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OFFICIAL LIBRARY BULLETIN
NO. 45

IOWA
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LIBRARIES

DEPARTMENT OF PUBLIC INSTRUCTION
STATE OF IOWA

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OFFICIAL LIBRARY BULLETIN NO. 45

Minimum Requirements and Standards
for Library and Reading Materials
in the Elementary Grades and
High School

Prepared by

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Issued by

THE DEPARTMENT OF PUBLIC INSTRUCTION
JESSIE M. PARKER, *Superintendent*

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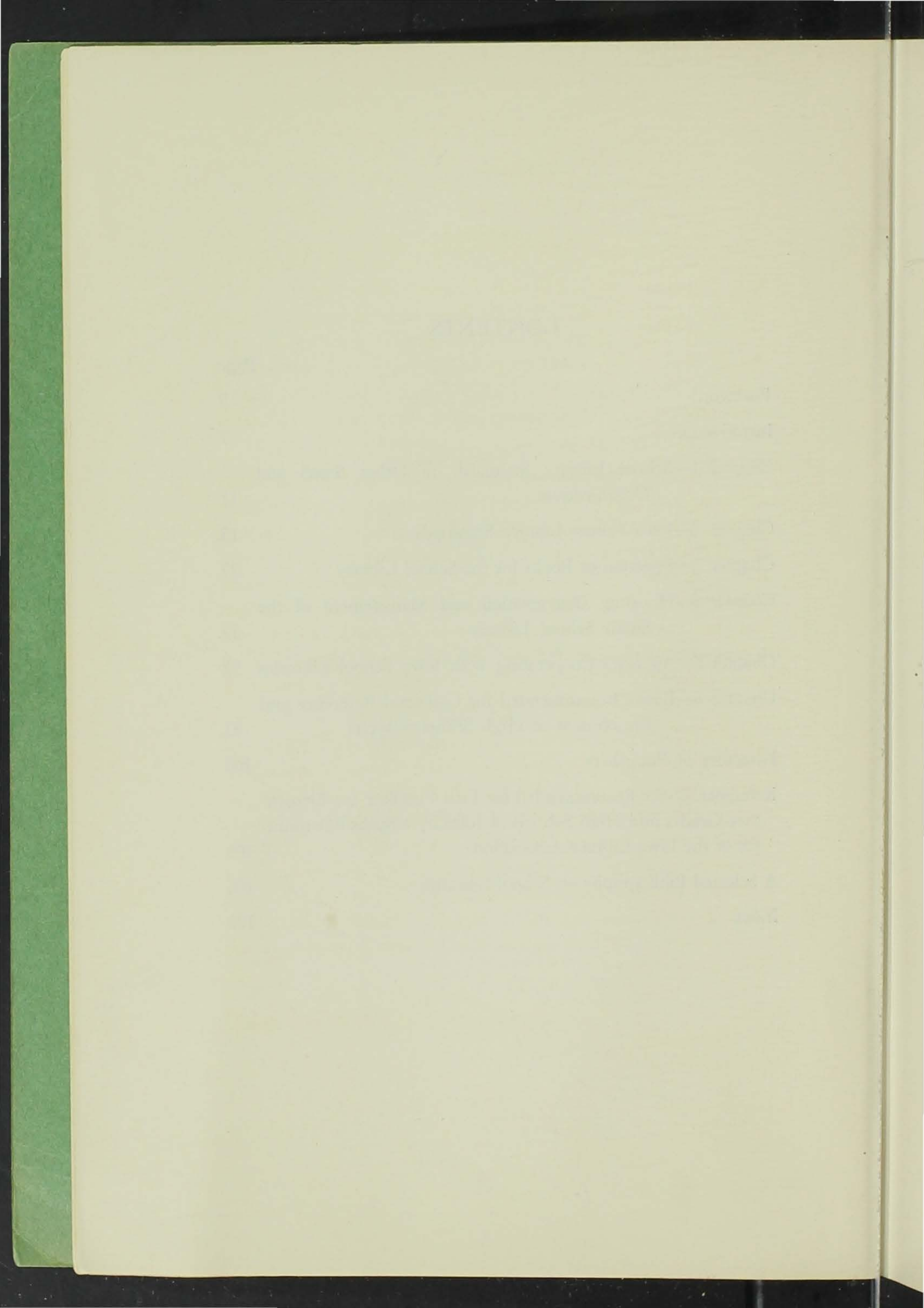
Des Moines

September, 1941

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FOREWORD

WITH the new curriculum program under way we have a marked increase in the use of reference and supplementary materials. Consequently the content, organization, and management of the school library become of great importance. In small schools where a lack of funds makes it impossible to employ a full-time librarian, a classroom teacher must combine with her other work the duties of librarian.

This pamphlet has been prepared to assist school administrators and teacher-librarians in making improvement in and the best possible use of facilities available. To an understanding of boys and girls there must be added an understanding of library standards, of how to select and discard, to house and equip, to organize and classify—in short, how to manage the school library. Agencies ready to cooperate with school libraries are discussed, and reference is made to recommended books. We have here a guide book in non-technical phrase pointing the way towards the realization of the real educational purpose of the school library.

May I express deep and sincere appreciation for the cordial helpfulness of the many teachers who sent book lists, to the Iowa State Library Association and to the American Library Association for their interest and cooperation, and especially to Blanche A. Smith, Librarian, Iowa Traveling Library; Dr. Charles H. Brown, Librarian at Iowa State College; Miss Aleta Malmberg, High School Librarian at Iowa City; Miss Thelma Spicer, School Librarian at Oelwein, for their generous service and to Mr. A. J. Steffey, supervisor in this department, for his excellent work in the preparation of the bulletin.

JESSIE M. PARKER

Superintendent of Public Instruction

Des Moines, Iowa
September, 1941

PORTWORTH

WITH the new construction program under way, a
new school building in the use of the new and improved
materials. The program for the year 1954-55 is
contingent on the school board's decision to build a new
school building. A lot of work has been done in the
last few years, and the school board is now in a
position to build a new school building.

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INTRODUCTION

FOR some time the Iowa department of public instruction has been promoting an intensive and extensive program for the improvement of instruction. The groups cooperating in the development of this program have been local superintendents, county superintendents, teacher-training institutions, and the district teachers' associations. The means used in promoting the program have been tri-county institutes in which demonstrations of modern classroom procedures have been given and progressive techniques of instruction discussed, and county-wide testing and demonstration programs in which reading and directed study techniques have been emphasized.

Because an abundance and variety of reading and library books are essential in such a modern program of instruction, the state department has concurrently promoted the development of better school libraries. In this development the school library has been regarded in its broader sense, including such materials in the elementary grades as supplementary readers, juvenile books for recreational reading, reference sets, dictionaries, magazines, periodicals, etc.; and such materials in the high school as those used for reference, recreational, or study purposes, located either in the central library or in the classroom.

Regarded in this broader sense, the school library reflects the whole instructional tone of the school. If the elementary grades are supplied with an abundance and variety of reading materials on various grade levels, supplementing the numerous subjects and units, there is more likely to be a broad reading program, an enriched curriculum, and effective types of teaching. If the high school is equipped with recent books in the sciences, social sciences, literature, music, art, etc., or if directed study is promoted and there are up-to-date, varied, attractive and interesting books in the classrooms, these are evidence that progressive techniques of instruction are being used. Altogether, the books in the library and the classrooms reflect the policies and the alertness of the superintendent as a supervisor and director of instruction. They also

show sufficient interest on the part of the board of education to provide essential materials of instruction.

This bulletin represents the efforts of the department of education in a state without a library supervisor to assist schools in improving their libraries. The typical school in Iowa has a high school enrollment of about seventy pupils. It has two grades in each room in the elementary school. Both the elementary grades and high school are housed in one building. The high school library is, with few exceptions, located in the study hall. The grade library books are usually located in their respective rooms. The school employs no trained librarian and seldom has a teacher with any library training on its staff. To the typical Iowa school operating under such conditions, this bulletin aims to give practical helps with its library problems.

This bulletin also aims to outline some minimum library requirements for state approval of schools and to suggest desirable standards and practices beyond these minimums. It is impossible within its limited scope to go into detail with reference to the issues and problems involved in the development of school libraries. Rather an attempt has been made to give merely the essentials for the organization and management of a library in a school without trained librarian service. However, when detail has not been supplied, sources have been cited where further helpful information can be found. It is hoped that in this way assistance will be given to teachers, teacher-librarians, and superintendents in improving library services in the larger schools of the state.

During the five years in which this bulletin has been developed, several revisions and additions have been made. Numerous teachers, librarians, and organizations have been consulted about it and have assisted with its development. The first edition included little more than a bare outline of materials desirable for the school library and a statement of minimum financial appropriations required for its support. Later, a special committee of the Iowa Library Association, at the request of the state superintendent, prepared a report, *Reference Books Recommended for First Purchase in Iowa Schools*. A committee has revised this report annually since that time. The latest revision is sent in mimeographed form with this bulletin. Manuscripts of previous issues have been reviewed by prominent

Iowa teachers and school librarians and by some members of the staff of the American Library Association. Most of their suggestions have been incorporated in this issue. In 1939 prominent classroom teachers were asked to recommend a select list of books for collateral reference and enrichment of high school subjects. Titles of these books were printed in the 1940-41 issue, Circular No. 45A. Committees of classroom teachers have revised and improved these lists during the school year 1940-41. The revised lists are printed in Chapter 6 of this issue. They are annotated and roughly graded as to reading difficulty. Miss Aleta Malmberg, librarian of the city high school of Iowa City, and Miss Thelma Spicer, Oelwein school librarian, reviewed the manuscript of this bulletin. They assisted with the preparation of Chapter 4, The Housing, Organization, and Management of the Small School Library.

Although this is the first printed edition of the bulletin, it is still in experimental form. Continued efforts will be made to improve it and further revisions will be made. It is, however, hoped that the information, suggestions, and standards given herein will materially assist in the improvement of this vital phase of the instructional program in Iowa schools.



DENISON SCHOOL LIBRARY

One of the newer libraries of the state—a combination library and study hall. Efficient W.P.A. clerk keeps the books arranged neatly and displayed attractively, and assists with circulation, filing, and general supervision.

CHAPTER 1

SCHOOL LIBRARY STANDARDS IN OTHER STATES AND ORGANIZATIONS

Some recent standards from other states and organizations are given as bases for comparison with Iowa standards which are outlined in Chapter 2 following.

**SOUTHERN
ASSOCIATION
OF SECONDARY
SCHOOLS,
EFFECTIVE
JANUARY, 1939**

I. BOOKS¹

- (1) Enrollment of 100 or less students—500 well-selected books, exclusive of government documents and textbooks, to meet the needs for reference, supplementary, cultural and inspirational reading; also one good general newspaper in addition to the local one, and a well-selected list of from 5-10 periodicals, suitable for students' use. Books selected from state approved lists.
- (2) Enrollment of from 100-200 students—500 to 1,000 well-selected books averaging five per student; also good general newspaper and well-selected list of from 5-15 periodicals suitable for students' use.
- (3) Enrollment of from 200-500 students—1,000 to 2,500 well-selected books, newspapers, and 15-30 suitable periodicals.
- (4) Enrollment of from 500-1,000 students—2,500 to 5,000 well-selected books, newspapers, and 25-30 suitable periodicals.
- (5) Enrollment of 1,000 students or more—5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. APPROPRIATIONS

- (1) Enrollment of 500 or less students—annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.
- (2) Enrollment of more than 500 students—annual appropriation of at least 75 cents per student per year for books, periodicals, etc., exclusive of salaries.

¹Southern Association of Colleges and Secondary Schools, *School Library Standards*, The Association, 1939.

III. TRAINING

- (1) Enrollment of 100 or less students—teacher with at least a six weeks' summer course in library science, who is scheduled two consecutive periods per day for the library.
- (2) Enrollment of 100-200 students—half-time librarian recommended, with at least twelve week's summer course training in library science.
- (3) Enrollment of 200-500 students—three-fourth's time librarian recommended, having one year's preparation in approved library school.

SOME STANDARDS FROM FIFTH LIBRARY YEARBOOK

¹A survey of standards in various other studies and organizations reveals fairly general acceptance of the following standards for schools of less than 100 enrollment:

I. LIBRARIAN

- (1) In high schools with an enrollment of 100 or less, teacher-librarian with at least six semester hours of library training; allotted time for library work.

II. BOOK COLLECTIONS

- (1) Enrollment of 100 or less—500 well-selected useful books, exclusive of governmental documents and textbooks, to meet the needs of reference, supplementary, and cultural reading.

III. APPROPRIATIONS

- (1) A budget appropriation annually of not less than \$1.00 per pupil in average daily attendance.

IV. ORGANIZATION

- (1) Enrollment of 100 or less—at least an adequate shelf list and loan system.
- (2) Enrollment of over 100—card catalog, shelf list, accession record, and adequate loan system.
- (3) Appropriate housing and equipment of high school library.

COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

²The Cooperative Study of Secondary Education measured the adequacy of the library on four points: (1) Number of volumes; (2) balanced distribution; (3) appropriateness for secondary school purposes; (4) recency of publication. Distribution was

¹American Library Ass'n, *School Library Yearbook, No. 5*, School Libraries Committee, American Library Ass'n, Chicago, 1932, p. 10.

²*Measurement of the Adequacy of a Secondary School Library, A Report on One Phase of the Cooperative Study of Secondary School Standards*, by Walter Crosby Eels, Coordinator, reprinted from A. L. A. Bulletin, March, 1938.

based upon the classes in the Dewey Decimal System. Recency was estimated in the social science and natural science fields upon the number of titles copyrighted since 1926. The recency of titles in the Wilson Standard Catalog was also used as a criterion, in which 81 per cent of the titles in social sciences and 67 per cent in natural science were published in the preceding *ten years*.

The library standards in this study are of special significance to school libraries in that: (1) They are qualitative instead of quantitative; (2) they may be used for your particular school; (3) they stimulate improvement, not uniformity; (4) they provide for cooperative library service.

**NORTH
CENTRAL
ASSOCIATION
OF HIGH
SCHOOLS**

¹CRITERION 4—THE SCHOOL LIBRARY AND LIBRARY SERVICE

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

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

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

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

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

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

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

¹*Policies, Regulations and Criteria for the Approval of Secondary Schools*, Adopted March 30, 1939 by The North Central Association of Colleges and Secondary Schools.



MOORLAND CONSOLIDATED SCHOOL LIBRARY

An attractive and serviceable library organized without a trained librarian. A glass partition between the library and the study hall makes supervision from study hall possible. Another section of the library includes stacks for magazines and additional books. Note student assistant at desk, filing tray, bulletin board, magazine rack, orderly arrangement of books, dictionary shelf, table for students. This is a good illustration of what can be done in a small school.

CHAPTER 2

IOWA SCHOOL LIBRARY STANDARDS

FOUNDATIONS OF FINANCIAL SUPPORT FOR SCHOOL LIBRARIES IN IOWA

Since 1935 a minimum annual appropriation for the school library has been required, and a circular setting up minimum library standards has been issued annually. Boards of education and superintendents are now regularly budgeting at least the required minimum. As a result of these practices by the state department and local schools, library expenditures in recent years show a very substantial increase.

LIBRARY EXPENDI- TURES IN IOWA

¹A study of reports of 708 Iowa districts that maintain high schools shows that in 1935-36 \$147,337 or 52.7 cents per pupil were spent from local public school funds for libraries, exclusive of the county library fund. In 1938-39, 865 districts reported \$215,904 or 62.8 cents per pupil spent for libraries. A recently completed study shows an expenditure of \$241,067 or 72 cents per pupil in 1939-40 by 869 districts maintaining high schools. There has, therefore, been a gain of twenty cents per pupil since 1935 and ten cents per pupil during 1939-40.

In addition to these expenditures from district funds, the fifteen-cent so-called county library expenditures, required by section 4322 of Iowa school laws, amount to \$55,338 for 869 districts maintaining high schools. The total expenditure for school libraries for these districts in 1939-40, according to this study would, therefore, be \$296,405 or 87 cents per pupil. Sixty approved schools were not included in this study because they made no report of library expenditures.

While these figures reflect increasing financial support for libraries, and hence a growing recognition of their importance in the school program, many schools are still far below desirable standards. Continued support and improvement of school libraries in Iowa is therefore necessary.

¹State of Iowa, Department of Public Instruction, *Unpublished Study on School Library Expenditures in Iowa, 1939-40*, Des Moines, Iowa, 1941.

**NEW COUNTY
LIBRARY
FUND LAW**

Section 4322 of the Iowa school laws formerly provided that fifteen cents for each person of school age be withheld by the county auditor for the purchase of library books. These funds were administered by the county board of education through the office of the county superintendent. This was known as the county library fund.

The Forty-ninth General Assembly repealed this section and substituted the following therefor: "The auditor in each county in the state shall withhold annually the money received from the semi-annual apportionment of the interest of the permanent school fund for the several districts, for the purchase of library books."

**MINIMUM ANNUAL
LIBRARY APPROPRIA-
TION REQUIRED FOR
STATE APPROVAL**

While this change in the county library fund law will make more funds available, present deficiencies in school libraries make it necessary to continue the minimum annual appropriation by school boards. Therefore, the requirement is continued that, in order to secure state approval, schools with an enrollment of less than 100 in high school must make a minimum annual appropriation of \$100, exclusive of county library funds, for reading and library materials in grades and high school. In the Iowa Uniform Accounting System, library books and supplies, including supplementary readers, magazines, newspapers, supplies for keeping account of books, etc., are charged to library expenditures in column 17 of the secretary's warrant distribution register. For purposes of meeting this requirement a similar interpretation should be followed. Textbooks, rented or purchased by pupils of the district, cannot be counted as library books in meeting this minimum requirement. Neither can other instructional supplies be included in this minimum.

IF A SET OF ENCYCLOPEDIAS IS PURCHASED, THIS APPROPRIATION SHOULD BE INCREASED TO \$150 FOR THE YEAR IN WHICH IT IS PURCHASED.

In schools of *over 100 enrollment in the high school* that are deficient in amount and types of materials outlined in the standards in the following sections, *fifty cents per pupil in the grades and seventy-five cents per pupil in the high school* should be appropriated annually.

Schools that have devoted consistent attention to their libraries over a period of years and have reached the minimum in materials as specified in the following pages are not *required* to make the minimum appropriation stated above. It is believed, however, that this minimum is essential for proper maintenance of the library.

TEACHER-LIBRARIAN It is urgently recommended that there be someone in every school who is responsible for the organization and general supervision of the library. The superintendent has too many other duties and should not attempt to do this work. He should appoint a teacher on the staff to serve as teacher-librarian. In schools with enrollments of 100 or less in high school, this teacher-librarian should have at least one period free each day from teaching and study hall duties to administer the library and promote its improvement and use.

LIBRARY TRAINING RECOMMENDED It is further strongly recommended that the teacher in charge of the organization and supervision of the library have a minimum of six weeks of library training. This, in addition to the standard secondary certificate, would qualify her for the special three-year teacher-librarian certificate. In the larger schools where a teacher is serving more than half time as a librarian, it is recommended that the teacher have a year of library training in addition to the standard secondary certificate. This would qualify her for a special five-year teacher-librarian certificate.

STANDARDS FOR THE ELEMENTARY GRADES IN IOWA

TERMINOLOGY In the standards outlined herein certain terminology is used. Following are the interpretations intended for these terms.

Basic reading equipment in the first three grades usually includes the text and accessories, such as: teachers' manuals; reading charts; word, phrase, and sentence cards; materials to facilitate word analysis; and consumable workbooks related to the readers in content and vocabulary.

Supplementary readers are sometimes classified as *co-basic* when their vocabularies correlate closely with the basic readers.

Supplementary readers may also be either recreatory or work-type, or a combination of the two, depending upon their purposes. *Work-type* readers are those whose content and exercises are designed for training pupils in specific reading skills needed in other school subjects, such as: the development of a vocabulary; the comprehension of sentences, paragraphs, maps, graphs, and charts; the use of the index and the dictionary; outlining; etc. *Literary* or *recreatory* readers are designed principally for reading for enjoyment. They include selections of literary merit and vivid interest appeal, alluring specimens from standard juvenile books, and pictures and illustrations rich in meaning. They can be used for silent reading for appreciation by a group or for individual audience reading.

TYPES OF MATERIALS INCLUDED

The library in the elementary grades should be organized around the objectives of the reading program. Following are types of materials included under the designation of library books in this circular.

1. Supplementary readers, unless rented; then they are classified as texts
2. Juvenile books for free or recreational reading
3. Books for wider collateral reading and enrichment in different content subjects
4. Encyclopedias
5. Atlases
6. Dictionaries
7. Magazines and periodicals

STANDARDS FOR THE PRIMARY GRADES

SUPPLEMENTARY READERS

PRIMER AND FIRST GRADE

Five sets of pre-primers (in addition to the basic series)

Five sets of primers

Three sets of first readers

The vocabularies should be correlated with the basic reading series and with each other, hence a minimum of reading difficulty.

An excellent study in vocabulary correlation is, "The Vocabularies and Contents of Elementary School

Readers"¹ by John A. Hockett, published by the State Department of Education, Sacramento, California.

SECOND GRADE

Books of pre-primer level for easy sight reading in the fall and for slow groups

One set of books of primer level not read in the first grade

One set first-grade level—new materials

Two sets of work-type readers

Three sets of literary or recreatory readers

THIRD GRADE

One set of books of first-reader level for easy reading in the fall—not previously read

One set of books of second-reader level for easy reading—not previously read

One set of work-type readers

Three sets of literary or recreatory readers

In the above standards, sets need only be large enough to accommodate the size of reading groups.

JUVENILE BOOKS FOR FREE RECREATIONAL READING

A sufficient number of copies should be available during the year to equal at least twice the number of children in each room in the first three grades. These books should be graded from pre-primer to third or fourth-grade reading difficulty so that they will be adapted to the varying ability and achievement of the pupils in reading. Some single copies of readers not available in sets are also appropriate. These books may be shifted from room to room in the primary grades during the year. See Criteria of Chapter 3 for selection of these books on page 31.

Each primary grade room should be equipped with a reading table, and a library corner or nook should be provided, with open shelves if possible, where books may be displayed and an attractive, chummy book environment created.

BOOKS FOR ENRICHMENT OF UNITS IN THE PRIMARY GRADES

These should correlate with units of work which are being studied in the primary grades. They would be on such topics as transportation, communication, Indians, pioneers, pets, science, or any units developed in these grades.

¹Hockett, John, *The Vocabularies and Contents of Elementary School Readers*, State of California, Department of Education, Bulletin No. 3, May, 1938, 25c.

STANDARDS FOR THE INTERMEDIATE GRADES FOUR, FIVE, AND SIX

SUPPLEMENTARY READERS The following should be available for each grade in addition to the basic readers:

One set of work-type or content readers for each grade

One set of literary or recreatory-type readers for each grade.

JUVENILE BOOKS FOR FREE RECREATIONAL READING

There should be a number available equal to twice the enrollment in the room. See suggestions outlined under this heading in the primary grades, as to types and selection. See criteria for selection of these books on page 31 of Chapter 3 following.

PARALLEL TEXTS AND BOOKS FOR COLLATERAL READING IN THE CONTENT SUBJECTS

There should be single copies of other texts and books to supplement history, geography, science, health, safety, etc. They should have a spread of several grade levels in reading difficulty. Some should be easier than the text for slower readers and some of the expanded, more difficult type for the more capable readers.

ENCYCLOPEDIAS At least one standard juvenile reference set should be accessible to pupils of the intermediate grades. Selections should be made from the list recommended for elementary grades in the report of the special committee of the Iowa Library Association.

DICTIONARIES FOR TEXTS

¹The Thirty-Sixth Yearbook recommends that training in the use of the dictionary should be started in the fourth grade and continued until the pupils can use it satisfactorily.

Each pupil should, therefore, have a standard, elementary-grade dictionary, furnished either by his parents or the school. Where there are two grades or groups in one room, only a number sufficient for the largest group need be provided. See list of juvenile dictionaries recommended on page 4 of the Iowa library committee report.

MAGAZINES AND PERIODICALS

These may be selected from the list for the elementary grades given on page 37 of this bulletin.

¹National Society for the Study of Education, Thirty-Sixth Yearbook, Part I, *The Teaching of Reading: A Second Report*, National Society for the Study of Education, Bloomington, Ill., 1937, pp. 283, 285.

STANDARDS FOR THE UPPER GRADES SEVEN AND EIGHT

LITERATURE

There should be a recent literature series including a variety of selections of merit from various authors.

There are a number of such series on the market. They are used as texts and provided by the pupils on a rental or outright-purchase basis. In some cases, the school furnishes them as supplementary readers.

WORK-TYPE OR REMEDIAL READING

Most of the work-type reading should be done in a functional way in the content subjects. However, some schools are devoting some additional time to those pupils who have not developed sufficient skill in reading to comprehend their regular texts. In such situations, it is recommended that a set of books be available for work-type or remedial reading. Several publishing houses have such books on the market.

OTHER TYPES OF MATERIALS FOR UPPER GRADES

Standards for grades four, five, and six, with reference to dictionaries, encyclopedias, single copies of books for recreatory and collateral reading, magazines, and periodicals are applicable to the upper grades.

STANDARDS WITH REFERENCE TO CONDITION AND RECENCY OF BOOKS

In evaluating a school with reference to the above standards, credit will not be allowed for sample copies, books with ragged covers, sets of supplementary readers having a copyright earlier than 1930, private books donated to the school, or books belonging to teachers. The covers of older books should be repaired or the books rebound if they are not in reasonably attractive condition. Worn-out sets and copies of obsolete books should be taken off the shelves to make room for more recent, attractive books.

STANDARDS FOR THE HIGH SCHOOL

IMPORTANCE OF THE LIBRARY IN THE MODERN HIGH SCHOOL

In the monograph,¹ "The Secondary School Library," of the National Survey of Secondary Education (1932), the importance of the library in the high school is emphasized. Following are some excerpts from that report.

¹ Johnson, B. Lamar, *The Secondary School Library*, Bulletin, 1932, No. 17, National Survey of Secondary Education, Gov't Printing Office, Washington, 1933, pp. 1, 2.

"Educators are emphasizing the importance of the library in present-day education * * * It is impossible to conceive of superior instruction on a secondary level which does not consistently utilize this unit of the school plant * * * The modern teacher no longer depends solely upon one textbook * * * Supervised study, the Morrison technique, the unit method, the contract plan, the laboratory type of class period, etc., not only require extensive use of reference materials but also their use during the class period under the supervision of the teacher * * * The profitable use of leisure time is becoming an increasingly important problem in American life * * * By providing generous opportunity (and materials) for leisure reading in the learning atmosphere of the school, it is possible to create an interest and fix the personal responsibility in the mind of the child for his own reading."

**THE CLASSROOM
LIBRARY IN THE
HIGH SCHOOL**

These newer methods of classroom teaching are making unusual demands on the high school library. The plan most often used in adapting the library to these methods is the classroom library. Among 345 schools reporting in the National Survey, 203 were using classroom libraries. The percentage was greater among the schools of less than 100 enrollment than it was in the larger schools. The size of these classroom libraries varied from a median of 18 books in the smallest school to 57 in the largest.

