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State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Jessie M. Parker, Superintendent  
Des Moines

MINIMUM REQUIREMENTS AND STANDARDS FOR IOWA SCHOOL LIBRARIES

Including

Reference Books Recommended for First Purchase

by  
The Special Committee of the Iowa  
Library Association

\* \* \* \*

Destroy All Previous Library Circulars

N.B.  
MINIMUM REQUIREMENTS FOR APPROVAL  
PAGE 5

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3-962



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DEPARTMENT OF PUBLIC INSTRUCTION  
STATE OF IOWA  
DESTROY ALL PREVIOUS LIBRARY CIRCULARS

1.

- PURPOSE OF THIS CIRCULAR      This circular supplants Circular No.45, official library circular issued in June, 1939. Its purpose is to outline some minimum requirements for state approval of schools in Iowa and to suggest and recommend desirable standards beyond these minimums. It is hoped that it will be of service to superintendents, teachers, and school boards in improving the school libraries in Iowa.
- LIBRARY REGARDED IN ITS BROADER SENSE      In this circular the word "library" is used in a broad sense. For purposes of approval, in the elementary grades it would include both sets and single copies of supplementary readers furnished by the district (exclusive of texts), juvenile books for recreational reading, reference sets, dictionaries, magazines and periodicals. In the high school, the term "library" would include books located in the central library or in the classrooms, used for reference, recreational, or study purposes. Textbooks are not included.
- IMPORTANCE OF THE LIBRARY IN MODERN TEACHING      Regarded in this broader sense, the library reflects the whole instructional tone of the school. If the elementary grades are supplied with an abundance and variety of reading materials on various grade levels, supplementing the numerous subjects and units, there is more likely to be a broad reading program, an enriched curriculum, and effective types of teaching. In the high school, if there are recent books in science, the social sciences, literature, music, art, etc., or if supervised study is used and there are up-to-date, varied, attractive, and interesting books in the classroom, these are evidence that progressive techniques of instruction are being used. Altogether, the library and the classrooms reflect the policies and alertness of the superintendent as a supervisor and director of instruction in his school.
- THE TYPICAL SCHOOL LIBRARY SITUATION IN IOWA      In the average Iowa school there are about seventy pupils in high school, and two grades in each room of the elementary school. Both grades and high school are housed in one building. In most cases, practically all of the high school library is located in the study hall or a room adjacent to it. Where the longer supervised study period is used, the high school library is frequently decentralized, and classroom libraries appropriate for the various subjects are located in the recitation rooms. In a limited number of cases, the supplementary readers and library books for the elementary grades are housed with the high school library. However, in a preponderant number of schools, all reading and library books for the grades are located permanently in the rooms in which they are used.



EXPENDITURES FOR IOWA SCHOOL LIBRARIES 1938-1939

Previous to 1930, the school library did not play such an important role in classroom procedures as it does today in schools where modern techniques are used. For that reason appropriations for library books and reading materials were either left entirely out of the school budget or they were a relatively small item. School expenditures were so drastically reduced during the depression that funds available for library books and supplementary reading materials were not only inadequate but they were practically negligible.

In recent years improved teaching procedures have developed a recognition of the importance of the school library and the necessity of an abundance of materials to supplement classroom instruction, both in the elementary grades and the high school. This growing recognition and importance of the library has been reflected in the financial support accorded it. A study of school library expenditures reported to the Iowa department of public instruction by 865 schools revealed that school boards appropriated \$215,904 for the year 1938-39. The fifteen cents per pupil required by Iowa law to be set aside for library books by the auditor in each county amounted to \$108,947 for the same year, making a total of \$324,851 expended for libraries in Iowa during 1938-39 exclusive of amounts allowed directly by rural boards. This was an expenditure of 77.8 cents per pupil. The 1939-40 annual reports of secondary schools accredited by the North Central Association revealed an average expenditure of 94 cents per pupil in Iowa high schools belonging to this organization. Iowa's expenditures in these schools ranked tenth among twenty states included in the report.

#### LIBRARY STANDARDS IN OTHER STATES AND ORGANIZATIONS

ACCURATE DATA DIFFICULT TO SECURE

Lack of uniform library accounting practices and thorough studies in library expenditures makes it difficult to get recent, reliable data. Many school systems include some library books in their expenditures for textbooks. Some state studies include salaries for part or full-time librarians. Many of the studies and standards are now meaningless because they are for pre-depression years.

Some recent standards from other states and organizations are given as bases for comparison with Iowa standards which are given later in this circular.

SOUTHERN ASSN. OF SECONDARY SCHOOLS EFFECTIVE JANUARY, 1939

I. Books

(1) Enrollment of 100 or less students - 500 well-selected books exclusive of government documents and textbooks to meet the needs for reference, supplementary reading and cultural and inspirational reading; also one good general newspaper in addition to the local one, and a well-selected list of from 5-10 periodicals, suitable for students' use. Books selected from state approved lists.



- (2) Enrollment of from 100-200 students - 500 to 1000 well-selected books averaging five per student; also good general newspaper and well-selected list of from 5-15 periodicals suitable for students' use.
- (3) Enrollment of from 200-500 students - 1000 to 2500 well-selected books, newspapers, and 15-30 suitable periodicals.
- (4) Enrollment of from 500-1000 students - 2500 to 5000 well-selected books, newspapers, and 25-50 suitable periodicals.
- (5) Enrollment of 1000 students or more - 5000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

## II. APPROPRIATIONS

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

## III. TRAINING, ORGANIZATION, ETC.

- (1) These standards also include standards for librarian training, organization, and equipment, but lack of space forbids our listing them here.

### SOME STANDARDS FROM FIFTH LIBRARY YEARBOOK

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

#### I. Librarian

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

#### II. Book Collections

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



### III. Appropriations

A budget appropriation annually of not less than \$1.00 per pupil in average daily attendance

### IV. Organization

Enrollment of 100 or less - at least an adequate shelf list and loan system

Enrollment of over 100 - card catalog, shelf list, accession record, and adequate loan system

Appropriate housing and equipment of high school library

#### COOPERATIVE STUDY OF SECONDARY EDUCATION

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

Distribution was based upon the classes in the Dewey Decimal System. Recency was estimated in the social science and natural science fields upon the number of titles copyrighted since 1926. The recency of titles in the Wilson Standard Catalog was also used as a criterion, in which 81% of the titles in social sciences and 67% in natural science were published in the preceding ten years. These statements should give a school some bases for estimating the recency of its library books.

### IOWA STANDARDS

#### FORMER STANDARDS

The Iowa law provides that fifteen cents for each person of school age be withheld by the county auditor for the purchase of library books. These funds are administered through the office of the county superintendent. This is commonly known as the county library fund.

For the past four years a minimum annual appropriation of \$100 in addition to these county funds has been required in Iowa for state approval of schools of less than 100 enrollment in high school. Fifty cents per pupil in the grades and seventy-five cents per pupil in the high school were the standards for larger schools. Because of the varying status of the libraries in different schools, it seems unsatisfactory to make a flat annual requirement for schools. Following are required minimums and recommended desirable standards.



MINIMUM REQUIRE-  
MENTS FOR  
APPROVAL

In schools of less than 100 enrollment in high school, a minimum annual appropriation of \$100, exclusive of county library funds, is required for reading and library materials in grades and high school. In the Iowa Uniform Accounting System, library books and supplies, including supplementary readers, magazines, newspapers, supplies for keeping account of books, etc., are charged to library expenditures in column 17. For purposes of meeting this requirement a similar interpretation can be followed.

If a set of encyclopedias is purchased, this appropriation should be increased to \$150 for the year in which it is purchased.

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

Other schools that have devoted consistent attention to their libraries over a period of years and have reached the minimums outlined may use the following standards merely for suggestions or recommendations.

ANNUAL BUDGET  
RECOMMENDED

In all schools it is urgently recommended that a budget be worked out annually for the library. This should be prepared by the superintendent after securing lists or requisitions of needed books from the teachers in both elementary grades and high school. It should include allowances for new books and for repair and rebinding of old books.

#### ELEMENTARY GRADES

TERMINOLOGY

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

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

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

Supplementary readers may also be either recreatory or work-type, or a combination of the two, depending upon their purposes. Work-type readers are those whose content and exercises are designed for training pupils in specific reading skills needed in other school subjects, such as: the development of a vocabulary; the comprehension of sentences, paragraphs, maps, graphs, and charts; the use of the index and the dictionary; outlining, etc. Literary or recreatory readers are designed principally for reading for enjoyment. They



include selections of literary merit and vivid interest appeal, alluring specimens from standard juvenile books, and pictures and illustrations rich in meaning. They can be used for silent reading for appreciation by the group or for individual audience reading.

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

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

#### PRIMARY GRADES

#### SUPPLEMENTARY READERS

##### PRIMER AND FIRST GRADE

Five sets of pre-primers (in addition to basal series)  
 Five sets of primers  
 Three sets of first readers

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

An excellent study in vocabulary correlation is, "The Vocabularies and Contents of Elementary School Readers," by John A. Hockett, published by the State Department of Education, Sacramento, California. The price is twenty-five cents.



## SECOND GRADE

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

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

Two sets of work-type readers  
Three sets of literary or recreatory readers

## THIRD GRADE

One set of books of first-reader level for easy reading in the fall.

One set of books of second-reader level for easy reading.

One set of work-type readers

Three sets of literary or recreatory readers.

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

GUIDING PRINCIPLES  
IN THE SELECTION  
OF READERS

Following are some quotations from the Thirty-Sixth Yearbook, giving guiding principles for the selection of readers.  
"There is an increasing tendency to reinforce basal-reader units with materials of nearly identical vocabulary and a minimum of reading difficulty. -- Other things being equal, a supplementary book that utilizes a high percentage of the vocabulary of the basal book is a more effective learning instrument than a book that has only a small proportion of its word list common to the basic list.

