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The organization of a library for the John Gill Elementary School, Redwood City, California

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College of the Pacific
Stockton, Calif.

THE ORGANIZATION OF A LIBRARY FOR THE JOHN GILL
ELEMENTARY SCHOOL, REDWOOD CITY, CALIFORNIA

A Thesis
Presented to
the Faculty of the School of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Ian Loring Hutcheon
June 1957

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CHAPTER I

INTRODUCTION

Statement of the problem. The objectives of this thesis are to set forth the detailed procedures and methods essential to organize, from the instructional point of view, a library for John Gill School, a kindergarten through sixth grade school.

Delimitation. This thesis does not include consideration of the physical aspects of construction, such as exterior building materials, heating, lighting, and other architectural problems related to the organization of a library, in as much as a vacant basement room was renovated for the purpose of the library.

Justification of the problem. It is in the elementary grades that basic skills, attitudes, habits, and appreciations--values of education--are introduced. With the basic reading skills must come access to a wide variety of books and materials that motivate and stimulate ideas and the building of ideas to the end that our general objectives of education are further developed.

The changing role of the elementary school from the teacher-textbook type of approach to the child-centered

approach with a broader curriculum has created a need for a wider variety of materials which cannot be supplied very adequately through the textbook and classroom materials alone. Nora Beust, Office of Education specialist for school and children's libraries, states:

The elementary school library has the possibility of furthering the program of the school it serves just as college and university libraries have long furthered higher education and as secondary school libraries have more recently begun to function in the high school. Probably the most significant reason for the increased potentialities of the library in the elementary school is the present concept of elementary education. The child of today is given an opportunity to initiate, to plan, and to execute. Children are encouraged to direct themselves, set their own goals, and then to appraise the results.¹

Gagliardo points out:

Despite the fact that it is in the elementary grades that book lovers are made, we know that our elementary school library program is supported less well than are libraries on the secondary level.

But is it not strange, despite all of this that so many children are still denied the books they need? In school after school and community after community, children once they learn how to read--are given nothing to read.

There may be some relation between the constantly reiterated need for remedial reading and the lack of access to books that delight, inform, stimulate and challenge.²

¹Nora Beust, "The Elementary School Library In Today's Educational Scene," School Life, 32:108, April, 1950.

²Ruth Gagliardo, "White House Conference For Children and Youth," Library Journal, 44:449-50, December, 1950.

Further justification of the elementary school library is offered by Hartz.

Today there is a need for a library in every elementary school, because the modern elementary school has a broader curriculum, an integrated program involving many dynamic and social activities.³

The following quotations further emphasize the fact that the importance of the elementary school library is being promoted.

We still have that inspirational type of teacher who transmits from his mind to the youthful mind his own knowledge and allows little opportunity to roam from the beaten track, but they no longer predominate. Today our picture of education is infinitely more complex and variable. We now give youth more of a chance to enlarge his own vision, to explore and learn and grow from his own experience. We have evolved a program that considers every phase of the development of a boy or girl--that should provide for every contingency. The library plays a key role in enriching this many-sided program.⁴

"Reading is the greatest educational force that mankind has ever devised."⁵

A school with good library services can change the whole philosophy of the school system, can make the difference between a mediocre and an outstanding

³Frederic R. Hartz, "Establishing the Elementary School Library," Wilson Library Bulletin, 30:628, April, 1956.

⁴Alice Brooks McGuire, "School and Children's Libraries," Wilson Library Bulletin, 30:203, October, 1955.

⁵Frederic Wertham, M.D., "Reading For the Innocent," Wilson Library Bulletin, 29:611, April, 1955.

school. Through the school library we can push back the frontier of learning; it is indispensable for future citizens at this critical period in our history.⁶

"Today the school library is recognized as an integral and indispensable part of a modern school."⁷

That the public in general has been alerted to the critical need of library services throughout the country is evident by reason of the enactment, by Congress, of Library Services Bill (HR 2840) to bring book-borrowing within the reach of millions of Americans.

On June 6, 1956, the Congress passed the Library Services Bill. The enactment of this legislation represents a significant landmark in the educational progress in the United States.⁸

The above-mentioned legislation provides for state administration by the state library agencies and federal administration through the United States Office of Education.

Emotional security and citizenship training are also values that the library in the elementary school can promote.

⁶Helen Wessels, "Superintendents Look at School Library Service," Library Journal, 79:489, March 15, 1954.

⁷Benjamin Willis, "Better School Libraries Make Better Schools," Education Digest, 20:46, November, 1954.

⁸Elaine Exton, "Library Needs Catch Capital Spotlight," American School Board Journal, 133:45, July, 1956.

A good citizen must be an informed citizen, and an informed citizen either knows the answers or knows where and how to find them. As boys and girls come to the library to find out how to take care of the new guinea pig in the science room, how to build a leanto in the woods, or how much their city has grown during the last 20 years, they are forming life-long habits of going to the library for useful and reliable information. As they read widely in the school library, they not only learn to enjoy reading for recreation, but often find answers to deep-seated fears and frustrations. They learn to identify themselves with characters in stories and books and are helped to understand and become adjusted to their own problems. Thus they build toward inner security of the mature adult and toward responsible and informed citizenship.⁹

Procedures and techniques. The procedures and techniques for gathering facts and information for this project have been gained by personal observation of fifteen elementary school libraries in San Mateo, Santa Clara, San Francisco, Contra Costa, and San Joaquin counties; interviews with librarians in San Mateo, Santa Clara, and Contra Costa counties; reading the research literature in the field of elementary school libraries; holding many committee meetings with teachers and parents regarding the selection of books and materials.

Contributions of the present study. Children's lives have been, and will continue to be enriched by virtue

⁹Helen Bickel and L. Simonson, "The Elementary-School Library Today," The National Elementary Principal, 31:12, September, 1951.

of their participation in the John Gill School Library.

The basic objectives of the elementary school have been, and will continue to be enhanced.

It is hoped that this thesis might serve as a stimulus for school leaders who may have delayed starting an elementary school library program.

CHAPTER II

REVIEW OF THE LITERATURE

An examination of the literature in the field of the organization of a library in the elementary school, especially as related to the kindergarten through sixth-grade school, revealed that few books have been published pertaining to the total organization. However, there were many articles in the educational journals and periodicals written by authorities in the areas of children's libraries, children's literature, child growth and development, and school library organization. Only a brief summary of the work done on problems closely related to the one at hand will be given here.

Literature on general organization. Fargo depicts the elementary school library as a service institution and she emphasizes the changing role of the library in keeping with the changing role of education and educational methods. She traces the beginnings of the school library idea, stresses the educational significance of reading, lists criteria for selection of books, and discusses the support and control of libraries.¹

¹Lucile Fargo, The Library in the School (Chicago: American Library Association, 1947).

Gardiner and Baisden emphasize the need for the library in the elementary school.

A modern program of primary teaching calls for the wide use of books of various types. The library has contributions to make to children from the moment they enter school. Even before they have learned to read, the use of picture books forms a strong background for pre-reading training and reading interest. As soon as children have learned to read the simple preprimers, there is a field of books which they can use successfully. The ordinary primary reading program provides mainly for instruction in reading skills, but the teacher must look to the library to furnish children more extensive opportunity to use the reading skills they are acquiring.²

Gardiner also presents a clear analysis of the role of the central library as opposed to just the classroom collection of books. She outlines the functions of library personnel, describes the physical arrangement of the library for effective use, suggests criteria for the selection of books and materials, and suggests the need for close cooperation between the public library and the school.³

²Jewel Gardiner, Administering Library Service in the Elementary School (second edition; Chicago: American Library Association, 1954), p. 144.

