

THE
REWARD
OF
READING

A GUIDE TO THE LIBRARY

by

William Ready and Richard Matzek
Librarians, Sacred Heart University

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Cartoons by Jerry
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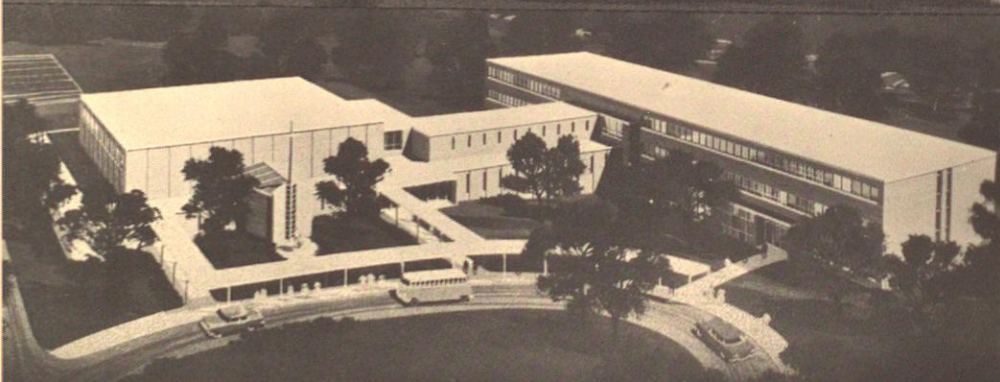
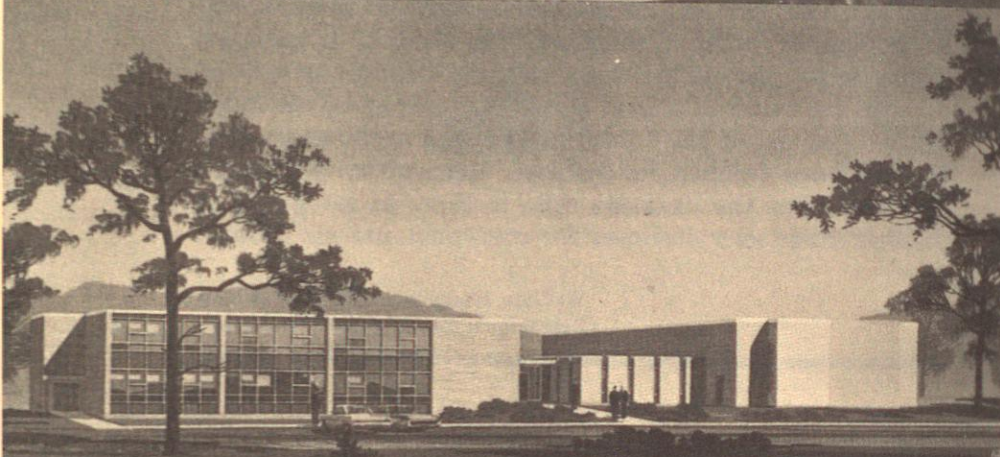
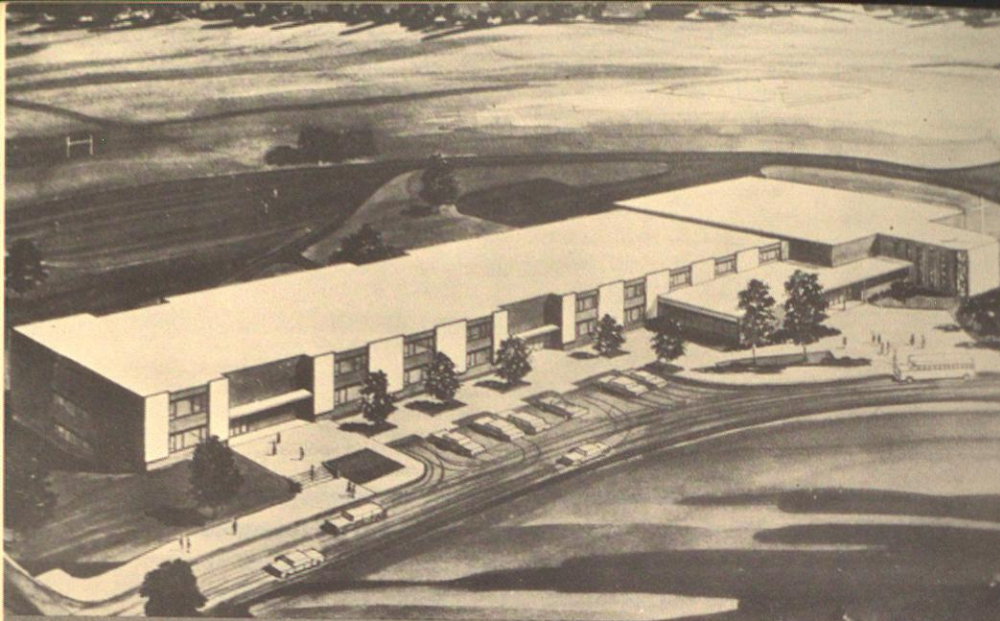


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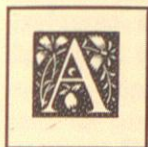
Preface. This library primer is intended to bring the books and readers together in an understanding. The reason for the alphabetical arrangement is that this is the normal method of order throughout the library. A primary understanding is needed of all subjects before any sort of use can be made of them, and if this presentation helps toward the use of the Library, here and everywhere else, we will have fulfilled its purpose. Remember, though, at all times, that the librarian who is there to serve you is the best guide ever designed for everyman and his library.

William Ready and Richard Matzek
Librarians, Sacred Heart University



New school buildings, such as these pictured, include comfortable, attractive, well-lighted library rooms, central and spacious reading areas in which all may find books and periodicals for study and enjoyment.

THE REWARD OF READING



Acquisition is the beginning. Acquisition is the acquiring of the collection, and the collection of books is the first part of the library. Without this primary feature there can be no library, and it is both the most difficult and the most pleasant part of all library service. The librarian is in charge of acquisition, but this work can never be done to everybody's satisfaction, and even when it is done to the satisfaction of some, the book you need today probably went out yesterday and will not be back tomorrow. No library can live if it consists of just the books and the librarian. It only becomes alive when you become a part of it, a part of it wholly in reflecting and aiding in the acquisition (through forms we shall know of later), and by using the collection. The only way you can use a collection is by reading, the most valuable way in all the world to learning. There is nothing like it nor will there ever be, any more than there will ever be anything more than a book to contain learning. The library needs a trinity to become alive, to become the living center of the school, and there is at the base the librarian and the students. But these can only be brought together at the top by the teachers. It is they who largely need and deserve the library, and the better teachers they are, so much better the library will be.

