

BOOKS FOR HIGH SCHOOLS

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Books for High Schools by Martha Wilson

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MARTHA WILSON

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HIGH SCHOOLS**

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BOOKS FOR HIGH SCHOOLS

Compiled by
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Supervisor of School Libraries
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(Reprinted with adaptations from the list as published by the Minnesota
Department of Education).

AMERICAN LIBRARY ASSOCIATION PUBLISHING BOARD
78 EAST WASHINGTON STREET, CHICAGO.

1914

ACKNOWLEDGMENT.

Many high school teachers have suggested books useful in their departments of teaching and valuable advice has also been received from a number of high school libraries as to the use of the books in their libraries.

Especial acknowledgment is made to Mr. S. R. Parker, librarian of the Boys High school, Brooklyn, and to Miss Mary E. Hall, librarian of the Girls High school, Brooklyn, who have given generously their time and many suggestions.

M. W.

FOREWORD BY THE A. L. A. PUBLISHING BOARD

This list was prepared for the high school libraries of Minnesota. Believing that it would be fully as serviceable to high school teachers, librarians and students in other states, arrangements have been made with the compiler and the Minnesota State Department of Education, to have a special edition prepared for general distribution through the agency of the American Library Association Publishing Board. The list itself is identical with the Minnesota edition; those portions of the introduction, however, which applied solely to Minnesota conditions, such as directions for ordering, rules relating to state aid, the school library law, and so forth, have been omitted.

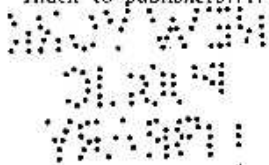
As the compiler stated in her introduction, the titles have been chosen to supplement the teaching in the schools and to provide some interesting outside reading for the high school boys and girls, and the Board unite with her in hoping that the list may be useful to this end.

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BOOKS FOR HIGH SCHOOLS.

This list complements the List of books for elementary and rural schools, and a few titles of especial interest to high school students have been repeated.

Arrangement. The list is arranged by class, thus bringing books of a similar nature and use together. In each class the books are listed by author (black face type) and title and each item is numbered consecutively. Library usage has been followed in the form of entry and in capitalization.

Index. A full author, title and subject index is given at the end, so that a book may be found easily.

Selection of titles. In the preparation of the list, an attempt has been made to include books useful in all different types of high schools. The titles have been chosen to supplement the teaching in the schools and to provide some interesting outside reading for the high school boys and girls. The books for recreative reading have been chosen with view to interesting the boys and girls in reading, in owning books themselves and in the use of the public library.

Editions. Standard editions have been listed, and wherever possible, those of moderate cost. To meet the requests of some of the larger high schools, some expensive books have been included, but practically the same material is also represented in less expensive form.

Attractive editions of the classics and of standard fiction have been added, when these are obtainable. Many high school libraries find these useful in interesting the students. They are usually kept in the library as a reference collection and cheaper editions provided for home use.

Vocational guidance. To meet the demands of the newer work in English in the field of vocational guidance, many books have been included in the classes 170, 607, 920-921, and in each class where such books might be included. Leavitt—Examples in industrial education gives the outline for this work as carried on in Grand Rapids, Michigan.

Prices. Only the publishers' list prices are given.

Reductions from these prices may be obtained from a number of reliable book dealers.

THE SCHOOL LIBRARY.

The library room. The school library, if it is to be of value in the work and life of the school must be properly housed, suitably cared for and arranged. A library room is necessary, even if the students go to the public library for much of their work. The uses to which the room will be put, will determine its size and equipment, but some suggestions may apply to all.

The library should be a workshop, planned for real work, and the tools, the books, should be in order and cared for.

It should be easily accessible. If there is no public library in the town, the school library room should be so planned that it may be used as a public library also. Where this is a necessity, the library should be on the first floor, and with an outside entrance if possible.

When the library is on the second floor, it should be reached from a main hall, not through class rooms or cloak rooms.

The room should not be smaller than an ordinary class room. It should be large enough to shelve the present collection comfortably, never two rows of books on a shelf, and to allow for growth, and it should admit of tables for reading and reference use.

Lighting. Care should be taken in planning, to secure plenty of natural light for both the shelves and the reading tables.

Shelving. The present types of school buildings with light entering from one side make it necessary to put most of the shelving on one side of the room.

Provide open shelves, if possible, having all books in view and within reach. Shelving should be built around the walls, and under the windows, if these are sufficiently high. Shelving should be built standard height, which is about 7 feet 2 inches, allowing a 6 inch base, 6 shelves one inch thick, with 10 inches space between and a 12 inch space for the bottom shelf to accommodate large-sized books. Shelves should be 8 inches deep, and not more than 36 inches long, as they will sag if too long. Avoid high shelving and unsightly cupboards. If books must be locked in a case, secure one with glass doors. Book supports are needed to keep the books in order on the shelves. Their use not only improves the appearance of the library, but lessens the wear on the books.

Where wall space is limited and the room is sufficiently wide, short, double-faced stacks not more than 36 inches, may be built from the wall shelving at intervals of 4 feet, thus making alcoves. If there is any space under the windows not needed for radiation, shelves may be placed there for reference books, allowing 6 in base, 2 shelves 1 inch thick and not more than 9 inches deep. The top of such a case should be flush with the window sill and will make a convenient shelf to rest the book upon while consulting it. This space may be divided into small compartments and utilized for magazines, each division being marked with name of magazine.

Furniture. The room should have at least reading tables and chairs placed near the windows, a table or desk for the librarian, a cabinet for the catalog, and built-in magazine rack. Bulletin boards are useful adjuncts for posting current news items, lists of books, or pictures interesting to the different classes. They may be made of a square of cork carpet, framed.

Use. Teaching high school students the use of books should be a part of the school work. It has an immediate value in connection with the preparation of the lessons, and starts him in the way of using books and public libraries as an aid in life-long education. Ward's Practical use of books and libraries, and Baldwin's Writing and speaking, will be valuable aids in giving such instruction.

Service. The library, even though properly arranged and indexed, will not reach its full efficiency until its use is directed, and it is highly desirable that a high school librarian be employed. The librarian should have equivalent educational qualifications with the high school teachers and be paid the same salary. Until library service is paid for at the same rate, it will not be of the same grade as the teaching. The librarian should be a library school graduate, if possible, or at least should have had summer library school training. Some teachers are willing to do part time teaching and part library work. Where this arrangement is made the teacher should take at least a summer school course in library training. Teachers should not be called upon to care for the library in addition to their other work.

Co-operation with public library. In towns where there is a good public library with a competent librarian, the schools will get best service by keeping in the school only such books as are needed for daily reference, and sending the pupils to the library for much of their reference work and general reading.

The school and the library should work out a definite plan of co-operation. The teachers should know what there is in the public library that will be of help to them and the librarian should know enough of the work of the school to be able to prepare in advance for calls. The teacher should notify the librarian in advance when numbers of students are coming for material on a subject, that she may have it ready. Where such co-operation exists, the work on the use of books and the library may be given by the librarian in the school or in the library, with practical demonstrations.