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

JUVENILE BOOKS FOR  
FREE RECREATIONAL  
READING

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

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



CRITERIA FOR  
SELECTION OF  
JUVENILE BOOKS

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

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

BOOKS FOR ENRICH-  
MENT OF UNITS IN  
THE PRIMARY GRADES

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

INTERMEDIATE GRADES  
FOUR, FIVE, AND SIX

SUPPLEMENTARY  
READERS

The following should be available for each grade:

One set of work-type or content readers in addition to the basal reader

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

JUVENILE BOOKS FOR  
FREE RECREATIONAL  
READING

There should be a number available equal to twice the enrollment in the room. See suggestions outlined under this heading in the primary grades, as to types and selection.



PARALLEL TEXTS AND BOOKS FOR COLLATERAL READING IN THE CONTENT SUBJECTS These should be single copies of other texts and books to supplement history, geography, science, health, safety, etc. They should have a spread of several grade levels in reading difficulty. Some should be easier than the text for slower readers and some of the expanded, more difficult type for the more capable readers.

ENCYCLOPEDIAS At least one standard juvenile reference set should be accessible to pupils of the intermediate grades. Selections should be made from the list recommended for elementary grades in the report by the special committee of the Iowa Library Association, beginning on page 44 of this circular.

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

It is, therefore, recommended that each pupil have a standard elementary grade dictionary, furnished either by his parents or the school. Where there are two grades or groups in one room, only a number sufficient for the largest group need be provided. See list of juvenile dictionaries recommended on page 5 of the Iowa library committee report.

MAGAZINES AND PERIODICALS These may be selected from the list for the elementary grades, given on page 17 of this circular.

#### UPPER GRADES SEVEN AND EIGHT

LITERATURE There should be a recent literature series including a variety of selections of merit from various authors. There are a number of such series on the market. They are used as texts and provided by the pupils on a rental or outright-purchase basis. In some cases, the school furnishes them as supplementary readers.

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



OTHER TYPES OF  
MATERIALS FOR  
UPPER GRADES

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

CONDITION AND  
REGENCY OF BOOKS

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

## STANDARDS FOR THE HIGH SCHOOL

IMPORTANCE OF THE  
LIBRARY IN THE  
MODERN HIGH SCHOOL

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

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

THE CLASSROOM  
LIBRARY IN THE  
HIGH SCHOOL

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



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

On the other hand the classroom library is essential in supervised study or unit teaching where books must be available for supplementary reference work. In teaching appreciation of literature an ample supply of attractive books should be available so that the classroom actually becomes a reading laboratory where the pupil is under the direction of a skilled teacher and a real lover of books.

#### TYPES OF MATERIALS FOR HIGH SCHOOL LIBRARY

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

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

#### ENCYCLOPEDIAS

It would be desirable for two sets of encyclopedias to be available in the high school: one of those recommended for senior high school on page 3 of the report of the Iowa Library Association Committee beginning on page 44 of this circular; and one recommended for elementary grades, junior high and senior high. If only one set is provided, it should be one of the sets recommended for senior high school only.



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

**PARALLEL TEXTBOOKS** For each content subject taught in high school there should be some copies of recent parallel texts. Old, FOR WIDER COLLATERAL READING, ENRICHMENT AND APPRECIATION obsolete, ragged, useless books of the textbook type should be removed from the library and the classrooms.

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

**SUGGESTED LISTS** Suggested lists of books for some subjects in high school will be found in the supplement beginning on page 25 following this circular. These lists were prepared by prominent classroom teachers in Iowa and are graded as to difficulty. They should be of assistance to superintendents and classroom teachers who wish to purchase supplementary enrichment books. Other books can be selected from bibliographies in Iowa courses of study or recent textbooks.

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

**FICTION, TRAVEL, BIOGRAPHY, ETC., FOR RECREATIONAL READING** The school should own a minimum of 100 titles of these types of books in usable, attractive condition. One book should be added for each pupil above 100. Books from the state traveling library are helpful, but the school should not depend upon this source alone. Additions and replacements should be made annually.

In case ample fiction is available in the town library, arrangements should be made periodically for consignments of books to the English classrooms or the library. Unless this is done, experience shows that the pupils who need most to develop an interest in recreational reading do little of it.

These books should have a wide spread of interest appeal and reading level. They should deal with the present interests of high school boys and girls. Many of them should be graded considerably below the high school reading level so that they will not be too difficult for the slower readers, and will develop an interest in reading for leisure time enjoyment.



These books should be very carefully selected from standard graded lists. It is recommended that every school purchase from the American Library Association, 520 North Michigan Avenue, Chicago, Ill., a copy of "1000 Books for the High School Library." This list is a valuable guide for library purchases. First choice books are double-starred. The price is \$1.00. The Iowa Pupils Reading Circle list, "Best Books for Children," is also suggested. Most city libraries have a copy of "The Standard Catalogue for High School Libraries." This list could also be consulted, when available. See other lists given on page 14 of this circular.

#### DICTIONARIES

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

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

#### MAGAZINES AND PERIODICALS

In schools with an enrollment of 100 pupils or less, there should be at least five carefully selected current magazines, appropriate for the various departments, and a daily newspaper. If the five magazines indicated in the report of the special committee of the Iowa Library Association are provided, the "Abridged Readers' Guide to Periodical Literature" can be secured for \$2.25 per year. This will be of great service in providing classified subject references to current materials for the various classes. A more comprehensive list of magazines will be found later in this circular.

#### SELECTION OF BOOKS FOR THE SCHOOL LIBRARY

"If there is a librarian in the school, she is in a position to make a vital contribution to the selection of books. The teacher, however, must be given a major responsibility in book selection in her own field. She should know best her objectives, her course content and her pupils." (From the Thirty-Sixth Yearbook)

The Fifth School Library Yearbook of the American Library Association states that one book order a year is insufficient and unsatisfactory. It recommends that the big order be placed during the summer and that smaller orders be sent monthly during the school year.

#### LIST OF BOOKS FOR THE ELEMENTARY GRADES

A Bibliography of Books for Young Children, prepared by a subcommittee of the literature committee of the Association for Childhood Education, 1201 Sixteenth Street, Northwest, Washington, D. C. For lower elementary grades. Price 50¢.



Best Books for Children, A Guide to Children's Reading, 1940-41, issued by Iowa Pupils' Reading Circle, 415 Shops Building, Des Moines, Iowa

500 Books for Children, U. S. Department of the Interior, Office of Education, Bulletin 1939, No.11, Superintendent of Documents, Washington, D. C. Price 15¢

Reading for Fun, National Council of Teachers of English, 211 West Sixty-Eighth Street, Chicago. Price \$1.00

The Right Book for the Right Child, A graded buying list of children's books, enlarged edition, including 1936 supplement. The John Day Company, New York

LISTS OF BOOKS  
FOR THE HIGH  
SCHOOL

By Way of Introduction, A Book List for Young People, compiled by a Joint Committee of the American Library Association, American Library Association, Chicago 1938

Books for Home Reading for High Schools, graded and classified, The National Council of Teachers of English, Chicago, 1937. Price 20¢

Leisure Reading for Grades Seven, Eight, and Nine, graded and classified, The National Council of Teachers of English, Chicago, 1938. Price 20¢

1000 Books for the Senior High School Library, American Library Association, Chicago, 1935

GRADES AND  
HIGH SCHOOL

One Dollar or Less, Inexpensive Books for School Libraries, Pamphlet No.88, U. S. Department of Interior, Office of Education, Government Printing Office, Washington, D.C. 1940, Price .05

RECOMMENDED REFER-  
ENCE BOOKS

Superintendents and school boards often ask the department of public instruction for recommendations or advice in buying sets of encyclopedias and reference books. Since the department has no trained librarian, nor a sufficiently large staff to review the various publications, a special committee of the Iowa Library Association was asked to formulate recommendations on reference books. The recently revised report of this committee is included in this circular, beginning on page 44. Schools should consult this report before purchasing reference sets



BOOKS RECOMMENDED  
FOR COLLATERAL  
READING IN  
HIGH SCHOOL  
SUBJECTS

A number of classroom teachers throughout the state were asked to submit lists of books which they would recommend for first-purchase to supplement units or textbooks. These are books which these teachers have actually used, and know by first-hand experience to be valuable aids for both teachers and pupils. These books have been carefully checked with other lists and graded as to difficulty so that they are adapted to different levels of reading ability in the class. The lists will be found beginning on page 25 of this circular.

MAGAZINE LIST FOR  
GRADES AND HIGH  
SCHOOL

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

In order to make the high school magazines the most serviceable to the teachers, it is recommended that schools subscribe to the "Abridged Guide to Periodical Literature," as explained in the section, Magazines and Periodicals on page 13 of this circular.

