elements of Mining*. 2d ed. New York, John Wiley & Sons, Inc., 1941.

Hempstead, Laurene. *Color and Line in Dress*. Rev. ed. New York, Prentice-Hall, 1938.

#### IMPRINT

The imprint incorporates three items: place of publication, publisher, and date. Shores<sup>19</sup> says of *place of publication*:

Give only if other than New York. If several places are indicated, give the first. Abbreviations may be used for places well known, and for states, when state is necessary to identify the city.

Few bibliographies examined by the writers show the omission of New York as place of publication when place is given for other publishers. If the publisher is unknown or if the book or pamphlet

<sup>19</sup> Shores, Louis. *Basic Reference Books*. 2d ed. Chicago, American Library Association, 1939.



is privately printed, both city and state should be listed, and, in rare cases, even the address to facilitate ordering.

Lockhart, John W. *Sixty Years on the Brazos*. Los Angeles, Calif., privately printed (press of Dunn Brothers), 1930.

The *publisher's name* is shortened in many bibliographies when it is that of a well-known one. Consistency, again, is desirable. Use either long or shortened forms throughout the entire list:

New York, Wiley, 1941

or

New York, John Wiley & Sons, Inc., 1941

The *imprint date* rather than the date of copyright should be given whenever possible. If there is no imprint date the latest copyright date should be stated. Slight changes may be made in successive printings even though a work is not completely revised. For that reason the imprint date may be more accurate than the copyright.

#### COLLATION<sup>20</sup>

The number of pages in the work described is sometimes omitted, *though for parts of a book or for a magazine article inclusive pages must be given*. If reference is made to a set of books or to a work in more than one volume, the total number of volumes must be stated; *if to one volume of a set, give the volume number*.

Howe, Harrison E. *Chemistry in Industry*. New York, Chemical Foundation, 1937. 2 v.

*Encyclopedia Americana*, 1939 ed. 17:375-82.

Some authorities use Roman numerals for volumes from sets, as well as for volumes of periodicals:

*Encyclopedia Americana*, 1939 ed. XVII:375-82.

Others write out volume and page:

*Encyclopedia Americana*, 1939 ed. V. 16, p. 375-82.

#### SERIES

If the series is given, it is enclosed in parentheses and placed just after the collation:

<sup>20</sup> For definition of collation see footnote on page 75.

Fish, Carl R. *American Diplomacy*. 5th ed. New York, Henry Holt & Company, 1929. (American Historical Series.)

#### LISTING PARTS OF A BOOK

In the chapter on the card catalog, the statement is made that librarians make cards for parts of books and that these cards are called analytics. Makers of bibliographies often have occasion to list parts of books. Two methods are in common use. The first one is, in actual practice, simpler for high school pupils to understand and use than the second is. It corresponds to the unit card the cataloger makes for a part of a book:

Cook, Thomas R. *Essays in Modern Thought*. Boston, D. C. Heath & Company, 1935. "What Every Young Girl Should Know," by Margaret C. Banning, p. 167-80.

The second form is in general use by those accustomed to bibliographic forms:

Banning, Mrs. Margaret (Culkin). "What Every Young Girl Should Know."  
(In Cook, Thomas R. *Essays in Modern Thought*. Boston, D. C. Heath and Company, 1935. p. 167-80.)

#### MAGAZINE ARTICLES

The school library depends upon back numbers of magazines to answer many reference questions and to supply material for themes on current topics. Few pupils know how to list references from periodicals unless their teachers have made a special point of so instructing them.

A satisfactory form for pupils to learn to use is that found in the H. W. Wilson Company's *Readers' Guide to Periodical Literature* under author entry. This form is simple for pupils, because they can copy the entry almost as it appears in the *Guide* and because the author entry, when the article has an author, more nearly corresponds to the form for listing books. Three ways of recording periodical references are here illustrated. The same form should be used throughout the same bibliography.

Hutton, Graham. "Next Peace." *Atlantic* 164:219-31, Aug. '39.

"Next Peace," by Graham Hutton. *Atlantic* 164:219-31, Aug. '39.

*Atlantic*, v. 164, p. 219-31, Aug. 1939. "Next Peace," by Graham Hutton.

The form in *Readers' Guide* for volume, page, and date as illustrated in the first and second references above is compact, clear, and in general use. Pupils may well be taught to use it. Dates and names of periodicals should be written out by pupils and not abbreviated in *Readers' Guide* style.

#### NEWSPAPER ARTICLES

Newspaper articles are listed in the same way as magazine references with the addition of section and column if the paper cited is one of more than one section. The *New York Times Index* uses the form: II, 6:1, for Section 2, page 6, column 1. A complete newspaper reference is as follows:

"Rugg Defends His Textbooks Long Attacked." *New York Times*, Jan. 5, 1941. II, 6:1.

Comparatively few newspaper articles are signed, so many entries will have to be made under title or name of newspaper.

#### WORKING DIRECTIONS FOR BIBLIOGRAPHY MAKING

##### PREPARING ORIGINAL COPY

In making bibliographies, workers will find the using of slips or cards to be advantageous. If each reference is placed on a separate slip, the slips can then be quickly arranged as desired: by author, subject, subdivisions of a subject, chronologically, etc. Librarians prefer three- by five-inch cards, though some research workers like a larger size, four by six inches, to permit more space for notes. Notes are helpful and even necessary because, in examining many books, one forgets what is contained in a particular publication. If there is not room for summaries and quotations, the reverse of the card may be used. Additional cards may be used for extensive notes, but these should be identified with a brief notation as to author and title at the top.

For a worker's own convenience, call numbers may be noted on the cards and, if he has used several libraries in the collecting of his material, the name of the library is indicated also. Care should be taken to include all items requisite for complete bibliographic form when examining the book and making the slip. Failure to do so often entails needless work, since a second trip

to the library and a second examination of the same book or consultation of the catalog is necessary.

*Annotations*<sup>21</sup> add much to the value of certain bibliographies. All titles in *Standard Catalog for High School Libraries* and *Children's Catalog* are annotated, a boon to the school librarian or teacher. Annotations add, obviously, to the length and weight of a bibliography and to the time necessary for compilation. In answer to numerous requests from users that the H. W. Wilson Company annotate its periodical indexes, the company pointed out the fact that increased bulk, and consequently an increased price, would result.

#### BIBLIOGRAPHIES OF BIBLIOGRAPHIES

In Chapter XI, suggestions are made as to how to find material on a certain subject. That approach is necessary to keep in mind when instructing high school or junior high school pupils. In addition, there are certain lists of bibliographies which college students find important. These will not, as a rule, be found in school libraries. For other lists of bibliographies available in various subject fields, see Mudge's *Guide to Reference Books*.<sup>22</sup>

*The Bibliographic Index, A Cumulative Bibliography of Bibliographies.* New York, The H. W. Wilson Company, 1938- .

This index is published quarterly, with annual and five-year cumulation. It indexes "current bibliographies including those published separately as books and pamphlets, and those published as parts of books and periodical articles. References will be included also to new editions, supplements, and reprints of general and universal bibliographies, national and trade bibliographies, and general subject bibliographies." (Publisher.) Coulter, Edith M., and Gerstenfeld, Melanie. *Historical Bibliographies.* Berkeley, University of California, 1935.

<sup>21</sup> Helen Haines in her *Living with Books* (Columbia University Press, 1935) defines annotation as "characterization of a book in a compact descriptive or critical note . . . in writing annotations the chief essentials are: condensation, sound construction, and effective phrasing. Every word must count, every sentence must be compressed to give specific, definite facts; yet at the same time there must be indication or reflection of the color, the texture, the spirit of the book." (Reprinted by permission of Columbia University Press.)

<sup>22</sup> Mudge, Isadore G. *Guide to Reference Books.* 6th ed. Chicago, American Library Association, 1936.

Mudge, Isadore G. *Reference Books of 1935-1937, An Informal Supplement to Guide to Reference Books.* 6th ed. Chicago, American Library Association, 1939.

Northup, Clark S., and Others. *A Register of Bibliographies of the English Language and Literature*. New Haven, Yale University Press, 1935.

Van Hoesen, Henry B., and Walter, Frank K. *Bibliography, Practical, Enumerative, Historical*. New York, Charles Scribner's Sons, 1928.

#### A SAMPLE BIBLIOGRAPHY

The bibliography appended to the end of this chapter is intended to serve as a sample bibliography as well as to list references on bibliography making. Observe that books, parts of books, a pamphlet, an article from an encyclopedia, and references to periodicals are listed.

#### SUMMARY

The ability to make an adequate list of references is a skill that can be acquired by adherence to prescribed form. Incompleteness of entry and lack of consistency are to be avoided. Pupils should be taught the fundamentals of bibliography making in connection with theme writing and reports. They can be led to see the similarity between the items on a catalog card and the items in a bibliography, and should know how to list parts of a book, magazine articles, and encyclopedic articles, as well as books.

#### STUDY ACTIVITIES

1. Consult several of the authorities listed in the bibliography at the close of this chapter or the style book for your college or university, and determine upon a form for your own bibliographies. Using that preferred form, prepare an annotated bibliography on any subject of interest to you. Include both book and periodical references, and, if possible, parts of books.

2. Examine bibliographies in six texts or courses of study. Select as recent publications as possible and choose them from the field in which you teach or expect to teach. How satisfactory, according to standards set up by the authorities listed in the bibliography at the end of this chapter, do you find them? Give complete bibliographic details for each work examined.

#### HOW TO MAKE A BIBLIOGRAPHY

##### A BIBLIOGRAPHY

BROWN, ZAIDEE. "Compiling Bibliographies." (In her *The Library Key*. 4th ed. rev. New York, The H. W. Wilson Company, 1940. Chapter 9, p. 81-91.)

- CONNER, MARTHA. *Practical Bibliography Making*. New York, The H. W. Wilson Company, 1933. O. P. (Pamphlet, 29 p.)
- HITCHINS, MARGARET, JOHNSON, ALICE S., and WILLIAMS, MARGARET S. "Bibliography." (In their *Guide to the Use of Libraries*. 5th ed. rev. New York, The H. W. Wilson Company, 1938. Chapter XXIX, p. 192-202.)
- MANLEY, J. M., and RICKERT, EDITH. "How to Make a Bibliography." (In their *Writer's Index of Good Form and Good English*. New York, Henry Holt and Company, 1923. p. 21-25.)
- MERRILL, MELVIN C. "What is the Best System for Presenting Bibliographies?" *Science* ns 71:38-39, January 10, 1930.
- POLLARD, ALFRED W. "Bibliography." (In *Encyclopaedia Britannica*. 14th ed. 3:539-41.)
- SHORES, LOUIS. "Practical Bibliography." (In his *Basic Reference Books*. 2d ed. Chicago, American Library Association, 1939. Chapter 12.)
- TESTER, ALLEN C. "Method for Making a Bibliography." *Science* ns 72:321-22, September 26, 1930.
- WOOLLEY, EDWIN C., and SCOTT, FRANKLIN W. "Making a Bibliography." (In their *College Handbook of Composition*. Boston, D. C. Heath and Company, 1937. Chapter I.)
- YOUNG, A. BEATRICE. "Teaching College Freshmen to Make a Bibliography." *School and Society* 43:404-45, March 21, 1936.

## CHAPTER VIII

### TEACHER PARTICIPATION IN BOOK SELECTION

#### HOW TO BUY BOOKS AND MAGAZINES

The principal of a consolidated school stopped a classmate, whom he knew to be a librarian, on the campus of a university where both were attending summer school. "I know so little about library procedure," he admitted apologetically, "and I'm trying to order a list of books my teachers have asked for. I've been to all the bookstores, but I still can't find the publishers of some of the titles. How do I go about locating them?"

The librarian told him of *United States Catalog* and *Cumulative Book Index*, copies of which were in the university library and the book stores and which contain complete buying information. Then she asked, "How are you buying these books? Direct from the publishers or from a book dealer?"

"How should they be bought?" countered the principal. Book-buying policies were then briefly explained. *Buying from a reliable book dealer is usually the best policy.* There are the same advantages to be had that obtain from being a regular customer of the butcher, the groceryman, and the gasoline station. Service is an intangible commodity not always extended to the occasional purchaser. Discounts are seldom less than those in effect when buying direct from publishers. And even on a small order of, say, a hundred dollars, there may be twelve or twenty publishers represented; this fact entails much correspondence. Local dealers should be patronized in so far as possible. Even though many items on a requisition are not kept in stock, the dealer can secure them promptly and satisfactorily: Buying from a single dealer is not always possible, however, when there is a board of education ruling requiring the advertising for bids on book orders. It is poor business to split small book orders among several bidders.

A magazine dealer also saves the school or purchasing agent for the school much trouble as well as money in placing subscriptions to periodicals. Better prices are obtained when periodicals are all bought at once; a wholesale rate is in order. Both principal and teachers do well to avoid placing any magazine subscriptions through unidentified solicitors. There have been many cases where money has been taken and no periodicals received. A legitimate dealer will sell to schools on 30 to 60 days' time, the money thus not being due until long after the books have been delivered or periodicals have begun to be received regularly.

#### HOW TO SELECT BOOKS

Though comparatively few teachers need to attend to the mechanics of ordering books for the school library, every teacher has a definite responsibility in the matter of *selecting* books. At the librarian's first request for teacher participation in this aspect of education, his awareness of new titles is evident. Through his reading of journals and reviews, reading lists, bibliographies in various texts, the books themselves; through his knowledge of the needs of his pupils and the present resources of the library; through his familiarity with the tools of book selection, his list is promptly and effectively made.

*Order slips* are usually distributed by the librarian to her faculty for this purpose. These slips call for the author of the book, the title, the edition if other than the first, the price, the name of the teacher requesting the book. Such information facilitates accurate ordering. Some teachers have been known to object to supplying so much information about books they want, but principals and supervisors have also been known to remark that if a teacher does not know this much about a book he does not know enough about the book to have his request considered. Librarians can help teachers get this information, and will also have on hand notices and reviews of books.

*Faculty cooperation.* A librarian needs the cooperation of the faculty in the matter of selecting books for the library, else the collection is apt to become weak in spots. Reference books and books for general reading are selected by the school librarian; teachers assume the responsibility for books in their departments.



Teachers are specialists in their various fields, and the library needs their valuable suggestions for purchases. In a large high school visited recently, the librarian remarked that the head of each department called a meeting of the teachers in his division, told them the amount of money that had been allocated to them, and with their aid compiled a composite list. In case of there being no departmental heads, lists are handed by the respective teachers to the librarian, who checks the lists against each other and against library holdings and orders as many of the titles as possible. These practices are rather generally followed in public schools. Book selection should be a year-round practice, notes being made throughout each month of titles that are needed. Too often at the librarian's request for lists of books needed for the school library, often at the close of the school year when everyone is busy and hurried, lists are compiled thoughtlessly, and titles with which the teacher is unfamiliar are requested. Reviews, even the best ones, are often misleading. There is no substitute for familiarity with the book itself whenever possible.

In every school, unfortunately, there are teachers who never ask for new books or who order and do not use the books when they have been added to the library. Strangely enough, there are always more teachers who never respond to appeals for help in book selection than there are those who ask for more than their share. Perhaps insecurity in assignment is, in part, responsible. "I haven't asked for a single book for next year," said a teacher recently. "Ever since I asked for all those books for senior English and never got to use them, I've been wary of asking for anything." Her list, however, had been valuable and the books useful to succeeding classes.

*Requesting books too difficult* for the pupils for whom they are intended is a common failing of teacher lists. Too many texts and parallel readings of college caliber find their way into public school libraries. When this happens, the books remain on the shelves unused, and part of a library budget—usually pretty inadequate at best—is needlessly dissipated. Asking for too many copies of a single title is another weakness to be avoided. The home economics teacher who, in the month of May, in her first flush of enthusiasm for *Designing Women*, thinks she must have eight or

ten copies, could do with two or three when the vacation days are gone and newer titles are demanding to be bought.

*Date of ordering.* Purchases of books for school libraries are, in many school systems, made only twice a year: a large order is completed at the end of the school year for summer purchases so the books will be on hand at the opening of school in the fall. A supplementary order is sent off about midterm for necessities for the second term. In the ideal situation, money is available the year around, to take care of new titles that have a way of appearing throughout the year and to meet emergencies that arise from an unexpectedly heavy enrollment, changes in courses of study, or shifts in the teaching staff.

#### BASIC TOOLS OF BOOK SELECTION

There are certain basic tools of book selection, familiarity with which forms a useful addition to a teacher's professional repertoire and makes the mechanics of selection infinitely easier. Formerly, there was no place in the curriculums of teacher-training institutions to learn of these necessary aids. One met them quite by accident—as did the principal quoted in the opening paragraphs of this chapter when he learned of the *United States Catalog* and *Cumulative Book Index*, though he spent many hours and much energy floundering about searching for he knew not what. In the following pages, standard aids are enumerated and described.

#### AIDS IN BOOK SELECTION

The *United States Catalog*<sup>1</sup> resembles an unabridged dictionary in size and binding. The publishers say of this work:

This is the fourth edition of the *Catalog*. . . . It supersedes the *United States Catalog* 1912 (3d ed.) with its supplements to 1927 inclusive. 190,000 books are covered by 570,000 author, title, and subject entries in 3175 three-column pages. The trimmed page is 9¾ inches, and the book is bound in library buckram.

This is the work to consult to find the author, title, date published, number of pages, price, publisher, and Library of Congress card numbers for any book in print in English as of January 1, 1928.

<sup>1</sup>*United States Catalog*, 4th ed. Books in Print January 1, 1928. New York, The H. W. Wilson Company, 1928. 3175 p. Service basis.

Editions and series are also listed. Fullest information is given under author entry. Subject entries enable the searcher to find all available books under a certain subject. The *Catalog* is sold on a service basis.<sup>2</sup> Shores writes of this great work:

The U. S. Cat (familiarly so called by librarians) is of course indispensable in the order department. It is no less useful, however, in reference. First among its reference uses is book identification. For the reader who knows only author or title of a book the remaining bibliographical information can be readily located. The research worker can be shown quickly virtually everything in print in this country on a given subject. Recreational reading advice is made easier by the splendid fiction lists (detective stories, sea stories, etc.) or by the subhead *Fiction* under numerous subject headings, notably "European war—Fiction."<sup>3</sup>

The *Cumulative Book Index*<sup>4</sup> is the current supplement to The *United States Catalog*. The H. W. Wilson Company describes it as a current catalog of all the books published in the English language in all countries.<sup>5</sup> All books are cataloged by author and title and under as many subjects as the contents demand. Fig 34 shows a copy of a page from this *Index*.

All entries are in one alphabet and include author, title, price, publisher, binding, date of publication, series and editions, and the Library of Congress order number. Subheadings and cross references add greatly to the value of the indexing. Books, pamphlets, and brochures issued by authors, printers, societies, and institutions, and subscription books printed privately, as well as the books of established printing houses, are included.

The *Cumulative Book Index* is published monthly, with the ex-

<sup>2</sup> "Service basis" is a method of charging for Wilson publications whereby the small library pays a lower rate than the larger that makes a greater use of them. The publishers say that the service basis of charge makes these publications available to many libraries and institutions that could not subscribe if they were charged at a flat rate. It also reduces the cost to the larger institution, because the smaller libraries can subscribe and thus contribute a share toward the initial cost of publication.

<sup>3</sup> Shores, Louis. *Basic Reference Books*. 2d ed. Chicago, American Library Association, 1939.

<sup>4</sup> *Cumulative Book Index*. New York, The H. W. Wilson Company, 1898. Service basis.

<sup>5</sup> "The Cataloging and Indexing Service of the H. W. Wilson Company." New York, The Company, April, 1938. 32 p. illus.

## Sample Page

## CUMULATIVE BOOK INDEX

- History of the Mongols, from the 9th to the 19th century. Howorth, H. H. pt 1 45s Paul, K. Oriental dept.
- History of the popes from the close of the middle ages. Pastor, L. von. v23-26 ea \$5 Herder; en 15s Routledge
- History of the press and public opinion in China. Lin, Y. \$2 Univ. of Chicago press; \$5 (Sh) Kelly & Walsh; 10s Paul, K. Oriental dept.
- History of the V.W.II. country. Bathurst, S. H. B. 24s Constable
- History of western civilization. Smith, C. E. 2v v 1 \$2.50 La. state univ. press
- History through the Times. The Times, London. 8s 6d Cassell; \$3 McClelland
- Histrionics. See Acting; Theater
- Hitchcock, Charles Leo, 1902-  
Key to the grasses of Montana. O 41p 1901 spiral binding 50c '36 Swift, J.S.
- Hitchcock, Frank C.  
Stand to; a diary of the trenches, 1915-1918; prof. by Sir J. Capper. O 35sp ii maps 13s '37 Hurst
- Hitchcock, Henry Russell, 1903-  
Modern architecture in England. See New York (city). Museum of modern art
- Hitchcock, Veima  
Ten men and a boy [poems] (Lantern poet ser. no5) O 26p \$1.25 '36 Lantern, 62 Montague st. Brooklyn, N.Y.
- Hitcher, C. Stansfield, 1897-  
Quantitative estimation of the impurities in tin by means of the quartz spectrophotometer. gratis '33 Hilger
- Hitler, Adolf, 1889-  
My battle (Mein Kampf) abr. and tr. by E. T. S. Dugdale. new ed. O viii, 237p \$2.50 '37 Houghton  
—Same; with title: My struggle [abr. and tr. by E. T. S. Dugdale] (Falconer lib) O 756p 3s 6d '35 Hurst; \$1.50 Iverson press  
Gurlan, W. Hitler and the Christians. \$1.75 (5s) '36 Sheed  
Krafft, W. Christ versus Hitler. \$1.50 '37 Lutheran press, 239 W. 28th st. N.Y.  
Steed, H. W. Hitler, whence and whither? rev. ed 4s 6d '37 Nisbet  
Turner, J. Hitler and the Empire. pa 6d '37 Lawrence
- Hitler and the Nazi dictatorship. See Schuman, F. L. Nazi dictatorship
- Hitler, whence and whither? Steed, H. W. 4s 6d Nisbet
- Hitlerism. See Germany—Nazi movement
- Hitler's conspiracy against peace. Erkner, S. 6s Gollancz
- Hitler's drive to the east. Jones, F. E. \$1 Dutton; 2s 6d Gollancz; 35c Ryerson press
- Hitti, Philip Khuri, 1886-  
History of the Arabs. D xvii, 767p R maps \$10.50 (31s 6d) '37 Macmillan
- Hittite language  
Barton, G. A. and Weitzel, B. Hittite chrestomathy with vocabulary. pa \$1 '32 for sale by Dropsie college; pa 50c P. Gauthier, 13 rue Vavin, Paris. 6s  
Bechtel, G. Hittite verbs in -sk-. pa \$1.50 '36 Edwards Bros.
- Hittites  
Götze, A. Hethiter, Churritter und Assyrier. \$3.40 '36 Harvard univ. press
- Hittite, her first hundred years. Field, R. L. \$1 Macmillan
- Hitz, Ralph  
Standard practice manuals for hotel operation. 2d ed 6v D bxd pa \$3 '36 Harper  
Contents: v. 1, Front service division; v. 2, Food department; v. 3, Housekeeping department; Mechanical department; v. 4, Telephone department; v. 5, Miscellaneous departments; v. 6, Audit and control division
- Hivale, Shamrao, and Elwin, Verrier  
(comp. and tr) Songs of the forest: folk poetry of the Gonds; with a foreword by Sir Francis Younghusband. O 170p 6s '35 Allen, G.  
37-4333
- Hixon, Carter  
Foreign devil. D 237p \$2 '37 Speller; \$2.25 McLeod
- Hjorth-Johansen, Trygve, 1892-  
Henry against the gods; w. by Steven Spurrier. O 7-258p 7s 6d '36 Faber; \$2 Ryerson press 37-1444
- Hjuler, Marie. See Benton, C. jt. auth.
- Ho, Franklin Leif  
Rural economic reconstruction in China. O 60p 2s '36 Probstham
- Ho, Shin-fang  
Dictionary of economic terms. D xl, 319p \$1.80 (Sh) '34 Commercial press 36-4537  
Text in English and Chinese
- Hoag, Emilen Wendell, 1852-  
Just boys, that's all; a treatise on American civilization, its downward tendency and the cause as related to the home and mothers of American youth. D 124p \$1 '36 The author, Garden Grove, Calif. 36-26823
- Hear, Roger Sherman, 1887-  
Conditional sales; law and local practices for executive and lawyer; with supplement revising text to Jan. 1937. O x, 521, 52p \$5 '37 Ronald 37-3534
- Hoare, A. Dorothy M.  
Works of Morris and of Yeats in relation to early saga literature. O viii, 179p bds \$2 '37 Macmillan; \$2.50 (Toronto); 6s Cambridge univ. press
- Hoar, Rawdon, 1897-  
This our country; an impression after fourteen years abroad. D viii, 311p 7s 6d '35 Murray, J.; \$3.50 Mussion 37-3114
- Hoban, Charles Francis; Hoban, C. F. and Zisman, S. B.  
Visualizing the curriculum; a textbook on visual aids in education. Q 320p 1931 \$3.50 '37 Cordon
- Hoban, Charles Francis, jr. See Hoban, C. F. jt. auth.
- Hobart, Mrs Alice Tisdale (Nourse) 1832-  
Yang and ying a novel of an American doctor in China. O 13-366p \$2.50 '36 Bobbs; McClelland; 7s 6d '37 Cassell 36-30320
- Hobart-Hampden, Ernest Miles, 1861-  
English-Japanese dictionary of the spoken language. See Salow, E. M. and Maskata, I.
- Hobart, Tasmania  
Captain. The, pseud. In old days and these. pa 2s 6d '33 Walch
- Hobart cookery book of tested recipes, household hints and home remedies. 7th ed Methodist central mission. 2s Walch
- Hobbes, Thomas, 1588-1679  
Leviathan. (With Bacon, F. Great instauration) 3v in 1 \$1.25 '37 Doubleday  
Strauss, L. Political philosophy of Hobbes. \$3.50 (10s) '36 Oxford
- Hobbies  
Evans, R. Hobbies and handicrafts for Girl guides. pa 1s 6d '37 Brown, son & Ferguson  
See also  
Collectors and collecting
- Hobbs, Edward W.  
House modelling for builders and estate agents; a practical manual; being a new ed. of Pictorial house modelling; foreword by Leslie Raymond. D 206p 130ii 7s 6d '37 Tech. press  
How to make garden structures. S 88p pa 1s '37 Foulsham  
How to mix and use paints and colours. S 87p pa 1s '36 Foulsham  
Painting, enamelling, paper-hanging and distemper. S 86p ii 1s '37 Foulsham  
Practical house repairs: a complete guide for house owner and tenant. S 86p ii pa 1s '37 Foulsham
- Hobbs, J. B.  
Cricket for beginners. D 121p 2s '37 Pearson
- Hobbs, Lewis Lynden, 1849-  
Letters to Gertrude, 1910-1913; ed. by Mary I. Shamburger. 1st ed O 175p \$2 '36 Winston 37-3610
- Hobbs, Mrs Mary (Mendenhall) 1852-  
Letters to Gertrude, 1910-1913; ed. by Mary I. Shamburger. 1st ed O 175p \$2 '36 Winston 37-3610
- Hobbs, Mrs May Elliot. See Watson, J. A. S. jt. auth.
- Hobbs, William Herbert, 1861-  
Peary; with 27 maps, 13 halftones, 10 records and diagrams and 36 drawings by the author after phot. by Peary and others. O xv, 502p \$5 '35; 2s '37 Macmillan 36-32070

FIG. 34. A sample page from the Cumulative Book Index.

ception of August, and cumulated successively in February, April, and July, with single issues in March and May and a double number in June, and again from September to December with single issues in October and December. A bound annual volume is published in December, which is replaced at intervals by five-year supplement. There have been, so far, two five-year supplements: *Cumulative Book Index, 1928-1932*; *Cumulative Book Index, 1933-1937*. Fig. 35 illustrates the *United States Catalog* supplemented by the *Cumulative Book Index*.

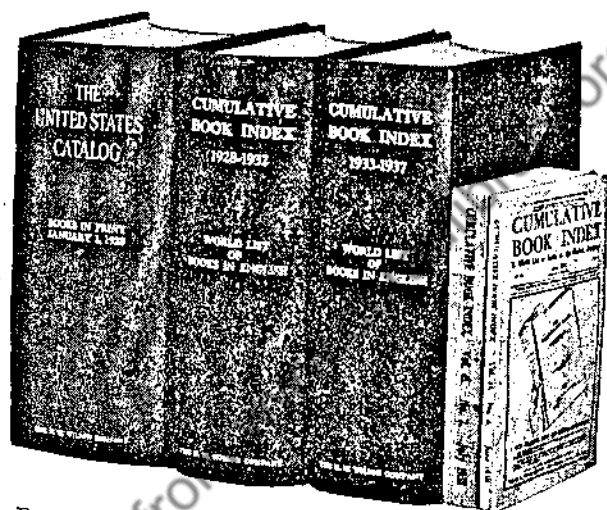


FIG. 35. The *United States Catalog* supplemented by the *Cumulative Book Index*, illustrating the cumulative indexing plan.

#### LESS COSTLY CATALOGS

Important as are the *U. S. Catalog* and the *Cumulative Book Index*, their cost precludes their possession by all but the largest or richest school libraries. Also, these lists are inclusive, not selective. To meet the special needs of school libraries, librarians, and teachers, the H. W. Wilson Company publishes the *Standard Catalog for High School Libraries*<sup>6</sup> and the *Children's Catalog*.<sup>7</sup>

<sup>6</sup> *Standard Catalog for High School Libraries*. 3d ed. A Selected Catalog of 3,450 Books, edited by Dorothy E. Cook, Agnes Coeing, and Isabel Monroc. New York, The H. W. Wilson Company, 1937. 979 p. Service basis. Fall and spring supplements.

<sup>7</sup> *Children's Catalog; A Dictionary Catalog of 4,000 Books with Analytical Entries for 1,020 Books and a Classified List Indicating Subject Headings*. Compiled by Siri Andrews. 5th ed. New York, The H. W. Wilson Company, 1936. 979 p. Service basis. Yearly supplements.

These are the most valuable tools in book selection that the school library can possess. In the first place these are graded lists, all the titles being especially adapted to the needs of the age levels indicated. There are no books too technical or difficult, though ample provision is made for individual differences. The titles selected represent the pooled judgments of educators, librarians, and experts in the various subject fields. Second, yearly cumulated supplements and frequent revisions bring prompt notices of the most suitable of the new books.

*Standard Catalog for High School Libraries* is divided into two parts. Part I is a classified list of books (by a classified list is meant one arranged according to the Dewey classification) in which is given complete information about the book—author, title, imprint, price, subject headings, Dewey number, Library of Congress order number, and annotations. Titles for first purchase are starred; titles suitable for junior high are marked *j*; those for senior high, *s*. Part II is a dictionary catalog of author, subject, and title entries with the Dewey number as a key to finding the entry in Part I. A sample page of this catalog is shown in Fig. 36.

*Children's Catalog* is divided into three parts: a dictionary catalog, a classified list, and a graded list. Complete information as to author, title, imprint, price, grade level, Dewey number, star for first purchase, etc., are to be found under author entry in the dictionary catalog. In the classified list the Dewey numbers are given, as well as subject headings and grades for which intended. The classified list is valuable for finding material on various units of work; the graded list is helpful in reading guidance; the list of titles under author entry is valuable for that child who wants another book by the same author. Though designed particularly for the elementary school, many junior high school teachers find it indispensable, especially in the matter of book selection for less advanced groups. A sample page from the *Children's Catalog* is shown in Fig. 37.

When money for books is limited and opportunities for examining books are few (the authors have in mind those towns without bookstores and without public libraries), first consideration may well be given to the titles in these two catalogs. Edith A. Lathrop in *Aids in Book Selection* says:

614-614.8

## HIGH SCHOOL LIBRARIES

Sample Page

Kallet, A. and Schlink, F. J.—*Continued*  
R. deF. Lamb's "American chamber of horrors; the truth about food and drugs" (1936 Farrar \$2.50) is similar to the above as it also discusses fraudulent medicines, cosmetics and foods

Ritchie, John Woodside

*i* Primer of sanitation. (New world health ser.) 3d rev 1925 World bk. 84c 614  
1 Contagion and contagious diseases—  
Prevention 2 Hygiene 3 Sanitation 25-7417

*Analytica*  
Bacteriology p18-28 Public health p171-88

Though written for the grades, not too elementary in style for high school use  
"A simple textbook on disease germs and how to fight them." Subtitle

Tobey, James Alner

Riders of the plagues; the story of the conquest of disease. 1930 Scribner \$3.50 614

1 Medicine—History 2 Public health 30-25385

*Analytica*  
Gorgas, William Sanitation p26-79  
Crawford p16-92 Sedgwick, William  
Lister, Joseph Thompson p221-50  
Lister, 1st baron 50  
p133-82 Trudeau, Edward  
Longevity p307-38 Livingston p133-202  
Nightingale, Florence Tuberculosis p133-202  
p104-32  
Nutrition p251-78 Yellow fever p163-92  
Pasteur, Louis

"Begins with a description of the great plagues of antiquity and of medieval times, traces the development of sanitation and weaves the achievements of Pasteur, Florence Nightingale, Lister, Walter Reed, Gorgas, Trudeau and others into the narrative." Wis. bul.

Wood, Thomas Denison, and Rowell, Hugh Grant

\* Health through prevention and control of disease. 1925 World bk. \$1 614

1 Contagion and contagious diseases—  
Prevention 2 School hygiene 26-1151

"Precise and concise facts concerning communicable diseases, especially those that appear in the schoolroom. For teachers and parents." Webb science list

Zinsser, Hans

s Rats, lice and history. 1935 Little \$2.75 614

1 Typhus fever 35-27046

"Following his 'inquisitive nose' into many a diverting side issue, the author, a bacteriologist, has written with frequent ironic and timely comment, an illuminating, nontechnical 'life history' of typhus fever. Typhus and other epidemic diseases are shown to have exerted great influence on political and military history." N.Y. libraries

614 Pamphlets

Rankin, Edgar Ralph

(comp.) Socialization of medicine; debate handbook. (Extension bul.) 112p 1935 Univ. of N.C. press 50c

Debate handbook. Contains information on the High school debating union, proposes a topic for debate (Resolved that the several states should provide for the socialization of medicine) and gives excerpts from general, affirmative and negative references. Includes a 4p bibliography

<sup>1</sup> Taken from the Standard Catalog for High School Libraries, Part 1.

Stimson, Arthur Marston

Public health. (Merit badge ser.) 48p

1930 Boy scouts of Am. 20c

One of a series of attractive pamphlets. Discusses some contagious diseases and how to prevent them. Contains a section on public health service as a career

United States. Superintendent of documents

Health. (Price list 51) Supt. of doc. gratis

A valuable list of the publications which the Superintendent has for sale on various diseases, drugs, sanitation, industrial hygiene, public health, etc. Contains many inexpensive pamphlets useful in reference work. Revised frequently. Send for latest revision

614.8 Safety. Fire protection.  
Coast guard

This class contains a miscellaneous collection of books, all devoted to some aspects of life saving. For books on light-houses see class 627

Baarslag, Karl

Coast guard to the rescue. 1937 Farrar \$2.50 614.8

1 U.S. Coast guard 37-3225

"Really thrilling true stories about a national service whose slogan is 'You have to go out—you don't have to come back.' Mr. Baarslag's stuff will be new to most readers, illustrated with official photographs." New Yorker

Dougherty, Thomas Francis, and Kearney, Paul William

\* Fire. 1931 Putnam \$3.50 614.8

1 Fire prevention 2 Fires 31-26715

"The freakish behavior of fires, the unsuspected sources of danger, and the work of firemen are described by the former New York assistant fire chief." Chicago

"A very interesting and informing book. . . . You will get no end of thrills from it, as well as valuable information that everybody who is not a professional fireman greatly needs." N.Y. Times

Ehason, Eldridge Lyon

First aid in emergencies. 8th ed rev

1935 Lippincott \$1.75 614.8

1 First aid in illness and injury 35-19261

First published 1915. In the 8th edition the author states "the text has been revised and paragraphs on new subjects added. The index likewise has been re-edited."

"Compact, nontechnical, fully illustrated handbook giving explicit directions for all kinds of first aid work. Lists drugs and supplies it is well to have on hand." Detroit

P. W. Gartner's "First aid afield" (1934 Macmillan \$1.25) is a much briefer book which gives advice on applying first aid to injuries suffered by sportsmen and campers and on water safety

Floerty, John Joseph

*i* Fire fighters! how they work. 1933 Doubleday \$1 614.8

1 Fires 33-27485

"Presents in excellent photographs and brief graphic description every detail incidental to a fire, from the time the alarm is turned in at a fire-box, until the last reluctant flame flickers out." Ontario library review

## Sample Page

## CHILDREN'S CATALOG

## Lewis and Clark expedition

- Brooks, N. First across the continent.  
1901 (7-8) 917.8

See also pages in the following books:

- Bass, F. Stories of early times in the  
great West for young readers p27-41  
(4-5) 978  
Coe, F. E. Makers of the nation p206-12  
(4-6) 973  
Faris, J. T. Real stories of the geography  
makers p248-55 (6-7) 910.4  
Johnston, C. H. L. Famous scouts p123-39  
(6-8) 920  
McMurry, C. A. Pioneers of the Rocky  
mountains and the West p1-39 (5-7)  
978  
Masters, J. G. Stories of the far West  
p14-34 (5-8) 978  
Roosevelt, T. Stories of the great West  
p69-94 (6-7) 917.8  
Tappan, E. M. American hero stories  
p196-204 (4-6) 920

## Plays

- Bird, G. E. and Starling, M. Historical  
plays for children (4-6) 822  
Lewis and Clark p173-98

## Stories

- Sabin, E. L. Opening the west with  
Lewis and Clark (7-8) F  
Skinner, C. L. Andy breaks trail (7-8) F

## Lexington, Battle of, 1775

See pages in the following book:

- Tappan, E. M. American hero stories  
p142-47 (4-6) 920

See also Patriot's day

- Leyden, Siege of. Motley, J. L. 949.2  
Leyden, Siege of, 1573-1574

## Stories

- Daniel, H. Broken dykes (7-8) F  
Seaman, A. H. Jacqueline of the carrier  
pigeons (6-8) F

## Lhevinne, Isadore

- Enchanted jungle. 1933 Coward-McCann  
\$2 (7-8) 918  
"Jungle travel, stops at strange towns,  
crossing the Andes, meetings with In-  
dians, even the head hunters, all these  
were experienced by a young American  
musician seeking the strains of old Inca  
music. There are discomforts, dangers,  
accidents but interesting meetings and  
companionships." Bookshelf

- Liang & Lo. Wiese, K. E

## Liberty

- Lansing, M. F. Great moments in free-  
dom. 1930 (7-8) 920

## Libia

See pages in the following books:

- Allen, N. B. Geographical and industrial  
studies: Africa, Australia and the is-  
lands of the Pacific p273-83 (5-8) 916  
Carpenter, F. G. Africa p98-105 (5-8) 916

## Libraries

See pages in the following book:

- Sanford, A. P. and Schaffner, R. H. eds.  
Magic of books p109-27 (5-8) 394  
See also Children's libraries; School  
libraries

## Plays

- Hubbard, E. Citizenship plays (4-8) 822  
First American library p98-108

Libraries, Children's. See Children's libra-  
ries

Libraries, School. See School libraries

Library in the school. Fargo, L. F. 027.8

Library of seven crafts

bk. 1 Biggart, H. J. Your symbol 369

Library science

Fay, L. E. and Eaton, A. T. Instruction  
in the use of books and libraries. 1928  
027.8

See also Children's libraries; School  
libraries

Library service for children. Power, E. L.  
028.5

Library work with children. Hazeltine,  
A. I. comp. 028.5

Libya. See Libia

Lichens

See pages in the following book:

- Atkinson, F. D. Adventures of a grain of  
dust p1-9 (6-8) 551

Liddle, William, and Liddle, Mrs William  
Sweden, by William Liddle and Mrs Lid-  
dle, and Finland, by M. Pearson Thom-  
son. (Peeps at many lands) 1921 Mac-  
millan \$1.25; school ed \$1 (5-7) 914.8  
Reprint of Sweden published separately  
1911; Finland, 1909

"Compares favorably with other volumes  
of this series, containing interesting ac-  
counts and the midsummer fete." Ekl.

Written to explain these countries to  
the children of England, the attitude of  
the authors is sometimes a bit patroniz-  
ing toward their subject

Liddle, Mrs William. See Liddle, W. jt.  
auth.

Lide, Alice Alison, and Johansen, Margaret  
Alison

Ood-le-uk, the wanderer; il. by Raymond  
Lufkin. 1930 Little \$2 (6-8) F

"A story of olden times in the far North  
with an Eskimo boy as the center of in-  
terest. Being carried on a drifting ice-pan  
to Siberia, he discovers iron, and opens up  
a trade route for his people. 'Ood-le-uk the  
Weakling,' he had been called, but he  
proves his bravery and leadership of men."  
Pittsburgh

## Lie, Haakon

Ekorn; tr. from the Norwegian by C. L.  
Hultgren; il. by Kurt Wiese. 1931  
Whitman, A. \$2 (4-5) F

"A simple and unadorned narrative of  
the day-by-day life of a squirrel through  
the seasons. Gives a wonderfully vivid  
picture of forest life and will appeal to  
children beyond the age for fanciful animal  
tales." Wis. bul.

Liek, Edna B. See Whitford, W. G. jt.  
auth.

## Life

## Origin

See pages in the following books:

- Bridges, T. C. and Tiltman, H. H. Mas-  
ter minds of modern science p259-67  
(8) 920  
Van Buskirk, E. F., Smith, E. L. and  
Nourse, W. L. Science of everyday  
life p576-83 (8) 500



There seems to be a tendency on the part of some State agencies to recommend the use of lists which have the general endorsement of librarians and educators rather than prepare their own lists, particularly extensive ones. In some instances they issue only short lists which meet specific needs, depending upon outside lists for general use.<sup>8</sup>

Kentucky and Tennessee are cited by Miss Lathrop as states recommending the use of the *Children's Catalog* as a substitute for a state-compiled list. Michigan also recommends its use along with other standard lists, and Minnesota through its State Department announced recently that no more time and energy and money would henceforth be devoted to the compilation of reading lists, but that *Standard Catalog for High School Libraries* and *Children's Catalog* would be used respectively for high and grade schools, supplemented by the *Booklist* for current material.<sup>9</sup> This action seems sensible and makes for fewer mistakes in purchasing.

### BOOK-REVIEWING PERIODICALS

#### REVIEWS ARE INDISPENSABLE

Book-reviewing periodicals are valuable for keeping abreast with news of current books. Teachers often complain that they are so harassed with quantities of papers to grade and other routine affairs that they have little or no time to read a book not connected with school work. Such a plight is to be regretted. Few people can or care to keep up with best-seller lists, but educators—of all professional people—should know the best of the new books. Pupils ask about them; parents, clubs, and people of the school community seek information and guidance. Reviews keep one within hailing distance of the new; an amazing number of titles and authors and incidents recounted by reviews can thus be remembered to serve a happy purpose at an unexpected time. Says Drury in *Book Selection*<sup>10</sup> "One can never tell when any bit of esoteric information may come into play in connection with the choice and use of books."

<sup>8</sup> Lathrop, Edith A. "Aids in Book Selection for Elementary School Libraries." Washington, Govt. Printing Office, 1935. (Office of Education Pamphlet, No. 65.)

<sup>9</sup> *Wilson Bulletin* 12:134, October, 1937.

<sup>10</sup> Drury, Francis K. W. *Book Selection*. Chicago, American Library Association, 1930.

## NOTABLE SOURCES OF REVIEWS

Three great weeklies devoted solely to the reviewing of books are *The Saturday Review of Literature*, the *New York Herald Tribune Books*, and the *New York Times Book Review*. Helen Haines in her *Living With Books* compares these three:

Each has its distinctive characteristics and special merits. Together they glean widely from the whole field of current book production; and while all handle virtually the same material yet each finds some residue that escapes the other. For the many books that receive almost simultaneous consideration, these reviews serve as a triple mirror, bringing out different aspects, pointing out variant details, and offering a basis for reasoned comparative judgment.<sup>11</sup>

Few, except the largest, school libraries can subscribe to all these. *New York Herald Tribune Books* is the least expensive and is frequently offered through local book stores at reduced rates. A chart of the best sellers of the week, fiction and nonfiction, and a special department for children's books are desirable sections. *The Saturday Review of Literature* is the only independent weekly book-reviewing periodical in America, and Miss Haines says of it: "It maintains high critical standards and possesses an editorial personality and authority that is lacking in *New York Times Book Review* and in *New York Herald Tribune Books*." *The Saturday Review of Literature* is indexed in *Readers' Guide to Periodical Literature*.

*The New York Times Book Review* Miss Haines labels as the most conservative and equitable. She continues:

With calmness, dispatch, and dignity, for more than forty years, it has disposed of from thirty to sixty new books a week, in reviews that, long or short, signed, or unsigned, have a certain family resemblance. Its tone is seldom critical; a favorable attitude prevails, especially toward minor fiction; but the manner of the reviews is so impersonal and the "unfolding of the tale" so direct and factual that the quality of the novel may usually be fairly inferred. Foreign literature, rare books, and other classes are considered in special departments. The range of books covered and the promptness with which reviews appear are special values of the *Times Book Review* in current book selection, and make it often the first choice of small libraries that can afford only one book-reviewing periodical.

<sup>11</sup> Reprinted from Haines, Helen, *Living With Books*, by permission of Columbia University Press. New York, 1935.

High school teachers make use of book-reviewing periodicals, not only to keep themselves informed of new books, but to acquaint their advanced students with the essay type of book review or to help students in selecting books for the library. Copies of various reviews are borrowed from the library for class use, or pupils go to the library to read them there. When young people are permitted to participate in book selection, book-reviewing periodicals take on new significance and meaning.

Other periodicals are also valuable for reviews or notices of books. A selective and classified list to be found in many school libraries is *The Booklist*. Published twice a month by the American Library Association, it presents the best of the current offerings. Annotations are a helpful feature; these are often critical, pointing out, for example, that a book has no index, or that another title is more suitable in its presentation. Children's books, books for young people, lists of series and reprints, and lists of free and inexpensive material are departments of especial worth for school people.

Current periodicals and professional journals afford other avenues for keeping up with current books. *The Atlantic Monthly*, *Harper's*, and *Time* are usually to be found in school libraries, and each contains a book-reviewing section. *Scholastic's* reviews are especially appealing to young people. *The English Journal*, *The Educational Forum*, *The Mathematics Teacher*, *The Journal of Business Education*, *Occupations*, *Scientific Monthly*, *The School Review*, and others are useful in their special fields. Metropolitan newspapers feature literary pages on Sundays or regularly on some certain weekday, and the attention of pupils should be called to these.

*The Book Review Digest* is another aid in book selection. Published by the H. W. Wilson Company since 1905, it appears monthly and cumulates twice a year—a six months' cumulation in August and a cloth-bound cumulated annual in February. Nearly eighty literary and technical publications reviewing books are drawn upon for material for the *Digest*. Exact citation is given—a means of locating the longer account—and plus and minus signs indicate favorable or unfavorable comment. The arrangement is alphabetic by author under which complete bibliographic details

## Sample Page

## BOOK REVIEW DIGEST

**MACMILLAN, HUGH PATTISON MACMILLAN**, baron. Law and other things. 284p \$3 Macmillan [8s 6d Cambridge Univ. press]

340.04 Law.—Addresses, essays, lectures  
Collection of essays mainly upon legal subjects, but in fact embodying the author's philosophy of life. Lord Macmillan has been an advocate, first in Scotland and later in London, and is a member of the highest Appellate tribunals in the United Kingdom and the British Empire.

"It is difficult for lawyers to know exactly what appeal Lord Macmillan will make to laymen; but no lawyer can fail to relish this remarkable collection of essays or fail to appreciate the wisdom of his remarks on subjects like advocacy." E. S. P. Haynes

+ New Statesman & Nation 14:sup552 O 9 '37 550w

"We expect from the author (and duly find) a limpid, easy flow of language, erudition lightly borne and never obtruded, penetrating analysis, an outlook urbane and humorous. He is never dry or dull. His writing has nothing of the quality which prompted a statesman to describe the speech of a legal colleague as resembling the Sahara in self-sufficiency. And, beyond this, readers privileged with Lord Macmillan's friendship will not be the only ones to savour, between the lines, the charm of a personality which success in the law has failed either to desiccate or to philistinise." Cyril Asquith

+ Spec 159:592 O 8 '37 1150w  
Times [London] Lit Sup p706 O 2 '37 1200w

**MAILLART, ELIA K.** Forbidden journey; from Peking to Kashmir [tr. from the French by Thomas McGreevy]. 306p 11 maps \$3 Holt [12s 6d Heinemann]

915.16 Asia, Central.—Description and travel

This book is Miss Maillart's account of the journey she and Peter Fleming made together in 1935 from Peking to northern India. For Mr. Fleming's account see his News from Tartary (Book Review Digest, 1935).

