1950

Organization and administration of the Edison Park Elementary School library in Miami Florida

Mable Williams Gee

The University of Montana

Follow this and additional works at: https://scholarworks.umt.edu/etd

Let us know how access to this document benefits you.

Recommended Citation
Gee, Mable Williams, "Organization and administration of the Edison Park Elementary School library in Miami Florida" (1950). Graduate Student Theses, Dissertations, & Professional Papers. 5905.
https://scholarworks.umt.edu/etd/5905

This Professional Paper is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
ORGANIZATION AND ADMINISTRATION
OF
THE EDISON PARK ELEMENTARY SCHOOL LIBRARY
IN
MIAMI, FLORIDA

A Professional Paper
by
MABLE W. GEE
B.E., Montana State University, 1950

Presented in partial fulfillment of the requirement for the degree of
Master of Education

Montana State University
1950

Approved:

Chairman of Board of Examiners

Dean, Graduate School
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of project</td>
<td>1</td>
</tr>
<tr>
<td>Statement of purpose</td>
<td>1</td>
</tr>
<tr>
<td>Importance of project</td>
<td>1</td>
</tr>
<tr>
<td>Accomplishment</td>
<td>3</td>
</tr>
<tr>
<td>II. ROOM ARRANGEMENT, FURNITURE, EQUIPMENT, AND SUPPLIES</td>
<td>5</td>
</tr>
<tr>
<td>Room arrangement</td>
<td>5</td>
</tr>
<tr>
<td>Location</td>
<td>5</td>
</tr>
<tr>
<td>Size and arrangement</td>
<td>5</td>
</tr>
<tr>
<td>Lighting and decoration</td>
<td>6</td>
</tr>
<tr>
<td>Furniture</td>
<td>9</td>
</tr>
<tr>
<td>Tables</td>
<td>9</td>
</tr>
<tr>
<td>Chairs</td>
<td>9</td>
</tr>
<tr>
<td>Other furniture</td>
<td>9</td>
</tr>
<tr>
<td>Equipment and supplies</td>
<td>10</td>
</tr>
<tr>
<td>III. ORGANIZATION OF THE BOOK COLLECTION</td>
<td>13</td>
</tr>
<tr>
<td>Criteria for sorting and weeding</td>
<td>14</td>
</tr>
<tr>
<td>Discards</td>
<td>14</td>
</tr>
<tr>
<td>Retraining</td>
<td>14</td>
</tr>
<tr>
<td>Organization and records</td>
<td>14</td>
</tr>
<tr>
<td>Classification</td>
<td>14</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>P-slips</td>
<td>15</td>
</tr>
<tr>
<td>Book records</td>
<td>16</td>
</tr>
<tr>
<td>Picture books</td>
<td>16</td>
</tr>
<tr>
<td>Shelf arrangement</td>
<td>17</td>
</tr>
<tr>
<td>Lending system</td>
<td>18</td>
</tr>
<tr>
<td>Shelf list</td>
<td>20</td>
</tr>
<tr>
<td>Cataloging</td>
<td>23</td>
</tr>
<tr>
<td>Filing</td>
<td>26</td>
</tr>
<tr>
<td>IV. BOOK SELECTION AND ORDERING</td>
<td>27</td>
</tr>
<tr>
<td>Types children like best</td>
<td>29</td>
</tr>
<tr>
<td>Picture books</td>
<td>29</td>
</tr>
<tr>
<td>Fairy tales</td>
<td>29</td>
</tr>
<tr>
<td>Animal stories</td>
<td>30</td>
</tr>
<tr>
<td>Other children</td>
<td>30</td>
</tr>
<tr>
<td>Evaluating books</td>
<td>31</td>
</tr>
<tr>
<td>Selection aids</td>
<td>31</td>
</tr>
<tr>
<td>Criteria</td>
<td>33</td>
</tr>
<tr>
<td>Selecting books for purchase</td>
<td>35</td>
</tr>
<tr>
<td>Conferences</td>
<td>35</td>
</tr>
<tr>
<td>Budget</td>
<td>35</td>
</tr>
<tr>
<td>Balancing the collection</td>
<td>37</td>
</tr>
<tr>
<td>Ordering</td>
<td>39</td>
</tr>
<tr>
<td>V. NON-BOOK MATERIALS</td>
<td>41</td>
</tr>
<tr>
<td>Magazines and periodicals</td>
<td>41</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Selection</td>
<td>41</td>
</tr>
<tr>
<td>Use and care</td>
<td>42</td>
</tr>
<tr>
<td>Pamphlet, clipping and picture file</td>
<td>42</td>
</tr>
<tr>
<td>Organization</td>
<td>42</td>
</tr>
<tr>
<td>Circulation</td>
<td>43</td>
</tr>
<tr>
<td>Sources</td>
<td>43</td>
</tr>
<tr>
<td>Other audio-visual materials</td>
<td>43</td>
</tr>
<tr>
<td>School equipment</td>
<td>44</td>
</tr>
<tr>
<td>County equipment</td>
<td>44</td>
</tr>
<tr>
<td>Circulation of County equipment</td>
<td>45</td>
</tr>
<tr>
<td>Audio-visual room</td>
<td>45</td>
</tr>
<tr>
<td>Schedule</td>
<td>46</td>
</tr>
<tr>
<td>Evaluation of films</td>
<td>46</td>
</tr>
<tr>
<td>Aids to selection</td>
<td>47</td>
</tr>
<tr>
<td>VI. SECURING EFFECTIVE USE OF THE LIBRARY</td>
<td>49</td>
</tr>
<tr>
<td>Devices used to encourage the use of the library</td>
<td>50</td>
</tr>
<tr>
<td>Creating pupil interest</td>
<td>50</td>
</tr>
<tr>
<td>Creating teacher interest</td>
<td>52</td>
</tr>
<tr>
<td>Student library assistants</td>
<td>53</td>
</tr>
<tr>
<td>Requirements</td>
<td>54</td>
</tr>
<tr>
<td>Training</td>
<td>54</td>
</tr>
<tr>
<td>Scheduling</td>
<td>55</td>
</tr>
<tr>
<td>Library Clubs</td>
<td>55</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Library lessons</td>
<td>56</td>
</tr>
<tr>
<td>Purposes of library instruction</td>
<td>57</td>
</tr>
<tr>
<td>Instruction at grade level</td>
<td>58</td>
</tr>
<tr>
<td>Methods of instruction</td>
<td>59</td>
</tr>
<tr>
<td>Diagnostic tests</td>
<td>60</td>
</tr>
<tr>
<td>Publicity</td>
<td>61</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>61</td>
</tr>
<tr>
<td>Miscellaneous ideas</td>
<td>62</td>
</tr>
<tr>
<td>Regular bulletin to teachers</td>
<td>63</td>
</tr>
<tr>
<td>Annual report</td>
<td>63</td>
</tr>
<tr>
<td>Meeting special problems</td>
<td>64</td>
</tr>
<tr>
<td>Problem of over-dues</td>
<td>64</td>
</tr>
<tr>
<td>First and Second grade pixies</td>
<td>65</td>
</tr>
<tr>
<td>Look before you leap</td>
<td>66</td>
</tr>
<tr>
<td>VII. SUMMARY</td>
<td>69</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>74</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>Projected pictures for the state of Florida</td>
</tr>
<tr>
<td>Motion picture films</td>
<td>78</td>
</tr>
<tr>
<td>Slides or filmstrips (in color)</td>
<td>81</td>
</tr>
<tr>
<td>Slides and slide films</td>
<td>83</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>1. Part of a third grade class in the Edison Park Elementary School Library.</td>
<td>7</td>
</tr>
<tr>
<td>2. Floor Plan and Shelf Elevation of the Edison Park Elementary School Library.</td>
<td>8</td>
</tr>
<tr>
<td>3. P-Slips</td>
<td>15</td>
</tr>
<tr>
<td>5. &quot;See Also Reference Card&quot;</td>
<td>25</td>
</tr>
<tr>
<td>6. Book Order Form</td>
<td>40</td>
</tr>
<tr>
<td>7. Form for Requisitioning Audio-Visual Materials.</td>
<td>45</td>
</tr>
<tr>
<td>8. Characteristics of a good citizen appearing on the back of the school textbook covers.</td>
<td>67</td>
</tr>
<tr>
<td>9. Front Cover for School Textbook</td>
<td>68</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

I. Purpose of project

Statement of purpose. The purpose of this project was to organize a central library in the new Edison Park Elementary School, Miami, Florida. It was hoped that this would be a growing and functioning library, which would be "the heart of the school, sending its arteries in all directions". Not only would these arteries reach into every classroom, but also would extend out into the community.

Importance of project. Until February 3, 1950, Edison Park Elementary School was known as Miami Edison Elementary School, and was a part of the junior high school, occupying twelve rooms in the north wing and twenty-one portable, one-classroom buildings on the far side of the playground.

Although the junior high had set up a library in one of the classrooms, the primary and elementary grades were unable, because of crowded conditions, to make use of it. Each year the school board allotted a given amount of money for library books and supplies, and our P. T. A. each year

---

gave a large sum for library books.

The money allotted to the elementary and primary grades was divided evenly among the thirty-three rooms. Book selection aids were circulated among the teachers for making book purchases, or teachers had the privilege of selecting their books from a local book store.

Each teacher then kept her own library, some very systematically, and some otherwise. No one knew how many books the school had, as there was no central record, and some teachers kept no record at all. Many of these books were in very bad condition, and many were never taken from the shelves because of their unattractive covers, yellowed pages, and fine print.