³Ibid.

The Thirtieth Yearbook of the National Elementary Principal is devoted exclusively to elementary school libraries. This yearbook is extremely meaningful to those organizing a library as it contains comprehensive reports of the value of the library, techniques in the selection, appraisal, and organization of books and other materials. It also describes factors to be considered in the selection and training of parent, student, and professional librarians and assistants, and many examples of parent, teacher, and student cooperation in the organizing and staffing of libraries.⁴

The Forty-Second Yearbook, Part II, of the National Society For the Study of Education, entitled "The Library in General Education," was prepared to assist teachers and librarians in integrating library service more effectively. This yearbook is divided into seven sections; each section dealing with a separate phase of the library program. Various authors have considered the role of the library in modern life. Examples are given of present-day library service in elementary and secondary schools, in junior colleges, and in public libraries. The nature and selection

⁴"Elementary-School Libraries Today," Thirtieth Yearbook, National Elementary Principal (Washington, D.C., September, 1951).

of materials are outlined, and the last section deals with evaluation and research of library service in terms of educational objectives.⁵

Ralph stresses the need for school libraries, relates aims and methods in the school library, and touches upon book selection and selection of materials other than books. He discusses the technical matters of classifying, cataloging, and filing, and concludes his book by stressing the importance of the library in the elementary school as being an important link with further education.⁶

Literature on selection of books and materials.

Terman and Lima present a background of the importance of the reading habit, why children read, reading of interests of children; they point out the significance of individual differences as related to mental ability; they mention sex differences in reading interests; then they list suggested titles for children's reading. Their listing is annotated.⁷

⁵"The Library in General Education," Forty-second Yearbook, National Society for the Study of Education, Illinois, 1943.

⁶Richard George Ralph, The Library in Education (London: Turnstile Press, 1949).

⁷Lewis M. Terman and Margaret Lima, Children's Reading (New York: D. Appleton and Company, 1928).

Haines, in Living With Books, begins with the purposes of library services; comments on the matter of book reviewing and the use of book reviews in the selection of books; then she presents facts about book binding, copy-righting, editions, and series. She concludes her book with an annotated listing of books relating to biography, history, travel, science, sociology, religion, philosophy, literature, poetry, drama, and fiction today.⁸

Although basically a textbook for college students, How to Locate Educational Information and Data, by Alexander and Burke, contains information regarding the United States Office of Education publications. The values of periodicals in the library and the characteristics of a good book review are also explained.⁹

Munson gives annotated lists of books on adventure, romance, and books on how-to-do-it problems. Munson also presents techniques of book selection.¹⁰

⁸Helen Haines, Living With Books (New York: Columbia University Press, 1950).

⁹Carter Alexander and Arvid Burke, How to Locate Educational Information and Data (New York: Bureau of Publications, Teachers College, Columbia University, 1950).

¹⁰Amelia H. Munson, An Ample Field (Chicago: American Library Association, 1950).

Strang, Gilbert, and Scoggin outline the qualities of books children like to read. They list books on adventure, animal life, aviation, careers, exploring the out-of-doors, family life, folk tales and myths, girls' stories, and stories on health and safety. Lists are indexed according to level of reading difficulty, title and author, and annotated. Magazines, pamphlets, dictionaries and reference books suitable and desirable for children's use are also listed.¹¹

One of the most valuable aids in terms of selecting reference material for the library is offered by Shores. He lists criteria for evaluating dictionaries, encyclopedias, yearbooks, handbooks, manuals, serials, indexes, bibliographies, and audio-visual sources.¹²

Donna Knaack wrote a comprehensive thesis on book selection which lists very clearly all the major aids in book selection for the junior high school. These are very easily and adequately applied to the elementary level as well as to the junior high school. She includes special selection of books for slow or retarded readers as well as

¹¹Ruth Strang, C. Gilbert, and M. Scoggin, Gateways to Readable Books (New York: H. W. Wilson Company, 1952).

¹²Louis Shores, Basic Reference Sources (Chicago: American Library Association, 1954).

special selection of books which develop and improve desirable character traits.¹³

Literature on technical services. Jesse's Shelf Work in Libraries covers the objectives, organization, and practices of all phases of shelving work. The arrangement of book collections, provisions for oversize volumes, procedures to be used in searching for missing books, shifting and moving books, use of the shelf list, the nature and frequency of inventories, and personnel management as related to shelving are all adequately explained in this volume.¹⁴

Mann¹⁵ discusses much of the same information as Jesse in terms of grouping of books, book numbers, and the use of the shelf list, but Mann goes on to explain in great detail the beginnings and growth of the Dewey decimal system of classification. Mann discusses details in processing

¹³Donna Knaack, "Book Selection in Junior High School Libraries With Particular Reference to Stanford Junior High School, Sacramento, California" (unpublished Master's thesis, College of the Pacific, Stockton, 1946), 161 pp.

¹⁴William H. Jesse, Shelf Work in Libraries (Chicago: American Library Association, 1952).

¹⁵Margaret Mann, Introduction to Cataloging and the Classification of Books (Chicago: American Library Association, 1943).

added copies, editions, continuations, transfers, and withdrawals. The organization and administration of the catalog department of a library are outlined by Mann.

A recent publication written by Cook is helpful in terms of definition and understanding of abbreviations and bibliographic terms related to library procedure.¹⁶

Ingles and McCague outline aims, organization, and methods of library instruction, give helpful hints on arranging and caring for books. They discuss alphabetizing, the card catalog system, the parts of a book, the use of the dictionary and encyclopedia. They conclude their book with practice lessons on the above-mentioned topics such as alphabetizing, the parts of a book, and using the card catalog system. This is basically a college textbook, but the information on the technical matters and the practice lessons are helpful in stressing the importance of these matters in the smooth functioning of a library.¹⁷

There is pertinent literature in many issues of The Library Journal, the Wilson Library Bulletin, bulletins of

¹⁶Margaret G. Cook, The New Library Key (New York: H. W. Wilson Company, 1956).

¹⁷May Ingles and Anna McCague, Teaching the Use of Books and Libraries (New York: H. W. Wilson Company, 1944).

the American Library Association, and the many journals of education pertaining to the elementary school. Some of these periodicals are: Library Trends, National Elementary Principal, Child Life, School Life, the Elementary School Journal, Elementary English, American School Board Journal, School Executive, National Society For the Study of Education, and the Journal of Educational Research.

Many of the articles in the above publications were written or edited by children's librarians of many years experience. Other authors include the editors of children's reading material of some of the main publishing companies such as: Harpers, Scribners, D. C. Heath, and Random House. Personnel of the United States Office of Education have contributed many articles of value, especially in the publication School Life. Reading consultants also have written frequently in the above-listed journals. To cite a few of the notables as: Stella S. Center, Reading Consultant, former Director, Reading Institute, New York University; Nancy Larrick, Education Director, Children's Books, Random House; Nora Beust, Office of Education specialist for school and children's libraries; Josette Frank, Child Study Association of America; Elvajean Hall, Co-ordinator of Library Services, Newton Public School, Newton, Massachusetts; Mary Silva, Consultant, School

Libraries and Work with Children and Young People, State Department of Education, Boston, Massachusetts; May Hill Arbuthnot, Associate Professor, Western Reserve University, Cleveland, Ohio; Alice Brooks McGuire, H. W. Wilson Company; William S. Gray, authority on reading instruction; and Arnold Gesell, Frances Ilg, and Ruth Strang, authorities on child growth and development.