A through Z: The alphabet is the finest system of tracking information known to man. As we know it, it was invented thousands of years ago by the Arabs, and through the centuries was purified into its present, well-nigh perfect form, by the people of the Western world. The alphabet is everywhere in a library; all you have to know is that "B" follows "A" and so on through the letters, down to the ultimate "Z". The alphabet is the most subtle



tool. From these twenty-six letters have come the glories and the disasters of our literature as well as the means for finding out the depth and scope of the library's content. It is not just a simple matter of ABC, but countless combinations of these letters, that make both the books so good to read and the means of reference so easy to find them. Once you can understand the alphabetic complex, you will find your way easily through the maze of the library.

Atlases show us the lands we live in, and the other areas of the solar system which we hope to inhabit or to comprehend. Through the recent advances in astrophysics and telescopic revelation, and through our wondrous new success in lunar photography, we know more about the infinity of our situation and condition than ever before. There are atlases so local that they can show us almost the very position of our home and school in relation to other structures, and prevailing geographical and topographical environment. Others show us the relation of ourselves to the other states of the Union in every way, both as regards density and sort of population, which is called demography, and perhaps, even more importantly, our situation as regards the rest of the world. Do you know, for instance, that we six per cent of the world's population consume more than fifty per cent of the world's natural resources? Or do you know that a populous nation like

DON'T BE A
BUST IN
THE LIBRARY



England with all its people, wealth, and resources occupies an area roughly comparable to that of Lake Winnepeg? That from a small town like Dublin, as the atlas will tell you, about the size of Hartford, have come within living generations such men as Synge, and Yeats, and O'Casey and so many other writers, along with the Abbey Theatre and a revolution in Christian democracy? Atlases can be read like books, and they can afford more pleasure than many people realize. It was an Atlas in the old times that held on his shoulders the whole weight of the world—and now they show the length and breadth of it.

Authors are the creators of the library in the finer sense, and the makers of it anyway. For it is they, in company or alone, who write the books that become a library when gathered together and controlled and used and read by the librarian, the teachers, and the students. Some of these men have made such a joy for us and for the rest of the world that they have raised our language to a very peak, like that one in Darien that John Keats speaks of in his great ode to reading, "On First Looking into Chapman's Homer." It was the beauty of this English translation from the Greek that inspired Keats to write one of the finest poems of all time:

Much have I travell'd in the realms of gold,
And many goodly states and kingdoms seen;
Round many western islands have I been
Which bards in fealty to Apollo hold.
Oft of one wide expanse had I been told
That deep-brow'd Homer ruled as his demesne;
Yet did I never breathe its pure serene
Till I heard Chapman speak out loud and bold:
Then felt I like some watcher of the skies
When a new planet swims into his ken;
Or like a stout Cortez when with eagle eyes
He stared at the Pacific — and all his men
Look'd at each other with a wild surmise —
Silent, upon a peak in Darien.

Recalling the alphabetic pattern of the library, see what rewards await from reading such a litany as this: Austen, Jane; Bunyan, J.; Carroll, L.; Dickens, C.; Eliot, T. S.;



Frost, R.; Greene, G.; Hardy, T.; Irving, W.; James, H.; Kipling, R.; Lewis, C. S.; Melville, H.; Newman, J. H.; O'Neill, E.; Prescott, W.; Quintilian; Richter, C.; Shakespeare, W.; Tolstoy, L.; Undset, S.; Verne, J.; Whitman, W.; Xenophon; Yeats, W.; Zahn, G.

For every one of these authors we have quoted through the alphabet, there are thousands more. Many of them are on your library shelves and are only waiting for you to read them to become alive again and to make you a stronger and better student.

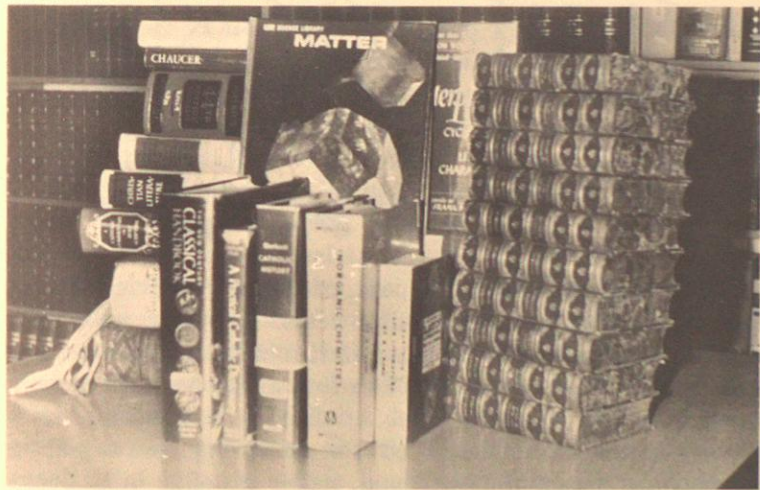


Bibliography is not the study of the Bible, as some people think. It is more than that—it is the door to this library and to all the libraries of the world. For, while bibliography is a study, a bibliography is a list of books. And the bibliography can range from the list of books that are simple to lists that are most complex. There are bibliographies of art books and of science books, there are bibliographies in the backs of other books that can extend your reading, and there are even bibliographies of bibliographies!

Biography is a book about a life—the life of a man or woman that has known fame or abuse, who have made their names so memorable that the stories of them have been inscribed in print. Generally, these are factual, like Broderick's life of Francis Xavier or Freeman's life of George Washington. Others, sometimes more revealing and more fascinating than fact, are the creative reconceptions of these lives, such as Irving Stone's life of Van Gogh, Sandburg's life of Lincoln, or the *Life of an Artist* by Joyce Cary. Besides the biography books, there are those which are autobiography. Just as an automobile is a self-propelled vehicle, so is an autobiography a life written by the subject himself. Some of these are among the best books in the library—such as, Mark Twain's *Autobiography*, *The Diary of a Super-Tramp* by W. H. Davis, the poet, and *Light on a Dark Horse* by Roy Campbell. *Jane Eyre* by Charlotte Brontë is autobiography in the fictional form,

and in Jane Austen and Kipling — indeed, in all great writers — there is something autobiographical in all their works.

