

**STATE OF WASHINGTON
DEPARTMENT OF EDUCATION.
BULLETIN NO. 25, 1914, LIST OF
BOOKS FOR ELEMENTARY AND
RURAL SCHOOL LIBRARIES**

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MARTHA A. SHERWOOD

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STATE OF WASHINGTON

LIST OF BOOKS

FOR

Elementary and Rural School Libraries

ISSUED BY THE

DEPARTMENT OF EDUCATION



OLYMPIA, WASHINGTON

1914

OLYMPIA, WASH. :

FRANK M. LAMBORN  PUBLIC PRINTER

1914

FOREWORD.

It is now eight years since the Department of Education published a library list for the elementary schools, and to meet the pressing demands for a new list, Deputy State Superintendent Miss Martha A. Sherwood has prepared this List of Books for Elementary and Rural Schools. This list is designed to aid county and city superintendents and teachers in the purchase of books for circulation among school children. It will be found particularly helpful in the selection of books for rural school libraries.

To a very wide knowledge of literature and of the reading tastes of children, Miss Sherwood has added extreme care and diligence in the editorial work involved for a number of months, and well merits the approval which the publication of the list will surely invoke.

This list is to be regarded as the authoritative list for the schools of Washington. A copy is provided for each school district in the state and is to be listed with the library books and accounted for as a part of the school equipment.

JOSEPHINE CORLISS PRESTON,
Superintendent of Public Instruction.

ACKNOWLEDGMENT.

In the selection of titles, plan of arrangement, classification, and for many annotations in the preparation of this list, extensive use has been made of the List of Books for School Libraries, issued by the Oregon Library Commission in 1907, and the Catalog of Books of the Carnegie Library of Pittsburgh for use in the First Eight Grades of the Pittsburgh Schools. Other catalogs to which frequent reference has been made are List of Books for Elementary School Libraries issued by the New York State Department of Education in 1912, the 1910-11 and 1912-13 Wisconsin List of Books for Township Libraries, the Minnesota School Library List issued by the Department of Education in 1912, and the Bulletins of the Educational Library of the State Board of Education of Pennsylvania. Reference has also been made to many other special lists and catalogs.

Grateful acknowledgment is made to the librarians of the Teachers' and Juvenile Departments of the Seattle Public Library for valuable advice in the selection of titles and editions, and to those supervisors and teachers of special subjects in the state who generously aided in the selection of books in their subjects.

M. A. S.

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HOW TO USE A SCHOOL LIBRARY.

The mere presence of a school library does not insure desired results. The profitable use of it requires thought and careful management. By skillful management, a few books may be made to do large service. The following suggestions for its use are taken from School Circular Number 2 issued by the Oregon State Library:

What You May Do to Make It of Service.

1. Know your books.
2. Look them over for something:
 - a. To read aloud.
 - b. To interest the child who does not read.
 - c. To help the one who has a decided interest.
 - d. To make the lessons more interesting.
 - e. To suggest ethical stories which will help to correct faults.
3. Read aloud from some of the best books.
4. Find out what each boy and girl cares most about and use curiosity or interest which has been aroused. Cultivate any decided aptitude, and awaken new interests.
5. Substitute a good book for the fair or poor one which is undermining the character of the child.
6. Read a "starter" from a big book, or from a neglected one which is really worth while.
7. Allow individual reading in the schoolroom when the lesson is learned, and do not make this a reward of merit.
8. Use the library to enliven the language lesson by Friday afternoon "book talks," avoiding formal reports.
9. Use library books to supplement the text-books. Assign readings and allow class time for reports on outside reading.
10. Ask questions to start search for information.
11. Choose a hero for each month and read about him, talk about him, learn about his life and times. (Arthur, Siegfried, Charlemagne, Franklin, Paul Jones.)
12. Read short stories to correct faults (and do not point the moral).
13. Teach use of table of contents and index. Let the children see who can find most about some subject in a given time in some certain book or books.
14. Plan an annual "library day" with program from one author, talks about the books, readings, a debate.
15. See that the library does three things for your school:
 1. Makes the lessons more interesting.
 2. Provides training in the use of books.
 3. Cultivates the reading habit.

HOME READING.

It is desirable that children should own books. Many times parents would purchase books for Christmas or birthday gifts for their children if they knew what selection to make or if their attention was called to the desirability of so doing. A short talk on children's books given once or twice during the year at a parent's meeting with list of books suitable for home reading placed on the board, would encourage the purchase of books for the home and be a valuable guide in the selection of books used in the neighborhood.

The plan of having certain books read at home and briefly reported on in school is excellent. It helps to interest both parents and children in reading.

STORY TELLING.

Stories are a delight of children and a joy of youth and story telling is an excellent means of interesting children in books. Systematic work in story telling in the lower grades lays a foundation for a liking for good reading and, at any age, by means of a story, interest may be turned to a special subject, as some phase of nature study or historical reading, or to some particular book which has not been read as much as it should be. When used for the latter purposes, books where further information may be gained should be shown or the story told with occasional reference to the particular book.

STATE TRAVELING LIBRARY.

The state traveling library supplies books to schools in any city, town, or rural community making applications for the libraries. The selections of books are adapted to the needs of the school or community as set forth in the application. Efficient service has been rendered by this library to communities of the state having no library facilities. The only expense involved for the applicant is the cost of transportation. These libraries can be obtained by addressing the "State Traveling Library," Olympia, Washington.

INSTRUCTION IN LIBRARY METHODS.