Reviewed by Peter Lyne

Christian Science Monitor p14 O 13 '37 550w

"Mr. Fleming has already given us his account of the journey. Miss Maillart, though very different in style and outlook, is not less interesting. She writes vividly, is always entertaining, and, though most informative in places, is never boring. Her papers are light and sparkling, and yet give a clear picture of the political drama now being played in Central Asia. Useful maps and many illustrations add to the value of the book." R. N. R. Brown

+ Manchester Guardian p5 Ag 27 '37 300w

"As compared with Mr. Fleming's, Miss Maillart's attitude is perhaps more conventional and she may be more anxious to impart information. She is less selective and is inclined to treat each incident in the same way, but though she has not got Mr. Fleming's easy fluency, she is intensely readable and succeeds in presenting their journey as a running narrative." Maurice Richardson

+ New Statesman & Nation 14:344 S 4 '37 900w

"Together, Peter Fleming and Elia K. Maillart have produced two of the most readable and understanding books on the Far East. I am particularly enthusiastic about Miss Maillart's analysis of 'human nature' in Peiping or in the Turkistan desert, in a Buddhist monk or in the English Peter Fleming. This is a fine book. I hope it is read even by those who are weary of Far Eastern travel literature." G. E. Sokolsky

+ Sat R of Lit 17:6 N 13 '37 270w

"We know a great deal, at the end of [the book], about them and their caravan economies; how Miss Maillart plucked and cooked a goose, how Peter Fleming got a bad eye, of the

parasites which bothered the authorities, and of the diseases which afflicted the beasts of burden; also the names bestowed on the horses. But of China, Tibet, Turkistan, we learn nothing, or rather nothing more than any ghost from the grave could have told us." Christopher Sykes

— Spec 159:432 S 10 '37 500w

Times [London] Lit Sup p601 Ag 21 '37 1200w

**MALLETTE, GERTRAUDE ETHEL.** Private props; il. by Loren Barton. 297p \$2 Doubleday

97-17352

"This story is about small town journalism as one of the opportunities of Lynn Curtis, nineteen, and taking care of herself and a housekeeper high seventy, to use her 'private props' courage and independence. It also develops the differences between news and features and shows them in sharp and somewhat complicated action, which will be followed as much for the sake of an honest love story interwoven as for the strictly journalistic features." Books

Booklist 34:113 N 15 '37

"This is a story of actions rather than of vocations, and girls will like it." M. L. Becker

+ Books p28 N 14 '37 220w

**MALONEY, THOMAS JAMES**, ed. See U.S. camera

**MASON, TALLY.** Consider your verdict. 125p \$1.25 Stackpole sons

793.73 Puzzles

37-19291

"Ten coroner's cases for you to solve." (Sub-title) The evidence is given as heard by the coroner. Dr. Webster, who picks out the flaw which points to the criminal. The reader is challenged to find the flaw Dr. Webster sees, without recourse to the "Answers" given in the sealed section at the end of the book.

"The scheme is followed so closely that the book becomes monotonous as reading matter; but it is an ingenious scheme, and it makes good guessing."

+ N Y Times p11 S 13 '37 270w

Springf'd Republican p7e O 17 '37 150w

**MASTERS, DAVID.** What men will do for money; a revelation of strange cases and amazing frauds. 286p 11 \$2.50 Holt [8s 6d Pyre]

364 Crime and criminals. Fraud. Swindlers and swindling

"This book consists of thirteen stories, each of which is an account of an attempted fraud. Some of these frauds were accompanied by murder. All of them were attempts to swindle insurance companies or underwriters. The facts have, in every case, been collected carefully and arranged with some skill." Times [London] Lit Sup

"Every story is interesting in itself; but the variety of the collection is the book's most astonishing feature."

+ N Y Times p18 O 31 '37 350w

"Anyone who likes to read about crime will find plenty of entertainment in this book, even if it is somewhat grim. And, though it seems difficult to write about crime and criminals without lapsing at times into a certain exuberance of style, this defect, or excess, is less apparent than in most books of this class."

Times [London] Lit Sup p804 O 30 '37 130w

**MATHEWS, BASIL JOSEPH, and WILSON, WINIFRED.** India reveals herself. 192p \$2.50 (5s) Oxford

915.4 India.—Description and travel.—India.—Politics and government [37-18231]

"India Reveals Herself" tells of a tour of India by an American college professor. He made it his business to listen as well as look,

and extracts from reviews are given. An extensive subject and title index follows the author alphabet. Fig. 38 illustrates a page from this *Digest*.

#### OTHER AIDS IN BOOK SELECTION

State departments of education or library extension agencies of the various states issue lists of books suitable for school libraries. Such lists are usually sent free on request. State educational journals frequently list books suitable for school libraries. Library bulletins issued by some of the library commissions and state departments of education are valuable. Some of these are: *New York Libraries*, State Department of Education, Albany, New York; *Library Notes and News*, State Department of Education, St. Paul, Minnesota; *Wisconsin Library Bulletin*, Free Library Commission, Madison, Wisconsin.

Local boards of education often issue lists of books that are available to other school systems. A list of these may be found in Lathrop's *Aids in Book Selection for Elementary School Libraries* and in *Aids for Book Selection for Secondary School Libraries*. Public libraries are able to offer advice in the matter of book selection, the head of the children's and young people's department often being especially trained for work with schools. The reading lists of the National Council of Teachers of English (see bibliography on page 160) are graded and classified and serve as excellent buying lists.

There are many other tools of book selection upon which public, college, and university people rely. The ones listed here are those most used in public schools. Several other aids should, perhaps, be mentioned briefly. These are the *Publishers' Trade List Annual*, a huge, bound compilation of the catalogs of publishers in the United States; the *Reference Catalog*, for England; the *American Library Association Catalogue*, 1926, and the same for 1926-31, 1931-36; *Graded List of Books for Children* and *1000 Books for the High-School Library* (see bibliography at the close of this chapter) and the *Publishers' Weekly*, a periodical for the book trade, carrying announcements of new books, prize winners in literature, news of new authors, etc.

## EDUCATIONAL VALUE OF PUPIL PARTICIPATION IN BOOK SELECTION

Pupils like to help select books for their school library, and, if even a limited amount of money is available, such participation should be encouraged. Suggestions may come quite informally from the pupils or as a planned unit worked out by teacher and librarian: A library club voted to spend its small capital in buying books for the school. For weeks, during their periods of work in the library, the various members observed the kinds of books boys and girls like. They also noted weaknesses in the library collection. They skimmed reviews and reading lists and dug back into their memories for books they had liked. They visited the local bookstore looking for bargains. They were surprised that books cost so much, and some of them developed a feeling for books that manifested itself in better care of books and indignation when they were mutilated or mistreated. The amount of interest aroused in the pupils was out of all proportion to the money spent. The librarian discovered, also, that these pupils—seniors, most of them—were too juvenile in their literary tastes. She set about trying to encourage the group to increase its reading range.

Teachers may encourage boys and girls to make suggestions to the librarian of titles for purchase. One teacher enlists the aid of his classes in the compiling of the annual list that he hands to the librarian.<sup>12</sup> Pupils' suggestions are often good, and there is no surer way of arousing interest in books and reading and in the school library.

Heller and LaBrant in their *The Librarian and the Teacher of English* describe an experience with seniors in the purchasing of current books for the school library. Two sections of thirty pupils each were given \$50 from the library budget

... because it is felt that the actual experience in spending a sum of money for books to be placed on the library shelves is valuable in developing a wisdom of choice on the part of the pupils. In addition to such personal development, the project is valuable as a means of further establishing within the minds of the pupils the sense of responsibility toward library materials and the ideal of cooperation between library and readers which are necessary for the effective functioning of any library. Furthermore, there is definite value to

<sup>12</sup> Baxter, Francis. "If Students Bought the Library Books." *English Journal* 27: 60-62, January, 1938.

the pupils in the information secured concerning book reviewers and literary critics.<sup>13</sup>

### SUMMARY

A school may well buy books and magazines for its library from an established dealer, thereby obviating the necessity of dealing with many publishers. There are also advantages, such as special discounts for quantity purchasing, notices of special sales, advance notice of new titles, etc., in being a regular customer of a dealer. Teachers should participate in the selection of books for the school library, because they are specialists in their various fields and are more qualified to make wise selections of titles for their departments. Some of the basic tools of book selection are *United States Catalog* and *Cumulative Book Index*, *Standard Catalog for High School Libraries*, *Children's Catalog* and *Book Review Digest*. Book reviewing periodicals, such as *Saturday Review of Literature*, *New York Herald Tribune Books*, and *New York Times Book Review*, as well as reviews in general and professional periodicals, afford the teacher a means of keeping abreast of the world of print. Book selection is a year-round practice and teachers may well keep the school library and its needs in mind as they read. Pupil participation in book selection offers interesting possibilities and may prove a dynamic means of interesting pupils in book reviews, literary critics, and contemporary literature.

### STUDY ACTIVITIES

1. Select twelve titles that you should like to have added to your school library for the use of your pupils. Give complete bibliographic details, grade level of the pupils who will use the books, and subject. Tell also in what book selection tool you found them.
2. Examine the *United States Catalog* and the *Cumulative Book Index*. Be prepared to answer questions as to arrangement, content, purpose, frequency, etc.
3. Select a type of literature that interests you—biography, philosophy, poetry, plays, etc.—and read the chapter in Drury's *Book Selection* on that type. List criteria for the selection of books in that class.
4. Examine one or more copies of the three weekly book-reviewing periodicals. If you could subscribe to only one, which would it be and why?

<sup>13</sup> Heller, Frieda M., and LaBrant, Lou. *Experimenting Together, the Librarian and the Teacher of English*. Chicago, American Library Association, 1938. Chapter IV.

5. Read the chapter in Heller and LaBrant's *Experimenting Together, the Librarian and the Teacher of English* that has to do with pupil participation in book selection. Comment upon that experiment.
6. Examine carefully *Children's Catalog* and *Standard Catalog for High-School Libraries*. Learn how to use each and be prepared to answer questions as to purpose, arrangement, use, content, special features, etc.
7. What books—aside from books on education—have you read this year? What periodicals do you read more or less regularly?

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## CHAPTER IX

### TEACHER-LIBRARIAN COLLABORATION

#### EXPERIMENTING TOGETHER

Such notes as the following are typical of the library-centered school. Many of them pass from teacher to librarian and from librarian to teacher in the course of a day. For, in the ideal school situation, every teacher is a librarian and every librarian a teacher. Two recent publications have been written upon this theme: Johnson's *Vitalizing the College Library*<sup>1</sup> and Heller and LaBrant's *Experimenting Together, The Librarian and the Teacher of English*.<sup>2</sup>

MRS. W . . . My English 6 class is to write reports on vocations. May I bring 35 pupils Tuesday at the 4th period to work in the library and will you point out various sources of information?

D. P.

MRS. W . . . Please give this girl that lovely little story about Robert L. Stevenson's death and burial by the natives. I have forgotten the name of the book.<sup>3</sup>

E. B. G.

MRS. W . . . This young man says he doesn't like to read and can't find anything interesting. Will you help him find something he will like?

R. V. P.

MRS. W . . . Please send 30 magazines to use in my general science class first period.

E. L.

MRS. W . . . May I bring 30 pupils to the library at the first period Tuesday to select books? We are to read biographies. Will you tell the class about some you think they will like?

M. H.

<sup>1</sup> Johnson, B. L. *Vitalizing the College Library*. Chicago, American Library Association, 1939.

<sup>2</sup> Heller, Frieda M., and LaBrant, Lou L. *Experimenting Together, The Librarian and the Teacher of English*. Chicago, American Library Association, 1938.

<sup>3</sup> Forbes, Mildred P. "The Road of the Loving Heart." (In her *Good Citizenship Through Story Telling*. New York, The Macmillan Company, 1926.)

Miss T . . . Some of your pupils have showed me their book reviews, and I am wondering if we could have an exhibit of the best ones in the library. We have room for at least 20, and I'm sure other pupils will enjoy seeing them.

M. K. W., LIBRARIAN

Mr. L . . . The books you asked for are here and ready for use.

M. K. W., LIBRARIAN

Since the day of the single text is almost past and the library, particularly in the fields of language arts and the social studies, is the text or a supplement to a basic text, teachers need to know many books. They work with their pupils in the presence of books. "The passing of the recitation," supervised study, provision for individual differences, longer class periods, the publication of great numbers of varied, appealing, and informative texts and reference books, the growth of the realization of the value of wide and diversified reading, and the availability of countless titles for that purpose, the lack of quiet places to study in many homes—these are some of the influences that are contributing to the growing practice of depending upon library materials.

In the modern school, classes are taken to the library to work out projects and assignments, to select books, and to prepare bibliographies. Brighter members of a class go to the library during the period to prepare advanced assignments while the teacher remains in the classroom to work with slower pupils. Teachers send for books for a period, for a day, or for an indefinite time to use in class, or they go to the library to select dozens of titles to be placed on reserve for certain units. Many pupils use the library of their own volition at free periods and before and after school.

#### THE LIBRARY AS A WORKSHOP

The library in today's school is not the quiet place that it used to be. Signs demanding silence have been discarded. Pupils are permitted to talk quietly about books and assignments and to suggest books and materials to others. Posters advertising new books, bulletin-board displays of news events, colored maps, and suggestions for reading invite comment. There is, also, freedom of movement: freedom to select books from open shelves and freedom to take current or older issues of magazines and newspapers

to tables for reading or examination. Collections of pamphlets, clippings, and pictures are available for pupils to use.<sup>4</sup> Comfortable chairs, tables, a well-lighted room, a friendly staff, many readable books on all subjects covered by the curriculum, books for hobbies, books for leisure reading, books for every taste—these are the essentials of school library service.

#### THE LIBRARY-STUDY HALL

In the smaller schools where library and study hall are combined, there may still be the elements of activity and wide use of library materials. More collections of books in classrooms and more library work in classrooms are, of course, necessary. (As a matter of fact, schools that have outgrown their libraries—lack of space is only too general in school libraries throughout the United States<sup>5</sup>—may still extend fairly satisfactory service through classroom, study hall, and shop libraries if there is an adequate book collection. A small library room with a rich book collection is far better than spacious quarters with few books. There is no substitute for books!) But even in the combination library-study hall a table or two is reserved for those sent from class during periods; and classes are brought to the library occasionally for instruction in using reference books and catalogs and other library tools, the pupils scheduled to the study hall being sent to the vacated classroom or to the auditorium.

#### THE LIBRARIAN-TEACHER

##### THE LIBRARIAN AS TEACHER

To meet these varied demands on the library in the modern school, a school librarian should be trained in both librarianship and teaching. Public library methods are not successful in school

<sup>4</sup> Because few pupils are able to file accurately, some librarians have adopted the policy of letting them help themselves to the contents of the vertical files, but do not permit them to put material back again. Since a misfiled folder is not located without some searching, such a policy seems a wise one.

<sup>5</sup> The study of secondary school libraries made as a part of the National Survey of Secondary Education shows "inadequate facilities as the main difficulty encountered by librarians." Johnson, B. L. *The Secondary School Library*. Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph 17.

library work. The librarian is a teacher. She it is who must often interpret the teacher's assignment and give daily countless informal lessons in the use of books. She must prod and inspire dullards who have no desire to read, but who must take some sort of report to class. She becomes aware of teachers' hobbies and pet aversions. There was once a teacher who especially cherished her southern ancestry. The name of Lincoln was anathema to her—even as late as the 1930's. But biography was her hobby, too, and her pupils, unaware of her prejudices, were always selecting a biography of Lincoln. Explosions inevitably followed in classroom when reports were being given and the pupil suffered. So the librarian steered as many of her pupils away from that particular subject as possible, saving the biographies of Lincoln for more broad-minded instructors. The finest piece of work a school librarian can do is to fit the right book to the reader and to lead him on to broad and wide reading. The librarian should be a source of information and book inspiration for the entire school. She must read constantly, yet not be a bookworm; she must know enough of the interesting incidents in countless books to help her sell the right book to the very person who needs it.

#### FLEXIBLE RULES

School libraries exist to serve pupils and teachers. Short answers, nerves, frigid replies have no place in the librarian's dealing with her clientele. A spirit of friendliness, graciousness, helpfulness, and interest are essential. There should not be too many rules and the ones that are necessary should be flexible. Books are to be *used*, not preserved. The collecting of rare books is the province of the university or museum—not the school library.

### THE TEACHER-LIBRARIAN

#### THE TEACHER AS LIBRARY GUIDE

The teacher, too, must read. She must be a librarian in that she knows books. She must also know the mechanics of library procedure so that library tools are useful servants and not complicated mechanisms. In no other professions except librarianship and teaching is wide reading—and much of it skimming—so essential.

Primary teachers often betray their grade placement by their limited vocabularies and narrow reading range.<sup>6</sup> A diversified reading program is requisite for a well-rounded personality.

#### INTERDEPENDENCE BETWEEN LIBRARIAN AND TEACHER

Only as she herself reads and knows books, can a teacher inspire her pupils to read. Heller and LaBrant describe the interdependence of teacher and librarian in pupil guidance:

A teacher of literature (or reading) who absents herself from the library, who does not discuss selection with pupils, who fails to handle the books on the shelves, suggests by her very behavior that the actual use of books is not her aim. On the other hand, a librarian who does not want to know what books are discussed in the English class,<sup>7</sup> who fails to recognize the fact that frequently the moment for choosing a book is the moment after it is discussed, is a custodian rather than a librarian.<sup>8</sup>

The expedient of taking classes to the library to work is also described by Heller and LaBrant:

<sup>6</sup> This statement is verified by reports in the *New York Times* (Fine, Benjamin. "Teachers Accept New Test Plan." *New York Times*, January 5, 1941, II, 6:8) from the National Committee on Teacher Examinations on experiments in teacher testing conducted in 1940. Supervised by the American Council on Education and financed by the Carnegie Foundation for the Advancement of Teaching, tests were administered to 3,750 candidates. Both actual and prospective teachers in all parts of the country took the same examinations. "Elementary school teachers were found to be the lowest of any group of teachers on almost every one of the tests given . . . men showed their strength in current social problems, history and contemporary affairs. And what is probably even more significant, men were way ahead of women in professional information and in general culture." These results should have wide implications for teacher-training agencies and point to the need for the introduction of courses that direct teachers to varied printed materials.

<sup>7</sup> Much has been written in recent educational literature about the school librarian's visiting classes so that she may keep in touch with the program of the school, may participate in class discussions, suggest books and materials, etc. Doubtless such a plan is practical in some school situations. In many schools there are too many classes and too few librarians to make such a plan feasible. Likewise, a librarian's visiting classes involves a question of school administration. In most schools the ground must be prepared by the principal, or by the librarian with the sanction of her principal, before such visits can be fruitful. Otherwise the librarian's entrance into class might be regarded with suspicion and distrust. Teachers might try inviting the school librarian to their classes when books are to be discussed, theme topics assigned, or whenever she might contribute to the interest of the groups in books and reading.

<sup>8</sup> Heller, Frieda M., and LaBrant, Lou L. *Experimenting Together. The Librarian and the Teacher of English*. Chicago, American Library Association, 1938.

Classes of 30 to 60 pupils brought to the library at one time—but never without a purpose—require the presence of class teacher *and* librarian. A visitor to the school recently said, "You are free to send your pupils to the library at any time. *Our* librarians complain if we do." The answer is: Teachers are free to go to the library with their pupils. On many occasions pupils go alone, but when needed, the teacher accompanies them. The teachers also consult the librarian concerning hours of greatest freedom and those of peak load. Teachers *do not* send pupils to the library to get rid of them, however, and the matter of library visitation and use becomes a threefold responsibility for teacher, pupil, and librarian.<sup>9</sup>

#### TEACHER ATTITUDES

The crux of the problem is the *teacher with the class*. The attitude of the teacher, is, however, even more important than her presence. Teacher attitudes are sensed immediately by pupils. The teacher who sends a class to the library so that she may grade papers, work on reports, or secure an "off" period for herself has defeated any effort of the librarian before the class has entered the room. Teachers who yawn, grade papers, move restlessly about, look through magazines, or consult their watches during periods of instruction by the librarian are wasting the time of pupils, librarian, and themselves, for little learning carries over. Conversely, the teacher who has prepared her class for the visit, makes notes of the librarian's suggestions, asks questions, reminds the librarian of something she has forgotten to mention, seems alert and interested, contributes suggestions and comments, insures the success of library-laboratory work. Such cooperation is stimulating and inspiring to students and librarian.

#### LIBRARY LESSONS AND COURTESY

Some teachers have correlated the taking of classes to the library with the teaching of courtesy. The need for the latter varies, perhaps, with the clientele of the school, but in many communities such teaching is of substantial value. Notes thanking the librarian for help given the class are written by the pupils and brought to the librarian by a member of the class. These are always answered quite formally by the librarian, on library stationery, the letter being sent to the class in care of the teacher. Other efforts at prac-

<sup>9</sup> *Ibid.*

ting courtesies are evident when thanks are voiced at the door by some of the boys and girls as they leave and when various members attempt conversation with the librarian and her helpers over books and magazines. Librarians welcome these attitudes and are pleased to have an opportunity to talk to pupils and to know some who otherwise might never have gone to the library. The following notes were actually written by boys and girls after library visits and are a reflection of the attitudes of their teachers toward the school library.

DEAR MRS. W . . .

I wish to express my deep appreciation for your kindness in helping me secure material for my English booklet. The pictures, quotations, and book covers proved most useful. Your kindness and generosity make the library a delightful and helpful place.

Yours sincerely,

NINA FAULKNER

DEAR MRS. W . . .

I want to send my sincere thanks for your helping me on my travel book.

After all the information that I received from you, I am sure that my book will be among the best.

Yours truly,

HAROLD DAVIS

DEAR MRS. W . . .

We would like to express our thanks for the cordial way in which you received us last Tuesday.

Speaking for the whole class, I can say we enjoyed the period to the utmost. We enjoyed seeing the different kinds of books and picking out some for ourselves. In fact, we enjoyed the whole period. I'm sure some of us looked forward to the lesson as something that just had to be done, but any thoughts like that which we might have had were quickly dispelled by the gracious manner in which you conducted the lesson—it was fun!

We are looking forward to the next visit, so you know we profited by the last one.

We remain

Yours for better students,

STUDENTS OF MISS POLK'S

ENGLISH I CLASS

(All members of the class  
signed the letter.)

## RECOGNITION OF LIBRARY IN TESTS

Various other devices are utilized by teachers to follow up library visits. The pupils who wrote the following paragraphs as part of a test were influenced, perhaps, by their teacher's enthusiasm for and interest in books and libraries:

Our library is one of the most interesting libraries I have ever been in. It has almost any kind of book or magazine you would want to read. The library has been very useful to me for almost all of my studies. I have used the *Who's Who in America*, many of the encyclopedias, and many other books. There is also a large assortment of biographies which are very interesting to readers. A large rack of magazines awaits anyone to read them. The most interesting section of books I have found so far is the fiction section. I have read many interesting books from the library, and I think they are all just grand.

Our library is one of the most complete libraries for a school I have ever seen. It has many kinds of books, such as biography, autobiography, literature, history, fiction, plays, science, electrical, and industrial. Our library has many magazines, too, including *Popular Mechanics*, *Saturday Evening Post*, *Open Road for Boys*, *Boys' Life*, *American Boy*, and *American Girl*. The library attendants are the best also. You can check out a book for a week at a time, by selecting a book and going to the desk and filling out a little pink slip telling the author, title, and date. The attendant will stamp the slip and the book and return it to you. Mrs. W., the library teacher, is very helpful in helping you find your type of book. The library is a swell place to go after you have been working all day and want to relax and read. I think our school library is the best school library ever.

Our school has a good library. We have very many different types of books, magazines, and papers. We have books of fiction, cooking, sewing, dictionaries, biographies, autobiographies, and perhaps any kind of book you might be interested in reading. In our library we also have a cabinet of "vocational choices," or if you are planning on being a bookkeeper, office clerk, or aviator, school teacher, or any sort of job you choose, you may go to this cabinet and read all about the subject you are interested in. If you do not take a daily paper, you should go to the library and read the papers. They have all sorts of papers in different languages, such as Spanish. We altogether have a wonderful library in our school.

## NATIONAL SURVEY OF SECONDARY EDUCATION

In 1932 when the National Survey of Secondary Education was



made, a study of the library was included.<sup>10</sup> Three hundred and ninety schools in forty-six states and the District of Columbia participated. To make the study representative, of the four-year high schools studied (163) "more than half had enrollments of 750 or fewer pupils. Forty-five had enrollments of more than 2,000." Chapter VII of the survey has to do with "Teachers and the Library." The chapter is prefaced with this paragraph:

No school library can achieve a maximum degree of success unless teachers are aware of the resources of the library and are alert to the possibilities of using library materials in their teaching. For this reason, during the present survey, considerable attention was given to investigating cooperation between teachers and libraries. In an effort to discover what teachers can do to encourage the use of the library, librarians in the schools visited were questioned regarding activities of teachers which encourage or discourage the use of the library. In order to investigate further the relations of teachers to the library, 918 teachers in 17 schools were asked to indicate (1) activities in which they engage to encourage the use of the library; (2) activities of library staffs which assist teachers; and (3) suggestions which, if followed, would improve library service.

#### DEVICES FOR AROUSING INTEREST IN THE LIBRARY

Some of the devices used by teachers to encourage the use of the library as reported in *The Secondary School Library*<sup>11</sup> include:

- Encourage reading by telling pupils of books which may interest them.
- Encourage pupils to go to library individually as need for reference material arises.
- Determine whether necessary material is available in library before making assignments requiring library work.
- Make suggestions for purchase of books desirable as additions to school library.
- Make assignments (problem or topical) requiring pupils to do research work in the library.
- Encourage reading by giving pupils lists of suggested readings.
- Notify librarian of books classes will need in the future, so that these books will be placed on reserve shelf by the time the pupils need them.
- Make assignments which tell pupils exactly where necessary materials may be found in the library.
- Take classes to library to spend whole periods doing reference work.

<sup>10</sup> Johnson, B. L. "The Secondary School Library." Bulletin, 1932, No. 17. National Survey of Secondary Education, Monograph 17.

<sup>11</sup> *Ibid.*

- Encourage reading by means of posters on classroom bulletin board.
- Teach pupils how to use the library as situations requiring its use arise in connection with class work.
- Make early request of library to borrow materials which classes will need and which the library does not have.
- Devote a unit of one or more courses to teaching pupils how to use the library.
- Give librarian for exhibition in the library completed projects prepared by pupils.
- Arrange for librarian to come to classes to teach pupils how to use the library.
- Take classes to library to spend periods doing pleasure reading.
- Have classroom library.
- Bring library books to classroom for supervised study.
- Encourage reading by giving extra credit for supplementary reading.
- Take library books to classroom to "sell" them to pupils.
- Go to library often as example to pupils.
- Exhibit interesting books on desk.
- Become acquainted with new books in library which pupils may enjoy reading.
- Teach pupils how to use reference books related to specific course.
- Recommend magazines to be used by pupils.

One of the devices, "Make assignments which tell pupils exactly where necessary material may be found in the library," would not be regarded by all librarians as an especially helpful device. If pupils are properly trained in the use of libraries and library material, independent research may uncover various sources of information. Page references are especially undesirable. If the books to which the page reference is given is in use, a pupil is delayed in preparing his assignment. Topical assignments imply no such limitation.

"Encourage reading by means of posters on classroom bulletin board" is a meritorious procedure in that pupils are reached who are not in the habit of visiting libraries. Some librarians have a collection of such posters and are pleased to lend some of them to teachers for bulletin board use. Book jackets borrowed from the library make alluring bulletin-board displays.

#### HINDRANCES TO EFFECTIVE USE OF THE LIBRARY

Some of the activities of teachers which impair the efficiency of library service are also listed. These include:

Give late notice of needed materials.

Fail to learn what materials are available before making library assignment.

Do not know how to use the library.

Are indifferent to value of library.

Keep books longer than necessary.

Make excessive requests for books to be ordered.

Use single textbook in teaching.

Fail to insist that pupils look up their own books and materials.

Make vague and indifferent assignments.

Take books out of library and assign pupils materials in books they themselves have checked out.

Fail to give pupils notices of overdue books.

Fail to charge books which they borrow.

Fail to become familiar with library materials.

Request librarian to buy books about which they know little.

Send pupils to library for disciplinary reasons.

Keep books in classrooms longer than necessary, thus depriving others of needed books.

Ask librarian to order copies of books of which library has (unknown to teacher) a number of copies.

Lose books.

Fail to conform to schedule when books are scheduled to different teachers' classrooms for a specific length of time.

Fail to suggest books to be ordered.

Emphasize importance of illustrations in booklets pupils make for projects, thus tempting pupils to cut up library books and magazines.

Fail to come to the library.

#### TOO BROAD ASSIGNMENTS

Not listed in the table of activities of teachers which impair the efficiency of library service is the practice of some teachers in giving assignments that are too broad. A point emphasized in college courses in freshman English has to do with the necessity for the proper limitation of a subject. Yet such topics as Communication, Transportation, Education, Inventions, Ancient Civilization, Our Language, etc., are still called for in school libraries, and the librarian must help the pupil break his assignment into areas which permit investigation. Regarding requests for books to be ordered, there is a consensus among librarians that long lists of books submitted by teachers for purchase are preferable to no requests. The teacher who wants many books is usually a book

lover and an enthusiastic library user; the indifferent one does not use library material at all.

#### THE EVIL OF PICTORIAL SCRAPBOOKS

One librarian, according to the *Secondary Survey*, censures teachers because they emphasize the importance of pictures in booklets which their pupils make. This practice tempts the pupils to cut up library books and magazines **and results** in the destruction of much valuable material. This **evil** is reported by librarians to be more widespread than the *National Survey* indicates. In at least one large city the board of education passed a ruling against notebooks illustrated with pictures, maps, cartoons, etc., other than those made or drawn by the pupils themselves. This action was the result of an appeal from the public library for help in reducing the number of books and magazines mutilated. A recent note in the *Wilson Bulletin* under "The Month at Random"<sup>12</sup> cites another example:

Mutilation of books belonging to the Brooklyn Public Library has reached such serious proportions that Edwin L. Garvin, President of the Board of Trustees, and Dr. Milton James Ferguson, Chief Librarian, have issued a joint appeal to the public to help check this abuse. School teachers especially were urged to use their influence to end malpractices for which some of them are blamed.

"The library has few enough books as it is, and extremely limited funds for replacement," the statement said. "Unless the mutilation of books is curbed, the people of Brooklyn will find themselves facing gaping holes in the library shelves. There are branches where the whole nonfiction collection is in danger of being wiped out. It is in this increasingly popular field of literature that the greatest damage takes place, and this is largely because of the requirements of thoughtless individual teachers of the public schools that pupils turn in illustrated notebooks or projects." This practice has been frowned upon by the Board of Education and by school principals generally, but it still persists.

An examination of a notebook made by a student for a unit on mythology disclosed a picture of Venus taken from a school encyclopedia and many other pictures of mythological subjects cut from the advertising pages of the school's file of *Fortune*. Copies

<sup>12</sup> *Wilson Bulletin* 12:675, June, 1938.

of the *National Geographic* and magazines used for home economics seem particularly tempting, and extreme vigilance seldom saves these intact for binding. A scrutiny of the scrapbooks usually displayed at exhibits held in connection with educational meetings often presents further evidence of the undesirability of this practice. Books from pupils' homes are cut, too, parents making the sacrifice for a showy notebook and a good grade.

In all justice, however, let it be said that teachers are quick to see this side of the matter of illustrated notebooks, and many have adopted the policy of accepting only illustrations made by the students themselves. "Frankly, I had never thought of illustrated notebooks from the library angle," said a history teacher to a librarian recently. "As soon as you called our attention to the evil in one of your bulletins to the faculty, and showed us some mutilated books in faculty meeting, I decided to accept no more such books."

Another complication frequently encountered which is responsible for defacing books is traceable to the practice of assigning too many pupils to a limited supply of books. If many pupils are given an assignment in a certain book of which the library has an insufficient number of copies, undue pressure causes the disappearance or mutilation of some of the copies. Pupils have been known to hide books that cannot be taken from the library until after school so that they will be sure of getting them when the time comes; they have also been known to tear or cut out whole chapters. These things are possible where the open-shelf policy prevails and where students do not sign for books used in the library.

The assigning of an entire class to one volume of an encyclopedia or to a certain magazine article is also pernicious. An unthinking teacher told every member of her three classes that were studying Livingston to look up the facts of his life in the *World Book*. The library had just bought a new set, and before the librarian discovered what was happening and could bring forth other sources of information, the Livingston page was soiled and smudged and ink-stained. If one member of each class had found the account and had made a report to the class, or if the librarian had been notified to get material together for the class, this ravage would have been avoided.

HELPFUL ACTIVITIES BY LIBRARIANS

Some of the activities that school librarians engage in that are helpful to teachers are listed in the National Survey:<sup>13</sup>

Notify teachers of new material in the library in which they may be interested.

Place books needed by classes on reserve shelf in library.

Notify teachers of all new books received in library.<sup>14</sup>

Suggest books which pupils may read for pleasure.

Supply books for use in classroom library.

Provide faculty reading room or faculty corner in library room.

Borrow books from other libraries (county, state, or local public) as requested by teachers.

Prepare bibliographies of available library materials which relate to various subjects.<sup>15</sup>

Keep in touch with units being studied in various classes.

Exhibit in library completed projects prepared by pupils.

Teach pupils how to use the library.

Provide illustrative materials.

Assist pupils to find materials.

Teach special unit to classes on the use of reference books relating to various subjects.

Buy books suggested by teachers.

Cooperate eagerly.

Provide magazines relating to various subjects.

Advise pupils regarding outside reading.

Exhibit materials relating to various subjects.

Provide library bulletin boards for various subjects.

Discuss books with various classes.

Observe special days by posters and book displays.

Send new books to teachers for inspection.

Look up materials for teachers.

<sup>13</sup> Johnson, B. L. *The Secondary School Library*. Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph 17, Table 34.

<sup>14</sup> In a large school where many new books are received, this practice may be impractical; the librarian may be only able to notify the teacher of new books for his department.

<sup>15</sup> The preparation of bibliographies of material in the library on various subjects may well be a cooperative enterprise in which pupils, teacher, and librarian engage. Such an activity begets familiarity with library tools and procedures. For example, several members of a class in office practice located books, magazine articles, clippings, and pamphlets in the library helpful in that field and listed them according to standard form. Other members of the class typed lists, cut stencils, etc.

## TEACHERS' SUGGESTIONS FOR IMPROVING LIBRARY SERVICE

Doubtless, teachers can offer some pointers to librarians for improving library service. Listed in *The Secondary School Library*<sup>16</sup> are some points made by teachers for improving library service. Nine hundred and eighteen teachers in seventeen schools were asked for suggestions as to the improvement of library service. However, a striking feature of teachers' suggestions for improving library service, according to Mr. Johnson, "is the fact that so few suggestions are given by more than twelve of the nine hundred and eighteen teachers."<sup>17</sup> Most of the suggestions merit careful attention, though some are impractical and betray a lack of knowledge of library tools and procedures.<sup>18</sup> Others show a need for more vision on the part of school librarians.

## SUGGESTIONS FOR IMPROVING LIBRARY SERVICE

Have more books relating to specified courses.

Notify teachers of all new books received in the library.

Notify teachers of new books (not in the library) in which they may be interested.

Give teachers bibliographies of current magazine articles in which they may be interested.

Make bibliographies of library material available for use in specified courses.

Furnish to each department a list of new books relating to the department's work.

Supply books for classroom libraries.

Borrow books from other libraries as they are requested.

Have more modern books.

Provide faculty reading room.

Have large library reading room to which classes may be taken for pleasure reading.

<sup>16</sup> Johnson, B. L. *The Secondary School Library*. Bulletin 1932, No. 17, National Survey of Secondary Education, Monograph 17, Table 35.

<sup>17</sup> This affords further evidence of the need for teaching prospective teachers library use while still in teachers' colleges. It is hardly possible that service in the 390 schools studied was not subject to improvement. Is not the assumption justified that teachers—not having been taught what to expect from a school library—did not know what suggestions to make?

<sup>18</sup> "Analyze more anthologies," and "Prepare and give to teachers duplicate index cards of library books relating to various courses so that teachers may keep them in their desks," are impossible of fulfillment in most school libraries because of lack of staff for performance of mechanical processes. Also, printed indexes for many anthologies are available. See "Indexes," page 249.

- Have collections of mounted pictures for reference in drawing and design.
- Prepare bibliographies of collateral pleasure reading.
- Eliminate antiquated materials from library.
- Give library instruction to classes.
- Establish departmental libraries.
- Allow books to be taken out for a longer period of time.
- Have library open longer hours.
- Prepare and post bibliographies of magazine articles which will interest pupils.
- Provide books suited to the comprehension of the pupils.
- Act as a depository for visual aids.

"Have library open longer hours" is a relevant and practical suggestion. Some librarians are finding that pupils use the library from 7:30 in the morning to 5:00 in the afternoon if given the opportunity. A growing number of school libraries are open on Saturday mornings. If the staff is adequate, such an arrangement is ideal, because working pupils and those having no study periods are thus accommodated. One librarian reported to the authors that when her library closes at 5:00 each day, there are always some pupils to be sent away.

"Allow books to be taken out for a longer period of time," is another constructive suggestion. Some librarians are unreasonable at times about the length of time teachers are permitted to keep books. Yet teachers often reach more pupils with a single book than the library would reach with the same copy in a year. A case in point was *Alice in Orchestralia*.<sup>19</sup> One copy had been bought by a school librarian at the request of the music teacher. When the book was ready, the teacher checked it out and placed it on her desk in the music room for any pupil to use who cared to. After a month she received a note from the librarian: "You have had *Alice in Orchestralia* since January 10. Please return to the library." The teacher, after explaining that she was still using the volume and that the children were enjoying it, was given grudging permission to "keep it a while longer." But when at the end of the second month another request was received, she sent the book back and bought a copy for herself. The library should have bought a second copy for circulation in this case, not the teacher.

<sup>19</sup> LaPrade, Ernest. *Alice in Orchestralia*. New York, Doubleday, Doran & Company, 1940.



## THE LIBRARY NOT A MUSEUM

Teachers need and should demand adequate library service. In a certain large public library in the South all the books about the state and those written by citizens of the state are kept in a special collection in locked cases. School pupils are not permitted to use the material unless accompanied by an adult. Teachers and their pupils have thus been seriously inconvenienced. The museum atmosphere must be dissipated from our school and public libraries and give way to service and use.

## THE ESSENTIAL UNITY OF TEACHING AND LIBRARY WORK

Fortunately, such incidents as those recounted above are becoming fewer, and as teachers become librarians and as librarians become teachers, that ideal described by Johnson<sup>20</sup> in which "Recognition of the *essential unity of teaching and library work* has resulted in the molding of the teaching staff and the library staff into a single instructional staff" will be realized.

## SUMMARY

In the modern school, teachers and librarian work together with pupils in the presence of books. The library is a laboratory, and teachers take pupils to it to select books, to work out projects and problems, to prepare bibliographies, and to prepare advanced assignments. In some instances the teacher may stay in the classroom to work with slower pupils while those who have completed the required assignment go to the library to prepare the next unit or to find supplementary material for the current one. Freedom of movement is characteristic of school libraries today and pupils are encouraged to consult each other about the selection of books and the use of the catalog and other tools. Not infrequently does one see one pupil showing another how to locate material. To meet varied demands of the curriculum, teachers must know books and library procedures and librarians must be familiar with courses of study and educational method. Teachers' enthusiasm for books is contagious and carries over to the boys and girls in their classes.

<sup>20</sup> Johnson, B. L. *Vitalizing a College Library*. Chicago, American Library Association, 1939.

*The National Survey of Secondary Education* includes a study of the school library and lists many devices used by teachers to encourage the use of the library as well as some of the activities of teachers which impair the efficiency of library service. The practice of encouraging the illustrating of notebooks and themes with pictures, maps, and cartoons, except those made or drawn by the pupils themselves, should be discontinued, because some boys and girls resort to the unethical practice of mutilating library materials. Librarians must become more liberal in their interpretation of school library service so that the teaching staff and the library staff may work together in harmony for the widest possible use of library materials.

## STUDY ACTIVITIES

1. Write a short paper—one or two typewritten pages—on ways of using the library in the field in which you expect to teach.
2. Outline a unit of work which requires library materials and suggest ways of introducing the library to the students.
3. Examine five or more recent texts in your field and list library skills required to interpret these texts to students.
4. Can you offer any additional suggestions for improving secondary school library service other than those listed by Johnson?
5. Visit a school library (more than one if possible) and observe procedures or services that interest you. Write an account of your observations. Note especially activities of teachers that are reflected in library rules and in the book collection.

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## CHAPTER X

### READING GUIDANCE THROUGH THE LIBRARY

#### AN INCIDENT FROM LIFE

A tall lad, roughly dressed, mature, self-reliant, wearing deep sideburns, came into a school library and handed the librarian a note from his English teacher.

"This is to introduce John," said the note. "Please help him find something to read. Anything you think he will like will be all right."

The librarian looked at John, smiled, and asked what he had read last. "Well, to tell the truth," he answered, not at all apologetically, "I just don't read. Usually I get by, but I can't seem to this time. Miss P . . . says I won't pass English unless I bring in a book report."

"Since your teacher says you are to read anything," replied the librarian casually, referring to the note, "it shouldn't be hard to find a book you'll like."

"Well, I sure have to get something and have part of it read in time for class tomorrow," rejoined the youth. "*She* says I'm to make my report first or ———"

The selection was harder to make than the librarian had anticipated. Title after title was rejected politely, and incidents that had sold those same titles to other more responsive pupils fell on stony ground. Fiction would not do: "All that's silly stuff," he remarked coldly. Biography did not appeal: The Sergeant York's and the Daniel Boone's, Lincoln, Lee, London's *Sailor on Horseback*, and even Will James's *Big Enough* were rejected.

Finally, the librarian was forced to ask questions. "If you don't read in your spare time, what do you do?" she asked. "Work," was the laconic answer. "Make much money?" "No, not much," the self-sufficient one replied. "Not as much as I'd like to."

"Then," said the librarian, following a clue, "we have just the books for you," and she led him to the vocational shelf, indicated Fancher's *Getting a Job and Getting Ahead*; Bennett's *Making the Most of Your Life*; Pitkin's *New Careers for Youth*; Cooley, Rogers, and Belman's *Building and Metal Trades*; *Printing and Servicing Trades*; *Office and Store Occupations*; Ernst's *What Shall I Be?* etc. She remarked lightly, "You can't tell much about books from their backs. Sit down and see how these start off," and walked away leaving John to his own choice. Other pupils were demanding help on reference questions, a faculty member came in for some reading lists, the period ended, and the young man was forgotten.

A day or so later Miss P . . . , the teacher of the difficult young man, came to the library. "I think you accomplished more with John the other day than you can possibly know," she said, her eyes twinkling. "I've been trying for weeks to get him to shave off those miserable sideburns, and today he appeared in class without them. Several members of the class commented on his changed appearance. True to my promise I called on him first for a book report. I'd told him to have some kind ready; it would be his last chance—all the rest of the class had given two or three. And he gave one! He had read half of Fancher's *Getting a Job and Getting Ahead*, and he made a creditable report. And," continued Miss P . . . , "he said he liked the book, would read the rest of it, and didn't know there were books in the library like that!"

To Mr. Fancher goes the credit for the loss of John's whiskers, because a paragraph in his book—which John had finally selected—on personal appearance had shown him the dollar-and-cents value of careful grooming. There is hope for John. Under careful guidance he will find other books that appeal to him. Biographies of successful workers offer interesting possibilities.

#### ANOTHER INCIDENT

Not so fortunate was the case of Bill, a freshman. He came from class one morning during a summer school session and asked for something good to read. He and the librarian chatted a bit; it developed that he liked the West and books about boys. He did not want a love story. Hamlin Garland's *Boy Life on the Prairie*

seemed "a natural," and Bill dipped into it for a page or so, signed for it gladly, and went his way. In a few moments he was back, sour-faced and glum, with a note. "Garland will not do for a freshman," the visiting teacher wrote reprovingly. "We study Garland next term in American literature, and this boy might try to use this same book for a report. Give him an Edison, or a Mark Twain, or a Stevenson."

#### INTELLIGENT COOPERATION NEEDED

Close cooperation is necessary between teacher and librarian for effective reading guidance through the library. Many pupils do not read because they have never met the right books. This chapter has nothing to do with reading clinics as such, telebinoculars, ophthalmographs, metron-o-scopes, and other means and instruments for diagnosing and treating reading difficulties; with eye movements, eye span, number of fixations per line, etc.<sup>1</sup> The mechanics of remedial reading are usually outside the librarian's province because of her lack of time and multiplicity of duties. But in the matter of reading materials for all ages and grades and for varying ranges of ability, the librarian is intimately concerned.

#### A TESTING PROGRAM

Modern schools the country over have taken cognizance of the reading difficulties many pupils are encountering in their school work, and by means of tests are determining which boys and girls must be taken from regular classes and given remedial work. The following report,<sup>2</sup> typical of an up-to-date school which maintains a testing bureau, is significant because it helps the teacher to know exactly where each pupil stands and enables her to make neces-

<sup>1</sup> Dora Smith in "Reading—A Moot Question" (Bulletin of the American Library Association 32:1031-40, December, 1938) accents the value of pleasure in reading and comments on recent investigations that prove that eye movements reflect rather than cause poor reading performance. She regrets that "there are those in the public schools who see reading chiefly in terms of the telebinocular, the ophthalmograph, and the metron-o-scope, instruments for detecting and ameliorating defects in the eye or in the physical process of reading . . . It is easy to popularize among average teachers whatever is specific and simple to administer, and most of these devices are not complex."

<sup>2</sup> Reproduced through the courtesy of Mr. W. J. E. Schiebel, principal of the Dallas Technical High School.

sary adjustments. It is valuable to the school librarian, also, because it indicates a need for books for easy reading and necessitates the buying of some titles with limited vocabulary range on subjects of adolescent interest. It shows her too that she cannot help some pupils until remedial work is done.

DALLAS PUBLIC SCHOOLS  
CHILD ADJUSTMENT DEPARTMENT

Tests and Measurements

November 20, 1940

Mr. Julius Dorsey  
Superintendent of Schools  
Board of Education  
Dallas, Texas

Dear Mr. Dorsey:

At Mr. Schiebel's request, five pupils in Dallas Technical High School were given individual tests. These pupils are in Miss Turner's English classes and are taking the remedial reading work which she is giving. Each of these children was given a group intelligence test. Mr. Schiebel rightly questioned the validity of the findings in these cases since the tests were based on reading. The results are based on the Stanford Revision of the Binet test.

From the analysis below you can see that each child can be taught to read, but not in a group. Cases such as these will have to be supervised and taught individually. It seems to me that it would be impossible for them to successfully advance any further in school work unless they are taught to read. In each case the probable adult status and grade ability is seventh or eighth grade.

Pupil B.—chronological age 20 yrs. 5 mos.; mental age 12 yrs. 8 mos.; I.Q. 83; classification, slow learner. Basal year was established in this case at the 10th yr. level. At year 12, B. passed the vocabulary, interpretation of fables, picture interpretation and similarities. In year 14, he passed the vocabulary tests, problems of fact, and the tests involving practical judgment. In year 16, which is average adult, he passed the interpretation test.

This boy needs a slight vocabulary beginning with the 2nd grade level. He is not able to divide a word into syllables, which indicates he needs training in phonics. I would recommend Dolch's word list for drill and plenty of reading materials on the 2nd grade level.

B. is so interested in learning to read and in getting his lessons that he has some friend read all his English and History lessons to him so that in this way he is able to participate in the class discussions. If he could learn to read, he should be able to do 7th, 8th or 9th grade work successfully.

Pupil H.—chronological age 17 yrs. 11 mos.; mental age 12 yrs. 9 mos.;

I.Q. 84; classification, slow learner. Basal year was established at year 10; 3 correct responses in year 12; complete failure in year 14.

This boy cannot read successfully above the 2nd grade level. He confuses many of the consonants such as "b" and "t" and is not sure of any of the vowel sounds. He understands himself that he cannot read well, and he told me that he worked and paid for reading lessons all last term. He is most eager to learn. He has a slight speech defect, but if he could learn to read he should be able to do 7th, 8th, or 9th grade work successfully.

Pupil C.—chronological age 15 yrs. 4 mos.; mental age 12 yrs. 2 mos.; I.Q. 79; classification, border line. Basal year was established at year 10; vocabulary level year 12; and she was able to pass the problems of fact in year 14.

This girl has a pronounced speech defect; however, she is reading and can interpret 5th grade material. She was unable, however, to do any abstract thinking and will probably never succeed in school work past the 7th grade level.

Pupil M.—chronological age 19 yrs. 11 mos.; mental age 12 yrs.; I.Q. 75; classification, border line. Basal year was established at year 12.

M. has such a bad speech defect that it is almost impossible to understand his reading. I am not sure of his exact grade level, probably 2nd or 3rd.

This boy can never succeed past the 7th grade level, if that; however, he should be able to achieve economic independence in semiskilled or unskilled vocations.

Pupil J.—chronological age 15 yrs. 4 mos.; mental age 13 yrs. 2 mos.; I.Q. 86; classification, slow learner. Basal year was established at year 12. In year 14, J. succeeded with the test involving problems of fact; can do abstract thinking equal to the average adult; and has an excellent auditory memory.