On the other hand there are some dangers in the classroom library. In the first place, if the books are left permanently in the classrooms, they are not available to other classes or departments. In the second place, classroom libraries are likely to become merely a collection of books. Finally, there is more danger of losing books. Books in classroom libraries should be catalogued in the central school library and checked out to the classroom as they are needed. Fargo in "The Library in the School" says, "The solution is obvious: a central library in the school with book service to classrooms as outlying stations."

In spite of these dangers, the classroom library is essential in supervised study or unit teaching, where books must be available for supplementary reference work. In teaching appreciation of literature, an ample supply of attractive books should be available

so that the classroom actually becomes a reading laboratory where the pupil is under the direction of a skilled teacher and a real lover of books.

**TYPES OF
MATERIALS
FOR THE
HIGH SCHOOL
LIBRARY**

The high school library should include at least the following types of books:

1. Encyclopedias
2. Single copies of recent textbooks to parallel and supplement the adopted text
3. Single copies of books for collateral reading, enrichment, and appreciation in the various subjects taught
4. Fiction, travel, biography, etc., for recreational reading
5. Dictionaries—abridged and unabridged
6. Atlas
7. Magazines and periodicals
8. Compilations and collections of source materials, including autobiographies, letters, memoirs, documents, etc.

ENCYCLOPEDIAS It is recommended that two sets of encyclopedias be available in the high school: one of those recommended for first purchase for senior high school only on page 3 of the report of the special committee of the Iowa Library Association and one set recommended for secondary purchase for senior high school.¹ If funds are available for the purchase of only one set, the first set purchased for the senior high school should be one of those recommended for senior high school only (Sr. H. S.) in the above report.

If the school is in urgent need of more supplementary readers and library books in the grades and also of various types of books for the high school library—listed and described in these standards—the minimum library funds should be used for these materials before a second set of encyclopedias is purchased; or the appropriations should be increased to pay for the additional reference set.

¹Iowa Library Ass'n, Report of Special Committee, *Reference Books Recommended for First Purchase for Elementary Grades and High Schools of Iowa*, Department of Public Instruction, Des Moines, 1941.

**PARALLEL TEXTBOOKS
AND BOOKS FOR WIDER
COLLATERAL READING,
ENRICHMENT AND
APPRECIATION**

library and the classrooms.

There should also be books of a more expanded, specialized type than the textbook. They may be of a semi-recreational, biographical, historical or popular nature. Their chief purpose is to broaden the scope of the pupil's knowledge of topics or subjects, to fill in details, to familiarize the pupil with literature in fields of special interest, to develop an appreciation of this literature, and to cultivate a desire on the part of the student to spend more of his leisure time in worth-while reading.

Suggested lists of books for some subjects in high school will be found on pages 67-99 of Chapter 6 following in this bulletin. These lists were prepared by prominent classroom teachers in Iowa and are graded as to difficulty. They should be of assistance to superintendents and classroom teachers who wish to purchase supplementary enrichment books. Other books can be selected from bibliographies in Iowa courses of study, from recent textbooks, or from the single or double-starred books in the *Standard Catalog For High School Libraries*.

The number of books of the types described above in the high school library or classrooms should be equal to the enrollment of the class, up to thirty copies for each subject.

FICTION, TRAVEL, BIOGRAPHY, ETC., FOR RECREATIONAL READING

The school should own a minimum of 100 titles of these types of books in useable, attractive condition. One book should be added for each pupil above 100. Books from the State Traveling Library are helpful, but the school should not depend upon this source alone. Additions and replacements should be made annually.

In case ample fiction is available in the town library, arrangements should be made periodically for consignments of books to the English classrooms or the library. Unless this is done, experi-

ence shows that the pupils who need most to develop an interest in recreational reading do little of it.

These books should have a wide spread of interest appeal and reading level. They should deal with the present interests of high school boys and girls. Many of them should be graded considerably below the high school reading level so that they will not be too difficult for the slower readers and will develop an interest in reading for leisure time enjoyment. See lists and suggestions for selection of fiction given on page 32 following in this bulletin.

DICTIONARIES One recent edition of an unabridged dictionary of recognized standing should be available in the high school.

It is recommended that copies of dictionaries of the secondary or collegiate type be available in the library, study hall, and classrooms, where they may be handy for ready reference.

MAGAZINES AND PERIODICALS In schools with an enrollment of 100 pupils or less, there should be at least five carefully selected current magazines, appropriate for the various departments, and a daily newspaper. If the five magazines indicated in the report of the special committee of the Iowa Library Association are provided, the "Abridged Readers' Guide to Periodical Literature" can be secured for \$2.25 per year. This will be of great service in providing classified subject references to current materials for the various classes. See page 8 of report of Iowa Library Association Committee, *Reference Books Recommended for First Purchase in Elementary Grades and High Schools of Iowa*, for description, and address of publishers. A more comprehensive list of magazines will be found later in this bulletin.

STANDARDS WITH REFERENCE TO CONDITION AND RECENCY OF BOOKS

See page 21 preceding in this bulletin. The same principles apply to high school books.

SUMMARY OF IOWA MINIMUM REQUIREMENTS AND STANDARDS

I. Required for State Approval

A. In schools with 100 pupils or less in high school

1. At least \$100 for reading and library materials in grades and high school, exclusive of county library funds. See page 16 for kinds of materials which can be counted. Credit not allowed for textbooks. See page 16.
2. If a set of encyclopedias is purchased, the appropriation made by the board must be increased to at least \$150 for the year in which the set is purchased.

B. In schools with over 100 pupils in high school, if below the standards outlined in this bulletin with reference to supplementary reading materials in the grades and library books in the high school

1. For the grades, an appropriation from district funds of 50 cents per pupil for reading materials of types specified in this bulletin, exclusive of textbooks. See page 16.
2. For the high school, a minimum appropriation of 75 cents per pupil from district funds for types of books specified in this bulletin. See page 16.

These financial requirements are in addition to county library funds, regardless of the new county library fund law. See page 16.

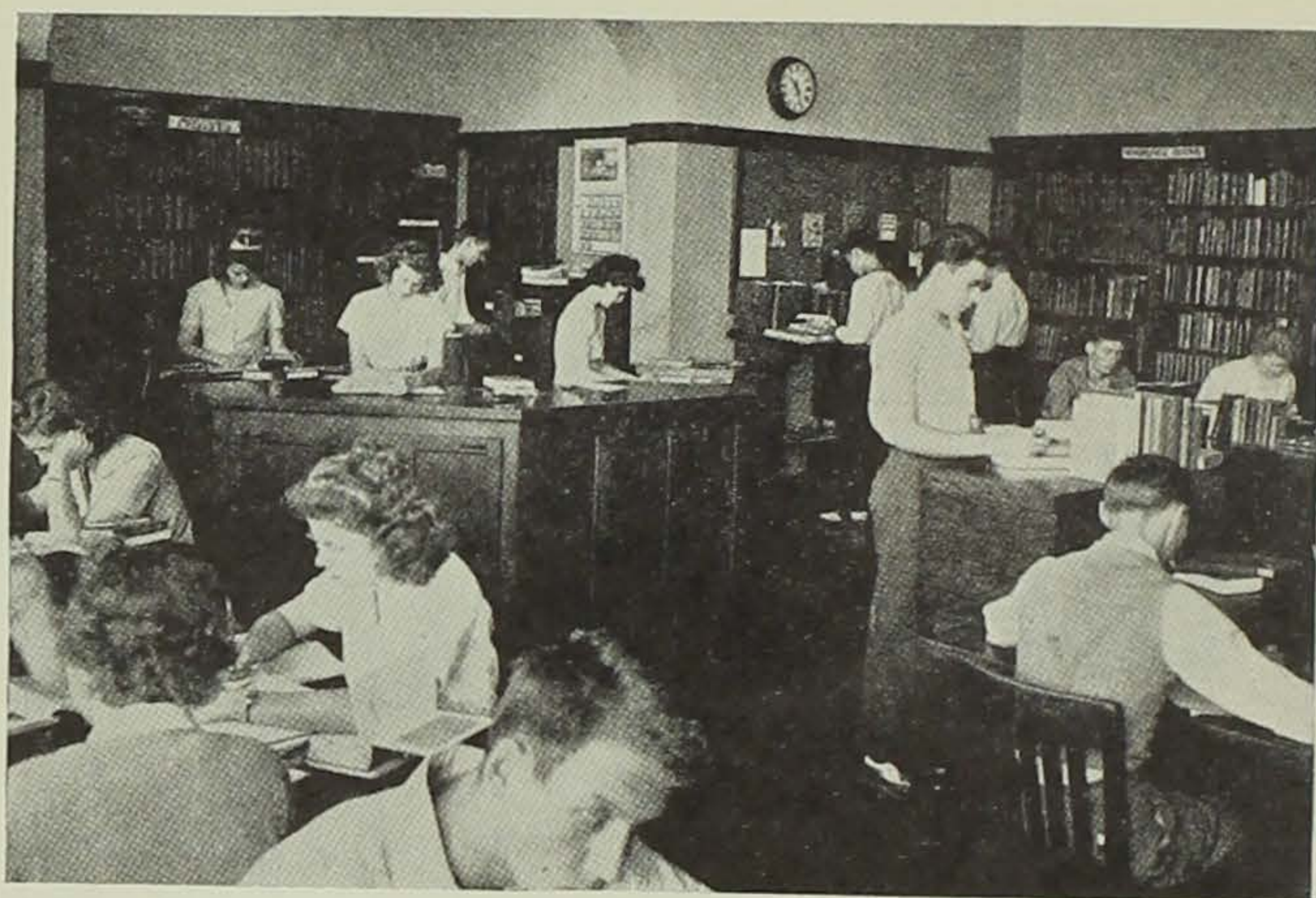
II. Urgently Recommended

- A. That a teacher on the staff be appointed to serve as teacher-librarian and to be responsible for the organization and administration of the library. See page 17 in this bulletin.
- B. That teacher-librarian have at least one period each day free from teaching and study hall duties to administer the library.
- C. That student assistants be appointed, one for each period of the day. See page 40 of the bulletin.

III. MINIMUM STANDARDS—The distinction between requirements and standards is that minimum requirements must be met each year or state approval will not be granted, while standards are goals toward which the school should work. Minimum appropriations are required until standards are reached. However, it is believed that the continuation of minimum financial appropriations is essential for maintenance of reading and library materials up to the standards outlined below.

BOOKS

Types of Books	PRIMARY GRADES			INTERMED. GRADES	UPPER GRADES	HIGH SCHOOL
	1	2	3	4-5-6	7-8	9-12
Supplementary Readers	5 sets pre-primers 5 sets primers 3 sets first readers	1 set pre-primer level 1 set primer level 1 set 1st grade level 2 sets work-type 3 sets literary	1 set 1st level 1 set 2nd level 1 set work-type 3 sets literary	1 set of work-type 1 set of literary (in addition to basal text in each grade.)	A literature series; a work-type set for remedial work	
Juvenile Books (Story or Fiction) for Recreational Reading	Equal to twice the enrollment in room; picture books, reading readiness materials; easy, attractive books	Equal to twice the enrollment in room; easy, attractive, varied reading difficulty SEE CRITERIA FOR	Equal to twice the enrollment in room; see grade 2 SELECTION ON PAGE	Number equal to twice the enrollment in each room; appealing in interest and adapted to reading ability of children 31 OF THIS BULLETIN	Same standard as intermediate grades	At least 100 volumes; one for each additional pupil over 100; easy; of high interest value
Collateral and Enrichment Books	Sufficient to enrich and parallel units and subjects	Appropriate for units and subjects taught in this grade	Appropriate for units and subjects taught in this grade	To parallel and supplement units and subjects in these grades; varied reading difficulty	Same standard as intermediate grades	Number equal to enrollment in class to 30. See lists in this bulletin, pp. 67-99
Dictionaries	NONE RECOMMENDED	IN PRIMARY GRADES		Dictionary text available for each pupil for systematic dictionary training	Continue intermediate grade training	One unabridged; additional copies of secondary and collegiate
Encyclopedias	NONE RECOMMENDED	IN PRIMARY GRADES		A set recommended in Iowa Library Ass'n Report	See intermediate grades	At least one set recommended in Iowa Library Ass'n Report
Atlases	NONE RECOMMENDED	IN PRIMARY GRADES		Small school atlas suggested	One recommended by Iowa Library Ass'n	One recommended in Iowa Library Ass'n Report
Magazines and Periodicals					See list p. 37	See list p. 35
Recency and Condition	No credit for samples, ragged books, supplementary readers with copyrights over ten years old; books belonging to teachers. Books needing it should be repaired or rebound. Collection should be kept attractive and appealing.					
Selection of Books	For elementary grades— <i>Children's Catalog</i> . See page 31 For high school— <i>Standard Catalog</i> or <i>1000 Books for Senior High School Library</i> . See page 31 For reference books—see report of Iowa Library Association Committee See other helps suggested in Chapter 3					
	HOUSING, ORGANIZATION AND ADMINISTRATION OF LIBRARY					
	For more detailed suggestions and helps for a small school without trained librarian service, see Chapter 4 of this bulletin					
	EQUIPMENT					
	Reading tables, open shelves, dictionary stand, magazine rack for high school, charging table and tray, file for cards, date, stamp, stamp pad, supplies for repairs, accession book, book pocket and card in each book that circulates, adequate, accessible space for housing.					



MARSHALLTOWN HIGH SCHOOL LIBRARY

Two scenes from one of the larger libraries of the state, the charging desk and some sections of the shelves showing extensive book collection.

CHAPTER 3

SELECTION OF BOOKS FOR THE SCHOOL LIBRARY

COOPERATIVE SELECTION OF BOOKS If there is one in the school, "the librarian is in a position to make a vital contribution to the selection of books. The teacher, however, must be given a major responsibility in book selection in her own field. She should know best her objectives, her course content and her pupils."¹

"Routines for selecting and acquiring the desired content vary according to the method of school library administration, but no matter what the routines or form of administration, the initiative in selection and acquisition belongs to the librarian. Primarily she is employed for that very purpose. She is the school's book expert."² She has been trained to analyze teacher, curriculum, and pupil needs.

Since it is the major purpose of this bulletin to be helpful to the typical Iowa school and since trained librarian service is rarely available in this school, the above principles of book selection do not particularly apply. In the typical situation in Iowa at present the superintendent is assuming the major share of the responsibility for selecting books. However, this is not as it should be. A cooperative plan of book selection would be much better.

Earlier in this bulletin it was stated that in every school some teacher on the staff should be appointed to serve as teacher-librarian. It was recommended that an effort be made to secure someone with library training. If this can be done, the superintendent should delegate much of the responsibility for the selection of books to the teacher-librarian. She in turn should depend upon the knowledge of teachers in their own fields to select books for their grades or subjects. The teacher-librarian can be of much assistance to teachers by referring them to such sources as are given later in this chapter.

¹National Society for the Study of Education, Thirty-Sixth Yearbook, Part I, *The Teaching of Reading: A Second Report*, National Society for the Study of Education, Bloomington, Ill., 1937, p. 261.

²Fargo, Lucile F., *The Library in the School*, American Library Association, Chicago, 1939, p. 331.

An excellent plan when making a selection of books is for the teacher-librarian to meet with the teachers as a committee and together make the selections. "A list prepared in this way has every chance of being the right list. More than that, the informality of the method promotes mutual understanding. The librarian gets the teacher's point of view and an intimate glimpse of classroom necessities. The teacher sees the library as a whole, learns its resources, and acquires understanding of its problems.

"Pupils should not be left out of selection routines. They, as well as teachers, should be profitably encouraged to express their wants, their likes, and their dislikes."¹ Pupils may hand titles of desired books to the teacher or librarian who will finally act as the clearing house in the selection of all the school library books.

Specific suggestions and aids for the selection of books follow. Others are also given in the section on budgeting and book orders in Chapter 4.

**GUIDING PRINCIPLES
IN THE SELECTION
OF READERS**

Following are some quotations from the Thirty-Sixth Yearbook, giving guiding principles for the selection of readers.

² "There is an increasing tendency to reinforce basal-reader units with materials of nearly identical vocabulary and a minimum of reading difficulty. * * * Other things being equal, a supplementary book that utilizes a high percentage of the vocabulary of the basal books is a more effective learning instrument than a book that has only a small proportion of its word list common to the basic list.

"Schools are courting disaster in their selection of such materials when, in a misguided effort to distribute commercial patronage, they adopt for different primary grades portions of several systems that are essentially incompatible and hence virtually incapable of sequential use."

¹Fargo, Lucile F., *The Library in the School*, American Library Association, Chicago, 1939, p. 334.

²National Society for the Study of Education, Thirty-Sixth Yearbook, Part I, *The Teaching of Reading: A Second Report*, National Society for the Study of Education, Bloomington, Ill., 1937, pp. 210, 211.

CRITERIA FOR SELECTION OF JUVENILE BOOKS

Following are criteria for the selection of such books, suggested in the Twenty-Fourth Yearbook.¹

1. The books should be of undoubted value.
2. They should be adapted to the age, interests, and different abilities of pupils. They should represent every type of wholesome experience within the range of pupils of each grade, such as short exciting stories, humor, science, history, patriotism, sacrifice, and stories of different countries and peoples. Enjoyment and interest appeal should be the chief considerations in the choice of recreatory books; and they should be so graded as to difficulty that some will be easy enough to be read with satisfaction by the poorest reader and yet others difficult enough to offer an adequate challenge to the most gifted pupil.
3. The books should have good illustrations that are attractive and tell the story, and the kind that children appreciate.
4. They should have attractive and durable covers, clear type—not too small—and paper that is restful to the eyes. Books that are old, dirty, and ragged have little appeal to children.

FOR THE ELEMENTARY GRADES AND JUNIOR HIGH SCHOOL

BOOK SELECTION AIDS

CHILDREN'S CATALOG, edited by Siri Andrews. 5th ed. rev. H. W. Wilson, 1936—annual supplement. Sold on a service basis. Write for price.

*An authoritative list of 4,000 books which are important for school libraries. To help smaller schools, 1,000 books are starred for first purchase. In addition, the catalog is valuable for reference use, and lists under subject the books of information, parts of books and stories which would be useful in supplementing class work on any subject. The CATALOG is kept up to date by a yearly supplement which is furnished without charge to those who have the CATALOG. Buying information and full description are given for each title.

THIS LIST SHOULD BE IN EVERY IOWA SCHOOL AS A BUYING GUIDE FOR GRADES 1-8.

FOR HIGH SCHOOLS

STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES, compiled by Dorothy E. Cook, Agnes Cowing and Isabel Monro. 3d ed. H. W. Wilson, 1937. Annual supplement. Sold on a service basis. Write for price.

*A list of more than 3,000 books for junior and senior high school libraries which is similar in plan and use to the

¹National Society for the Study of Education, *The Twenty-Fourth Yearbook, Part I, Report of the National Committee on Reading*, Public School Publishing Co., Bloomington, Ill., 1925.

*Annotations marked * are by the American Library Association.

CHILDREN'S CATALOG. Annotations describe the book and indicate its usefulness. Library classification number and full buying information are given. The book serves as a catalog and through its subject references indicates books or parts of books on any subject. The CATALOG is kept up to date by yearly supplement which is furnished without charge to those who have the CATALOG.

THIS BOOK SHOULD BE IN EVERY HIGH SCHOOL AS A BUYING GUIDE FOR THE HIGH SCHOOL.

1,000 BOOKS FOR THE SENIOR HIGH SCHOOL LIBRARY, 1935. (Now in revision; new edition scheduled for the fall of 1941.) American Library Association. Price \$1.00.

*Compiled by a joint committee of the American Library Association, National Education Association, and National Council of Teachers of English. It represents the evaluation of suggested books by groups of high school libraries. Emphasis has been placed on the fields in use by the greatest number of students. The fiction titles are standard or chosen from the newer publications because they meet specific pupil demands and interests. Books are annotated and follow the classification used in the STANDARD CATALOG. The list would serve as an excellent buying guide for the small library.

IF THE SMALL SCHOOL DOES NOT GET THE STANDARD CATALOG FOR HIGH SCHOOLS, THE ABOVE LIST SHOULD BE IN THE LIBRARY SO THAT RELIABLE GUIDANCE IN SELECTION OF BOOKS WILL BE AVAILABLE AND LIBRARY FUNDS WILL BE WISELY INVESTED.

**FOR REFERENCE
SETS AND MIS-
CELLANEOUS
REFERENCE
BOOKS**

REFERENCE BOOKS RECOMMENDED FOR FIRST PURCHASE FOR ELEMENTARY GRADES AND HIGH SCHOOLS OF IOWA by a special committee of the Iowa Library Association, June, 1941.

This report has been prepared annually for about five years at the request of the department of public instruction because of requests from school boards and superintendents for advice regarding the purchase of encyclopedias. These recommendations will be found in the mimeographed report sent with this bulletin.

SUBSCRIPTION BOOKS BULLETIN, American Library Association. Quarterly. \$2.00 a year.

Describes and evaluates encyclopedias and sets of books which are sold to schools and libraries by book agents. More than 350 publications have been reviewed since 1930 and the files of back numbers are available for consultation in many public libraries.

For more detailed information than that given in the above report regarding reference books and sets, every school system needs to subscribe for this bulletin so that it can be readily consulted by superintendents and teachers.

FOR FICTION Too many schools have been buying sets of recreational books which are sold on a price basis. Most of these are not standard or recommended titles. They have very poor binding, print and paper. There is nothing attractive and interesting

about them, except, perhaps, the covers. A superintendent who purchases such cheap books is not only wasting money which is badly needed for good books, but he is also guilty of encouraging the reading of cheap, inferior literature.

In order that schools may have some definite assistance in the selection of better books, fiction should be chosen from a reliable list. Excellent fiction lists for elementary grades are included in the *Children's Catalog* and for high schools in the *Standard Catalog for High School Libraries*. A good brief list is given in *1,000 Books for the Senior High School Library*, listed and described on page 32 of this bulletin.

By selecting titles from these sources a school will have a fiction list of high quality; one that has been carefully evaluated by high school librarians and teachers; one that includes both the *old standard* and the more recent titles; and one that is based upon pupils' interests.

OTHER AIDS IN BOOK SELECTION

FOR THE ELEMENTARY GRADES

BEST BOOKS FOR CHILDREN, A GUIDE TO CHILDREN'S READING, 1941-42, issued by Iowa Pupils' Reading Circle, a service agency of the Iowa State Teachers Association, 415 Shops Building, Des Moines.

The titles in this list have been chosen by a board of Iowa educators after the reactions of hundreds of children, into whose hands the books have been placed, have been recorded and tabulated. This service provides reliable guidance in the selection of recreational books. Since the books are carried in stock, it offers a convenient means of ordering from one source the books from a number of different publishers.

500 BOOKS FOR CHILDREN, compiled by Nora E. Beust, U. S. Office of Education, Bulletin 1939, No. 11. Superintendent of Documents, Washington, D. C., 15c.

An annotated list of books grouped in sections for grades 1-3, 4-6, 7-9. Includes a list of the books which have received the Newberry and Caldecott Awards, and index of illustrators.

SUBJECT INDEX TO BOOKS FOR INTERMEDIATE GRADES, compiled by Eloise Rue. American Library Association, 1940. \$4.00. (Purchased with the following, combined price, \$5.00.)

A selected list of 1,200 books for grades four to six, including both trade books and textbooks. Full buying information is included. The major part of this book is an index under 3,000 different subjects of the material in the 1,200 books.

SUBJECT INDEX TO READERS, compiled by Eloise Rue. American Library Association, 1938. \$1.80.

A selected list of 285 readers for the first three grades, which are valuable for library and supplementary reading. Full buying information is given. The material in the whole group of readers is indexed alphabetically by subject in Miss Rue's book.

GRADED LIST OF BOOKS FOR CHILDREN, compiled by a Joint Committee of the American Library Association, National Education Association, and National Council of Teachers of English, Nora Beust, Chairman. American Library Association, 1936. \$1.75.

Includes about 1,600 books divided into three sections; grades 1-3, 4-6, and 7-9. Annotations describe each book and indicate its appeal.

**FOR THE
HIGH SCHOOL**

BY WAY OF INTRODUCTION, A Book List for Young People, compiled by a Joint Committee of the National Education Association and American Library Association, Jean C. Roos, American Library Association, 1938. 65 cents. 10-100 copies, 35 cents each; 100 or more, 30 cents each.

An unusually satisfactory list of 1,200 books, each annotated from the point of view of the young people themselves. This list is one which proves especially satisfactory for a boy or girl to own, and in which to check his reading. The books are arranged under the subjects in which young people have expressed reading interests.

LEISURE READING FOR GRADES SEVEN, EIGHT, AND NINE, compiled by the National Council of Teachers of English, 1938. 20 cents.

An attractive, illustrated, and annotated list of books. It is planned for young people to use themselves. It gives publisher but no price or date for books included.

BOOKS FOR COLLATERAL REFERENCE AND ENRICHMENT IN HIGH SCHOOL SUBJECTS

A number of classroom teachers throughout the state were asked to submit lists of books which they would recommend for first purchase to supplement units or textbooks. These are books which these teachers have actually used and know by first-hand experience to be valuable aids for both teachers and pupils. These books have been carefully checked with other lists and graded as to difficulty so that they are adapted to different levels of reading ability in the class. The lists will be found beginning on page 67 of this bulletin. They were revised and annotated in 1941.

**FOR GRADES
AND
HIGH SCHOOL**

ONE DOLLAR OR LESS, Inexpensive Books for School Libraries, Pamphlet No. 88, U. S. Department of Interior, Office of Education, Government Printing Office, Washington, D. C., 1940. Price 5 cents.

MAGAZINE LIST FOR GRADES AND HIGH SCHOOL

The following is a list of magazines which have been carefully selected and checked with the evaluation of library supervisors, secondary school and public librarians, and national authorities, as reported in the "Cooperative Study of Secondary School Standards."

In order to make the high school magazines the most serviceable to the teachers, it is recommended that schools subscribe to the *Abridged Guide to Periodical Literature*, as explained in the section "Magazines and Periodicals" on page 25 of this bulletin.

HIGH SCHOOL

<i>Name of Magazine</i>	<i>Name and Address of Publisher</i>	<i>Price Per Year</i>
<i>Social Science</i>		
*1. American Observer	744 Jackson Place N. W., Washington, D. C.	\$2.00
*2. National Geographic Magazine	National Geographic Society, 1146 16th St. N. W., Washington, D. C.	\$3.50
*3. Current History Magazine	Current History, Inc., Park Row, New York	\$3 (2 for \$5)
4. Building America	Building America, 425 West 123d St., New York	\$2 (8 copies)
(Back issues available also in 5 bound volumes)		
5. U. S. News	U. S. News Publishing Corp., 2201 M. St. N. W., Washington, D. C.	\$2.00
6. Scholastic	Scholastic Corp., 220 E. 42d St., New York	\$2.00
(School should get combined edition. See note under Literature below.)		
<i>Literature</i>		
*1. Reader's Digest	Reader's Digest Association, Inc., Pleasantville, New York	\$3.00
*2. Scholastic	Scholastic Corp., 220 E. 42d St., New York	\$2.00
(Combined edition includes the Social Science section)		
3. Harper's Magazine	Harper & Brothers, 49 E. 33d St., New York	\$4 (2 for \$6)
<i>Science</i>		
*1. Nature Magazine	American Nature Association, 1214 16th St. N. W., Washington, D. C.	\$3.00

*Indicates magazines for first purchase on minimum list for small high schools.

