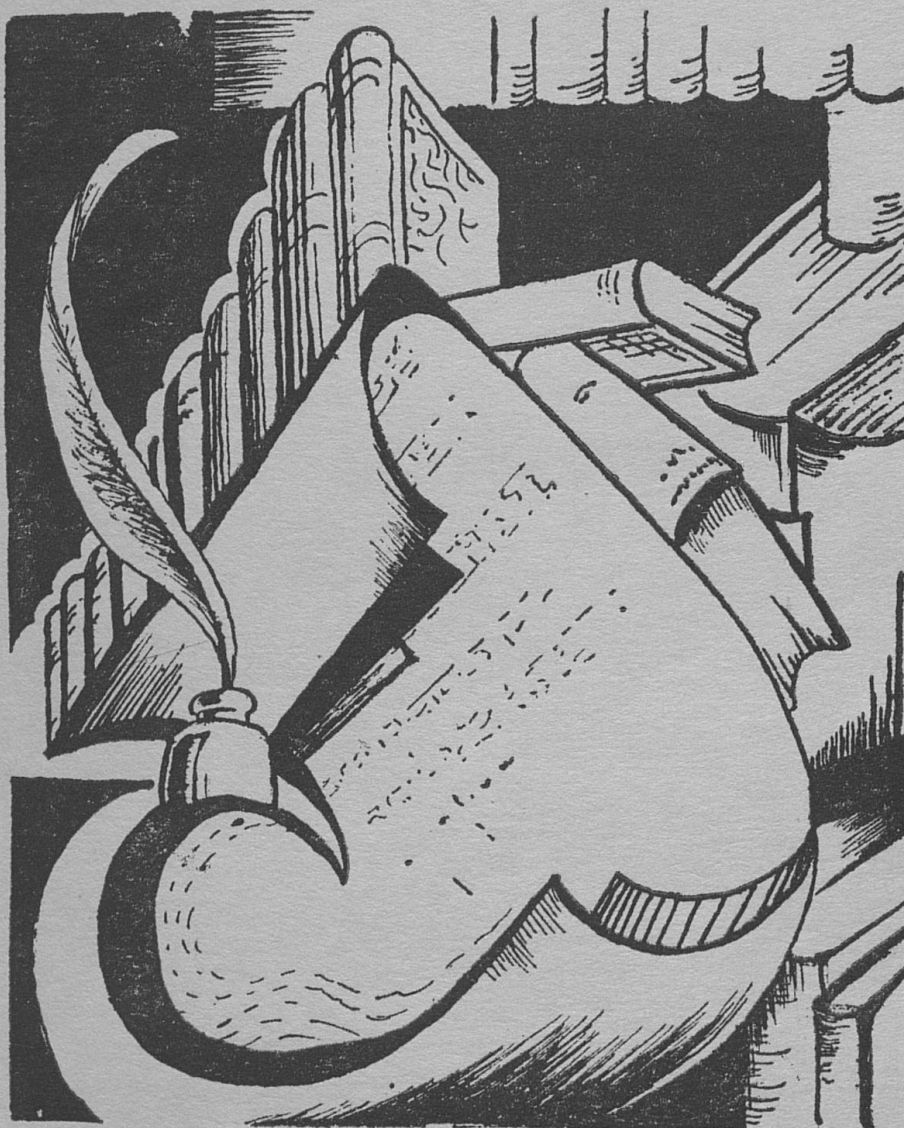


Commonwealth of Kentucky

EDUCATIONAL BULLETIN

LIBRARY SERVICE FOR KENTUCKY SCHOOLS



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BOSWELL B. HODGKIN

Superintendent of Public Instruction

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**LIBRARY SERVICE
FOR KENTUCKY SCHOOLS**

A Handbook of Policies and Practices

FOREWORD

Library service is one important aspect of the total school program. In Kentucky, as elsewhere, there has been greater stress on library service for high school pupils than for elementary pupils. We are realizing that enjoyment of books and reading must begin when a child starts his school life. It is in these early years that habits are formed. Waiting until high school to provide books and libraries means that many children never experience them. The ones who do attend high school fail to derive the maximum benefit from their libraries because they have little or no background of experience in reading and using a variety of materials.

Every school system can do something toward providing books and libraries for its children throughout the twelve grades. New library standards for elementary schools and high schools have been adopted recently by the State Board of Education to assist schools in planning an effective program of library service. These standards were formulated after a careful study of the conditions and needs of school libraries in the state. They represent desirable goals Kentucky schools can attain.

We must determine to improve the quality and scope of library service as we plan and develop better educational programs. I commend this Handbook to you for careful reading and consideration.

BOSWELL B. HODGKIN

Superintendent of Public Instruction

May 1949

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Several of these people made other invaluable contributions to the Handbook: Miss Susan Miller made practical suggestions about instruction in the use of the library which have been incorporated in the discussion in Chapter VI; Miss Arline Young, Mr. James E. Farmer, and Mr. Carl Hatcher provided photographs from schools in their systems; pupils in the Covington City Schools, under the guidance of Miss Young, prepared designs which they sent for us to choose the one to be used on the cover; Miss Pauline Hilliard prepared the list "Free and Inexpensive Teaching Materials."

Miss Laura K. Martin, Associate Professor, Department of Library Science, University of Kentucky, prepared the lists "Magazines and Newspapers" and "Education Periodicals," and the information about magazines in Chapter V. Her interest and

constant work in this field, and her awareness of school library conditions in the State make her contributions especially useful.

For the excellent drawings of shelving and equipment, we are deeply indebted to Mr. Paul W. Thurman, Supervisor, School Buildings and Grounds, State Department of Education.

Miss Rheta A. Clark, School Library Advisor, Connecticut State Department of Education, was very kind to grant us permission to use the drawing of the picture book shelving.

We appreciate the photograph of the display case which Miss Mary Elizabeth Morris, Librarian, Newport High School, sent; the description of the services available from the Library Extension Division prepared by the director, Miss Frances Jane Porter; and the work of the group who prepared the list "Kentucky Materials." A statement recognizing each person who helped with the list immediately precedes it.

From the beginning until the final completion of the Handbook, my secretary, Mrs. Louise Blakemore, has been actively helpful. The interest, responsibility, and initiative which she has shown have lightened my efforts and encouraged me immeasurably.

LOUISE GALLOWAY

School Library Consultant

May 1949

Chapter I

PURPOSE

A library is an essential part of a school's total program. It is important that library service be available to elementary as well as high school boys and girls. Elementary library service in Kentucky is in its beginning stages. High school library service has been a recognized part of the secondary school program for many years, but has failed to achieve maximum effectiveness because the pupils have had no previous training and experience in using libraries. It is hoped that the elementary and high school standards adopted by the State Board of Education on March 18, 1949 will stimulate local schools to make plans for developing a program of library service throughout the twelve grades.

The purpose of this Handbook is to provide practical help on organizing and administering a school library. Some portions of the contents should be helpful to all librarians. However, the procedures described for acquiring materials, organizing them for use, and operating the library will be useful mainly to inexperienced librarians who have had little or no training in library science.

Some one person on the school staff must be responsible for the library. In the Handbook the term "librarian" is used to designate that person, regardless of her training, experience, or time devoted to administering the library.



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Chapter II

THE PLACE OF THE LIBRARY IN THE SCHOOL PROGRAM

At its best education seeks to provide opportunities for children to grow and develop in skills, attitudes, and appreciations in order to be useful citizens in society. An essential element in such an educational program is a well organized and administered library containing a varied collection of carefully selected materials. Because the library is an integral part of the school program its aims and objectives are identical with the aims and objectives of the school.

A centralized school library affords children the opportunity to come together regardless of individual differences to supplement their classroom instruction, to pursue individual recreational reading tastes, and to develop a skill and habit for using books and libraries which will continue beyond their school experience and enrich their entire lives. Classroom collections can never provide these services effectively.

For the school library to fulfill its function in the total school program it should be a continuously developing cooperative project. The board of education should adequately finance it. The school staff should assist in building the collection of materials and provide encouragement and opportunities for pupils to use its facilities. The librarian should guide the development of a balanced collection, organize the materials for effective use, and encourage and provide ways for the staff and pupils to utilize to the fullest the library's resources.

Every school can do something toward developing library service for its pupils. The aims and objectives of the total educational program can not be realized without effective library service for all pupils.

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Chapter III

Standards for Service

STATE BOARD OF EDUCATION STANDARDS FOR KENTUCKY SCHOOL LIBRARIES

SBE 62 ELEMENTARY SCHOOL LIBRARIES STANDARDS FOR SERVICE

KRS 156.070, 156.230

Adopted pursuant to KRS 156.160

Introduction

"Childhood is so short a time! . . . Most childhood and youthful interests and activities are outgrown, but the world of books grows richer with the years. To develop a love for reading in a child is to give him a lifetime source of pleasure and comfort, as well as information, for books touch on every need and interest, every mood and thought, and are a bond between those who share them."¹

Education should afford opportunities for children to develop in many ways. Children learn through experiences; reading is an experience. Through their reading children seek information, solve problems, dream dreams, make plans, and relive the sufferings and successes of others. All these contribute toward helping children establish their own values and attitudes.

The textbook alone cannot meet the needs of an educational program designed to develop the whole child.

The library is the place for disseminating information; the center from which circulate the books, pictures, filmstrips, records, maps, and other aids which enrich learning and living for all children. It is the one spot in the elementary school where children come together regardless of age or grade level. Here are materials which have been cooperatively selected by the school staff to meet the varying interests and abilities of the children. Here a child can come to find answers to questions in a language he understands; here he can pick and choose the book he reads for personal pleasure during his leisure moments.

¹Siri Andrews. "The Bond of Books: A Christmas Gift." *The Horn Book*. November-December, 1948.

The desire most eagerly expressed by the beginning pupil is that he wants to learn to read. A love of reading comes through satisfying that desire. Basal and supplementary textbooks, vital as they are in the teaching of reading skills, used alone, do not give the child the crowning feeling of success that he knows when he selects a library book, examines it, and exclaims with that remarkable light in his eyes, "I can read!" Because attitudes toward books and reading have their bases in these early successes or failures, the school is obligated to provide library resources at the beginning of the child's school life. To promote the use and enjoyment of these resources the library must be an attractive and inviting place; a project which has been planned and developed cooperatively by the school staff and the pupils.

Every elementary school can have library service. We must plan and act now to establish and promote it. It is imperative that quality services be afforded pupils continuously from grades one through twelve. We must determine to improve the quality and scope of elementary libraries as we plan and develop better educational programs for children throughout their school life.

The standards which follow are set in the light of present limitations. They are intended as a beginning minimum with the thought that as they are reached everyone will accept the challenge of making them grow, develop and change into ever greater purpose and usefulness.

I CENTRALIZED LIBRARY SERVICE FOR INDEPENDENT SCHOOLS AND THOSE WITH SIX OR MORE TEACHERS

Appropriation and Other Funds

Elementary library service should be financially supported to the same extent as high school library service. The local board of education should appropriate and spend annually \$1.25 per elementary pupil. As a beginning there should be a minimum annual appropriation and expenditure by the local board of education of at least 40¢ per pupil in each elementary school (grades 1-8 inclusive. In those schools where the 7th and 8th grades are included in the junior high school organization the high school standards apply). Every effort should be made to reach the \$1.25 minimum as soon as possible.

Said appropriation shall be spent for books, periodicals, other non-book printed materials and supplies. The annual appropriation shall not be applied to the payment of salaries or purchase of equipment.

Schools are encouraged to supplement the board's appropriation by funds from PTA assistance and local school activities. Schools

just starting libraries will find such supplements vital to early and rapid growth.

Supplementary textbooks are not to be counted as library books, nor purchased with library funds.

Books and Related Materials

Books should be selected from lists approved by the State Department of Education such as the *latest editions* of the H. W. Wilson CHILDREN'S CATALOG, the American Library Association BASIC BOOK COLLECTION FOR ELEMENTARY GRADES, and other lists prepared by the American Library Association, the Association for Childhood Education, and the U. S. Office of Education.

Periodicals should be selected from the *latest edition* of Laura K. Martin's MAGAZINES FOR SCHOOL LIBRARIES, and/or titles approved by the State Department of Education.

Every library should have a growing information file containing pictures, pamphlets, maps, and other non-book printed materials. Many of these can be secured free or at little cost.

Quarters

The library should be a separate room large enough to seat comfortably the largest class unit in the school as one group. A separate workroom with running water and adequate space for storage is highly desirable.

When a choice of location is possible, the library should be placed where there is the least noise and where it is easily accessible for use by the children.

When planning library facilities in new buildings, boards of education, superintendents, and architects should consult with trained local and state school library personnel.

Healthful standards of lighting, heating, ventilation, and cleanliness should be maintained.

Floors should be suitable for children to be seated on them to enjoy story hours or group book discussions.

Each classroom should have a reading corner equipped with book shelves, a reading table and chairs.

Equipment

The library should be equipped with standard, open-faced, adjustable wood shelving 3 feet wide. The height should not exceed 5 feet. There should be tables and chairs of sturdy construction and varying heights to provide comfortable seating for children of different ages.

Other items of necessary equipment are: (1) desk with drawers, and a chair; (2) charging tray to hold cards of books in circulation; (3) card catalog case; (4) legal size filing cabinet to house pamphlets, pictures, maps, etc.; (5) bulletin board.

Personnel

The success of the library program is dependent upon qualified personnel to guide its development.

Schools with 6 to 15 teachers: (1) full or half-time librarian with 18 to 24 semester hours of library science from an accredited library training agency, or (2) a class-room teacher in charge of the library with scheduled time allowance of at least one hour per day for work in the library. This classroom teacher-librarian should have, or acquire in the shortest time possible, a minimum of 12 semester hours of library science from an accredited library training agency.

Schools with more than 15 teachers: full-time librarian with at least 24 semester hours of library science from an accredited library training agency.

The use of pupil assistants in every school library will be found helpful. The experiences should be carefully planned so that they contribute to the pupil's learning and living.

Organization

The library should be developed as the materials center for the school. Besides books, periodicals, and other non-book printed materials, all audio-visual materials owned and used within the school should be organized, cataloged and administered as an integral part of the resources of the library. As these services are increased, assistance from the faculty and students should be provided.

The library should be classified and arranged according to a simplified form of the Dewey Decimal classification.

These records are essential to business-like procedure: (1) accession record; (2) shelf-list; (3) card system for keeping record of circulation.

When there is a trained half or full-time librarian a card catalog (author, title, and subject) should be developed.

Instruction in Use of the Library

Each pupil should receive instruction in use of the library. The topics to be covered are: (1) introduction to the library, library citizenship, (2) care of books; (3) location and arrangement of material; (4) dictionary; (5) encyclopedias; (6) use of the shelf list, or when there is one, use of the card catalog (author, title, and sub-

ject); (7) selection of books for different purposes; (8) appreciation of books and related materials through group activities such as book discussions, story hours, dramatization, record listening, etc.

The Living Library

It is possible that all the points enumerated might be met and still the library might not be effective. Of equal importance with the equipment, the appointments, and the organization is the functioning of the library in the day by day life of the school.

Significant happenings and activities must be the order of the day in a library that has had life breathed into it.

1. It is of the utmost importance that the entire staff of each school develop a common point of view concerning the functions of its library. Working together, the faculty should identify the aims and objectives they hold for their library services in relation to the whole school program.
2. Pupils will play an active role. As assistants they may do many things to further the smooth and efficient working of the library and at the same time be developing within themselves qualities of responsibility and leadership.
3. Story hours and poetry time with the librarian should cause every pupil to anticipate his visits with joy.
4. The library should be especially inviting with comfortable and interesting nooks featured. In keeping with the on-going interests of the pupils it should offer displays that change from time to time. A wall-case that can be locked to protect valuable items is a worthwhile asset.
To make the proper correlation with other school activities the library should become a place where the work of children can be displayed. They will learn to come there in search of the answers to their questions and problems, and to return with their interpretations of some of the information they have gathered.
5. As the library develops, its program may be expanded to serve the surrounding community in its quest for answers to problems. The files might offer much help to parents with bulletins on meal planning, home decoration or child care.
6. The source of support, moral and financial, of the library needs an accounting that will give it accurate information as to the results of its efforts. Each school should make an annual report to the administration that would include a description of new projects undertaken, the kinds of help given the teachers in their work, circulation for the year, new materials added to the library, a financial report and the goals for future development.

II LIBRARIL SERVICE FOR COUNTY SCHOOLS WITH LESS THAN SIX TEACHERS

A countywide circulating school library should be developed to provide materials to small schools not having the space or personnel to promote a program of centralized library service. Until these small schools are consolidated, this plan of library service offers a larger collection of material than anything an individual school can develop.

Appropriation and Other Funds

Elementary library service should be financially supported to the same extent as high school library service. The local board of education should appropriate and spend annually \$1.25 per elementary pupil. As a beginning there should be a minimum annual appropriation and expenditure by the local board of education of at least 40¢ per pupil in each elementary school (grades 1-8 inclusive. In those schools where the 7th and 8th grades are included in the junior high school organization the high school standards apply). Every effort should be made to reach the \$1.25 minimum as soon as possible.

Said appropriation shall be spent for books, periodicals, other non-book printed materials and supplies. The annual appropriation shall not be applied to the payment of salaries or purchase of equipment.

Schools are encouraged to supplement the board's appropriation by funds from PTA assistance and local school activities.

Supplementary textbooks are not to be counted as library books, nor purchased with library funds.

Books and Related Materials

Books should be selected from lists approved by the State Department of Education such as the *latest editions* of the H. W. Wilson CHILDREN'S CATALOG, the American Library Association BASIC BOOK COLLECTION FOR ELEMENTARY GRADES, and other lists prepared by the ALA, the Association for Childhood Education, and the U. S. Office of Education.

In every school there should be a growing information file containing pictures, pamphlets, maps, and other non-book printed materials. Many of these can be secured free or at little cost.

Quarters

A room or rooms centrally located and near the administrative and/or supervisory offices should be provided for the library. The space should be large enough to shelve the books available for the county system being served and should have sufficient room for future expansion. In this space there should be room for work tables and storage cabinets.

In individual schools each classroom should have a reading corner equipped with book shelves, a reading table and chairs.

Equipment

The book shelving should be standard open-faced, adjustable, 3 feet wide, and of an overall height easily reached by an adult.

There should be a desk, and a chair for carrying on circulation. There should be a card catalog case.

Each teacher should develop and maintain in her classroom a file of pictures, clippings, pamphlets, maps, etc. A legal size filing cabinet for holding these materials should be provided for each classroom.

Personnel

There should be a person in the county superintendent's office designated as the one responsible for administering the book collection. This person should have, or acquire as soon as possible, at least 12 semester hours of library science from an accredited library training agency. Training and time devoted to this service should be increased as the program develops.

Organization

The library should be developed as the materials center for the county system. Besides books, all audio-visual materials owned by the county and circulated to the schools should be organized, cataloged and administered as an integral part of the library's resources.

The library should be classified and arranged according to a simplified form of the Dewey Decimal classification.

These records are essential to business-like procedure: (1) accession records; (2) shelf-list; (3) card system for keeping record of circulation.

When there is a trained half or full-time librarian a card catalog (author, title, and subject) should be developed.

SBE 61 HIGH SCHOOL LIBRARIES

STANDARDS FOR SERVICE

KRS 156.070, 156.230

Adopted pursuant to KRS 156.160

Appropriation

There shall be an annual appropriation and expenditure by the local board of education of a minimum of \$150.00, or at least \$1.25 for each junior and senior high school pupil (whichever amount is larger) for books, periodicals, and other non-book printed materials and supplies including printed catalog cards. Audio-visual materials, and textbooks and pamphlets used by special departments for classroom instruction, shall not be purchased from this appropriation. The amount of the appropriation shall be based on the pupil enrollment as reported on the annual high school report of the preceding year.

Books and Related Materials

For any school, there shall be a minimum collection of 500 well selected books, exclusive of duplicates, government documents and currently adopted textbooks, to meet the curricular and recreational needs of the particular school. There shall be at least 5 additional books for each pupil above 100 enrollment. In addition, each school shall provide one general daily newspaper in addition to the local one, and a minimum of 5 to 10 periodicals annually. For schools above 100 enrollment there shall be purchased annually 5 additional periodicals for each 100 pupils, or major fraction thereof.

Books and other materials are to be selected from lists approved by the State Department of Education, such as the H. W. Wilson STANDARD CATALOG, the American Library Association BASIC BOOK COLLECTION FOR HIGH SCHOOLS, and other lists prepared by the ALA and U. S. Office of Education. Each school should own the latest edition of the STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES, and/or a CHILDREN'S CATALOG. The librarian should assume the responsibility for guiding staff members and pupils to select cooperatively, books and materials based on the needs of the particular school.

Periodicals are to be selected from lists approved by the State Department of Education such as the latest edition of MAGAZINES FOR SCHOOL LIBRARIES by Laura K. Martin.

The book collection should be kept up to date and in good condition by continuous discarding, binding and by the addition of new titles.

Every library should maintain a collection of vertical file materials containing pamphlets, pictures, clippings, leaflets, etc.

It is suggested that the library be the center for the audio-visual materials such as films, filmstrips, slides, recordings, etc., owned and used within the school and that the librarian organize and administer them. Provision should be made for the librarian to have additional help for this.

Librarians—Qualifications and Time Spent in Library

1. Enrollment of 150 pupils or less. Teacher-librarian with at least 12 semester hours of library science from an accredited library training agency. These 12 hours should consist of 6 hours in Books and Related Materials and 6 hours in Organization and Administration of the School Library.

Such a teacher-librarian should be scheduled for classroom teaching at least 2 periods less per day, preferably consecutively, than full-time teachers so that she may do library work. Pupil as-

sistants will be found helpful in all library situations but only where a wholesome situation prevails should the library be kept open by them alone.

2. Enrollment of 151 to 300 pupils. Teacher-librarian with at least 18 semester hours of library science from an accredited library training agency. In addition to the 12 hours outlined above, the teacher-librarian should have had 3 semester hours of Reference Work and 3 hours of Cataloging and Classification.

The time assigned for work in the library should equal at least half of the school day. Pupil assistants should also be used as stated above.

3. Enrollment of 301-500 pupils. Full-time librarian who meets the educational requirements for a school library certificate including at least 24 semester hours of library science. Previous successful teaching experience is highly desirable. The 24 semester hours should include, in addition to the program outlined above, at least 3 hours in library practice. A course in audio-visual aids to teaching is also highly desirable.

No teaching, other than that in use of the library, should be assigned to the librarian and only such extra-curricular duties as do not require absence from the library during the school day. However, provision should be made for the librarian to do systematic classroom visiting to ascertain teacher-pupil needs. Sufficient pupil assistance will enable the librarian to work more closely with teachers and pupils.

4. Enrollment of 501 to 1000 pupils. Requirements the same as for above. In addition to assistance from pupils, a half-time clerical assistant is recommended to release the librarian from technical duties and give her time to assist teachers and pupils in using the library.

It is highly desirable that the librarian should have had school library experience before undertaking a position in schools of this size.

5. Enrollment above 1000 pupils. Requirements as above with an additional full-time librarian required for every 1000 enrollment or major fraction thereof.

Quarters and Equipment

When boards of education are planning new buildings it is strongly recommended that they consult with their local school library personnel and library personnel in the State Department of Education for aid in planning satisfactory and attractive quarters for the library.

A separate library room or library-study hall shall be provided.

This room should have a seating capacity sufficient for the largest class plus twenty, and should allow at least twenty-five square feet of floor space per person. When more than 60 pupils are free at any one period they should not all be accommodated in one room. If more than 60 pupils are assigned to the library at any period, a teacher, in addition to the librarian, should be scheduled to assist in the supervision.

The library should be equipped with book shelves, tables, chairs, magazine shelves, vertical file, librarian's desk and chair, newspaper rack, and bulletin boards. In schools above 150 enrollment there should be a standard card catalog case and a typewriter which is available when needed.

If possible, a separate workroom with running water should be provided. Adequate storage facilities for books and non-book materials and a separate conference room are highly desirable.

Organization

Books should be classified, marked, and shelved according to the Dewey Decimal system. To facilitate business-like procedures these records shall be kept: accession record; shelf-list; expenditures; additions, discards, and losses by classification of material; and daily circulation and attendance. In schools above 150 enrollment a card catalog (author, title, and subject) should be maintained.

Periodicals which constitute a valuable source of reference material should be properly filed and kept as long as they are useful. The effective use of such material is dependent upon printed periodical indexes.

Non-book materials such as pamphlets, pictures, filmstrips, recordings, etc., should be arranged according to the classification, by the serial number, or alphabetical by subject, and housed for convenient use.

The library should be kept open continuously throughout the school day and sufficient time before and after school to provide maximum accessibility. Pupil assistants should be trained in library routines and used in every way possible to further library service to the entire school.

Instruction in Use of the Library

Each pupil should be given instruction in the use of the library's resources. It is desirable to give a series of lessons throughout the pupil's school experience at a time appropriate to his needs. The instruction should be re-emphasized and correlated with classroom work continuously throughout the pupils' high school career. Only

those lessons that can be applied in the library situation of the individual school should be taught. Any library lessons to be found in the state adopted textbooks should be adapted to the local situation.

Instruction should cover these topics: (1) introduction to the library, library citizenship, location and arrangement of material, circulation procedures; (2) parts of the book; (3) use of the shelf-list, (in schools *not* having a card catalog); (4) dictionaries; (5) encyclopedias; and (6) other general reference books. In schools with an enrollment above 150 pupils, instruction in use of the card catalog (author, title, and subject) should be given instead of instruction in use of the shelf-list. In larger schools having more extensive resources instruction should be given covering these materials.

Activities to Extend and Improve the Library Service

Emphasis should be given to services the library renders in improving the total instructional program. It is by these activities as well as the foregoing quantitative measurements that the worth of the library should be judged.

1. Carefully planned use of pupil assistants to contribute maximum benefit to the individual child
2. Visits to classrooms to ascertain pupil-teacher needs and ways library can serve them
3. Materials available to classrooms to meet changing needs
4. Periodic statements to the administration, in terms of the objectives of the school, of the library's accomplishments and needs
5. Attention to needs of exceptional children
6. Material which provides up-to-the-minute information
7. Periodic information to pupils, teachers, and administration concerning available materials
8. Purposeful use of the library by class groups
9. Library open for use for whatever time beyond the school day and term necessary to serve community needs.

LIBRARY STANDARDS OF THE COMMISSION ON SECONDARY SCHOOLS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

(There are 122 Kentucky high schools which belong to the Southern Association. Their libraries must meet these **minimum** standards. The 518 state accredited high schools which are not members of the Association should familiarize themselves with these standards and strive to reach them also.)

(These standards shall become effective as of the beginning of the school year 1948-49)

I. Books and Other Materials

Books and other materials are to be selected from state-approved lists or from lists approved by the Southern Association, such as the

H. W. Wilson *Standard Catalog for High School Libraries and Children's Catalog*, A.L.A. *Basic Book Collection for High School Libraries*, A.L.A. *Booklist*, and lists prepared by the U. S. Office of Education. Selection should be made by the librarian in cooperation with the principal, teachers, and pupils. It is essential that the book collection be kept up-to-date and in good condition through discarding, binding, and annual additions.

Even the smallest library should have an information and picture file. Audio-visual materials, such as slides, films, recording, stereographs, maps, globes, and similar instructional aids should be made available to meet the needs of the particular school. Some useful sources for the selection of these materials are *Educational Film Catalog*, catalogs of New York University Film Library, and other references listed in the *Standard Catalog for High School Libraries*. Provision should be made for suitable yearly additions to maintain and keep up-to-date this collection.

1. Enrollment of 100 or fewer pupils.—Basic collection of 500 well-selected books, exclusive of duplicates, government documents, and textbooks, to meet curricular needs and needs for recreational and inspirational reading. In addition one set of encyclopedia copyrighted within a ten-year period and one unabridged dictionary, both of which are listed in the *Standard Catalog for High School Libraries*, should be provided. One good general newspaper in addition to a local one and 5 to 10 well-selected periodicals for pupils' use should be provided.
2. Enrollment of 101 to 300 pupils.—Basic collection of 500 to 1,500 well-selected books as specified in (1), averaging 5 per pupil, approved encyclopedia and unabridged dictionary, a good general newspaper in addition to a local one, and 10 to 20 well-selected periodicals for pupils' use.
3. Enrollment of 301 to 500 pupils.—Basic collection of 1,500 to 2,500 well-selected books of the types specified in (1), averaging 5 per pupil, encyclopedias, unabridged dictionaries, newspapers, and 20 to 30 periodicals suitable for pupils' use.
4. Enrollment of 501 to 1,000 pupils.—Basic collection of 2,500 to 5,000 well-selected books of the types specified in (1), averaging 5 per pupil, encyclopedias, unabridged dictionaries, newspapers, and 30 to 50 periodicals suitable for pupils' use.
5. Enrollment of 1,001 to 2,000 pupils.—Basic collection of 5,000 to 10,000 well-selected books of the types specified in (1), averaging 5 per pupil, encyclopedias, unabridged dictionaries, newspapers, and at least 50 periodicals suitable for pupils' use.
6. Enrollment of more than 2,000 pupils.—Basic collection of 10,000 and more well-selected books of the type specified in (1), encyclopedias, unabridged dictionaries, newspapers, and at least 50 periodicals suitable for pupils' use.

II. Librarians

All library training must be done in an institution whose library science courses are approved by the Southern Association. All library science training programs approved by the American Library Associa-

tion and by regional accrediting agencies are also approved by the Southern Association. The basic training in library science shall consist of 12 semester hours with 6 semester hours in books and related materials for children and young people and 6 semester hours in administration and organization of materials for school libraries. Additional courses recommended are reference and practice work, including teaching the use of libraries, to make 18 semester hours.

It is recommended that the school librarian be employed and paid for at least an additional month's work beyond the regular school term. This time may well be divided for service before and after the school session.

1. Enrollment of 100 or fewer pupils.—Teacher-librarian with same qualifications and educational background as teachers and with basic training of at least 12 semester hours in library science, scheduled at least one third of the teaching day for regular high school library service. Additional time is recommended. Additional time must be provided if the librarian is also responsible for the elementary school library or for community library service. Sufficient pupil help, trained by the teacher-librarian, should be used to keep the library open under supervision during the entire school day.

2. Enrollment of 101 to 300 pupils.—Teacher-librarian with same qualifications and educational background as teachers and with basic training of at least 12 semester hours in library science, scheduled at least one half of the teaching day for regular high school library service. Additional training in library science and more than half time in the library are recommended, especially for the school with 200 to 300 pupils. Additional time must be provided *if* the librarian is also responsible for the elementary school library or for community library service. Pupil help as indicated in (1) should be used.

3. Enrollment of 301 to 500 pupils.—Full-time librarian with same background and training as above and with an additional 18 semester hours in library science, without duplication of courses, to complete 30 hours or a full year of library science in an approved library training agency. One or two years' teaching experience is very desirable. A part-time clerical assistant is recommended.

4. Enrollment of 501 to 1,000 pupils.—Full-time librarian with same background, experience, and training as in (3) with 30 semester hours or a full year of library science in an approved library training agency. At least one full-time clerical assistant is recommended.

5. Enrollment of 1,000 to 1,500 pupils, a full-time librarian and a full-time clerical assistant will be required. For 1,500 to 2,000 enrollment, 2 full-time librarians required, and a full-time clerical assistant recommended.

III. Appropriation

A library budget should be set up for the year covering the following items: books, periodicals, other materials, supplies, binding, miscellaneous. Any funds provided for the purchase of expensive audio-visual materials, such as maps, globes and films, shall be outside the library budget as herein set up.

1. Enrollment of 500 or fewer pupils.—Annual appropriation of at least \$1.25 per pupil per year for books, periodicals, other materials, binding, and supplies, including printed catalog cards.
2. Enrollment of 501 to 1,000 pupils.—Annual appropriation of at least \$625 as in (1), plus \$1.00 per year for each pupil in excess of an enrollment of 500. This appropriation shall be expended for materials indicated in (1).
3. Enrollment of more than 1,000 pupils.—Annual appropriation of \$1,125 as in (2), plus \$0.75 per year for each pupil in excess of an enrollment of 1000. This appropriation shall be expended for materials indicated in (1).

IV. Instruction in the Use of the Library

Provision should be made for each pupil to have instruction in the use of library materials, covering the following topics: (1) introduction to the library, arrangement, library citizenship, library loan procedures; (2) parts of the book; (3) classification of books; (4) use of the card catalog; (5) dictionary, (6) encyclopedia; (7) yearbook and almanacs; (8) periodicals and periodical indexes; (9) atlas, gazetteers, use of maps; (10) special reference books and indexes of biography, social studies, languages, literature, and science; (11) audio-visual materials; (12) recreational reading materials and helps for personal selection. Many of the topics will require several class periods for adequate instruction.

Orientation in the use of the library should be given early in the first year of high school and should be the joint responsibility of the librarian and the teachers. More detailed instruction should be part of the class work of every pupil for each school year throughout the high school period. Instruction during the high school course will probably require 18 class periods.