Summary. As the growth of the library in the elementary school has been slow, especially as related to the kindergarten through sixth-grade school, so the literature related to the organization of such a library has been noticeably lacking. However, writers agree on the dynamic educational significance of reading and the subsequent necessity of making books and reference materials available to children at the primary school age as well as in their later school years. The literature reveals that the library, as a service institution, becomes a focal point of emphasis in terms of sources of facts and information, in terms of challenge or motivation, pleasure, and in providing the foundation to future growth of our children.

CHAPTER III

THE SELECTION OF BOOKS

One of the most important factors in the organization of a library is the selection of books that will eventually determine to a major extent the effectiveness of the library.

This chapter will emphasize first the potential values of books. Current practices in selection, a suggested clearinghouse, and an opportunity for children to share in the selection process are also considered here.

The potential values of books. It would seem appropriate to re-emphasize the potential values of books before discussing the actual techniques of book selection.

Through books we have bridged the centuries and built the world's structure of achievement; through books we receive and enlarge the heritage of the human mind.

From every book invisible threads reach out to other books; and as the mind comes to use and control those threads the whole panorama of the world's life, past and present, becomes constantly more varied and interesting, while at the same time the mind's own powers of reflection and judgment are exercised and strengthened.¹

¹Helen Haines, Living With Books (New York: Columbia University Press, 1951), p. 5.

Annis Duff, Assistant Editor of Children's Books, for the Viking Press, states:

It would be foolish to suggest that books alone can give any child what he needs to become all he was created capable of being. But I believe with all my heart that knowledge of life, and preparation for experience of life, do come from books. This is, of course, because books written out of knowledge and imagination are the record of reality in thought and feeling and experience. Even if at the time of reading a boy or girl seems to be getting nothing but entertainment, it is almost inevitable that seeds will be planted to grow and flourish as experience teaches the meaning of the ideas with which good books are concerned. Every book that makes genuine demand on the reader assures that the mind is being well furnished, the intelligence expanded, and imagination stimulated, and the whole person made better able to grow.²

At a time in history when we need world understanding, certainly the following concepts are appropriate:

American children learn to love, understand, and respect the peoples of other countries from books. . . . In the same way children from other lands can learn to understand us through the lists of our children's books.³

There are many other potential values obtainable through books such as increased skills in reading; self-understanding; character development through association; greater appreciations of individuals and of beauty, love, and sorrow; and pure entertainment of inestimable value.

²Annis Duff, "Whatsoever Things Are True," Library Journal, 79:725-26, April 15, 1954.

³Irwin Sexton, "World Understanding Through Books," Junior Libraries, 2:73, April 15, 1956.

Current practices. General literature in the area of book selection seems to emphasize that administrators, librarians, and committees chosen to select books for libraries should first establish a criteria for selection. The following comprehensive criteria seems to summarize the basic ideas of book selection found by this investigator.

1. Literary merit.
2. Readable--easy to read.
3. Truthfulness on the part of the author. Over-sentimentalized or over-grim pictures of life are not truthful. Ideas and ideals may be as real as facts.
4. In stories dealing with life situations, at whatever age level, plots should be believable and well-developed, that characters come alive on the pages, that the values presented be honest and the basic philosophy affirmative. "Bad people" have a place in literature, as in life, but there is no place in a children's book for evil triumphant enough to threaten the young reader's faith in the good things of life.
5. Emotional impact--maturity of the child is a determining factor.
6. The morality and ethics of a story must be viewed within the framework of the ethical and moral climate of the time and place of the story.
7. Cruelty and cunning--parents are best judges here. Certainly not good for younger children.
8. Stories of fantasy and nonsense cannot conform to set criteria. Who can chart a course for flights of imagination? However, take off from firm base of familiar reality.
9. Go cautiously on topics relating to fear of the dark, doctor, to cure selfishness, laziness, etc.

10. Stories about children of other lands, suggest their own criteria.

- 1) Authentic picture--correct in feeling and detail.
- 2) Lively.
- 3) Tell the child things he wants to know rather than what we want him to know.

11. Historical studies and biographies.

- 1) Authentic.
- 2) Lively.
- 3) Flaws of character and experience of failure often serve to bring the human qualities of great men and women closer to the young reader.

12. Informational books.

- 1) Accurate and authentic.
- 2) Brush with danger--breath-taking adventure.
- 3) The character delineation of the hero might serve as a dividing line between trash and treasure.

13. Literary quality.

- 1) Easy to read.
- 2) Pictures and conversation.
- 3) Pace and emotional depth and vividness of style.

14. Over-all balance in collection.

- 1) Youngest--picture books and simple rhythmic stories of everyday and not-so everyday.

- 2) Older--reluctant and eager readers, sport fans, young scientists, for dreamer, and doer, "once-upon-a-time." "Is it true?"⁴

The only other additions this investigator would make to the criteria listed would be factors relating to the physical make-up of the books. Some publishers' bindings are not suitable for library use in as much as they are not durable. In such cases it is more advantageous and economical in the long run to purchase the desired book or books with pre-bound bindings. Actual inspection of the bindings by the librarian or committee responsible for purchasing is recommended.

Books should be written in clear type of good size; there should be wide margins; and the paper should be of good quality and heavy enough to be opaque.

With this criteria in mind,

The library budget local standards, and the educational program will determine the number of books to be purchased and the number of current booklists to be consulted.⁵

The lists referred to in the preceding paragraph are those reputable annotated lists of children's books prepared by those professional librarians and editors of

⁴Josette Frank and Helen Plotz, "On Selecting Books for Children," Child Study, 32:25-27, Fall, 1955.

⁵Mary Silva, "Selecting Books for Elementary Schools," The National Elementary Principal, 31:138, September, 1951.

children's books who spend most of their waking hours reviewing books and working with children and books.

The current practice is to select a basic list of books for three purposes: "(1) books for ready-reference, (2) books in different fields of knowledge, and (3) books which are read without reference to school assignments."⁶ This basic collection is usually between five hundred and one thousand books, depending upon enrollment and budget limitations.⁷ This basic list is usually established from the following sources: Children's Catalog, a dictionary of four thousand books with analytical entries for 1,020, published by the American Library Association; Bibliography of Books for Young People, compiled by a sub-committee of the Association for Childhood Education; Basic Book Collection for Elementary Grades, fifth edition, January 1, 1951, compiled by a joint committee of the American Library Association, the National Education Association, and the National Council of Teachers of English; 500 Books for Children, by Nora Beust, United States Office of Education; Subject Index to Books for

⁶Anne Thaxter Eaton, "Book Selection for the School Library," National Society for the Study of Education, Forty-Second Yearbook, Part II, 1943, p. 166.

⁷Based upon interviews with librarians in San Mateo, Santa Clara, San Francisco, and Contra Costa counties.

Primary Grades, and Subject Index to Books for Intermediate Grades, by Rue, published by the American Library Association; Horn Book Magazine, published by Women's Educational and Industrial Union, Boston, Massachusetts, published six times a year; and Distinguished Children's Books of 1954, published by the American Library Association.