<i>Name of Magazine</i>	<i>Name and Address of Publisher</i>	<i>Price Per Year</i>
*2. Popular Science Monthly	Popular Science Pub. Co., Inc., 353 Fourth Ave., New York	\$1.50
3. Popular Mechanics	Popular Mechanics Co., 200 East Ontario St., Chicago, Ill.	\$2.50
4. Scientific American	Munn & Company, Inc., 24 West 40th St., New York	\$4 (2 for \$7)
5. Field and Stream	Field & Stream Pub. Co., Inc., 515 Madison Avenue, New York	\$1.50
6. Science Digest	Science Digest, Inc., 630 St. Clair, Chicago, Ill.	\$2.50
<i>Home Economics</i>		
*1. Good Housekeeping	Hearst Magazines, Inc., 57th St. and 8th Ave., Chicago, Ill.	\$2.50
*2. Better Homes and Gardens	Meredith Publishing Co., 1714 Locust St., Des Moines, Ia.	\$1 (3 for \$2)
3. American Cookery	Boston Cooking School Magazine Co., 221 Columbus Ave., Boston, Mass.	\$1.50
4. Mademoiselle	Street & Smith Publications, Inc., 79 Seventh Avenue, New York	\$2.50
<i>Agriculture</i>		
*1. Hoard's Dairyman	W. D. Hoard & Sons Co., Fort Atkinson, Wis.	3 yrs. \$1.00
*2. Successful Farming	Meredith Publish. Co., 1714 Locust St., Des Moines, Iowa	\$1.50
3. Wallaces' Farmer and Iowa Homestead	Wallace-Homestead Co., 1912 Grand Ave., Des Moines, Iowa	.50
<i>Manual Training</i>		
*1. Industrial Arts and Vocational Education	Bruce Publishing Co., 540 North Milwaukee St., Milwaukee, Wis.	\$2.50
<i>Miscellaneous</i>		
1. Etude Music Magazine	Theodore Presser Co., 1712 Chestnut St., Philadelphia, Pa.	\$2.00
2. Hygeia	American Medical Association, 535 N. Dearborn St., Chicago, Ill.	\$2.50
3. Asia	American Asiatic Association, East 49th St., New York	\$4 (2 for \$6)
4. Travel	Robert M. McBride & Company 1116 East 16th St., New York	\$4 (2 for \$7)
†5. Open Road for Boys	Open Road Publishing Co., 729 Boylston St., Boston, Mass.	\$1.50 for 2 yrs.
6. Congressional Digest	Congressional Digest, 2131 LeRoy Place, Washington, D. C.	\$5 (2 for \$9)
†7. American Boy	Sprague Publishers, Inc., 7430 2d Blvd., Detroit, Mich.	\$1.50 (3 for \$3)

*Indicates magazines for first purchase on minimum list for small high schools.

†These magazines are suitable for both junior and senior high schools.

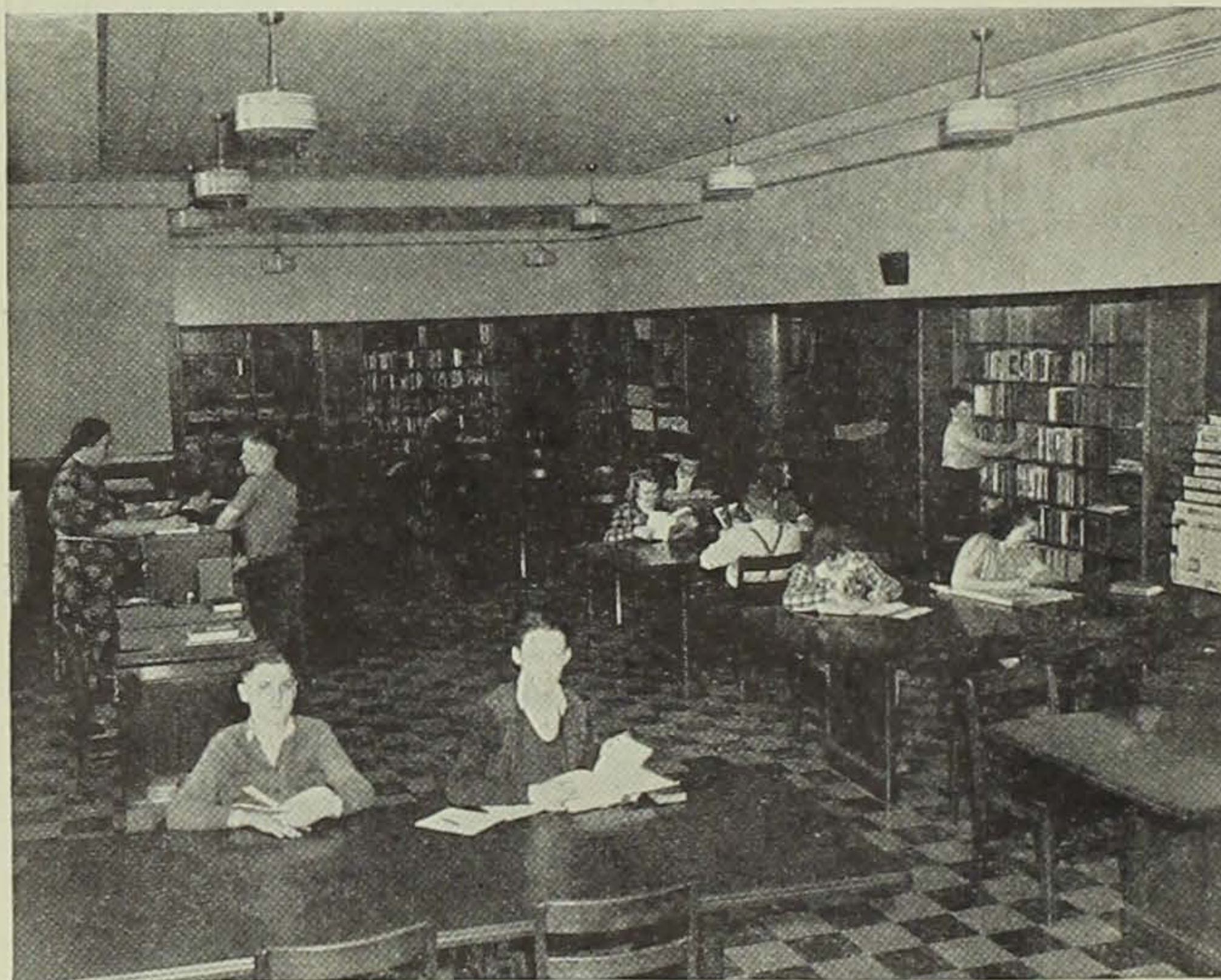
<i>Name of Magazine</i>	<i>Name and Address of Publisher</i>	<i>Price Per Year</i>
†8. American Girl	Girl Scouts, Inc., 14 West 49th St., New York	\$1.50 (3 for \$3)
9. Athletic Journal	Athletic Journal, 6858 Glenwood Ave., Chicago, Ill.	\$1.50

ELEMENTARY GRADES

1. American Junior Red Cross News	American Red Cross, Washington, D. C.	.50
2. Children's Activities	Child Training Association, 1018 S. Wabash Ave., Chicago, Ill.	\$3 (10 numbers)
3. The Junior Natural History Magazine	The American Museum of Natural History, Central Park West at 79th St., New York	10c per month
4. Story Parade	Story Parade, Inc., 70 Fifth Ave., New York	\$2.00
5. The Junior Review (Published weekly for junior high schools)	Civic Education Service, 744 Jackson Place, Washington, D. C.	60c school year
6. My Weekly Reader	American Education Press, Inc. 400 South Front Street, Columbus Ohio	75c a year 60c in clubs of 5 or more 50c in clubs of 30 or more

Many schools subscribe for magazines for only the school year of nine months. Money can be saved by taking advantage of club rates and getting the complete year's file of magazines.

†These magazines are suitable for both junior and senior high schools.



FAIRFIELD HIGH SCHOOL LIBRARY

This picture shows only a small portion of the library in the beautiful new high school building at Fairfield. Note charging desk and built-in book shelves. The library is attractively equipped and arranged and houses an entirely new collection of well-selected books.

CHAPTER 4

HOUSING, ORGANIZATION, AND MANAGEMENT OF THE SMALL SCHOOL LIBRARY

HOUSING AND EQUIPMENT Although in some Iowa schools the books, both for the elementary grades and the high school, are housed in a central library, in most cases books for the elementary grades are kept in the rooms where they are used and those for the high school are located in the study hall. In many high schools the longer class-period plan is followed, the high school library is decentralized, and books are located in the classrooms, where they are used in supervised study. In such situations, books taken to the classrooms for a period of time should be accessioned and listed in the central library and then charged to the teacher in whose classes they are used. In any situation or arrangement, the library should be so housed that books are conveniently accessible to the pupils who should use them.

In the typical Iowa high school, a library room or space in connection with the study hall is the most desirable arrangement. When space makes it possible, library tables and comfortable chairs, a bulletin board and other library equipment attractively arranged will help provide a library atmosphere that is conducive to reading and study. A desk or small table must be provided for charging books. It should be equipped with a charging tray having suitable division cards as explained in the paragraphs on circulation on page 48 of the bulletin, a date stamp, a stamp pad and a box into which cards can be placed as pupils sign them and be kept until the desk assistant can file them in the charging tray. Essential equipment also includes a dictionary stand, preferably of the reading desk type. Frequently the pages in the front and back of a dictionary fold under, and the life and usefulness of the book are impaired. The type of holder that fastens to the wall and includes a canvas cover with the stand will prevent much damage to the pages of the dictionary. Holders of this type can be purchased of most school supply houses. A magazine rack for current issues of magazines is also necessary equipment, and covers

to protect the issues from undue wear and careless use are definitely recommended. It is advised that these be secured from a library supply house and be of the most substantial type. The heavier initial cost is justified by experience, which proves the short life of the unsubstantial covers. The covers can be bought a few each year if necessary. Another essential item of equipment is a cupboard for back files of periodicals.

It is equally important that in the grade rooms open book shelves be provided and that methods be devised to create a library setting that will appeal to the pupils. A reading table for large books and periodicals and an arrangement of counter-height shelves to enclose a library corner are suggested.

**LIBRARIAN AND
STUDENT
ASSISTANTS**

In a preceding section of this bulletin it was urgently recommended that some teacher should be definitely assigned the responsibility of organizing and supervising the school library. Arrangements should be made by the superintendent for the school to comply with this recommendation. This teacher-librarian should keep records for both grade and high school libraries.

On page 17 preceding it was also recommended that the teacher in charge of the organization and supervision of the library should have specific library training. In small schools where the teacher spends less than half time in the library, a minimum of six weeks' library training is recommended. In larger schools where full-time librarian service is provided, one year of library training for the one in charge is recommended.

In the small school library, student assistants can be of invaluable help in taking charge of routine work, such as checking books in and out, filing cards, keeping books and magazines arranged neatly, and assisting the teacher with housekeeping and various other details of good library management. Careful attention should be given in every school to the appointment, instruction, and organization of a corps of student assistants for the library, one of whom should be on duty whenever the library is open. It is helpful to compile a simple manual or notebook of directions as a handbook for the pupil assistants, who can refer to it when the teacher-librarian is in the classroom. This manual should include the rules

for the use of books, and directions concerning desk work and the shelving of books and magazines. These rules and directions can be compiled from suggestions or instructions given later in this bulletin.

BUDGETING Library budgeting is chiefly the problem of the superintendent, but he will be helped by conferring with the teacher in charge of the library. The general library budget should be broken down into sums for equipment, supplies, periodicals, re-binding and repair of books, replacement, and new book purchases. The estimates on the first four items can be built only on a study of previous expenditures and inventory of needs for the particular year. The sum for book purchases should include the county funds and the sum appropriated by the school board in keeping with the requirements of the state department given on page 16 of this bulletin. Again, the sum allotted for books must be subdivided. If the book collection is already well-rounded, the sum for each building, determined on an enrollment basis, may well be divided into sums for reference books, books to supplement the various curriculum subjects, and books to promote recreational reading. In the high school, the allotment for each subject field should be made with the enrollment in the courses in mind. If the book collection is not well-balanced, sums should be set aside first to build up the weak spots. Occasionally, the introduction of a new subject or the revision of a course of study with new emphasis will make necessary a special item in the budget.

Once the items in the budget are determined, the figures must be translated into terms of book orders. In the school without a trained librarian, this is usually the responsibility of the superintendent or the principal, although the teacher-librarian who is given sufficient time may well take charge, and certainly should assist. A committee may be appointed to compile suggestions for reference books and for leisure reading, and each teacher asked to submit a list for his subject field. Another method is to have each teacher submit a list including (1) titles for supplementary work in his subject and (2) titles for recreational reading related to his field (vocational books, biography, popular history, etc.). It may be wise to inform each teacher of the amount assigned to his sub-

jects in the budget. The important point is that some definite plan be followed so that no one curriculum or pupil need be met at the expense of some others equally important.

BOOK ORDERS At the time that teachers are preparing their suggestions for book orders, the available book aids and recommended lists on page 31 of this bulletin should be explained to inexperienced teachers and made easily accessible to the entire faculty. For convenience in handling records, as explained later, it is recommended that the teachers' request lists be made with each title on a separate 3" x 5" memorandum slip or card. On each slip should be stated the author, title, edition or copyright, date, publisher, list price, and the title of the aid or book list in which the title is recommended. Titles suggested without such recommendations should be disregarded in compiling the order. In addition to the teacher's signature, the grade and building should be added in the elementary schools.

The slips or cards for books to be ordered may then be arranged in order for copying in the order letter. If the order is to go to a jobber, the customary arrangement is alphabetical by author. If the orders are to go to individual publishers, the order slips may be grouped by company and each group alphabetized for copying. After the letters are written, slips should be filed in the same order for use later.

RECEIVING BOOKS ORDERED When the books arrive, the shipment should be checked with the invoice, care being taken that the exact titles and editions ordered have been received. The order slip for each book should be found and the price of the book added. The slip is then placed in the book for use in accessioning.

Each book then should be carefully opened. All leaves should be cut with a dull-edged paper knife. The book should be held with its back on a smooth surface, the front and back covers pressed gently until they touch the table and then, with the leaves held in one hand, alternately a few at the back and then a few at the front, they should be pressed until the entire book is opened. This process of opening greatly increases the life of the book. After careful opening, the book should be checked for imperfections, page

flaws, missing pages, and misplaced gatherings. If the book is not perfect, it should be laid aside for adjustment with the company, and the order card returned to the file.

The school ownership mark should be placed in the book on the inside of the front cover, on a secret page arbitrarily decided upon by the school, and in several other places. A rubber stamp is usually used. In the books for the grade library, the building and room to which the book is assigned should be added on the inside of the book cover, copying from the order slip.

ACCESSIONING The accession record is necessary in every school. This is a record of books added to the library in order of date of arrival. It should show at a glance how many books have ever been an official part of the library. From this record the total number of volumes in the library and the total additions and expenditures for books during the year can be computed. A simplified or condensed record book can be purchased from any library supply house. A bound volume providing at least enough space for additions during a five-year period is recommended. The pages are ruled and consecutively numbered and when the title is recorded in the accession book the number of that line becomes the accession number by which the book can be identified in the library. This number is copied in the book, usually on the page following the title, about an inch from the bottom of the page, and on the secret page. The price is added in the accession book, copying from the order slip.

Sets of books beyond 4 or 5 of duplicate copies are not considered as library material but as supplementary sets. They are not accessioned. Other records may be devised.

Directions so far have considered only new books. If books already in the building are being formally accessioned and classified, titles should be very carefully checked for usefulness, following directions concerning withdrawal of poor titles and discarding of books not worth rebinding or mending, on page 51 of this bulletin.

CLASSIFYING BOOKS In the typical Iowa school no elaborate system of classification is recommended. The records can be kept alphabetically by author. In the small central library, the

books may be arranged on the shelves by school subject, with a separate section for reference books which do not circulate and one for leisure reading books. Within each shelf section, books should be arranged alphabetically by author. If shelf labels are used indicating the subject grouping of books, it will not be difficult to keep the small collection in order.

If any system of classification is used, it should be the Dewey Decimal Classification. It is not advisable for a teacher with no library training to classify books, although it is possible to accept the numbers assigned in the *Standard Catalog for High Schools* and *The Children's Catalog* (listed on page 31 of this bulletin). This plan is very satisfactory if book orders are largely restricted to titles given in those aids. Too many titles not given there may lead the untrained librarian into many difficulties, and errors as well, unless she has assistance from a trained librarian.

The subject group to which the book is assigned (e. g. U. S. history, chemistry, etc.) or the Dewey number (e. g. 973, 540) is usually written in the book at the top of the page following the title page.

The grade school collection housed in separate rooms need not be classified.

SHELF LIST CARDS After the classification is determined, a shelf list card (3" x 5") should be made, either typed or written in black ink. A card suitably ruled may be secured from any library supply house. A very simple form, illustrated below, is recommended. The author, title, publisher, copyright date, and accession number are shown. If there is more than one copy of the book, all copies are listed on one card. If there are several editions of the same title, it is well to make a separate card for each edition. In the upper left hand corner is indicated the subject group to which the book is assigned (see card A). If the Dewey system is used in classifying, the class number is shown as illustrated in card B. For convenience in shelving, the first letter of the author's last name is sometimes added below the number. For the grade books housed in separate rooms, the room assignment should be indicated in the upper left hand corner (see card C).

If the book is written by a group of persons, it is best to use the name of the first one only on the first line of the card. The statement of joint authorship is given following the title:

Mott, Carolyn.

Children's book on how to use
books and libraries, by Carolyn Mott
and Leo B. Baisden.

CARD A

U.S. Hist.	
Allen, Frederick Lewis. Since yesterday.	
Harpers, c. 1940.	
570	copy 1
571	copy 2
572	copy 3

Size 3" x 5"

CARD B

973.9	
A	Allen, Frederick Lewis. Since yesterday.
Harpers, c. 1940.	
570	copy 1
571	copy 2
572	copy 3

Size 3" x 5"

CARD C

Grade 4	
Fyleman, Rose. Fairies and chimneys.	
Doubleday, Doran, c. 1920.	
120	copy 1

Size 3" x 5"

SHELF-LIST FILE

The shelf-list cards are filed to serve as a record of the books in the order that they will be found when correctly arranged on the shelves. In the simple classification recommended here, guide cards would be prepared for high school with headings corresponding to the subject groups decided upon, e. g. government, chemistry, U. S. history. The guides would be arranged in the same order as the shelves, reading from left to right. For the grades, a guide would be labeled for each grade room. Behind these guides, the cards would be filed alphabetically, first by author and then by title.

For the library using Dewey classification, the guides should indicate the main divisions by number and class heading. If the grades are also classified, the cards for each grade would be filed by Dewey number rather than alphabet.

No catalog is recommended in a small library; therefore, this shelf-list file can be used for reference as to the books available in the library. It serves as the list of books to be checked in making the annual or semi-annual inventory, and also as an insurance record.

BOOK POCKET AND CARD

Copying from the shelf-list card before it is filed, the book pocket and card are made. If classification numbers are not used, the subject group to which the book is assigned should be indicated in abbreviated form on the card.

(Form A) The author, title, and accession number are shown. When the Dewey classes are used, the class number is indicated in place of the subject. (Form B)

It is a definite help to pupil assistants to have the accession number so placed that the number on the card and the number on the book pocket can be easily matched when cards are replaced in books. The book pocket may be pasted on the inside of either the front or back cover. Library practice now favors the latter in order to leave the front cover free for book plates or acknowledgment of gifts.

FORM A

U. S. Hist.	
Allen, Frederick L.	
Since yesterday	
copy 2 571	
Date Due	Name
	Book
	Card

FORM A

Allen	copy 2	571
Book Pocket		

FORM B

973.9	
A Allen, Frederick L.	
Since yesterday	
copy 2 571	
Date Due	Name

FORM B

Allen	copy 2	571
-------	--------	-----

DATE DUE SLIPS For books which circulate for leisure reading, it is probably not necessary in the grades to indicate the date due although the teacher should see to it that children do not keep books unduly long. It may seem wiser, in order to teach the children library citizenship, to follow the practice in public libraries; to train them to watch the date due and to return books promptly. Parents definitely are not providing that training. In the central collection, such as the high school library either in study hall or separate room, it is imperative that time of circulation be limited. When this is true, a date due slip should be placed in the book. A convenient slip may be purchased from any library supply house, or mimeographed ones can be supplied by the local school.

LETTERING If the books are not classified, no lettering on the back of the book is advisable, unless there is more than one copy. In that case, the copy number may be indicated on the book for aid in taking inventory. If the book is classified, the call number and copy number are indicated. A definite height from the bottom of the book should be decided upon for the lettering and care taken that all lettering be measured so that books look well on the shelves. The most convenient practice is to letter with white ink or tempera and cover the entire back with a coat of colorless shellac. It facilitates lettering if a coat of shellac is applied beforehand. The shellac over the entire back protects the title as well as the call number and keeps the books more usable and attractive than if only the call number is coated with shellac.

CATALOG Unless aid from a trained librarian is available, no card catalog should be attempted. If purchases are made largely from the *Standard Catalog* and *Children's Catalog*, these publications may serve as an index to the local book collection. Directions for using the books in this way are contained in the introduction to the books themselves. Likewise the subject indexes to readers listed on page 34 of this bulletin are particularly helpful guides to material useful in the grades for building units of work.

CIRCULATION Rules for circulating books should be definitely agreed upon by principal and teacher in charge and made clear both to teachers and pupils. It is customary to circulate books used in assignments only overnight either from a room collection or a

central library. The pupil should sign his name on the card and leave it in a box provided at the desk. In the high school library, the books in the central collection should circulate for only one period during the day so that they may be used in the library during free periods, or be taken by the pupil to the classroom for a supervised study period. When cards are signed, the date due column may be used for the *hour* due, e. g. a book taken at 9 o'clock is due at 9:45 if periods are 45 minutes long. This is needed because desk assistants change every hour and the cards may be confused. These cards should be placed by the assistant behind a guide designated for one-hour circulation in the charging tray and checked every hour to see that books are returned promptly. If they are not returned, the assistant should go to the pupil's next class and secure the books. Likewise, the book taken overnight may be signed due at the hour which school opens and checked promptly during the first hour if not returned.

When books are taken to the classroom by the teacher for use during an extended period—perhaps during a whole unit of work or the entire semester—the book is charged to him, and the card may be filed behind a guide bearing his name or the room number. A duplicate book card of another color is made and placed in the book so that the teacher may circulate the book conveniently for overnight use. When the book is returned by the teacher, the colored card is removed and, for economy, may be filed for future use. The original book card is replaced in the book.

Leisure reading books circulate usually either for one or two weeks. It is probably a good plan to conform to the practice of the local library. In this case, the date due should be stamped on both the card and the date due slip in the book. Guide numbers from 1 to 31 should be provided for the charging tray and the cards filed behind the guide bearing the number of the date due and arranged alphabetically by author.

Pupil assistants should be trained to be careful to see that cards are properly signed and charged, and, when books are returned, to make no errors in discharging them, checking the accession number of card and of book carefully.

Books which are overdue should be secured as promptly as possible both to teach proper library habits and to avoid loss to the

school. Every morning student assistants should check the books overdue and send a notice to the pupil concerning them. A duplicated form planned for the local school is very acceptable.

INVENTORY In order to be sure that books which have been lost are recovered, it is advised that two inventories be taken, one a few weeks before the end of each semester. At least one inventory is necessary before the end of the second semester. Enough time should be allowed so that pupils may be enlisted in recovering missing titles.

The inventory in the central library, either high school or grade, should be taken by the teacher-librarian. She may be assisted by a pupil, one reading from the shelf-list the title and copy number and the other checking the shelves and locating the book. If a book is missing, the charging tray should be checked to see if someone has borrowed the book. If it is neither on the shelf nor properly charged, a paper clip may be put on the card, and the title, copy number and accession number placed on a list which can be used in locating the lost books. If it is found later, the clip can be removed from the card. If it is not found, the word "missing" and the date should be written in pencil on the card beside the accession number. Each teacher having books charged for use in his room should be provided with a list of titles so that he can locate all of his books and have them ready to turn in on the last school day of the semester; earlier if possible. If any of these books are reported lost, a note should be written on the shelf-list card as explained above. These notes should be erased when the books are located.

For the grade collection housed in separate rooms, the process is the same. In this case, it is advisable that the room teacher rather than a pupil assist the teacher-librarian. Another method is satisfactory if typists are available and the room shelf-lists are not exceedingly long. Lists may be copied from the shelf-list, one for each room showing every title with copy number and accession number. A satisfactory form with directions for use is shown below. The room teacher can then take the inventory and return the sheets to the teacher-librarian who should make the necessary notations on the shelf-list cards. If a carbon of the list is made

with the original, it may be kept by the room teacher as a record of the books in her room.

CHECK LIST FOR INVENTORY OF LIBRARY

DIRECTIONS: For each title that is accounted for (either in the room at the time of the inventory or properly charged), place a check in the last column. If a volume is not accounted for, write **MISSING** in the last column. If a volume is worn out and ready for discard, destroy the book and write **WITHDRAWN** in the last column.

THIRD GRADE

Author	Title	Copy No.	Access. No.	Report
Anderson	Blaze and the Gypsies	1	225	
De la More	A Child's Dog	1	125	
Thompson	Silver Pennies	1	230	

WITHDRAWALS OF OLD USELESS BOOKS

The value of a school library depends almost entirely upon its usefulness in the school curriculum. In most schools library space is too limited to permit the accumulation of books which have lost their classroom value, even though they may have a permanent place in the public library, which serves as the center for all printed materials. Old, ragged books also make the book collection unattractive and uninviting.

Subject teachers should be constantly assisting in the discarding of books which have become obsolete, basing their judgment not on the copyright date or physical condition of the book, but upon its authoritativeness, accuracy, and suitability for the curriculum. During annual inventory, books which have not circulated during the year should be segregated, and later checked by the teachers in the various subject fields. All withdrawals should be accurately recorded in the *Remarks* column of the accession book, and following the accession number on the shelf-list card. This mark may be a C '41, indicating the word *cancelled* and the year of cancellation.

CARE OF BOOKS All books remaining in a library should be kept in the best physical condition. If care is taken in watching

for slight damage to books while in use during the year and in making immediate repairs, much rebinding and difficult mending will be avoided. Pupils should be taught from primary grades on to report page tears to the teacher, who should always have at hand strips of Japanese or bond mending paper and paste, which can be quickly applied. From the intermediate grades on, a pupil may be assigned to do this very simple mending. Not only does this mean economy to the school, but the development of good citizenship and respect for books. Children should also be required from the primary grades on to keep books upright on the shelves. Sufficient book ends should be provided for this purpose. If books are allowed to tip or are not kept in orderly condition, they warp, and the stitching breaks. In kindergarten, children should be taught to turn pages properly from the outer corner. In every grade the teachers must check to see that wrong habits are not being formed. A glance at a few books in the room will indicate the need for vigilance. Tears from the bottom of the page up near the stitching tell their own story. Equally firm should be the requirement that children refrain from turning down corners of pages. Brightly colored strips of paper should be provided at the teacher's desk and near the library shelves as book marks, and one placed in every book which is charged and to be taken home by the child. Art projects in making attractive book marks for gifts and for room use may popularize the idea.