V. Organization

1. Enrollment of 100 or fewer pupils.—Books classified and marked and properly shelved, accession record, shelf list, and adequate loan system installed.
2. Enrollment of more than 100 pupils.—Books classified and marked and properly shelved, accession record, shelf list, adequate loan system and card catalog installed.

Periodicals which constitute a valuable source of reference material should be properly filed or temporarily bound and kept for

the period of their usefulness. The effective use of these materials is dependent upon printed periodical indexes.

Non-book materials, such as pictures, pamphlets, recordings, etc., should be arranged and housed for convenient use. Classified or alphabetical subject arrangement is suggested.

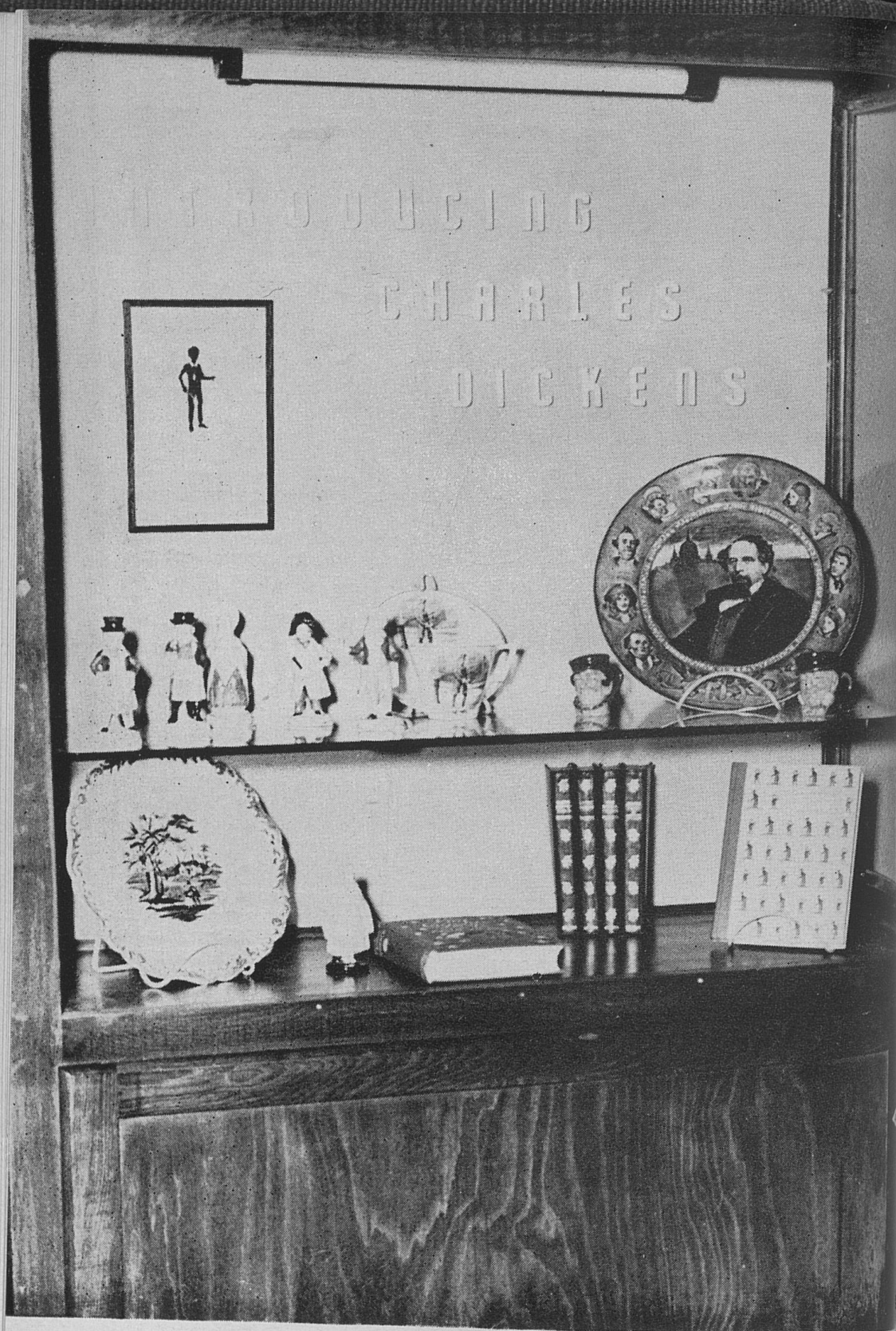
VI. Quarters and Equipment

It is recommended that, when more than 60 pupils are assigned to the library in any given period, a teacher in addition to the librarian should be scheduled there to assist with the promotion of effective use of library materials. An additional teacher should be on duty in the library for each additional major fraction of 60 pupils.

1. Enrollment of 100 or fewer pupils.—Library room equipped with shelving, tables, chairs, librarian's desk, and bulletin boards, and large enough to seat the largest class group. The room should always be accessible to pupils under supervision throughout the school day. Some provision should be made for work and storage space preferably in adjoining room.
2. Enrollment of 101 to 300 pupils.—Library room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, and catalog case. Typewriter must be available. Room should be large enough to accommodate fifteen per cent of the enrollment, allowing 25 square feet per person, and must accommodate the largest class group plus 20 pupils. Separate work and storage space shall be provided.
3. Enrollment of 301 to 500 pupils.—Same as in (2) with separate library work room provided with running water and separate storage space; also essential office equipment, including a typewriter for the library. Conference rooms are desirable.
4. Enrollment of more than 500 pupils.—Same as in (3) with additional equipment and accommodating fifteen per cent of the first 1,000 enrollment and 10 per cent of the number of students over and above 1,000. It is desirable that not more than 100 pupils be seated in one reading room; but, for very large schools, a suite of library quarters, with each reading room in charge of a trained librarian, is desirable. Separate rooms for conferences and for instruction in the use of the library are desirable.

National Standards

School Libraries for Today and Tomorrow. (American Library Association, 1945. \$1.) is a statement of minimum essentials in budget, staff, and library facilities for school libraries throughout the United States. It will serve to stimulate our thinking and help us move steadily forward toward larger goals for library service.



A locally made display case designed to fit remaining space at the end of hall lockers. Illuminated fluorescent fixture. Lower portion houses display supplies. Newport High School.

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Chapter IV

QUARTERS AND EQUIPMENT FOR THE SCHOOL LIBRARY

The extent and kinds of services which a library is expected to contribute in the total school program should in large measure determine its size, location, and furnishings. Boards of education are urged to consult their trained local school library personnel and library personnel in the State Department of Education in planning satisfactory library facilities. The local librarian should study current standards for housing and equipping school libraries in order to advise her administrators intelligently.

In planning a new or remodeled library careful consideration should be given to all phases of the subject, but particularly to deciding about the size and location. These two factors affect all aspects of the library service. Once the final decision about them is made little change is possible.

CENTRALIZED ELEMENTARY AND HIGH SCHOOL LIBRARIES

Location and Size of Quarters

The library should be a separate room or rooms located where it is easily accessible to the greatest number of classrooms and near to the study hall. It should be placed where there is the least noise and where there can be future expansion if necessary.

Library quarters include a reading room or rooms, workroom, conference room, librarian's office, library classroom, and audio-visual rooms. The extent to which a school will have part or all of these will depend on its size and the functions which it renders.

In elementary schools, the reading room should be large enough to seat comfortably the largest class unit in the school as one group. Reading rooms in junior and senior high schools should seat the largest class plus 20, and should allow at least 25 square feet per person. In those junior and senior high schools where there are more than 60 pupils free at any one period, they should not all be accommodated in one reading room.

Space for the workroom, conference room and other services should be in addition to this minimum space required for the reading room.

Reading Room or Rooms

A. Furniture and equipment

Standard library furniture which can endure years of hard use without requiring major repair and replacement, and which can be added to in the same design and type as originally purchased is made by the Remington Rand, Library Bureau Division. Through the years they have proved to be the most satisfactory source of furniture for libraries. Some satisfactory library supply houses which sell standard equipment are: Demco Library Supplies, Gaylord, and Library Bureau. (Addresses in Appendix.) *If constructed locally, the furniture should be made according to library specifications.*

Some satisfactory library houses which sell equipment are: Demco Library Supplies, Gaylord, and Remington Rand. (Addresses in Appendix).

1. Tables and chairs

Wooden tables and chairs of sturdy construction without footrests or drawers are recommended. Rectangular tables should be 3x5 feet accommodating 6 pupils each. Round tables should be 4 to 5 feet in diameter. The heights of tables and chairs should vary to provide comfortable seating for children of different ages. In elementary schools the height of the tables should vary from 24 to 26 inches; in high schools from 27 to 30 inches. Chairs should vary according to height of the table and should be provided with noiseless tips.

2. Charging desk

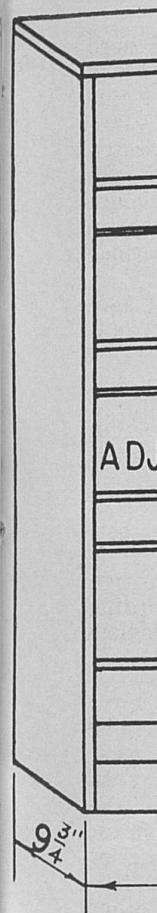
In small schools a regular flat top desk will suffice for the charging desk if it has proper drawer space. The top drawer should be deep enough to accommodate 3x5 inch book cards. The size of the charging desk varies with the size of the school. Standard charging desks can be secured from library supply houses in various shapes, and in sitting or counter heights. These are constructed with built-in features which accommodate the circulation files and other equipment.

3. Book shelving

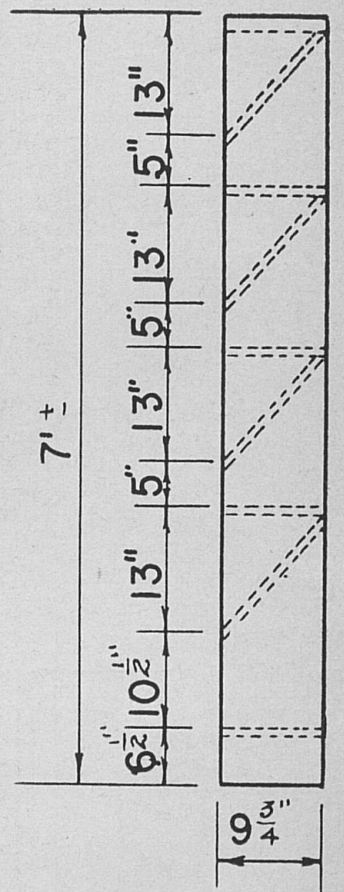
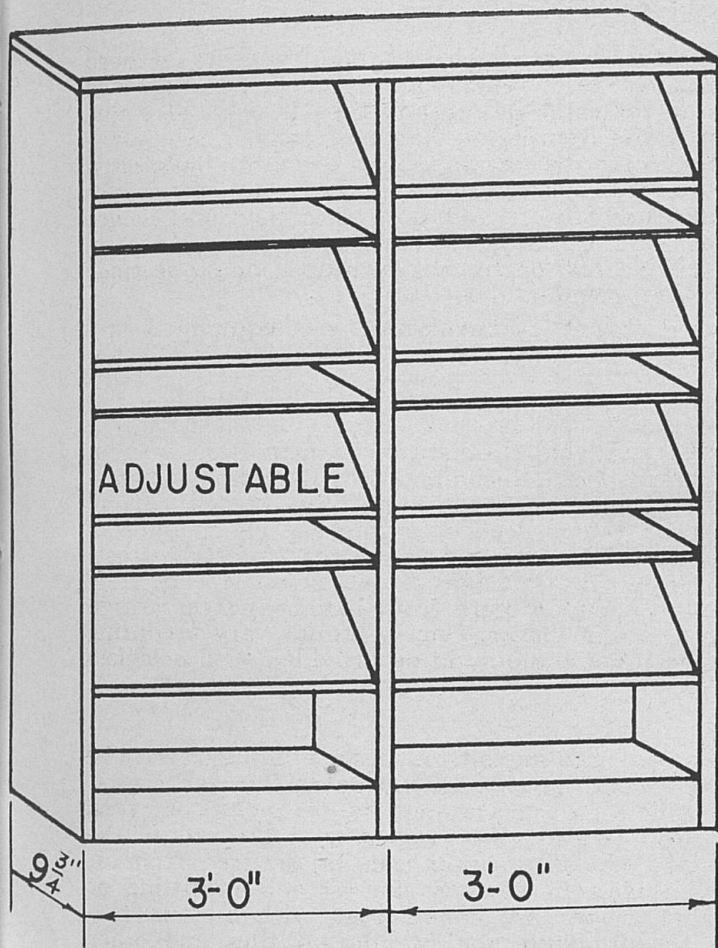
Shelf capacity should be computed on the basis of 10 books per pupil; allowing 8 books per shelf foot. Open-faced, adjustable, hard wood shelving is recommended.

The following specifications are considered to be standard. If shelving is built locally these dimensions should be met:

Shelves should be 3 feet in length between uprights. Overall height should not exceed 5 feet in elementary schools and 7 feet in high schools; average space in clear between shelves is 10 inches. Standard depth of shelves is 8 inches. Every school library should have some sections which are 10-12 inches in depth to accommodate oversized books; in the high school these will be needed for reference books, in the elementary school for large picture books. In elementary libraries approximately one-third of the total shelving should be of the picture book type shown in the diagram on page 107.



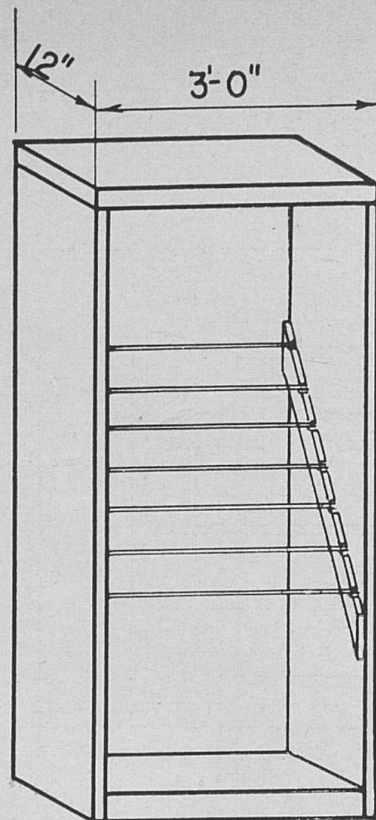
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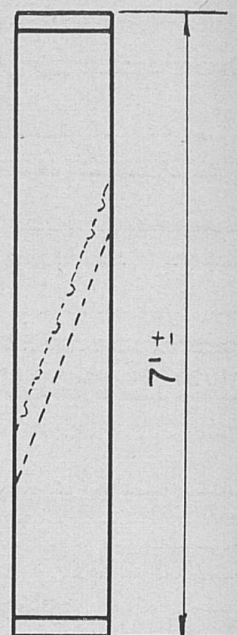
SIDE VIEW

MAGAZINE SHELVING

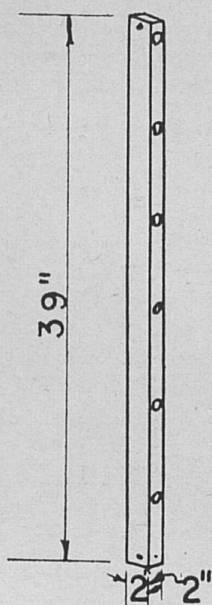
NOTE: THREE TO FOUR CURRENT MAGAZINES CAN BE DISPLAYED ON EACH SLANTING SHELF
OLDER COPIES WILL BE KEPT ON LEVEL SHELVES UNDERNEATH



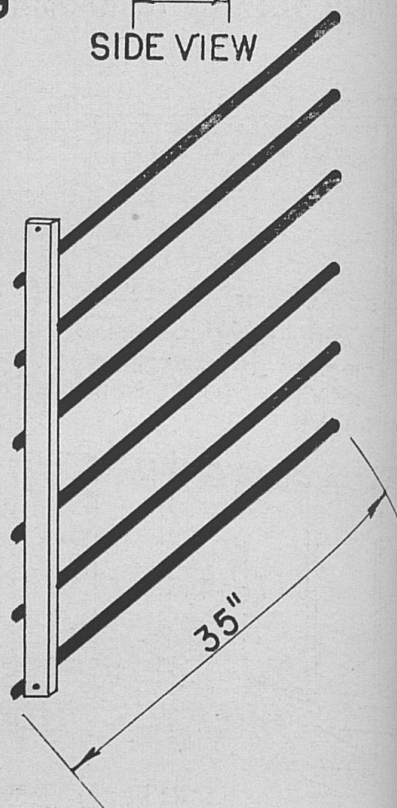
NEWSPAPER SHELVEING



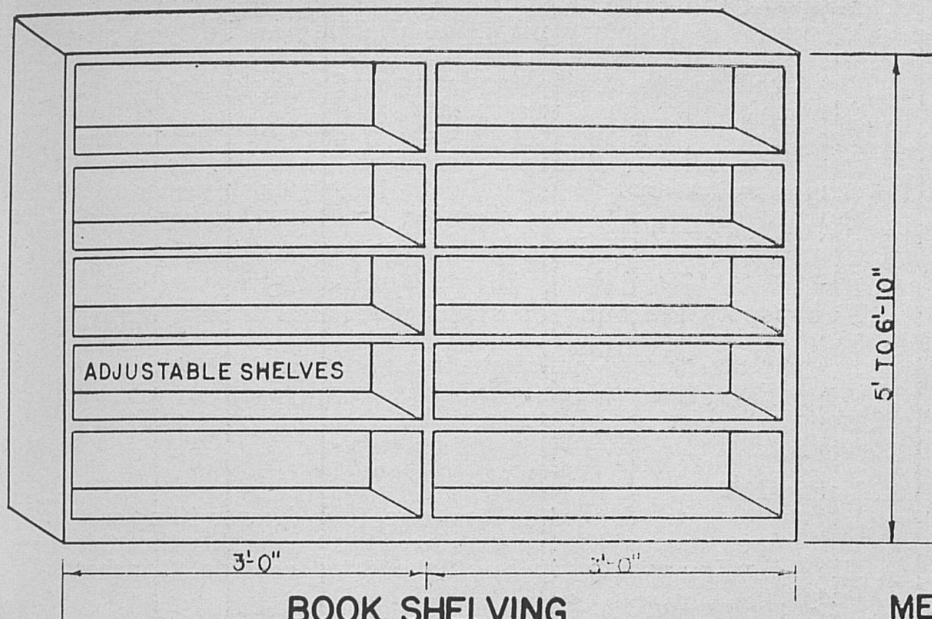
SIDE VIEW



**NEWSPAPER STICK
HOLDER°**



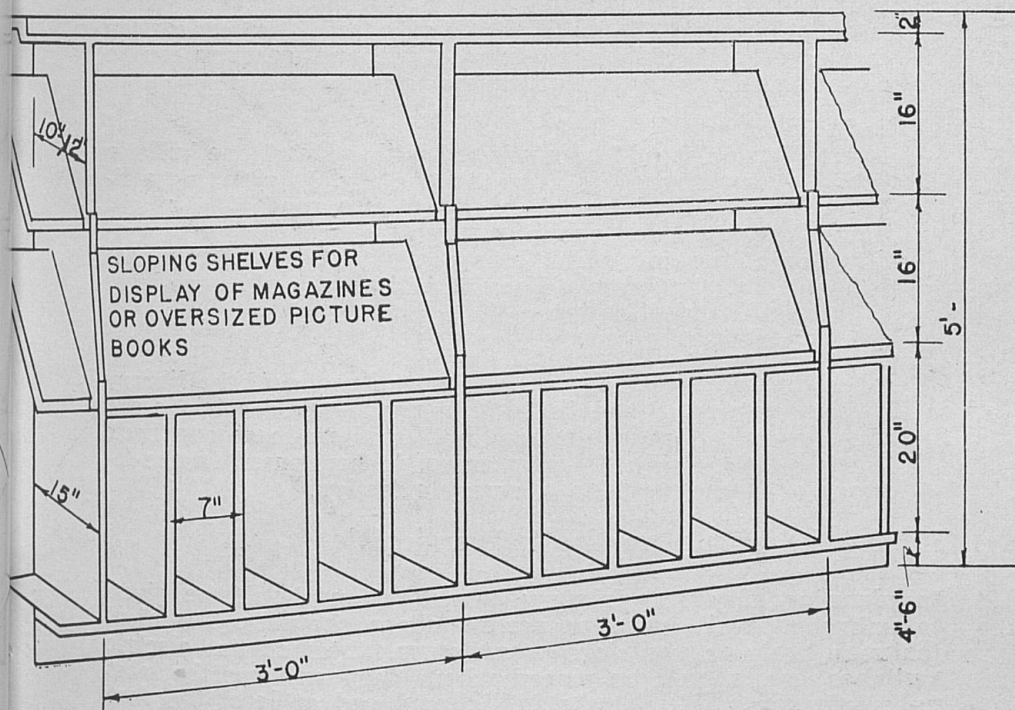
° INEXPENSIVE EQUIPMENT. USE WHEN SPACE IS LIMITED. AVAILABLE FROM LIBRARY SUPPLY HOUSE



BOOK SHELVING
 ELEMENTARY 5' HIGH, 3' WIDE, 8"-10" DEEP
 HIGH SCHOOL 6'-10" HIGH, 3' WIDE, 8"-10" DEEP



**METAL STRIP
 AND BRACKET**
 FOR MAKING SHELVES
 ADJUSTABLE



PICTURE BOOK SHELVING
 FOR ELEMENTARY LIBRARIES

Locally built shelving can be made adjustable by the use of metal tracks. (See diagram on page 107.)

4. Magazine shelving

The most satisfactory magazine shelving is the type pictured in the diagram on page 105. Current magazines can be displayed on the slanting shelving and older copies can be filed on the flat shelf underneath.

Each 3 foot shelf accommodates 4 magazines. Knowing the minimum number of magazines which the standards specify schools of various sizes should be taking, the number of 3 foot sections of magazine shelving necessary for any school can then be determined.

5. Newspaper rack

Newspapers are hung on sticks purchased from a library supply house, and are housed in standard 3-foot sections if the library has sufficient wall space. If space is at a premium, the newspaper sticks can be placed in a small wooden holder which can also be obtained from a library supply house. (See diagrams on page 106.)

6. Vertical file

Every library will need at least one, four-drawer filing cabinet which has ball-bearing slides. It is preferable that this file be legal size (10½ inches high, 15 inches wide, 24 inches deep).

7. Card catalog cabinet

This piece of equipment should by all means be purchased from a library supply house. In library situations where the librarian has not had training in cataloging it will house the shelf-list; in situations with trained librarians it will house both the shelf-list and the author, title, and subject cards. In schools above 150 enrollment a standard 5-drawer section catalog case should be provided. Additional sections can be added to this as the collection expands.

8. Bulletin boards

Every library should be equipped with at least one bulletin board. A cork board is very satisfactory. In planning a library, care should be taken not to use space that might have been used for shelving. Small spaces between windows or at the end of sections of shelving are good places to locate bulletin boards. They should be placed at eye level to be useful and effective.

9. Other desirable equipment

An atlas and dictionary stand may be useful if the library is not crowded. Revolving dictionary stands for tables are very useful. Larger libraries will find at least one book truck indispensable. Display cases, to be housed in the library or in the corridor, are very effective.

B. Making the room attractive and serviceable

In planning libraries, primary consideration should be given to unbroken wall space to accommodate shelving. Technical features such as radiators, ventilators, thermostats, electric switches, etc., should be placed where they will use the least unbroken space. Windows should be placed at least 3½ feet apart to allow a section of shelving to be used there.

The library should be well-lighted both naturally and artificially. It is desirable to have ceilings acoustically treated.

Walls painted in light colors without a gloss are highly desirable. Soft light blue, green, and yellow are colors which make a very attractive background for a library. Floors should be covered with linoleum or other sound-deadening material. It is especially important in elementary libraries that the floors be thus suitably covered so that children can sit on them during story hours and group book discussions.

A few plants, flowers, pottery, bowls, or other pleasing decorations attractively arranged aid in promoting an inviting atmosphere. Furniture should be arranged to provide the maximum space at strategic points such as book, magazine and newspaper shelving, circulation desk, and exits. If the overall reading room space is sufficient, attractive and convenient arrangement of furniture is greatly facilitated.

Workroom

Aside from the reading room, a separate workroom adjacent to the library is the most necessary part of the library quarters. It is here, undisturbed, that the librarian can accomplish the technical work necessary to prepare materials for use. Here she can keep her supplies, the tools with which she works, books and other materials that are being mended or prepared for the bindery, and if no other space is available, it is here that files of back issues of magazines will be housed. *A workroom is highly desirable and strongly recommended.*

The workroom should be at least 200 square feet in size. In larger schools the workroom and storage space can be separate with the workroom being approximately 150 square feet and the storage room 200 square feet.

The workroom should have space for and be provided with:

1. Sink with running water
2. Book shelving 10 inches deep for storage and materials in process
3. Closed cabinet for supplies
4. Typewriter
5. Electrical outlet at table height and convenient to work table
6. Work table and several chairs
7. In larger schools, a card catalog case to house the shelf-list

Conference Room

A small room approximately 120 square feet in size, adjacent to the reading room is very useful for small groups who come to the library to work on a class or other group project. It should be equipped with a 3x5 foot table and six chairs, and book shelving. The partition separating it from the reading room should be glass, upward from the eye level point when seated, in order to facilitate continuous supervision.

Librarian's Office

In larger schools an office for the librarian is desirable. It should be adjacent to the reading room and equipped with a glass partition to make continuous supervision possible. It should be provided with a desk and chair, an office file, and counter-high shelving to hold the librarian's professional tools.

Library Classroom

In schools with an enrollment above 1000 pupils it is desirable for the library quarters to include a separate room adjoining the rest of the suite where instruction in use of the library

can be given. It should be the size of an ordinary classroom and it should be equipped with the usual classroom appointments.

Audio-Visual Rooms

When the library is developed as the materials center, with those audio-visual aids which are owned within the school organized, housed, and administered by it, quarters must be provided with the necessary space and equipment to accommodate these services.

COUNTYWIDE CIRCULATING LIBRARIES

Location and Size of Quarters

A central circulating library, organized to provide library books for the elementary children in an entire county, should be located near the administrative and/or supervisory offices. The space should be large enough to house comfortably the books available and should allow for future expansion to approximate a collection of at least five books for each child.

Furniture and Equipment

The room should be equipped with standard, open-faced, adjustable wood shelving 3 feet in length between uprights, 10-12 inches deep, and of an overall height easily reached by an adult. There should be a desk and chair, and a standard 5-drawer section card catalog case. *The latter should be purchased from a library supply house.*

Work space should be provided, either in the one room, or in a separate adjacent room. This should have space for and be provided with the following:

1. Sink with running water
2. Typewriter
3. Work table and chairs
4. Electrical outlet at table height and convenient to the work table
5. Storage cabinet

CLASSROOM READING CORNERS

Every elementary school classroom should have space set aside for a reading nook. High school classrooms are more inviting if they too have reading corners. These nooks should be equipped with book shelves, and a table and chairs. The shelving may be orange or apple crates painted to harmonize with the rest of the room, or boards of different lengths held up by cans or bricks that have been painted. So long as the shelving invites children to read its contents, the main purpose will have been served. The height and construction of the tables and chairs should be comfortable for the children using them.



Every classroom can have a reading corner with book shelves which are for decoration as well as use, and a reading table and chairs. Leslie School, a one-room school in Pike County.

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Chapter V

SELECTION, PURCHASE, AND PREPARATION OF MATERIALS: ESSENTIAL RECORDS

Funds to Develop and Maintain the Library

Books and other library materials cost money. *Since school library service is an essential part of the school program, the local board of education should support it by an annual appropriation.* This appropriation should be spent for books, periodicals, other non-book printed materials, and supplies. It should not be applied to the payment of salaries, purchase of equipment, audio-visual materials, supplementary textbooks, or textbooks and pamphlets used by special departments for classroom instruction. Extra appropriations should be made for these items. Schools with small budgets and ones just starting libraries will need extra appropriations for encyclopedias and other expensive reference books in order to grow and attempt to meet the needs of the pupils. Schools attempting to rebind any of their books will need additional funds. The board's appropriation can be supplemented by funds from such sources as the PTA and local school activities. *Money that is appropriated should actually be spent after it is appropriated.*

At least by the beginning of the school year, the librarian should know the amount of the library appropriation in order to plan the budget wisely. The budget should include allocations for books, magazines, newspapers, non-book printed materials, and supplies.

A duplicate bill of all library expenditures should be kept in the library files. The librarian should keep a simple record in a notebook or folder showing the breakdown of the library appropriation, how much has been spent in each budgeted area, and how many materials were received for that amount. This record is not meant to be an individual listing of each purchase made—the bills will provide that. The purpose of this simple statement is to enable the librarian to know at any time how much of the appropriation has been spent, the total number of materials, etc., which have been received for that amount, and the funds remaining.

Accounting for the library appropriation in this manner takes very little time and it shows the administration that the funds appropriated to the library are being carefully spent. When the librarian considers that additional funds are necessary or wants to make some change in procedure which involves funds, she has figures upon which to base her requests.

SELECTION OF MATERIALS

The librarian is responsible for guiding the staff members and pupils to select cooperatively books and other materials to meet the needs of the individual school. The librarian should not only encourage participation in recommending materials for purchase, but provide ways to bring this about. This cooperative selection should be based on an understanding of the aims and objectives of the school and the needs and abilities of the pupils.

Books

Guides to Selection (Basic book selection aids. For addresses of publishers see page 115.)

Elementary Schools:

Basic Book Collection for Elementary Grades.

American Library Association, 1943. \$2. (Supplement in preparation.)

Bibliography of Books for Children; 1948 ed. Association for Childhood Education. \$1.

Children's Catalog; 7th ed. and supplements. Wilson, 1946—Service basis.

High Schools:

Basic Book Collection for High Schools. American Library Association, 1942. \$2. (Supplement in preparation.)

By Way of Introduction, by Jean C. Roos. American Library Association, 1947. \$1.25.

Standard Catalog for High School Libraries; 5th ed. and supplements. Wilson, 1947. Service basis.

Each school should own the latest edition of the *Children's Catalog* and/or the *Standard Catalog*. The price of these is determined on the basis of the school's enrollment. Whether a school owns other buying guides will depend on the funds available with which to purchase books.

Among the periodicals which review books, these are especially helpful:

Booklist, a guide to current books. Semi-monthly October through July, and monthly in August and September. American Library Association. \$5 a year.

Library Journal. Semi-monthly September through June, and monthly in July and August. R. R. Bowker. \$6. a year.

Contains articles about the library profession and a section in each issue appraising new books.

Subscription Books Bulletin. Quarterly. American Library Association. \$2.50 a year.

Authoritative, unbiased reviews of encyclopedias and other reference books.

Representatives often visit schools selling encyclopaedias and other expensive reference books. Before agreeing to purchase any of them the librarian should check to see if they are listed in the *Children's Catalog* and/or the *Standard Catalog*, or other approved guides which the library owns. *If the books are not listed and are not known to be approved, they should be investigated before being purchased.* Any reputable publication will bear investigation. The School Library Consultant will welcome inquiries regarding the advisability of purchasing any single volume or set of books.

PURCHASE

Books should be purchased several times during the school year. A large order in the early fall and one in the spring makes it possible to have new books ready for circulation early in the school year. A small amount of the book fund should be kept to purchase books urgently needed to meet special classroom demands.

Book requests should be kept on order cards purchased from a library supply house, or on plain 3"x5" cards. When someone discovers a book which should be considered for purchase by the library, the author, title, publisher, date, and price should be noted on a card and the request added to the "consideration" or "want" file. It is also helpful to have on the card the name of the person requesting the book, and a statement of what the book is about or why it should be purchased. When it is time to place an order there will be an accumulation of purchase suggestions. (See sample order card on page 117).

Schools will find it more satisfactory to order books from a jobber who handles the books of all publishers. Ordering from a jobber is less expensive to the schools on clerical costs. If a local dealer can give the same discount and services as a jobber, it is desirable to place orders with him. With the exception of a few types of books such as technical ones, discounts approximating 20% to 30% from the publishers' prices (also known as list prices) are granted to school libraries.

Some book jobbers librarians have found to be satisfactory:

Baker and Taylor, 55 Fifth Avenue, New York City
Louisville News Company, 111 West Gray Street, Louisville,
Kentucky

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

Personal Book Shop, 95 St. James Avenue, Boston 17,
Massachusetts.

Fiction, picture, and easy books as well as other types which receive hard use from constant demand will wear longer if purchased

in reinforced bindings. Such books are resewn, placed in more durable bindings, and reinforced along the hinges where they receive the heaviest strain. Prebound books are more expensive than the regular publisher's edition, but the resulting longer wear makes the added cost justifiable. It is less expensive, however, to purchase prebound books than it is to have trade editions rebound.

Some of the firms which sell prebound books are:

H. R. Hunting Company, 29 Worthington Street, Springfield,
Massachusetts
New Method Book Bindery, Jacksonville, Illinois.

