

**A GUIDE**  
**for**  
**INSTRUCTIONAL**  
**MEDIA CENTER**  
**PERSONNEL**

**IN**

**SEVENTH-DAY ADVENTIST SCHOOLS, K-12**

**1978**

A GUIDE  
for  
INSTRUCTIONAL MEDIA CENTER  
PERSONNEL  
in  
SEVENTH-DAY ADVENTIST SCHOOLS, K-12

A Revision of  
A Guide for  
THE LIBRARIAN  
in Seventh-day Adventist Secondary Schools  
1963

Originally Prepared by

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for

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General Conference of Seventh-day Adventists  
Washington, D. C. 20012

## LIBRARIES

"A library has evocative power. Merely to sit within view of good books draws out the goodness in one. A library has driving power, too; it challenges us to convey meanings and feelings as famous writers did."

-- The Royal Bank of Canada

Monthly Letter as quoted in

Gaylord's Triangle, Jan. 1961

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## PREFACE

Writing this guide for academy librarians has been a pleasure as well as a perplexing task. When one is vitally interested in a subject, it is good to follow it to unusual depts. But how does one write to be helpful to the librarian with training and at the same time guide the untrained person into worthwhile practices?

The book does not attempt to cover the field of school library work. There is too much of that to be put between the covers of a book. Besides, not all academy libraries should be exactly alike. I have attempted to touch on the items most pertinent to librarianship, cut-lining principles and procedures but giving details of techniques in only a few cases.

Special attention is called to the bibliographies at the end of each chapter. They contain items which will lead into more detail. There has been no attempt to make the bibliographies definitive, but I have included those items which I found to be inspirational, provocative of thought and instructive. Such books as the Standards for the American Association of School Librarians and also those necessary for the technical processes should be in every academy library. I have drawn heavily from these books, but have not exhausted them. Every academy librarian should also read regularly a professional journal such as School Libraries or Library Journal as well as the more popular Wilson Library Bulletin.

I believe the making of this handbook is a step in the right direction, but only a step. Much more needs to be done to bring our academy libraries to the level of advancement where they belong.

With gratefulness for the completion of a task, with humbleness because of the weaknesses contained therein, and yet with hopefulness for the help they may give, the following pages are presented to you.

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The paragraphs above, from Lois J. Walker's original preface to the 1963 edition, should be supplemented with the following observations. Many of the references of that edition are out of print, and two additional factors make a revision desirable. The first is the current emphasis on making the instructional media center supply a much wider range of services than the academy library of fifteen years ago. The second is the creation of the Board of Education, K-12, and the desire for a single volume to guide media center personnel in the K-12 system. Miss Walker's assistants in 1963 were Miss Dorothy Ferren, Miss Grace Morel, and Mrs. Lois Normington. Special recognition for the major revision in the present edition goes to Miss Grace Morel, currently librarian at Rio Lindo Academy, and the eleven academy librarians in Northern and Central California. Additional counsel was given by Miss Ardyce Griswold, Miss Alice Gregg, and Mr. R. D. Baldwin.

## CHAPTER 1

### THE INSTRUCTIONAL MEDIA CENTER LOOKS AT ITS OBJECTIVES

What is your concept of an academy library? Is it a study hall with books around the walls? Is it a detention room? Is it a place where old books are kept under surveillance? Is it a dreary, unfriendly place where quietly tense adolescents sit under the practiced eye of a study hall "policeman"? Too many young people conceive of it as this sort of place.

Some years ago the expression "heart of the school" was coined for the school library. Is your library this? Does it pulsate with the life blood of the school? Does it keep nourishment flowing through the school? Does it warm the body of the school and produce healthy activity? Another term coined more recently is "a carpet under every classroom." What a comforting idea. Something soft and pleasant and quiet to tread upon as you travel upward on life's path. Again it is referred to as "the outer space of the classroom," a thrilling, adventurous thought.

One student from a well-organized library says, "It is a comfortable place to come to." It has also been called "the hearthstone of the school," "the information center," "the radiation center for inspiration." Academy students in general appear to conceive of it as a place to study--a place with some books around. Too many of them think of it as a place to study, to sleep, or somehow to pass the time until the bell rings. Fortunate is the academy student who conceives of it as "a comfortable place to rest, study and relieve tensions," or "a place where you can get knowledge."

Whatever the librarian calls it he must, if he would have his library as helpful as it should be, make it a stronghold of worthwhile books, of friendly atmosphere--a light and airy room of helpfulness and of attractive accoutrements.

Nebulous objectives in the mind of the librarian will accomplish little. Let him sit down, pencil in hand, and write out his objectives. This will not only help him in his own concept, but it will give him something tangible to present to his principal and his board.

"Every school library has the primary objective of contributing to the achievement of the objectives formulated by the school, of which it is an integral part." (A.L.A. Standards for School Library Programs, p. 8). It follows, therefore, that the objectives of the Seventh-day Adventist academy library will be somewhat different from those of the high school. The Seventh-day Adventist academy aims to help prepare

the student for "the joys of service in this world and in the world to come." (See Education, p. 13) The high schools lay emphasis on the immediate community and this world. In the academy, preparation for this world and the immediate community should not be neglected, but preparation for the world to come should be a main objective.

Specifically, each school has its own goals and each academy library has its own. Each librarian should consider his own objectives — in the light of the objectives of his school as a whole. Not all academies will have exactly the same. Certain objectives have been suggested. These should be rejected and specific ones written to fit the circumstances, or they should be worked over to suit the individual situation. Objectives have been modified in recent years.

#### THE MEDIA CENTER WITH EMPHASIS ON THE BOOK COLLECTION

Since the process of education is essentially creative with emphasis upon research, observation, and independent study, textbook-and-teacher dominated schools have been compelled to discover educational experiences, tools and materials that will be most effective in meeting the educational needs of today's students. If the school is to help students acquire interest and enthusiasm for individual research and exploration, it must provide the media for accomplishing these goals.

The concept, that a center with books and other printed matter is adequate by itself, is giving way, and the media center concept is taking its place. This concept does not belittle the idea of central collection of books, but it does expand the role of the center to include the audio-visual materials of the school, both hardware and software, in its service.

#### Objectives

To provide an adequate, carefully chosen, and well-balanced selection of books, periodicals, and audio-visual aids, both hardware and software.

To support the philosophy and the instructional program of the school.

To meet the instructional needs and interests of the students and teachers.

To provide for the development of library skills and techniques which enable the student to become an intelligent user of printed materials and other media.

To encourage independent study, critical thinking, and an appreciation for library materials.

To provide an atmosphere and environment for promoting varied interests for students to learn and discover.

To acquaint students with the facilities, resources, and services of the community.

To provide experiences through which students develop satisfactory life-long interests and habits in reading, listening, and viewing.

To provide the faculty with materials which will contribute to their professional growth and aid curriculum development.

## BIBLIOGRAPHY

American Library Association. Standards for School Media Programs.  
Chicago: American Library Association and National Education  
Association. 1969.

These are the latest standards. A copy should be in every  
academy library.

"The Effective Secondary School Library," Bulletin of the National  
Association of Secondary School Principals, 43: November, 1959.

A very effective and compact issue. Every academy principal  
should read it.

Lohrer, Alice, ed. "Current Trends in School Libraries," Library  
Trends, 1: January, 1953.

Whole issue devoted to school libraries. Excellent in por-  
traying atmosphere which should exist in the library.

Standards for the Development of School Media Programs in California.  
California Association of School Librarians, P. O. Box 1277,  
Burlingame, California 94010. \$2.00

Srygley, Sara Krentzmen. "Good Citizens Grow in Good School Libraries,"  
School Libraries, 2:3-5, April, 1953.

A timely but brief article. Inspirational.

Wofford, Azile. "Visits to School Libraries," School Libraries, 3:8,  
March, 1954.

Tells of her visits to school libraries and lists trends  
which she noticed.

## CHAPTER 2

### THE LIBRARIAN SELECTS HIS MATERIALS -- BOOKS

"The nature of one's religious experience is revealed by the character of the books one chooses to read in one's leisure moments." MYP 273.

"Supply their place with books that will help the youth to put into their character-building the very best material, --the love and fear of God, the knowledge of Christ . . . . let that which is good occupy the soul and control its powers . . ." CT 133.

"We should advise the young to take hold of such reading matter as recommends itself for the upbuilding of Christian character. The most essential points of our faith should be stamped upon the memory of the young . . . . Our youth should read that which will have a healthful, sanctifying effect upon the mind. This they need in order to be able to discern what is true religion." FE 547.

"We cannot afford to give to young people valueless reading. Books that are a blessing to mind and soul are needed . . . . I am very anxious that our young people shall have the proper class of reading . . . . We could begin a course of reading so intensely interesting that it would attract and influence many minds." MYP 288, 289.

"There is a study of history that is not to be condemned . . . . So today we are to consider the dealings of God with the nations of the earth. We are to see in history the fulfillment of prophecy, to study the workings of Providence in the great reformatory movements, and to understand the progress of events in the marshaling of the nations for the final conflict of the great controversy.

"Such study will give broad, comprehensive views of life." MH 441-442.

"We should select for them [the young] books that will encourage them to sincerity of life, and lead them to the opening of the word." FE 547.

"Before the student there is opened a path of continual progress. He has an object to achieve, a standard to attain, that includes everything good, and pure, and noble." Ed. 18.

Mr. Drury's slogans of "the right book for the right reader at the right time"<sup>1</sup> and "the best reading for the largest number at the least cost"<sup>2</sup> have been long used and much used, but they can never be outdated. Every academy librarian wants to accomplish the ideal as set forth in these slogans. But how?

The answer is not a simple one which can be written down, memorized and followed. Basic to the accomplishment of this task are the following:

1. The librarian must be a reader. He must know books. To do best he must have loved and read books as a child and as a teen-ager, and he must still like it.
2. The librarian must, because of his love of reading and because of his high standards as a leader in the denomination, have developed a sixth sense which helps him recognize quickly a worthwhile book. When one has read many book reviews he learns to recognize in the description words and phrases which will recommend or condemn.
3. The librarian must know and understand the academy curriculum.
4. The librarian must be provided with the necessary book selection tools, such as:
  - a. Senior High School Library Catalog. Tenth Edition, 1972.
  - b. Junior High School Library Catalog. Third Edition, 1975.
  - c. Graded lists of books.
  - d. Children's Catalog.
  - e. The Library Journal.
  - f. Booklist and Subscription Books Bulletin.
  - g. Publishers' catalogs.
5. The librarian must have opportunity to visit bookstores and talk with book agents.
6. The librarian must have time to read many book reviews and to scan many books.

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<sup>1</sup>Drury, Frances K.W., Book Selection (Chicago: American Library Association, 1930. O.P.), p.1.

<sup>2</sup>Ibid. p. 6.

Some academies, far away from a reputable bookstore, are located in communities where the public libraries have little to offer besides the fundamental reference and some fiction. Librarians in such circumstances should find opportunity during the summer months to visit young adult rooms in large public libraries and to browse in bookstores. They can also borrow, during school time, from state or county libraries, books in which they are interested. This gives them opportunity to see these books firsthand and to decide whether or not they will be useful.

The value of being able to make wise selections cannot be too strongly emphasized. In fact, book selection is a very important part of the librarian's work. Although others may and should initiate the selection of certain books, it remains with the librarian, who should be a specialist in books, to be the officer who is responsible for book selection in the library. This does not mean that the librarian must be individually responsible for every book. He may and should seek the advice of others at times. This is especially true when he is considering the purchase of a set of books. At such times he should seek the advice of the principal. It is sometimes helpful to have a library committee, composed of book-minded faculty members, who will advise on the books selected. The principal and the librarian should be members of this committee.

The enterprising librarian will find a great deal of material on book selection. However, the aims and ideals of the Seventh-day Adventist academy library differ from that of the high school. This is the reason for the existence of Seventh-day Adventist academies. It, therefore, follows that their pattern of book selection will differ. Miss Anna Blackney, formerly librarian at Emmanuel Missionary College, Pacific Union College, Walla Walla College, and the Review and Herald, has composed a list of aims and criteria for the Seventh-day Adventist librarian to guide him in the selection of books for the academy. The following is borrowed from her outline.

Aims of book selection in an academy library:

1. To provide the standard books of general reference.
2. To provide authoritative and readable factual books useful in specific fields covered by the curriculum of the academy.
3. To provide an adequate stock of authoritative and readable books concerning such fields of interest as may not be treated in the curriculum.
4. To provide an adequate stock of authoritative and readable factual books not specific to any one curricular field.
5. To provide an adequate stock of books calculated to inspire Christian faith and conduct.

6. To provide an adequate stock of inspirational and cultural books appropriate for voluntary, leisure reading and that will aid in achieving the extra-curricular objectives of the academy.
7. To provide books on the personal problems of pupils.
8. To provide a representative selection of Seventh-day Adventist books and periodicals suitable to the needs of the teachers and pupils.
9. To subscribe to and preserve accessibly periodicals of the following kinds:
  - a. Periodicals of general interest.
  - b. Periodicals useful in specific fields covered by the academy curriculum.
  - c. Professional periodicals of interest to the teacher.

#### Cautionary Suggestions

In addition to these positive principles, the academy librarian will find it necessary to exercise caution in the selection of books of all classes. This surveillance is summarized as follows:

In general, fiction is to be avoided. The librarian is warned to beware particularly of modern fiction. However, all imaginative literature is not to be condemned. Some of it is more true to life than strictly factual material. Pilgrim's Progress is more true to life than much of the factual news reports found in a newspaper and definitely more uplifting. For elaboration on this topic the student is referred to pages 295 to 309 in I Love Books by J. D. Snider, and the "Guide to the Teaching of Literature in Seventh-day Adventist Schools". This official statement from the church (Annual Council, October 13, 1971) may be obtained in leaflet form from the General Conference Department of Education. It also appears in Gateway to Happy Reading, and in the Review and Herald, December 16, 1971, pp. 18-19 (See text in the Appendix).

As much as possible, books containing evolutionary teachings are to be barred from the academy library. Evolutionary thought is found not only in science books but also in histories and in some modern religious books. It will not be possible to keep the academy book collection entirely free from evolutionary references, but careful consideration should precede intentional acceptance of any title containing such material.

Modern religious books should be critically read before they are accepted into the library because they often contain much error.

An earnest attempt should be made to avoid books containing profane language, particularly those in which the name of God is taken in vain. A book that contains many such references is obviously distasteful to Seventh-day Adventists and might have a bad effect on youthful readers. However, an occasional use of an undesirable expletive in a book that otherwise is clean and wholesome may not necessarily bar it from the library, particularly if the book contains good material not easily found elsewhere.

Books containing subtle references making light of religion such as ridicule of ministers, churches, missions, missionaries, or the Bible are to be barred from the academy library. Subtle allusions of that kind are often more devastating in their effects than direct statements.

Slyly humorous references to illicit sexual relations should condemn a book in the eyes of the academy librarian.

Some animal stories are objectionable in that they refer to sexual relationships of animals in an amused way and as though they were human beings.

Art books with illustrations portraying nude forms are to be avoided. Such books may contain much that is useful, but youthful readers are apt to take a wrong kind of interest in them.

Books on sex hygiene have a place in the academy library, but should be read and approved by a responsible, mature person such as the librarian, the principal, the dean of boys, the dean of girls, or some other faculty members. It may be thought best not to place these books on the regular shelves.

Avoid fairy tales and other books that are fanciful or fantastic.

Avoid books that are too realistic in any way, but particularly in the treatment of war and sex and in the use of rough language.

Avoid uninteresting books that in all probability will not be read.

Avoid biography that is too realistic or that "debunks" its subject.

Travel books that describe certain customs of primitive peoples are to be avoided in an academy library.

Whenever there is the slightest reason to doubt the value of a book to your library, order it on approval and read it before deciding to purchase it.

It is not a function of the library to provide textbooks that are used in the courses taught in the academy. Library funds should be used to provide books that will supplement the students' textbooks.

When duplicate copies of a library book are requested by a teacher, it is advisable for the librarian to have a conference with the teacher. Sometimes it is essential that duplicates of a title be furnished by the library in order that the teacher may successfully conduct a given class. It is a duty and a privilege of the teacher to make such a situation clear to the librarian. However, it may be that the teacher's request for duplicates is due to lack of information concerning the resources of the library. If such is the case, the librarian may convince the teacher that it is not necessary that duplicates be purchased. In general, the purchase of a large number of duplicates should be discouraged.

A current and useful sampling of criteria used by state and local districts in selection of books and materials is Croft Leadership Action Folio 98 (Waterford, Connecticut, 1977).

The problem of subscription books is in no wise peculiar to academy libraries. It is a problem that all libraries face. But because it is such an important matter, it is included here. The following is taken from Teacher-Librarian's Handbook:<sup>3</sup>

1. Purchase only reliable encyclopedias, such as:
  - a. Adult: Encyclopedia Americana, Encyclopedia Britannica.
  - b. Juvenile: Compton's Pictured Encyclopedia, World Book Encyclopedia.
2. Avoid purchase of sets of complete works of any author.
3. Avoid purchase of sets on college reading level.
4. Avoid purchase of sets on a single subject; e.g., a set of history books, a set of literature books, etc.
5. Examine the complete set. A prospectus is misleading since it presents only the best of the material.
6. Ask to have the set left overnight or longer for your careful examination away from the salesman.
7. Test the set by examining the subjects with which you are familiar; e.g., your local state.
8. Consider the set in relation to the books already owned by the library and to the books needed.
9. Avoid all "give away" and "annual payment" plans. Read the fine print on contracts carefully before signing.
10. Buy no set before learning its rating in The Booklist and Subscription Books Bulletin.

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<sup>3</sup>Douglas, Mary Peacock. The Teacher-Librarian's Handbook. 2nd ed. Chicago: American Library Association. 1949, p. 73 (out of print).

The faithful and intelligent observance of these suggestions will safeguard a library against worthless subscription books.

### Recommendations

The end of book selection is book use. Investigation of useful and less useful library books has led to the formulation of the following recommendations:

1. Select recent, up-to-date books in all fields whenever this is possible. Scientific progress, social and economic unrest, changing thought--all these are reasons for readers demanding the latest publication whether it represents science, the social sciences, or some other field of human thought.
2. Select books written in a pleasing readable style.
3. Select authoritative books.
4. Select books to fill specific needs.
5. Select books in fields that already have a large circulation. At the same time make sure that it is not a lack of readable, authoritative, recent titles that is the cause of a smaller circulation in another field.
6. In all fields select titles that have a definite bearing on living. Books which elucidate personal and social life are acceptable and enjoy a wide circulation.

It has been suggested by a number of academy librarians that a supervisor of academy libraries should be appointed and that he read and approve books and send out lists to academy libraries. It would be unwise to depend on such lists, for every library needs its own unique selection. It is true that Seventh-day Adventist schools cannot accept the standard lists at 100% value.

From time to time the General Conference has sent out lists of books for academy libraries. Every book on such a list is acceptable from a denominational viewpoint. Though such lists are helpful, they are not the answer to the book selection problems for at least three reasons:

1. A given library may not need certain books listed even though they are good books.
2. Many of the books listed are out of print before the lists are published.
3. Many books that do not appear on these lists are needed.

No doubt lists will be prepared again in the future. They will be helpful, especially if machinery is set up for preparation of annual supplements. However, it must be recognized that such a list would, at best, be only a crutch. It could never substitute for a well-trained, well-read, active, on-the-spot librarian who is interested in the local situation and who knows the teachers and the curriculum of his school. In fact, no library can accept approved lists as the total guide to book selection. In Seventh-day Adventist academies the problem is the same as in any other school. The difference lies in the degree of acceptance. Every librarian must choose with his own situation in mind. Every academy librarian needs the training that will enable him to choose books wisely. Every academy librarian should have had courses in at least these four areas: reference, cataloging and classification, book selection, and administration of school libraries.

It is necessary for the librarian to know (1) what the publishers furnish, (2) what the young people want to read, (3) what meets curriculum needs, (4) what is worthwhile, (5) what message it is desirable for the young people to obtain from their reading.

From time to time attempts have been made to discover what young people want to read. One of these is recorded in the A.L.A. Bulletin of October, 1953. It tells of how Mr. Ives sent out questionnaires to school librarians and school library supervisors to gather information to pass on to publishers as to what young people want and need. He discovered the following subject needs:

1. Factual biographies and collections of biographies.
2. How-to-do-it books.
3. Vocational non-fiction. (Autobiographical and factual)
4. Technical books in various subject areas for boys.
5. Adult books to bridge the gap.
6. Less abridgment of titles.
7. Anthologies of stories and short poems.
8. Books on personality development.
9. Travel books with adult, factual approach.<sup>4</sup>

In connection with these basic needs in the school library, Nell Kerr, an Illinois high school librarian, points out that the librarian should provide information about vocational and educational opportunities, social relationships, personal well-being, and any other facts bearing on individual choice and adjustment. He must also obtain and interpret the information about the individual to help in solving problems of choice and adjustment. In addition, he should provide

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<sup>4</sup>Ives, Vernon, "Teen-age Reading," A.L.A. Bulletin, 47:400-404, October, 1953.

professional and informal assistance in counseling service, orientation, placement follow-up, and other types of assistance.<sup>5</sup>

Miss Kerr also suggests that secondary school students are no longer children, but are not quite adults. They are glib and assured on the surface, but uncertain and worried underneath. Although they are quick to resent injustice or antagonism, they are also just as quick to accept suggestions and guidance from someone whom they can trust. They need to be directed to material which presents situations similar to theirs, and makes them realize that their desires and frustrations resemble the average experience.

This realization presents a positive challenge to the teacher-librarian in providing materials which will help the secondary school students during that period of adjustment from youth to adulthood.

### Reference Books

The need to know what reference books to purchase is a primary one. It will depend somewhat on the curriculum; however, certain reference books are basic. To help the beginning librarian in making important decisions in this area the following list has been prepared. It is divided into three sections for books of first, second and third importance. However, it is well to remember that the need will vary from school to school and that this list is merely suggestive.

The following is a basic list of those one would buy first if he had only \$800:

<u>Sears List of Subject Headings</u> , 11th ed. New York: H. W. Wilson Company. Service basis--apply. 1972. (Write for information--small libraries have preferred price).	18.00
<u>World Book Encyclopedia</u> . Chicago: Field. (Rev. annually).	109.00(?)
<u>Readers Guide, Abridged, to Periodical Literature</u> . New York: H. W. Wilson Company. 1935--date. Service basis--apply. (Write for information).	5.00(?)
Young, Robert. <u>Young's Analytical Concordance to the Bible</u> , rev. ed. Eerdmans, 1955.	15.95
Bible. King James. Several copies - \$3.70 ea. (P 53 from American Bible Society has sturdiest binding).	7.40

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<sup>5</sup>Kerr, Nell, "Guidance in the Secondary School Library,"  
Illinois Libraries, 39:142-145, May, 1957.

Bible. English. Revised Standard. New York: T. Nelson, 1952.	2.30
Bible. English. Phillips. <u>The New Testament in Modern English</u> . New York: Macmillan, 1972. (Get O.T. when published)	5.95
Jamieson, R., ed. <u>Jamieson, Fausset and Brown's Commentary on the Whole Bible</u> . Zondervan, 1957.	15.95
<u>S.D.A. Bible Commentary</u> . Obtain from local Book and Bible House. (\$16.75 per volume)	159.75
Spence, Hartzell. <u>Story of American Religions</u> , Holt, Rinehart & Winston, 1960.	14.95
U.S. Bureau of Census. <u>Statistical Abstract of the United States</u> . Washington D.C.: Superintendent of Documents. Annual. (Prices vary per issue) 1977 edition	paper 8.50
<u>World Almanac</u> . New York: World Telegram. Annual	3.25
State <u>Blue Book</u> . Prices will vary with states. May often be obtained free for library from state assemblymen.	---
U.S. Bureau of Labor Statistics. <u>Occupational Outlook Handbook</u> . Washington D.C.: Superintendent of Documents.	cloth 11.50 paper 8.00
Post, Elizabeth L., ed. <u>New Emily Post's Etiquette</u> . New York: Funk, 1975.	11.95
Schwartz, Robert J. <u>The Complete Dictionary of Abbreviations</u> . New York: Crowell, 1959. (enl. ed.)	7.95
<u>Funk and Wagnalls New Standard Dictionary of the English Language</u> . New York: Funk, 1963.	62.50
Webster, Noah. <u>New International Dictionary of the English Language</u> . 3rd ed. Springfield, Mass.: Merriam, 1952.	75.00
Roget, Peter Mark. <u>The New Roget's Thesaurus of the English Language</u> . In Dictionary Form. Rev. and enl. ed. by Norman Lewis. Berkley Publishers, 1969.	paper 1.50
Cuyas, Arturo. <u>Appleton's New Spanish-English and English-Spanish Dictionary</u> . Rev. ed. by Catherine Avery. New York: Appleton-Century Crofts, 1972.	indexed ed. 9.95

Field Guides, such as Peterson, Roger Tory. <u>A Field Guide to the Birds</u> . 2nd ed. Boston: Houghton, 1947.	\$8.95 ea.	44.75
Pratt, Waldo S., ed. <u>New Encyclopedia of Music and Musicians</u> . 2 vols. rev. ed. Repr. St. Clair Shores, MI: Scholarly, 1951.		55.00
Bartlett, John. comp. <u>Bartlett's Familiar Quotations</u> . 14th rev. and enl. ed. completely revised. Boston: Little, 1968.		15.00
	1971 paper	2.95
Langer, William Leonard, ed. <u>An Encyclopedia of World History</u> . 5th ed. Boston: Houghton, 1972.		19.95
<u>Webster's New Geographical Dictionary</u> . Rev. ed. Springfield, Mass: Merriam, 1977. (Merriam-Webster Reference Service).		14.95
Goode, John Paul. <u>Goode's World Atlas</u> . 14th ed. by Edward B. Espenshade, Jr. Chicago: Rand, 1976.		12.95
	text	10.95
	paper	7.95
<u>Current Biography</u> . New York: Wilson. Annual		17.00
Shankle, George Earlie. <u>State Names, Flags, Seals, Songs, Birds, Flowers, and Other Symbols</u> . Rev. ed. Repr. of 1938 ed. Westport, Conn: Greenwood.		20.75
White, Mrs. E. G. One complete set.	variable	50.00
		\$796.70
Following is a list of those one would buy in addition to the first list if he had \$2,000 to spend:		
<u>The New Encyclopedia Britannica</u> . Chicago: Encyclopedia Britannica, Inc, 1974.		598.00
<u>New Century Encyclopedia of Names</u> . New York: Appleton, 1954.		79.95
Gehman, Henry S., ed. <u>New Westminster Dictionary of the Bible</u> . Philadelphia: Westminster, 1970.		14.95
Smith, Edward C. and Arnold, John Zurcher, eds. <u>Dictionary of American Politics</u> . 2nd ed. New York: Barnes and Noble, 1968.		10.00
	paper	3.75

