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Handbook of the Library
State Normal School
Kearney, Nebr.



1917

STATE NORMAL LIBRARY

July, 1917

Bound Volumes 14,010

Pamphlets 3,600

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INTRODUCTION.

The aim of this handbook is to give the student a general idea of the Library and to provide the fundamentals in learning how to use it. At the beginning of each semester the Librarian has given talks on the main features of the library, and it is hoped that this handbook will supplement this instruction and enable the students to work more effectively.

The Librarian is indebted for suggestions in the compilation of this handbook to similar publications by the University of Michigan, the University of Illinois, and the Los Angeles Normal School.

HOW TO USE THE LIBRARY.

The library is not merely to supplement the textbook; it contains information on practically every subject of interest.

If you cannot find the information wanted, do not hesitate to ask for help; the watchword of the library is SERVICE. Do not forget, however, that the best part of an education is the ability gained through self help.

Cultivate the habit of reading outside of that which is required. Fiction has its place in an education, but along with it get acquainted with the world and its people, through the books on biography and travel. Read with the idea of getting pleasure as well as profit.

If you have a report or theme to prepare, do not wait until the day the assignment is due; you will always find others doing the same thing. You will then resort to that old excuse "I couldn't get a book on the subject."

Be square in your dealings with the library. Don't abuse the privileges. By hiding or misplacing a book in order to get ahead, you do more real harm to yourself than to any one else. "Do not become a literary burglar." The New York Evening

Post in commenting on such misdemeanors, at Yale University, says, "The member of a college community who is capable of such utter disregard for the rights of his fellows, bids fair, in the broader fields of life to develop into a veritable enemy of society."

"As for talking, it is the bane of all kinds of work. It is difficult to stop with a word. Words group themselves into phrases, into sentences, and sentences into conversations, and the workers who assert convincingly that they get on exactly as well while talking, succeed in cutting in half, not only their own sum total of useful achievement, but that of the annoyed toilers anywhere within earshot."

A. E. BOSTWICK.

REGULATIONS.

Library hours: 7:20—5:45 Monday—Friday.
8:00—12 Saturday.

Closed during vacations and school holidays.

No book, magazine or newspaper is to be taken from the library without first being checked at the desk.

Student teachers may check books at any time for use in the training school.

Fiction, biography and travel unless needed for class work, may be kept for two weeks. Special reference books, as cyclopedias, dictionaries and bound magazines are not subject to check. Books for general class work may be checked in the evening from 4:45—5:40 and must be returned the following morning before eight o'clock, on Saturday before eight thirty. Books may be checked on Saturday from 11:00—12:00 and kept until Monday morning. When returning books place them on the return table and see that they are checked off before using them.

Fines are imposed if books are kept over time.

All books lost or damaged must be replaced.
Ink must not be used in the library except in fountain pens.

ACCESS TO SHELVES.

Students are urged to get acquainted with the library and are allowed the freedom of the stacks. All books may be taken from the shelves and used at the reading tables, but must be returned to the return table, just north of the librarian's desk. The only exceptions are the reference books, marked with a star and R, which should be returned promptly to their places on the west shelves. Special tables are reserved for the use of certain classes. Students may take the books needed for the particular subject to the table, where they may remain while needed. It is taken for granted that a reserve table means a privilege and students are expected to regard it as such.

New books and special collections are exhibited on the rack near the librarian's desk. Students are urged to examine these books.

CLASSIFICATION.

The books are arranged according to the Dewey Classification. The field of knowledge is divided into ten classes, which are represented by figures as follows:

- 000 General works, including bibliographies, cyclopedias and magazines.
- 100 Philosophy, including child study, psychology and ethics.
- 200 Religion, including mythology.
- 300 Sociology, including civics, education, folklore.
- 400 Philology (language).

- 500 Science, including mathematics, physics, chemistry, geology and botany.
- 600 Useful arts, including agriculture and home economics.
- 700 Fine arts, including art, music and amusements.
- 800 Literature.
- 900 History, geography and biography.

Individual biography is marked with B and arranged alphabetically under the name of the biographee. e.g. Lincoln, B L638. Washington G W277.

A more detailed classification is to be found on either end of the stacks between sections 10 and 14.

Each book is marked with the classification number and an author number—the combination being known as the call number. The books are arranged on the shelves alphabetically by author under each class or subject. The shelves are read from left to right as the columns of a newspaper. The labels at the end of each stack indicate the classes of books to be found in that section. Oversized books have q or f before the author number and are to be found on the upper or lower shelves. Juvenile books are marked with a plus sign before the call number and are shelved together in sections 24-26.

CATALOG.

The catalog is to be found in the cases east of the return table. The catalog is an index to the books in the library; it is a list on cards, arranged in alphabetic order by author, title, if distinctive, and subject. Special attention is called to the following points:

1. Under each author the titles of his books are in alphabetical order.
2. Books **about** an author follow books by an author.