This boy can think much better than he can express himself since he has some sort of a physical defect which causes him to have little control over his speech organs. Sometimes I waited for his answers almost a minute and when he did answer me they were surprisingly well thought out.

This boy can probably achieve 9th grade level in high school, maybe higher, if his teacher had time to wait for him to participate in class room recitation. Naturally his reading sounds inferior because of his speech handicap; however, I think it is true that he understands what he reads very clearly.

Yours truly,

MARY THOMPSON VOYER

MTV:w

Copy to Mr. Schiebel

These cases may seem extreme, yet in all except the most exceptional communities will boys and girls with similar handicaps be found. For these, librarians can do little—except supply easy reading through the individual teacher. For the pupils described



in the report, second and third grade readers were secured, and the teacher thoughtfully had the books covered with book jackets so that more advanced schoolmates would not tease their less fortunate friends. The boys and girl described in the report did not resent being given these easy books. They knew they had reading difficulty and were eager to be helped.

#### BORDERLINE CASES

Besides this definitely retarded group, there are, in every school, borderline cases, many of whom can read if prodded and if introduced to simple readable materials. One school librarian reported the assembling of a special collection of easy, appealing books which were kept on shelves in her office. They were marked RC (Reading Clinic) for shelving purposes. Teachers were encouraged to send pupils who disliked to read, and those who had read little, to her by appointment, and she attempted to fit the right book to her client. Mystery, adventure, personality development, sports stories, dog stories, westerns—these were the sort of thing she stocked for her purpose. Many nonreaders did find books they liked, for besides this reserve collection there was the whole library to draw from. Many returned again and again for “another book as good as that last one.” Here (the helping of pupils to learn to like to read) is a challenge to develop taste and to lead a pupil on to better reading.

A girl who read *Katrinka* wrote, when her teacher asked her honest opinion of the book she had read: “I knew nothing going on around me while reading—which is very unusual for me.” Other comments are:

I like this book [*Iron Duke*] because it is interesting all the way through. When you are reading it late at night, you don't get sleepy and go to bed. It's too interesting. I stayed up until I had read the whole book. Tunis is a good writer, and if he has written any more books, I should like to read them.

*Seventeen* is an excellent book for anyone to read. I read the entire book, and it is swell. I laughed so much while reading it that my side hurt. *Seventeen* is really grand.

The book [*Wagons Westward*] was very thrilling. I should like to read books like this all the time. It kept my mind on what I was reading. I should like to read more of Armstrong Sperry's books.

I never liked to read before, but I like this book [*Growing Up With the Grapers*]. The author, Elizabeth Corbett, had an excellent thought in writing my book by giving each person a chance to tell some of the story. The Grapers remind me of someone in my family and this interested me all the more.

*Penrod Jashber* is probably the only book I ever finished. This story being so much like modern life has fascinated me. Its humor and excitement have made me lay awake deep into the night to read it. When I had finished reading it it left upon me the feeling of satisfaction.

#### TEACHERS MUST READ!

Dora Smith writes that teachers are in many instances floundering for lack of knowledge of books. This she attributes to the fault of a narrow program in teacher training.<sup>3</sup> This criticism does not apply to all teachers, of course, for some are conscientiously taking courses in adolescent and children's literature, are concerning themselves with remedial reading, and do skim many of the books which they prescribe for their pupils. But most teachers do not read enough. Librarians know that in order to interest a reluctant reader in a book, some incident or scene from the book must be recounted. "Please, what's this about?" is a familiar question in school libraries. To guide young people in reading, to fit the right book to the right reader, the guide must know books. And to know books she reads them, skimming hundreds in the course of a year: biography, travel, fiction, children's books, reference books, social science, periodicals; and from each some residue is tucked away to appear as an incident, a bit of description or dialogue, a dash of humor when a would-be reader is looking for just the book that fits him. Yes, few teachers read enough; they read too little and too well; they lack that easy familiarity with and knowledge of many books.

#### READING AND INDIVIDUAL DIFFERENCES

But the school librarian can supplement this lack. Reading is her business<sup>4</sup> and teachers should make generous use of that

<sup>3</sup> Smith, Dora. "Reading—A Moot Question." American Library Association Bulletin 32:1031-40, December, 1938.

<sup>4</sup> Concern is felt in some quarters over the tendency of some school librarians to subordinate the inspirational and reference side of school librarianship to tech-

knowledge. Of course, there are always pupils who need no help, who consult annotated lists, spot bright new titles on shelves, and conscientiously bring in assigned readings. They present no problem. But they are in the minority. There are bright ones who will not read, and slow ones who think they cannot. For the slower readers the librarian can, with the approval of the teacher, suggest substitutions for more difficult titles listed in the course of study. The tragedy of the pupil with the low I.Q. being forced to go through the semblance of reading *House of the Seven Gables*, *Rise of Silas Lapham*, *Idylls of the King*, or *Lady of the Lake*, etc., when *Alice Adams*, *The Yearling*, *Boy Life on the Prairie*, *Boy's Life of Colonel Lawrence*, *Seventeen*, or dozens of other titles within his comprehension and experience are available, still goes on. But having all the members of a class reading a different title still fills many teachers with terror. Continues Dora Smith in her article previously quoted:

The bane of the librarian's life, I have discovered, is the teacher who knows only one book on a subject and demands enough copies of it to go around the class. The only remedy I know for that malady is to tempt the teacher by a glimpse of new and untried materials and to awaken her to a consciousness of the wide range of ability represented in her classes.

#### ACCESSIBILITY OF MATERIALS

Accessibility is a prime prerequisite in reading. Telling pupils to go to the library to get a book by such and such a time is not always sufficient. On the day set, some members of the class will be without a book. Pupils may be brought to the books or the books may be taken to them. If a teacher notifies the librarian several days ahead of time of her plans for her group, gives the number of pupils in the class, the type of book she wants her pupils to read, general ability of the pupils or the rating of the class, the librarian can reserve a supply of books and go to the classroom or have the pupils brought to the library, as the cir-

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nical and mechanical processes. The fault is, in part, administrative, and if no clerical help is provided, the school librarian has difficulty getting all tasks done. Organization is necessary to make the library a self-serving, functioning unit. Ideally, the librarian always has time to discuss books with pupils and teachers and to make opportunities for reading guidance.

cumstances indicate. Brief descriptions of some of the books that have been grouped on the tables for the occasion help immeasurably. Even adults in search of something to read have been known to feel helpless when faced with choosing from hundreds of titles in large libraries or selecting a book to buy in a large bookstore. Even so, do boys and girls.

## AROUSING INTEREST

The class that heard a description of "A Miserable, Merry Christmas," a chapter from Lincoln Steffens' *Boy on Horseback*, were inspired by a summary of the story. The teacher informed the class that here was the story of a boy who told his father that if he couldn't have a horse for Christmas, he didn't want anything. He found his stocking hanging limp and empty on Christmas morning while his sisters' stockings were fat to bursting. The boy, when he thought he could bear no longer the misery of being forgotten, saw a man leading a pony to his front door and asking for Lonny Steffens! When the five members of the class heard that brief extract, they checked out the five copies of that title that the library owned as soon as they could lay hands upon them. In the same way went Ferris' *This Happened to Me* when the story of Lydia was sketched briefly—Lydia had a bad temper and went away to school where no one made allowances for her failing; she made an enemy of her roommate when she flew into a rage over a borrowed book; she flared up over a forgotten luncheon date and lost another friend; but the climax came when she lost the lead in the class play. Woodward's *Personality Preferred* helps boys and girls make introductions and meet people properly; Miller's *Eighteen* is valuable for the two topics that all young people are interested in: "Will You Make a Success of Marriage?" and "Have You a Sensible Idea About Sex?" Skeyhill's *Last of the Long-hunters* is the story of a Kentucky mountaineer who was a conscientious objector and tried to avoid going to war in 1914. But he was drafted, and since he fought as hard as he had objected, he distinguished himself before the war was over for bravery and was decorated for capturing a German machine gun battalion of 132 men, single-handed.

## OTHER WAYS AND MEANS OF AWAKENING INTEREST IN READING

Such simple leads are enormously pleasing to boys and girls. Annotated reading lists, bright book jackets, and posters on bulletin boards in classroom and library stimulate reading. One device that is novel while speaker systems are new to many schools is the broadcasting of book reviews or short talks about books. The pupils themselves are the performers. Those who are to talk go to the broadcasting section of the school's speaker system and talk back to the classroom to their listening classmates. The library is sometimes included in the hookup. Pupils announce their names and the authors and titles of their books before beginning their talks. Usually the class selects an announcer or master of ceremonies.

## JUDGING THE VALUE OF READING

Elaborate ways of evaluating reading done by boys and girls throughout the three or four years of high school have been worked out in various schools. The purpose of many plans seems to be to keep the youngster from reporting on the same book twice. Records are valuable if they help the teacher or librarian form a picture of the reading tastes of pupils with a view to the broadening and developing of those tastes. They are worthless as a means of awarding points. Reading cannot be divorced from the pupil's other work and should not be considered an extra.

The graded lists compiled by the National Council of Teachers of English<sup>5</sup> are useful as a method of determining what books should be read in what grades. The lists are broad and full and offer a freedom of choice and a catholicity of taste impossible to attain in lists that are locally made. Furthermore, the lists have a subject classification which extends their usefulness. If money for books for supplementary reading is limited, the titles in these lists may wisely be given first consideration. The chief weakness of the lists seems to be in the paucity of vocational material. Secondary schools will find other good vocational books to add to the few titles there listed.

<sup>5</sup> For titles of lists and address of the National Council see the bibliography at the end of this chapter.

## READING RECORDS

Quite possible is the reading record of which the pupil is unaware. It is kept in the library. When the pupil signs the book card

Form HS-58 33,600-54-39

**DALLAS HIGH SCHOOLS**  
**DALLAS, TEXAS**

**CHARGE SLIP**  
(For books taken from the Library)

Call No.

Name

Author

Title

Date

First period class

FIG. 39. A charge slip used in the high schools of Dallas, Texas.

for his book—this includes all kinds of books except reserves—he also fills in a copy of the slip which is reproduced in Fig. 39. While the book is in circulation the slip serves as a record of the books borrowed by that pupil. When the book is returned, the slip is cancelled and filed under the pupil's name as part of his reading record for the term. The limitation of this plan is that it

takes no account of materials obtained from sources other than the school library.

#### TRAVEL AND BIOGRAPHY

A phase of reading guidance that offers challenging possibilities, and one that has been largely neglected, is the encouragement of the reading of nonfiction, particularly travel and biography. Pupils have to be helped to an enjoyment of material of this sort but are enthusiastic when the introduction has been accomplished. Motivation in reading must come largely, or chiefly, from the classroom. One teacher decided to use biography as a background for the teaching of English grammar. She determined to give her pupils something interesting to talk and write about. More biography left the library than had circulated in many months. "Say," wrote one lad, "I always thought biography was dry stuff. Why didn't some one tell me about books like these before?" He had read Thomas' *Boys' Life of Colonel Lawrence*, as exciting a book of adventure as any boy could wish, Vestal's *Kit Carson*, and Washington's *Up from Slavery*. "These books," he wrote, when his teacher asked the class for their opinion of the unit, "have opened up new fields to me."

Many fresh and good biographies have been written recently for young people. Hildegard Hawthorne's *The Poet of Craigie House*, the story of Longfellow; *Youth's Captain*, the story of Emerson; *Romantic Rebel*, the story of Hawthorne, and the *Happy Autocrat*, the story of Holmes, are welcome additions to vitalize the courses in American literature. Elizabeth Gray's *Young Walter Scott* and also her *Penn; Jarden's, The Young Brontes*; Rourke's *Audubon and Davy Crockett*; Bakeless', *Master of the Wilderness, Daniel Boone*; Benz's, *Pasteur, Knight of the Laboratory*; Meigs', *The Story of the Author of Little Women, Invincible Louisa*—these are only a few of the better biographies for boys and girls. And young people do like these books when they are given a chance to meet them.

Biographies that teachers have seen on the shelves for years and that seem trite and worn take on new meaning when some enthusiastic young person reads them for the first time. A teacher who had asked each member of three of her classes to read a

volume of biography was so pleased with the result when the reports came in that she sent the following note to the school librarian:

I thought you'd like to see some of these biography reports done in class. The assignment was good for three reasons:

1. Only two students from the three classes failed to do the reading.
2. The material did not go over the students' heads.
3. Every child seemed to find something that met his needs, or supplied him with something beyond the mere assignment to think on.

They are no literary gems, but they are evidence of pleasant effort.

#### PUPIL REPORTS ON BIOGRAPHY

The following are parts of two reports that the teacher sent. The first biography is from *Story of My Life* by Helen Keller; the second, from *Abraham Lincoln* by Morgan.

Helen Keller's life means more to me because she and I have something in common, even though she was much more handicapped than I. Miss Keller established schools for the deaf and dumb children and gave them new life. If she could learn approximately six languages, go to college, and make very good grades on everything she undertook to study, how much more the hard-of-hearing people in the United States can do if they have ambition and a little money to go to college!

The book appealed to me because it helped me to realize that I am not so unfortunate after all; it showed me the influence of a kind patient teacher; it made me realize the truth of saying "if you want something bad enough, you can have it"; it proves that no matter what handicaps you have, you can have friends; it proves you can see even if you don't have eyes to see. (Patsy Berryman, October 26, 1939.)

From reading this book on Lincoln, I think I have learned a great deal. This book makes clear in my mind the details of his life and of his greatness. It makes me curious, and I want to read more books about him . . . This book is the best I have ever read. It is simple, easy to read, and truthful. The book has made a lasting impression on me. (Winford Edward, October 26, 1939.)

Making good his comment "I want to read more books about him," (Lincoln) Winford's next report was on *The Crisis*, by Winston Churchill. Winford is a Syrian by birth, and he is earnest



in his desire to learn of his adopted country's history. He writes, in part:

. . . This story has made me see the crisis our country faced during the Civil War, and the heartbreak, agony, and despair of the friends and neighbors who fought each other. It taught me many things about the South I didn't know and further convinced me of the greatness of Abraham Lincoln . . . I liked the story because it is about the Civil War and Lincoln. I like it because it gives the reasons why the Southern people failed in the war; why people from foreign countries who had come recently to America fought to save the Union; and how pride and personal feelings helped bring on the war . . .

#### WRITING BOOK REPORTS IN CLASS

The teacher of these pupils feels that book reports written in class are spontaneous, unstudied, and natural. The extracts given support her theory. They also bear eloquent testimony to the power of the printed word. When impressionable pupils want to read, when they profit immeasurably from reading, why should books be lacking? With an abundance of readable material and opportunity to read, discipline problems would doubtless be much fewer.

#### SUMMARY

Pupils learn to read by reading, and even those who have never enjoyed books may be led to a realization of the lure of the printed word when suitable and attractive materials are easily accessible. Reading guidance is a desirable aspect of teaching, but to select the right book for the right pupil, the teacher must have a wide acquaintanceship with many books. The school librarian can be of specific help in this direction, for it is her business to know her book stock and to know boys and girls. An incident, an anecdote, or a bit of dialogue told to an irresolute pupil as he stands before a large section of books trying to find some provocative title in the sea of volumes that confronts him, will often "sell" books that otherwise would pass unnoticed. Pupils are dissimilar in their reading tastes, and the library is especially adapted to care for individual differences. Classes may be taken to the

school library to select books and there may be informal book talks by the librarian. Some teachers take a variety of titles to the classroom and distribute them there amid informal conversation and sampling of pages. A conscious effort on the part of the teacher and the librarian to interest pupils in types of reading other than fiction brings gratifying results. Many able writers are now turning their attention to the writing of biographies for young people. Books of travel are becoming increasingly popular as are also those dealing with hobbies and crafts, science of a popular nature, and stories with a vocational background. A stimulating teacher or librarian who can direct pupils into new channels of reading and teach them to read widely contributes immeasurably to their education and helps to prepare them to live the good life.

### STUDY ACTIVITIES

Read three books of nonfiction suitable for high school boys or girls. Write a provocative summary of each or recount incidents or anecdotes that might incite a reluctant reader to select the titles you have chosen.

### BIBLIOGRAPHY

ADLER, MORTIMER. *How to Read A Book*. New York, Simon and Schuster, 1940.

A valuable book for teachers on the "Art of getting a liberal education." It may be discouraging to one who does not read well as it makes reading seem unnecessarily complex.

ALEXANDER, MARGARET. "Introducing Books to Young Readers." *Bulletin of the American Library Association* 32:685-90, October 1, 1938.

The author maintains that "if we read and enjoy books of a wide variety, our very enthusiasm for them will give the books an irresistible appeal to young people. When one combines wide reading with interest, the young people come along so fast that the problem resolves itself into how to keep one jump ahead rather than how to lure them on."

BENNETT, ADELAIDE. "The Schools Department of the Denver Public Library." *Library Journal* 64:91-94, February 1, 1939.

A practical article showing how pupils may learn to read by reading simple, attractive material.

BERGLUND, ALBERT. *Easy Books Interesting to Children of Junior High School Age Who Have Reading Difficulties*. Winnetka, Illinois, Winnetka Educational Press.

A list based on successful use.

BRONING, ANGELA, AND OTHERS. *Reading for Skill*. New York, Noble & Noble, 1936.

Practice exercises for remedial reading and library skill (subtitle).

COLLYER, M. ARLENE. "Improved Reading in the Ninth Grade." *English Journal* (High School Edition) 29:37-43, January, 1940.

Learning to read by writing might be the subtitle of this article.

CUNNINGHAM, HELEN. "A Booklist for a Retarded Ninth Grade Class." *English Journal* (High School Edition) 25:659-66, October, 1936.

Includes many titles available in inexpensive reprints.

HEAPS, W. A. "The School Librarian and Remedial Reading." *Wilson Bulletin* 12:448, March, 1938.

A list of disability distress signals which may be observed by the school librarian and reported to teachers. Practical suggestions for small schools where the same pupils are scheduled to the library regularly.

McGLENNON, ROSE. "Aid to the Ailing: the Active School Library." *Wilson Bulletin* 12:367-85, February, 1938.

Miss McGlennon's thesis is that work with the scholastically ailing should be a stepping stone to a complete readers' advisory program for every student.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. 211 West 68 Street, Chicago. *Books for Home Reading for High Schools; Good Reading*, prepared by A. N. Townsend; *Leisure Reading for Grades Seven, Eight, and Nine*.

SMITH, DORA V. *Reading—A Moot Question*. Bulletin of the American Library Association 32:1031-40, December, 1938.

The problem of reading is an individual one, writes Miss Smith, and cites a phrase from Helen Ferris to prove it: "Everything depends on the book. And the girl. It is a personal equation."

WALLS, MRS. VERA. "They Learned to Read by Reading; Experiment in Reading Made at Thirty-Second Street Summer School, Los Angeles." *Library Journal*, 63:681-83, September 15, 1938.

The author names two essentials to accomplish growth in reading ability: an ample supply of attractive books and an adult who knows the content and difficulty of the books so that she may give the right book to the right child at the time he is interested in it.

WITTY, PAUL, and KOPEL, DAVID. *Reading and the Educative Process*. Boston, Ginn and Company, 1939.

A timely discussion of the reading program on both elementary and secondary level. Many helpful and practical suggestions and experiments are outlined. Lists of books for retarded readers are included.

## PART THREE—ILLUSTRATIVE MATERIALS

### CHAPTER XI

#### REFERENCE WORK IN THE SCHOOL LIBRARY

##### THE SIGNIFICANCE OF REFERENCE READING

A knowledge of general reference books and how to use them is essential to effective teaching based upon the newer curriculum patterns. The oft-repeated saying that the educated person is not one who remembers all he has read and learned but who knows where to go to find information expresses today a fundamental principle of enriched learning and of creative education. Carleton Douglas writes:

A distinguished educator remarked some years ago that school buildings fifty years hence would probably be wholly different from their present form. In fact, he believed that the library is the only feature that would remain. . . .<sup>1</sup>

Using a library efficiently is as much a skill to be learned in school as the multiplication table or the location of places on a map. As a matter of fact, if you know how to use a library, it matters less how many facts you remember.<sup>2</sup>

Newer texts, particularly in the field of language arts, are developing the idea that pupils should be taught to be independent in the use of libraries.<sup>3</sup> Courses that formerly required a single text are now rich in book content; the library has become the textbook. No longer, however, is the school librarian or teacher expected to find the answers for pupils, but the material should be so well organized that even children in the intermediate grades may be taught to help themselves.

<sup>1</sup> Professor Alfred L. Hall-Quest of New York University has in preparation a book that considers, from an administrative standpoint, the library as the actual center of the school building from which classrooms and study halls radiate.

<sup>2</sup> Douglas, Carleton, and others. *Growth in English*, Book III. Newson and Company, 1935.

<sup>3</sup> A partial list of newer texts is appended to Chapter II.

This principle of self-help is what differentiates school reference service from public library reference work. Lucile Fargo in "Seventeen and the Reference Librarian"<sup>4</sup> emphasizes this view when she says that the librarian (or teacher) is to steer, to guide, to suggest, to help, but seldom to put the actual fact in the hand of the student. "The game," she says, "belongs to seventeen."

Some illustrations may make this point more emphatic. A pupil has been told by his teacher to write a paragraph on the life of William Shakespeare. He goes to his school library to ask the librarian where to get material. She remarks that histories of English literature are good places to look for the lives of any of the older English writers and to look in the 820.9's; if he does not know the Dewey decimal system, she indicates the location on the shelf. The librarian turns to other pupils and, though she apparently has forgotten about the inquirer after Shakespeare, glances occasionally to see whether he has found his book or, after locating it, has found his topic in the book. If, as often happens, she sees him leafing through the book or laboriously reading the table of contents, she returns to him and gives an informal lesson on indexes.

Another pupil looking for a month-by-month history of the World War is guided to the *New Larned History for Ready Reference, Reading, and Research*.<sup>5</sup> Its arrangement is explained and the comment made, "Most of the answers in your historical assignments will be found here unless you want recent events. When you want information about something that has happened lately, remind me to show you *Readers' Guide*."

"Reference becomes Instruction" was the title of a talk delivered by a forgotten speaker at an educational meeting. That phrase epitomizes school library reference work. To help the pupil to help himself will enable him to feel at home in the library.

<sup>4</sup> Fargo, Lucile F. "Seventeen and the Reference Librarian." *Educational Review* 67:46-49. March, 1924.

<sup>5</sup> Larned, J. N. *New Larned History for Ready Reference, Reading, and Research*. Springfield, Mass., C. A. Nichols Publishing Company, 1922. 12 v. (Now available from the H. W. Wilson Company, New York, on a service basis.)

## THE REFERENCE LABORATORY

Many teachers work effectively with their classes in the library. The librarian is notified and asked to set aside a period on a particular day for as many pupils as will be using material on certain topics. If pupils are beginning a unit which will require tools that they have not used before, the librarian or teacher will give a brief explanatory talk about such sources, pointing out their locations in the library and methods of use. If previous lessons have been given, there need be no formal instruction, each individual working out his own problem and feeling free to call on teacher or librarian for help.

Before high school pupils begin the writing of themes, a lesson in the library on possible sources of material makes for a more intelligent approach and a more pleasurable experience. To hand a pupil who asks for material on civil service, or Hitler, or George Bernard Shaw, or television, or Williamsburg restoration, or any other subject an armful of books and clippings is to deprive him of a major objective of education—independence, self-help, the weighing, rejecting, and selecting of materials. But, where many pupils seek material on different topics and have no knowledge of where to look, and no formal instruction has been arranged for, the harassed librarian may be forced to choose this method as the easiest or only way out. A library-trained teacher with a knowledge of sources of supply can help her classes immeasurably.

## SHELVING OF REFERENCE BOOKS

For convenience, general reference books are separated from other books in the library and placed in a special section. University and college libraries have reference rooms where such books are available on open shelves. Such a practice is advantageous in that it saves time for the user and helps familiarize him with books that he might otherwise not have found. Since these books are so generally used, the time of library attendants is also saved. School libraries usually reserve certain sections for reference books. It is wise to have these shelves as near the librarian's desk as possible in order to prevent mutilation. Pupils have been known to tear whole pages from reference books so that they could avoid taking notes in the library.

The letter *R* before the Dewey number is the usual way of designating reference books.<sup>6</sup> This may be just over the other part of the call number or just beside it. The letter *R* is placed also on the catalog cards to indicate that the book may be found in the reference section.

ro32	R
En19a	928
19th ed	K96a
v. 1	

Both the capital and the lower case *r* have been seen in use in various libraries. Large collections of reference books are often not marked *R*, and the catalog cards are stamped *Reference*.

Reference books are to be used in the library. They do not circulate because they must be available to everyone at all times. Many texts and books not shelved in a reference section are, of course, used daily for reference and do circulate. Such books as Long's *English Literature*,<sup>7</sup> Bassett's *Short History of the United States*,<sup>8</sup> and Opdycke's *Get It Right!*<sup>9</sup> are examples.

#### SOURCES OF REFERENCE MATERIAL

In using a school library there are at least seven sources to consider in finding material—seven points of attack which may well be taught in the high school. Probably a few topics will be found in all of them, and part of the preparation is to help pupils to decide where to look for certain kinds of subjects. For example, the selection of a theme topic on a recent event precludes little except magazine and newspaper references. An encyclopedia with an old copyright date will be valueless for late scientific achievements.

#### SEVEN PLACES TO CONSULT TO LOCATE MATERIAL IN SCHOOL LIBRARIES

1. Card catalog: to see what books the library has on a certain subject. See chapter VI for explanation of use.

<sup>6</sup> Other symbols are used for other collections. *P* is used to designate the books in the teacher's pedagogical library; *T* is used in many Texas libraries for books by and about Texans; *W* is used in a woman's college for a collection of books about women, etc.

<sup>7</sup> Long, W. J. *English Literature*. Boston, Ginn and Company, 1919.

<sup>8</sup> Bassett, J. S. *Short History of the United States, 1492-1929*. Rev. ed. New York, The Macmillan Company, 1931.

<sup>9</sup> Opdycke, J. B. *Get It Right!* New York, Funk and Wagnalls Company, 1935.

2. Reference books.<sup>10</sup> The reading of an article in an encyclopedia on the subject sought is often helpful if the topic is an unfamiliar one. Thus, an overview or starting point becomes possible and, in some encyclopedias, a bibliography is located. Special reference books in the field of language arts, social science, biography, government, etc., are listed in later chapters. Part Three of the present volume has to do with the reference books most useful in the school library.

3. Supplementary texts. School libraries stock a variety of such books, and they afford varied views. Since school librarians do not usually have time to make as many cards for parts of books (analytics) as could be made, such texts are not always found through the card catalog.

4. Magazine indexes and other bibliographies and printed catalogs. See Chapters VII, VIII, XV, XVI, XVII, XVIII.

5. Pamphlet files. Collections of clippings and pamphlets about vocational, biographical, or general subjects are especially useful in a school library, for the material costs little, is up-to-date, and adapted to the demands of the school. Such collections are arranged alphabetically by subject and housed in vertical files.

6. Other libraries. If material is not available in the school library, the librarian may borrow from the public library, the state's extension loan library, or the local college or university library.

7. The faculty of the school. A corps of specialists in all fields of the curriculum is available for help when other sources fail.

## TEACHING PUPILS TO TAKE NOTES

Prerequisite to using reference books satisfactorily is the ability to take notes. Many pupils go to the school library to find information, but have no idea as to how to condense material into small compass when found. "Please, may I take this volume of the encyclopedia down to the typing room to copy this article?" is a request familiar to school librarians.

Because note taking is important in school work, the responsi-

<sup>10</sup> Louis Shores in his *Basic Reference Books* (2d ed. Chicago, American Library Association, 1939) defines a reference book as any book which is used to refer to for specific information. "At the same time," he writes, "it will be recognized that certain books are used only occasionally in that way and certain others almost never in any other way." Shores gives the approach to popular questions as follows:

1. *Dictionary*, for meaning of difficult words or terms
2. *Encyclopedia*, for background and basic information
3. *Yearbook*, for statistics and supplementary background
4. *Atlas*, for location of places
5. *Indexes, bibliographies and catalogs* for guides to books, serial and their contents
6. *Serials*, chiefly periodical, for current information



bility for developing skill in taking and using notes should be assumed by teachers in all areas of the high school curriculum. The principles of note taking should be explained and ample opportunity provided for practice. Some directions that might help pupils are:

1. Read the entire article before attempting to make any notes.
2. Reread, making short notes of main ideas in your own words.
3. Subordinate minor points and indent so that all main points stand out.
4. If exact words of an author are quoted, use quotation marks.
5. Write down source of notes following usual form for making an entry in a bibliography.

It is important that pupils be taught that they must give proper credit to an author if his work is quoted verbatim, or they are guilty of plagiarism. A college student in a class of one of the authors submitted a paper that seemed at first glance to be fresh and original. No quotation marks were used nor were quotations indicated by position (that is, indenting a long quotation and single-spacing it to make it stand out from the remainder of the manuscript). Yet the paper seemed too good, and one of the present authors was not surprised when a reading of one of the articles listed in the bibliography attached to the theme showed where the would-be author had found her fluid and unusual phrases. Whole paragraphs had been "lifted" and no credit given. Lyman in *The Mind at Work* says that some excellent teachers refuse to allow their students to copy materials exactly as they read or hear them. He continues: "Such instructors say, 'The points that Mr. B. makes in his book are his. They are his statements of fact and his judgments. Put in your records only the barest outline of what he says; fill your notebooks as full as you please of what you think concerning what Mr. B. says. Let your records show primarily the results of your own thinking and your own judgments.' Such teachers instruct students concerning assigned readings, 'Copy very few sentences or paragraphs verbatim; instead, place in your notes a few headings to show the main order of the writer's ideas; fill the great part of your pages with your own critical reactions to what you read.'"<sup>11</sup>

<sup>11</sup> Lyman, R. L. *The Mind at Work in Studying, Thinking, and Reading*. Chicago, Scott, Foresman and Company, 1921.

High school pupils, particularly those above the sophomore year, are not too young to be taught that unsystematic records upon scraps of paper are unsatisfactory and that notes are best taken on slips of paper or cards of uniform size, or in loose-leaf notebooks. Notes so assembled may be arranged and rearranged as the needs of the subject demand.<sup>12</sup>

The practice of taking notes, too, when ideas occur, when some happy phrase is found, when a bit of elusive information appears, should be encouraged. Keeping a notebook always at hand may save some important observations for future mental exploration. Robert Updegraff called this to mind in quoting Lewis Carroll's *Jabberwocky*:

" 'The horror of that moment,' the King went on, 'I shall never, never forget.'

" 'You will, though,' the Queen said, 'if you don't make a memorandum of it.' " <sup>13</sup>

Mr. Updegraff comments that genius does not come from taking notes but that it is significant that no small number of the world's reflective thinkers have been addicted to the practice. He cites Charles Darwin, who wrote innumerable memorandums, particularly if he encountered a new fact or theory which disagreed with his own findings; and Robert Louis Stevenson, who had two books with him always—one to read and the other to write in. Thomas Hobbes, noted English philosopher, used to take on his long walks a staff, in the head of which a pen and an inkhorn were concealed. In his pocket he carried a notebook, and he took it out "as soon as a thought darted." Jonathan Edwards used to write down ideas that came to him as he rode horseback, and pin the slips on his coat. "He would arrive at his destination an odd picture of a man, aflutter with paper streamers."<sup>14</sup>

Time spent in teaching pupils to take notes pays dividends

<sup>12</sup> A useful pamphlet for teaching pupils how to take notes and to assemble and list materials is "How to Write a Paper from Notes," by Josephine C. Murray. (New York, W. H. Sadlier, Inc., 1939. 14 p. 10 cents.) A set of these might be available through the school library so that copies might be distributed to the members of a class. Each pupil would thus have directions and examples before him as his teacher points out various details.

<sup>13</sup> Updegraff, Robert R. "Make a Note of It." *Rotarian* 54:31-32, January, 1939.

<sup>14</sup> *Ibid.*

in pupil satisfaction and growth. One teacher thinks that biographies make excellent practice material, as biographical sketches are well adapted to an outline form, and young people can easily pick out main points and group subordinate ones under them. Sections from textbooks that can be easily understood might also serve as material for practice. This class practice work or supervised study period permits the instructor to give individual help where needed.

#### BUYING REFERENCE BOOKS

Teachers are solicited by agents to buy reference books and sets of books. Parents inquire if a certain dictionary, encyclopedia, or other work of reference is standard or worth buying. Because of the number of reference books on the market such questions are often perplexing, for examination of all is impossible.

To meet this need of teachers and parents and librarians there has been published since 1930 in Chicago by the American Library Association a quarterly, *Subscription Books Bulletin*.<sup>15</sup> This unbiased publication evaluates reference books and gives information as to editions, binding, selling policies, inaccuracies, false representations, print, illustrations, strong points, etc. Each review or criticism is concluded with the words, *Recommended* or *Not Recommended*.

A file of *Subscription Books Bulletin* is to be found in almost every public library and in many school libraries. Since the evaluations are made by a committee of trained librarians from various sections of the country who are appointed by the American Library Association, there is no doubt as to the integrity of the committee and the authenticity of the findings. Publishers value recommendation in *S.B.B.* and reliable ones send volumes to the committee for examination.

#### STUDY ACTIVITIES

1. Examine several copies of *Subscription Books Bulletin*. How is it indexed? Find an evaluation of your favorite encyclopedia or dictionary.
2. Visit the reference collection in your college or school library. How are

<sup>15</sup> *Subscription Books Bulletin*, 1930-. Chicago. American Library Association. \$2 yearly.

the volumes arranged? List and annotate six reference books that are new to you.

3. Read the introduction to Miss Mudge's *Guide to Reference Books*. This includes a description of the reference department of a library, an explanation of what reference books are, and suggestions for studying reference books. List briefly the chief points under each.

## BIBLIOGRAPHY

Besides *Subscription Books Bulletin*, there are other reliable guides to reference books. Some of the best known are listed.

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

This classic of library literature is by the reference librarian of Columbia University. It is a "bibliography of 4,000 titles in more than thirty languages."<sup>16</sup> There are introductory paragraphs on the use of different types of reference books.

SHORES, LOUIS. *Basic Reference Books*. 2d ed. Chicago, American Library Association, 1939.

An introduction to the Evaluation, Study and Use of Reference Materials with Special Emphasis on some 300 Titles (subtitle).

WYER, J. I. *Reference Work*. Chicago, American Library Association, 1930.

Deals with the technique of reference work.

<sup>16</sup> Preface.

## CHAPTER XII

### DICTIONARIES

#### CURRENT INTEREST IN WORDS

No reference book is more frequently used in school work than the dictionary. An examination of many texts in the field of language arts has disclosed that units on dictionary use are included in the elementary school as early as the third grade and throughout the high school grades.<sup>1</sup>

There is also an awakened public interest in words, in vocabulary enrichment, and in pronunciation. Much is heard about *new* pronunciation. Probably this idea—that the pronunciation of certain words has changed—may be attributed to the radio and to sound pictures which have been instrumental in calling attention to *correct* or preferred pronunciation.

Further trends that point to an increasing interest in words may be observed in the growing number of classes in diction in evening school curriculums, in the organization of word-study classes in women's clubs, and in the sponsoring of diction classes by large department stores and little-theater groups. Magazines, too, for many years have included articles on words and vocabulary enrichment, and at least one periodical, through its educational department, supplies vocabulary tests to pupils who buy the magazine in clubs at reduced rates.<sup>2</sup> These tests are compiled for three levels of ability and provide a means for learning words as words should be learned—in context.

A high correlation between vocabulary range and success has

<sup>1</sup> Lulu Ruth Reed (in "A Test of Students' Competence to Use the Library," a summary of an unpublished Doctor's thesis, Graduate Library School, University of Chicago, 1937, *Library Quarterly* 8:235-83, April, 1938) also found, by an examination of library courses of 26 public schools, that units on the dictionary are included from grades three through twelve.

<sup>2</sup> *Reader's Digest*, Educational Department, New York City.

been noted by word specialists. Johnson O'Connor writes in the *Atlantic Monthly*:<sup>3</sup>

An extensive knowledge of the exact meanings of English words accompanies outstanding success in this country more often than any other single characteristic which the Human Engineering Laboratories have been able to isolate or measure. . . .

Although it is impossible to define success rigidly or scientifically, it seems to be true, nevertheless, that a large vocabulary is typical, not exclusively of executives, but of successful individuals. It happens that in the business world successful men and women are designated by this special appellation, executive. The successful lawyer or doctor is marked by no such name. But if, to the best of one's ability, one selects successful persons in the professions, they also score high in vocabulary.

Admittedly necessary to vocabulary enrichment is dictionary study. And since units on the use of the dictionary are included on all school levels above the primary, and since the public, through radio, talking pictures, speech classes, and current literature, is becoming speech conscious, teachers, acknowledged leaders in every educational movement, should become familiar with all the better known dictionaries and word books, the grade placement of the various titles, and basic differences in arrangement.

#### DICTIONARIES CLASSIFIED

Though many textbooks in the language arts include units on the use of the dictionary, few call attention to basic differences in arrangement employed by the various publishers. Yet *Funk and Wagnalls New Standard Dictionary* and *Webster's New International*, for example, are essentially different, and high school pupils should be taught that all dictionaries have distinguishing characteristics.

The usual classification of dictionaries is by country—as English or American—or, by size of vocabulary—as abridged or unabridged.<sup>4</sup> For school purposes a further classification of abridged

<sup>3</sup> "Vocabulary and Success." *Atlantic Monthly* 153:160-66, February, 1934. Now appearing as the introduction to the *Johnson O'Connor English Vocabulary Builder*. (Hoboken, New Jersey, Human Engineering Laboratory, 1939. \$5.)

<sup>4</sup> Little attempt is made in this book to give the history of various dictionaries and steps in dictionary making. These points are well covered in various texts which are listed at the end of this chapter.

dictionaries is desirable: collegiate, secondary, and intermediate. These divisions, however, are more marked by publisher's titles than by actual use. *Webster's Collegiate Dictionary*, for example, is as useful to a secondary school pupil as to one in college. Since there is in high school English an increasing emphasis on word study, smaller dictionaries are often inadequate. Etymology is omitted entirely or is too brief and the vocabulary is not extensive. School libraries that can afford only one or two unabridged dictionaries supplement this meager stock by buying the collegiate type for additional use in the library, and for classroom and study-hall use.

#### THE CHIEF UNABRIDGED DICTIONARIES

There are four widely used unabridged dictionaries:<sup>5</sup> *Webster's New International Dictionary*; *Funk and Wagnalls New Standard Dictionary of the English Language*; *Century Dictionary and Cyclopedia*, and *A New English Dictionary on Historical Principles*. Of these, the first two are most commonly found in school libraries. Every library that can afford it should have a copy of each. They supplement each other, and pupils should become familiar with both. To use them with ease and satisfaction, however, pupils will require supplementary explanations from teachers. Young learners as a rule become confused when trying to use the two interchangeably.

*Webster's New International Dictionary*.<sup>6</sup> This dictionary is newer than any other of the dictionaries in the unabridged group as it underwent a complete revision in 1934. Recent printings make the work even more up-to-date because words which have crept into the language since 1934 and words which have come to have new meanings or are to be used in a changed sense are brought together under a heading *New Words* in the front of the volume. The addition of this section brings the number of

<sup>5</sup> There is now in process of compilation at the University of Chicago, under the editorship of Sir William Craigie, one of the editors of *A New English Dictionary*, and James R. Hulbert, a new American dictionary, *A Dictionary of American English*. This work is being published in installments as finished. The last volume is Part XI, *Honk—Land Pirate*, 1940.

<sup>6</sup> *Webster's New International Dictionary*. 2d ed. Springfield, Mass., G. & C. Merriam Co., 1934. \$20. (Prices quoted are approximate since there may be variations in different sections of the United States.)

alphabets in Webster to six; that is, it is conceivable that a pupil might look in six places in Webster before he finds his word. These six places are: (1) list of new words; (2) main alphabet, or body of the dictionary; (3) the lower part of the divided page;<sup>7</sup> (4) list of abbreviations; (5) a pronouncing gazetteer; (6) a pronouncing biographical dictionary. *Pronunciation* in Webster is indicated by diacritical marks, and "A Guide to Pronunciation" prefaces the main work. The *principal accent* is indicated by a heavy mark (ˈ) and the secondary accent by a lighter mark (ˊ) at the end of the syllable. When more than one pronunciation is permissible, the preferred is given first. Division between syllables is indicated by a centered period except, say the editors, where this division is replaced by an accent mark or by a hyphen used to join the members of words written or printed with a hyphen. *Derivation* or etymology of a word is placed within brackets almost immediately following the entry:

glam'our (glām'ēr), n. Also glam'or. [Scot. *glamour*, *glamer*, corrupt of E. *gramarye*, *grammar*.]<sup>8, 9</sup>

*Definitions* are arranged chronologically, the most common meaning being given last of all the definitions. *Synonyms* and *antonyms* are both given in *Webster's New International*.

*Funk and Wagnalls New Standard Dictionary of the English Language*.<sup>10</sup> This dictionary might well be known as the one-alphabet dictionary since all information is contained within the span of a single alphabet. Even abbreviations are embodied in the main work: under the word *abbreviation* in its regular place in the A's is a list of them. Each abbreviation is repeated in its proper placement throughout the dictionary. There is in the back of the *Funk and Wagnalls Dictionary* a list of foreign words and phrases, but foreign words are also included in the main work.

*New Standard* has not been completely revised since 1913,

<sup>7</sup> Words less frequently used are placed below the line on each page, though this practice is less pronounced in the 1934 edition.

<sup>8</sup> Modern boys and girls are surprised and amused to learn the derivation of *glamour*—that in olden times one who knew *grammar* was *glamorous*.

<sup>9</sup> By permission; from *Webster's New International Dictionary, Second Edition*, copyright, 1934, 1939, by G. & C. Merriam Co.

<sup>10</sup> *Funk and Wagnalls New Standard Dictionary of the English Language*. New York, Funk and Wagnalls, 1934. \$18.



though there have been new printings with the substitution of new material for old since that time. *New Standard* has been liberal in the matter of simplified spelling, "including for a long time such simplifications as *thru*, *tho*, *abusiv*, and about 5000 other spellings adopted by the Simplified Spelling Board."<sup>11</sup> The editors of this dictionary have adopted the National Education Association revised scientific alphabet and are endeavoring to wean dictionary users from the diacritical mark method of pronunciation. Both keys are presented at the top of each page. Preferred pronunciation is given first. A different scheme for *hyphenation* is also employed from that used by Webster. Instead of the centered period, *New Standard* uses a single hyphen for syllables, and the German double hyphen for compound words. The editors claim that the use of the double hyphen saves confusion that often arises from using the hyphen for the division of both compound and simple words.

The order of definitions is reversed in *New Standard* from that employed in Webster in that the most common definition is given *first*, not last of all definitions. *Synonyms* and *antonyms* are to be found in *New Standard*. Distinguishing features of this work are the numerous quotations for which exact citations are given and for the large number of pictorial illustrations. There are over 7000 of the latter. *Derivation* or etymology of words is placed after the definitions, and not before as in Webster.

#### COMPARISON OF WEBSTER'S NEW INTERNATIONAL AND FUNK AND WAGNALL'S NEW STANDARD

Basic differences in these two great unabridged dictionaries should be explained to high school pupils so they will not be confused by attempting to use the two interchangeably. The points of similarity and difference are listed in the chart, in Fig. 40. For a more detailed comparative analysis see Shores, *Basic Reference Books*.<sup>12</sup> The points included here are the ones requisite for the high school pupil to know in order to use the dictionaries satisfactorily.

<sup>11</sup> Shores, Louis. *Basic Reference Books*, 2d ed. Chicago, American Library Association, 1939.

<sup>12</sup> *Ibid.*

	WEBSTER	FUNK AND WAGNALES
Date	Completely revised 1934.	No complete revision since 1913, but some plate revision.
Arrangement	Six alphabets: 1. New words 2. Main vocabulary 3. Lower half of page 4. List of abbreviations 5. Pronouncing gazetteer 6. Biographical dictionary	One alphabet plus separate list of foreign words and phrases.
Pronunciation	Preferred given first. Principal accent indicated by heavy mark ('); secondary, by lighter mark ('). Diacritical marks used. Key at <i>bottom</i> of each page.	Preferred given first. Has N.E.A. revised scientific alphabet. Presents both N.E.A. and diacritical marking at <i>top</i> of each page.
Spelling	Conservative.	Liberal—includes simplifications adopted by Simplified Spelling Board.
Division of syllables	Centered period except when rendered unnecessary by accent mark or by hyphen between compound words.	Single hyphen used for syllables; German double hyphen for compound words.
Derivation	<i>Before</i> definitions <i>fr</i> used in etymology to indicate "is derived from."	<i>After</i> definitions Symbol $\leq$ used to indicate "is derived from."
Definitions	Historical order: most common last.	Most common first.
Other distinguishing features	List of new words in late printings. Numerous quotations but no source given. Synonyms and antonyms.	Numerous quotations with exact source given. Synonyms and antonyms.

FIG. 4a. Comparison of *Webster's Dictionary* with *Funk and Wagnalls Dictionary*.

*Century*. The third unabridged dictionary, *Century Dictionary and Cyclopedia*,<sup>13</sup> is out of print, but older school libraries may have a set or may be able to buy a second-hand one at a reasonable price. As the title indicates, *Century* contains much encyclopedic material. It is in twelve volumes: Volume I-X, Dictionary; Volume XI, Cyclopedia of Names; Volume XII, Atlas. According to Graham:

*The Century's* strongest point was always its technical vocabulary of the sciences, arts, and trades. Its pictorial illustrations are the best in any dictionary. These have been drawn by well-known artists. Ernest Thompson Seton did over one thousand, signing them with the initials "E.E.T." *The Century* is as much an encyclopedia as a dictionary. With its *Cyclopedia of Names* containing 55,000 proper names, and *Century Atlas*, valuable supplementary volumes, it is the best example today of the encyclopedic dictionary.<sup>14</sup>

Unfortunately, *Century* has never been completely revised, and its vocabulary is inadequate for new terms in science, radio, aeronautics, etc.<sup>15</sup> However, the school that owns a *Century* should not consider parting with it; it is a valuable reference tool. Two faculty members of a large high school were at variance recently over the use of the word *operate* as applied to a surgical operation. One maintained that her doctor correctly said, "She was operated Thursday." Her co-worker insisted the statement should be: "She was operated *upon* Thursday." *Century* was consulted and the second construction was justified by the phrase "with, *on* or *upon* governing the object of the action."<sup>16</sup>

*A New English Dictionary*.<sup>17</sup> Less frequently found in the school library is Murray's *A New English Dictionary*, though it has a place in every senior high school if it can be afforded. Known

<sup>13</sup> *Century Dictionary and Cyclopedia*. New York, Century Company, 1911. 12 v. o. p.

<sup>14</sup> Graham, Bessie. *The Bookman's Manual*. New York, R. R. Bowker Co., 1935.

<sup>15</sup> *The New Century* (New York, Century, 1933. 2 v. \$12.) is an entirely rewritten work based on the old *Century* with much new material added. It is an "Abridged, condensed, and popular rendering of the original *Century*." For further description see page 180.

<sup>16</sup> *The Century Dictionary and Cyclopedia*. New York, The Century Co., 1906. Vol. V, p. 4121.

<sup>17</sup> Murray, Sir J. A. H. *A New English Dictionary on Historical Principles*. Oxford, Clarendon Press, 1933. 12 v. and supp. (Corrected reissue, \$125.)

variously as *Murray's Dictionary* (from its editor); *A New English Dictionary*<sup>18</sup> (from its title), and *Oxford English Dictionary*<sup>19</sup> (from its publisher), it is especially valuable for the "application of the historical method to the life and use of words." Millions of quotations illustrate the changing meanings of words, and the exact citation for each is given.

The aim of this great work is stated in the Preface to Volume I:

The aim of this Dictionary is to furnish an adequate account of the meaning, origin, and the history of English words now in general use, or known to have been in use at any time during the last seven hundred years. It endeavors (1) to show, with regard to each individual word, when, how, in what shape, and with what signification, it became English; which of its uses have in the course of time, become obsolete, and which still survive, what new uses have since arisen, by what processes, and when; (2) to illustrate these facts by a series of quotations ranging from the first known occurrence of the word to the latest, or down to the present day; the word being thus made to illustrate its own history and meaning; and (3) to treat the etymology in accordance with the methods and results of modern philological science.<sup>20</sup>

Bessie Graham, in her *Bookman's Manual*,<sup>21</sup> writes that the making of this monumental work reads like a romance. Since the dictionary was designed as a supplement to all other dictionaries, "it was to register all words and meanings omitted by others, and to give quotations illustrating the first and the last appearance of every word." Miss Graham continues:

To do this, an appeal was made for volunteers in Great Britain and in America to collect quotations from specified books. More than 1300 readers responded, and three and a half million quotations were sent in. A "scriptorium" was built at Oxford, and its walls were lined with pigeon holes, each containing the life history of a word. . . . One of the volunteers, who was singled out for his valuable contributions, proved to be an inmate of an insane asylum. The beloved scholar, Sir James Murray, who had given thirty-three years of unceasing labor to the editing of the dictionary, died in 1915, without having finished his work. His editorship stopped at the phrase "turned down."