High School

<u>Name of Magazine</u>	<u>Name and Address of Publisher</u>	<u>Price Per Year</u>
<u>Social Science</u>		
*1. American Observer	744 Jackson Place N.W., Washington, D.C.	\$2.00
*2. National Geographic Magazine	National Geographic Society, 1146 16th St. N.W., Washington, D.C.	\$3.50
*3. Current History Magazine	Current History, Inc., Park Row, New York	\$3 (2 for \$5)
4. Building America	Building America, 425 West 123rd St., New York (Available also in 5 bound volumes)	\$2 (8 copies)
<u>Literature</u>		
*1. Reader's Digest	Reader's Digest Association, Inc. Pleasantville, New York	\$3.00
*2. Scholastic	Scientific Corporation, Chamber of Commerce Bldg., Pittsburgh, Pa.	\$2.00
3. Harper's Magazine	Harper & Brothers, 49 E. 33rd St., New York	\$4 (2 for \$6)



<u>Name of Magazine</u>	<u>Name and Address of Publisher</u>	<u>Price Per Year</u>
<u>Science</u>		
*1. Nature Magazine	American Nature Association, 1214 16th St. N.W., Washington, D.C.	\$3.00
*2. Popular Science Monthly	Popular Science Publishing Co., Inc. 353 Fourth Ave., New York	\$1.50
3. Popular Mechanics	Popular Mechanics Co., 200 East Ontario Street, Chicago, Ill.	\$2.50
4. Scientific American	Munn & Company, Inc., 24 West 40th Street, New York	\$4 (2 for \$7)
5. Field and Stream	Field & Stream Publishing Co., Inc. 515 Madison Avenue, New York	\$1.50
<u>Home Economics</u>		
*1. Good Housekeeping	Hearst Magazines Inc., 57th Street and 8th Ave., Chicago	\$2.50
*2. Better Homes and Gardens	Meredith Publishing Co., 1714 Locust Street, Des Moines, Iowa	\$1 (3 for \$2)
3. American Cookery	Boston Cooking School Magazine Co., 221 Columbus Ave., Boston, Mass.	\$1.50
4. Mademoiselle	Street & Smith Publications, Inc., 79 Seventh Avenue, N. Y.	\$2.50
<u>Agriculture</u>		
*1. Hoard's Dairyman	W. D. Hoard & Sons Co., Fort Atkinson, Wisconsin	3 yrs. \$1
*2. Successful Farming	Meredith Publishing Co., Des Moines, Iowa	\$1.50
3. Wallace's Farmer	Wallace Homestead Co., 1912 Grand Ave. Des Moines, Iowa	.50
<u>Manual Training</u>		
*1. Industrial Arts and Vocational Education	Bruce Publishing Co., 407 East Michigan, Milwaukee, Wis.	\$2.50
<u>Miscellaneous</u>		
1. Etude Music Magazine	Theodore Presser Co., 1712 Chestnut St., Philadelphia, Pa.	\$2.00
2. Leisure	Frederick E. Atwood, 683 Atlantic Ave. Boston, Mass.	\$1.00
3. Hygeia	American Medical Association, 535 North Dearborn St., Chicago	\$2.50
4. Asia	American Asiatic Association, East 49th Street, New York	\$4 (2 for \$6)
5. Travel	Robert M. McBride & Company 1116 East 16th St., New York	\$4 (2 for \$7)



<u>Name of Magazine</u>	<u>Name and Address of Publisher</u>	<u>Price Per Year</u>
<u>Miscellaneous</u>		
#6. Open Road for Boys	Open Road Publishing Co, 729 Boylston St., Boston, Mass.	\$1.50 for 2 yrs.
7. Congressional Digest	Congressional Digest, 2131 LeRoy Place, Washington, D.C.	\$5 (2 for \$9)
#8. American Boy	Sprague Publishers, Inc., 7430 2nd Blvd., Detroit, Mich.	\$1.50 (3 for \$3)
#9. American Girl	Girl Scouts, Inc., 14 West 49th Street, New York	\$1.50 (3 for \$3)
10. Athletic Journal	Athletic Journal, 6858 Glenwood Ave., Chicago, Ill.	\$1.50

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

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

#### Elementary Grades

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

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

The Abridged Readers Guide to Periodical Literature is especially useful for school libraries. It is sold on a service basis. This service is described fully on page 13 of this circular.



## HOUSING AND ORGANIZATION OF THE SCHOOL LIBRARY

## LOCATION

Although some schools house the books of both the elementary grades and the high school in a central library, the most common arrangement is to have the books for the grades located in the rooms where they are used and those for the high school in a library located in the study hall. Books used in supervised study periods in high school are usually located in the classrooms. In the latter instance, books taken to the classroom libraries should be accessioned and charged to the teacher in whose class they are used. The library should be conveniently accessible to the pupils.

An effort should be made to make the library an attractive and appealing place. In the typical Iowa high school a room at the rear of the study hall is the most desirable arrangement. In many schools where the entire space is not needed for seats book shelves, library tables, and necessary equipment have been arranged in the study hall, thus creating an attractive, stimulating library atmosphere that is favorable to the development of reading and study habits.

"A cheerful, comfortable room, attractive titles and format, a sympathetic librarian -- posters and lists suggesting pleasurable adventures in bookland -- these are the characteristics of the library through which it is hoped to establish a permanent reading habit." (Fargo, *The Library in the School*)

"Books, shelves, tables, chairs, charging desk, magazines, papers, pamphlets, clipping files, pictures, posters -- and, last of all, boys and girls, teachers, and the librarian -- all of these comfortably arranged in a large, well-lighted, centrally located room, make the library -- --. The library must become the living room, the hearth side of the school. If the school has a soul, it will abide in the library." (Duff, *"The Librarian and the Junior High School."*)

## BOOK EQUIPMENT

Each book, both in the elementary grades and in the high school, should be equipped with a card and pocket. The name of the author, the title of the book and its accession number should be written on the card. It should be placed in the pocket fastened preferably in the back of the book.

RECORD OF  
CIRCULATION

Every library should be equipped with a filing tray. When a book is taken from the library, either by a teacher or pupil, the name of the person should be written on the card for that book, and the card filed alphabetically by author in the filing tray. A record should be kept of the number of books circulated each day. Totals should be made at the end of each month and year. This record should be kept in a separate book.



ACCESSION RECORD Every school library should have an accession book. Every book purchased for the library should be entered in this accession book. Space is provided for information regarding the author, title, publisher, price, dealer, accession number, etc. When a book is worn out or withdrawn permanently from the library, it should be so indicated in this accession record. In this way a school should have an accurate record of additions to the library, total expenditures for a given period, and the total number of volumes in the library.

OTHER LIBRARY EQUIPMENT In addition to the accession equipment, every library or study hall should be equipped with a magazine rack, bulletin board, dictionary stand, and sufficient shelving or book-cases to house the library adequately. The reading desk type of dictionary stand is recommended. Frequently the pages in the front and back of a dictionary fold under, and the life and usefulness of the book are impaired. The type of holder that fastens to the wall and includes a canvass cover with the stand will prevent much damage to the pages of the dictionary. Holders of this type can be purchased of most school supply houses.

A complete repair kit is another piece of equipment which every school library, large or small, should have. It would save a great deal of money not only by making it possible to keep books in a good state of repair, but also by prolonging their period of usefulness. It would also improve their appearance. The name of an Iowa concern marketing a very complete kit is given in the references which follow. Instruction book and training service for teachers and students in the repair of books are available through this company.

ARRANGEMENT OF BOOKS It is not recommended that the small school library be classified according to the Dewey Decimal System. In small libraries books should be classified as fiction and non-fiction. The fiction can be arranged on the shelves alphabetically according to the author's last name. Encyclopedias should be arranged in a separate section. Non-fiction books for collateral reference and reading in the content subjects should be arranged on the shelves by subjects. For example, American history books can be grouped together; likewise those in biology, agriculture, government, economics, etc.

In larger libraries where trained librarian service is available, the books will undoubtedly be classified and cataloged according to the Dewey Decimal System. Schools that wish information on the details of library organization are referred to the Library Key; an aid in using books and libraries, by Zaedie Brown, published by the H. W. Wilson Co., 950 University Avenue, New York City, 1938, price 75¢.

LIBRARIAN AND STUDENT ASSISTANTS A study made in recent years revealed that only about thirty schools in Iowa had full-time librarians. In most schools a teacher was responsible for the organization and supervision of the library. This teacher had practically a full-time teaching schedule. The library was merely an added responsibility.



In many small schools no specific arrangement is made for the organization and supervision of the library.

**LIBRARY TRAINING** Some provision should be made for a teacher on the staff or a part-time librarian to organize and have general supervision of the library. The first qualification of a teacher-librarian should be that she have a genuine enthusiasm for and first-hand knowledge of books. It is further recommended that the teacher in charge of the library have at least six weeks of library training. This in addition to a standard secondary certificate would qualify her for the Special Three-Year Teacher-Librarian Certificate. It is further recommended that a teacher serving more than half-time as a librarian have a year of library training in addition to a standard secondary certificate. This will qualify her for a Special Five-Year Librarian Certificate.

In all schools where full-time librarian service is not provided, student assistants should be available to serve in the library during study periods and to keep a record of all books taken from the library.

**CREATING AN ATTRACTIVE STIMULATING READING ENVIRONMENT** Good equipment aids materially in making a library attractive, but a wide-awake librarian, a teacher, or a superintendent with sufficient interest can make the library a powerful factor in stimulating an active interest in books, even with poor accommodations. Old unattractive books should be withdrawn from the library, repaired, or rebound. New books should be displayed, and book jackets, clippings, and illustrative material posted on the library bulletin board. Student assistants can aid materially by keeping the books arranged orderly on the shelves, by seeing that magazines are replaced in the rack and by assisting generally in library housekeeping. English teachers especially should be informed and enthusiastic about books so that they can guide the pupils in their reading. An effort should be made to create a chummy book relationship between teachers and pupils.

**DISCARDING REPAIRING REBINDING** There are many problems associated with the discarding of books. The decision should not be made entirely on the basis of age or condition. Some old books are still the most authoritative in their field. Worn books, showing hard usage, are frequently the most popular. Hence, considerable discretion should be used in discarding old or ragged books. Schoolboards, patrons, and sometimes janitors, criticise teachers and superintendents for destroying books that may be just so much junk collecting dust and taking up needed space.

In spite of these problems, superintendents, principals, and teachers, should set about judiciously to sort out old, worn, disreputable-looking, obviously useless books. In situations where complications are likely to arise, before old books are destroyed explanations should be made to the board and their approval secured. Useful books that are unattractive because of age or hard usage should be repaired or rebound before pages are lost, so that



the books will have a fresh attractive appearance on the shelves. Equipment for the repairing of books was discussed in the preceding section on equipment.