The first step following the reorganization of the library facilities was to get the children interested in coming to the library. This included guidance in the realization of the possibilities open to them through the use of library materials.¹ When each child has come to this realization, we may further guide him into forming the proper habits and attitudes which will turn him again to the library in his life and work after school.²

Young children should come into the library, primarily, to read for enjoyment. A child's first visits may be spent in looking at pictures; if, however, this same child gains pleasure from his early contacts with books, he may be led to find enjoyment in the written symbol. A genuine thirst for knowledge may be cultivated much as we cultivate tastes for food. Just as a very young child hungers for candies, cookies, and ice cream, so may he hunger for pictures; and just as his tastes change from sweets to other types of foods, so may his reading interests change to other types of books.

Accomplishment. Through consolidation of room libraries and expenditure of part of the financial allotment for this year, through conferences with university professors, principals, librarians, and teachers, and through the untiring efforts of a group of pupils, it was possible for the Edison Park Elementary School Library to be opened with 2,201 books on its shelves only seven weeks after the official opening of the school.

With our present enrollment of 790 pupils, this is not a large enough collection to provide for room libraries. It is the aim of the school to have in the near future a centralized library so well equipped, and so well organized, as to be able to supply room libraries with books and
related materials to fit the levels and meet the interests and needs of the children within those rooms. By a continuous exchange of these books for others, the children can have a wider variety of reading materials always at their finger tips.
CHAPTER II

ROOM ARRANGEMENT, FURNITURE, EQUIPMENT,
AND SUPPLIES

Much has been written in regard to size, location, decoration, and furniture for the ideal library, but architects do not always consult those in authority, and school boards do not always consult librarians. Consequently, a report of the architect's plans, the board's selection of furniture, and the librarian's choice of equipment and supplies will be given.

I. Room arrangement

Location. From the center of the ground floor two stairways lead to our very attractive library on the second floor. It faces the north, and extends the full length of the second story. No SILENCE signs can be seen in our library, yet it is quiet and peaceful because the children have no occasion to come to the second floor except when they wish to use the library.

Across the hall are the teacher's rest room, the audio-visual supply room, and a room for special education.

Size and arrangement. The library is 51'8" X 27'6". In the corner to the right of the entrance is a very
convenient work room which resembles a modern kitchen without the stove and refrigerator. Built-in cabinets and drawers run the length of two walls. At the right end of these cabinets is a sink with running water. Three rows of shelves on the south wall provide space for books until they are ready for circulation. A typewriter table fits nicely between the door and the cabinets on the other side. Above the cabinets and table are plate glass partitions, making it possible for the librarian to see any part of the library from the work room.

To the left of the main door and in the opposite corner is the reference room, with shelves arranged on one wall. From the entrance, to the right and to the left, following the walls around to the windows, are the circulating shelves. In the center of each end wall there is a display cabinet with glass doors. For the entire length of the room, and located under the windows, are the picture book shelves. The tops of these shelves slope forward for display purposes.

The one hundred and three 10" shelves in the circulating room and the additional twelve in each of the other two rooms are adjustable. The sixty 12" shelves in the picture book section are stationary.

Lighting and decoration. Ten awning type windows and three rows of fluorescent lights provide sufficient
Fig. 1 Floor Plan and Shelf Elevation of the Edison Park Elementary School Library
illumination. Venetian blinds (which are on order) will control the light on bright, sunny days.

A soft, sight-saving hue of blue green is used in the cabinets, on the doors, and for other trimmings. Blended nicely with the blue green are the hard wood shelves, green, marbleized-asphalt tile floor, and lime-colored walls above the shelves.

II. Furniture

Tables. So that the children would not face the light, six 27" white oak tables were arranged at the ends of the room and crosswise to it. Six primary tables were borrowed from a room that was not being used. These were arranged in three groups of twos forming a square table in each end of the library and one in the center. There is also one 27" white oak table in the reference room and a typewriter table in the work room.

Chairs. Thirty-eight 14" chairs and five 13" chairs provide seating for the largest class, plus ten extra seats. Four 14" chairs are arranged around the table in the reference room. The work room has a typewriter chair, and there are two teacher's chairs at the charging desk.

Other furniture. Two teacher's desks turned end to end face the door and serve as a charging desk. At one end of this arrangement is a fifteen-drawer card catalog case.
A four-drawer steel file cabinet in the reference room is the only other furniture the library now has.

Other furniture needed, which will be included in next year's budget, are a book truck, pamphlet files, and a revolving dictionary stand. Further plans are being made to replace the primary tables in the end of the library with round library tables, while in the center we shall arrange a picture bench and a small settee. Small occasional chairs or stools placed informally about the library, together with both green and flowering plants, will help to give it an informal "homey" appearance.

III. Equipment and supplies

Through P. T. A. funds and requisitions to the school board, the library has received the following equipment and supplies:

a. school board

1 used Underwood typewriter*
1 pencil sharpener*

1 electric stylus $6.00
2 dozen metal sign holders 1.60
9 dozen shelf label holders 11.25
33 book supports 8.62
5,000 book cards, (2,500 white), (500 green),
       2,000 salmon) 16.50
28 accession sheets .95
1,000 book pockets .95
1,000 date due slips 2.40
<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 posters &quot;How to Find a Book&quot;</td>
<td>$1.00</td>
</tr>
<tr>
<td>1 doz 2&quot; mystic cloth tape (black)</td>
<td>9.00</td>
</tr>
<tr>
<td>6 doz 3&quot; mystic cloth tape</td>
<td>6.60</td>
</tr>
<tr>
<td>100 manilla folders</td>
<td>3.45</td>
</tr>
<tr>
<td>1,000 school library order cards</td>
<td>2.75</td>
</tr>
<tr>
<td>2 rolls white transfer paper</td>
<td>2.80</td>
</tr>
<tr>
<td>1 gal. shellac</td>
<td>8.75</td>
</tr>
<tr>
<td>2,000 catalog cards</td>
<td>10.80</td>
</tr>
<tr>
<td>1 set &quot;How to use this catalog guide&quot;</td>
<td>.30</td>
</tr>
<tr>
<td>1 card tray</td>
<td>1.35</td>
</tr>
<tr>
<td>1 set shelf list guide card</td>
<td>.65</td>
</tr>
<tr>
<td>3 chain and pencil holders</td>
<td>1.35</td>
</tr>
<tr>
<td>18 sheets of H. W. Wilson coupons for purchase of printed catalog cards</td>
<td>18.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$117.07</strong></td>
</tr>
</tbody>
</table>

**b. P. T. A.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 sets celluloided guides</td>
<td>3.10</td>
</tr>
<tr>
<td>1 dispenser (tecel tape)</td>
<td>1.80</td>
</tr>
<tr>
<td>1-200 line loose leaf accession book</td>
<td>3.45</td>
</tr>
<tr>
<td>2 sets A.B.C. guides</td>
<td>5.50</td>
</tr>
<tr>
<td>1 set catalog guides</td>
<td>.45</td>
</tr>
<tr>
<td>2 date due holders</td>
<td>2.20</td>
</tr>
<tr>
<td>1 set rubber type</td>
<td>.85</td>
</tr>
<tr>
<td>1 stamp pad</td>
<td>.45</td>
</tr>
<tr>
<td>1 light oak double charging tray</td>
<td>6.25</td>
</tr>
<tr>
<td>1 electric pencil</td>
<td>3.50</td>
</tr>
<tr>
<td>1 circulation record book</td>
<td>1.25</td>
</tr>
<tr>
<td>1 rubber stamp (school name)</td>
<td>1.55</td>
</tr>
<tr>
<td>1,000 order cards</td>
<td>3.00</td>
</tr>
<tr>
<td>5,000 book cards (2,000 white), (1,500 green), (1,500 salmon)</td>
<td>18.90</td>
</tr>
<tr>
<td>500 cherry magazine charge cards</td>
<td>2.90</td>
</tr>
<tr>
<td>2,000 date due slips</td>
<td>4.80</td>
</tr>
<tr>
<td>2,000 book pockets</td>
<td>11.90</td>
</tr>
<tr>
<td>500 daily record slips</td>
<td>1.25</td>
</tr>
<tr>
<td>1 roll tecel tape</td>
<td>1.20</td>
</tr>
<tr>
<td>2 gal. shellac</td>
<td>19.68</td>
</tr>
<tr>
<td>2 shellac brushes</td>
<td>1.60</td>
</tr>
<tr>
<td>2 paste brushes</td>
<td>1.10</td>
</tr>
<tr>
<td>1 stamp pad ink</td>
<td>.45</td>
</tr>
<tr>
<td>Item Description</td>
<td>Quantity</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>3 rolls transfer paper (2 white, 1 blue)</td>
<td></td>
</tr>
<tr>
<td>1 gal. gaylo</td>
<td></td>
</tr>
<tr>
<td>2 rolls black 3&quot; mystic cloth tape</td>
<td></td>
</tr>
<tr>
<td>3 rolls black 2&quot; mystic cloth tape</td>
<td></td>
</tr>
<tr>
<td>1 gal. alcohol*</td>
<td></td>
</tr>
<tr>
<td>1 - 40 wt. bulb*</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

All except starred items above were purchased from Gaylord Brothers, Inc., Syracuse, New York. Starred items were purchased locally or sent out by the school board.
CHAPTER III

ORGANIZATION OF THE BOOK COLLECTION

During the first semester of the school term 1949-50, organization of the book collection was done under a handicap. In addition to being a full-time classroom teacher, the writer was giving two evenings a week to study at the University of Miami. Every Tuesday after school was set aside for faculty meetings, and one Wednesday a month was reserved for P. T. A. meetings. Consequently, all the work done on the collection had to be done on the other three afternoons and evenings each week. Quite frequently Saturdays and holidays were included in our work week. Thus we were able to prepare all books in grades four, five, and six before the end of the semester.