3. Under each subject the authors are in alphabetic order.
4. Periods of history are arranged chronologically rather than alphabetically.
5. Following certain subjects will be found cards referring to other material; e. g. Psychology, see also Child study.
6. The guide cards are merely to aid in finding the subject.
7. The call number is on the upper left hand corner of the card.
8. The catalog is used like a telephone book: look for the author's name (surname first) the title or subject—then the call number and locate the book on the shelf.
9. Use the catalog at the cases or on the small table between them.
Further directions will be found on the catalog case.

REFERENCE BOOKS.

Reference books have been called "libraries in miniature, short cuts to the accumulated wisdom of the ages." They are the first essential in a working library; they include cyclopedias, bibliographies, handbooks and dictionaries of special subjects.

All students should make the acquaintance of Lippincott's Biographical Dictionary and Who's Who in America. The use of Granger's Index to poetry and recitations, Firkins' Index to short stories, and Hoyt's Cyclopedia of practical quotations may often save hours of searching. All students should know how and when to use Lippincott's Gazetteer, the Blue Book of Nebraska, McLaughlin and Hart's Cyclopedia of American government and the World Almanac.

Reference books are designated by a star before the call number and an R on the back of the book.

Beginning with the bibliographies and cyclopedias they are arranged according to their class number on the west shelves. Students are requested to return these books to the shelves.

A number of small dictionaries are to be found on the reading tables.

Webster's and the Standard dictionaries are on bracket shelves on the east, north and west walls. The Century dictionary, A. L. A. Index to general literature, Poole's index and Reader's Guide and Supplement, Baldwin's Dictionary of philosophy and psychology, and Monroe's Cyclopedia of education are placed on a special table east of the stacks.

A map of Nebraska and one of the city of Kearney are on the north wall.

Atlases of the world are in a special case west of the stacks.

JUVENILE BOOKS.

Juvenile books are classified like the main library and are shelved in sections 24-26. The call number has a plus sign before it. The catalog is filed with that of the general library.

PAMPHLETS.

Many pamphlets are placed in covers and cataloged as books. The cards in the catalog have pam. below the call number. The unbound pamphlets are arranged in boxes according to subject and numbered like books. The United States Bureau of Education Bulletins are arranged in boxes according to years. (Shelved on the west side of library.) Such pamphlets are listed in the catalog after the books on a subject, by a card containing "See also pamphlet box marked" with subject and class number.

PERIODICALS AND INDEXES.

The magazine habit should be acquired. The current publications contain the best information on questions of the day, beside biographical sketches of noted people, works of literature and art, descriptions of interesting places, reviews of books, and articles in every field of knowledge.

The current periodicals are placed on racks on the south and west walls. The last three numbers of most of the periodicals are kept in the drawers in the cases, and are arranged alphabetically. A complete list of 141 magazines, 30 newspapers and 23 exchanges is in a pamphlet on the side of the east periodical case.

Current periodicals may be checked out over night.

Students are requested to return the magazines to their places after reading.

The bound periodicals are one of the most important sources for reference and research work. They are arranged alphabetically and shelved on the north wall and in sections 22-25. These are part of the reference library and cannot be checked for home use.

In order to find the material quickly, it is necessary to become familiar with the indexes, which are placed on the table just east of the stacks. Poole's Index, abridged, covers the period from 1815-1899. The Reader's Guide to Periodical Literature, with the annual volumes and monthly publications, covers from 1900 to the present month. The Reader's Guide Supplement from 1907-1915, with annual volumes, indexes many educational and technical magazines not listed in the Reader's Guide.

The magazines to be found in this library are checked on the list in the beginning of each volume of the index.

A complete list of the bound volumes in the library is in a pamphlet on the index table.

Consult each volume as you would a dictionary for material on a specific subject. If material for a particular year is wanted, find the index for that year—look for author, title or subject. Also note the "see also" references; e. g. Minimum wage, T. Roosevelt. Outlook 102:159:-60. S.28,'12, means the article was written by T. Roosevelt and is to be found in the Outlook for September 28, 1912, which is in volume 102, pages 159-60.

A key to the abbreviations is to be found in the "List of periodicals indexed" in each volume.

NEWSPAPERS.

The newspapers are filed on racks on either side of the library entrance. They comprise the dailies, city and state, many county newspapers and the Antelope exchanges. After reading newspapers or magazines, please return them to their respective places.

PICTURES.

A knowledge and appreciation of good pictures should be a part of every teacher's preparation.

The framed pictures in the library may be studied with profit.