REBINDING Books of permanent value should be rebound as soon as the binding and pages become loose and before too much mending has impaired the book for good binding. New editions rather than rebinding should replace old copyrights. A book with poor paper and print, narrow inner margins, missing pages, or pages badly torn and mended should be withdrawn. About a cheap book, the U. S. Office of Education states: "In the case of books selling for one dollar or less, rebinding is usually inadvisable." Books to be rebound should be sent to the bindery at the close of the school for the summer.

A list of binderies follows:

Des Moines Bindery
1100 Forest Avenue
Des Moines, Iowa

Hertzberg Bindery
2200 East Grand Avenue
Des Moines, Iowa

Kolarik Book Bindery
Madison Street
Cedar Rapids, Iowa

BOOK MENDING No book which needs even slight mending should be kept in circulation. Early mending is easier and more economical. It also aids in inducing students to keep books clean and whole. Some of this mending can be done in the local school. A definite plan for simple book repairs should be adopted in every school. A pupil library club may volunteer time if a supply kit and mending instruction is provided. Instruction should be given in correct methods and materials. Money invested in such instruction would be well-spent for the preservation of any school's book stock. Library supply houses named below include mending supplies in their catalogs, provide mending kits, and send on request, free of charge, pamphlets explaining simple mending.

Demco Library Supplies
114 South Carroll
Madison, Wisconsin

Gane Bros. and Lane, Inc.
1329 West Lake
Chicago, Illinois

Gaylord Brothers
155 Gifford Street
Syracuse, New York

Library Bureau
205 East 42nd Street
New York

Marathon Bookmenders' Supply House
Marathon, Iowa

Some help on bookmending is available through the Works Projects Administration. Inquiries regarding arrangements for and costs of such service should be addressed to the State Supervisor of Library Projects, Works Projects Administration, State Historical Building, Des Moines, Iowa.

CARE OF CURRENT PERIODICALS

The periodical collection is as essential to the effective school library as is the book collection and should be cared for as systematically. In the discussion of library equipment on page 39 it was pointed out that magazine covers should be provided. These not only preserve the current issues for future reference use, but develop good library citizenship and respect for public property. In addition, they make possible a simple charging system when pupils wish to take current issues home for overnight use. A book pocket can be pasted inside the magazine cover and the name of the magazine written on the title line of the book card. No date of issue is necessary, for the card is used always only for the *latest* issue. The cover can be left at the desk if the magazine is taken home and the issue slipped into an envelope which has been saved when magazines are checked in.

When magazines are received, it is customary to keep a record. A simple method is to check on a card which can be secured from a library supply house or on a 3" x 5" card ruled as indicated here. Punched cards can be fastened together with a loose-leaf notebook ring for convenience in use.

National Geographic												
Year	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1940				v	v	v	v	v	v	v	v	v
1941	v	v	v									

This record is helpful if magazines are not delivered as they should be, if pupils ask whether an issue has been received, and if confusion arises about the date of the issue to be put in the magazine cover after overnight use. The magazine is stamped with the ownership mark. Before placing it in the cover, the teacher-librarian or a senior assistant may list on a form such as the one illustrated below any article a teacher might find useful in connection with classroom topics and deliver the slips.

Magazine Articles Recommended by the Library	
To	Date
Magazine	
Date	
Article	

PERIODICAL FILES Use of back issues of magazines for reference may be even more valuable in the small school than in the large one where many recent books in all fields can be made available. It is imperative that the small high school subscribe to the ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE and that pupils be taught its use, preferably through a class in which all beginning pupils are enrolled. They should not be permitted to use the back issues unless they ask at the desk definitely for the magazine they wish by date of issue. The instruction may be given either by the classroom teacher or by the teacher-librarian, but it is most effective when motivated by a definite classroom need, such as a theme in English, a report on a current problem in government, or a talk on an outstanding person in current history. Care must be taken, however, to provide individual topics and to allow sufficient time, since only *one* series of the READERS' GUIDE is usually available and the periodical files are not too extensive.

To make back issues of periodicals available for use as needed, it is necessary that they be so arranged as to be found easily by date of issue, by the pupil assistants. This means that they *must not be on open shelves* or accessible to the student body for free use. Their chief value is not for recreation but for reference. If the files are not in order, they are useless. Only pupil assistants should go to them, and they must be taught to be accurate in replacing the issues.

The simplest arrangement, and an entirely satisfactory one, is to provide closed cupboards in a place not too easily accessible to the student body. Periodicals should be arranged in stacks on the shelves. If possible, they should be so placed that the date on the issues can be read easily without removing the magazines from the shelves. It may be helpful to write the date in a convenient place

on the cover as the issue is filed for the first time. Student assistants should all be trained in accuracy, but it is well also to assign to one pupil the responsibility for checking the cupboard at regular intervals and correcting errors. The magazines needed can be most easily located if the titles are arranged alphabetically and each title consecutively by years. In each year's stack the first issue should be on the bottom and the most recent one on top. Shelf labels may be used but the cupboards often have to be rearranged. A pupil staff will have little difficulty in learning the arrangement if an explanation is included in their handbook (see page 40).

In order to keep the back issues of magazines in more attractive form, pamphlet cases for filing magazines may be ordered from library supply houses. Cases made of stiff cardboard are available in various sizes at reasonable prices. Some schools make inexpensive files in their manual training shops. Back issues of magazines will require more shelf space than is usually available if they are kept too long. It is recommended that for most magazines back issues be kept for no longer than three years, about the time covered by one series of *Abridged Readers' Guides*.

SUGGESTED FORM FOR CHARGING BACK ISSUES When pupils use issues from the files, they may be required to use them in the library only, but usually a simple charging system is used, limiting the time of circulation to one week. A simple charging slip is illustrated below.

Pupil	_____
Date due	_____ Hr. due _____
Magazine	_____
Date of magazine.	Mo. _____
	Day _____
	Year _____
Returned	_____

**FURTHER HELPS
ON SCHOOL
LIBRARY
MANAGEMENT**

Schools that wish more information on classification or library organization and management are referred to the following publications or organizations:

SCHOOL LIBRARY MANAGEMENT by Martha Wilson. 6th edition, revised and rewritten by Althea M. Currin, 1939. H. W. Wilson Co., New York. \$1.25.

A standard manual for teachers and untrained librarians. Covers organization and administration of school libraries, including selection, preparation, and care of books; instruction in the use of books and libraries.

MANUAL OF CATALOGING AND CLASSIFICATION FOR ELEMENTARY AND SMALL HIGH SCHOOL LIBRARIES by Margaret Johnson. Second edition. Revised, 1935. H. W. Wilson Co., New York. 50c.

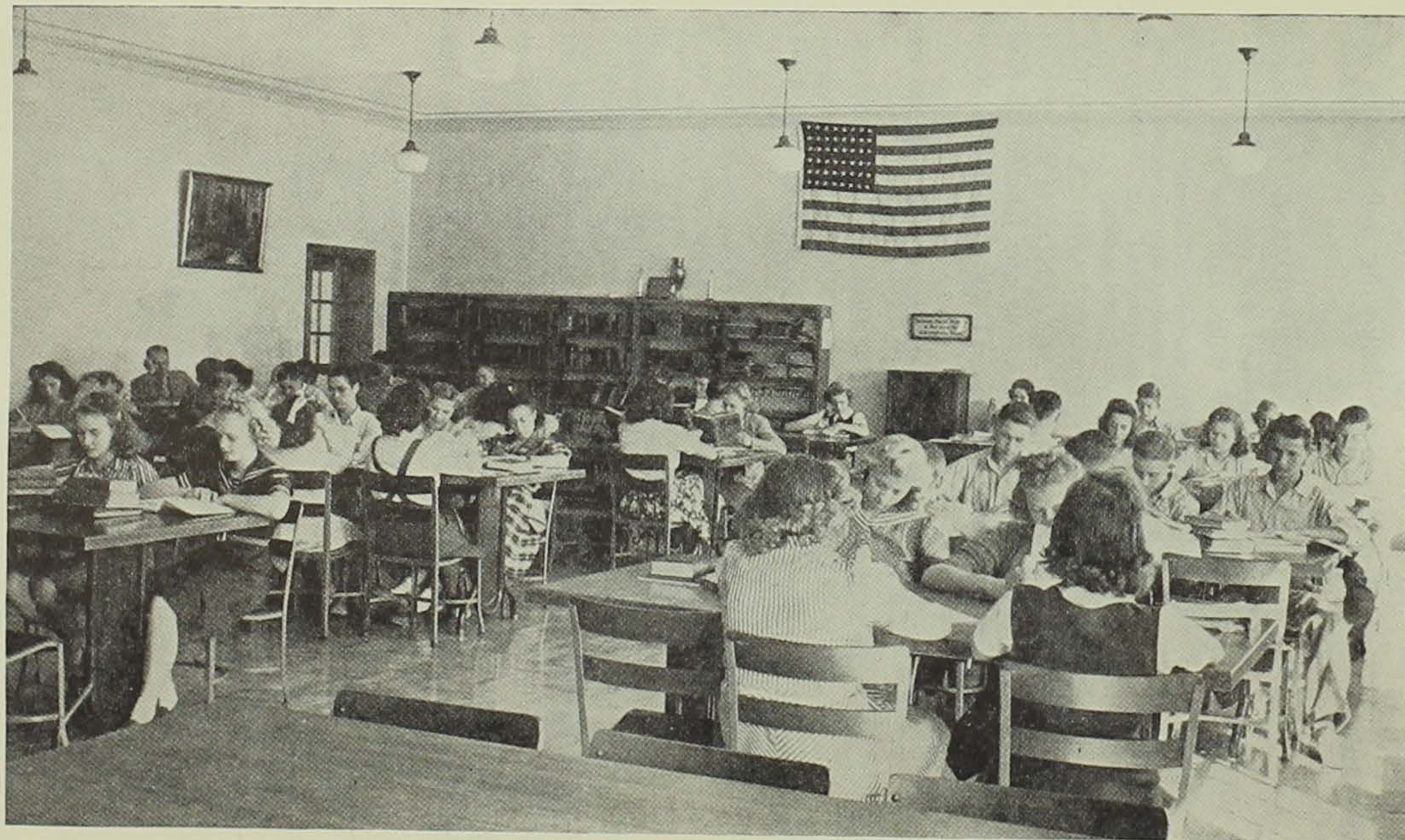
A guide to the making of simple catalog cards and mechanical preparation of a book for the shelf.

TEACHER-LIBRARIAN'S HANDBOOK OF ORGANIZATION AND PRACTICE by Mary Peacock Douglas. American Library Association, Chicago. 1941. \$1.90.

Presents for the first time and in one compact volume the techniques and procedures that have been tried over a period of years and found to be successful. The book gives barest essentials for organizing book collections and provides suggested procedures and techniques for developing an effective library service within the school.

**THE IOWA TRAVEL-
ING LIBRARY**

Schools that have special problems on the organization and administration of the library may get further help by writing Blanche A. Smith, Librarian of the State Traveling Library, Historical Building, Des Moines.



ROCK VALLEY SCHOOL LIBRARY

This picture illustrates an effective combination of study hall and library in a relatively small school. It also illustrates good building planning by a superintendent and board. The tables and chairs add a library touch to the room, provide more space to work, and afford relaxation for pupils as contrasted with the traditional stationary desks.

CHAPTER 5

AGENCIES COOPERATING WITH IOWA SCHOOL LIBRARIES

RELATION OF THE SCHOOL AND PUBLIC LIBRARIES

Undoubtedly the school should seek to interest pupils in visiting and using the public library. However, the pupils who do the least reading are more likely to use the public library if wholesome reading interests are first developed at school.

A number of schools depend upon the city or town library especially for juvenile books and fiction. If this practice is followed, schools should arrange to have many books consigned to the school library so that they will be conveniently available when they are wanted for recreational reading or classroom reference.

Fargo says, "The demands of the pupil as an individual must to some extent be met within the school. His urge to read must be paralleled by freedom to continue reading * * *. The school library has a need to circulate books * * * either its own or books borrowed from other library sources * * *. The educator of today hopes to establish the reading habit by tying it up with pleasurable emotional experience. A cheerful, comfortable room, attractive titles and format, a sympathetic librarian who guides but never intrudes, posters and lists suggesting pleasurable adventures in book-land—these are the characteristics of the library through which it is hoped to establish a permanent reading habit. They are the methods of the children's department of the public library transferred to the school. *Inevitably they lead back to the public library.* For the habit of reading, once established, leads to ever-widening demands for the materials of reading.

"The schoolmaster has arrived at the conclusion that the proper training for leisure is leisure and has introduced into the school program periods avowedly devoted to the cultivation of leisure-time habits. No longer does the fiction reader need to display a special permit or peruse his storybook behind his geography. The school recognizes recreational reading as a worth-while leisure occupation and looks to its library to provide both the opportunity

and the materials for pleasurable experiences. Such use of school-day leisure can scarcely fail to carry over into adult life, thus quickening the demand for adequate public libraries."¹

The school that agrees with this philosophy, which is quite generally accepted today, will provide an abundance of reading materials in the school library so that they will be available when the need and occasion for their use arises.

TRAVELING LIBRARY SERVICES Schools that do not have adequate library facilities should take advantage of the services of the Iowa Traveling Library. By writing the State Traveling Library, Historical Building, Des Moines, and signing an agreement to pay transportation costs to and from the city, a school can borrow a number of books every three months equal to one-half its enrollment. Books secured from the traveling library will be considered a desirable supplement to a school's facilities but not a substitute for minimum requirements specified in this bulletin.

IOWA PUPILS' READING CIRCLE The Iowa Pupils' Reading Circle, a service agency of the Iowa State Teachers' Association, 415 Shops Building, Des Moines, publishes a list, "Best Books for Children". The titles in this list are particularly in the recreational field. The books listed are carried in stock. They have been chosen by a board of Iowa educators after the reactions of hundreds of children, into whose hands the books were placed, have been recorded and tabulated. This service provides reliable guidance in the selecting of recreational books and a convenient means of ordering from one source the books from a number of different publishers.

W. P. A. SERVICES AVAILABLE Book repair and rebinding services are available through the Works Projects Administration. These services have been mentioned on page 53 of this bulletin. Schools interested in such services may refer to that section.

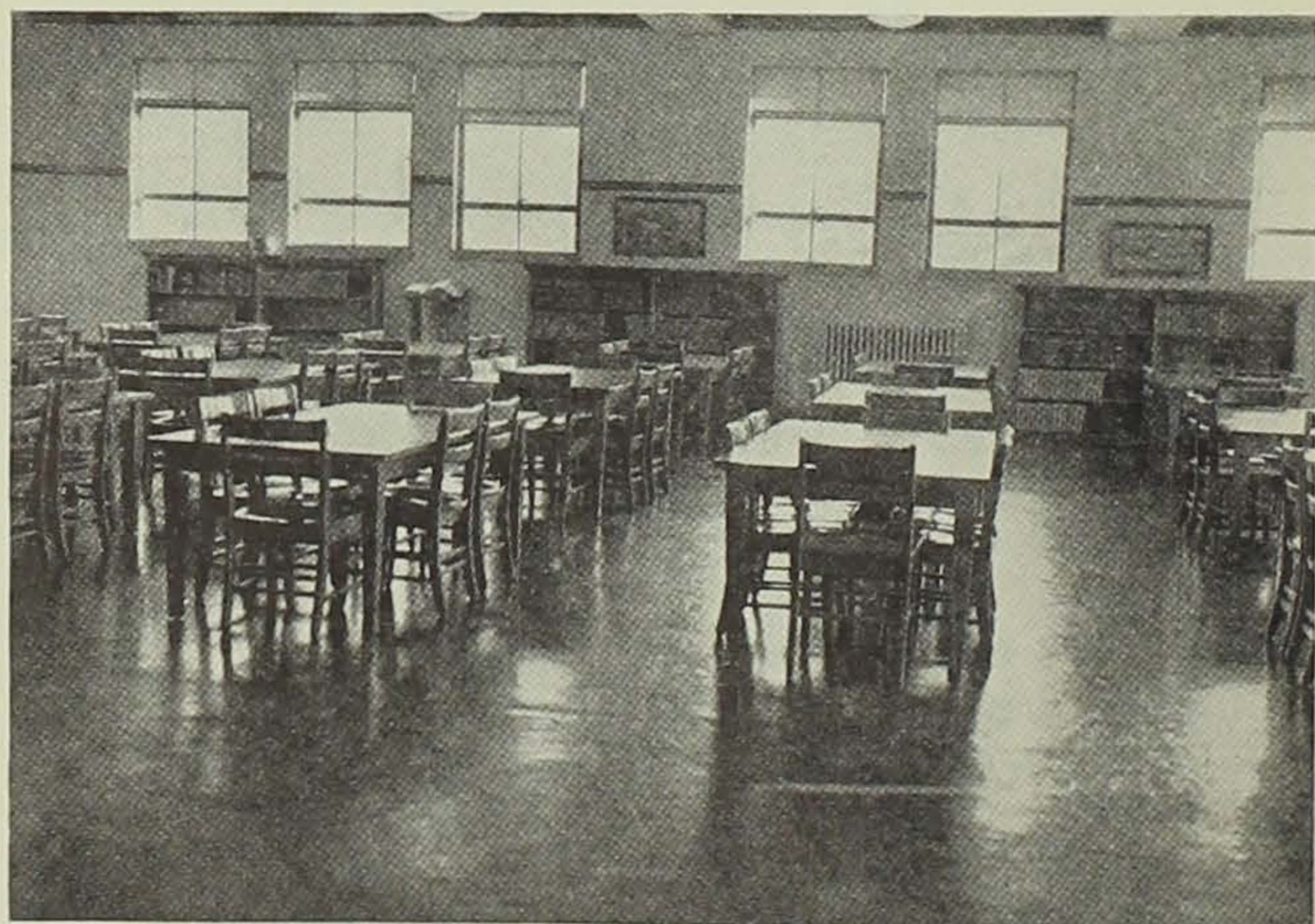
IOWA LIBRARY ASSOCIATION The Iowa Library Association, through the report of its special committee on reference books, has been of very valuable service to the state department and to all schools of Iowa. This report is sent in mimeographed form with

¹Lucile F. Fargo, *The Library in the School*, American Library Association, 1939, pp. 25-27.

this bulletin. By recommending that schools purchase only those reference sets and books which have been reviewed favorably by the American Library Association, this organization has been influential in improving the quality of reference materials and thus preventing the virtual waste of much money.

**AMERICAN LIBRARY
ASSOCIATION**

The American Library Association has advised members of the state department staff on general school library problems and this bulletin in particular. This organization has made helpful pamphlets and publications available to the department of public instruction. These are listed in various places throughout this bulletin.



SAC CITY HIGH SCHOOL LIBRARY

These two scenes from the combination library-study hall at Sac City show some of the tables, built-in book shelves and stacks for reserve and reference books behind the charging counter, only a corner of which appears in the foreground.

CHAPTER 6

BOOKS RECOMMENDED FOR COLLATERAL REFERENCE AND ENRICHMENT IN CERTAIN HIGH SCHOOL SUBJECTS

THE FIRST LISTS In 1940 committees of classroom teachers of the various content subjects in high school were asked to prepare select lists of collateral reference and enrichment books for the high school library. These lists were published in Circular No. 45A, the official 1940-41 library publication of the department of public instruction.

These lists represented the first effort of the state department in this particular area of library service. Although the lists were very tentative, it was found that they were used by many schools. Because of the encouraging response, it was decided to continue this service as a part of the regular library bulletin.

TEACHERS CONTRIBUTING TO THE 1941 LISTS

AMERICAN HISTORY

Carl E. Thorsen	Eagle Grove
Alice Eikenberry	Webster City
Olive E. Brown	Sheldon
N. H. Ringstrom	Davenport
Alice V. Myers	Des Moines
Harry Berg, University H. S.	Iowa City
Donald F. Howard	Manchester
Ruth M. Morrison	Sac City

WORLD HISTORY

A. A. Kaskadden	Manson
Blythe Lamme	Cedar Falls
Genevieve Musson	Sac City
Frances M. Neis	Charles City
Jennie M. Pingrey	Lewis
Paul O. Hamilton	Rock Rapids
Hazel Brazelton	Decorah
Belle Palmer	Independence

ECONOMICS

M. J. Flanders	East Waterloo
Harold E. Zickefoose	Sheldon
J. R. Mounce	Jefferson
Karl E. Gaylord	Sioux Center
S. Laird Swagert	Estherville
Edgar L. Harden	Independence

GUIDANCE

John F. Schmidt	Sioux City
Bessie Meredith	Keokuk
J. R. Mounce	Jefferson
Harry R. Peterson, McKinley H. S.	Cedar Rapids
Laurence Evans	Boone
Faculty Guidance Committee	Perry
Leonard Calvert	West Waterloo
Prof. A. H. Hausrath	Iowa State College

PHYSICS

Arnold Stientjes	Le Mars
Walter Crissey	Humboldt
Walter W. Barnard	Forest City
John Harms	Ames
Margaret D. Olsen	Laurens
F. L. Johnson	Hamburg
John McMillan	Newton

AMERICAN GOVERNMENT

W. P. Truesdell	Ottosen
Blanche Oxborrow	Ames
Viola Moeller	Traer
N. H. Ringstrom	Davenport
R. J. Hekel	Rowley
G. E. Marsh	Creston
Mable A. Heller	West Waterloo

BIOLOGY

Paul E. Kambly, University H. S.	Iowa City
R. E. Creel	Cherokee
Ella Pine Miller	Red Oak
Jeanette B. Watson	Estherville
Guy L. Michener	Knoxville
Orel K. Tenold	Kensett
Fred L. Graham	Fort Dodge
Marvel L. Anderson	Alta
R. M. Allen, Roosevelt H. S.	Cedar Rapids
J. W. Knudsen	Spencer
Boyd Shannon	Monticello
Illa Podendorf	Newton

GENERAL SCIENCE

J. W. Knudsen	Spencer
O. B. Kraemer	Ida Grove
Alex C. Evans	Luverne
Viola M. Smith	Osage
Leonard Shupe	Grand Junction
H. R. Blanchard	Keokuk
I. L. Peters	Clarion

GENERAL AGRICULTURE

Geral Barton	Waukee
M. M. Rogers	Lytton
Charles H. Obye	Akron
Prof. A. H. Hausrath	Iowa State College

ENGLISH

These lists were prepared by the Newton English teachers under the direction of Marian Speake, head of the department, with the cooperation of Aleta Malmberg, school librarian.

REVISED LISTS For the revision of these lists the committees of the preceding year were asked to continue. The chairmen of these committees were called together last November and asked to direct the revision of the lists in Circular No. 45A. At the suggestion of a number of superintendents, librarians, and members of the committees, it was decided not only to re-evaluate and make additions to the previous lists, but also to give additional information in annotations, prices, etc. The lists of books follow, with names of teachers who submitted titles given immediately preceding the list for each subject.

**GENERAL
DESCRIPTION
OF BOOKS**

In revising the original lists the committees were given the following instructions:

"The lists are called books for collateral reference and enrichment. These books should be of the types that broaden the scope of the pupils' knowledge of topics or units, fill in details, familiarize the students with literature in fields of special interest, develop an appreciation of this literature, and cultivate a desire on the part of the pupils to spend more of their time in worth-while reading. A prominent school librarian has described such books as those that touch reference on one side and pleasure reading on the other; and enrich the curriculum and foster reading as a life habit.

"In our library circular it is stated that some of these books may be parallel texts. We have found that some of our present lists include too many books of this type. Most of the books should be semi-recreational, biographical, historical, descriptive, or even of the popular type that will give a distinctly modern appearance and flavor to the lists.

**SPECIFIC
CRITERIA
FOR THESE
LISTS**

"They should be highly select lists. They will be used mostly by teachers and superintendents in smaller schools. They should be short enough that any school could buy the entire list over a period of two or three years. Long lists are bewildering to many teachers. They may include pamphlets or other types of materials you think valuable for supplementary use.

"They should deal with a variety of subjects and materials so

that they cover the various periods, fields, divisions, subjects or aspects of the high school subject under which they are classified.

"They should be recent. Many of the books on the present lists are not of the latest copyright dates. New books added should have very recent copyright dates.

"They should be of varying levels of reading difficulty and classified as easy, average, or difficult. They can then be adapted to the various levels of reading ability represented in the class.

"They should be readable. They should deal with titles that appeal to high school pupils and be written in an interesting style so that broad and permanent reading interests will be encouraged and developed.

"They should be preferably on a recognized list, such as the STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES or some authentic yearbook list for the subject represented.

"They should, if possible, have attractive binding and good illustrations.

"They should be books that you have read or used in the classroom, or that have been highly recommended by some recognized authority. We want these lists to come from classroom teachers rather than from bibliographies of textbooks or professional literature."

USING THE LISTS THESE LISTS SHOULD IN NO RESPECT BE REGARDED AS RECOMMENDATIONS FOR TEXTBOOKS. THEY ARE FOR COLLATERAL REFERENCE AND ENRICHMENT.

THEY ARE NOT REQUIRED BOOKS.

They are graded roughly as to reading difficulty. This grading is indicated in parentheses following the annotation for each book as (Easy), (Average), or (Difficult). They may, therefore, be used in adapting materials to individual differences.

They should be used by teachers and superintendents in improving the collateral reference sections of classrooms and libraries.

ORDERING THESE BOOKS The price given for each book is list price in most instances. In most cases, these prices are subject to the usual school discount of twenty-five per cent. For convenience of schools in ordering these books, a directory of publishers

is given in this bulletin. They may be ordered direct from the publishers or through jobbers. They can be ordered in groups from the Iowa Pupils' Reading Circle at a discount of from 10 to 15 per cent and can be secured in about ten days.