Books are the library. The more you have is not necessarily the better. Good books are the lifeblood of the spirit; but if they are clogged up or you are unable to reach them, they might as well be dead. Indeed, all books in the library live in suspended animation until you are reading them, and then they become alive again. Their resurrection occurs through the agency of your eyes and mind and understanding. The more you read a book, the greater becomes its value to you and to the rest of the library. Books have been going now in the printed form for about five hundred years. Before that time, written by hand, carved into stone, they were so rare that they were often chained to a desk and nobody would dream of reading a book save by reading it aloud, so that others could share in this great experience. They were so rare that only a few of the more select people were able to enjoy it. Books were so far beyond the competence and the experience of nearly everybody that they were treated with respect and with veneration that no other of the works of man have ever enjoyed. A lovely example of this is in the tale of



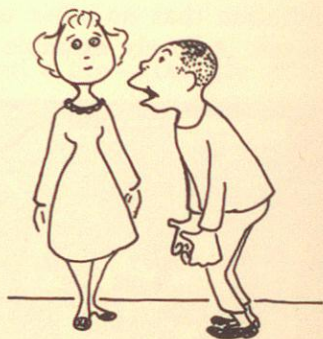
King Alfred, who, in the time of his loneliness and fear, hiding in a swamp from the Norse invaders of his land, reflected on a book that his mother had given him as a prize for learning it by heart. Chesterton, in his fine verse about Alfred, "The Ballad of the White Horse," tells of it so:

And he saw in a little picture,
Tiny and far away,
His mother sitting in Egbert's hall,
And a book she showed him, very small,
Where a sapphire Mary sat in stall
With a golden Christ at play.

It was wrought in the monk's slow manner,
From silver and sanguine shell,
Where the scenes are little and terrible,
Keyholes of heaven and hell.

In a way, all books not only tell of life, but are "keyholes of heaven and hell." And here again, we come back to acquisition, for there is a kind of Greshen's law in libraries—for bad books and dead books imperil the good ones just as every good book in a library enhances the virtue of the others of quality.

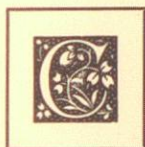
I DIDN'T MAKE
BOOKWORM ?



Borrowing Books is a part of library service. While the book you borrow should never be your own, you should treat it all the time as if it were, and return it as well a little more worn. Books often come back from borrowing, alas, in sad shape. A slice of raw bacon in a newly returned Nonesuch edition of Belloc, or a picture postcard, a scrap of billet-doux, never a dollar bill! Books

are for borrowing, books are to be used everywhere and worn out with reading—but only in good hands and in places that are proper, not in the bath or in the dark.

Buildings are not libraries, even when they house books. Something else both human and spiritual is needed to turn the most beautiful of buildings and best-housed of books into a library. Yet, without a good building, well-lighted and furnished, with ample accommodations for books, readers, and librarians, the library service can be severely hampered. There has been a great advance in library buildings during this generation, so that now, some of them in the schools would be beyond even the dreams of those who read in cramped and chilly or sweltering rooms by guttering candlelight or lamp or lantern in the days of yore, and yet became men of learning and writing, men of the glory of this world. To meet the ever-increasing demands of library service, a library completely staffed and equipped and well-housed is an essential part of any place of learning. It is as important, at the very least, as are classrooms, administrative offices, laboratories, and sports areas. It should be as well-housed and administered as the rest of the school.



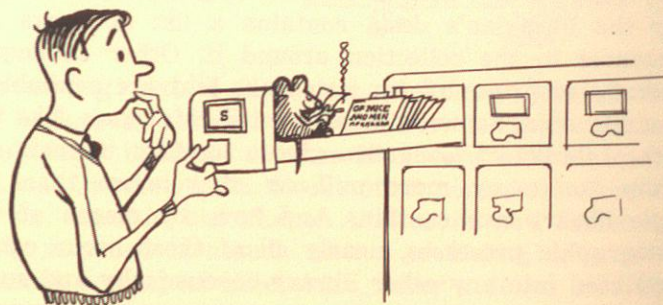
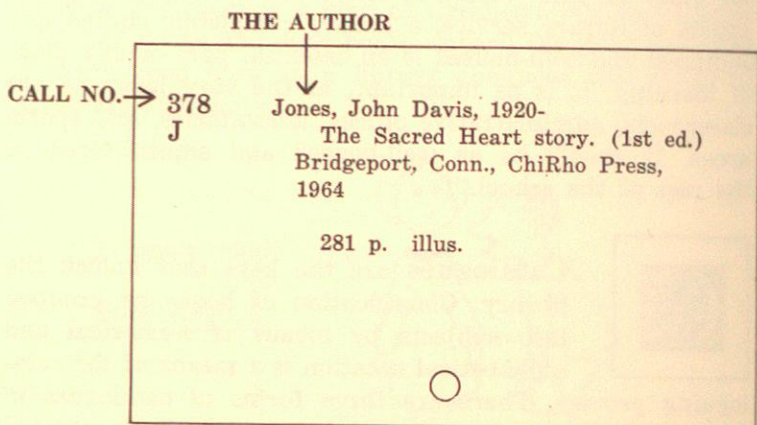
Catalogues are the keys that unlock the library. Classification of books as grouped into subjects by means of numerical and alphabetical notation is a means of the cataloguing process. There are three forms of catalogues in every good library. One, in card form, generally is situated near the librarian's desk, contains a list of books and references to the collection around it. Other catalogues, generally in printed form, list books that are available in other libraries. Some of these printed catalogues, like that of the Library of Congress, give a location in their own library for many more millions of volumes than any single library can contain. And now, by means of new photographic processes, nearly all of these books can be introduced into any other library economically and speed-



ily. The best catalogue of all, however, is contained in the minds of good and trained librarians, and without their counsel and advice, any other form of catalogue cannot reach full efficiency—any more than can any other form of library service. The card catalogue in the library reveals the contents of the library through three forms of entry: author, title, and subject. It is a relatively simple tool to use. And for anything but the most random reading, it should always be consulted before going to the shelves. And to repeat, if in doubt of a catalogue entry, consult the librarian, who, as a reader's advisor, fulfills a most professional duty. For the record, here are examples of typical catalogue entries:

The Card Catalogue

Books will be found on the shelves arranged by call numbers. You may look up a book by its author.



Or by its subject: (subject headings are always in CAPITAL LETTERS)

COLLEGES AND UNIVERSITIES — U. S. ← SUBJECT HEADING
378 J Jones, John Davis, 1920- The Sacred Heart story. (1st ed.) Bridgeport, Conn., ChiRho Press, 1964 281 p. illus.
○

Or by its title: (title entries are not in capital letters)

The Sacred Heart Story ← TITLE
378 J Jones, John Davis, 1920- The Sacred Heart Story. (1st ed.) Bridgeport, Conn., ChiRho Press, 1964 281 p. illus.
○

Circulation is that process of library service that rules the borrowing and keeps the books flowing both to and from the readers and on and off the library shelves. Books are born by the thousands every year, and some of them die too. If these are left on the shelves they clog up the circulation. As in any growing place, weeding must continue along with acquisition if the library is to flourish. Circulation cannot continue unless books are borrowed



properly, and legible information is written by the borrower in the forms provided for that purpose. As important as borrowing books is the return of them. The books that lay around a house or study room, unread, are as good as dead.