In addition to the above listed sources, we, in Redwood City, visited libraries in San Francisco and also made use of their basic list of books purchased for their elementary schools.⁸

Clearinghouse. After this basic list of about five hundred books was established, a publisher was asked to send these books for personal review. A committee of several teachers, two principals, a seventh- and eighth-grade school librarian, and two parents reviewed these books over a period of one month. The committee then followed through with the purchase of a basic collection.

As more money became available for purchase of books and materials, the committee selected books of a more general nature based upon children's needs and interests as determined by the educational program in Redwood City,

⁸"Basic List of Books for Elementary School Libraries," San Francisco Unified School District, 1953.

expanded lists mentioned on pages 22 and 23, and as a result of studying reading interest surveys listed in the Journal of Educational Research,⁹ and the Elementary School Journal.¹⁰

Questionnaires were sent to children, their parents, and their teachers in 270 communities. Another 270 questionnaires went to librarians in or near these communities. Care was taken to select equally from the nine census regions of the United States; from rural, urban, and metropolitan communities; and from grades IV through VIII.

Children as a group choose mystery, adventure, books on children, horses, and dogs to read about. As children progress through grades IV-VIII, they show increasing interest in mystery stories and decreasing interest in cowboy stories and fairy tales.

There appears to be little difference in the reading interests of children from rural, urban, and metropolitan centers.

Astronomy, geology and physical geography, space travel, Indians, science, airplanes, jets and rockets, boats and sports books were popular.

Parents, more than any other of the adult groups, want children to choose reference books to read.

Librarians, more than the other two adult groups, want children to read biographies of famous people.¹¹

⁹Journal of Educational Research, 47:276-77, December, 1953; 49:419-20, February, 1956; and 49:552-57, March, 1956.

¹⁰Herbert C. Rudman, "The Informational Needs and Reading Interests of Children in Grades IV Through VIII," Elementary School Journal, LV, May, 1955.

¹¹Ibid., pp. 502-503.

The ultimate goal at John Gill School, from a minimum collection point of view, was to reach the standards listed below:

	Kindergarten-6	Kindergarten-8
	(per enrollment)	
Books (minimum)	5	7
Periodicals	5	15
Newspapers	0	1
Encyclopedias	2	3
Globes (16")	1	1
Atlas	1	1 ¹²

Other supplementary aids available to book selectors are found in Appendix A, page 64.

Children share. As the children of the school realized that a library was to be established at the school, many came to the office and asked if they might donate a book to the library. The library committee gave the matter some thought and decided that all children in the school should be given the privilege of donating a book if they so desired. Some parents realized immediately the problems related to giving a book and asked if they might donate money to purchase a book instead of giving a book that might not be suitable. Permission was granted and June 7, 1955 was established as Book Day.

¹²Bulletin of the School Library Association of California, 26:11, March, 1955.

This investigator was discouraged from attempting this procedure because of the obvious problems involved, such as physical condition of books, quality of literature, duplication, and perhaps most important of all, the problem of hurting feelings if a book was rejected.

A letter was drafted by the committee; the contents of which attempted to allow for the problems mentioned above. A copy of this letter will be found in Appendix B, page 68.

In order that each child could attach significance to his giving a book or money, it was requested that all books or donations be brought to the office by June 2. Each book was then rubber-stamped in such a way as to read: "This book donated to John Gill School Library by _____." In an effort to give those children (signature) donating money equal credit, books were purchased at the Sather Gate Book Store in Berkeley, stamped in the above manner; then, all books were returned to those donating them for the purpose of their signing their names in the spaces provided. On June 7, 1955, following a flag ceremony held outdoors, children with books filed into the library and placed their books on the designated shelves. Thus, each child had the privilege and pleasure of placing his contribution on the shelf in their new school library. The local newspaper photographer came to the ceremony and a

descriptive photograph and an article appeared in the paper the following day. Three hundred books were donated, all of which were allowed to remain idle on the shelves for a period of two weeks for the purpose of allowing the children to see their contributions. The books were then screened by the committee and a librarian from the seventh- and eighth-grade school, and approximately one hundred remained usable. Not a single negative comment was received regarding the contributions. The event was a success in terms of securing approximately \$200.00 worth of books, and more important, in terms of developing pride on the part of children in their investment in a worthwhile project.

To summarize some of the points we should consider: the general mechanical make-up, the literary style, the element of sincerity, the warmth of action, does it build character and lead to wholesome thoughts, does it have a proper balance, is it within the age level for which it is intended, does it add to the child's life, is the information accurate, does it have reality and beauty, does it stimulate ideas and train emotions, does it have a general high character tone and atmosphere, does it in every scene promote high ideals, give inspiration, and have imaginative appeal, and last, are there other books in the same field more satisfactory.¹³

¹³ Donna Knnack, "Book Selection in Junior High School Libraries with Particular Reference to Stanford Junior High School, Sacramento, California," (unpublished Master's thesis, College of the Pacific, Stockton, 1946), p. 17.

Summary. Books contain potential values for children of inestimable value in terms of the presenting of facts and information, the cultivating of appreciations, skills, habits, character development, and the gaining of insights into the achievements and failures of the past and present.

The current practice appears to be that of the school librarians, or a committee comprised of teachers, the librarian, parent representatives, and an administrator being designated to select a basic list of books and materials for an elementary school library. This same group then selects, on an expanding basis, other books and materials as space, enrollment, and budget factors permit.

All books which might tend to promote prejudice or misunderstanding of other peoples should not be considered for the elementary school library collection.

There are many aids to book selection for an elementary school library. Annotated lists of children's books compiled or edited by educators, librarians, committees, or associations, and interest surveys, the results of which are found in the educational or library journals, are the most effective aids.

CHAPTER IV

THE SELECTION OF OTHER LIBRARY MATERIALS

This chapter is basically concerned with the selection of reference-type materials.

Definition. Reference work refers to,

That phase of library work which is directly concerned with assistance to readers in securing information and in using the resources of the library in study and research.¹

The reference-type materials to be discussed in this chapter are: dictionaries, encyclopedias, maps and globes, atlases, pictures, yearbooks, periodicals, and pamphlets.

Dictionaries.

Among the types of questions that can be answered by language reference sources are those involving: definition, spelling, pronunciation, usage, synonyms, antonyms and homonyms, abbreviations, signs and symbols, slang, new words, and new meanings for old words, dialect, and foreign terms used in English writing.²

¹American Library Association, A.L.A. Glossary of Library Terms, With a Selection of Terms in Related Fields. Prepared under the direction of the Committee on Library Terminology of the American Library Association by Elizabeth H. Thompson (Chicago: American Library Association, 1943), p. 113.

²Louis Shores, Basic Reference Sources (Chicago: American Library Association, 1954), pp. 23-24.

The criteria for selecting dictionaries is outlined by Shores³ in terms of the following:

1. Scope--vocabulary size, supplementary lists of places, persons, rhymes, new and special terms, and tables.

2. Authority--Publisher and editors are important. It is reasonable to expect authority from dictionaries bearing the imprint of any of these publishers: G. C. Merriam Co., Funk and Wagnalls, John C. Winston, Appleton-Century-Crofts, American Book Co., Scott, Foresman; Row, Peterson; Macmillan, and Random House.

3. Format--opaque, though thin paper, well-leaded, though small type, adequate inside and outside margins, narrow columns, and plenty of aids such as running heads, thumb indexes and guide keys.