Order Procedure

1. Procedure for placing library orders will depend on general regulations of the school system. Check with the principal or superintendent and follow the accepted practice. If the procedure conflicts with necessary library techniques, confer with administrator to iron out difficulties.
e.g. It may be the accepted practice for the superintendent's office to place the order and receive the invoices. The library has never received a copy so does not have a record of book costs. If the librarian explains why she needs a duplicate bill the superintendent's office can request an additional invoice for her when the order is placed.
2. Type list from order cards which have been arranged alphabetically by the author, if a short order, or in groups alphabetically by publisher (alphabetically by author within group), if a long order. Keep these order cards to use as process slips when the books arrive.
3. Items of information necessary
 - a. General information
 - 1) Write on letterhead stationery, or type or write neatly the name and address of the school at the top of the letter.
 - 2) Specify how the books are to be shipped; i.e. express, parcel post, or freight; to whom the bill is to be sent and how many copies.
 - 3) Unless the order is very short, make a separate list of the books and attach it to the letter. At the top of the sheet listing the books, give the name of the school, the address, and the date.
 - b. Information for each book (double space between each book)
 - 1) Number of copies wanted
 - 2) Author
 - 3) Title
 - 4) Edition and series, if important
 - 5) Publisher
 - 6) Date
 - 7) List price

PREPARATION

- A. Essential records
Accession record
Shelf-list

Author, title, and subject cards

A card catalog should not be attempted unless the librarian has had a course in cataloging. When a catalog is being developed, Wilson printed catalog cards should be used for all books for which they are available.

B. Receiving books ordered

1. Unpack books and check against invoice.
2. If invoice is correct, notify school office it can be paid, or initial duplicate invoice which came in books and send to the office.
3. If invoice is incorrect or books are damaged, pages missing, or otherwise unsatisfactory, notify jobber at once and hold books for their instructions. Withhold approval for payment until the adjustments are made.
4. On the order card (which you have saved to serve as a process slip for the book as you prepare it for the shelves), in the lower left corner in the space provided, place the price the library paid for the book.
5. Open each book in the following manner to prevent users from damaging new books which open stiffly the first time: Hold the pages upright in one hand with the spine and back covers touching the table. Press along the inner margin of the covers, then, alternating from front to back, press a few pages at a time until all the pages have been pressed down and the book remains open easily. Use a knife to separate any uncut pages.

SAMPLE ORDER CARD	
398:C	Chase, Richard
Class number	Author (surname first)
1	The Jack tales
No. of copies ordered	Title
Date ordered	Volumes
McClurg	Houghton
Dealer	Publisher
Date received	Edition or series
	c1943
Date of bill	Illustrator
1.75	\$2.50
Cost per copy	Year of publication
	1
L. C. card No.	No. of copies desired
	Department for which recommended
	Mary Jones
	Teacher making request
	Contains folk tales from Southern Appalachians
	Reason for request
58	Excellent for reading aloud and telling.

C. Accessioning books

Accessioning is the numerical listing of books as they are added to the library. Certain information about the book is entered in a book which is known as the accession record. Books for this purpose may be secured from any library supply house. The loose leaf kind is preferable because the leaves can be used in a typewriter. Entries may be made on the typewriter, or in ink.

1. Enter the date that the books are being accessioned at the top of the page, or if there is already one there and the day is different, enter the month, day, and year before the accession number being used first.
2. For each book give author's last name, title, publisher, copyright

3. Enter one book only on each line.

- As books are made ready for the shelves, besides in the accession book, this accession number will be entered: on the order card; the shelf-list; in the book on the center near the bottom of the page following the title page; in this same position, for identification purposes, on a right hand page (can be page 25, 51 . . . any, just so long as consistent); and in the upper right hand corner of the book pocket and book card.

The accession record should be kept up to date by promptly entering all books as they are received in the library and by noting in the column headed "Remarks" when the book is lost or discarded. Symbols may be used for this with a key being given in the front of the book. Following this symbol the month, day, and year should be given. e.g. 3/30/49

D. Classifying books

The purpose of classifying is to bring all books about the same subject together on the shelves by assigning them the same classification number. Books in all Kentucky school libraries should be classified according to the Dewey Decimal classification.

The library should own a copy of the *Abridged Decimal Classification* (by Melvil Dewey, Forest Press, 1945. \$4). By this system all knowledge is divided into ten main subject classes. These classes are further subdivided into sections and may be expanded indefinitely to accommodate a very large collection. The number to be given to a book can be determined by using the *Abridged Decimal Classification*, the *Standard Catalog for High School Libraries*, and the *Children's Catalog*.

Since each number in the classification system stands for a subject, all books on one subject will have the same number and will stand together on the shelves. They then are arranged alphabetically by the first initial of the author's last name, **except** in books of individual biography which are arranged alphabetically by the first initial of the last name of the person about whom written. Therefore, for each book there is a subject classification, and below it an author letter. Together they make up the **call number** for the book.

the book.
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small "v"
tries are
a book is
his is the
all other
book the
me.
200, etc.
k, pencil
the free
essioning
make a
ublisher,
accession
cess slip
accession
ter card;
the page
tification
Y. just so
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noting in
iscarded
the front
it should
ame sub-
lassifica-
ould be
lassifica-
sten all
asses are
lefinately
given to
Classifi-
and the
subject,
ill stand
cally by
of indi-
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. There-
ow it an
he book.

SAMPLE ACCESSION SHEET ACCESSION SHEET

Date October 19, 1948

No.	Author	Title	Vol.	Publisher	Year	Source	Cost	Remarks
51	Fisher	You and the United nations		Child's. press	1947	B&T	1.25	
52	"	" " " "		"	"	"	1.25	
53	Fitch	One God; the ways we worship Him		Lothrop	1944	Gift		
54	Harpster	The insect world		Viking	1947	B&T	2.40	
55	Kitson	I find my vocation; 3d ed		McGraw	"	"	1.50	
1/5/49 56	Berry	Seven beaver skins		Winston	1948	"	1.75	
57	Brier	Phantom backfield		Random	"	"	1.75	
58	Chase	The Jack tales		Houghton	1943	McClurg	1.75	
59	Compton's	pictured encyclopedia	v.1	Compton	1948	direct	94.50	
60	"	" " "	v.2	"	"	"		
61	"	" " "	v.3	"	"	"		
62	"	" " "	v.4	"	"	"		
63	"	" " "	v.5	"	"	"		
64	"	" " "	v.6	"	"	"		
65	"	" " "	v.7	"	"	"		
66	"	" " "	v.8	"	"	"		
67	"	" " "	v.9	"	"	"		
68	"	" " "	v.10	"	"	"		
69	"	" " "	v.11	"	"	"		
70	"	" " "	v.12	"	"	"		
71	"	" " "	v.13	"	"	"		
72	"	" " "	v.14	"	"	"		
73	"	" " "	v.15	"	"	"		
74	Desmond	Glamorous Dolly Madison		Dodd	1946	McClurg	2.05	
75	McGuire	Daniel Boone		Wheeler	1945	"	88	

Example:

973 *History of Our Country*, by D. S. Muzzey

M

973 *A History of the American People*, by N. W. Stephenson

S

Books of individual biography are given the classification of 921, B, or 92. In most cases the number used will depend on what has been done before. Continue to follow the previously adopted procedure so that the marking will be uniform. If you are beginning a new library, or reclassifying one, 921 or B is preferable.

Individual biography is arranged on the shelves alphabetically by the first initial of the last name of the person about whom the book is written. This is to make it possible for all books about one person to stand together on the shelves.

Example:

921 92 or B *Daniel Boone, Wilderness Scout*,

B B B by S. E. White

921 92 or B *Daniel Boone*, by J. H. Daugherty

B B B

Fiction books are given the classification **F** and are arranged on the shelves alphabetically by the first initial of the author's last name. Books with many pictures and with easy reading suitable for children up through the third grade are classified as **easy books** and are marked with an **E**. They are shelved separately, as are the fiction books, and are arranged alphabetically by the first initial of the author's last name.

Encyclopedias and other books that are very expensive and used too constantly to circulate for home use may be marked with an **R** before the classification number to denote that they are reference books and are to be used only in the library. These may be shelved in a separate section for convenience.

Example:

R423 *Webster's Dictionary of Synonyms*

W

R821.08 *Home Book of Modern Verse*, by B. E. Stevenson

S

R920 *Living Authors*, by S. J. Kunitz

K

Books containing short stories written by different authors may be shelved together by giving them the classification **SC**, **story collection**. They are arranged on the shelves alphabetically by the first initial of the last name of the person who collected, compiled, or edited them. A convenient place to shelve them is following the fiction books.

To decide upon the classification number or symbol, and the call number for a book:

1. Consult the *Standard Catalog* and/or the *Children's Catalog*. All books included in these lists have been assigned classification numbers. If these tools are used as buying guides, you will know that the classification number is already determined. You can find it by looking for the book under its author or title.
2. If the book is not included in these lists
 - a. Examine the title page of the book, introduction, preface, table of contents, and skim through the body of the book to determine **what** it is about.
 - b. Look under this general subject in the *Standard Catalog* and/or *Children's Catalog* for a similar book which

might suggest a classification number. If this does not help,

- c. Use the *Abridged Decimal Classification*. Turn to the subject index and search for the subject you have decided the book is about. By the side of it the suggested classification number is given.

3. Add the first letter of the author's last name, or if individual biography, the first initial of the last name of the person about whom written, to the classification number to form the call number.
4. Enter the call number of the book in the upper left hand corner of the order card or 3"x5" slip.
5. As books are made ready for the shelves, besides on the order card or process slip, the call number will be entered on the shelf-list, in the book on the upper left hand corner of the page following the title page, on the upper left hand corner of the book pocket and book card, and on the back strip or spine of the book.

E. Making a shelf-list

A shelf-list is a record, on standard 3"x5" catalog cards, of the books in the library, arranged as the books are arranged on the shelves.

1. Purposes of the shelf-list
 - a. Provides a complete record of the books in the library
 - b. Logical record from which to take inventory
 - c. Indicates books in each classification. This serves as an aid
 - 1) in classifying new books
 - 2) in determining in which subject areas the collection is strong, or weak and in need of new material.
2. Because of its many uses and because for the untrained or partially trained librarian it will be the only usable record, it is important that it be as accurate as possible.
3. The shelf-list card includes: call number, author, title, edition if given, publisher, latest copyright date, number of pages and the accession number for each book. There is one card for each title. When there are several copies of the same book, make one card and on it list the accession number of each copy.
4. Suggestions for making a shelf-list card
 - a. Use order card or slip to secure information needed about the book. This is more convenient because it keeps you from having to open the book at different places for any information, except to find the number of pages.
 - b. Type or write neatly on a standard 3"x5" catalog card.
 - c. Place the call number of the book in the upper left hand corner of the card.
 - d. On the first line, enter the author, editor, or compiler's last name followed by his initials or given name. If there are two or more authors, give the name of the first. If there is no author to be found on the title page, enter the title on the first line.
 - e. On the second line, indented four spaces, enter the title of the book. It is necessary to capitalize only the first and proper words.
 - f. After the title, give the publisher's name in brief form.
 - g. Following the publisher, give the latest copyright date. Usually, this is found on the back of the title page. If there is no copyright date, enter the publisher's date. This is usually found on the bottom of the title page.

SAMPLE SHELF-LIST CARDS

398 Chase, Richard.
C The Jack tales. Houghton, c1943.
202p.

58

Shelf-List Card showing the library has **only one copy** of the book.

341.1 Fisher, Lois J
F You and the United nations. Children's
press, c1947.
42p.

51
52

Shelf-List Card showing the library has **more than one copy** of a book.

BOONE, DANIEL.
B McGuire, Edna.
B Daniel Boone. Wheeler, c1945.
251p.

75

Biography Shelf-List Card.

RO30 Compton's pictured encyclopedia and fact
C index. Compton, c1948.
15v.

59 v.1	64 v.6	69 v.11
60 v.2	65 v.7	70 v.12
61 v.3	66 v.8	71 v.13
62 v.4	67 v.9	72 v.14
63 v.5	68 v.10	73 v.15

Shelf-List Card for a set of books having no author.

- h. On a separate line, give the number of pages in the book; for a set of books give instead the number of volumes, e.g. 15 v.
- i. Below this information, on the left hand side of the card, give the accession number of that book. If the library has more than one copy of the book, give the accession number of each copy on the card. A set of books will have the accession numbers for all the volumes listed on the card with the volume number indicated by the side of the correct accession number.
- j. Leave sufficient space to the right of an accession number to record lost, withdrawn, or other inventory data.
- k. When making the shelf-list card for a book about one person (individual biography), add the name of the person, inverted, about whom the book is written, in capital or red letters, above the author's name.

5. Filing shelf-list cards

- a. Arrange the cards numerically by the classification numbers, beginning with the smallest number first. e.g. 232, 290, 510, 510.7, etc.
- b. Within each group of cards having the same classification number, except individual biography (921, B, or 92), arrange the cards alphabetically by the author. e.g. 973/A, 973/B, etc.
- c. Arrange cards for individual biography alphabetically by the last name of the person about whom written.
- d. If there are several books by an author within one classification number, file them alphabetically by the titles.
- e. Separate each of the ten broad classification numbers, 000, 100, 200, etc., and any special collections such as **F**, **B**, **E**, **R**, and **SC** by guide cards which have been labeled showing the books in that section. If the library has a large collection of books, it will be helpful to have more guide cards to facilitate the use of the file.

F. Final preparation of books for the shelves

1. Using the order card or process slip from which to secure all of the necessary information, place the accession number, call number and the library stamp in the proper places in each book.

a. Accession number

- 1) Enter the number in ink on the page following the title page in the center near the bottom and in the same position on any right hand page in the text of book. This is for identification purposes and is known as the key page. (Any page may be chosen so long as you consistently enter the number on that key page. The lower the number of the page chosen, the more likely it is that any book will have that many pages.)
- 2) On the book pocket and book card, type or write in ink the accession number in the upper right hand corner.

b. Call number

- 1) In pencil, enter the call number on the page following the title page in the upper left hand corner.
- 2) On the book card and book pocket, type or write in ink the call number in the upper left hand corner.

c. Library stamp

The library should own as one of its supplies a stamp bearing its name and address. With this mark of owner-

33

- G. ALLEN

398	58
C	
Chase	
The Jack tales	
EXAMPLE HIGH SCHOOL	
Example, Kentucky	

[illegible]

3. Lettering and shellacing

- a. Print the call number of each book on the back strip or spine the same height from the bottom of the book: about one and a half inches is preferable. The number should be legibly printed in uniform size and style. Use white ink to letter on books with dark binding and black India ink for books with light binding.
- b. Brush a thin coat of shellac over the entire back strip after the lettering is dry. This preserves the lettering, brightens the book's appearance, and protects the surface. The entire cover may be shellaced if desired.

G. Arrangement of books on the shelves

Books should be arranged on the shelves numerically according to the classification numbers, beginning with the smallest number first. When two or more books have the same classification, they are then arranged alphabetically by the last name of the author (except individual biography).

Books with special marking such as fiction, individual biography, easy books, etc., are arranged in sections set off from the numbered classifications to make them more easily found. All of these within their individual classifications are arranged alphabetically by the last name of the author, except the individual biography which is arranged alphabetically by the last name of the person about whom written.

Books are placed on the shelves in order from left to right in each section of shelving (space between uprights) and from top to bottom. Space should be left at the end of each shelf to hold new books. Some vacant space on each shelf makes books there more inviting than a shelf too crowded to hold another volume.

H. Recording books added to the collection

In a notebook or folder, the librarian should keep a record of the book collection. As soon as the books are ready for use, the order cards or process slips should be arranged in a pile according to the classification numbers and counted. On the form she has developed for keeping a record of the book collection (see page 142), the librarian should enter the number of books she has added to the collection in each of the general classifications. The total should coincide with the total number of books entered in the accession book for that book order, or for the particular period of time.

MAGAZINES AND NEWSPAPERS

General Considerations

There are very few basic magazines in themselves so valuable that they must be in every library. Rather, each magazine must be regarded as it rounds out the picture of contemporary life, contributing a particular viewpoint, and stimulating concern with a particular field. Teachers, librarians, and pupils need to keep in mind the fact that there are very few magazines which can be called truly objective, and that it is conflict in ideas and attitudes which makes for lively classroom discussion and for intellectual growth. *Variety is, therefore, a primary requisite in building a magazine collection, even a small one.*

Too long has the magazine selection been the exclusive concern of the librarian. The teacher in each subject field must be relied upon

for knowledge of the periodicals dealing with his specialty, and must in turn receive new lists or evaluations as the librarian receives them. The basic lists referred to in a later section of this chapter need to be checked with the teachers, often item by item, so that teachers may have recalled to their minds differences in purpose and emphasis of similar publications, and may be encouraged to study the effect of changes in magazines on their classroom use.

Special questions which a school needs to answer in relation to its own library are those having to do with (1) the reading level of the student body, (2) subjects of the curriculum, (3) clubs organized within the school, or closely related, (4) out of school interests of the pupils, and (5) the number of periodicals available to pupils outside of the school library.

Magazines to be avoided are:

1. Those which duplicate the same point of view and subject matter, unless the demand is very great
2. Those which are not on any standard list for school libraries, and which the librarian has not seen
3. Those which are wanted by a teacher for his personal use

The reference function of the magazine collection can not be realized without adequate periodical indexes. Every school library which maintains a file of magazines for reference needs the *Readers' Guide to Periodical Literature*. In schools with an enrollment of less than 1000, the *Abridged Readers' Guide to Periodical Literature* is preferable. *Indexes to individual magazines are not satisfactory substitutes*, since they commonly appear only once a year and vary widely in accuracy. Indication of inclusion in the *Readers' Guide* is an important consideration in selecting titles, but it should not be the only consideration, nor the deciding factor in every case.

Newspapers are as necessary as magazines, and although their price may seem high, their cost per pupil using them is almost always low. The local newspaper, and the Louisville *Courier-Journal*, for its indispensable coverage of news about state problems, should be in every Kentucky school library. The Sunday edition of a New York paper, providing a book section for the librarian, and authoritative sports, drama, fashion, and business news for other departments, is very useful. A Cincinnati paper, for schools in northern Kentucky, is also desirable.

Special Considerations Concerning Magazines for Elementary Schools

The librarian of a centralized elementary library will be less concerned with the reference use of periodicals than with their recreational and inspirational values. In planning service to sixth, seventh, and eighth grades, the previous criteria should be carefully checked.

Below that grade level, few periodicals are needed. They are not generally in great demand, nor do they have a major role in making a child a better reader. Therefore, no such emphasis upon their generous inclusion in the elementary library is necessary as in the high school library. However, a subscription to three or four of the juvenile magazines listed in the magazine list in the Appendix is highly desirable for any school with centralized elementary library service.

Proportion of Budget

The budget for magazines and newspapers should be used for periodicals needed by pupils, with special provision from other funds for the purchase of professional education magazines. Teachers sometimes find it convenient to pool their personal funds to purchase magazines through the library.

At least 10% of the book budget is the percentage most often quoted for magazine expenditures; 20% is the usual maximum. The 10% should not include newspapers nor professional education magazines. The cost of a local daily newspaper and a weekly metropolitan one would use almost the entire amount of the magazine budget in a small school. The state standards include a statement about the minimum number of magazines and newspapers to which schools with different enrollments should subscribe.

Guides to Selection

A number of helpful magazine lists are now available.

Martin, Laura Katherine. *Magazines for School Libraries*. Wilson, 1949. \$1.90.

Rather full evaluations are included for magazines suitable for both the elementary and high school. Arrangement is by individual title and subject classification. Since magazines change so frequently the latest edition of the book should be obtained. Schools not able to purchase a copy may borrow it from the Library Extension Division, Frankfort, Kentucky.

Basic Book Collection for Junior High Schools and *Basic Book Collection for Senior High Schools*; 1949 editions. American Library Association. Prices to be announced.

These two new lists are to be published this spring. They include magazine lists prepared by the Magazine Evaluation Committee of the American Association of School Librarians, as will also each supplement of the *Standard Catalog* and the *Children's Catalog*.

A recommended list of magazines and newspapers is given in the Appendix. It is annotated and no special indication of those desirable for first purchase was therefore deemed wise. Careful reading of the descriptive notes will indicate whether a particular title is needed in an individual library. Since most magazines contain a wide variety of content, the annotations emphasize features of major usefulness in

a school library. The publisher and the sponsoring organization are indicated so that the library may provide for the diversity of viewpoints which has been stressed earlier in this section.

It is not assumed that any but the largest school will take all of the periodicals listed, and in order to meet special needs, many librarians will wish to add some titles not on the list. When purchasing titles not listed, be sure that sample copies have been examined, or that recommendation for school library use has been made by some qualified group. Most budgets are too limited to permit experimentation with a full year's subscription until informed opinion can be obtained.

One omission on the list in the Appendix, that of specialized materials for debate, is in deference to the debate coaches who believe that in spite of the extra work it makes for them, for the librarian, and for the debaters, part of the valuable training pupils get from debating is learning to locate, evaluate, and organize material for a specific purpose.

Purchase

There is some difference of opinion about the length of time for which periodical subscriptions should be placed. Because magazines change so frequently, a preferred policy is to study the list each year for desirable additions and deletions.

There is no hard and fast rule about the date on which subscriptions begin, but many school librarians find that the most convenient and practical plan is to prepare the list in the fall, after consultation with new teachers, sending it to the principal for approval, and through the necessary procedure for bids, in time to have subscriptions begin with the January issue.

Much of the satisfactory service given by a magazine collection rests upon selection of a reliable agent. As in book buying, the large dealer has facilities for a meticulous attention to detail whose importance the local dealer may entirely overlook. The size of discount is often less important than a long standing reputation for promptness in supplying missing numbers or indexes, care in distinguishing between periodicals with similar titles, and prompt renewal of subscriptions.

Some satisfactory magazine dealers are:

F. W. Faxon Company, 83 Francis Street, Boston, Massachusetts
Herman Goldberger Agency, 529 South Franklin Street,
Chicago, Illinois
Mayfair Agency, 51 East 33rd Street, New York City

Several of these magazine agencies publish annual buying lists. These are useful in preparing an order, since they give discount price.

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Files of I

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policy w

They should be used only for order data. *They are not useful in making wise selection of titles.* In preparing the order, these details should be given: correct title, list price, address, when the subscription is to begin, and the length of time for which the subscription is being placed. Subscriptions should be placed for twelve months. Nine or ten month orders are little less expensive, and the summer issues are valuable for later reference.

Order newspapers on a monthly basis. Summer issues are not important unless the library maintains an extensive clipping file. Newspapers which are useful for their local material should be subscribed to for the year unless a nearby public library maintains a complete file.

Preparation

A. Essential records

Accurate records of all magazines received are essential to business-like procedure. These records can be few, but they should be scrupulously kept.

The library should purchase periodical check cards from a library supply house. Cards for both daily and monthly publications are necessary. Each magazine and newspaper to which the library subscribes should have a check card.

As magazines and newspapers are received, the date of the issue should be checked on the card. It is often desirable to give the date the particular issue is received rather than a check. This is particularly useful for monthly magazines, since inquiries about the exact date on which to expect the new issue are fairly frequent, and aid in tracing missing numbers. The back of each card should contain the address of the magazine, when the subscription started, and when it expires.

Magazines bound in permanent bindings are considered as books, except that it is not necessary to assign Dewey Decimal classification numbers to them.

B. Strengthening magazines to promote longer wear

Magazine covers are almost a necessity but none is entirely satisfactory. Most attractive are those of cellophane which now come in various sizes with rather secure locks. These may be purchased from a library supply house. They are expensive and not too durable.

Pasting heavy wrapping paper inside the covers and making the contents more secure by doing some simple sewing along the back-strip will preserve the issues intact. Particularly, will this be necessary if magazines circulate.

Files of Back Issues

Magazines which are useful for reference purposes should be saved and stored in the workroom or storage room for easy access. Each magazine should be arranged in a neat pile according to the date of the issue, the newest one being on top.

The variety of magazines which is preserved, and ones that are bound, will depend on the needs of the individual school. The binding policy will be determined also on the basis of funds available. Binding

is expensive. Any decision should be based on careful consideration. It is always easier to persuade an administrator that a specified sum should be spent as a part of a policy than it is to attempt each year to obtain a large sum for binding back issues, and the principal's support of the policy must be won before plans are laid.

Laura K. Martin, a leading authority on magazines, recommends that the small school library bind one current events magazine such as *Current History*, *Newsweek*, or *Time* and that a half dozen or so others be kept for three to five years.

The cost of binding newspapers is prohibitive. If the school library is the only materials source in the community, the librarian has an added responsibility to preserve local material which is often found only in newspapers. Whether papers are kept on file intact will depend somewhat on storage facilities. Also, to have such a file in good condition, it may be necessary to purchase a duplicate copy of the local paper. Where funds are meager this is not wise unless the demand is great. Regularly, valuable local material should be clipped from the newspaper and placed in the vertical file.

PAMPHLETS, PICTURES, CLIPPINGS

Every school library should develop files in which pamphlets, pictures, clippings, and other non-book printed materials are placed in manila folders and arranged according to broad subjects. It is preferable to house pictures in a separate file, or in a separate drawer in the file, in order to keep them flat and undamaged. This is commonly known as the *vertical file* because it is housed, preferably, in a filing cabinet which is legal in size.

In schools without centralized libraries, individual teachers should develop an information file for their classrooms. Until a standard filing cabinet is available, orange crates or sturdy packing boxes can be used. The following suggestions for acquiring materials and preparing them for use are applicable for any vertical file, whether it is in a large school's centralized library or in a one-room school.

Guides to Selection

The vertical file should not be a depository for all the miscellaneous non-book materials which find their way to the library. It should contain materials which have been carefully chosen by the librarian and teachers for their usefulness in supplementing the curriculum, and for meeting the recreational and informational needs of the pupils. These materials can often be secured free or at little cost. Many of the clippings and pictures will be cut from back issues of magazines and newspapers which are not being kept on file for reference.

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A selected list of sources of free and inexpensive materials is given in the Appendix. Lists of pamphlets are frequently given in the following tools; some of which each library will own:

Booklist

Children's Catalog

Standard Catalog for High School Libraries

Wilson Bulletin

Professional education magazines (See list in the Appendix)

(Full information about each of these is given elsewhere in the Handbook.)

Larger libraries with heavy demands for current materials in a wide range of subject areas will find it helpful to subscribe to the *Vertical File Service Catalog* (H. W. Wilson Company).

The cost of the catalog is determined by the pupil enrollment. This monthly publication (except August) is an annotated list of all currently available pamphlet material. Write for a sample copy.

Purchase

When writing for pamphlets and other materials it is advisable to use postcards on which the name of the library has been stamped, or to use school stationery. To save confusion and misunderstanding it is helpful to state that the pamphlet being ordered is free; that the price is so much; or, when price is unknown, to ask that it be quoted *before sending*. Pupil assistants can be trained to order these materials.

Preparation

1. Check and mark (to be clipped later by the pupil assistants) significant articles and pictures in newspapers and magazines which are not being filed for reference purposes.
2. When clipped these materials can be mounted on paper of uniform size, if desired, for convenience in filing and using. Pencil the source and date of each clipping on the back for reference purposes.
3. Mark pamphlets, maps, charts, etc., with the library stamp and date as soon as they arrive in the library. Any pamphlets which are important enough to be considered a part of the permanent collection should be placed in a durable pamphlet binder and treated as a book.
4. Study the school's curriculum and be alert to requests of teachers and pupils as a guide to deciding upon the subject headings to assign to the material. Do not try to have too many subject headings. Use terms teachers use for units. Add or discard subject headings freely.
5. Pencil suitable subject headings on back of each item being placed in the vertical file.
6. Use standard size manila folders in which to place material.
7. Collect all pamphlets, clippings, etc., with the same subject heading and place them in a manila folder properly labeled.
8. File the folders in alphabetical order by the subject heading.
9. At least once a year weed the file. Discard material which is now available in permanent form or which describes subjects no longer of current interest.

AUDIO-VISUAL MATERIALS

Audio-visual aids to teaching, particularly films, filmstrips, slides, and phonograph records, have gained widespread use in schools in recent years. Many individual schools in the state secure such materials as a part of a rental service from the Extension Department at the University of Kentucky. A few of the larger school systems have established audio-visual education departments in the central office. Here they organize and administer the various materials and distribute them on loan to their individual schools as they request them. Appended to the list of *Kentucky Materials* is a list of the major school systems, libraries, and colleges in the state which have audio-visual education departments, and notes about the areas which they serve.

In addition to these two ways in which audio-visual aids to teaching are being provided, many individual schools are purchasing materials to use within a single school. These materials should be centrally organized, cataloged, and administered in order to gain maximum use. The school library is the logical place for this to be done. In no instance should the library budget be stretched to include the purchase of audio-visual materials. Whatever money is appropriated and spent for them should be in *addition* to the library appropriation which is based on pupil enrollment. *This \$1.25 minimum standard per pupil is designed to cover only books, related printed materials, and supplies.*

The part-time librarian will have to be given additional time in the library with less scheduled teaching, and the full-time librarian may have to be provided with additional help if audio-visual materials are added to the services which the library ordinarily performs. This is just as logical, if not more so, as reducing the classroom load of a teacher so that she can organize and administer these materials in isolation to other teaching materials such as books, pamphlets, periodicals, etc.

For the few schools in which the library is the center for all or some of the audio-visual materials owned and used within the school, the following brief list of suggestions for selecting, organizing, and preparing these materials for use may be helpful.

1. There is no **one** generally accepted method for handling audio-visual aids as there is for handling books and non-book printed materials.

It is during the early stages in the development of a school's audio-visual materials when they are few in number and kind that the librarian should experiment with ways to prepare them for use. If one method proves more effective than another and the collection is not large, changes can be made easily.

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2. If the librarian knows how to organize, catalog, and administer a collection of books, magazines, and vertical file materials, she can, with few adaptations, organize films, filmstrips, slides, records, etc., for effective use.

Guides to Selection

*Educational Film Guide**

Eisenberg, Philip and Krasno, Hecky. *A Guide to Children's Records*. Crown, 1948. \$2.

Subtitle: "A Complete Guide to Recorded Stories, Songs, and Music for Children." "Authored by two people qualified through their experience as educators and as writers and producers of children's records, this guide is well organized for use and clear-cut in its descriptions and evaluations. Basic organization is by age levels. The listings are preceded by 60 pages of general comment on use of recordings with children and principles which govern a good children's recording." (Review in *Library Journal*, March 15, 1949. p. 476.)

Falconer, V. M. *Filmstrips; A Descriptive Index and Users' Guide*. McGraw, 1948. \$5.

Introductory chapters on the advantages and characteristics of the filmstrip medium and on the use of filmstrips. Major portion of volume is concerned with description, based on careful examination, of all filmstrips, useful in formal education produced prior to March 15, 1947. Arranged according to subject; complete title index. More recent filmstrips are covered by the *Filmstrip Guide*.

*Filmstrip Guide**

*News Letter**

*See and Hear**

Many education and library magazines evaluate audio-visual materials as a regular feature. The *Library Journal* has an extensive audio-visual materials section in each issue.

Preparation

- A. Accession each audio-visual aid in the same manner as you accession individual books. Use the same loose leaf accession book in which to enter all materials, but group like materials in separate sections as though they were in different accession books. Different accession books can be used for each type of material whenever the collection is large enough to make this practical.
e.g. If your library has books, films, and phonograph records, you will have three sections in your accession book with the first entry in each being No. 1, and with as many accession numbers used in each section as you have books, films, and phonograph records.
- B. Assign a call number to each audio-visual aid. Some libraries do not classify these materials as they do books, but rather use the accession number with an arbitrary abbreviation such as **F** for film, **FS** for filmstrip, etc., to form the call number. **Either is permissible.**
- C. Make a shelf-list card in the same manner as for a book, and file it in a section set off with a guide card stating what kind of material it is.
- D. Record on each filmstrip, phonograph record, etc., the accession number, the call number, and stamp the library's name.

* Full information about each of these is given in the list, *Education Periodicals*, in the Appendix.

- E. Where there is a trained librarian, author, title, and subject cards should be made and filed into the card catalog along with the cards for books. These cards may be made on colored stock to enable the user to distinguish quickly between films, filmstrips, and other media.

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Chapter VI

OPERATION OF THE LIBRARY

It is the responsibility of the librarian to keep the collection up to date and in good condition, and to encourage and aid the staff and pupils to use the library effectively.

REGULATIONS

Each library will have to formulate regulations concerning:

Hours for opening and closing
Length of time for which materials are loaned
Fines
Renewing materials
Provision for individuals and class groups to use the library during the day
Library citizenship

These rules will be more effective if they are formulated by the pupils and staff under the guidance of the librarian. They should be posted in conspicuous places where everyone can see and become familiar with them. They should be included in booklets describing the services of the library, if such orientation materials are prepared for new pupils.

CIRCULATION OF MATERIALS

A record should be kept of all materials borrowed from the library. A simple card system showing the location of all borrowed materials should be used. The supplies needed to set up such a system include:

Stamp pad
2 band daters

Double charging tray
2 sets of date guide cards and
1 blank set

These supplies may be ordered from a library supply house.
(See addresses in Appendix.)