Robert, Henry Martin. <u>Rules of Order</u> . Rev. 75th Anniversary ed. Caldwell, N.J.: Morrow. 1971.	paper	1.95
<u>U.S. Government Organization Manual</u> . Washington, D.C.: Superintendent of Documents. Revised frequently.		6.50
<u>Standard Postage Stamp Catalog</u> . New York: Scott Publications, Inc. Annual. Buy latest. (Pub. not listed)		8.00
Evans, Mary. <u>Costume Throughout the Ages</u> . 3rd ed. Philadelphia: Lippincott, 1950.	text ed.	4.00
<u>Thorndyke-Barnhart Advanced Dictionary</u> . New York: Doubleday, 1973.		9.50
<u>Radio Amateur's Handbook</u> . 12th ed. Hartford, Conn: American Radio, 1970. (Frequent revision)		6.95
Craven, Thomas. <u>The Rainbow Book of Art</u> . New York: Collins-World Publishing Co., 1956.		5.21
Gardner, Helen. <u>Art Through the Ages</u> . 6th ed. De La Croix, Horst and Tansey, Richard G. eds. New York: Harcourt Brace Jovanovich, Inc., 1975.		15.95
Stevenson, Burton Egbert, ed. <u>Home Book of Quotations</u> . Rev. ed. New York: Dodd, 1967.		40.00
Kunitz, Stanley J. and Haycraft, Howard, eds. <u>Twentieth Century Authors</u> . 1st suppl. 1955: 22.00. New York: Wilson, 1942.		30.00
<u>Who's Who in America</u> . 40th ed. Chicago: Marquis. Biennial, 1978-79.		79.50
Gabriel, H. R. and others, eds. <u>Pageant of America; A Pictorial History of the U.S.</u> Independence edition. New Rochelle, N.Y.: United States Publishers Assn, Inc. 15 vols.	\$13.95 ea.	<u>209.25</u> \$1,120.71

The following list would be added after the first two if there were \$3,000 available:

Forrester, Gertrude. <u>Occupational Literature, An Annotated Bibliography</u> , New York: Wilson, 1971.		15.00
Sheehy, Eugene P. <u>Guide to Reference Books</u> . 9th ed. Chicago: American Library Association, 1976.		30.00

Strong, James. <u>Strong's Exhaustive Concordance of the Bible</u> . New York: T. Nelson, 1977.	14.95
Walsh, William Shepard. <u>Curiosities of Popular Customs</u> . Repr. of 1898 ed. Detroit: Gale, 1966.	27.50
<u>American College Dictionary</u> . New York: Random House, 1947.	6.95
thumb indexed	7.95
<u>Webster's New Collegiate Dictionary</u> . Rev. ed. Springfield, Mass: Merriam, 1975.	9.95
<u>Handbook of Chemistry and Physics</u> . 57th ed. Cleveland, Ohio: Chemical Rubber Publishing Co, 1976.	34.95
Jaeger, Edmund C. <u>A Source Book of Biological Names and Terms</u> . 3rd ed. Springfield, Ill: Charles C. Thomas, 1972.	8.75
Ward, Artemus. <u>Encyclopedia of Food</u> . Vol. 1. Gloucester, Mass: Peter Smith.	15.00
Farmer, Fannie Merritt. <u>Boston Cooking-School Cook Book</u> . New York: Gordon Grove's Press.	44.95
Grove, Sir George. <u>Dictionary of Music and Musicians</u> . 5th ed. Edited by Eric Blom. New York: St. Martins, 1954.	200.00
paper	79.50
Posell, Elssa Z. <u>This Is An Orchestra</u> . Rev. ed. Boston: Houghton, 1973.	6.95
Bancroft, Jessie Hubbell. <u>Games</u> . New York: Macmillan, 1937.	9.00
Brewton, John E. and Sara Westbrook Brewton, eds. <u>Index to Children's Poetry</u> . New York: Wilson. 1942. Service basis. Also first supplement, Wilson, 1954 (\$12.00). 2nd supplement, 1965 (\$12.00).	20.00
Stevenson, Burton Egbert, comp. <u>Home Book of Modern Verse</u> . 2nd ed. New York: Holt Rinehart and Winston, 1953.	17.50
Stevenson, Burton Egbert, comp. <u>Home Book of Verse</u> . 2 vols. 9th ed. New York: Holt Rinehart and Winston, 1953.	90.00
<u>Dictionary of American Biography</u> . 10 vols. Ed. by John Garraty & Edward James. New York: Scribner, 1974. Index (\$20.00). Supplements (\$40.00).	515.00

Shankle, George Earlie. <u>American Nicknames</u> . 2nd ed. New York: Wilson, 1955.	15.00
Boatner III, Mark Mayo. <u>The Civil War Dictionary</u> . New York: David McKay.	20.00
Field Guides as in other lists.	<u>10.00</u>
	\$1,111.45

## BIBLIOGRAPHY

### A. The Theory of Book Selection.

Carter, Mary Duncan, et. al. Building Library Collections.  
4th ed. New York: The Scarecrow Press, Inc. 1974. \$9.00

This book is geared to the public library and takes one through the whole process from desire to acquisition.

Haines, Helen E. Living With Books: The Art of Book Selection.  
New York: Columbia University Press. 1935, 1950. \$15.00

Gives some tests by which to select non-fiction books, along with many good principles, including the people for whom the books are intended, the library itself, etc. Lists some of the standard aids and catalogs.

Kerr, Nell. "Guidance in the Secondary School Library,"  
Illinois Libraries, 39:142-145, May, 1957.

Reid, Douglas. "Drafting a Written Book Selection Policy,"  
Wilson Library Bulletin, 35:48, September, 1960.

Tells how to compose a book selection policy.

School Libraries, 6: March, 1957.

This whole issue is devoted to book selection, methods, policies, etc.

Spiegler, Charles G. "Vocational Students Can Be Interested in Reading," School Libraries, 6:6-8, January, 1957.

Tells how one school got its students to reading good books.

### B. Books To Help Select Books.

Dudley, Margaret W. "What Young Americans Are Reading," Library Journal, 85:18-19, September 15, 1960.

Tells of a survey made by This Week. Lists twenty-one adult books much read by high school age students.

Slater, Russell. "Books For Youth Who Dislike Reading," Bulletin of the Ohio Conference on Reading, No. 2, June, 1941.

Weinstein, Frederic D. "Book Selection in the Sciences," American Library Association Bulletin, 52:509-512, July-August, 1958.

A plea for selecting basic reliable books rather than popularizations.

Wofford, Azile. The School Library at Work. New York: H. W. Wilson Company, 1959. \$7.00

This lists basic book-selection tools.

- C. In addition to those basic books listed above, there are some others that will prove helpful in certain subject fields:

Eaton, Ester M. and Mahar, Mary Helen. "Selection and Organization of Library Materials for Modern Language Programs," School Life, 42:14-17, May, 1960.

Mahar, Mary Helen and Fisher, G. B. "School Library Materials in Science, Mathematics, Modern Language, and Guidance," School Life, 41:20-22.

Published also in leaflet form and obtainable from the U. S. Office of Education.

Bulletin of the National Association of Secondary School Principals, 43:143-152, November, 1959.

An annotated bibliography for secondary school mathematics.

Sparks, Jack N. and Taylor, K. I. "The Secondary School Mathematics Library: Its Collection and Use," Bulletin of the National Association of Secondary School Principals, 43:138-152, November, 1959.

## Selection of Books for the Elementary School Library, K-8

Gateway to Happy Reading, prepared under the auspices of the General Conference Department of Education, is a listing of titles to guide the elementary schools and junior academies of the North American Division in their selection of wholesome and stimulating materials. In the summer of odd-numbered years a committee representing two or three unions meets to make the selection, and the resulting publication is dated in even-numbered years. The 1974 and 1976 editions have 259 and 157 pages, respectively.

The following material from the 1976 edition is a representative statement of the criteria used in the selection of children's books and the information provided as to grade level.

### The Books Reviewed

- The 1975 summer committee had available to review books from
- (1) Books on Exhibit, Mount Kisco, New York, a collection of over 1200 books.
  - (2) Books from many publishing companies.

The committee concentrated on the books which have been printed since 1974 edition of Gateway to Happy Reading. However, all other books the companies sent us were reviewed also. Since it was mostly the recent books which were reviewed, it was impossible to make a balanced selection on all levels and in all areas of the curriculum.

### Previous GATEWAY TO HAPPY READING Books

Continue to give consideration to titles which appear in previous editions of Gateway to Happy Reading when you are selecting books to order for your libraries. Most of them are still in print. Check in Books in Print at your local library.

### Evaluation of Books

To evaluate the books the committee used the following for standards or guidelines:

- (1) "Statement on the Teaching of Literature" (See Part I of this book.)
- (2) "What Makes a Good Book?" from Gateway to Happy Reading, 1972 edition.
- (3) Childrens Literature in Elementary School by Charlotte S. Huck and Doris A. Young, Holt, Rinehart and Winston, New York, 1961.
- (4) "Criteria and Guidelines" in the 1970 edition of Gateway to Happy Reading.

To evaluate the books the committee considered the following areas:

- (1) Content - Is the philosophy of the book true and in harmony with the teachings of the Bible and of the church?

Does it have sound moral and ethical principles?

(2) Accuracy - Is the book accurate and authentic? Is it real and lifelike? Is it consistent in portrayal of the characters whether they are animals or people?

(3) Language - Is the language pure and clean? Does the book use the language we want our boys and girls to use?

(4) Attitude - Does the book emphasize the positive rather than the negative? Does it emphasize good relationships in the home, the school, the community, and with the government?

(5) Value - If the book is all right in every way and there is nothing wrong with it, is it worthwhile? Is it of sufficient value to purchase the book? Is it worth reading?

(6) Conflicting Theories of Earth's Age and Origin - A book is rejected if it contains conflicting theories concerning the age of the earth or if it stresses the earth's age in long periods of time. If the book is well written and contains much valuable information and material, it may be accepted, even though there may be a few references to millions of years. Books dealing largely with theories rejecting the creation story are excluded. Books glorifying hideous beginnings, with man ascending from low forms of life or those dwelling on the formation of the earth as ages upon ages, are rejected.

(7) Appropriate for Children - Is the choice of subject matter appropriate to the experience and background of the children for whom it is intended? Charlotte Huck states in the book Children's Literature in the Elementary School that "the psychological and sociological probings, the sexual escapades, and political intrigues of the modern adult mood are inappropriate fare for children." She also speaks against murder, crime, the sordid, and stark realism, horrors of war, violence and terror. Therefore, the committee did not accept books that depicted crime, details of evil deeds, atrocious acts, cruelty, war, bloodshed, fighting, violence and those that incited hatred or ill-feeling. Neither did the committee accept fairy tales, myths, tall tales, fantastic stories, or mystery stories. Books concerning spiritualism, infidelity or atheism were not used.

(8) Pictures and Photography - Do the pictures reflect the mood, action, and characterization of the story? Are they of value to the book? Are they appropriate for children's books? Are they accurate and real?

(9) General Criteria for Evaluating Children's Books - Adapted from Children's Literature by Charlotte S. Huck and Doris A. Young.

#### CRITERIA FOR EVALUATING CHILDREN'S FICTION

##### Plot

Does the book tell a good story?

Does the plot have action and suspense?

Is it plausible and credible?

Is the plot well-constructed?

#### Content

- Is the story worth telling?
- Is its content appropriate for children?
- How might the content fit into the curriculum?
- Do truth and justice prevail in the end?

#### Theme

- What is the theme?
- Is the theme worth imparting to young people?
- Is it a natural part of the story?
- Does it avoid moralizing?
- What developmental values are illustrated?

#### Characterization

- Are the characters convincing and credible?
- Do we see their strengths and weaknesses?
- Does the author avoid stereotyping?
- Is there any character development or growth?

#### Style

- Is the style appropriate to the subject of the book?
- Does it present the story with clarity and simplicity?
- Is the dialogue natural and suited to the characters?
- Is there richness of expression?
- Is the book well-written?

#### Format

- Is the appearance of the book attractive?
- Do the illustrations enhance the story?
- Is the print clear and appropriate to the age level?
- Is the paper of good quality?
- Does the book have a durable binding?

#### Other Considerations

- How does this book compare with other books on the same subject?
- How does it compare with other books written by the same author?
- How does it compare with other books in the same series?
- For what level of maturity is it designed?
- Does it have a wide range of appeal or will only a few children be interested in it?

- How does this book fit into your total collection of books?
- Does it fulfill a special need?

## INFORMATION CONCERNING EACH TITLE

All of the books selected appear in Books in Print or in publisher's current catalogs. Every book has had at least one review read on it if current reviews were available at the time of typing. There were a few books that were too current to have been reviewed. This helped to check on literary quality and, in the case of science books, accuracy of information. Complete cataloging information has been given on each book so card catalog cards can be typed from each entry. Many of the new books that are being published have complete cataloging information on the back of the title page labeled "Library of Congress Cataloging in Publication" or "C.I.P."

The biographies are listed with two classification numbers: "92" or "B." Either is correct--continue with either one you are already using. This classification is for individual biographies. Biographies that are about several people are listed under "920."

Story books above the third grade level are listed with two classification numbers: "S" or "813." The "S" (Stories) may be used in the place of "F" (Fiction) as used in most public libraries; the "813" places the books in the literature section. Either may be used or you may use just an alphabetical arrangement by author. Easy to read story books for grades K-3 are listed under "E" (Easy). However, if the easy to read books is on a specific subject, the book is cataloged under that subject. The small child may learn that there are books for him in more than one section of the library and older children who may profit by using an easier book may find books on every subject.

\*Starred books may be obtained in paperback as well as hardbacks or paperback only--note "pap" before price of all paperback books.

All of the classification numbers may be completed for a call number by adding 2, 3, or 4 letters of the author's last name below it or, in the case of biography the 2, 3, or 4 letters of the last name of the person the biography is about. Some are using cutter numbers for the author's last name. We did not look up these as many companies that offer cataloging services today use the first system. (See bibliography for names) It is recommended that you use cataloging services whenever possible. The 2, 3, or 4 letters of the author's last name underneath the classification number serve to keep the books alphabetically on the shelf. Examples: S      813      973

Adam   Adam   Adam

supposing the author is Adamson.

## LISTING OF BOOKS

Books are listed under subject as in Children's Catalog and Junior High Catalog. In buying books on a certain subject such as crafts, it will be easy to select books on all grade levels.

CLASSIFIED CATALOG

		<u>Price</u>	<u>Grade Level</u>
<u>000-099 GENERAL WORKS</u>			
069	Williams, Patricia M. Museums of natural history and the people who work in them. St. Martin's, 1973. 134 p. illus. Traces history of museums throughout the U.S.; examines development of expe- dition and acquisition methods, question of financing. Listing of museums, hours and special features. 1. Natural history museums. 2. Naturalists. I. Title.	\$5.95	7-up
<u>100-199 PHILOSOPHY AND PSYCHOLOGY</u>			
152.4	Berger, Terry Being alone, being together. Childrens Press, 1974. 31 p. illus. (Moods and Emotions series) A young child's range of feelings are explored as the child confronts both loneliness, or being alone, and other people, or being together. 1. Emotions. I. Title.	\$4.49	K-2
155.4	Berger, Terry A new baby. Childrens Press, 1974. 32 p. illus. (Moods and Emotions series) A young boy wonders aloud what his new baby brother or sister will be like and how it will affect his life and his relationship with his parents. 1. Brothers and sisters. 2. Parent and child. I. Title.	\$4.49	K-2

CHAPTER 3

THE LIBRARIAN ORDERS HIS BOOKS

An order card such as the following should be filled out for each book chosen by the librarian for consideration:

Class number	Author (surname first)	
Accession number	Title	
No. of copies ordered		
Date ordered	Volumes	
Dealer	Publisher	Edition or Series
Date received	Illustrator	Year of publication
Date of bill	Price	No. of copies desired
Cost per copy	Department for which recommended	
L. C. Card no.	Teacher making request	
	Reason for request	

This is a Demco 258 card

These order cards are kept in a "consideration file" until such a time as an order is being made up. One of three things will happen when the cards are carefully checked:

1. It will be laid aside for order.
2. It will be returned to the file for future consideration.

3. It will be taken out and discarded because it has been found that the library already has a copy of this book or other material to take its place, or because for some other reason the book is not considered suitable.

When it is time to send off for books, the order is made from the cards laid aside for this purpose. Before typing the order, the one doing the ordering should check the card catalog under author and title for each book to ascertain that the library does not already have it. Also, the cards should be checked against any outstanding orders or any new books not yet cataloged.

When all the cards are ready, they should be arranged alphabetically by publisher and sub-arranged by author and title. The librarian should obtain copies of order forms from the academy business office, then make out the orders in triplicate (one copy for the publisher, one for the business office, and another for the library).

Books may be obtained from publishers, bookstores (including second-hand bookstores) or jobbers. Publishers usually give the most prompt service. Jobbers often give better prices. Librarians should become familiar with the various news companies such as Minneapolis News, Denver News, Los Angeles News, etc. Also, every librarian should be familiar with bookstores in his neighborhood and with a few others to whom he can go in case of need. Such companies will handle books from many different publishers. They handle such large quantities that they often give good discounts. Addresses for the various publishing houses will be found in the Senior High School Library Catalog. Following are four addresses of second-hand bookstores where one may obtain satisfactory service:

1. Holmes Book Co., 274 14th Street, Oakland, CA 94612
2. Wilcox and Follett Co., 1000 W. Washington Boulevard, Chicago, IL 60607
3. Ideal Book Store, 1125 Amsterdam Avenue, N. Y., NY 10025
4. Gladys Foreman Books, 908 Hyperion Avenue, Los Angeles, CA 90029

As soon as the order is made out, two copies of it are sent to the business office, one to be forwarded to the publisher or dealer, the other to remain in the business office. The librarian then files the remaining copy for his records. The order cards are marked with order number and date of order, and are filed in the "orders out" file, there to remain until the books are received from the dealer.

Upon receipt of the order the librarian should check the contents of the package carefully with the order and with the invoice. Any discrepancies should be noted and cared for at once. Then the first copy of the invoice is marked O.K. by the librarian and sent to

the business office for payment. The second copy is filed away. At the same time the order card is taken from the "orders out" file, dated to show when the book arrived, and placed in an "orders received" file. This file is usually kept for a year or two and then discarded.

The books are now ready for processing. Just a word of caution here. Ordinarily books should not be loaned until processed. However, the processing should be done with all possible speed so that patrons need not wait an undue length of time.

#### Book Loans from Public Libraries

Teachers can usually arrange with local or county libraries to borrow several books for the school for an extended period of time. Often the county education office will assist with bookmobile services for Seventh-day Adventist schools. It is advisable to acquaint them with Seventh-day Adventist standards for the selection of literature, and with the Gateway to Happy Reading as an example of a selected list of books which best meet the needs of our curriculum.

#### Securing Gift Books

Gifts of new books may be encouraged in several ways. People purchase them for the school from recommended lists. Book plates are put into each one telling who donated it. The books may be displayed for a short time.

Many schools solicit gift books. It should be established that the acceptance of such gifts does not necessarily mean they will be automatically added to the library. The usability and acceptance of books will be made by the school administration and others responsible for the development of the media center.

The school may conduct book fairs. Selected books may be ordered on consignment from various publishers or book dealers. To attract the people, provide an interesting program and give the occasion wide publicity, making it clear that everyone is being given an opportunity to purchase books to give to the school. Those donating the books have the privilege of reading them first. Book plates are placed in the books to show who donated them. Books not sold are promptly returned to the publishers.

#### Free and Inexpensive Materials

Free materials such as pamphlets or brochures may be secured from various companies for the vertical file. Often such materials are very attractive and usable. None should be accepted, however, if they advertise, even in the slightest manner, a product that would be harmful or inappropriate for Seventh-day Adventist children.

Inexpensive materials may be secured from the United States Government Printing Office, Public Documents Department, Washington, D.C. 20402. Ask to be placed on the mailing list for periodic information concerning new publications.

### Recommending Books for Purchase

The school should have a plan whereby every faculty member may make recommendations concerning the purchase of books. Ideas for new books come first of all from recommended lists such as Gateway to Happy Reading or book reviews, recommendations by librarians or teachers, examination of the books in other libraries, or at teachers' conventions, book exhibits, and book stores. Children sometimes discover excellent books which they can recommend.

Recommendations of books for purchase may be made throughout the year with the information being written on book order cards, prepared or purchased for the purpose to insure that the information will be as complete as possible and always in the same sequence. (Use regular 3" x 5" file cards.)

While all teachers should have the opportunity of recommending books for purchase, a committee chosen for the purpose should make the final decision based upon a study of the current needs of the school. However, it is usually wise to purchase some new books on each level each year so all students will be interested and involved in the acquisition of new books. When some books seem desirable for purchase but no one has had an opportunity to review them, order them subject to approval. The book order cards for books selected for purchase should be placed on a "to-be-ordered" file. They may also be used as the shelf-list cards when the books are cataloged.

### Publishers and Book Wholesalers

Each media center must determine which book jobber can best supply its needs. If several books are being ordered from one publisher, it may be wise to place direct orders. Otherwise, it saves time, postage, and bookkeeping to order through a wholesaler. Some are listed in the appendix of this handbook. The discount received in purchasing books depends somewhat on the company, on how large purchases are, and whether books are bought in the trade or library edition. The books with library bindings are usually a little more expensive and without a discount, but in the long run larger libraries save money buying them because they last longer. If there is a choice, specify the binding desired. The school should get catalogs from different jobbers to discover which handles more of the books wanted and after experience with different companies, one can determine which is best for its needs. The individual ordering books should follow the procedure set up by the administration. The order should be made out as recommended by the company from whom books are purchased preferably on the company's forms. Otherwise, use school stationery for the order. The information for each book can be taken from the book order cards. The cards and carbon copies of the order should be filed for future checking of book shipments.

## CHAPTER 4

### THE LIBRARIAN PROCESSES HIS BOOKS

As a preparation for processing books in the academy library there is no substitute for a good course in cataloging and classification. A person who finds himself with a library to manage, if he has not had such a course, should take steps to get one at once. If he cannot do so by attending a college or university, he might take advantage of a correspondence course. Such courses are offered by:

- University of Chicago, Home Study Department, Chicago, Illinois.
- \*Iowa State University, Iowa City, Iowa.
- Loyola University, Chicago, Illinois.
- Massachusetts Department of Education, Boston, Mass.
- University of Minnesota, Minneapolis, Minnesota.
- Oregon System of Higher Education, Eugene, Oregon.
- State University of South Dakota, Vermillion, South Dakota.
- University of Utah, Salt Lake City, Utah.
- Utah State University, Logan, Utah.
- \*University of Wisconsin, Madison, Wisconsin.
- University of Wyoming, Laramie, Wyoming.

#### \*Non-credit

If there is already in existence a handbook for the particular library in which he finds himself, the librarian should follow that in detail until he has become thoroughly familiar with it and the situation at hand. In such a handbook he will learn on what pages and on what part of the page, in this particular library, the books are to be stamped; where the accession number is placed and where pockets and date due slips are placed.

Stamp the Book to Show Ownership. 1. Secure a small rubber stamp with the word LIBRARY and the name and address of the school. Being sure the stamp is properly inked and the imprint is straight on the page, stamp the following places:

- a. The inside of the front cover (Be consistent in exact locations).
  - b. The title page, in the upper right hand corner.
2. Secure a longer, thinner stamp with the word LIBRARY and the name of the school. Make an imprint on one, two, or three edges of the closed book.

## The Accession Book

The accession record is a list of all books belonging to the book collection in the chronological or numerical order in which they have been obtained. Secure from a library supply house a loose-leaf accession book with at least 1,000 lines. (See the Appendix) Type the information about each incoming book on the first blank line. If several books are being listed on the same date, the date of accessioning may be given by the title of the first book only.

### A Page from an Accession Book

Accession Number	Author	Title	Vol.	Pub.	Year	Source	Cost	Remarks
201	Bond	On the Stranger's Mountain		Ablaard	1969	Gift	3.95	813 B04
202	Hayden	7 Black American Sci.		Addison-Wesley				920 H32

After the number 99 is used in the accession book, it is necessary to prefix the proper digit in the hundred's place for all numbers after 99. Begin by prefixing 1 for books numbered in the one hundreds. The accession number will not be correct unless this is done.

If the accession book does not provide space for the call number to be written after being determined, divide the column labeled "remarks" and use the left division for the call number. The accession number is the best number for identifying a book; the classification or call number is the best guide to its location in the library. The accession number assigned to one book should never be assigned to another book although the original book may be lost or worn out. If this should happen, the information and the date should be recorded in the accession book in the column labeled "remarks." For example: L 14/5/71 for a lost book or W 14/5/71 for a book that is withdrawn. Indicate the key for abbreviations on the bottom of the first page of the accession book.

Secure an inexpensive rubber numbering stamp at a variety or office supply house. Mark the accession number on the title page of the book. Also stamp the number in the upper right hand corner of both the book card and the book pocket.

Type the accession number on the shelf list card five or six spaces below the classification number in the left margin. It should not be too close to the classification number so as to be confusing, but it should be high enough on the card to be easily read when the card is in the catalog tray.

## Preparing the Book for Circulation

Putting the Call Number on the Book. After the call number is determined type it on a self-adhering gummed label. (As a guide for size, if the label is circular the diameter should be at least 3/4 inches to provide adequate space for typing.) Remove the gummed label from its backing and attach securely on the spine of the book so that the bottom of the label is 1½ inches from the bottom of the spine. Be consistent in this.

Since labels come in various colors it might help young students to select books on their reading level if different colors are used to indicate approximate difficulty. Whether an easy-to-read book is classed as E for "easy-to-read" or under a subject classification, "easy-to-read" books (approximately first and second grade level) can be distinguished if the call number is typed on a label of a selected color. Magic mending tape (not the ordinary scotch tape) should be placed across the gummed label in strips parallel to secure the label on the book.

The Pocket, Date Due Slip, and Book Card. To prepare the book for circulation, a book pocket, a date due slip, and a book card are needed. The call number of the book is typed in the upper left-hand corner of the front of the pocket and the accession number is stamped in the upper right-hand corner. This is done at the same time the accession number is placed in the book. This is all that is needed on the pocket for identification purposes. The pocket is attached securely in the lower right-hand corner on the inside of the back cover.

The date due slip is placed on the blank page facing the pocket card. Since the date due slip needs to be replaced when it is filled with names, glue only along the top. (Often the pre-glued date due slips fall out of the books in a short time.)

Corresponding with the pocket, the call number is typed in the upper left-hand corner of the book or borrower's card and the accession number is stamped in the upper right-hand corner. The last name of the author is typed on the top line and the title or an abbreviated part of it on the second line.

When a person wishes to withdraw a book, he writes his name on the first empty line on the borrower's card. The librarian stamps the date due on the same line and on the date due slip. The book card represents the book when the volume is taken out of the library. It is filed in a small filing box called a charging tray usually under the date the book is due or under the major classification numbers. If cards are filed according to date due, divider cards with the numbers 1 to 31 should be provided. If cards are filed according to classification, divider cards with numbers 000-099 through 900-999 should be provided.