4. Word treatment or arrangement--spelling, pronunciation, syllabication, etymology, definition, quotation, syntax.

5. Special features--lists of personal names of notables, place names of historical interests, census figures, maps, abbreviations, signs and symbols.⁴

Gardiner⁵ recommends Funk and Wagnalls New Standard Dictionary of the English Language, New York, Funk and Wagnall Company, 1942, or Webster's New International Dictionary of English Language, second edition, Springfield, Massachusetts, G. C. Merriam Company, 1934, for unabridged

³Ibid., pp. 28-29.

⁴Shores, loc. cit.

⁵Jewel Gardiner, Administering Library Services in the Elementary School (second edition; Chicago: American Library Association, 1954), pp. 72-73.

dictionaries; Thorndike, E. L., Thorndike-Barnhart Beginning Dictionary, Chicago: Scott, Foresman, 1952; Walpole, Ellen W., Golden Dictionary, New York: Simon-Schuster, 1944; Winston Dictionary for Schools, Philadelphia: John G. Winston, 1950, and Webster's Elementary Dictionary, A Dictionary for Boys and Girls, New York: American Book Company, 1935, as abridged dictionaries for the elementary school library.

Encyclopedias. Criteria for selecting encyclopedias for children are outlined below:

Standard of informational content.

Comprehensiveness or range of topics.

Accuracy and scope of articles.

Relative amount of material devoted to each subject.

Presence or absence of any bias in the discussions.

Style of writing and presentation.

Suitability of vocabulary.

Clarity and precision.

Accuracy and authenticity of every article.

Organization--degree of facility for locating specific information. Subject headings, cross-references, bibliographic material, indexes, guides.

Appearance--readability, sturdiness, quality of binding and paper, size of type, pictorial matter, quality and number of pictures, maps, graphs, charts, diagrams, and use of color.⁶

There appears to be conflicting reports in terms of recommending a specific encyclopedia for the elementary school library; however, three sets appear to be continually mentioned as most desirable: The World Book, Compton's, and Britannica Junior.

In a survey made regarding the 1953 editions of the above listed encyclopedias the following conclusions were reached:

During the past ten years the publishers of World Book, Britannica Junior, and Compton's encyclopedias have made great strides in easing the vocabulary load and shortening the sentence length of their materials. Such measures have brought the average reading levels down to grades 6, 7, and 8 in World Book, Britannica Junior, and Compton's, respectively. Parents and teachers may now turn to World Book and Britannica Junior and to a lesser degree to Compton's with considerable confidence that most of the articles will be within the reading comprehension of elementary-school children.⁷

Maps, atlases, and pictures. The following criteria developed by a committee of teachers, administrators, and a

⁶Anita Wilkes Dore, "Choosing an Encyclopedia for Junior," Wilson Library Bulletin, 28:536.

⁷Ronald B. Edgerton, "How Difficult Are Children's Encyclopedias?" The Elementary School Journal, 55:225, December, 1954.

parent representative in the Redwood City elementary schools, for map and globe evaluation, applies to atlases, and, to a limited degree, to pictures:

1. Clear, simple and easy to use.
2. Authentic and accurate.
3. Appropriate to maturity level of group and to curriculum.
4. Large enough to be easily read--readable at classroom distance? Is the print clear? Is the legend definite, clear, and distinct?
5. Colors--clear and descriptive.
6. Physical features--Are mountains clearly indicated? Are rivers and lakes relatively prominent?
7. Political features--Are boundaries of countries clearly marked? Are boundaries up-to-date? Are the international Date Line and time belts given?
8. Durable--quality of paper or material, type of mounting.
9. Longevity and priority--Does the subject matter of the map provide for comparatively long use? Does the map meet standards of importance and immediate use?⁸

"At least one 16" globe is basic for adequate reference service."⁹

⁸Summary of criteria developed by a Map and Globe Evaluation Committee, Redwood City School District, Louise White, Chairman, 1956.

⁹Shores, op. cit., p. 124.

A list of maps and globes recommended for purchase for the elementary grades will be found in Appendix C, page 70.

"An atlas is a collection of maps or plates or other exhibits bound together in one volume."¹⁰ Two such atlases used extensively throughout elementary schools are: Goode's School Atlas, John Paul Goode, revised and enlarged edition, Chicago: Rand and McNally, 1953; and, Rand and McNally Standard Atlas of the World.

Yearbooks. Authenticity and accuracy are the main factors considered in selecting a yearbook. World Almanac and Book of Facts, latest annual, by the New York World Telegram, and the World Book Encyclopedia Annual, by the Quarrie Company, are the two most widely used yearbooks in the elementary school according to information received by this investigator in visits to other elementary school district libraries in this area.

Pictures. The importance of pictures in the stimulation of interest and in the development of concepts is being recognized, as is evidenced by the following:

¹⁰Ibid., p. 120.

The increased recognition of the photograph as documentary evidence has led to the preservation in special libraries and archives of many negatives and unique positives, and, eventually, to the detailed cataloging of such collections.¹¹

The picture collection may consist of photographs, prints, postal cards, illustrations, charts, diagrams, graphs, posters, and cartoons.

That the picture collection has become an important part of a modern library service is evidenced by the fact that at the Special Libraries Association Conference in 1952, a Picture Division was organized. Also, a preliminary edition of Rules for Descriptive Cataloging in the Library of Congress, Pictures, Designs, and Other Two Dimensional Representatives has been published and is being examined and commented upon by those in charge of picture collections throughout the country.¹²

Pictures may be obtained from professional or amateur photographers, parents, discarded books, and travel folders. The Informative Picture Association, 48 North Division Avenue, Grand Rapids, Michigan; Creative Educational Society, Mankato, Minnesota; and Photographic History Service, 5537 Hollywood Boulevard, Hollywood, California, are excellent sources for pictures.

¹¹May D. Hill, "Prints, Pictures and Photographs," Library Trends, 4:156, October, 1955.

¹²John A. Parker, "A Brief History of the Picture Collection," Wilson Library Bulletin (New York), 30:257, November, 1955.

Periodicals and pamphlets.

In making up a periodical subscription list the librarian should consider the curriculum, the type and location of her school, the people who use the library, and the budget of the library; and for particular periodicals, the publisher, the editor, the contributors, the reading level, the political viewpoint, the physical makeup, and whether it is indexed in any of the periodical indexes which the library receives.¹³

The recommended number of periodicals listed in the Bulletin of the School Library Association of California,¹⁴ and the requests for and the use of magazines in the various libraries visited, were important guides in the establishing of a beginning subscription list. The reference listed above suggests a minimum of five periodicals for the kindergarten through sixth-grade school. We selected the following magazines: National Geographic, National Geographic Society; Junior Natural History, by American Museum of Natural History; American Girl, by Girl Scouts of the U. S. A.; Boys' Life, by the Boy Scouts of America; Story Parade, by Story Parade, Inc.; Flying, by Ziff-Davis Company; Highlights For Children, by Highlights for Children, Inc.; Jack and Jill by Curtis Publishing Company; Playmate, by A. R.

¹³Marguerite Kirk, Helen E. Glannon, Edward T. Schofield, and Robert B. Freund, "Other Aids to Learning," National Society for the Study of Education, Forty-second Yearbook, Part II, February, 1943, p. 213.