Immediately after 3:00 o'clock books from room libraries were roughly sorted into two groups - desirables and discards. Beginning in grade six, and working downward, only one room a day was checked. Four boys from my fourth grade class carried the desirable books across the playground to a small, portable, one-room building, which served as music room, book room, physical education room, and teacher's work room.

While the books were being sorted, weeded, and
classified, according to the following criteria, based largely on those given by Douglas\textsuperscript{1}, three sixth grade girls made the p-slips (see Fig. 2) for the books.

I. Criteria for sorting and weeding

Discards. Discard all books,

\begin{itemize}
  \item a. With very fine print
  \item b. With poor, brittle, yellowed pages
  \item c. Text books unsuitable for library reference
  \item d. With inferior or mediocre content
  \item e. With out-of-date content
  \item f. With material unsuitable for our library
  \item g. Books with missing pages
  \item h. Books that are unattractive
  \item i. Books with a bad format
\end{itemize}

Rebinding. Books with good, useful material, loose pages, and badly worn covers which were worth being rebound were set aside. Later each book was checked to see that no pages were missing. A slip on which were written the author and title was left in each book. Three hundred and one books were boxed and sent to The National Library Bindingery, 2395 Peachtree Road, N. E., Atlanta, Georgia, for re-binding.

II. Organization and records

Classification. After the sorting and weeding, the

\textsuperscript{1} Mary Peacock Douglas, Teacher Librarian's Handbook (American Library Association, 1941), p. 99.
books were classified according to the Dewey decimal system, using The Children's Catalog for a guide.

Since there were so many picture books with only a few pages, for our secret page we selected number 10. On the top of this and the back of the title page we printed the call number (see page 20), and on the bottom of the same two pages we placed the accession number.

P-slips. The books were passed down the table to the girls who recorded on p-slips the following information which they obtained from the title page:

a. author's name, last name first
b. title
c. illustrator
d. publisher
e. latest copyright date
f. call number
g. accession number

591.5
Z
Zim, Herbert S.
Snakes. 111. by James Gordon
Irving. Morrow, c1949. $1.40

1921

Figure 2. P-Slip.
Each p-slip was left in the book until all books for one room had been classified. Before typing the book cards and pockets, each p-slip was checked for errors or omissions of essential information, and subject headings were written at the bottom in red. The books were then passed back down the table for the girls to paste in the date-due slips and card pockets.

After the call number had been written on the back of each book, the girls again took over. The books were shellacked and left standing on the floor to dry.

Book records. All the p-slips were checked against the Wilson List of Printed Catalog Cards and the Dade County list of One Thousand Books for Elementary School Libraries, and recorded in the accession record. Printed catalog cards were to be ordered later from the Wilson List, and we were to use the Dade County List as a guide for the basic collection. The p-slips were then filed in a card tray for a temporary shelf-list.

We had made two cards for each book, one green and one white, had retained all green cards in a file behind the teacher's name, and had sent the white cards with the books back to the teacher; we now had three records of all the good books from grades four through six.

Picture books. When we moved to the new building,
all library books were sent up to the library. Books that had already been accessioned were grouped roughly according to classification, stamped with the school stamp, and shelved.

All books from the primary department were shelved and stacked in the reference room where they were weeded and sorted. In the main part of the library they were roughly classified and stacked on tables.

Each class from grades three through six selected two class librarians and an alternate. These children did the bulk of the work on the picture books. The fifth and sixth grade children made the p-slips and did the pasting, shellacking, and stamping. Each day three librarians from a third or fourth grade class received instructions concerning the arrangement of the books on the shelves. After a short game of finding and shelving a few books, they were asked to shelve all books shellacked the day before.

Shelf arrangement. Shelves for fiction books, marked F, begin at the left of the main entrance, and continue around the room to the windows. On these shelves the books are arranged alphabetically by author initial. Story collection, SC, follows the fiction.

Below the windows and reaching the entire length of the room, the picture books, or easy books, marked E, are
shelved also alphabetically by author initial.

All non-fiction books are shelved according to the Dewey decimal classification of numbers in the other end of the library. The books are arranged from left to right according to the classification number, and, within each classification number, the books are arranged alphabetically by author initial. This is true of all non-fiction books except individual biography, which is arranged alphabetically by the name of the person the book is about. For convenience in circulation, the biographies are marked B, and shelved to the right of the classified section.

Following the biography section, and arranged numerically on the shelves, is our reference section. An R preceding the call number indicates a reference book.

Between the work room and the main door is the teacher's library, where are shelved books of fiction and non-fiction, samples of supplementary readers, workbooks, and manuals, state bulletins and P.T.A. literature.

Lending system. Through the use of colored book cards our lending system is easily handled, and over-dues are cut to a minimum. Picture books, which are used in the primary grades, have a white and a salmon card.

In the first grade the teachers select the books to be used in their room. Each teacher may take five books more than the number of pupils she has. These books are to
be used as a room library. The salmon cards are filed in the library behind the teacher's name. The white cards are left in the books so that the teacher may charge them to the pupils.

In the second grade the books are charged by the pupils, but are allowed to be taken home at the discretion of the teacher. Since the teacher is responsible for these books, the cards are filed behind her name.

In grades three through six, books are charged to individuals, and filed alphabetically by author initial behind the date due. All books which may be taken from the building and which are not picture books, have both a white and a green card. The teacher who wishes to take several books which correlate with a particular subject and who may wish to allow a child to take home one of these books, may do so by signing and leaving the green card. She keeps the white card for her own record. Books having green cards only may be taken out by the teacher for use in the room, but should not be taken from the building. Books with no cards are reference books, and are not to be taken from the library except upon special request. They then must be returned within the hour. Cherry colored cards are used for charging pamphlets and magazines which may be kept out over night.
Shelf list. From the temporary shelf list made on p-slips, a permanent shelf list will be made in the fall.

The shelf list is a complete record of the book collection, showing the number of books in each classification. When the library opened in March, there were on record 1,514 titles in the classifications listed below.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Fiction</td>
<td>485</td>
</tr>
<tr>
<td>E Picture books</td>
<td>546</td>
</tr>
<tr>
<td>000-099 General Works</td>
<td>10</td>
</tr>
<tr>
<td>100-199 Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>200-299 Religion</td>
<td>33</td>
</tr>
<tr>
<td>300-399 Sociology</td>
<td>88</td>
</tr>
<tr>
<td>400-499 Language</td>
<td>4</td>
</tr>
<tr>
<td>500-599 Science</td>
<td>97</td>
</tr>
<tr>
<td>600-699 Useful Arts</td>
<td>25</td>
</tr>
<tr>
<td>700-799 Fine Arts</td>
<td>25</td>
</tr>
<tr>
<td>800-899 Literature</td>
<td>24</td>
</tr>
<tr>
<td>900-909</td>
<td></td>
</tr>
<tr>
<td>930-999 History</td>
<td>20</td>
</tr>
<tr>
<td>910-919 Geography</td>
<td>39</td>
</tr>
<tr>
<td>920- Coll. Biog.</td>
<td>14</td>
</tr>
<tr>
<td>B Indiv. Biog.</td>
<td>47</td>
</tr>
<tr>
<td>T Teachers lib.</td>
<td>49</td>
</tr>
</tbody>
</table>

The shelf list, which is arranged in the same order as the books stand on the shelves, is a very valuable inventory record. After all books were shellacked, an inventory was taken by checking these books against the shelf list.

Two other major purposes of the shelf list are given by Douglas:\footnote{Ibid., p. 43.} first, it is to serve as a guide in building up a well-balanced collection, and second, it is to provide
a simple broad-subject index to the library collection.

Data on the shelf list card give full information so that the librarian need consult only one record for information on a given book. Such data consist of:

a. classification number. This is typed three spaces down and one over from the edge of the card. The author initial is typed under and flush with the first digit of the classification number. The combination of classification number and author initial are referred to as the call number.¹

b. author. The full name of the author as it appears in the Children's Catalog is typed four spaces down and eight over at first indentation. When the author's name is not given in the Children's Catalog, it is to be written as it appears on the title page. The surname is given first, followed by a comma, then the given name of the author, followed by a period.

c. Title. The title as it appears on the title page is written on the line below the author and twelve spaces over, or at second indentation. If a second line is needed, the title is extended to first indentation on the next line. A period follows the title.

d. Publisher. The publisher appears two spaces after

¹ Loc. cit.
the title, or at first indentation on the next line. The name of the publisher is followed by a comma.

e. Date of publication. Two spaces after the publisher, type the date of publication. If no publication date is given, use the copyright date. If the copyright date is taken from the back of the title page, enclose it in brackets. If no date is given, use n.d.

f. Tracing. Librarians and library authorities differ on the place for tracings. However, to keep all schools within the county uniform, we are required to put all tracings, or a list of all cards made for a book, on the bottom of the shelf list card, then, if necessary, we continue on the back. All subjects are done either in red or capitals.

g. Price. The price is entered two spaces after the copyright date.

h. Accession number. Two spaces below the last line write the accession number. Each accession number for other copies is written below the one preceding. The number of the copy is written three spaces to the right of the accession number. No punctuation is necessary.

i. Filing. Non-fiction cards are filed numerically by Dewey decimal number. If two or more cards have the same number, file alphabetically by surname of author. Fiction books are filed alphabetically by the author’s surname.
Cataloging. To eliminate detailed bookkeeping for the librarian, coupons are sold in sheets of 25 for $2.00 per sheet. By sending one coupon for each set of printed Wilson catalog cards and one coupon more for each order, H. W. Wilson will send sets of cards for certain books. These are listed in a Check List of Printed Catalog Cards.

Seven Hundred fifty sets of these cards have been received. For those titles in the library, which are not listed by H. W. Wilson, catalog cards will be made next fall, following the rules recommended by Douglas,¹ and revised according to the 1949 American Library Association rules for cataloging.

a. Main entry card. The Author card is the main entry card. From it all other cards are made. It is the same as the shelf list card except that it does not have the accession number, number of copies, and tracings.