If there is no such handbook he should establish his own policy and write it down for his successor. If he wishes to change an existing policy he must first consider the old one well.

In the meantime there are guides which will help make processing of books easier. Wofford, pp. 56-82, discusses meticulously the processing of books. This chapter should be studied carefully. In general it can be followed as given. However, caution is advised concerning the matter of leaving off Cutter numbers. This will be discussed in the section on call numbers.

For various supplies used in book preparation, such as book pockets, book cards, date due skips, etc., follow the practice already established or use forms from one of the library supply houses:

Gaylord Bros., Inc.  
155 Gifford Street, Syracuse, NY 13202 or  
29 N. Aurora Street, Stockton, CA 95202

Demco Library Supplies  
Box 1488, Madison, WI 53701 or  
Box 852, Fresno, CA 93712 or  
Box 1772, New Haven, CT 06507

Bro Dart Industries  
59 E. Alpine Street, Newark, NJ 07114 or  
1888 S. Sepulveda Blvd., Los Angeles, CA 90025

Remington Rand  
(See your local dealer)

It is strongly advised that lettering on the backs of books be done with an electric stylus and white transfer paper.

### Cataloging

Since Wofford gives so little on cataloging, the following suggestions are offered:

1. Wilson cards. No longer available.
2. Library of Congress cards. This type of printed cards may be obtained through the Library of Congress. These cards, known as L.C. cards, are available for most of the books which are in the Library of Congress, and therefore cover a wider scope of materials. For information as to prices and methods of ordering, write for Handbook of Card Distribution to:

Library of Congress  
Card Division  
Washington, D. C. 20025

3. Typed cards. For titles for which L.C. cards are unobtainable, catalog cards will have to be typed. In order to keep the form of the cards uniform, it is recommended that the unit card be used.

A unit card is a basic catalog card which serves as a pattern for all the cards to be made for a given book. Appropriate headings or other items are added to the unit card to form the various kinds of catalog cards needed. L.C. cards, incidentally, are good examples of unit cards.

In general the unit card contains the following information: call number, author, title, edition (if not 1st), place, publisher, copyright date, paging or number of volumes, illustrations. When necessary, various notes are included, such as series, bibliography and contents.

call	
no.	Author's surname, Forenames, Dates of birth and death.
	Title (as on title page). Edition.
	Place, Publisher, copyright date.
	Pages or volumes. illustrations. (Series note)
	Other notes.



Fig.1 Form of Unit Card

380	
N 33	Neal, Harry Edward, 1906-
	Communication from stone age to space age. 2d ed. New York, J. Messner, c1960.
	192p. illus. (Progress in science series)
	Bibliography: p. 192.



Fig. 2. Sample Unit Card

4. Set of Catalog Cards. Each book added to the library requires several cards in the catalog in order that it may be located by a number of different approaches. All the cards for any one book are spoken of as a set of cards. A set usually consists of the following:

- A. A shelf-list card.
- B. A main entry card (usually an author card).
- C. Subject cards.
- D. A title card.
- E. Other added entries (such as joint author, editor, series, etc., as needed).

A. The shelf-list card is kept separate from the card catalog in a file known as the shelf-list. It is so called because the cards here are filed numerically by call number--in the same order that the books they represent are arranged on the shelf. The shelf-list card is a unit card with the accession number typed at the first indention, on the second line below the last typed line.

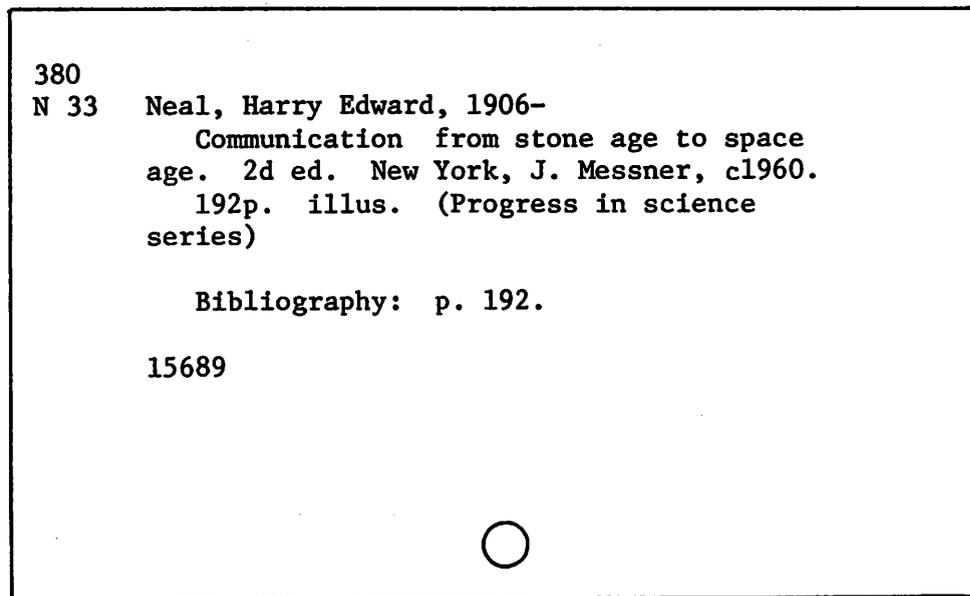


Fig. 3. Shelf-list Card

B. The main entry card, usually the author entry, is the "master card" of the set. The front of the main entry is a unit card with no additions. (See Fig. 2) On the back of the card, upside down, are the accession number and the tracings (list of other entries or headings included in the set of cards). Main entries other than author cards will be discussed later.

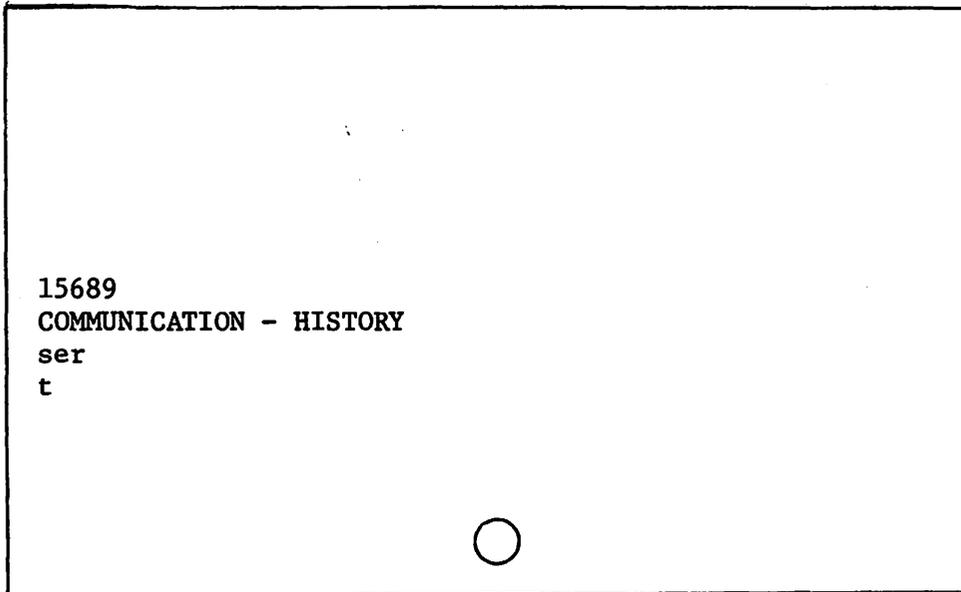


Fig. 4. Back of Main Entry

C.-E. Subject cards, title cards, and all other added entries are made by adding the subject or title or other heading on the line above the top line of the unit card. To distinguish subject headings from other headings, it is recommended that they be typed either in red, or in all black capitals.

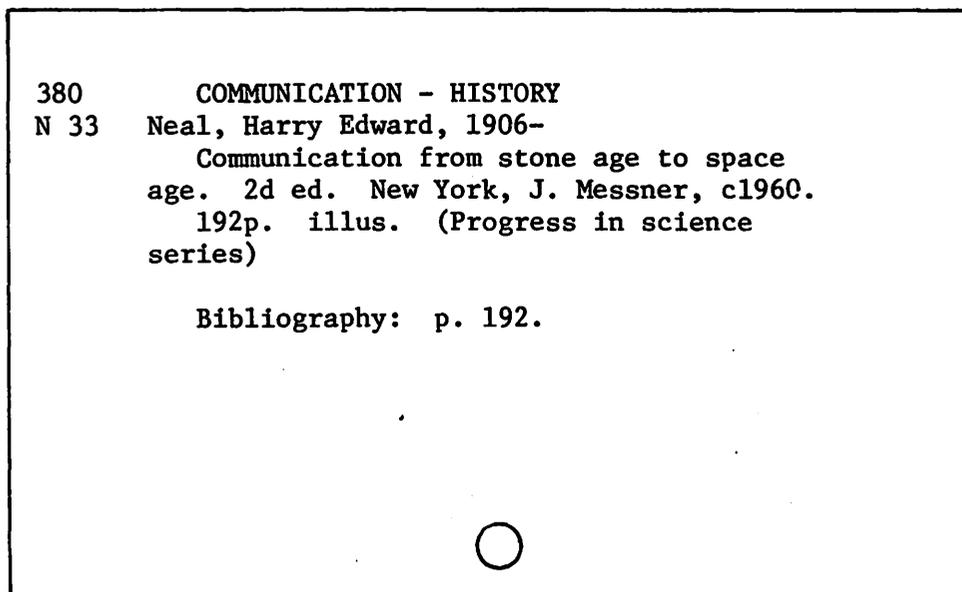


Fig. 5. Subject Card

380  
N 33

Communication from stone age to space  
age.  
Neal, Harry Edward, 1906-  
Communication from stone age to space  
age. 2d ed. New York, J. Messner, c1960.  
192p. illus. (Progress in science  
series)

Bibliography: p. 192



Fig. 6. Title Card

380  
N 33

Progress in science series.  
Neal, Harry Edward, 1906-  
Communication from stone age to space  
age. 2d ed. New York, J. Messner, c1960.  
192p. illus. (Progress in science  
series)

Bibliography: p. 192



Fig. 7. Series Card

5. Analytics - Subject, Author, Title

- A. The purpose of analytics. Some books are made up of two or more separate works of an author, or of different authors; or they may treat of several distinct subjects or phases of a subject. For example, Campbell's Patterns for Living contains the essay, "Seeing life," by Arnold Bennett. How can this be shown in the card catalog? By making author and title analytics. Baker's Problems in Citizenship contains a chapter about newspapers. This can be brought out by means of a subject analytic; i.e. by a subject entry for that part of the book.
- B. Form of author and title analytics. The author of the analytic is given on the second line above the author of the book on the unit card, beginning at the second indention. The title is placed on the line below followed by a period, three spaces, and the word In. The pages covered by the section of the book being analyzed are indicated on the second line below the imprint at the first indention. For a title analytic this heading is reversed and the title is given on the top line, the author on the next line, followed by In, and the paging is indicated as above.
- C. Form of subject analytic. For a subject analytic the subject heading is given as on any subject card, only it is followed by the word In, and the paging is as above.

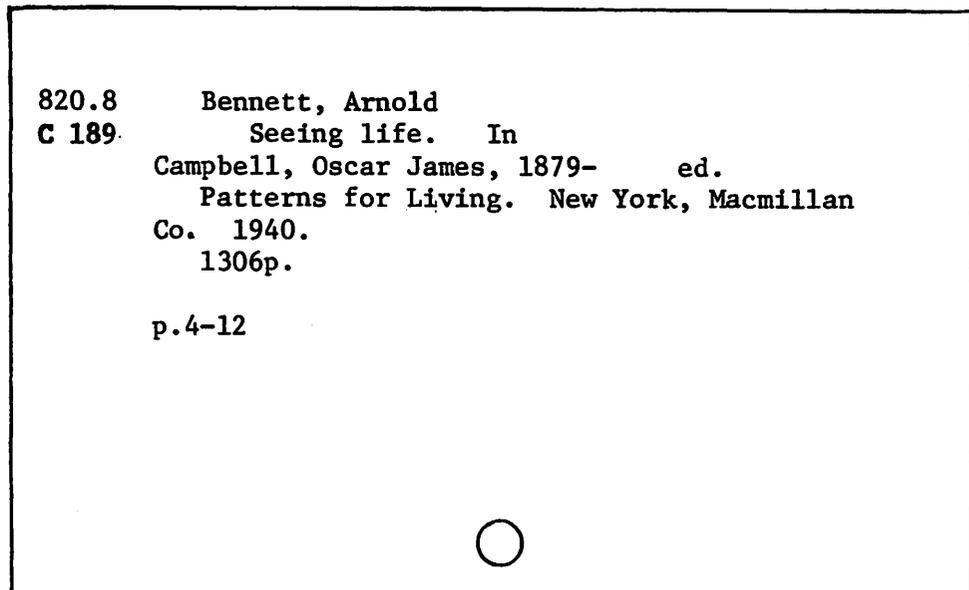


Fig. 8. Author Analytic

820.8                    Seeing life.  
 C 189                    Bennett, Arnold        In  
                           Campbell, Oscar James, 1879-        ed.  
                           Patterns for living.    New York, Macmillan  
                           Co. 1940.  
                           1306p.

p.4-12



Fig. 9. Title Analytic

300                    NEWSPAPERS.        In  
 B 167                    Baker, Hayes, 1900-  
                           Problems of citizenship.    New York, Henry  
                           Holt, 1954.  
                           514p.

p.22-58.



Fig. 10. Subject Analytic

D. Indexing magazine articles. If time permits, it is worth while to index important articles in major Adventist periodicals (since these are not included in Readers' Guide). Better yet, subscribe to Seventh-day Adventist Periodical Index, Loma Linda University Libraries, Riverside, CA 92515.

    \$7    Individuals and intermediate schools  
     \$25    Institutional

The card used for this is a variation of the subject analytic card.

P267           ART.  
Y 83   Dietz, Betty A.  
          Paintings of the impressionists. (In  
          Youth's Instructor, vol. 108, Aug. 9, 1960,  
          p. 11)



Fig. 11

In libraries where magazines are not classified, the call number may be omitted.

E. Tracings for analytics.

- (1) Author, title and subject analytics for books should be traced on the back of the main entry card as follows:  
The initials a a, t a, and s a stand for author analytic, title analytic, and subject analytic respectively.



a a - Bennett  
t a - Seeing life

Fig. 12

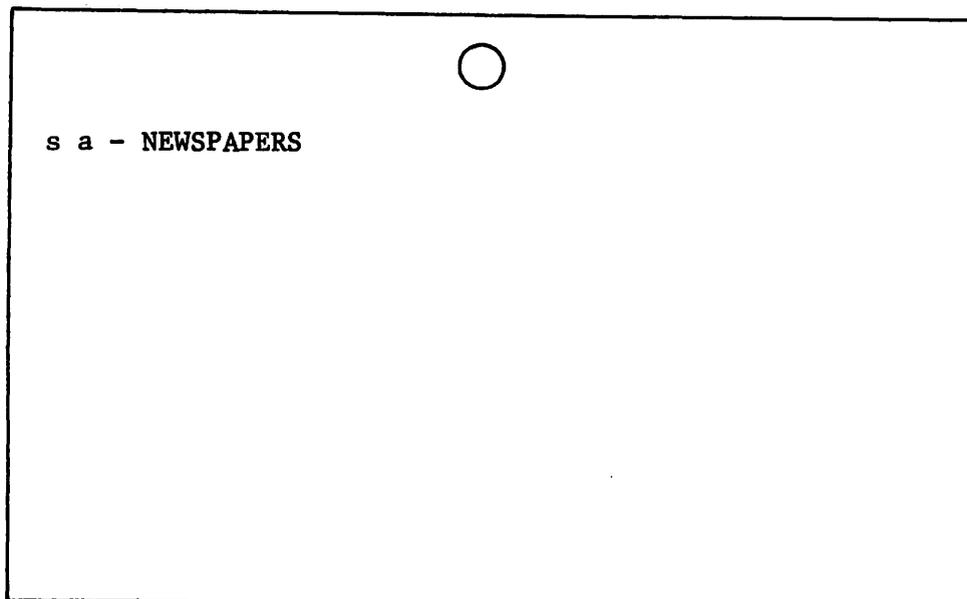


Fig. 13

- (2) Tracings for the subject analytics made for each volume of a periodical (Youth's Instructor, Review and Herald, etc.) are valuable in case a volume is lost or discarded and the subject analytic cards need to be withdrawn. Here is a sample tracing card for the subject analytic cards made for the 1960 Instructors. A number following a subject indicates the number of cards on that subject for the year 1960.

Tracing for Youth's Instructor vol. 108 1960	
Art - 2	Insects
Artists	Laubach, Frank C.
Bible	Letters
Biography - 2	Library of Congress
Birds - 2	Marriage - 7
Butterflies	Missions, Medical
California	Murton, Jessie Wilmore
Conversion	Music
Evolution	Musicians
Faith for Today	Noncombatants
Hospitals	

(See next card)

Fig. 14 (cont'd next page)

Tracing for Youth's Instructor		vol. 108	1960
		(card 2)	
Nurses and nursing	Spiders		
Parent and child	Smoking		

Fig. 14

6. Choosing subject headings. It is essential to be consistent in entering all books on the same topic under the same subject heading and not to disperse the material under variant wordings which might be used to express the same idea. Consistency for the present and for the future is attained by working from an accepted list of subject headings where the choice among possible wordings has been made. The list recommended for school libraries is Sears' List of Subject Headings. Additional help, especially for current events or terms that have recently come into use, may be obtained from Readers' Guide to Periodical Literature.

Any list of this sort cannot possibly contain all the subjects which would be appropriate to use as subject headings. Certain types are excluded for lack of space, but still may and should be used where called for. Examples of these are: (1) proper names (persons, places, nationalities, battles); (2) corporate names (societies, institutions); (3) common names of individual animals, flowers, trees, diseases, minerals, etc.

In general, however, do not "invent" subjects. Become familiar with the instructions in the introductory pages of Sears.

As in classification, choose as specific a subject as possible. A book on mosquitoes should have the subject heading MOSQUITOES, not INSECTS. A book on President Kennedy should have the subject heading KENNEDY, JOHN FITZGERALD, not PRESIDENTS.

7. Cross References. Cross reference cards should be made as needed. After a book has been assigned a subject heading, then attention must be given to the catalog to make sure that the reader who is searching for the material in this book will not

fail to find it because of insufficient guidance by means of references. There are three main types of cross references: see references, see also references, and general references.

The see references are concerned mainly with guiding the reader from words he may think of to those actually used for subject headings; in other words, they refer from terms not used to terms that are used. These fall into several categories:

A. from synonyms or nearly synonymous terms.

FARMING.

See

AGRICULTURE.

B. from the second part of a compound heading.

SCIENCE AND RELIGION.

See

RELIGION AND SCIENCE.

C. from the second part of an inverted heading.

TECHNICAL CHEMISTRY.

See

CHEMISTRY, TECHNICAL.

D. from variant spellings to the spelling used.

E. from singular to plural, or vice versa, if the spelling is such that the two would not be filed near each other.

Example: MOUSE. See MICE.

See also references are concerned entirely with guiding the reader from headings where he has found books listed to other headings which list books on related or more specific aspects of the subject. The form of the card is the same as the see card. Usually see also references are made from the general subject to more specific parts of it, rather than from the specific to the general; they are also made between related subjects of more or less equal specificity. Examples:

SCIENCE. See also MATHEMATICS.

MATHEMATICS. See also ARITHMETIC.

DRAWING. See also PAINTING.

General references. In addition to specific references, there are general see and see also references, which, instead of referring to any individual headings, serve as blanket references to all headings of a particular class. Example: ARTISTS. See also names of individual artists.

8. Rules for Main Entries.

A. Enter a work by one author under the author's name, in inverted order. Dates of birth and death follow, if used in your library.

Smith, James Robert, 1891-1956.

B. Enter a work written jointly by two or more authors under the one first mentioned on the title page. To avoid misunderstanding and to give complete information the names of both authors may be given after the title:

Anderson, John

A history of Peru, by John Anderson and  
Mary Jones. etc.



Fig. 15.

A joint author entry should be made for the second author.

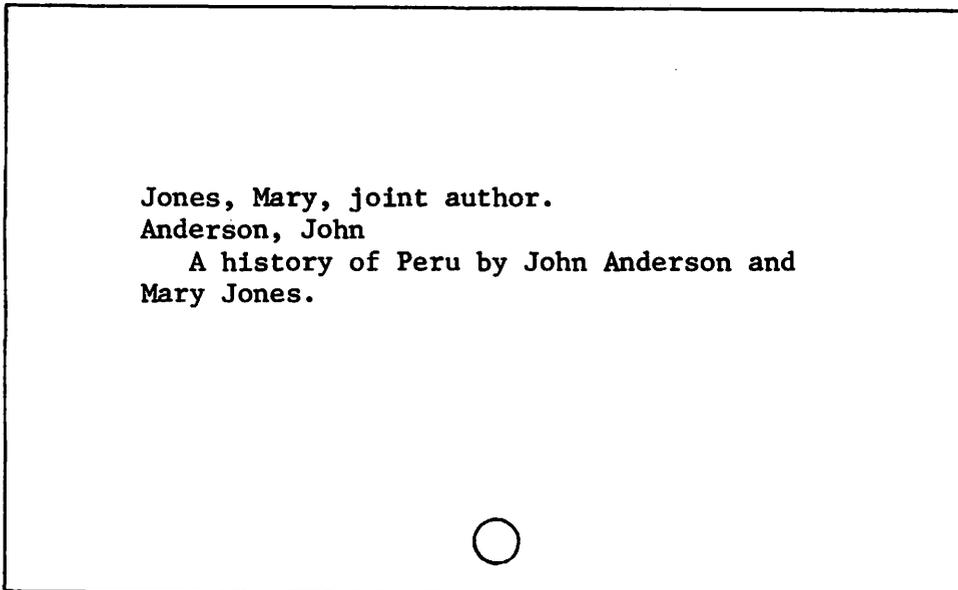


Fig. 16.

- C. Enter composite works and collections of independent works, essays, etc., by various authors under the compiler or editor.
- D. However, enter under title composite works if the work of the editor is slight, or if it does not appear prominently in the publications, or if there are frequent changes of the editor. This includes encyclopedias and dictionaries, periodicals, almanacs, yearbooks, etc. This form is known as a title entry or hanging indention.

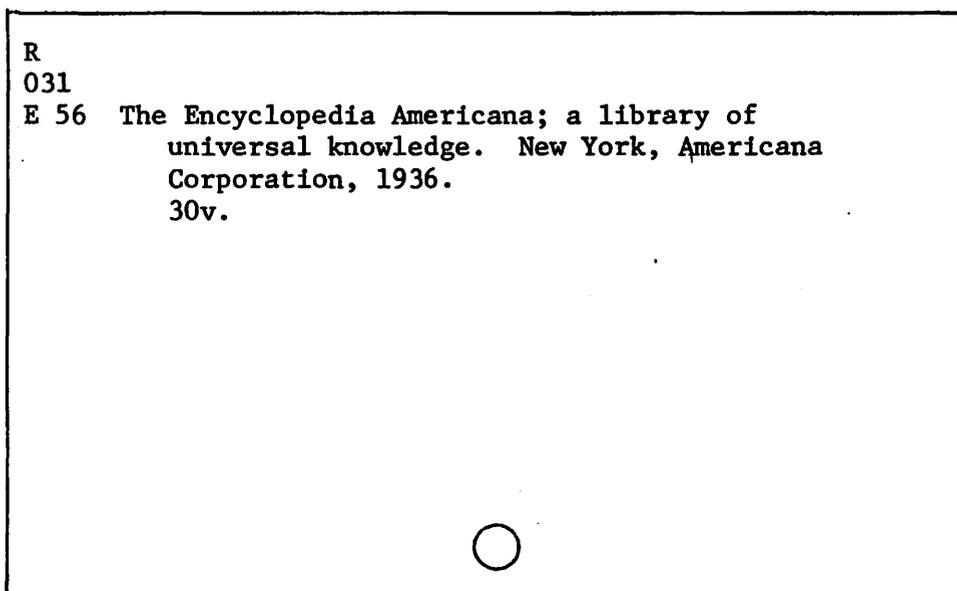


Fig. 17. Hanging Indention.

- E. Enter books consisting solely of illustrations, or illustrated works of which the illustrations are the chief feature, under the illustrator or designer. In the latter case make added entry under the author of the text. If the illustrations are secondary to the text, the book is to be entered under the name of the author with added entry under the name of the illustrator.
- F. Enter maps under the name of the cartographer; if the name of the cartographer is not found, enter under the name of the publisher.
- G. Enter a musical work under the composer, with added entry under the editor or arranger, and also under the author of the words in the case of operas, oratorios, cantatas, etc.
- H. Enter compound names under the first part of the name and make a cross-reference from the other part.

Correct entry: Armstrong-Jones, Antony  
 Make cross-reference from: Jones, Antony Armstrong-

- I. When a writer uses a pseudonym, enter under the real name if it is known, and make a cross reference from the pseudonym to the real name. If the real name is not known, use the pseudonym as main entry, followed by the abbreviation pseud.
- J. Enter a married woman under her latest name unless she has consistently written under an earlier one, either her maiden name or the name of a former husband. In either case refer from the one not selected as the entry. The heading is to consist of: (a) her husband's surname; (b) her own forenames; (c) her maiden name, when known, in parenthesis.

Correct entry: Johnson, Mary Jane (Smith)  
 Make cross-reference from: Smith, Mary Jane

- K. Enter under forenames sovereigns, ruling princes, popes, saints, and other persons known by their forenames only.
  - Paul, Saint, apostle
  - Henry IV, king of Great Britain
  - John XXIII, pope
- L. Give author's name in the form most common in his native or adopted language, or in doubtful cases in the form proper to the language in which he has written most of his books.
- M. When a person regularly uses a foreign form for his name, enter under this form.
- N. Cross references should be freely made from the alternative forms to the heading chosen.

0. Enter a work written by a group or organization, rather than one person, under the name of the organization. This is called a corporate entry and includes such groups as government agencies (national, state, local), private associations, societies, committees, institutions, etc. Here are a few brief rules to guide the cataloger in the choice of corporate entries.

- (1) For publications by government agencies, always begin main entry with the name of the country, state, city, etc., followed by the department or division. Separate the two with a period and a space.

Examples: U. S. Bureau of Fisheries.  
California. Division of Mines.  
San Francisco. Dept. of Public Health.

- (2) For associations, use the regular corporate name. If a division or committee of the association is responsible for a publication, use the full name of the association, followed by the name of the division.

Example: National League of Nursing Education. Committee on Standards.

- (3) For institutions there are two basic rules: (a) If the institution has no specific proper name other than the name of the city in which it is located, use the name of the city first, followed by the descriptive name of the institution.

