

Nebraska Public Library Commission  
The school library

Selection of books

1. Get books to supplement the texts in all grades & subjects
2. Get books that will entertain, develop & inspire.
3. Get reference books.

# For the first four grades, get books dealing with nature, the earth & its inhabitants, history stories, mythology & legend, poetry, & a little fiction. For grades above the 4th, have less of myth & legend and more geography, history & good stories--some few of the latter for girls, which boys will not read, thereby showing true discernment. Wholesome stories of adventure are interesting to boys & girls alike.

# Do not confine selections entirely to books which the school text publishers have had made or edited to order for schools. Too much similarity of interior arrangement & contents, as well as of external makeup is monotonous, & frequently prejudices pupils against books. Get acquainted with the publications of Harpers, Scribners, Century, Houghton Mifflin & Co. Little Brown & Co. &c. There are books that are world literature, that have not been edited for schools, that have an identity apart from school, home, or library, & a true message for mankind.

Do not let any publisher or book agent make your selections. Study your needs, & let your order be an expression of them.

Use of books

"To get, to keep, to use, & the greatest of these is to use."

1. Notice the general makeup of the book with a view to the following points:--Author, editor, publisher, date of publication, date of copyright.
2. Read carefully the preface, table of contents, & introduction, if such there be, to ascertain the author's purpose & the circumstances under which the book was written.
3. Note the general arrangement of text, illustrations, foot notes &c. Examine & test the index.
4. Estimate the use to which the book may be put.

# Pupils in the grammar grades may easily be taught to apply this method of learning to use books.

Enjoyment of books

1. In books of inspiration & enjoyment, read for the general effect first. Re-read, if necessary, to fix the inspiring passages in the mind. Analysis of a work of the imagination often detracts from enjoyment, & prevents appreciation.
2. Hold fast to whatever is helpful & inspiring. Aim to make it a part of the mental capital of the individual pupil.

# Children need little teaching to enable them to do this. It is the natural way to read, but the analytical tendencies of the time threaten to reduce the child's reading to another species of cramming & drudgery.

# Send 25 cents to Irwin Shepard, Winona, Minn. for the following:--

1. Report of the Committee of the N.E.A. on the relation of the public library to the public school. \$.15
2. Separate report of the Library section of the N.E.A. (Boston meeting) \$.10