¹⁴Bulletin of the School Library Association of California, 26:11, March, 1955.

Mueller Printing and Lithograph Company; and Sports Illustrated, by Time, Inc., for the children. For the staff the following periodicals were selected: The Instructor, by F. A. Owen Publishing Company; American Childhood, by Milton Bradley Company; School Arts, by Davis Press; Saturday Review, by Saturday Review Associates; The Grade Teachers, by the Grolier Society, Inc.; Arizona Highways, by Arizona Highway Department; The Elementary School Journal, by the University of Chicago Press; The School Executive, by American School Publishing Corporation; and the Education Digest, by the Education Digest.

Periodicals should be evaluated yearly in terms of their use and in terms of their quality of content as may be reflected by changes in editorial staffs or publishers.

Slides, filmstrips, films, and tape recordings may well fit into the organization of an elementary-school library; however, they will not be considered in this thesis as these items are all organized and circulated through the main district depository and through the Office of the San Mateo County Superintendent of Schools. These materials are used and returned through the medium of requisitions. This procedure appears to be quite prevalent among schools of this size in the Redwood City area.

Pamphlets are available in great quantity from banking associations, insurance companies, religious

associations, industrial organizations, educational and health foundations, research associations, travel bureaus, chambers of commerce, and radio networks. A valuable source of pamphlets is Educators Index of Free Materials,¹⁵ annotated and revised annually. Another helpful list of pamphlet sources has been compiled by Ireland.¹⁶

Pamphlets may be classified and filed by subject, and may be placed on regular bookshelves in a special section of the library or with books of the same subject. Shelf space was limited, therefore, pamphlets were filed in a vertical file in a special section.

Reference is to library service what intelligence is to the military. In the reference room the library's resources are utilized to meet specific needs. Most frequently the need is for a particular fact to answer a question. Almost as often the request is for the location of certain material. Other demands involve aid to research and instruction or simply counsel on cultural and recreational reading.¹⁷

¹⁵Educators Index of Free Materials, edited by John Guy Fowlkes and Paul T. Cody (fifty-first edition; Wisconsin: Educators Progress Service).

¹⁶N. O. Ireland, "Pamphlet Sources for the School Librarian," Wilson Library Bulletin, 15:330-32, December, 1940; 15:430-31, January, 1941.

¹⁷Shores, op. cit., p. 2.

Summary. The staff at John Gill School accepted the philosophy that the idea is more important than the book, and thus, attempted to handle in the library recorded ideas in any form in which they exist as a means of providing the optimum resources for children and teachers.

CHAPTER V

CATALOGING, CLASSIFYING, AND FILING

Cataloging. The purpose of cataloging is to provide an index to the library materials. Books are listed in the catalog filing system by author, title, or subject.

The card catalog is an alphabetical index to the books in the library. It is a guide to the book collection just as an index to a book is a guide to its contents. Having the index on cards makes it more convenient for use, and for inserting cards for new books. The cards are filed in trays in one straight alphabetical arrangement. The label on the outside of each tray of the catalog cabinet indicates the part of the alphabet that it holds.¹

It goes almost without saying that a job well done is directly related to the tools available to do the job. "The library's most important tool is the card catalog," according to Cook.² Effective cataloging serves to ease and to speed the job of locating information. "The card catalog is the short cut to finding books and locating information."³

¹Ella Aldrich, Using Books and Libraries (New York: Prentice-Hall, Inc., 1951), p. 15.

²Margaret G. Cook, The New Library Key (New York: H. W. Wilson Company, 1956), p. 12.

³F. W. Frostic and Leona M. Hough, "Planning the Physical Requirements," The National Elementary Principal, The Thirtieth Yearbook, 31:165, September, 1951.

As one of the recognized functions of the modern elementary school library is to teach children the arrangement of books, the use of the card catalog, indexes, reference books, and other resources for locating information, it is essential that the cataloging be organized efficiently by trained personnel.

Cataloging and classification are highly specialized activities which require definite training on the part of the person who performs them. Unless the person in charge of the elementary school library has had training in this field, she should not be expected to carry out this particular phase of library organization. When such work is carried on by an inexperienced person, it is not only very expensive in time consumed, but it is likely to be inadequate and ineffective.⁴

"All cataloging to be processed at a central location and completed materials distributed . . ." ⁵ is another experienced person's point of view. This practice, of processing at a central location under the direction of a trained librarian, prevailed throughout the literature, and in Palo Alto, San Francisco, and Mt. Diablo school systems visited by this investigator.

⁴Jewel Gardiner, Administering Library Service in the Elementary School (second edition; Chicago: American Library Association, 1954), p. 85.

⁵Frederic Hartz, "Establishing the Elementary School Library," Wilson Library Bulletin, 30:630, April, 1956.

The library at John Gill School was thus organized on the basis of the cataloging being executed through the district administrative offices. Even though Redwood City did not have a District Librarian at the beginning of the John Gill School library organization, the cataloging was completed by clerical personnel from the district office, under the supervision of a junior high school librarian. Shortly after the library organization began to function, the Board of Education of the Redwood City elementary schools appointed this librarian supervising the John Gill School program as the District Librarian.

Classifying.

Obviously, if we wish to use a library for information, we expect to find together all the books on a single subject, and to find nearby the subjects related to it.⁶

The thought expressed above presents the purpose of classification--to bring together all books on the same subject, and books on related subjects nearby.

The system of classification most commonly used and most desirable for school libraries is the Dewey decimal system of classification. The system was named for its founder, Melvil Dewey, a prominent figure in the library world. In the Dewey system all knowledge is divided into ten main classes numbered 000 to 900, and

⁶Margaret G. Cook, The New Library Key (New York: H. W. Wilson Company, 1956), p. 2.

each class is divided into ten divisions, and again into ten subdivisions. By the use of decimal points, these subdivisions are divided and expanded, and thus it is possible to classify material very minutely. Abridgments must be made in this very elaborate plan in order to adapt it for use in the elementary school library. There is relatively little material on the elementary school level in many of the Dewey classification numbers. This would be true for example in such fields as library economy, philosophy, religion, economics, languages, and mathematics. The abridgment which follows [Appendix D, page 72] is one which has been used satisfactorily in many elementary school libraries. This abridged classification is entirely adequate for most elementary school libraries.⁷

In addition to the cataloging and classifying of books and materials, there are a few other clerical functions necessary before the books are ready for the shelves. These include inspecting the books to determine flaws and rejects, pasting of bookpockets and date slips, inserting bookcards in the pockets, stamping all books with the school name for ownership purposes, writing of the call numbers on the flyleaf, on the reverse side of the title page, and lettering call numbers about one and one-half inches from the bottom of the back edge of each book, and filing of the cards in the shelf-list drawer for master-file purposes, and filing cards in the general use catalog drawers. All of the above details, with the exception of the filing, are completed by clerical personnel in the district

⁷Gardiner, op. cit., p. 86.

administrative offices. The filing is completed by parents of children in John Gill School.

Books are then arranged on the shelves by classes in numerical order from left to right, alphabetically by the author letter, and from the top to the bottom of each shelf section. Fiction is arranged alphabetically by the author letter. "Easy books" are kept in a special section arranged alphabetically by author. Periodicals have a special section as do reference books. Shelf labels with class numbers and subjects indicated are placed about in the center of each shelf. The arrangement of books and materials is maintained by the parent librarians.