Examples: Los Angeles. Public Library.  
Detroit. Children's Hospital.

(b) If, however, the institution has a proper name, use this first, follow with a comma, and the name of the city in which located.

Examples: White Memorial Hospital, Los Angeles.  
Enoch Pratt Free Library, Baltimore.

Note: If a city is not well-known, follow it with the name of the state in abbreviated form: Angwin, Calif.

- (4) A corporate entry of special interest to Seventh-day Adventist libraries is that used for materials authored by the Seventh-day Adventist denomination and/or its various divisions and departments. Following are some examples:

Seventh-day Adventists  
Seventh-day Adventists. General Conference.  
Home Missionary Dept.

Seventh-day Adventists. Pacific Union Conference.  
Sabbath School Dept.  
Seventh-day Adventists. Northern California  
Conference.

- P. Enter anonymous classics (Epics, national folk tales, and sacred writings) under a standard title which is placed in the author position. This is called a uniform entry and is used for all editions of a given work regardless of the various wordings on the title pages.

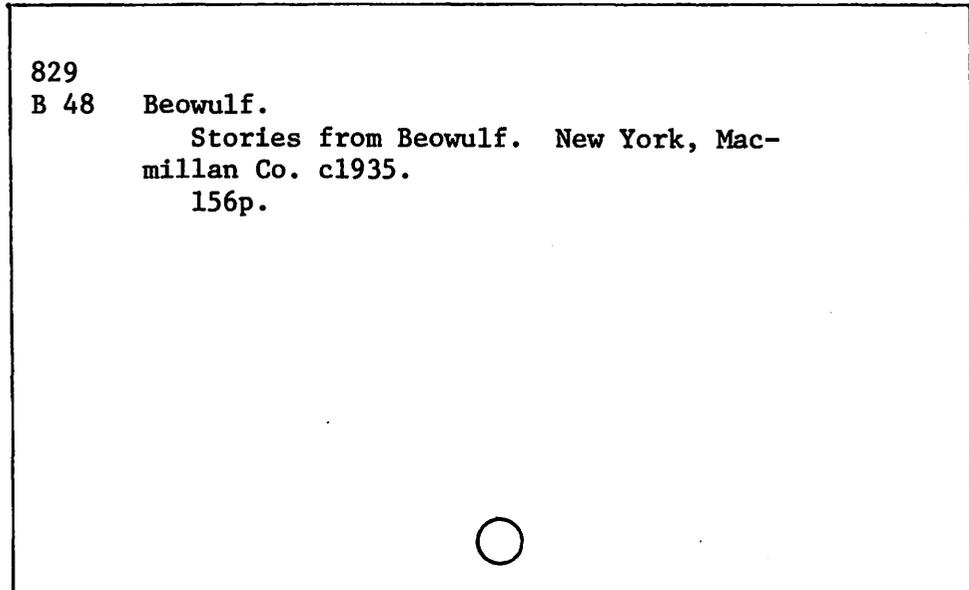


Fig. 18. Uniform Entry - Anonymous Classic

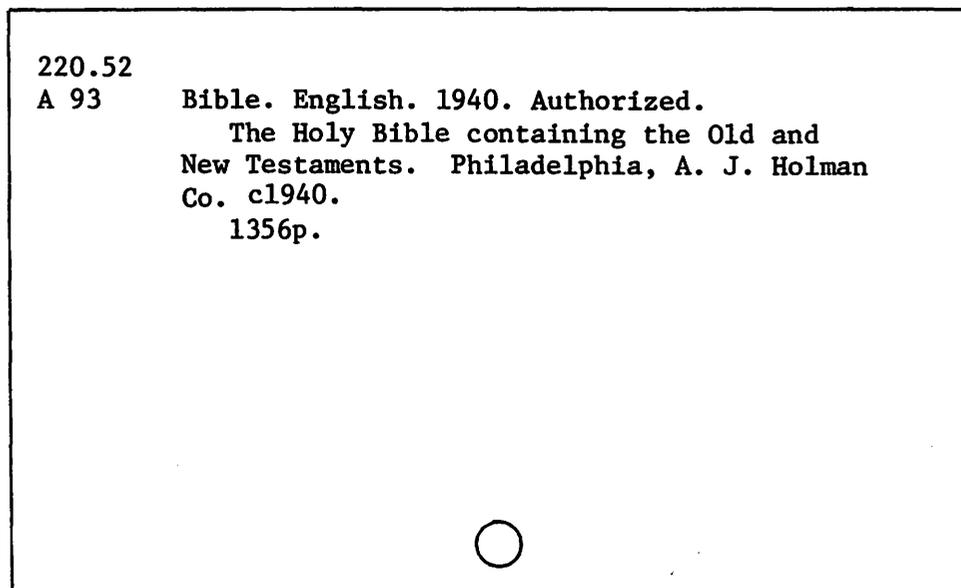


Fig. 19. Uniform Entry - Bible.

For portions of the Bible, use the following forms for the main entries:

Bible. O.T. English. 1950. Revised standard.

Bible. N.T. John. English. 1957. Moffatt.

### Classification

#### Rules for Filing Catalog Cards

1. Both purchased cards and those made at the school will be in sets for each book. The shelf list card is removed to be filed separately. All other cards are filed in alphabetical order in one file, interfiling author, subject, and title cards. Do not crowd cards. There must be enough space in the drawer so it is easy to read the cards and space for expansion. Each drawer of the card catalog is marked on the outside with letters of the alphabet to indicate which part of the alphabet it contains. In large card catalogs, guide cards with words or letters on tabs above the cards divide the drawers into sections making it easier to find the card wanted.

A-C	J-L	R-S
D-F	M-N	T-V
G-I	O-Q	W-Z

2. Separate cards in rough alphabetical order using the first word on the top line of the card. If a title begins with a, an, or the as the first word, disregard it and begin filing with the word following the article. However, within a title, these articles have to be considered in arranging cards alphabetically.
3. Arrange cards word by word following the general rule, "Nothing comes before something." For instance, "New England" and "New Jersey" would both be placed before "Newark" because the word New is followed by a space or nothing. Nothing precedes the a in Newark.

Example:       New England  
                  New Jersey  
                  Newark  
                  Newberry, John

4. When the same word is used for different types of headings, the order is as following: author card first, subject card next, and title card third.

Example:       Franklin, Benjamin (as author)  
                  FRANKLIN, BENJAMIN (subject)  
                  Franklin and his world (title)

5. Arrange subdivisions of a subject alphabetically.

Example:       ART, ANCIENT  
                  ART, FRENCH  
                  ART HISTORY

Exception: In the history of a country, the subdivisions are arranged chronologically with a labelled divider card to indicate the divisions.

Example:       U.S. - HISTORY - COLONIAL PERIOD  
                  U.S. - HISTORY - REVOLUTION  
                  U.S. - HISTORY - CIVIL WAR

6. Arrange abbreviations as if spelled in full. Exception to the rule is Mrs. It is not spelled out.

Example:       Dr. - Doctor, Mr. - Mister, St. - Saint,  
                  U.S. - United States

7. Names beginning with Mc are really an abbreviation for Mac and should be filed as though spelled Mac.
8. Consider numerals in titles as though spelled out.

Example:       900 - nine hundred

9. Contractions are also filed disregarding the apostrophe, as "Who's who in the United States."
10. The apostrophe in the possessive case is disregarded as in Boy's adventure.
11. Elisions beginning with D', L', O' are arranged as printed, disregarding the apostrophe, as D'Angelo.
12. Arrange all books by the same author alphabetically by title.

When arranging cards alphabetically, place them so that they may be checked before putting them on the rod. Cards should be placed so that they are arranged from the front to the back of each drawer.

### Shelving the Books

There is a proper place for each book on the shelves; first numerically by classification, then alphabetically by author, and finally, alphabetically by title. Before any of the books are shelved, determine where the shelving should begin and the order in which the sections of shelving will be used. Place books on the shelf in each shelving section in order of classification from left to right on the top shelf and then on the lower shelves. Place books upright near the front edge of the shelf. Do not crowd them but allow for expansion. Place book support at the end of each partially filled shelf.

When shelving books, check to be sure the correct card is in the pocket by comparing the accession number on the card with the accession number on the pocket.

Similarly, shelve each of the special groups of books in their separate sections: i.e. Reference books indicated by R above the call number, Professional books indicated by P, Easy-to-read books indicated by E, and Spirit of Prophecy books indicated by W.

Books with the call number W are placed together. They are arranged alphabetically by the initials of the book below the W. These books should be placed in a very convenient location.

### Definitions

The call number consists of numbers and letters assigned to a book to indicate its location on the shelves. It is usually composed of class number and book number. Example: 973  
R 332

The class number (top line of call number) is chosen from a classification system to designate the subject of the book. It is also called the classification number. (In the example above 973 is the class number for a history of the United States.)

The book number (second line of call number) consists of letters and numbers used to arrange books in the same classification number in alphabetical order. R 332, the book number above, represents an author named Reeves. The book number is also known as author number or Cutter number.

### Tools for Classification

Correct call numbers can be chosen only with the aid of certain basic tools.

Since the Dewey Decimal classification system is in general use in school libraries, a copy of this classification schedule is an essential tool in classifying books. If the library already possesses a reasonably up-to-date edition, either abridged or unabridged, it should be satisfactory to continue with its use. However, if you find it advisable to purchase a new copy, the 8th abridged edition is recommended, because of its shortened numbers and reasonable price. Whichever edition or size of Dewey that you use, try to keep the numbers consistent with former practices.

In addition to Dewey, the Standard Catalog for High School Libraries is very useful in assigning numbers, both to the actual books listed there and to others on similar subjects.

The book number (or author or Cutter number) is obtained from the Cutter Author Table, a scheme worked out by C. A. Cutter of substituting numbers for combinations of letters to simplify

arranging books alphabetically. This number is composed of a letter plus two or three numbers, depending on the edition of the Cutter table used. Whether a two-place or three-place Cutter table is used, it is usually better in an academy library to use only the first two digits. In general the Cutter number is chosen from the name of the author; e.g. a book by Hanson would have the Cutter number H 25. Books on biography, however, constitute an important exception to this rule--the Cutter number is based on the name of the person written about, i.e. the biographee. Books on Lincoln would have the Cutter number L 73. All the books about a given person thus stand together on the shelves. To distinguish further between authors of biographies, an additional letter may be added. A book about Lincoln by Jones, would be L 73J.

For further instruction in the use of book numbers, see Book Numbers by Bertha Barden.

### Suggestions for the Classifier

1. When ready to classify a collection of books, first sort them by general groups, then examine those in each group carefully and see precisely what they are about. This is much easier than taking them as they come and switching one's thoughts from science to religion, to biography, to railroading and so forth.
2. Consider the predominant tendency or purpose of the book. Examine the book which is to be classified to see: (a) what it is about; (b) what the author's purpose was in writing the book; (c) what class of readers will find it most useful. To do this carry out the following procedure: (a) read the title page; (b) read the preface and all or part of the introduction; (c) look over the table of contents; (d) read parts of the book itself.
3. Place a book in the most specific head that will contain it.
4. Place a book where it will be most useful.
5. When a book appears on a subject which has no stated place in the classification scheme, choose a number to which it seems most nearly related.
6. Always have a reason for your placing of a book.
7. Hesitate before adjusting the Dewey decimal classification to fit a local situation. In other words, do not "invent" numbers or assign an apparently unused number to a particular subject for which there seems to be no number.
8. School libraries need not be so closely classified as larger libraries, but the classification should be carried at least to the third digit.

9. Classify books with others of similar content and that were written to serve the same purpose. Consult the shelf-list and the shelves to determine where the book best fits into the present collection.
10. When a book deals with not more than three divisions of a subject, place it in the one that is most prominently dealt with, or--if the treatment is of equal importance--in the one dealt with first. When the book deals with more divisions of the subject than three, place it at the general heading which covers them all.

For example, a book on China, Japan and India (in that order) might be classified in 951 (China) if the three countries receive equal treatment; or in 952 (Japan) or 954 (India) if one of these receives the most prominence. If a book covers the four countries of China, Japan, Persia, and India, it should be classified in 950 (Asia).

11. Use a simplified form for classifying biography. Instead of dividing by profession, it is recommended that plain 920 be used for collective biography, and 921 for all individual biography. Some libraries use a capital "B" in place of a classification number.
12. For classifying Mrs. E. G. White's books one method which has been used successfully in some libraries is to use a "W" in place of a classification, and assign the Cutter number from the first word of the title. Example: Desire of Ages - W  
This keeps them together on the shelves and in D 45  
alphabetical order by title.
13. Since most mission books in S.D.A. libraries pertain to S.D.A. missions, it is suggested that instead of dividing 266 by denomination, you divide it by country. Example: Missions in China-266.51.
14. Instead of using Cutter the first two letters of the author's name may be used. e.g. 915  
Le

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## CHAPTER 5

### THE LIBRARIAN SELECTS HIS MATERIALS -- OTHER THAN BOOKS

With increasing intensity over the past few years, school libraries have taken on the task of providing for the students and teachers materials other than books. This has progressed until recently school libraries have come to be known as "materials centers." Some authorities feel that this is a wrong concept, that school libraries should stick to their books and periodicals. One lecturer in the field recently averred that perhaps in the future a good school librarian would be known by the things he refused to do as much as by the multiplicity of things he did.

Certainly if one attempts too much he neglects something. Certainly, also, there should be a center in the school for audio-visual and sound materials. Just how much should be done in the library and how much in another center is left with the individual school. Nevertheless, the librarian needs to understand problems concerned with these services. In the bibliography at the end of this chapter are listed a few items which describe the library as a materials center. Periodicals will be dealt with in another chapter.

Vertical file and picture file are both items which should be available. The vertical file will contain pamphlets, brochures, clippings. It may also, at the beginning, contain the picture file and also the vocational file. However, plans should be made to have separate files for pictures and for vocational material.

Collecting material for the vertical file takes time and effort. Some materials will come unasked. These should be sorted carefully. Some of them should be filed at once in the wastepaper basket. Desirable material may be obtained by clipping periodicals which are not to be kept, by answering advertisements, or by writing to companies which distribute such materials. Many manufacturing companies will supply valuable materials. Advertisements for such materials are to be found in magazines such as The Instructor, School Life, What's New in Home Economics and others. There are also lists (not free) of free and inexpensive materials. Addresses for some such lists follow:

1. "Free and inexpensive learning materials," published by George Peabody College for Teachers, Nashville, Tenn. Address to Division of Surveys and Field Services.
2. "Sources of free and inexpensive educational materials," published by Field Enterprises, Inc., Educational Division, Merchandise Mart Plaza, Chicago, Ill. 60654.

3. A Catalog of U. S. Government Produced Audio-Visual Materials, National Audio-Visual Center (GSA), Washington, D. C. 20409, 1974.
4. Free materials. "Educators' Index of Free Materials." Educators' Progress Service, Randolph, Wisconsin. (Yearly)

Whenever a librarian sees notice of this type of material he should order at once as supplies are often soon exhausted. A book which may be helpful is Choosing Free Materials for Use in the Schools, published by the American Association of School Administrators.

An attempt should be made to build up materials which will be of value in connection with the school curriculum. Civil war materials collected during the centennial will prove helpful for history. Other subjects that might well be emphasized are local history, denominational history and careers.

The Science Research Associates, 57 W. Grand Avenue, Chicago, Ill. 60610, has a file already set up for careers. Send for their Career Information Kit. This file is valuable and well organized. Other pamphlets may be added. Other sources of career material are:

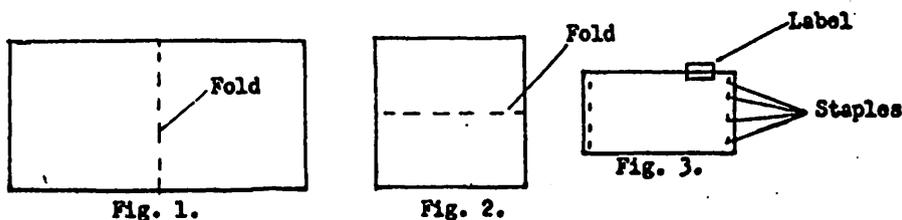
1. Institute for Research, 537 South Dearborn Street, Chicago, Ill. 60605
2. New York Life Insurance Co., 51 Madison Avenue, New York, N. Y. 10038.
3. Careers, Largo, Florida. (Each career summary is printed on heavy paper)
4. Colliers Encyclopedia, 640 5th Avenue, New York, N. Y. 10022. (A booklet for 25¢ entitled "You and Your Career" is a chart of many careers with bibliography for further reading).
5. Occupational Outlook Handbook. U.S. Bureau of Labor Statistics. Obtained from U.S. Government Printing Office.
6. Occupational Guide consists of separate sheets for each of many occupations. Published by the State of California, Department of Employment, and free in California to all schools if written for. No doubt other states have similar material.

However, do not guess at names of occupations. Sears List of Subject Headings will be a great help. Occupational Literature by Forrester<sup>1</sup> will be even better.

<sup>1</sup>Forrester, Gertrude, Occupational Literature, An Annotated Bibliography (New York: H. W. Wilson Company, 1958).

If the file is extensive, the alphabetical arrangement sometimes becomes confusing. In such a case arrangement by the Dictionary of Occupational Titles<sup>2</sup> is sometimes best. Along with other vocational material be sure to keep an up-to-date file of college catalogs.

Vertical file material in general should be classified under the appropriate subject and filed alphabetically. To arrive at the proper title for the subject use Sears List of Subject Headings, and, for new topics, The Readers' Guide to Periodical Literature. The file and folders should be legal size. Ingenious librarians who could not afford folders have sometimes folded and stapled large sheets of brown wrapping paper to an appropriate size and used them instead of the regular manila folders. Fold the paper thus:



Vertical file material to be of value must be kept up to date by constant vigilance both in selecting and in weeding.

#### Equipment and Materials for a Media Center

Schools should seek to acquire the following: (The number of each will be determined by the size of the school.)

1. Tape recorder (both reel-to-reel and cassette with appropriate pre-recorded and blank tapes)
2. Record player and disc recordings.
3. Slide and filmstrip viewers
4. Filmstrip or combination filmstrip and slide projector
5. Listening stations or room wired for using wireless earphones (8-10 sets of earphones)
6. Permanently mounted projection screen in each classroom.
7. Overhead projector (best if each teaching unit has one)  
Transparencies
8. Television (if good educational programs are available)
9. Projection cart with electrical outlets, film-loop cartridges and projectors.
10. Duplicating machines
11. Adequate light control and sufficient strategically located electric outlets
12. Inexpensive cameras and related materials for school production of pictures
13. Movie cameras
14. Movie projector
15. Language masters

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<sup>2</sup>U. S. Employment Service, Dictionary of Occupational Titles  
(Washington D.C.: U.S. Government Printing Office, 3rd ed., 1965.

16. Printing matter in the media center including
  - a. Adequate collection of books and provision in budget for yearly additions
  - b. Vertical files for pamphlets, clippings, catalogs.
  - c. Graphic materials, art prints (reproductions), posters
  - d. Art objects
  - e. Realia
  - f. Individual teaching areas should have dictionaries, encyclopedias, and other standard materials
17. Teaching areas should have their own manipulative and visual materials frequently needed for each discipline.

A central or district media center may make available to schools filmstrips, transparencies, tapes, disc recordings, films (especially single concept films and short 16 m.m. films that require about 11 minutes and filmstrips.)

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Defines Instructional Materials Center as "An amalgamation of library and audio-visual services." Answers sixteen specific questions as to functions, materials, administration, and financing I.M. Center and answers objections raised. Lists eleven guiding principles for I.M.C.
- San Jose State College, Department of Librarianship. "Utilizing and Handling Instructional Materials," Pattern for Progress. A workshop on school library problems. San Jose: San Jose College, 1957.
- Schoefield, Edward T. "Basically a Library Service: Audio-Visual Aids in the Modern Library Program," School Libraries, 5:5,6, January, 1956.  
Basically a plea for school libraries to know and use audio-visual materials. "The philosophy of the school librarian largely shapes the attitudes of the rest of the teaching and supervising staff - and the board of education."
- "The School Library a Materials Center," A.L.A. Bulletin, 50: February, 1956. Reprint.  
Article 1: The School Library: A Material Center. Tentative statement accepted by the A.A.S.L. at the A.L.A. Philadelphia Conference for further action and study.  
Article 2: By Alice Sterner, "A Teacher and the School Library."  
Article 3: By Godfree and Lentz, "Principal and School Librarian discuss some of the philosophy and practices underlying its operation."  
Article 4: "Supervisor sees advantages; points up essentials of success."  
Article 5: "School librarian makes practical suggestions."
- Taylor, Kenneth I. "How to Plan and Equip an Instructional Materials Center," Nations Schools, 67:53-60, January, 1961.

U. S. Department of Labor. Dictionary of Occupational Titles. 3rd ed.,  
Washington D.C.: U.S. Government Printing Office, 1965.  
Supplements bring this up to date.

Software: Weihs, Jean Riddle, Shirley Lewis, and Janet McDonald  
Non Book Materials, The Organization of Integrated  
Collections. Ottawa: Canadian Library Association, 1973.  
Michigan Association of School Librarians, University  
of Michigan, Ann Arbor, Michigan

## CHAPTER 6

### THE LIBRARIAN ORDERS HIS PERIODICALS

The selection of periodicals requires time and effort and a careful consideration of the following factors:

1. The classes being taught (curriculum).
2. Whether the academy is a day school or a boarding school.
3. What other facilities are at hand for periodical reading (public libraries, branches, college, etc.).
4. The budget available.
5. Interests in the neighborhood.
6. Which magazines are indexed in the Readers' Guide to Periodical Literature or the Abridged Readers' Guide, whichever the library subscribes to.

Media Programs District and School says, "It is recommended that a school with 500 or fewer students have a minimum collection of 20,000 items or 40 per student. An item is defined as a book (case-bound or paperback), film, videotape, filmstrip, transparency, slide, periodical subscription, kit, any other form of material, or associated equipment."<sup>1</sup>

The same source suggests 50 to 175 titles of periodicals and newspapers. This would indicate that schools below 500 students should be adequately supplied in the area of 50 titles.<sup>2</sup>

The Pacific Union Conference Education Code gives the following suggestions for the elementary library: "Subscriptions to denominational magazines appropriate to the age and learning level of the students are to be ordered. Secular magazines, including news and geographic magazines, are to be provided."<sup>3</sup> For the Junior Academy Library and Instructional Media Center, the same source suggests the following:

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<sup>1</sup>American Association of School Librarians, ALA and Association for Educational Communications and Technology. Media Programs District and School. Chicago, Illinois and Washington, D.C.: American Library Association and Association for Educational Communications and Technology. 1975, p. 69.

<sup>2</sup>Ibid. p. 71.

<sup>3</sup>Pacific Union Conference Education Code. Glendale, California: Pacific Union Conference of Seventh-day Adventist. 1975. Section 2282.

"Annual periodical subscriptions should include both religious and secular publications. Among the journals and magazines which should be included are

- a) The major Seventh-day Adventist journals and magazines
- b) Representative science journals
- c) News magazines or journals
- d) Special magazines for girls and boys
- e) Journals representing the major subject areas"<sup>4</sup>

For the secondary school the Code gives the following recommendation:

"Periodicals

Periodicals shall be provided to meet devotional, instructional, and general information interests. Provisions should be made for binding, or otherwise preserving, the back issues for permanent use.

"Newspapers

The number and types of newspapers shall be determined by the needs of teachers and students for adequate coverage of local, state, national, and international events and issues."<sup>5</sup>

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<sup>4</sup> Ibid., Section 2432.

<sup>5</sup> Ibid., Sections 2590, 2592.

The following list of periodicals is suggested for school libraries. Starred items are particularly suitable for grades one to six.

#### DENOMINATIONAL PERIODICALS

- Adventist Heritage
- Guide
- Insight
- Journal of Adventist Education
- Liberty
- Life and Health
- Listen
- Message Magazine
- MV Kit
- \* Our Little Friend
- \* Primary Treasure
- Review and Herald
- Signs of the Times
- These Times
- \* The Winner

#### NONDENOMINATIONAL PERIODICALS

##### Travel, Nature, Science

- + Audobum Magazine
- + National Geographic
- \* National Geographic World
- + National Wildlife
- \* Ranger Rick's Nature Magazine
- + Science Digest
- + Science News
- + Scientific American

##### Applied Science

- + Changing Times
- Consumer Reports
- + Farm Journal
- + Flying
- Motor Trend
- + Popular Electronics
- + Popular Mechanics
- + Popular Science

##### Social Studies

- + American Heritage
- American History
- Mankind

News

- + Business Week
- + Newsweek
- + Senior Scholastic
- + Time
- + U. S. News and World Report
- + World Week

General

- + Reader's Digest

Home Arts

- + Better Homes and Gardens

Music

Diapason  
Instrumentalist  
Musical America

Education

- + Education Digest
- + Today's Education

Library

- + Booklist
- + Library Journal
- + School Library Journal
- + Wilson Library Bulletin

+ Periodicals indexed in the Abridged Readers' Guide

Obviously not all schools will wish to subscribe to the same periodicals. The librarian should always have "on tap" information about more periodicals than are being received at a given time. There should be periodicals that the student will read and also those which will be helpful to the teachers. However, strictly professional periodicals in subject areas like the English Journal, etc. should not come out of the library budget.

Where shall one go for source material concerning periodicals? There are several places available:

1. Visit libraries and look over their periodicals.
2. Stop at newsstands and try to find and review worthwhile periodicals.
3. Obtain lists of periodicals from agents. Usually there is a classified section making possible the location of periodicals on specific subjects.
4. Use books and articles listed in the bibliography at the end of this chapter. These may be located in a city or college library.
5. Send for sample periodicals--not just one but several issues.
6. Do not forget that it is helpful to compare notes with other librarians and listen to suggestions from the faculty, and occasionally from students.

#### How to subscribe

Orders for denominational periodicals will go through the nearest Adventist Book Center.

Orders for secular periodicals will probably go better through a national magazine agent. In schools which are already dealing through a news company or some other agent, it might be well to continue the practice. In cases where no such agent has been located, a good one to select is the F. W. Faxon Company, Inc., Faxon Building, 15 Southwest Park, Westwood, Mass. 02090. Be sure to send for their annual publication, Faxon Librarians' Guide. It explains their rules for ordering, and also lists some 200 pages of periodicals with several items of information about each.

To make the budget go further one can sometimes find a student or teacher who will regularly bring, after he has had them in the home for a few days, some other periodicals that are acceptable.

The question as to which magazines to keep on file and how long, and which magazines to discard will often arise. The answer varies with such circumstances as:

1. Where besides the academy library are files of periodicals available?
2. What indexing is at hand?

3. How much space is there for filing back issues?
4. What is the need? Caution here! What is not needed today may be very much needed another time.