GENERAL AGRICULTURE

Members of the Committee Contributing Lists

Chester Hartman	Wauke
W. W. Molesberry	Montrose
M. M. Rogers	Lytton
O. F. Moore	Goldfield
Winfield Scott	Cedar Falls
Dr. T. E. Sexauer	Iowa State College
Prof. A. H. Hausrath, Chairman	Iowa State College

Brinser & Shepard, *Our Use of the Land*, Harper, 1939, \$1.40

This book stresses the newer viewpoint on soil conservation with all of its social and economic implications. Interestingly and clearly presented. Up to date. (Average)

Card & Henderson, *Farm Poultry Production*, Interstate, Third ed., 1940, \$1.80

An excellent little book containing practical suggestions and basic principles of successful poultry raising. (Average)

Chapman & Sheffer, *Livestock Farming*, Smith, 1936, \$2.68

A general book on the problems of livestock farming and of the care and management of the various types of farm livestock. Written by southern authors but quite general in its applications. One of the most recent books on the subject. (Easy)

Coffey & Jackson, *Livestock Management*, Lippincott, 1941, \$2.00

One of the most recent books written especially for high school students and serving as an excellent guide through the many problems in livestock production and management. (Difficult)

Cox & Jackson, *Crop Management and Soil Conservation*, Wiley, 1937, \$2.75

A book designed especially for high school use in vocational agriculture but particularly well-suited to general agriculture classes. (Difficult)

Coyle, *Electric Power on the Farm*, Rural Electrification Administration, Washington, D. C., 1936, free

This little volume presents the story of rural electrification and the use of electricity on the farm. Presented clearly with the aid of many pictorial graphs. (Easy)

Davenport & Nolan, *Agricultural Arts*, Garrard Press, 1938, \$1.75

One of the newer texts in general agriculture, containing much historical information on the development of agriculture. (Easy)

Davis, *Livestock Enterprises*, Lippincott, 1937, \$2.00

This book is written on a job analysis basis with each class of livestock treated separately. All of the various activities centering around each kind of livestock are discussed in some detail. Not so much a general text as a handbook on the practice of agriculture. (Easy)

Deere, *The Operation, Care and Repair of Farm Machinery*, John Deere, Moline, Illinois, 1940

This is an excellent little book discussing the various types of farm machinery employed on corn belt farms. In addition to the material indicated in the title

considerable information is given on cultural practices. Copies furnished free for class use. (Average)

Grimes & Holton, *Modern Agriculture*, Ginn & Company, 1931, \$1.60

This book is a revision of the widely used text of a generation ago, Water's "Essentials of Agriculture" and later his "The New Agriculture." The present revision is only slightly changed from the earlier Water's text. (Easy)

Hammonds & Woods, *Today's Agriculture*, Lippincott, 1938, \$1.40

Another recent, general agriculture book with more emphasis on the choice of farming as a life work, and much economic information to understand the present forces affecting agriculture. Treatment of the productive phases is brief but adequate for most purposes. Interestingly written. (Easy)

Lord, *Men of Earth*, Longman's, 1931, \$3.00

This is a book of reference type which tells stories of a number of farmers and their achievements on their own farms. Helps one understand the deep-rooted influence of the soil on individual and national life. (Easy)

McIntosh & Orr, *Practical Agriculture for High Schools*, American Book Co., 1937, \$1.40

The one book which stresses economic problems of agriculture in relationship to national prosperity in a very adequate manner. There is an abundance of material which should be useful as a reference book. The economic material is more difficult for students to understand than the productive phases of agriculture, but this book would rate average in general reading difficulty. (Average)

Macklin-Grimes-Kolb, *Making the Most of Agriculture*, Ginn, 1937

This book stresses the social viewpoint toward agriculture. The relationship of social problems to farm life and rural prosperity is discussed very adequately for a class in general agriculture. (Average)

Morrison, *Feeds and Feeding, Abridged*, Morrison, 1937 or later, \$5.00

The abridged edition of this standard book on feeds and feeding is almost indispensable in teaching this subject. The abridged edition is particularly adapted for use with young high school students, but does not sacrifice accuracy or adequacy of treatment for this age group. (Average)

Phillips-Cockefair-Graham, *Agriculture and Farm Life*, Macmillan, 1939, \$1.48

One of the new general agriculture textbooks, but built upon the pattern of the older texts in this field. Contains a few chapters on the occupation of farming, treated from the vocational guidance viewpoint. (Average)

Power & Kivlin, *Handbook of Farming for Boys and Girls*, E. M. Hale Co., Milwaukee, 1937, \$2.00

A general book suitable for reference usage. It covers many of the aspects of productive agriculture. (Average)

Schilleter & Richey, *Textbook of General Horticulture*, McGraw-Hill, 1940, \$3.00

While this book is written for college freshmen, it contains much helpful reference material on the distribution of horticultural plants and on the principles of horticulture. (Average)

Wallace & Bressman, *Corn and Corn Growing*, Wiley, 1937, \$3.75

One of the best obtainable references on corn and corn growing written so high school students will have no difficulty in understanding it. (Average)

UNITED STATES DEPARTMENT OF AGRICULTURE, *Yearbook of Agriculture*

Since 1936 the United States Department of Agriculture has published its yearbook of agriculture as a series of scientific discussions on the latest developments on agriculture. The agricultural statistics, which previously were published in

the yearbook of agriculture, are now issued in a separate volume under the title "Agricultural Statistics." It has been the recent policy to concentrate each yearbook on some one important phase of modern agriculture. These books are most valuable for reference use in the schools. Copies for school libraries may be secured from the Congressman serving one's district. (Average to difficult)

Contents:

1. 1936 Yearbook—Better Plants and Animals
2. 1937 Yearbook—Better Plants and Animals, II
3. 1938 Yearbook—Soils and Men
4. 1939 Yearbook—Food and Life
5. 1940 Yearbook—Farmers in a Changing World

BULLETINS

IOWA STATE COLLEGE BULLETINS:

A special set of bulletins in reasonable quantities is available to school libraries at cost of binders, 25 cents per set. Each instructor may pick out his own set. (Address Superintendent of Documents, Bulletin Office, Iowa State College, Ames, Iowa)

Brown, P. E., Soils of Iowa, Special Report III, Iowa Agricultural Experiment Station, Ames, Iowa, 1936 (25 cents) (Difficult)

Soth, Lauren, Agricultural Economic Facts—Basebook of Iowa, Special Report No. 1, Iowa Agricultural Experiment Station, Ames, Iowa. The first copy is free, then 10 cents for each additional copy. (Average)

UNITED STATES DEPARTMENT OF AGRICULTURE BULLETINS:

U. S. D. A. bulletins may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C. Write for price list of available Farmers' Bulletins. Small quantities may be secured without charge from one's congressman.

Agricultural Adjustment Administration Bulletin:

G-67 "Do We Want to be Farmers"

Bureau of Agricultural Economics Bulletins:

DS19 "Getting at the Facts About Agriculture"

FARMERS' BULLETIN NO. 157, The Propagation of Plants (Easy)

FARMERS' BULLETIN NO. 1044, The City Home Garden (Easy)

FARMERS' BULLETIN NO. 1087, Beautifying the Farmstead (Easy)

Farm Security Administration Bulletins:

Co-ops for the Small Farmer

Security for Farm Tenants

Soil Conservation Service Bulletins:

1795 "Conserving Corn Belt Soil"

"Use the Land and Save the Soil"

"Ten Billion Little Dams"

Miscellaneous Publication No. 286, "What Is Soil Erosion", 15 cents

Miscellaneous Publication No. 321, "To Hold This Soil", 45 cents

BETTER GARDENING, Union Fork and Hoe Company, (Easy)

TRUE TEMPER GARDEN BOOK, American Fork & Hoe Company, 1940 (Easy)

GETMAN & GREGORY, Contributions of Leading Americans to Agriculture, Meredith Publishing Company, 1940. (Average)

AMERICAN GOVERNMENT

In addition to last year's committee, contributions were made by the following:

M. M. Rogers	Lytton
Eva M. Byerly, Franklin	Cedar Rapids
Marion U. Meeter	Hawarden
Mollie C. Haight	Maquoketa
N. H. Ringstrom, Chairman	Davenport

Beard, Charles A., *American Government and Politics*, 8th edition, Macmillan Company, New York, 1939, \$3.75, 814 pages

For years this title has been one of the standard works on American Government. It is complete and detailed in all phases of national, state, and local government. It is written on the college level but has lots of value to secondary school students. Good index. (Difficult)

Beard, Charles A., *The Open Door at Home*, Macmillan Company, New York, 1934, \$3.00, 331 pages

In this book the author deals with problems of trade, economic rivalry and armament. Special emphasis is laid on expanding foreign trade and its implications. Some of the chapter headings follow: The Crisis in Modern Thought, The World in Contemporary Thought, Industrial Statecraft, Agrarian Statecraft, Problems of National Defense. Index is satisfactory. (Difficult)

Haskin, Frederick J., *The American Government Today*, Grosset and Dunlap, New York, 1935, \$1.00, 470 pages

An interesting book containing much statistical material, but put up for easy reading. Among the many agencies located at Washington, D. C., these are but a sample of many topics dealt with: Bureau of Engraving and Printing, Bureau of Mint, Coast Guard, Bureau of Fisheries, American Red Cross, Pan American Union, Library of Congress. Excellent for individual reports of library readings. Fair index. (Easy)

Hoover, I. H. (Ike), *Forty-two Years in the White House*, Houghton, Mifflin Company, 1934, \$3.50, 332 pages

This book by one who has been in the White House so many years is a revelation of the human side of our great and near great. It is replete with personal anecdotes from the days of Benjamin Harrison to the coming of F. D. Roosevelt. Customs, ceremonies and traditions of the White House make fascinating reading on the sidelights of the presidency. Fair index. (Easy)

Jackson, J. Hampden, *The Post-War World 1918-1939*, Little, Brown Company, 1939, \$2.00, 461 pages

The author says "The aim of this book is to make the history of the two post-war decades intelligible to the ordinary average reader. It will bore specialists and anger partizans." Beginning with the Peace Conference, it discusses economic and political affairs to 1939. The book is divided into seven parts: Europe, The Soviet Union, The Near East, The Far East, Africa, America, and World Survey. Presents an excellent political background for an understanding of World War II. Sketch maps are good. No illustrations. Interesting reading. (Average)

Kent, Frank R., *The Great Game of Politics*, revised edition, Doubleday, Doran and Company, Garden City, 1930, \$2.00, 346 pages

As the author states, it is "an effort to present elementary human facts about politics, politicians, and political machines, candidates and their ways." No

phase of practical politics is neglected, be it national, state, or local. From the ward heelers to the makers of presidents, the human elements of politics are examined and evaluated. The book is interesting. Good index. (Easy)

Keohane, Robert E., Keohane, Mary P., and McGoldrick, Joseph D., *Government in Action*, Harcourt, Brace and Company, New York, 1937, \$1.84, 802 pages

An excellent book written on the secondary school level showing the newer method of treating this field. It is organized along the following units: The nature and purpose of government, four cornerstones of government, securing the consent of the governed, how governmental policies are made and carried out, how our governments promote the general welfare, the United States in the family of nations, financing our government, and the citizen's relation to his government. The illustrations, charts and graphs all lend themselves to this functional method of presentation. Excellent index. (Easy)

Lapp, John A., and Weaver, Robert B., *The Citizen and His Government*, Silver, Burdett and Company, New York, 1935, \$1.80, 680 pages

A good high school text in which the organization follows more the usual lines of such books, but its illustrative material, arrangement of many of its topics in problem form, and the excellent questions at the end of the chapter "to test comprehension and application" give it much value as a book for parallel reading. Good index. (Easy)

Lippman, Walter, *Public Opinion*, Harcourt, Brace and Company, New York, 1922, \$2.50, 427 pages

While this book was published before the days of the phenomenal growth of the radio, it makes a valuable reference work, for Lippman in his usual lucid style examines deeply into this thing called "public opinion." Among the topic headings one finds the following: Stereotypes, Interests, The Making of the Common Will, The Image of Democracy, Newspapers, and Organized Intelligence. Good index. (Average)

Macdonald, Austin F., *American City Government and Administration*, revised edition, Thomas Y. Crowell, New York, 1936, \$3.75, 753 pages

In the first part of the book such topics are discussed as: Problems of cities, Growth of cities, City government in colonial America, Municipal home rule, The Mayor, The Council, Commission government, The manager plan, Elections, and Recall. The second part deals with the administration of city government and one finds such topics as: The merit system, revenues, zoning, streets, police systems, fire alarms, traffic, education, water supply, and municipal ownership. An excellent book for library work. Good index. Style easy and interesting. (Easy)

Magruder, Frank A., *National Governments and International Relations*, Allyn and Bacon, Chicago, 1936, \$1.80, 590 pages

Most of the chapters are devoted to the political setup of the various countries of the world. The information is largely encyclopedic with little bits of history and personalities thrown in for good measure. Some of the chapter headings follow: How the United States Conducts Her Foreign Affairs, International Law, Causes of International Wars, Effects of International Wars, League of Nations, and The World Court. In the appendix is found the Covenant of the League of Nations. This volume is almost a "must" book for any high school library. Good index. Illustrations. (Average)

Magruder, Frank A., and Claire, G. S., *The Constitution*, McGraw-Hill Company, New York, 1933, \$2.50, 395 pages

The book begins with the Preamble and ends with the last amendment. Step by step it gives the historic background of the sections, explains the theories of government involved, shows the effects of various legal interpretations, etc. Invaluable in any serious study of our Constitution. Good index. (Easy)

Morgan, James, *Our Presidents*, Review of Reviews Company, New York, 1930, \$1.00, 314 pages

Contains brief biographies of our presidents from Washington to Hoover. It is written in an easy style with emphasis on the political happenings. The nomination and election of each president is handled in an interesting fashion. Human sidelights are given. Statistical tables show the first and final ballots in each of the major political conventions and also the popular and electoral votes in each election. Good index. (Easy)

Ogg, Frederic A., and Ray, P. Orman, *Introduction to American Government*, 5th Edition, D. Appleton Century Company, New York, 1935, \$3.75, 891 pages

The book is divided into four parts: Foundations, National Government, State Government, and Local Government. Prepared for college classes, this text thoroughly covers the field. While it is written above the high school level, it will prove a valuable reference work for high school seniors. Good index. (Difficult)

Various sources, *The World Almanac*, New York World-Telegram, New York, published annually, 1941, \$1.10, 952 pages

Purely statistical in nature with much of its space given over to government in its various ramifications. Foreign affairs, military information, government of foreign countries, everyday laws in brief, cabinet and executive officers, New York City government, population, election returns are a few of the many topics dealing with matters of government. Accurate. Excellent index.

AMERICAN HISTORY

Books Recommended for First Purchase for the Library

Members of Committee

Carl Thorsen	Eagle Grove
Donald Howard	Manchester
Stella Hargis	Des Moines
Edgar Hardin	Independence
Urban Harken	Edgewood
Alice Thutt	Ames
Anna Scheller	Denison
Dora Jensen	Spencer
Alice Eickenberry	Webster City
Mattie Kruel	Laurens
Alice V. Myers, Chairman	Des Moines

The following list of reference books in American history has been compiled from the suggestions of a number of teachers from various schools of the state. As these teachers' lists came in, a card for each suggested book was made. On this card was placed a composite of all information received about that particular book. Lists varied so much that there were very few books which stood out because of the large number of times they were suggested.

The procedure for selection was that of choosing books which represented the various needs in a well-rounded study of American history. These types of books were collective biography, individual biography, supplementary textbooks, atlases, social, economic, politi-

cal, and cultural histories, and historical fiction. Books covering the entire story of our country have been included as well as those which develop particular periods. The selection has also taken into consideration the varying abilities of students to read.

The STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES has been used all the way through as a guide in making the selections. In only two or three cases are the books used not given in the catalog, and the ratings come from the same source. Many of the annotations and reviews have come from standard sources. In those cases, proper recognition has been given immediately following the annotation.

This list is not a complete one by any means, but rather a sampling of types, and the better books in each type selected. Wherever possible overlapping of material covered in the several selections of the list has been avoided. A number of people's opinions have entered into the list. It is not a perfect list but is a sincere attempt to share experiences.

ALICE V. MYERS, *Chairman*

A. ATLASES

Hart and Geppert, *American History Atlas*, Denoyer and Geppert, 1930, \$1.35

This atlas contains a balanced and well-selected group of maps for American history. For each map there is a good description of the historical background, which, with the fine coloring, aids in map reading. The index is very usable. (Average)

World Atlas, Rand, McNally, 1937, 25 cents

Good selection of world maps with considerable in aids for reading maps. Contains a number of helpful tables. (Average)

B. BIOGRAPHY

Beard, Annie, *Our Foreign Born Citizens*, Crowell, 1932, \$2.00

First published in 1925. In the revised edition the material has been brought up to date and to the original group of 57 names 6 more have been added. Contains lives of Adler, Agassiz, Anagnos, Antin, Audubon, Bell, Bennett, Berliner, Bitter, Bok, Carnegie, Carrel, Davis, Ericson, Girard, Goethals, Gompers, Grainger, Hansen, Heilprin, Hill, Holland, Lindenthal, McClure, Mergenthaler, Michelson, Morgenthau, Muir, Patri, Pulitzer, Pupin, Pihbany, Riis, Rockne, Saint Gaudens, Schurz, Shaw, Steiner, Steinmetz, Stewart, Straus, Tesla, Thomas. Biographical sketches of men of foreign birth who have made important contributions to American life and human welfare. (Easy) Standard Catalog for H. S. Libraries

Bowers, Claude, *Jefferson and Hamilton*, Houghton, Mifflin, 1925, \$3.75

This book is a history of the twelve years' struggle between the conflicting ideals of Hamilton and of Jefferson and the imprint they left on the character of the new republic. Jefferson's faith in democracy prevailed over Hamilton's distrust of it and the hard fought battle closing with the collapse of the Federal-

ist party determined that "this should not only be a republic, but a democratic republic." Mr. Bowers paints living portraits of the two great protagonists and their associates in the struggle against a background of the social life of the time. (Difficult) Book Rev. Digest

****Carr, Albert H. Z., *Men of Power, A Book of Dictators*, Viking, 1940, \$2.50**

Richelieu molds a nation; Cromwell leads a revolution; Frederick falls in love with war; Napoleon tries to conquer Europe; Bolivar fights for freedom; Bismarck builds an empire; Mussolini strikes against democracy; Stalin masters the Soviets; Hitler challenges the West: About power and democracy. For readers from 12 to 16. (Difficult) Standard Catalog for H. S. Libraries

James and James, *Courageous Hearts*, Bobbs-Merrill, 1934, \$2.00

A well-written, authoritative biography for young people of high school age, based on "Andrew Jackson; the Border Captain" by Marquis James. Furnishes good supplementary reading in American history of the period from 1770 to 1845. (Easy) Standard Catalog for H. S. Libraries

James, Marquis, *The Life of Andrew Jackson*, Bobbs-Merrill, 1937, \$5.00

This book combined the two volumes, "The Border Captain" and "Portrait of a President." Not only is an excellent biography of Andrew Jackson given, but a rich background of the period in which he lived. (Difficult)

***Sandburg, Carl, *Abraham Lincoln, The Prairie Years*, abr. ed., Harcourt, 1929, \$5.00. Reprinted by Blue Ribbon Bks. at 98 cents**

This abridgement of the original edition in two volumes has been reduced about one-tenth and many illustrations have been omitted, though about forty still remain.

The extreme simplicity of Mr. Sandburg's style and his poetic interpretation of the great but simple life of his subject makes this biography admirably suited to youthful readers. Not a juvenile book but a child-like one. (Difficult) Cleveland

White, William Allen, *Woodrow Wilson, The Man, His Time, and His Task*, Houghton, Mifflin Co., 1924, \$1.00

Chiefly an interpretation of Woodrow Wilson in the light of the various influences of his early life. Written by one who, despite his love and admiration, could see Mr. Wilson's shortcomings, the book offers a fair and judicious judgment. (Easy) Cleveland

C. HISTORY AND GOVERNMENT BOOKS

Adams and Vannest, *The Record of America*, Scribner, 1941, \$2.20

A readable, well-illustrated book which considers the social, economic, cultural and political aspects of American history. At ends of chapters are listed supplementary readings, exercises and activities including debate subjects, essay subjects, imaginary letters and floor talks. (Average) Standard Catalog for H. S. Libraries

Bassett, John Spencer, *A Short History of the United States*, Macmillan, 1931, \$4.00

An extensive factual history which is a good aid both for students and for teachers as a source for particular materials not found in the usual high school texts. (Difficult)

****Beard and Beard, *The Rise of American Civilization*, Macmillan, 1933, \$3.50. First published in 1927. Reprinted in one volume.**

Emphasis is on tendencies, movements and major aspects of life, mainly accounted for by the action of social and economic forces. Brilliantly written. The material is often selected and interpreted to illustrate the author's main thesis. (Difficult) Guide to Hist. Lit.

****Bogard, Ernest L., *Economic History of the American People*, Longman's, 1935, \$3.50**

A standard text which gives fine background of the economic development of this country. Revised edition increases the amount of material since the Civil War. (Average)

Hendrick, Burton J., *Bulwark of the Republic*, Little, Brown & Co., 1937, \$3.50

Survey of 150 years of the history of the United States constitution, in which the author stresses the biographical side, the part played by individual statesmen in the growth and interpretation of the constitution. Washington, Madison, Marshall, Webster, Calhoun, Lincoln, Andrew Jackson, Holmes, and others. (Difficult) Book Rev. Digest

Huberman, Leo, *We, the People*, Harper's 1932, \$3.50

This book is a social and economic history which pays little attention to the details of wars and politics. It constitutes a fresh approach to the study of American history, but may be objected to in some communities because of the socialistic tendency throughout. (Easy) Standard Catalog for H. S. Libraries

Jackson, J. H., *Short History of the World Since 1918*, Stu. ed., Little, Brown & Co., 1939, \$2.00

This book is a revised and enlarged edition of the author's earlier work, "The Post War World." The new material includes chapters on Hitler's Germany, and the Roosevelt Administration, as well as two chapters under the heading of a world survey dealing with "Internationalism vs Nationalism." In total, it is an excellent account of recent world problems.

****Magruder, Frank Abbott, *American Government*, Allyn and Bacon, 1941, \$1.80**

A consideration of the problems of democracy with three new chapters: Administration Aiding Agriculturalists, Commissions Aiding Investors, Agencies Providing and Protecting Employment.

Revised slightly each year to bring it up to date. A good textbook for reference with numerous illustrations. It includes federal, state and local government. (Average) Standard Catalog for H. S. Libraries

****Magruder, Frank Abbott, *National Government and International Relations*, Allyn and Bacon, 1936, \$1.80**

The book analyzes the governments of Canada, China, France, Germany, Great Britain, Haiti, India, Italy, Japan, Mexico, Nicaragua, Philippine Islands, Puerto Rico, Russia, South America, and Turkey. There are also chapters on the European War, 1914-1918, League of Nations, and United States Diplomatic and Consular Service. The thesis of the book points toward world peace. (Average)

***Paxson, Frederick L., *Recent History of the United States, 1865 to the Present*, Houghton, 1937, \$3.25**

First published in 1921. This edition has been revised through 1936.

The book includes discussion of literature, ideals, sports, amusements, and many other topics not ordinarily found in historical texts; it contains useful and interesting information difficult to find elsewhere. To the style, to the content, and to the mechanical aids one will find little objection. (Average) School Review

Reck, Franklin, *Romance of American Transportation*, Crowell, 1939, \$2.50

The story of transportation from the stagecoach of Washington's day to the modern air liner, told with just enough detail to make an interesting narrative without becoming overloaded. With its fascinating illustrations from old prints it will interest readers of almost any age. (Easy) Wisconsin Bulletin

Wirth, F. P., *Development of America*, American Book Co., 1937, \$2.20

This book presents "functional subject matter" in a new unit organization for senior high school history, an organization which preserves the values of a

chronological arrangement and yet places emphasis on topical units which definitely link present events with the past events out of which the present has developed. Main emphasis is placed on the social, economic and political development which has dominated our entire history and special attention is devoted to recent period. (Average) Social Studies

Pamphlet

Wirth, F. P., *Recent Events in the Development of America*, American Book Co., 1941, free to those using the *Development of America*.

A brief resume of political and economic history from 1937 to 1940.

D. HISTORICAL FICTION

*Best, Champlin, *Homespun*, Lothrop, 1937, \$2.00

New York in the 1820's and 30's is the background of this novel for young readers. Several members of the Greenman family are shown in their pioneering activities; Jerusha with her spinning and weaving; Luke who hunts in the wilds of Canada; Mark and his bride setting out for Santa Fe in a conestoga wagon; and Stephen leaving to be a cotton merchant in New Orleans. (Average) Book Rev. Digest

**Churchill, Winston, *The Crisis*, Macmillan, 1901, \$2.50

A historical romance dealing with the Civil War. (Average)

Hough, Emerson, *The Covered Wagon*, Stu. ed., D. Appleton-Century, \$1.00

Story of a great migration, the movement of a wagon train of two thousand men, women and children from Missouri to Oregon in 1848. Midway across the continent comes the news of gold in California to disrupt the train and draw many of the adventurous to the southward. An interesting love story holds the tale together. (Easy) Wisconsin Bulletin

**Jackson, Helen Hunt, *Ramona*, Little, Brown & Co., 1930, \$1.50

An absorbing story and a vivid picture of life in Old California. The hero is one of the mission Indians, and his tragedy comes from the injustice of the white man. Four full-page illustrations. (Easy) Standard Catalog for H. S. Libraries

Norris, Frank, *The Octopus*, Doubleday, 1930, \$2.50

An epic story of the war between California wheat growers and the railroads. Throughout the book the two underlying thoughts are kept before the reader—that of the railroad, insistent and aggressive, and that of the wheat, powerful and livegiving. (Average)

Norris, Frank, *The Pit*, Doubleday, 1930, \$2.50; Macmillan, 1930, \$1.00

Follows the book, "The Octopus." This time the story of wheat is taken to the grain market of Chicago. Vividly the lives of those directly connected with the Board of Trade are portrayed. (Average)

Page, Elizabeth, *Tree of Liberty*, Farrar, 1939, \$3.00

In time the narrative runs from 1754 to 1806. "Here is a vast panorama of the beginning of American national life and national philosophy, as three generations of an American family have their part in the great national events." (Difficult) N. Y. Herald-Tribune

Sinclair, Upton, *The Jungle*, new edition, T. Werner, Laurie Ltd., London, or Smithers and Bonellie, Toronto, 5 shillings

A portrayal of the life of immigrants who worked in the Chicago stockyards which was so vivid that it resulted in a government investigation. Living conditions, labor unions at work, immigrants adjusting themselves are all pictured in this story. (Average)

**Roberts, Kenneth, *Northwest Passage*, Doubleday Doran, 1937, \$2.75

The central figure of this historical novel is Major Robert Rogers, American ranger commander, who led the expedition against the Indian town of St. Francis

in 1759, and whose dream was to find an overland passage to the Pacific. The narrator is one Langdon Towne, from Kittery, Maine, whose two ambitions were to paint Indians as they really looked and to follow Rogers. (Average) Book Rev. Digest

E. SOURCE BOOKS

Commager, H. S., *Documents of American History*, Crofts & Co., 1938, \$4.00

Contains nearly five hundred documents illustrating American history from the privileges and prerogatives granted to Columbus to Anti-war treaty, June 15, 1934. Brief, explanatory and bibliographic notes accompany each document. (Average) Standard Catalog for H. S. Libraries

Commager and Nevins, *The Heritage of America*, Stu. ed., Little Brown & Co., 1940, \$2.40

The history of America told by eyewitnesses of every stage of its development from the time of Leif Erickson to 1933. The book consists of 252 sections, each with an introduction that gives the historical setting from selections in that group. (Average) Standard Catalog for H. S. Libraries

BIOLOGY

Members of the Committee Contributing Lists

Illa Podendorf	Newton
Guy L. Michener	Knoxville
Jeannette B. Watson	Estherville
J. W. Knudsen	Spencer
Boyd Shannon	Monticello
Orel K. Tenold	Kensett
Ella Pine Miller	Red Oak
Marvel E. Anderson	Alta
R. E. Creel	Cherokee
Dr. Paul E. Kambly, Chairman	University of Iowa

Any of the many good high school biology texts can be used as reference books. The committee is assuming that these are most readily available to teachers.