Lending Books

1. All books which may be borrowed from the library have book cards, pockets, and date due slips in the backs of them.
(See Chapter V.)
2. Pupil borrowing book signs his name on the book card.
3. The librarian or pupil assistant stamps on the book card and the date due slip the date which the book is to be **returned** to the library.

4. The teacher borrowing a book for classroom use signs her name on the book card **and on the date due slip**. No date is stamped for returning the book. It is kept for whatever time it is needed and then returned.
5. Book cards are placed in the tray until the end of the day when the circulation is counted.

Filing Book Cards

1. At the end of the day after circulation is counted, arrange the book cards alphabetically by the author.
2. File the cards for books checked out by the pupils in the charging tray behind the guide card for the date that they are due.
3. File the cards for books checked out by the teachers alphabetically by the author, behind a guide card bearing the teacher's name. If there is not a guide card for each teacher, one guide card designated "Faculty" can be used.

Returning Books

1. Assign a place on or near the circulation desk where all borrowed books are to be returned.
2. Encourage pupils to return books on time. Periodically, send notices reminding pupils that they have overdue books. The procedure will be different in individual schools and will depend somewhat on other administrative practices about notices to pupils.
3. Consult date due slip in book and search behind that date (or behind the teacher's name) for the book card.
4. Compare the classification and accession numbers on the book card with the classification and accession numbers on the book pocket to be sure they agree.
5. If the book has loose or torn pages or the book card or date due slip is filled, it should be set aside to receive the necessary attention before it is placed on the shelf to circulate again.
6. Put book in its proper place on the shelf.

Circulating Magazines

1. Current and back issues of magazines are usually loaned for over-night only.
2. Borrower signs the title and date of the magazine and his name on a 3"x5" slip.
3. Librarian or pupil assistant marks the date due on the slip and places it in the charging tray.
4. After the day's circulation is counted the slips are filed to themselves behind the guide card for the date due.

Circulating Vertical File and Audio-Visual Materials

1. These materials are usually circulated for use within the school only.
2. If the material is equipped with a book card and date due slip it can be checked out in the same manner as a book.
3. If the material is not equipped with a book card each type of material, number of items, and classification or serial number, if any, should be listed on 3"x5" slips, signed by the borrower, and stamped with the date due.
4. Vertical file materials can be circulated in large brown envelopes in which the library has received mail.

Recording Circulation

1. The library should keep a record of the books and magazines (and audio-visual materials, if it handles them) which are borrowed daily.

2. At the end of the day take the cards and slips from the front of the tray. Separate each kind of material: books, magazines, etc. Further separate the books according to the main classifications. In a small notebook, scratch pad, or printed daily circulation form secured from a library supply house, record the total day's circulation for each type of material. For books record the number in each main classification.

DAILY CIRCULATION RECORD	
Books	
000	
100	
200	
300	
400	
500	
600	
700	
800	
900	
Biography	
Fiction	
Story Collection	
Easy Books	
Total	
Magazines	
Vertical File Materials	
Total	

3. Monthly, this record should be entered in a permanent circulation book. A one-year or three-year book may be purchased from a library supply house. These figures will be useful in preparing reports to the local school staff, administration, etc.

LIBRARY SUPPLIES NECESSARY FOR EFFECTIVE OPERATION

Any library supply house can furnish these items. The librarian should write to any of the following firms for a copy of their latest catalog:

Demco Library Supplies, Madison, Wisconsin
 Gaylord Brothers, Inc., Syracuse, New York
 Library Bureau, Remington Rand, Inc., 214 West Monroe
 Street, Chicago, Illinois

Book cards	"P" slips
Book pockets	Denatured alcohol
Date due slips	Stamp pad
Accession book	Band daters
Accession sheets	Guide cards for card catalog
Catalog cards	Guide cards for charging tray

Book supports
(large and small)
Shellac
Paste brushes
Shellac brushes
Paste
Manila folders
White lettering ink
Black India ink
Order cards
Needles

Circulation book
Shelf label holders
Ungummed mending tissue
Onion skin paper
Lettering pen and pen points
Scissors
Periodical check cards
Bookbinding thread
Awl
Library stamp

KEEPING THE COLLECTION UP TO DATE AND IN GOOD CONDITION

The library collection should be kept in an orderly arrangement and worn materials should be repaired as needed. Damaged books are unattractive and do not stimulate use. The librarian and pupil assistants should form the habit of checking a book's condition as it is returned, setting aside the ones needing attention.

Repairing Books

Major repairs, such as rebinding books, require skill and time. Only minor repairs such as mending torn sheets, tipping in loose pages by lightly pasting them on the edge, erasing pencil marks and cleaning soiled covers with a damp cloth should be attempted by the untrained librarian. These free publications will be helpful:

Bookmending. Library Bureau Division, Remington Rand
Bookcrafts. Gaylord Brothers, Inc.

The need for major repairs will be greatly lessened if books are purchased in prebound editions. (See page 116.)

Commercial Rebinding

At the present time binding costs are upward from \$1.00 a book. If the school has funds to send library books to a commercial bindery, the librarian should know that excessive mending makes rebinding a book impossible.

Factors to consider in deciding if a book should be rebound:

1. Is it complete
2. Is it of continuing value
3. Are the inner margins more than $\frac{1}{2}$ inch
4. Would it be better to replace it with a new trade edition; perhaps even a different trade edition
5. Is the format attractive
pleasing illustrations
clear, good-sized print
paper of good quality

Before sending books to a bindery write for a statement regarding their prices and services and ask for instructions for preparing the books for them.

Some satisfactory binderies are:

Edwin Allen Company, 1100 South Wabash Avenue, Chicago,
Illinois
Kast Bindery Service, 1034 Bardstown Road, Louisville,
Kentucky
H. R. Huntting Company, 29 Worthington Street, Springfield 3,
Massachusetts
New Method Book Bindery, Jacksonville, Illinois

Continuous Discarding

Worn, unattractive books which are beyond repair and ones whose contents are obsolete overshadow desirable books in a library. The book collection should be weeded continually to keep it "alive" and usable.

Every library has books which have outlived their usefulness and titles which should not be in the collection because they are not suitable. The librarian should enlist the aid of teachers in the various subject fields in deciding which books should be discarded.

Items to consider in deciding if a book should be discarded:

1. Physical qualities

Badly worn books, ones with microscopic print, yellowed pages, and unattractive editions do not attract readers and do detract from the other books.

2. Suitability of subject matter

Books which are too difficult for the pupils to read or too mature in viewpoint serve no purpose but to crowd shelves which all too often are already overcrowded.

3. Recency

Factual books, particularly in the science and social science fields, contain outdated information which gives readers untrue concepts if they are older than ten years. Older titles which the librarian or teachers feel may be useful should be checked against the latest editions of such lists as the *Standard Catalog* and the *Children's Catalog*. Inclusion here, despite an old copyright date, indicates that the book is still of value.

4. Reliability of information

A book may be a recent publication and still contain information which is not authentic. Checking the collection against the latest editions of such lists as cited above, and then, with the help of teachers who are specialists in particular fields, screening the books which are not on recognized lists, is an approach to weeding inferior titles.

If a book has been removed from the collection because of item 1, 3, or 4, it should be destroyed. *Such a book should not be passed on to another library.* If a book has been discarded because of the suitability of its subject matter, it may be very useful in some other library which has different needs.

Procedure in withdrawing a book from the collection:

1. Decide if the book is one which you wish to replace. If so, make out an order card immediately. Mark on the card that it is a replacement so that when the new book arrives you will know that a new shelf-list and catalog cards need not be made. Only the accession number will need to be added to the already made shelf-list card.

2. Remove book card from book. Check to see that the author, title, call number, and accession number listed on the card coincide with the information on the book.
3. Destroy the book unless it is thought to be suitable for some other library, in which case stamp or mark conspicuously DISCARDED.
4. Find the accession number of the book in the accession record. In the "Remarks" column note that the book is withdrawn and give the exact date. It is helpful to draw a line across the page through the information about the book. Thus, at a glance, you can see that the book has been withdrawn.
5. Locate the shelf-list card for that book. By the side of the accession number write "withdrawn" and the exact date. If this is the only copy of the book which the library has, and you do not plan to replace it, remove the shelf-list card from the file. If you do plan to replace the book, after having entered the withdrawal information on the card, leave it in the file.
6. If the library has a card catalog and the book being withdrawn is the library's only copy, and it is not being replaced, first remove the author card from the file. Look on the back of it and you will find notes (tracings) indicating the other cards in the file for that book. Look under those headings and remove the cards.
7. Enter on the sheet where you keep a record of the book collection by classes, the number of books which you have withdrawn in each class.

Inventory Taken by Using Shelf-List

At least once a year the librarian should take stock of the book collection to have an accurate record of all the books which are on the shelves and to account for those which are not there. Books may be lost, at the bindery, or temporarily removed from the shelves for mending.

Pupil assistants can be very helpful in getting the books properly arranged to begin the inventory as well as assisting in taking the inventory.

Preliminary procedure:

1. A time to take inventory should be decided upon, in consultation with the principal and teachers, which conflicts least with the need to use library materials. Preferably, this should be near to the end of school or between semesters.
2. If at all possible, the library should be closed during the time inventory is being taken. The time necessary will depend on the size of the book collection and the amount of help the librarian has.
3. Advance notice should be given to the staff and pupils stating the amount of time the library will be closed and the reason. If inventory is taken after school is dismissed in the spring or between semesters when exams are in process or pupils dismissed, there will be no conflict with need to use the materials.
4. Call in all books which have been borrowed from the library.
5. Shelve all books in their proper places and check the shelves to see that each volume is in its proper place.

Steps in taking inventory:

1. Use two people to take inventory. One checks with the shelf-list file; the other checks the books on the shelves.

2. Check the classification number and accession number on the shelf-list card against each book on the shelf.
3. Indicate missing books opposite accession numbers by writing the word "missing", and turn on end these cards for missing books. Make a temporary 3"x5" slip for each book not having a shelf-list entry, and insert slip on end in proper file position.
4. Search for all missing books in circulation files and elsewhere and record date beside the accession number for missing books **not** located. Erase the "missing" notation beside the accession number on the shelf-list card for books which you have located during the search. Turn these cards back down in their proper position.
5. Make necessary shelf-list cards for books lacking them.
6. Keep a list of missing books by classification number, author, title, and accession number at circulation desk. Occasionally, compare list with books on shelves and circulation records. Make corrections on shelf-list as books are found.

PERMANENT RECORDS OF THE COLLECTION AND ITS USE

Records showing how the budget and other funds are spent, the state of the book collection, and the use made of it, need to be kept in every school library. This information is needed for reports to the State Department of Education, to the local administration, and for other purposes. These records can be very simple so long as they give the necessary information. *They should be consistently and carefully kept.* These records should be kept in a loose leaf notebook or folder along with reports and other continuing records.

Record of Expenditures

During the year, a simple record of the expenditures from the budget and other funds should be kept in the manner suggested on page 113. At the end of the year these figures should be totaled, and the amount of the expenditures and the general kinds of things for which they were spent should be recorded. (e.g. the number of books purchased for what amount of money, number of magazines received and the total cost, etc.)

Record of Book Collection

During the year when the librarian adds books to the collection and withdraws them, she should keep a record by classes showing the exact number of books added and withdrawn. At the end of the year these records should be totaled and a record made showing the state of the book collection. Following is a suggested form for this yearly permanent record:

RECORD OF THE BOOK COLLECTION FOR 1948-49

Class	Books at First of Year	Additions	Discards	Present Total
Reference				
000				
100				
200				
300				
400				
500				
600				
700				
800				
900				
Biography				
Fiction				
Story Collection				
Easy Books				
Totals				

Records of Use of the Collection and the Library

A detailed discussion has already been given on page 135 describing the way to keep a record of the daily circulation.

Unless the library has scheduled attendance each period which does not vary from day to day, it will be helpful to keep a record of number of pupils using the library. A simple form can be worked out listing each period, and pupil assistants can record the number as one of their daily routine jobs while working at the circulation desk. The librarian who feels that such a daily record is not significant in her situation may want to set aside one day each month, or some other selective time, and check the daily attendance for this time throughout the school year as an indication of the number of pupils using the library.

REPORTS

The records which have been described will contain useful data necessary in filling out the library sections of the Annual High School Report from the Department of Education, and the annual Southern Association report. From time to time other reports may be asked for from elementary as well as high school libraries. The librarian will be able to provide these with little effort if she has kept the records described.

Each librarian should make a short but informative written report to her administrators, at least once a year, accounting for the expenditures, describing major projects undertaken which have improved the library service, circulation, new materials, recommendations, and goals for the following year. The information should be

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4. Che
5. Pas
6. She
7. Sin
8. Hel
9. Mal
10. Clip
11. Mo

presented in a readable style. The use of graphs, figures, and illustrations will add to the appeal of the report.

PUPIL ASSISTANTS

Regardless of the size of the school, the use of pupil assistants in the library will be found helpful. Pupils can do much to further the effective operation of the library and to translate its role in the total school program to the rest of the student body. In turn, the experience should contribute toward developing within them qualities of responsibility and leadership. Specifically, the experience gained from their work in the library should enable them to use libraries more effectively, and it may lead them to the choice of librarianship as a career.

When selecting pupil assistants such standards as satisfactory school work, good personal qualifications, interest in and aptitude for library work, and free time should be considered. Pupils should be chosen from different grades so that each year there will be some experienced assistants remaining to carry on the work and in turn help new assistants.

Training should be given to the pupil assistants before they begin their work. The librarian will need to supervise all of the instruction but experienced assistants can help orient new assistants.

The librarian will find it helpful to have at least one pupil assistant each period and one before as well as after school if the library is kept open at such times. Posting a weekly schedule listing the assigned duties for each assistant can be a timesaving device for the librarian. It also encourages the pupils to enter upon their work promptly and to accomplish a certain amount of work during the time they are in the library. Duties should be rotated frequently to give assistants the different aspects of the library and to contribute to their educational experience.

Duties which school librarians have found pupil assistants can perform successfully :

1. General library housekeeping
2. Opening and stamping books
3. Accessioning books
4. Checking, stamping, and reinforcing magazines
5. Pasting circulation materials in new books
6. Shellacing books
7. Simple mending
8. Helping with inventory
9. Making posters and caring for bulletin boards
10. Clipping newspapers and magazines checked by the librarian
11. Mounting and filing pictures, clippings, etc.

12. Helping pupils to find specific books, magazines, and vertical file materials
13. Circulation work
 - checking books and other materials in and out
 - shelving books
 - sending overdue slips
 - reading shelves
14. Typing shelf-list cards
15. Arranging displays
16. Messenger service

LIBRARY CLUBS

The pupil assistants may form a club which functions in the same manner as any other club in the school, or membership may be open to anyone in the school showing an interest in the library and activities which such a club would promote.

The group could sponsor such projects as developing a manual about the library services to be given to all new pupils, keeping a scrapbook of all school activities appearing in local newspapers, giving a chapel program to promote interest in books and reading, preparing exhibits, articles for the school paper, contests, and other publicity devices to attract more users to the library.

INSTRUCTION IN USE OF THE LIBRARY

Each pupil served by a centralized library should receive instruction in use of the library. *The librarian should consult the State elementary and high school library standards for the areas which this instruction should cover.*

Instead of designating a certain grade in which library lessons will be given it is better to space the lessons throughout a pupil's school career, in general, according to the time he needs the skill. e.g. A pupil will need the lesson on introduction to the library as soon as he enters the school and is free to use the library. The lessons on reference books, other than dictionaries and encyclopedias, will not be needed until a later time.

The instruction should be adapted to fit the needs of the local situation. e.g. There is little value in teaching the use of the *Abridged Readers' Guide* if it is not in the library collection and files of back issues of magazines are not kept. The librarian should remember that to be effective, instruction in use of the library, just as instruction in other fields, must be a procedure of teach and reteach, with ample opportunities for using the acquired information.

Most beginning English textbooks have sections devoted to library instruction. None of these will fit a single library situation exactly. Just because they are in the book is no reason to teach them unless they can be implemented in the particular library. The English teacher

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Hobbies and other collections, arranged with related library materials in corridor display cases, attract the interest of the entire school. First District School, Covington

may prefer to teach these lessons, or may want the librarian to do it. Since the major objective, regardless of who does the teaching, is to aid the pupils in using the library effectively, any plan should be jointly developed by the librarian and the teacher. Each should assume a portion of the responsibility.

Publishers of major encyclopedias and dictionaries such as F. E. Compton (*Compton's Pictured Encyclopedia*), Field Enterprises (*World Book Encyclopedia*), G & C Merriam Company (*Webster's Unabridged Dictionary*), and the Funk & Wagnalls Company (*New Standard Dictionary*) issue free and inexpensive materials helpful in teaching the use of their publications. These include sample pages from the particular publication. The H. W. Wilson Company supplies sample pages from the *Readers' Guide*. Instruction is more meaningful when each child can have a copy in his own hands. The librarian should inquire about the price before instructing the company to send a quantity of the material.

Many schools subscribe for films and other audio-visual materials from such agencies as the Extension Department at the University of Kentucky. Librarians should utilize any of these available materials which would aid them in teaching the use of the library.

PROMOTING THE USE OF THE LIBRARY

These ingredients form a congenial setting in which purposeful and effective use of the library can take place:

Attractive and inviting room

Well-organized collection of materials which has been cooperatively selected by the teachers, pupils, and librarian to meet the interests and needs of the school population

Informed and interested librarian who is eager to serve the staff and the pupils

The setting alone is not enough. The librarian will need to publicize the library's resources and provide specific services to the staff and pupils which will stimulate their interest and facilitate their use of library materials. A brief description of possible services follows:

Publicity

1. Bulletin boards, displays, and exhibits add to the appearance of the library and stimulate an interest in it and its resources. Preparing bulletin boards in classrooms, in cooperation with the teachers, aids pupils to see the value of the library as a regular part of their daily school life.

Sources for materials

Douglas, M. P. and Jeffrey, B. G. *Book Displays January to December*. Raleigh, North Carolina, State Department of Public Instruction, 1947. (Publication No. 261.) Approximate cost \$.35



Enlisting the aid of parents and pupils in developing and maintaining the library stimulates greater interest and use. Fern Creek Elementary School Library, Jefferson County.

Wilson Library Bulletin

Mittens Letters from Demco Library Supplies. (Write for catalog.)

2. Notices in the school paper about recent additions to the library, book reviews by pupils who have particularly enjoyed them, and lists of books about certain holidays or other topics, call the library to the attention of the entire school.
3. Assembly programs which explain some phase of the library service or acquaint the student body with materials in the library. These programs can be original plays written by pupil assistants, films, book reviews, quizzes, etc.

Services to Pupils

1. Prepare orientation manual describing library services and regulations. Even fairly small schools will find a simple publication of this type helpful.
2. Maintain individual reading record.
In one drawer of the circulation file a card for each pupil could be kept in alphabetical order. As pupil assistants charge out books the card with the pupil's name on it could be pulled from the file, the name of the book checked out written on it and the card replaced in the readers' file. At any time the pupil could see the books he had read during the year or the entire time he was in school.
3. Allow reserves on books for which the demand is great.
4. Keep new books and other materials on display a few days before being put into circulation in order to give everyone a chance to see and examine them.
5. Give individual attention to pupils searching for something to read.
6. Hold story hours, poetry hours, book discussions, record listening, etc.
7. Give meaningful lessons in use of the library.
8. Provide times when class groups can come to the library for reference and leisure reading.
9. Make opportunities for pupils to suggest materials they would like to have added to the library.

Services to Teachers

1. Provide opportunities for them to suggest materials to add to the library.
2. Be aware of classroom instruction in order to suggest pertinent materials.
3. Prepare bibliographies on specific subjects at the request of any teacher.
4. Send notices about new books and related materials and specific articles in magazines.
5. Make library available for faculty meetings.
6. Keep a corner or nook for the teachers with a display of professional books, magazines, etc.
7. Provide a social hour with refreshments when teachers can examine new materials before they circulate.

Reading and Telling Stories and Poems to Children

An important part of a library period for elementary children is the story hour. When the librarian gathers a group of children around her informally to hear stories and poems read or told, there is



Good books are meant to be shared. Reading aloud to children stimulates them to read for themselves and to anticipate with joy their visits to the library. First District School, Covington

more happening than the momentary pleasure which the listeners are experiencing.

In an attractive setting and as a part of his regular school day, each child is being introduced to literature of merit. The pleasant satisfaction which he experiences encourages him to browse around the library in search of similar books which he can read for himself. He joyfully anticipates subsequent visits to the library and looks upon his activities there as an integral part of his total school experiences.

Following is a brief list of stories and collections of stories and poems which many children have enjoyed again and again. The numbers following the price indicate the grade levels for which the book is useful.

Association for Childhood Education. Literature Committee.
Sung Under the Silver Umbrella. Macmillan, 1935. \$2. 2-5
Poems for younger children.

Association for Childhood Education. Literature Committee.
Told Under the Green Umbrella. Macmillan, 1930. \$2. 2-5
Old stories for new children.

Baldwin, James. *Story of Siegfried.* Scribner, 1931. \$1.75. 5-7
Famous German hero tale.

Bowman, J. C. *Pecos Bill.* Whitman, 1937. \$2.50 6-9
A tall tale of one of America's legendary figures.

Chase, Richard. *The Jack Tales.* Houghton, 1943. \$2.50 4-7
Folk tales of the Southern Appalachian mountains region.

Fenner, P. R. *Giants & Witches and a Dragon or Two.* Knopf, 1943.
\$2. 1-3
Poems young children enjoy hearing and reciting.

Grahame, Kenneth. *Wind in the Willows.* Heritage. \$3. 5-8
A humorous and absurd tale of animals along the river bank.

Grimm, J. L. K., and Grimm, W. K. *Tales from Grimm*; translated by Wanda Gag. Coward. \$2.50 3-6
An excellently translated and illustrated edition of many of the favorite fairy tales of the brothers Grimm.

Gruenberg, S. M. *Favorite Stories Old and New.* Doubleday, 1942.
\$2.50. 3-6

Kipling, Rudyard. *Just So Stories.* (The individual stories published separately are more attractive than the one volume work.)
3-6

The Butterfly That Stamped. Garden City, 1947. \$.50

The Cat That Walked by Himself. Garden City, 1947. \$.50

The Elephant's Child. Garden City, 1942. \$.50

How The Camel Got His Hump. Garden City, 1942. \$.50

How The Leopard Got His Spots. Garden City, 1942. \$.50

How The Rhinoceros Got His Skin. Garden City, 1942. \$.50

McCloskey, Robert. *Homer Price.* Viking, 1943. \$2. 4-8
Amusing story of a normal, American teen-aged boy.

Malcolmson, A. B. *Yankee Doodle's Cousins*. Houghton, 1941. \$2.50. 4-8

Collection of tall tales about many of America's legendary characters.

Seuss, Dr. pseud. *The 500 Hats of Bartholomew Cubbins*. Cadmus, \$1.32 2-6

Humorous tale about Bartholomew and what happened when he removed his hat when the King passed by.

Seuss, Dr. pseud. *Horton Hatches the Egg*. Random, 1940. \$1.75 1-8

A humorous tale in rhyme about an elephant who sat on a bird's egg.

Travers, P. L. *Mary Poppins*. Cadmus. \$1.28. 4-7

A nonsense story about a nursemaid who blew in with the east wind.

Untermeyer, Louis. *This Singing World*. Harcourt, 1923. \$3. 5-9

An anthology of modern poetry for young people.

SOURCES OF ADDITIONAL HELP FOR THE LIBRARIAN

Every librarian should become acquainted with the following materials even if her library budget is too small to allow her to purchase all of them, or she feels she does not need them in her situation. Other materials which she needs to operate the library effectively have been mentioned in discussing the particular topics.

Abridged Readers' Guide to Periodical Literature. H. W. Wilson Company. Service basis.

Index of articles in about 30 magazines. Published monthly except June through August, with frequent cumulations.

Dear Mr. Architect. American Library Association, 1946. \$.30

Pamphlet outlining factors to be considered in planning satisfactory school library quarters.

Douglas, M. P. *Teacher-Librarian's Handbook*. American Library Association, 1941. \$1.90

Understandable information on organizing and administering a school library addressed to persons with little or no training.

Gardiner, Jewel, and Baisden, L. B. *Administering Library Service in the Elementary School*. American Library Association, 1941. \$2.25

Particularly helpful to persons working on library service for elementary children. Shows the many aspects of the service and what it can mean to the children.

Top of the News. American Library Association Division of Libraries for Children and Young People. The Sturgis Printing Company, Sturgis, Michigan. Issued 4 times a year. Free to Division members; \$1 a year to non-members.

Recent issues have been devoted to some pertinent topic such as magazines, and audio-visual materials. Critical reviews of new books and other materials and articles about activities in the field of work with children and young people are regular features.

Wilson Library Bulletin. H. W. Wilson Company. \$2. Monthly except July and August.

Excellent articles about all phases of library work. Display and

publicity ideas, sketches of modern authors, and notes about new lists and other publications are extremely useful. The "Readers' Choice of Best Books" describes current publications and is intended for general use. The school librarian will need to check with a more authoritative and critical listing when considering titles for purchase.

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APPENDIX

SELECTED LISTS

Kentucky Materials

Magazines and Newspapers

For the High School

For the Elementary School

Free and Inexpensive Teaching Materials

Education Periodicals

SERVICES AVAILABLE FROM STATE AGENCIES

Department of Education

Library Extension Division

KENTUCKY LIBRARY TRAINING AGENCIES

ADDRESSES

KENTUCKY MATERIALS

A Selected List of Books, Periodicals, Pamphlets, and Audio-Visual Aids to Learning.

This bibliography was compiled by a group of people who have used materials about Kentucky in their teaching or who have collected them for teachers and pupils to use. The materials and sources listed have been included either because they have been used and found to be helpful, or because they were discovered while working on the list and judged as being of some degree of merit.

Two over-all committees have worked long and hard to prepare this bibliography. Mrs. Marethal McIntosh, Librarian, Highland Junior High School, Louisville, and Miss Margaret Roser, Librarian, University School, Lexington, served as the chairmen. To these committees we acknowledge our sincere appreciation for their cooperation and the fine list they have compiled. Following are the names of committee members:

Mrs. A. B. Crawford, formerly elementary teacher, now attendance officer, Fayette County Schools.
Miss Wanda Davis, Education Library, Louisville Public Schools.
Miss Frances Fleming, Librarian, Barret Junior High School, Louisville.
Miss Nell Fowler, Librarian, Parkland Junior High School, Louisville.
Miss Margaret Frazier, Librarian, Atherton High School, Louisville.
Miss Anna Lee Herzig, Librarian, Frankfort High School.
Miss C. Elizabeth Johnson, Librarian, Central High School, Louisville.
Mrs. Helen S. Koch, Librarian, Halleck Hall, Louisville.
Miss Zelma Langworthy, Cataloger, Louisville Public Schools.
Miss Margaret Lyle, Librarian, Ahrens Trade School, Louisville.
Miss Esther E. Mason, Librarian, Southern Junior High School, Louisville.
Mrs. Doris Miller, Librarian, Shawnee High School, Louisville.
Mrs. Mary K. Ruley, Librarian, Halleck Hall, Louisville.
Miss Thelma Sloan, Librarian, Manual High School, Louisville.
Miss Glenna B. Smith, Librarian, Elkhorn School, Frankfort.
Miss Ruby Trower, Librarian, LaFayette High School, Lexington.
Mrs. Virginia P. Turner, Librarian, Educational Library, Louisville Public Schools.
Miss Margaret Walker, Librarian, Shawnee High School, Louisville.
Miss Ella C. Warren, Librarian, Halleck Hall, Louisville.
Miss Ruth Wheeler, Librarian, Morton Junior High School, Lexington.
Miss Evalyn Willey, Librarian, Manual High School, Louisville.
Mrs. Gertrude H. Wilson, Librarian, Central High School, Louisville.

In addition to these committees a number of individuals, organizations, and agencies have been very generous with their advice and help. To Mr. W. F. Coslow, Assistant Superintendent in Charge of Secondary Education, Miss Lillian McNulty, Assistant in Curriculum for Audio-visual Education, and Miss Elizabeth Zachary, Curriculum Consultant for the Social Studies—all in the Louisville Public Schools; the library of the Filson Club, Louisville; and the Louisville Free Public Library, we also wish to express our genuine appreciation.

BOOKS IN PRINT

NOTE: Full bibliographic information is given to assist in ordering and also in shelf-listing, since so little regional material is covered in lists such as the *Standard Catalog for High School Libraries* and the *Children's Catalog*. The suggested classification number is given preceding the information about each book. The symbols at the extreme right of the page indicate the grade level for which the material is particularly useful. El. is elementary, Jr. is junior high school, and Sr. is senior high school.

F Sr.
Allen, James Lane. *Choir Invisible*. Macmillan, 1897. \$2.75.

Sentimental story of the love between a man and woman separated by marriage. Background is rural Kentucky in the days following the Revolutionary War.

F Jr.-Sr.
Allen, Merritt Parmelee. *White Feather*. Longmans, 1944. \$2.25.

A Kentucky mountain boy, Beau Creighton, is challenged to activity by a white feather given to him by his grandfather during the Civil War.

F Jr.
Altsheler, Joseph Alexander. *Young Trailers*. Appleton, 1907. (Young trailers series.) \$2.50.

An entertaining story of a boy's life in the early days of Kentucky when there was plenty of hunting and Indian fighting.

Other titles in this series by the same author with Kentucky background are: *Border Watch*, *Eyes of the Woods*, *Forest Runner*, *Free Rangers*, and *Keepers of the Trail*. All temporarily o.p.

798 Jr.
Anderson, Clarence William. *Big Red*. Macmillan, 1943. \$3.

The thrilling biography of Man o' War. Large picture book with distinguished lithographs.

F Jr.-Sr.
Andrews, Mary Raymond (Shipman). *Perfect Tribute*. Scribner, 1906. \$1.25. \$.88 (school edition).

This brief tribute on the Gettysburg Speech by a wounded soldier who had read the address in a morning newspaper is a heart-warming commentary on the ideals and personality of Lincoln.

- B
or
921 Angle, Paul McClelland, ed. The Lincoln Reader. Rutgers University Press, 1947. \$3.75. Sr.
F
From many sources, Mr. Angle has assembled a connected and readable story of Lincoln's life.
- B
or
921 Averill, Esther. Daniel Boone. Harper, 1945. \$1.50. El.-Jr.
976.9
This picture book biography features large print, easy reading and many colored illustrations.
- F Bacheller, Irving. A Man for the Ages. Grosset, 1919. \$1.00. Jr.-Sr.
Deals mainly with Lincoln's young manhood—only brief chapters on the presidency. Better for older readers.
- B
or
921 Bailey, Bernadine. Abe Lincoln's Other Mother. Messner, 1941. \$2.75. Jr.
B
or
921
This story of Sarah Lincoln's life and of her influence on the life of her stepson is based on documentary material, interviews with old settlers, and first hand information and impressions. Popular with junior high school girls. F
- B
or
921 Bakeless, John Edwin. Fighting Frontiersman; the Life of Daniel Boone. Morrow, 1948. \$2.75. Jr.
F
Based on *Daniel Boone, Master of the Wilderness*, this book is of especial interest to junior high school readers. It has the ring of truth. The writing is easy, the type clear, the format pleasing, and the language sufficiently simple.
- B
or
921 Bakeless, John Edwin. Master of the Wilderness, Daniel Boone. Morrow, 1939. \$5. Sr.
B
or
921
A well-written but somewhat formidable biography with a scholarly background. Dramatic incidents presented vividly. Less able and younger readers will prefer the simpler version by this author, *Fighting Frontiersman*.
- SC Becker, May Lamberton, ed. Golden Tales of our America. Dodd, 1929. \$2.50. Sr.
B
or
921
In this collection will be found "Christmas on Bee Tree" by Lucy Furman.
- 917.69 Beers, Howard W., ed. Kentucky; Designs for Her Future. University of Kentucky Press, 1945. \$1.50. Sr.
976.9
Valuable to schools because of information on natural resources, industry, commerce and government. Index.
- 793 Bell, Bernice W. Patriotic Plays for Radio and Assembly Programs. Louisville, 1942. \$.50. El.-Jr.
F
(Available from the author, Miss Bernice W. Bell, Louisville Free Public Library, Louisville, Ky.)
Eleven plays used as part of a 15 minute radio program given in 1942. Five of the plays are on Kentucky themes.