If the book is better known by the editor than the author, use the editor's name followed by (ed.). For books whose author is anonymous, skip the author line, and write the title as usual. Instead of the author's initial in the call number, use the first letter of the first important word in the title.

In the case of compilations, skip the author line,

¹ Ibid., pp. 51-58.
write the title as usual, followed by, retold by, or compiled by, and the person's name.

Other important variations of the main entry card should be given here.

1. Where there are several editions to the same book, a card is made for each.

2. When the author is a married woman, for the author entry, give maiden name first, followed by married name in parenthesis.

3. Write hyphenated names as one name.

4. When the surname has a prefix, Italians generally are entered under the main name. Other nationalities, especially if adapted to the English language, are listed under the prefix.

b. Added entry. All cards in addition to the author card or main entry card are called added entry cards. These are the title card, the subject card, and the illustrator card.

1. The title card is made on an author card. Simply write the title above the author's name.

2. To make a subject card, type the subject in red or entirely in capitals, at second indentation on a main entry card.

3. The name of the illustrator, surname first, appears at second indentation above the author's name on an illustrator card.

c. Cross reference cards. There are two kinds of cross reference cards. 'See References' are used to direct the reader from an unused term to one which has been used as a subject head. For an illustration, see Fig. 3.
PUEBLO INDIANS

see

INDIANS

Fig. 3. See Reference Card

For subject headings used in Dade County, see pages 36-40 of the Teacher Librarian's Handbook, by Ruth Peacock Douglas.

'See Also' references are used to call the attention of the reader to closely related subject matter. For an illustration see Fig. 4.

COMMUNICATION

see also

RADIO
TELEGRAPH
TELEPHONE
TELEVISION

Fig. 4. See Also Reference Card
Filing. Some of the more important rules for filing catalog cards will be given here. Others can be found on pages 60-63 of the Teacher Librarian's Handbook, by Douglas.

1. Arrange all cards in alphabetical order by the first word on the top line disregarding all beginning articles.

2. When the same word is used for different kinds of headings, the order is person, place, subject, title.

3. Abbreviations are arranged as if spelled in full.

4. Arrange compound names as separate words.

5. Arrange hyphenated words as separate words, disregarding the hyphen.

6. Disregard prefix titles in personal names, except to distinguish between persons.

7. Figures in titles are filed as if spelled in full.

8. If two or more cards under the author's name bear the same title, arrange by edition, putting the most recent title first.

9. Arrange Bible entries:

   Bible
   Bible-Old Testament
   Bible-New Testament
CHAPTER IV

BOOK SELECTION AND ORDERING

The careful and thoughtful selection of books for children is of major importance. We must give the child reading guidance, not only in text books and supplementary reading, but in recreational reading as well.

The child reads because he is curious about life and death, things of nature, and things mechanical. He reads because he wishes to do as he sees others do. He sees others reading, and he reads because there is satisfaction in fulfilling his wishes.

What he reads will vary as his age varies. Fargo\textsuperscript{1} states that children show interest in books at the age of one. Her viewpoint on child interests between the ages of one and thirteen may well be considered here.

At the age of one, children show interest in nature, and between the ages of one and eight have a great interest in picture books. Fairy tales, myths, and legends make their appearance between the ages of six and seven. At the age of eight, though boys and girls still like fairy tales, the mysteries of life are becoming of importance to them.

\textsuperscript{1} Lucile Foster Fargo, \textit{The Library in the School} (Chicago: American Library Association, 1939), pp. 54-57.
A change from fancy to factual material is apparent in both sexes at the age of nine, though some girls still like fairy stories for another year. Most boys, however, will have no more to do with fairy tales. They are becoming interested in travel, customs of other lands, inventions, mechanics, biography, and myths and legends of Robin Hood, William Tell, and King Arthur. Mystery and adventure stories attract the eleven year old boy, while stories of home life, birds, flowers, and animals are of more interest to the girls. It is at this age, too, when girls begin to become interested in love stories.

Approaching the "hero worship" stage, boys become very keen over biography of action. The girls at this stage reach the climax in reading books of home life, boarding school, birds, flowers, and Bible stories. At thirteen, old interests are intensified for both sexes.

The boys seek material on complicated science and invention, as the girls enter the adult world of sentiment and emotion.

Other factors influencing the pupil's reading interests are experience, I. Q., sex, environment, ability to read, health, personality tastes, school environment and availability of material.

With a wide selection from which to choose, we can provide for all these interests, but in so doing, we must
be constantly on the guard for undesirable books. By unde-
sirable we mean: 1. books that are harmful. Harmful books
are those which are melodramatic, depict crime, or are over-
stimulating. 2. worthless books. These may be books which
have no literary style, books which are supposed to be true
but are not, or which may show inaccuracies in science and
history.

1. Types children like best

**Picture books.** The very young child begins his lit-
erary experiences with picture books. They arouse his in-
terests, develop his powers of imagination, clarify his
ideas, and strengthen his appreciation of beauty.

The characteristics children like in picture books
are bright colors, large, clear cut, and simple pictures of
familiar things. They may be true to life or fanciful, but
they must be full of action and humor.

**Fairy tales.** The poets of fairyland are not now as
prominent as those of the nineteenth century. "It is chief-
ly in England and Ireland that we hear of them today. Some
how the fairies seem never to have emigrated to the New
World."¹

Although there are some objections to fairy tales, their values are still recognized by authorities in the field of children's literature. American children read many fairy tales, for they provide a means of escape, a release for the emotions of fear and hate. Many of them provide humor which also helps the child to forget himself.

Animal stories. Among the well-known and well-loved animal stories are the fables, cave men stories, and stories teaching kindness to animals. Two of the best and most popular of the modern, sympathetic, and sentimental stories for children are Bambi and Gay Neck.

Other Children. Small children in familiar settings, and children of other countries and races are two popular types of "other children" stories.

These stories widen the child's world, broaden ideas, stir the imagination, and break down prejudices.

Recently, the author had the privilege of guiding a young boy to a book, the reading of which has proved her last point. He had been known to call the colored children "chocolate drops", "black clouds", and other familiar nicknames. When he came to me and asked for a good book to read, he was directed to Call Me Charley.

For days he talked about the book, always in sympathy with Charley. He now has a new understanding of and a
different feeling for the colored children he meets on the street.

III. Evaluating Books.

When selecting children's books, the first considerations are: 1. the books the library already has - the spread of these books as to subject, curriculum needs, and grade level. 2. the amount of money available and the use of standard book lists and other selection aids.

Selection aids. The library has the starred items in the following list of selection aids. Those not starred have been ordered.


* **Book List.** American Library Association. $5.00.
  Semi-monthly, except July and August.
  Separate annotated list for children, young people and adults.

  Spring issue lists and describes books to appear in A. L. A.

* **Children's Catalog:** 7th ed. H. W. Wilson, 1946.
  Service basis. Has an annual cumulative supplement, full bibliographic information, price, descriptive and, or evaluative note.

* **Abridged Decimal Classification and Relative Index.** ed 6. Dewey, Melvil. New York, Forest Press Inc., 1945. $4.00. "The abridgment has been prepared to meet the needs of small libraries. The short forms in these schedules may be changed to fuller forms by adding extra figures as given in the full edition." - introduction.

Eaton, A. T. Treasure for the Taking. Viking, 1946. $2.50. An annotated list of books on a variety of subjects that interest children of all ages.

* **Horn Book Magazine.** 248 Boylston St., Boston 16 Mass. $3.00. Published six times a year.

* **One Thousand Books for Elementary Children.**
  Selected by a committee of Dade County supervisors, Principals, and teachers. A basic order list, a check list, and a subject list. (Free to schools of Dade County.)

* **Recommended Library Books for Florida Schools.**
  Florida State Department of Education. Bulletin No. 22A. December, 1948. Designed as a guide to the selection of books available through the year 1946 for which contractual agreements could be made with publishers.
  Plans have been made to keep this bulletin
up to date by issuing a quarterly bulletin "Media".


* Rue, Eloise. Subject Index to Books for Primary Grades. American Library Association, 1943. $2.50.


Criteria. The subject matter in picture books and fiction should be simple, about familiar objects and characters, full of action, and with an obvious story which
should be true to life or frankly imaginative. The content should stimulate the imagination, set up worthy ideals, and arouse a desire for further reading.

A simplified treatment of the illustrations, with strongly outlined figures, done in bright contrasting colors has the greatest appeal for children. The illustrations should not break up the text for this would interfere with the correct eye movements, but should be placed above or below the text or on the opposite page.

The general format of all books should be good, with a strong binding, large print, and good paper, preferably white. The format should also be attractive, but fancy in neither color nor form.

Other considerations are the spread and appeal - how many will like it, the price, the compiler, author, illustrator, and copyright date.

When making book selections, we should remember the words of Arbuthnot.¹

A book is a good book for children only when they enjoy it; a book is a poor book for children even when adults rate it as a classic if children are unable to read it or are bored by its content.

¹ Ibid., p. 2.
III. Selecting books for purchase

Conferences. The first conference with the principal resulted in a rush order of new books for the fiscal year. Miami Edison Elementary had received notice of their allotment for books to be purchased through the school board. One third of that amount should have been ordered in June, one third in September, and the other third only a few weeks away, in December.

Although the "dead-line" for the first two orders had passed, we were given permission to make our orders, since an exchange of principals had caused this delay. With the aid of the Children's Catalog and the Dade County list of One Thousand Books, two thirds of our allotment was ordered without consulting other members of the faculty.

Before the December order was due, conferences were held with the teachers to gain some idea of the types of material most needed. Again the time limit prevented the circulation of book selection aids for the actual selection of books by the teachers.