<sup>18</sup> Also known by the initials of this title, N.E.D.

<sup>19</sup> Also known by the initials of this title, O.E.D.

<sup>20</sup> From *A New English Dictionary*. By permission of The Clarendon Press, Oxford.

<sup>21</sup> Graham, Bessie. *The Bookman's Manual*. New York, R. R. Bowker Co., 1935.

High school pupils who are college-bound will benefit by being introduced to the *New English Dictionary*. College teachers of freshman English have a way of saying, "Look up these words in N.E.D.," and the rare student who knows what these initials mean and who is even slightly skilled in the use and purpose of this dictionary is at an instant advantage. A certain college professor in English gives all her freshmen a questionnaire on library use. One of the questions is "What is the N.E.D.? Its special value?"<sup>22</sup> Teachers, by being book specialists and by introducing their classes to essential reference books, can do much to alleviate the present state of unfamiliarity with essential books.

#### ABRIDGED DICTIONARIES

There are various abridgments of the four great dictionaries that are suitable for senior and junior high school use. The two best abridgments of *Webster's New International Dictionary* are *Webster's Collegiate Dictionary*<sup>23</sup> and *Webster's Student Dictionary for Upper School Levels*.<sup>24</sup>

There are over 100,000 words in the vocabulary of *Webster's Collegiate*. The divided-page feature of the larger work is omitted. Included in the appendixes are:

- Abbreviations used in writing and printing
- Arbitrary signs and symbols
- Pronouncing gazetteer
- Pronouncing biographical dictionary
- Pronouncing vocabulary of common English Christian names
- Foreign words and phrases
- Vocabulary of rhymes
- Colleges and universities in the United States and Canada
- Punctuation, compounds, capitals, etc.
- Preparation of copy for the press

<sup>22</sup> Herron, Ima Honoker. "Getting Acquainted With the Library." (In "College Students Show Lack of Library Training." *News Notes*, Bulletin of the Texas Library Association 13:16-17, April, 1937.)

<sup>23</sup> *Webster's Collegiate Dictionary*. 5th ed. *The Largest and Latest Merriam-Webster Abridgment, Based on Webster's New International Dictionary*, 2d ed. Springfield, Mass., G. & C. Merriam Company, 1936. 1300 p. \$3.50. (The *Collegiate* is also available in a specially reinforced brown buckram binding at approximately \$5. The additional price is justified if the book is to receive hard use.)

<sup>24</sup> *Webster's Student Dictionary for Upper School Levels*. New York, American Book Company, 1938. \$2.48.

Etymologies are somewhat condensed but are fairly satisfactory for the high school.

*Webster's Student Dictionary* contains 57,000 entries in the vocabulary. The binding is sturdy. Etymologies are condensed but useful. According to the preface:

Before the editing of this Dictionary began, textbooks in all subjects of the school curriculum, novels, histories, anthologies, and other books used in collateral and outside reading or recommended for such use in various book lists of state education boards, city school systems, and the like were minutely read.

This is an excellent dictionary for the high school pupil to own.

*Abridgments of the New Standard.* The largest abridgment of the *New Standard* is the *Practical Standard*, published also under the title of *The College Standard*.<sup>25</sup> The publishers write:<sup>26</sup>

This work has been especially designed to meet the average needs of men and women of affairs and action, their associates or assistants, in their homes or in their places of business. In addition, the needs of the college student were kept constantly in mind during its preparation and care was taken to see that it should contain all the words likely to be used in a college or university course. As an aid to the study of words—a key to their correct spelling, pronunciation, and meaning—the student of language will find this dictionary the simplest working tool yet devised to secure a maximum of information in a minimum of time.

For high school pupils Funk and Wagnalls have published the *New Comprehensive Standard Dictionary*<sup>27</sup> which is identical with the volume published under the title *New Comprehensive Standard School Dictionary of the English Language*. As in the parent work all terms, including abbreviations and proper names, are arranged in a single alphabet. Common or most used meanings are given first. Two keys are used to indicate pronunciation as in

<sup>25</sup> *Practical Standard Dictionary of the English Language, Designed to Give the Orthography, Pronunciation, Meaning, and Etymology of over 140,000 Words and Phrases . . . Abridged from the Funk and Wagnalls New Standard Dictionary*, New York, Funk and Wagnalls, 1934. \$5.00-\$7.50.

<sup>26</sup> Introduction, *The College Standard*.

<sup>27</sup> *New Comprehensive Standard Dictionary of the English Language; Giving the Spelling, Division, Pronunciation, Meaning and Etymology of 50,000 Words and Phrases . . .* ed. by F. H. Vizetelly and C. E. Funk. New York, Funk & Wagnalls, 1937, 1008 p. \$1.75-\$2.25.

the unabridged edition, but the pronunciation is the same in each case, the difference being only in the symbols indicating it. There are 1800 pictorial illustrations in half-tone, line, and color.

*The New Century Dictionary of the English Language*<sup>28</sup> is "based on matter selected from the original *Century* dictionary and entirely rewritten, with a great amount of new material."<sup>29</sup> It contains new definitions and a different selection of illustrative quotations. It provides a modern substitute for the now out-of-print *Century* and in scope and usefulness ranks with *Webster's New International* and with *Funk and Wagnalls New Standard*.

*The Shorter Oxford*<sup>30</sup> is a useful abridgment of Murray's *New English Dictionary*. Mudge describes it as important in the library which already has the larger work, as well as in the small library which has not been able to afford the complete *Oxford*.<sup>31</sup>

*Macmillan's Modern Dictionary*<sup>32</sup> is a compact and up-to-date dictionary of more than 100,000 words and phrases. *Booklist* points out that highly technical terms and obsolete words are omitted, but that the scientific vocabulary considered by the compilers to be of general interest to the general reader and student has been included along with selected biographical and geographical entries. Some biblical characters and foreign words, idiomatic phrases in general use, generally accepted slang, and some colloquial terms are included.<sup>33</sup>

## WORD BOOKS

Word books are interesting to own. Every school library can use several in its reference collection. Texts that include units on dictionary study frequently include lists of such books for supplementary work. Word books included in this chapter have

<sup>28</sup> *New Century Dictionary of the English Language*. . . New York, The Century Company, 1927-1933. 2 v. \$12.

<sup>29</sup> Subtitle.

<sup>30</sup> Murray, Sir J. A. H. *The Shorter Oxford Dictionary on Historical Principles*. . . Oxford, Clarendon Press, 1933. 2 v. \$13.50.

<sup>31</sup> Mudge, Isadore C. *Guide to Reference Books*. 6th ed. Chicago, American Library Association, 1936.

<sup>32</sup> *Macmillan's Modern Dictionary*. Compiled and edited under the supervision of Bruce Overton. New York, The Macmillan Company, 1938. 1466 p. \$9.

<sup>33</sup> *Booklist* 34:349, June 1, 1938.

been selected because of the frequency of their listing in high school language texts. All teachers, and especially those in the field of language arts, should know these better-known titles and be alert toward the appearance of new editions and new arrangements. In this last-named class is Mawson's arrangement of *Roget's Thesaurus*.<sup>34</sup> A more useful, convenient, and inexpensive book never graced an educator's desk. Others are:

Allen, F. S. *Synonyms and Antonyms*. New York, Harper & Brothers, 1921. \$3.

Crabb, George. *Crabb's English Synonymes*. Revised and enlarged with an Introduction by J. H. Finley. Centennial Ed. New York, Harper & Brothers, 1917. \$2.50.

Fernald, J. C. *English Synonyms and Antonyms, with Notes on the Correct Use of Prepositions*. New and enlarged edition. New York, Funk & Wagnalls, 1914. (Standard Education Series.) \$2.50.

Fowler, W. H. *A Dictionary of Modern English Usage*. Oxford, Clarendon Press, 1927. \$3.

Greenough, J. B., and Kittredge, G. L. *Words and Their Ways in English Speech*. New York, E. P. Dutton and Company, 1927. \$2.10.

Mawson, C. O. S., ed. *Roget's Thesaurus of the English Language in Dictionary Form, Being a Presentation of Roget's Thesaurus of English Words and Phrases in a Modernized, More Complete, and More Convenient Dictionary Form, Together with Briefer Synonymies for the Busy Writer, the Whole Comprised in One Alphabetical Arrangement, With an Appendix of Foreign Words and Expressions*. Garden City, New York, Garden City Publishing Company, 1937. \$1.50.

Phyfe, W. H. P. *20,000 Words Often Mispronounced*; compiled by F. A. Sweet and M. D. Williams. New edition. New York, G. P. Putnam's Sons, 1937. \$2.

Weekly, Ernest. *The Romance of Words*. 4th ed. New York, E. P. Dutton and Company, 1927. \$2.10.

#### BUYING AND OWNING DICTIONARIES

The number of dictionaries on the market is legion. Teachers are often approached by unscrupulous salesmen to buy unauthorized or out-of-print editions. Titles are sometimes twisted so that "bootleg" volumes seem to be standard ones. An easy payment plan, premiums, or magazine subscriptions are forms of bait that have been offered. When in doubt as to the authenticity of the

<sup>34</sup> See Mawson, C. O. S., ed., in list of word books.



work, teachers should consult *Subscription Books Bulletin*<sup>35</sup> or check exact title and copyright date with a reputable publication on reference books that lists acceptable titles. A dictionary recently offered to students and teachers on many college campuses and represented as a new work was in reality a 1904 publication which *Subscription Books Bulletin*<sup>36</sup> describes as "not worthy of shelf room in any library."

Another point may well be made about a teacher's buying a dictionary. It has long been the practice in many schools—and wisely so—for the school to supply every English teacher with one of the largest abridgments of Funk and Wagnalls or Webster to keep on her desk for class use. In some schools—so librarians report—the practice of supplying dictionaries has spread to other departments until every teacher in the school expects a dictionary. If, however, money for large numbers of dictionaries has to come from a somewhat limited library budget, the buying of legitimate library books is necessarily somewhat curtailed. Part of every teacher's professional equipment should be a good dictionary. There are usually sufficient copies of dictionaries in study halls and library for pupils to use. If, however, there is a separate item in the school budget for school dictionaries—quite apart and not subtracted from the library budget—that again is another matter.

### TEACHING AIDS

The G. & C. Merriam Company, publishers of *Webster's New International Dictionary*, supply, upon request of teachers, sample sheets from their unabridged dictionary, pamphlets about word origins, tests and exercises, and various other aids. *Word Study*, a publication giving pronunciation of difficult proper names in the news, questions and answers about words, clever poems, quotations, etc., about words is sent free to teachers. Funk & Wagnalls, publishers of *New Standard*, also send sample sheets for instructional purposes.

### STUDY ACTIVITIES

1. Select five words that interest you and compare the treatment of those words in *Webster*, *New Standard*, *Century*, and *Oxford*.

<sup>35</sup> See page 168 for description of *Subscription Books Bulletin*.

<sup>36</sup> *Subscription Books Bulletin* 5:50-71, October, 1934.

2. What is the correct pronunciation of Nobel? Pulitzer? status? Does the pronunciation for Nobel given in Century agree with that given in other dictionaries?

3. Outline a plan for teaching the use of the dictionary to the grade level in which you are interested.

4. Consult five language-arts texts that include units on the use of the dictionary. Do you consider the treatment adequate? If so, why? If not, why not?

5. Which of the dictionaries included in this chapter are most suitable for the grade level in which you expect to work? List, after a careful examination of each, distinguishing characteristics.

6. A modern text<sup>37</sup> contains this paragraph:

"When you consult your dictionary, you should observe (1) the pronunciation of the word, (2) the part of speech which it is, (3) the derivation, (4) the meaning of the word, (5) its social standing—obsolete, slang, colloquial, good usage, (6) its synonyms and their differences, and its antonyms."

Select five words and give for each the six points enumerated above.

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<sup>37</sup> Wade, H. H., Blossom, J. E., and Eaton, Mary P. *Expressing Yourself*, Part III. Boston, Houghton Mifflin Company, 1935. p. 114.

## CHAPTER XIII

### ENCYCLOPEDIAS AND YEARBOOKS

#### 1. ENCYCLOPEDIAS

##### TYPICAL QUESTIONS

What sort of questions do pupils ask in school libraries? The following—exclusive of requests for help in selecting books to read, material for themes, interpreting passages, etc.—are typical of those asked of school librarians. Answers to countless other such questions are found daily by other pupils without consulting the librarian.

When was the Chicago fire? How much did it cost?

What are the provisions of the Social Security Act?

What additions have been made to banking laws in the last few years to make banks safer?

A short biographical sketch of William J. Bryan.

Something about savings banks.

A picture of a cotton boll.

What is Malta fever?

Explain the term, "Canadian Mounted Police."

Some brief facts about Scotland.

A short biography of Robert Louis Stevenson.

Chart showing ethnological distribution of the races.

Provisions of the Versailles Treaty.

List of the kings of France.

Characteristics of Greek architecture.

Article on pottery and pictures of vases, jars, etc.

What is the inscription on the tomb of the unknown soldier?

Was Julius Caesar a real person?

Who wrote a poem about Florence Nightingale? What is the title?

How many people are engaged in the professions in my state? My city?

What is meant by "watered stock"?

##### ANSWERED BY ENCYCLOPEDIAS

Many of these questions are answered, more or less satisfactorily, by encyclopedias. Some require a rather recent edition. Satisfactory

answers may also be found in other reference books—if the library has the books. The school with a limited book budget gets more per dollar for its investment in encyclopedias than from any other work of reference, excepting only the unabridged dictionary.

Isadore Mudge, in her *Guide to Reference Books*, writes “a good encyclopedia, or collection of encyclopedias, forms the backbone of much of the reference work in any library.” Though the initial cost is high, frequency of use makes encyclopedias the cheapest of reference books. The most expensive books in any library are the ones that stay on the shelf unread.

Further advice is given by Mudge as to selection of encyclopedias:

Such books should be selected with great care and used intelligently. . . . The making of an authoritative encyclopedia is a very expensive undertaking, calling for heavy outlay for experienced writers, good editorial planning and oversight, and accurate printing and proofreading. Such work cannot be done cheaply, and reputable publishers recognize this fact and spend what is necessary to produce an authoritative, well-edited work. As the immediate profits from cheap work are larger, however, and as the ordinary buyer often does not discriminate between good and poor encyclopedias, unscrupulous publishers will sometimes utilize cheap hack writers or reprint, with only slight changes, out-of-date material and thus produce encyclopedias which are made only to sell, and which, from the point of view of any real authority, are nearly worthless though perhaps costing the library almost as much as the really good works. . . . If the library can possibly afford the initial outlay, a good expensive encyclopedia may be the cheapest in the long run, but if this cannot possibly be afforded, it is better to buy a second hand copy of the next to the last edition of a thoroughly good work than to buy a cheap new encyclopedia. . . . An encyclopedia that was once good is never entirely superseded.<sup>1</sup>

The word *encyclopedia* comes from Greek words that mean instruction in the circle of arts and sciences. An encyclopedia, according to today's definition, is a comprehensive summary of knowledge or of a branch of knowledge. Webster further defines the term as “a work in which the various branches or fields of learning are treated in separate articles, usually arranged in alphabetical order; as the *Encyclopaedia Britannica*, first issued in 1768,

<sup>1</sup> Mudge, Isadore C. *Guide to Reference Books*. 6th ed. Chicago, American Library Association, 1936.

also a similar work restricted to the branches of one general subject; as, the *Catholic Encyclopedia*." *Cyclopedia* is the term often used to apply to a work dealing with one branch of knowledge or learning; as, *Cyclopedia of Education*; *Cyclopedia of Music and Musicians*; *Cyclopedia of Painters and Paintings*; *Century Dictionary and Cyclopedia*.

This chapter has to do with general encyclopedias found useful in school libraries. As in the discussion of dictionaries, no attempt is here made to give the history of the various works. This has been satisfactorily done, and reference to books containing this information is found in the bibliography appended to this chapter. Emphasis here is upon arrangement, evaluation, and teaching pupils in public schools intelligent use of books in this field.

#### KINDS OF ENCYCLOPEDIAS

Various classifications of standard encyclopedias have been made. There are two types as to arrangement: dictionary and monographic. The dictionary arrangement requires no index, but there must be many cross references. The dictionary arrangement is simplest for young pupils to use. *Encyclopedia Americana*, *New International Encyclopedia*, *Columbia Encyclopedia*, and the *World Book* are examples of the dictionary arrangement.

The monographic arrangement demands an index. Large topics are arranged alphabetically, but small topics are buried within certain lengthy articles or monographs. The *Encyclopaedia Britannica* has long been distinguished for this arrangement, and though this policy has been somewhat modified in the 14th or last edition, the index is still a necessary key for extracting much of the information sought. For example, under the subject *botany* are shorter articles on plants, flowers, nuts, seeds, stems, fruit, etc. Compton's *Pictured Encyclopedia* is somewhat monographic, though readers can find nearly everything they desire through the alphabetical arrangement without consulting the index in the back of each volume. In passing, it should be said that until pupils in our public schools have had much drill in the use of indexes, the dictionary type of encyclopedia is most practical for all school purposes. *Lincoln Library of Essential Information*, while not

monographic, is divided into twelve departments, and the material is made available by an extensive index.

A further classification of encyclopedias may be made for school purposes: (1) adult, meaning those designed for mature readers and usually not found in public schools below the senior high school level; (2) children's or school or juvenile, (3) and one-volume. In the first class are *Britannica*, *Americana*, *New International*; in the second, the *World Book* and *Compton's*, and in the third, *Columbia* and *Lincoln*.

Encyclopedias may also be classified as to nationality. *Britannica* is American owned, but editorial offices are maintained in England as well as in America, and Mudge maintains that the work is still pro-British: "The 14th edition, reset, with many new articles but not entirely remade, is a popularized and partially Americanized edition, though still largely British in content and viewpoint."<sup>2</sup> *Encyclopedia Americana*, *New International*, *Columbia*, and *Lincoln*, as well as the children's encyclopedias, are American.

#### ADULT ENCYCLOPEDIAS

*Encyclopaedia Britannica*.<sup>3</sup> The first edition of this great work was published in 1768-71 in Edinburgh in three volumes; the last and 14th in 1929 in twenty-four volumes. *Britannica* is acknowledged by critics to be the most famous encyclopedia in English. Mudge points to the 9th edition as the "high water mark of the *Britannica*," and says that its scholarly articles may still be used profitably for subjects where recent information is not essential. She continues:

... differs from most European and American encyclopedias in its fundamental plan which, until modified in the 20th century editions, called for a collection of important monographs on large subjects, by specialists, often very scholarly and important, with good bibliographies, good illustrations, but with no separate treatment of small subjects and no biographical sketches of living persons. Small

<sup>2</sup> *Ibid.*

<sup>3</sup> *Encyclopaedia Britannica, A New Survey of Universal Knowledge*. 14th ed. London, The Encyclopaedia Britannica Company; Chicago, Encyclopaedia Britannica, Inc., 1939. 24 v. illus. Duro buckram binding, \$185; Britannotex, \$159.75 (20 per cent discount to libraries and schools).

subjects were treated only as parts of larger subjects and could be found only through the index. This plan, which was seen most typically in the 9th ed., was modified somewhat in the supplementary 10th edition and still more, to meet modern demands in the 11th edition. In the 14th edition the traditional monographic policy has been largely abandoned in favor of shorter articles under more specific headings. . . .

The 11th edition . . . is more scholarly and more carefully made than the 14th; it (the 11th) is now, except for postwar topics or scientific subjects where late information is essential, the most generally useful of the three editions [9th, 11th, and 14th], and its articles are often more useful than the more popularized articles in the 14th edition.

High school pupils are troubled by the form of the index in *Britannica*, and few seem able to use it satisfactorily without help. The index is the second part of Volume 24. The first part of Volume 24 is an atlas and contains 500 maps. There are 500,000 entries in the index. A reference to *flowers* is in this form:

**Flower 9-408a**

In this reference 9 is for the volume, 408 is for the page, and *a* is for the first quarter of the page. For reference purposes each printed page of *Britannica* is divided into fourths and is referred to by letters *a*, *b*, *c*, *d*, as in Fig. 41.

*Britannica* is recommended—for school purposes—only for the senior school library. It is too difficult for younger children to use with any degree of satisfaction. Even in the senior high school, a simpler work may well be bought first. The *Booklist* verifies this suggestion, explaining that the opinion of high school librarians appears to be that, while the new *Britannica* is a fine addition to a high school collection, and in science and civics the best, there is still need in school libraries for a simpler encyclopedia when only one can be afforded.<sup>4</sup>

Teachers in senior schools that are fortunate enough to have *Britannica* in the library may well recognize the excellence of its articles and accept such material in bibliographies for themes and reports. Somewhere many teachers have been told that encyclopedic material should not be used in the public schools. Pupils

<sup>4</sup> *Booklist* 26:143, January, 1930.

often preface requests for help in finding material on a certain subject by saying, "I know it's in the encyclopedia, but I can't use that." A case in point is that of a senior writing a term theme on Dickens. The library possessed only one book-length biography,

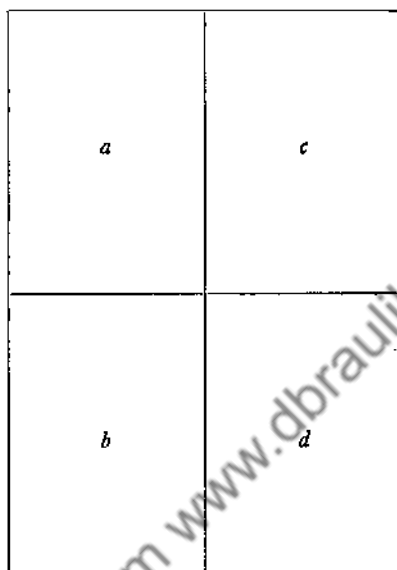


FIG. 41. Plan of reference in *Encyclopaedia Britannica*.

yet the pupil had to have several references. "Why not use Chesterton's article in *Britannica*?" the librarian inquired. "Encyclopedic articles are OUT," he replied. College students may be forbidden the use of such material—though even they find an encyclopedic article valuable for an overview of an unfamiliar subject, and the bibliographies are *par excellence*. To forbid the use of encyclopedias to high school pupils, especially when the book stock in many schools is inadequate, is impractical.

For high school use the importance of the bibliographies in *Britannica*—or in any encyclopedia—is in ratio with the library facilities of the community. If there is a public or university library near, the lists mean much. Few school libraries have many, if any, of the titles listed. Articles in *Britannica* are signed by the initials of the writer, and full names may be found by consulting the list of contributors in the front of each volume.



*The Encyclopedia Americana*.<sup>5</sup> This encyclopedia has long been on the list of "musts" for reference work. It was the first issued in 1903-04 in sixteen volumes. In 1912, there was a twenty-two-volume edition published under the title *The Americana*. In 1918-20, there was a revision which was completely reset and included much new material. A feature of this edition is the long account of the European War, 1914-18—nearly 500 pages. This section is particularly useful in schools where classes often choose for term themes some phase of that subject. Later printings of the *Encyclopedia Americana* have been plate revisions—not new editions. Many articles have been rewritten, others have been dropped entirely to make room for new material. For example, changes in the 1936 edition vary from the addition of a few words to certain articles—new population figures, dates of death to biographical articles, etc.—to an entire rewriting of longer articles and a condensation of others. Technical and scientific articles have been revised to include new developments. The 1939 edition also shows the addition of new topics, the revision or partial revision of existing articles, and the correction of minor mistakes in previous printings. *Subscription Books Bulletin* notes that "revisions appear to be most extensive in the fields of science, technology, industry, social sciences, and biography."

The *Americana* is similar in arrangement and scope to the *New International*, though it is, of course, more valuable than the latter work because of its inclusion of recent material. Important articles are by specialists and are signed. Mudge criticizes the bibliographies as being sometimes uneven and not always adequate. There are many good illustrations, pronunciation is marked, and there are many short biographical sketches of people still living as well as more comprehensive accounts of older subjects.

This work is admirably adapted to school use on the upper level. Much reference work in school libraries has to do with biographical facts concerning authors, statesmen, industrialists, inventors, etc., and *Americana* is strong in biography. The First World War feature, the simplicity of arrangement, the popular presentation, the excellent format, and the emphasis on technical and scientific

<sup>5</sup> *The Encyclopedia Americana*, 1939 ed. Chicago, Americana Corporation, c1939. 30 v. illus., \$150. and up, depending on binding. Discounts to schools and libraries.

articles, make this a most useful encyclopedia where an adult publication is demanded.

*New International Encyclopedia.*<sup>6</sup> This encyclopedia was a favorite with school librarians and teachers for many years and has been included on many state lists. However, it has not been so recently revised as the other two major encyclopedias and therefore has been accorded a lower place. The first edition was published in 1902-04; the second, and completely revised edition, in 1914-16. Supplements were issued in 1925 and in 1930, each in two volumes.

The *New International* is useful for ready reference: the dictionary arrangement is supplemented by many cross references; the articles are comprehensive and authoritative; important ones are by specialists. Illustrations are good, pronunciation is marked, there are 20,000 biographical entries, and many small subjects, such as titles of classics and names of characters from fiction, are included.

#### SCHOOL ENCYCLOPEDIAS

"A children's encyclopedia may be expected to differ from one intended for adults," writes G. O. Ward in *Subscription Books Bulletin*<sup>7</sup> "by a more limited range of subjects, briefer treatment, fewer details, a more limited vocabulary, and recognition of juvenile interests, including freer use of illustrations. It should share with works for adults the general qualities already mentioned." (General qualities previously mentioned in Mr. Ward's article: "Information should be correct, sufficiently full, up-to-date, clearly and non-technically written, and quickly found.")

"Get-at-ableness" is another requisite mentioned by Mr. Ward. Straight alphabetic arrangement with an adequate system of cross references is, by the criterion of usefulness, the best arrangement for a school encyclopedia. Many pupils *will not* use an index. Study outlines and reading guides, too, are little used and must surely increase the cost of the encyclopedia. Teachers may view with skeptical eye claims of publishers that such volumes are valu-

<sup>6</sup> *New International Encyclopedia*. 2d ed. New York, Dodd, Mead & Company, 1922-30. 27 v. illus. Cloth binding, \$123.50; cheaper ed., 2 v. bound in one, \$85.

<sup>7</sup> *Subscription Books Bulletin* 6:1-4, January, 1935.

able adjuncts to courses of study, as witness the *newness* of the outlines volume in many schools in contrast to the thumbled and well-worn bindings of the rest of the set. If such volumes are useful and used, one set of the encyclopedia would be inadequate to care for assignments, and few schools can afford duplicates to use as texts.

Publishers of school encyclopedias have done away with split letters—that is, all the articles on subjects beginning with *A* are in one volume, *B* in another, etc., instead of in volumes labeled *A-Bam*; *Ban-Die*, etc.—in an endeavor to help boys and girls find material more readily. This practice has increased the number of volumes from ten or twelve good-sized books to sixteen or eighteen slimmer ones. Unfortunately, some of the volumes are now so small as to be carried away from the library or classroom between the cover of notebooks by unscrupulous readers.

Shores suggests that for school libraries, school encyclopedias should be bought first. "This applies," he says, "to fourth grade through junior college." He gives several reasons: selection of material in keeping with the needs of the school curriculum; illustrations, captions, and legends, page make-up, general readability; arrangement; frequent revisions; economy in price. "It is recommended," he concludes, "that both school encyclopedias [*World Book* and *Compton's*] be purchased before any adult encyclopedia is acquired, and that as soon as funds permit, both the *Britannica* and *Americana* be added."<sup>8</sup>

Extending the use of children's encyclopedias through the junior college is perhaps open to question. Certainly the senior high school needs an adult encyclopedia. The librarian of one large senior high school told the writers, when questioned regarding the absence of juvenile encyclopedias from her library, that pupils will never learn to use the more advanced works if simpler ones are always available.

*World Book Encyclopedia*.<sup>9</sup> The *World Book* is a standard encyclopedia, frequently revised, useful for all school levels, and more acceptable to older pupils than is *Compton's*. It is especially

<sup>8</sup> Shores, Louis. *Basic Reference Books*. 2d ed. Chicago, American Library Association, 1939.

<sup>9</sup> *World Book Encyclopedia . . . Modern, Pictorial, Comprehensive*. Chicago, The Quarrie Corporation 1941. 19 v. Buckram, \$79.90; cloth, \$68.90.

satisfactory in the school library for its biographical articles and for nontechnical treatment of such subjects as radio transmission, television, new developments in chemistry, the gold standard, economics. There are many colored illustrations; colored maps accompany the articles on countries, states, and continents. A special feature is the graphic method of presenting statistics to show the relative importance of products, areas, etc. Vocational articles are especially useful, and many of them have been reprinted in monographs that are available to purchasers of the encyclopedia.

*Compton's Pictured Encyclopedia*.<sup>10</sup> This is an appealing work especially popular with boys of junior high school age. Many youngsters have been seen to spend whole school periods enjoying the pictures, articles, charts, and maps. The binding withstands hard wear. A set in daily use for eight years in one school library shows no signs of coming apart. A feature of *Compton's* is the fact index which is located in the back of each volume. In earlier editions, the index was not split, but was contained in the last volume. The one-volume index is a more practical arrangement for school reference work, for if uncertain how a certain topic may be listed in the index, one may have to take several volumes from the shelf before locating the subject. Pictures in *Compton's* are clear and so numerous as to supplement many a school's meager picture collection.

#### ONE-VOLUME ENCYCLOPEDIAS

Many of the reference questions for which answers are sought in school libraries may be answered in a word, a phrase, or, at most, in a short paragraph. For this reason, one-volume encyclopedias are recommended. They supplement larger works and save them from being continually used. Since the price of one-volume works is low, the purchase of one or more for supplementary reference work is a matter of good business. Such questions as

How is De Kruif pronounced?

Is Pitcairn Island a real place?

When was William Faulkner born?

<sup>10</sup> *Compton's Pictured Encyclopedia*. Chicago, F. E. Compton and Company, 1939. To libraries and schools, fabrikoid, \$74.50; buckram, \$69.90.

Which Dumas wrote *The Three Musketeers* and how is his name pronounced?

Who was James J. Hill?

What is the birthstone for February?

A brief sketch of Disraeli.

are satisfactorily answered by the one-volume works evaluated in this chapter.

One-volume encyclopedias are useful in study halls. An encyclopedia and an unabridged dictionary on the reading table will save pupils many trips to the library and will help to alleviate crowded conditions in the library when space there is inadequate.

There are two standard, useful one-volume encyclopedias that are unconditionally recommended by *Subscription Books Bulletin*. These are *The Columbia Encyclopedia* and *The Lincoln Library of Essential Information*.

*The Columbia Encyclopedia*.<sup>11</sup> This encyclopedia is compact in typography and other physical details. There are no maps or illustrations and no technical treatises. It is designed to "give reliable elementary information in language as intelligible as that of a newspaper."<sup>12</sup> The volume contains over 50,000 entries, pronunciation is marked, every character in the Bible is included, and all incorporated places in the United States of 1000 population and over are entered. The paper is thin but initial pages are of heavier paper to prevent ruffling. Binding is fair—one copy stood three years of hard use in a school library before being sent to the binder. A supplement is available to purchasers of the first edition and is bound with the 1939 printing.

*Lincoln Library of Essential Information*.<sup>13</sup> This encyclopedia is a compact handbook of 2174 pages divided into twelve departments and carefully indexed. It is particularly useful in school work for its charts, tables, and tabulations. Lists of engineers, builders, mathematicians, botanists, publishers, printers, etc., are a unique feature useful for classes in vocations. The biography section of over three hundred pages is an important aid, the

<sup>11</sup> *The Columbia Encyclopedia, in One Volume*. Compiled and edited at Columbia University, Clarke F. Ansley, editor in chief. New York, Columbia University Press, 1935. 1949 p. \$17.50. Discount to schools. Supplement, 1958. 16 p.

<sup>12</sup> Preface.

<sup>13</sup> *Lincoln Library of Essential Information; An Up-to-date Manual for Daily Reference, for Self-Instruction, and for General Culture*. Buffalo, New York, The Frontier Press, 1937. 2174 p. illus. \$15.50.

sketches being gems of compactness particularly adapted to the needs of those seeking to identify various personages. The work is also available in a two-volume edition at a somewhat higher price.

#### OTHER ENCYCLOPEDIAS

There are many other encyclopedias on the market besides the ones evaluated in this chapter. Some are valuable for supplementary purchase and for home use. *Subscription Books Bulletin* should be consulted for information about any reference work about which the teacher may be in doubt.

## 2. YEARBOOKS

#### CURRENT INFORMATION

To supplement encyclopedias and to keep them up-to-date, yearbooks or annuals are issued by the various encyclopedia makers. There are, in addition, independent yearbooks and those devoted to special subjects. Every library has need of reference books of this kind. They answer, for example, questions that have to do with recent changes in governments of the world, economic developments, scientific progress, literary achievements, social condition, and miscellaneous happenings of interest to the nation at large.

When a library has an adequate supply of annuals, new editions of encyclopedias may be bought at longer intervals, as complete annual revision of any encyclopedia is an impossibility, despite the claims of some publishers of children's encyclopedias to the contrary. And, since new happenings and recent developments can be adequately treated in yearbooks, there is no necessity for incorporating such material into encyclopedias until time has given the proper perspective.

#### ENCYCLOPEDIA ANNUALS OR YEARBOOKS

*Britannica Book of the Year*.<sup>14</sup> This annual was first issued in 1939; the period covered being the year 1938. The preface states: "*The Britannica Book of the Year* bridges the gap between editions. It answers demands on the part of the public for an author-

<sup>14</sup> *Britannica Book of the Year*. New York, Encyclopaedia Britannica, 1938. . \$9.

itative handbook recording what has happened in a single year. It consolidates and summarizes the significant facts, whether statistical or historical, of the year. And, most important, it keeps up-to-date sets of *Britannica* in the hands of the public." The yearbook is lavishly illustrated with pictures from *Life* magazine. Maps, charts, and graphs are included. The orange binding does not harmonize with the blue or red of the major work. The price makes the work prohibitive in many school libraries. The articles are written by scholars, scientists, experts, and men of affairs. There is a fine air of restraint concerning controversial topics.

*The Americana Annual*.<sup>15</sup> As in *Britannica* the arrangement is alphabetical though there is an index to special articles which have been included in previous volumes and are not included in the current one. A list of all persons who died in the year covered by the annual is given under *Necrology*. There is a day-by-day account of the happenings of the year. The date in the title is for the year of publication, not for the year covered.

*The New International Yearbook*.<sup>16</sup> The arrangement is alphabetical. There is a section for necrology, and maps and charts are included throughout the work. Such topics as naval progress, trends in child labor, old-age pensions, comparative data of nations engaged in warfare, and the amount of contemporary biography make the work useful for school reference purposes.

*World Book Encyclopedia Annual*.<sup>17</sup> This is a simpler presentation of the year's events than is afforded by more expensive and inclusive yearbooks. It is appealing to junior high school pupils and helpful in elementary social science classes.

#### OTHER ANNUALS

*The American Yearbook*<sup>18</sup> is a readable annual as well as a convenient reference tool. A typical volume is divided into seven

<sup>15</sup> *The Americana Annual, and Encyclopedia of Current Events*, 1923-. New York, Americana Corporation, 1923-. \$10.

<sup>16</sup> *The New International Yearbook, A Compendium of the World's Progress for the Year* —. New York, Dodd, Mead & Company, 1908-1931; Funk and Wagnalls, 1932-. About \$6.

<sup>17</sup> *World Book Encyclopedia Annual; A Review of the Events of the Year*. Chicago, W. F. Quarrie & Co. Paper. \$1.

<sup>18</sup> *The American Yearbook; A Record of Events and Progress*, 1910-1919; 1925-. New York, Appleton, 1911-20; Macmillan, 1927; Doubleday, 1938; Americana Yearbook Corporation, 1929-. About \$7.50.

parts: historical; American government; governmental functions; economics and business; social conditions and aims; science; the humanities. There are good narrative accounts by specialists. Addresses of organizations to which readers may write for further information is a helpful feature. There is a good index.

*The Statesman's Yearbook*<sup>19</sup> is indispensable in the school library for supplying information about the governments of the world. Descriptive and statistical data are given. The arrangement is by countries: Great Britain first; United States second; other nations alphabetically. While the school library will need a new edition only every second or third year, the material contained here is often hard to locate elsewhere.

*The World Almanac and Book of Facts*.<sup>20</sup> This valuable work of miscellaneous information is so inexpensive as to merit its being included in every year's book purchases. It is valuable in a school library for statistics, record of the year, notable events, election returns. Such frequently asked questions as: names of members of the Supreme Court and of the President's cabinet; Pulitzer and Nobel prize winners; immigration restrictions; location of a certain college or university are satisfactorily answered by this book. Social science teachers find it useful in the classroom collection.

*Official Congressional Directory*.<sup>21</sup> New editions are issued for each Congress. Biographies of governmental officials, an alphabetical list of senators and representatives and their official duties, a list of foreign and diplomatic and consular officers in the United States, and maps of congressional districts are specially useful. Congressmen will, if requested, supply the school library with a copy of this directory.

*State Annuals*. Aside from these universally known and used annuals, state manuals or almanacs are compiled for various states. Such books are encyclopedias of information about the history, products, officials, and resources of the state. Teachers do well to

<sup>19</sup> *The Statesman's Yearbook, Statistical and Historical Annual of the States of the World for the Year* —. New York, The Macmillan Company, 1860-. \$5.50.

<sup>20</sup> *The World Almanac and Book of Facts*, 1868-. New York, World-Telegram. Cloth, \$1.

<sup>21</sup> *Official Congressional Directory for the Use of the United States Congress*. Washington, Government Printing Office, 1809-.



familiarize their pupils with such a source book for their particular state.

#### TEACHING PUPILS TO USE ENCYCLOPEDIAS

When should instruction in the use of encyclopedias begin? Some texts in composition and grammar include sections on encyclopedias in units labeled "Taking Notes," "Defining and Organizing Ideas," "Investigation and Planning in Exposition," or as a separate unit preparatory to the year's work. Since such subjects as *Elementary Business Training*, *Office Practice*, *Secretarial Work*, etc., have been added to the high school curriculum, some texts for those classes include chapters on dictionaries, encyclopedias, and other useful reference books as a necessary part of the training of the prospective office worker. Social science classes depend upon almanacs and yearbooks for statistics and for trends in occupations and government. Some social science teachers demand an encyclopedia for the classroom collection, saying that accessibility stimulates use.

The curriculum of the school must determine the placement of instruction in these reference books. If pupils become familiar with encyclopedias in the intermediate grades—and such a practice seems logical because of the emphasis in the grades on units of work—only adult encyclopedias need be taught in the high school. If the pupil has not learned to use school encyclopedias in the grades, his high school teacher should provide an opportunity for him to learn as soon as practical so that he will have that knowledge as a background for further school work.

In many communities, little has been done in the way of teaching the use of books and libraries in the elementary grades. The elementary school library movement is in its infancy. A recent study by Educational Research Service points out that "at the high school level, standardization of administration and procedure has been achieved to some extent. The hit-or-miss development of the elementary school library, however, has been such that a typical pattern of organization is lacking."<sup>22</sup> In elementary schools, classroom libraries are more common than centralized libraries. Ac-

<sup>22</sup> American Association of School Administrators and Research Division of the National Education Association. *Certain Aspects of School Library Administration*. (Educational Research Service, No. 6, 1939, May, 1939.)

According to the *Biennial Survey*,<sup>23</sup> in schools of this educational level (3,130 schools reported) 81.2 per cent contain fewer than 500 volumes; 11.1 per cent have from 500 to 999 volumes; and 6.5 per cent from 1,000 to 2,999 volumes. Only a little more than 2 per cent of all the libraries in schools with elementary grades only contain more than 3,000 volumes.

Because of these conditions, and until the elementary library movement gains headway, the bulk of instruction must be done in the high school. Such instruction, however, should not necessarily be given by the librarian. The use of encyclopedias may be taught in the classroom where a blackboard is available. Various volumes of encyclopedias may be borrowed from the library for this purpose.

A- Bos	Bos- Cra	Cra- Fro	Fru- Iri	Iro- Mis	Mis- Pek	Pek- Sea	Sea- Vic	Vin- Z-
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FIG. 42. Guide letters on the back of a set of encyclopedias.

*Procedures.* The following steps have been found necessary in teaching students to use encyclopedias:

1. An explanation of the word *encyclopedia*, and the definition of the term.
2. The uses of the encyclopedia.
3. The names of the encyclopedias in the school library with emphasis on correct spelling and dates of each. Why date is important. If the library does not have a representative collection of the standard encyclopedias, the names of the well-known ones must be taught also.
4. A picture on the board of the guide letters on the back of a set, followed by such questions as:

In which volume will the following be found: Julius Caesar? Christopher Columbus? Thanksgiving? London? Cotton? (See Fig. 42.)

5. The value of guide words or letters at the tops of the pages.

<sup>23</sup> U. S. Office of Education, *Statistics of Public School Libraries, 1934-35, Being Chapter V of Volume II of the Biennial Survey of Education in the United States: 1934-36*, by Emory M. Foster and Edith A. Lathrop. Washington, Government Printing Office, 1938. Bulletin 1937, No. 2, (Advance Pages).

6. Arrangement of the various encyclopedias studied—monographic or dictionary. If monographic, a study of the form of the index.
7. Explanation of cross references.
8. Encyclopedic supplements and yearbooks.
9. How to take notes from encyclopedias.
10. Assignments necessitating use, as varied as possible to obviate the tendency of some students to use the work of others. Care in handling may be emphasized at this point, the high cost of encyclopedias being mentioned. If classes are large, assignments may be due on different days to reduce congestion at the reference shelves.

### STUDY ACTIVITIES

1. What are the three cardinal points which, according to Mudge in her *Guide to Reference Books*, decide the standing of an encyclopedia?
2. Which encyclopedia of those studied in this chapter is most suitable for the grade level in which you teach or expect to teach? Write a letter to your school librarian or principal telling why you think it is a necessary addition to your school library.
3. Show the difference between the terms *cyclopaedia* and *encyclopedia*.
4. Explain the difference between a new edition and a plate revision.
5. Your principal asks your advice about buying an encyclopedia of which you know nothing. Where would you be apt to find an authoritative evaluation for him? Find a criticism of some well-known encyclopedia not mentioned in this chapter. Summarize it briefly.
6. Which of the various yearbooks mentioned in this chapter do you think high school students should be taught to use? In what classes are these valuable? Suggest ways of teaching students to use the titles you have listed. If you are not interested in high school work, do the same for the junior high or for the intermediate grades.
7. What is the name of your state almanac or annual? Write a brief evaluation listing essential features.

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## CHAPTER XIV

### BIOGRAPHICAL MATERIAL

#### CURRENT INTEREST IN BIOGRAPHY

Effie Power, in her "Introduction" in *Junior Book of Authors*,<sup>1</sup> avers that children are developing critical judgment in their reading and that they are no longer satisfied merely to know when and where an interesting author was born or died. This hopeful trend Miss Power attributes to the broadening scope of courses in children's literature, to socialized methods of teaching, and to the continuing influence of school and public libraries.

Interesting facts about authors are demanded in school libraries. When, for example, freshmen classes study Stevenson's immortal *Treasure Island*, everything in the library about Stevenson comes into use if the teacher emphasizes the personal and human qualities of the man. The incident about his giving his birthday away, the story of the natives at Samoa building the "Road of the Loving Heart," his *Travels with a Donkey*, book-length biographies, poems, the library's collection of Stevenson's pictures, short biographical sketches in various reference books—all are consulted. Stevenson lives for those fortunate to meet him under these varied aspects, for

The great and good do not die even in this world. Embalmed in books, their spirits walk abroad. The book is a living voice. It is an intellect to which one still listens.<sup>2</sup>

The "born and died" variety of biographical reference work still persists, however. Perhaps the oft-lamented, unimaginative, printed book-report form is in part responsible. Almost without exception the first questions asked on these reports are: Author's name? Nationality? Where born? When born? When died?

<sup>1</sup> Kunitz, Stanley J., and Haycraft, Howard, eds. *The Junior Book of Authors*. New York, The H. W. Wilson Company, 1935.

<sup>2</sup> Smiles, Samuel. *Character*. New York, A. L. Burt, n. d. (Home Library).

## SCOPE

But author information is not the only type of biographical material sought in school libraries. Social science classes seek stories of great and near great in the history of the world; science pupils study lives of scientists; shop boys study inventors; pupils from classes for hard of hearing learn that some famous and successful people had handicaps and overcame them; music classes study composers and musicians; vocation classes call the whole field of biography theirs; the journalism department learns of older as well as contemporary journalists; indeed the possibilities in the use of biography in school work are limitless. Happy is the school where librarian and faculty are awake to the values inherent in a rich collection of biographical reference tools and well-stocked shelves of collective and individual biography.

Calls for biographies of local celebrities are not easy to answer unless the library or classroom collections contain a supply of excerpts from local papers and magazines. Every school library needs, too, biographical reference books about state heroes and leaders. Pictures of famous people, posted on bulletin boards with lists of books available, inspire reading. For this reason, pictures and portraits of famous people constitute valuable biographical material.

Also, requests for biographies of contemporary writers cannot always be fulfilled. Many new writers are a long time getting a biographical notice unless their works enter the best seller lists. This fact is especially true of juvenile writers, but pupils are loath to turn in an incomplete book report with vital dates of the author missing and cannot understand why all writers are not immediately included in biographical dictionaries. Some publishers print biographical pamphlets about their authors, and magazine and newspaper articles, clipped and mounted and filed, accumulate surprisingly. Some school librarians set aside one or more sections of the vertical file for mounted biographical clippings, filing them by the name of the subject.

## IMPORTANT COLLECTIVE BIOGRAPHIES

In this chapter, biographical reference books suitable for and useful in school libraries are considered. Strictly speaking, every

volume of biography, individual and collective, to be found in the school library is the potential answer to some reference question. A wide range of collective biographies is a useful complement to the biographical reference collection. Such books as Hathaway's *The Book of American Presidents* (Whittlesey House, McGraw-Hill, 1931); Darrow's *Masters of Science and Invention* (Harcourt, Brace, 1923); De Kruif's *Microbe Hunters* (Blue Ribbon, 1926); Logic, *Careers in the Making* (Harper, 1931), and countless others are useful both for reference and for supplementary reading.

Few schools are able to afford the *Dictionary of American Biography* or the *Dictionary of National Biography*, but these are included in the evaluations in this chapter as they are the great books of biographical reference and are to be found in public, college, and university libraries. Some texts in United States history refer frequently to the *Dictionary of American Biography*, and *Standard Catalog for High School Libraries* comments concerning this work: "An important set for any school library that can afford it." If one of these works can be bought, the *Dictionary of American Biography* is to be preferred as it answers more questions of the sort asked in school libraries in this country than does the English publication.

The Kunitz books published by the H. W. Wilson Company are peculiarly adapted to high school needs. Of this series, *Junior Book of Authors*, *Living Authors*, and *Authors Today and Yesterday* are most used, though all should be bought when possible. Every junior school library finds *Junior Book of Authors* indispensable.

*The Who's Who* books are useful in school libraries for contemporary lives, though the compact form of the sketches has to be explained to students with little initiative. Also, the fact that *who's* is a contraction for *who is* must be emphasized, else Shakespeare and O. Henry are sought hopefully in the latest volume. The A. N. Marquis Company, publishers of *Who's Who in America*, furnish sample sheets of their publication to teachers or librarians for instructional purposes. *Who's Who* needs to be bought for high school libraries only every third or fourth year. *Who's Who in America* is oftener used, but since it is biennial,

it is bought once in four years by small schools with limited budgets.

Current magazines contain excellent biographies of world-famous characters and supplement these infrequent purchases. Long's *American Literature* (Ginn, 1923) and *English Literature* (Ginn, 1919) are inexpensive histories that afford reliable information about established authors. Their use for such writers as Tennyson, Browning, Milton, Clemens, and Harté saves more expensive reference works much wear.

#### TEACHING BIOGRAPHICAL TOOLS

Informal lessons on any or all of these biographical tools may be given by English and social studies teachers as the need arises. Some of the books may be taken to class just before book reports are due, or classes may be taken to the library for a lesson by the librarian. Classes studying English and American literature will profit by such instruction, and will find themes not nearly so troublesome when some help is given in locating material.

#### A HISTORY TEACHER'S EXPERIMENT

A history teacher in a large high school as an experiment centered her course in United States history for one year around the lives of great leaders. Such questions as "compare Gandhi's method of resisting England with the methods used by the colonists in colonial times in America," and "identify Richmond Pearson Hobson," sent pupils to the library for material not to be found in their texts. Theme topics such as "Some Famous Women in U. S. History"; "Women in the World War"; "Woodrow Wilson and the League of Nations," "Some Supreme Court Judges" were some of the theme topics used by her pupils. The Industrial Revolution was studied in the light of the men whose contributions made industrial progress possible. Such books as Darrow's *Thinkers and Doers* (Silver, Burdett, 1925); Kaempfert's *Popular History of American Invention* (Scribner, 1924); Leeming, *Peaks of Invention* (Appleton-Century, 1929) were used extensively for that unit. For the modern period Law's *Modern Great Americans* (Appleton-Century, 1926); Gunther's *Inside Europe* (Harper, 1939); Wade's *Master Builders* (Little, Brown,

1925), and other titles of like nature were reserved. At the conclusion of the term, pupils were asked to evaluate the course anonymously in terms of their own improvement in reading and interest in biography, being urged to say whether they felt any change in their reading tastes. Extracts from some comments follow:

I have experienced a definite change in my taste for reading. I used to read only fiction, but now I like to read the lives of people. Their different philosophies of life interest me.