The publishing of this list looks toward the building up of a good school library in every school in the State of Washington. The usefulness of a library depends in large measure on its management and care. Through proper care, the life of books is prolonged and children are taught needed respect for them. As the application of even a little library method in the care and circulation of books will greatly increase the efficiency of the school library, definite library instructions have been furnished for this list by the State Library, Olympia.

Checking.

When books are received check them immediately with bookseller's bill and duplicate order sheets, to see that entries are correct.

Opening a Book.

Before attempting to put any book through the mechanical processes, open each one according to the following directions:

Hold the book with its back on a smooth or covered table; let the front board down, then the other, holding the leaves in one hand while you open a few at the back, then a few at the front, and so on, alternately opening front and back, gently pressing open the sections, until you reach the center of the book.

Carefully cut the leaves of the books with a paper cutter, and collate for imperfections. If any are found return book to the publisher.

Mark of Ownership.

On the title page of each book and on page 30, stamp, or neatly print, the name of the library.

Pockets.

Paste a manilla pocket on the inside of the back cover of each book. The pocket holds the book card when the book is on the shelves of the library. These pockets, with rules and regulations printed thereon, can be purchased from the Democrat Printing Co., Madison, Wis., for \$2.75 per thousand.

Book Cards.

The book card should bear the name of the author and short title of the book, neatly and legibly written, the date loaned, name of the borrower, and the date returned. This card is kept in the pocket when the book is on the shelves and is the record of a loan when the book is out of the library. These cards may be purchased from Lovejoy & Lincoln, 128 1st St., Portland, Oregon, for \$1.75 per thousand.

Date Slips.

Paste a piece of blank paper, uniform in size with the book card, on the fly leaf opposite the pocket. This is used as a date slip and should be stamped with the date of issue for the convenience of the borrower.

Accession Record.

This record is one of most importance to the school library. Enter books in the accession record, one volume to a line, giving the information desired in the different columns noted. Write the accession number, taken from this accession record, on the back of the title page of each book. This record book can be purchased for \$1.00, 1,000 lines, from the Democrat Printing Co., Madison, Wis.

Classification.

Books treating of the same subject should be arranged together on the shelves. The system devised for this and the one to be adopted is the Dewey Decimal Classification. The outline for this classification is printed below. When a book is classified write the class number on the book pocket, book card, and the back of the book. In writing this number on the back of the book use white ink, David's Letterine, for books with dark bindings and India ink on those of a lighter binding. Place the lettering at about $1\frac{1}{2}$ inches from the bottom of each book.

030	Reference books.
028	Picture books and books for children's first reading.
170	Conduct of life. Morals and manners.
220	Bible stories.
290	Mythology—Greek and Roman, Scandinavian.
320	Government.
370	Education.
398	Fairy tales, folk-lore and legends.
500	Nature and science—General.
520	Astronomy.
530	Physics—Electricity.
550	Physical geography. Geology.
570	Elementary biology.
571	Prehistoric times. Primitive man.
580	Botany.
590	Zoology.
591	Stories of animal life.
608	Inventions. Occupations.
612	Physiology. Hygiene. Public health.
630	Agriculture.
640	Household economics.
650	Business.
680	Manual training—Handicrafts.
681	Manual training—Woodworking.
700	Fine arts. Picture study. Drawing.
780	Music.
790	Amusements. Games and sports.

- 793 Dialogues and plays.
Stories—Miscellaneous.
- 809 Readers and speakers. Collections of literature.
- 810 American and English literature—General.
- 811 Poetry. Drama.
- 870 Adaptations of Homer and Virgil.
- 910 Geography and travel.
- 910.1 Commercial geography. Industries and manufactures.
- 910.9 Exploration and discovery.
- 914 Europe.
- 915 Asia.
- 916 Africa.
- 917 North America. Central America. West Indies.
- 918 South America.
- 919 Australia and the islands. Arctic regions.
- 920 Biography—Collective.
- 921 Biography—Individual.
- 940 History—Ancient and European.
- 970 Indian life and history.
- 973 American history.
- 977 Northwest history.

Shelving.

Arrange the books on the shelves according to the classification, with the exception of fiction, which should be placed on the shelves alphabetically by author.

Care of Books.

Instruction in the care of books should be given in classes, and to the individual before issuing books. Pupils should be trained to care for books, to handle them carefully, and to keep them clean. However, a proper example and incentive to this must be given the pupil by the teacher, in keeping the books mended, clean, and in an orderly condition on the shelves, and the library neat and attractive in appearance. Books should be carefully wrapped in paper on rainy days, or when they are to be carried any distance from the school.

Mending.

It is very important that all books in need of mending should be promptly and carefully repaired. No book should be placed on the shelves when returned to the library until it has been examined. Loose leaves should be tipped in with a very narrow margin of paste. Never use strips of paper to insert a leaf. Following is a list of mending supplies and a recipe for making paste:

Mending Materials.

Onion skin paper (possibly can be obtained at a local bank; also, when new books are received preserve the onion paper in which many of the books are wrapped); paper cambric, black and white; white linen thread; needles—No. 4 straight and a few curved; gummed linen strips, or Mulfum in parvo binders No. 2 (Gaylord Bros., 624 Arch St., Philadelphia).

Paste.

- One tablespoonful of alum.
- One quart of water.
- One-half pint flour.

Mix the flour with a small quantity of water and stir into a cream. Cook for 20 minutes. Dissolve the alum in the water and bring to a boil; stir in the cream three minutes before it is through cooking. Stir while cooking, strain, and add 20 drops of oil of cloves.