The shelf list cards are filed in numerical order according to the classification number and then alphabetically by the author letter. All of the catalog cards are filed in alphabetical order according to the top line on each card. Initial articles "A" and "The" are disregarded in titles for purposes of filing. "Mc," "St.," "Ste.," are filed as if spelled Mac, Saint, Sainte. When any particular subject has several subheads, the arrangement has been in alphabetical order by subhead, and under subhead by author.

Minor repairs such as repairing torn pages are made by the parent librarians.

It is planned to take an inventory once every two years. Books will be checked against the shelf-list file and losses indicated on the cards until books are replaced.

Summary. The purposes of cataloging, classifying, and filing have been outlined.

Most books have at least three cards in the card catalog filing system--author, title, and subject. Card catalogs mention the title, author, the edition, if other than the first; usually it gives the imprint of the book, where it was published, name of the publisher, and the date of publication. If the book is illustrated, the card will show it. The number of pages and sometimes an explanatory note are noted on the card.

The systematic processing of books, including the carding, indexing, labeling, and the arrangement of books and materials are important phases of the organization of a library that are directly related to the effective use of the library. A professionally trained school librarian should supervise these technical matters of cataloging, classifying, filing, labeling, and arranging of materials.

CHAPTER VI

FINANCING THE LIBRARY

The discussion in this chapter will be limited to the financing of the library from the book and material selection and maintenance point of view without reference to capital outlay items such as exterior and interior furnishings.

Current practices. In visiting other librarians it was noted that the budget provisions outlined by the School Library Association of California¹ were suitable as a minimum program.

In establishing new libraries, an initial book budget to provide not fewer than four books per pupil of expected enrollment, plus an encyclopedia, is necessary for an effective basic collection. This basic collection should be purchased as an initial capital outlay.

The generally recommended annual minimum maintenance budget is \$1.50 per pupil enrolled. (A.L.A., C.L.A. standards.)²

The maintenance budget referred to in the preceding quotation refers to a sum set aside for purposes of replacement of discards and losses, and for purchase of additional

¹Bulletin of The School Library Association of California, 26:10, March, 1955.

²Ibid.

titles and duplicates as determined by pupil interests and the curriculum needs. This maintenance budget should provide for replacement of encyclopedias at intervals of three to five years, and for other reference materials which tend to become obsolete.

The budget should be large enough to maintain a minimum collection of five library books per child enrolled in schools with kindergarten through six grades and seven books per child as a minimum collection for schools with kindergarten through eight grades.³

The \$1.50 per child maintenance budget recommended excludes audio-visual materials, binding and supplies, textbooks, and maps, as these items are generally purchased from separate accounts.

District sources. The Board of Education of the Redwood City elementary schools authorized the expenditure of \$1.50 per child for library maintenance budget beginning the school year 1955-1956. In addition to this factor, each school is allotted a specific budget based upon pupil enrollment which is to be expended for supplies and instructional materials according to the discretion of the principal. This discretionary privilege allows more money for library purposes.

³Ibid.

Parent Teacher Association in action. Most Parent Teacher Association's conduct some kind of a money-raising activity for the purpose of financing their own Parent Teacher Association budget or for special school projects. This source can be a valuable asset to a school beginning a library.

The John Gill School Parent Teacher Association conducts a carnival every year which grosses between \$1,500.00 and \$2,000.00. Each year the Parent Teacher Association has submitted to the school between \$500.00 and \$1,000.00 to be used for child welfare purposes determined by the principal. The past two years funds were channeled to the library and this factor has enabled the school to approximate the five books per child recommended by the School Library Association of California and the American Library Association as stated on page 47.

Summary. An initial book budget to provide for a basic book collection of not fewer than five books per child, plus an encyclopedia, and a minimum maintenance budget of \$1.50 per pupil of expected enrollment are the basic recommended factors in establishing and maintaining a budget for a kindergarten through sixth-grade elementary school library.

Where district sources are not adequate, special fund-raising activities sponsored by the school or Parent Teacher Association can provide additional funds.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The role of the library in the elementary school.

Although secondary schools have had libraries for more than fifty years, it has only been in recent years that the elementary school has seen its classroom collections of books organized and administered as an integral part of the centralized library.

The library for John Gill School, and for other kindergarten through sixth-grade schools is justified in terms of the contributions the library can make toward furthering the general objectives of education.

There appeared to be a scarcity of literature in the area of the total organization of the elementary school library; however, there were many valuable articles relating to the separate phases of organization contained in the educational journals and the journals of the American Library Association. The importance of the library, the physical requirements and desirable furnishings, the selection of books and materials, scheduling of classes, the technical matters of cataloging, classifying, financing, and the staffing of the elementary school library are areas that are well-covered in the periodicals over a period of the last ten years.

In keeping with the general recommended practices outlined in the literature, the committee approach was used at John Gill School to establish the criteria for the selection of books and other library materials. A basic book collection of seven hundred books was purchased with an expansion to two thousand books over the period of one year. The ultimate goal of the school and the Parent Teacher Association is to attain a minimum of thirty-five hundred books, or five books per child enrolled, as recommended by the School Library Association of California.

Cataloging and classifying were organized on the basis of the Dewey Decimal System, with centralized cataloging taking place at the main district administration offices, under the direction of a trained librarian. Routine filing and minor repairs were completed by Parent Teacher Association members.

Financing of this library project was accomplished through an allotment of a fund for a basic book collection offered by the Redwood City School District, plus funds raised by the John Gill School Parent Teacher Association. A budget of \$1.50 per child enrolled in John Gill and other elementary schools in Redwood City was established by the Board of Education as a maintenance budget to provide for book replacements necessitated by loss, discard, or purchase of duplicate copies of books or periodicals.

Problems in the organization of an elementary school library. As most change in education has transpired at a slow, cautious pace, so the introduction of the library in the elementary school has been slow. The first problem is that of interpreting the value or role of the library to administrators, and subsequently to boards of trustees, for purposes of having libraries considered as an integral part of the modern school, and thus, having the physical space for the library planned for in the original construction of new schools. Or, in the case of additions, interpreting the role of the library to the extent of securing funds to add libraries to existing buildings. The question of values--of interpreting the library to the public and to the boards appears to be a problem for many.

The second problem is that of staffing the library. This problem delayed the organization of the John Gill School library and is blocking the organization of other libraries. In many cases teachers are giving part of their time to assisting in the library. In many cases parents are sharing the entire load; and, in many cases the public library and the school are attempting to offer a compromise program.

A third problem offered is that pertaining to the selection of books and materials. Publishers, authors,

illustrators, and agents almost try to outdo each other in selling books and materials. Those librarians, teachers, and parents with the responsibility for selecting a library collection must be cautious in their approach and refer to the criteria established and to the reputable book lists, if the most desirable books for children are to be purchased.

The fourth and concluding problem related to organizing a library might well encompass the other problems mentioned. This is the problem of finance. With the increase in personal property taxes and the subsequent pressure on school boards to curtail expenditures for schools, administrators have hesitated to push the library program. Small closets or half-size classrooms have been called libraries. Likewise, with limited budgets for salaries, staffing of libraries has been accomplished, in many cases, on a part-time or voluntary basis by untrained personnel. Also, limited finances have curtailed the selection of desirable collections.

Recommendations. The library in the elementary school can play such an important role in the development of intellectual and social habits, attitudes, skills, appreciations, and understandings of children, that all administrators without the services of a library should

acquaint themselves with the potentials of the library and then take the necessary initiative to establish and maintain a library in the school of their district.