I did very little reading before I got into this history class. At first I thought I just couldn't "take it" when you told us we had to do a lot of outside reading and make reports. I thought I'd have to drop the course or change teachers or something. But I like to finish anything I start, and through the required readings, distasteful as they were at first, I learned to like to read about people. Those folks weren't so different from us after all. I didn't know what I had been missing by not reading much.

I still don't care much for reading, but think I have improved a little. At least I can now locate biographies in the reference books when I need to. I always wanted to read but haven't been able to get myself in the habit. You have helped me a little, and I'll keep on trying.

Before I enrolled in your classes a year ago, I didn't care to read anything but the sports page and the funny papers. I never went to the library. Now I go to the library every day to read the front-page headlines and even some of the articles in the *Dallas News*. I always look at the cartoon on the editorial page and sometimes look at the editorials too. Once in a while I look at the *New York Times*. I still do not like to read novels of any kind, but I have enjoyed some of the biographies we have had to look up.

I did not read anything at all until I got you. I think your idea of having library books on a table in front of the room is a good one because some of us work after school and do not have a chance to go to the library. I like those few minutes at the end of the period when we can read if we want to.

I have always liked to read, but I have learned how to go to the library and find anything I want. I go to the public library, too. I've learned to enjoy books that I just didn't know existed. I've read *Sergeant York* and *Boys Who Became President*, and *Americans in Action* and parts of some other books. When we were studying immigration, I read *Promised Land*.



## BIOGRAPHICAL REFERENCE BOOKS

Since every department in the modern school makes demands on the biographical reference collection, this section of the library should be particularly rich. Every public school teacher should be familiar with the biographical tools described in the following pages.

*Dictionary of American Biography.*<sup>3</sup> "No living persons, no persons who had not lived in the territory now known as the United States, no British officer serving in America after the Colonies had declared their independence"—these are the restrictions that were followed in compiling the biographies for this work. Those eligible for inclusion must have "made some significant contribution to American life in its manifold aspects."

To Mr. Adolph S. Ochs and the *New York Times* goes much of the credit for the production of this monumental reference tool. Since there was no national biography comparable to the *Dictionary of National Biography* of Great Britain, the American Council of Learned Societies considered the undertaking of a similar work but found financing of the venture an impossibility until the late Mr. Ochs offered to supply the required sum—a half million dollars. On the reverse of the title page of each volume is printed the following:

Prompted solely by a desire for public service the New York Times Company and its president, Mr. Adolph S. Ochs, have made possible the preparation of the manuscript of the *Dictionary of American Biography* through a subvention of more than \$500,000 and with the understanding that the entire responsibility for the contents of the volumes rest with the American Council of Learned Societies.

The arrangement of the work is alphabetical by names of the subjects. An analytical index is divided into six parts: one, an alphabetical list of the subjects about whom the articles have been written; two, a list of the contributors to the *Dictionary*, followed by the names of the persons who are subjects of the articles; three, the birthplaces of the subjects of the articles; four, a list of the schools and colleges attended by the subjects of the biographies;

<sup>3</sup> *Dictionary of American Biography*, under the Auspices of the American Council of Learned Societies. Edited by Allen Johnson. New York, Charles Scribner's Sons, 1928-37. 20 v. and index. \$265.

five, a list of the persons in the *Dictionary* grouped according to occupation; six, a general index. Biographies include parentage, childhood experiences, and education, as well as adult accomplishments.

*Dictionary of National Biography*.<sup>4</sup> The 1908 edition is a re-issue, on thinner paper, of the 63-volume edition published in 1855-1901 and incorporates in the text material in the Errata volume of 1904. A second supplement of three volumes was published in 1912; a third and fourth by the Oxford University Press in 1927 and 1937. The *Concise Dictionary From the Beginning to 1921*, an epitome of the main work and its supplements, published in 1930, is a useful reference work in itself, giving facts and dates for all people included in the many volumes of the major work. Mudge says of the *Dictionary of National Biography* that it is the most important reference work for English biography, containing signed articles by specialists and excellent bibliographies. All noteworthy inhabitants of the British Isles and the Colonies exclusive of living persons are included as well as noteworthy Americans of the colonial period.

*Composers of Today*<sup>5</sup> and *Composers of Yesterday*.<sup>6</sup> These biographical and critical dictionaries should be considered for first purchase in those schools which emphasize music appreciation. Not only is there a "copious inclusion of biographical material, generously sprinkled with the spice of anecdote,"<sup>7</sup> but an attempt has been made to describe the personality of the composer. Incorporated in each sketch also is a synthesis of leading critical thought about each composer. Pronunciation is indicated and in the appendixes are lists of composers grouped according to nationality. *Composers of Today* contains a bibliography of modern music and *Composers of Yesterday* lists a synthetic outline of mu-

<sup>4</sup> *Dictionary of National Biography*. Edited by Leslie Stephen and Sidney Lee. London, Smith Elder and Co., 1908-09. 22 v. (Oxford University Press.) \$140.

<sup>5</sup> Ewen, David. *Composers of Today, A Comprehensive, Biographical and Critical Guide to Modern Composers of All Nations*. 2d ed. New York, The H. W. Wilson Company, 1936. \$4.50.

<sup>6</sup> Ewen, David. *Composers of Yesterday, A Biographical and Critical Guide to the Most Important Composers of the Past*. New York, The H. W. Wilson Company, 1937. \$5.

<sup>7</sup> From the introduction to *Composers of Today*.

sical history and a selected bibliography. Both volumes are well indexed.

*Concise Biographical Dictionary.*<sup>8</sup> This book offers a big dollar's worth for any school library. The 500 subjects included are the great names of the past and present most often called for by students in history and English classes. Biographies are from one and one-half to two pages. Pronunciation is indicated for difficult names, and the arrangement is alphabetical by the name of the subject. A good index takes care of pseudonyms and other needed cross references. The sketches are most satisfactory to students because each one begins with a statement of birth date.

*American Authors.*<sup>9</sup> Students in American literature classes turn frequently to this attractive and handy reference volume for information about such writers as Emerson, Lowell, Hawthorne, Melville, Bret Harte, Harriet Beecher Stowe, Frank Stockton, and others. Some of the sketches are rather long, the articles ranging from 150 to 2500 words in length. The publishers state that primary emphasis has been on professional men and women of letters—poets, novelists, historians, biographers, critics, etc., but that many educators, statesmen, orators, jurists, and clergymen have been included if they have made contributions to our national literature. Following each biographical sketch is a list of the principal works of the author with the original dates of publication. There is also a short list of biographical and critical sources. Fig. 43 shows a page from this work.

Many portraits add interest. Entries are alphabetically arranged and there is no index. This biographical dictionary is not so valuable in high school reference work as the other books in the Kunitz series and should be purchased last. Authors most frequently called for are to be found in histories of American literature.

*Authors Today and Yesterday.*<sup>10</sup> Much autobiographical mate-

<sup>8</sup> Fitzhugh, Harriet L., and Fitzhugh, Percy K. *Concise Biographical Dictionary*. New York, Grosset & Dunlap, 1935. 777 p. \$1.

<sup>9</sup> Kunitz, Stanley J., and Haycraft, Howard, eds. *American Authors, 1600-1900, A Biographical Dictionary of American Literature, Complete in One Volume with 1300 Biographies and 400 Portraits*. New York, The H. W. Wilson Company, 1938. \$5.

<sup>10</sup> Kunitz, Stanley J., ed. *Authors Today and Yesterday, a Companion Volume to Living Authors; Illustrated with 320 Photographs and Drawings*. New York, The H. W. Wilson Company, 1934. 717 p. \$4.50.

## ARTHUR

**ARTHUR, TIMOTHY SHAY** (June 6, 1809-March 6, 1885), novelist, editor, and reformer—best remembered as the author of the famous temperance story, *Ten Nights in a Barroom*—was born on a farm in Orange County, N.Y. He was named for his grandfather, Timothy Shay, a Revolutionary officer.

In Timothy's infancy the Arthur family moved to West Point, and in 1817 to Baltimore. Here he went to public school, but was thought so dull that the teacher advised his being taken out and put to work. He was apprenticed to a watchmaker, but the training so injured his sight that he could never practice the trade. Except for a few months at night school, he had no further education. Friends found a place for him in a Baltimore counting house, and he worked as a clerk for several years. In 1836 he married Ellen Alden; five sons and two daughters resulted from the marriage.

Gradually Arthur drifted into writing, first as editor of the Baltimore *Athenaeum*, then on various ephemeral local weeklies. Meanwhile he had begun to contribute to *Godey's Ladies' Book*, and in 1841, to be nearer his chief market, he moved to Philadelphia. In 1845 he founded *Arthur's Ladies' Magazine*, which failed in a short time. He had better luck with a weekly started in 1850, *Arthur's Home Gazette*, which in 1853 became a monthly as *Arthur's Home Magazine*. This he was still editing and publishing at the time he died. For a while he also published the *Children's Hour*, *Once a Month*, and the *Workingman*, but these he sold as soon as they were well established.

In all, Arthur was the author of some seventy books, strongly moral and didactic novels advocating thrift, family life, and religion (he was a prominent Swedenborgian), and inveighing against lotteries, gambling, and, above all, liquor. From his youth he was a strong "temperance man," though he was not a teetotaler and was not in favor of prohibition. He attributed strikes and all the workers' troubles to alcoholism.

All these books, as well as his worthy but dull magazine stories, would long be forgotten had it not been for his one great success, *Ten Nights in a Barroom*. This rivaled *Uncle Tom's Cabin* in popularity in its own time, and has become a sort of sub-classic of American literature, known by name to millions who never read it or saw the play made from it. The sottish father, the pitiful child, the drunken murderer, are its stock figures. Arthur had the knack of combining preaching with sensationalism, and it made him rich



Collection of Frederick H. Meserve  
T. S. ARTHUR

and famous. Aside from fiction, he wrote only a series of hack "cabinet histories" of the various states with W. H. Carpenter (1850 to 1856).

**PRINCIPAL WORKS:** *Six Nights With the Washingtonians: A Series of Original Temperance Tales*, 1842; *Married and Single: or, Marriage and Celibacy Contrasted*, 1845; *The Lady at Home*, 1847; *The Maiden*, 1848; *Pride and Prudence: or, The Married Sisters*, 1850; *Sparing to Spend*, 1853; *Ten Nights in a Barroom and What I Saw There*, 1854; *Lights and Shadows of Real Life*, 1867; *Three Years in a Mantrap*, 1872; *Cast Adrift*, 1873; *Woman to the Rescue*, 1874; *The Strike at Tivoli Mills*, 1879.

**ABOUT:** Anon. *T. S. Arthur: His Life and Work*; Arthur, T. S. *Lights and Shadow of Real Life* (see Autobiographical Preface).

**AUDUBON, JOHN JAMES** (April 26, 1785-January 27, 1851), artist and naturalist, was born Fougère Rabin—the illegitimate son of Jean Audubon, a French naval officer stationed in Santo Domingo, by a Creole woman who was called "Mlle. Rabin." As a small child his father took him and his younger half-sister to France, where the father's wife not only received them kindly, but adopted them and had them legitimized. In 1800 the boy was baptized as Jean Jacques Audubon. His childhood was spent partly in Louisiana and partly in France, with a year in a French military school and another studying painting in Paris (1802-03). He was petted and spoiled by his stepmother, and was an undisciplined, vain, rather lazy youth when he went to live on his father's farm near Philadelphia in 1804. But he worked hard

FIG. 43. A sample page from *American Authors: 1600-1900*.

rial characterizes this second volume (second in date of publication) of the Kunitz series. Authors were solicited to write their own biographies, and the words "autobiographical sketch" in the introduction to a text signify, says a statement in the preface, that the account was written by the author for this volume or approved by him, his publishers, or heirs as an authorized autobiographical statement. Some authors in this volume are Alice Brown, Ellis Parker Butler, Erskine Caldwell, Bliss Carmen, and Katherine Mansfield. Since this volume is a companion to *Living Authors*, the index is a joint one and covers both volumes: a reference to *Living Authors* is indicated by italic type and to *Authors Today and Yesterday* by roman. Pronunciation of difficult names is indicated, information is interestingly given, and the articles are from one and one-half to three pages long.

*British Authors of the Nineteenth Century*.<sup>11</sup> The preface of this work states that the purpose is to provide brief, readable accounts of the lives of the major and minor British authors of the nineteenth century concerning whom students and amateurs of English literature are likely at any time to desire information. More than a thousand authors of the British Empire are represented by sketches varying in length from approximately 100 to 2500 words. This reference book is especially valuable for advanced English classes. The binding is sturdy and the format attractive.

*The Junior Book of Authors*.<sup>12</sup> A delightful book—from the inspirational introduction by Effie Power and the informal preface to the junior readers themselves to the very last story about writers for young people. Many pictures are included, and interesting, heartening incidents that prove authors to be just like other people. For example, Kate Douglas Wiggin's biography begins:

Kate Douglas Smith ran home like a whirlwind from the postoffice

<sup>11</sup> Kunitz, Stanley J., and Haycraft, Howard, eds. *British Authors of the Nineteenth Century, Complete in One Volume with 1000 Biographies and 350 Portraits*. New York, The H. W. Wilson Company, 1936. \$4.50.

<sup>12</sup> Kunitz, Stanley J., and Haycraft, Howard, eds. *The Junior Book of Authors, An Introduction to the Lives of Writers and Illustrators from Lewis Carroll and Louisa Alcott to the Present Day; Illustrated with 260 Photographs and Drawings*. New York, The H. W. Wilson Company, 1935. \$3.25.

in Santa Barbara, California. In her hand was a check for a hundred and fifty dollars which she had just received from *St. Nicholas Magazine* for her first story.

"Glory! Glory!" shouted Kate breathlessly to her Mother as she burst into the house. "I have sold a story."

This work does much to relieve the monotony of stereotyped book reports by providing just such incidents to preface informal discussions of books.

*Living Authors.*<sup>13</sup> This volume is the first of the Kunitz books and was so well received that it inspired the compilation of the others.

Only living authors are the subjects of these miniature biographies, some four hundred in number. The editor states that his object is not critical but expository, and that the collection makes no pretension to comprehensiveness, its object being rather to present, within its scope, a selective survey of contemporary literary personalities, ranging from the great figures of our age down to the young poet or novelist with his first ("promising") book. All types of writers have been selected: poets, novelists, dramatists, essayists, biographers, critics, writers of children's books, and philosophers. There is no limitation of nationality, for living writers of all countries whose works are available in English are included.

This biographical reference tool should be included among first purchases for the senior and junior high school library. The sketches are useful, readable, informal, appealing. A list of the author's writings with dates is included in each biography.

*Biography in Collections Suitable for Junior and Senior High Schools.*<sup>14</sup> Short biographies have a cultural as well as a practical value in the integrated program of study. The compiler of this index, long identified with the University of Chicago High School, recognizes the fact that human contributions to the development of our civilization are likely to be stressed in the new education. To meet the need of educators for biographical accounts of the lives of successful people in all branches of endeavor she has

<sup>13</sup> Kunitz, Stanley J. *Living Authors, A Book of Biographies*. New York, The H. W. Wilson Company, 1931. \$3.75.

<sup>14</sup> Logasa, Hannah. *Biography in Collections Suitable for Junior and Senior High Schools*. 3d ed. rev. and enl. New York, The H. W. Wilson Company, 1940. \$1.75.

analyzed the contents of nearly three hundred collections of biography to show, for example, in what volumes an account of Jane Addams or Garibaldi or Mahatma Gandhi may be found. A subject index is an especially valuable feature and the books analyzed constitute an excellent buying list.

Miss Logasa also includes in her introduction some novel suggestions for the use of biographical material in the classroom, unique forms for book reports, and criteria for the selection of biographies for classroom and library use.

*Who's Who*.<sup>15</sup> A list of the abbreviations used in the volume and a list of those who died in the interim between issues prefaces each edition. Sketches are in the main those of British people, though persons of international significance are also incorporated.

Pupils in school libraries have been known to hunt vainly through many reference books for a biographical sketch of a contemporary subject when information in *Who's Who* is readily available and only brief facts are wanted. "Why won't this account in *Who's Who* do?" one lad was asked. "Because it doesn't tell anything," he replied. When questioned, it was revealed he did not understand the abbreviations. His teacher read the short biography to him substituting *born* for *b.*, *eldest son*, for *e.s.*, *daughter*, for *d.*, and *married* for *m.*, and the young man looked at the big red books with awakened respect.

*Who's Who in America*.<sup>16</sup> According to the *preface*, "The enrollment constitutes a distinctively American gathering, although many of those here listed were born abroad and a few are foreign subjects. Nearly all live or have lived in the United States, or are so closely identified with American affairs as often to be subjects of American inquiry and discussion."

Qualifications for admission to *Who's Who in America* are twofold: (1) those who are selected on account of special prominence in creditable lines of effort, making them the subjects of extensive

<sup>15</sup> *Who's Who, an Annual Biographical Dictionary with Which Is Incorporated "Men and Women of the Time."* . . . London, A. & C. Black; New York, The Macmillan Company, 1848- . \$15.

<sup>16</sup> *Who's Who in America, A Biographical Dictionary of Notable Living Men and Women of the United States* . . . edited by Albert Nelson Marquis. Revised and reissued biennially; founded by Albert Nelson Marquis Company. Chicago, The A. N. Marquis Company, 1900- . \$8.75.

## TARBELL

Mary (Fernald) T.: pupil of the Museum of Fine Arts, Boston; under Boulanger and Lefebvre, Paris; D.Litt., Dartmouth College in 1929; m. Elinor Arnold Souther, of Boston, Nov. 7, 1888; children: Josephine, Marie, Mary, Edmund Arnold. Inter. drawings and painting. Boston Art Mus. from 1889. Mem. Jury of Award, St. Louis Ex. Awards: Clarke prize, Nat. Acad. Design, 1892; Shaw fund (15,000). Soc. Am. Artists, 1897; medal, Chicago 1897; 1st prize Worcester Mass., 1900; three medals, Boston Charitable Mechanics' Assn.; bronze medal, Paris Ex. 1900; bronze, silver, and gold medals, Carnegie Inst., Pittsburgh; Harris prize, Art Inst. of Chicago; Pa. Acad. Medal of Honor, 1906; gold medal, Nat. Acad. Design, 1908; Richard Greenough Memorial prize, Newport Art Assn., 1925. Rep. in medals Cincinnati Art Mus., Pa. Acad., Worcester Art Mus., St. Louis Mus., Worcester Gallery, Washington, Boston Art Mus., U.S. Sch. of Design, Boston Art Gallery, N.Y.A., 1902, N.A., 1906; v.p. Guild of Boston Artists, Mem. Internat. Jury of Awards, Panama P.N. Ex. 1915, also of Jury of Awards, Sequoyianational Ex. 1916, 1920. Author: Ten Art Painters, New York, 1906; The Arts and Sciences, Am. Acad. Arts and Sciences. Former chair, council and faculty Sch. of Museum of Fine Arts, Boston. Popular prize, Carnegie Inst., 1928. Home: Newmarket, N.H.

**TARBELL, Gage E.**, capitalist. See Vol. 14 (1936-37).\*

**TARBELL, Ida Minerva**, author; s. Eric Co., Pa. Nov. 5, 1857; d. Franklin S. and Esther Ann (McLaughlin) T., A.B., Allegheny College, Meadville, Pa. 1880, A.M., 1883, LL.D., 1899, LL.D., 1913; LL.D., Knox Coll., 1903. Associate editor The Chautauquan, 1884-91; student in Paris at The Sorbonne and College de France, 1891-94; editor on staff, and ass. editor McClure's Magazine, 1894-1900; ass. editor American Magazine, 1900-15. Member Am. Hist. Assn., English Society of Women Journalists, American Woman's Association. Clubs: National Arts, Cosmopolitan, Pen and Brush. Am. women's soc. Council of National Defense, 1918. President Women's Industrial Conf., 1919, and Pres. Harding's Unemployment Conf.; mem. Nat. Women's Org. Mobilization for Human Needs, 1914-36. Author: Short Life of Napoleon Bonaparte, 1895; Life of Madame Roland, 1896; Early Life of Abraham Lincoln (with J. McCann Darby), 1898; Life of Abraham Lincoln (2 vols.), 1904; History of the Standard Oil Co. (2 vols.), 1904; He Knew Lincoln, 1907; Father Abraham, 1909; The Tarbell to Our Times, 1911; The Business of Being a Woman, 1912; The Ways of Women, 1915; New Ideals in Business, 1916; The Rising of the Tide, 1919; In Lincoln's Chair, 1920; Boy Scouts' Life of Lincoln, 1921; He Knew Lincoln and Other Fifty Brown Stories; in the Footsteps of Lincoln, 1924; Life of Judge Gary, 1925; A Reporter for Lincoln, 1927; Owen D. Young—A New Type of Industrial Leader, 1928. Lecturer. Home: Bethel, Conn. Office: 120 E. 19th St., New York, N.Y.

**TARBELL, Martha**, author; d. Horace Sumner and Martha A. (Trest) T.; A.B., DePaul U., 1894, A.M., 1897; A.M., Brown, 1904, Ph.D., from same, 1897; Litt.D., De Paul University, 1933. Member Kappa Kappa Gamma, American Association of Univ. Women, Phi Gamma Mu, D.A.R. Clubs: Women's University (N.Y.); Woman's Woman's College (Orange); Author: Tarbell's Teachers' Guide to the Internat. Sunday School Lessons, annual series; Geography and History in the Time of Christ, 1907; To the Master's Company, 1919; (with Horace Sumner Tarbell) a series of six, 1920-28, 1897, 99, text-books in language, 1928-1937. Address: East Orange, N.J.

**TARKINGTON (Newton) Booth**, author; s. Indiana, July 26, 1859; s. Hon. John Stevenson and Elizabeth (Booth) T.; educated Phillips Exeter Acad., Andover Univ. and Princeton University; honorary A.M., Princeton, 1889, and Litt.D., 1914; Columbia, 1924; m. Laurel Louise Fletcher, of Indianapolis, June 18, 1912; m. 2d, Suzanne Robinson, of Dayton, O., 1912. Mem. Ind. Ho. of Rep., 1891-93. Twice winner of Pulitzer prize for N. Awarded gold medal, Nat. Inst. Arts and Sciences,

1933. Member Am. Acad. of Arts and Letters, Club: Ivy, Nassau (Princeton); Playera, Century (New York); University (Indianapolis). Author: The Gentleman from Indiana, 1897; romance; Hesperia, 1907; The Two Vaucuties, 1903; Clarity, 1905; In the Arena, 1905; The Conquest of Canada, 1905; The Beautiful Lady, 1905; His Own People, 1907; Guest of Queensy, 1908; Beasley's Christmas Party, 1909; Beauty and the Jacobin, 1911; The First, 1914; Penrod, 1914; The Turnout, 1915; Penrod and Sam, 1916; Seventeen, 1916; The Magnificent Ambersons, 1918; Ramsey Millholland, 1919; Alice Adams, 1921; Gentle Julia, 1922; The Fencingmaster and other stories, 1923; The Mullenders, 1924; Winton, 1924; Clarity, 1927; The Road, 1927; The World Does Move, 1929; Claire Ambler, 1929; Young Mrs. Greeley, 1929; Mortified Haven, 1930; Penrod Jacobor, 1931; Winton Malley, 1932; The Complete Penrod, 1932; Penrod's Life May Man, 1932; Little Orme, 1931; Mr. Winton, 1935; The Red Barn, 1935; Drudester, 1935; The Lorenzo Bunch, 1935. Wrote plays: Ambrose Beacombs, 1907; The Gentleman from Indiana, 1905; (with Harry Leon Wilson) The Man from Home, 1906; Camilla Kirby, 1907; Your Humble Servant, 1908; Springtime, 1908; Getting a Polish, 1909; Master Ambrose, 1910; (with Julia Lee Wilson) The Country Cousin, 1917; (with Harry Leon Wilson) The Gilded Youth, and Up From Newburgh, 1919; Clarence, 1919; Poldekina, 1920; The Wren, 1921; The Intimate Strangers, 1921; Rose River, 1922; Tweedle, Magnolia, 1923; Colonel Selan, 1930. Honor: 2770 N. Meridian St., Indianapolis, Ind.

**TARKINGTON, Grayson Emory**, M.D.; s. Oakland, La. Dec. 28, 1883; s. Addison Emory and Venila (Chandler) T.; grad. Hot Springs (Ark.) High Sch., 1902; M.D., U. of Md., 1917; m. Delia Moss Lock, of Lake Charles, La., Dec. 28, 1913; m. 2d, Sally Jane Baker, of Hot Springs, Ark., 1919. 1933. Began practice at Hot Springs 1919; member exec. Bd. out-patient dept., and visiting phys. Len N. Levi Memorial Hosp.; chief physician staff, U.S.P.H.S. Clinic, same, 1920; chief, New-Jersey's Infirmary, Presbyterian and St. Joseph's hospitals, dist. chmn. American Cancer Control Com. s. Hot Springs Bd. of Health, etc. Served as 1st Lt. Med. R.C. U.S.A., Aug. 17, 1917-Jan. 1, 1919. Ass. editor Am. Jour. Surg., Mem. Am. Art. State, Bernardino County and Garland County medical associations, Southern Medical Association, American Congress International Medicine, Med. Assn. Southwest, Am. Coll. Physicians, 1914 Spring 1914, Medicine, No. 5, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 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, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 2681, 2682, 2683, 2684, 2685, 2686, 2687, 2688, 2689, 2690, 2691, 2692, 2693, 2694, 2695, 2696, 2697, 2698, 2699, 2700, 2701, 2702, 2703, 2704, 2705, 2706, 2707, 2708, 2709, 2710, 2711, 2712, 2713, 2714, 2715, 2716, 2717, 2718, 2719, 2720, 2721, 2722, 2723, 2724, 2725, 2726, 2727, 2728, 2729, 2730, 2731, 2732, 2733, 2734, 2735, 2736, 2737, 2738, 2739, 2740, 2741, 2742, 2743, 2744, 2745, 2746, 2747, 2748, 2749, 2750, 2751, 2752, 2753, 2754, 2755, 2756, 2757, 2758, 2759, 2760, 2761, 2762, 2763, 2764, 2765, 2766, 2767, 2768, 2769, 2770, 2771, 2772, 2773, 2774, 2775, 2776, 2777, 2778, 2779, 2780, 2781, 2782, 2783, 2784, 2785, 2786, 2787, 2788, 2789, 2790, 2791, 2792, 2793, 2794, 2795, 2796, 2797, 2798, 2799, 2800, 2801, 2802, 2803, 2804, 2805, 2806, 2807, 2808, 2809, 2810, 2811, 2812, 2813, 2814, 2815, 2816, 2817, 2818, 2819, 2820, 2821, 2822, 2823, 2824, 2825, 2826, 2827, 2828, 2829, 2830, 2831, 2832, 2833, 2834, 2835, 2836, 2837, 2838, 2839, 2840, 2841, 2842, 2843, 2844, 2845, 2846, 2847, 2848, 2849, 2850, 2851, 2852, 2853, 2854, 2855, 2856, 2857, 2858, 2859, 2860, 2861, 2862, 2863, 2864, 2865, 2866, 2867, 2868, 2869, 2870, 2871, 2872, 2873, 2874, 2875, 2876, 2877, 2878, 2879, 2880, 2881, 2882, 2883, 2884, 2885, 2886, 2887, 2888, 2889, 2890, 2891, 2892, 2893, 2894, 2895, 2896, 2897, 2898, 2899, 2900, 2901, 2902, 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interest, inquiry, or discussion in this country, and (2) those who are arbitrarily included on account of official position—civil, military, naval, religious, educational, etc.

Other features are: list of abbreviations used in the book; sociological statistics; a study of educational equipment of the men and women listed in the work; a geographical index; facts concerning veterans and new members of *Who's Who* family; necrology. See Fig. 44.

#### CURRENT BIOGRAPHY

As mentioned earlier in this chapter, the locating of information about contemporary people has not always been possible. To keep all biographical dictionaries and similar reference works up-to-date, the H. W. Wilson Company initiated in January, 1940, a monthly publication known as *Current Biography, Who's News and Why*.<sup>17</sup> This work is "international in scope and includes not only persons who come into prominence in the news but those already famous because of some recent event. Deaths of prominent people are reported and sketches include references to other sources of information."<sup>18</sup>

Though *Current Biography* is published monthly, each issue contains a cumulated index to previous issues. There is a bound annual volume including in one alphabet all the material published that year. A feature useful in high schools is the vocational list included in each issue: under Art, Aviation, Education, Engineering, etc., are listed the names of the subjects of the biographies in that particular number. Pronunciation of difficult names is indicated. Sketches vary in length: in the May, 1940, issue one about Marian Anderson is about 850 words; Mary Ellen Chase, about 700; Ely Culbertson, 1900; Elmer Davis, 1350; William Faversham, 18 words. References to articles and to biographical material in books is given at the conclusion of each biography.

#### STUDY ACTIVITIES

1. Assume that two of your classes are studying *Treasure Island*. You want all of your students to know of Stevenson's life, yet material in the library is not sufficient for sixty students. How can you accomplish your objective?

<sup>17</sup> *Current Biography, Who's News and Why*. New York, The H. W. Wilson Company, 1940-. \$5 yearly.

<sup>18</sup> Publisher's statement.

2. List six collections of biography suitable for junior or senior high school. Annotate each.
3. Suggest ways of using biography in connection with the grade level in which you teach or expect to teach.
4. A class studying short stories has read many stories by many different authors. Several students attempt to find and write summaries of the biographical sketches of five or more of the authors in one period. Comment on the effectiveness of such author study and suggest an alternative.
5. Suggest ways of including information about an author in a book report.
6. Find a biographical sketch of Hendrik van Loon; Fanny Kemble; Dorothy Thompson; Florence E. Allen; the governor of your state; Abigail Adams. Summarize each in a line. Give exact source of your information.
7. About how many people from your town—or college town—are listed in *Who's Who in America*?

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- HYDE, MARIETTA A. "Background for Reading Biography." (In her *Modern Biography*. New York, Harcourt, Brace and Company, 1934. p. ix-xviii.)
- KITSON, HARRY DEXTER. *Studying the Biographies of Successful Workers*. (In his *I Find My Vocation*. New York, McGraw-Hill Book Company, 1931. Chapter VI.)
- LOGASA, HANNAH. *Biography in Collections*. 3d ed. New York, The H. W. Wilson Company, 1940. Introduction.
- LOCIE, IONA M. R., ed. "Three Hundred Biographies of Marked Vocational Interest." (In her *Careers in the Making: Readings in Recent Biography with Studies in Vocational Guidance*. New York, Harper & Brothers, 1931. p. 375-93.)
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## CHAPTER XV

### HOLIDAYS AND ANNIVERSARIES

#### OBSERVING RED-LETTER DAYS

Since auditorium groups, speech classes, and home-room organizations follow the calendar with its red-letter days, no library or classroom collection can contain too much holiday material. Auditorium and speech classes are often responsible for school assemblies. It is proper that many of the programs should center around the observance of national and state anniversaries:

Time for work,—yet take  
Much holiday for art's and friendship's sake.

GEORGE JAMES DEWILDE—Sonnet.  
"On the Arrival of Spring."<sup>1</sup>

Pupil interest in holidays, great birthdays, and anniversaries of historical events can be correlated with the writing of papers and with oral reports. Some English teachers use the various special days as subjects for freshman papers. In the junior school, units of work on holiday themes unite the entire school in activities preparatory to the celebration of national events. As an experiment, a high school teacher of speech dispensed with a textbook in one of her public speaking classes and based the year's work on holiday material. For example, for days preceding Lincoln's birthday, the school library was searched by members of this class for varied matter about that national figure. Biographies, anecdotes, plays, stories, poems, essays, fiction, descriptive passages from histories—all these were used. Her pupils searched in *Readers' Guide to Periodical Literature* for fresh and new material, scanned the newest copies of the magazines, and gathered together a sur-

<sup>1</sup> Stevenson, Burton. *The Home Book of Quotations*. New York, Dodd, Mead & Company, 1935. p. 903.

prising amount of material. Directed by the teacher, the class worked out a commendable program for presentation in a school assembly.

A principal of a high school was so convinced of the educational value of noting special anniversaries and days that he asked his librarian to post on the faculty bulletin board notices or pictures with appropriate comments in anticipation of these occasions. He hopes that some teachers will pass these notations on to their pupils, holding that some incidental learnings are as important as subject matter incorporated in a course of study. The obvious holidays, such as Thanksgiving, Christmas, and Easter, usually receive due publicity. But less generally observed anniversaries oftentimes pass unnoticed. In 1940, for example, there were two great anniversaries: the five-hundredth anniversary of the invention of printing from movable type and the one-hundredth anniversary of the birth of the great English novelist, poet, short story writer, and dramatist, Thomas Hardy. Birthdays of Robert E. Lee on January 10, of Lewis Carroll on January 27, of Joseph Conrad on December 6, and countless others deserve comment and brief mention of their contribution to the good life.

One of the most useful books for keeping posted on various important dates is Hazeltine's *Anniversaries and Holidays*.<sup>2</sup> Arranged chronologically in the order of a calendar, it enables one to see at a glance what happened when and who might be news on a particular day. Chambers' *The Book of Days*<sup>3</sup> and Douglas' *The American Book of Days*<sup>4</sup> are similar in arrangement.

#### THE CLIPPING FILE

The major portion of this chapter is devoted to an annotated list of books containing material suitable for use in celebrating holidays and anniversaries. Besides these books, the clipping file is to be considered. Many teachers are ever on the alert for poems, plays, stories, incidents, dialogues, pictures, and biographical sketches related to holidays. Such material is to be found in cur-

<sup>2</sup> For further description of this book see "Bibliographies of Holiday Material," page 220.

<sup>3</sup> See page 221.

<sup>4</sup> See page 222.

rent newspapers, magazines, advertisements, Sunday school papers and quarterlies, discarded books, and in free and inexpensive pamphlets. Some radio talks are available in printed form for the asking, the ones about various holidays given on the Ford Sunday Evening Hour being notable examples. Clippings should be mounted on tag board of uniform size, labeled by the name of the holiday, placed in manila folders or envelopes—each having its own holiday label—and filed in a vertical file or pasteboard or wooden box. Supplemented by pamphlets, such a file will prove perennially useful. If added to consistently, there will soon be a surprising amount of accessible and fresh material. Pupils also will contribute to the collection when they become aware of its existence and value.

#### LOCAL AND STATE HOLIDAYS

In addition to the collection for national holidays and anniversaries, local needs are kept in mind in assembling material. Every state and many cities have their own special days. In Texas, for example, San Jacinto Day and Texas Independence Day demand special observances. Some school librarians develop a special collection of books about their states and by citizens of their states to answer these local needs. The local press often carries feature articles about local events, and these, when cut and filed, supplement the book collection. It is not unusual to find good holiday material just *after* a holiday has been celebrated. This may be carefully saved for later use.

#### A CARD FILE

Besides developing a clipping file on holidays, many teachers and librarians build a card file, recording on cards references to holiday material in various books and magazines. The "Gift of the Magi" is one of O. Henry's Christmas stories, but in which one of his many books will this particular story be found? Such cards are filed under the name of the special day, in this instance, Christmas. If a great amount of material on a certain holiday is available, the subject may be broken down into types of material; as Christmas—Stories; Christmas—Plays, etc. Pasteboard boxes to hold cards may be purchased inexpensively. The form pictured

in Fig. 45 has been found useful for this purpose of recording holiday data. Complete bibliographic details are usually not necessary. If having the call number on the card saves time in locating material, that should be added also.

### CHRISTMAS—STORIES

Porter, William Sydney. (O. Henry)  
Gift of the Magi. (In Four Million)

FIG. 45. Method of recording holiday data.

### OTHER SOURCES

*Scholastic*, *The National High School Weekly*,<sup>5</sup> is an excellent source of holiday supply. For several years there have been an Armistice number, a Christmas number, a Lincoln's birthday issue, and others featuring plays, stories, poems, and essays on these themes. Under the heading "Holidays" in *Readers' Guide to Periodical Literature* as well as under the names of the special days (Christmas, Thanksgiving, Easter, etc.) will be found articles in magazines that are fresh and usable. *Education Index* is helpful also. For the junior school, Eloise Rue's *Subject Index to Intermediate Grades*<sup>6</sup> lists an extensive collection of material under the name of each special day—material that is to be found in the better known readers, Granger's *Index to Poetry* (revised edition)<sup>7</sup> lists, in the appendix, poetry and recitations classified by special days.

<sup>5</sup> Scholastic Corporation, 430 Kinnard Ave., Dayton, Ohio. Single subscription \$2; reduced prices to groups.

<sup>6</sup> Rue, Eloise. *Subject Index to Books for the Intermediate Grades*. Chicago, American Library Association, 1940. \$4.

<sup>7</sup> For description of Granger's *Index to Poetry*, see page 250.

## BIBLIOGRAPHIES

The books included in this chapter are not intended to serve as an exhaustive list but rather to point out some of the more useful and recent publications helpful in school work. The card catalog of the local public library will doubtless reveal many more. The bibliographies that head the list in this chapter provide rich sources to consult to locate plays, pageants, stories, dialogues, and poems for all the days.

## BIBLIOGRAPHIES OF HOLIDAY MATERIAL

Foster, F. Marie, comp. "Holiday Materials: General Buying List for Schools." *Wilson Bulletin* 12:257-58, December, 1937.

A basic list of books that contain material of all types for all the holidays for all grade levels.

Hazeltine, Mary Emogene. *Anniversaries and Holidays, A Calendar of Days and How to Observe Them*. Chicago, American Library Association, 1928. \$6.

"A calendar of days, listing birthdays of notable people, holidays, saints' days, special occasions, movable feasts, and seasons, for every day in the year. In it may be found the chief names and events connected with any day."—Preface. There are references to a thousand books which have been analyzed to provide lists of material on the origin and history of holiday customs, as well as to find where to locate plays, programs, exercises, pageants, etc. There is a complete index. The periodical references which are given are too old to be of value in school work unless there is a large public or university accessible.

Paulmier, Hilah. *An Index to Holiday Plays for Schools, A Guide to Plays for the Observance of All the Holidays and Special Days and Weeks Celebrated in the Schools*. New York, The H. W. Wilson Company, 1936. \$75.

First, a calendar of days; second, a list of materials listed under the special days which are arranged alphabetically; third, an appendix containing an author index and a "Bibliography of Play Collections Referred to in the Book."

Pittsburgh. Carnegie Library. *Stories to Tell to Children; A Selected List with Stories and Poems for Holiday Programs*. 5th ed. Pittsburgh Library, 1932. Paper, 30 cents.

Wurzburgh, Dorothy A. *Children's Short Story Index for Special Holidays*. Boston, F. W. Faxon Company, 1928. (Useful Reference Series, No. 36.) \$1.50.

"The first part is a subject arrangement by holiday; the second, a straight alphabetical title index with reference to the holiday under which the

story is to be found. The bibliography includes all the sources from which stories have been selected."—Preface.

## BOOKS OF HOLIDAY MATERIAL

Adams, Florence A., and McCarrick, Elizabeth. *Highdays and Holidays*. New York, E. P. Dutton & Co., 1927. \$2.

Contents: New Year's Day; Lincoln's Birthday; Valentine's Day; Washington's Birthday; St. Patrick's Day; Arbor Day; Bird Day; Easter; May Day; Mother's Day; Music Week; Memorial Day; Flag Day; Independence Day; Labor Day; Columbus Day; Roosevelt's Birthday; Armistice Day; Book Week; Thanksgiving Day; Christmas. Of this volume, *Standard Catalog for High School Libraries* comments: "Carefully selected poems especially useful for observance of holidays."

Carnegie Library School Association, comps. *Our Holidays in Poetry*. Compiled by Mildred P. Harrington, Josephine H. Thomas, and a Committee of the Carnegie Library School Association. New York, The H. W. Wilson Company, 1938. \$1.25.

This volume is made up of a series of holiday booklets compiled by the association and published in 1922-27. Contents: Abraham Lincoln in Poetry; George Washington in Poetry; Easter in Poetry; Arbor Day in Poetry; Mother's Day in Poetry; Memorial Day in Poetry; Thanksgiving Day in Poetry; Christmas Day in Poetry.

Chambers, Robert. *The Book of Days, A Miscellany of Popular Antiquities in connection with the Calendar, Including Anecdote, Biography and History, Curiosities of Literature, and Oddities of Human Life and Character*. Philadelphia, J. B. Lippincott, 1891. 2 v. \$10.

"The Book of Days consists of—1. Matters connected with the Church Calendar, including Popular Festivals, Saints' Days, and other holidays, with illustrations of Christian Antiquities in general; 2. Phenomena connected with the Seasonal Changes; 3. Folk-Lore of the United Kingdom—namely Popular Notions and Observances connected with Times and Seasons; 4. Notable Events, Biographies, and anecdotes connected with the Days of the Year; 5. Articles of Popular Archaeology, of an entertaining character, tending to illustrate the progress of Civilization, Manners, Literature, and Ideas in these Kingdoms; 6. Curious, Fugitive, and Inedited Pieces."—preface.

The work is arranged by the calendar. It was published originally in 1862-64, and later editions show little revision. For example, there is no mention of Abraham Lincoln. American holy days receive scant attention—there is brief mention of Thanksgiving. The set is valuable in the school library, however, as a reference book on the origin of various holy days and holidays, and much quaint and unusual information is here available that is not easy to find elsewhere.



Couzens, Reginald C. *Stories of the Months and Days*. Frederick A. Stokes Company, 1923. \$2.

"Gives a general historical account of the divisions of time. Groups myths and legends under months and days of the week, giving frequent quotations from literature. Illustrations are reproductions of famous paintings and statues."—*Booklist*.

Deming, Norma H., and Bemis, Katherine I., comps. *Pieces for Every Day the Schools Celebrate*. Enl. ed. New York, Noble & Noble, 1931. \$2.

Contents: New Year's Day; Lincoln's Birthday; Washington's Birthday; Arbor Day and Bird Day; Mother's Day; Memorial Day; Flag Day; Father's Day; Commencement Day; Independence Day; Labor Day; Constitution Day; Columbus Day; Roosevelt's Birthday; Armistice Day; Red Cross Day; Thanksgiving Day; Christmas.

"Although many of the old standards are included, there is also much new material, giving a fair representation to contemporary literature that celebrates homely sentiment with a popular appeal, not necessarily commonplace."—*Booklist*.

Douglas, George W. *The American Book of Days, A Compendium of Information about Holidays, Festivals, Notable Anniversaries, and Christian and Jewish Holy Days with Notes on Other American Anniversaries Worthy of Remembrance*. New York, The H. W. Wilson Company, 1938. \$4.50.

The arrangement is chronological. A short history of each month precedes the day-by-day account of anniversaries. Almost seven pages are given to Lincoln's birthday. There are no poems, stories, or plays included, but a typical program for a Lincoln's day exercise is suggested. Other sources would have to be used for the material suggested. Five pages are accorded to Thanksgiving and eight to Christmas. The section on Christmas includes the Bible story according to St. Luke, old customs in various countries, the origin of the legend of Santa Claus, the poem "'Twas the Night Before Christmas," Francis P. Church's editorial in the *New York Sun* in answer to the query "Is there a Santa Claus?" the origin of the Christmas card custom, and a recital of Christmas observances by Christians, Jews, and Catholics. The type is small and clear; the paper, good, binding, sturdy. There are no pictures. This is a useful reference book for any school library.

Lamkin, Nina B. *Good Times for All Times, A Cyclopedia of Entertainment with Programs, Outlines, References, and Practical Suggestions for Home, Church, School, and Community*. New York, Samuel French, 1937. \$2.50.

A book that is especially valuable for lists of inexpensive plays, pageants, pictures, and songs. Many games and contests are outlined.

Lewis, Dominic B. W., and Heseltine, George C., comps. *Christmas Book; An Anthology for Moderns*. Illustrated by A. C. Harradine. New York, E. P. Dutton & Co., 1928. \$2.

"A delightful anthology, noteworthy both for the inclusion of choice material and for the exclusion of the hackneyed and obvious. Bits of unusual and interesting prose, poems and songs in English, Latin, and French, together with quaint recipes for meat and drink are offered 'all mixed up jovially like a Christmas pudding.' An index to authors and sources is included, and the contents are arranged chronologically. Attractive format."—*Booklist*.

Olcott, Francis J. *Good Stories for Anniversaries*. With illustrations by H. L. Price. Boston, Houghton Mifflin Company, 1937. \$2.50.

Stories for Constitution Day, Armistice Day, Inauguration Day, Aviation Days, Flag Day, Bunker Hill Day, Fourth of July, Pioneer Days, and Patriot Days.

Phelps, Edith M., ed. *Book and Library Plays for Elementary and High School Use*. New York, The H. W. Wilson Company, 1938. \$2.25.

Short, simple plays especially useful for Book Week. Also helpful for clinching some points in library instruction. Require few costumes or stage properties.

Schauffler, Robert Haven, and Sanford, Anne P., eds. *Plays for Our American Holidays*. New York, Dodd, Mead and Company, 1928. 4 v. \$2.50 each.

Vol. 1: Plays for Christmas; St. Valentine's Day; St. Patrick's Day; Easter; Hallowe'en. Vol. 2: New Year's Day; Twelfth Night; Arbor Day; April Fool's Day; May Day; Thanksgiving; Forefather's Day. Vol. 3: Lincoln's Birthday; Washington's Birthday; Flag Day; Memorial Day; Independence Day; Thomas Jefferson's Day; Armistice Day. Vol. 4: Mother's Day; Children's Day; Labor Day; Columbus Day; Health Week; Music Week; Book Week; Red Cross Week.

Schauffler, Robert H., and others, ed. *Our American Holidays Series*. New York, Dodd, Mead and Company, 1907-1938. \$2.50 vol.

This is a most useful series of books for use in schools. Some of the volumes available are: Arbor Day, 1909; Armistice, 1927; Christmas, 1907; Columbus Day, 1938; Easter, 1916; Flag Day, 1912; Graduation, 1930; Hallowe'en, 1933; Independence Day, 1912; Lincoln's Birthday, 1909; Magic of Music, 1935; Memorial Day, 1911; Washington's Birthday, 1910. Poems, stories, essays, and historical events are included.

Schauffler, Robert H., ed. *The Days We Celebrate*. New York, Dodd, Mead and Company, 1940. 4 v. \$2.50 each.

The introduction states: "The present series has been planned to com-

plete and bring down to date the twenty-one volumes of *Our American Holidays, and Plays for Our American Holidays*." Contents: Vol. 1, Celebrations for Christmas and Other High Days; Christmas—St. Valentine's Day—St. Patrick's Day—Easter. 445p. Vol. 2, Celebrations for Festivals; New Year's Day—All Fools' Day—May Day—Arbor Day—Harvest Festival—Thanksgiving. 400p. Vol. 3, Celebrations for Patriotic Days; Lincoln's Birthday—Washington's Birthday—Memorial Day—Flag Day—Independence Day—Armistice Day—Columbus Day. 397p. Vol. 4, Celebrations for Special Occasions; Mother's Day—Music Week—Graduation Day—Father's Day—Hallowe'en—Book Week. 391 p.

Sechrist, Mrs. Elizabeth. *Red Letter Days; a Book of Holiday Customs*. Illustrated by Guy Fry. 1940. Macrae-Smith, \$2.

"Brief accounts of the historical significance of many holidays, with some short explanations of the various methods of celebration throughout the world. Under Arbor day the author lists and places some famous trees in America. The material is arranged chronologically and includes such holidays as New Year's day, St. Valentine's day, Pan-American day, Mother's day, and Children's day, Thanksgiving day. Under other holidays the author includes feast days and fast days. Contains a bibliography and good index. A valuable reference tool for school and public libraries." —*Booklist*.

Van Buren, Maud, and Bemis, Katharine Isabel. *Christmas in Storyland*. New York, D. Appleton-Century Company, \$2.

"A welcome volume made up of new material that ably supplements the well-worn books of Christmas stories. The stories are by modern authors and are suitable for children of all ages from the intermediate grades up." —*Wisconsin Library Bulletin*.

### Radio

Morris, James M. *Radio Workshop Plays*. New York, H. W. Wilson Company, 1940. \$2.25.

Fifteen royalty-free plays written especially for radio, and tested in the Radio Workshop of KOAC. The plays cover a wide range of subjects, from historical to fairy tale to original drama. Useful for the speech teacher who wants to teach the technique and literature of radio.

Sauer, Julia L. *Radio Roads to Reading; Library Book Talks Broadcast to Boys and Girls*. New York, The H. W. Wilson Company, 1940. \$2.25.

Scripts of 20 library book talks selected from five years of successful broadcasting by the Rochester Public Library.

### STUDY ACTIVITIES

1. List six good books for holidays other than those listed in this chapter. Select as recent publications as possible and give all bibliographic details.