Budget. When the library opened on March 24, all but $41.50 of the total $676.00 allotment had been received from Baker and Taylor, 55 5th Avenue, New York, and was on our shelves. Having been allowed a 20% discount on a greater part of this order, we still had $358.00 with which to make
new purchases.

Every teacher was urged to visit the book fair that was being held in Miami, and make the selection of several books that she would like to see added to the collection. The final order was then sent March 15 to the Personal Book Shop, 95 St. James Avenue, Boston 17, Massachusetts, as we wished to take advantage of a 30% discount. To date, April 28, only $179.00 of that amount has not been received.

The Edison Elementary and Junior High P.T.A. also budgeted $750.00 for the elementary library. The $110.81 worth of supplies purchased by the P.T.A. (mentioned previously) and selection of magazines recommended by the faculty (see Chapter V) for $36.05 (purchased at agent's price from Time, Inc. 115 East Ohio St., Chicago 11, Illinois.) were paid from this fund.

When the schools separated in February, so did the P.T.A. A new P.T.A. was organized with only $250.00 in the treasury. The remainder of the $750.00 budgeted for the library was never received.

The school board allotted $138.00 for periodicals, supplies, and repairs, but, due to a misunderstanding in the Junior High, we received only $117.07 of this amount.

To date, the library has spent and received from these two sources:
New Books (net) $813.50
Magazines, Periodicals 36.05
Equipment & Supplies 227.88
Total $1,077.43

and received donations of

75 good books
1 set Book of Knowledge (prize)
5 magazine subscriptions

Educational Screen
Highlights for Children
Life
National P.T.A.
Readers' Digest

Balancing the collection. Excluding the 301 books
at the bindery, the library now has 2,276 books in 1,606
different titles. This is nearly four books per pupil, the
desired minimum being five.¹

Although different authorities suggest different per-
centages in evaluating the variety of the book collection,
no set rule has been made for the elementary schools. One
state has recommended the following percentages.²

<table>
<thead>
<tr>
<th>Decade</th>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-099</td>
<td>General reference</td>
<td>2%</td>
</tr>
<tr>
<td>100-199</td>
<td>Philosophy (conduct)</td>
<td>1/3</td>
</tr>
<tr>
<td>200-299</td>
<td>Religion</td>
<td>1/3</td>
</tr>
<tr>
<td>300-399</td>
<td>Social Sciences</td>
<td>8</td>
</tr>
<tr>
<td>400-499</td>
<td>Languages</td>
<td>1/3</td>
</tr>
<tr>
<td>500-599</td>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>600-699</td>
<td>Useful Arts</td>
<td>10</td>
</tr>
</tbody>
</table>

¹ Douglas, op. cit., p. 67
² Loc. cit.,
700-799 Fine Arts 5%
800-899 Literature 5
900-909,920-999 History and Biography 10
910-919 Geography & Travel 12½
F and 398 Fiction and Fairy Tales 16½
E Easy Books for Grades 1 - 3 20

The National Elementary Principal 16th Yearbook
lists as a balanced collection:¹

- reading 25%
- social studies 25
- science 20
- other departments 10
- reference 10
- general works 10

The state of Florida has no such guide for elementary schools. We agree heartily with De Young.²

"Our philosophy of thinking in terms of criteria for evaluating school libraries is rapidly changing. The trend now is to emphasize: 1. service rendered the child. 2. requirements of the curriculum and 3. the needs of the library in its relation to the school, rather than to place emphasis on equipment, amount of books, and money to be spent."

Of the 1,606 titles that are now in our collection, the total number of books in each classification will be reported as well as percentages:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Books</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-099 General reference</td>
<td>10</td>
<td>6%</td>
</tr>
<tr>
<td>100-199 Conduct</td>
<td>5</td>
<td>3%</td>
</tr>
</tbody>
</table>

¹ National Elementary Principal, op. cit., p. 459.
² De Young, op. cit., p. 548.
200-299  Religion  33  2%
300-399  Social Sciences  46  3
400-499  Languages  4  .3
500-599  Science  101  6
600-699  Useful Arts  26  1 3/4
700-799  Fine Arts  35  2
800-899  Literature  25  1 3/4
910-919  Geography & Travel  40  2 3/4
900-909  History and
920-999  Biography  119  7
F and 398  Fiction and
E  Easy books for
Grades 1 - 3  606  47 3/4

It is quite evident that the Edison Park Elementary School Library far exceeds the percentages suggested for fairy tales, fiction, and picture books; is approximately the same in conduct and languages; and falls far short in social sciences, useful arts, geography and travel. An attempt will be made to approximate the suggested percentages by ordering more books in the classifications showing the greatest deficiency.

Ordering. The use of school library book order cards simplifies the ordering. They give all information necessary for ordering, and may be used as a shelf list record after the books have been received.

We use approximately the same form recommended by Douglas.¹ (see Fig. 5)

¹ Douglas, op. cit., p. 71.
<table>
<thead>
<tr>
<th>Publisher</th>
<th>Author</th>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appleton</td>
<td>Conant</td>
<td>What snake is that</td>
<td>$2.00</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;Hillyer</td>
<td>Child's history of art</td>
<td>5.00</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;Strain</td>
<td>&quot; &quot; &quot; the world</td>
<td>5.00</td>
</tr>
<tr>
<td>Barnes</td>
<td>Coffman</td>
<td>Being born</td>
<td>2.50</td>
</tr>
<tr>
<td>Doubleday</td>
<td>Aulaire</td>
<td>Famous authors for young people</td>
<td>2.00</td>
</tr>
<tr>
<td>Little</td>
<td>Lawson</td>
<td>Fabulous flight</td>
<td>2.50</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>I discover Columbus</td>
<td>2.50</td>
</tr>
</tbody>
</table>

Fig. 5. Book order form
CHAPTER V

NON-BOOK MATERIALS

Much has been said concerning the motivating power of audio-visual aids and other non-book materials, such as magazines and periodicals. The logical place for these additional instructional aids is in the library.

I. Magazines and Periodicals.

Selection. When selecting magazines and periodicals for the school, the librarian should first consider the likes and dislikes of the pupils as well as the curriculum needs. It is important to select a variety of kinds of magazines, being sure to include those of local interest. As a word of warning, she should keep a watchful eye for propaganda.

The Edison Park Elementary Library, through the P.T.A. now has the following subscriptions, selected by the faculty and pupils:

1 yr. American Girl $1.50
3 yr. Child Life 4.50
2 yr. Children's Playmate 2.25
1 yr. Hobbies 3.40
1 yr. Jack and Jill 1.55
1 yr. Junior Natural History 1.50
1 yr. National Geographic 4.25
1 yr. Nature Magazine 2.75
1 yr. Popular Mechanics 4.80
1 yr. Safety Education 2.50
2 yr. Story Parade 4.25
Donations by patrons of five other magazines listed on page 37 make a total of 16 regular issues, besides the individual copies of other periodicals containing items of special interest.

Use and care. When a magazine is received, it is stamped with the school stamp and checked on our magazine list. Back issues are removed from the reading room and shelved in the reference room alphabetically by title, and stacked with the latest issue on top.

Those to be bound are tied in yearly bundles, and those not to be bound are marked for items and pictures to be clipped. All items to be clipped are marked with a red pencil. If the subject is obvious it is underlined. The source and date of the items are indicated.

II. Pamphlet clipping and picture filing

Organization. The source, price, and date are indicated on all pamphlets and bulletins. These materials are then grouped by subjects, placed in folders, and filed alphabetically by subject.\(^1\) They will be cataloged by putting the subject on a catalog card which will also indicate whether the items are pamphlets, clippings, or pictures.

\(^1\) Ibid., p. 823
These cards will be filed in the card catalog with other subject cards.

Circulation. To circulate this type of non-book material, they are charged out by number of pieces. The easiest and safest way to handle them is in large envelopes. When the envelope is returned, the pieces are counted. Expensive items are charged out like books.¹

Sources. The one best source of pamphlets, booklets, bulletins, and paper-bound books is Bacon and Wieck, Inc., Northport, Long Island, New York, which is a central distributing agency for all such materials published in the United States. A list, Sources of Free and Inexpensive Pictures for Classroom Use may be purchased for $1.00 from Bruce Miller, Box 222, Ontario, California.

III. Other audio-visual materials

More rapid learning and longer retention are the natural results of contact with the vivid experience of people and places that the child gets through the use of the movie and radio. George F. Zook², president of the American Council of Education, has said of the radio:

---

¹ Ibid., p. 823.
"It is the most revolutionary instrument introduced in education since the printing press."

School equipment. The library now has, in addition to a few maps and a globe, a new Bell and Howell movie projector of the latest model, a 52" x 70" Raidiant Screen-Master, model DL, 95 film strips, and 20 slides. Five portable phonographs, 120 records, and in the office, a large radio that is a part of our public address system, make up the remainder of our equipment.

With the radio, its instrument board, and public address system, any teacher, or all teachers, may have their rooms tuned in on any program whenever they wish. One such program to which most classes listen is the "Books Bring Adventure" broadcast weekly.

Filmsstrips and slides will be given a Dewey decimal number the same as books. Catalog subject cards indicating filmstrip or slide will be filed in the card catalog along with other subject cards.

County equipment. We shall increase our strip film library, but do not expect to purchase moving films since the county film library carries most of the titles required for use by our school. The county library at the present time has 900 moving picture films, 650 film strips, 900 records, and 150 mounted art reproductions cataloged and ready for circulation.
Circulation of county equipment. These materials can be obtained by paying an annual fee of $25.00 and requisitioning the material desired two weeks in advance. Three copies of the following form are to be sent to the film library.