Back files of National Geographic, Insight, Guide, and Review and Herald will always be valuable. Therefore it would be well to have these bound and kept permanently. Some would add Readers' Digest to this list, and others might add a good news magazine such as U. S. News. Other periodicals can be tied or piled by years for one to ten years according to the policy established in the individual school.

The periodical subscription list should be reconsidered and re-evaluated each year. When subscriptions are renewed periodicals not used can be dropped and others added in their place.

The library usually subscribes to one or two local and area newspapers.

School libraries above the sixth grade should subscribe to the Seventh-day Adventist Periodical Index, Loma Linda University, Redlands, California 92505.

Files of the Review and Herald, Youth's Instructor, Signs of the Times, These Times dated prior to the SDA Index, which began publication in 1971, can profitably be scanned for articles on denominational leaders, denominational history, and other topics used in Bible classes and other areas of the school curriculum. These articles should be indexed by subjects chosen from Sears List of Subject Headings and from the Supplementary List of Subject Headings S.D.A. Periodical Index, published at Loma Linda University. Subjects from the S.D.A. list should be added to Sears when they are used.

The indexes published each year for Life and Health, Ministry, and Guide may be clipped from duplicate copies and put in binders for quick reference.

The following form for a catalog card for periodical articles not indexed in any other place has been found valuable (cf. p. 39-40):

Article from a bound volume

LOUGHBOROUGH, JOHN N.

R205      Lloyd, Ernest  
R32      Memories of Elder J. N. Loughborough. (In  
            the Review and Herald. vol. 139. November 8,  
            1962)

Article from an unbound magazine

SECOND ADVENT

Lee, W. S.  
Signs of Christ's coming. (In These Times.  
October, 1967)

Index to Free Publications is a rather recent publication. In the following list of free publications, those that are starred are not indexed in the IFP. Most titles in the indexed list are free upon request. Others have limited or controlled circulation restrictions. Some are available only to schools, only to business teachers, only through local dealers, etc. Addresses for some of these publications were not available, but they have been included for the benefit of those who may have access to their addresses.

The index would hardly be profitable for an academy library, but a wise usable selection of titles from the following list is recommended.

## FREE PERIODICALS

ADVENTURE ROAD (Amoco Chemical Co.)  
AEROSPACE (Aerospace Industries Association)  
AMERICAN BABY 575 Lexington Ave., New York, NY 10021  
THE AMERICAN FEDERATIONIST (AFL-CIO)  
AMERICAN SCHOOL AND UNIVERSITY MONTHLY 134 N. 13th St., Philadelphia,  
PA 19107  
AQUANOTES Center for Wetland Resources, Louisiana State University,  
Baton Rouge, LA 70803 bimonthly  
ARAMCO WORLD MAGAZINE Arabian American Oil Co., 1345 Avenue of the  
Americas, New York, NY 10007  
THE ATOM Los Alamos Scientific Laboratory, University of California,  
Box 1663, Los Alamos, NM 87545  
BALANCE SHEET South-Western Pub. Co., 5101 Madison Road,  
Cincinnati, Ohio 45227  
BEE HIVE United Technologies, Hartford, Connecticut 06101  
BELL TELEPHONE MAGAZINE AT&T, 195 Broadway, New York, NY 10007  
bimonthly - 36p. General articles with company tie in.  
BROOKINGS BULLETIN (Brookings Institution)  
BULLETIN Standard Oil Company of California, 225 Bush St., San  
Francisco, CA 94104 quarterly  
BULLETIN, THE German Information Center, 410 Park Avenue, New York,  
NY 10022 weekly Articles on economics and politics in  
Germany  
BUSINESS EDUCATION WORLD McGraw Hill Book Co., 1221 Avenue of the  
Americas, New York, NY 10020  
BUSINESS REVIEW (Federal Reserve Bank of Philadelphia)  
CALIFORNIA AGRICULTURE Publications, University of California,  
Division of Agricultural Sciences, 1422 S. 10th Street,  
Richmond, CA 94804  
CHRYSLER-PLYMOUTH SPECTATOR Chrysler Plymouth Division, P. O. Box  
857, Detroit, MI 48202  
CHANGING CHALLENGE General Motors Corp., 3044 West Grand Blvd.,  
Detroit MI 48231  
CNRS RESEARCH  
CONOCO '76 Continental Oil Co., Box 2197, Houston, TX 77001  
To libraries. General with company tie in.  
CONTINENTAL MAGAZINE  
DATA PROCESSOR International Business Machines Corporation, Data  
Processing Division, 1133 Westchester Avenue, White Plains,  
NY 10604  
DODGE ADVENTURE  
DU PONT CONTEXT 1007 Market St., Wilmington, Delaware 19898  
quarterly 38-36p. Economic, social, and political issues.  
ELEMENTS Dow Chemical Co., Midland Division, Midland, MI 48640  
EUROPEAN COMMUNITY  
EVERYBODY'S MONEY  
EXXON USA Public Affairs Department of Exxon Co. USA, P. O. Box  
2180, Houston, TX 77001 quarterly Beautifully illus.,  
on natural resources

FAMILY ECONOMIC REVIEW (Dept. of Agriculture)

FINANCE FACTS National Consumer Finance Association, Educational Services Division, 601 Solar Building, 1000 16th Street NW, Washington, D.C. 20036 monthly On consumer education

FOOD AND NUTRITION NEWS (National Livestock and Meat Board)

FORD FOUNDATION LETTER Ford Foundation, Office of Reports, 320 East 43rd St., New York, NY 10017 bimonthly Social and economic problems

FORD TIMES Contact local Ford agency monthly Excellent general articles

FREE PALESTINE P. O. Box 21096, Kalorama Station, Washington, D.C. 20009 Published by friends of free Palestine

FREEMAN, THE Foundation for Economic Education, Irvington on Hudson, New York, NY 10533

FRIENDS Ceco Publishing Co., Warren Plaza Building, 30400 Van Dyke, Warren, MI 48093 monthly Attractive illustrated articles on nature and travel Contact local Chevrolet agency

FUTURE Johns-Mansville Corp., Greenwood Plaza, Denver, CO 80217 3 a year 32p. General with or without company tie in.

HABITAT Central Mortgage and Housing Corp. Montreal Rd., Ottawa, Ontario, Canada K1A 0P7

HUMANITIES (National Endowment for the Humanities)

IH FARM FORUM (International Harvester Co.) 10400 West North Ave. Chicago, IL 60160

JOURNAL OF AMERICAN INSURANCE American Mutual Insurance Alliance, 20 N. Wacker Drive, Room 2140, Chicago, IL 60606 quarterly Consumer education illustrated

KELLY GIRL TEMPO Kelly Services, P. O. Box 1179, Detroit, MI 48232

KIWANIS MAGAZINE

LAME, THE Exxon Corp., 1251 Avenue of the Americas, New York, NY 10020 Quarterly General with or without company tie in colored illus.

MARATHON WORLD Marathon Oil Co., 539 S. Main St., Findlay, OH 45840 quarterly 34-28p. illus. General with and without company tie in Industry news

MAGIC CIRCLE Dana Corporation, P. O. 455, Toledo, OH 43692 quarterly On automobile mechanics

MARINE ADVISORY SERVICE NEWSLETTER University of Rhode Island, Narragansett Bay Campus, Narragansett, RI 02882 bimonthly Biology and oceanography

MARITIMES Graduate School of Oceanography, University of Rhode Island, Kingston, RI 02881 On marine biology and oceanography

MONTHLY ECONOMIC LETTER Citibank, Economics Department, 399 Park Avenue, New York, NY 10022 On economics

MONTHLY REVIEW (Federal Reserve Bank of New York)

NATO REVIEW

NEMAS INFORMATION University of Rhode Island, Narragansett, RI 02882 Monthly news sheet on marine life and oceanography

NEW YORK FOOD AND LIFE SCIENCES QUARTERLY Cornell University, Ithaca, NY 14850

**NINTH DISTRICT QUARTERLY** Federal Reserve Bank, 250 Marquette Ave.,  
 Minneapolis, MN 55480 monthly Banking economics  
**OIL PROGRESS** Caltex Petroleum Corp. Oil Lifestream of Progress,  
 Caltex Petroleum Corp., 380 Madison Avenue, New York, NY  
 10017 quarterly 24p. Educational institutions--illus.--  
 broad, general with company tie in.  
**ORANGE DISK** Gulf Oil Co., Gulf Oil Corp., Gulf Bldg., Pittsburg,  
 PA 15230 bimonthly 40p. illustrated General with  
 company tie in  
**PALESTINE DIGEST** League of Arab States, Arab Information Center,  
 1875 Connecticut Avenue NW, Suite 110, Washington, D.C. 20009  
 illus. Arab Israel conflict  
**PETROLEUM TODAY** American Petroleum Institute, 1801 K Street, NW,  
 Washington, D.C. 20006 quarterly 32p. illus. General  
 on petroleum and science  
**PHILIPPINES QUARTERLY** National Media Production Center, Manila,  
 Philippines Articles on Philippine life illus. 50p.  
**REPORT** (Dept. of Defense)  
**RESEARCH NEWS** (University of Michigan) Ann Arbor, MI 48104  
**RESOURCES** Pennsoil Co., 900 Southwest Tower, Houston, TX 77002  
 quarterly 24-38p. illus. General with and without  
 company tie in  
**ROAD MAPS OF INDUSTRY** The Conference Board, 845 Third Avenue, New  
 York, NY 10022 Excellent graphs on wide variety of economic  
 subjects published twice monthly  
**ROTARIAN INTERNATIONAL MAGAZINE**  
**ROYAL BANK OF CANADA MONTHLY NEWSLETTER**  
**SEVENTH SIX** (Union Oil Co.) P. O. Box 7600, Los Angeles, CA  
 90054 bimonthly 52p. General with company tie in  
**SPOT NEWS** Dow Chemical Company, 2020 Dow Center, Midland, MI  
 48640 quarterly illustrated Dry cleaning business  
**STAR** Box 325, Carville, LA 70701 bimonthly illus.  
 Information on Hansen's disease and rehabilitation  
**STEEL** American Iron and Steel Institute, 1000 16th Street, NW,  
 Washington, D.C. 20036 quarterly illus. Industry  
 and related subjects  
**TECHNICAL EDUCATION NEWS** 1211 Avenue of the Americas, New York, NY  
 10020  
**TENNESSEE VALLEY PERSPECTIVE** Tennessee Valley Authority, New  
 Sprangle Building, Knoxville, TN 37902  
**TEXACO STAR** Texaco Inc., P. O. Box 52332, Houston, TX 77052  
**TRANSMISSION** Northern Natural Gas Co., 2223 Dodge St., Omaha,  
 Nebraska 68102 quarterly 24p. General with and without  
 company tie in illus. Economics, civil and industrial  
 activity  
**UNIVERSITY OF CHICAGO REPORTS** Chicago, IL  
**WAR ON HUNGER** Agency for International Development, Publications  
 Division, Office of Public Affairs, AID, Room 4886, State Dept.  
 Building, D.C. 20523 Available to all who request. Monthly  
 Any aspect of international development 22p. Black and white  
 illustrated. Quite informative

WASHINGTON WILDLIFE (Washington State Game Dept.)  
WE Western Electric Co. 195 Broadway, New York, NY 10007  
monthly 36p. General with company tie in Features on  
people, products and policies of Western Electric and Bell  
system

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Dobler, Lavina G. The Dobler World Directory of Youth Periodicals.  
New York: Schulte Pub. Co., c1966.

Guide to 200 Free Periodicals in the Social Sciences, Education,  
Business, Management, Government. P. O. Box 304, Dunellen,  
New Jersey, 08812: Education and Training Associates, 1970.  
\$4.00

Index to Free Publications. Pierian Press, 5000 Washtenaw, Ann Arbor,  
Michigan 48104.

Scott, Marian H. ed. Periodicals for School Libraries, a Guide to  
Magazines, Newspapers and Periodical Indexes. Rev. ed.  
Chicago: American Library Association, 1973. \$4.95

Selection of 500 periodicals for K-12

Ulrich's International Periodicals Directory 1975-76, a classified  
guide to current periodicals, foreign and domestic. 16th ed.  
New York: R. R. Bowker Company, 1975-76. \$50.00

Wofford, Azile. The School Library at Work. New York: H. W. Wilson  
Company, 1959. \$7.00.

## CHAPTER 7

### THE LIBRARIAN SELECTS HIS MATERIALS FOR DISCARD

"Never should books containing a perversion of truth be placed in the hands of children or youth." M.H. 447

"The world is deluged with books that might better be consumed than circulated....The heart sickening recital of crimes and atrocities has a bewitching power upon many....The enormities, the cruelties, the licentious practices, portrayed in some of the strictly historical writings, have acted as leaven on many minds, leading to the commission of similar acts." C.T. 133

"If you would gather from the books you read that which would help you in the formation of your character, your reading would do you some good.... You cannot build a right character by bringing to the foundation wood, hay and stubble." A.H. 417

"Even fiction which contains no suggestion of impurity, and which may be intended to teach excellent principles, is harmful. It encourages the habit of hasty and superficial reading, merely for the story. Thus it tends to destroy the power of connected and vigorous thought; it unfits the mind to contemplate the great problems of duty and destiny." M.H. 445-446

#### Evaluating Existing Collections

In evaluating books in the existing collection, the staff should apply the same care as in selecting new books. They should set up standards such as the following to guide them in deleting undesirable books:

1. Unattractive books with small print, difficult vocabulary, or poor quality paper.
2. Out-of-date material on science, social studies, and technology (unless needed for comparative research).

Weeding is a very important part of book selection. How often do students lose their interest in reading because most of what comes to view is old and looks uninteresting. An academy library is not the place to keep unread and unreadable treasures. To be sure one might keep a very few old things to help in a talk on the history of books and printing, but don't clutter the shelves with old books. Here are some principles which one should follow in the matter of discarding books:

1. Books not used over a period of time, say five years, should be investigated and considered for discard.
2. College textbooks have no place on academy library shelves.
3. Books too difficult for academy students to understand, with the exception of a few which will be of benefit to the teachers, should be discarded.
4. Shabby books should either be repaired, rebound or replaced.
5. Books which do not in every way meet the standards for Seventh-day Adventist reading should not be kept on the shelves.
6. Old how-to-do-it books should be removed.
7. As a rule do not discard Seventh-day Adventist denominational books.

Duplicate copies of denominational books not needed in the library may be kept in the store room. Overseas schools often can use them. Always send a list of what is available and let the overseas librarian check what he can use. The local Missionary Volunteer Society may be willing to cooperate in financing the postage for such projects. Such books may also be shared with ministerial interns who are building up personal libraries.

Libraries from retired workers should be evaluated by someone who knows books. Send bibliographical information about out of print books, magazines, manuscripts, etc., to the librarian at Andrews University. They are prompt in giving evaluations of valuable materials, and they can be surprisingly enthusiastic over materials you may have.

When discarding make sure that the following activities are performed:

1. Remove the book from the shelf.
2. Go through the book and write or stamp "Withdrawn", or "Discarded" over every place where the accession number is written and over every place where the library stamp has been used; or tear the book apart and put it in the wastepaper basket to be burned.
3. Remove the shelf list card and
  - a. If other books are listed on the same card write "Withdrawn" and the date after the accession number for this book, then refile.

or

  - b. If this is the only book listed on the card, withdraw the card permanently.
- \* 4. Find the main entry in the card catalog and withdraw it.
- \* 5. From the tracing on the main entry or shelf list discover what other cards are made. Withdraw every one of them.

6. If you plan to replace the book, tie these cards together and keep them with the order card for the new copy, but make a shelf list card for the "lost book file,"

or

If you do not wish to replace the book, put the shelf list card (labeled "lost or withdrawn") into your lost book file and mark the other cards, indicating that they may be used for scrap.

7. If you keep an accession record, find in the accession book the number of the book being discarded. Opposite this accession number, in the column labeled "remarks" write what happened to the book and date it thus:  
Removed. 2-6-76, or if the book has been lost, write:  
Lost. 2-6-76.
  8. Add this to your perpetual records (discussed in chapter on records).
- \* Nos. 4 and 5 are not done if there are other copies which are being retained.

## BIBLIOGRAPHY

Erich, Martin. "Pruning the Groves of Libraro," Wilson Library Bulletin, 50:55-8, September, 1975.

The criteria for not discarding books from a public library may have some applicable suggestions.

Schurter, Jo. "Re-cycling Discards," Library Journal, 97:2911, 12, September 15, 1972.

Gives suggestions for getting discards from public libraries that may be valuable.

## CHAPTER 8

### THE LIBRARIAN PRESERVES HIS MATERIALS

Patrons are sometimes hard on books. No doubt some helpful hints can be given at orientation time. Building up a civic pride in the book collection is one way of preserving books and periodicals.

Books will look neater and last longer if a coat of shellac is sprayed over the spine after the call number has been lettered on.

In spite of the librarian's best efforts books will become smudgy and torn. Disreputable looking books should not be left on the shelves for circulation. A book that looks worn may be rejuvenated in one of several ways. If it is coming apart and the pages are good, it should be sent to the bindery. It will probably be stronger when it is returned than when it was new.

Books will last longer if they are protected by a plastic cover, which may include the book jacket if there is one. In that case, the call number is typed on a label applied to the book jacket.

Gaylord Brothers Clear Cover Shelf Binders may be used for denominational paper bound books that are used frequently. They come in different sizes and for books of different thickness. Gaylord's Magic Mend, a white adhesive that dries flexible and transparent, needs to be used on the moistened, gummed double stitched binder.

Gaylord Brothers Transparent Book Tape, a transparent flexible tape placed around the spine of any paper bound book will help preserve it.

Many minor repairs can be done by the librarian. This is not the place to give a course in mending and repair of a book. Gaylord Brothers will send a free booklet entitled Bookcraft that tells just how to mend and repair various types of disorders.

If the difficulty is just a torn page do not use ordinary Scotch tape. A special kind, called Scotch Magic Transparent Tape may be obtained from Gaylord Brothers. The 3M Company sells Scotch Brand Magic Transparent Tape No. 810 that is available at stationery stores. They do a beautiful job of mending torn pages. Regular Scotch tape will turn yellow and become brittle in time.

Books will last much longer if they are set straight up on the shelves, close to one another but not crowded, and with book ends holding them at the end of each row.

Periodicals may be protected in different ways. Those that are to be bound must not have holes punched in them. Different types of boxes are advertised in library supply house catalogs for housing magazines or pamphlets. Magazines may be punched and held together with string. Also they may, if not too large and unwieldy be glued together. To do this place the backs all even, hold tightly together in a vise, saw across the backs in three or four places about 1/8 inch deep. Then insert a string where you sawed. Next glue over with a tenacious glue like Glue Fast glue from Gaylord Brothers. Some may prefer to keep magazines in piles so that single issues can be loaned instead of the whole volume. Adjustable shelves are needed for this type of housing.

Magazines to be bound can be sent to the nearest S.D.A. bindery. Most of the S.D.A. colleges and some of the academies have book binderies. They will need instructions as to just how to bind, what color to use, how much of the title to print, etc.

Paperbound books do not rebind well at the regular binderies. It is cheaper to buy new ones. However there are companies which will prebind paperbounds in a substantial and attractive form. The following is a list of companies that prebind paperbacks:

American Bindery, Inc.  
914 Jefferson  
Topeka, Kansas 66607

American Econo-clad Services  
507 Jackson  
Topeka, Kansas 66603

L.E.C. Bookbinders, Inc.  
(E.B.S. Inc., Book Service)  
1091 Rockaway Avenue  
Valley Stream, New York 11580

Vinabind  
San-Val Inc.  
P. O. Box 340  
Steelville, Missouri 65565

When dusting time comes, it is best to use a vacuum on books and magazines. However, if that is impossible and one must dust with a cloth, be sure to dust away from the spine.

Leather books should not be shellacked but grease should be rubbed into the covers. There are special preparations which may be used.

Newspapers? You will not want to keep them long. Why not clip and keep a file of local news and history.

The following is a list of supplies for the preservation of books, pamphlets, periodicals, and audio-visual materials available from different library supply houses:

Audio-visual storage cabinets  
Book covers  
Book jacket covers  
Book repair materials  
Call number label protectors  
Clear plastic spray  
Magazine binders  
Magazine covers  
Pamphlet binders  
Pamphlet cases  
Princeton files  
Record labels

#### Library supply houses

Demco Company Educational Corporation  
Box 1488 Madison, Wisconsin 53701  
Box 7767 Fresno, California 93727

Gaylord Brothers  
Box 8489 Stockton, California 95208  
155 Giffort St., Syracuse, NY 13201

Highsmith Co., Inc.  
P. O. Box 25  
Fort Atkinson, Wisconsin 53538

Jostens Library Supplies  
Library Services Division  
1301 Cliff Road  
Burnsville, Minnesota 55337

#### Books Repair Slip

A check slip with a list of repairs most commonly needed will be time saving when checking books for needed repairs. Check the following:

Erase marks  
Mend torn pages  
Tip in loose pages

Paste in new date due slip  
Type new book card  
Reinforce binding  
Reinforce hinges  
Check all records for accuracy,  
if necessary, correct.  
Send to bindery

## CHAPTER 9

### THE LIBRARIAN BUDGETS HIS FINANCES

There are several reasons why every librarian should have a well planned budget. Certain reasons follow:

1. It forces a critical analysis of the funds.
2. It stimulates confidence
3. It causes an analysis of long range aims.
4. It helps the librarian to be specific with the administration.
5. It helps "sell" the library to the school board.
6. Wise use of funds, especially if careful records are kept, is a vote in favor of granting requests for more.

Of prime importance in making a budget is knowing how much one has to budget. The amount of money necessary to carry on a good school library is discussed in the chapter on standards and accreditation. Therefore, these pages are merely to tell how to plan the use of this money.

In the first place let it be emphasized that the librarian must know what he may spend. If the principal does not tell him, he should be sure to ask. In most schools this is a certain amount per student after the library has been built up to standard. In a small school the amount per student needs to be higher than in a larger school; for the students in a small school need to read the same books as those in a larger school. Until the library meets standards, extra appropriations should be allowed to bring the collection up to par. Extra appropriations may also be needed for sets such as a new encyclopedia or for unabridged dictionaries, etc. Money for equipment, binding and rebinding, student help and the like are from a different fund. It is the duty of the librarian to learn how finances for such items are obtained and to do his best to see that they are used wisely. It is his duty to make available finances do as large a service as possible. No school has money to waste.

No one person can plan exactly how all librarians should spend their budget. Each librarian should plan his own budget and take into account his individual circumstances. A budget should not be in constant use year after year. A new one is needed each year. As he makes his budget, the librarian should keep in mind the following:

1. More books are needed in the areas where more are used.
2. More than the usual amount of money must often be allocated to a certain area when:

- a. A new course in that area is added.
  - b. A new teacher takes over a class in a certain area.
3. Where weaknesses are discovered in holdings in certain areas, more of the budget should be put into those areas until the weaknesses are turned into strengths.

A balanced collection means something up to date and readable in every field, but it means also that more books are available in the areas where there will be a greater use. Checking the library holdings by the Gateway to Happy Reading, the Junior High School Library Catalog and the Senior High School Library Catalog is a good method to ascertain whether the collection is balanced.

The question will no doubt come up as to when the budget should be spent. That is a matter to talk over with the principal or business manager. A good way would be to spend about one third of it in the summer time so that the extra work of processing some of the new books can be done before school begins.

Whether some of it is spent during the summer or not, the librarian should plan to have approximately three fourths of it spent during the first semester. This gives opportunity for use of the materials during the last half of the year they are purchased. The remainder will be left for items needed during the second semester. The total budget should be spent before school closes.

Fines--yes, they will probably come. That is a matter for the librarian and the administration to settle. How much? That is an individual matter, too. If one can find a better way to get the books back on time, he should by all means use it. Fines should not, however, be counted in with the book budget. No one knows how much they will amount to. One hopes it will not have to be any. When some fine money is on hand, spend it for something extra. Money paid for lost books is different. Use it for replacements.

Gifts are something extra. They should not be accepted in place of the regular book budget. They should be accepted graciously but always with the understanding that you may dispose of them at your discretion should they not be usable. Then they should be screened carefully and added sparingly. Often books that are donated are not worth the time and money to process them. Sometimes they would be positively detrimental if added to the library collection.

## BIBLIOGRAPHY

Gateway to Happy Reading: Library Books for Elementary Schools and Junior Academies. 1978 edition. Washington, D.C. Sponsored by the General Conference of Seventh-day Adventists, Office of Education, 1978.

Schechter, Ilene R. and Bogart, Gary L. eds. Junior High School Library Catalog. Third edition 1975. New York: H. W. Wilson Company, c1975.

Fidell, Estelle A. ed. Children's Catalog. 12th edition 1971. New York: H. W. Wilson Company, c1971.

Fidell, Estelle A. and Berger, Toby eds. Senior High School Library Catalog. New York: H. W. Wilson Company, c1972.

## CHAPTER 10

### THE LIBRARIAN KEEPS HIS RECORDS

Though they may differ from library to library, every librarian must keep records. They serve several purposes.

1. They help guide the librarian in policy making.
2. They talk for more equipment, more help, more budget, etc., when presented to the principal and the board.
3. They are good to have when accreditors come around
4. They do an excellent job for public relations if they are used advantageously.
5. They are often rewarding in that they show improving trends.
6. They can be a danger signal at times. When they are, heed them.

Each librarian will want to decide just what records he will keep, either by learning what has been done before and keeping up, or by establishing his own record policies and following them. The following records are suggestive:

1. Order records.
  - a. Books ordered.
  - b. Books to consider for ordering.
  - c. Books rejected--cards for these should be kept. The reason for rejection should be recorded on the card.
  - d. Books received.
2. Accession record. There is a trend against using accession books; however, it is always necessary to keep a record of the books added. The accession number is a more convenient and perfect identification than a copy number. The standard accession books give opportunity for this. Because of the frequent transfer of librarians in our schools and because many "librarians" are not trained, it would seem well to continue the use of the accession records. Bound editions are preferable to loose leaf editions.
3. Periodical records. Periodicals should be recorded when received. A record must be kept of expiration dates. There should also be a record of the permanent files of periodicals kept by the library. These are adequately explained in Wofford, pp. 82-87.
4. Circulation records may be kept either by purchasing and filling in pages of the circulation record book furnished by Gaylord Brothers, or by mimeographing record sheets similar

to the records shown on Wofford, page 183. The whole circulation procedure is adequately explained there. An ingenious librarian will be able to adapt it to his needs. Each librarian will want to decide for himself just what circulation records, if any, it is profitable for him to keep.

5. Fine records. Fine records should also be kept. They may be kept thus on 3 x 5 cards.

Fine Record	
Date	Amt.
Jane Doe	.10

Each patron signs his name beside the fine he pays and puts the amount of the fine in the fine column. This might avoid an argument later. At the close of the day the total on the card should equal the fines in the fine box. The fines should be totaled daily and turned into the business office when a certain amount has accumulated. They should then be added to the statement of funds. The total amount received should be added to the annual statement of library receipts and expenditures.