2. Consult the vertical file in your school or college library to see what material is available on holidays. List several pieces that seem helpful.
3. Using *Readers' Guide to Periodical Literature* and *Education Index* list six references in magazines on Christmas. List six on Columbus Day.
4. Assume that you have \$5 to spend for holiday material. List the books you would order.
5. Write a short paper on holiday observances in connection with your teaching. The readings in the bibliography at the close of this chapter may be helpful.

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- NATIONAL EDUCATION ASSOCIATION. Research Division. "Special Weeks and Days; Tentative List of Occasions which Schools are Sometimes Requested to Observe." *Clearing House* 13:413-16, March, 1939.
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## CHAPTER XVI

### PERIODICALS AND PERIODICAL INDEXES

#### STANDARDIZING CRITERIA

So important have magazines become in high school teaching that accrediting agencies are specifying their inclusion in the libraries of schools that meet the standards set up for school libraries. The Southern Association of Colleges and Secondary Schools requires the following:

- Enrollment of 100 or less students . . . 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.
- 100-200 students . . . a good general newspaper and well-selected list of from 5 to 15 periodicals.
- 200-500 students . . . newspapers, and 15 to 30 suitable periodicals.
- 500-1000 students . . . newspapers, and 25 to 50 suitable periodicals.
- 1000 or more . . . newspapers and at least 40 suitable periodicals.

The North Central Association of Colleges is not so specific, but Criterion 4, *The School Library and Library Service*, provides that "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."

#### COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

What magazines meet the interests of the pupils? The first twenty "enjoyed and valued by 17,338 pupils," according to the report of the Cooperative Study of Secondary School Standards on magazine holdings in 200 widely separated high schools,<sup>1</sup> are, in order of choice, the following:

<sup>1</sup> Eells, Walter C. "What Periodicals Do School Pupils Prefer?" *Wilson Bulletin* 12:248-52, December, 1937.

- |                                          |                                            |
|------------------------------------------|--------------------------------------------|
| 1. <i>Reader's Digest</i>                | 11. <i>Saturday Evening Post</i>           |
| 2. <i>Life</i>                           | 12. <i>Ladies' Home Journal</i>            |
| 3. <i>American Magazine</i>              | 13. <i>McCall's</i>                        |
| 4. <i>Time</i>                           | 14. <i>Cosmopolitan</i>                    |
| 5. <i>Good Housekeeping</i>              | 15. <i>American Boy</i>                    |
| 6. <i>Popular Mechanics</i>              | 16. <i>Boys' Life</i>                      |
| 7. <i>Literary Digest</i> (discontinued) | 17. <i>Liberty</i>                         |
| 8. <i>Collier's</i>                      | 18. <i>Esquire</i>                         |
| 9. <i>Popular Science Monthly</i>        | 19. <i>Pictorial Review</i> (discontinued) |
| 10. <i>National Geographic</i>           | 20. <i>Scholastic</i>                      |

Boys enjoyed and valued most the following twelve:

- |                                   |                                           |
|-----------------------------------|-------------------------------------------|
| 1. <i>Reader's Digest</i>         | 8. <i>American Boy</i>                    |
| 2. <i>Life</i> <sup>2</sup>       | 9. <i>Boys' Life</i>                      |
| 3. <i>Popular Mechanics</i>       | 10. <i>Literary Digest</i> (discontinued) |
| 4. <i>Time</i>                    | 11. <i>Esquire</i>                        |
| 5. <i>Popular Science Monthly</i> | 12. <i>Saturday Evening Post</i>          |
| 6. <i>American Magazine</i>       |                                           |
| 7. <i>Collier's</i>               |                                           |

Girls voted for these:

- |                                          |                                |
|------------------------------------------|--------------------------------|
| 1. <i>Reader's Digest</i>                | 7. <i>McCall's</i>             |
| 2. <i>Life</i>                           | 8. <i>Time</i>                 |
| 3. <i>Good Housekeeping</i>              | 9. <i>Cosmopolitan</i>         |
| 4. <i>American Magazine</i>              | 10. <i>Collier's</i>           |
| 5. <i>Literary Digest</i> (discontinued) | 11. <i>National Geographic</i> |
| 6. <i>Ladies' Home Journal</i>           | 12. <i>Pictorial</i>           |

Of these magazines only two—*Esquire* and *Collier's*—are not up to the standard required in school libraries.<sup>3</sup>

<sup>2</sup> Teachers frequently ask whether *Life* should be included in school libraries. Frank K. Walter, university librarian and director of the Division of Library Instruction, University of Minnesota, and author of *Periodicals for Small and Medium-Sized Libraries*, (Chicago, American Library Association, 1939) says: "... *Life's* value lies in the pictures rather than the text. Some of the former have been criticized on the grounds of good taste but the magazine is popular in libraries of all kinds and sizes throughout the country." Pupils do like *Life*, but it is disconcerting to see so many looking at it to the exclusion of other magazines. It is an excellent source of material for the picture file. If money is limited, library funds need not be spent for *Life* as some faculty member or citizen is usually glad to give his copy to the library when he has finished with it. Since January 1, 1940, *Life* has been indexed in *Readers' Guide to Periodical Literature*—another point to be considered in adding it to the school magazine list.

<sup>3</sup> *School Review* (41:248, April, 1938) comments on the choice of *Reader's Digest*

Besides seeking to find what magazines pupils prefer, the study included three other aspects of the use of periodicals in schools; those periodicals considered valuable by librarians; those actually received in school libraries, and those read fairly regularly. Eight titles ranked high on all four counts. These are, in order of popularity, *Reader's Digest*, *Literary Digest* (now discontinued), *National Geographic*, *Popular Mechanics*, *Popular Science Monthly*, *Time*, *Scholastic*, and *Newsweek*.

#### THE VALUE OF PERIODICALS

A significant statement is made by Dr. Eells in his report "Periodicals Received by Secondary School Libraries."<sup>4</sup> He writes, "It is interesting to note that only *twelve* periodicals are reported by *over half the schools studied*."<sup>5</sup> Since two hundred schools were studied, the implications are grave. For, according to a recent editorial in *Scholastic* directed particularly to pupils, "book-mindedness of the American public is declining in proportion to population."<sup>6</sup> The editorial continues:

Not that fewer books are published and read, but that more magazines and newspapers are. In the last forty years the volume of periodical reading published has increased much faster than that in book form, and the reading habits of Americans show a marked tendency toward the shorter, more frequent, usually lighter, and certainly cheaper *magazine* as their staple diet. This may be deplored

---

and *Life* as the top ranking titles in the Co-operative Study: "It is not our purpose to undertake an adequate interpretation of the tabulations: We should prefer to encourage readers themselves to ponder the evidence. One comment only is ventured here, and it concerns the fact that the *Reader's Digest* and *Life* are reported to be 'read fairly regularly' by the largest number of pupils and that the same periodicals are reported as 'enjoyed and valued most' by the pupils. From the standpoint of intellectualizing responsibilities of the school, is it not significant that one of these magazines serves, in a way, to minimize reading while the other operates to eliminate reading almost entirely? Is it not, after all, a misnomer to speak of 'reading periodicals' such as *Life*, *Look*, *Pic*, and *Glick*? Abstracts, digests, and pictorial representations have their undoubted places in education and recreation, but educational workers will need to be alert to the dangers of overemphasis on the device of the tabloid."

<sup>4</sup> Eells, Walter C. "Periodicals Received by Secondary School Libraries." *Wilson Bulletin* 12:187-89, November, 1937.

<sup>5</sup> Italics are the authors'.

<sup>6</sup> Editorial, *Scholastic* 33:2, November 19, 1938.

by some scholars, but "magazine-mindedness" is not necessarily an evil. It is merely changing the avenues of expression.

"Magazine," if you'll check up on your Webster, comes from an Arabic word meaning granary, cellar, or storehouse—a place for storing food, or later, ammunition. The printed kind of magazine, in short, is a storehouse of brain food, and whether it is good, bad, or just indifferent will depend, perhaps, on how many calories and vitamins its contents contain. A magazine that is all cracker-jack, soda-pop, and dill pickles is hardly as healthful reading as one of good whole wheat, beef-steak, milk, and fresh fruit.

Endless statistics can be cited to attest the popularity of current magazines. A survey of any newsstand brings convincing proof of the multiplicity of titles. Quality is another matter. "It is beyond question," say LaBrant and Heller in their "Magazine Reading in an Experimental School," "that some force stronger than the memory of a passive experience with the standard English classics is required if public taste in periodicals is to be improved. Our grade and high school curricula still proceed, if one may judge from printed statements, on the assumption that reading habits relate primarily to the reading of books, as indeed they did forty years ago when much of our English curriculum was developed."<sup>7</sup> The present vogue for comic magazines has reached such proportions that ten million copies are sold monthly. The American News Company reports that seventy-six different titles are published. The *Chicago Daily News* (May 8, 1940) writes editorially concerning comics as follows:

Badly drawn, badly written, and badly printed—a strain on young eyes and young nervous systems—the effect of these pulp-paper nightmares is that of a violent stimulant. Their crude blacks and reds spoil the child's natural sense of color; their hypodermic injection of sex and murder make the child impatient with better, though quieter stories. Unless we want a coming generation more ferocious than the present one, parents and teachers throughout America must band together to break the "comic" magazine.

Some teachers have thoughtlessly contributed to children's interest in comics. A health education teacher in a junior high school admitted that she had collected a large number of copies for the

<sup>7</sup> LaBrant, Lou L., and Heller, Frieda M. "Magazine Reading in an Experimental School: University School, Ohio State University." *Library Journal* 61:213-17, March 15, 1936.



girls to look at on rainy days when they could not play outside. Well-meaning people collect comics for children's hospitals. Even high school boys and girls exhibit a distressing fondness for these sensational super-action picture books. One pupil said that she was "collecting" comic books and at present had 198 copies. "Every dime I get goes for funny books," she said. Such misdirected enthusiasm is a reproach to school people, as well as parents.

Boys and girls like magazines, and there are countless opportunities in school work, both in the elementary and high school, to build upon this natural inclination and to encourage better selection. A recent visit to a school library showed the room filled to capacity and at least one-half of the pupils occupied with reading magazines. The librarian assured her visitor that book circulation had not dropped and that although the real literary periodicals—*Harper's* and *Atlantic*—were not most in demand, they were read and used by pupils in advanced English classes. She continued:

Many a boy in our school has been won over to a respect for our library and the acquisition of a library habit by crisp copies of *Boys' Life*, *American Boy*, *Popular Mechanics*, and *Scientific American*; and the most avid reader I now have is a Mexican boy attracted to the library by a bright magazine poster in the downstairs hall. *Ladies' Home Journal* is banned in some school libraries as not literary enough; but the "sub-deb" column alone is worth the subscription. It has a real message for girls, and gets manners and morals across to them in an intimate, straight-from-the-shoulder way that they like and—better yet—take. There is good in *McCall's*, *Pictorial*, *Good Housekeeping*. We cannot all have *Saturday Review* tastes, but magazines which students can understand and enjoy can be made to replace *Dime Detective*, *True Confessions*, *Sweetheart Stories*, *Terror Tales*, and other lurid monthlies which are sold by hundreds of thousands to our many young people.<sup>8</sup>

#### MAGAZINES AND CREATIVE EDUCATION

English teachers have found that magazines may profitably have a real place in the course of study and that pupils respond eagerly to fresh, current material. In teaching the short story, recent material is valuable. Some teachers require that stories be selected

<sup>8</sup> Walraven, Margaret K. "Magazines in the High-School Library." *English Journal* (High School Edition) 24:134-36, February, 1935.

from *Harper's*, *Atlantic*, *American*—even *Boys' Life* and *American Girl* for the slower pupils—as well as from traditional book collections. Sometimes dozens of these monthlies are issued for classroom use,<sup>9</sup> and teachers and students are enthusiastic about using them in class. The essay and modern poetry take on new life and interest when taught from magazines. Esther Layton, writing in the *English Journal*, emphasizes this point.

You'd be surprised how many contemporary authors are becoming real persons to my youngsters in associating magazine material with their textbook in American literature. When my pupils come back from college to visit, they are always telling me how glad they are that they had become acquainted with magazines, and then they go on to ask me if I have read such and such a thing or if I have seen a certain article about a certain author. . . . I feel I have begun to make magazines mean more to parents, because a child asks now and then if he may take an issue home as he thinks his father or his mother would enjoy a certain article. I intend to follow up the work of interesting adults, because I feel a great deal may be accomplished by giving families more of interest to talk about. . . . I know I've merely scratched the surface in my experimenting [with magazines].<sup>10</sup>

Florence Otis, also in the *English Journal*, suggests the use of periodicals as a medium of instruction in creative writing, because of their variety and flexibility. She writes:

The magazines supply a greater wealth of illustrative material than do textbooks and are at the same time a valuable vehicle for the work of our outstanding authors. . . . Old copies of the *Atlantic* are used for a study of the essay found in the "Contributors' Club." Pupils are asked to read, noting any questions, suggestions, or comments, which occur to them as they read. A list of questions serves as a guide to the pupil in examination of the structure of the essays. Magazine articles not classifiable as familiar essays—articles dealing with travel, nature, art, science, and history—constitute another subject for special study. After the pupil has examined a large-enough range of models, he is encouraged to try writing similar

<sup>9</sup> Since few school libraries have money to bind back numbers of periodicals, this procedure is physically possible. Since school libraries are not research libraries and are handicapped by lack of space as well as lack of money, a file of back numbers is not usually kept longer than eight or ten years, if that long.

<sup>10</sup> Layton, Esther I. "An Experiment with Magazines." *English Journal* (High School Edition) 24:148, February, 1935.

ones of his own. The results of this procedure are highly favorable to the use of magazines instead of textbooks.<sup>11</sup>

#### GEOGRAPHY AND HISTORY

Geography teachers have long recognized the value of magazines in their teaching and *National Geographic* is, if possible, even more useful in the junior than in senior high schools. History teachers, too, use periodicals in their teaching and are able to secure certain titles at club rates when copies are bought for all members of a class.<sup>12</sup> Such material is fresh and stimulating, but care must be taken to see that the advantage of every class member's having the same magazine at the same time does not preclude a wide sampling of and acquaintance with a variety of titles. The weeklies taken in groups are *not* the ones pupils will read in college and adult life. Training in reading adult magazines and newspapers is a responsibility of the senior high school.

#### INTEGRATING MAGAZINES AND CLASSROOM EXPERIENCES

The bibliography at the close of this chapter lists several excellent articles suggesting ways of incorporating magazine study into classroom teaching. Not enough has been done in this respect and too many pupils go through courses in American literature where there is so much emphasis on colonial writers and Hawthorne and Emerson and their contemporaries that no time is left for an introduction to the material that Americans read when they leave school—if indeed they read at all—current books and magazines. Some school systems have cut the time spent on American literature—colonial period to contemporary, national and regional—to four and one-half months. However, LaBrant and Heller believe that accessibility is a prerequisite in teaching an appreciation of the better titles among the periodicals<sup>13</sup> and conclude that:

... While units on magazine reading and scientific assignments requiring preparation of magazine reports may have some value

<sup>11</sup> Otis, Florence I. "Magazines and Creative Writing." *English Journal* (High School Edition) 24:148, September, 1935. *Supplementing* the text, not replacing it, seems to the writers, a wise procedure.

<sup>12</sup> *Scholastic*, Social Studies ed.; *Weekly News Review*, and *The American Observer* are magazines frequently bought in clubs. *Reader's Digest* is available also.

<sup>13</sup> LaBrant, Lou L., and Heller, Frieda M. "Magazine Reading in an Experimental School, Ohio State University." *Library Journal* 61:213-17, March 15, 1936.

as introductory means, the real solution of the problem of teaching children to read good magazines lies in making those magazines available in quantity, in providing situations where they may be read profitably and in allowing leisure for their use.

### MAGAZINE INDEXES

#### MAGAZINES AS REFERENCE MATERIAL

Besides supplementing textbook material, magazines are necessary in school work for answering many reference questions and for furnishing up-to-date material for themes, speech classes, holidays, etc. Such topics as socialized medicine; chemurgy; women as jurors; war reporting; air hostesses; recent civil service legislation; the war in Europe; biographies of world leaders, etc., are sought first in periodical files.

#### READERS' GUIDE TO PERIODICAL LITERATURE

Valuable as magazine material is, however, its use would be much restricted if indexes to that material were not available. Even small junior and senior school libraries need the *Abridged Readers' Guide to Periodical Literature*, and those schools taking many more than the twenty-five periodicals indexed therein find *Readers' Guide to Periodical Literature* a necessity. It is interesting to note that in Dr. Eells's study (see pages 226 to 228), librarians gave *Readers' Guide* the top place as the most valuable periodical received in the library.<sup>14</sup> The H. W. Wilson Company, publishers of *Readers' Guide*, describe their service as follows:<sup>15</sup>

*The Readers' Guide to Periodical Literature* is an author and subject index to about one hundred magazines. It began publication in 1900 and was published monthly to March 1935; semimonthly since that date.

It is published on the "cumulative" plan. To illustrate—The July number of *Readers' Guide* indexes magazines of that month only. The August issue is a double number; it reprints the contents of the July number in with the new indexing for the periodicals published since the July number appeared. This saves time, for you need consult one number only in place of two. This plan is continued

<sup>14</sup> Eells, Walter C. "Comparative Ranking of Periodicals." *Wilson Bulletin* 12:318-21, January, 1938.

<sup>15</sup> *How to Use Readers' Guide to Periodical Literature and other Indexes*. New York, The H. W. Wilson Company, July, 1938. 15 p.

through the year; and these annuals are now replaced at intervals by cumulations for two years, so that if you were to find a complete set of the *Readers' Guide to Periodical Literature* from the begin-

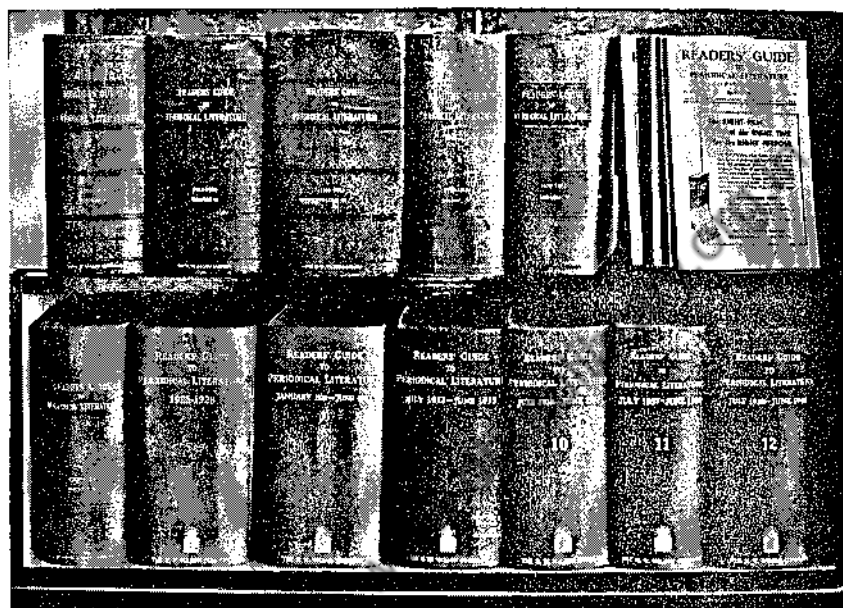


FIG. 46. A cumulative plan of volumes.

ning, you would find that the volumes were numbered as in the accompanying illustration.<sup>16</sup>

*Subject Entries.* The following are examples of subject entries:

*Air Travel*

Flight over the Andes. L. Adler, *Cur Hist* 51:63-4 N'39

Hounds across the sea. H. S. Ladew, *il. Country Life* 77:31-2+ N'39

*Explanation.* These entries are taken from the *Readers' Guide to Periodical Literature* for December 10, 1939. In that number there are two magazine articles listed under the subject *Air Travel*. The title of the first is "Flight over the Andes." It is written by L. Adler and is to be found in *Current History*, volume 51, pages 63-64, for November, 1939.

The second article, "Hounds Across the Sea," is by H. S. Ladew,

<sup>16</sup> Fig. 46 shows a complete set of *Readers' Guide* from 1900 to the present time.

and is an illustrated article in *Country Life*, volume 77, pages 31-2+ (+ means that the articles extend over to part of another page), for November, 1939.

*Author Entries.* Information under the author's name is the same as that given under the subject. The author's full name is given under author entry; only initials and last name are given under subject.

Adler, Lawrence. Flight over the Andes. *Cur Hist* 51:63-4 N'39

Ladew, Harvey S. Hounds across the sea. *Country Life* 77:31-2+ N'39

*Checking of Titles.* On the inside front cover of each bound volume of *Readers' Guide* is a list of the magazines indexed. Comparatively few libraries take the whole list. For this reason it is current practice for each library to check the titles that it does take. Abbreviations used in the guide are shorter than the standard ones—a device to save space. A list of the abbreviations used is also in the front of each work. There is a complete description of each magazine indexed—that is, full name, frequency, address of publisher, price, abbreviation of the magazine title used in the index.

#### TEACHING PUPILS TO USE READERS' GUIDE

Preparatory to the assigning of term themes or any reference work requiring magazine material, pupils should be instructed in the use of *Readers' Guide*. Theme writing is an excellent experience for advanced study,<sup>17</sup> because library instruction and bibliography making are thus motivated, the pupil's power of expression is tested, his ability to think may be demonstrated, and such mechanical details as footnotes, form, and neatness take on new significance. Pupils are helpless when faced with library assignments if no instruction has been given. When they know *how* to do, the doing is pleasurable.

An enthusiastic young senior burst into a librarian's office one Monday morning recently, saying, "I had a swell time down at the library Saturday morning. There were loads of kids there trying to find things and not knowing anything about where things

<sup>17</sup> A. L. Bader in "Independent Thinking and the Long Paper" (*English Journal*, High School edition, 25:667-72, October, 1936) premises his discussion on the assumption that the long-paper assignment in high school represents an important link between the two levels of composition—high school and college.

are kept. I showed lots of them how to use the catalog and *Readers' Guide*. Was I the busy one!"

Showing is a simple process, and the lesson on *Readers' Guide* may be very brief. Use is the essential for driving the lesson home. Publishers of the *Guide* furnish, free of charge, for instructional purposes, pamphlets which contain sample sheets, a list of the magazines indexed, list of abbreviations, and explanation of form of entry. These pamphlets may be distributed to pupils and studied in the classroom, and a bound volume from the library displayed and examined. The class may then be given one or more laboratory periods in the library, prefaced by an explanation from the librarian as to arrangement of periodicals in the library, rules for using, etc. Since only a limited number of pupils can use *Readers' Guide* in any one period, theme topics should, if possible, be those that require both book and periodical material so all may be educationally active. Fig. 47 shows a sample page from *Readers' Guide*.

#### OTHER INDEXES

*The Abridged Readers' Guide* indexes about twenty-five magazines and is designed especially for small libraries that cannot afford the larger and more expensive work. In buying periodicals, the small library gives preference to the titles therein indexed. The form entry is the same in the smaller work as in *Readers' Guide*.

*The Education Index* is another useful tool published by the H. W. Wilson Company. It was begun in 1929. "At the present time," says the publisher, "it indexes regularly the contents of 155 periodicals in the educational field, as well as many pamphlets, monographs, and reports. The aim of the *Index* is to cover educational literature generally and not periodicals alone." It also is cumulated frequently. There are no issues for July and August. Public Schools, do not, as a rule, subscribe to *Education Index*, as money is usually not available and school libraries have few of the periodicals indexed. Teachers find it useful for keeping up with new material in educational fields and worth visiting public or college library to use. See Fig. 48 for a sample page.

Other periodical indexes published by the H. W. Wilson Com-

## PERIODICAL LITERATURE

- ACCIDENT prevention.** See Safety movement
- ACCIDENTS**  
Engineers turn detectives to solve mysterious accidents. A. R. Boone. *Il Pop Sci* 130:19-21+ *Je* '37  
Fall hazards: let yourself go to avoid serious injury. *Lit Digest* 123:18 *F* 13 '37  
Life squanderers. *Il Collier's* 99:18 *Mr* 27 '37  
No place like home for accidents. *Il Lit Digest* 123:16 *Ap* 24 '37  
See also  
Railroads—Accidents  
Prevention  
See Safety movement
- ACCIDENTS, Industrial**  
It's safer to go to work. J. C. Furnas. *Read Digest* 30:23-6 *Mr* '37  
Statistics  
Coal-mine accidents; Quarry accidents; Metal-mine accidents. United States, 1931. Monthly Labor R 44:631-5 *Mr* '37  
Injury experience in the iron and steel industry, 1934 and 1935. M. D. Kosoris and S. Kjaer. Monthly Labor R 43:137-84 *D* '36
- ACCORDION**  
Facts about playing the piano accordion. P. Deiro. *Etude* 55:343 *My* '37  
Music for health, new use for the accordion. R. V. Mathews. *Etude* 55:139+ *Mr* '37  
Taking up the study of the accordion. P. L. Donath. *diag Etude* 55:57+ 127+ *Ja-F* '37
- ACNE**  
Teen-age acne. R. B. Eskil. *Il Parents M* 12:30+ *Ap* '37
- ACOUSTICS, Architectural**  
Acoustics and ventilation; acousti-vent system. *diags Sci Am* 156:136 *F* '37
- ACTING**  
Actor attacks his part. M. Eustis. *Il Theatre Arts Mo* 20:758-811, 856-11, 950-60; 21:36-51, 125-33, 227-35 *O* '36-*Mr* '37  
Actor prepares. by C. Stanislavsky. Review New *Repub* 89:359 *Ja* 20 '37. S. Young  
Actor prepares; comments on Stanislavsky's method. *Theatre Arts Mo* 21:30-4, 148-52 *Ja-F* '37  
Day drama for the actor. H. Hobson. *Il C S Mon M* p6 *Mr* 31 '37  
Mind is a stage; adjusting mental problems in a spontaneity theater. G. Murphy. *Il Forum* 97:277-80 *My* '37  
Singing actress attacks her part. L. Lehmann. *Il Theatre Arts Mo* 21:285-92 *Ap* '37  
Six actor vignettes. A. Harding. *Il Theatre Arts Mo* 21:316-20 *Ap* '37  
See also  
Gesture  
Radio broadcasting—Drama
- ACTORS and actresses**  
Barry Williams rents books backstage. C. Marx. *Il Pub W* 131:1112-13 *Mr* 6 '37  
Show-girls: hard work, little play make short working life. *Il Lit Digest* 123:22-5 *Mr* 6 '37  
Spiritual help on Great White Way. *Il Lit Digest* 123:32-3 *S* 12 '36; Same cond. *Read Digest* 30:18 *Ap* '37
- ADAMS, Mrs Henry.** See Adams, Marian
- ADAMS, James Truslow**  
American constitutional crisis. *Contemp* 151:399-403 *Ap* '37  
How can our democracy be preserved? *Read Digest* 30:1-6 *Ap* '37  
Man must organize. *por(p64) Rotarian* 50:8-11 *Ap* '37  
Test for American business. *Read Digest* 30:65-7 *Mr* '37  
What the Supreme court does for us. *Vital Speeches* 3:322-4 *Mr* 15 '37
- ADAMS, John Quincy**  
Memoranda on the Adams-Clay bargain. ed. by B. F. Lathrop. J. Monroe. *Am Hist R* 42:278-6 *Ja* '37
- ADAMS, Leason Heberling**  
Earth's interior, its nature and composition. *bibliog I Sci Mo* 44:199-209 *Mr* '37
- ADAMS, Marian (Hooper) (Mrs Henry Adams)**  
Letters of Mrs Henry Adams, 1865-1883; ed. by W. Thoron. Review  
Va Q R 13:250-95 *A* '37. R. P. Blackmur
- ADLER** speed control system. See Traffic signals
- ADLOW, Dorothy**  
Beauty for America's walls. *C S Mon M* p4 *Mr* 10 '37
- ADMINISTRATION**  
Administration as a profession. L. D. White. *Ann Am Acad* 183:84-90 *Ja* '37  
Amateurs versus experts in administration. O. Todd. *Ann Am Acad* 183:42-7 *Ja* '37  
Localism, regionalism, and centralization. L. Wirth. *bibliog I Am J Soc* 42:493-509 *Ja* '37  
See also  
Political science
- ADOLESCENCE**  
Adolescence. B. Sachs. *Commonweal* 25:345-7 *Ja* 22 '37  
Challenge of leisure in adolescent education. Hygeia 15:267 *Mr* '37  
Conflicts of adolescence. Hygeia 15:453 *My* '37  
Facts of life. S. Burt. *Il Ladies H J* 54:26+ *My* '37  
Goldie and Gracie step out. E. R. Wembridge. *Survey* 13:14-5 *F* '37  
Growing up is hard work. J. H. Kenyon. *Il Good H* 104:18-4 *Ap* '37  
Putting daydreams to work. Hygeia 15:359-60 *Ap* '37  
Sixteen; poem. D. Callaway. *Good H* 104:19 *Mr* '37  
Sixteen, going on seventeen. *Il Pict R* 33:20-1 *Mr* '37  
These times and their manners. L. H. Irwin. *Woman's H C* 64:25+ *F* '37
- ADOPTION**  
Bargain-counter babies. V. Connolly. *Pict R* 33:17+ *Mr* '37  
We wanted children. R. G. Gagliardo. *Il Parents M* 12:28-9+ *My* '37
- ADVERTISING**  
Ad women: Kenneth Collins sees women dominating well-paid advertising field. *Lit Digest* 123:42-3 *Mr* 13 '37  
Advertising awards. *Il Business Week* p53-4 *F* 27 '37  
Advertising boosted by new tax on undistributed earnings. *taba Business Week* p 14-15 *Ja* 18 '37  
Advertising from the standpoint of the consumer. M. E. Winkelhake. *J Home Econ* 29:88-92 *F* '37  
Cooling a hot potato; report on value of window displays referred to committee. *Business Week* p 18 *Mr* 6 '37  
Father of advertising. *Time* 29:82-3 *Mr* 3 '37  
Magazine into marketplace; growth of magazine advertising. E. E. Calkins. *Il Scrib M* 101:109-17 *Ja* '37  
N.Q. nuisance quotient, not I.Q.: executive gives new formula to job-hunters who write letters. *Lit Digest* 123:22 *Ja* 30 '37  
See also  
Book industry and Food industry—Advertising  
Church advertising Posters
- Copy  
See Advertising copy
- Law and regulations  
Blushing co-op: misstatement in razor blade ad is confessed. *Business Week* p29-30 *Ja* 23 '37  
Drug bill past Senate; Copeland measure goes to House, where it faces fight of FTC to control advertising. *Business Week* p 16-16 *Mr* 13 '37  
Federal legislation to control foods, drugs, and cosmetics; Copeland bill. *Am J Pub Health* 27:381-3 *Ap* '37  
Who shall control advertising? fight for control of food and drug advertising. *Business Week* p42+ *Ap* 3 '37  
Study and teaching  
Training in advertising for college graduates. *Sch & Soc* 45:510 *Ap* 10 '37
- ADVERTISING, Cooperative**  
Laundries plan joint advertising. *Business Week* p43 *Ap* 17 '37

FIG. 47. A sample page from *The Readers' Guide to Periodical Literature*.



## THE EDUCATION INDEX

## PRIVATE schools—Continued

Future trend of the private school. W. G. Thayer. (In Strang, A. E., and others. Education of the modern boy, p. 233-71) Is the private school fulfilling its function? reply, with rejoinder. G. A. Boyce. Sch R 37:491-2 S '29

## PRIZE competitions

Prize competitions. See monthly numbers of the Journal of education, London

PROBLEM children. See Children, Abnormal

PROCTOR, William M. See Martens, E. H., jr. auth.

## PROFESSION, Choice of

Planning a career. L. W. Smith and G. L. Blough. bibliog II '29 Am. bk.

PROFESSION, and marriage. See Marriage and profession

## PROFESSIONAL associations

Teaching teachers in England. E. D. Grizzell. Indep Ed 2:25-7 J '29

## PROFESSIONAL books and reading

Teacher: types, contacts, and interests; the teacher as reader. J. Adams. J Ed London 61:567-9 Ag '29

Teacher's professional reading. W. J. Cooper. J Ed 109:638 Je 10 '29

What shall the busy executive read? A. B. Moehman. Nation's Sch 4:77-80 S '29

## PROFESSIONAL education

Type of preparation needed for professional study. C. D. Koch. H Sch Q 17:128-32 Ap '29

## PROFESSIONAL ethics

Professional ethics. F. L. Thurston. Sierra Ed News 25:37 Je '29

Western teacher found it paid to keep his word: secretary J. W. Crabtree. Am Sch Bd J 79:92 S '29

## PROGNOSIS (of success)

Correspondence of school achievement and industrial efficiency with mental age as obtained by the Stanford-Binet. C. E. Chipman. Psychol Clin 15:21-5 Mr '29

Predicting school achievement. D. W. Oates. bibliog J Ed London 61:579-82 Ag '29

Predicting success in first semester college courses in physical science. M. E. Broom and J. W. Lawson. bibliog Sch Sci and Math 29:623-6 Je '29

Prognostic value of the I.Q. in Spanish. W. Kaulfers. bibliog Mod Lang Forum 14:6-9 Je '29

Prophet's honor. C. L. Swift. Indep Ed 3:10-13 S '29

Relation of success in certain subjects in high school to success in the same subjects in college. R. Gilkey. bibliog Sch R 37:576-88 O '29

Some factors in the prediction of success in practice teaching: digest of previous studies. G. P. Cahoon. bibliog Univ H Sch J 9:93-101 Ag '29

Value of English marks in predicting foreign-language achievement. W. Kaulfers. bibliog Sch R 37:541-8 S '29

## PROGRESS

Pioneers of tomorrow: baccalaureate address. G. W. Frasier. Teach J and Abst 4:322-9 S '29

## PROGRESS in school

Study of some factors in pupils' progress. C. C. Goldring. Sch 18:111-17 O '29

## PROGRESSIVE education

First institute of progressive education. Sch and Soc 30:143-9 Ag 3 '29

What is progressive education? S. Cobb. Pat M 4:13-4 O '29

## PROJECT method

Analysis of the project method of teaching farm shopwork. G. A. Schmidt. Ind Ed M 31:70-1 Ag '29

Fine and applied art in the project method: with outline in art, grade II. L. N. Winslow. II Am Childh 15:19-21 O '29

Notes on the teaching of religion: teaching by projects. J. T. McMahon. bibliog Cath Ed R 27:350-8 Ja '29

## PROJECTS

After-vacation mail project: first-grade group. L. L. Stone. II Am Childh 15:15-18 O '29

First grade safety-first table project. H. Brophy. Grade Teacher 47:132 O '29

\* This page is taken from the single number for October, 1929.

Hawatha; a rural school project. F. K. Jenkins. II Grade Teacher 47:103-4 O '29

Ideal city; a successful project. H. L. Clement. Sierra Ed News 25:38-9 Je '29

Paper-weight; a suitable project for the general metal-shop. A. F. McGann. diagr Ind Ed M 31:27-9 J '29

Problems and projects. See monthly numbers of industrial arts magazine

Project in flower arrangement. C. Rogers and M. A. Waite. II Sch Arts M 29:58-9 S '29

Projects as they grew in the Norristown schools. M. Van Campen. II Progress Ed 6:245-9 S '29

Sullivan system of objective teaching. E. G. Sullivan. '29 The author, 1448 Sacramento st., San Francisco

Teaching farm shopwork and farm mechanics thru individual projects. G. A. Schmidt. Ind Ed M 31:20-1 J '29

Telephone; project for grammar grades. G. Williamson. Grade Teacher 47:123 O '29

Two silkworm units. M. A. Nicklin. Nature and Sch Ed R 1:153-61 J '29

Vegetable project. Prac Home Econ 7:240 Ag '29

Vigorous projects in the plateau library. C. Pierce. Ed Meth 8:539-41 Je '29

PROMOTIONS

Study of first grade readiness and non-promotion. E. W. Jones. Sierra Ed News 25:33-6 Je '29

PONUNCIATION. See English language—Pronunciation

PROPAGANDA in the schools

No propaganda in the schools. Literary Digest 102:11-12 J '29

Propaganda in the schools. Sch R 37:486-7 S '29

The squelched prohibition pamphlet. D. Gilford. New Republic 59:257-9 J '29

PROSPERITY

Does education promote prosperity? M. V. O'Shea. Nation's Sch 4:31-4 Ag '29

PROSSER, C. A., and Allen, C. R.

Have we kept faith? Review. Nation's Sch 4:77-8 S '29; Sch and Soc 30:479-82 O 5 '29

PSYCHIATRY, Social. See Social psychiatry

PSYCHOLOGICAL clinics

High-school demonstration clinic. M. M. Platner. Mental Hygiene 13:278-88 Ap '29

Psychological clinics in Connecticut. H. W. Bechtel. Psychol Clin 18:29-33 Mr '29

Validating the clinical method in vocational guidance. M. S. Viteles. bibliog Psychol Clin 13:68-77 My '29

PSYCHOLOGICAL tests

Tests for garment machine operators. K. Treat. bibliog Personnel J 8:19-28 Je '29

PSYCHOLOGY

Chicago normal college health program: psychology, its relation to health. S. Vincent. bibliog Chicago Sch J 12:20-3 S '29

Psychology. R. S. Woodworth. rev ed bibliog II 33 '29 Holt

## Textbooks

Psychology from the standpoint of a behaviorist. J. B. Watson. 3d ed rev II \$3 '29 Lip-pincott

PSYCHOLOGY, Educational

Creative education and the science of education in America. F. N. Freeman. Chicago Sch J 12:1-8 S '29

So many paths. B. H. Bode. Indep Ed 2:9-14 Je '29

## Textbooks

Educational psychology. R. Pintner. \$2.50 '29 Holt

PSYCHOLOGY, Experimental

Experiments in psychology. W. S. Foster and M. A. Tinker. rev ed \$2.25 '29 Holt

PSYCHOLOGY, Industrial. See Industrial psychology

PU, Hwang

What America has to teach a teacher from China. Ed R China 21:263-5 J '29

pany for special subjects are the *Industrial Arts Index* (began publication, 1913); *The Agricultural Index* (1916); *The Art Index* (1930); *International Index to Periodicals* (1913).

The *New York Times Index*<sup>18</sup> is valuable to research workers not only as an index to the *New York Times* but, as the *Index* itself states, it "serves as a master-key to other newspapers and periodicals by supplying dates of publication of general and international news." News items, editorials, book reviews, magazine and other articles are listed by date, page, column, and, for the Sunday Edition, section. Entries are arranged alphabetically under a name or a subject. Examples of indexing a name, subject, and organization with a digest, date, page, and column are as follows:

Hammond, John Hays Jr.

Patents television device for use in Eur war.

S 24, 33:4

Minorities and Oppressed Groups

A F L Exec Council assails persecution in totalitarian nations, o 2, 1:3

Public Opinion, Amer Inst of

Dr. G. H. Gallup on Survey methods and purposes,

Sales Exec club, N 1, 14:6<sup>19</sup>

Few school libraries can afford this *Index* (monthly, \$18 per year; annual cumulation, \$26; both, \$33.50 yearly), but colleges, universities, and public libraries rely upon it extensively.

### STUDY ACTIVITIES

1. List fifteen magazines suitable for the junior high or twenty-five for the senior high. Justify your choice.
2. Select some contemporary topic that interests you and find at least six magazine references on that topic. Annotate briefly.
3. Write a short essay on using magazine material in the classroom—either from the standpoint of teacher or student.
4. A student is looking for material on the Naval Academy at Annapolis. List three references for him.
5. Read the report of the Co-operative Study of Secondary School Standards on magazine holdings in 200 widely separated high schools and comment on its significance for teachers or librarians.

<sup>18</sup> *The New York Times Index, A Book of Record, Master-Key to the News*. Published continuously since January, 1913; annual cumulative volumes since 1930.

<sup>19</sup> From "How to Use the New York Times Index" in annual cumulative volume, 1939.

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- BRAINARD, EDITH M. "Reinforcing Magazine Covers." *Wilson Bulletin* 11:213, November, 1936.
- CARNEY, ELIZABETH. "An Effective Newspaper and Magazine Unit." *English Journal* (High School Edition) 25:752-56, November, 1938.
- COYNE, JOAN. "Between Covers; Short History of the Rise of Magazines." *Scholastic* 33:5+, November 19, 1938.
- ELLIS, WALTER C. "Comparative Ranking of Periodicals; Report of the Cooperative Study of Secondary School Standards." *Wilson Bulletin* 12:318-21, January, 1938.
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- HENDERSON, F. D. "What Part Does the School Play in the Formation of the Reading Habits of its Pupils? A Study of 2,083 Junior and Senior High School Pupils." *School Review* 38:4104, January, 1930.
- LABRANT, LOU L., and HELLER, FRIEDA M. "Magazine Reading in an Experimental School: University School, Ohio State University." *Library Journal* 61:213-17, March 15, 1936.
- LITLEDALE, CLARA S. "What to Do About the 'Comics'." *Parents' Magazine* 16:26-27+, March, 1941.
- "Magazines Read by High School Pupils." *School Review* 46:247-49, April, 1938.
- MARTIN, LAURA K. *Periodicals for High School Libraries*. New York, The H. W. Wilson Company, 1941.
- WALTER, FRANK K. *Periodicals for Small and Medium-Sized Libraries*. 7th ed. Enlarged and rewritten. Chicago, American Library Association, 1939.

## CHAPTER XVII

### REFERENCE BOOKS IN LANGUAGE ARTS

#### PUPILS' CRITICAL ATTITUDE

A boy and a girl of high school age sat at a table in the reference room of a public library working on term themes in American literature. The boy, characteristically enough, had chosen Bret Harte for his subject; the girl had taken O. Henry. Since the end of the school term was approaching, the library was filled with pupils seeking materials, every chair was taken, and newcomers—some of them adults—were finding no places to sit.

When many people are using reference books for information on similar subjects, there is often difficulty in obtaining the volumes desired even after references have been located. The boy and the girl were having this trouble. All biographies on their subjects had long since been checked out of the stacks, and various histories of literature and general books of criticism were in use. Suspecting that these pupils were from a school where there is a well-stocked library, or at least one in which there is material sufficient for their needs, one of the writers, who was sitting at the same table, questioned them: "Why do you take the trouble to come here when you have material in your own school library?"

"Oh, there's not much in our library on our subjects but the authors' works and short biographies," they both asserted in a friendly manner. "We have to have *criticisms*." And they stressed the word *criticisms*.

The demands of these young people are typical of their contemporaries. Not *how* to think, but *what* to think! Are honest opinions of high school pupils, in regard to the authors they study, sought and valued in school work? Some librarians will answer "NO!" The assignment of one high school teacher to a class of juniors was: "Get a biography of a poet, a volume of his poetry, and a

criticism of his work." Yet, honest opinions of young people are refreshing and some of them exercise discriminating judgment.

As a matter of fact, the school library in question contained more material on their authors than the boy and the girl in the public library knew; they just did not know how to go about getting the information from it. They did not know how to get all available information from their public library either, since they sat regretting that the books they wanted were in use and there was nothing left for them to have. "Have you used the *Essay and General Literature Index*?" they were asked. "Never heard of it," the young man answered promptly. An examination of the basic volume of that work revealed six references on Harte and thirteen on Porter, many of which were in the library. There were also other sources of information that they had not tapped, obvious things like *American Authors, 1600-1900*; *Cambridge History of American Literature*, and magazine indexes.

#### BASIC REFERENCES IN POETRY

Another example of pupils' unfamiliarity with basic reference books useful in literature has to do with a poetry assignment. A popular new text lists thirty-five poems by title and author for oral interpretation. As an introduction to the assignment the authors write:

The importance of the work [oral interpretation of poetry in class] cannot be overestimated. It is not merely a classroom exercise; it affords an opportunity for training that carries over into practically all phases of work. In the various school organizations, in church affairs, and in social functions, how many times are you called upon to give an oral interpretation? How disappointing to hear your favorite poem or an excerpt from a familiar short story or essay read in a listless, expressionless tone! . . .<sup>1</sup>

Each member of a class of juniors selected a different poem from the list. Nearly all of them went to the school library to find the poems. No suggestion, however, as to how to locate the poems or where other poems might be found is given in the text. Some of the pupils went hopefully to the card catalog and searched for individual poems such as "My Last Duchess," "Reveille," "L'En-

<sup>1</sup> Smith, Ellen, and McAnulty, Leona. *Essentials in English, Book III, Laboratory Method*. Wichita, Kan., McCormick-Mathers Company, 1938, p. 120-21.

voi," and "Solitude," and concluded that since the poems were not listed, the library did not have them. Other members of the class asked the librarian for help, though some of them did not have either title or author correctly noted. This increased the difficulty. Here was an opportunity for teaching not only how to read and interpret poems, but ways of finding poetry in any library, on all subjects, by various authors. Poetry indexes, anthologies, and individual volumes of poetry may be taken to class, their use explained, and the arrangement of the books in the library indicated. The librarian may give such lessons herself to the class for a time or two; after that the teacher may well do it. Knowledge of books is one evidence of the educated life, but many opportunities to increase pupils' book knowledge are neglected or ignored.

#### THE PRESSING NEED FOR READING GUIDANCE

The books listed and described in this chapter will not all be found in even the best-equipped school libraries, but all are useful to advanced high school pupils and are usually to be found in public and college libraries. There is not a great difference between the senior in high school and the freshman in junior or senior college—three months only in point of pupil age. Familiarity with the tools described here is a valuable preparation for college or for any phase of adult education. Much time is lost in searching when a pupil does not know how to seek. A college lad wrote back recently to his high school librarian: "Teach those kids where to find things, and teach them how to skim a page after they find it. I've been in a fog all term, and I'm just beginning to see the light."

If the school library does not contain essential reference books in literature—or in any other field—the teacher might put the names of some of the more important ones on the board or hand out mimeographed sheets before work is begun on the long paper. Brief descriptive notes are helpful. Pupils will then know what to look for in the public library. The point may be emphasized that directions for using any reference book are always plainly given—usually in the front of each book. The teacher also may suggest titles of some of the less expensive and most usable works for purchase for the school library. By adding even three or four standard reference books a year the collection is enriched in an

amazingly short time. In those communities that do not have public libraries, the obligation of the school library to provide varied materials for its pupils is intensified.

### BIBLIOGRAPHIES

#### THE BOOKMAN'S MANUAL<sup>2</sup>

"I have to have a list of Stevenson's writings"; "What books are included in the Forsyte Saga?"; "A list of modern British authors," "A list of autobiographies"—these are typical needs supplied by this book. Intended initially by its author as a practical preparation for bookselling, the book is useful in school reference work for its brief histories of books, for the subject classification—poets, dramatists, American writers, British writers, men and women authors, etc.—and for the chronological lists of authors' works.

#### ESSAY AND GENERAL LITERATURE INDEX<sup>3</sup>

This work is arranged in dictionary form in one alphabet under author, subject, and title entries. It indexes essays and articles in books and saves librarians the trouble and expense of analyzing many books for the card catalog. Aside from the basic volume covering selected publications for the years 1900 to 1933, there have been a two-year volume, 1934-36, and three one-volume issues, 1937, 1938, 1939. A six months' cumulation is published in July. Its purpose is indicated in the preface:

Particularly useful for biography, especially literary biography, for general literary criticism, and for special criticism of a particular book. It is one of the sources to which college students who are preparing bibliographies for essays or term papers can well be sent for bibliographic references. A peculiar class of subjects for which it may prove more useful than the card catalog itself, is that including such intangible or abstract subjects as courtesy, flattery, ideals, gratitude, etc.

<sup>2</sup> Graham, Bessie. *The Bookman's Manual, A Guide to Literature*. 4th ed. Rev. and enl. New York, R. R. Bowker Co., 1935. \$1.

<sup>3</sup> Sears, Minnie Earl, and Shaw, Marian, eds. *Essay and General Literature Index, 1900-1933, an Index to About 40,000 Essays and Articles in 2144 Volumes of Collections of Essays and Miscellaneous Works*. . . . New York, The H. W. Wilson Company, 1934. Service basis.

A typical entry takes this form:

Porter, William Sidney

Black, A. Four men (Pulitzer, Skinner, O. Henry, Howells)

In *American husbands* p 149-82

Chubb, E. W. O. Henry as a prisoner

In *Stories of authors* p 370-73

Cooper, F. T. "O. Henry"

In *Some American story tellers* p 225-44

A list of the books indexed with complete bibliographic information is to be found in the back of each volume.

#### BIBLIOGRAPHY OF SPEECH EDUCATION<sup>4</sup>

The authors present this volume as a guide to the literature on speech education. It is intended for teachers and students, rather than for technical research workers. The material is divided into nine sections: rhetoric and public speaking; interpretation; dramatics; language and phonetics; speech pathology and correction; speech science; speech in education; subject index—author index. The following entry, to be found under "Public Speaking" in the section "Rhetoric and Public Speaking" is typical:

Woolbert, Charles Henry

Fundamentals of Speech. 3rd ed. Rev. by Joseph F. Smith. New York and London. Harper and Brothers. 1934. xxi, 625p.

A fairly extensive revision of a popular text-book. Contains a considerable body of new material, including sections on the phonetic alphabet, radio speaking, and after-dinner speaking.

#### ANTHOLOGIES

##### HOME BOOK OF VERSE AND HOME BOOK OF MODERN VERSE<sup>5</sup>

Anthologies (literally, beautiful flowers of literature) are useful in school libraries to supply that occasional poem that some one

<sup>4</sup>Thonssen, Lester, and Fatherson, Elizabeth, comps. *Bibliography of Speech Education*. New York, The H. W. Wilson Company, 1939. Service basis.