Burbank, Luther, *Partner of Nature*, D. Appleton-Century, 1939, \$3.50

A story of the improvement of fruits, vegetables, and garden flowers by breeding and by selection. A good reference for a unit on heredity. (Average)

Buchsbaum, Ralph, *Animals Without Backbones*, University of Chicago Press, 1938, \$3.75

A college text well illustrated with both pictures and drawings. Useful because most high school texts contain very little information about the invertebrates. (Difficult)

Carrington, J. D., *Adventures With the Microscope*, Bausch and Lomb Optical Co., 1934, \$7.50

Suggestions for the operation and care of a microscope. Explains in detail the operations and technique which can be used in high schools for making permanent slides. Most valuable to aid students in developing a hobby of studying microscopic structures. (Average)

Clendenning, Logan, *The Human Body*, Knopf, 1937, \$3.75

Discussions are frank without being offensive, accurate without being too technical. Since it is very broad in scope, it can be used as reference material almost throughout the year. (Average)

Comstock, A. B., *Handbook for Nature Study*, Comstock, 1939, \$4.00

Four major divisions on the teaching of nature study, animals, plants, and earth and sky. These sections include information about many kinds of birds, fishes, reptiles, amphibians, mammals, insects, flowers, weeds, flowerless plants, cultivated crop plants, trees, streams, water formations, soil, soil conservation, minerals, stars, and weather. A valuable book for teacher reference as well as a source of information for pupils. Its greatest value lies in the information about kinds and habits of living things. (Average)

DeKruif, Paul, *Hunger Fighters*, Harcourt, Brace & Co., 1938, \$1.49

Divided into four sections called Wheat, Meat, Maize, and The Hidden Hunger. The work of Carleton, Mackay, Dorset, Mohler, Francis, Shull, Hoffer, Babcock, Steenbock, and Goldberg is described. The stories of the work of the men named above makes it a good reference on topics such as heredity, disease, and vitamins. (Easy)

DeKruif, Paul, *Microbe Hunters*, Harcourt, Brace & Co., 1926, \$3.50

The lives of Leeuwenhoek, Spallanzani, Pasteur, Koch, Roux, Behring, Metchnikoff, Theobald Smith, Bruce, Ross, Walter Reed, Grassi, and Paul Ehrlich show the thrills of scientific adventures as well as their accomplishments. The book can be used in connection with the study of diseases. It will encourage more outside reading as well as give a valuable background of information. (Average)

Ditmars, R. L., *The Fight to Live*, Frederick A. Stokes, 1938, \$2.50

How living things struggle for their existence. How some habits of animals are of particular value in protection. Includes man, insects, reptiles, fish, and other animals. (Average)

Ditmars, R. L., *The Making of a Scientist*, Macmillan, 1937, \$2.75

Partly autobiographical. Also contains some very interesting information concerning lives of animals. Best used as a book for leisure time reading. (Easy)

Duncan, C. D. and Pickwell, Gayle, *The World of Insects*, McGraw-Hill, 1939, \$3.50

How insects grow, reproduce, and carry on the other life functions. A chapter on insect voices is of unusual interest. Insect fitness, social life, value of insects are well discussed. Insect controls are given in a practical manner. Valuable suggestions on collecting, rearing, and preserving insects. Well illustrated. (Average)

Fenton, C. L., *Life Long Ago*, John Day, 1937, \$3.50

What fossils are, where to find them, what plants and animals lived in ancient seas, what plants and animals first lived on land, and finally about the Era of Mammals. Helps pupils understand the racial history of different organisms. (Average)

Gabrielson, I. N., *Wildlife Conservation*, Macmillan, 1941, \$3.50

Includes conservation of soil, water, forests, grasslands, and animals. Written in a style that high school pupils can read. The book is new and no member of the committee has tried it in actual class work. Because of the need for more interest in conservation, we are taking the liberty of including this up-to-date book written by the director of the Fish and Wildlife Service of the U. S. Department of Interior. (Average)

Hegner, Robert, *Parade of the Animal Kingdom*, Macmillan, 1937, \$5.00

The animal kingdom from amoeba to man. Includes ways of living and activities. There are many very fine illustrations. A good source book for information about different kinds of animals. (Average)

House, H. D., *Wild Flowers*, Macmillan, 1935, \$7.50

Three hundred sixty-four colored illustrations of wild flowers. The descriptions enable one to learn the characteristics, range, and habitat of each flower illustrated. The Imperial Edition at \$3.95 is fully as satisfactory for school use as the earlier, more expensive edition. (Easy)

Jacques, H. E., *Living Things—How to Know Them*, published by the author, Mt. Pleasant, Iowa, 1939, \$1.80

A planographed picture key to the phyla, classes, and orders of living things. It is one of a three book series of picture keys published by Prof. Jacques. The other books are on Insects and Trees. (Difficult)

Lutz, F. E., *Field Book of Insects*, G. P. Putnam's Sons, 1935, \$3.50

A good teacher reference of taxonomy of the insects. However, many pupils will use it during a unit on insects or to identify specimens they find. It is one of Putnam's field book series. (Difficult)

Park, W. H. and William, A. M., *Who's Who Among the Microbes*, D. Appleton-Century, 1939, \$3.00

The principal microscopic organisms that cause disease. Written in a style suitable for the average biology student. Includes a vast amount of information without too many technical terms. Reference material for reports on the causes and means of control of many diseases.

Pearson, G. T., *Birds of America*, Garden City Pub. Co., 1936, \$3.95

One hundred six plates of birds in full color. In addition to these plates are complete descriptions and interesting information about our American birds. Good for identification purposes and for the study of bird habits. (Average)

Pickwell, Gayle, *Deserts*, Whittlesey House, 1939, \$3.50

Especially valuable in teaching adaptations. Shows the struggle for life on the desert and how living things may survive where the water is very scarce. Beautiful photographs of desert plants and animals. (Average)

Scheinfeld, Amram, *You and Heredity*, Frederick A. Stokes, 1939, \$3.00

What is known concerning human heredity, written in a language that a layman can understand. Discusses fertilization and the subsequent development of the embryo. Valuable as a reference when studying heredity. Worth reading at any time. (Average)

ECONOMICS

Contributors to 1941 Economics List

Karl E. Gaylord	Sioux Center
Clifford E. Gullette	Newton
S. I. Phillips	Iowa Falls
Rosemonde Rule	Grinnell
D. O. Wilson	East Des Moines
Mark J. Flanders, Chairman	East Waterloo

Baker, *Cooperative Enterprise*, Vanguard Press, 1937, \$2.00, 266 pages

A clear descriptive account of the cooperative movement and various cooperative efforts, chiefly in Europe, from which may be drawn information and ideas of significance to the United States. (Average)

Bennett, *More for Your Money*, New York Chemical Publishing Co., 1937, \$2.75, 251 pages

A manual and reference book on how to spend your money to best advantage on food, clothing, fabrics and textile goods, cosmetics and toilet requisites, furniture, and other consumer goods. (Easy)

Bogart, *Economic History of the United States*, Longmans, Green and Co., 1923, \$2.00, 593 pages

Contains abundant, interesting material showing the working of economic laws in the events of history. (Average)

Brinze, *How to Spend Money*, Garden City Publishing Co., 1938, \$2.00
Contains practical and helpful suggestions for everyday guidance in buying. (Average)

Building America pamphlets, American Corporation, 30 cents each

These pamphlets cover such topics as "Transportation," "Communication," "Conservation," "Taxes," etc.; each being organized as a study unit covering the history of the problem and a presentation of its present situation. Vividly illustrated with pictures, charts and diagrams. (Average)

Chase, *Rich Land, Poor Land*, McGraw-Hill, 1936, \$2.50

An interesting summary of the problem of conservation of our natural resources, with suggestions for its solution. (Average)

Other worthwhile books by the same author include:

The Economy of Abundance, Macmillan, 1934, \$2.50

Idle Money, Idle Men, Harcourt, Brace, 1940, \$2.75

The Tragedy of Waste, Macmillan, 1925, \$2.50

Men and Machines, Macmillan, 1929, \$2.50

A New Deal, Macmillan, 1932, \$2.00

Chase and Schlink, *Your Money's Worth*, Macmillan, 1927, \$1.00, 285 pages

Not a new book, but a very interesting and still worth-while one in that it raises many questions and prompts further study. (Easy)

Gordon, *Economics for Consumers*, American Book Co., 1939, \$3.00, 638 pages

An up-to-date discussion of the consumer problems written as a junior college textbook but not too difficult as supplementary reading for high school pupils. (Average)

Grahan and Seaver, *Money*, Newson and Co., 1936, \$1.00, 158 pages

An explanation of money: what it is, what it does, a history of types and kinds, and its relationship to prices and value. There's a similar book on Banking by the same authors. (Easy)

Headline Books, Foreign Policy Association, 25 cents each

A series of well illustrated, attractive booklets of 50 to 60 pages each, dealing with such topics as: "Cooperatives," "Look at Latin America," etc. Complete list of titles may be secured from Silver, Burdette & Co., 221 E. 20th Street, Chicago. (Average)

Huberman, *Man's Worldly Goods*, Harpers, 1936, \$2.75

A good historic account of the development of economics. (Difficult)

Kendrick and Seaver, *Taxes*, Newson and Co., 1937, \$1.00, 189 pages

Summary of the services of government for which taxes are paid, the types of taxes levied; and a simple explanation of the general theories of taxation. (Easy)

Law, *Plan Your Own Security*, McGraw-Hill, 1936, \$2.00, 224 pages

A fairly brief, readable treatise on sound methods of making the most advantageous use of savings. (Average)

Lippman, *The Method of Freedom*, Macmillan, 1934, \$1.50, 120 pages

An interesting, excellent treatment of the principles of economic democracy. (Average)

Matthews, *Guinea Pigs No More*, Covici, Friede, Inc., New York, 1936, \$2.00

A discussion of the growth of consumer education and testing bureaus in the United States; also some mention of dangers to which consumers are exposed in some purchases. (Easy)

Moulton, *Income and Economic Progress*, Brookings Institute, 1936, \$2.00, 191 pages

A complete explanation of the phase of distribution in our economic system. Complete analysis of the trend in America during the 1920's, with suggestions for improvements. (Difficult)

Owens, *Controlling Your Personal Finances*, McGraw-Hill, 1937, \$2.75, 331 pages

Gives helpful suggestions for getting the greatest current value and future security from your income. (Average)

Public Affairs Pamphlets, Public Affairs Committee, Inc., 10 cents each

There are some 50 different titles in this series, such as "How Money Works," "Security or the Dole," "Chain Stores,—Pro and Con," of about 25 to 30 pages each. They deal in interesting manner with many economic topics, and their bright covers and clear illustrations make them attractive to pupils. Frequent revisions and additions of new titles keep them up to date. Silver, Burdette and Co., Chicago, will send complete list of titles and information on new issues of these and the Headline Books as they come out. (Easy)

Smith, *Your Personal Economic*, McGraw-Hill, 1940, \$1.68, 635 pages

Not a complete economics text, but a good supplementary text which covers certain phases of economics of greatest importance to the individual in abundant and interesting detail. Well illustrated. (Average)

Scherman, *The Promises Men Live By*, Random House, 1938, \$3.00, 492 pages

A very "human" account of many phases of economics, their social basis and significance. (Average)

Shields and Wilson, *Business-Economic Problems*, South Western Publishing Co., 1935, \$1.84, 713 pages

A textbook which makes good supplementary reading. Covers in definite and practical manner many topics such as personal and business management, budgeting, savings, investment, and business organization. Strong emphasis on the consumer viewpoint. (Average)

Walker, Beach, Jameson, *American Democracy and Social Change*, Scribners, 1936, \$2.00, 650 pages

Makes the understanding of certain phases of economics easy. (Easy)

Woodward and Rose, *Primer of Money*, McGraw-Hill, 1935, \$2.50

Elementary description of our monetary and banking system and its working. Also includes chapters on the subject of inflation. Good charts, tables of facts, etc. (Easy)

ZuTavern and Bullock, *The Consumer Investigates*, Rowe Co., 1938, \$2.00, 516 pages

An excellent explanation of consumer problems. (Average)

ENGLISH

Contributors to 1941 English List

Mabel Hunter	Shenandoah
Edna Wilcox	Ames
Marguerite Blough	East Waterloo
Hortense Finch	Davenport
Odessa Farley, Lincoln	Des Moines
Marie Schalekamp	Red Oak
Florence Black	Waterloo
Pauline Franklin	Newton
Charlene Sperry, Roosevelt	Des Moines
Hildegard Stolteben	Dubuque
Wilma Hastie	Fort Dodge
Grace Cooper	Marshalltown
Marian Speake, Chairman	Newton

The English lists were checked in several ways to make them as comprehensive as possible. In the field of general English, an effort was made to cover all types of language situations and then to give some good background books usable from ninth to twelfth grade. In American literature the list was checked both by types and by regional contributions, and some thought given to historical eras. In English literature an effort was made to strike a happy medium between background and literature.

GENERAL ENGLISH

Bellafore, *Words at Work*, Amsco School Publications, 1939, 242 pages

In a breezy style, the book presents the human side of words, their usefulness in contemporary situations, tyranny in modern propaganda, and supreme magic in literature. (Average)

Mawson, C. O. S., *The Roget Dictionary of Synonyms and Antonyms*, G. P. Putnam's Sons, 1931, \$3.50, 578 pages

Valuable for any composition course and superior for the creative writer. The thesaurus includes excellent synonyms and antonyms, foreign words and expressions, slang, and colloquialisms. (Average)

Perrin, Porter G., *An Index to English*, Scott, Foresman Co., 1939, \$1.50, 675 pages

Arranged alphabetically this compact new handbook will answer traditionally and journalistically all puzzling questions of correct usage, as well as composition problems from letters to research. (Easy)

Phyfe, *Twenty Thousand Words Often Mispronounced*, G. P. Putnam's Sons, 1937, \$2.00

A complete handbook of difficulties in English pronunciation, sounds, use, diacritical remarks. It includes a large number of proper names, words, and phrases from foreign languages. (Average)

Taintor, Sarah Augusta; Monro, Kate, *The Secretary's Handbook*, Macmillan Co., 1940, \$2.50, 512 pages

Emphasizing the secretary's problems, this manual presents first, rules with illustrations of correct form in English; and second, various types of letters and business usage.

Picturesque Word Origins, Compiled from Webster's New International Dictionary, Merriam Co., 1933, \$1.50, 134 pages

The fascinating revelation of the "life-story" of word origins is accompanied by clever drawings, presented like miniatures from history of humanity, episodes in the growth of civilization. (Easy)

LITERATURE

Auslander & Hill, *The Winged Horse*, Doubleday, Doran & Co., 1930, \$1.50, 420 pages

Poetry from Homer to Masefield and Amy Lowell "rides on wings" through each biographical chapter which reads like fiction. Parallel with the *Winged Horse Anthology of Poetry*. (Average)

Baker, *In the Light of Myth*, Row, Peterson, 1925, \$1.20, 334 pages

These most familiar tales made by man when the world was young in Greece, Rome, Northern Europe, the Orient, and the New World interpret literary allusions. (Easy)

Bates, (ed), *The Bible as Living Literature*, Simon and Shuster, 1937, \$3.75, 1,279 pages

The story, essay, poetry qualities of the Bible assume new charm in this literary arrangement, but the beauty of the language of the King James version remains. (Average)

Boas and Smith, *Enjoyment of Literature*, Harcourt, Brace, 1934, \$1.60, 553 pages

A book designed to aid students to understand, appreciate, and enjoy poetry, drama, essay, prose, fiction and great writers. Stresses the fundamentals of great literature. (Difficult)

Cohen, *Milestones of the Drama*, Harcourt, Brace, 1940, \$1.75, 580 pages

Plays from Sophocles, through Ibsen, to O'Neill plus splendid general introduction, introduction to each selection, article on reading plays (fair), and an outline for a drama course. (Difficult)

Compton, Ray; Brown, Marjorie Dowling; and Brown, William B., *The Open Road*, Harcourt, Brace and Co., 1938, \$1.00, 366 pages

Twenty travel essays—parts of such books as Wilson's *Three-Wheeling Through Africa*, Lindbergh's *North to the Orient*, Earhart's *The Fun of It*, with comments about authors and appropriate cartoons, appeal especially to boys. (Easy)

Downey, *Richard Harding Davis: His Day*, Scribners, New York, 1933, \$3.00

Beau ideal of war correspondents, Dick Davis achieved a romantic and adventurous career. Downey has succeeded in portraying realistically both the man and the era he chronicled. (Average)

Drinkwater, John, *The Outline of Literature*, G. P. Putnam's Sons, (3 volumes), 1923, \$4.50

Beginning with Greece and Rome, these books present the great literary personalities of all ages. The charm lies in illustrations, reprints from old masterpieces, and quotations. (Difficult)

Kunitz, Stanley J., *Authors Today and Yesterday*, H. W. Wilson Co., 1933, \$5.00, 726 pages

This companion volume to *Living Authors* includes living authors not in first volume and important older writers; likewise, a joint index of the two books. (Easy)

Long, *Twenty Best Short Stories in Ray Long's 20 Years as an Editor*, Long, Ray C., and Smith, R. R., 1932, \$3.00

Stories from Hemingway, Hurst, Curwood, Gale, Terhune, Gibbs, and Maughan are supplemented by chapters on "Why Editors Go Wrong," "How Stories are Born," "Some Amazing Figures," "The Importance of Titles," etc. (Average)

McClay, Harriett L., and Judson, Helen, *Story Essays*, Henry Holt Co., 1931, \$1.24, 430 pages

Students enjoy the forty-nine story essays of dogs, nature, pioneer life personalities, and humor by Terhune, Sandburg, Morley, White, as well as Bacon, Addison and Irving. (Easy)

Ryan, Bessie, *Literary By-Paths*, Lyons, Carnahan, Copyright, 1928-1934, \$1.20, 424 pages

A well-written collection of varied essays with good introduction, notes, suggestions for essay writing, and student essays. Included are Galsworthy, Leacock, Morley, Beebe, Stevenson, Lucas, etc. (Average)

Schauffler, R. H., *The Poetry Cure*, Dodd, Mead & Co., 1936, \$2.50, 414 pages

A poetry book compiled by a poetry lover with a fine sense of psychology and humor. Note: "Stimulants for a Faint Heart," "Tonics for an Anaemic Soul," and "Accelerators for Sluggish Blood." (Average)

Schuster, Lincoln, *A Treasury of the World's Greatest Letters*, Simon and Schuster, 1940, \$3.75, 563 pages

Communications and cycles of correspondence of outstanding world figures are arranged chronologically and include such names as Alexander, Columbus, Henry VIII, Voltaire, Schubert, Dostoevsky, Trotsky, Mencken. (Difficult)

Sedgwick & Dominovich, *Novel and Story*, Little, Brown Co., 1939, \$1.88, 628 pages

Prose fiction is critically interpreted and sampled from the very short short story through the novelette, *Goodbye Mr. Chips*, to the long novel, *Mutiny on the Bounty*. (Average)

Stratton, Clarence, *To Read and To Act*, McGraw-Hill, 1939, \$1.24

Thirty-three plays arranged for few characters provide interesting material for oral reading, short, humorous and exciting. Included are adaptations from standard and popular novels and adventure books. (Easy)

Tante, Dilly, Junitz, Stanley, ed, *Living Authors*, H. E. Wilson Co., 1931, \$3.75, 462 pages

This book of biographies of contemporary writers in all countries includes also some critical comment, bibliography of writings and photographs. Arranged as a dictionary. (Easy)

Untermeyer, Louis, *The New Modern American and British Poetry*, Harcourt, Brace & Co., 1939, \$1.20, 403 pages

"Modern" begins with Whitman and Rossetti. Well-written biographies precede each poet's selections. Fifty pages of study helps guide intelligent reading. Attractive in format. (Average)

Wood and Husband, *Short Stories as You Like Them*, Horcourt, Brace & Co., 1940, 96 cents, 303 pages

Stories appealing to young people are presented by such authors as Dorothy Parker, McKinley Kantor, Harry Edwards and others. Each story can be read in five minutes. (Easy)

Wrinne, Mary J., *The Hollow Road*, Harper & Brothers, 1935, \$2.75, 493 pages

Thirty-nine chapters of all patterns and emotional types of poetry build a workable approach to poetry writing. Illustrative material, both literary and student, make also an anthology. (Difficult)

AMERICAN LITERATURE

Benet, Rosemary and Benet, Stephen Vincent, *The Book of Americans*, Farrar and Rinehart, Inc., 1933, \$2.00

These fifty-six verses about famous Americans from Columbus to Wilson present "the marching panorama of our past and present drama." Illustration by Charles Childs adds to the attractiveness. (Easy)

Boas and Burton, *Social Backgrounds of American Literature*, Little, Brown & Co., 1933, \$1.50, 353 pages

Beginners become aware in this book that American literature is a reflection of the American social environment. Emphasis is upon customs, costumes, and everyday living. (Easy)

Brigham, *A Book of Iowa Authors*, Iowa State Teachers Association, 1930, \$2.00, 287 pages

The survey of Iowa authors has chapters with portraits of Bess Streeter Aldrich, Ellis Parker Butler, Hamlin Garland, Susan Glaspell, Ruth Suckow, and many others. (Easy)

Calver, *Listen for the Voice*, Farrar & Rinehart, 1939, \$2.50

This novel set around colorful Boston, Cambridge, and Concord in the days of Emerson, Thoreau, and the Alcotts is written on the level for young people. (Average)

Cather, *My Antonia*, Houghton Mifflin Co., 1918-1926, \$2.50, 419 pages

This dramatic novel of pioneer life in Nebraska presents a Bohemian immigrant girl struggling with her environment.

Coe, *The Pulitzer Prize Plays 1918-1934*, Random House, 1935, \$4.00, 847 pages

Published in one volume are the Pulitzer Prize Plays from *Why Marry?*, in 1914 to *Men in White* in 1933. Such classics as *Beyond the Horizon*, *Strange Interlude*, and *Green Pastures* are given in their entirety. (Difficult)

Fagin, *America Through the Short Story*, Little, Brown & Co., 1936, \$1.75

The twenty-eight short stories by such writers as James Boyd, Anzia Yezierska, Nathaniel Hawthorne, O. Henry, Ruth Suckow and Sherwood Anderson present problems of minority groups, of labor and capital, of religion, and of war. (Average)

Fuller, Iola, *Loon Feather*, Harcourt, Brace, 1940, \$2.50

The story is about Oneta, the daughter of Tecumseh. The setting is on Mackinac Island. Good Indian novel. (Average)

Garland, Hamlin, *Roadside Meetings*, Macmillan Co., 1931, \$3.50

Hamlin Garland tells of the inspiration he received from Edwin Booth; of hearing Cable and Twain on the lecture platform together; of a talk with Walt Whitman in Camden, of dining with Rudyard Kipling in N. Y. in company with James Whitcomb Riley and of visiting Joaquin Miller, John Burroughs, and Theodore Roosevelt. (Average)

Hawthorne, Hildegard, *The Romantic Rebel*, Appleton, 1932, \$2.50

The biography of Nathaniel Hawthorne written by his granddaughter is an interesting account of his life told in simple and conversational style. (Average)

Hawthorne, Hildegard, *Youth's Captain*, Longman's, 1935, \$2.00

Hildegard Hawthorne tells the story of Ralph Waldo Emerson in a manner which appeals to the slower student while its subject matter is valuable for all. (Average)

Husband, *Americans by Adoption*, Little, Brown & Co., 1920, \$1.00

As its name implies, this book contains short biographical sketches of some of our foreign born Americans who have made real contributions to America; Agassiz, Carnegie, Saint-Gaudins and Ries. (Average)

Johnson, *The Book of American Negro Poetry*, Harcourt, Brace & Co., 1931, \$2.00, 290 pages

This anthology contains selections from the work of forty Negro poets, brief critical and biographical sketches, and an excellent preface discussing the Negro as a creative artist. (Average)

Leacock, *The Greatest Pages of American Humor*, The SunDial Press, 1936, 89 cents, 293 pages

The study of the development of humorous writers in America, with selections from the most notable, begins with Franklin and extends through Mark Twain and Benchley to the *New Yorker*. (Easy)

Lewis, Sinclair, *Babbitt*, Grosset & Dunlap, 1922, 75 cents, 401 pages

A satire on the American businessman, it appeals to students with a humorous turn of mind. (Difficult)

London, Jack, *The Call of the Wild*, Grosset & Dunlap, \$1.00 (price depends on edition), 211 pages

This classic of the Klondike appeals to anyone who likes adventure, animals and the Northwest. (Easy)

Commager and Nevins, *The Heritage of America*, Little, Brown & Co., 1940, \$4.00

The editors have assembled hundreds of narratives by settlers, soldiers, educators, preachers, and politicians who had a part in the making of America; vivid pictures of events written by eyewitnesses. (Average)

Pease, Howard, *Ship Without a Crew*, Doubleday, Doran & Co., 1934, \$2.00

The third mate and the old sea captain help the young hero prove his innocence. "This narrative of a ship without a crew was suggested by a true sea mystery—the famous case of the *Mary Celeste*, an American brig discovered deserted at sea." (Easy)

Quinn, Arthur, *Representative American Plays*, The Century Company, 1928, (1880-present day), \$3.00, (revised 1767-present day) revised ed. 1930, \$5.00, 1,043 pages

In chronological order, representative plays from Thomas Godfrey through Belasco, Fitch, Moody, O'Neill give a drama history of America. (Difficult)

Rawlings, *The Yearling*, Scribners, 1939, \$2.50, 428 pages

Realistically, the struggle of a poor white family in the South, conflicts with the romantic idealism of a boy and a deer, both "yearlings" in an enchanting world of nature. (Average)

Rolvaag, O. E., *Giants in the Earth*, A. L. Burt Co., 1929, 75 cents

Giants in the Earth is a stirring tale of the Scandinavian pioneer in Dakota, the hardness of life, the love of the soil, and the fight with nature plus Old World customs and New World adjustments. (Average)

Sandburg, Carl, *Abe Lincoln Grows Up*, Harcourt, Brace, 1928, \$2.50

Taken from the first twenty-seven chapters of the *Prairie Years*, this short biography of the boyhood and youth of Lincoln is especially readable. (Easy)

Sandburg, Carl, *The American Songbag*, Harcourt, Brace & Co., 1927, \$3.50, 192 pages

Sandburg has collected folk songs from all kinds of ballad makers. The book includes Irish, minstrel, Revolutionary, Frankie and Johnny, pioneer, mountain, hobo, prison, and cowboy songs, with music. (Easy)

Stevens, James, *Paul Bunyan*, Garden City Pub. Co., 1925, \$2.50, 245 pages

A well-edited collection of the best Paul Bunyan legends and "tall yarns" of pioneer lumbering days; always amusing to Bunyan fans. (Easy)

Twain, Mark, *Life on the Mississippi*, Harper and Brothers Publishers, 1917, \$1.00, 527 pages

The autobiographical account of Mark Twain's years on the Mississippi still is good reading. His matchless humor makes this book of wide appeal. (Easy)

ENGLISH LITERATURE

Barnes, Bessey and others, *The English Scene*, American Book Co., 1940, \$2.16, 770 pages

Attractive in appearance, easy to read and well-illustrated, the book is divided according to interests into six units. "This England," "Men and Women," "The Nation" etc. (Average)

Becker, May Lamberton, *Introducing Charles Dickens*, Dodd, Mead & Co., 1940, \$2.50

This most delightful biography presents Dickens, his genius, his problems and his England as seen by his letters, his friends, and his writings. (Easy)

Besier, Rudolf, *The Barretts of Wimpole Street*, Little, Brown & Co., 1931, \$2.00, 165 pages

The five act play presents the Barrett family and the famous love affair of Elizabeth Barrett and Robert Browning; also excellent for Victorian atmosphere. (Average)

Boas and Hahn, *Social Background of English Literature*, Little, Brown & Co., 1929, \$1.65, 298 pages

This most readable book gives the background of the various ages—food, clothes, games, place of women, the theater; social, economic, and historical in its perspective. (Easy)

Buchan, John, *Pilgrim's Way*, Houghton, Mifflin Co., 1940, \$3.00

It is a carefully written essay-type series of interpretations of the people and events of the author's active political and literary experiences. (Difficult)