CONFIRMATION

School___________________________ Code No.____ Date____

Material__________________________ Catalog No.__________

check: Film Filmstrip Slides Recordings
Steriographs Flat Pieces

Dates to be used
This is to confirm your booking of material listed above on dates indicated. Please return the material promptly. This slip when confirmed and returned by the librarian should be filed.

Signature of Librarian_________________________ Date________

Fig. 6. Form for Requisitioning Audio-Visual Materials.

Audio-visual room. An unused classroom is being equipped with black-out curtains as a beginning of our audio-visual program. Both pupils and teachers are most interested in learning to operate the projector. By setting up scheduled practice periods, all teachers and several fifth-grade boys may prepare themselves for showing pictures to their own classes. In this way, no pupil need be taken from his classes too often.
Schedule. The following schedule for the use of the projector seems to have worked quite well throughout the county. Most of the schools, where there is only one projector, follow this schedule.

On Monday and Tuesday the three upper or three lower grades use the audio-visual room. On Thursday and Friday the other three use it. Wednesday is left for making adjustments. Films are brought to the school on Monday and Wednesday, and returned on Wednesday and Friday. In this way films need not be kept out over the limited time of two days.

Evaluation of films. The careful selection of films is perhaps of more importance than the selection of books. Many children are allowed to see every show that comes to town. They must, therefore, be trained to make a wise choice of the pictures they see. One way in which this may be accomplished is by showing good wholesome movies at school. Fargo\(^1\) lists five points to keep in mind when selecting films for classroom use.

1. Is it interesting, concrete, clear, comprehensible, and natural?
2. Does it suggest new problems, materials, or implications leading to desirable discussion or further study?

3. Does it help clarify a process or the teaching of a skill?
4. Is the material presented reliable and authentic?
5. Is it free from propaganda?

Aids to selection. Some of the better-known selection aids for films, filmstrips, slides and recordings are:

Audio-visual Way. Bulletin No. 22B. Florida State Department of Education. Basic information for organization and implementation of an integrated audio-visual program.

Educational Film Guide. H. W. Wilson. $3.00. Published 10 times a year with annual bound volume in September. Evaluates and classifies sound and silent films in black and white or color.

* Educational Screen. 64 Lake St., Chicago, Ill., $3.00. Magazine is devoted to audio-visual materials. 10 issues.


Filmstrip Guide. H. W. Wilson. $3.00. Published 10 times a year with an annual bound volume in September, beginning in 1948.


For bibliography of projected pictures on the state of Florida using these aids, see Appendix.
CHAPTER VI

SECURING EFFECTIVE USE OF THE LIBRARY

One of the first steps in securing effective use of the library is to develop the reading taste of the pupils within the school. There are many devices by which this may be accomplished, a few of which will be dealt with later in this chapter.

While the librarian is developing these tastes for reading, she is also giving pupils training and practice in becoming efficient and adequate users of library materials. By bringing books and materials together and by training children in the use of these books, the librarian can help to improve their study habits and conditions; but the teacher must so plan her work as to give the pupils a need for using these materials. She may do this by giving a particular thought or idea which the child may develop through the use of these supporting materials.1

When the teacher, the pupils, and the librarian cooperate in planning and studying any unit of work, greater interest is developed. Individual interests and differences

---

can be satisfied more readily, as the activities of the unit of work create many problem-solving situations which lead to purposeful investigations. Pupils learn by experiencing. Consequently, the experiences received in these investigations help to develop research ability in real life situations.

I. Devices used to encourage the use of the library.

Creating pupil interest. Mead and Orth cite in their book, The Transitional Public School, a method for creating an interest in reading which should be a good starting point for non-readers.

"The library period follows immediately after the play period. The children write stories of their activities. These stories are filed in book form in the library. They love to read their own stories."

To develop their reading tastes once they have started is no great task. A display of book jackets is one of the quickest and best ways to get results. Some of our non-readers have started reading just from hearing their classmates ask about a book that is in great demand. When they hear remarks such as:


"Yes, we have Sea Star. If you will put your name on this reserve list, I shall be glad to let you know when your turn comes."

"That surely was a good book. Do you have any more like it?"

"Has the Talking Tree come in yet? Do you know when it will be in?"

they begin to realize that they are missing something by not reading.

Several children have shown interest and ability in illustrating the stories they read. A drawing of this kind with a short comment about the book, "I surely did like that book. One minute I was laughing, and the next I was ready to weep," is also a stimulation to many children.

Other devices which have worked equally as well in the Edison Park Elementary School library are:

1. telling the pupil a little about the book that might be of interest to him,

2. putting interesting books on exhibit, (A cabinet display of drawings of a Chinese boy and a Filipino girl, along with books "Children of other lands", started many children reading in this field.)

3. posting on the bulletin board a list of books children ask about most frequently, listed by subject, (This not only creates interest, but also helps the child to locate the book.)

4. teaching the pupils how to use the encyclopedia as situations requiring its use arise in the classroom,
5. setting up a reference table so that children may come individually to do reference work.

6. scheduling free periods for the library when teachers may bring classes to the library to do reference work.

7. scheduling one period per week for grades one and two, and two periods per week for grades three through six, when they can come to the library for pleasure reading.

8. reading portions of books or giving book talks.

9. making an alphabetical list of the children in each room, showing their independent reading level, to encourage pupils to select books on their level.

10. inviting librarians from the children's department of the public library to talk to the children, tell them stories, and call their attention to the services available to them.

11. putting on assembly program.

Creating teacher interest. Many times the real problem is how to get the teacher interested. We now have a plan in effect which promises to show improvement in the teacher's point of view.

At a conference between the principal, two librarians from a near-by branch of the public library, and the school librarian, it was agreed that once a month the school would send to the library a list of the units of work to be projected through that month. The public library would then send to the school as many as twenty-five books per teacher.
which would supply her with further materials for her project. This plan is in its first stages, but we hope that it will be enough of a success to include it early in our activities next fall.

As a further stimulation to get the teachers to use the library, a teacher's library has been set up in one end of the school library. Here are shelved books and materials that may be of interest to the teachers, professionally or otherwise. Teachers are notified of new books and materials received, as well as interesting magazine articles. Frequent informal talks, talks at faculty meetings, and bulletins to the teachers have encouraged some.

By attending to the teacher's requests promptly and asking them to suggest new books for the library, the librarian is more sure of cooperation from them.

Since our library opened, all of our faculty meetings have been held there. Talks, a book exhibit, and a visit from the public librarians to explain their plan of cooperation with the schools have been the library's contribution at these meetings.

II. Student library assistants

"One of the best means of developing interest in the school library is the organization of pupil library assistants... An enthusiastic
group of library helpers will do much to sell the library idea.\(^1\)

Requirements. Forty-five student librarians help in the administration of our library. Each class from grades three through six selected, with teacher supervision, two class librarians and an alternate. They were selected on the basis of the following requirements:\(^2\)

1. a passing grade in all subjects
2. high citizenship rating
3. recommendations from home room teacher
4. attitude of helpfulness
5. willingness to do any task assigned
6. legible handwriting
7. neatness of person and dress

Training. Pupil library training varies with the age group. As discussed in Chapter Two, grades three and four are trained in circulation and shelving duties. Grades five and six are trained not only in circulation and shelving, but also in library housekeeping, mechanical preparation of books, some mending, care of periodicals and magazines, clipping, mounting, filing, and publicity work.

Activities\(^1\) in which they take part, both during and after their training, include:

1. pasting in pockets and date-due slips
2. stamping ownership

---

1 Douglas, op. cit., p. 5.
2 Loc. cit.,
1 Ibid., p. 7.
3. opening new books
4. shellacking new books
5. mending books
6. shelf reading
7. shelving books
8. circulating, charging, and returning books
9. sending overdue notices and collecting over-due books
10. clipping, preparing and filing clippings and pictures
11. dusting book shelves, books, and tables
12. arranging flowers and caring for plants
13. keeping books upright and in order on shelves
14. keeping tables and chairs in order
15. keeping magazines in order
16. making scrapbook of authors
17. giving book talks
18. writing reviews of books
19. reading and discussing many kinds of books
20. reading book reviews in magazines and newspapers.

Scheduling. So that the librarians will not lose any more time from class than is necessary, each is scheduled to work only at his or her regular library period, and one day a week after school. They are taken from their classes only when some very important project is in progress and extra help is needed in the library.

III. Library clubs

Club periods are not provided in our school program. Although the class librarians have expressed their desire to organize a club, the only time available for meeting is after school. Due to the fact that the library was set up in the middle of the year instead of at the beginning, other
activities after school hours have prevented our organizing.

Various ones of the group spent all available time recently making crepe-paper flowers for the school operetta. Many of them are willing to give up their free time on week ends to return to school to work on books, or help in any other way they can. However, we do expect and plan to or­ganize a library club in the early Fall.

IV. Library lessons

The trend in library instruction is away from the formal method of teaching. Instead of teaching definite lessons on specific topics to a designated group, the vari­ous phases of library instruction are being taught as the child has a need for them.

A fourth grade teacher who wished to have her pupils know more about our tropical fruits, suggested library re­ference to them. The children were most anxious to see pic­tures of the cajuput tree, and to learn from what country the monstera deliciosa immigrated.

Here a real need was recognized. We forgot about reading just for fun, for there on the shelves were sets of encyclopedias, state bulletins, and many other reference books which the class knew not how to use.

An explanation of an index, and the different loca­tions of indices, as well as how to use the index, made the
children even more eager to look for their particular assignments.

The library should be ready for research at all periods of the day. However, some librarians do set aside periods for research. With fifteen classes coming to the library twice a week and eight classes coming once a week, it has been found that the best method for our particular situation is to reserve three periods a week for any special help from the librarian when a large group, or perhaps an entire class, needs instruction and guidance in reference work.