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sy read-
Jr.-Sr.
\$1.00.
ly brief
- F
Bird, Robert M. Nick of the Woods; or. The Jebbenainosay, a Tale of Kentucky. Vanguard Press, 1928. \$2.50.
Jr.-Sr.
Indian warfare on the Kentucky border during closing period of the Revolutionary War. Indians and pioneers pictured not as heroes and noble savages—but as dirty, merciless killers.
- 976.9
Browning, Mary. Adventuring with Pioneers. Heath, 1949. \$1.50.
El.
On a thread of fiction are strung incidents of pioneer life and information about pioneer customs and conditions. Planned as an historical reader, Miss Browning's book has been tested with fifteen third grades. (To be published in May or June, 1949.)
- B
or
921
Bruce, Henry A. Daniel Boone and the Wilderness Road. Macmillan, 1938. \$2.50.
Jr.-Sr.
Here is a good account of the country beyond the Alleghenies when Kentucky's first trail blazer came through.
- F
Caudill, Rebecca. Barrie and Daughter. Viking, 1943. \$2.
Jr.-Sr.
A human interest story that should appeal to older girls. It deals with politics, mountain feuds, and romance in Poor Fork Valley fifty years ago.
- F
Caudill, Rebecca. Tree of Freedom. Viking, 1949. \$2.50.
Jr.-Sr.
"Pigs, cows and even a dulcimer and an apple seed from France, travel with the seven Venables from Carolina to Kentucky in 1780." (Publisher's notice.)
- B
or
921
Chafee, Allen T. Wilderness Trail. Nelson, 1936. \$.50. (Our Changing World.)
Jr.
A short biography of Daniel Boone suitable for young readers.
- B
or
921
Charnwood, Godfrey Rathboone B. Abraham Lincoln. Holt, 1916. \$2.00. (Makers of the 19th century.)
Sr.
One of the most complete interpretations of Lincoln presented in artistic form from an Englishman's viewpoint. For thoughtful mature readers.
- 976.9
Cherry, Thomas Crittenden and Stickles, Arndt M. Story of Kentucky. Heath, 1945. \$1.80.
El.-Jr.
A text-book for younger students which brings the history of the state up to date. On state adopted text-book list, 1945-50.
- F
Churchill, Winston. The Crossing. Macmillan, 1903. \$3.
Sr.
David Ritchie grew up on the frontier and served as drummer boy with Clark's expedition to Vincennes. His story is also the story of the tide of settlement which flowed across the mountains into Kentucky and, ever swelling, across the Mississippi into Louisiana.

- 976.9 Clark, Thomas Dionysius. History of Kentucky. Prentice-Hall, 1937. \$5. Text ed. \$3.75. Sr.
This history of Kentucky includes chapters on Education, the Press, Rivers and Highways, Kentucky's part in the Civil War and other matters of interest to schools. A list of governors is included. Well indexed. B or 921 398
- 976.9 Clark, Thomas Dionysius. The Kentucky. Rinehart, 1942. (Rivers of America series). \$3.50. Jr.-Sr.
Interesting bits of Kentucky life and lore are woven into this story of the Kentucky River. 398
- 917.8 Clark, Thomas Dionysius. Rampaging Frontier. Bobbs, 1939. \$3. Sr.
Picturesque life and customs which grew up in the section including Kentucky during the 18th and 19th centuries. 328.769
A picture of the life and customs of the frontier in the South and Middle West.
- B or 921 Clark, Thomas Dionysius. Simon Kenton, Kentucky Scout. Farrar, 1943. \$2. Jr.-Sr. 812
The adventure and excitement in the story of this famous frontiersman and scout have a strong appeal for younger boys.
- 976.9 Clark, T. D. and Kirkpatrick, A. M. Exploring Kentucky. American Book Company, 1939. \$1. Jr. 917.3
History of Kentucky written in interesting style for younger readers. On state adopted text-book list 1945-1950.
- 920 Clift, G. Glenn. Governors of Kentucky, 1792-1942. Hobson Press, 1942. \$3.50. Sr. 917.69
Eighty-eight sketches of Governors and Lieutenant-Governors from Shelby to Johnson. Brief facts, human interest items, index, bibliography. Good reference.
- B or 921 Cobb, Irvin Shrewsbury. Exit Laughing. Bobbs, 1941. \$3.50. (Garden City, deluxe ed. \$1.49). Sr. 976.9
Kentucky's great humorist writes of himself and his friends, of his home town and his state, then moves on to broader fields. Not all of the book is Kentucky, but all of it is Cobb.
- 976.9 Coleman, John Winston. Slavery Times in Kentucky. University of North Carolina Press, 1940. (Available from The Union Library Association, 121 E. 24th St., New York, \$1.89). Sr.
A full and fair story presenting both sides of the question of slavery as it existed in Kentucky. 976.9
- 976.9 Coulter, Ellis M. Civil War and Readjustment in Kentucky. University of North Carolina Press, 1926. \$3.60. Sr.
A documented study of the history and character of the state during the Civil War and Reconstruction period. Personal, political and economic relationships skillfully depicted. 976.9

- Sr.
Justice-Hall,
Education,
the Civil
governors
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921
- Daugherty, James Henry. Daniel Boone. Viking, 1939. \$3. El.-Jr.
Forceful biography of Boone. Illustrated with lithographs. Good print. Good readers in upper elementary grades will enjoy it although it is more generally useful for junior high school.
- 398
- Jr.
Daugherty, James Henry, ed. Their Weight in Wildcats. Houghton, 1936. \$3.
Yarns of such Indian fighters, trappers, fur traders, boatmen, and lumbermen as Daniel Boone and Simon Kenton, which they told about themselves or which rumor has gathered about them.
- 328.769
- Jr.
Davis, Olin W. Your Government and You. Commonwealth School Publishing Co., 1940. \$1.24.
Text for social science classes in many schools, also useful to answer questions on state government.
On state adopted text-book list 1945-1950.
- 812
- Sr.
Dazey, Charles T. In Old Kentucky. Paul McPharlin, 155 Wimbeldon Drive, Birmingham, Michigan, 1937. \$3.
This famous play was written in 1892. Its fourth film version in 1935 starred Will Rogers. The play has the traditional Kentuckians and Kentucky situations including horse racing.
- 917.3
- Sr.
Dick, Everett N. Dixie Frontier. Knopf, 1948. \$4.50.
Contemporary accounts of life in the states along the Ohio, the Mississippi, the Gulf, the Appalachians and the country from pioneer days to the Civil War.
- 917.69
- Sr.
Drake, Daniel. Pioneer Life in Kentucky, 1785-1899; edited from the original manuscript by Emmet Field Horine. Henry Schuman, 1948. \$4.
A series of letters written by an eminent 19th century physician giving an intimate and detailed portrayal of farm and family life. The editor, a prominent Louisville physician, has written an introduction and a biographical sketch.
- 976.9
- Sr.
Durrett, Reuben T. comp. Centenary of Kentucky. Louisville, Kentucky, Filson Club, 1892. \$2.50. pa.
Proceedings at the celebration by The Filson Club on June 1, 1892, of the one hundredth anniversary of the admission of Kentucky as an independent state into the Federal Union.
- 976.9
- Sr.
Durrett, Reuben T. Centenary of Louisville. Louisville, Kentucky, Filson Club, 1893. pa. \$2.50.
A paper read before the Southern Historical Association on May 1, 1880, in commemoration of the one hundredth anniversary of the beginning of the city of Louisville as an incorporated town under an act of the Legislature of Virginia.

- F Dwight, Allan. Kentucky Cargo. Macmillan, 1939. \$2.50. Jr.-Sr.
The Spanish held the mouth of the Mississippi, and charged a high duty on Kentucky's river trade, when young Scott Hill-
yer helped defeat a plot to separate Kentucky from the Union.
- F Fast, Howard M. Tall Hunter. Harper, 1942. \$2. El.-Jr.-Sr.
A young couple settles in a frontier cabin in Kentucky. The young wife is captured in an Indian raid and Johnny Appleseed helps in her recovery. This small book has adult interest and fairly simple vocabulary.
- 917.69 Federal Writers Project. Louisville, a Guide to the Falls City. Jr.-Sr.
Barrows and Company, 1940. \$.60. (Available through Louis-
ville Automobile Club, 800 S. 3rd St., Louisville, Kentucky). 598.2
General information on Louisville history, industry, litera-
ture, sports and points of interest. No index.
Other publications by the Federal Writer's Project are:
Kentucky, a Guide to the Bluegrass State. Harcourt, 1939.
o.p.
Lexington and the Bluegrass Country. Lexington, Commer-
cial Printing Company, 1938. o.p.
Old Capitol and Frankfort Guide. Frankfort, Harry Mc-
Chesney, 1939.
Centennial History of the University of Louisville. Louis-
ville, University of Louisville, 1939. o.p.
Henderson: Home of Audubon. Bacon, Percy and Daggett,
1941. o.p. (Available from Union Library Assoc., 121 E. 24th St.,
New York. \$1.29.)
- 780 Foster, Stephen C. Treasury of Stephen Foster. Random House, Jr.-Sr.
1946. \$3.95.
A beautiful book which gives you fifty Foster songs, with
notes and pictures for each one.
- 811.6 Fowler, Ida Earle. Down in West Kentucky. Cynthiana, Ken- Jr.-Sr.
tucky. Hobson Book Press, 1944. \$1.50.
Most of these are poems of place; many are poems about
Kentucky places. As poetry they may safely be passed over; as
Kentucky material they may be useful.
- F Fox, Genevieve. Mountain Girl. Little, 1932. \$2.50. Jr.
Sairy Ann Hall, a Kentucky mountain girl, determines to
get an education so that she can help her mountain people.
The story is continued in *Mountain Girl Comes Home* and
Lona of Hollybrush Creek; both currently o.p.
- F Fox, John, Jr. The Heart of the Hills. Scribner, 1904. \$2.50. Jr.-Sr.
In the heart of the hills the Hawns and the Honeycutts had
been feuding since the Civil War, but finally settled their differ-
ences at the turn of the century. This sentimental novel touches
upon tall roads, tobacco tenants and other social problems of
1900, as well as the assassination of Goebel.

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Jr.-Sr.
Fox, John, Jr. Little Shepherd of Kingdom Come. Scribner,
1903. \$2.50. (Grosset and Dunlap Specials, \$1.49).

The life of a Kentucky mountain boy is the main interest in
this story which shows how the Civil War divided friends and
families in this border state.

F

Jr.-Sr.
Fox John, Jr. Trail of the Lonesome Pine. Scribner, 1908.
\$2.50. (Thrushwood books, \$1.)

A Kentucky feud and an industrial boom furnish the back-
ground for a love story of a young engineer and a mountain girl.

Note: Fox has written other books of value for the under-
standing of Kentucky. Any which the library owns will be
found useful. The three above are suggested for purchase.

598.2

Jr.-Sr.
Funkhouser, William D. Kentucky Snakes. University of Ken-
tucky Extension Department. 1945. Free.

Good discussion of each of the 27 species common to Ken-
tucky with various superstitions, remedies for snakebite, eco-
nomic importance of snakes, etc.

F

Jr.-Sr.
Furman, Lucy. Mothering on Perilous. Macmillan, 1913.

Story of a Kentucky mountain settlement school and a house
mother's experiences there. Humorous.

B

or

921

Sr.
Goldsborough, Carrie T. and Fisher, Anna G. William Loftus
Sutton, M.D., 1797-1862, father of the Kentucky State Medical
Society . . . Lexington, Kentucky, Thoroubred Press, 1948.
(Available from Mrs. Anna L. Fisher, 214 Gano Avenue,
Georgetown, Kentucky). \$3.50.

Well-written biography containing information on Sutton's
life and time. Scholarly, well documented.

F

Jr.
Hall, Esther G. Here-To-Yonder Girl. Macmillan, 1932. \$2.

A Kentucky mountain girl adopts five orphans, saves a
school from a forest fire, and achieves her ambition to go to
school.

SC

El.-Jr.
Harper, Wilhelmina, comp. Down in Dixie. Dutton, 1948.
\$2.75.

This collection of southern stories from children's books
contains two about Kentucky mountain children, "Engine Devil"
by Esther Greenacre Hall, and "Fiddle Away" by May Justus.

B

or

921

Jr.
Henderson, Daniel M. Boone of the Wilderness. Dutton, 1921.
\$2.50.

Events of Boone's life held together by a thread of fiction
which makes an adventurous story.

B

or

921

Sr.
Howard, John T. Stephen Foster: America's Troubadour. Tudor,
1939. \$1.98.

Useful not only for biography of Foster but because of its
contribution to the story of American music.

976.9

Howard, Virginia W. Bryan Station Heroes and Heroines. Lexington, Kentucky. Commercial Printing Company, 1932. \$3. (Secure from the author, 126 Westwood Drive, Lexington. Only a few copies still available.)

An historical sketch of Bryan Station from 1779 to 1932 including pen sketches of the men and women who played important roles in its history.

SC

Jessup, Alexander, ed. Representative American Short Stories. Allyn, 1923. \$4.80.

Contains Irvin S. Cobb's story, "Belled Buzzard."

976.9

Jillson, Willard R. Pioneer Kentucky. Frankfort, State Journal, 1934. \$2.50. (Available from State Historical Society, Frankfort.)

The first chapter is formal historical material. The rest of the book is given over to discussion of early maps, routes and trails, forts and stations, springs, licks, and stream crossings—all prior to 1800.

Dr. Jillson has written voluminously on the history and geology of Kentucky. Any title which a library owns will be found useful.

F

Justus, May. Honey Jane. Doubleday, 1935. \$2.

Honey Jane is the daughter of a circuit rider in the Kentucky mountains. In this story she tries to end a feud between the Olivers and the "wild McCrearys."

F

Kelly, Wallace M. Days are as Grass. Knopf, 1941. \$2.75.

Shows the changes in the social structure of a Kentucky small town from the late 1879's to the early 1900's. Attention is focused upon the daughter of a once wealthy family who becomes one of those eccentric "characters" familiar to all small town residents.

328.769

Kentucky Directory for the Use of Courts, State and County Officials and General Assembly of the State of Kentucky, by Frank K. Kavanaugh. Frankfort, Kentucky, 1948. \$2.04. (Order from Frank K. Kavanaugh, Frankfort, Kentucky).

The first half of the manual contains the Constitution of Kentucky, with a separate index by section numbers. The second half contains the directory of state and county officials, with its separate index by pages at the end of the volume. Published every two years.

F

Key, Alexander. With Daniel Boone on the Carolyn Trail. Winston, 1941. \$2.50.

Before Daniel Boone came into Kentucky he explored the Allegheny Mountains, met George Washington, and established his family in a home on the Yadkin River in Carolina. It might have happened but there is no authoritative backing.

975

Kincaid, Robert L. Wilderness Road. Bobbs, 1947. (American trails series). \$4. Jr.-Sr.

Along this way came discoverers, explorers, pioneers, settlers, the conquerors of the Northwest, soldiers of the Civil War, and those who sought an empire in coal and timber. Mature junior high school pupils can use this with profit.

F

Litsey, Edwin C. Stones for Bread. Caxton, 1940. \$2.50. Sr.

This story of an illiterate Kentuckian's devotion to his invalid brother is written with great beauty and tenderness.

920

Louisville Library Collections. Biography Series. Louisville, Kentucky, Louisville Free Public Library, 1939. 3 vols. Sr.
mimeographed.

V. 1 Artists of Louisville and Kentucky

V. 2 Kentucky Authors

V. 3 Prominent Women of Kentucky

Vols. 1 and 3 are available from the Louisville Free Public Library at \$1 each.

B
or
921

McGuire, Edna. Daniel Boone. Wheeler, 1945. (American El.-Jr.
adventure series.) \$.96.

A well-written life of Boone for younger readers, planned as an historical reader, with questions at the end of many chapters. Fast-moving and easy-to-read. Excellent for use with retarded readers in junior and senior high school because of its high interest appeal, easy vocabulary, and large print.

B
or
921

McKinley, Silas B. and Bent, Silas. Old Rough and Ready. Sr.
Vanguard, 1946. \$3.50.

Biography of Zachary Taylor, twelfth president of the United States. For older readers—reads easily, interestingly presented.

F

McMeekin, Isabella McLennan. Journey Cake. Messner, 1942. El.-Jr.
\$2.50.

Gordon Shadrow came west to Kentucky to make a home for his family. The sudden death of his wife before she could join him left his six children in care of Juba, a freed colored woman. Juba took the children to their father.

Followed by *Juba's New Moon*. Messner, 1944. \$2.25.

F

McMeekin, Isabella McLennan. Kentucky Derby Winner. El.-Jr.
McKay, 1949. \$2.50.

The story of Aristides, the winner of the first Kentucky Derby, and the boy and man who loved and developed him. (Note taken from publisher's advance notice.)

F

McMeekin, Isabella McLennan. Louisville; the Gateway City. Jr.-Sr.
Messner, 1946. \$1.

Written in an easy narrative style, this is a most useful book about Louisville from the beginning to 1946. Also includes lists of Louisville authors, artists, actors, musicians. Index.

812

Jr.-Sr.

MacKaye, Percy W. Kentucky Mountain Fantasies. Longmans, 1928. \$2.50.

Three short plays of the Kentucky backwoods written in mountain dialect and showing the effects of encroaching civilization upon the simple mountaineers.

398

El.-Jr.

Malcolmson, Anne. Yankee Doodle's Cousins. Houghton, 1941. \$2.50.

An episode in the life of Daniel Boone is one of the twenty-eight stories in this collection of tall tales about real and legendary characters who have become national figures.

917.69

Jr.-Sr.

Mammoth Cave in Third Dimension. Chicago, Orthovis Co., 1935. \$1.50.

A thirty-one page book of pictures with brief explanatory text. Worth having.

F

El.-Jr.

Martin, Mrs. George Madden. Emmy Lou, Her Book and Heart. Grosset, 1937. \$1.

Emmy Lou goes to a Louisville public school. In her progress from primer class to high school she changes from a puzzled, lovable little girl to a dignified, big girl and becomes Emily Louise.

B
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921

El.-Jr.

Mason, Mirian Evangeline. Young Audubon, Boy Naturalist. Bobbs, 1943. (Childhood of famous Americans series). \$1.75.

The consuming interest of the boy Audubon in birds and in painting make it easy for young readers to understand how Audubon became our great bird painter. About grades 4-5, but useful in junior high school.

B
or
921

Sr.

Mayo, Barbara. Henry Clay. Rinehart, 1943. \$2.

Kentucky furnished to the nation no greater statesman than Henry Clay—a man who never faltered in his fight for the principles in which he believed. For mature readers.

F

El.-Jr.

Meadowcroft, Enid LaMonte. On Indian Trails with Daniel Boone. Crowell, 1947. \$2.50.

An interesting story of the early settlement of Kentucky, Daniel Boone, and the settlement of Boonesboro and Harrodsburg. Grades 4-6; useful in junior high school.

B
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921

El.-Jr.

Monsell, Helen A. Henry Clay, Mill Boy of the Slashes. Bobbs, 1947. \$1.75. (Childhood of famous Americans series).

The boyhood of the "great pacificator" is simply presented for young readers. Large, clear type. About grade 4 in difficulty, but of subject interest in junior high, and useful with retarded readers there.

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- Moody, Minnie Hite. Long Meadows. Macmillan, 1941. \$3.
- This tempestuous novel of the Hite family from 1765 to the Civil War contains much material on early Kentucky. Long; for the exceptional reader.
- B
or
921
- Jr.
- Moores, Charles Washington. Life of Abraham Lincoln for Boys and Girls. Houghton, 1909. \$1.50. (Also available in Riverside literature series \$.44).
- Gives an excellent insight into the character and personality of Lincoln.
- 811
- Sr.
- Morton, David. Nocturne and Autumnals. Putnam, 1928. \$1.75.
- Most of these sixteen poems, by a Kentuckian, have nature as their theme.
- B
or
921
- Jr.-Sr.
- Nicolay, Helen. Boys' Life of Abraham Lincoln. Appleton, 1906. \$3.
- A well-written, absorbing story of how Lincoln rose from obscurity to fame.
- 784
- Jr.-Sr.
- Niles, John Jacob, comp. Songs of the Hill-Folk. Schirmer, 1934. (American folk-song series, set 14). pa. \$.50.
- Twelve ballads from Kentucky, Virginia, and North Carolina, simply arranged for the piano.
- More Songs of the Hill-Folk is a collection of ten ballads and tragic legends from Kentucky, Virginia, Tennessee, North Carolina, and Georgia. (Same series, set 17. pa. \$.50).
- Seven Kentucky Mountain Songs. (Same series, set 2. \$1.25).
- 811.08
- Jr.-Sr.
- North American Book of Verse, Vol. 1. Henry Harrison, 1939. \$3.
- Contains fifty pages of representative Kentucky poetry, edited by Sara Litsey. None of this poetry has appeared in any other anthology.
- B
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921
- Sr.
- Peattie, Donald Culross. Singing in the Wilderness. Putnam, 1935. \$3.
- Stories of that famous bird lover, John James Audubon, are told charmingly and sympathetically by another lover of nature.
- 976.9
- Sr.
- Price, Samuel W. Old Masters of the Bluegrass. Louisville, Kentucky, Filson Club, 1902. pa. \$4.50.
- Biographical sketches of the Kentucky artists, Matthew H. Jouett, Joseph H. Bush, John Grimes, Oliver Frazer, Louis Morgan, and Joel T. Hart.

B
or
921

Purdy, Claire Lee. He Heard America Sing. Messner, 1940. Jr.-Sr.
\$2.75.

A readable biography of Stephen Foster and the America he knew. Steamboats, covered wagons, and plantation Negroes appear in the book, as well as in his songs.

917.69

Raine, James Watt. Saddlebag Folk; the Way of Life in the Kentucky Mountains. Row, Peterson, 1942. Jr.-Sr.
\$.96.

The author, for many years a professor at Berea College, learns to know and appreciate the mountain folk. Book shows the slow change made in their ways by the radio, education, and trips to the outside world. The dialect may be difficult for the junior high school child.

976.9

Ranck, George W. Boonesboro. Louisville, Kentucky, Filson Club, 1901. pa. Sr.
\$3.

Its founding, pioneer struggles, Indian experiences, Transylvania days and Revolutionary annals, with full historical notes and appendix.

B
or
921

Rice, Alice Hegan. The Inky Way. Appleton-Century, 1940. Sr.
\$2.50.

The author writes amusingly of her Louisville girlhood, her experiences as a world traveller, and her literary life with her husband, Cale Young Rice.

F

Rice, Alice Hegan. Mrs. Wiggs of the Cabbage Patch. Appleton, 1901. Jr.-Sr.
\$2.50.

Living in a tumble-down shack in the Cabbage Patch, Mrs. Wiggs manages to look on the bright side of life. Her warm good humor and practical philosophy will make this short novel a favorite with all readers over 12.

Story continues in *Lovey Mary*; Century, 1903. o.p.

811

Rice, Cale Young. Best Poetic Work of Cale Young Rice. Lebanon, Tennessee, Cumberland University Press, 1943. Sr.
\$3.

A representative collection of this writer's poems and plays. Not too much appeal for high school students.

F

Roberts, Elizabeth Madox. Buried Treasure. Viking, 1931. Sr.
\$2.50.

An Elk Creek farmer and his wife dug up an old pot full of money in one of their worn out fields. This mature novel deals with the effect of their sudden wealth.

F

Roberts, Elizabeth Madox. Time of Man. Viking, 1935. Sr.
\$5.

The Chessers, a family of poor whites from the Kentucky hills, with the restless urge of pioneers, keep moving on from place to place, looking always for a more fertile land beyond.

811

Jr.-Sr.
er, 1940.

Roberts, Elizabeth Madox. Under the Tree. Viking, 1930. \$2.50.

A famous Kentucky author makes poems of her childhood memories.

976.9

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e in the

Robinson, Lee L. Kentucky in Washington. Louisville, Kentucky, Standard Printing Company, 1928. \$2.

"History in brief of participation of Kentucky, through Kentuckians, in affairs at Washington, 1792-1928." (Subtitle)

977

Sr.

Roosevelt, Theodore. Episodes from "The Winning of the West," 1769-1807. Putnam, 1900. \$2.

Selected incidents relate the dramatic advance of the pioneers over the Appalachians and give an interesting account of George Rogers Clark.

The longer work, *The Winning of the West*, is also available in 2 volumes. New Knickerbocker ed. Same publisher. Set \$6.

B
or
921

Sr.

Rourke, Constance Mayfield. Audubon. Harcourt, 1939. \$2.69.

Kentucky claims a share in this artist whose bird and animal paintings belong to the whole of America. Miss Rourke's fine biography is illustrated with reproductions from original Audubon prints. Fascinating for mature readers.

B
or
921

Jr.-Sr.

Sandburg, Carl. Abe Lincoln Grows Up. Harcourt, 1928. \$2.75.

Adapted for boys and girls from the first twenty-seven chapters of *Abraham Lincoln, the Prairie Years*, covering life until he left home at nineteen.

B
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921

Sr.

Sandburg, Carl. Abraham Lincoln, the Prairie Years; abridged ed. Harcourt, 1929. \$3.65. (Reprinted by Blue Ribbon Books. \$.98).

Abridgement of the original edition in two volumes. Sandburg's simple style makes the book adequately suited to young readers.

B
or
921

Jr.

Seymour, Mrs. Flora. Daniel Boone, Pioneer. Century, 1931. \$2.

Good biography for young readers by the author of *Boys' Life of Kit Carson* and other biographies of famous pioneers.

F

Jr.

Skinner, Constance Lindsay. Becky Landers, Frontier Warrior. Macmillan, 1926. \$2.50.

Becky plays a brave part in the Indian fighting in pioneer Kentucky. Historical characters appear in the story—Boone, Clark, Kenton, the Indian Blackfish and Governor Hamilton—the description of pioneer life and conditions is excellent.

- 796 Jr.-Sr.
 Skinner, Constance Lindsay. *Pioneers of the Old Southwest; a Chronicle of the Dark and Bloody Ground*. Yale University Press, 1919. (Chronicles of America series, v. 13). \$2.50. F
 A volume of this excellent series that covers Daniel Boone and the early history of Kentucky in a manner attractive and entertaining to the general reader, and at the same time satisfying the requirements of the scholar. F
- 784 Jr.
 Sourwood Mountain. (Operetta). Boston, C. C. Birchard, n.d. \$1. 811
 A fifty minute operetta which features the folk songs and folk dances of the southern mountains. No royalty.
- 917.69 Sr.
 Spalding, Mattingly. *Bardstown, Town of Tradition*. Baltimore, Maryland, St. Mary's Industrial School Press, 1942. (Available from Miss Agnes M. Spalding, Bardstown, Kentucky, \$2.50). F
 Bardstown history and tradition, old families and personalities, schools and the church. Small, readable; for older students. 813
- 633.71 Jr.-Sr.
 Steed, Virgil S. *Kentucky Tobacco Patch*. Bobbs, 1947. \$3.
 Semi-fictional in form, this is the story of a tobacco-growing farm in Kentucky and of White Burley tobacco from seed to auction basket.
- B or 921 El.-Jr.
 Stevenson, Augusta. *Abe Lincoln; Frontier Boy*. Bobbs. (Childhood of famous Americans series). \$1.75. B or 921
 Easy-to-read biography of Lincoln in his early years.
- B or 921 El.-Jr.
 Stevenson, Augusta. *Daniel Boone: Boy Hunter*. Bobbs, 1943. (Childhood of famous Americans series). \$1.75. B or 921
 The biographies in this series while not particularly well written, do contain the essential facts and will be read avidly by fourth, fifth, and sixth grade children and by older boys and girls who find reading difficult.
- F Sr.
 Steward, Ann S. *Let the Earth Speak*. Macmillan, 1944. \$2.50. 917.69
 A well-written but rather hard to follow novel of three adults, who come into possession of a farm on the edge of the Bluegrass.
- B or 921 Sr.
 Stickles, Arndt M. *Simon Bolivar Buckner*. University of North Carolina Press, 1940. \$3.50. 917.69
 Brave, courageous General Buckner fought in the Civil War and later became governor of Kentucky.
- 811 Sr.
 Still, James. *Hounds on the Mountain*. Viking, 1937. \$2.
 A young poet speaks from the Cumberlands.

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F Still, James. River of Earth. Viking, 1940. \$2.50. Sr.

The hills and coal camps of Kentucky as seen through the eyes of a boy and told with realism and sensitive imagination.

F Stuart, Jesse Hilton. Foretaste of Glory. Dutton, 1946. \$2.75. Sr.

When strange lights appeared in the sky, the people of Blakesburg, Kentucky, got ready for the Day of Judgment.

811 Stuart, Jesse Hilton. Man with a Bull-Tongue Plow. Dutton, 1934. \$3.75. Sr.

A mountain poet lifts a strong voice from our eastern hills.

F Stuart, Jesse Hilton. Mongrel Mettle: Autobiography of a Dog. Dutton, 1944. \$2.50. Sr.

Young readers who like dog stories will enjoy the ups and downs of Jerry B. Boneyard; more mature readers will appreciate the social handicap under which he lives. Simple, amusing style.

813 Stuart, Jesse Hilton. Tales From the Plum Grove Hills. Dutton, 1946. \$2.75. Sr.

Kentucky folk of all sorts and sizes people these 20 short stories about death and funerals, politics, religion, and just plain families in the Kentucky hills.

B or 921 Sutton, Margaret. Jemima, Daughter of Daniel Boone. Scribner, 1942. \$2. El.-Jr.

Jemima faced all the dangers of the wilderness and frontier life. Her adventures with the Indians and marches through the forest make an exciting story.

B or 921 Swiggett, Howard. The Rebel Raider; a Life of John Hunt Morgan. Garden City publishing company, 1937. \$3.50. Sr.

This life of Morgan deals largely with the Civil War years. It will be read by many who are captivated by the career of this dashing Confederate Cavalry man. Interest must precede the reading; however, it is a sound book, based on careful research, but the writing seems disconnected, though not difficult.

917.69 Thomas, Elizabeth P. Old Kentucky Homes and Gardens. Louisville, Kentucky, Standard Printing Company, 1939. Sr.

Collection of brief sketches of famous Kentucky homes with many excellent photographic illustrations. Like Mrs. Simpson's books, this is expensive for school libraries but useful for local history.

A few copies are available from the author at \$20 each.

917.69 Thomas, Jeanette Bell. Singin' Fiddler of Lost Hope Hollow. Dutton, 1938. \$3. Jr.-Sr.

When he was an old man, the fiddler journeyed across the ocean to sing again in England the old, old songs his "grandsir"

had brought to the Kentucky hills more than a hundred years before.

B
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921

Thomas, Lowell Jackson. Hero of Vincennes. Houghton, 1929. \$2.50.

Jr.-Sr.

780, 921
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George Rogers Clark, one of America's leading frontiersmen and early military leaders, was respected by the white men and feared by the Indians. Written for boys, but read by adults with pleasure and profit.

B
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921

Tomlinson, Everett Titsworth. Scouting with Daniel Boone. Appleton, 1931. \$2.

Jr.

B
or
921

Interesting story of Kentucky pioneer life.

976.9

Trabue, Alice E. A Corner in Celebrities. Louisville, Kentucky, George G. Fetter, 1922. (Second edition 1923. Copies for sale by the author, Puritan Apartments, 4th Street, Louisville, Kentucky, \$1.50).

Sr.

917.69

In a small area in the old section of Frankfort have lived many persons important to the history of our state and nation.

F

Trent, Robbie. Susan. Viking, 1944. \$2.

El.-Jr.

917.69

An imaginative little girl on a farm in Kentucky, fifty years ago, is so real in telling her experiences that we feel we actually know her today. Not too valuable as Kentucky material.

976.9

Wallis, Frederick A. and Tapp, Hambleton, (eds.) A Sesqui-Centennial History of Kentucky . . . Prominent Families and Personages. Hopkinsville, Kentucky, Historical Record Association, 1945. \$42.50.

Jr.-Sr.

B
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921

Of this four-volume history, two and one-half volumes are biographies—useful only through a rather faulty index, since their arrangement is not obvious. Years after 1870 inadequately covered. Writing clear and interesting, illustrations numerous. Historical and biographical materials separately indexed. Expensive, faulty, ill-arranged and poorly indexed, this is, nevertheless, an interesting and valuable reference history.

798

386

Way, Frederick, Jr. Pilotin' Comes Natural. Farrar, 1943. \$3.

Jr.-Sr.

A readable account of a steamboat pilot's experiences on the Ohio River from 1910 to 1930. Good glossary of steamboat terms in back.

976.9

B
or
921

Wells, Maie L. and Fox, Dorothy. Boy of the Woods. Dutton, 1942. \$2.50.

Jr.

John James Audubon, the great bird artist, spent most of his life in the woods. He painted four hundred and thirty-five bird pictures which were life-like in size, color, and habitat.

379.76

784

Wheeler, Mary, comp. Kentucky Mountain Folk-Songs; Words and Melodies. Boston Music Company, 1937. pa. \$1.

Jr.-Sr.

Some of these "song ballets," as they are called in the mountains of Kentucky, were brought to America by the ancestors of

the people who still sing them; others picture things the people themselves are doing, thinking and believing every day.

780, 921
or
B

Wheeler, Opal and Deucher, Sybil. Stephen Foster and His Little Dog Tray. Dutton, 1941. \$2.50.

Stephen Foster was one of a large family and it is fun to see his interest in music from babyhood.

B
or
921

White, Stewart Edward. Daniel Boone, Wilderness Scout. Doubleday, 1926. \$1.

Daniel Boone was the great hunter, explorer, and scout who first blazed the Wilderness Trail through Kentucky.

917.69

Wilson, Gordon. Fidelity Folks; a Visit to a Self-Sufficient Kentucky Village. Cynthiana, Kentucky. Hobson Book Press, 1946. (Available from College Heights Bookstore, Bowling Green, Kentucky). \$2.