6. Attendance records. To aid in knowing how much the library is being used, an attendance record may be made of the number who are in the library at a given time during the day. This should probably be done at peak attendance times to determine whether space is adequate, but it might be profitable to spot check at certain other times to determine hours when the library is needed. Of course library attendance includes only patrons, not study halls. However, if study halls are in the library, extra space is needed for
7. Perpetual record. Many times librarians are asked to tell the number of volumes in the library, at a given time (the present). Other times they are asked to give the number of titles. Sometimes inspectors even ask how many titles are from the H. W. Wilson library catalogs and from Gateway to Happy Reading. Checking the library by these catalogs is a very good idea. To do this ascertain how many of the titles listed in the catalogs are to be found in the library. Place a check or your call number in the catalog in the margin beside each book which is in both your library and the catalog. Do this as part of the cataloging process. Also indicate on the shelf list card which titles are listed in the catalogs. Because you need to know the number of volumes in the library, number of titles in the library,

and number of titles from the catalogs, it is wise to keep perpetual records in these three categories. Records may be kept in the following manner:

Perpetual Record No. of titles in X Library Sept. 30, 1975			
	On hand	Added	Withdrawn
000	45	/	//
100	72	//	
200	210	///	/
300	208	//	/
400	109		/
500	206	///	/
600	321	///	/
700	75	//	/
800	220	//	/
900	530	///	//
Total	1996		

Perpetual Record No. of titles in X Library listed in School Library Catalogs Sept. 30, 1975			
	On hand	Added	Withdrawn
000	20		/
100	25		
200	15		/
300	150	/	
400	25		/
500	100	//	/
600	150	///	
700	25		
800	125	/	/
900	375	///	/
Total	1010		

Perpetual Record No. of volumes in X Library Sept. 30, 1975			
	On hand	Added	Withdrawn
000	50	/	//
100	75	//	
200	230	///	/
300	240	//	
400	109		//
500	220	///	/
600	340	///	/
700	78	///	/
800	250	//	/
900	565	///	///
Total	2157		

According to the foregoing records the library had on hand at the beginning of September 1975, 2,157 volumes, but only 1,996 titles (due to sets of books and duplicates), 1,010 of the titles are listed in the catalogs. To date 11 volumes (6 titles) have been added in the 900's. Five of these titles are listed in the catalogs. also 2 titles, one of which is listed in the catalogs, have been withdrawn. Accordingly, a new card made at this time would read thus:

No. of volumes on hand (2157+22) 2179  
 No. of titles on hand (1996+13) 2009  
 No. of these listed in the catalogs (1010+7) 1017

These records should be kept constantly at hand and a mark should be added each time a book is added to the collection or withdrawn from it. It is best to settle on a certain time in the process when the mark should be added. This could be, for books added, when the shelf list card is filed and, for books withdrawn, when the shelf list card is withdrawn or when the particular book is marked "withdrawn" on the shelf list card.

At the close of each school year it would be well to prepare an annual statement such as the following:

Record of book collection - G. G. A. - 1981-1982  
 (This record shows titles only)

Class No.	Number in collection		Number added during year		Number removed from collection		Number in collection	
	Sept. 1981 St.Cat.		Purchase	Gifts	Lost	Discarded	June, 1982 St.Cat.	
000								
100								
200								
300								
400								
500								
600								
700								
800								
900								
W								

8. Financial records. Records should be kept showing how all library money is used. It is well to keep a perpetual record of funds spent. Then the librarian can readily tell just how much is on hand. The following headings may be used for a budget record book that shows what is spent for periodicals and books.

Author	Title	Retail price	Actual cost
--------	-------	--------------	-------------

A separate page may be used for periodicals. A separate record should be made for audio-visual materials. Separate records may be made for the cost of supplies, bindings, etc. At the end of each year statements of such funds should be made out. The annual statements should be filed for future use. The statement can be a simple one such as the following:

- Books purchased
- Periodicals purchased
- Books rebound
- Periodicals bound
- Equipment and supplies
- Audio-visual materials (Software--films, filmstrips, cassettes, slides, records, etc.)
- Audio-visual equipment (Hardware--projectors, recorders, etc.)
- Library fines received

These records will prove useful to the librarian when the new school year begins, whether the same librarian returns or another takes his place.

## BIBLIOGRAPHY

Wofford, Azile. The School Library at Work: Acquisition, Organization, Use and Maintenance of Materials in the School Library. New York: H. W. Wilson Company, 1959.

This book is compact and clear. It should be in every library.

## CHAPTER 11

### THE LIBRARIAN PREPARES FOR EVALUATION

Preparation for accreditation involves knowledge of denominational standards, local state standards, regional accrediting association standards and standards of the American Library Association.

#### Denominational Standards

The 1978 report of the Board of Regents lists as the seventh of ten criteria for upgrading schools to the senior secondary school level as follows:

The instructional materials center should:

- a. Be directed by a qualified instructional media person dedicating at least one-half time to this responsibility.
- b. Seat a minimum of 45 students simultaneously or thirty percent of the students in session, whichever is greatest.
- c. As far as possible have a minimum initial accessioning of 2,500 volumes with a balanced distribution, one-third of these to have been copywrited within the last ten years. Worthless and outdated books should be discarded.
- d. Provide for a minimum regular growth, as follows:
  - (1) In the North American Division a minimum annual expenditure of \$15.00 per student for books, periodicals, and media/software, based on a minimum of 100 students. These figures should be upgraded periodically.
  - (2) In other divisions the minimum expenditure should be established by the division commissions on education, based on the national economy. This figure should be upgraded periodically.
- e. Acquire pamphlets and/or magazines in addition to the book expenditure.

The 1978 Accreditation Standards, NAD K-12 Education Code, No. 5075, gives the following:

- 1) Under section D, Instructional and Special Service Staff:

#### Librarians

Adequate personnel. Schools with an enrollment of less than 300 students shall employ a librarian who devotes at least one-half time exclusively to library services.

Schools with an enrollment of less than 200 students shall employ a part-time librarian who devotes at least one-third of the school day exclusively to library services.

Preparation. The librarian shall meet the requirements for classroom teachers with reference to a degree and for general and professional preparation as outlined in Criterion V-B. The librarian also shall have a minimum of fifteen (15) semester hours of library science.

2) Under H, Instructional Media:

1. The librarian:

- a. Has professional training, meeting division standards.
- b. Works at least half-time in the instructional media center in schools with enrollments of less than 300, and full-time if enrollment is 300 or more.
- c. Has assistants to meet needed services.

2. Funds for the library are provided:

- a. From fees.
- b. As a regular item set aside annually in the budget for new books and magazines, in harmony with current NAD policy (in 1977, a minimum of \$15 per student for books, periodicals and media/software, based on a minimum of 100 students).

3. The list of new books to be purchased and the magazines subscription list are compiled by the librarian with the participation of the faculty and a screening committee.

4,5. Books and Periodicals

The library collections must be re-evaluated continuously in relation to improved curricula, content needs, and the school program. This process leads to the replacement of outmoded materials with those that are up-to-date, and the discarding of materials no longer useful.

a. General Works

A minimum of 5,000 volumes, including paperbacks, exclusive of textbook duplicates, shall be provided to meet the scholastic, cultural, and spiritual needs of the school, with an appropriate distribution throughout the Dewey classification. This represents a balance between the 2,500 of the North Central Association and the 6-10,000 recommendation of the American Librarians' Association.

b. Reference Works

An adequate number of current unabridged dictionaries, encyclopedias, yearbooks, and atlases shall be provided.

c. Periodical Subscriptions

The library shall subscribe to a minimum of forty periodicals. These periodicals should be geared to the areas of devotional, instructional, and general informational interest. Adequate provision shall be made for binding or otherwise preserving the back numbers of some for permanent use. Ordinarily the time span shall be five years for periodical holdings.

d. Professional Periodicals

The administration shall make available to its staff members such professional periodicals that will enhance their teaching program and enable them to keep abreast of developments in their chosen fields. It is recommended that the school subscribe to no less than five such periodicals, included in the forty above.

e. Adventist Publications

An adequate acquisition of up-to-date Seventh-day Adventist publications, both books and periodicals, shall be maintained.

f. Inter-library loans shall be recommended for special projects and study.

g. Newspapers

The number of newspapers for the school library is determined by the needs of the teachers and students for adequate coverage of local, state, national, and international levels.

h. Instructional Materials and Equipment

Audio-visual equipment and materials such as films, film strips, discs and tape recordings, pictures and slides, realia, and other materials should be catalogued and centered in the library services as much as possible.

6. The library books are properly classified and catalogued according to a recognized system.

7. The daily schedule is such that the library is open to students when they can use it.

8. The library has a rationale for using the open or closed shelf system.
9. There is evidence that teachers regularly make assignments that require students to use the library.
10. The library lighting is adequate by day and by night.
11. The library must:
  - a. Be easily accessible and attractive in appearance.
  - b. Have a seating capacity of not less than thirty, and be large enough to accommodate at one time at least twenty percent of the students in session. The standard is a minimum thirty square feet per reader.
  - c. Contain standard library equipment such as reading tables and chairs, desks or desk chairs, librarian's desk, cabinets for card catalogs and vertical file materials, magazine and newspaper racks, dictionary stands, cupboards, and shelving.
12. Students are encouraged to use the library for recreational reading and for self-improvement.
13. Procedures are followed for teaching students how to use the library.
14. The library is of value to the teachers of the school.
15. The librarian assists teachers and pupils in the selection and use of a variety of library materials.
16. Arrangements of interest-catching exhibits of library materials are being made by the librarian.
17. Records show evidence that the library is being used sufficiently.
18. If the library hall is used for any other purposes, these do not interfere with its primary purpose.
19. Special provision is made to maintain a strong religion section in the library:
  - a. The standard periodicals in the field of religion are well represented.
  - b. Seventh-day Adventist authors and periodicals are well represented.
  - c. Circulation statistics demonstrate how instructors in the Department of Religion are encouraging the use of these library resources.
  - d. Provision of materials has been made to aid in the preparation of teachers of religion for the Seventh-day Adventist school systems.

20. The annual record of library expenditures for the total library during the past five years meets the minimum and per student standards of the division. The Department of Religion accounts for 10-15% of this total.
21. Measures have been taken to ensure that the library holdings in all areas conform to the standards outlined in such documents as:
  - a. The Guide to the Teaching of Literature in Seventh-day Adventist Schools.
  - b. The Guidelines Toward a Seventh-day Adventist Philosophy of Music.
22. The library is the instructional media center and has materials available for use by the instructors:
  - a. Laboratory facilities have been provided for the various departments.
  - b. The learning resources are adequate.
  - c. Evidence can be presented that indicates that teachers and students in the various departments are using these materials and facilities.

The 1978 NAD Certification Requirements K-12, NAD K-12 Education Code, No. 5100, gives the following:

Librarian - An endorsement for librarian may be issued to a candidate who has completed a minimum of twenty-seven quarter hours (eighteen semester hours) in Library Science and Instructional Media, and qualifies for a Basic Teaching Certificate appropriate to the level of school in which he will be employed.

The Pacific Union Conference Code, 1975, contains the following, which may serve to exemplify union code requirements additional to the NAD, above:

2588 Reference books

Current unabridged dictionaries, encyclopedias, year-books, and atlases shall be provided, including the Seventh-day Adventist Bible Commentary, Bible dictionaries, concordances, and almanacs.

2596 Library record system

The library record system should include:

- a) An accession record book
- b) An alphabetical card catalog
- c) A shelf list
- d) A standard circulation record system
- e) Use of the Dewey Decimal Classification and the Cutter Author Table

#### 4552 School libraries

It is recommended that each school board upgrade and provide regular maintenance for elementary school libraries on the basis of allotting \$5.00 annually for each student enrolled with a minimum of \$150.00 per school per year.

Expenditures per student annually for academy library books and media material should be \$15.00.

#### Elementary Library, Instructional Media and Curriculum Materials

##### 2282 Library

Adequate provision is to be made for a school library. This may be either a central library or individual classroom libraries. Efforts should be made to maintain the number of library books currently recommended by the General Conference Office of Education.

Subscriptions to denominational magazines appropriate to the age and learning level of the students are to be ordered. Secular magazines, including news and geographic magazines, are to be provided.

Children's encyclopedias not more than five years old, dictionaries, atlases, Bible concordances, Bible dictionaries, Spirit of Prophecy volumes, including the 3-volume Index, the Seventh-day Adventist Bible Commentary, and special volumes in the areas of nature, fine arts, careers, and supplementary subject area books should be available in amounts sufficient for classroom use.

Appropriate accession records, card files, and classification systems are to be maintained. For an appropriate classification system see Section 2424 of the Code.

##### 2284 Instructional media

To enhance the learning experiences of the students and to assist in the task of meeting individual needs, a judicious method of selection and use of instructional media equipment and materials is encouraged.

Budgetary allocations should meet the current minimum General Conference recommendation for elementary schools.

#### Junior Academy Library and Instructional Media Center

##### 2422 Library or Instructional media center

Where possible, junior academies shall make provision for a special library room or instructional media center.

#### 2424 Library record system

The library record system should include

- a) Accession books
- b) Card catalog, alphabetically arranged
- c) A shelf list
- d) A standard circulation system
- e) The use of a standard classification system for small libraries such as:

(Note: The information from the rest of this section has been updated, since some of the publications suggested are out of print or out of date)

- (1) Abridged Dewey Decimal Classification and Relative Index by Melvil Dewey. Forest Press, 85 Watervliet, Albany, NY 12206 10th edition
  - (2) Sears List of Subject Headings, edited by Barbara M. Westby. H. W. Wilson Co., 950 University Avenue, Bronx, NY 10452
- e) A list of subject headings

#### 2428 Library accessions

A school offering the 9th grade shall have a minimum of 500 books suitable for students in grades 7 to 9, in addition to reference books. An additional 750 carefully selected titles, or a total of 1,250 books, exclusive of reference works, for grades 9 and 10 are to be provided in schools authorized to offer the 10th grade. Library books should be evenly distributed throughout the subject areas. There should be at least 50 titles suitable for collateral reading in each subject area being taught.

For economic reasons the use of suitable paperbacks is recommended. A library list of recommended books is published by the General Conference Office of Education, entitled Gateway to Happy Reading.

#### 2430 Reference Books

Current dictionaries, encyclopedias, yearbooks, atlases, and almanacs are to be provided. Special reference books are to be provided for research and enrichment opportunities in the area of religion; included among these should be complete sets of the Ellen G. White writings, The Seventh-day Adventist Bible Commentary, Bible dictionaries, and other religious resource materials.

#### 2432 Periodicals

Annual periodical subscriptions should include both religious and secular publications. Among the journals and magazines which should be included are

- a) The major Seventh-day Adventist journals and magazines
- b) Representative science journals
- c) News magazines or journals
- d) Special magazines for girls and boys
- e) Journals representing the major subject areas

2434 Instructional Media

The following factors should be considered in the selection of instructional materials and equipment:

- a) The learning needs of the students
- b) The economic limitations of the school
- c) The utility and flexibility of the equipment and materials
- d) The readiness of the staff to incorporate the instructional media materials into the curriculum
- e) The availability of the equipment to students and staff and the facility or ease with which the students and staff may learn to use the equipment.

For state library qualifications consult the following:

Franklin, Ann Y. "School Library Certification Requirements--Phase II," Library Journal, 98:3675-3687, December 15, 1973.

Gives the certification requirements and the courses required for librarians for each state.

This material is updated for some states in the Library Journal for December 15, 1974, on pages 3241-3245.

## AMERICAN LIBRARY ASSOCIATION STANDARDS

Standards set up by the American Association of School Libraries are published in the book Media Programs District and School, c1975. It is prepared by the American Association of School Libraries, the American Library Association and the Association for Educational Communications and Technology.

Pertinent quotations from this publication follow:

On School Media Staff and Responsibilities, p31,32

### RESPONSIBILITIES OF THE HEAD OF THE SCHOOL MEDIA PROGRAM

The head of the school media program is a media specialist selected on the basis of managerial and administrative competencies, coupled with a wide knowledge of media and expertise in instructional design. This person is responsible for developing, administering, and implementing a full media program. In large schools with a varied professional media staff, the head of the program may be a media professional other than a media specialist. In such cases, selection of the program head is based on the person's breadth of knowledge, experience, and leadership capabilities.

#### The head of the school media program

- Plans and administers the school media program, working cooperatively with the principal, the district media director, other media staff, and users, delegating duties and appropriate authority to members of the school media staff.
- Reports to the school administrator and works with administrative staff in planning ways to improve instruction.
- Sustains lines of communication established by the district media director and consults freely with that office.
- Plans and implements media program policies.
- Works with the district media director to coordinate the the school media program with other school media centers, libraries, and agencies in the community.
- Participates in the school's governing committee or council for curriculum and instructional planning.
- Works as a member of curriculum committees, textbook committees, and other instructional groups.
- Develops, proposes, and justifies budget requests for the school media program, in consultation with media staff members, principal, and district media personnel.
- Assists with the selection of personnel for the school media program.
- Provides media staff development programs and evaluates staff performance.
- Provides staff development programs for teachers in the evaluation, selection, and use of materials.

Serves as chairman of the media center advisory committee(s).  
Coordinates the formulation of the school's media selection policy in accordance with district policy.  
Coordinates the selection, organization, and distribution of materials and equipment.  
Develops a climate that encourages students and teachers to take full advantage of the media center and its resources.  
Interprets the school media program to students, faculty, administration, and community.

On Size Staff p. 33, 34, 35.

#### SIZE OF STAFF

Recommendations for size of staff for the school media program are influenced primarily by the number of users--students, teachers, and others--served by the school media program. Other variables that influence media staff needs include instructional approaches and emphasis; patterns of school organization; provisions for resource centers as satellites to the main media center; media program operations in such areas as television production and materials design and production; services provided by the district media program; and the level of use of the media program and its resources.

The professional staff, consisting of the head of the school media program and other media personnel as needed, is sufficient in number and variety of competencies to insure that the media program is planned carefully and implemented fully; that resources for teaching and learning are selected wisely and are made easily accessible; and that individualized media services to students and teachers are provided in optimum measure.

Each school with an enrollment of 250 students requires a full-time media specialist. Additional professional staff members are required to respond to the needs of users in schools with larger enrollments and to provide a full range of media services. One full-time media professional for every 250 students (or major fraction thereof) can implement a fully developed media program. This figure is recommended rather than prescribed, but should be noted that it is based on analysis of tasks to be performed and the time required to perform them.

Personnel requirements vary with circumstance. Schools with enrollments exceeding 2,000 students may find it possible to achieve a full complement of professional competencies and satisfy user needs with less than one professional for every 250 students. In other schools, the number of media specialists and other media professionals may have to be increased because of such factors as a student body with special learning problems, provisions for satellite

resource centers, and emphasis on such media productions services as graphics, radio, and television. Very small schools with one and two teachers in sparsely populated areas present unique problems in staffing for which the school district needs to devise alternatives to the full-time staffing pattern.

New schools require media programs comparable to those recommended for established schools. To have the media center in full operation when the new school opens requires advance planning with sufficient time and funds provided for this purpose. Appointment of a full-time media specialist and media aide to work a year in advance of the opening of a new school is essential for providing an operational media program.

Support staff of media technicians and media aides should be sufficient in size and in variety of competencies to insure that the media program operates efficiently, that sufficient technical and clerical skills required to perform particular media services are available, and that the time of media professionals is not usurped to perform support-level tasks.

TABLE 1.

RECOMMENDED STAFFING PATTERNS

School Enrollment	Professional Staff		
	Head of Media	Additional Media Professionals	Subtotal
250	1	0	1
500	1	0-1	1-2
1,000	1	2-3	3-4
1,500	1	3-5	4-6
2,000	1	4-7	5-8

(a) The balance of media professionals with specialized competencies to technicians depends somewhat on the quality of the support staff.

Each school with an enrollment of 250 needs a full-time media aide and, in most cases, a full-time media technician. A ratio of two full-time support staff members for every 250 students (or major fractions thereof) is recommended to fully implement a well-developed media program, again based on analysis of the tasks to be performed and the time required to perform them.

Adjustments in levels of support staffing or the ratio of aides to technicians depend on the needs of particular schools. The number of media technicians may be increased because of extensive media

production services and the number of aides increased to accommodate provisions for satellite resource centers.

Table 1 illustrates options in staffing school media programs to respond to user needs.

FOR SCHOOL MEDIA PROGRAMS

		Support Staff		Total Staff
Media Technicians		Media Aides	Subtotal	
(a)	(b)			
1		1	2	3
1-2		2-3	3-4	4-6
3-5		3-5	6-8	0-12
4-6		4-6	8-12	12-18
5-8		5-8	10-16	15-24

(b) The number of media technicians is influenced by the services provided from the district media program and by program emphasis within the school.

ON SCHOOL PROGRAM FACILITIES, p. 94, 95

Plans for the school media program facilities should take into consideration the following desirable characteristics:

The school media center is located to provide easy access and encourage frequent use.

The arrangement of facilities supports usage, with a traffic flow that minimizes interruptions and distractions.

While facilities are primarily for the user, there are adequate provisions for comfortable and efficient working arrangements for the staff.

The facilities of the media center create an environment that encourages the use of alternative media, that sponsors inquiry, and that motivates every type of student to use the collection and to draw upon media program services.

Viewing, listening, and reading areas are properly shielded from production and conference areas.

Facilities are available for use during and after school hours and during vacation periods.

Provision is made for equipment associated with production, evaluation, and use of materials.

Adequate electrical outlets, light control, telephone and inter-

communication devices, air conditioning, and sound control are provided as needed.

Temperature and humidity controls are provided to prevent deterioration of collections.

As needed facilities are identified, decisions are reached concerning areas to be included and their size and relationships. Within the media center and any accompanying satellite centers, all areas are interrelated to promote the effective operation of the media program and any given area may be planned to accommodate one or more functions. Decisions concerning relationships among areas reflect the needs of the individual school and determinations of area requirements are based on program activities.

The recommendations which follow are based on the needs of a school with 1,000 (or fewer) students. These recommendations can be adjusted to other populations, but all areas do not increase proportionally; for example, the space for storing back issues of periodicals in a school of 4,000 students is not four times that of a school of 1,000. Suggested square footage is supplied for each area, but these figures should not be totaled as the basis for overall area recommendations.

It is recommended that a school with 500 or fewer students have a minimum collection of 20,000 items or 40 per student. An item is defined as a book (casebound or paperback), film, videotape, film-strip, transparency, slide, periodical subscription, kit, any other form of material, or associated equipment. It is possible that the collection in larger schools may provide the needed range in content, levels, forms of expression, and formats at a ratio of less than 40 items per student.

## CHAPTER 12

### THE LIBRARIAN ORGANIZES HIS HELPERS

Student library assistants make important contributions to the operation of the library and receive significant benefits in terms of skills, social habits, and personal satisfactions. Careful planning is needed for the selection, training, and assignment of student assistants.<sup>1</sup>

In some places students help in the library for class credit rather than for pay. In such cases the librarian should take care that the student is given a variety of experiences and that his time is not exploited in repetition of trivial tasks. This work is to help the student develop socially and educationally and should be assigned with this in mind.

#### Volunteer Assistants

Many capable and interested adults, willing to dedicate a few hours a week for an extended period of time, may be found to serve as assistants in the book center. They may, in addition to serving students and teachers by checking books in and out, learn to do many of the steps involved in processing books.

In other cases students of good citizenship may work in the library voluntarily as an honor or citizenship responsibility, receiving neither pay nor credit. This is done in many public high schools. In such cases the above cautions are also pertinent.

Where student assistants are employed and paid wages, care must be taken that the state labor laws are not disregarded. Student assistants can be of great help to the librarian if they are carefully chosen. They should be selected by the librarian, who should ascertain that:

1. Their conduct is exemplary.
2. They are accurate and dependable in their work.
3. They are holding a good scholarship record.

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<sup>1</sup>Bulletin of the National Association of Secondary School Principals, 43: November, 1959.

4. They are advanced students.<sup>2</sup>
5. They have few absences or tardinesses.
6. They exhibit a willingness to work.
7. They show an interest in books and people.
8. They give evidence of a reasonable amount of initiative.
9. They are courteous.
10. They are neat and clean.
11. Their handwriting is legible.
12. They show respect for the library and its rules.

Certain jobs in the library can be done well by student assistants. Others should not be done by them but by the librarian. A list of duties to be performed in a school library is compiled and classified by type of worker, in Fargo.<sup>3</sup> This is a valuable guide.

The work given to student assistants in each library will differ. Following is a suggested list of duties which may be delegated to the student assistant:

**Housekeeping duties:**

- Shelving books
- Reading shelves
- Arranging flowers
- Watering plants
- Adjusting shelf labels
- Straightening chairs and tables
- Straightening periodicals on shelves

**Circulation duties:**

- Charging books and other library materials (checking them out)
- Discharging books etc. (checking them in)
- Making out fine notices
- Making out overdue notices
- Receiving and recording fines
- Taking record of circulation
- Filing charging cards
- Looking for missing books
- Gathering books to be put on reserve

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<sup>2</sup>Those who have had some training in library science give better service than untrained ones. The beginners in library work are usually best chosen from the junior class. This gives an opportunity to serve two years. However, it is sometimes wise to choose a senior even though he will give only one year of service. Likewise, it is sometimes wise to choose a sophomore if he has had some training and his scholarship and work habits are good.

<sup>3</sup>Fargo, Lucile, The Library in the School. (American Library Association, 1947.) p. 126.

Putting books on reserve  
Taking books off reserve  
Setting daters  
Keeping clean cards in books by making new ones when needed  
Preparing reserve lists

Processing duties:

Opening books  
Stamping books  
Collating books  
Accessioning  
Lettering  
Spraying books  
Typing pockets and book cards  
Pasting in pockets and date due slips  
Opening and stamping periodicals and newspapers  
Checking in periodicals  
Arranging periodicals on shelves  
Typing catalog and shelf list cards<sup>4</sup>  
Writing call numbers and other information in books  
Mounting maps and pictures  
Making folders for vertical file and picture file  
Reinforcing pamphlets  
Preparing orders for printed cards  
Filing catalog cards above rod  
Processing audio-visual materials

Miscellaneous

Putting book jackets on books  
Filing or clipping book jackets  
Making posters  
Assisting with inventory  
Doing simple mending  
Notifying faculty of new books  
Monitoring desks  
Preparing simple bibliographies  
Helping students locate material  
Helping students use Readers' Guide, dictionaries, etc.  
Cleaning books  
Typing correspondence  
Ordering free materials  
Filing pictures and vertical file material  
Filing audio-visual materials

The following list of duties is to be performed by the librarian, not left for student assistants:

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<sup>4</sup>Only occasionally in the academy can a student be found who can do this job satisfactorily.