Charging is the form used in the library for borrowing books, and is a part of the circulation process. While it varies from library to library, it must be properly used to insure smooth-running order, and it allows the librarian to know the whereabouts of the books that are absent from the shelves.

The call number on the back of the book, which is also contained on the catalogue card, is generally used as a code in the charging system. This call number puts books of the same kind both on the shelves together, and in the charging trays tells the location of the absent ones.

There are some books—the library reference books, rare books, and the like, that do not circulate. They remain on the shelves for all readers at all times, save when for reasons of obsolescence and repair, they are replaced or withdrawn for awhile by the librarian.



Dewey Decimal System is the classification that is used in most of the libraries. There is a simplified version of the system which can contain most of the collection of the high school library. The system is both numerically and alphabetically arranged, and this classification can contain very easily hundreds of thousands of volumes—and at the same time control just as easily a few thousand books. The system brings together books on related topics, and while this must sometimes be arbitrary, it is well worthwhile because of the universality of the set-up of the system. Once you comprehend the system, you can move more freely through the library and most of the other references you will need in the course of reading and of other learning experiences. Like an encyclopedia and other reference works, it is constantly being brought up to date to cover new areas of knowledge. It is now

neering a century of use in libraries both in this country and in many others. The Library of Congress classification scheme was designed to control far more millions of volumes than the average library has to manage and this accounts for the popularity of the Dewey Decimal System.

MAJOR HEADINGS OF
THE DEWEY DECIMAL SYSTEM

- 000-099 GENERAL
100-199 PHILOSOPHY
200-299 THEOLOGY
300-399 SOCIAL SCIENCE
400-499 LANGUAGE
500-599 SCIENCE, PURE
600-699 SCIENCE, APPLIED
700-799 FINE ARTS (including Recreation)
800-899 LITERATURE
900-999 HISTORY (including Geography)

REFERENCE WORKS—NOT TO BE TAKEN FROM
THE LIBRARY—ARE PRECEDED BY AN "R".

FICTION—CLASSIFIED AND SHELVED SIMPLY UN-
DER THE FIRST LETTER OF THE LAST NAME OF
THE AUTHOR, e. g., Greene—G

BIOGRAPHY—CLASSIFIED AND SHELVED UNDER
92 and then by the first initial of the last name of the sub-
ject of the biography, e.g., a biography of F. D. Roosevelt
—92 R.

Dictionaries are a basic part of the non-circulating col-
lection of the library. Incidentally, cheap copies of most
of these basic texts can be purchased in paperback form
for home use. Dictionaries tend to explain the meaning of
words, although occasionally rarely by using words so ab-
struse that further study of the dictionary is needed than
was the first and simple hope of the user. They are com-



piled in the alphabetical system and vary from the great New English Dictionary of many volumes down to single and simple books suitable for all ages and conditions. A library must have a good collection of them. There are dictionaries that explain our own language, other languages, synonyms and antonyms, like Roget's *Thesaurus*, dictionaries of science, of music, of art, and of almost every other phase of man's endeavor. Some of the more popular ones also contain extra information of names, places, and dates. The great surgeon-writer, William Osler, said, "After all, there is no such literature as a Dictionary." And Dr. Samuel Johnson, that most famous of all dictionary makers, said, "Dictionaries are like watches; the worst is better than none, and the best cannot be expected to go quite true."

Drama is constant on the shelves of every library. The works of Shakespeare and O'Neill are a part, in short or in whole, of every collection. But the mere reading of these books does nothing to resurrect for the reader the sight and sound of Olivier playing "Othello," of Helen Hayes playing "The Skin of Our Teeth," of the Canadian, Christopher Plummer playing "The Little Moon of Alban." The drama shelves do not have the rest and repose of the rest of the library, but can serve to prepare you for what you may see on the stage or the screen. They do give, however, in print, from the Greeks through to us, a delineation of how artists have reacted to the challenge of their times and so have revealed those days far better than the scholars or the politicians.



Encyclopedias also are among the chiefs of the reference books. The general encyclopedia, varying in size from one to many volumes—the *Columbia Encyclopedia* is but one volume yet offers an all-inclusive collection of information; and such encyclopedias as the *Americana*, *Collier's*, and the *World Book* perform the same function at greater length and in many volumes. Encyclopedias vary in qual-

ity, and some of those offered for sale from door to door, or in supermarkets, are not as good as others. In any case, no encyclopedia should ever be chosen without the advice of a trained librarian. One great trouble with encyclopedias is that they tend to offer past knowledge and in some areas like current affairs or scientific subjects, then may be out of date almost as soon as they are published. They are excellent for cursory and perfunctory information, but they are really designed to lead further into the world of books and periodicals—where fuller, more detailed, and often, more recent information is waiting.



Fiction is generally classified separately and very simply under the author, A through Z. This should be the prime area of the library for random reading, and random reading, other than required reading, is often the better. For instance, you can read Collingdale's *Roman Britain* and get a far less sense of the cataclysm that the end of this era involved than you can by reading Stephen Vincent Benet's short story, "The Last of the Legions." And Kipling and H. F. M. Prescott and Roberts can give the reader a far more exciting idea of the past through their creative genius than the most scholarly of dissertations and monographs. The novel has always been a great form of our literature from the *Utopia* of Thomas More through the work of Fielding and Defoe and Melville and Hawthorne and Faulkner, of our own land, than anything else we have produced in the world of writing. The state of India comes more alive by reading a novel like *Nectar in a Sieve* by Kamala Markan-Daya, and a book like *Kim* by Rudyard Kipling equals in its power and beauty of a youth in search of verity the great American novel *Huckleberry Finn*, also concerned with a boy and a river. The present discontent of the world with its past is more clearly related in fiction than in any other form of art, say drama or painting. And painting and drama are unavailable in a library since the real paintings have to be seen, and the drama to be observed and heard. This



even applies to poetry, although with the new recordings that are available by Caedmon and the like, the difficulty of poetry has been overcome. Sculpture, too, is another art that by means of great reproductions can enter the library. But poetry, art and drama will always need the eye and, one, the ear and eye, to really appreciate their true glory, and their proper place is outside the library, while the novel and the short story are at home on library shelves. Fiction, too, does more than enlighten; it does entertain. There is humor and tragedy and all the other aspects of man's condition in fiction. These are all on the shelves, and random browsing here brings a great reward.