This account of life during the late 19th and early 20th centuries, describes the people, their entertainments, their books, and their clothes.

917.69

Wilson, Gordon. Passing Institutions. Hobson Book Press, 1944. (Available from College Heights Bookstore, Bowling Green, Kentucky). \$2.

Small town and country life in the early 1900's. Includes "gatherings," the school, and home industries.

B
or
921

Wilson, William Edward. Big Knife. Rinehart, 1940. \$2.

Because his cunning and courage equalled theirs, the Indians nick-named George Rogers Clark "Big Knife" and called his men the "Big Knives." Stresses Clark's heroic struggle to bring Vincennes and Kaskaskia under the flag of Virginia.

798

Winn, Matt J. Down the Stretch; the Story of Colonel Matt J. Winn, as told to Frank G. Menke. Barnes, 1945. \$3.50.

Autobiographical in style, this history of the Kentucky Derby is illustrated throughout with actual photographs of famous horses and scenes.

Has a table of Derby statistics in back.

976.9

Wood, Edith. Middletown's Days and Deeds; the Story of 150 Years of Living in an Old Kentucky Town. Middletown, Kentucky, the author, 1946. \$3.

Incident, biography and institutions of this little town are dealt with in an interesting and readable text. No index.

379.769

Works, George A. Survey Report of the Louisville Public Schools; survey made . . . at the request of the City of Louisville and the Board of Education. Printed by the City of Louisville, 1943. \$2.50.

Includes reference material on the bases of education in city, state and county governmental units.

OUT OF PRINT BOOKS

NOTE: These titles are no longer being published, but they may be available from second hand book dealers or on a loan or gift basis from home libraries. The necessity for acquiring individual titles depends on the needs of the particular school.

917.69

Allen, James Lane. The Blue-Grass Region of Kentucky. Harper, 1890. o.p. Sr.

These thoughtful articles on Kentucky and her people as they were sixty and more years ago seem curiously contemporary, so much do they explain certain aspects of Kentucky life and thought today. Long out of print, the book will nevertheless be most useful to those libraries fortunate enough to possess it.

F

Allen, James Lane. Flute and Violin. Harper, 1891. o.p. Sr.

A collection of romantic short stories, full of Kentucky local color a hundred years ago.

F

Allen, James Lane. Kentucky Cardinal. Macmillan, 1930. o. p. Sr.

Love story of a recluse who betrays his own devotion to nature as proof of his love.

811

Anderson, Margaret S. Flame in the Wind. Louisville, Kentucky. John P. Morton and Company, 1930. o.p. Sr.

These poems by a Kentucky author are in a classical vein. None are about Kentucky.

B

or
921

Barton, William E. Great Good Man; How the Boy Lincoln Grew to Manhood and Achieved Immortality. Bobbs, 1927. o.p. Jr.

The more intimate facts and incidents in Lincoln's life told with simplicity and freshness.

B

or
921

Baylor, Orval W. John Pope, Kentuckian; His Life and Times, 1770-1845. Hobson Press, 1943. o.p. Sr.

An excellent account of Kentucky politics and government from 1792 to 1850 with particular emphasis on the bitter rivalry between John Pope and Henry Clay.

SC

Becker, May Lamberton, ed. Golden Tales of the Old South. Dodd, 1930. o.p. Sr.

Among other stories is "Belled Buzzard" by Irvin S. Cobb and "The Hazy Household" by Alice Hegan Rice.

B

or
921

Breckenridge, Sophonisba P. Madeline McDowell Breckenridge; A Leader in the New South. University of Chicago Press, 1921. o.p. Sr.

Story of a prominent Kentucky woman and her fight for civic betterment.

917.69

Butler, Lorine L. *My Old Kentucky Home*. Dorrance, 1929. Sr.
o.p.

Another book about the old, the interesting, the well-known in Kentucky. This is redeemed by the author's sense of humor.

F

Campbell, Marie. *Cloud-Walking*. Rinehart, 1942. o.p. Sr.

A series of stories told in the mountain speech by one who taught and loved the mountain people. Analyzed in *Index to Short Stories*.

811

Cawein, Madison. *Kentucky Poems*; with an introduction by Edmund Gosse. Dutton, 1903. o.p. Sr.

Poems included in this volume were selected because of their Kentucky significance.

F

Chamberlain, W. W. *Leaf Gold*. Bobbs, 1941. o.p. Sr.

A man who was born in a tobacco patch never feels right when he's away from it. A long, adult novel.

976.9

Cherry, Thomas Crittenden. *Kentucky, the Pioneer State of the West*; rev. ed. with introduction by Irvin Cobb. Heath, 1935. Jr.
o.p.

A young student's history of Kentucky from pioneer beginnings to 1935. Includes chapters on setting up state government; customs; Kentucky's position in the Civil War and political affairs. Contains also an outline of the state constitution. Index.

817

Cobb, Irvin Shrewsbury. *Kentucky*. Doubleday, 1924. o.p. Jr.-Sr.

In sixty pages only he could have written, the author describes Kentuckians as they are, and the influences that make them so.

F

Cobb, Irvin Shrewsbury. *Old Judge Priest*. Grosset, 1941. o.p. Sr.

Stories of a homely, shrewd and loveable figure, typical of the old South.

917.69

Coleman, John Winston. *Stage-Coach Days in the Blue-Grass. Louisville, Kentucky*. Standard Printing Company, 1936. o.p. Sr.

An account of travel by stage-coach in central Kentucky during the 19th century.

976.9

Collins, Lewis. *History of Kentucky*. Covington, Kentucky, Collins and Company, 1882. 2 vols. o.p. Sr.

This is still the basic reference in Kentucky history for the period before 1875. Much of its material is not easily available elsewhere.

811.08

Combs, Josiah H. ed. *All That's Kentucky*. Louisville, Kentucky. John P. Morton and Company, 1915. o.p. Jr.-Sr.

A collection of poems about Kentucky.

811

Cotter, Joseph S., Sr. Collected Poems. Harrison, 1938. o.p. Jr.-Sr.

This collection embraces the best-known work of Kentucky's talented Negro poet.

He is also the author of *Sequel to the Pied Piper of Hamelin*. His son, Joseph Cotter, Jr., wrote *Band of Gideon*. Both volumes are o.p.

976.9

Duncan, Fannie C. Child's Story of the Making of Louisville. Louisville, Kentucky. John P. Morton and Company, 1914. o.p. Jr.

A simple, well-written history of Louisville from 1780 to 1826. Photographic illustrations. Out of print, but should be purchased if obtainable, and used where owned.

976.9

Duncan, Fannie C. When Kentucky was Young; Pen and Ink Sketches of Log Cabin Days from Virginia Ownership to Kentucky Statehood. Louisville, Kentucky. John P. Morton and Company, 1928. o.p. Jr.

A readable history of the state, giving many details of life during settlement days.

598.2

Figgins, Jesse D. Birds of Kentucky. Lexington, Kentucky, University of Kentucky Press, 1945. o.p. Jr.-Sr.

A rather scientific presentation of birds in the state. Not illustrated to any great extent, but helpful material on bird families.

917.69

Fox, John, Jr. Blue-Grass and Rhododendron; Out-Doors in Old Kentucky. Scribner, 1901. o.p. Sr.

Sketches of life in the mountains and the bluegrass region—rafting down the rivers, hunting, out-door life. The fore-runner of much that is typical in "typical" Kentucky fiction.

F

Fox, John, Jr. "Hell fer Sartain" and Other Stories. Scribner, 1911. o.p. Jr.-Sr.

A group of short stories of Kentucky mountain folk. Similar to this is *Christmas Eve on Lonesome and Other Stories*; also o.p.

F

Furman, Lucy. Quare Women. Little, 1923. o.p. Sr.

Quare women came into Knott County, Kentucky, many years ago, and because of their summer's work Hindman Settlement School was established by the citizens.

Glass Window and *Lonesome Road* depict further the work in the settlement school and the progress made among the Kentucky mountaineers. Realistic, humorous, and at times pathetic.

F

Furman, Lucy. Sight to the Blind. Macmillan, 1912. o.p. Sr.

This short story about restoring the sight of a blind woman has an afterword by the author concerning the Hindman Settlement School and the health work of early clinics in the Kentucky mountains.

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- Jr.-Sr.
8. o.p.
Kentucky's
Hamelin.
Both vol-
- 811
Fuson, Henry Harvey. Ballads of the Kentucky Highlands. London, The Mitre Press, 1921. o.p.
Contains 125 ballads actually heard by the compiler, who gives the source. Good 40 pages of introduction on origin and content of the ballads and the people who sing them.
- Jr.-Sr.
811
Fuson, Henry Harvey. Just from Kentucky. Louisville, Kentucky. John P. Morton and Company, 1925. o.p.
Representative sample of this Kentucky poet's works, including several poems on Mammoth Cave.
- 1780 to
d be pur-
- 917.69
Sr.
Gardner, Caroline. Clever Country: Kentucky Mountain Trails. Revell, 1931. o.p.
The country and the people served by the Frontier Nursing Service are described by the Chicago secretary of the service, visiting with her family in the mountain area. A readable, charming narrative.
- Jr.
and Ink
o to Ken-
rton and
- ls of life
- B
or
921
Sr.
Garrett, George J. Fifty Years with Fox and Hounds. Hobson Press, 1938. o.p.
Collection of essays on fox hounds, somewhat detailed, and dealing with other localities besides Kentucky. Some photographic illustrations.
- Jr.-Sr.
Kentucky,
- ate. Not
on bird
- Sr.
Doors in
- F
Sr.
Gordon, Caroline. Green Centuries. Scribner, 1941. o.p.
Long historical novel dealing with the movement from Virginia into Kentucky prior to the Revolution. It is the story of two brothers.
- region—
e-runner
- F
Sr.
Gordon, Caroline. None Shall Look Back. Scribner, 1937. o.p.
Story of the part played by members of a wealthy Kentucky family in the Civil War.
- Jr.-Sr.
Scribner,
- F
Jr.-Sr.
Hall, Eliza C. Aunt Jane of Kentucky. Little, 1907. o.p.
Inspired by her old patchwork quilt, Aunt Jane reminisces and gives her visitor a delightful account of an earlier period in rural Kentucky. The book contains beautiful, descriptive passages and a wholesome philosophy of life. It abounds in both humor and pathos.
Other stories of the people in the Little Barren River country will be found in *Clover and Bluegrass*, also o.p.
- d Other
- Sr.
- y, many
n Settle-
- F
Jr.-Sr.
Hall, Esther Greenacre. Up Creek and Down Creek. Random House, 1936. o.p.
Ten short stories about Kentucky mountain people tell of their superstitions, the peculiarities of mountain speech, and the intense desire of some of the young people for education.
- he work
he Ken-
pathetic.
- Sr.
- o.p.
- 917.69
Sr.
Harlow, Alvin F. "Weep No More, My Lady." Whittlesey House, 1942. o.p.
The author views Kentucky—its places, personalities, historical incidents, and traditions with a kindly eye.
- woman
n Settle-
Kentucky

- F Hergeshimer, Joseph. *The Limestone Tree*. Knopf, 1931. Sr.
o.p.
Chronicle of a Kentucky family and their loyalty during the
18th and 19th centuries.
- F Kaler, James Otis. *Hannah of Kentucky*. American Book
Company, 1912. o.p. El.-Jr.
Through Hannah, the reader learns of Kentucky ways and
customs in the early days.
- 976.9 Kinkead, Elizabeth Shelby. *History of Kentucky*. American
Book Company, 1896. o.p. Jr.
This school history, written half-a-century ago, is still useful
for the period before 1900.
- 917.69 Lafferty, Maude W. *The Lure of Kentucky*. Louisville, Stand-
ard Printing Company, 1939. o.p. Sr.
A tour book of the points of historical interest along Ken-
tucky highways.
- F Lender, Charles F. *Down the Ohio with Clark*. Crowell, 1937. Jr.
o.p.
Two Virginia boys accompany Clark on his march to Vin-
cennes. The narrative is stirring but closely founded on fact,
and the picture of Clark is well-drawn for young readers.
- F Lloyd, John Uri. *Stringtown on the Pike, a Tale of Northern-
most Kentucky*. Dodd, 1900. o.p. Sr.
No list of Kentucky fiction would be complete without this
strange old story of love and death and chemistry in northern
Kentucky long years ago.
- F Lloyd, John Uri. *Warwick of the Knobs, a Story of Stringtown
County, Kentucky*. Dodd, 1901. o.p. Sr.
A novel of life among the Bible Baptists of Union County in
the middle years of the last century.
- B or 921 Lockridge, Ross F. *George Rogers Clark, Pioneer Hero of the
Old Northwest*. World Book Company, 1927. o.p. Jr.-Sr.
Brief and readable tale of a genuine American hero reflect-
ing the significant historical relations of which he was so vital a
part. Based on Clark's own letters, memoirs and diary.
- 976.9 Louisville Library Collections. *History Series, vol. 1. Louisville,
Kentucky, Louisville Free Public Library, 1935. Multigraphed.* Sr.
o.p.
A compilation from out-of-print sources of material on the
history of Louisville. Indexed.
- 976.9 Louisville Library Collections. *Institutions Series, vol. 1. Louis-
ville, Kentucky, Louisville Free Public Library, 1935. Multi-
graphed.* Sr.
o.p.
Information on the most important institutions of Louisville,

such as schools, churches, libraries and courts, assembled from sources scattered and not easily available. Has great reference value. Indexed.

976.9

McElroy, Robert M. Kentucky in the Nation's History. Moffat, Yard, 1909. o.p. Sr.

A scholarly, footnoted treatment of the importance of Kentucky, her great personalities and great events in the history of the nation. Covers the period from early beginnings through the Civil War. Bibliography. Index. Will have reference value in senior high school.

398

MacKaye, Percy W. Tall Tales of the Kentucky Mountains. Longmans, 1926. o.p. Sr.

A collection of folk-tales, told in mountain dialect by Old Sol Shell, a hardy mountaineer and reputable teller of tales.

F

McMeekin, Clark, pseud. Show Me a Land. Appleton, 1940. o.p. Sr.

Novel of horses and horse lovers spanning the years from the Aintree Fair of England in 1816 to the first Kentucky Derby in 1875. Written by two Louisville women, Mrs. Dorothy Park Clark and Mrs. Isabella McLennan McMeekin.

F

McMeekin, Clark, pseud. Reckon With the River. Appleton-Century, 1941. o.p. Sr.

The central character is Ma'am Cambrin who rises from her deathbed to lead her family into Kentucky, the promised land.

811

McMeekin, Isabella McLennan. The Bronze Hunter and Other Poems. Dorrance, 1935. o.p. Jr.-Sr.

The bronze hunter is Boone. He says, "Kantuck, you are for sure my land." His poem fills half the volume, the second half consists of various short poems.

Melodies and Mountaineers is a slim volume of tuneful verse about the hills, the hill people and the seasons, dedicated to the "Folk of Line Fork, Letcher County, Kentucky." Also o.p.

328.769

Manning, John W. Government in Kentucky Cities. 1937. (Local government study no. 3.) o.p. Sr.

Manning, John W. Government of Kentucky; rev. ed., 1939. Mimeographed copies of both are no longer available from the Campus Bookstore, University of Kentucky, Lexington.

Indispensable tools for the study of city and state government in Kentucky.

B

or
921

Morrow, Honore Willsie. Mary Todd Lincoln: an Appreciation of the Wife of Abraham Lincoln. Morrow, 1928. o.p. Sr.

Written in defense of a misunderstood character in American history. This book makes Lincoln's career more understandable.

- B
or
921 Neuman, Fred G. Irvin S. Cobb: His Life and Letters. Sr.
Press, 1938. o.p. Rodale F
- A readable account of the life of Cobb by his friend from Paducah.
Published in 1924 and 1934 under slightly different titles.
- 811 Noe, J. T. Cotton. Valleys of Parnassus. John P. Morton, Sr.
Louisville, Kentucky, 1935. o.p. 921
- Representative selections from several books of poetry by Kentucky's poet laureate.
- 976.9 Pirtle, Alfred. James Chenoweth . . . and Where Louisville Jr.-Sr.
Started. Louisville, Kentucky, Standard Printing Company, 1921. o.p. 976.9
- Chenoweth was born in Berkley County, Virginia in 1777; Louisville was born on Corn Island in the Ohio River in 1778. Names, dates and facts are historic. The only fiction is having Chenoweth tell his story himself. Small book, good print, illustrated with actual photographs. 917.69
- 917.69 Poole, Ernest. Nurses on Horseback. Macmillan, 1932. o.p. Sr.
- Accounts of frontier nurses who ride the trails to lonely cabins in the Kentucky mountains.
- 976.9 Purcell, Martha Graham. Stories of Old Kentucky. El.-Jr.
Book Company, 1915. o.p. American F
- Kentucky heroes and colorful events of Kentucky history supply the plots for these brief stories.
- 920 Pusey, William A. Three Kentucky Pioneers. Louisville, Kentucky, John P. Morton, 1930. o.p. Sr. 976.9
- An account of the adventurous lives of the Brown brothers, James, William, and Patrick, and early pioneer life in Kentucky. A reprint taken from the Filson Club Historical Quarterly, October, 1930, vol. 4, pages 165-183. F
- 917.5 Raine, James Watt. Land of the Saddle Bags. N. Y., Council of Sr.
women for foreign missions and missionary education movement of the U. S. and Canada, 1924. o.p.
- A thoughtful consideration of the Southern Highland, its people and their problems, by one who knows the country intimately. Though written in the 1920's, the book still has much to offer. For mature readers. B
or
921
- B
or
921 Rice, Cale Young. Bridging the Years. Appleton-Century, 1939. Sr.
- Along with the story of his life, and an appraisal of the great literary figures of the day, one of America's fine poets presents his theories of the function of poetry and the nature of poetic inspiration. This philosophical and literary autobiography is for the mature reader. B
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 Roberts, Elizabeth Madox. *Great Meadow*. Viking, 1930. o.p.
 The "great meadow" was the Kentucky of the first settlers. Here Diony Jarvis lived her eventful life, so beautifully chronicled by Miss Roberts.
- B
 or
 921
 Schurz, Carl. *Life of Henry Clay*. Houghton, 1909. 2 v. (American statesman series). o.p.
 Political struggles and changes of Clay's period with the personality of Clay constantly brought to the front.
- 976.9
 Shaler, Nathaniel S. *Kentucky, a Pioneer Commonwealth*. Houghton, 1912. (American commonwealth series). o.p.
 Designed to give the general reader a short story of the development of Kentucky based on the motives that led the people in shaping their commonwealth.
- 917.69
 Simpson, Elizabeth M. *Bluegrass Houses and Their Traditions*. Lexington, Kentucky, Transylvania Press, 1932. o.p.
 Pictures of interiors and exteriors of famous old houses accompanying the sort of article you would find in *Better Homes and Gardens*.
 Similar book is the author's *The Enchanted Bluegrass*. o.p.
- F
 Simpson, Harrietta. *Mountain Path*. Covici, 1936. o.p.
 Teacher from outside world goes to teach in lovely mountain valley settlement of Cave Creek, learning of its feuds, legends and superstitions through eyes and emotions.
- 976.9
 Smith, Zachariah F. *History of Kentucky*; 4th ed. Louisville, Kentucky, Courier-Journal Job Printing Company, 1901. o.p.
 History of Kentucky from its earliest discovery and settlement to 1885—some biographic sketches.
 Advanced reading for limited period of history.
- F
 Stuart, Jesse Hilton. *Men of the Mountains*. Dutton, 1941. o.p.
 The life of the mountain people portrayed in twenty-one short stories by a son of the Kentucky mountains.
Trees of Heaven and *Beyond Dark Hills* are other titles currently o.p.
- B
 or
 921
 Tarbell, Ida Minerva. *Boy Scouts' Life of Lincoln*. Macmillan, 1921. o.p.
 This biography emphasizes the fine traits in Lincoln's character which inspire boys in their teens.
- B
 or
 921
 Tarbell, Ida Minerva. *Life of Abraham Lincoln*. Macmillan, 1928. 2 v. o.p.
 One of the most authentic and vivid biographies ever written of Lincoln.

- 784 Thomas, Jeanette Bell. *Ballad Makin' in the Mountains of Kentucky*; with music arranged by Walter Kob. Holt, 1939. o.p. Sr.
 Interesting account of familiar ballads of Kentucky mountains and life of the people from which the ballads come.
- 917.69 Thomas, Jeanette Bell. *Big Sandy*. Holt, 1940. o.p. Jr.-Sr.
 A description of the Big Sandy Valley, its people, their manners and customs, by a native of the region, to whom a "hill billy" is one who holds the hill people up to ridicule. Excellent.
- 917.69 Thomas, Jeanette Bell. *Devil's Ditties; Being Stories of the Kentucky Mountain People Told by Jean Thomas with the Songs They Sing*. W. W. Hatfield, 211 W. 68th Street, Chicago, 1931. o.p. Jr.-Sr.
 One section describes outstanding mountain occasions and is followed by fifty ballads, both words and music.
- B or 921 Thomas, Jeanette Bell. *The Sun Shines Bright*. Prentice-Hall, 1940. o.p. Jr.-Sr.
 Biography of "the traipsin' woman" interspersed with her experiences among the Kentucky mountain people.
- 810.8 Townsend, John Wilson. *Kentucky in American Letters, 1784-1912*. Torch Press, 1913. 2 v. o.p. Sr.
 Collection of excerpts, with brief biographical sketches, from the pens of many Kentucky authors. Introduction by James Lane Allen.
- B or 921 Varble, Rachel M. *Julia Ann*. Doubleday, 1939. o.p. Jr.-Sr.
 Delightful story of Julia Ann Hieronymous Tevis, the founder of Science Hill Academy in Shelbyville, Kentucky, one of the first good schools for girls in the South.
- 818 Watterson, Henry. *The Editorials of Henry Watterson*; compiled by Arthur Krock. Doran, 1923. o.p. Sr.
 Many older students will appreciate the pith and punch of Watterson's great editorials.
- 920 Who's Who in Kentucky, 1936; ed. by Mary Y. Southard and Earnest C. Miller. Louisville, Kentucky, Standard Printing Company, 1936. o.p. Jr.-Sr.
 Chief tool available for local biography although far from adequate.
- B or 921 Williams, Lucille S. *Born to be a Statesman: John Cabell Breckenridge*. Caxton Printers, 1936. o.p. Sr.
 Only biography of this interesting figure in Kentucky history.

NON-BOOK PRINTED MATERIALS

- Jr.-Sr.
- American Printing House for the Blind, 1839 Frankfort Avenue, Louisville.
- Annual Report*, a pamphlet giving valuable information about this particular printing house and its work. Free. *Education of the Blind*, a leaflet prepared to show how the blind read and write. Free.
- Jr.-Sr.
- Board of Trade, Columbia Building, Third and Main Streets, Louisville 2.
- Pamphlet material giving general information about Louisville. Frequently revised. Free. Other communities having boards of trade may issue similar material.
- Sr.
- Bureau of Business Research and the Bureau of Government Research, College of Commerce, University of Kentucky, Lexington.
- Safeguarding Kentucky's Natural Resources*, bulletin No. 14, by Vera Briscoe, James W. Martin and J. E. Reeves, 1948. Free.
- Jr.-Sr.
- Bureau of School Service, College of Education, University of Kentucky, Lexington.
- Quarterly bulletin on such topics as Kentucky resources, education, teaching profession, health, etc. List of bulletins will be sent on demand. \$.50 each. An invaluable single publication is *Kentucky's Resources, Their Development and Use*, volume XVIII, no. 2, December, 1945.
- Jr.-Sr.
- Churchill Downs, Louisville.
- Pamphlet of horse racing and breeding in Kentucky. Ask to have your name put on their mailing list.
- Jr.-Sr.
- Committee for Kentucky, 506 South Third Street, Louisville.
- Ten reports, issued at intervals during the last few years, presenting graphic information on the following topics: *Agriculture, Education, Health, Constitution, Welfare, Housing, Manufacturing, Labor, Natural Resources*, and the *People's Legislative Program*. Splendid material. Still available but for a limited time. \$.10 each.
- Jr.-Sr.
- Courier-Journal, Sixth and Broadway, Louisville.
- The daily and Sunday issues are invaluable for overall coverage of state news. Useful for material on current happenings and indispensable in building a Kentuckiana file.
- Kentucky Resources Edition*, October 25, 1939. This special edition is not available from the *Courier* but if anyone has a copy, it is **invaluable**.
- Story of Kentucky*: Special Sunday supplement January 1, 1942. There are only several hundred of these left so write immediately. Splendid material on noted people, industries, resources and all phases of the story of Kentucky. \$.10.
- Jr.-Sr.
- Edward S. Dabney, Security Trust Company, Lexington.
- Frontier Nursing Service Quarterly*. Describes the work of the Frontier Nursing Service under the leadership of Mrs. Breckenridge. \$1.00 a year.

- Department of Aeronautics, Old Capitol Building, Frankfort. Jr.-Sr.
Flight Plan. Monthly publication which is free. Request name to be placed on the mailing list. This publication covers a summary of the activities in the field of aeronautics in Kentucky.
- Department of Agriculture, New Capitol Building, Frankfort. Sr.
 Monthly publication of activities of the department. May be useful for agriculture classes.
- Department of Conservation, Division of Publicity, State Office Building, Frankfort. El.-Jr.-Sr.
 Miscellaneous free pamphlets and bulletins published at various times which give information about parks, highways, and other points of interest in Kentucky. Available in quantities.
- Department of Economic Security, Bureau of Social Service, State Office Building, Frankfort. Sr.
 Monthly statistical service. Might prove useful for economics classes. Write for information.
- Division of Game and Fish, State Office Building, Frankfort. Jr.-Sr.
Happy Hunting Ground. Bimonthly magazine. \$.50 per year or single copies \$.10 each. Information about hunting and fishing and the game laws of Kentucky.
- Department of Highways, State Office Building, Frankfort. El.-Jr.-Sr.
 Irregular issuance of free maps and bulletins of roads and highways in Kentucky such as, *Historic Kentucky Highways*. Available in quantities.
- Department of Public Health, 620 South Third Street, Louisville. Jr.-Sr.
Annual Report. Information about the different divisions—medical, nursing, food and sanitary, laboratory, and vital statistics and epidemiology. Includes some graphs.
- Division of Publicity, State Office Building, Frankfort. Jr.-Sr.
In Kentucky. Magazine published quarterly. \$1.00 per year or \$.25 per copy. Available free to school libraries. Kentucky's past and its present; its scenic wonders and its modern attractions. Very descriptive and useful information. Well illustrated. Some copies of back issues may be had on request.
- Department of Welfare, State Office Building, Frankfort. Sr.
 Annual report of the department which gives a description of the work done in the various public institutions over the state. Available free.
- Director of Public Finance, City Hall, Louisville. Sr.
Annual Report of the Department of Finance, City of Louisville. More complete than the *Tax Payer's Dollar*. Includes assessments, collections, disbursements, and many charts.

- Jr.-Sr. Division of Parks and Recreation, City Hall, Louisville.
Louisville Parks. Story of the growth of the Louisville parks system from 1890-1938. Free.
- Sr. Filson Club, 118 West Breckinridge, Louisville.
 Publishes scholarly material on various aspects of Kentucky history. Write for list of publications and prices.
- El.-Jr.-Sr. Harrodsburg Herald, Harrodsburg, Kentucky.
 Building, Seventeen pamphlets describing pioneer life in Kentucky, especially in Harrodsburg and vicinity. More factual than pictorial except the booklets *Harrodsburg and Old Fort Harrod* and *Old Shakertown*. **No free material.** List of available pamphlets sent on request with prices; usually \$.50 each.
- Sr. Health and Welfare Council of the Louisville Community Chest, 424 West Jefferson Street, Louisville 2.
 te Office Publishes a *Directory of Social Agencies* which gives statements covering their various activities. Revised June 1946. \$.35.
- Jr.-Sr. International Business Machine Corporation, 548 South Third Street, Louisville 2.
 Jr.-Sr. *Think.* Magazine published monthly by this firm has excellent material on timely topics. Now featuring a series of illustrated articles on history and description of one state each month. Authoritative. Free. *Kentucky—The Bluegrass State*, by Thomas D. Clark in April, 1948 issue.
- Sr. Jillson, W. R. Bibliography of Early Western Travel in Kentucky, 1674-1824. The author, Frankfort, Kentucky. 1944. \$1.25.
 Jr.-Sr. A twenty-four page pamphlet outlining the history of travel in the state with annotations on each year.
- Jr.-Sr. Kentucky Children's Home Society, Lyndon.
 Onward, a small pamphlet giving all information about the Kentucky Children's Home at Lyndon,—its activities, rules, and history. Yearly subscription, \$.25.
- Jr.-Sr. *The Kentucky Farmer*, McDowell Building, Third and Walnut Streets, Louisville 2.
 Jr.-Sr. Home magazine for Kentucky farm families. Of interest only to rural section where material is extremely limited. \$1. for five years.
- Sr. Kentucky Historical Society, Old Capitol Building, Frankfort.
 The Register. Magazine published quarterly. \$3. per year or \$1. per copy. Contains historical and geneological material; also a bibliography of historical books and magazines. Useful but expensive.
- Jr.-Sr. Kentucky School for the Blind, 1867 Frankfort Avenue, Louisville.
 Free pamphlets. Ask to be put on their mailing list.

Kentucky Society for Crippled Children, 840 South Third Street,
Louisville 3. Jr.-Sr.

Free pamphlet material on the Curative Workshop.

Kentucky Utilities Company, 134 North Limestone, Lexington. Jr.-Sr.

Free bulletins on business statistics of Kentucky, featuring, of course, the K. U. Company. Also an annual booklet *Kentucky Government Directory* listing all state officials.

Lincoln Memorial University, Harrogate, Tennessee. Sr.

Lincoln Herald. A magazine devoted to historical research in the field of Lincolniana and the Civil War; and to the promotion of Lincoln ideals in American education. Published quarterly. Subscription \$2.00 a year.

Local automobile clubs. Jr.-Sr.

Valuable free folders and pamphlets on state parks, historic spots in Kentucky, etc. Write to the automobile club nearest you.

Local chambers of commerce. El.-Jr.-Sr.

Free descriptive folders of cities and surrounding areas. Request information about available publications.

Louisville. Board of Education. Curriculum and Research Division. Jr.-Sr.

Government of Louisville. Curriculum bulletin, no. 8, part 3. Pamphlet with a complete outline of the government of Louisville. All branches and activities given in very straightforward and concise form.

Louisville Area Development Association, 301 South Fifth Street,
Louisville 2. Jr.-Sr.

Louisville: Five Years of Development, 1943-1948. Gives information on Housing, Transportation, Traffic, Civic Center among other headings. A bibliography lists pamphlets indicating those available on request. Materials to be published at intervals.

Louisville Convention and Publicity League, 421 West Market Street,
Louisville. Jr.-Sr.

Louisville, the Convention City of Traditional Hospitality. Small pamphlet with information about places to stay while in the city, and places to see in and around the city. Free upon request.

Louisville Gas and Electric Company, 311 West Chestnut Street, Louisville. Jr.-Sr.

Pamphlets are on wage earners, industrial plants, population, wages paid, etc. Check other local gas and electric companies for available material.

Louisville Industrial Foundation, 1015 Columbia Building, Louisville. Jr.-Sr.

Louisville: Handbook of Industrial Facts. Louisville's location, transportation facilities, nearby resources, labor conditions, fuel supply, electricity, water, markets; hardware, mill supplies, and crating materials; factory

- Jr.-Sr. sites, housing conditions are the points given herein to encourage more industrial plants to locate in the city.
- Jr.-Sr. Louisville Tuberculosis Association, 507 South Third Street, Louisville 2.
- Jr.-Sr. Pamphlet material upon request.
- Jr.-Sr. Manufacturer's Record Publishing Company, Baltimore 3, Maryland.
- of course, *The Blue Book of Southern Progress*. Annual publication. \$2.00. **Only one section** on Kentucky. Up-to-date facts on manufacturing, agriculture, area, population, transportation, education, taxes, etc., in the South.
- Sr. Mayes Printing Company, 411 Third Street, Louisville.
- Jr.-Sr. *My Louisville* by Orval H. Austin; a booklet of short sketches of places around Louisville with maps and illustrations. \$1.25.
- Jr.-Sr. The Mayor's Office, City Hall, Louisville 2.
- ic spots in Ask to be put on mailing list for periodic pamphlets such as *Taxpayer's Dollar* and other material giving pertinent data on revenues, expenses, and organizational set-up of the city.
- El.-Jr.-Sr. C. V. Mosby Company, 3207 Washington Street, St. Louis, Missouri.
- request in *Little Journeys to the Home of Daniel Boone*; interesting booklet with illustrations and unusual facts about Boone and his family. Free upon request.
- Jr.-Sr. *Little Journey in the Home of Ephraim McDowell*; booklet of McDowell, his home and activities, quite simple and entertaining. Free upon request.
- Jr.-Sr. Neighborhood House, 428 South First Street, Louisville.
- Information *Neighborhood House News* gives useful information about this settlement house, a community chest agency. Free upon request.
- readings. A Sr. Pine Mountain Settlement School, Pine Mountain.
- Materials *Notes from Pine Mountain Settlement School*. Publication issued irregularly. Gives a good picture of this settlement school. Free.
- Jr.-Sr. et Street, Jr.-Sr. Standard Oil Company, Starks Building, 4th and Walnut, Louisville 2.
- y. Small *The Scenic South*; a monthly pictorial magazine. Has good photographs of places of interest in the South. Kentucky is often included. Can be secured from local dealer or stock-holder.
- and places Jr.-Sr. Standard Printing Company, 220 South First Street, Louisville.
- Jr.-Sr. *Medicine and Its Development in Kentucky*. A W.P.A. project.
- on, wages Jr.-Sr. Superintendent of Documents, Washington 25, D. C.
- able ma- *Analyses of Kentucky Coals*. 1944. Good statistical material of particular interest in mining sections of the state. (U. S. Bureau of Mines, Technical paper No. 652. \$.40).
- Jr.-Sr. on, trans- electric- s; factory

U. S. Government Printing Office, Washington, D. C.

Jr.-Sr.