Administrative:

- Directing library policy
- Scheduling and supervising staff
- Programming pupil attendance
- Planning library quarters
- Planning and arranging equipment
- Planning publicity, public relations, etc.
- Business administration:
  - Budget making
  - Working with central office
- Determining routines, rules, etc.
- Organizing circulation work
- Making reports
- Cooperating with:
  - Public library
  - Supervisors
  - Pupil organizations
- Making contacts with:
  - Parents and teachers and their organizations
  - Professional organizations

Technical

- Evaluating:
  - Books
  - Periodicals
  - Audio-visual materials
  - Pamphlets and miscellany
- Selecting:
  - Books
  - Periodicals
  - Audio-visual materials
  - Pamphlets and miscellany
- Acquiring:
  - Books
  - Periodicals
  - Audio-visual materials
  - Pamphlets and miscellany
- Classifying
- Cataloging
- Shelf-listing
- Indexing
- Checking filing in catalog
- Carrying out binding routines
- Organizing audio-visual aids and pamphlet collections
- Organizing lending system
- Keeping up on professional reading

Educational

- Reference work
- Bibliography making
- Reading guidance

Library instruction  
Project making  
Assisting teachers in project making, curriculum enrichment,  
professional improvement  
Assisting parents and teachers in reading guidance, pupil  
adjustments  
Preparing exhibits  
Studying curriculum  
Directing clubs  
Attending faculty meetings, teachers' conventions, etc.  
Serving on curriculum committees  
Reading educational literature  
Visiting classes  
Maintaining discipline

It is not wise for a "librarian" who has had no library training to attempt to teach a class in library science to academy students.

An important tool which will aid the librarian in training student assistants is the staff manual. It serves two important purposes. Because so much of the work is done by student assistants it will save much of the librarian's time if information about various routines, practices, regulations, policies, and procedures is written out and placed where it can be consulted regularly. This procedure book serves also as a guide to a new librarian. It helps avoid variations which may become embarrassingly confusing. The staff manual is best done in loose-leaf notebook form so that a page may be removed and another inserted when a policy of procedure is changed.

The staff manual should function in at least ten ways:

1. Give the librarian a detailed and comprehensive view of the work of the entire library.
2. Furnish the pupil assistants with specific information.
3. Serve as a means of standardization of routines and practices.
4. Reveal irregularities.
5. Reveal outworn methods.
6. Give assurance that the work is being done in the most desirable way.
7. Place responsibility.
8. Establish precedent.
9. Speed up absorption of new pupil assistants.
10. Give a complete picture of the varied types of work and processes which an academy library staff has to perform.

No two staff manuals will include the same material nor be arranged in the same way. The staff manual should include concise statements on every process carried on in the library. A table of contents for a staff manual follows. It is merely suggestive.

## Introduction

- Objectives of the academy library
- Purpose of the staff manual
- Student conduct and discipline in the library

## Administration

- Members of the library staff and their duties
- Conduct of pupil assistants
- Library hours

## Circulation work

- Aims
- Duties of the circulation counter
- Explanation of the tray at the circulation counter
- Fines
- Shelf work
- How to deal with miscellaneous items
- How to put books on reserve

## Reference service

- Aims
- The vertical file
- Indexes
- Bibliography
- Shelf work
- Shelving books
- Reading shelves
- Taking inventory
- Withdrawing books from circulation

## The acquisition and preparation of books

- Ordering
- Invoices
- Accessioning
- Mechanical preparation of books (opening and stamping)
- Preparation of miscellaneous materials such as pamphlets, pictures, filmstrips, slides, records, cassettes, etc.
- Sample catalog including models of all cards used in card catalog

## Publicity

- Book displays
- Advertising on bulletin boards
- Book notes in school paper
- Pasting book notes in books
- Caring for book jackets
- Reports

## Periodicals

- Card file of periodicals currently received with sample cards
- Card file of back numbers, with sample cards
- New subscriptions and renewals

### Bindery work

- Periodicals - which are rebound, when, and how prepared
- Rebinding - how accomplished

### Cataloging and classification

- Aims
- Printed catalog cards
- The local unit card
- The work of the student typist
- Brief rules of filing catalog cards

### Book selection

- Aims
- Methods

### Supplies - sources

### Forms used in academy library

### Standards and accreditation

- Statements of state and regional associations regarding the physical plant of the library, its holdings, and the training of the librarian.

The following paragraphs are quoted from an academy staff manual. They will be a guide to show how much detail should be used in explaining a process.

## HOW TO CHARGE BOOKS

There are four types of books in the library:

1. Reference books which are designated by an R on the back of the book before the call number. Bound magazines, encyclopedias, and reference books on specific subjects such as Bible dictionaries, Bible concordances, music dictionaries, etc., are shelved in the Reference section. Reference books should be used in the library as far as possible. They may be loaned for overnight, but only with the librarian's permission.
2. Reserve books are books set aside for special assignments by a teacher. They are kept behind the circulation counter and are loaned for periods or for overnight. They may be taken for overnight at the close of the last period.
3. Fourteen day books. Most of the books in the library may be loaned for fourteen days. They may be renewed unless there is a waiting list request for the book. They are equipped with white charging cards.
4. Oversize books which are not easily shelved with the regular collection are kept in a special place. The F before the

call number labels them as oversize books. Some are reference books and some are fourteen day books.

#### TO CHARGE FOURTEEN DAY BOOKS

1. Have the student write his name on the book card taken from the book pocket.
2. Check accession numbers on card and book to make sure this is the card that belongs to this book.
3. Using the date stamp marked 14 days, stamp the date neatly on the card and on the date due slip.
4. Check the card to see that the student has signed his name clearly--first and last names are needed. Then file the card behind the date guide numbered with the date the book is due. For example, if the book is due September 21, file the card behind the 21 in the charging tray.
5. File book cards by call number behind each guide card. Study the following arrangement of call numbers.

030.7	170	220	220.1	220.14	2220.2	390
L 76	D 19	F 14	B 46	C 13	L 16	R 36

640	640	808	920	921	930	947
Ad 2	B 14	C 36	C 76	L 16	St 4	B 67

6. If you are busy serving at the counter, place the book cards in the section marked To file and then file the card later. Do your best to clear the To file cards at least once during the period.
7. Never permit a student to take a fourteen day book from the room or a reserve book to a table without making the proper record on the book card. A forgetful memory is a poor substitute for a card record.

#### TO CHARGE LIBRARY MATERIALS TO TEACHERS

All books, magazines, etc., loaned to teachers are charged for an indefinite time. In the date due space on the book card or charging card and on the date due slip write the letter T instead of date due. The T stands for teacher. The book card is then filed behind the guide marked Staff.

#### TO CHARGE RESERVE BOOKS

1. Reserve books are kept under the counter near the doors. They are charged out for one period during the morning session or for overnight at the end of the last period. Reserve books borrowed for overnight are due the

first period on the next school day. Heavy demand on books may make it necessary to hold some for afternoon use.

2. Use date stamp labeled Today to stamp the date on the blue reserve book card and on the date due slip. In the column between the date due and the student's name write the number of the period due. For reserve books loaned during the afternoon for use in the library write A in the period column. If the book is being checked out for overnight put 0 in the period column to indicate that the book is to be returned the next school day. Use the date due stamp marked Tomorrow for reserve books charged for overnight.
3. Be sure to always tell a student that a reserve book is due at the end of the period or before his first period class the next morning.
4. Check the card to see that the name is written clearly, then file the card in the charging tray behind the guide for Reserve Books.

820.8      Reserve Book      5127  
C 88

Title English Writers

Date	Per.	Name

TO CHARGE MAGAZINES

1. Current issues of magazines may not be loaned except by special permission of the librarian.
2. Back issues of magazines on file in the library store room are loaned by using magazine charging cards kept in the charging tray. Be sure the information needed is carefully filled out. Loan back issues of magazines for overnight. If the student needs more time ask him to arrange with the librarian.
3. File magazine charging cards behind the date due. Place them in front of the book cards.
4. If there is no date due slip in the magazine, paste one in at the top of the inside cover or the first page.
5. When magazines loaned on magazine charging cards are returned, the charging card should be taken from the charging tray and destroyed. The magazines are then ready to be put away.
6. Bound volumes of magazines marked R, which stands for Reference, are not loaned without the special permission of the librarian.

<b>MAGAZINE</b>	
<b>CHARGING CARD</b>	
Name	_____
Name of magazine	_____
_____	_____
Date of Magazine	_____
_____	_____
Date Due	_____
Charge back issues for overnight. If more time is needed ask the student to arrange with the librarian.	

Since each library will have its own way of doing each of these tasks, a general manual which would apply to all cannot be written.

Some librarians find it profitable to have each process typed separately, mounted on cardboard and covered with a plastic folder. In that way any student doing a process not familiar to him may be handed instruction for his work, and yet the instructions are kept neat for the next person. Often a trained student can be put on the job with an untrained one, thus he can save the librarian time by helping to instruct.

As often as possible each student should be assigned his work in advance, or an assignment sheet should be given him as he begins work so that time will not be needlessly lost at the beginning of the work period. Each assistant should be assigned his group of shelves to keep in order so that shelf reading will not fall too heavily on a few. To avoid monotony these groups of shelves may be rotated among the student assistants.

It is wise to meet all of the student assistants together once each week for announcements and for the opportunity to talk things over. At such meetings much can be done for the morale of the staff. Students are encouraged thus to pursue carefully this necessary work.

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## CHAPTER 13

### THE LIBRARIAN HELPS HIS SUCCESSOR

Just as the librarian may help his student assistants by providing for them a written guide, so may he help his successor--as well as himself--by such a guide.

In addition to leaving a substantial staff manual, there are several other ways in which a librarian may help his successor. Each spring copies should be filed of financial reports, annual reports to the principal, circulation reports, statement of policies, as well as of work in progress. The Sears list of subject headings should be kept continually up to date by adding any new subjects used. Likewise, notations should be made in the Dewey Decimal book concerning policies established in classification.

Other records which may prove valuable to one's successor are records of attendance, of books put on reserve, of books purchased, of accessions, and of books retired. If proper records are kept it is not difficult to produce statistics when they are called for.

To make it easier for the next person to find all of these essentials (assuming that the librarian leaves in early summer and his successor does not come until autumn) it might be well to leave in the librarian's desk drawer a letter explaining where to find these various records. A carbon copy put into an envelope, addressed to the next librarian and left with the principal for delivery will be a safeguard against loss.

## CHAPTER 14

### THE LIBRARIAN PROVIDES ORIENTATION

Orientation is a continuing process. The freshmen need to know how to use the library. But wait! Don't attempt to teach everything all at once. Experience has proved that attempting to teach freshmen all about how to use the library during the first week of orientation is of little value. Yet they must know something about it at the beginning.

Orientation to the library is done by various methods. Often a beginning is made during the first week. These beginnings range all the way from a student-conducted tour ending with refreshments, to two hours of concentrated study followed by a quiz. Often the new students are introduced to the library through pictures together with a lecture. Many times the larger share of library orientation is done in conjunction with other classes but in some places all freshmen and other new students are required to attend a library class. After the completion of this classwork they are given some sort of research which will require use of the library.

A survey was recently made involving 100 reference librarians in college libraries and including also English and social science teachers. They listed weaknesses in secondary school training as:

1. Inability to use the card catalog, especially the subject approach.
2. Unfamiliarity with use of indexes.
3. Apparent lack of practice in library usage and research procedures.
4. Inability to "pursue research."
5. Inability to compile a bibliography.
6. Lack of ability to evaluate and be selective in sources.
7. Lack of knowledge of major reference works.
8. No uniformity in high school preparation.
9. Failure to use a variety of sources.
10. Frequent plagiarism.

Various work has been done in an attempt to overcome these weaknesses. One high school experimented with separate library classes. They concluded, after considerable experimentation, that

it is better to teach use of the library in a separate library class. They have assigned work to these classes as follows:

Grade 7.

Alphabetizing and introduction to library catalog cards, film strips on library procedure, learning to designate rooms and library materials by their proper names.

Grade 8.

Introduction to the D.C. system,\* learning locations in the library by making floor plans, learning the parts of a book, knowing types of cards in the catalog, and learning about call numbers and call slips.

Grade 9.

Introduction to indexes, interpretation of entries, encyclopedia and dictionary exercises, studying the card catalog and using call slips.

Grade 10.

Introduction to bibliography, exercises with indexes, dictionary and encyclopedias.

Grade 11.

Looking up answers to specific questions in available reference books (this calls for all types of reference), reading catalog cards, making call slips and finding books, making a bibliography on an assigned subject, finding own material without assistance, final exam as a "try-out."

Grade 12.

A work-out on handling all library materials. Trip to a public library in which the librarian takes over for a period of lecture, acquaintance with the L.C. system and comparison of it with the D.C. Final test.

Another library finds that giving library instruction in connection with other classes is best for them. They work with the English and social science classes thus:

English I.

Study use of encyclopedias, dictionaries, and the card catalog--author, title and subject cards; one day on the history of libraries; a guided tour with Dewey; use of a large map showing locations of library materials.

English II.

Make a book on vocations. This means studying the abridged Readers' Guide and the pamphlet file. This "book" is to contain covers, end pages, title page, copyright, contents, body, appendixes, glossary, bibliography, (general reference, books, pamphlets, magazines, an interview), index.

\* Decimal Classification

### English III.

Work with social science group to produce papers on various phases of the history of the state. There must be at least 30 note cards and final work is to be either a minimum of 2,000 words or 500 words and a map. Same outline is followed as in English II but illustrations added and book must have at least four chapters and a title page. This means bibliography work, note taking, indexing, outlining and footnotes.

### English IV.

English students must produce a paper - an essay or some other paper such as history of an English poet. This means use of footnotes. The Stanford rules for term paper are used. The student spends two weeks or more on this.

Other examples are given in the chapter on cooperation with other members of the faculty. In many cases films have been used. A very good article in the May, 1955 Library Journal (see bibliography) lists available worthwhile films. However, this list is now out of date. Best consult the Educational Film Guide and learn what is available now. At the time of this writing there are at least four good ones available. See under films in the bibliography.

A number of schools found that they could teach better by the use of homemade slides. The slides are made in color and are accompanied by a lecture either on tape or personally given. The librarian plans the composition of the slides and the lecture. However, the slides are actually made by someone in the science department and the lecture sometimes given by an English or social science teacher. In this way the student is better trained for what is in the local library.

Besides the work done formally in an orientation, library class, or in connection with some other class, there are many informal ways to teach the use of the library. Some of them follow:

Chapel periods may be used for general instruction, for book talks, for arousing interest in a contest which will send students to the library, for administration of screening questions which will let you know how much instruction is needed, and for skits or other instructional programs.

Library Week in the spring and Book Week in the fall give opportunity for posters and book lists.

Posters may be instructive as well as artistic and entertaining. They may be placed at strategic points. For example, posters explaining catalog cards should be placed on or near the card catalog.

Bulletin boards may teach much if carefully prepared. Wilson Library Bulletin prints pictures of bulletin boards each month. Most of them are promotional rather than instructive. Vary them for your needs.

Library guide. Data-Guide, Inc., 40-07 149th Place, Flushing, New York publishes a very attractive Library Guide. It is a notebook-size plastic page which gives much information about how to use the library. The price is 35¢. Send for one and discover whether it will be profitable in your school.

A student manual is an excellent help. It should be brief, giving a welcome, stating the hours open and briefly the regulations, then giving brief explanations showing how to proceed with library study and research.

Don't forget the faculty either. Some of the librarians in larger schools prepare faculty library handbooks. Perhaps that won't be necessary in your academy, but take advantage of a faculty meeting to let the teachers know you are eager to help them with the education process and to instruct them as to how you plan to work with the students. Give them a copy of the student handbook and tell them what your plans are for teacher loans, etc.

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A study of what was done in a high school in Churchill County, Nevada. Teachers and librarians cooperated. Careful list of what was accomplished in each grade.
- "What Should College Freshmen Know About the Library?" Library Journal, 85:828, February 15, 1961.  
Lists weaknesses in secondary school library training as found in college freshmen. Also lists skills taught in high school that prove most helpful.

### Films for Library Orientation

- Secure from: Joseph E. Lateana, Film Library Supervisor,  
Public Film Rental Library  
University Extension  
2272 Union Street  
Berkeley, CA 94701
- 3699 Know Your Library - Sound, 10 minutes. (Coronet) \$2.00. Shows overall organization of school library, how to use the card catalog, principles of Dewey System, arrangement on shelves, how to use encyclopedias, Readers' Guide, vertical file, and others.
- 4640 The Book - Sound, 18 minutes. (Encyclopedia Britannica Films) \$3.00. Production of a book from writing to selling.

5386 Keys to the Library - Sound, color, 14 minutes. (Smith and Holst Film Library, Inc.) \$4.00  
Covers points usually stressed in library orientation instruction - Dewey system, open stack policy, floor plan, card catalog, Readers' Guide (and other indexes), encyclopedias, dictionaries, biographical dictionaries.

Carpet Under Every Classroom - Sound, 17 minutes. (Hoch, Marion, 1957)

Depicts a creative and resourceful library program which is an integral part of a modern high school. Shows how good library service aids teachers, students and administration in realizing educational objectives.

## CHAPTER 15

### THE LIBRARIAN ENCOURAGES HIS PATRONS TO READ

One of the most important jobs the librarian has is that of bringing books and people together. There are many ways of encouraging patrons to use the library and its facilities.

The librarian's most important public relations job is with the students and teachers in his school. How does the librarian answer questions? What kind of first impression does the library give as the door is opened?

Foremost, is the friendly, personal service of the librarian and library workers. A good motto for the one in charge of the circulation desk could be "A smile given with every book." Questions asked by patrons should be answered as promptly and accurately as possible, with an attitude of sincere interest on the part of the worker.

This friendly, helpful attitude is most important in library public relations. However, it needs to be supplemented by devices that will bring new books to the attention of unheeding people.

According to Elliott Ketcham,<sup>1</sup> "Educational display rarely supplies the complete story, but serves as a bridge that enables the viewer to reach new shores."

The first thing a display must do is attract the attention of the people going by. It must be catchy enough to be noted in the few seconds it takes to pass by, plain enough to be understood by the slow student and yet clever enough to be appreciated by the better ones.

This can be accomplished by color, line, and key words. Yes, but to them must be added hours of time, careful work and discerning study. Originality is always helpful, but one doesn't have to be original to make good displays on bulletin boards or peg boards, nor in display windows or cabinets. Wilson Library Bulletin is full of ideas and pictures of displays that most folk don't see. Borrow something from it or send for one of the books listed in

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<sup>1</sup>Ketcham, Elliott. "Educational Displays for the School Library," Wilson Library Bulletin, 35:534, March 1961.

the bibliography at the end of this chapter. Nine chances to one, you'll have an original idea after studying one of them. If you don't, borrow one.

Bulletin boards are very useful in an academy library. Some libraries have one special board just to advertize new and interesting books. This can be changed once a week, or as often as need be. Colorful book jackets with interesting titles and pictures can be the focal points of the display. Take care in placing posters. It is usually better to make a poster out of a bulletin board than to fasten a poster onto it. One academy librarian has used strips of wall paper to cover old, worn-out bulletin boards, and contrasting colored yarn for key-words and interesting line directions. Another cut book jackets into shapes of the states and put together a book jacket puzzle map of the U. S. She tried to find a jacket fitting each state and cut each to scale. Yet another used the face of an old-fashioned clock without the hands. Along with this she placed book jackets and labeled it "Timeless Books." Most important in making displays is to remember simplicity and neatness.

In addition to bulletin boards there are also peg boards, window displays (if there isn't a place for a display window in the library try borrowing one in another department. Display something from the department along with related books), also exhibit cases and bookracks. A number of the newer libraries have a whole section of one wall covered with cork. Here exhibits may be either large or small.

There are other ways than displays to attract attention to books and periodicals. What about a cozy hour in the library once a month to view a film or hear a good book review. Some of the newer books placed in a small bookrack at the circulation desk will attract the attention of passers by.

Chapel times, too, offer opportunities for the library. Just a book talk may be what you want or two or three short book reviews by students. If you are looking for something more pretentious, here are some ideas that have been tried successfully:

1. Dr. Bookavitch, a bibliotherapist, recommends certain books for curing physical and mental difficulties.
2. A quiz program is given. Answers to be found in library books.
3. "A day in the library" is a program when brief scenes can be given from a college, county, city or hospital library.
4. Impersonations of characters from books - the audience guessing names - are well received.
5. Panel book discussion by a class, the class to have had previous practice, will often inspire reading.
6. Contests for best library manners, best poster, poem or essay, will require help from teachers but is rewarding.

Public relations with the faculty are very important. The teachers should be sent lists of recent acquisitions to the library - call numbers and dates added, please. They should be informed of the library's services to them and to students. They should be consulted about books purchased, books weeded out, and reading goals attempted. But more of this in the chapter on coordination.

What about the librarian's public relations with the constituency? The librarian should be able to discuss intelligently the operations of his school, and especially of his department, the library. He should also know about his community - its history, its industries and its leaders.

In everyday conversation with parents and acquaintances he can often give suggestions regarding purchasing a book, either for gifts or personal use. Or he can tell about a new book of current interest for which he has just read a good review. He may be asked to serve on a committee or to give a talk about books on current trends in some field. These civic duties he should perform with cheerfulness, being as helpful as possible.

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Says "A good bulletin board is not an accident" and gives a list of things on which it depends.

## CHAPTER 16

### THE LIBRARIAN WORKS WITH EXCEPTIONAL YOUTH

Rene spent her first four school years as a retarded child. At the end of the four years, although she could not read above the first grade level, she was given a social promotion to grade four. The church school teacher gave her simple library books, not readers, until the classroom supply was exhausted; then she took her problem to the public librarian. The child's interest was so aroused that during the following year she read ninety-nine books and raised her reading level almost two years.

Ross taught himself to read before he entered school. Quickly he read all the available classroom books and made a nuisance of himself. The wise teacher persuaded the child's mother to seek help from the public library. Soon the child was engrossed in things to read and to do. He ceased to be a nuisance. What is more, at the end of his first year his performance on his achievement test was one hundred percent correct.

These two examples are taken from a grade school in California. Similar circumstances could be related from student experiences on the high school level.

The librarian must know how to recognize the gifted child as well as the retarded. Paul Witty defines the gifted child as one "whose performance in a potentially valuable line of human activity is consistently remarkable."<sup>1</sup> Those with a high abstract intelligence show it by a highly developed vocabulary; an early interest in atlases, dictionaries and encyclopedias; enthusiastic observations concerning flowers, birds, stars, animal life, etc. They usually learn to read without being taught; they seek proof and desire to understand; they have varied interests; follow hobbies and turn early to the more serious type of reading; they are usually more responsible. Often they read widely, but sometimes they read too narrowly. Occasionally they lack drive and use reading as an escape mechanism because they are shy with those of their own age, for bright children find it no easier to adjust emotionally to environment than do the average.

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<sup>1</sup>Witty, Paul. "Enriching the Reading of the Gifted Child," Library Journal, 80:2619-2623, November 15, 1955.

They need to be encouraged to read material that can be discussed with, and contributed to the group. They need to feel that they are a part - not apart. Haggard found that by the seventh grade the gifted were leaders holding important offices but that they were respected rather than liked.<sup>2</sup> They need stories that show them how to rise above their environment and give them psychological independence. They need a balanced reading program. They need reading that will be a source of happiness, not an escape from unhappiness. They need the focus on necessity of work for the world, including insignificant jobs well done.

But how may all this be accomplished? Wayne State University carried on a study with 446 students of Detroit who had I.Q.'s above 120. They found that these students read more than adults, that 60% of the books they were then reading were non-fiction, that they seldom checked novels as books they liked best, that there was an inconsistency between the things they did and the books they claimed to like best, that their reasons for liking a book revealed little serious reflection or interpretation.<sup>3</sup>

It is interesting to note that these young people rarely said they liked biography best, exhibited very little interest in books on hobbies, and very few said they had been led to books by means of the television. However, their newspaper reading revealed a wide interest in world affairs and in personal opinion such as found in editorials. What they asked for most was help in evaluating, interpreting and organizing.

From another experiment<sup>4</sup> it was found that the library can help the gifted much in two ways: First, in understanding library facilities such as the card catalog, periodical indexes, maps, audio-visual materials and in development of criteria for choosing a personal library; second, in awakening new reading interests. Their new interests were exhibited in the following: Deciding the best books to buy, being able to recommend a book, transferring interest from the biographee to what was happening in the world at his time (e.g. from Washington to George Washington's World), transferring interest from knowing about things to interest in developing those things, in transferring interest from a story to the author of that story (e.g. from Little Women to Invincible Louisa).

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<sup>2</sup>Kaluger, George and Martin, Ruthe. "The Loneliness of the Gifted Child," Elementary School Journal, 61:127-133, December, 1960.

<sup>3</sup>Cleary, Florence. "What We Owe the Gifted," Library Journal, 84:2675-2678, September 15, 1959.

<sup>4</sup>Wilson, Adelaide. "The Library Helps the Rapid Learner," Library Journal, 80:2626-2628, November 15, 1955.

But how may the librarian accomplish these desirable ends? To do so he must make the library conducive to browsing as well as to study, he must make it a resource center, he with the teachers must train in the techniques of research, he must be prepared to give reading guidance. To do the latter he must know books and know the students individually. He must know how to choose from the large field of archaeology, history, electricity, chemistry, art, music, travel, etc., books that will be easy enough for the retarded reader and books that will not bore the gifted reader. He must know how to lead out in individual discussions of these books, discussions that will cause the students to think and to evaluate the books.

To be able to accomplish the above he must add to his intelligence knowledge, and to his knowledge enthusiasm that will lead to stimulating displays, worthwhile periodical collections, experiments with paperbacks, and the development of a resource file, that is a list of business, labor, and professional leaders in the community to whom he can turn for help. He must develop his own curiosity and his self-confidence so that he can, in turn, cause an intellectual curiosity among his readers that will lead them to self-confidence.

His tools are reading, reading, and more reading, coupled with keen observation. He must select a wide variety of materials with the specific group in mind. He must have a working knowledge of the community's resources. He must use the standard evaluation aids such as:

The Standard Catalog for High School Libraries

Basic Book Collection

for elementary, junior high, and high schools

Book List

Top of the News

Special lists, such as:

Mr. Deason's Traveling High School Science Library  
American Association for the Advancement of Science  
and the National Science Foundation  
1515 Massachusetts Avenue N.W.  
Washington, D.C. 20005

Latin America in Books for Boys and Girls  
Child Study Association of America  
132 E. 74th Street  
New York, N.Y. 10021

Books That Help to Build International Understanding  
Free from U.S. Office of Education

Selected Bibliography of Books, Films, Film Strips,  
Records, and Exhibitions About Asia

U.S. National Commission for Unesco  
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Reading Ladders for Human Relations

Revised and enlarged, by Margaret Heaton and  
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## CHAPTER 17

### THE LIBRARIAN TALKS WITH HIS PRINCIPAL

If the library is the heart of the school, so is also the principal the head of the school. The school cannot function without either. If the head acts wisely the heart can do its work more efficiently with less effort. Just so if the principal acts wisely can the library more easily perform its function. On the other hand, if the heart beats evenly and vigorously the head can think more clearly and plan more wisely--just so if the library runs smoothly and efficiently, the principal can work more efficiently.