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APPENDIX A

AIDS TO SELECTION OF LIBRARY MATERIALS

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APPENDIX B

John Gill School
May 25, 1955

Dear Parents:

Our long planned library at John Gill School has opened, and it is being staffed by about fifteen members of our P.T.A. with professional help from the District Librarian.

You--through your participation in the P.T.A. Carnival the past two years--have helped to contribute \$1,054.00 which has been used for books and materials. We appreciate your support.

Many children have expressed the desire to donate a book to the library and as such we have set Tuesday, June 7, as Book Day. Each book will be stamped and signed to indicate the name of the child donating the book to the library. Then, following our flag ceremony on June 7, each child will have an opportunity to place his book on the shelf in the library. Each child who wishes to donate a book should bring it to school by June 2. (If you care to donate money for purchase of a book by the District Librarian, please send this by June 2, also).

To avoid hurting anyone's feelings may we point out that every book will have to be examined and there may be some books which we cannot use. We refer to the condition of the books, the content, illustrations, etc. In the event we cannot use your book, may we have your permission to place it where it will be of most value? Yes,
Please return book to me. (Books are needed at both the T B Sanitarium and the Veterans' Hospital, and we would send those books not usable here to one of those organizations.)

Sincerely yours,

Library Committee,

Mrs. Robert Regan, Chairman
Mrs. Anthony Poderis
Mrs. Elsie Scott
Mrs. Fred Ferber

APPENDIX C

REDWOOD CITY SCHOOLS
Recommended Map and Globe List - 1956

	1st choice	No.	Cost	2nd choice	No.	Cost
<u>Grade 1:</u>						
Simplified Globe 12"	Nystrom	GMR1204	\$15.00	Cram	Cradle Mt. #256 Clear view Mt. #251	28.00 \$22.50
<u>Grade 2:</u>						
Simplified Globe 12"	Nystrom	GMR1204	15.00	Cram	Cradle Mt. #256 Clear view Mt. #251	28.00 22.50
Simplified World Map	Nystrom	F98	17.50	Weber-Costello	MG-1-5-Phys.	17.50
<u>Grade 3:</u>						
Simplified Globe 12"	Nystrom	GB121	26.25	Cram	Cradle Mt. #256 Clear view Mt. #251	28.00 22.50
Simplified World Map	Nystrom	F98	17.50	Weber-Costello	MG-1-5-Phys.	17.50
Simplified U. S. Map	Nystrom	WF1	21.75	Rand-McNally	MB101	17.25
<u>Grade 4:</u>						
Globe 12"	Nystrom	GB121	26.25	Rand-McNally	2644E	24.75
California PP	Nystrom	PS105	15.50	Gunter	3S0	15.50
U.S. & Mexico (Simplified)	Denoyer-Geppert	Slbro	22.75	Nystrom	WF1	21.75
United States PP	Nystrom	IS1	26.50	Rand-McNally	MR101	17.25
Simplified World Map	Nystrom	F98	17.50	Weber-Costello	MG-1-5-Phys.	17.50
<u>Grade 5:</u>						
Globe 12"	Nystrom	GB121	26.25	Rand-McNally	2644E	24.75
World PP	Nystrom	L598	26.50	Weber-Costello	MG-1-5-Phys.	17.50
U.S. Slated Map (reversible) (& World)	Nystrom	RBC198	25.75			
United States PP (Gr. 5)	Nystrom	L51	26.50	Rand McNally	MB101	17.25
<u>Grade 6:</u>						
Globe 12"	Nystrom	GB121	26.25	Rand McNally	2644E	24.75
Western Hemisphere PP	Rand McNally	RS802	13.75			
North America PP	Nystrom	IS5	26.50	Weber-Costello	R3	14.75
South America PP	Nystrom	IS6	26.50	Weber-Costello	R4	14.75
World PP	Nystrom	IS98	26.50	Weber-Costello	MG-7-5-Phys.	17.50

APPENDIX D

ABRIDGED DEWEY DECIMAL SYSTEM OF CLASSIFICATION
 Suitable for Elementary School Libraries*

000	GENERAL WORKS	800	LITERATURE
020	Libraries--How to Use	811	Poetry
	Books and Libraries	812	Plays
030	Encyclopedias	900	History (General)
100	PHILOSOPHY	910	Geography, Description
170	Conduct, Etiquette, Thrift		and Travel (General)
200	RELIGION	912	Atlases
220	Bible Stories	914	Europe (General)
290	Myths	914.2	England
300	SOCIOLOGY	914.3	Germany
310	Almanacs	914.4	France
320	Government	914.5	Italy
330	Money	914.6	Spain
353	Citizenship	914.7	Russia
380	Transportation, Railroads	914.8	Scandinavia
	and Ships, Communication,	914.9	Other Countries
383	Stamps	915	Asia
391	Costumes	915.1	China
394	Holidays	915.2	Japan
398	Fairy Tales, Legends	915.4	India
400	LANGUAGE	916	Africa
420	Dictionaries, Language	917	North America
	Books,	917.2	Mexico
500	SCIENCE	917.3	United States
573	Prehistoric Man	917.94	California
590	Animals, Animal Stories	918	South America
595	Insects	919	Oceania
597	Fishes, Frogs		Philippine Islands
598	Birds		Hawaiian Islands
600	USEFUL ARTS--INDUSTRIES		Australia
608	Inventions		New Zealand
614	Health, Fire Protection		South Sea Islands
	and Prevention, Safety	919.8	Arctic Regions
	Education,	920	Collective Biography
621.3	Radio	921	Individual Biography
629	Aviation, Automobiles	929	Flags
630	Agriculture, Gardening	930	Ancient History
640	Homemaking, Cookery	970.1	Indians
655	Printing	973	United States History
680	Handicrafts	979.4	California History**
700	FINE ARTS (General)	F	Fiction
778	Motion Pictures	X	Easy Books
780	Music		
790	Games, Entertainment, Sports.		

** These numbers for a particular state are inserted merely to indicate that a school may wish to use the classification numbers of a particular state in order to keep materials of local interest together.

*Jewel Gardiner and Leo B. Baisden, Administering Library Service in the Elementary School (Chicago: American Library Association, 1941), p. 88.

APPENDIX E

EXPLANATION OF DEWEY DECIMAL SYSTEM¹

Dewey assigns a number to each book.

Dewey divides all knowledge into nine major classes, with an extra class for works so general as to make a definite place impossible. Each major class is divided into ten smaller classes, each of which includes ten still smaller classes for further subdivision of the main subject. Decimal expansion then makes it possible to provide a place for the smallest topic.

Having a number of books on the same subject, and therefore with the same class number, makes it necessary to distinguish among them in some way. This is done by combining a "book number" with the class number to make up the "call number" of the book--the number by which you call for a book at the Loan Desk and by which it is located on the shelf. The book number is composed of the first letter or two in the author's last name plus a number from the Cutter table of author numbers. Very often the first letter in the title of the book is then added.

This system makes it impossible for two books to have the same combination of numbers. The call number appears on the book and in the upper left corner of every card for that book in the card catalog.

The call numbers are read numerically and decimals are valued just as in mathematics.

¹Ella Aldrich, Using Books and Libraries. (New York: Prentice-Hall, Inc., 1951), pp. 12-14.

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