At any other time, any child or group of children may do reference work in the reference room unassisted by the librarian while she is giving reading guidance or other library instruction to a different group.

Purposes of library instruction. Library instruction should never be mandatory, but rather should have a purpose. Following are several aims of library instruction as selected from various sources.

1. to develop children's reading tastes
2. to give information on the use of the library
3. to develop satisfying habits and attitudes
4. to teach self help and independence
5. to develop the ability to think
6. to encourage respect for books

---


Instruction at grade level. According to Fargo\(^1\), a child should know at the end of grade six how to open a new book properly; how to use a book from the library; how to use an index; how to use an abridged dictionary as an aid to spelling, pronunciation, and obtaining the meaning of words; how to look up a topic in the encyclopedia; how to find a book on the shelves through the use of the card catalog; and how to replace a book on the shelves in the proper place.

Others would limit the teaching, or the beginning of the teaching, of specific points to certain grades. One suggestion is that grade three should be an orientation period in which to teach the printed parts of a book. In grade four begin teaching formal dictionary work and book reporting. Grade five would then be the level for teaching shelf arrangement, while in grade six the use of reference books should be taught.\(^2\)

Another source suggests what skills to teach, but sets no level at which to teach them. She does, however, suggest beginning in the fourth grade to teach the use of the dictionary, and stresses the necessity of teaching the general plan of the encyclopedias, how they differ, how to

---

\(^1\) Fargo, op. cit., p. 114.

use them, and an understanding of the importance of their date and authority.

The child should also have a fair knowledge of atlases, *Who's Who*, statistical quotes, and *Age of Fables*. Of books in general, he should know the parts, and the function of these parts. He should also know how to use the card catalog for his own convenience, self help, and independence.¹

By teaching library lessons when the need arises, most of the above-mentioned phases of instruction may be taught, in part and to advantage at a lower grade level than that suggested by Pike.

In the Edison Park School it was found that the third grade pupils are more conscious of their responsibility in returning books to their proper places than are the children in the upper elementary grades. They feel great pride in themselves when they match the call numbers on the books with the letters on the shelves, or find a book out of place and are able to shelve it properly.

**Methods of instruction.** Methods of instruction may include either group or individual instruction. If in groups, the information may be presented in the form of lectures, recitations, projects, plays, puppet shows, games

(see example in following paragraph), tests in the form of a treasure hunt, voluntary library tours for class groups, conducted by the librarian, and the presentation of films.¹

Six hundred fourth graders from the Homestead School, working on a "Know Your Library Project", visited the Carnegie Library. After a very short history of the library was given, followed by suggestions on how to use the library, a game was played. The children were asked to find a specific book, have it checked at the desk, and return it to its proper place. The child finding the most books in ten minutes was awarded a bookmark in assembly.

In connection with this same project, the high point of the year was the presentation of a real author to the pupils. One of his best children's books was autographed and presented to the pupil having the best book report.²

V. Diagnostic tests.

Diagnostic tests give both the librarian and the pupil an insight into the kind and amount of library knowledge the child has. This knowledge, in turn, encourages the child to continue or improve his library usage, training

---
² Butler, op. cit.
and habits.

The diagnostic tests which had originally been planned for our school had, of necessity, to be postponed until another term, at which time they will be given in grades four through six.

VI. Publicity

"It Pays to Advertise" was the title of a senior play. That slogan has never been forgotten, for we meet it in our everyday lives. Now more than ever are the results of advertising showing great profits.

Not only in business, but also in the use of the library does it pay to advertise. Library publicity may be obtained in many ways, but here library school publicity will be grouped under four headings.

**Bulletin boards.** Well-planned and well-arranged bulletin boards, if in a good location, will attract the eye the moment of entering the library. Displays should be changed frequently, and arranged somewhat in keeping with the season.

For displays between seasons or birthdays, other ideas to promote children's reading might include:

1. book jackets
2. pictures of book characters under the caption "Who am I?"
3. Reviews of children's books clipped from Publisher's Weekly, Story Parade, American Girl and other magazines.

4. Photographs of well-liked writers and illustrators, together with interesting facts about each.

5. Advertising cards on which children write brief notes about the books they like.

6. Notes about books addressed to individual children; for example "Tom, have you seen Pony Jungle? It's full of mystery and adventure. Look on the shelf of new books."

7. News about the school or public library - new books received, story hours, book talks, reading aloud schedules, book exhibits, hobby shows, additions to picture files, etc.

8. Lists of books pertaining to current units of work, organized in whatever manner seems more desirable - by problems, levels of difficulty, types of material, or order of importance.

9. Fargo suggests posting pictures of pupils reading, pictures of other people reading (including cartoons), and pictures of children's personal libraries.

Miscellaneous ideas. Some of the more outstanding ideas from several sources were selected for trial. These include:

1. Make a file of historical markings and people of the city or state. Get donations from insurance companies, printers, etc.

2. Watch commercial adds for layout, color, simplicity, and captions. Captions should

---


be short and "catchy", such as:

"He who laughs last"
"Two weeks vacation with play"
"Oh say, have you seen?"
"The Apple of his eye"

3. Our bulletin board is empty. Have you a suggestion?
4. "Book marks we have met" - place on display bobby pins, mirrors, combs, pencils, etc., that have been found in books.

Other ideas used for the promotion of publicity include exhibits, displays of children's cartoon illustrating "Do's and Don'ts" in the care of books, displays of hobbies and books on hobbies.

Regular bulletin to teachers. Once a month library bulletins to teachers point out important library policies, changes in schedule, new materials, and library news of importance. The bulletin also gives name and room number of classes having the fewest overdue books, classes who know how to use the library properly and classes showing outstanding work in library practices.

Annual report. A brief annual report should accompany the following year's budget. This report should give

---

2 Douglas, op. cit., p. 123.
3 Douglas, op. cit., p. 119.
accomplishments of the library and the proposed program for the following years.\(^1\)

VII. Meeting special problems

Problem of over-dues. When we first started the circulation of books, the mistake of allowing anyone to charge books in and out after school swamped the circulation desk daily with over-dues. The librarians were staying until six o'clock writing "over due" notices to be distributed the following day. Consequently, it was necessary to eliminate the after-school library period, and allow no one to charge out books at any time other than at his regular library period.

To help relieve this situation, the class librarians were given the responsibility of seeing that the books were returned when due. Each librarian, in charge for the week, had in her care the colored book cards. With these cards she checked daily on the books that were due the following day, and when a book came in, she returned it with its card to the library.

Even though overdues were thus cut about 90\%, the librarians felt that they could do still better. This fact was proven by a weekly announcement over the public address

\(^1\) Douglas, op. cit., p. 119.
system of the class, or classes, having the fewest over-due books. During the following weeks of school, all overdues were the result of illness on the part of the child responsible for the book.

**First and second grade pixies.** The first and second grade classes chose to have only one library period per week. Their first day in the library was spent in looking at picture books that had been placed on the tables for them.

On their second visit, they were shown how to return a picture book to its proper shelf, simply by matching the letter on the spine of the book with one on the shelf. Then they were allowed to select their own books, and cautioned to return them to the shelves when they were finished.

A third-grade who followed the first and second grades was the one to discover several books with no cards, others with four cards, and still others with two cards but belonging to another book. As a result of this innocent little game, six librarians spent two hours after school checking books and cards and restoring order to the picture book section.

From then on, the first and second grades had a story hour which they thoroughly enjoyed. They formed a semi-circle on the floor and listened to the stories while their teachers selected books to be used in their rooms.
The story teller found more pleasure in the story hour than in any other experience as a librarian. The children's questions and comments and the play of expression across their faces made amends for the mischief done.

Look before you leap. Six cartons of books were badly in need of repair, and had been sent to the National Library Bindery in Atlanta, following a letter indorsed by the principal, in which appeared the following: "This school will forward a check upon receipt of a bill." The P.T.A. had budgeted $750.00 for the library and the junior high librarian had estimated the cost of rebinding to be $150.00. Feeling assured that it was only right and proper to restore the usefulness of so many good books, we questioned the move no further.

Several weeks later, a bill for $433.67 was delivered to the school. The unexpected size of the invoice, coming at the end of the year when funds were already exhausted, was a shock to everyone. The matter was brought to the attention of the P.T.A. board, and a special faculty meeting was held to discuss the payment of the bill.

As we had already been notified that the $750.00, budgeted by the board, would not be available, the P.T.A. gave a dinner; the faculty voted a donation from the operetta proceeds, and the librarian was given permission to
work on a plan for raising more funds in the fall.

Figure 7 is a drawing of a text book cover design to be sold at a profit of 3¢ each. The design is done in the school colors, red and white, showing a cardinal (CARDINALS being the name of the school's athletic teams) among the orange blossoms (our state flower).

The characteristics of a good citizen, listed on the back cover and shown in figure 8, will be used in various programs, units of work, and exhibits by the entire school. The project will be carried on throughout the year stressing one characteristic each month.

The "barn door was closed after the horse ran away."

Following a letter of explanation to the bindery of our inability to meet the bill in full at the present time, the school was assured cooperation in the payment of the bill. From a price list received at the same time, it was noted that we had been charged by the size of the book. The majority of the 301 books rebound were picture books in oversize.

\[
\begin{array}{ll}
C & \text{courtesy} \\
A & \text{lertness} \\
R & \text{everence} \\
D & \text{emocracy} \\
I & \text{ndustriousness} \\
N & \text{obleness} \\
A & \text{ttentiveness} \\
L & \text{oyalty} \\
S & \text{ervice}
\end{array}
\]

Fig. 8. Characteristics of good citizenship appearing on the back of the school textbook covers.
CARDINALS

SUBJECT ____________________________

NAME ____________________________ PHONE ____________________________

ADDRESS ____________________________

SCHOOL ____________________________

Figure 7. Front Cover for School Textbook
CHAPTER VII

SUMMARY

It was once believed that classroom libraries were the answer to real library service in the elementary school. As our philosophy of thinking has changed, we have come to realize that the well-organized central library can render a greater service to the school and the community.