Fines are a necessary evil. They are more trouble than they are worth in forms of finance. Their only reason for being is to bring the books back to life again, and any other better system that can be devised will meet with the blessing of every librarian and anyone else concerned in library service. They are a charge on our human frailty. It is much better to return the books and not fear the fine, because the library would much prefer to get the book back than anything, including the fine. Remember, however, that your grades, and even your graduation, can be denied until the books are returned—and fines are less important by far to everybody than these basic documents of the academic record. Return books always at the proper place; the librarian's desk or in the slots where they are provided, rather than in the cafeteria or in Dayton Public Library when they have been borrowed from an academy or a college in Connecticut.



Grades can be enhanced by reading. Reading around and about a subject can make your understanding of that so much wider and pleasanter for you to read and the instructor to mark. The library is certainly the most suitable place for the improvement of these necessary numbers that can mean your acceptance or not by the college of your choice. It is rarely that a good reader fails to make,

somehow or other, a favorable impression on these examiners; whereas those students who adhere only to required reading rarely meet with their approval.

Grammar is a most essential discipline in writing, and all too little observed. The reading of the masters of writing almost imperceptibly and, certainly, most pleasantly, imparts to the reader the proper form of words. Texts in grammar are necessarily disciplinary evils—evils, however, only at the time of reading because they are as joyless as almost any other form of discipline. But it is only through discipline and an obedience of order allied with the results that come from this, that the true joy or love can ever result. The more that is understood of grammar, the more the great writings of the world are understood, because these, after all, are masterpieces of grammatical construction even when, as in the very great, they have thrown off the restraints of the discipline they have endured and mastered.



History is the record of mankind, neither necessarily true or false. The record of man's life on earth is so vast, often so inchoate, that a true record of it is hard to discover. But some of the facts can be found in the books of history. Among the best of the reference books on history are: *The New Century Cyclopedia of Names*, the *Dictionary of American History*, *The Cambridge Medieval and Modern Histories*, and the good encyclopedias which give you some basic references for the study of man's humanity and inhumanity. The history we read is often a myth, but because of it, many of our present actions have been formed—so that truth and fiction and propaganda mingle into the making of it. As a man Curtis said, "While we read history, we make it."

Humanities is the study common to most high schools and colleges these days. It is a vision related, a study of man and his institutions. This comprises a large part of

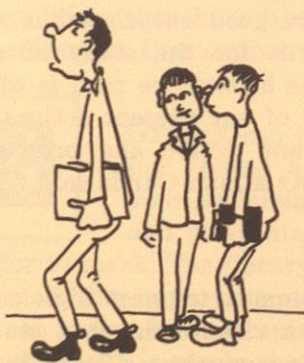


academic study, and large areas of a library are devoted to it. Most of the books in Humanities, which are contained in most of the classifications, are books with bibliographies which can further extend your reading in almost any manner you wish—as this is an area which permeates all others, and they are all shot through with it.



Incunabula are those comparatively rare books that were published in very early years. Printing hit the world like a thunderbolt about the middle of the fifteenth century and changed the face and pattern of it within fifty years. The early books were printed so that they looked almost like good writing in hand. But by 1500, books were pouring out almost in the form we know them today. These books of the first fifty years of this revolution in learning are known as incunabula, and all the great libraries and museums and galleries of America have treasured great examples of them.

“**Index**” is the singular of the noun and “indexes” or “indices” are the plural. This is the list of subjects arranged alphabetically, included in most books of learning, and enabling you to discover with little ado, the relevant contents to your study of any book. It is possible, however, to depend upon an index for a full revelation of what the book contains concerning your subject. In order to comprehend all



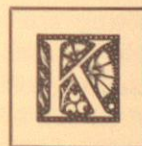
I THINK HE'S A
THOUGHT LEADER.
I SAW HIM IN THE
LIBRARY LAST WEEK.

the aspects of an entry in an index in the back of a book, it is generally necessary to read the whole of it. There are author and subject indexes to periodicals, the most important being the *Readers' Guide to Periodical Literature*, and there are others. But all of these are limited in that they record articles in certain designated journals. Other articles of equal or greater value may appear in journals more obscure or less popular. Therefore, whenever possible, consult the references in a journal that is relevant to your subject.

The Index of Prohibited Books, published from Rome, contains a list of books prohibited for Catholic students, save when they need to consult them for serious purposes and by special dispensation that is available through the church.



Journalism is writing that is done for a deadline. It teaches fluency and aims for accuracy. Many of the most popular books in any collection are written by journalists, some of them of very high caliber. From the ranks of the journalists have developed such writers as Hemingway, Chesterton, James Thurber, Edna Ferber, Sandburg . . . Reading journalism and the works that come from it can be easy and pleasant; and a writing form can be developed that can be the first step to better writing. There are many good books on journalism for young writers. Among them, a book by Edward Weeks designed for young writers is about the best: *This Trade of Writing*, a series of articles designed for the aid of those who would break into print.



Knowledge must be acquired mainly through reading books. When President Roosevelt called on Mr. Justice Holmes to congratulate him on his more-than-ninetieth birthday, he found the aged judge reading, and the President commented on it. Mr. Justice Holmes replied, "I



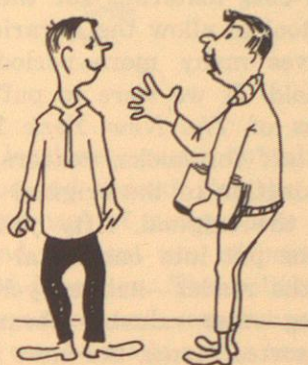
know of no other way, Mr. President, of improving my mind." It is only through knowledge that true love, wisdom, and understanding can come. Knowledge, like virtue and charity and freedom, is not easy to obtain but deserves and demands all of our talents in due time. Books are the great repository of knowledge in the world, the very center of learning. "Let awful devastation strike the Harvard Yard and tumble all the buildings, and prostrate all the scholars, yet spare the Widener Library, and Harvard would still endure as a great university. But let just one ball of fire strike and destroy that Library and leave all the other buildings intact, and the fellows and scholars living, Harvard would be a shell, dead, uneven able to hope for a life of learning for many generations." The library, then, is the way to learning and must be treaded all the time. There is a saying, "A little learning is a dangerous thing." This is not true; a little learning is better than no learning at all.