The library has a collection of nearly 600 mounted pictures. The subjects include colored copies of famous paintings, the Jessie Wilcox Smith Mother Goose, and the Prang Hiawatha series, besides pictures for class work in literature, history, nature study, and industrial arts. Exhibits are made from time to time on the bulletin board on the south wall. Large pictures for wall decoration are filed in the art case on the south side of the library. The smaller pictures, clippings on special days, and material for geography are filed in the case west of the return table. Pictures may be checked for class work whenever needed, and copies from a certain

collection may be checked for three weeks for home use.

LIBRARY METHODS.

How to use the library is the primary object of this course. Every Junior should enroll for the work on entering the Normal, as it is a requirement for graduation. The course requires one hour recitation per week with one point college credit. It is not given in the Summer School. Ward's "Practical use of books and libraries" is used as a text. Practical problems follow each recitation. Three book reviews including fiction, biography and history or travel are required. Reviews of leading periodicals are given at each recitation, and one half hour per week in magazine reading is required. The organization and care of the school library is discussed, and special helps for teachers are given.

HIGH SCHOOL LIBRARY.

The high school library is equipped with the most important reference books, but the books for general reading are drawn from the main library. Plans for a more complete library are being considered.

RURAL SCHOOL LIBRARY.

A rural school library of 200 volumes is shelved in the office. This is circulated in the rural demonstration schools. The records and plan of organization are kept for use in the library methods class.

HINTS FOR STUDY.

The following suggestions taken from Whipple's How to study effectively, and The Chicago University High School Study Helps, may be of service.

1. Understand the lesson assignment. Take

down accurately any references given by the teacher.

2. Do not lose time in getting ready to study. Work intensively while you work; concentrate.
3. Get rid of the idea that you are working for the teacher.
4. Do individual study. Learn to form your own judgments, to work your own problems. Individual study is honest study.
5. Learn to use your textbook, as it will help you to use other books. Understand the purpose of such devices as index, appendix, foot-notes, maps, illustrations, vocabulary, etc., and use them freely.
6. Prepare each lesson every day. The habit of meeting each requirement punctually is of extreme importance.

PUBLIC SPEAKING AND DEBATING.

A few suggestions based on Winan's Public speaking, and the appended list of aids may prove helpful to the beginner.

1. Consult the catalog to find what the library contains on the subject; if there is a bibliography, make use of it.
2. The most recent information on live subjects is in the magazines. Bring the bibliography down to date by means of the periodical indexes.
3. The following periodicals will be found useful in the discussion of world problems. The Independent; Literary Digest; The Nation; New Republic; Outlook, and Survey are the most important weekly publications. Briefs on questions for debate are often given in The Independent. The Survey publishes a list of pamphlets on topics of general inter-

est. The North American Review, Review of Reviews, and World's Work, (monthlies), and American Journal of Sociology, Annals of the American Academy, Unpopular Review and Yale Review cover the field of history and sociology.

4. Among the Government publications are the Abstract of the Census, the Statistical Abstract, Reports and Bulletins for the departments of Commerce and Labor, and the Congressional Record, published daily while Congress is in session, giving the complete debates in Congress.
5. The New International Yearbook, the American Yearbook, The Statesman's Yearbook and the World Almanac are especially valuable for all kinds of statistics.
6. For discussion of economic and sociological questions consult; Bliss. Encyclopedia of Social Reform, Palgrave. Dictionary of Political Economy, and McLaughlin & Hart's Encyclopedia of American government.
7. For biography consult; The Index and epitome of the Dictionary of National biography, and Lippincott's Biographical Dictionary to the end of the nineteenth century; The National Cyclopaedia of American Biography, Who's Who in America for contemporaries.
8. What to read must be determined by deciding which is most authoritative. The bibliographies usually note the most important authorities. Read enough to gain a comprehensive view of your subject.
9. How to read: In taking up a book, examine title page, preface and introduction. See what the author has attempted to do. Time is well spent in getting acquainted with a book. Read and think, and think more than you read. Some prefer to read a book

through before taking notes; others to take notes as they read.

10. Jot down on a slip (Do not mark the book unless it is your own!) the pages on which useful matter is to be found and then make complete notes after finishing the book. The following suggestions for taking notes are offered.

1. Use cards of uniform size, the size you determine is best for your card index.
2. Place on a card matter relating to one sub-topic only.
3. Quote from the original source, if possible.
4. Always make an exact reference to the source at the time you make a note.
5. Quote exactly and use quotation marks.
6. Indicate at the top of each card the main subjects or issue to which the evidence relates, and the sub-topic.
7. File your material alphabetically under sub-topics.
8. Selected list of books:

Debaters' Handbook Series.....1905-1917
Foster. Argumentation and debating 1908
Great debates in American History..1913
Intercollegiate debates1909-1916
Pearson & Hicks Extemporaneous
speaking1912
Robinson. Effective public speaking 1915
Shurter. Science and art of debate..1908
Thomas. Manual of debate1910
University debaters' annual....1914-1916
Winan. Public speaking.....1915