The purpose of this project was to organize such a library in the Edison Park Elementary School, Miami, Florida, keeping in mind always the needs of the child, and helping him to fit himself for active participation in the world of today. The purpose of this paper is to give a detailed description of the procedures followed in setting up the library, and to give an evaluation, largely subjective, of the effectiveness of the procedures used.

At the beginning of the 1949-50 school term, thirty-three classroom libraries could be found in the Miami Edison Elementary and Junior High School. In the elementary grades book selection, circulation, and the keeping of records was left to the discretion of the individual teacher. Plans were being made for the elementary grades to move during the year to a new building and become the Edison Park Elementary School. The architect's plans showed a
large library on the second floor.

The project was begun by ordering, with P.T.A. funds, a copy of the *Children's Catalog*, and a sufficient number of supplies, such as book cards, pockets, date-due slips, and paste, to take care of one half (approximately 1,000) of the estimated number of books. When these materials had been received, the collection of books from each room library was taken one at a time. Working room was limited, and no class wanted to be without books longer than was necessary. During the first semester all work on the project was done after school, and on Saturdays and holidays, because the writer was a full-time classroom teacher. With the help of five pupils from the fourth, fifth, and sixth grades, all the books from the three grades had been accessioned, lettered, and shellacked, and were ready for the shelves by the end of the semester.

In February the school moved to the new building, and the writer gave up her classroom to become a full-time librarian. The pupils who had helped so faithfully in the beginning automatically became class librarians. Each class from the third through the sixth grade selected two librarians and an alternate, making a total of 45 pupils who helped in various ways to organize the book collection.

Children at different grade levels were assigned
different tasks at which they worked willingly and faithfully for seven weeks. Their reward for a "job well done" was to sit at the charging desk for the rest of the year and assist their classmates wherever they could in using library facilities.

Activities experienced by some of the librarians included the mechanical preparation of books, book selection, book ordering, shelving, library housekeeping, clipping and filing materials for the vertical file, charging in and out books, assisting others in finding materials they wanted, and writing and distributing over-due notices.

The evaluation of the success gained from experience in the library may be given subjectively insofar as attitudes, understandings, and appreciations are concerned. Members of the faculty agreed that notable improvements had been made in the effective use of library materials, the number of books in circulation, and in attitudes toward library policies.

Some of our plans and policies were very successful while others were not. Many lessons were learned by the librarian as well as by the pupils.

It was soon discovered that the primary grades, even though they were in the second semester of their work, would have to be guided more slowly in their library experiences, and that a great amount of enjoyment can be received
through proper relations with them.

Through the trial and error method, two short library periods a week, with only five minutes between classes, were found to be less satisfactory in the upper than in the lower grades. It was further found that one longer period allowed more time for browsing, library instruction, or story hours, as well as a decrease in the amount of time spent in going to and from the library.

The fact that "praise is better than reproof" was clearly demonstrated several times during the semester. Comments to a group about the neat way in which they, or some other class, had left the library before, what a fine job they were doing in getting their books in on time, or how fast they were learning to use the library properly, spurred them on to still better behavior.

Reading over the public address system the name of the teacher and the room number of the class who was outstanding for the week in some library activity helped to bring many favorable results almost immediately. Giving class librarians definite responsibilities not only relieved the teacher librarian of a great amount of work, but also afforded training for the children acting as librarians, gave the other children a feeling of belonging, and also improved attitudes toward library practices.
Experience in the library situations taught the teacher and the children two outstanding lessons. The librarian learned that it was neither good practice nor good policy to order anything without either cash in hand or a requisition passed by the school board. The children learned that unless they took more responsibility for the care of books they would soon be left without reading material.

The aforementioned methods were greatly responsible for the following facts that came to light in the inventory at the end of the year:

1. 790 pupils were checking books from the library.

2. The average daily circulation was 237 items with the highest record for one day being 276.

3. Average over-dues for the last two weeks was 5, with all but one due to illness on the part of the child responsible.

4. Five books were lost and the cost of the books paid by the children losing them.

5. The library closed with 2,495 books on the shelves.
BIBLIOGRAPHY
BIBLIOGRAPHY OF MATERIAL
USED IN THIS PAPER


ADDITIONAL READING


APPENDIX

PROJECTED PICTURES FOR
THE STATE OF FLORIDA

1. Motion Picture Films

Aquatic Fauna.

Beach and Sea Animals. E.B.F., 1931, University of Georgia, Division of General Extension, Old College, Athens. 591.92

Born to Die. T.F.C., University of Florida, General Extension Division, Department of Instruction, Gainesville. 591.92


Marine Circus. T.F.C., University of Florida, General Extension Division. Department of Visual Instruction, Gainesville. 591.92


Agriculture.

Cotton. E.B.F., 1946, University of Georgia, Division of General Extension, Old College, Athens. 677.2


Cotton Planting. Hoefer, 1949. Paul Hoefer Productions, 612 ½ South Ridgeley Drive, Los Angeles, 36. 677.2

Amusements.

Circus Animals. Academy, 1947. Ideal Pictures Corporation, 1348 North Miami Ave., Miami 36, Florida. 791.3

Circus People. Academy, 1947. Ideal Pictures Corporation, 1348 North Miami Ave., Miami 36, Florida. 791.3

Clyde Beatty's Animal Thrills. Castle, 1943. Iris Movie Library, St. Petersburg, Florida. 791.3


Here Comes the Circus. Castle, 1942. Iris Movie Library, St. Petersburg, Florida. 791.3

Here Comes the Circus. T.F.C. University of Florida, General Extension Division, Department of Visual Instruction, Gainesville. 791.3

Sawdust Sidelights. T.F.C. University of Florida, General Extension Division, Department of Visual Instruction, Gainesville. 791.3

Birds.


Chemical Technology.

Making Glass for Houses. E.B.F. 1947. University of Georgia, General Extension Division, Old College, Athens. 666.1

Fishing.


Fishing Thrills. T.F.C. University of Florida, General Extension Division, Department of Visual Instruction, Gainesville. 799.1

Geography and Travel.


Florida Wealth or Waste. Southern Educational Films, 1947. Southern Educational Films Production Service, University of Georgia, Athens. 917.59


History.

America's First Frontier. Library Film. Library Films, Inc., 25 West 45th Street, New York 19. 975.9

Industry.


One Hundred Million Oranges. Wurtele, 1944. Wurtele Film Productions, P. O. Box 504, Orlando, Fla. 634.3

Sponge Divers of Tarpon. Commonwealth, Roshen Films, 116 Creighton Bldg., Tampa 2, Florida. 351.1

Insects.


Snakes.

Snakes are Interesting. Association Film Artists, 1947. Association Film Artists, 30 North Raymond Ave., Pasadena, 142 North 75th St., Milwaukee 13. 598.1
Stephen Foster.


Water Sports.


Underwater Champions. Official, 1940. Iris Movie Library, St. Petersburg, Florida. 797

Learn to Swim. Castle, 1938. Roahon Films, 116 Creighton Bldg., Tampa 2, Florida. 797.2


2. Slides or Filmstrips (in color)

Animals.

Raccoon
Squirrel
Turkey
Turtle

Birds.

Black bird
Blue heron
Blue Jay
Cardinal
Cat bird
Curlew
Egret
English Sparrow
Florida gallinule
Gull

Hawk
Humming bird
Kildeer
Kingfisher
Meadow lark
Oriole
Purple martin
Sandpiper
Woodpecker
Flowers.

Azalea
Black eyed Susan
Buttercup
Button bush
Crepe Myrtle
Gladiolus
Goldenrod
Hydrangea

Trees and their blossoms.

Banana
Black ash
Crab apple
Cypress
Dogwood
Elderberry
Magnolia
Maple

Marine animals.

Anemone
Barnacles
Clam
Crab
Jelly Fish
Lobster
Murex shells
Octopus
Oyster

Reptiles and amphibians.

Alligator
Chicken snake
Copperhead
Coral snake
Crocodile
Diamond back rattler
Frog

Pickerel weed
Pitcher plant
Poinsetta
Sumac
Sunflower
Yucca
Water Hyacinth

Marine animals.

Sand dollar
Scallops
Shark
Sponge
Squid
Starfish
Tree snail
Urchin
Whelk

Reptiles and amphibians.

Garter snake
King snake
Moccasin
Lizard
Terrapin
Toad

Philip Photo Visual Service, 1218 American Ave., Long Beach 13, California. (for slides and film strips listed above.)
3. Slides and Slide Films

Society for Visual Education, Inc., 100 East Ohio Street,
Chicago, Ill.

History.

Aa 148 Ft. Myers, Florida, Edison's boiler in machine
shop and laboratory.

Aa 109 Ft. Myers, Florida, Lab where wax phonograph
record was perfected.

Aa 134 Stephen Foster's house

Aa 405 Ft. Marion, St. Augustine, Florida, Look-out
tower built by Spaniards

Aa 404 Ft. Marion, St. Augustine, Florida, Oldest fort
standing in U.S.A., built by Spaniards in 1565

Aa 48 Landing of Columbus

Ar 384 St. Augustine Cathedral

Ac 14 St. Augustine, Oldest wooden school house

Cities and Towns. (Special interests)

Ac 73 Daytona Beach Races

Ac 72 Florida Key Bridge

Ac 215 Key West

Ar 118 Miami (18 views)

Ar 168 Bok Tower (4 views)

Ac 217 Ocala National Forest (fern 2 views)

Ac 262 St. Petersburg

Ac 219 Silver Springs

Ac 170 Tarpon Springs (2 views)