Sesquicentennial of Kentucky's Admission to the Union. 1942. (Bulletin no. 488914-22785. Write for price). Speeches on the subject by Alben W. Barkley and Keen Johnson.

AUDIO-VISUAL MATERIALS

(Not a selected listing but one of all available materials)

Films

Abraham Lincoln. Nu-Art Films Inc. 12 reels. (90 min.) 16 mm. sd. Bl and wh. Rental basis only, \$15. Jr.-Sr.

An excellent biographical film covering the years from boyhood to manhood. Walter Huston presents an excellent performance as Lincoln.

El.-Jr.-Sr.

Abraham Lincoln, pioneer, part 1
Abraham Lincoln, statesman, part 2. Encyclopaedia Britannica Films Inc. 2 reels. (30 min.) 16 mm. Si. Bl. and wh. \$48.

A swift and inspiring picture of the life and times of the Great Emancipator. One of the best historical films available.

Birds of North America. Heiden Kamp. 32 units. (each 4 min.) 16 mm. Si. Color, \$20. El.-Jr.-Sr.

Units of 100 feet can be purchased separately or assembled in any desired order or length on 400 foot reels.

The habits of 72 species of wild birds are presented in units such as:

1. Myrtle Warbler, Bay-Breasted Warbler, Kentucky Warbler.
2. English Sparrow, Eastern Song Sparrow, Cardinal.
3. Robin, Wood Thrush, Bluebird.

The Boone Trail. Encyclopaedia Britannica Films Inc. 1 reel. (15 min.) 16 mm. Si. Bl and wh, \$24. El.-Jr.

Modern day tour along the original Boone Trail showing geography, living conditions, and industries of the region.

The Children Must Learn. New York University Film Library. 1 reel. (13 min.) 16 mm. Sd. Bl and wh. Rental basis, \$3. El.-Jr.

Experiment sponsored by the Sloan Foundation. Designed to illustrate the unsatisfactory relationship between education and the local necessities of life which characterize American education in many parts of this country. A typical Kentucky mountain family is portrayed.

Daniel Boone. Films Incorporated. 12 reels. (90 min.) 16 mm. Sd. Bl and wh. Rental basis only. \$15. El.-Jr.

The background of Colonial America (1769) has been recreated in this story of our famous pioneer, Daniel Boone, portrayed by George O'Brien.

Daniel Boone. (Chronicles of America photoplays series). Yale University Press Film Service. 3 reels. (45 min.) 16 mm. Si. Bl and wh, \$75. El.-Jr.-Sr.

Presenting the dramatic adventures of Daniel Boone, this film shows

- Jr.-Sr. the establishment and attack of Boonesboro, and the extreme hardships and dangers faced by the pioneers of the westward movement.
Adapted from Constance Skinner's *Pioneers of the Old Southwest*.
1942. (Bul- subject by El.-Jr.-Sr.
Dixie Medley. Eastin. 3 reels. (45 min.) 16 mm. Sd. Bl and wh.
Rental basis only, \$4.
An entertainment program composed of six short subjects, including "Stephen Foster Melodies."
- El.-Jr.-Sr.
Flatboatmen of the Frontier. (American history series). Encyclopaedia Britannica Films Incorporated. 1 reel. (10 min.) 16 mm. Sd. Bl and wh, \$45.
Reveals how the early settlers of the Ohio Valley were required to be "Farmer Boatmen" through their dependence on the soil for livelihood and on the rivers for transportation. Good frontier personalities, speech, and music are interwoven throughout. Excellent sound effects. Interesting and unusual shots.
- El.-Jr.-Sr.
Flood Weather. De Vry Films and Laboratories. 3 reels. (45 min.) 16 mm. Sd. Bl and wh. Rental \$2.50.
A United States Department of Agriculture film. Tells how the Weather Bureau forecasts floods and sends out flood warnings. Scenes show the great Ohio River flood of 1936. Dramatic and very instructive.
- Jr.-Sr.
Harmony Lane. International Theatrical and Television Corporation. 8 reels. (85 min.) 16 mm. Sd. Bl and wh. Rental basis only, \$10.
Depicts life of Stephen Collins Foster. Songs included are: "My Old Kentucky Home," "Come Where My Love Lies Dreaming," "Sewanee River," and "Oh, Susanna."
- El.-Jr.-Sr.
Horses. Encyclopaedia Britannica Films Incorporated. 1 reel. (11 min.) 16 mm. Sd. Bl and wh, \$45.
Shows the role of the horse in modern life. Traces the development and training of a colt from one week to three years of age. (In the Bluegrass country of Kentucky.)
- Jr.-Sr.
Kentucky. (This land of ours series.) Dudley Picture Corporation. 1 reel. (10 min.) 16 mm. Sd. Bl and wh, \$24.50. Color, \$85.
Gives historical, industrial, geographical, and scenic information on the state.
- Jr.-Sr.
Kentucky Basketeers. RKO Radio Pictures Incorporated. 1 reel. (9 min.) 16 mm. Sd. Bl and wh. Rental basis only. Apply.
Shows the University of Kentucky championship basketball team of 1947.
- El.-Jr.-Sr.
Kentucky Bluegrass and Its Horse Farms. D. T. Davis. 2 reels. (60 min.) 16 mm. Si. Color. Rental basis, \$3.
Filmed in beautiful Fayette County, this film takes you on a tour of the famous Bluegrass thoroughbred horse farms. You see world famous thoroughbreds at home on the farms and later at the track. You spend a day at the Keeneland races and see actual winners, and winning owners.

Kentucky Jubilee Singers. Bell and Howell Company. 1 reel. (10 min.) 16 mm. Sd. Bl and wh. Rental basis only, \$1.50. El.-Jr.

A fine group of Negro singers in old-time favorites including "My Old Kentucky Home."

Kentuckie Rifle. Arthur Barr Productions. 1 reel. (10 min.) 16 mm. Sd. Bl and wh, \$40. Color, \$75. Jr.-Sr.

Shows how the Kentuckie rifle is carried into the wilderness by the pioneer as he searches for a suitable place to establish his new home. Geographic and historic background.

Recommended for social studies classes. Valuable in the study of home life of pioneers.

Kentucky Pioneers. Encyclopaedia Britannica Films Incorporated. 1 reel. (11 min.) 16 mm. Sd. Bl and wh, \$45. El.-Jr.-Sr.

With a time setting in the 1780's, this film portrays representative aspects of the early pioneering movement into the Kentucky territory. Many close-ups increase teaching and learning possibilities. Authentic reproduction of frontier life. Geographic and historical background. Well done. Should be especially useful in history at the elementary and junior high school levels.

Kentucky's Royalty. RKO Radio Pictures Incorporated. 1 reel. (9 min.) 16 mm. Sd. Bl and wh. Rental basis only. Apply. Jr.-Sr.

Scenes of the breeding grounds for the royalty of the horse world.

Let's Cooperate. Cooperative League of America. 2 reels. (25 min.) 16 mm. Si. Color, \$120. Jr.-Sr.

Demonstrates how a cooperative store at the Pine Mountain Settlement in Kentucky is integrated in a functional type of education with all subjects of the curriculum throughout the year. Valuable for vocational guidance and to explain the operation of cooperatives.

The Little Colonel. Films Incorporated. 12 reels. (90 min.) 16 mm. Sd. Bl and wh. Rental basis only, \$15. El.-Jr.

Follows the famous Annie Fellows Johnston story of the Little Colonel.

The Mad Ohio. Bell and Howell Company. 1 reel. (15 min.) 16 mm. Si. Bl and wh. Rental basis only, \$1. El.-Jr.

Shows the Ohio River on a rampage in the Huntington-Cincinnati region during the 1937 flood disaster.

My Old Kentucky Home. Admiral. 2 reels. (18 min.) 16 mm. Sd. Bl and wh, \$75. Color, \$180. El.-Jr.-Sr.

Pictures the bright honeymoon days of Stephen Foster and his bride at Federal Hill, Kentucky, where the sun, the corn, the meadows and the birds inspired the famous poem dedicated to the longing for home.

New Tobaccoland, U. S. A. Sponsored by Liggett and Myers Tobacco Company. 2 reels. (30 min.) 16 mm. Sd. Color, loan. Jr.-Sr.

Begins with a brief sketch showing the tobacco growing areas in the United States and the varieties of plants grown in each territory. Then

- the tobacco cycle is studied—from the preparation of the soil to the curing and marketing of the crops.
- Ohio River Steamboat. Bell and Howell Company. 1 reel. (10 min.) 16mm. Sd. Bl and wh. Rental basis only, \$1.
- Excellent presents the only remaining packet steamer on regular Ohio River service. Geography, history, and the expanding field of state functions are all served by this film. Finale, chorus, "Beautiful Ohio."
- One Against the World. Teaching Film Custodians. 1 reel. (11 min.) 16 mm. Sd. Bl and wh. Rental basis only.
- Presents dramatically the story of Dr. Ephraim McDowell, of Danville, Kentucky. Recommended for general science and health education classes. Should be valuable in guidance and history courses.
- An excellent film to teach tolerance and show resistance to progress.
- Perfect Tribute. Teaching Film Custodians. 1 reel. (19 min.) 16 mm. Sd. Bl and wh. Rental basis only, \$3.
- Vivid and effective presentation of Mary S. Andrews' story of the same name. Shows clearly the spirit of Lincoln and his feeling toward the South.
- Public Life of Abraham Lincoln. Nu-Art Films Incorporated. 2 reels. (33 min.) 16 mm. Sd. Bl and wh. \$150. Rental basis \$8.
- Includes just those events in the life of Lincoln that are most studied in school.
- Stephen Foster. De Vry Films and Laboratories. 1 reel. (10 min.) 16 mm. Sd. Bl and wh. Rental \$1.50.
- Life of Stephen Foster.
- Stephen Foster. (Melody makers series.) International Theatrical and Television Corporation. 1 reel (11 min.) 16 mm. Sd. Bl and wh, \$21.
- John Huntley, Nancy McCord, and the Plantation Singers present "Uncle Ned," "Come Where My Love Lies Dreaming," "My Old Kentucky Home," and "Old Black Joe" against attractive backgrounds.
- Story of River Sand and Gravel. Dravo Corporation. 2 reels. (19 min.) 16 mm Sd. Color. Free.
- Tells the complete story of the digging, transportation and distribution of river sand and gravel. Shows the digging ladder, shaker screens, barges being loaded, how tows are made up and how they pass through an Ohio River lock.
- Southeastern States. Encyclopaedia Britannica Films Incorporated. 1 reel. (11 min.) 16 mm. Sd. Bl and wh, \$45.
- Outlines topographical, agricultural, industrial, and social features of the eleven states in this major geographical division, which includes Kentucky. Portrays the people and their heritage. Emphasizes relationship to other major sections.
- A correlated filmstrip is also available.

Stephen Foster. Library Film. 1 reel. (11 min.) 16 mm. El.-Jr.-Sr. Sd. Bl and wh, \$21.

An appropriate playlet accompanies the presentation of this composer's songs.

Young Mr. Lincoln. Films Incorporated. 12 reels. (90 min.) 16 mm. El.-Jr.-Sr. Sd. Bl and wh. Rental basis only, \$15.

Historical drama produced by 20th Century-Fox. Shows early years of life of Lincoln before he became a great world figure. Convincing in costumes, mannerisms and traditions. Excellent "human approach" to history.

Filmstrips

Americans All. Informative Classroom Pictures. 1947. (Picture reference library). \$2.50. 37 frames. El.-Jr.

Among these picture biographies of the builders of America are Boone and Lincoln. Also available in a set of flat pictures.

The Boy. Cathedral. 1948. Si with script. (School series). \$5. Color. 30 frames. El.-Jr.

Shows Lincoln's pioneer log-cabin home. Also available with transcription.

The History of a Face. Coronet. 1945. Contact company for purchase conditions. 25 frames. El.-Jr.-Sr.

Presents various phases of Lincoln's life through portraits and statues. Covers story from the time he was a young Congressman to the time of his death.

Lincoln's Birthday. Young America. 1948. (Holiday series, set no. 2). \$5. Color. 28 frames. El.-Jr.

Tells story of Lincoln from the time of his boyhood until his Presidency. Stresses his importance in the history of our country.

Mid-South Plains and Plateaus (I). Society for Visual Education. 1938. \$2. 41 frames. El.-Jr.

Presents lakes of Texas and Tennessee, Kentucky, and Cumberland Rivers, and the Ozark Mountains. Includes Hot Springs, Texas farms, Kentucky horses, and the Bluegrass. Shows a Kentucky mine.

Mid-South Plains and Plateaus (II). Society for Visual Education. 1938. \$2. 40 frames. El.-Jr.

Depicts My Old Kentucky Home, Bluegrass Region, Kentucky horse farms, mid-south farming, and Kentucky coal mining.

Mule Humans. Curriculum Films, Incorporated. 1946. (American folk tales). \$5. Color. 25 frames. El.-Jr.

One of a series of ten folklore stories designed for use in teaching reading. This tale was selected from the folklore of the Kentucky mountains. It is photographed in Americolor.

Pioneer Days. Informative Classroom Pictures Publishers. 1947. (Picture reference library). \$2.50. 31 frames. El.-Jr.

Among these pictures is a fortified village in Kentucky. Also available in a set of flat pictures.

Southeastern Region of the United States. American Council on Education. 1944. \$1.50. 55 frames. El.-Jr.-Sr.

Shows life and occupations in various southeastern states. Includes tobacco raising and cigarette manufacture.

The Southeastern States. Encyclopaedia Britannica Films. 1946. \$3. 67 frames. Jr.-Sr.

A study of the people and heritage. Shows the topographical, agricultural, industrial, and social features of this major geographical division. Its relationship to other major sections is emphasized.

Phonograph Records

Abraham Lincoln Walks At Midnight, by Vachel Lindsay. (Our common heritage album). Decca. RPM 78. \$1.25. Jr.-Sr.

Read by Walter Huston with orchestra directed by Lehman Engel.

The Boy. Cathedral. RPM 78. \$7.50. El.-Jr.

Sound version to accompany filmstrip showing Lincoln's pioneer log-cabin home.

Stephen Foster. Album of 4 records. Decca. RPM 78. \$3.75. El.-Jr.
London String Quartet.

Foster (the music of Stephen Foster.) Album of 12 records. Victor. RPM. 78. \$4.50. El.-Jr.

Victor Salon Group and the Jubilee Singers, with the Victor Symphony Orchestra. Nathaniel Shilkret, conductor.

Frog Went A-Courting (Kentucky folk music). Victor. RPM 78. \$79. El.-Jr.

Tenor, with orchestral accompaniment. Could be used for singing activities in upper elementary grades and junior high.

Kentucky Mountain Ballads. Album of 4 records. Decca. RPM 78. \$4. El.-Jr.

Folk ballads of the southern mountains sung in the local style of Cousin Emmy with five-string banjo and guitar accompaniment.

Lincoln's Gettysburg Address. Decca. RPM 78. \$1. Jr.-Sr.
Raymond Massey reading.

Lincoln's Second Inaugural Address. Decca. RPM 78. \$1 Jr.-Sr.
Raymond Massey reading.

Lincoln, the Man of the People, 1809-1865. (Our common heritage Jr.-Sr.
album.) Decca. RPM 78. \$1.25.

Read by Walter Huston with orchestra.

My Old Kentucky Home. Columbia. RPM 78. \$1. El.-Jr.
Andre Kostelanetz and orchestra.

My Old Kentucky Home. Victor. RPM 78. \$1. El.-Jr.

Marian Anderson, contralto, with the Victor Symphony Orchestra,
Charles O'Connell, conductor.

Music of Stephen Foster. Album of 6 records. Columbia. RPM 78. \$3.85. El.-Jr.
Andre Kostelanetz and orchestra. "My Old Kentucky Home" is in-
cluded.

Sourwood Mountain (Kentucky folk music). Victor. RPM 78. \$.79. El.-Jr.
Can be used as educational music and entertainment for children.

Stephen Foster: Sung by Bing Crosby. Album of 4 records. Decca. El.-Jr.
RPM 78. \$3.75.

Eight of Foster's famous songs, including "My Old Kentucky Home."

Slides

Abraham Lincoln National Park, Kentucky. Department of University El.-Jr.
Extension, Lexington, Kentucky. Set of 7 slides. 2 x 2 kodachrome.
Rental, \$.17 per set or \$.02½ for each individual slide.

This set includes:

1. Knob Creek Farm, close-up of cabin
2. Knob Creek Farm, general view
3. Knob Creek Farm, sign
4. Lincoln Cabin, site where Nancy Hanks Lincoln died
5. Lincoln Memorial
6. Nancy Hanks Lincoln Commemoration Marker
7. Path leading to grave of Lincoln's mother, and cabin site beyond

Kentucky History Slides. Department of University El.-Jr.
Extension, Lexington, Kentucky. 3 x 4¼ glass or 2 x 2 kodachrome. Rental, \$1. per set
for five days.

Dr. Thomas D. Clark, head of the Department of History, University
of Kentucky, directed the production of these slides.

Each set consists of 20 to 35 slides. A teacher's guide relates the slide
in different sets to the grade text *Exploring Kentucky* by Dr. Clark and
Dr. Lee Kirkpatrick.

Titles of sets are:

1. Geography
2. Kentucky Resources
3. Pioneer Kentucky
4. Kentucky Utensils and Implements
5. Agricultural History
6. Transportation Development
7. Domestic Architecture
8. Public Architecture
9. Art, Music, and Science

10. Kentucky Education
11. Kentucky Press and Literature
12. Slavery and the Civil War
13. Kentucky Personalities
14. Kentucky Conservation
15. Modern Kentucky

Map Slide of Kentucky. Department of University Extension, Lexington, Kentucky. 2 x 2 kodachrome. Rental, \$.02 1/2.

Radio Scripts

Kentucky On the March. Louisville Free Public Library. (15 min. each). Free.

Consists of a series of 31 transcribed broadcast programs on public services produced by the radio station WHAS, Louisville, Kentucky from October, 1946-May, 1947. Available to Jefferson County only. Other Kentucky schools interested can secure information from the Louisville Free Public Library.

(A series of transcriptions to accompany these scripts are deposited at the library.)

Wake Up Kentucky series. Louisville Free Public Library. (15 min. each). Free.

Consists of a series of transcribed broadcast programs produced by the radio station WHAS, Louisville, Kentucky from May, 1945-May, 1946. Available to Jefferson County only. Other Kentucky schools interested can secure information from the Louisville Free Public Library.

(A series of transcriptions to accompany these scripts are deposited at the library.)

Titles of the script are:

1. Health
2. Education
3. Housing
4. Public Service
5. Constitution
6. Labor and Industry
7. Natural Resources
8. Taxation
9. Public Service
10. Public Service—Taxation
11. Public Service—Recapitulation
12. Public Service—Health No. 2
13. Public Service—Health 2A
14. Public Service—Mental Hospitals
15. Public Service—Health 2B
16. Public Service—Health 3
17. Public Service—Gratis (Health Schools)
18. Public Service—Juvenile Delinquency
19. Public Service—Public Assistance
20. Public Service—Welfare
21. Public Service—Prisons
22. Public Service—Welfare—Feeble-minded
23. Public Service—Poor Farms
24. Public Service—Education
25. Public Service—Education—Comprehensive Series
26. Public Service—Adult Education
27. Public Service—Natural Resources
28. Public Service—Health Inoculation and Medical Insurance
29. Public Service—Press

30. Public Service—Christmas Show
31. Public Service—Constitution
32. Public Service—Constitution 3
33. Public Service—Recapitulation No. 2
34. Public Service—Agriculture 2
35. Public Service—Agriculture—Forestry
36. Public Service—Agriculture No. 3 Rural Housing
37. Public Service—Agriculture—Part-Time Industries
38. Public Service—Red Cross
39. Public Service—Committee From Henderson
40. Public Service—Farm Information
41. Public Service—Cancer
42. Public Service—1946 Legislature
43. Public Service—Rural Youth
44. Public Service—Welfare
45. Public Service—Housing Part 1 and 2

Sets of Flat Pictures

Americans All. Informative Classroom Picture Publishers. 24 plates and text. \$2.95. El.-Jr.

Twenty-four picture biographies of men and women who helped build America. Filmstrip also available.

Pioneer Days. Informative Classroom Picture Publishers. 20 plates and text. \$2.95. El.-Jr.

Shows how the pioneers lived and how our country expanded westward. Filmstrip also available.

AUDIO-VISUAL EDUCATIONAL DEPARTMENTS IN KENTUCKY

Local School Systems

Ashland—services school system
 Harlan—services school system and county schools
 Jefferson county—services school system (established November 1948)
 Louisville—services school system (established 1945)
 Owensboro—services school system
 Paducah—services school system

Colleges

Eastern State College, Richmond—services Richmond and the college
 Kentucky State College, Frankfort—services college and the state
 Morehead State College, Morehead—services Morehead and the college
 Murray State College, Murray—services Murray, the college, and the Murray area
 University of Kentucky, Lexington—services entire state
 Villa Madonna College, Covington—services parochial schools of Covington, Newport, and Cincinnati
 Louisville Free Public Library—services Louisville and Jefferson County (established 1948)

MAGAZINES AND NEWSPAPERS

Note: Symbols to the left of the page indicate the grade levels for which the magazines and newspapers are useful: El.-elementary; Jr.-junior high school; Sr.-senior high school. The letters A.R.G. and R.G. given after the name of the magazine indicates that it is indexed in the *Abridged Readers' Guide* and/or the *Readers' Guide*.

FOR THE HIGH SCHOOL

Reading for Information: Current Events and Comment.

- Jr. *Readers' Guide* (1900-) or *Abridged Readers' Guide* (1935-).
Sr. The H. W. Wilson Company, 950-972 University Avenue, New York 52, New York.

Indispensable aid to locating magazine information. The larger Guide indexes about 120 publications, weekly, monthly, and quarterly, chosen by periodic polls of librarians. The smaller Guide indexes some 25 periodicals most often taken in small school or public libraries. Cross references are numerous, and subject headings are generally familiar to the average reader.

- Jr. *American Unity*. (A monthly educational guide). Council Against
Sr. Intolerance in America. 17 East 42nd Street, New York 17, New York. Free.

Unpretentious but important account of progress in meeting problems of human relations in schools and communities. Each issue contains plays, skits, poems, and much program material for the school which honestly wishes to improve understanding of its minority groups, racial, religious, or national. The publishers award several prizes every year to persons who have contributed to the advancement of democracy, and student work in art and literature is frequently used. Book notes give direction to further study.

- Sr. *Atlantic Monthly*. 8 Arlington Street, Boston 16, Massachusetts. (1857-). \$6. A.R.G. - R.G.

A high place in American letters has always been given to the *Atlantic Monthly*, a place it has usually deserved. Although it has of late years broadened its scope to include many aspects of contemporary life, its major contribution is still the presentation of longer serious literary articles of great value in senior English classes, an outstanding example being the reappraisals of ten great novels by Somerset Maugham in 1948 issues. Style of most of the articles is popular enough to find a use with senior high school students who need to know of the *Atlantic's* marked influence on the growth of 19th century American literature.

- Jr. *Current Biography*. (Monthly). H. W. Wilson Company, 950-972
Sr. University Avenue, New York 52, New York. (1940-) \$3. R.G.

Readable articles, often abstracted from popular magazines, and illustrated with excellent photographs. Annual bound volumes carry cumulated indexes, making contents from its inauguration in 1940, readily accessible. Subjects are people prominent in all fields and of many nationalities. There is citation of further sources at the end of each article, and for people, such as Presidents, articles are brought up to date at intervals.

- Sr. *Current History*. (Monthly). Events Publishing Company, 108-10 Walnut Street, Philadelphia 6, Pennsylvania. (1914-). \$4.50. R.G. - A.R.G.

Straightforward accounts of domestic and foreign affairs, competently edited and well arranged, supplemented with a chronology of the month, the text of documents, and other ready reference items.

- Sr. *Harper's*. (Monthly). 49 East 33rd Street, New York 16, New York. (1850-). \$5. A.R.G. - R.G.

Traditional reflector of the current American scene, *Harper's* is valuable today for its articles on international affairs, its regular reviews and comments on books, and its staunch battle for the conservation of our resources—Western timberland, and oil, through articles by Bernard De Voto and others. Not a popular magazine with the casual browser, but one which needs to be called to the attention of serious readers through citation of individual articles.

- Jr. *Life*. (Weekly). Time, Inc. 540 North Michigan Avenue, Chicago 11, Illinois. (1936-). \$6. R.G. - A.R.G.

The only one of the numerous picture magazines which has won considerable approval from school librarians, opinion on the advisability of placing *Life* on the magazine rack is still divided, although the reference value of back issues is unquestioned. Many students do have it in their homes, but it is still true that such an easy to read publication may provide the poor reader a link with the library.

- Sr. *Nation*. (Weekly). Nation Associates, Inc. 20 Vesey Street, New York 7, New York. (1879-). \$6. R.G.

Considered and discerning judgments on current affairs at home and abroad have long been the distinguishing feature of this distinguished publication. These judgments have often been at variance with the prevailing attitude of more conservative newspapers and magazines, and school librarians who wish to aid their social science departments in giving a rounded picture of current thought relating to labor, social security, and international affairs, will not wish to do without the *Nation*.

- Sr. *Negro Digest*. (Monthly). 5125 Calumet Avenue, Chicago 15, Illinois. (1942-). \$3.

An increasing library of materials on the Negro have made selection of one title difficult. *Negro Digest* is here cited because it quotes from sources in both white and Negro publications, because its contributors represent a variety of opinions on the advancement of the Negro, and because it has withstood the temptation to which all digests are subject, to become more and more superficial. The *Journal of Negro History*, the *Negro History Bulletin*, *Crisis*, and *Opportunity*, are other important publications dealing with race problems from the Negro viewpoint. *Ebony* and *Our World* are picture magazines of variable quality.

- Sr. *New Republic*. (Weekly). Editorial Publications, Inc., 511 Fifth Avenue, New York 17, New York. (1914-). \$5. R.G.

Although the *Nation* and the *New Republic* are often paired as the two outstanding liberal magazines of unquestioned integrity, they are not identical in reader appeal nor in editorial policy. The *New Republic's* attitude on current affairs is much more variable, and it has experimented with articles on sports and other phases of American life not very useful in a magazine whose readers are interested in the social and political implications of current affairs. The principal value of the *New Republic* is its careful, factual studies of the housing and health status of the American people, its chart showing the voting record of Congressmen, its special numbers, and its book reviews by the eminent critic, Malcolm Cowley.

Sr. *Newsweek*. Weekly Publications, Inc. (Newsweek), 350 Dennison Avenue, Dayton 1, Ohio. (1933-). \$6.50. R.G. - A.R.G.

OR

Time, 540 North Michigan Avenue, Chicago 11, Illinois. (1923-). \$6.50. R.G. - A.R.G.

Choice between these two will rest largely upon individual preference. Both give comprehensive coverage of the week's news, domestic and foreign, without offensive bias, although both are more conservative than liberal in slant. *Newsweek* contains some signed regular departments. Its style, minus the dramatic devices used by *Time*, is welcomed by some teachers and students, considered dull by those who find *Time* very easy reading. Only the large library needs both, but whichever is chosen should probably be continued, and bound for permanent record.

Sr. *Reader's Digest*. (Monthly). Pleasantville, New York. (1922-). Jr. \$3. R.G. - A.R.G.

As the magazine of largest circulation in the United States, *Reader's Digest* is known by most students, and in some communities may be so widely available in homes as to make it unnecessary in the library. However, the library with a small magazine collection can find in these files many of the references in the *Abridged Readers' Guide*, although students should be reminded that they are not getting the full development of the author's idea in the condensation. Book condensations and many articles devoted to personal development and financial advancement are included, as are chatty anecdotes, often attributed to famous men.

Sr. *Senior or Junior Scholastic*. (Weekly). McCall Street, Dayton 1, Jr. Ohio. (1920-). \$1.50. R.G. - A.R.G.

The best known of a series of publications planned for classroom use, but departing from the traditional narrow current events scope of these class papers, to include much of popular, literary, and sociological material. Editorial viewpoint is consistently liberal. Unattractive physical makeup interferes with its use for browsing, but the combined edition has value in the library even if sets are purchased for classrooms. *Literary Cavalcade*, and *World Week*, are recent innovations by the same company. All are worth trial subscriptions.

Sr. *Survey*. (Monthly). 112 East 19th Street, New York 3, New York. (1921-). \$4. R.G.

A merger of two magazines, one for the layman and one for the professional social worker, *Survey* now attempts to serve both groups in keeping them informed on social problems involving plans for local, state, and national programs of human welfare. It is hoped that the fine annual supplements, each devoted to one such field, will be continued. One finds in the *Survey* fuller discussions of old age pensions, child welfare programs, etc., than can be found elsewhere in magazines available to school librarians.

Sr. *United States News*. (Weekly). 24th and N Streets, N.W., Washington, D. C. \$5. (1933-).

Absorption of the short-lived *World Report*, which David Lawrence, the same publisher, edited, has given to this publication increased vitality and greatly increased reference value. Editorial viewpoint is still highly conservative—representing the point of view of organized business, but its inserts of news from Washington give trends in a clear, condensed, and reliable manner. Graphs and charts cover subjects under discussion, agricultural income, etc. and can be used profitably on projectoscopes in classrooms.

- Sr. *United Nations World*. (Monthly). 385 Madison Avenue, New York 17, New York. (1947-). \$4. R.G.

Inheritor of the tradition of three magazines devoted to world understanding, the literary, sociological, biographic, and economic articles on world affairs seem as much a part of *United Nations World* as its news of the work of the UN and its many commissions. *United Nations Bulletin* is the official organ of the UNO, and is therefore the most authoritative source of information, although its scope is more limited than that of *United Nations World*. Both include the text of documents, but both are edited to be read by the average citizen, and are not too difficult for senior students.

- Sr. *World News of the Week*. (Weekly). News Map of the Week, 1512 Orleans Street, Chicago, Illinois. \$21.

Not a magazine at all, but an arrestingly colored map with areas in which events of the week have occurred, marked with numbers and arrows. The bottom of the sheet gives summarized information about the spots marked on the map. A vivid presentation of what is going on in the world, which may be purchased from the social science budget rather than from library funds, but should, if possible, be posted near the library for the observation of all students.

Reading for Recreation: Fiction and Travel

- Sr. *American Magazine*. (Monthly). Crowell-Collier Publishing Company, 250 Park Avenue, New York 17, New York. (1876-). \$3.

Popular and readable presentation of American life and American problems, in fiction and in articles by prominent citizens, most often successful business men. One section is devoted to sketches of people who have succeeded in overcoming serious obstacles. Fiction is by big names, and appeal is perhaps more to men than to women. Articles are useful in discussion of current problems in the classroom because of the authority of their authors, although they are seldom profound.

- Sr. *Americas*. (Monthly). Pan American Union, Washington, D. C. (1949-).

A new publication planned to succeed the *Bulletin* with more attractive, illustrated articles dealing with the cultural and artistic, as well as to the political and sociological life of our neighbors to the South.

- Sr. *Collier's*. (Weekly). Crowell-Collier Publishing Company, 99-129 North Broadway, Albany 1, New York. (1929-). \$6. R.G.

Present editorial policy slants toward experimentation in fictional forms—not only the short story, but the storiette, as well as the conventional and perennially popular longer short story, appears in each issue. Non-fiction resembles the pattern set in the *American*, with the notable exception of a continuous inclusion of articles on civic betterment through community action, often showing how improvement has been effected in a particular city.

- Sr. *Holiday*. (Monthly). Curtis Publishing Company, Independence Square, Philadelphia 6, Pennsylvania. (1945-). \$4. R.G. - A.R.G.

A "super-deluxe" magazine, addressed to the traveller with money to spend. Magnificently illustrated articles on states, on regions, and on cities, have provided good reference material, as has the coverage of such annual events as the Kentucky Derby, and the Mardi Gras. Articles are rather superficial, but information about clothes, guide books, and other necessities in planning a journey, are adequate. Some librarians have considered it valuable enough to be filed away for reference use only, but it would seem unfortunate not to give students the fullest opportunity to appreciate the lavish pictures.