Librarians. In ancient times, particularly, the Librarian was first and foremost a scholar. From the beginning of the history of libraries, as in the great Nineveh library built and fostered by Assurbanipal, through the great Greek libraries whose curators were original thinkers such as Euripides and Euclid, and at the great Alexandrian library, librarianship was a noble and respected profession—and so it should be today. In a complex society, the librarian may be one of the last to be called a generalist, in the best sense of the word. His daily activity includes investigation into the literature of a myriad of subjects, and his is the responsibility of selecting from among the proliferation of writing that which is vital, significant, of value today, and of lasting value. A great deal of work goes into the building of a library, as can be seen from these essays. As you charge out a book at the front desk of your library, it might be well to reflect briefly on how that particular book got there. There are

about twelve thousand titles published annually in this country, and many thousands more of value published abroad. Add to this the countless periodicals, pamphlets, microfilms, and other materials which are brought to the attention of the librarian every day, and you will get a glimpse of the problems of selection of what is most valuable for your particular library.

YOU SHOULD
HAVE SEEN
THE LIBRARIANS'
FACE WHEN
I ASK IF THE
CATALOG WAS
BY SEAR'S.



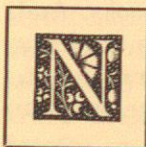
And the librarian is also a teacher, pedagogue in the original sense, for he it is who leads the individual down a particular path to knowledge. A good librarian will be one of the most helpful aids to scholarship any student can find, for his responsibility is to see that your particular problem is satisfied to the best of his ability and to the fullest extent of the library collection. As a teacher, the librarian believes that part of the effort, and also, part of the enjoyment, of obtaining knowledge is doing the work yourself—and he will get you started on your way and guide you along the right direction, but never do the work for you. So you can see that the librarian's job is a big one, one filled with numerous detail and many daily problems, but one which is rewarding as few other professions can be, in that every year, he sees a new group of neophytes come in for the first time to the library, unable to see the forest of knowledge for the trees of books. And a few years later, he sees many of these same students doing their research, supplementing their course work, browsing for pleasure, quite at ease amidst the written glories of the ages.





Microfilm and other related methods of photo-reproduction are definitely the most important innovation in library service in the past century. We are able to find, read, and print copies of books and periodical articles which would now be long-forgotten if twenty years ago they had not been preserved on film. Microfilm not only can preserve out-of-date materials for the years to come, but it can be the tool to allow the libraries enough space to put on its shelves many more periodicals than they could otherwise hold. If we were to put in every library fifty years' issues of *The New York Times*, there would be little room left for books, readers, or librarians. Today, with the reduction of the original onto film a fraction of the size of the original, fifty years' of *The New York Times* can be put into one metal filing cabinet where it will await the reader—neither yellowing, nor crumbling, nor replacing other valuable library materials. Microfilm comes in assorted forms, the most familiar of which is on a reel and is read by cranking the film through a microfilm reader, which blows up the image to original or larger-than-original size. Many libraries of the present day also provide the reader with microfilm-reader-printer facilities which enable the reader to procure a hard paper copy which he may take home with him and keep for whenever he needs it. Other forms of what is called micro-reproduction include micro-cards, micro-print, and micro-fiche. But what is common to all of these different methods is the freedom they have given the library in the saving of space, preservation of out-of-date and hard-to-find materials, and the opportunity of obtaining rare books and articles from the most esoteric journals from all over the world, so that the student can use them at his leisure within the walls of his own library.

Maps, see Atlases.



Newspapers, daily news from our own community and from that of others, are a good way of learning the contemporary pattern of society. In some libraries, there are



...THEN
THE
NEW YORK
TIMES
FELL
ON ME.

displayed not only the local newspaper but also those of other cities both at home and abroad. For the students of foreign language, the perusal of newspapers from their study area is an easy and pleasant way of improving both vocabulary and study of language. The political slant of newspapers is to be regarded and comprehended before an individual judgment can be made on its record.



Out-of-print books comprise a lasting section of the library's holdings. Because a book is out of print (o.p.), this is no reason to suppose that the book is obsolete. More and more, as libraries grow and grow, it is hard to get these o.p. books which are so valuable, indeed, essential, and sometimes they become so irreplaceable that they must be removed from circulation and used only for reference or reserve work.



Pamphlets are often slight in size but strong in content. They often are the most current writing up on subjects and are studied in discussion. The pamphlet file in a library should never be neglected—and it tends to be since, because of their nature, they are arranged apart from the regular collection. **Periodicals** comprise both a



general and special area of study. Some of them, like "*Atlantic Monthly*," "*The Critic*," and "*American Heritage*" are both entertaining and learned. These magazines form the middle line. While it is impossible to contain all the magazines that are needed, transcripts of articles from those not in the library can generally be obtained through the library.

Paper, during the past century, because of the demand for it, has undergone such a degeneration in quality that many books printed on it will not survive into the next century. Books are very sturdy material, compact and handy, but they deserve at all times careful handling in view of the frailty often of their making and the elements that surround them.

Paperback books have brought about a glorious revolution in the realms of reading. They sell now by the hundreds of millions every year and can be bought almost everywhere—in drugstores, supermarkets, depots, schools, and vestibules of churches. While some of these titles are lurid, the packets vulgar, the contents deplorable, a fine personal library can be built up out of them by any student for a fraction of the cost of a generation before. Students, now, for a little more than a financial song, can be soused in literature.





Questions about almost anything of worth can be answered by the library. The only thing is to know how to put the question through the use of the catalogues, the bibliographies, dictionaries, encyclopedias, and the like. The librarian here fulfills the prime service function by showing the student how to go about finding the printed answer to solve his problem.



Rare books are the crown and jewels of their libraries. Every collection should have at least one example of a book that, because of its beauty, antiquity, or limited edition, has become a thing to be observed and appreciated. More and more, traveling exhibits of the fine art of the book and of the great volumes of the past can be acquired to be shown under glass—and in many cases, this more than suffices the need of readers to realize the rarity of a great book. The printing of books once was one of the higher arts, and indeed, the printing of centuries ago makes much of the present work seem shabby and incomplete. Bookbinding sometimes reaches also a high level of art, and the sight of an individual piece of writing, the original of a poem, for instance, in the poet's own hand, the corrected proofsheets of a novel, the longhand, first draft of a story—all these belong with the rare books.

I'D BE A
DROPOUT
BUT
I FINISHED
THE
COLLEGE PREP
READING LIST!



“Reading maketh a full man,” said Francis Bacon, and of all the arts of man, the one that can give him most pleasure always is this one. Reading must be practiced constantly, else it is slow and laborious, and the more difficult it is to read, the less value does one obtain from it. There are many books on reading; one of the very best is one by Mortimer Adler, *How To Read a Book*, published by Simon & Schuster.

Recordings, more and more, are becoming part of the library collection. Poetry, for instance, and drama, when they were meant to be read and heard, have been made great recordings recently. Some short story writers like Eudora Welty have recorded their stories in a way that will enhance future readings. The new Kennedy Library in Cambridge will contain recordings of all contemporary notables who met with the late President, and Columbia University has started on Auro-history program that will contain on tape recordings the great events of these times.