Part of the book budget each year should be used for re-binding books. Here again discretion will have to be used. It is not advisable to rebind cheap books. It is more economical to buy a new one. The U. S. Office of Education states; "In the case of books selling for one dollar or less, re-binding is usually inadvisable."

#### LIBRARY SUPPLY HOUSES & BINDERIES

Following is a list of library supply houses and binderies:

Demco Library Supplies, 114 South Carroll,  
Madison, Wisconsin

Gaylord Bros., 155 Gifford Street,  
Syracuse, New York

Library Bureau, 205 East 42nd Street,  
New York City

Marathon Bookmenders' Supply House,  
Marathon, Iowa (This company markets an  
excellent mending kit, including an in-  
struction book and complete mending equip-  
ment and supplies.)

The Hertzberg Bindery, 2200 East Grand Avenue,  
Des Moines, Iowa

#### RELATION OF THE SCHOOL AND PUBLIC LIBRARIES

A number of schools depend upon the city or town library especially for juvenile books and fiction. If this practice is followed, schools should arrange to have many books consigned to the school library so that they will be conveniently available when they are wanted for recreational reading or classroom reference. Undoubtedly the school should develop a permanent interest in the public library, but too much dependence should not be placed on the initiative of the class of pupils who have the least interest in reading.

Fargo says, "The demands of the pupil as an individual must to some extent be met within the school. His urge to read must be paralleled by freedom to continue reading ----. The school library has a need to circulate books --- either its own or books borrowed from other library sources ----. The educator of today hopes to establish the reading habit by tying it up with pleasurable emotional experience. A cheerful, comfortable room, attractive titles and format, a sympathetic librarian who guides but never intrudes, posters and lists suggesting pleasurable adventures in bookland - these are the characteristics of the library through which it is hoped to establish a permanent reading habit.

\* Lucile F. Fargo, The Library in the School, American Library Association, 1939.



They are the methods of the children's department of the public library transferred to the school. Inevitably they lead back to the public library. For the habit of reading, once established, leads to ever-widening demands for the materials of reading.

"The schoolmaster has arrived at the conclusion that the proper training for leisure is leisure, and has introduced into the school program periods avowedly devoted to the cultivation of leisure-time habits. No longer does the fiction reader need to display a special permit or peruse his storybook behind his geography. The school recognizes recreational reading as a worth-while leisure occupation and looks to its library to provide both the opportunity and the materials for pleasurable experiences. Such use of school-day leisure can scarcely fail to carry over into adult life, thus quickening the demand for adequate public libraries."

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

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

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

FURTHER INFORMATION ON SCHOOL LIBRARY MANAGEMENT Since the purpose of this circular is to outline minimum standards for Iowa school libraries and to give brief helpful suggestions for their improvement, many details could not be included. Schools that wish more extensive information on the organization and administration of the high school library are referred to the book, School Library Management, 6th ed., 1939, published by the H. W. Wilson Co., 950 University Avenue, New York City. The price is \$1.25.

THE LIBRARY IN THE RURAL SCHOOLS The library in the rural school is an important factor in the successful operation of the educational program. The selection of books, the organization of the library and other factors peculiar to the rural school require special consideration. Therefore, the library standards will be included in the new manual for rural schools.



S U M M A R Y

of

I O W A   S T A N D A R D S



SUMMARY OF STANDARDS FOR IOWA

**MINIMUM APPROPRIATIONS REQUIRED FOR APPROVAL**

For Schools of Less Than 100 Pupils in High School

One Hundred Dollars (\$100) per Year; (\$150) if Reference Set is purchased

For Schools With Over 100 Enrolled in High School if Below Standards Specified

Fifty cents per pupil in grades

Seventy-five cents per pupil in high school

Note: These requirements are in addition to county library funds

Types of Books	P R I M A R Y   G R A D E S			INTERMEDIATE GRADES	UPPER GRADES	HIGH SCHOOL
	1	2	3	4 - 5 - 6	7 - 8	
Supple- mentary Readers	5 sets pre- primer 5 sets primers 3 sets first readers	1 set pre-primer level 1 set primer level 1 set 1st grade level 2 sets work-type 3 sets literary	1 set 1st level 1 set 2nd level 1 set work-type 3 sets literary	1 set of work-type 2 sets of literary (In addition to basal text in each grade.)	A literature series; A work-type set for remedial work	
Juvenile Books (Story or Fiction) for Rec- reational Reading	Equal to twice the enrollment in room; pic- ture books, reading readi- ness materials; easy, attractive	Equal to twice the enrollment in room; easy attractive varied, read- ing difficulty	Equal to twice the enrollment in room; see grade 2	Number equal to twice the enroll- ment in each room; appealing in in- terest and adapted to reading ability of children	Same standard as inter- mediate grades	At least 100 volumes; One for each addi- tional pupil over 100; easy; of high in- terest value
Collateral and Enrichment Books	Sufficient to enrich and parallel units and subjects	Appropriate for units and subjects taught in this grade	Appropriate for units and subjects taught in this grade	To parallel and supplement units and subjects in these grades; varied reading difficulty	"	Equal to enrollment in class - to 30. See lists.
Encyclo- pedias	None recommended in primary grades.			A set recommended in Iowa Library Assn. Report page 44, ff.	"	At least one set recommended in Iowa Library Assn. Report



Atlases	None recommended in primary grades	Small school atlas suggested	One recommended by Iowa Library Association	"
Dictionaries	" " " " "	Dictionary text available for each pupil for systematic dictionary training	Continue intermediate grade training	1 unabridged; additional copies of secondary & collegiate
Magazines and Periodicals	See magazine list in this circular	One for boys; one for girls; see list in this circular	Same as intermediate grades	At least 5; see list in this circular; Abridged Readers Guide
Recency	Old, ragged, unattractive books not counted; should be discarded, repaired, or rebound if useful. Ten years the maximum age for reference sets and most collateral books in science and social science.			
Equipment	Reading table, shelves, and facilities for displaying books; library corners, etc., to stimulate wide reading.			Magazine rack; tables; bulletin board; card file; shelves; accession record
Schools that have devoted consistent attention to their libraries over a period of years and have reached the above minimums, may use these standards as guides or suggestions for continued maintenance of their libraries.				



S U P P L E M E N T

Books Suggested for Collateral  
Reference and Enrichment in  
High School Subjects

\* \* \* \* \*

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Recommended  
by  
Iowa Classroom Teachers



Superintendents and classroom teachers are confronted with the problem of selecting parallel texts and supplementary collateral enrichment books for various units or subjects. The titles given in bibliographies are usually not carefully selected, nor varied in approach or subject matter, nor graded as to reading difficulty. Many of them are not of recent publication date.

Since schools frequently ask state supervisors to assist with the problem of selecting single copies for classrooms and school libraries, the state department wished to be of service in this area. It was thought that classroom teachers could give practical assistance by suggesting books that they have actually used in the subjects they have taught.

In order that the assistance of classroom teachers might be enlisted, the state department last January sent the following request to ten or twelve Iowa classroom teachers:

"As a teacher of       (subject)      , if you had funds and were responsible for the selection of twelve or fifteen single copies of books for reference, what books would you choose as having been the most helpful to you and to pupils? Please list books that are adapted to different levels of reading ability in a typical grade and classify each book in one of three classifications - easy, average, or difficult.

"Some of the books may be of the textbook type, others semi-recreational, biographical, descriptive, illustrative, etc. Keep in mind your limitations in number and cost and select twelve or fifteen books that have been the most helpful and usable in your experience with pupils. Take into consideration also, attractiveness, recency, highly interesting content and appeal to children, in making your recommendations. List no book that you have not used or do not know by first-hand experience to be useful for the subject and grades indicated."

Lists submitted by the various classroom teachers in response to this request were compiled. Titles were then checked for frequency of mention, recency and type of material, and with such lists as the Wilson Standard Catalogue for High School Libraries. They were then reduced to about twelve to fifteen books for each subject. These lists are given in the supplement which follows.

These lists should be considered very tentative. They should in no respect be regarded as required books. They merely represent a beginning on the part of the state department to give some practical assistance to superintendents and classroom teachers in the better selection of books and the economical expenditure of school library funds. It is hoped that the lists may be enlarged and improved as fast as it seems wise and possible.

The following symbols are used in parenthesis after each listing to designate the reading difficulty:

- (Easy) - Means easy reading level for high school pupils;
- (Aver.)- Means of average reading difficulty;
- (Diff.)- Means difficult for high school pupils.



The following teachers submitted lists in the subjects designated:

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

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

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

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

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

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

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

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

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

GENERAL AGRICULTURE - Geral Barton, Waukee; M. M. Rogers, Lytton; Charles H. Obye, Akron; Professor A. H. Hausrath, Iowa State College.