Cunliffe, J. W., *England in Picture, Song and Story*, D. Appleton-Century, 1936, \$5.50

Charming as well as scholarly, profusely and beautifully illustrated are ten chapters of literary themes in chronological order. Notes on the illustrations, index of illustrations, names and titles. (Average)

Cruse, Amy, *The Golden Road in English Literature*, Thomas Y. Crowell Co., 1931, \$3.50, 658 pages

The student who reads of Chaucer, Shakespeare, Charles Lamb, or Dr. Johnson in this book gets an intimate human picture. Contains excellent colored pictures. (Easy)

Drinkwater, *Robert Burns*, Houghton, Mifflin Co., 1925, \$1.50, 112 pages

Robert Burns becomes here a loveable, mischievous person whose biography is broken frequently with poems which Burns sings to interested audiences in taverns and elsewhere. (Easy)

Darton, Harvey, F. J., *Story of the Canterbury Pilgrims*, Stokes, 1914, \$2.50, 310 pages

This is a popularized version of the *Canterbury Tales* with colored illustrations. The various tales told by the Pilgrims are translated into modern simple English prose. (Average)

Galsworthy, John, *Forsythe Saga*, Scribners, 1932, \$2.50, 870 pages

Three novels of upper class English life beginning with 1860's and ending in 1930 show conflicts of philosophies in succeeding generations and family branches. (Difficult)

Harvey, Sir Paul, *The Oxford Companion to English Literature*, Oxford University Press, 1933, \$1.75, 866 pages

An encyclopedia of authors, literary characters, books and mythological references will give invaluable aid to any English literature student for ready reference. Arranged alphabetically. (Average)

Rudyard Kipling's *Verse 1885-1926*, Doubleday, Doran, N. Y., 1929, 861 pages

This "inclusive" edition gives the student the epic of English Imperialism over a period of fifty years. (Average)

Maurois, Andre, *Prophets and Poets*, Harper, 1935, \$3.00, 345 pages

Maurois criticizes and characterizes nine moderns: Kipling, Wells, Shaw, Chesterton, Conrad, Strachey, Laurence, Huxley, and Mansfield. It is a narrative of twentieth century conflicting philosophies. (Difficult)

Olcott, *Story Telling Ballads*, Houghton, 1920, \$3.00

English and Scottish ballads have been arranged for story telling, reading aloud and for boys' and girls' own reading. Glossary, index and colored pictures. (Easy)

Parker, Cornelia Stratton, *English Summer*, Liveright, New York, 1934, \$3.50, 373 pages

An American woman takes her "teen age" daughter to England, where they spend a delightful summer driving about in a Ford. Charming, yet practical reading. (Easy)

Pepys, Samuel, *Everybody's Pepys*, Harcourt, Brace & Co., N. Y., 1926, \$3.50, 675 pages

The Diary (1660-1669) is abridged from the complete text and edited by O. F. Morshead. The delightful text is spiced with amusing illustrations. (Difficult)

Quennell, Marjorie, and Quennell, C. H. B., *A History of Everyday Things in England*, Charles Scribners' Sons, 1934, (3 volumes 1066-1934), \$2.50

About food, houses, clothing, schools, churches, implements, farming, dances, these books give both words and pictures to the student whose experience is far removed from English life. (Average)

Reynolds, *English Literature in Fact and Story*, Century Co., 1929, \$2.00, 480 pages

For condensed but interesting biographies, background data about political, social, economic, industrial influences, good charts, bibliographies, all arranged in traditional historical pattern, Reynolds is excellent. (Easy)

Riggs, Strafford, *The Story of Beowulf*, D. Appleton-Century Co., 1933, \$2.50, 84 pages

This is an attractive prose translation, with striking decorations and illustrations by an appreciative artist. (Difficult)

Shelly, *Inns and Taverns of Old London*, L. C. Page & Co., 1928, \$4.00, 366 pages

The historical and literary associations of inns, coffee houses, clubs, taverns and gardens of Old London, plus interesting sketches and incidents concerning many famous literary men. (Average)

Srygley & Betts, *Highlights in English Literature*, Banks Upshaw & Co., 1940, \$2.20, 868 pages

The themes of the twelve sections deal with the racial inheritance and environment of the British to reveal their traits, ideals, and achievements. Contains both old and new. (Average)

Strachey, Lytton, *Elizabeth and Essex*, Blue Ribbon Books, 1933, \$3.00, 296 pages

Elizabeth and Essex is a fictionized biography revealing the personality of Queen Elizabeth, her favorites, her political problems, her temper, and the tragedies of her life. (Average)

Strachey, Lytton, *Queen Victoria*, Harcourt, Brace & Co., 1936, \$1.89, 425 pages

A fictionized biography of Victoria whose pages are filled with names of great and near great in the nineteenth century and undercurrent of life at court. (Average)

Vachell, Horace Annesly, *The Best of England*, Alfred A. Knopf, 1931, \$3.00, 253 pages

Essays on racing and polo, football, rural England and country life, etc., gives just the collection of facts that are necessary for interpretation of English life. (Average)

Wright, N. A. (ed), *Complete Works of Shakespeare*, Garden City Publishing Co., 1936, \$3.95, 1,525 pages

With Rockwell Kent illustrations, notes, glossary, synopsis, authentic historical and textual data, Christopher Morley preface, good format, this book is one of the best. (Difficult)

GENERAL SCIENCE

Contributors to 1941 General Science List

Alex Evans	Manson
I. L. Peters	Clarion
J. W. Knudsen	Spencer
H. R. Blanchard, Chairman	Keokuk

Cable and Kadesch, *Science in a Changing World*, Prentice-Hall, 1940, \$3.75

Average reading material and a good survey of present-day trends.

Chiddix, J. C., *Chemistry Projects*, Science Teacher, Normal, Illinois

A mimeographed booklet of 106 pages containing projects that may be done by ninth grade pupils. How to make ink, crystals, alloys, mirrors, paints, cosmetics, rayon, etc., as well as many simple tests such as testing lubricating oil, baking powder, and water. A very useful source for the teacher looking for project suggestions.

Fenton, *Our Amazing Earth*, Doubleday, 1938, (new edition out), \$4.50

A popular book in geology. The story deals with various theories of the origin of the earth, rock formation and movement, the work of water, wind and ice, the evidence of fossils, the divisions of geologic time, etc.

Frank and Barlow, *Mystery Experiments and Problems*, J. O. Frank, 1940, \$2.25

Another book of projects containing both physics and chemistry stunts. Easy material and excellent for science club suggestions.

Furnas, C. C., *The Next Hundred Years*, The Williams & Wilkins Co., 1936, \$3.25

Very inspirational material telling of not only the past accomplishments in science but of possible future developments. Book divided into five parts: Biology, Chemistry, Physics, Engineering, and Social Consequences. Parts of it a little difficult for pupils but its value to the teacher almost unlimited.

Hartman, Gertrude, *Machines and the Men Who Made the World of Industry*, Macmillan Company, 1939, \$2.50

"History of great industrial changes of the last two hundred years, and the men who have stood back of the inventions which have revolutionized transportation, communication and manufacture of commercial products. For young readers." Book Review Digest

Lynde, C. J., *Science Experiences with Inexpensive Equipment*, International Textbook Co., 1939, \$1.60

Very easy material full of illustrations with over 200 experiments and demonstrations that may be done at home or in the classroom by any ninth grade pupil. This book is similar to Lynde's "Science Experiments with Home Equipment" (recommended last year) but more complete and better. Pupils like this book!

Neblette-Brehm-Priest, *Elementary Photography*, Macmillan Co., 1939, 72c

This is a simple complete treatment of photography and should be available to all pupils interested in this hobby.

Palmer-Alpher, *40,000,000 Guinea Pig Children*, Vanguard, 1937, \$2.00

"An expose of the fraudulent claims and harmful effects of leading commercial products intended for children. The name of each product is given. Constructive advice has been added on adequate diets and nutrition for children." Booklist

Porter, W. P., *The Pond Book*, American Book Company, 1939, 88 cents

An interesting and appealing introduction to biology with authentic information about fresh water ponds and streams. (Easy)

Ray, *Scientific Wonders of the World*, Metro, 1941

See physics list

Shaw, *Drama of Weather*, Macmillan Company, 1933, \$3.50

"One finds here many photographs with cogent explanations, many graphs, some quite unique and all interesting. A book for those who desire precise information without deep study." Sat. Rev. of Lit.

Shepherd, Walter, *Science Marches On*, Harcourt, 1939, \$3.00

"In popular, non-technical terms the author tells the story of the progress of science from ancient times to the present." (Average)

Teale, Edwin, *The Boys' Book of Insects*, Dutton, 1939, \$2.00

"Interesting facts about the lives and habits of the common insects together with simple instructions for collecting, rearing and studying them." Book Review Digest

Welday, *Your Automobile and You*, Henry Holt Co., 1938, 88 cents

"Although intended as a high school course, this little book should be of value to all beginners as well as to older drivers who are inclined to carelessness."

Watkins and Perry, *Science for Human Control*, Macmillan Company, 1940, \$1.68

(Average)

Wylie, Charles Clayton, *Our Starland*, Lyons Publishing Co., 1938, 88 cents

(Average)

Annotations are not available for the following titles repeated from last year's list.

Ray, *Wonders of Living Things*, Metro, 1937, \$1.69

Watkins & Perry, *Science for Human Control*, Macmillan, 1940, \$1.68

Wylie, *Our Starland*, Lyons, 1938, 88 cents

GUIDANCE

Contributors to 1941 Guidance List

Floyd Link	Durant
Mary Ola McCluskey	Fort Dodge
J. R. Mounce	Jefferson
Laurance Evans	Boone
Roy E. Denger	Scranton
Bessie Meridith	Keokuk
A. H. Hausrath	Iowa State College
Iowa Congress of Parents and Teachers, through their guidance list put out in cooperation with the Child Welfare Research Station, State University of Iowa	
Leonard Calvert, Chairman	West Waterloo

Allen & Briggs, *Behave Yourself!*, Lippincott, 1937, \$1.25, 156 pages

Etiquette for lively American youth, in his own tongue and at his own level
Partial contents: Public Appearances; Pest or Guest; Dinner Is Served; Up-to-dates for Boys; Up-to-dates for Girls. (Easy)

Bell, *Youth Tell Their Story*, American Council on Education, 1938, \$1.50, 273 pages

For use by anyone working with youth; a study of conditions and attitudes of young people, ages sixteen to twenty-four; illustrated with numerous charts; contains comments of young people themselves; useful as background or group discussion material. (Difficult)

Brewer, *Occupations*, Ginn and Company, 1936, \$1.60, 622 pages

For class or reference text; emphasizes social aim of vocational guidance; complete coverage of occupations in which over 90 per cent of U. S. workers engaged; some sections useful but difficult for ninth grade; excellent for senior high; good section on determining vocational choice. (Average)

Eastburn-Kelley-Falk, *Planning Your Life for School and Society*, Scribners, 1938, \$1.80, 384 pages

For orientation course, or as a student reference under direction of the home-room teacher; problems at end of each chapter make integration with other school studies easily possible; educational and social guidance. (Easy)

Edmonson, J. B. and Dondineau, *Vocations Through Problems*, Macmillan Co., 1936, 96 cents, 233 pages

Excellent book for grades 9 or 10; author sets up problems to stimulate interest; test questions given at end of each chapter to help student test his knowledge of what he has read; additional readings listed after each chapter, general as well as vocational guidance. (Easy)

Endicott, *One Hundred Guidance Lessons*, International Textbook Co., 1937, \$1.25, 236 pages

A discussion manual useful either in hands of students or advisers, particularly in junior high. Each lesson contains an illustration of the problem, a few explanatory paragraphs to develop line of thought, a series of discussion questions, and definite projects to be carried out by students. (Easy)

Erickson & Hamrin, *Guidance Manual for Teachers*, McKnight & McKnight, 1939, \$1.00, 117 pages

An in-service training manual for teachers who have had little or no special guidance training. Outlines from the teacher's standpoint fundamental steps in building a guidance program. Presents techniques, services, etc., that have proved successful. Excellent faculty discussion material. (Average)

Fedder, *A Girl Grows Up*, McGraw-Hill Book Co., 1939, school ed., \$1.24, 235 pages

Excellent for individual reading and study, for the homeroom or classroom library. Sample contents: Gaining Self-Confidence, Getting on With People, Living Happily With Your Family, Associating Happily With Boys, Deciding About a Job. Well-liked by adolescent girls, grades 8-12. (Average)

Fleischman, *Careers for Women*, Garden City Publishing Co., 1939, \$1.00, 514 pages

Fills need for specific information, suggested by title, in American business. Written by forty-three successful American business women. Useful as reference or enrichment reading. (Average)

Frederick, *How to Study Handbook*, D. Appleton-Century Co., 1938, \$1.24, 442 pages

Excellent reference book to be used in individual cases of scholastic difficulties, in hands of student. Explains reading by skimming, block method, etc., how to use graphs, read maps and cartoons, listen, use the library, gather materials, prepare talks, make notes, memorize, concentrate, work on committees, etc. Excellent ready-reference index. (Average)

Goodrich, *Living With Others*, American, 1939, \$1.00, 294 pages

The amusing sketches are useful in hands of students, in homeroom programs, or for classes in personality development. Good sections on conversations, behavior in public, etc. Good material for personal and social guidance. Written in clever, appealing style. (Average)

Kitson, *How to Find the Right Vocation*, McGraw-Hill Book Co., 1937, \$2.50, 227 pages

A standard reference book which should be in every library. Helpful to student who wants to know how to study his own problems. It has questions which may also be used as discussion by groups. (Easy)

Koos & Kefauver, *Guidance in Secondary Schools*, Macmillan Company, 1932, \$2.50, 640 pages

A college text useful as teachers' reference or faculty study source. (Average to difficult)

Lingenfelter, *Vocations for Girls*, Harcourt, Brace & Company, 1939, \$2.50, 358 pages

A description of thirty-four occupations and professions, useful for student reference as an insight into multitudes of occupations open to women and the characteristics required. Not a group discussion manual, but useful for outside reports and collateral reading in many fields. (Average)

Lockhart, *My Vocation, by Eminent Americans*, H. W. Wilson Company, 1938, \$1.50, 334 pages

Leaders of popular occupations, chosen by ballots of colleagues, tell their stories. Inspirational and instructional collateral reading, combining biography with career information. (Average)

Lyon & Butler, *Vocational Readings*, Macmillan Company, 1927, \$1.68, 571 pages

Book is old but contains very good material not of a changing nature. Not a text but a very good supplemental or companion volume to be used with any good occupations text. Helps establish a philosophy and satisfies youthful readers who like to combine true stories with class work. (Average)

McKown & Lebron, *A Boy Grows Up*, McGraw-Hill Book Co., 1940, \$1.22, 299 pages

Written for boys, in interesting language and with well-chosen illustrations. Useful for individuals as reference for general, cultural and social development or by sections as directed by counselor. Will be read if within reach of adolescent's fingers. (Average)

McLean, *Knowing Yourself and Others*, Henry Holt, 1938, \$2.00, 275 pages

A well-organized study of mental hygiene written on the senior high school level. The security, the response, and the recognition drives are emphasized in units on popularity, love, and security in a dignified style. Well-illustrated, attractive to thinking young people. (Average to difficult)

Lingenfelter, *Vocations in Fiction*, American Library Asso., 1938, \$1.25

Kitson & Lingenfelter, *Vocational Guidance Through the Library*, American Library Association, 1936, 40 cents

Morgan, *Vocations in Short Stories*, American Library Association, 1938, 50 cents

These lists are excellent helps to those who desire wider selection than is allowed here.

GUIDANCE MONOGRAPHS*

Personal Growth Leaflets (A variety of subjects on personal, social, and educational guidance, 1 cent each in quantities), The Journal of the National Education Association

Careers and Guidance Leaflets, (19 pamphlets, 5 cents each), issued by U. S. Office of Education, available from Supt. of Documents, Government Printing Office, Washington, D. C.

Careers Vocational Guidance Monographs, 1930-40, (80-90 pamphlets in groups of five, \$3.75), The Institute for Research, 537 South Dearborn Street, Chicago, Illinois

Commonwealth Vocational Guidance Monographs, Series A, B, and C. 1935-38, 75 monographs, \$17.75 per series, the Commonwealth Book Company, 80 East Jackson Blvd., Chicago, Illinois

Occupations Monographs, A new series, monographs issued monthly, ten numbers per year, 50 cents per copy, Science Research Associates, 600 South Michigan Avenue, Chicago, Illinois

Successful Vocational Guidance Monographs, (About 60 pamphlets, 32 cents each, postpaid, less in quantity), Morgan Dillon and Co., 5154 N. Clark Street, Chicago, Illinois

Occupational Digest, Mimeographed summary of the "It's Your Future" series of occupational information broadcasts of WOI. Individual copies free upon request; library sets available to schools

PERIODICALS ON VOCATIONS

Occupations, the Vocational Guidance Magazine, (for teachers and students). Available at \$2.50 per year (8 issues) from Iowa Guidance Association, branch of the National Vocational Guidance Association. Address Vocational Education Department, Iowa State College, Ames, Iowa

Vocational Guidance Digest, (principally for teachers), \$2.50 per year, ten issues, Stanford University Press, Stanford University, California. Briefly covers new books, recent magazine articles, new techniques, etc.

*As there is much duplication in the occupations covered, a careful investigation and comparison of titles is suggested prior to purchase of any set.

Vocational Guide, a monthly index of practically all current occupational literature published in books, periodicals, surveys, etc., \$4.00 per year. Science Research Associates, Chicago, Illinois

Your Future, a weekly newspaper with news and feature stories on vocations and other guidance problems for students, \$1.50 per year, 40 cents per semester in clubs. Your Future, 400 Front Street, Columbus, Ohio

MATHEMATICS

No committee of mathematics teachers was appointed to prepare the list for this subject. However, an excellent list prepared by R. J. Penny, now of the Newton public schools, has come to our attention. The list is printed with Mr. Penny's permission.

LIBRARY BOOKS FOR MATHEMATICS

The need for information with regard to available mathematics books for the school library has long been felt by mathematics teachers. It is difficult and time-consuming to search out information which can be used to motivate students and to broaden their understanding of mathematics and its applications.

It is to meet this need that the following list of "Mathematics Books for the High School Library" has been copied from the *Report of the Commission on the Place of Mathematics in Secondary Education*. This is the *Fifteenth Yearbook of the National Council of Teachers of Mathematics*, published in 1940. For those schools just starting a collection of mathematics books for the library, a list of ten books has been selected from this list. A description of each book is given in order to show its particular usefulness.

AMONG THE FIRST BOOKS TO PURCHASE FOR YOUR LIBRARY

Andrews, F. Emerson, *New Numbers*, Harcourt, Brace and Co., 62 pages, 50 cents

An inexpensive, interesting book devoted to showing how the acceptance of a duodecimal base number system would increase the ease of mathematical computation and measurement. The operation of this system is explained. A great aid to the understanding of our number system. For advanced mathematics pupils.

Breslich, Ernst R., *Excursions in Mathematics*, The Orthovis Co., Chicago, 1938, 47 pages, \$1.50

Shows and describes historical and practical applications of geometric figures in art, nature, designs, landscapes, and construction work. Illustrations are well selected and presented. Formulas are developed and used in solving problems. Is stimulative because it shows practical and social values of geometry. Is particularly useful in teaching informal geometry in seventh and eighth grades,

and in developing spatial imagination and understanding in the high school geometry classes.

Dudeney, H. E., *Amusements in Mathematics*, Thomas Nelson and Sons, New York, 1917, 258 pages, \$1.50

A well-illustrated collection of mathematical puzzles concerning arithmetic, algebra, geometry, moving counters, routes, combinations, chessboards, measuring and weighing, magic squares and mazes. Has a wide range of difficulty. Answers are given. Is appealing to high school pupils.

Heath, R. V., *Mathemagic*, Simon and Schuster, New York, 1933, 133 pages, \$1.75

Explanations of 59 well-chosen tricks used by magicians. The illustrations are pertinent. Good for individual entertainment, club, or assembly programs. Particularly suited to high school pupils, although junior high school pupils would also use it.

Jones, S. I., *Mathematical Wrinkles*, The Author, Life and Casualty Building, Nashville, Tenn., 1926, (Third Edition), 361 pages, \$3.00

Problems and puzzles pertaining to arithmetic, algebra, geometry, mathematical recreations, short methods, mensuration, and miscellaneous helps and tables. Answers or solutions are given in most cases. The value of π is given to 707 decimal places. Very interesting and stimulative. Well adapted to high school pupils.

Sanford, Vera, *Short History of Mathematics*, Houghton, Mifflin Co., New York, 1930, 400 pages, \$3.25

A history of mathematics written in story form. It helps make the study of mathematics interesting and useful. Organized chronologically and by subjects. A good book for recreational reading in high school or as a source of material for class reports in any grade above the seventh.

Shuster, C., and Bedford, F., *Field Work in Mathematics*, American Book Co., New York, 1935, 168 pages, \$1.20

An explanation of the kinds of instruments used in mathematics and of their uses. Emphasizes practical application of mathematical knowledge. Is closely related to geometry and numerical trigonometry, but may also be used in connection with arithmetic and algebra classes. Vocational value is great.

Smith, D. E., *History of Mathematics*, Ginn and Co., Boston, 1923. 2 volumes. 1,321 pages, \$5.00

A detailed treatment of the historical development of mathematics and of the work of great mathematicians. A complete and authoritative reference on mathematical history. Volume I is arranged chronologically with reference to racial and geographical conditions. Volume II considers the evolution of certain topics.

Smith, D. E., and Ginsburg, J., *Numbers and Numerals*, Bureau of Publications, Teachers College, Columbia University, New York, 1937. 52 pages, 35 cents

A short, inexpensive book telling how numbers came into use, where number systems came from, and what numbers are used in other countries. A good reference book to use in developing understanding and appreciation of our number system. Can profitably be used in connection with classroom work.

Weeks, Raymond, *Boys' Own Arithmetic*, E. P. Dutton and Co., New York, 1924, 188 pages, \$2.00.

Contains 111 problems written in such a way as to appeal to boys. They are arithmetic problems but may be solved by algebra. One of the most popular recreational books mathematics has to offer for junior high schools. Solutions of problems are not given.

PHYSICS

Contributors to 1941 Physics List

Orlando C. Kreider	Iowa Falls
Walter Barnard	Forest City
J. W. Knudsen	Spencer
F. L. Johnson	Hamburg
Margaret Olson	Laurens
H. H. Boyce	Mason City
M. S. Applegate	Jefferson
John Harms, Chairman	Ames

Chase, S., *Men and Machines*, (Modern Readers' Service), Macmillan Company, 1929, \$1.00

Is man to be master or slave to machines? Can he control them? Will they make life easier and better for him? The author in this book gives a stimulating analysis of machinery and its effects on man, and points the way to a new philosophy for this Power Age. (Average)

Dietz, D., *The Story of Science*, Dodd, Mead and Company, 1936, \$3.50

The author has put into one volume the main facts of the four great divisions of science in clear, intelligible fashion: Astronomy, or the story of the Solar System and the Universe; Geology, or the story of the Earth; Physics and Chemistry, or the story of the nature of Matter and Energy; and Biology, or the story of Life. (Average)

Manly, H. P., and Gorder, L. O., *Drake's Cyclopedia of Radio and Electronics*, Frederick J. Drake and Co., 1937, \$5.00

A non-technical reference book covering radio transmission and reception, sound pictures, short wave, public address systems, television, photo-cells. (Difficult)

Ghirardi, A. A., *Radio Physics Course*, Radio and Technical Pub. Company, 1933, \$4.00

The author covers in simple language the whole field of radio, television, photo-electricity and sound. It is distinctly a non-technical course and very closely related to elementary high school physics. It contains many drawings and diagrams which are as easy to understand as the context is easy to read. (Easy)

Hausrath, A. H., and Harms, J. H., *Consumer Science*, The Macmillan Company, 1939, \$2.20

This is a new course in science constructed from the standpoint of the consumer's needs. The content material is drawn chiefly from the fields of physics, chemistry and geology. The authors have gone far in relating science education to consumer problems. The use and application of the scientific method of thought and action to daily-life problems is stressed. The last unit is devoted to Safety on the Highway and in the Home. (Easy)

Holley, C. and Lohr, V. C., *Mastery Units in Physics*, J. B. Lippincott Company, 1939, \$1.88

In this physics book, the authors approach the study of physics in an honest, scientific manner. Understanding and mastery are made easier by a helpful unit organization and a style of presentation that is clear and full of applications showing how basic principles are at work in the modern world. A carefully graded testing program, with optional problems for superior students, is provided. (Difficult)

Jeans, Sir James, *The New Background of Science*, Macmillan Company, 1934, \$2.50

This book is written for those who have no special knowledge of science. Each abstract point is illustrated with parallels from everyday experience. Contents: The Approach to the External World, The Methods of Science, The Framework

of the External World—Space and Time, Mechanism, The Texture of the External World—Matter and Radiation, Wave Mechanics, Indeterminacy, Events. (Average)

Lenard, P., *Great Men of Science*, The Macmillan Company, 1933, \$3.50

The author tells of the lives and work of more than fifty outstanding scientists of all nationalities, each of whom has contributed some new ideas of major scientific importance. The period covered stretches from Pythagoras of Samos to Friedrich Hasenohr. Among the men discussed are Euclid, Archimedes, Copernicus, Kepler, Pascal, Descartes, Boyle, Roemer, Newton, Papin, Bradley, Dalton, Cavendish, Watt, Oersted, Ampere, Ohm, Faraday, Weber, Helmholtz, Darwin, Kelvin, Kirchhoff, Maxwell and Hertz. (Easy)

Lynde, C. J., *Science Experiences with Home Equipment*, International Textbook Company, 1937, \$1.34

This book illustrates, describes and carefully explains two hundred science experiences that can be performed with equipment available in a home—such as chairs, tables, milk bottles, hairpins, coffee cans, paper bags, marbles and the like. (Easy)

Ray, C., *Scientific Wonders of the World*, Metro Publications, 1941, \$1.79

In this book the author describes and explains the modern wonders of physics, chemistry, astronomy, geology, etc. Photographs, drawings, diagrams and picture maps are widely used. (Easy)

Sutton, R. M., *Demonstration Experiments in Physics*, McGraw-Hill Book Co., 1938, \$4.50

A collection of nearly twelve hundred lecture experiments for the use of high school and college teachers of physics and general science. The book was prepared under the auspices of the American Association of Physics Teachers and includes contributions from two hundred physicists in one hundred thirty institutions. Descriptions of experiments are direct, and emphasis has been placed upon simplicity of apparatus and procedure. (Easy)

Thomson, A., *Outline of Science*, G. P. Putnam's Sons, 1937, \$3.95

A general history of all the sciences. Suitable for all fields since material related to a particular subject is fully covered. The author has so written as to give a desire for further reading and study. (Average)

Williard, L. R., *Experiences in Physics*, Ginn and Company, 1939, \$1.92

In this book the principles of physics are presented in practical terms by means of "Experiences" which are the backbone of the book. There are six units of work with introductions and conclusions. At the end of each chapter there are review questions, picture tests and suggested activities. (Easy)

Handbook of Chemistry and Physics, Chemical Rubber Company, 1941, \$3.50

The Handbook of Chemistry and Physics is a reference book of data on mathematics, chemistry, physics and related sciences. It contains over 2500 pages of which there are over 1000 pages of chemistry data, 700 pages of physics data, 300 pages of mathematics data and much additional data on related sciences. (Average)

WORLD HISTORY

Contributors to 1941 World History List

Blythe Lamme	Cedar Falls
Laura Wehman	Burlington
John Bishop	Belle Plaine
Melvin Gingerich	Washington Junior College
Sam Houston, University High	Iowa City
Charles O. Austin, Jr., Chairman	State University of Iowa

In selecting this list, the committee tried to choose those books that are specialties in the subject; also outstanding books that are transitional and can be used in all phases of the broad field of world history. Price was also carefully considered so that the purchase of the entire list would not be beyond most schools, at least within a period of two years. Several of the books are available in star editions at the price of one dollar.