<sup>5</sup>Stevenson, Burton E. *Home Book of Verse, American and English, 1580-1920, with an Appendix Containing a Few Well-Known Poems in Other Languages*. 6th ed. New York, Henry Holt and Company, 1926. 4009 p. \$15.

Stevenson, Burton E. *The Home Book of Modern Verse, An Extension of the Home Book of Verse, Being a Selection from American and English Poetry of the Twentieth Century*. New York, Henry Holt and Company, 1925. \$7.50.



is always seeking. The list of collections of poetry given in the front of Granger's *Index to Poetry*<sup>6</sup> is a good buying list, for, of course, the more collections that a library has of those indexed, the more valuable is the index. Probably the most comprehensive anthologies are Stevenson's *Home Book of Verse* and its supplement, *Home Book of Modern Verse*. Popular as well as classical taste was the basis for inclusion. The table of contents in each volume is classified by subject and each contains indexes of authors, first lines, and titles.

## HISTORY AND CRITICISM

### LIBRARY OF THE WORLD'S BEST LITERATURE<sup>7</sup>

Some of the material included in this work is useful in furnishing sidelights or background to some periods in history. For example, Abigail Adams's letters to her husband and to her sister: one of these describes her hairdress and the dress she had made for presentation at the Court of St. James. There are seventy pages devoted to Thackeray and fifty-six to Tennyson. *Standard Catalog for High School Libraries* suggests securing the Warner Library secondhand or as a gift. According to the preface the collection

. . . draws upon all literatures of all times and of every race, and thus becomes a conspectus of the thought and intellectual evolution of man from the beginning. Another and scarcely less important purpose is the interpretation of this literature in essays by scholars and authors competent to speak with authority. . . . The arrangement is not chronological, but alphabetical, under the names of the authors, and, in some cases, of literatures, and special subjects. Thus in each volume a certain variety is secured, the heaviness or sameness of a mass of antique, classical, or mediæval material is avoided, and the reader obtains a sense of the varieties and contrasts of different periods.<sup>8</sup>

<sup>6</sup> For description of Granger's *Index to Poetry* see page 250.

<sup>7</sup> Warner, Charles Dudley, ed. *Library of the World's Best Literature, Ancient and Modern*. New York, U. S. Publishers Association, 1917. 30 v. \$96.

<sup>8</sup> The *Columbia University Course in Literature* (Columbia University Press, 1928, 18 vols., \$78.) is another useful library of literature. Some material from the Warner Library is used in addition to many new and important essays written expressly for the *Columbia Course*. John W. Cunliffe is chairman of the board of editors.

## READER'S DIGEST

*Reader's Digest*<sup>9</sup> was first issued as Volume 29 of the *Warner Library of the World's Best Literature*. Over 2400 books are summarized, and it is one of the most useful and popular of the plot dictionaries. It should not be kept on open shelves, as its accessibility might encourage some pupils to submit reports of books they have not read. The volume is useful to teachers when they are unfamiliar with books pupils are reviewing or when they wish to tell boys and girls what certain books are about. Some pupils who are having difficulty in understanding a book that is "required" are helped to continue their reading by having a synopsis read to them. The reviews are arranged alphabetically by title. A supplement of books published after the main work was compiled is in the back of the volume. It, too, is alphabetically arranged by title.

THE CAMBRIDGE HISTORY OF AMERICAN LITERATURE<sup>10</sup>

For years many school librarians looked longingly at this authoritative and important work but were forced to forego purchase because in most schools use did not justify price. Now Macmillan's have published the set in a cheaper edition which omits the bibliographies—a distinctive feature of the more expensive edition. In the original work bibliographies, long noted for fullness and comprehensiveness, are to be found at the ends of volumes one, two, and four. The contents of the *History* are: Vol. 1, Colonial and Revolutionary Literature; Early National Literature, Part I; Vol. 2, Early National Literature, Part II, Later National Literature, Part I; Vol. 3, Later National Literature, Part II; Vol. 4, Later National Literature, Part III. The early period in American literature is covered with unusual thoroughness, and Miss Mudge comments that there is adequate treatment of many subjects not covered in the ordinary literary history. Among these are accounts

<sup>9</sup> Keller, Helen Rex. *Reader's Digest of Books*. New and greatly enlarged edition. New York, The Macmillan Company, 1937. 1453 p. \$1.97.

<sup>10</sup> *The Cambridge History of American Literature*, edited by William Peterfield Trent . . . John Erskine . . . Stuart P. Sherman . . . and Carl Van Doren. . . . New York, G. P. Putnam's Sons, 1917-1921. 4 v. Macmillan, \$4 per volume. (Reprint ed., 3 v. for \$4.)

of early travelers, explorers, and observers, colonial newspapers, later magazines and newspapers, children's literature, etc.<sup>11</sup> There are many important contributors to the work, each chapter being written by a specialist. The *History* is well indexed.

#### THE CAMBRIDGE HISTORY OF ENGLISH LITERATURE<sup>12</sup>

Contents: Vol. 1, Beginnings to Cycles of Romance; Vol. 2, End of the Middle Ages; Vol. 3, Renascence and Reformation; Vol. 4, From Sir Thomas North to Michael Drayton; Vols. 5-6, Drama to 1642; Vol. 7, Cavalier and Puritan; Vol. 8, Age of Dryden; Vol. 9, Steele and Addison to Pope and Swift; Vol. 10, Rise of the Novel, Johnson and his Circle; Vol. 11, Period of the French Revolution; Vols. 12-14, The 19th Century; Vol. 15, Index. Miss Mudge writes that this work is the most important general history of the literature; that each chapter is by a specialist on that part of the subject, and that there are extended and very useful bibliographies.<sup>13</sup> This work is also available in a reprint edition without bibliographies, a satisfactory edition for high school libraries.

#### ENGLISH LITERATURE, AN ILLUSTRATED RECORD<sup>14</sup>

This history is excellent for use in high school English because of the number and the excellence of the illustrations. There are many in black and white and some in colors, including many reproductions of pages from original manuscripts, letters, and title pages of early books. There are pictures of birthplaces, homes, and graves of famous English writers and reprints of caricatures. Teachers of English literature like having the book in class when certain of the older authors are being studied so that the class may see the pictures and facsimiles. The price is modest for even the smaller school.

<sup>11</sup> Mudge, Isadore G. *Guide to Reference Books*. 6th ed. Chicago, American Library Association, 1936.

<sup>12</sup> *The Cambridge History of English Literature*, Edited by A. W. Ward, and A. R. Waller. New York, G. P. Putnam's Sons, 1907. 15 v., \$4 per volume. (Reprint ed., \$20 the set.)

<sup>13</sup> Mudge, Isadore G. *Guide to Reference Books*. 6th ed. Chicago, American Library Association, 1936.

<sup>14</sup> Garnett, Richard, and Gosse, Edmund. *English Literature, An Illustrated Record*. New York, The Macmillan Co., 1903. 4 v. in 2. \$7.50.

THE LIBRARY OF LITERARY CRITICISM OF ENGLISH AND AMERICAN AUTHORS<sup>15</sup>

For the teacher, Moulton offers rich variety of illustration and example with which to enrich a course in English literature. References to Tennyson, for example, give brief facts of his life and the dates and titles of his publications. Personal notes include extracts from contemporary books and magazine articles describing the man. Thus:

Mrs. Clark, Miss James, the Messrs. M—— and Alfred Tennyson dined with us. I am always a little disappointed with the exterior of our great poet when I look at him, in spite of his eyes which are very fine, but his head and face, striking and dignified as they are, are almost too ponderous and massive for beauty in so young a man; and every now and then there is a slightly sarcastic expression about his mouth that almost frightens me, in spite of his shy manner and habitual silence. But, after all, it is delightful to see and be with anyone that one admires and loves for what he has done, as I do him. —Kemble, Frances Ann, 1832, "Records of a Girlhood," *Journal*, March 16.

Following the personal descriptions and references to the author are criticisms of various works—a compilation of criticisms under the various titles of the author.

## INDEXES

## THE SEPARATE PRINTED INDEX

Printed indexes are supplements to the card catalog. Making a card for every poem in a collection of hundreds of poems is, of course, an impossibility. It is also unnecessary, since Granger has performed this task more comprehensively than most librarians can or have time and facilities to do. Essays, short stories, plays, songs, and biographical sketches are buried in various collections until made accessible by well-organized indexes. The word *index* means to point out, to indicate, to guide.

In Chapter IV of this text, the value of indexes in books is pointed out. In Chapter VI an analogy is also drawn between the card catalog, the library index, and the index of a book. A third

<sup>15</sup> Moulton, Charles Wells, ed. *The Library of Literary Criticism of English and American Authors*. Reprint, New York, Peter Smith, publisher, 1935. \$8 per volume.

kind of index is here described—the separate printed index that is the key to the contents of many books or periodicals on a certain subject.

The usefulness of printed indexes depends, obviously, upon the accessibility of the books that are indexed. Small libraries do not have occasion to use indexes extensively and depend upon another library for an occasional reference.

#### INDEXES TO POETRY

For many years *Granger's Index to Poetry and Recitations*<sup>16</sup> has been standard in libraries and indispensable for the locating of a poem if author, title, or first line were known. A new and completely revised edition released in 1940 brings the indexing up-to-date by including the contents of recently published anthologies. In the preface to the 1940 edition the editor points out that the radio has opened up a new field for poetry and prose recitation and has created a new demand for such indexing and special lists as *Granger* provides. Besides the author, title, and first line indexes, poems are classified by such special days as Arbor Day, Armistice, Army, Bird, Christmas, Columbus, Commencement, Flag, Navy, etc.; by type, as "Choral Readings, Dialogues and Plays," and by seasons, months, and flowers. *Granger* is desirable for the high school library with a rich collection of books and an adequate budget.

An index to poetry that is especially valuable in the junior high school is *Children's Poetry Index*,<sup>17</sup> a subject, author, and title key to 12,000 poems in the fifty collections most frequently found in libraries. The subject index, lacking in *Granger*, is especially useful to teachers and librarians.

Another subject index that is especially useful in high schools—though its subtitle would indicate otherwise—is *Subject Index to Poetry: A Guide for Adult Readers*.<sup>18</sup> This new work affords a

<sup>16</sup> *Granger's Index to Poetry and Recitations, A Practical Reference Book for Librarians, Teachers, Booksellers, Elocutionists, Radio Artists, etc.* 3d ed. completely rev. and enl., covering 592 books and approximately 75,000 titles, edited by Helen H. Bessey. Chicago, A. C. McClurg & Co., 1940. About \$20.

<sup>17</sup> MacPherson, Maud R., comp. *Children's Poetry Index*. Boston, F. W. Faxon Co., 1938. (Useful Reference Series, No. 62.) \$5.

<sup>18</sup> Bruncken, Herbert. *Subject Index to Poetry: A Guide for Adult Readers*. Chicago, American Library Association, 1940. \$3.25.

means for locating poems when neither title, author, nor first line is known, and when a complete poem is desired on a special topic. Pupils frequently remember only a line or fragment of a poem and want the school library to produce the whole. By the aid of this *Subject Index*, such requests may be satisfactorily filled.

#### INDEXES TO PLAYS

*Index to One-Act Plays*,<sup>19</sup> by Logasa and Ver Nooy includes plays written in English or translated into English that have been published since 1900. A supplement indexes collections of plays published during the years 1924-31. A second index is Firkins' *Index to Plays, 1800-1926*, and *Supplement, 1935*.<sup>20</sup> The main work indexes 7872 plays in English, including translations of foreign plays and is in two parts: author index in which full bibliographic details are given for each play, and the type indicated (comedy, tragedy, etc.); title and subject index with reference to the author.

#### INDEXES TO FICTION

A unique and challenging aid to teachers and librarians is Lenrow's *Readers' Guide to Prose Fiction*.<sup>21</sup> Compiled for the Commission on Secondary School Curriculum of the Progressive Education Association, the books are grouped under such areas of human experience as entertainment and escape, personal environment, social environment, political conditions and problems, economic and industrial conditions and problems, professions and vocations, religion, and philosophy. To those who attempt to guide young people in their reading, the compilation is a boon, since by it the guide may find listed special books to fit an individual's special needs. About 1500 novels, classic and contemporary, American and foreign, are represented. A section entitled "Illustrative

<sup>19</sup> Logasa, Hannah, and Ver Nooy, Winifred. *Index to One-Act Plays*. Boston, F. W. Faxon Company, 1924-32. 2 vols. \$12. (Useful Reference Series, 30, 46.)

<sup>20</sup> Firkins, Ina T. *Index to Plays, 1800-1926*. New York, The H. W. Wilson Company, 1927. Service basis.

Firkins, Ina T. *Supplement*. New York, The H. W. Wilson Company, 1935. 140 p. Service basis.

<sup>21</sup> Lenrow, Albert. *Readers' Guide to Prose Fiction*. New York, D. Appleton-Century, 1940. \$3.

Material" is based on reading activities of the author's pupils in English classes at Fieldston School.

Another useful index to fiction especially compiled for pupils in secondary schools, and so inexpensive as to be within the reach of every school, is Van Nostrand's *Subject Index to High School Fiction*.<sup>22</sup> Subjects represented are those representative of the secondary curriculum and of the interests of boys and girls, but there is no emphasis on *need* as in Lenrow's *Guide*. Love stories, mystery, occupations, Indians, school stories, adventure and historical topics are some typical subjects.

Other indexes to fiction on the high school level are Logasa's *Historical Fiction*, Morgan's *Vocations in Short Stories*, and Lingenfelter's *Vocations in Fiction*.<sup>23</sup>

#### OTHER INDEXES

*Index to Short Stories*<sup>24</sup> lists the works of about 2000 writers, English and foreign. The foreign writers include over thirty nationalities but only those stories accessible in English translation are given. The arrangement is alphabetical by author and title with full information being given under the former. Collected works, separate volumes, periodicals, and composite collections have been analyzed in compiling this index.

*Speech Index*<sup>25</sup> is an important tool in high school reference work and for speech classes. It is used daily to answer such questions as: "Where will I find Ingersoll's speech that contains the lines, 'A little while ago I stood by the grave of the old Napoleon. It is a magnificent sepulchre of gilt and gold, fit almost for a dead deity?'" "Locate 'Homes of the People.'" "Please help me find 'Americanism' by Theodore Roosevelt." "I have to introduce a speaker tonight. Where will I find some sample introductions?"

<sup>22</sup> Van Nostrand, Jeanne. *Subject Index to High School Fiction*. Preliminary ed. Chicago, American Library Association, 1938. \$.75.

<sup>23</sup> For description of these indexes see pages 269 to 270.

<sup>24</sup> Firkins, Ina T. *Index to Short Stories*. 2d ed. New York, The H. W. Wilson Company, 1923-29. 537 p. Service basis.

Firkins, Ina T. *Supplements*. New York, The H. W. Wilson Company, 1929. 287 p. Service basis.

<sup>25</sup> Sutton, Robert B., comp. *Speech Index, an Index to 64 Collections of World Famous Orations and Speeches for Various Occasions*. New York, The H. W. Wilson Company, 1935. \$.3.

There are author, subject, and types-of-speech entries for each speech indexed, arranged in dictionary form in one alphabet. Standard collections of poems available in many school libraries are analyzed.

## QUOTATIONS

### FREQUENT USE

There are three standard books of quotations, and even the small library finds more than one useful. Some pupils like to begin or end a paper with a suitable verse or bit of prose. The journalism department makes use of quotations for seasons and holidays; the annual staff searches for wise sayings that apply to each member of the senior class. The principal often calls for appropriate quotations to preface addresses and speeches or to serve as a text for a talk; the printing department wants a verse for a card or poster. Each of the volumes supplements the others; an elusive line is sometimes found only after searching in all three. Price may have some bearing on the titles or title selected for the small library on a limited budget. The following are the three best known and most highly appraised books in this field.

*Familiar Quotations by Bartlett.*<sup>26</sup> This work was first published in 1865. Part I is a chronological arrangement from Caedmon, 670, to Nathalia Crane, 1913. Part II is a miscellaneous section: unknown authorship, translations, the Bible. There is an extensive index which includes both words and phrases. An index of authors is in the front.

*Hoyt's New Cyclopedia of Practical Quotations.*<sup>27</sup> The quotations are arranged alphabetically by topics, and a list of the topics is on page xi. The concordance at the end of the book is a distinctive feature, and identifying words are generously indexed.

<sup>26</sup> Bartlett, John. *Familiar Quotations, A Collection of Passages, Phrases and Proverbs Traced to Their Sources in Ancient and Modern Literature*, 11th ed., rev. and enl. Christopher Morley, ed.; Louella D. Everett, associate ed. Boston, Little, Brown and Company, 1938. 1578 p. \$5.

<sup>27</sup> Hoyt, Jehiel H. *Hoyt's New Cyclopedia of Practical Quotations, Drawn from the Speech and Literature of All Nations, Ancient and Modern, Classic and Popular in English and Foreign Text, with the Names, Dates, and Nationality of Quoted Authors, and Copious Indexes*. Completely revised and greatly enlarged by Kate Louis Roberts. New York, Funk & Wagnalls Company, 1923. 1343 p. \$7.50.



There is also a biographical index of the authors whose quotations have been used, and nationality, dates of birth and death (L for living), a brief characterization, and the numbers of the pages on which his works are quoted are given for each author.

*Home Book of Quotations.*<sup>28</sup> The quotations in this book are arranged by subject and under each subject the arrangement is alphabetical by author. There is a full table of contents and an index and concordance.

Shores compares the three quotation books by means of the following chart:<sup>29</sup>

Title	Date	Quotations	Authors	Index Concordance Entries	Price
Bartlett	1937	20,000	2100	35,000	\$ 5.00
Hoyt	1922	21,000	3000	115,620	7.50
Stevenson	1934	71,680	4719	55,200	10.00

Bartlett is to be remembered as the latest and most inexpensive; Hoyt is distinguished for its excellent concordance, and Stevenson, for the number of its quotations.

#### OTHER REFERENCE MATERIAL

Besides the reference books listed in this chapter, collections of poetry, drama, short stories, essays, and individual volumes of poetry, such as the complete poetical works of Bryant, Holmes, Kipling, Lowell, Tennyson, and Whittier, constitute valuable reference material for the English department. Stedman's *American Anthology*, 1787-1899 (Houghton, 1900, \$5.) and the same author's *Victorian Anthology* (Houghton, 1895, \$5.) are useful collections. O'Brien's annual compilations of short stories (*Best Short Stories of the Year*) are good sources for modern short stories as are Burns Mantle's *Best Plays* of the year for drama. An easy familiarity with the principal divisions of the 800 group of the

<sup>28</sup> Stevenson, Burton. *The Home Book of Quotations, Classical and Modern*, Selected and Arranged by Burton Stevenson. 3d ed. rev. New York, Dodd, Mead & Company, 1937. \$10.

<sup>29</sup> Shores, Louis. *Basic Reference Books*. 2d ed. Chicago, American Library Association, 1939.

Dewey decimal classification and a knowledge of the school's book collection will doubtless add other titles of reference value. Chapters in this volume on dictionaries, encyclopedias, biographical material,<sup>30</sup> and magazines and magazine indexes are, too, of special significance to language arts teachers.

### TEACHING PUPILS TO USE LIBRARY MATERIALS

#### PUPILS' COMMENTS

The English teacher who knows the school library and its book collection adds immeasurably to the enjoyment of the work for the discerning pupils in that department. Her enthusiasm for the library and her knowledge of books carries over to her pupils. Dorothy, a senior, wrote the following when her teacher asked her to comment on the library instruction she had had—or had not had—during her four years in high school:

As a freshman I did not receive any library lessons because my teacher sent for the material that was needed, and the class never went to the library. Therefore, I stayed away from the library because I felt out-of-place. I didn't know what to do.

During my sophomore year I received enough instruction to learn where the fiction and myths and biography sections were, but I went to the library only when it was absolutely compulsory because I still could not find my way around very well. Anything that I do not understand, I do not like; therefore I did not like the library because I did not understand it.

This term, in my senior year, I joined the Library Council and have really learned how to use the library. Now I enjoy going to the library because I can find my way around; when I want a book I can find it; when I need any material—magazine articles or pamphlets—I can find that too. I can show other students how to get things. It seems to me students should be taught more when they are freshmen. I think I've wasted a lot of time.

Sarah had a different experience:

When I came to this school nearly four years ago, I knew nothing about a library. The only thing I could locate was the fiction books.

<sup>30</sup> The Kunitz biographical dictionaries, *Living Authors*, *Authors Today and Yesterday*, *Junior Book of Authors*, etc., belong in this chapter as truly as in the chapter on biography. For evaluation of these tools, see pages 208 to 211.

One day while I was a first-term freshman, my English teacher took our class to the library where the librarian gave us a talk on how to use the library—how to use the catalog, how the library is arranged, how to take out books, etc. I was amazed at how much I had learned in that one visit. When we returned to class, my English teacher gave each of us a library manual from which we studied for several days. Then we went to the library and took out books, and made a list of books on a subject, and wrote a paper, and things like that. This instruction has aided me a great deal in my school work, and I would never have been able to complete several very important themes to my satisfaction, nor to the teachers' either, had I not had it. It has also enabled me to go into our public library, and locate without much difficulty any book I want.

#### PROGRESSIVE METHOD

The progressive method of library instruction outlined on page 36 of this book has much to commend it, for thus pupils have opportunity to apply each lesson as learned and are not overwhelmed with too many units in any one school year. The Southern Association of Colleges and Secondary Schools, in its *Standards for School Libraries*, requires of all accredited schools "at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in the first year of high school."<sup>31</sup> A more practical plan seems to be to distribute these lessons or units throughout the four years of high school. Freshmen, as has been suggested elsewhere in this volume, need some time to get adjusted to new plans of teaching and new buildings.

Certain it is, however, that some form of instruction must be given. "You will never know how scared I used to be of you," said a senior to her school librarian. "When I was a freshman I wouldn't come in here for anything. I didn't know where anything was kept, everyone seemed busy, all the rest of the kids seemed to know what to do. I was afraid to ask. Not until the teacher took the class to the library for some lessons did I get over my feeling of timidity. We were about the last to be taken, I think, for it was about two months after the term began that our teacher got around to taking us."

<sup>31</sup> Southern Association of Colleges and Secondary Schools. *Proceedings of the Thirty-Ninth Annual Meeting*. Atlanta, Georgia, December 6-7, 1933, p. 366-68.

## STUDY ACTIVITIES

1. Find three quotations on the value or pleasure of work, books and reading, or music. Suggest ways of introducing quotation to junior or senior high school pupils.

2. Which of the various indexes listed in this chapter might be useful to you in your teaching? Be prepared to answer questions as to compiler, title, purpose, or significance of each index.

3. Write a paper of some length suggesting ways of teaching pupils to use books and libraries in connection with their work in language arts. Examine library manuals of schools and publishing houses and new texts on the teaching of English for suggestions.

4. Select an established author—not a contemporary one—and list in correct bibliographic form all the material available in the works evaluated in this chapter.

5. What professional periodicals should the English teacher know?

## BIBLIOGRAPHY

BLAISDELL, THOMAS C. *Ways to Teach English*. Garden City, New York, Doubleday, Doran and Co., 1930.

CROSS, E. A., and CARNEY, ELIZABETH. *Teaching English in High School*. New York, The Macmillan Company, 1939.

DAKIN, DOROTHY. *Talks to Beginning Teachers of English*. Boston, D. C. Heath & Company, 1937.

HELLER, FRIEDA M., and LABRANT, LOU. *The Librarian and the Teacher of English*. Chicago, American Library Association, 1938. (Experimenting Together.)

MIRKJELEFS, LUCIA B. *Teaching Composition and Literature*. New York, Harcourt, Brace and Co., 1937.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. *Conducting Experiences in English*. English Monograph, No. 8, Angela M. Broening, Chairman. New York, D. Appleton-Century, 1939.

## CHAPTER XVIII

### REFERENCE BOOKS FOR THE SOCIAL STUDIES

#### SOCIAL STUDIES AND SOCIAL SCIENCE

The term *social studies* includes, according to the *Tenth Yearbook* of the National Council for the Social Studies,<sup>1</sup> the following social sciences:

Anthropology  
Geography  
Sociology  
Economics  
Ethics

Ancient history  
Medieval history  
Modern history  
American history  
Government

"The social studies are concerned with human relations primarily, and other things incidentally," says the *Fourteenth Yearbook* of the Department of Superintendence of the National Education Association.<sup>2</sup> "The social studies involve thought as well as knowledge about human relations . . . it is the human relations aspect of the social studies which distinguishes them from other school subjects."

Wesley in *Teaching the Social Studies* makes clear the distinction between the two terms, *social sciences* and *social studies*. "The *social studies*," writes he, "are the *social sciences* simplified for pedagogical purposes."<sup>3</sup> He maintains that both are alike in that both deal with human relationships but that they differ as to standards and purposes. "The fundamental tests of the social sciences," he continues, "are scholarship and eventual social util-

<sup>1</sup> Phillips, Burr W. "In-Service Growth of Social Studies Teachers." Cambridge, The National Council for the Social Studies, 1939. (*Tenth Yearbook*.)

<sup>2</sup> National Education Association of the United States. Department of Superintendence. "The Social Studies Curriculum." Washington, The Association, 1936. (*Fourteenth Yearbook*.)

<sup>3</sup> Wesley, Edgar B. *Teaching the Social Studies*. Boston, D. C. Heath and Company, 1937.

ity, whereas the fundamental test of the social studies is instructional utility."

The social studies most commonly taught in public schools are geography, economics, civics, vocations, government, and history. Frequently the study of government is combined with that of history or civics, and some schools offer separate short courses on state and national constitutions. Some phases of sociology are given limited attention in home economics courses, and etiquette is a favorite topic in various classes. Vocations are taught as separate courses or as subject material in English and speech classes centering on the mechanics of grammar, composition, and public speaking.

Because of the inclusiveness of the field, naming reference books useful in those studies is a herculean and well-nigh impossible task. The social studies in truth cover the world of print. General encyclopedias, dictionaries, almanacs, yearbooks, as well as atlases and gazetteers, and supplementary texts in the various divisions of the subject are useful and necessary. Magazine material and periodical indexes are indispensable. Stormzand and Lewis, in their *New Methods in the Social Studies*, say:

In order to make supervised study in the social studies successful, it will be necessary to make rather liberal provisions for such reference study material in the classroom as the school can afford. A judicious selection of reference books, including a standard encyclopedia, an atlas, individual dictionaries, a number of copies of parallel textbooks, and a select group of books for supplementary reading, should be readily accessible in the classroom.<sup>4</sup>

Besides these general reference materials, nearly all of which have been evaluated in other chapters of this book, there are special reference tools helpful in enriching the various divisions.

No attempt is here made to offer a comprehensive list of reference books in the social studies; only those works useful in schools below the college level or of special value to teachers are evaluated.

#### SOCIAL STUDIES AND THE USE OF BOOKS

An important and necessary aspect of the work of the social studies teacher is teaching the use of books and libraries. Teaching

<sup>4</sup> Stormzand, M. J., and Lewis, Robert H. *New Methods in the Social Studies*. New York, Farrar & Rinehart, 1936.

the parts of books—index, table of contents, interpretation of maps, charts, graphs, illustrations, footnotes, marginal and topical headings—at the beginning of each school term is a necessary introduction to effective study. The burden of library instruction has too long fallen upon the English department. It should be shared equally by social studies teachers. At the instance of the school librarian or the principal a cooperative arrangement can be worked out, with the English and social studies departments dividing the responsibility for particular topics. The use of statistical abstracts, almanacs and yearbooks, atlases, as well as cyclopedias of history and political science, and dictionaries of dates should properly be taught by the social studies teacher. If pupils have not been taught the use of the card catalog and periodical indexes in their English classes, they must have instruction in their use also. Stormzand and Lewis suggest that:

The history teacher should plan to familiarize all pupils with the social science section in the school library at the beginning of the course. Similar instructions should be made with reference to the social science sections in public libraries where this can easily be arranged. Students should be required to do this for themselves early in the course. In any school or public library all histories are arranged in a single section, while the books on civics, government, social problems, and geography are found in other sections. This . . . classification should be understood by all high school students.<sup>5</sup>

#### DEVELOPING A LIBRARY

If there is no school library or if, as in many cases, there is only a small and unpromising collection of ill-assorted books consisting of discarded texts and gifts of sorts from various organizations and individuals, the social studies teacher may take the initiative in building a school library. Wesley says:

In many instances a poor library is not the result of wilful neglect but of the absence of someone with a definite interest in building up the stock of books. Most libraries, especially those in the smaller schools, are likely to be uneven in the number of volumes devoted to the various fields. This unevenness reflects the presence and the absence of those teachers who had a vigorous interest in the library. The science teacher usually secures an annual appropriation for maintaining his laboratory. The teacher can usually do likewise

<sup>5</sup> *Ibid.*

for the social studies library if he has the same interest and foresight.<sup>6</sup>

He offers some workable methods for developing a library. They include the making of written requests for books (to the librarian if there is one, to the principal if there is not); enlisting help of colleagues and embarking upon a campaign; enlisting cooperation of dads' and mothers' clubs and other local organizations; the raising of money by debates, entertainments, etc. (though only as a temporary measure until appropriation is made by the school board); utilization of aids offered by state library or state department of education, and borrowing of books from city, county, or state libraries.

Olive Lindsey, in *The English Journal*, describes a library without a librarian and tells of the accomplishments of one energetic teacher and a group of willing boys and girls who began with "a library that was a mere pile of books in a dark little room."<sup>7</sup> The enthusiasm of the teacher and her pupils was infectious, and they were able to enlist the cooperation of many departments of the school to the extent that in a short time a vacant classroom was turned into a library room and equipped with tables, chairs, and shelves. The book stock was built up by various means and the library operated by a student staff. One suspects that a library that has become such a live force in the life of the school as this one has become will continue to grow in influence and will be so indispensable that a trained librarian will eventually be supplied to keep it open at all hours.

A young woman in a summer class of one of the authors, from a town where there was no public library, went away from school burning with zeal to organize civic groups, the local press, parent-teachers, and public-spirited citizens to work campaigning for a public library. The county library law in her state was evoked, aid from the state library secured, and the library was actually organized. All that community needed was a leader to set things going. Pioneering is not yet a closed field. An enthusiastic teacher

<sup>6</sup> Wesley, Edgar B. *Teaching the Social Studies*. Boston, D. C. Heath and Company, 1937.

<sup>7</sup> Lindsey, Olive A. "The Library Without a Librarian." *English Journal* 29:224-30. March, 1940.



who wants books and is determined to have books made available to his pupils can accomplish much.

#### ENCYCLOPEDIA OF THE SOCIAL SCIENCES<sup>8</sup>

This is the one reference work that is useful in all the social sciences. The publishers state:

The Social Sciences fall into three classes: the purely social sciences—politics, economics, history, law, anthropology, penology, sociology, social work; the semi-social sciences—ethics, education, philosophy, psychology; and the sciences with social implication—biology, medicine, geography, linguistics, art. All are included in this encyclopedia, which brings out in the respective topics the relation of each science to all the others.

The alphabetical method is followed throughout, and the arrangement is so flexible as to contain not only short articles of a few lines or paragraphs, but also longer articles of ten or twenty thousand words. A carefully worked out system of cross reference enables the reader with a special interest to cover thoroughly any part of the field. Each article is written in a clear, direct style which appeals to the understanding of the average man, and each is accompanied by a bibliography which points the way to further reference if desired.

Since the *Encyclopedia* was issued in 1937 in a less expensive edition, it is finding a place in many high schools that previously could not afford it. It is the source *par excellence* to which to direct students who are working on long papers, special reports, or seeking the answers to any questions connected with human relations. The *Historical Outlook* recommends this work as a necessary part of the equipment of the high school library and comments that every teacher of the social sciences should have access to it. A public librarian, who discovered that members of her staff who helped the public with reference questions were not aware of the wide implications of the *Encyclopedia of the Social Sciences* and went to it only for articles dealing with limited aspects of the social studies, said to her assistants: "Forget the title and try going to this *Encyclopedia* for topics you are sure won't be treated. You will be surprised at how much it includes that you'd never suspect of being there."

<sup>8</sup> *Encyclopedia of the Social Sciences*, E. R. A. Seligman, editor-in-chief. New York, The Macmillan Company, 1930-35. 15 v. \$112.50; or 8 v. for \$45.

## COMMITTEE OF SEVEN

History teachers have long recognized the value of supplementary material in their field. As early as 1899 a variety of books was used by progressive teachers, and in that same year the Committee of Seven recommended that:

The well-equipped library should contain (1) good historical atlases and atlases of modern geography; (2) one or two historical handbooks, or dictionaries of dates; (3) an ample supply of secondary histories; with these may be classed as especially useful, good interesting biographies . . . ; (4) there should certainly be some collections of sources, many of which are now accessible; and some of the recent leaflets and collections of extracts of primary and secondary materials will be of service; (5) a good encyclopedia and one or two annual compendiums, such as the various political almanacs.<sup>9</sup>

## METHODS OF TEACHING

Various methods of teaching social studies are in vogue. Michener in "The Beginning Teacher"<sup>10</sup> lists six: improved textbook method; unit method; contract method; A-U-D response method; problem-solving; community survey. In all, library materials or supplementary readings are essential. The laboratory plan is often a feature of any method of teaching. Collections of books in the classroom, where pupils may study under supervision or have help from the instructor as they work out problems and prepare assignments, are a desirable part of any plan of teaching. Collections of books borrowed from the school library may be changed for different units. Classroom libraries have been the means of interesting pupils who have not the initiative to go to the library under their own steam. Some have found, after being exposed to books, that reading is indeed a pleasurable experience.

Books for the classroom collection should be attractive in format as well as interesting in content, and the collection should be

<sup>9</sup> Committee of Seven. Andrew C. McLaughlin, Chairman. "The Study of History in Schools Report to the American Historical Association." New York, The Macmillan Company, 1899. (Quoted in Kimmel, W. G. *The Management of the Reading Program in the Social Studies*. Philadelphia, McKinley Publishing Co., 1929. Publications of the National Council for the Social Studies, No. 4.)

<sup>10</sup> Michener, James A. "The Beginning Teacher." (In Phillips, Burr W. *In-Service Growth of Social Studies Teachers. Tenth Yearbook*, The National Council for the Social Studies, 1939.)

varied enough to care for individual differences. Twenty or thirty copies of the same supplementary text do not constitute a classroom collection. Historical poems, atlases, and picture books of history, as well as traditional source books and supplementary texts, lend zest and potency to the reading table.

School libraries, as a general rule, do not have an extensive reference section in history. Because of the value of source books and parallel readings, duplicate copies must be bought of various titles, and a large part of the money allotted to the history department goes into books of this type. Even so, the following list of reference books should be in the repertoire of the teacher of history, and as many of them bought for the school library as money permits. A systematic plan for building the reference collection will, if faithfully followed, develop a worthwhile reference section in a very few years.

### REFERENCE BOOKS IN HISTORY

#### BIBLIOGRAPHIES

Bibliographies are important in any subject field because they afford a survey of the literature. For example, a graduate student in sociology who had chosen college teaching as his career and who was seeking to familiarize himself with the philosophy of John Dewey was gratified to discover an inclusive bibliography of all of Dewey's writings that have appeared in print both in book form and in periodicals.<sup>11</sup> Just so, must the teacher of history know the important bibliographies in that branch of the social studies. Among the many lists, three are standard: (1) *Guide to Historical Literature*<sup>12</sup> prepared, according to the preface, by the Committee on Bibliography of the American Historical Association in cooperation with the American Library Association; (2) Coulter and Gerstenfeld's *Historical Bibliographies, A Systematic and Annotated Guide*,<sup>13</sup> (3) Beers, *Bibliographies in American History*.<sup>14</sup>

<sup>11</sup> Thomas, M. H., comp. *Bibliography of John Dewey, 1882-1939*. 2d ed. rev. and enl. New York, Columbia University Press, 1939.

<sup>12</sup> *Guide to Historical Literature*. Edited by George Matthew Dutcher and others. New York, The Macmillan Company, 1937. \$3.75.

<sup>13</sup> Coulter, Edith, and Gerstenfeld, Melanie. *Historical Bibliographies, A Systematic and Annotated Guide*. Berkeley, University of California Press, 1935. \$2.50.

<sup>14</sup> Beers, H. P. *Bibliographies in American History*. New York, The H. W. Wilson Company, 1938. \$3.50.

These three are scholarly and include lists in foreign languages; therefore they are useful to teachers and graduate students rather than to boys and girls. *Children's Catalog* and *Standard Catalog for High School Libraries* are the sources to consult for books, particularly suited to the various age levels in public schools. Wesley's *Bibliographies for Teachers of the Social Studies*<sup>15</sup> is an inexpensive and practical guide. The history and travel section of *Standard Catalog for Public Libraries* is an "annotated list of 1900 titles with a full analytical index."<sup>16</sup>

#### HISTORIES AND CYCLOPEDIAS

Scholarly, important, and authoritative are the *Cambridge Histories*,<sup>17</sup> ancient, medieval, and modern. They contain extensive bibliographies, are well indexed, and are valuable for reference purposes—not for supplementary reading. The *Histories* are too expensive and difficult for younger high school boys and girls, but are useful to teachers and advanced students. They are available in public, college, and university libraries, and teachers will find colorful incidents and illustrations in them to pass on to students to enliven the course of study.

Certain series of histories are important for reference, for theme material and for supplementary reading. Significant in this triple role are the *American Nation*<sup>18</sup> and *Chronicles of America*<sup>19</sup> series. *American Nation* is made up of twenty-eight volumes, each of which may be bought separately, and extends in point of time from discovery until 1917. *Chronicles of America* brings the story through 1921 and

<sup>15</sup> Wesley, F. B. *Bibliographies for Teachers of the Social Studies*. Philadelphia. McKinley Publishing Company, 1932. Paper. 30 cents.

<sup>16</sup> Seers, Minnie Earle. *Standard Catalog for Public Libraries: History and Travel Section, An Annotated List of 1900 Titles with a Full Analytical Index*. New York, The H. W. Wilson Company, 1929-32.

<sup>17</sup> *Cambridge Ancient History*. New York, The Macmillan Company, 1923-24. 10 v. and plates, v. 1-4. \$112.50.

*Cambridge Mediaeval History*. New York, The Macmillan Company, 1911-32. 7 v. \$81.

*Cambridge Modern History*. New York, The Macmillan Company, 1902-26. 13 v. \$91. Atlas, \$14. Reprint, 1934, of volumes 1-13, without bibliographies, \$32.

<sup>18</sup> *American Nation: A History from Original Sources*. New York, Harper & Bros., 1904-1918. 28 v. \$2.25 each.

<sup>19</sup> *Chronicles of America Series*. New Haven. Yale University Press, 1918-21. Text-book ed., 50 v., \$75. Benjamin Franklin ed., 26 v., \$87.50.

. . . attempts to tell the complete story of America in its broadest way in such a manner as will meet the approval of scholars and at the same time attract and entertain the general reader, for whom the series is primarily intended. . . . Though the editors have not hesitated to call in the popular writer, the best volumes come from the pens of well-known historical students, who speak with the authority of assured mastery of both the field in question and the methods of historical work. All phases of history are covered—political, constitutional, military, religious (though inadequately), economic, literary, educational. The account is brought down through the administration of Woodrow Wilson.<sup>20</sup>

*The New Larned History*<sup>21</sup> is consulted first by many school librarians for authentic and varied material on almost any historical topic and for some topics that seem at first glance not to be historical. The history of aviation, of civil service, of equal suffrage, and of various countries and movements is treated in such fullness as to provide an excellent source for material in historical themes and papers. Wherever possible, the actual words of famous historians, biographers, and specialists are used. *Larned* is now available from H. W. Wilson Company on a service basis.

*Pageant of America*<sup>22</sup> is a lavishly illustrated history that is finding a place in school work from the intermediate grades through senior high school. The whole set gives a panorama of the life of this country in pictures from the period of discovery to that of modern times, with descriptive text and accompanying pictures. An index and extensive notes accompany each volume. The contents are as follows: Volume 1, *Adventures in the Wilderness*; 2, *Lure of the Frontier*; 3, *Toilers of Land and Sea*; 4, *March of Commerce*; 5, *Epic of Industry*; 6, *Winning of Freedom*; 7, *In Defense of Liberty*; 8, *Builders of the Republic*; 9, *Makers of the New Nation*; 10, *American Idealism*; 11, *American Spirit in Letters*; 12, *American Spirit in Art*; 13, *American Spirit in Architecture*; 14, *American Stage*; 15, *Annals of American Sport*. As the titles of the various volumes indicate, there is much in this

<sup>20</sup> *Guide to Historical Literature*. New York, The Macmillan Company, 1937.

<sup>21</sup> Larned, Josephus N. *The New Larned History for Ready Reference, Reading, and Research*. Springfield, Mass., C. A. Nichols Publishing Company, 1922-24. 12 v., \$105. The H. W. Wilson Company, 1939. Service basis.

<sup>22</sup> *Pageant of America; a Pictorial History of the United States*. New Haven, Yale University Press, 1925-29. 15 v. Sold by subscription only.

reference work of value to pupils and teachers in departments other than history. For example, Volume 14, *The American Stage*, is used more frequently by drama and English classes than by history groups. In this one book is a history of the American stage from an account of the first successful play, reproductions of early programs, biographical sketches of famous actors and actresses, pictures of theaters, and descriptions of plays seen by various presidents, down to the contemporary theater.

*Source books* contribute color, romance, and realism to various periods of history. The school library should try to have an adequate representation for each kind of history included in the course of study—American, European, modern, etc. An especially valuable source book in American history is MacDonald's *Documentary Source Book of American History, 1606-1926*.<sup>23</sup> It is a collection of reprints of reports, treaties, declarations of war, messages, proclamations, and miscellaneous papers. This is the sort of book that is acceptable for the classroom collection.

#### DICTIONARIES

An important reference set of 1940 is *Dictionary of American History*.<sup>24</sup> The editor, James Truslow Adams, and the publishers, Charles Scribner's Sons, are in themselves guarantees of value. They emphasize the *dictionary* aspect as a special feature: "This is a dictionary—not a collection of essays nor an encyclopedia." Consequently, the 6000 articles are generally brief. They vary in length from 50 to 5000 words, and each deals with a separate and definite aspect of history. The preface states, however, that there are a considerable number of "covering articles" each of which not only represents its broader subject in an orderly sequence, but by cross references guides the reader to various supporting or related articles. Many specialists have contributed to the *Dictionary* and articles are signed. There are brief bibliographies. One method of judging a reference tool in addition to that of considering prestige of editor and publisher is to read in it topics upon which the reader is well informed. The writers, for example,

<sup>23</sup> MacDonald, William, ed. *Documentary Source Book of American History, 1606-1926*. 3d ed. rev. New York, The Macmillan Company, 1926. \$2.75.

<sup>24</sup> *Dictionary of American History*. New York, Charles Scribner's Sons, 1940. 6 v. \$60.

turned to the section on *Texas* to see what has been included and how generous has been the space allotment. Entries under *Texas*, as initial word are comprehensive and inclusive and embrace many topics hard to locate in other books and often called for in Texas school libraries. Some of these are Texas Emigration and Land Company; Texas—Sante Fe Expedition; Texas, Annexation of; Texas, Early Colonization of; Texas, Early History of; Texas, Financing the Revolution of; Texas, Republic of; Texas, Slavery in; Texas, State of; Texas and Pacific Railway; Texas Centennial Exposition; Texas Rangers; Texas Navy; Texas Public Lands; Texas Revolution. Many miscellaneous articles, such as New Deal, NRA, and Natchez Trace, are explained in this dictionary and in such terms as the pupil can understand. There is an article on soda fountains, but none on permanent waving, though probably the latter has contributed as much to American history as the former. *Dictionary of American History* is a companion work to *Dictionary of American Biography* and so does not include biographical articles.

There are several shorter and more general dictionaries. *Harper's Dictionary of Classical Literature and Antiquities*<sup>25</sup> is important in any school library whether the curriculum places emphasis on classical studies or whether there are survey courses which combine ancient, medieval, and modern history into "world history." Latin classes and teachers and pupils concerned with units in English literature which are built around mythology find this *Dictionary* indispensable. Topics are arranged in a single alphabet and types of information are as follows: (1) *biographies* of important personages of classical antiquity as well as those of great classical scholars and philologists of later times; (2) *mythological* personages whose names were most often used by Greek and Roman writers; (3) *geographical* names of countries, provinces, states, and cities most frequently mentioned by classical writers; (4) *historical and political* events of Greek and Roman history; (5) articles on great writers and writings of *Greek and Roman literature*; (6) *Roman and Greek antiquities*—that is, amusements, art, costume, domestic life, law, music, numismatics, philosophy,

<sup>25</sup> Peck, Harry T., ed. *Harper's Dictionary of Classical Literature and Antiquities*. New York, American Book Company, 1897. \$8.

religion, science; (7) *linguistic topics*, such as alliteration, dialects, grammar, onomatopoeia; (8) *bibliographies* appended to all important articles; (9) *illustrations* when necessary to elucidate the text; there are 1500. The reference potentialities of this work are legion.

Ploetz's *Manual of Universal History*<sup>26</sup> is considered by some authorities as the most useful of the outline handbooks. Besides being published under this title, it is also published by Blue Ribbon Books in an inexpensive edition under the title *Dictionary of Dates*—a more descriptive title. Putnam's *Dictionary of Events*<sup>27</sup> is a "series of chronological tables representing in parallel columns a record of the most noteworthy events in the history of the world from the earliest times down to the present day, together with an alphabetical index of subjects."<sup>28</sup>

#### HISTORICAL FICTION

Many excellent and exciting novels with historical background are available to enrich the history course. The busy teacher, however, needs a guide to the best, for many titles are unreliable from a historical standpoint or unsuitable for high school boys and girls. Also, the matter of classifying novels is troublesome. Is *Drums* a story of the Civil or of the Revolutionary War? Is the *Scarlet Cockerel* or *The Scarlet Pimpernel* the breath-taking story of the French Revolution? Where can one locate a list of novels about the First World War to suggest to gifted members of a class who are "up" with assignments? An inexpensive and reliable guide to solve such perplexities is Logasa's *Historical Fiction*.<sup>29</sup> In the preface to this well-organized reference book, Miss Logasa raises the following questions: Why use the historical novel at all in the history course? Why not use material which is strictly historical? She herself gives the answers:

<sup>26</sup> Ploetz, Karl J. *Manual of Universal History*. Boston, Houghton, Mifflin Company, 1925. \$5; students' ed., \$4. (*Dictionary of Dates*, Blue Ribbon, \$1.49.)

<sup>27</sup> Putnam, George P. *Putnam's Dictionary of Events*. New York, G. P. Putnam's Sons, 1927. \$4. Also obtainable from Grosset and Dunlap at \$1.

<sup>28</sup> Preface.

<sup>29</sup> Logasa, Hannah, comp. *Historical Fiction and Other Reading References for History Classes in Junior and Senior High Schools*. 1941 ed. Philadelphia, McKinley Publishing Company, 1941. \$2.



These questions suggest the attitude of the trained historian, of the historical teacher who is dealing with advanced students. The educator and the psychologist will answer that these objectives do not hold for the immature mind, for the developing boy and girl of the adolescent age. The child has not formed canons of probability. He views all with open mind and sees with the eye of wonder. This attitude it is wise to cherish. . . .

For many students the facts of the past as they are gathered from textbooks remain abstract, dry, and lifeless. Unless the student comes to visualize the past, unless it comes to have reality in his mind, the lessons which history teaches are largely lost to him. The skillful teacher or student gifted with imagination may not need any aids. . . . But with the average teacher in the average school, there can be little doubt that the historical novel can become a great aid to the effective teaching of history. The hard-worked teacher who has not the time to build up a technique of illustration, will find helpers in the masters of imaginative fiction.

Not only is fiction included in *Historical Fiction*. As the subtitle indicates there are other references in the fields of biography, narrative, and period account. Lists are arranged according to the kind of history: ancient, Greek, Roman, medieval, and under American history by periods. There is a section of material on Canada and one on Latin America. Annotations and bibliographic data add to the usefulness of the lists, and there is an author and title index. There are other sources for lists for historical fiction, but none other for the teacher is so comprehensive nor so especially adapted to the needs of the junior and senior high school pupil. Historical novels annotated but not closely classified are included in the reading lists of the National Council of Teachers of English,<sup>30</sup> in *By Way of Introduction*,<sup>31</sup> in the fiction sections of *Standard Catalog for High School Libraries*<sup>32</sup> and of *Standard Catalog for Public Libraries*.<sup>33</sup> Nield's *Guide to the Best Historical Novels and Tales* is an adult list of unquestioned authority.<sup>34</sup>

<sup>30</sup> For description of reading lists of the National Council of Teachers of English, see page 160.

<sup>31</sup> American Library Association. *By Way of Introduction, A Book List for Young People*. Chicago, The Association, 1938.

<sup>32</sup> *Standard Catalog for High School Libraries*. 3d ed. New York, The H. W. Wilson Company, 1937.

<sup>33</sup> *Standard Catalog for Public Libraries*. Fiction section. 1934 ed. New York, The H. W. Wilson Company, 1934.