## AGRICULTURE BOOKS

- BRINSER & AYERS, Our Use of the Land, Harper, 1939 (Easy)
- CHAPMAN & SHEFFER, Livestock Farming, Smith, 1936 (Easy-Aver.)
- COX & JACKSON, Livestock Farming, Smith, 1936 (Easy-Aver.)
- COYLE, Electric Power on the Farm, Rural Electrification Administration, Washington, D. C., 1936 (free) (Easy)
- DAVENPORT & NOLAN, Agricultural Arts, Garrard Press, 1938 (Easy)
- DAVIS, Livestock Enterprises, Lippincott, 1937 (Easy)
- U.S. Dept. of Agriculture, Food & Life, Yearbook of Agriculture, (free from your congressman), 1940 (Easy-Diff.)
- HAMMONDS & WOODS, Today's Agriculture, Lippincott, 1938 (Easy-Aver.)
- LORD, Men of Earth, Longmans, 1931 (Easy)
- McINTOSH & ORR, Practical Agriculture for High Schools, American, 1937 (Diff.)
- MACKLIN-GRIMES-KOLB, Making the Most of Agriculture, Ginn, 1937, (Aver.)
- MORRISON, Feeds and Feeding, Abridged, Morrison, 1937 (Aver.)
- PHILLIPS-COCKEFAIR-GRAHAM, Agriculture and Farm Life, Macmillan, 1939, (Aver.)
- RICE & BOTSFORD, Practical Poultry Management, Wiley, 1933 (Aver.)
- SCHILLETTER & RICHEY, Textbook of General Horticulture, McGraw Hill, 1940 (Aver.)
- U.S. Dept. of Agriculture, Soils and Men, Yearbook of Agriculture, 1938, (free from your congressman) 1939 (Easy-Diff.)
- WALLACE & BRESSMAN, Corn and Corn Growing, Wiley, 1937, (Aver.)

## AGRICULTURE BULLETINS

- BETTER GARDENING, Union Fork and Hoe Company, (Easy)
- FARMERS' BULLETIN #157, The Propagation of Plants, U.S.D.A. (Easy)
- FARMERS' BULLETIN #1044, The City Home Garden, U.S.D.A. (Easy)
- FARMERS' BULLETIN #1087, Beautifying the Farmstead (Easy)
- GETMAN & GREGORY, Contributions of Leading Americans to Agriculture, Meredith Publishing Co., 1940 (Aver.)



## IOWA STATE COLLEGE PUBLICATIONS:

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

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

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

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



## A M E R I C A N    G O V E R N M E N T

BEARD, The Open Door At Home, Macmillan, 1934 (Aver.)

BEARD, American Government and Politics, 7th edition, Macmillan, 1935 (Diff.)

JACKSON, The Post-War World, 1918-1939, Little, 1939 (Aver.)

KENT, The Great Game of Politics, Doubleday, 1935 (Aver.)

LAPP & WEAVER, The Citizen and His Government, Silver, 1936 (Easy)

MAGRUDER, National Governments and International Relations, Allyn, 1936 (Aver.)

MACDONALD, American City Government and Administration, Crowell, 1936 (Aver.)

MUNRO, American Government Today, Macmillan, 1930 (Easy)

MORGAN, Our Presidents, rev. ed., Macmillan, 1935 (Aver.) 50¢

WORLD TELEGRAM, World Almanac, World Telegram, 1939

WASSON, The Constitution of the United States, Its History and Its Meaning, Bobbs, (Aver.)



## B I O L O G Y

- BUCHSBAUM, Animals Without Backbones, University of Chicago Press, 1938 (Diff.)
- COMSTOCK, Handbook of Nature Study, Comstock, 1938 (Aver.)
- DE KRUIF, Microbe Hunters, Harcourt, 1926 (Aver.)
- DE KRUIF, Hunger Fighters, Harcourt, 1938 (Easy)
- HEGNER, Parade of the Animal Kingdom, Macmillan, 1936 (Aver.)
- HOUSE, Wild Flowers, Macmillan, 1935 (Easy)
- JACQUES, Living Things, How to Know Them (Published by the author, Mt. Pleasant, Iowa), 1939
- LUTZ, Fieldbook of Insects, Putnams, 1935
- MOON, Biology for Beginners, Holt, 1933 (Easy)
- SCHEINFELD, You and Heredity, Stokes, 1939 (Aver.)
- WHEAT, Advanced Biology, American, 1929 (Easy)



## E C O N O M I C S

- BOGART, Economic History of the American People, 2d rev. ed., Longmans, 1935 (Aver.)
- BRINSER, Our Use of the Land, Harper, 1939
- CHASE, Rich Land, Poor Land, McGraw, 1936 (Aver.)
- CROBAUGH, Economics for Everybody; from the pyramids to the sit-down strike, Morrow, 1937 (Entertaining style)
- GOODMAN, Economics in Everyday Life, Ginn, 1938 (Easy)
- JANZEN, Everyday Terms in Economics (pamphlet, 70 pp. Thiessen Printing Corp., 1938 (Aver.)
- KENDRICK & SEAVER, Taxes, Newson, 1937 (Easy)
- LUTZ, FOOTE & STANTON, Getting a Living, Row Peterson, 1940 (Aver.)
- RECK, Romance of American Transportation, Crowell, 1938
- SCHERMANN, The Promises Men Live By, Random House, 1938 (Aver.)
- THORPE, Economic Problems in a Changing World, Farrar and Rinehart, 1939 (Diff.)
- U.S. OFFICE OF EDUCATION, Public Affairs Pamphlets, Bulletin 1937, No.3
- ZU TAVERN & BULLOCK, Business Principles Everyone Should Know, Rowe 1938 (Easy)



## E N G L I S H

GENERAL REFERENCES

GREEVER-BACHELOR, Century Vocabulary Builder, Century (Diff.)

The Bible, the King James Version including  
the Apocrypha

MAWSON, Roget's Dictionary of Synonyms and Antonyms, Putnams (Aver.)

PERRIS, An Index to English, Scott, Foresman, 1940 (Aver.)

SMITH-REED, Learning to Write, Little, Brown & Co., 1937 (Aver.)

WEBSTER, Daily Drills for Better English, World, 1939 (Aver.)

WOODS & STRATTON, A Manual of English, Doubleday Doran, 1926 (Aver.)

WOLLEY-SCOTT-TRESSLER, High School Handbook of Composition, Heath, 1939 (Diff.)

WRINN, The Hollow Reed, Harper (Diff.)

AMERICAN LITERATURE

COE & CORDELL, Pulitzer Prize Plays 1918-1934, Randon House, 1935 (Diff.)

DRINKWATER, Outline of Literature, Putnams, 1923 (Aver.)

HARTWICK, Foreground of American Fiction, American, 1934 (Diff.)

LEACOCK, Greatest Pages of American Humor, Sun Dial Press, 1936 (Aver.)

NEWCOMBER-ANDREWS, Three Centuries of American Prose and Poetry,  
Scott, Foresman, 1917 (Diff.)



SANDBURG, American Song Bag, Harcourt, 1927 (Easy)

STEVENS, Paul Bunyan (Easy)

TANTE, Authors Today and Yesterday, Wilson, 1933 (Easy)

TANTE, Living Authors, Wilson, 1933 (Easy)

UNTERMEYER, Modern American Poetry, Harcourt (Aver.)

ENGLISH LITERATURE

ADAMS, A Life of William Shakespeare, Houghton Mifflin (Aver.)

AUSLANDER & HILL, The Winged Horse, Doubleday Doran, 1927 (Easy)

BOAS & HAHN, Social Backgrounds of English Literature, Little,  
Brown, 1929 (Aver.)

BOAS & SMITH, An Introduction to the Study of Literature,  
Harcourt (Aver.)

CROSS, The Development of the English, Macmillan, (Diff.)

CRUSE, The Golden Road in English Literature, Crowell (Easy)

FREDERICK, A Handbook of Short Story Writing, Knopf (Aver.)

HARVEY, Oxford Companion to English Literature, Oxford-Clarendon  
Press, 1933 (Diff.)

HILLEBRAND, Writing the One Act Play, Crofts (Aver.)

KUNITZ, Authors Today and Yesterday, Wilson, 1933 (Aver.)

KUNITZ & HAYCROFT, British Authors of the Nineteenth Century, Wilson,  
1936 (Aver.)



NEWCOMBER-ANDREW-HALL, Twelve Centuries of Prose and Poetry  
Scott, Foresman (Diff.)

PASCHALL, Creative Expression, Harpers (Aver.)

QUENNELL, A History of Every Day Things in England, 3 volumes  
1066-1799; 1733-1851; 1851-1934. (Aver.)

REYNOLDS, English Literature in Fact and Story, Century, 1929 (Easy)

SCHWEIKART, The Short Story (Eng.Am.) Harcourt (Easy)

TANNER, Essays and Essay Writing, Little, Brown (Aver.)

TANTE, Living Authors, Wilson, 1931 (Easy)

TURBEVILLE, English Men and Manners in the Eighteenth Century,  
Oxford-Clarendon, 1932 (Diff.)

WILLIAMS, Technique of the Short Story, Dodd, 1930 (Aver.)

WRINN, The Hollow Reed, Harpers (Diff.)



## G E N E R A L     S C I E N C E

BEAUCHAMP-MAYFIELD-WEST, *Everyday Problems in Science*, Scott, Foresman, 1940 (Aver.)

BUSH-PTACEK-KOVATS, *Senior Science*, American Book, 1937 (Aver.)

FENTON, *Our Amazing Earth*, Doubleday, 1938

FRANK & BARLOW, *Mystery Experiments and Problems*, Frank, 1934 (Easy)

LYNDE, *Science Experiences with Home Equipment*, International, 1937 (Easy)

NEBLETTE-BREHM-PRIEST, *Elementary Photography*, Macmillan, 1939 (Aver.)

PALMER-ALPHER, *40,000,000 Guinea Pig Children*, Vanguard, 1937

PICKWELL, *Weather*, McGraw, 1937

RAY, *Wonders of Living Things*, Metro, 1937 (Easy)

RAY, *Scientific Wonders of the World*, Metro, 1938 (Easy)

SMALL, *The Boys' Book of the Earth*, Dutton, 1924 (Aver.)

WYLIE, *Our Starland*, Lyons, 1938 (Aver.)



## G U I D A N C E    B O O K S

BENNETT & SAKS, Exploring the World of Work, Society of Occupational Research, 1937 (Aver.)

BERNAYS, Careers for Men; a practical guide to opportunities in business, written by thirty-eight successful Americans, Garden City Publishing Co., 1939 (Aver.)