Davis, William Stearns, *A Day in Old Athens*, Allyn and Bacon, Chicago, 1914, \$1.60

A Day in Old Athens gives a complete picture as to what Athens looked like in 334 B. C. The social relationship of the people, business, government, sports, education, food and dress are stressed. Very interesting for student use. (Easy)

Davis, William Stearns, *A Day in Old Rome*, Allyn and Bacon, Chicago, 1925, \$1.80

This is the story of an imaginary visit to Rome in the year 134 A. D. The visitor spends a day in Rome visiting the shops, homes, schools, and government buildings. He sees the social customs of the people, their food, dress, religious festivals, sporting events and a marriage ceremony, along with the general aspects of city life. (Easy)

Durant, Will, *The Life of Greece*, Simon and Schuster, New York, 1939, \$3.95

A record of the origin, growth, maturity and decline of Greek civilization from the ancient remains of Crete and Troy to the conquest of Greece by Rome. It considers the rise and decline of agriculture, industry and trade, government, education, family, social relationships and philosophy. A book for the better student but definitely of value to all. (Difficult)

Gaer, Joseph, *How the Great Religions Began*, Robert M. McBride and Company, New York, 1929, \$3.00

An interesting and well-written book devoted to a study and development of religions. It traces the founding of all major sects including the American-born sects. The three major divisions are: Book I: The Religions of India; Book II: The Religions of China and Japan; and Book III: The Advance of One God. The Reformation and the recent church developments are stressed. (Easy)

Hartman, Gertrude, *Medieval Days and Ways*, The Macmillan Company, New York, 1937, \$2.50

This book, about the people of the middle ages, stresses castle life, the church, business, sports and government. The developments and contributions of the middle ages are emphasized. Source materials are used for illustration. (Average)

Herrick, Cheesman A., *History of Commerce and Industry*, the Macmillan Company, New York, 1920, \$1.81

Written by a high school instructor who emphasized world history from a commercial and industrial viewpoint. This is done by analyzing the history of great movements and trends rather than nations, although the geographic backgrounds are related. Suggested reading lists, questions, and topics for discussion follow each chapter. (Average)

Huberman, Leo, *Man's Worldly Goods*, Harper, New York, 1936, \$2.75

The purpose of this book is to explain history by economic theory and economic theory by history. It tries to explain, in terms of the development of economic institutions, why certain doctrines arose when they did; how they originated in the very fabric of social life; and how they were developed, modified, and overthrown when the social pattern was changed. Fascinatingly written, strong in student appeal. (Average)

Jackson, J. Hampden, *The Post War World 1918-1939*, Little, Brown & Co., Boston, 1940, \$2.00

A development of post-war history, describing first the peace settlement and its consequences in Europe, followed by the story of the revolts against western domination in Asia and Africa, the story of American problems, and finally, a consideration of the international aspects of the crisis and subsequent recovery. Part I: Europe; Part II: The Soviet Union; Part III: The Near East; Part IV: The Far East; Part V: Africa; Part VI: America; and Part VII: World Survey. (Average)

Lamb, Harold, *The Crusades*, Garden City Publishing Co., Inc., Garden City, New York, 1930, \$3.00

The first volume, *Iron Men and Saints*, covers the invasion of the East by the European powers and the founding of a kingdom there. The second volume, *The Flame of Islam*, relates the rise of the Moslem powers which brought about the hundred-year struggle for supremacy that spread from the East to the West. The causes, effects, successes, and social and economic influences of the Crusades are fully covered. (Average)

Lowell, Edward J., *The Eve of the French Revolution*, Houghton, Mifflin Company, New York, 1920, \$3.00

An interpretation of the personalities and economic and social conditions giving impetus to the French Revolution. This book covers a brief period which started in feudalism and ended in modern times. It discusses the clergy, the court, law, and finance. (Average)

Schuster, M. Lindon (editor), *The World's Great Letters*, Simon and Schuster, New York, 1940, \$3.75

A private letter file of the inner crises and vanities of mankind from Alexander the Great to Thomas Mann, including such outstanding figures of world history as Paul the Apostle, Columbus, Michelangelo, Henry VIII, Voltaire, Franklin, Washington, Napoleon, Darwin, Disraeli, and Zola. Each letter has an introduction giving the historical background for the letter and is followed by an epilogue giving the consequences. These letters are excellent for analyzing the character and standards of the writers. They give a personal interpretation to world history. (Average)

Shaw, Roger, *Outline of Governments*, Review of Reviews Corporation, New York, 1934, \$1.00

The introduction discusses the League of Nations, world organization, vanishing monarch, democracy versus dictatorship, proportional representation, world languages, religion and anti-religions, and milestones to nationhood. By the continents each organized state is then discussed, giving a brief summary of its governmental history and present organization. (Average)

Tappan, Eva March, *When Knights Were Bold*, Houghton, Mifflin Company, New York, 1911, \$3.00

The outline presents in words a picture of the manner of life and habits of thought of the people of the middle ages. The homes, customs, sports, food, schools, science, business and crusades are fully treated. A clear picture of feudal times is presented. (Easy)

Van Loon, Hendrick, *The Story of Mankind*, Garden City Publishing Company, Inc., Garden City, New York, 1926, \$2.50

An interesting interpretation of world history from prehistoric times down to the World War. Written as a story rather than history, it is delightfully illustrated with diagrams and interpretative charts by the author. (Easy)

Wells, H. G., *The Outline of History*, The Macmillan Company, New York, 1926, 50 cents

This is an attempt to tell in one continuous narrative the whole story of life and mankind. The outline deals with ages, races and nations, giving special attention to the prehistoric era, language, writing, religions, science and the development of government. Well illustrated with excellent maps and time charts. (Difficult)

Wilson, Grove, *Great Men of Science*, Garden City Publishing Co., Inc., Garden City, New York, 1929, \$1.00

Short biographies and discussion of the contributions of outstanding scientists from Thales to Einstein. Well written, serves a dual purpose of biography and history, and emphasizes this important phase of world history. (Average)

DIRECTORY OF PUBLISHERS

Agricultural Experiment Station	Iowa State College	Ames, Iowa
Allyn & Bacon	2231 South Parkway	Chicago
Americana Corporation	333 N. Michigan Avenue	Chicago
American Book Company	360 N. Michigan Avenue	Chicago
American Council on Education	744 Jackson Place, N.W.	Washington, D. C.
American Fork & Hoe Company	Keith Building	Cleveland, Ohio
American Library Association	520 N. Michigan Avenue	Chicago
American Technical Society	850 E. 58th Street	Chicago
Amsco School Publications, Inc.	373 Fourth Avenue	New York
Appleton-Century, D., Company	2126 Prairie Avenue	Chicago
Banks Upshaw & Company	707 Browder Street	Dallas, Texas
Bausch & Lomb Optical Company	635 St. Paul Street	Rochester, N. Y.
Blue Ribbon Books, Inc.	14 W. 49th Street	New York
(Acquired the publications of Burt)		
Bobbs-Merrill	724 N. Meridian Street	Indianapolis, Ind.
Boni, Albert, & Boni, Charles, Inc.	26 W. 56th Street	New York
Brookings Institute	722 Jackson Place, N.W.	Washington, D. C.
Bruce Publishing Company	540 North Milwaukee Street	Milwaukee, Wis.
Bureau of Publications	Teachers College, Columbia University	New York
Century Company	35 W. 32nd Street	New York
Chemical Publishing Company, Inc.	234 King Street	Brooklyn, N. Y.
Chemical Rubber Company	1900 112th Street	Cleveland, Ohio
Columbia University Press	2960 Broadway	New York
Commonwealth Book Company	80 E. Jackson Boulevard	Chicago
Comstock Publishing Company, Inc.	124 Roberts Place, Cornell Heights	Ithaca, N. Y.
Covici, Friede, Inc.	435 E. 24th Street	New York
Crofts, F. S., & Company	41 Union Square West	New York
Crowell, Thomas Y., Co., The	432 Fourth Avenue	New York
Crown Publishers	419 Fourth Avenue	New York
Day, John, Publishers	2 W. 45th Street	New York
Deere, John		Moline, Illinois
Denoyer-Geppert Company	5235-5257 Ravenswood Ave.	Chicago
Dodd, Mead & Company, Inc.	432 Fourth Avenue	New York
Doubleday, Doran & Company	75 Franklin Avenue	Garden City, N. Y.
Drake, Frederick J., & Co., Inc.	600 W. Van Buren Street	Chicago
Dutton, E. P., & Sons	286-302 Fourth Avenue	New York
Farrar & Rinehart, Inc.	232 Madison Avenue	New York
Follett Publishing Company	1257 S. Wabash Avenue	Chicago
Foreign Policy Assn., Nat. Hdqrs.	22 E. 38th Street	New York
Frank, J. O., & Sons	159 W. Irving Street	Oshkosh, Wisconsin
Funk & Wagnalls Company	354-360 Fourth Avenue	New York
Garden City Publishing Co., Inc.		Garden City, N. Y.
Garrard Press	119-123 W. Park Avenue	Champaign, Ill.
Ginn & Company	2301 Prairie Avenue	Chicago
Greystone Press, Inc.	40 E. 49th Street	New York
Grossett & Dunlap	1107 Broadway	New York
Hale, E. M., & Company	161 W. Wisconsin Avenue	Milwaukee
Harcourt, Brace & Company	1525 E. 53rd Street	Chicago
Harper & Brothers	49 E. 33rd Street	New York
Heath, D. C., & Company	1815 Prairie Avenue	Chicago
Henley, Norman W., Publishing Co.	2 W. 45th Street	New York
Holt, Henry, & Company	257 Fourth Avenue	New York
Houghton, Mifflin Company	2500 Prairie Avenue	Chicago
Institute for Research	537 S. Dearborn Street	Chicago
International Textbook Company	1001 Wyoming Avenue	Scranton, Pa.
Interstate Printing Company	132 N. Walnut Street	Danville, Illinois
Iowa State College	Sup't of Documents Bulletin Office	Ames, Iowa
Iowa State Teachers' Association	415 Shops Building	Des Moines
Jacques, H. E.		Mt. Pleasant, Iowa
Journal of N.E.A.	1201 16th Street, N.W.	Washington, D. C.
Knopf, Alfred A., Inc.	501 Madison Avenue	New York
Lippincott Publishing Company	333 W. Lake Street	Chicago
Little, Brown & Company	34 Beacon Street	Boston
Liveright Publishing Company	386 Fourth Avenue	New York

Long, Ray, & Smith, Richard R., Inc.	79 Madison Avenue	New York
Longmans, Green & Company	55 Fifth Avenue	New York
Lothrop, Lee & Shepard Company	386 Fourth Avenue	New York
Lyon, J. B., Company	99-129 N. Broadway	Albany, N. Y.
(Same as Williams Press, Inc.)		
Lyons & Carnahan	2500 Prairie Avenue	Chicago
Macmillan Company	2459 Prairie Avenue	Chicago
McBride, Robert M., Company	116 E. 16th Street	New York
McGraw-Hill Book Company, Inc.	330 West 42nd Street	New York
McKnight & McKnight	109-111 W. Market Street	Bloomington, Ill.
Meredith Publishing Company	1716 Locust Street	Des Moines
Merriam, G. & C., Company	47 Federal Street	Springfield, Mass.
Metro Publications	70 Fifth Avenue	New York
Morgon Dillon & Company	5154 N. Clark Street	Chicago
Morrison Press, Inc.	200 Hudson	New York
Morrow, William, & Company	386 Fourth Avenue	New York
National Education Association	1201 16th Street, N.W.	Washington, D. C.
Nelson, Thomas, & Sons	385 Madison Avenue	New York
Newson & Company	4620 Ravenswood Avenue	Chicago
New York World Telegram	125 Barclay Street	New York
Norton, W. W., Company	70 Fifth Avenue	New York
Occupational Index, Inc.	79 Washington Square East	New York
	New York University	
Orthovis Publishing Company	4620 Ravenswood Avenue	Chicago
(Same as Newson & Company)		
Oxford University Press	114 Fifth Avenue	New York
Page, L. C., & Company	53 Beacon Street	Boston
Prentice-Hall, Inc.	175 N. Michigan Avenue	Chicago
Public Affairs Press	2153 Florida Avenue	Washington, D. C.
Putnam's, G. P., Sons	Putnam Building	New York
	2-6 West 45th Street	
Radio & Technical Publishing Co.	45 Astor Place	New York
Rand McNally & Company	536 S. Clark Street	Chicago
Random House, Inc.	20 E. 57th Street	New York
Review of Review Corp.	103 Park Avenue	New York
(Address trade to Albert Shaw, Jr.)		
Row, Peterson & Company	1911 Ridge Avenue	Evanston, Ill.
Rowe, H. M., Company	320 E. 21st Street	Chicago
Ryerson Press	299 Queen Street, W.	Toronto
Science Press	3941 Grand Central Ter. Bldg.	New York
Science Research Associates	1700 Prairie Avenue	Chicago
Scott, Foresman & Company	623 S. Wabash Avenue	Chicago
Scribner's, Charles, Sons	600 Van Buren Street	Chicago
Silver, Burdette & Company	221 E. 20th Street	Chicago
Simon & Schuster Company	1230 Sixth Avenue	New York
	Rockefeller Center	
Smith, Peter	321 Fifth Street	New York
Smithers & Bonelli, Ltd.	170 Bay Street	Toronto, Canada
South-Western Publishing Company	530 S. Clark Street	Chicago
Stanford University Press		Stanford University, California
Stokes, Frederick A.	443-449 Fourth Avenue	New York
Sun Dial Press		Garden City, N. Y.
Thiessen Printing Corporation	3435 Fullerton Avenue	Chicago
Union Fork & Hoe Company		Columbus, Ohio
University of Chicago Press	5750 Ellis Avenue	Chicago
U. S. Dep't of Agriculture		Washington, D. C.
U. S. Office of Education	Sup't of Documents	Washington, D. C.
	Government Printing Office	
Vanguard Press, Inc.	424 Madison Avenue	New York
Viking Press, Inc.	18 E. 48th Street	New York
Whittlesey House	330 W. 42nd Street	New York
Wiley, John, & Sons, Inc.	440 Fourth Avenue	New York
Williams & Wilkins Company	Mt. Royal & Guilford Avenues	Baltimore, Md.
Williams Press, Inc.	99-129 N. Broadway	Albany, N. Y.
Wilson, H. W., Company	950-972 University Avenue	New York
Winston, John C., Company	1006-1016 Arch Street	Philadelphia, Pa.
Yearbook Publishers, Inc.	304 S. Dearborn Street	Chicago
Your Future	400 Front Street	Columbus, Ohio

REFERENCE BOOKS RECOMMENDED FOR FIRST PUR-
CHASE FOR ELEMENTARY GRADES AND HIGH
SCHOOLS OF IOWA

by a

SPECIAL COMMITTEE OF THE IOWA LIBRARY
ASSOCIATION

Inquiries regarding reference sets are frequently addressed to the department of public instruction. Field supervisors are also asked about recommendations for reference books. Because of these inquiries and the fact that there is no trained librarian on the state department staff, the Iowa Library Association was asked to prepare recommendations for reference books. A special committee was appointed by the Association for this purpose. The committee is composed of state, public and school librarians.

The title of the report of this special committee is *Reference Books Recommended for First Purchase for Elementary Grades and High Schools of Iowa*. It has been revised annually during the past four years. The latest revision was made in June, 1941.

It has been the practice of the department of public instruction to include the report as a part of the official school library bulletin. However, the bulletin is being printed for the first time this year (1941). In view of the fact that this library bulletin will probably not be revised for several years and that the reference book report is revised annually, the report of the committee on reference books is being sent in mimeographed form along with this printed library bulletin.

The report of this committee includes reference books and sets that have been recommended for purchase in the *Subscription Books Bulletin* of the American Library Association. The committee states in the report: "The titles herein recommended represent a selection made by the committee with the needs of Iowa pupils in mind. Exclusion of titles does not in any way imply that some of them are not excellent reference books. Several well-known sets have not been recommended because of price, lack of recent thorough revision, arrangement or other factors which, in the opinion of the committee, make them less valuable for first purchase for Iowa schools than the titles recommended."

The department of public instruction believes that the report offers valuable assistance to schools in the purchase of select reference books. If superintendents and authorities responsible for the purchase of books are familiar with this report and follow the recommendations contained therein, they can feel sure that their selections are based upon authoritative information. In some cases, after careful investigation and consideration, it may seem wise for good reasons to select reference sets or books not recommended in the report. In such cases, the local authorities will be running their own risk in the purchase of reference books.

The department of public instruction will not refuse to approve a school because it purchases reference sets not recommended in this report. However, many poor sets have been purchased and much money wasted by failure to investigate carefully or to follow such recommendations. The department therefore urges all schools to study the report carefully, to keep it handy for ready reference when approached by subscription books salesmen, and, in most cases, to follow the recommendations of this committee.

A SELECTED BIBLIOGRAPHY FOR SMALL SCHOOL LIBRARIES

The following is not a complete list of books available. They are listed with the small school library situation in mind; and for superintendents and teachers who wish to make a more extensive study of the school library.

Douglas, Mary Peacock, *Teacher-Librarian's Handbook of Organization and Practice*, American Library Association, 1941, \$1.90

*Not intended as a substitute for training but designed to give the untrained person practical help in beginning to organize a small school library, and to help the teacher-librarian with some training by providing in one book an outline of suggestions and techniques for developing a school library program in a simplified way.

Fargo, Lucile F., *The Library in the School*, American Library Association, 1939, \$3.50

*Presents an up-to-date treatment of the school library under these headings: Educational Backgrounds and Aims; Activities and Functions; Personnel and Management, Materials and Equipment, Organization and Administration; Relations to Other Libraries, Systems, and Agencies.

Fargo, Lucile F., *The Program for Elementary School Library Service*, American Library Association, 1930, \$2.25

*Discusses the nature of organized school library service, types of elementary school libraries as determined by the curriculum and broad administrative problems such as public library and school board control, cooperative arrangements, county library and state aid.

Fargo, Lucile F., *Activity Book for School Libraries*, American Library Association, 1938, \$2.50

*Hundreds of ideas of practical value in the conduct of those phases of the activity program in which the library plays a part. Outlines a rich activity program in the effective use of the library.

Wilson, Martha, *School Library Management*, H. W. Wilson Co., 1939, \$1.25

A standard manual for teachers and untrained librarians. Covers organization and administration of school libraries, including selection, preparation, and care of books, etc.

Johnson, Margaret Fullerton, *Manual of Cataloguing and Classification for Elementary and Small High School Libraries*, H. W. Wilson Co., 1935, 50c

Pratt, Guy A., *Let's Bind a Book*, Bruce Publishing Co., 1940, \$2.00

A brief treatise on bookbinding presenting information and instructions in a concise, simple manner, keeping in mind the many individuals who have little knowledge and no experience in the processes of binding a book.

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

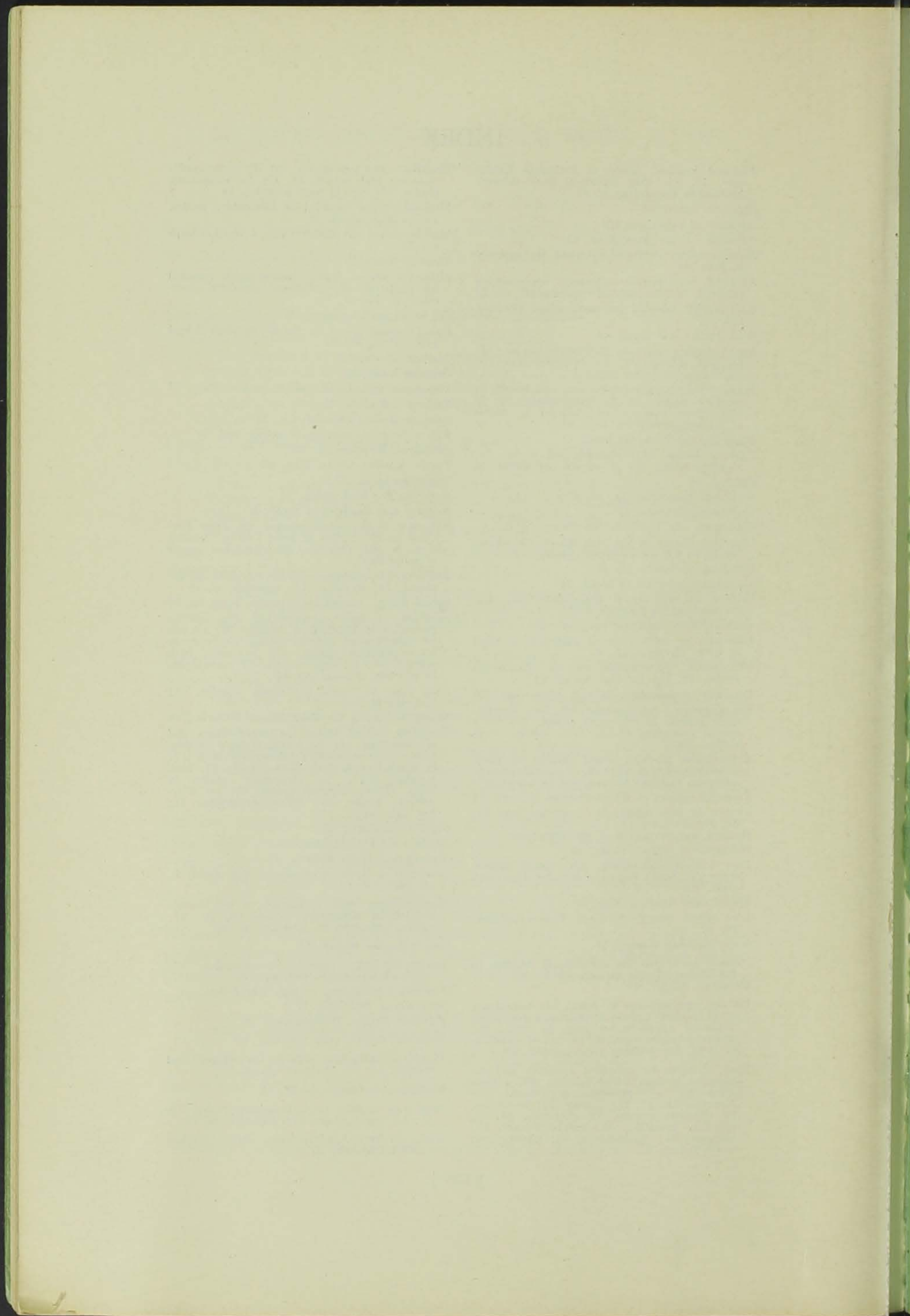
Contents: Principles of School Library Service; School and Public Library Relationships in Selected Communities; Lines of Progress.

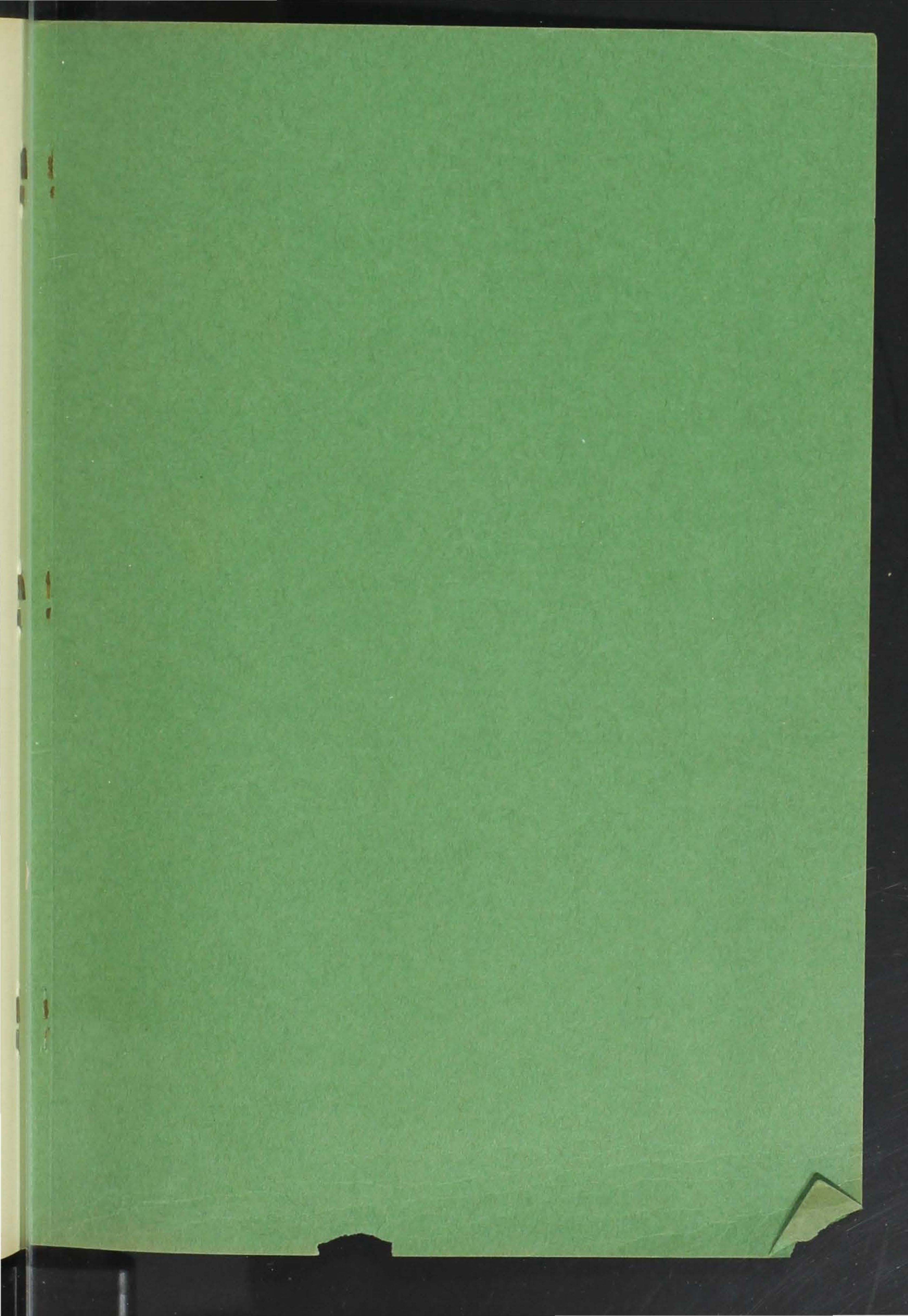
Other helps on selection of books, organization and housing of the school library, lists of books, etc., will be found in the body of this bulletin.

*Annotations marked * are from the American Library Association.

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