<sup>34</sup> Nield, Jonathan. *Guide to the Best Historical Novels and Tales*. 5th ed. New York, The Macmillan Company, 1929. \$9.

## MAPS AND ATLASES

Many valuable maps are to be found in *Compton's Pictured Encyclopedia*, the *World Book*, and the adult encyclopedias. A school library needs at least one good modern atlas, besides these, as well as a historical one. Some atlases useful in school libraries are:

Fox, Dixon R. *Harper's Atlas of American History*. New York, Harper and Brothers, 1920. \$2.75.

Goode, John P. *School Atlas: Physical, Political, and Economic*. 4th ed. Chicago, Rand McNally & Company, 1938. \$4.40. (In ordering, ask for latest edition.)

Paullin, Charles O., and Wright, John K. *Atlas of the Historical Geography of the United States*. New York, American Geographical Society, 1932. \$15.

Shepherd, William R. *Historical Atlas*. 7th ed., rev. and enl. New York, Henry Holt and Company, 1929. o. p.

Because of chaotic conditions in Europe, no atlas is up-to-date for long. Magazine and ephemeral material must, of necessity, supplement book maps. *Monthly News Map* is an attractive periodical useful for supplying recent and revised representations of countries and nations in the news. Some separate folded maps in color are sent to subscribers two or three times a year. *National Geographic* also includes extra maps at varying intervals, and *Fortune* occasionally publishes colored maps, reprints of which are available to subscribers. Newspapers print maps, including them in the paper or giving them away as separates. *The New York Times* prints many timely maps, large and small, especially in the Sunday edition—the edition every school library should take if it can afford to. The R. R. Bowker Company of New York publishes picture maps and will send upon request a folder describing them. At the head of the 700 section in *Standard Catalog for High School Libraries* is a list of sources of supply for pictures and maps. Many of these are available at little or no cost. Maps make appealing and provocative bulletin board displays and add a decorative note to library or classroom when placed under glass on desk or reading table. Maps clipped from newspapers or collected from any source should be filed according to some uniform scheme so that they may be instantly accessible. Subject headings assigned to each map and lettered on the top fold take the name of the country as:

Maps — Europe  
 Maps — Great Britain  
 Maps — United States  
 Maps — United States — Ohio  
 Maps — United States — Texas

Under this plan maps may be filed in the vertical file collection of miscellaneous clippings and pamphlets, and all maps will be together. If there is a separate drawer in the file for maps, the initial word *Maps* is unnecessary.

## ECONOMICS

### ECONOMIC HISTORIES

There are many texts in economics that are satisfactory for reference purposes. A school library does not make a practice of stocking texts, substituting wherever possible more general books which supplement texts. Two economic histories, however, which have more than occasional reference value are listed below. They answer nearly every question as to economic history that arises in the school library.

Bogart, Ernest L. *Economic History of the American People*. 4th ed. rev. New York, Longmans, Green & Company, 1937. (Longmans' Economic Series.) \$3.50. (In ordering, ask for latest edition.)

Faulkner, Harold U. *American Economic History*. 3d ed. New York, Harper & Brothers, 1935. \$3.50. (In ordering, ask for latest edition.)

## GOVERNMENT AND LAW

### GENERAL REFERENCES

Various labels are applied to courses in government: civics, citizenship, government, constitution, etc. Certain yearbooks that have been evaluated elsewhere in this volume are necessary for reference in these courses. Some of these are *Statesman's Yearbook*,<sup>35</sup> a manual of information about governments of the world; *World Almanac*,<sup>36</sup> the book of facts and miscellaneous statistics; the encyclopedic annuals;<sup>37</sup> accounts of the progress of the year;

<sup>35</sup> See description of this reference book in this volume on page 197.

<sup>36</sup> See description of this reference book in this volume on page 197.

<sup>37</sup> See description of this reference book in this volume on pages 195 to 196.

*Congressional Directory*,<sup>38</sup> an official guide to Washington, D. C.; *American Yearbook*,<sup>39</sup> a record of events and achievements in the United States and in the area of American influence. Periodicals and periodical indexes are utilized by teachers and pupils in classes in government, particularly for current affairs.

In the classification of books on government in school libraries, several possible divisions of the Dewey decimal classification are acceptable: 342, 342.73, or 353. Librarians usually select one and assign all books to this number to avoid scattering material in several places.

Librarians and civics teachers rely upon clippings from newspapers, reports of local officials, and publications of the city or town for units connected with local government. The teacher of civics can arouse interest in a collection of material of this kind and inspire pupils to help in the collecting, mounting, and arrangement of the material.

#### AMERICAN GOVERNMENT TODAY<sup>40</sup>

Although almanacs, yearbooks, periodicals, and the clipping and pamphlet file take care of the bulk of the questions which come up about national, international, and local governments in the classroom or the school library, at least three reference books must be included for background material. The first and most essential of these is Haskin's *American Government Today*, an inexpensive volume which endears itself to librarians and teachers because of chapters dealing with the various departments: State, Justice, Agriculture, Labor, etc. Chapters on how the census is taken, on the operation of the Mint, the Weather Bureau, and other topics frequently asked for are satisfactory in length and lucid as to treatment.

#### CYCLOPEDIA OF AMERICAN GOVERNMENT<sup>41</sup>

A second useful reference aid in the field of government which covers the theory of political science, national, state, and municipal

<sup>38</sup> See description of this reference book in this volume on page 197.

<sup>39</sup> See description of this reference book in this volume on page 196.

<sup>40</sup> Haskin, Frederick J. *American Government Today*. New York, Grosset & Dunlap, 1935. \$1.

<sup>41</sup> McLaughlin, A. C., and Hart, A. B. *Cyclopedia of American Government*. New York, Appleton, 1914. 8v. (Reprint without change, 1930, by Peter Smith.) \$27.

government, political parties, international and constitutional law is McLaughlin and Hart's *Cyclopedia*. The biographical feature is to be remembered. The date precludes use for recent legislation; this fact a young student of reference forgot when she was asked to find the answer to this question: "How large (or how small) must income be before it is necessary to pay income tax?" The figure she gave astonished members of her class, and when questioned as to the source of her information, she quoted McLaughlin and Hart.

#### GOVERNMENT MANUAL<sup>42</sup>

A third reference work in the field of government is the comparatively new *Government Manual* which is published three times annually, October, February, and July, and provides current information on the organization and functions of the various departments of the Federal Government. Changes in organization and personnel following new legislation and appointments have been difficult to verify and names hard to find, magazines or newspapers frequently being the only recourse. The new *Manual* answers such questions as: To what department of the government was the U. S. Office of Education recently transferred? Who are the present members of the Supreme Court? A list of the members of the President's Cabinet. Explain the organization of the Federal Reserve System. What is the Smithsonian Institution and who are its members?

The material in the *Manual* is arranged under the branch of the government to which the various departments are responsible: legislative, judicial, executive. Under the Legislative branch, for example, is the description of the Senate and the House: creation and authority, organization, committees, activities, list of senators and representatives; a description of the office of the architect of the Capitol; United States Botanic Garden; Government Printing Office; Library of Congress. The detailed index makes finding of small items instantly possible. This is one reference work every library should have.

<sup>42</sup> U. S. Office of Government Reports, *United States Government Manual*. Washington Government Printing Office. Annual subscription, paper, \$2; cloth, \$3.50. Single ed. \$.75 and \$1.25.

PARLIAMENTARY PRACTICE<sup>43</sup>

This book by Robert is an introduction to the famous old *Rules of Order* and is so simply written that it is usable by elementary school pupils or by any untrained officers of societies. A more modern book for the high school library is Leigh's *Group Leadership with Modern Rules of Procedure*.<sup>44</sup> A high school lad, faced with presiding over his first class meeting as president, sought help in the school library and from a study of Leigh gained ability to conduct meetings in a businesslike manner. He especially liked the clear explanations and numerous examples.

## LEGAL QUESTIONS

Pupils often ask questions involving law, but law books are involved in style and vocabulary and are difficult to understand. Such questions as "What is a landlord's lien?" "What is an argument?" "A writ of mandamus?" "What is community property?" are answered satisfactorily by Davidson's *Simplified Law*.<sup>45</sup> The author has aimed to familiarize pupils with the laws under which they live; the manner in which they are administered, and the ordinary terms of legal phraseology. The work is useful as first aid and is written in such a way that high school pupils can read and understand.

Various other books are useful in directing pupils to topics involving law: the state legislative manual, the city charter and ordinances, the U. S. Code,<sup>46</sup> the statutes of the state, and a text on business law.

## VOCATIONS

## PAMPHLET MATERIAL

The study of vocations is receiving increasing emphasis in public schools. Taught either as a separate course or as content for

<sup>43</sup> Robert, Henry M. *Parliamentary Practice; An Introduction to Parliamentary Law*. New York, D. Appleton-Century Company, 1921. \$1.25.

<sup>44</sup> Leigh, Robert D. *Group Leadership with Modern Rules of Procedure*. New York, W. W. Norton and Company, 1936. \$2.50.

<sup>45</sup> Davidson, T. W. *Davidson's Simplified Law*. Dallas, Mathis Van Nort & Co., 1938. \$2.50.

<sup>46</sup> *Code of the Laws of the United States of America of a General and Permanent Character in Force January 3, 1935*. 1934 ed. Washington, Government Printing Office, 1935. \$6. (Supplements are issued.)

speech and English classes, a variety of library materials is required. Counselors and guidance officers familiarize themselves with the literature of occupations so as to be able to guide inquiring pupils to sources of information. Besides the parallel texts and statistical material useful in occupational courses, there are certain reference materials which teachers should know. However, in no other field is printed material out-dated in so short a time. Occupational trends change overnight. Someone has said that any book on vocations over five years old is unreliable. This statement is true in regard to certain professions. The pupils in a reference class who were told to find late information on the job of *air hostess*, and who handed in a list of material dated 1934 and before, might as well not have answered the question. Six years have brought many changes as to requirements for air hostesses as well as numbers employed. The eminence of war has developed a new emphasis on mechanic trades and on the army and navy as a profession. Such examples might be multiplied.

The most valuable material on vocations that the school librarian or classroom teacher can acquire is that in pamphlet form or that in magazines. Much information of this sort is available. The National Youth Administration agencies in the various states have published monographs on jobs in terms of requirements and opportunities in the state that has prepared the monograph. The Oil Industry in Texas; Lumbering; Waitresses; Beauticians—these are some of the titles. Service clubs, such as Rotary, Kiwanis, Business and Professional Women, Altrusa, publish vocational articles in their magazines and reprint many of them in pamphlet or leaflet form. Various government publications on vocations are authoritative and inexpensive. *Occupational Index*<sup>47</sup> lists current publications which contain occupational information that will be helpful to an individual in choosing a career. Material is listed under the following heads: books and pamphlets, free; books and pamphlets, 1 to 25 cents; books and pamphlets over 25 cents; magazine articles.

Another source of supply for pamphlet material is Bennett's *Occupations and Vocational Guidance*.<sup>48</sup> It is in two parts: Part I

<sup>47</sup> *Occupational Index*. New York University, 1935-. \$5 yearly.

<sup>48</sup> Bennett, Wilma, comp. *Occupations and Vocational Guidance, A Source List of Pamphlet Material*. 3d ed., rev. New York, The H. W. Wilson Company 1938. \$1.25.

is an alphabetical list of the names of the organizations from which material may be secured. For each pamphlet is given title, author, if known, date, paging, and price. Part II is a full subject index to the pamphlets listed in Part I. This index is also used by some librarians and teachers as a list of subjects to assign to articles and monographs. Some scientific method of caring for a vast accumulation of vocational material has to be worked out. One might write *Beauty shops* at the top of an article one day and file the article away under that head. Weeks later, another article on the same subject might be found and one might think of *Beautician* for that one. Still later *Beauty parlors* or *Hairdressers* might occur to the classifier. To obviate such inconsistency and to insure the filing of all material on the same topic under a uniform head, Bennett's list is recommended. Some school libraries and teachers of classes in occupations have accumulated so much fugitive material on occupations that a special file or container has been assigned and the material arranged in it alphabetically by subject. Such an arrangement is efficient and time-saving. Pamphlet boxes are used in some instances, the boxes being labeled and placed on the shelves with the vocational books.

#### BOOKS ABOUT JOBS<sup>49</sup>

This bibliography of occupational literature lists 8000 references under some 600 job classifications. The annotations indicate the level for which the material is suitable. The books indexed are, for the most part, those which are listed in the *Standard Catalog for High School Libraries* and consequently to be found in many secondary schools.

A pupil asking for material on plumbing, for example, is directed to the index in *Books About Jobs*. There he finds the following:

#### Plumber 49-50

He turns to pages 49-50 and finds a list of books in which material on his desired occupation is listed. This work is in need of revision, so that new vocational titles may be added and obsolete ones dropped.

<sup>49</sup> Parker, Willard E. *Books About Jobs, A Bibliography of Occupational Literature*. Chicago, published for the National Occupational Conference by the American Library Association, 1936. \$3.



INDEX TO VOCATIONS<sup>50</sup>

Another index to material in vocational texts and supplementary readers is Price and Ticen's *Index to Vocations, A Subject Index to 1950 Careers*. One hundred and fifteen books, selected for the most part from *Standard Catalog for Public Libraries* and *Standard Catalog for High School Libraries*, are analyzed. There is a separate index to biographical vocational material.

## VOCATIONAL FICTION

Lingenfelter's *Vocations in Fiction*<sup>51</sup> provides "entertaining novels and stories about workers in various fields [that] have been particularly useful for exploratory purposes with students who could not decide upon a career and in cases where students were apparently indifferent to the necessity of making any choice." Certainly novels and stories with vocational background are immensely popular with boys and girls. Such stories as *Sue Barton, Student Nurse*, and other titles of this series; *Peggy Covers Washington, Peggy Covers the News*; stories of aviators, such as *Piloting the U. S. Mail*; of radio, *Take it Away, Sam*; of medicine, as *White Coats* and *The Citadel*; of engineering, as *Steve Merrill, Engineer*, while of slight value for real vocational information do set pupils thinking as to the necessity for preparing themselves for work. Lingenfelter's index lists 463 novels representing 102 occupations.

Morgan's *Vocations in Short Stories*<sup>52</sup> is a list of short stories that have some vocational significance. Each story selected gives some information about the job itself, the ethics of the profession, and the training for the position. "Vocations of interest to boys and girls are included, and a special effort has been made to include material on occupations that do not require long and expensive training." The author interprets *short story* in a broad manner, "including some examples which seem like authentic

<sup>50</sup> Price, Willodean, and Ticen, Zelma E., comps. *Index to Vocations; Subject Index to 1,950 Careers*. 2d ed. rev. and enl. New York, The H. W. Wilson Company, 1938. \$1.25.

<sup>51</sup> Lingenfelter, Mary R., comp. *Vocations in Fiction, Annotated Bibliography*. 2d ed. Chicago, American Library Association, 1938. \$1.25.

<sup>52</sup> Morgan, Vera E. *Vocations in Short Stories*. Preliminary ed. Chicago, American Library Association, 1938. 35 cents.

personal narratives, but excluding material that is definitely biographical."

Lenrow's *Readers' Guide to Prose Fiction*,<sup>53</sup> evaluated elsewhere in this volume, contains an annotated list of novels classified by vocation.

#### SCIENCE RESEARCH SERVICE<sup>54</sup>

This service offers the most recent information available about jobs. By subscribing to the services of Science Research Associates, a school may be assured of late and authoritative job information. Lyle M. Spencer and Robert K. Burns, heads of the concern, have built their organization up from a two-man organization to one which employs over fifty trained research workers and statisticians. Their services are sixfold: (1) *Vocational Trends*, a monthly magazine of realistic and practical occupational articles and forecasts; (2) *Occupational Monographs*, monthly research studies of basic trends and characteristics of an important industry, trade, or profession; (3) *Vocational Guide*, an exhaustive list or index of current books and magazine articles about jobs; (4) *Reprint and Abstract* service, monthly reproductions of inaccessible materials; (5) *Basic Occupational Plans*, a quarterly portfolio of outlines and suggestions for using occupational information; (6) *Research Service*. This last feature brings the services of a trained staff to the solving of pupils' vocational problems. A young man who was ambitious to be an interior decorator sought information about training, opportunities, and salary in his school library but found the material offered him inadequate. The librarian wrote to *Science Research* for a special report, and in about ten days was able to hand the lad the specific information he was seeking. Another inquirer asked about school librarianship, and the answer to that query showed employment prospects promising for well-trained and well-qualified individuals, but that no more were untrained applicants finding positions.

*Science Research* is the most complete and satisfactory of the

<sup>53</sup> See pages 251 to 252.

<sup>54</sup> Science Research Associates, Chicago, Ill. The six-point service described is available to schools at \$17.50 yearly. The organization numbers 4500 high schools among its subscribers.

occupational services. It has had national publicity, various magazines writing up the organization as news. Its distinguishing feature is its policy of steering people away from crowded professions and pointing to new and open ones. The note of realism is needed in vocational guidance programs in secondary schools. A recent article in *Survey Graphic*<sup>55</sup> describes the advice given as the most hardheaded and practical that young people have been able to get.

#### OTHER MAGAZINES

Other magazines useful in vocational guidance are *Occupations*, the official organ of the National Vocational Guidance Association, and useful to teachers and administrators rather than to pupils; *Your Future*, designed for junior high school pupils; and *Independent Woman*, official organ of National Business and Professional Women, and valuable for articles about jobs for women. Many of the general magazines such as *Harper's*, *Atlantic*, *American* print occasional articles of exceptional merit. An awareness of the value of *current* vocational material will lead to the discovery of fresh and timely articles.

#### EDUCATIONAL GUIDANCE

John Tunis, in *Choosing a College*,<sup>56</sup> writes that America's faith in education is duplicated in no other nation. Twenty-five years ago only one high school graduate in twenty-four went to college; today the ratio is one in seven. Yet only slightly more than half of those who enter college complete the four years' work. Proper guidance at the high school level should help to keep incompetents from attempting college and save others from selecting the wrong type of institution for their special need.

High school teachers will be better equipped to offer educational guidance to college-bound pupils if conversant with some of the better manuals prepared for this purpose. To supplement or augment Tunis' informal volume, Clarence Lovejoy's *So You're Going*

<sup>55</sup> McDermott, W. F., and Furnas, J. C. "Blueprinting Jobs." *Survey Graphic* 29:222-26, April, 1940.

<sup>56</sup> Tunis, John R. *Choosing a College*. New York, Harcourt, Brace and Company 1940. \$2.50.

to College<sup>57</sup> and Marsh's *American Colleges and Universities*<sup>58</sup> are recommended. The latter, more definitely of reference type, is sponsored by the American Council on Education and describes over eight hundred institutions, giving information and data about enrollment, curriculum, faculty, equipment, and objectives. Another reference book in the field is *College Blue Book*,<sup>59</sup> a "scientific, nonadvertising book of reference of the colleges and universities of the United States Colleges of liberal arts and sciences, technical and professional schools."

#### ETIQUETTE

Closely related to vocational and educational guidance is social guidance, for success in an occupation depends to some extent upon personality traits and an acceptance of modes and mores. An official in one of the offices of the United States Employment Service emphasizes the value of training young people *how* to look for jobs and the need for accenting the necessity of cleanliness, careful grooming, well-modulated voice, and pleasant manners. A vocational guidance program takes on richness and strength and an added social significance when it seeks to enrich personality as well as to provide vocational information. Biography is useful in this respect, for stories of successful workers show how goals are reached, often in face of unfavorable circumstances. Biography, etiquette, and vocations, in combination and apart, are seldom sufficiently emphasized in the secondary school.

Two reference books which young people like so well that they read them from cover to cover, as well as refer to them for settling controversial points are Emily Post's *Etiquette*<sup>60</sup> and Margery Wilson's *The New Etiquette*.<sup>61</sup> Post presents the old conservative view with some concessions to modernity; her dictums, while directed

<sup>57</sup> Lovejoy, Clarence E. *So You're Going to College*. New York, Simon & Schuster, 1940. \$2.50.

<sup>58</sup> Marsh, C. S. *American Universities and Colleges*. 3d ed. Washington, American Council on Education, 1936. \$4. (In ordering ask for latest edition.)

<sup>59</sup> *College Blue Book*. Hollywood, Florida, College Blue Book Company, 1933. \$4.75 (Revised frequently. Secure latest edition.)

<sup>60</sup> Post, Emily. *Etiquette, The Blue Book of Social Usage*. New and enl. ed. New York, Funk and Wagnalls Company, 1934. \$4.

<sup>61</sup> Wilson, Margery. *The New Etiquette, the Modern Code of Social Behavior*. New York, Frederick A. Stokes, 1937. \$3.50.

primarily to those in society, are based upon consideration for others and good sense and thus are adaptable to less formal living. Margery Wilson's volume is more popular and satisfactory for high school pupils, but each volume supplements the other and both are desirable for the school library. Besides these two, there are many less comprehensive and less expensive books about manners; such titles as Allen and Briggs' *Behave Yourself* (Lippincott, 1937); MacGibbon's *Manners in Business* (Macmillan, 1936); Black's *Manners for Moderns* (Allyn and Bacon, 1938); Goodrich, *Living with Others* (American Book, 1939); Stevens, *The Correct Thing* (Dodd, Mead, 1934) circulate as readily as fiction as well as serve to answer questions boys and girls ask about conduct. Pupils seek etiquette books eagerly when they learn of their accessibility, being anxious, in most part, for the approbation of their fellows. Some English teachers embody units based on etiquette in the course of study. Introductions and telephone conversations are dramatized and essays written on manners at table, in assembly, on street cars. A large assortment of modern books of etiquette should be available to the teacher and to pupils through the school library.

### STUDY ACTIVITIES

1. Make a list of desirable books that would be useful for a classroom collection or for the reading table for a unit of work for a class in history. Select books to interest various levels of ability within a certain grade and from any period of history for the grade level in which you are interested.
2. Find some recent articles or chapters from books on teaching the social studies. List them and comment on the ideas set forth. Let your comments take the form of annotations.
3. Suggest ways of correlating library instruction with the teaching of the social studies. Select any one of the fields in which you are teaching or expect to teach.
4. Describe the library in your school or in the school where you received your secondary education. Or, visit a modern school library and record your impressions.
5. Your school librarian or principal has asked you to list the books you should like to have added to the library for the next school year to aid you in your work. List ten titles and prepare your list so that it will receive due consideration.
6. What steps could you take the first week or two of school to interest your pupils in using material other than that in their text?
7. Comment on these situations:
  - a. A new teacher appointed to be assistant football coach and to teach

history has not entered the school library—though the term is well advanced—nor has he directed his pupils to materials other than in the text.

- b. A teacher of a ninth grade class in occupations took a collection of supplementary texts to his classroom and used them all year.
- c. A teacher sends a pupil to the library to list all the history books.
- d. A teacher recommends magazine articles and recent fiction and biography to her students.

8. Suggest ways in which the school librarian could be of assistance to the social science teacher. Are there any library routines or restrictions that discourage effective use of the school library?

- g. What professional magazines should the social studies teacher know?

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- <sup>62</sup> The new address of The National Council for the Social Studies is Washington, D. C.

## CHAPTER XIX

### MISCELLANEOUS REFERENCE MATERIAL

#### CONSTANT ALERTNESS TOWARD THE NEW

Besides the general and specialized reference books evaluated in the preceding chapters, there are certain miscellaneous works useful in secondary schools which must be enumerated. Yet any list of reference books is, in part, out-dated before the ink is dry on the pages. New titles are continually being printed and older ones are being discarded. Likewise, as previously pointed out, countless books are useful for reference which are not reference books as such. No attempt is made to list texts and other parallel material useful in a given field. Teachers, therefore, must develop a book consciousness, an alertness to what is new in books. Keeping up with the new in print in the way of reference materials and supplementary readings requires vigilance and selectivity. Professional journals, advertising sections as well as book-reviewing columns, are the best mediums for keeping abreast of the new in a particular field. *The Wilson Library Bulletin* includes every month a section headed "Current Reference Books" which is edited by Louis Shores. Visits to bookstores and libraries are profitable. Attendance at university classes, forums, meetings of civic organizations and professional bodies, and exhibits stimulates thought and investigation which in turn leads to the discovery of new books. General aids to book selection are enumerated in Chapter VIII.

#### BIBLE

School libraries need or contain few books on religion. A *Bible* usually suffices. For high schools the King James version is more acceptable than the revised, though the school that can afford more

than one will find that both are used. An edition selected for reference purposes should contain a comprehensive concordance. One recommended by the Hoyt Library Staff, Kingston, Pennsylvania, is the *Oxford Self-Pronouncing Bible*.<sup>1</sup> Baikie's *English Bible and Its Story; Its Growth, Its Translators, and Their Adventures*<sup>2</sup> supplies Bible history, and Browne's *This Believing World*<sup>3</sup> is "a simple account of the great religions of mankind."

#### BUSINESS BOOKS

Time was when only history and English classes used the school library extensively and commercial courses, if offered at all, were confined to the study and practice of shorthand and typing. Today, some teachers of commercial work are attaching much significance to the enrichment of their subjects and are encouraging pupils to read widely. The form of a business letter can be mastered in a short time; techniques once acquired become automatic. But having something to write and writing that something in trenchant English is a more difficult hurdle. Biographies, vocational studies in commercial fields, books of business manners, personality development, popular psychology—all these types of reading have a place on the business reading list and serve to enrich vocabularies and provide an understanding of business practices. A practical guide to business literature is *The Business Bookshelf*,<sup>4</sup> an author, title, and subject index of four hundred books, classified and annotated. Another bibliography is *Business Information and Its Sources*,<sup>5</sup> valuable for its functional approach. The chapter "What Every Business Man Should Know" is especially commended. Questions involving *business letters* are an-

<sup>1</sup> Bible: *Oxford Self-Pronouncing Bible*. Authorized King James Version. Sunday school teachers' edition. Oxford Press. Old Testament 944 p., New Testament, 285 p. Encyclopedic concordance, 324 p. Maps. \$3.75.

<sup>2</sup> Baikie, James. *English Bible and Its Story*. Philadelphia, J. B. Lippincott and Company, 1928. \$5.

<sup>3</sup> Browne, Lewis. *This Believing World*. New York, The Macmillan Company, 1926. \$2.

<sup>4</sup> Manley, Marian C., and Hunt, Mary E. *The Business Bookshelf; A List Based on Use*. Newark, New Jersey, Free Public Library, Business Branch, 1935. \$2.

<sup>5</sup> Manley, Marian C. *Business Information and Its Sources*. Newark, New Jersey, Free Public Library, 1931. \$1. Supplement, 1939. \$1.



swered by Opdyke's *Take a Letter, Please*<sup>6</sup> and Taintor and Monro's *Secretary's Handbook*.<sup>7</sup>

#### GOVERNMENT PUBLICATIONS

Publications of the United States Government are cheap, authoritative, and timely, yet they are often ignored by school people because of a seeming complexity in locating and ordering. Just as effective reference use of magazine material is impossible without magazine indexes, so are government documents of little importance to the laity unless basic catalogs and lists are understood.

For those who seek access to publications of years past, three indexes or catalogs provide a continuous listing from 1774 to 1934. Poore's *Descriptive Catalog of the Government Publications of the United States*<sup>8</sup> covers the years 1774 to 1881. Ames's *Comprehensive Index to the Publications of the United States Government*<sup>9</sup> begins where Poore leaves off, 1881, and extends to 1893. *The Catalog of the Public Documents of the 53d to 73d Congress*<sup>10</sup> begins with 1893 and brings the listing down to approximately the present time, the work being usually several years behind. For current publications, there is the *Monthly Catalog of United States Public Documents*<sup>11</sup> which has been published since 1895. This modestly priced serial is of use to even the small school, and is worthy of a place on the periodical subscription list. Teachers should scan it monthly to note new titles. Government publications are much more attractive than formerly; many are well illustrated.

<sup>6</sup> Opdyke, John B. *Take A Letter, Please, A Cyclopedia of Business and Social Correspondence*. New York, Funk & Wagnalls Company, 1937. \$2.75.

<sup>7</sup> Taintor, Sarah A., and Monro, Kate M. *The Secretary's Handbook; A Manual of Correct Usage*. 5th ed. Completely rev. and enl. New York, The Macmillan Company, 1937. \$2.50.

<sup>8</sup> Poore, B. P. *A Descriptive Catalog of the Government Publications of the United States*, September 5, 1774 to March 4, 1881. Washington, Government Printing Office, 1885.

<sup>9</sup> Ames, J. G. *Comprehensive Index to the Publications of the United States Government*, 1881-1893. Washington, Government Printing Office, 1905. 2 v.

<sup>10</sup> U. S. Superintendent of Documents, *Catalogue of the Public Documents of the 53d to 73d Congress*, and of all the Departments of the United States, March 4, 1893 to December 31, 1934. Washington, Government Printing Office, 1896-date.

<sup>11</sup> U. S. Superintendent of Documents. *Monthly Catalog United States Public Documents*, 1895-. Washington, Government Printing Office. \$1.50 per year.

## PRICE LISTS

Copies of price lists may be obtained free of charge upon application.

10. Laws. Federal Statutes and compilations of laws on various subjects.
11. Foods and Cooking. Home economies, household recipes, canning, cold storage.
15. Geological Survey. Covers geology and water supply.
18. Engineering and Surveying. Levelling, tides, magnetism, triangulation, and earthquakes.
19. Army and Militia. Manuals, aviation, ordnance pamphlets, pensions.
20. Public Domain. Public lands, conservation, National Resources Committee.
21. Fishes. Includes oysters, salmon, mussels, and propagation.
24. Indians. Publications pertaining to Indians, anthropology, and archeology.
25. Transportation and Panama Canal. Railroad and shipping problems, postal service, telegraphs and telephones, Panama Canal, Coast Guard.
28. Finance. Accounting, budget, banking, and loans.
31. Education. Includes agricultural and vocational education and libraries.
32. Insular Possessions (Philippines, Puerto Rico, Guam, American Samoa, Virgin Islands).
33. Labor. Child labor, women workers, wages, workmen's insurance, and compensation.
35. Geography and Explorations. National Parks, exploration, etc.
36. Government Periodicals, for which subscriptions are taken.
37. Tariff. Compilation of acts, decisions, and speeches on tariff, taxation, and income tax, etc.
38. Animal Industry. Domestic animals, poultry and dairy industries.
39. Birds and Wild Animals. North American fauna, game, fur-bearing animals, etc.
41. Insects. Includes bees, and insects harmful to agriculture and to health.
42. Irrigation. Drainage, Water Power. Pumps, reclamation, water resources.
43. Forestry. Tree planting, wood, and lumber industries.
44. Plants. Culture of fruits, vegetables, cereals, grasses, grain.
45. Roads. Construction, improvement, and maintenance.
46. Agricultural Chemistry, Soils, and Fertilizers. Chemistry of foods, soil surveys, erosion, and soil conservation.
48. Weather, Astronomy, and Meteorology. Climate, foods, aerological observations, and Nautical Almanac Office publications.
49. Proceedings of Congress. Bound vols. of Congressional Record, Globe, etc.
50. American History and Biography. The Revolution, Civil War, World War.
51. Health. Diseases, drugs, sanitation, water pollution.
53. Maps. Government maps, and directions for obtaining them.
54. Political Science. Liquors, District of Columbia, political parties, courts.
55. National Museum. Contributions from National Herbarium, National Academy of Sciences, and Smithsonian Reports.
58. Mines. Mineral resources, fuel testing, coal, gas, gasoline, explosives.
59. Interstate Commerce Commission Publications.
60. Alaska and Hawaii. Mineral and agricultural resources, coal lands, geology, water supply, seal fisheries, etc.
62. Commerce and Manufactures. Foreign trade, patents, trusts, public utilities.
63. Navy. Marine Corps, Naval Reserve.
64. Standards of Weight and Measure. Electricity, tests of metals, cement and concrete, etc.
65. Foreign Relations. Foreign debt, naval disarmament, treaties, Mexican affairs.
67. Immigration. Aliens, citizenship, naturalization, races.
68. Farm Management. Agricultural statistics, farm accounts, farm relief, marketing, and farm homes.
69. Pacific States: California, Oregon, Washington. All material relating to these States.
70. Census. Statistics of population, manufactures, agriculture, occupations, etc.
71. Children's Bureau and other publications relating to children.
72. Publications of interest to suburbanites and home builders.
73. Handy Books. Books for ready reference, covering many topics.
75. Federal Specifications. Federal standard stock catalog.

## List of Radio Publications.

A Weekly List of Selected United States Government Publications for Sale by the Superintendent of Documents, arranged alphabetically by subjects, with annotations and prices, may be obtained free upon application. If you wish to keep in touch with the issuance of all United States public documents, place a subscription for the Monthly Catalog of U. S. Public Documents, which is priced at \$1.50 a year domestic delivery, and \$2.10 per year foreign. This catalog lists the publications of all Departments issued during each month, whether for sale or otherwise, quoting prices in all instances where the publications are for sale.

## How to Remit

The rules of this Office require that remittances be made in advance of shipment of publications, either by coupons, sold in sets of 20 for \$1 and good until used, or by check or money order payable to the Superintendent of Documents. Currency may be sent at sender's risk. Foreign money, defaced or smooth coins are not acceptable. Do not send postage stamps.

Postage is not required for shipment within the United States, including Alaska, Guam, Hawaii, Panama Canal Zone, Philippine Islands, Puerto Rico, Samoa (U. S.), and Virgin Islands (U. S.), nor for shipment to Canada, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Newfoundland (including Labrador), Panama, Paraguay, Peru, and Venezuela. For shipment to all other countries an additional amount of one-third of the purchase price is required. Remittances from foreign countries should be made by international money order, or draft on an American bank, payable to the Superintendent of Documents.

16-11130

FIG. 49. A reproduction of the United States government Price Lists.

*The Weekly List of Selected United States Government Publications*<sup>12</sup> is sent free to libraries upon request and describes the more general and popular titles. Price lists<sup>13</sup> may also be had at no expense. Each list is a subject bibliography of all government publications in print. A copy of the *Price Lists* (which must be ordered by number) is reproduced in Fig. 49. *The United States Government Manual*, described on page 274, is another essential reference tool. Another of interest to school people is the *Educational Directory*.<sup>14</sup> It is issued in four parts: State and County School Officers; City School Officers; Colleges and Universities; Educational Associations and Directories. Useful in many fields, but most often used in high school to answer statistical questions of a vocational nature, is *Abstract of the Census*.<sup>15</sup> The *Census of 1930* comprises thirty-two volumes and is not frequently found in school libraries, but the *Abstract* is usually sufficient.

#### HOME ECONOMICS

Courses in home economics in high school include foods, clothing, interior decoration, household management, family relationships. Home economics teachers are emphasizing *consumer education* and draw heavily upon the school library for such magazines as *Consumers' Guide* (supplied free to libraries by U. S. Department of Agriculture, Consumers' Counsel Division), *Consumers Union Reports*, *Good Housekeeping*, as well as for supplementary texts on consumer goods.

For foods classes Ward's *Encyclopedia of Food*,<sup>16</sup> "the stories of the foods by which we live, how and where they grow and are marketed, their values, and how best to use and enjoy them," has long been standard. The arrangement is alphabetical by food and many full-page colored illustrations increase the reference value of the work. Several pupils have exclaimed in surprise over

<sup>12</sup> U. S. Superintendent of Documents. *Weekly List of Selected United States Government Publications*, 1928-. Washington, Government Printing Office. Free.

<sup>13</sup> U. S. Superintendent of Documents. *Price Lists*. Washington, Government Printing Office. Free.

<sup>14</sup> U. S. Office of Education. *Educational Directory*. Washington, Government Printing Office. 35 cents. Annual.

<sup>15</sup> U. S. Census Bureau. *Abstract of the Fifteenth Census of the United States, 1930*. Washington, Government Printing Office, 1933. \$1.50.

<sup>16</sup> Ward, Artemas. *Encyclopedia of Food*, New York, Artemas Ward, 1923. \$10.

the picture of bananas saying that they didn't know before that bananas grow "upside down."

There are many excellent cook books. At least two librarians make a practice of giving Scribner's *America's Cook Book*,<sup>17</sup> compiled by the Home Institute of the *New York Herald Tribune*, to their friends who marry, so highly do they regard it. Other reliable cook books are Lord's *Everybody's Cook Book*<sup>18</sup> and Farmer's *Boston Cooking School Cook Book*.<sup>19</sup>

#### MUSIC AND ART

The philosophy of a school and its educational objectives are environmental factors influencing book selection. The technical or vocational school that offers no traditional art courses as such, but specializes in commercial art and ceramics, stocks fewer reference books than does that school teaching less specialized work. Texts on air-brush work, on cartooning, on art as a profession, and on design are more in demand. The music shelf also is conditioned by the number of pupils enrolled and the enthusiasm in a particular school for music. The following rather general list of "minimum essentials" is only intended to be suggestive.

Ewen, David. *Composers of Today*. New York, The H. W. Wilson Company, 1936. \$4.50.

Ewen, David. *Composers of Yesterday*. New York, The H. W. Wilson Company, 1935. \$5.

Ewen, David. *Twentieth Century Composers*. New York, Thomas Y. Crowell, 1937. \$3.

Gardner, Helen. *Art Through the Ages; An Introduction to its History and Significance*. New York, Harcourt, Brace and Company, 1926.

Krehbiel, Henry E., *Book of Operas; Their Histories, Their Plots, and Their Music*. New York, The Macmillan Company, 1919. 2 v. in 1, \$2.50. (Also obtainable in the Star dollar series.)

*The Macmillan Encyclopedia of Music and Musicians in One Volume*. Comp. and edited by Albert E. Wier. New York, The Macmillan Company, 1938. Buckram, \$10; with thumb index \$11.

<sup>17</sup> *New York Herald Tribune. America's Cook Book*. New York, Charles Scribner's Sons, 1937. \$2.50.

<sup>18</sup> Lord, Isabel E. *Everybody's Cookbook*. New ed., rev. and enl. New York, Harcourt, Brace and Company, 1937. \$3.

<sup>19</sup> Farmer, Fannie Merritt. *Boston Cooking School Cook Book*. New ed., completely rev. Boston, Little, Brown and Company, 1936. \$2.50.

Martens, Frederick H. *Thousand and One Nights of Opera*. New York, D. Appleton-Century Company, 1926. \$3.75.

Pratt, Waldo S. *New Encyclopedia of Music and Musicians*. New and rev. ed. New York, The Macmillan Company, 1929. \$3.

Reinach, Salomen. *Apollo: An Illustrated Manual of the History of Art Throughout the Ages; from the French by Florence Simmons*. New ed., rev. New York, Charles Scribner's Sons, 1924.

## SCIENCE

Because of the constant and rapid development in the field of science, science teachers must rely, to a large extent, upon periodicals and new editions of various texts. Hanor A. Webb has published for several years a list of science books appropriate for high school libraries.<sup>20</sup> Issues for most of the years since 1925 are still available. *Smithsonian Scientific Series*<sup>21</sup> is a twelve-volume work important to the school that can afford it. It is lavishly illustrated. Topics included are the sun, minerals, Indians, insects, wild animals, man, vertebrates and invertebrates, plants, and inventions. An excellent bibliography of nature books and materials is Hurley's *Key to the Out-of-Doors*.<sup>22</sup> Besides chapters on astronomy, meteorology, geology, plants, trees, etc., there are chapters on magazines, pictures and lantern slides, and nature devices and supplies. The work was planned for elementary, junior, and senior grades.

## SEX EDUCATION

No book in recent years has shown so unaffectedly the natural and healthy curiosity of growing boys and girls about sex as Llewellyn's *How Green Was My Valley*.<sup>23</sup> Huw wanted facts, and the minister's talk to him about life and desire is a classic worthy of any teacher's taking time to read. The U. S. Public Health

<sup>20</sup> Webb, Hanor A. *The High School Science Library for 1939-1940*. Nashville, Tennessee, George Peabody College for Teachers. 15 cents.

<sup>21</sup> *Smithsonian Scientific Series*. Washington, Smithsonian Institution, 1929-36. 12 v. and guide. \$100.

<sup>22</sup> Hurley, Richard J., *Key to the Out-of-Doors*. New York, The H. W. Wilson Company, 1939. \$2.50.

<sup>23</sup> Llewellyn, Richard. *How Green Was My Valley*. New York, The Macmillan Company, 1940.

Service in a pamphlet "High Schools and Sex Education"<sup>24</sup> states: "Because it believes that sex education can be carried out best by those agencies which, like the schools, come closely in contact with young people, the Public Health Service has published this useful guide for those who promote or impart sex education." Excellent bibliographies are included.

School librarians and teachers are strangely silent and reserved when it comes to helping pupils with sex difficulties. Ignoring the problem that does exist is no way of solving it. Jens Nyholm in "Notes on Censorship in Libraries" writes:

I know of one huge library in which no subject heading beginning with the word "sex" or "sexual" (not even sexual ethics!) is found in the public catalog. Sex, apparently, is just for the staff, particularly the catalogers, for in their special catalog all the incriminating words are found. Since Freud we have seen the development of an important literature based on new investigations and a more realistic psychology and a franker attitude than known in the childhood and early youth of those who are now around forty. . . . It is a pity if our libraries do not fully participate in making available to the readers the frank, fine, and readable books on sex written by capable and sincere authors—presumably in order to have people read them.<sup>25</sup>

Even many courses in adolescent literature offered in colleges and universities ignore sex education and the books about sex written especially for adolescents. Shores writes in *The Educational Forum*:

One of the greatest problems of childhood and adolescence is sex. Both parents and teachers shy away from oral instruction. The so-called "facts of life" are a little difficult and embarrassing for most adults to hand out directly over the kitchen table or classroom desk. Yet, someone must do it before the child picks up misinformation in out of the way places. . . . But who? Nobody wants it. The home wishes it on the school, and the school sometimes sidesteps it with a Victorian course in biology or botany. Neither parent nor teacher feels equipped to give the information in the right form.

I respectfully suggest that you let the librarian do it. A well trained

<sup>24</sup> U. S. Public Health Service. *High Schools and Sex Education*. 1939. (Public Health Service, Educational Publication No. 7.) 20 cents.

<sup>25</sup> Nyholm, Jens. "The American Way, Notes on Censorship in Libraries." *Wilson Library Bulletin* 14:555-59, April, 1940.

librarian will put the right book or pamphlet in the hands of the child. . . .<sup>26</sup>

But sex instruction through the library is not so simple as that. To put the right book or pamphlet in the hands of the pupil requires help from teachers who must know both the child and the books. Health teachers in a certain school send boys and girls to the library for titles they themselves have selected and read and from which they have drawn illustrations to interest their pupils. The dean uses sex books in an endeavor to instill proper attitudes in certain problem cases. Home-room teachers recommend various titles in casual matter-of-fact discussions of new books in the library or privately to pupils in need of them. Sex books are *not* kept on open shelves in the school library for, if so shelved, they are discovered by the casual reader, pictures are mutilated, suggestive drawings are added, giggles arise when two or three pupils look at one of the books together, and books disappear. But when preparation has been made by the teacher and requests are made for the books at the desk, no irregularities are encountered.

A librarian bought for her school library a copy of Strain's *Love at the Threshold*,<sup>27</sup> having read a description of it in the *Booklist*. After examining the book, she felt that there might be some criticism of her having it in the library because of the emphasis on marriage details. (The *Booklist* had mentioned this aspect in its review.) So she asked three seniors who worked for her in the library to read it and give their reactions. One girl, a pretty blond, seemingly sophisticated, who was much sought after by members of the opposite sex said, "I'd keep it. I learned lots of things I didn't know. When mother saw me reading this book, she asked me where I got it. When I told her it was from the school library she said, 'I'm glad to have you reading books like that and getting your information in a clean and decent way.' " The other pupils, both boys, said: "That's a good book, but keep it on a reserve shelf. Save it for those who ask for it. Freshmen need something simpler." "Simpler" and less open to criticism are such titles as *Attain-*

<sup>26</sup> Shores, Louis. "The Public School Library." *Educational Forum* 4:373-88, April, 1940.

<sup>27</sup> Strain, F. B. *Love at the Threshold*. New York, D. Appleton-Century Company, 1910. \$2.50.

ing Manhood;<sup>28</sup> *Attaining Womanhood*;<sup>29</sup> *Being Well Born*;<sup>30</sup> *What Every Boy and Girl Should Know*;<sup>31</sup> and *Growing Up*.<sup>32</sup>

## SPORTS AND GAMES

*America Learns to Play*<sup>33</sup> is "a history of popular recreation, 1607-1940." The *Boston Transcript* comments, "What could be less promising than a Columbia University thesis [dissertation?] for a Ph.D. degree by somebody named Dulles? But here is entertainment such as rarely issues from ivy towers, as a current professor of history at Smith College surveys America's recreations."<sup>34</sup>

There has been no comparable reference work on this subject: questions on early games and sports have been difficult to answer satisfactorily. One teacher of American history is especially enthusiastic over the book and plans to use it in connection with her courses in history. Some topics included are: husking-bees and tavern sports; the colonial aristocracy; the theater comes of age; Mr. Barnum shows the way; cow-towns and mining camps; the rise of sports; world of fashion; the growth of the movies; a nation on wheels; on the air; sports for all.

Menke's *Encyclopedia of Sports*<sup>35</sup> gives a historical summary and chronology for some hundred major and minor sports. Other sections deal with America's sport bill, athletes' ages, gambling, salaries for professionals, sports periodicals, sweepstakes, and women in sports. Many other minor topics are included. The work is useful for reference and much used by boys, but it is slight in size and apt to disappear unless kept on the reserve shelf.

<sup>28</sup> Corner, George W. *Attaining Manhood; A Doctor Talks to Boys About Sex*. New York, Harper & Brothers, 1938. \$1.25.

<sup>29</sup> Corner, George W. *Attaining Womanhood; A Doctor Talks to Girls About Sex*. New York, Harper & Brothers, 1939. \$1.25.

<sup>30</sup> Guyer, Michael F. *Being Well Born: An Introduction to Heredity and Eugenics*. 2d ed. Indianapolis, Bobbs-Merrill Company, 1927. \$2.

<sup>31</sup> Sanger, Mrs. Margaret H. *What Every Boy and Girl Should Know*. New York, Coward-McCann, 1927. \$1.50.

<sup>32</sup> De Schweinitz, Karl. *Growing Up; The Story of How We Become Alive. Are Born and Grow Up*. 2d ed. rev. New York, The Macmillan Company, 1935. \$1.75.

<sup>33</sup> Dulles, F. R. *America Learns to Play*. New York, D. Appleton Century Company, 1940. \$4.

<sup>34</sup> *Boston Transcript*, April 13, 1940, p. 2. (Quoted in *Book Review Digest*, 1940.)

<sup>35</sup> Menke, Frank G. *Encyclopedia of Sports*. New York, Frank G. Menke, 235 East 45 Street, 1939. \$2.



Many other books might be added to the amusements section. In a school library, there should be a rich and varied collection of books of this type. Boys attracted to the library by advertisements of such titles as Bierman and Mayer's *Winning Football*;<sup>36</sup> Allen's *Major League Baseball*;<sup>37</sup> Carlson's *Basketball*;<sup>38</sup> Budge on *Tennis*<sup>39</sup> are not always regular patrons. They are surprised and pleased to find new books on their favorite sports. For indoor recreation such titles as Bancroft's *Games*<sup>40</sup> and Depew's *Cokesbury Game Book*<sup>41</sup> must be provided. Browsing periods in the library are productive and should be encouraged by teachers. Pupils find many books they did not know the library possessed and develop interests and habits that might otherwise not be aroused.

#### RURAL LIBRARIES

Aside from the general and specialized reference books listed in this section which are useful and necessary in school libraries and with which teachers should be familiar, the following are helpful for rural communities in getting libraries started:

California. Department of Education. "Effective Use of Library Facilities in Rural Schools." *California Department of Education, Bulletin* No. 11, June 1, 1934.

Hefferman, Helen. "What School Library Service Means to Rural Education." *Educational Method* 19:154-56, December, 1939.

Humble, Marion. *Rural America Reads: A Study of Rural Library Service*. Chicago, American Library Association, \$1.

Rural Library Service. 1940. 28 p. (Agriculture Department, *Farmers' Bulletin*, 1847.) 5 cents.

<sup>36</sup> Bierman, Bernard W., and Mayer, Frank. *Winning Football; Strategy, Psychology, and Technique*. New York, McGraw-Hill, 1937. \$2.50.

<sup>37</sup> Allen, Ethan N. *Major League Baseball; Technique and Tactics*; Photographs and drawings by the author. New York, The Macmillan Company, 1938. \$3.

<sup>38</sup> Carlson, Henry C. *Basketball; the American Game*. New York, Funk and Wagnalls, 1938. \$2.

<sup>39</sup> Budge, Donald. *Budge on Tennis*. New York, Prentice-Hall, 1939. \$2.

<sup>40</sup> Bancroft, Jessie H. *Games*. Rev. and enl. ed. of *Games for Playground, Home, School, and Gymnasium*. New York, The Macmillan Company, 1937. \$4.

<sup>41</sup> Depew, Arthur M. *Cokesbury Game Book; More than Six Hundred New Games Entertainment, Plans, and Suggestions for Leisure Time Activities*. Nashville, Cokesbury Press, 1939. \$1.75.

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