Reference is a phase of library use that covers both books and service as opposed to original research. Every time you look a word up in a dictionary—how to spell it—is a work of reference in itself as well as the book is also.



Research papers are required now at nearly every level of education; certainly, they are abounding in high schools. No research paper can be written without the use of the library, and while there is always a tendency to copy almost verbatim from the books in the hope that the teacher will not realize it, it is extremely hazardous and dishonest.

Reserve books are an answer to the constant problem of circulation. When a book is in demand, either for classroom use or because of popularity—an all too rare incident in the life of a good book—a solution is to put the book on reserve for use at hours at a time, that must be returned within a specified and limited period. In any library, it seems, the book you need is never in, or is always out, or is lost, stolen, or strayed. The reserve area of the library serves a good purpose and probably will increase the use of the books rather than lessen it. Some of the greatest libraries of the world, like the Reference Division of the New York Public Library, the Library of Congress, and the Folger Shakespeare Library, are reserve libraries in the fullest sense of the word, in that they do not permit books to leave the premises. This is a traditional pattern of library services from the old days, and in certain areas is the only way to derive full benefit from the books.

Reviews and reports of books are requested from nearly every student in every class. There is an alarming, taboo pattern, whereby, instead of reading the book, the student uses the library for a dishonest purpose in that he would read in journals and digests reviews of the book and submits them as if he had fulfilled his task. This, too, is both dishonest, dangerous, and deplorable.



Science. Contemporary libraries are more and more concerned with the development of book and periodical collections in the fields of pure and applied science. Secondary school students of the day are being trained and disciplined to a degree that seldom was attained even by



college students not too many years ago. Grade school students have acquired facility in the binary number system, a facility yesterday restricted to IBM computers and the like. And the library keeps abreast of these developments, even tries to keep one step ahead of them. The science collection is generally the youngest collection in the library, and as such, is the most energetic, most vital, and most-likely-to-go-out-of-date subject area of the library. Today's discoveries are tomorrow often no longer revolutionary, and the next day no longer valid, and the library should make every effort to keep students acquainted with the newest chemical compounds and other manifestations of the most rapidly advancing area in the world today.

Social Sciences are those areas of study concerned with man's involvement and environment in the world. They represent a significant part of the curriculum, and generally form a part of every student's education as much as English and basic science. While on a higher level there are encyclopedias of the social sciences for general study and reference, there are books and periodicals abounding in this field that form one of the most pleasant and interesting parts of the learning process.

Student assistants are an essential part of library service. In fact, without them, the library probably could not operate. It opens the door, moreover, to an acquaintance with the profession of librarianship that is becoming more and more attractive, both socially and economically. From day to day, also, it brings the student into touch with books; and certainly, the more shelving and charging and replacement and withdrawal of books give a greater insight into the content of the library than does that of normal student use.

Subject headings are a part of the cataloguing procedure that has been described earlier in this text.



Teachers, along with the librarian, are the prime makers of the library. At their suggestion, the use of the library is a teaching aid that can make or mar the student. Un-

less the teachers use the library constantly and with skill, it is most unlikely that the student will. All teaching and learning profit from example.

Technical processes, which are described elsewhere individually, are those operations that prepare a book for public use when it has arrived from the publisher or book seller.

Title entries in the catalogue supplement the author and subject entries. It is always wiser to look up the author entry, because sometimes the titles are duplicates of others or because the book has a different title in one country than in another. For instance, *The Stanbul Train* by Graham Greene is called in another country, *Orient Express*, and his great American novel, *The Power and the Glory*, becomes elsewhere, *The Labyrinthine Ways*; and this goes for many books. Therefore, always trust the author entry rather than the title.

Translations are an essential part of any book collection, and while it is generally true that no translation comes up to the beauty of the original, occasionally, and wonderfully, it transcends it—as with William Yeats' great poem, a translation from the French, *When You Are Old*.

And, frequently, it seems that the Holy Bible has improved with translation; certainly, the stately, Biblical cadence of much of English literature have benefited largely as a result of a study of the Bible translated into English. Ronald Knox has many articles on the difficulties of translation, and his essay on "Englishing" the Bible is a classic small text, a splendid essay in itself.





Union Catalogues mean the beginning of cooperation between libraries. These are catalogues which contain within them the holdings not only of the particular library, but of all the libraries in the area, or even, in the case of the National Union Catalogue, the entire holdings of the learned libraries of the country for a certain period of time. By means of Union Catalogues, the depth and the significance of every individual library is greatly strengthened, and it is possible to strengthen the resources of the library considerably by means of this tool of which there are all too few. Inter-library loan is becoming rapidly a thing of the past because, by means of modern methods of photo-duplication, it is possible to obtain from them, at very little cost, books which are lacking in the local collection.

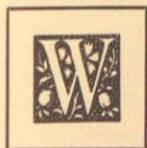
UNESCO has performed a great service to libraries and the world of learning in general by publishing illustrated catalogues of all the great paintings of the world which are available in reproductions. No library should be without some of these copies of paintings. They vary in price from a few dollars to twenty dollars or more, and they are invaluable in enhancing both the strength and the appearance of the library.

United States Government publications can be a source of great wealth. The Superintendent of Documents, Washington, D C., publishes annually a list of government publications which are readily, and sometimes freely, available to educational institutions. The publications that emanate from this office are truly of a catholic nature, ranging from the care of the home and cooking to books, pamphlets, and periodicals that encompass the whole world.



Vanity Presses are those publishing organizations that publish for a fee the writings of those unable to obtain the approval of commercial publishing houses. While oc-

asionally these writings are worthwhile, generally in local areas, the fact that these books are published at the cost and the risk of the writer means that they must be acquired with far greater reserve than books that come through the orthodox publishing process.