BREWER, Occupations, Ginn & Co., 1936 (Aver.)

CLARKE, Life Planning and Building, International Textbook Co., 1940 (Aver.)

EASTBURN, Planning Your Life for School and Society, Scribners, 1938 (Easy)

EISMAN, Occupational Outlines on America's Major Occupations, Science Research Associates, Chicago, 1940 (Easy to Aver.)

ENDICOTT, One Hundred Guidance Lessons, International Textbooks, 1937 (Aver.)

FLEISCHMAN, Careers for Women, Garden City, 1939 (Diff.)

GOODRICH, Living with Others, Scribners, 1939 (Easy)

JONOTHAN, Gentlemen Aren't Sissies, Winston, 1938 (Easy)

KITSON, How To Find The Right Vocation, Harpers, 1938 (Aver.)

PARKER, Books About Jobs, American Library Association, 1936 (Easy). A book of bibliography on occupational literature.

GUIDANCE MONOGRAPH SERIES

CAREERS & GUIDANCE LEAFLETS, (19 pamphlets, 5¢ each); issued by U.S. Office of Education; available from Superintendent of Documents, Government Printing Office, Washington, D. C.

CAREERS VOCATIONAL GUIDANCE MONOGRAPHS, 1930-39, (83 pamphlets in groups of five \$3.75), The Institute of Research, 537 South Dearborn Street, Chicago, Illinois



COMMONWEALTH VOCATIONAL GUIDANCE MONOGRAPHS - Series A, B, and C, 1935-38, 75 monographs, \$17.75 each series; the Commonwealth Book Company, 80 East Jackson Blvd., Chicago

OCCUPATIONAL ABSTRACTS, (a series of 60 brief abstracts, each to a different occupation) 25¢ each, less in quantities. Occupational Index, Inc., New York University, 79 Washington Square East, New York

OCCUPATIONAL MONOGRAPHS, A new series; monographs issued monthly, ten numbers per year; 50¢ per copy; Science Research Associates, 600 South Michigan Avenue, Chicago

SUCCESS VOCATIONAL GUIDANCE MONOGRAPHS, (about 60 pamphlets, 32¢ each, postpaid, less in quantity); Morgan Dillon and Co., 5154 N. Clark Street, Chicago

#### PERIODICALS ON VOCATIONS

OCCUPATIONS, THE VOCATIONAL GUIDANCE MAGAZINE, (for teachers and students) Available at \$2.50 per year from Iowa Guidance Association, Vocational Education Department, Iowa State College, Ames, Iowa

OCCUPATIONAL INDEX, A current listing of practically all published books, pamphlets and articles on vocations; \$5.00 per year. Occupational Index, New York University, 79 Washington Square, East New York

VOCATIONAL GUIDANCE DIGEST, (for teachers and students) \$2.50 per year; Stanford University Press, Stanford University, California

VOCATIONAL GUIDE, A monthly index of practically all current occupational literature published in books, periodicals, surveys; etc. \$4.00 per year. Science Research Associates, 600 South Michigan Avenue, Chicago, Illinois

VOCATIONAL TRENDS, A monthly magazine for students and teachers, \$2.50 per year; Science Research Associates, Chicago, Illinois

YOUR FUTURE, A weekly newspaper with news and feature stories on vocations and other guidance problems; for students; \$1.50 per year, 40¢ per semester in clubs. Your Future, 400 South Front St., Columbus, Ohio



## P H Y S I C S

CHASE, Men and Machines, (Modern readers' service), Macmillan, Aver.

DIETZ, The Story of Science, Dodd, 1936 (Aver.)

DRAKE, Encyclopedia of Radio and Elections, Drake, 1937 (Diff.)

HAUSRATH & HARMS, Consumers Science, Macmillan, 1939 (Easy)

HOLLEY, Mastery Units in Physics, 1932 (Diff.)

LENARD, Great Men of Science, (Easy)

LYNDE, Science Experiences with Home Equipment, International, 1938 (Easy)

MALONEY, Great Inventors and Their Inventions (Aver.)

ROY, Scientific Wonders of the World, Metro Publications, 1937 (Easy)

SUTTON, Demonstration Experiments in Physics, McGraw, 1938 (Easy)

THOMSEN, Outline of Science, Putnams, 1937 (Aver.)

HANDBOOK OF CHEMISTRY AND PHYSICS, Chemical Rubber Co., 1939 (Aver.)



## WORLD HISTORY

CHEYNEY, Short History of England, new edition, Ginn, 1932 (Diff.)

BREASTED, Ancient Times, a history of the early world, second rev. ed. Ginn 1935 (Average-easy)

BREASTED, Conquest of Civilization, Literary Guild, 1938 (Diff.)

CAPEN, Across the Ages, American, 1940 (Aver.)

GREENAN & GATHANAY, Units in World History, McGraw Hill, 1934 (Aver.)

HALLIBURTON, Book of Marvels, the Occident, Bobbs, 1937 (Easy)

HALLIBURTON, Second Book of Marvels, the Orient, Bobbs, 1938 (Easy)

HAYS-MOON-WAYLAND, World History, Macmillan, 1936 (Aver.)

HUGHES, Making of Today's World, Allyn & Bacon, 1937 (Easy)

LINDBERGH, North to the Orient, Harcourt, 1935 (Aver.)

PAHLOW, Man's Great Adventure, an introduction to world history, Ginn, 1938 (Aver.)

ROBINSON-BEARD-SMITH, History of Civilization, Earlier Ages, Ginn, 1937 (Aver.)

SHOWERMAN, Rome and the Romans, a survey and interpretation, Macmillan, 1931 (Aver.)

TAPPAN, When Knights Were Bold, Houghton, 1911 (Easy)



DIRECTORY OF PUBLISHERS

Agricultural Experiment Station	Iowa State College	Ames, Iowa
Allyn & Bacon	2231 South Parkway	Chicago
American Book Company	360 N. Michigan Ave.	Chicago
Appleton-Century Co.	35 W. 32nd Street	New York
American Fork & Hoe Co.	Keith Bldg.	Cleveland, Ohio
Bobbs-Merrill	730 N. Meridian Ave.	Indianapolis, Ind.
Boni, Albert & Charles Boni, Inc.	26 W. 56th St.	New York
Century Company	35 W. 32nd St.	New York
Chemical Rubber Co.	1900 - 112th Street	Cleveland
Commonwealth Book Co.	80 E. Jackson Blvd.	Chicago
Comstock Pub. Co., Inc.	124 Roberts Pl., Cornell Heights	Ithaca, N.Y.
F. S. Crofts & Co.	41 Union Square, W.	New York
The Thomas Y. Crowell Co.	393 - 4th Ave.	New York
Dodd, Mead & Co., Inc.	443-449 4th Avenue	New York
Doubleday, Doran & Co.	75 Franklin Ave.	Garden City, N.Y.
Frederick J. Drake & Co., Inc.	179 N. Michigan Ave.	Chicago
E. P. Dutton & Co.	286-302 4th Ave.	New York
Farrar & Rinehart, Inc.	232 Madison Ave.	New York
J. O. Frank & Sons	159 W. Irving Sts.	Oshkosh, Wis.
Garden City Pub. Co., Inc.	75 Franklin Ave.	Garden City, N.Y.
Ginn & Co.	2301 Prairie Ave.	Chicago
Grosset & Dunlap	1140 Broadway	New York
Garrard Press	135 W. 20th St.	New York



Harcourt, Brace & Co.	161 Erie Street	Chicago
Harper & Brothers	49 E. 33rd Street	New York
Heath & Co., D.C.	1815 Prairie Ave.	Chicago
Henry Holt & Co..	257 4th Ave.	New York
Houghton Mifflin Co..	2500 Prairie Ave.	Chicago
International Textbook Co.	1001 Wyoming Ave.	Scranton, Pa.
Institute for Research	537 S. Dearborn St.	Chicago
Iowa State College	Sup't of Documents Bulletin Office	Ames, Iowa
H. E. Jacques		Mt. Pleasant, Iowa
Alfred A. Knopf, Inc.	501 Madison Ave.	New York
Liveright Publishing Co.	386 4th Ave.	New York
Little, Brown & Co.	34 Beacon St.	Boston
Longmans, Green & Co.	114 Fifth Ave.	New York
Lyons & Carnahan	2500 Prairie Ave.	Chicago
McGraw-Hill Book Co., Inc.	320 West 42nd St.	New York
Metro Publications	70 - 5th Avenue	New York
Macmillan Co.	2459 Prairie Ave.	Chicago
Wm. Morrow & Co.	386 - 4th Ave.	New York
Meredith Publishing Co.	1716 Locust	Des Moines
Morrison Press, Inc.	200 Hudson	New York
Newson & Co.	4620 Ravenswood Ave.	Chicago
Oxford University Press	114 - 5th Ave.	New York
Occupational Index Inc.	79 Washington Sq. East New York University	New York
G. P. Putnam's Sons	Putnam Bldg 2-6 W. 45th St.	New York



Random House, Inc.	20 E. 57th St.	New York
Row, Peterson & Co.	1911 Ridge Ave.	Evanston, Ill.
H. M. Rowe, Co.	320 E. 21st St.	Chicago
Scott, Foresman & Co.	623 S. Wabash Ave.	Chicago
Scribners, Chas., & Sons	320 E. 21st Street	Chicago
Science Research Associates		Chicago
Silver, Burdette & Co.	221 E. 20th St.	Chicago
Peter Smith	347 5th St.	New York
Stanford Uni. Press	Stanford University	California
Frederick A. Stokes	443-449 4th Ave.	New York
Sun Dial Press	14 W. 49th St.	New York
Thiessen Ptg.. Corp	3435 Fullerton Ave.	Chicago
Univ. of Chicago Press	5750 Ellis Ave.	Chicago
Union Fork & Hoe Co.		Columbus, Ohio
U. S. Dep't of Agriculture		Washington, D. C.
Vanguard Press, Inc.	424 Madison Ave.	New York
John Wiley & Sons, Inc.	440 - 4th Ave.	New York
Wilson, H. W., Co.	950-972 University Ave.	New York
World Book Co.	2126 Prairie Ave.	Chicago
John C. Winston Co.	1006 Arch St.	Philadelphia, Pa.
Your Future	400 Front Street	Columbus, Ohio