- Sr. *National Geographic*. (Monthly). 1146-16th Street, N.W., Washington, D. C. (1888-). \$5. R.G. - A.R.G.

Although newer picture magazines now provide equally beautiful travel scenes, the publisher's concept of world geography as including both the subsidy of scientific expeditions, (and their encouragement when financed by others), and the narration and depiction of the picturesque and curious, are probably responsible for the never-failing popularity of this publication. Maps, both small and large, are meticulously accurate. Librarians do well to acquaint themselves with other publications of the society—a bulletin for classroom use, and reprints of important issues, e.g., flowers, flags.

- Sr. *Saturday Evening Post*. (Weekly). Curtis Publishing Company, Independence Square, Philadelphia 6, Pennsylvania. (1879-). \$6. R. G.

A long tradition of editorial policy devoted to presentation of the American business man and his problems, both in fiction and non-fiction, continues today although in somewhat modified form. Articles on current affairs are slanted to appeal to the average man, but are often by leaders in their field. Editorials are predominantly conservative in viewpoint. Cartoons, anecdotes, and colorful advertisements, add appeal to high school boys.

Reading to Find Out: Music, Art, Drama, Literature

- Jr. *Design*. (9 monthly issues). 338 South High Street, Columbus, Ohio. (1933-). \$4.

Although dealing with crafts as does *School Arts*, *Design* is planned for use by older students. Its articles on vocational opportunities in art, its consideration of trends, and its concern with industrial techniques and creations, are distinctive features.

- Sr. *Etude*. (Monthly). Theodore Presser Company, Philadelphia, Pennsylvania. (1883-). \$3. R.G.

Planned for the true music lover, with most emphasis on piano. There are special articles on unusual uses of music as well as on composers' lives, and the background of great works. Each issue contains several pages of music which many teachers put to good use with students who cannot afford to buy their own, or to illustrate types not found in the school collection.

- Sr. *Magazine of Art*. (10 monthly issues). American Federation of Arts, 22 East 60th Street, New York 22, New York. (1909-). \$6.

Varies in size and somewhat in quality from year to year, but the fine photos of architectural triumphs as well as of paintings, the articles on philosophic aspects of artistic development, and the like, give it more than passing significance. Can be used in English, history, business, and homemaking, as well as art departments.

- Sr. *Musical America*. (Monthly). 112 West 57th Street, New York, New York. (1898-). \$4.

Differs from *Etude* in its devotion to current events of the musical world—news of new concert stars, and discussions of established ones. A source of information for agents and artists, with many advertisements.

- El. *Play*. (8 monthly issues). 8 Arlington Avenue, Boston, Massachusetts. (1941-). \$3.

Program material for holidays and special events of all kinds, so planned that simple scenery and a varying number of characters can be used. Subscribers may give the plays without royalty. Much of the content is only average in quality, but its adaptability to school

situations renders it desirable, and the plays compare favorably with those in children's play collections, many of which are not royalty-free.

- Sr. *Saturday Review of Literature*. (Weekly). 25 West 45th Street, New York, New York. (1924-). \$6. R.G.

Concerning itself with the issues discussed in books as well as with books themselves, this magazine has wide appeal. Its articles on science and the citizen, on basic English, on publishing, as well as its regular reviews of musical recordings, its chart evaluating detective fiction, its quizzes, and puzzles, are popular features.

- El. *School Arts*. (10 monthly issues). The Davis Press, Inc., Worcester, Jr. Massachusetts. (1901-). \$4. R.G. - A.R.G.

A pioneer in the stimulation of teaching arts and crafts at all levels of public education. Each year's issues enrich the social studies program with their presentation of native American arts. Portfolios on book illustration, charts for lettering, etc., are sold by the same publisher and are an important part of the art equipment in many schools.

- Sr. *Theatre Arts*. (Monthly). Stage Publications, Inc., 130 West 56th Street, New York 19, New York. (1916-). \$5. R.G.

The one really inspiring and beautiful magazine about the theatre. Each issue now contains the full text of one modern play, although too fine print has so far been an obstacle to wide use. Full discussions of each season's successes, with photographs, and reviews of developments in motion pictures and musical programs, are included.

Reading to Find Out: Science, Nature, and Handicraft

- Jr. *Air Trails Pictorial*. (Monthly). Street and Smith, 122 East 42nd Sr. Street, New York 17, New York. (1915-). \$2.50.

A "how to do it" magazine largely devoted to illustrated diagrams, charts, and directions on how to build model planes, and to information about military and commercial planes now in use. News of model clubs and private planes also appear in each issue. The pictorial presentation commends the magazine for use with boys who do not like to read.

- Sr. *Bulletin of the Atomic Scientists*. (Monthly). Eugene Rabinowitch, 1126 East 59th Street, Chicago 37, Illinois. (1946-). \$3.50.

Mature in tone, but dealing with matters of urgent concern to all citizens. Most articles are written by men of the caliber of Dr. Urey and Dr. Oppenheimer, and are prepared for reading by the laymen—by, not for, the men who brought atomic research to its present status, and who are fully aware of the implications for international relations, and government versus private enterprise, as well as the survival of the human race. The *Bulletin* deals with all these matters, and others, in eloquent and memorable fashion. As the final authoritative word in this field, it needs to be in every library during the next few years.

- Jr. *Natural History*. (Monthly). American Museum of Natural History, Sr. 79th Street and Central Park West, New York 24, New York. (1900-). \$5. R.G.

Beautiful illustrations and articles written by experts in many areas of natural science lend prestige to this publication. Valuable articles on early man and on strange parts of the world, as well as on natural history proper, are added features of importance. *Junior Natural History* is an adaptation of related material, for use with elementary age children.

- Jr. *Outdoor Life*. (Monthly). Popular Science Publishing Company, 353 Fourth Avenue, New York 10, New York. (1898-). \$2.50.

News of the sportsman's world fascinating alike to the man with expensive equipment and the boy whose hunting trips are infrequent excursions with improvised gear. Fictional anecdotes of expeditions, instructions for managing dogs, and careful directions for the preparation of food, are regular features. Charts of game laws by state appear during each season. *Field and Stream* is similar, except for a larger use of colored photographs, less fiction, and well organized special departments.

- El. *Popular Mechanics*. (Monthly). 200 East Ontario Street, Chicago 11, Illinois. (1902-). \$3.50.

Sr. Maintaining preeminence in its field for decades, this is still the best known and most popular of the handicraft magazines for boys. Others are obviously imitators. Each issue contains many illustrated descriptions of things a boy can make with simple equipment—of wood, metal, or even paper, as well as a number of others requiring more skill and more machinery.

- Sr. *Popular Photography*. (Monthly). Ziff-Davis Publishing Company, 185 North Wabash Avenue, Chicago 1, Illinois. (1937-). \$3.

Not the most beautiful of the publications in this field, but probably the most useful. Its advertisements are for new and used equipment useful to the amateur, and its articles are slanted toward the inexperienced practitioner. A recently inaugurated policy is that of including many articles on the sale of photographs, their news possibilities, and photography as a vocation. Illustrative photographs are not as well reproduced as in *American Photography* or *Camera*, due largely to the quality of the paper used, but they are adequate. The last two magazines are necessary where there is a camera club. Both deal with photography as an art.

- Jr. *Popular Science*. (Monthly). 353 Fourth Avenue, New York 10, New York. (1872-). \$3.

A misleading title for a publication very similar to *Popular Mechanics*, with little content which could be classed as scientific. It is not listed here as an alternative purchase because both magazines are needed in all but the smallest schools—boys never have enough of the detailed directions these publications provide.

- Sr. *QST*. (Monthly). American Radio Relay League, 38 LaSalle Road, West Hartford 7, Connecticut. (1915-). \$4.

A highly technical publication for the seriously interested amateur radio operator, but not too difficult for most high school boys. Most of the articles cannot be understood by the layman, although the editorials in each issue deal with matters of more general concern, written in non-technical language. A veritable textbook for radio club use. Reliability of the content is attested by many high school instructors.

- Sr. *Radio and Television News*. (Monthly). Ziff-Davis Publishing Company, 185 North Wabash Avenue, Chicago 1, Illinois. (1919-). \$4.

Content of much more general nature than that in *QST*, attempting to cover current events in this field rather than technical directions for the "ham." However, lessons on radio repairing and maintenance, are prepared by authorities, and give the magazine a unique place in radio materials.

- Sr. *Science Illustrated*. (Monthly). McGraw-Hill Publishing Company, Inc., 99-129 North Broadway, Albany 1, New York. (1939-). \$3.

Edited by an authority and covering the phases of science interesting

as current events reports, e.g., natural resources the world over, astronomy, and some readable long biographical accounts of famous scientists. Chief shortcoming is an over-sensationalized cover and some photographs which resemble the moving picture magazine's effort to attract attention.

- Jr. *Science News Letter*. (Weekly). Science Service, Inc., 1719 N Street NW., Washington 6, D. C. (1926-). \$4. R.G. - A.R.G.

Exactly what its name implies—an invaluable source of succinct paragraphs on the immediate concerns of scientists in all the major areas of research, of which health, photography, and atomic energy, are typical. Sources are impeccable.

- Sr. *Skyways*. (Monthly). Henry Publishing Company, 444 Madison Avenue, New York 22, New York. (1942-). \$3.

Presentation in popular form, of information about the air age, chiefly its military, political and scientific implications. However, descriptions of new types of planes and commercial developments occupy a fair portion of each issue.

Reading to Find Out: Family and Personal Problems

- Sr. *Better Homes and Gardens*. (Monthly). Meredith Publishing Company, 1714 Locust Avenue, Des Moines 3, Iowa. (1922-). \$2.50. R.G. - A.R.G.

Practical advice on inexpensive methods of improving homes, outside and in, and house plans for the family of moderate income. Recipes and articles on child care are often included. Most useful (in Kentucky high schools) of the four magazines specially devoted to homes, although *American Home* is very similar. *House Beautiful*, and *House and Garden* are addressed to wealthy home owners, and are necessary only where shop departments can use floor plans or where the home making departments need abundant material on home planning.

- Sr. *Consumer Reports*. (Monthly). Consumers Union of U. S., Inc. 38 East 1st Street, New York 3, New York. (1936-). \$5.

OR

- Consumers' Research Bulletins*. (Monthly). Washington, New Jersey. (1920-). \$3.

The carefully checked judgments of these two laboratories should be available to every student, and should be used in answering everyday questions about purchasing, as well as in home economics, business education, and other departmental programs. Both publish annual buying guides, although only the one published by *Consumer Reports* is available to libraries, both list several grades of products, both explain technical terms so that the layman can understand evaluations. *Consumer Reports* guarantees that products it recommends are produced under fair labor standards.

- Sr. *Good Housekeeping*. (Monthly). Hearst Magazines, Inc., 57th Street at 8th Avenue, New York 19, New York. \$3.50. R.G. - A.R.G.

Comprehensive source of current information about home problems and home management, carefully illustrated and departmentalized to give practical aid. The many advertisements are also informative, although their relation to the Bureau and Institute maintained by publishers of *Good Housekeeping* has not always been clear. Medical articles are carefully checked for accuracy. Fiction is by popular writers.

- Jr. *Hygeia*. (Monthly). American Medical Association, 535 North Dearborn Street, Chicago 6, Illinois. (1923-). \$2.50. R.G. - A.R.G.

Practical advice for the care and prevention of disease in both chil-

dren and adults, as well as accounts of progress in fighting cancer, heart disease, tuberculosis, etc., on a national scale. Continuing articles opposing government plans for health insurance are useful debate material, as they represent the official viewpoint of the American Medical Association.

- Sr. *Parents' Magazine*. (Monthly). The Parents' Institute, Inc., 52 Vanderbilt Avenue, New York 17, New York. (1926-). \$2.50. R.G.

Simple, practical advice on all phases of child growth and family relations as they affect children. Contributors are usually authorities. Chief shortcoming is an overabundance of advertisements which crowd the reading matter.

- Jr. *Seventeen*. (Monthly). Triangle Publishing Company, Inc., 11 West 42nd Street, New York 18, New York. (1941-). \$3.

Most women's magazines, and the daily newspapers contain much fashion advice in their advertisements, but the function of this publication is to slant general information to its use with young girls. *Seventeen*, as its name implies, is directed to the high school girl, although it includes much vocational advice, and some fiction. *Mademoiselle* is addressed to the young business woman, although much of the discussion of personal problems is interchangeable. *Mademoiselle* has a somewhat broader scope, in some discussion of books, plays, and music. *Vogue* is not needed in small high schools, but is a useful addition when it can be afforded, as it gives a broader picture of the interests of fashionable women.

School Activities:

- Jr. *American Junior Red Cross Journal*. (Monthly October-April).
Sr. American National Red Cross, Washington, D. C. (1925-). \$1.

A worthwhile source of community activities, and practical training for home duties, such as nursing and meal planning. Correspondence with young people in other countries is encouraged and reported on. Fiction is frequently built around the theme of the issue.

- Sr. *Athletic Journal*. (Monthly). 6858 Glenwood Avenue, Chicago 26, Illinois. (1921-). \$2.

Readable and authoritative information on all sports generally carried on in secondary schools, arranged throughout the year by season of their popularity. A necessary purchase for the coach, although a copy should also be in the library for boys on the teams, and for boys who would like to be.

- Sr. *Dramatics*. (8 monthly issues). National Thespian Dramatic Honor Society for High Schools, College Hill Station, Cincinnati 24, Ohio (1935-). \$2.50.

The only magazine devoted to play production in secondary schools. Rich in suggestions for stage sets and general production management. Photographs and other materials from high schools are freely included, as well as discussion of late Broadway successes.

- El. *Safety Education*. (9 monthly issues). National Safety Council, 1 Park Avenue, New York, New York. (1924-). \$2.75.

News of safety councils in industries and governmental agencies as well as in schools, but its most general use is probably in schools. Safety patrols need the timely and practical directions in each issue, and the lists of free and inexpensive materials are valuable to the librarian, who can thus build a large collection of pamphlets and leaflets at negligible cost.

Jr. *Student Life*. (Monthly October-May). NEA. National Association of Secondary School Principals, 1201 16th Street NW., Washington, D. C. \$1.50.

Entirely student written, and illustrated with many photographs, the scope of this publication is the wide range of adolescent interests—debating, school papers, drama, musical events, sports, and honor societies. A fine stimulation for student councils wishing to know how other schools handle the problems they seek to solve.

About Our Own Region:

El. *In Kentucky*. (Quarterly). Official publication of the Commonwealth of Kentucky, New State Office Building, Frankfort, Kentucky. \$1. (Free to school libraries.)

Indispensable source of data on Kentucky, past and present—historical monuments, civic developments, agricultural and conservation progress, and biographical sketches of Kentuckians, including leaders of other periods as well as the present. All are attractively illustrated.

Sr. *Kentucky Happy Hunting Ground*. Official publication of Division of Game and Fish, and League of Kentucky Sportsmen. (Bi-monthly). New State Office Building, Frankfort, Kentucky.

Alluring presentation of sporting activities, with some emphasis on the preservation of wild life. Photographs are clear, but not colored. Most contributors are state officials.

Sr. *Kentucky Warbler*. (Quarterly journal). Kentucky Ornithological Society. c/o Harry B. Lovell, 3011 Meade Avenue, Louisville 13, Kentucky. \$2.

Delightful cover, and attractive print and paper. Articles are carefully documented with references to former issues. Each issue contains official bird count by counties, and news of the sponsoring organization.

Sr. *Mountain Life and Work*. (Quarterly). Council of Southern Mountain Workers, Berea, Kentucky. \$2.

Although much of the content is most useful to the professional social worker in mountain areas, the continuing accounts of local festivals, of individual schools as well as the status of education, and of studies in rural life, are important supplements to librarians in urban as well as rural schools, whose faculties wish their students to have a comprehensive picture of the state.

Sr. *Progressive Farmer*. (Monthly). Kentucky-Tennessee-West Virginia edition. 821 North 19th Street, Birmingham 2, Alabama. 5 years, \$1.

Caption on cover reads "Read by women in more than a million Southern farm homes." But the emphasis is not strongly on women's affairs. A general publication containing discussion of problems common to the Southern region, with several special editions focusing on specific states. Contributions from Kentucky agricultural specialists are frequent. Editorials written by Clarence Poe, are devoted to upbuilding of the rural South from the standpoint of human welfare. Man of the Year awards have gone to David Lilienthal, George Washington Carver, and Senator Lister Hill of Alabama.

Newspapers:

Local newspaper—city or county, or both.

To be kept on file for two weeks if a daily, for a month if weekly or semi-weekly, then clipped for local history pamphlet collection.

Louisville Courier-Journal. (Daily and Sunday). \$1.50 month.

Although schools in Northern Kentucky may prefer a Cincinnati paper, if a choice must be made, the extended comment on state affairs in the Sunday edition of the *Courier* should always be available for the current month, and features in the Rotogravure Section often have permanent value for the pamphlet collection.

New York Times. (Sunday edition). Times Square, New York, New York. \$7.50 year.

Acquaintance with a metropolitan newspaper, and facility in finding one's way through its bulk, are part of a high school education. Most school libraries will not afford space nor money to bind, or otherwise preserve, old issues, but two issues back should always be on hand. After that, clippings may enrich the pamphlet collection, and the Book Section may find its way to English classes, or clippings may be added to the librarian's suggested order file. Every section, from business trends through travel and fashion ads, should be used in some department, and boys who want the newspaper for comics, may be consoled with excellent coverage of sports!

FOR THE ELEMENTARY SCHOOL

Jr. *American Girl.* (Monthly). Girl Scouts, Inc., 155 East 44th Street, New York 17, New York. (1917-). \$2.

Companion to *Boys' Life*, and like that publication not heavily weighted with news of the sponsoring organization. Stories are wholesome, written by well-known writers, and deal with real situations. Non-fiction, news about fashions, sports, and homemaking, are competently edited, and attractively presented.

El. *Boys' Life.* (Monthly). Boy Scouts of America, Inc., 2 Park Avenue, Jr. New York 16, New York. (1912-). \$2.50.

The best of the fiction magazines planned for the teen-age boy. Stories concern not only high school athletic problems, but situations which involve working men—truck drivers, storekeepers. Non-fiction consists of descriptions of outdoor life, animal stories, and scout activities. Valuable for use with older boys learning to enjoy reading, as the subject matter is not beneath the age level of the boy anywhere in high school, but the style is seldom difficult.

Jr. *Calling All Girls.* (Monthly). Parents' Institute, Inc., 52 Vanderbilt Avenue, New York 17, New York. (1941-). \$1.75.

Begun as an antidote for the comics, this publication has steadily improved. Each issue contains a condensed novel, usually a reprint from an older but popular work, both wholesome and interesting to girls. There are few well-known contributors, and the language of the advice on fashions, dates, etc., is that which the editors believe girls will like. Its chief shortcoming is that the attempt to slant the content to the girls' level often results in an exaggeratedly dramatic or humorous effect.

El. *Children's Activities.* (10 monthly issues). Child Training Association, 1018 South Wabash Avenue, Chicago 5, Illinois. (1934-). \$4.

A satisfactory magazine for mother and child to use together, less satisfactory in a library. However, its many suggestions of things to do make it recommendable for pre-school children. Fiction is of lower standard than the directions for cutouts, poems, recipes, and games.

El. *Children's Playmate.* (Monthly). A. R. Mueller Company, 3025 East 75th Street, Cleveland 4, Ohio. (1929-). \$1.50.

There is a rather confusing variation in the age appeal of some of the

content of this publication, but its function in a library, is as reading material for the third grader beginning to read, or to have read at a younger age. Whimsical illustrated poems, colored drawings, and slight but charming stories, are its most attractive features. Puzzles, neighborly activities, and holiday material, are also useful.

- El. *Highlights for Children.* (10 monthly issues). 37 East Long Street, Columbus, Ohio. (1946-). \$4.

Very similar in format to *Children's Activities*, because now edited by that famous child specialist who long directed that magazine. Sub-titled "fun with a purpose" all the content emphasizes character-building, with results not always successful from an artistic viewpoint. Articles are better than stories in style and presentation, but few well-known names appear in either area.

- El. *Jack and Jill.* (Monthly). Curtis Publishing Company, Independence Square, Philadelphia 6, Pennsylvania. (1938-). \$2.50.

Has improved since its founding, and now contains a good deal of practical use with young children and some stories which children in the third grade could read themselves. Poetry, games, and informational articles are also included. A page of comment on each issue is addressed to mothers. For the child just growing out of *Children's Activities*, *Highlights*, or *Junior*.

- El. *Junior.* (10 monthly issues). Progressive Educators, 3420 West Capital Drive, Milwaukee 9, Wisconsin. (1947-). \$5.

Sub-title: "The modern magazine for boys and girls," content is planned for children from two to twelve, though there is little which would interest a child below the third grade. Although expensive, it is one of the most colorful and attractive of the juvenile magazines. Picture stories, and those entirely done in words, are above average in quality. Directions for making things are complete, and there are some well-known contributors.

- El. *Story Parade.* (Monthly). 200 Fifth Avenue, New York 10, New York. (1936-). \$3.

Maintains the highest literary standard of any of the juvenile magazines, having the benefit of cooperation from many outstanding children's writers, and of several organizations devoted to extending opportunities for children. Popularity has steadily increased, although not all of its content is genuinely childlike in appeal. Publishers report extensive use in remedial reading classes in junior high schools, but its widest use is with girls in fourth and fifth grades.

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FREE AND INEXPENSIVE TEACHING MATERIALS

Teachers are finding increasingly valuable uses for free and inexpensive teaching materials to enrich the learning of their students. As with any teaching aids, cooperatively, the librarians and the teachers must make selections carefully and use the materials wisely to meet the learning needs and interests of the students.

While there is a wealth of free teaching material available, not all of it is reliable in fact or interesting in presentation. One committee set up the following criteria for the evaluation of free and inexpensive material:

1. Content: (a) accuracy of subject matter; (b) freedom from exaggerated statements.
2. Timeliness of subject matter: (a) furnishes recent information; (b) adds information to that available in most textbooks.
3. Method of presentation: (a) factual, not cluttered with irrelevant material; (b) well organized; (c) easy to read, sight-saving.
4. Subject matter unbiased; (a) clear-cut educational purpose; (b) posters and charts free from obtrusive advertising.¹

Following is a selected list of sources of free and inexpensive teaching materials. Any library should have available one or more such lists from which selections of materials can be made as they are needed. Particularly in schools having no centralized library the individual teacher will find it helpful to purchase one of the inexpensive catalogs listed. This will aid her in building an information file for her classroom.

Catalog of Free and Inexpensive Teaching Aids for High Schools. Consumer Education Study, National Association of Secondary School Principals, NEA. Washington, D. C. \$1.

This catalog contains more than 1200 aids in the areas of social studies, consumer education, business education, science, and home economics. Each item has been carefully selected to meet high standards and is described in a brief annotation.

Elementary Teachers' Guide to Free Curriculum Materials. Educators Progress Service, Randolph, Wisconsin. Revised annually. \$4.50.

The guide contains over a thousand titles of pieces of free teaching materials on a wide range of subjects including air-age education, arts, conservation, health, safety, social studies, and special days. Maps, pamphlets, posters, charts, exhibits and booklets are listed. An additional section lists source materials which are suitable for enrichment of teacher background.

Free and Inexpensive Materials. Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee. \$.25.

A carefully selected annotated list of free and inexpensive teaching materials. A "must" for the elementary library.

¹Division of Surveys and Field Services. *Free and Inexpensive Learning Materials.* George Peabody College, Nashville, Tennessee, 1948.

National Recreation Association, 315 Fourth Avenue, New York 10, New York. Free.

A list of inexpensive booklets and pamphlets on play and recreation suitable for use in school and community organizations. Includes materials such as music, stunts, drama, games, pageants, etc., for parties, festivals, banquets and other recreation activities.

Teaching Aids. Westinghouse Electric Corporation, School Service Division, 306 Fourth Avenue, P. O. Box 1017, Pittsburgh 30, Pennsylvania. Free.

An 18-page illustrated booklet of free and inexpensive materials for use in the areas of physical science, home economics, agriculture, and industrial arts.

Your Region's Resources, An Annotated Bibliography of Southern Regions. Compiled by Mary Ann Tanksley. Regional Materials Service, George Peabody College for Teachers, Nashville, Tennessee, 1947. \$.25.

This source book lists and briefly describes hundreds of bulletins, pamphlets and books containing information on such subjects as climate, forests, soil, water, wildlife, agriculture, education, food, government, health, industry, recreation, religion, and safety in the Southern region. Many of the materials listed are free.

No library can afford to be without this "so much for so little" bargain.

EDUCATION PERIODICALS

Note: The abbreviations E.I. and R.G.; after the address, indicate that the magazine is indexed in the *Education Index* and/or *Readers' Guide*.

Childhood Education. The magazine for teachers of children. (9 monthly issues). Association for Childhood Education, 1200-15th Street, N.W., Washington 5, D. C. (1924-). \$3.50. E.I.

The title page bears this statement of purpose: "To stimulate thinking rather than advocate fixed practice." Published by an organization formerly exclusively concerned with the early grades of the elementary school, the service bulletins, as well as articles and pictures in this magazine are still of most value to the teacher of elementary age children. A creative approach is evident—attractive illustrations and poems lend atmosphere, and there is much discussion of the use of arts in teaching.

Clearinghouse. A Journal for modern junior and senior high schools. (Monthly). 450 Ahnaip Street, Menasha, Wisconsin. \$4. E.I.

One of the most readable of educational magazines, articles have short, catchy titles, and frequently a humorous approach to serious problems, which are nonetheless, treated in a practical manner. Such everyday problems of teachers as assembly programs, discipline, and varying aspects of student relationships, are frequent subjects. There is special emphasis on junior high school situations.

Education Digest. (Monthly). 330 South State Street, Ann Arbor, Michigan. (1935-). \$3. E.I.

A bona fide digest, selecting from a wide range of publications—religious, library, and audio-visual, as well as those more exclusively dealing with instructional method. An excellent advisory board supervises the preparation of such added features as news items, listing changes in administrative personnel of school systems and colleges throughout the United States. Articles are short, usually about two pages.

Educational Film Guide. (9 issues cumulated). H. W. Wilson Company, 950-972 University Avenue, New York 52, New York. \$3.

Formerly *Educational Film Catalog*. Part I is an alphabetic title and subject list, Part II is classified according to the Dewey Decimal Classification. Both parts contain brief descriptive notes. A bound cumulated volume in September is included in the subscription. Sale and rental price, length, release date, distributor's name, and availability of guides, as well as usefulness in adult forums, are indicated.

Educational Leadership. (9 monthly issues). Association for Supervision and Curriculum Development, National Education Association, 1201 16th Street, NW., Washington, D. C. (1931-). \$3.50. E.I.

Philosophic and developmental approach, dealing with fundamental issues through emphasis on self-evaluation, careful study of the student as an individual, cooperation with parents, and with the community.

Elementary English. (9 monthly issues). An official organ of the National Council of Teachers of English, 211 West 68th Street, Chicago 21, Illinois. (1924-). \$3.50. E.I.

Because English is not taught as a separate subject in most elementary schools, the content of this publication offers ideas for teachers

in every grade, and in many special subjects. Its critical articles on books, general reviews, and those dealing with a specific country or topic, are constantly useful, as are its studies of reading retardation and of audio-visual methods. An excellent source of data on recent research in the use of books with children.

Filmstrip Guide. (10 monthly issues). H. W. Wilson Company, 950-972 University Avenue, New York 52, New York. (1948-). \$3.

Companion to the *Educational Film Guide*, giving similar information.

Kentucky School Journal. (9 monthly issues). 1421 Heyburn Building, Louisville 2, Kentucky. (1923-). \$1. to non-members. E.I.

Because most teachers have personal copies, the necessity for keeping several years' files is sometimes overlooked. As the basic source of data on improvements in educational planning and procedure, on leaders in the field, announcements and reports of meetings, and such major problems as recruiting, as they affect our area, this publication should not only be kept, but used and read. Several articles on school library problems have appeared in the last few years.

National Education Association Journal. 1201-16th Street, N.W., Washington 6, D. C. (9 monthly issues). \$5. with membership. R.G. and E.I.

Prestige of the organization lends authority to content, which ranges over a wide area. The progress of Federal aid legislation, news and trends from state associations, and the many divisions of the N. E. A., as well as some memorable statements of educational philosophy, are typical of recent issues. The list of fifty educational books of the year which appears in the May issue, is prepared at the Enoch Pratt Library in Baltimore, and is widely distributed.

News Letter. (Monthly). Bureau of Educational Research, Ohio State University, Columbus, Ohio. Free to schools.

Sub-title: "Bringing information to the teacher about the radio, the press and the motion picture." A four-page leaflet edited by Edgar Dale, listing free and inexpensive aids, library news, and references on utilization, as well as radio programs, films and recordings.

School and Society. (Weekly). Society for the Advancement of Education, 10 McGovern Avenue, Lancaster, Pennsylvania. (1919-). \$7. R.G.—E.I.

The only weekly publication devoted to the profession, notes and news are prompt notices of changes in personnel over the country. The value of *School and Society*, however, is not in its timeliness but in its scholarly and critical approach to educational philosophy and procedures. Quoted widely outside of school circles, and is worth having where professional meetings promote discussion of fundamental issues.

School Life. (10 monthly issues). Federal Security Agency, Office of Education. Order from Superintendent of Documents, Washington 25, D. C. (1918-). \$1. R.G.—E.I.

Authoritative discussion, largely by members of the Office of Education staff, of progress by state, surveys, legal aspects of educational problems, housing, recruiting, in-service training, and a host of other matters of concern to both teachers and administrators.

See and Hear. (Monthly). Audio-Visual Publications, Inc., 812 North Dearborn Street, Chicago 10, Illinois. (1946-). \$3.

International Journal of Audio-Visual Education. Probably first choice for the average school situation as it is specifically planned to

include all types of multi-sensory teaching materials—recordings and radios as well as films and less well-known new devices. Careful surveys of equipment, financing, building facilities, and the like. Includes material from the National Council for the Social Studies, and criteria for selection of films.

Social Education. (9 monthly issues). National Council for the Social Studies, 1201-16th Street, N.W., Washington 2, D. C. \$3. to non-members. E.I.

Cuts across departmental lines, to offer discussion and practical suggestions for teaching many units offered in various departments—citizenship, treatment of controversial issues, etc. Comprehensive lists of teaching materials, films, pamphlets, and books, appear in each issue.

SERVICES AVAILABLE FROM STATE AGENCIES

State Department of Education

Since February 1947 the Department of Education, in its Bureau of Instruction, has had on its staff a School Library Consultant. This position is entirely a service one.

Through visits and correspondence, the School Library Consultant is prepared to offer assistance in any phase of the initiation and development of school library services for Kentucky children. This assistance may be in the form of individual or group conferences with librarians, conferences with teachers, administrators, or entire school staffs, or of a less direct nature such as suggesting materials or procedures which will point toward answering specific problems.

The School Library Consultant welcomes opportunities to aid library development through the schools of the State. Letters requesting her services should be addressed to:

School Library Consultant
Department of Education
Frankfort, Kentucky

Library Extension Division

The Library Extension Division, located in the Old Capitol Building, Frankfort, offers two types of service of particular interest to teachers and school librarians.

1. Traveling Library collections of fifty books each may be borrowed on payment of transportation charges of \$2.10. Mimeo-graphed lists of titles available for grades 1-4, grades 5-8, and high school-adults will be sent on request. The Traveling Library is shipped in a wooden box containing shelves, which may serve as a book case while the collection is in use. The loan period may be for the duration of the school term, or a shorter period, according to the needs of the borrower.
2. The General Loan Department offers book loans and reference service to individuals all over the state, free of charge except postage to and from Frankfort on material borrowed. At the special library rate, the postage charge is nominal.

The General Loan collection is composed chiefly of non-fiction of the type generally found in a public library. This department maintains a pamphlet and clipping file, and about seventy-five periodicals are received regularly. All magazines are available for

loan. Books, pamphlets and periodicals relating to the library profession may also be borrowed from the General Loan collection.

Examples of General Loan service: A teacher may borrow books on a particular subject, to supplement school texts. A student may borrow material on a particular subject for use in preparing term papers, debates, etc. Teacher-librarians may wish to borrow recent professional material.

Any resident of the state may request specific books or reference material on a special topic. Lists of new books, including both fiction and non-fiction, available for loan are compiled at frequent intervals, and any individual may receive these lists upon request.

For further information, write to:

Library Extension Division
Department of Library and Archives
Old Capitol
Frankfort, Kentucky

KENTUCKY LIBRARY TRAINING AGENCIES

These institutions in Kentucky offer training for school librarianship amounting to a major or a minor.

*Berea College	Berea
*Murray State College	Murray
Nazareth College	Louisville
*†‡University of Kentucky	Lexington
*Western State College	Bowling Green

For information about the offerings at any of these schools write to the head of the department of library science.

* Accredited as a library training agency by the Southern Association of Colleges and Secondary Schools.

† Accredited by the American Library Association.

‡ Offers a master's degree in library science.

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