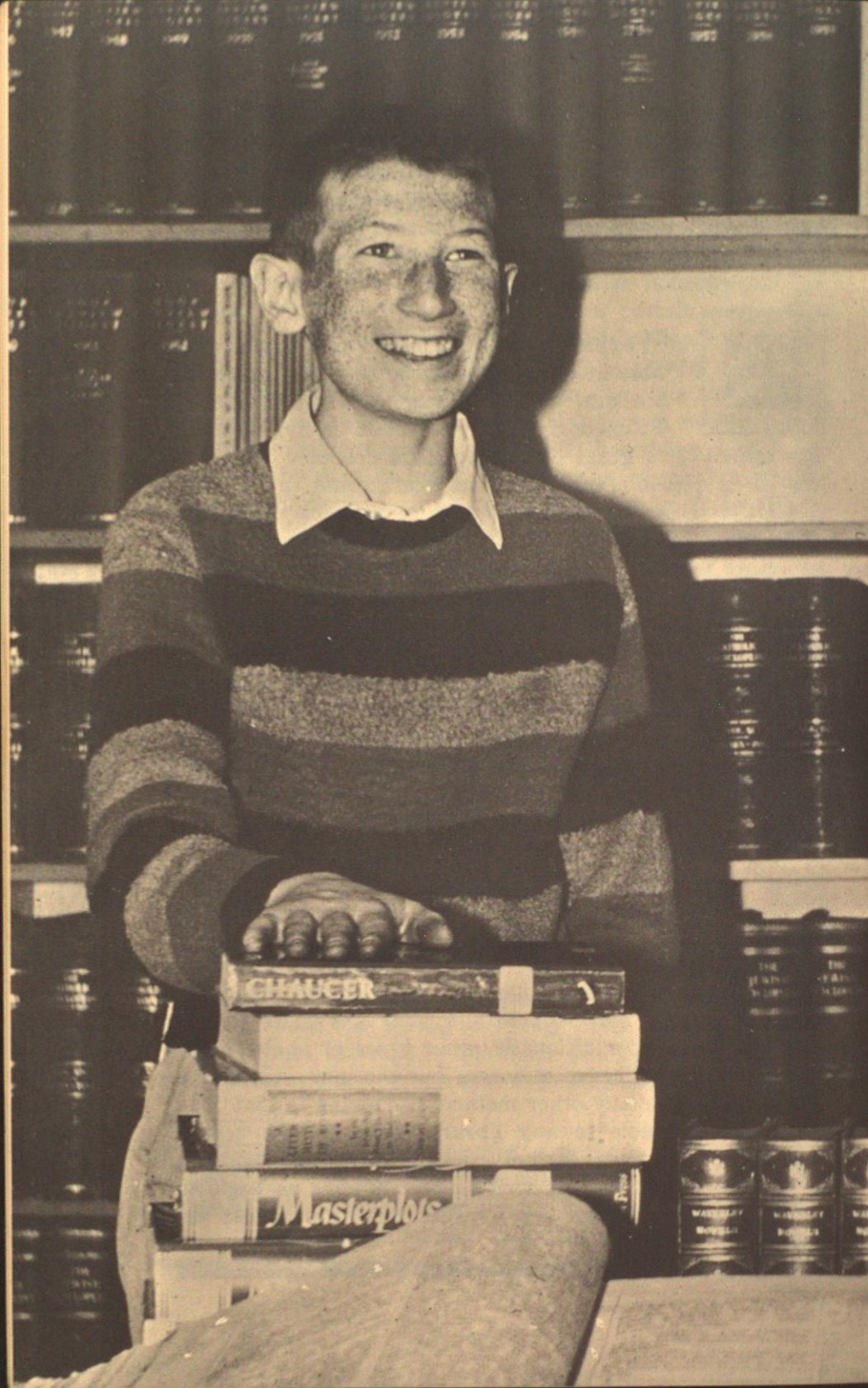


Works, Collected. There are often available in complete sets the collected works of authors, such as those of Dickens, Scott, Fitzgerald, C. S. Forrester, Evelyn Waugh, and others. The great benefit of these collected works is that it is possible to obtain, in one format, at a very reasonable cost, the entire output of writers of significance. It is also much easier to acquire all the works of an author when they appear in collected editions, especially when the reading of one book by an author might lead the reader into further study and enjoyment of the other writings of that man.



Xerography. The Xerox machine is one of the most recent and most exciting developments in the field of photo-reproduction. Using a Xerox copying machine, a library can provide instant copies of any of the materials on its shelves, or for that matter, on the shelves of the greatest libraries in the world. When Xerography is made an adjunct of the microfilm collection, hard-bound copies of the books and manuscripts which no longer exist in any other form than on translucent film can be produced economically and quickly and sent to a scholar anywhere in the world. There are, additionally, other types of photo-reproduction which a library may use, but the main advantage of Xerography or any other method of copying is that they can make available to any library, from a high school library on up to the great university libraries of the world, all of that rare, treasured writing that in ages past had to be kept under lock and key for fear that it would be destroyed.







Young People's Literature, or, reading for young adults as it is sometimes called, is becoming quite a part of grade and high school library collections. It is a different

area, yet a most important one. There are few books written specifically for this age group that are good enough, so it takes skill and understanding on the part of librarians and teachers to interest their charges. *The Library Journal*, among other professional magazines, does a good service in bringing suitable titles to the forefront. It must be remembered, however, that all titles are not suitable everywhere—there is a different approach to a good literary background in Iowa, for example, than in the Bronx or Hawaii or Mississippi. It is the young people of high school age that have to develop an attachment for reading if they are to fulfill their talents in higher education, in the world, and in their family.



Zeal is a virtue in librarianship that can be of paramount importance if it is coupled with professional experience and understanding on the part of the librarian and the

teachers to direct the student aids, the reading and study programs, and the control of the collection. Zeal alone can be a dangerous thing, as can almost any activity of man when it is not related to the entire condition. A zealous effort must be made to break down the false impression that is still often held about books, libraries and their makers. There is a certain manlihood among the young that, coupled with the distractions of the abundant society, make the lonely art of reading something that often remains outside the pale of their acceptance. This is where zeal is needed along with all the other virtues we've expounded, to bring the books and readers together in the happy communion which, after all, is the real purpose of all library service.



Appendix. Here are a few sample paperback reference books which, for very little money, will give you much assistance in the development of your study and reading habits.

DICTIONARIES

<i>Merriam-Webster Pocket Dictionary</i> , Merriam-Webster.	35¢
<i>New American Webster College Dictionary</i> , Merriam-Webster.	60¢
<i>Roget's Pocket Thesaurus</i> , Apollo edition	35¢
<i>New Pocket Roget's Thesaurus in Dictionary Form</i> , Washington Square Press	60¢
<i>Dictionary of Synonyms and Antonyms</i> , Popular Library	75¢

FOREIGN LANGUAGE DICTIONARIES

<i>French-English, English-French Dictionary</i> , Larousse	60¢
<i>Spanish-English, Eng. -Sp. Dict.</i> , Univ. of Chicago	60¢
<i>German-English, Eng. -Germ. Dict.</i> , Langen Scheidt	60¢

GUIDES TO READING AND STUDY

<i>How to Build a Better Vocabulary</i> , Popular Library	50¢
<i>How to Read a Book</i> , Simon & Schuster	\$1.75
<i>New Ways to Greater Word Power</i> , Dell	60¢
<i>Shorter Bartlett's Familiar Quotations</i> , Permabooks	50¢