REFERENCE BOOKS RECOMMENDED

FOR

FIRST PURCHASE

By

The Special Committee of the Iowa  
Library Association



REFERENCE BOOKS RECOMMENDED FOR FIRST PURCHASE  
FOR ELEMENTARY GRADES AND HIGH SCHOOLS OF IOWA

By a Special Committee  
of the  
IOWA LIBRARY ASSOCIATION

June 1940

INTRODUCTORY STATEMENT

At the request of Jessie M. Parker, State Superintendent of Public Instruction, a committee was appointed by Mrs. Jessie B. Gordon, president of the Iowa Library Association, to revise a list of reference books recommended for first purchase in the public schools of Iowa. The committee consists of Blanche A. Smith, librarian of the State Traveling Library, chairman; Letha Davidson, librarian of the Ames Public Library; and Helen Ruth Montague, of the Council Bluffs Public Library. A. J. Steffey, supervisor in the Department of Public Instruction, and Aleta Malmberg, public school librarian at Iowa City, met with the committee. The following report, with each title carefully re-evaluated, supersedes previous issues.

The titles herein recommended represent a selection made by the committee with the needs of Iowa pupils in mind. Exclusion of titles does not in any way imply that some of them are not excellent reference books. Several well-known sets have not been recommended because of price, lack of recent thorough revision, arrangement or other factors which, in the opinion of the committee, make them less valuable for first purchase for Iowa schools than the titles recommended.

The committee wishes to point out to those who may use its report that, while there are many excellent firms engaged in the publishing and sale of reference sets, firms which conform to the highest codes of business ethics and are of unquestioned integrity, their high standards are not maintained by all firms in the same business.

Subscription book salesmen are noted for "high pressure" methods, and competition is keen. The committee, therefore, urges that superintendents making purchases through agents unknown to them insist upon all proposals being submitted in writing and take time to verify any claims that may be made before signing "on the dotted line". The reputable agent, much as he may wish to close the deal at the first interview, will be willing to wait a few days for his order. Inquiries concerning books which are being considered for purchase may be directed to Blanche A. Smith, State Traveling Library, Des Moines.

The acknowledged authority in the evaluation of reference sets is the Subscription Books Bulletin which records the findings of the SUBSCRIPTION BOOKS COMMITTEE of the American Library Association. This is published quarterly by the American Library Association, 520 North Michigan Avenue, Chicago, at a subscription price of \$2 per year. Complete sets of this publication are to be found in larger public and college libraries in the state, the offices of the Superintendent of Public Instruction, and the Iowa State Traveling Library. It is recommended that every school library subscribe for the Subscription Books Bulletin and preserve a file of all copies. Other worthwhile guides similarly available in larger libraries are:



1. STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES: Third Edition; New York, H. W. Wilson Company, 1937. (Price on application.) Supplement to Third Edition, 1939.
2. BASIC REFERENCE BOOKS; Louis Shores, Chicago; A.L.A., Second Edition 1939. \$4.25.
3. 1,000 BOOKS FOR THE SENIOR HIGH SCHOOL LIBRARY; Joint Committee of the NEA, ALA, and the NCTE, Chicago; A.L.A.; 1935. \$1
4. GUIDE TO REFERENCE BOOKS; Sixth Edition; Isadore G. Mudge, Chicago; A.L.A.; 1936. \$4.25. 1935-37 Supplement 90¢, 1939
5. CHILDRENS CATALOG; Fifth Edition; 1936. 1939 Supplement; New York; H. W. Wilson Company. (Price on application)
6. BOOKS FOR HOME READING FOR HIGH SCHOOLS; 1937; 20¢; and LEISURE READING FOR GRADES 7-8-9; 1938; 20¢; National Council of Teachers of English, 211 W. 68th Street, Chicago.

It is a safe rule never to buy a set of books except as recommended by one of the above authorities or after a personal examination of the entire set. Examination of a prospectus carried by many agents seldom gives sufficient information upon which to base a decision.

The suspicion of the buyer should be immediately aroused when approached by an agent with a "give away" plan. The Federal Trade Commission has repeatedly ordered firms to stop the practice of offering a set free on condition that the person accepting this subscribe to some sort of a service for a period of years.

Careful reading of any printed agreement or contract that the purchaser has to sign is, of course, essential.

The plan of "trading in" another set for a new set offered by the agent should be weighed carefully and generally taken advantage of only when the old set and the new are different editions of the same work. There are many instances where a buyer of a new set has traded as a part payment for it an older work which, nevertheless, is more valuable than the new set secured.

In examining a set of books the copyright dates on the back of the title page of the first volume should always be noted. The last copyright date shows the date of the last revision. This revision, however, may have consisted of only a few minor changes made in the plates when the work was reprinted in whole or in part. It is a fair question to insist that the agent give in writing the date of the last complete revision and the subsequent dates of any plate revisions.

Many standard reference works can sometimes be bought through local or nearby book sellers for the same or even a better price than is offered by an itinerant agent. If there is a book store or book department in the town or city, the proprietor of this should be consulted before a purchase is made. Price being equal, it seems logical to give such business to a local taxpayer who helps support the schools.



In the following lists of recommended books, abbreviations used are as follows:

- Elem. - Recommended for grades 4, 5 and 6.
- Jr. H.S. - Recommended for grades 7, 8 and 9.
- Sr. H.S. - Recommended for grades 10, 11 and 12.
- and up - Price given is that of cheapest edition; other styles of binding at higher prices are available. For school use, a buckram binding is generally worth a slightly higher price than the less expensive cloth bound edition.

#### STANDARD ENCYCLOPEDIAS

Of the many encyclopedias on the market, four are suggested which are generally acknowledged as the most authoritative and best for school use. Where funds do not permit the purchase of the latest edition of one of these, a used set of one of them not over five years old is often to be preferred to a less authoritative work of later date. An effort should be made to purchase one which is indicated as useful for senior high school and one for elementary and junior high school.

COMPTON'S PICTURED ENCYCLOPEDIA AND FACT INDEX; ed. by Guy Stanton Ford; managing ed., Athol Ewart Rollins; Art Director, Seymour Jones. 15v; Chicago, F. E. Compton and Co.; cl940; \$64.50 (buck) \$74.50 (fabrikoid) to libraries and schools (cash). (Elem., Jr. H. S. and Sr. H. S.)

ENCYCLOPEDIA AMERICANA; a library of universal knowledge; 30 v.; Chicago, Americana Corp.; cl940 \$150 (Sr. H. S.)

ENCYCLOPAEDIA BRITANNICA; a new survey of universal knowledge; 14th ed.; 24 v.; Chicago, Encyclopaedia Britannica; cl929; \$185 (buck) discount to schools (Sr. H. S.)

WORLD BOOK ENCYCLOPEDIA; 18 v. (and Guide V. 19); modern, pictorial, comprehensive; ed. by S. Edgar Farquhar; Chicago, The Quarrie Corporation; cl940; \$72 and up. (Elem., Jr. H. S., and Sr. H. S.)

#### SPECIAL SUBJECT ENCYCLOPEDIAS

DICTIONARY OF AMERICAN HISTORY; James Truslow Adams, editor-in-chief; 6 v.; 1940; Scribner; \$60 (Sr. H. S.)

ENCYCLOPEDIA OF THE SOCIAL SCIENCES; E. R. A. Seligman, editor-in-chief; Alvin Johnson, associate editor; 15 v.; Macmillan; 1930-35, \$112.50; 1937 reissue, 15 v. in 8; \$45 (Sr. H. S.)



### SMALLER ENCYCLOPEDIAS

The smaller encyclopedias listed are not intended to take the place of the standard sets. Pupils soon establish the habit of consulting the smaller encyclopedia for the ordinary quick reference question and using the standard encyclopedia for more involved research.

AMERICAN EDUCATOR ENCYCLOPEDIA; edited by E. D. Foster; 10 v.; Chicago; United Educators Inc.; c1939; \$49.50. \$39.90 to libraries. (Elem., Jr. H. S.)

CHAMPLIN'S NEW YOUNG FOLKS 'CYCLOPEDIA; 6 v. (also available in separate volumes); Holt; 1933-36; set \$28  
- - - Literature, Art, and Mythology; ed. by Lincoln MacVeagh, rev. ed. 1936; Holt; \$5  
- - - Persons; ed. by Lincoln MacVeagh; rev. ed. 1936; Holt; \$5  
- - - Places and events; ed. by Lincoln MacVeagh; rev. ed. 1936; Holt; \$5  
- - - Plants and animals; ed. by Deette Rolfe; rev. ed 1933; Holt; \$5  
- - - Science and invention; ed. by G. M. Acklom; 2 v.; 1936; Holt; \$10. (Elem., Jr. H. S.)

### ONE VOLUME ENCYCLOPEDIAS

COLUMBIA ENCYCLOPEDIA; in one volume, comp. and ed. at Columbia University; Clark F. Ansley, editor-in-chief; N. Y., Columbia University Press; 1938; \$17.50 (Sr. H. S.)

LINCOLN LIBRARY of essential information; Frontier Press; c1938; \$16.50 (buck) (Jr. H. S., Sr. H. S.)

### DICTIONARIES

There are many dictionaries on the market which claim to be revised and up-to-date. Some of these are based upon older "Webster's" dictionaries. The unabridged dictionary here recommended is the latest authorized Webster's New International Dictionary, an acknowledged authority. Abridged dictionaries are useful for class room purposes but there should be one unabridged dictionary in every school. Dictionaries given free with another set of books should be viewed with suspicion.

#### Unabridged

WEBSTER'S NEW INTERNATIONAL DICTIONARY, Second Edition; unabridged; a Merriam-Webster; Merriam; 1934; \$20 and up. 10% discount to schools and libraries f.o.b. shipping point. (Elem., Jr. H. S., Sr. H. S.)

#### Abridged

FUNK & WAGNALLS STANDARD HIGH SCHOOL DICTIONARY OF THE ENGLISH LANGUAGE . . . ; ed. by Frank H. Vizetelly and Charles Earle Funk. Evanston, Ill., Row, Peterson, 1939. \$2.08 discount to libraries and schools.



MACMILLAN'S MODERN DICTIONARY; comp. and ed. under the supervision of Bruce Overton; Macmillan; 1938 \$3 and up. Discount to schools and libraries. (Jr. H. S., Sr. H. S.)

WINSTON SIMPLIFIED DICTIONARY; ed. by William Dodge Lewis, Henry Seidel Canby, Thomas Kite Brown, Jr.; and Atlas of the World; college ed.; Winston; c1939; \$3.50 and up. (Elem., Jr. H. S., and Sr. H. S.)

WEBSTER'S COLLEGIATE DICTIONARY, Fifth Edition, a Merriam-Webster; the largest abridgment of Webster's New International Dictionary; Second Edition; Merriam, 1936; \$3.50 and up. 10% discount to schools and libraries f.o.b. shipping point. (Sr. H. S.)

#### Juvenile

Note: In response to inquiries concerning juvenile dictionaries the following are suggested:

STANDARD JUNIOR SCHOOL DICTIONARY; ed. by Charles E. Funk; Row, Peterson; c1940; \$1.32

THORNDIKE-CENTURY JUNIOR DICTIONARY; ed. by E. L. Thorndike. School ed; Chicago; Scott, Foresman; 1935; \$1.32

WEBSTER'S ELEMENTARY DICTIONARY; a dictionary for boys and girls. A Merriam-Webster; American Book Co.; c1935; \$1.24

WEBSTER'S STUDENTS DICTIONARY FOR UPPER SCHOOL LEVELS. A Merriam-Webster; American Book Co.; c 1938; \$2.72

WINSTON DICTIONARY FOR SCHOOLS. Winston; c1940; \$1.32

#### ALMANACS AND YEARBOOKS

The World Almanac is the best buy for the money in the entire field of reference books. Where almanacs or yearbooks are purchased annually, previous volumes are still usable in various classrooms.

AMERICAN YEARBOOK; a record of events and progress, years 1937-1938; Nelson; 1938-39; \$7.50 (Sr. H. S.)

CONGRESSIONAL DIRECTORY; for the use of the U. S. Congress; Wash.; Government Printing Office; \$1 per vol. This may be obtained free from a Congressman. (Sr. H. S.)

IOWA OFFICIAL REGISTER; obtained free from Executive Council or county superintendent

STATESMEN'S YEARBOOK; statistical and historical annual of the world for the year 1939; ed. by M. Epstein; Macmillan; 1939 \$5.50 (Sr. H. S.)

WORLD ALMANAC; and book of facts for 1940; World-Telegram; Cl. \$1 (Elem., Jr. H. S. and Sr. H. S.)



### ATLASES

Due to current world conditions every atlas is soon out-of-date. It is not advisable to invest much money in them at present. Cheaper, revised editions should be used until some degree of stability is assured. (In purchasing any atlas it is well to reserve the right of examination before final purchase).

SCHOOL ATLAS; political, physical and economic atlas of the world; especially prepared for use in American schools and colleges; by John Paul Goode; rev. and enl. ed.; Rand; 1939; \$4.40. (Elem., Jr. H. S.)

STANDARD ATLAS OF THE WORLD; Rand; 1939; \$3. (The Rand McNally \$1 atlas is good temporary purchase). (Jr. H. S.; and Sr. H. S.)

NEWS MAP; a magazine issued monthly \$6.00 per year, 75¢ per copy. Newsmagazine, 621 Plymouth Court, Chicago.

### BIOGRAPHICAL REFERENCE BOOKS

A good encyclopedia and the biographical supplement of the unabridged dictionary can be used as biographical reference books. The titles here recommended for purchase are valuable for material on contemporary American people of note.

AUTHORS TODAY AND YESTERDAY; a companion to "Living Authors"; Second Edition; 1934; H. W. Wilson Company; \$5. (Sr. H. S.)

JUNIOR BOOK OF AUTHORS; an introduction to the lives of writers and illustrators from Lewis Carroll and Louisa Alcott to the present day; ed. by Stanley J. Kunitz and Howard Haycroft; 1934; H. W. Wilson Co.; \$4. (Elem; and Jr. H. S.)

LIVING AUTHORS; a book of biographies; ed. by Dilly Tante (Stanley J. Kunitz); 1931; H. W. Wilson Co.; \$5 (Sr. H. S.)

WHO'S WHO IN AMERICA; a biographical dictionary of notable living men and women of the United States; v. 20; 1938-39; ed. by Albert Nelson Marquis; Marquis; 1938; \$8.85. (Sr. H. S.)

CURRENT BIOGRAPHY; a cumulative monthly featuring national and international names in the news of the day; H. W. Wilson Co.; (Price on application) (Jr. H. S.; and Sr. H. S.)

### SUPPLEMENTARY SETS FOR COLLATERAL READING

Sets such as are here recommended are often represented by agents as encyclopedias. The committee believes that in no instance does one take the place of a good encyclopedia. Such sets, however, are often useful for supplementary reading.

BOOK OF KNOWLEDGE; (Economy edition, 20 v. in 10); New York; Grolier Society; c1938; \$49.90



NEW WONDER WORLD; a library of knowledge; J. Ralph McGaughy, editor-in-chief; 11 v.; Chicago, George L. Shuman and Co. c1932-39; \$49.85 and up; (Elem.; Jr. H. S.)

RICHARDS TOPICAL ENCYCLOPEDIA; ed. by E. H. Wright and M. H. Wright; 16 v.; c1933-39; \$34.90 (Elem.; and Jr. H. S.)

#### MISCELLANEOUS SINGLE BOOKS

A few relatively inexpensive books generally sold through regular trade channels are here suggested for purchase.

THE ARTS; written and illustrated by Hendrik Willem Van Loon; Simon; \$3.95 (Sr. H. S.)

BUILDING AMERICA; illustrated studies of modern problems; v. 1; housing, food, men and machines, transportation, health, communication, power, recreation, youth faces the world; 1936 Society for Curriculum Study, 425 West 123 Street, New York City; \$2.50 (Jr. H. S.; and Sr. H. S.)

CHILDRENS BOOK ON HOW TO USE BOOKS AND LIBRARIES; by Carolyn Mott and L. B. Baisden; 1937; Scribner; \$1.28 (Elem.; and Jr. H. S.)

GOVERNMENT AT YOUR SERVICE; handbook of federal help for the citizen; by Archie Robertson; 1939; Houghton; \$2.75 (Jr. H. S.; and Sr. H. S.)

HANDBOOK OF NATURE STUDY; by A. B. Comstock; 24th ed. rev.; 1939; Comstock, \$4 (Jr. H. S.; and Sr. H. S.)

IOWA: A GUIDE TO THE HAWKEYE STATE; by Federal Writer's Project; 1938; Viking; \$2.50 (Jr. H. S.; and Sr. H. S.)

MUSIC LOVERS' ENCYCLOPEDIA; comp. by Rupert Hughes; completely rev. and newly ed. by Deems Taylor and Russell Kerr; c1939; Doubleday; \$2.98 (Jr. H. S.; and Sr. H. S.)

NEW ETIQUETTE; the modern code of social behavior; by Margery Wilson; c1940; Stokes; \$3.50 (Jr. H. S.; and Sr. H. S.)

WAR SUPPLEMENT TO COMPTON'S PICTURED ENCYCLOPEDIA; Chicago, F. E. Compton and Co.; c1939; To Compton subscribers 53¢; to non-subscribers \$1.53

#### MAGAZINE INDEX

THE ABRIDGED READERS GUIDE TO PERIODICAL LITERATURE; author and subject index to a select list of periodicals; H. W. Wilson Co., 950-972 University Avenue, New York City (Service basis)

This is an index to 24 periodicals, especially useful for school and small public libraries which cannot afford the regular Reader's Guide. It is sold on service basis, which means that the libraries which take more magazines and make greater use of the index pay more. The minimum rate is \$2.25. If a library takes only the following magazines the price of the Abridged Readers Guide is \$3.05.



Better Homes and Gardens  
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If only the five magazines indicated by asterisks are taken, the price is \$2.25.

These are the magazines indexed in Abridged Readers Guide: America, American Magazine, Atlantic Monthly, Better Homes and Gardens, Christian Science Monitor (Weekly Magazine Section), Current History and Forum, Good Housekeeping, Harper's Magazine, Hygeia, N.E.A. Journal, National Geographic Magazine, Nature Magazine, New York Times Magazine, Newsweek, Popular Mechanics, Popular Science Monthly, Reader's Digest, Scholastic, School Arts, Science News Letter, Scientific American, Scribner's Magazine, Time, Wilson Bulletin.

It is important to remember that you can save money by taking advantage of club rates and getting the year's file of magazines rather than subscribing for nine months as is frequently done under the delusion that it is more economical. It actually costs more and the result is incomplete files of magazines.



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