The body could not carry on without either the head or the heart. But who ever heard of the heart going around and saying it couldn't work properly because of the attitude of the head, or because the head didn't understand its function. No! Where the head is foolish the heart works that much harder to make the body function. To be sure it plays out sooner, but that is life.

One advantage of the librarian-principal relationship over the heart-head relationship is the ability to communicate verbally. Since the library is the chief business of the librarian, it is his duty to initiate communication concerning the library. Of course, if the principal initiates the communication, the librarian knows that the principal is ready to help him. But he needs to be prepared when the principal opens the subject. If he is not, he may lose a rare opportunity. The following paragraphs indicate some of the items in which the librarian should be prepared for communication with the principal.

Perhaps the most important of all is for the librarian to know the aims and ideals and goals of the school and to assure the principal that his chief goal in the administration of the school library is to help the students and teachers to the best of his ability in upholding the aims, developing the ideals and reaching the goals which the school has set out to accomplish. Let the librarian give to the principal a few specific examples of how he plans to accomplish this. If the librarian does not see the objectives of the academy as the principal does, they should find opportunity to discuss and amplify their objectives until they come to an understanding.

Another very important point of contact is to discover exactly what the principal considers to be the duties of a librarian. Many academy principals have not completely thought through the duties

expected of a librarian and hence have a vague idea of a librarian as a study hall supervisor who sometimes hands out books, and may be called upon in case of emergency for many other duties such as supervising the cafeteria at mealtime, or teaching American government, or gym, or any other class for that matter.

To help the principal to better understand the duties of the librarian it would be wise for the librarian to write out a list of duties, his and those of the student assistants. Along with this should go time estimates. See chapter on duties. These can be presented to the principal in such a way that he will understand better the work of the librarian. But watch out. He may want to cut the corners on the time and financial budgets. Be prepared to cut back or to show just cause why it should not be done.

Every librarian has not only a right but a duty to know how much his total library budget is and what he is expected to do with it. If the principal does not volunteer this information the librarian should ask. The new librarian would do well also to talk over with the principal his own division of the library budget into its component parts. A suggestive division of the budget is presented in the chapter on budgets. In counsel with the principal and/or the library committee the librarian may wish to modify this by changing some of the percentages. If the librarian is experienced, the principal may wish to be entirely relieved of the responsibility for any subdivisions of the library budget. In that case the librarian will find it necessary to do this work himself. However, the principal should be informed at frequent intervals just what is being done. This can be accomplished by means of monthly reports with an annual summary at the close of school or in the early summer.

The General Conference Principal's Handbook\* states on pages 18 and 20 that the librarian should be on the administrative council, and be the chairman of the library committee. In the handbook, lists of the duties performed by these committees follow. It is obvious that the librarian should be on the library committee, but why should he be on the administrative council? For two reasons: First, if he keeps in touch with what is being planned, he is better able to make the library help the school; second, he should be able by his position and experience to give valuable counsel. He should plan to help out by taking an active part in this council. There may be other committees which he is asked to join. He should consider it a part of his work as an officer of the school to serve with such planning groups.

Another item which the librarian should talk over with the principal is standards. In addition to those which the librarian has set up for his library because of his philosophy of life and his sense of duty in accomplishing his work, there are other standards

\*Principal's Handbook, 1954 edition.

to be accomplished. The principal may have his own set of standards regarding the library. He may even feel that a person's success as a librarian can be measured entirely by his ability to conduct a good study hall. In such a case the librarian's standards and those of the principal may, and should differ. However, the librarian should, if he conducts a study hall, do not just an acceptable, but an excellent job of it. Nevertheless he may at the same time be doing all in his power to convince the principal that this is really not library work. He can do this best by calling to the attention of the principal other sets of standards such as those set by the denomination, those of the local accrediting association and especially those of the American Association of School Libraries. The librarian should have copies of and be familiar with all of these.

An excellent little book which all principals should read is The Bulletin of the National Association of Secondary School Principals, The November 1959 issue, entitled "The Effective Secondary School Library." The librarian should know what it says before he hands it to his principal.

There will be other things, too, which must be talked over with the principal such as the hours when the library should be open, student help, keys to the library--who should have and how used--the janitor and maintenance work, the handling of the mail, the problem of orientation. Every librarian will think of others.

When all of these things have been discussed with the principal and conclusions reached, the librarian is free to go back to his work and the challenge of his duties and make his library functional.

One superintendent said that he could judge the whole caliber of the school by spending one hour each month in the library. Does your principal feel that way? If not, why not? Is your library better than the rest of the school or not so good? However it is now, it is a challenge to make the library representative and then to make it the best place in the school.

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## CHAPTER 18

### THE LIBRARIAN COOPERATES WITH OTHER FACULTY MEMBERS

The teacher is the librarian's best ally. The two are working for the same goals. Both want the student to learn and to learn how to learn. Both want him to develop, to accomplish. By these tokens they should be working together with every facility available.

Factors that militate against their working together to the optimum are:

1. Untrained and uninspired librarians.
2. Teachers that don't know what a good library can do for them.
3. Poorly equipped libraries.
4. Libraries that are used as study halls.

Factors that will cause them to work together and that will accomplish educational ideals are:

1. Well-trained and inspired librarians.
2. Well-equipped libraries where teachers can bring their classes for browsing and instruction.
3. Principals who know how to coordinate campus activities and who understand the purposes of the library and the requirements for adequate library service.
4. Faculty members who have a vision and who understand the purpose of the library and the requirements for adequate library service.

To be very realistic, the librarian must recognize the fact that most academy libraries are used as study halls. Although the ideal in class-library relationship can never be reached while this situation exists, it is yet possible to attain much in the way of coordination and cooperation between the classroom teacher and the librarian.

In a few cases the library is large enough so that the study hall can be conducted in one end by a study hall supervisor while the librarian is free to give instruction and be generally helpful in the other end.

If, however, the librarian is obliged to conduct a study hall most of the day, he will find that he can do very little library work while he conducts the study hall successfully. Nevertheless, a

librarian who finds himself in this predicament need not throw up his hands in horror saying, "It can't be done."

If teacher, librarian and principal work closely together the study hall can occasionally meet somewhere else while a teacher brings or sends his whole class to the library for instruction, browsing or research. This must not be done when and because a teacher wishes a day or a period off but rather it must take its planned place in an overall pattern of learning.

At other times the librarian may take certain library materials to English, social science, home economics or other classes. There he can give instruction in their use. Such periods should be conducted before assignments in the particular item are made. For example, the encyclopedia could be explained, and especially its index, to a class in home economics before they were assigned to write a theme about foods or textiles. The Abridged Readers' Guide could be explained before a social science class was assigned discussion topics in current world affairs.

Later the same class could be given a free period to work on these projects in the library. It will, of course, be necessary for teacher and librarian to plan well ahead of time or some students will be idle while others use the material they want.

One school worked out a plan in tenth grade English whereby the librarian went to the class and introduced a tool. The students were to spend certain study periods becoming familiar with these tools. When a student felt well enough acquainted with his reference work, the librarian gave him a question to answer from it. She kept a stock of questions for each reference work and also kept a record of questions answered and by whom.

One teacher rotated the reading in her eleventh grade among the numbers of the Dewey classification, explaining the type of work in each hundred and allowing one group to read from one section while another group read from another section. In class they reported on their reading.

One senior English class chose a girl to give a book review at a tea for senior girls and their mothers. The tea was held in the library. This gave opportunity for a worthwhile social experience along with the book review. This was, of course, after book reviewing practice in class.

Librarians have collected and exhibited pictures, artifacts and objects to represent lessons in many different fields - art, science, mathematics, foreign languages, history and Bible as well as English and home economics. To do this requires close cooperation on the part of both teachers and librarian. It requires ingenuity, hard work and long hours for the librarian but it pays in the knowledge of a job well done.

One librarian found that students from the Bible classes were asking for materials to write term papers on many topics for which she could not supply sufficient material. She took the teacher's syllabi for his Bible classes, studied them, then made up a list of topics for which she did have sufficient material. What's more, she indexes pertinent articles in Review and Herald and Youth's Instructor each year in order to supply current material for some of these topics.

People in general will concede that term paper time is time for librarian help, but how few realize that librarians must cope with questions such as these: "Iv've written my term paper but I need fifty more words. Can you find them for me so I can turn in my paper next period?" "I have two book sources but I need two periodical sources. Where can I find them?" (Maybe the topic is Cleopatra, or Napoleon.) Planning ahead will take care of many questions. It should be recognized that some topics require longer treatment than others. The better prepared student might be assigned to write on the financial implications which led to the Civil War while the less able student would write on the life of Abraham Lincoln, etc. Thus each topic would require a different treatment. In one school each student, in a certain class, is asked to suggest three topics in which he is interested. Then he is assigned one of the three for a term paper.

One English teacher and the librarian conferred until they had a plan for teaching the students how to select books. The librarian visited the classroom suggesting sources of book reviews and developing the criteria of book selection. The teacher asked the students to read many book reviews. Together the class made a representative list of books for purchase and submitted it to the librarian. They also visited local bookshops, gave oral book reviews and wrote news articles about the books and the project.

Even in science classes, where students are being introduced to the method of scientific investigations, they need to learn that only part of research is done in the laboratory; that a worthwhile portion of it is done from books and periodicals.

In foreign languages it is especially essential that the librarian and the teacher work together, for books too difficult and books not called to the attention of the students will only gather dust while they await the borrower. In this field displays and bibliographies portraying the cultural growth, the economy or the geography of an area are valuable.

In home economics there are always recipes to find, cultures and social orders and costumes to study. Also there are worthwhile reports to be found on nutrition, dyes, home management and the like.

Six helpful booklets suggest ways in which the librarian and the teacher can work together. Only two of these (see starred items) are still in print but all are helpful if obtainable:

\* Berner, Elsa. Integrating Library Instruction With Classroom Teaching at Plainview Junior High School. A.L.A., 1958.

In his relationships with the faculty the librarian not only seeks to learn what the teacher is doing in his classes and to help in that, but he seeks for other ways of finding satisfactory teacher-librarian relationships. He prepares bibliographies for teachers. He invites faculty members to participate in book selection and in weeding the collection. He works with them on committees, he even welcomes the meeting of these committees in the library at convenient hours, he sends the teachers notification of new books received into the library, he maintains a professional library for the faculty<sup>1</sup> (small though it may be at times). He may even provide a mimeographed teacher's guide to the library.

To help the teachers in their work and their own personal development, Croft Publications puts out a series of leaflets. It would be well for the librarian to learn more about these. Perhaps he will want to subscribe for the series for his teachers. Write for information about their Professional Growth Program to:

Arthur C. Croft Publications  
100 Garfield Avenue  
New London, Connecticut 06320

Librarians expect the teachers to work with them but librarians themselves hold the crux of the situation. Trained librarians realize that their knowledge of good practice surpasses their accomplishment, but alert librarians will be quick to grasp at opportunities to upgrade their practice.

It is very important for the librarian to be a co-learner with the teacher, a willing partner in using every opportunity to explore new techniques and solve learning problems. Not until this sort of partnership is realized will the librarian be of full value to the teacher and not until then will either be to the other the real source of inspiration that makes team work well done and leaves each with a thrill of accomplishment.

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<sup>1</sup>See bibliography of professional books for the school library at end of chapter.

## BIBLIOGRAPHY

- Adams, Frances H. and Ott, Vesperella, coordinators. "Symposium: The Library in the Modern Secondary School," California Journal of Secondary Education 35:309-338, May 1960.  
Several challenging articles on the school library.
- Cornish, Evelyn. "So They're Writing Term Papers," The Clearing House 35:387-390, January 1961.  
This is written from a teacher's viewpoint but provides many helpful suggestions for the librarian.
- Eaton, Esther M. "Foreign Languages and the Librarian," School Life 42:12-13, January 1960.  
This too is for the teacher. It contains a helpful bibliography.
- Rogers, Katharine. "Outer Space of the Classroom," School Libraries 10:20-23, May 1961.  
Rogers maintains the library is the outer space of the classroom and exploring it gives the thrill of an adventure.
- San Jose State College, Department of Librarianship. Patterns for Progress. A workshop in school library problems. San Jose: San Jose State College, 1957.  
Miss Douglas is very practical in her suggestions on pages 5-17.
- Waldnep, Ruf. "'3D' Teaching," Library Journal 79:925-929, May 15, 1954.  
The writer tells in detail about an experiment in good citizenship at Oak Ridge. The library was much used in this experiment.

### Bibliography of Professional Books for the School Library<sup>1</sup>

- American Library Association. Standards for School Library Programs. Chicago: American Library Association, 1960.
- Buros, Oscar K. Mental Measurement Yearbook. New Brunswick: Rutgers University Press. 7th ed. 2 vols. 1972, \$70.00
- Good, Carter, ed. Dictionary of Education. 3rd ed. Distributed by McGraw. Bloomington, IN: Phi Delta Kappa, Inc. 1973. 22.50
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- Stratemeyer, Florence B., et. al. Developing a Curriculum for Modern Living. 2nd ed. New York: Bureau of Publications, Teachers College, Columbia University, 1957. \$10.00
- Micheels, William M. and Karnes, M. Ray. Measuring Educational Achievement. New York: McGraw-Hill Book Co., 1950. Text ed. 14.50
- Tyler, Leona E. The Psychology of Human Differences. 3rd ed. Englewood Cliffs N.J.: Prentice-Hall, 1965. text ed. 14.95
- Tyler, Leona. The Work of the Counselor. 3rd ed. Englewood Cliffs, NJ: Prentice-Hall, 1969. 11.95
- Havighurst, Robert J., and Neugarten, Bernice L. Society and Education. 4th ed. Boston, Mass.: Allyn and Bacon, Inc., 1975. text ed. 13.95
- Bond, Guy, and Tinker, Miles. Reading Difficulties: Their Diagnosis and Correction. 3rd ed. Englewood Cliffs, NJ: Prentice-Hall, 1973. 13.95
- Frampton, Merle E., and Gall, Elena D. Special Education for the Exceptional, 3 vols. Boston: Porter Sargent, 1955. (\$7.50 ea.) 22.50
- National Study of Secondary School Evaluation. Evaluative Criteria. Washington D.C.: 1960.
- Baugh, Albert. History of the English Language. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1957. 10.95
- Laird, Charlton. The Miracle of Language. Greenwich, Conn: Fawcett World, 1973. paper .95
- Pooley, Robert C. Teaching English Grammar. New York: Irvington, 1957. (Paper text: \$12.95) 20.00
- Roberts, Paul M. Understanding Grammar. New York: Harper and Row, 1954. text ed. 12.95
- Brooks, Nelson H. Language and Language Learning, Theory and Practice. 2nd ed. New York: Harcourt Brace, 1964. 8.95
- National Council of Teachers of Mathematics, 24th Yearbook. The Growth of Mathematical Ideas from K-12. Washington D.C.: NCTM, NEA, 1959. 14.00
- Morholt, Evelyn, et. al. Sourcebook for the Biological Sciences. 2nd ed. Teaching Science Ser. New York: Harcourt Brace, 1966. text ed. 12.95

- Hunt, Maurice, and Metcalf, Lawrence. Teaching High School Social Studies. 2nd ed. New York: Harper and Row, 1968. text ed. 15.95
- Noar, Gertrude. The Junior High School, Today and Tomorrow. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall Co., 1961. 10.95
- \$312.90

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<sup>1</sup>This bibliography is selected from Curriculum Bulletin: A Bibliography for the Professional Book Shelf in School Libraries, University of Oregon, 1960. 25¢

## CHAPTER 19

### THE LIBRARIAN PLANS WITH HIS ARCHITECT

In these days when new schools are mushrooming overnight there is a chance any librarian might have the privilege of helping to plan a new building. There is still more chance that he would need to know how to revamp an old one. At any rate, every librarian needs to know about library accommodations and equipment, needs to know how to answer such questions as:

1. Where should the library be located in relation to the rest of the school?
2. How large should the library be in this particular school? (Incidentally, when the specifications for size are made, they are always based on the idea that study halls are elsewhere; therefore, this must be taken into consideration and the room made larger if study halls are to be in the library.)
3. For what equipment should one find a place in the library?
4. What are the best colors to use on walls, furniture and shelves?
5. How many inches high should the desks and seats be?
6. How high should the shelving be and what should be the length and width of each shelf?
7. How much light is needed and how may it best be attained?
8. What is the best arrangement of the furniture?
9. Suppose a librarian knows exactly what he needs and wants, how does he proceed to get it?

These are just the bare essentials. Many other items will arise that need attention and decisions. Let the librarian learn what he needs, and why, and know his authorities. The answers to these questions will not all be found in one place. Essentially the answers are as follows:

1. The library should be centrally located and yet in a quiet place.
2. The reading room of the library should be large enough to accommodate about one-sixth of the enrollment, or some authorities say your largest class + 10. These specifications are not considering study halls as a part of the library.

There should be 30 sq. ft. of floor space for each student. Besides the above there should be stack space, space for

the librarian (about 120 sq. ft.), a workroom, storeroom (or workroom-storeroom combination), and a small conference room.

3. There must be book stacks, tables, chairs, 2 desks, dictionary and atlas stands, magazine racks, card catalog, vertical file, bulletin boards and other minor items.
4. Best colors are light colors with a dull finish.
5. Desks and tables should be 29" high and chairs 17", charging desk 39".
6. Shelving should be 7 feet high from the floor and each shelf a standard 3 feet long.
7. 35-50 foot candles of light are needed on a level with table surfaces. This may be attained in various ways.
- (8. Cannot be answered briefly. Look at the bibliography at the
- (9. close of this chapter. Choose materials and read.

Remington Rand Company will counsel free of charge with anyone about his library problems, either housing or equipment. Contact their nearest office or write to headquarters as follows:

Library Bureau  
Remington Rand  
315 Fourth Avenue  
New York, NY 10003

The American Seating Company will also give counsel. Ask about charges. Their address is:

American Seating Company  
9th and Broadway  
Grand Rapids, MI 49504

Estey will also furnish consultants. Be sure to inquire about charges. Their address is:

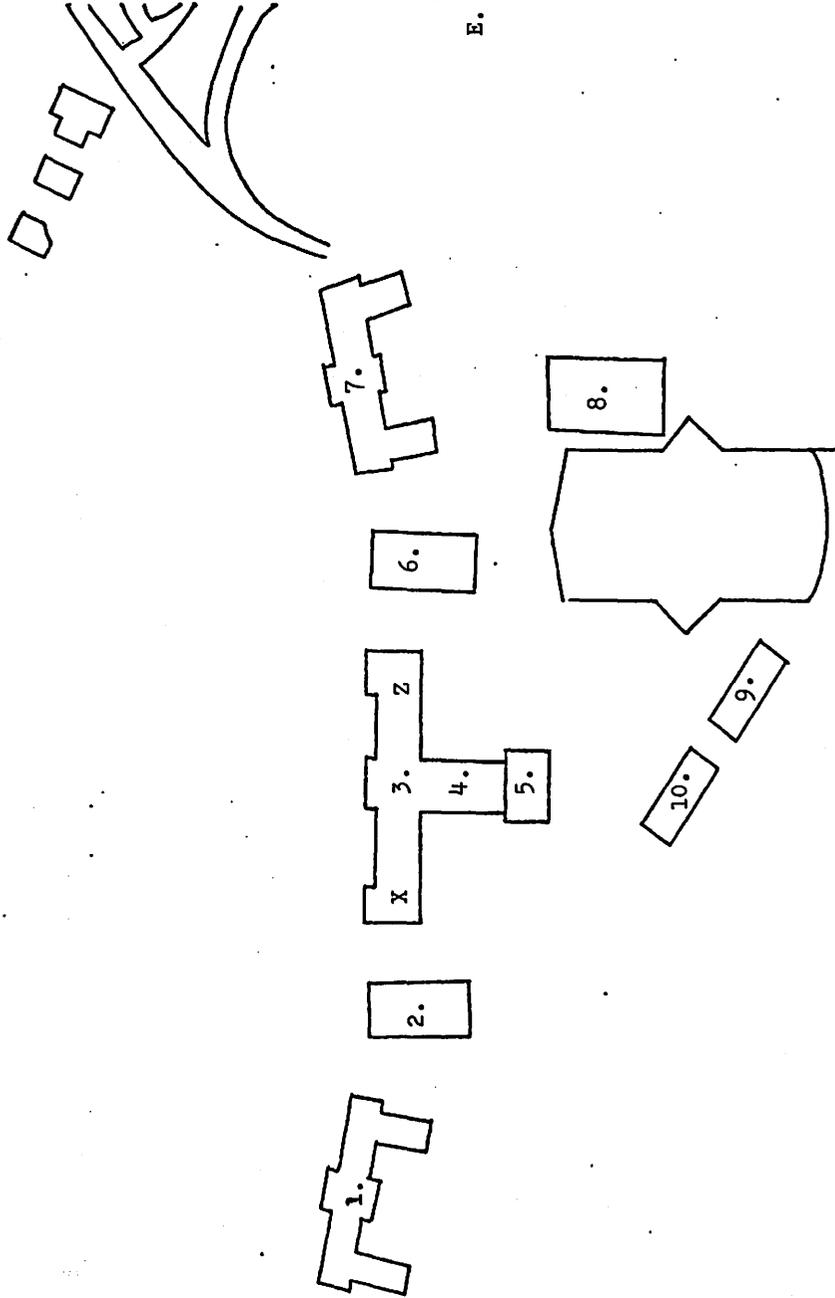
Estey Corporation  
One Catherine Street  
Red Bank, NJ 07701

On the following page is an outline of the campus plan at the new Rio Lindo Academy. Note that the campus faces North, that the administration building is the central building, and that the library (marked X) is in one wing of this, making it as centrally located as seems possible.

It is now planned that the study hall be located in the library. However, the section marked Z at the other end of the administration building is to be used as a multi-purpose room for small assemblies and the like. It could be used for an overflow study hall or scheduled for study hall when it is deemed desirable to have a class in the library. Locating the study hall in the classrooms adjoining the library would be a better arrangement as it would allow students in study hall to go to the library with less disturbance to the rest of the school.

N.

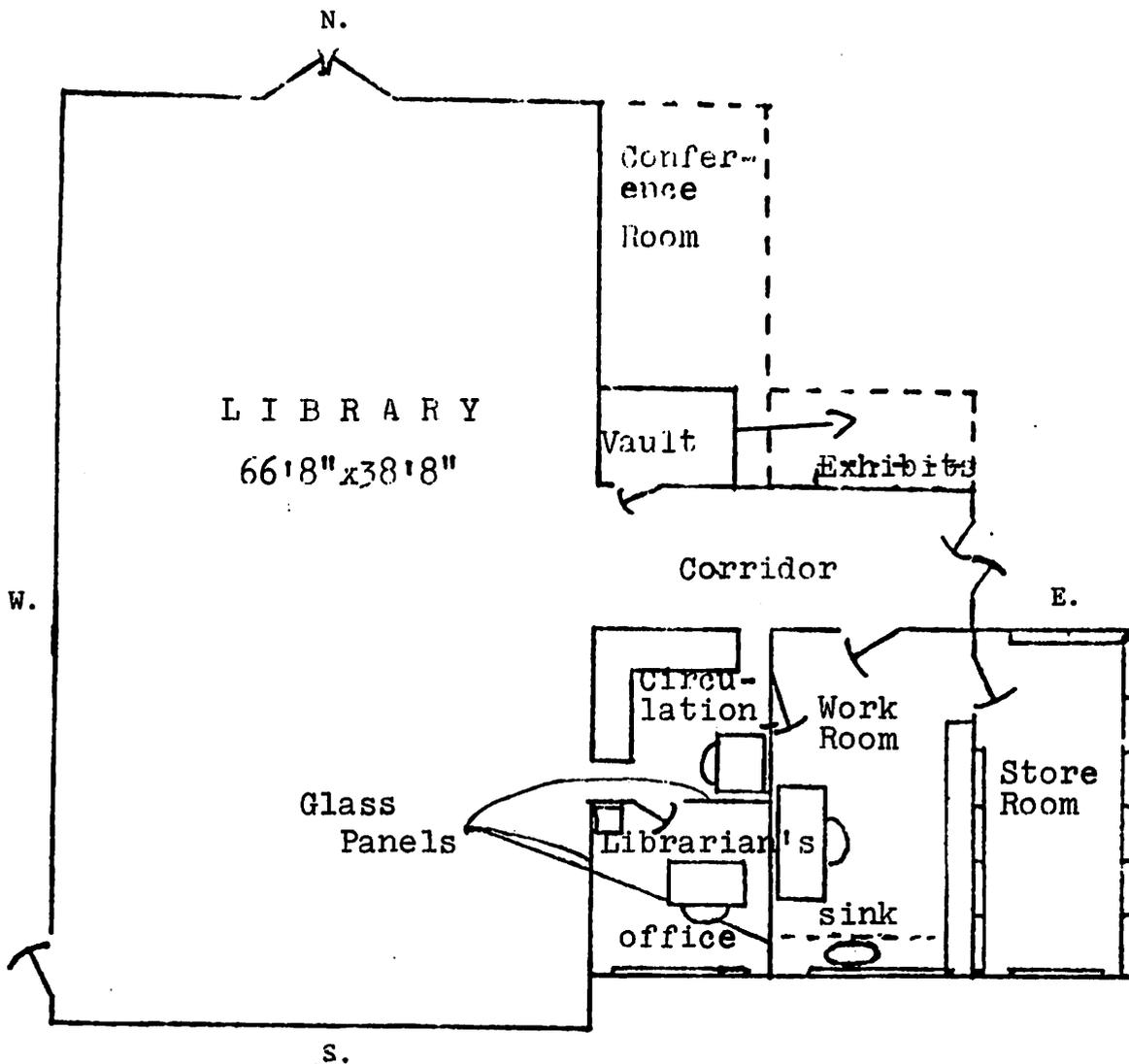
Wall



E.

S.

W.



This page shows total library area in the Rio Lindo plan. Note that the librarian can see from his office the whole library. Windows to circulation area and other library areas make this possible. He can also see into the workroom while in his office. Many librarians would also want a conference room. Dotted lines show where this could well be located. In this case the vault will need to be eliminated or moved elsewhere. The latter plan is indicated by additional dotted lines and the arrow. In an academy library a conference room is more needed than a vault. A door equipped with a glass panel would allow for supervision. This library is planned for a boarding school with an enrollment of 300. The area in the library reading room is 2,552½ sq. ft. This will, when filled to capacity, allow for 81 students at one time. Never more than 70 should be scheduled there at a given time, as a few seats should be left for students who are sent in from classes to obtain materials. When a teacher wishes to bring a class to the library for instruction, it will probably (unless the study period is a small one) be necessary for the study period people to find a classroom in which to study. This should be arranged for well in advance.



Page 146 shows the main part of the library with suggestive arrangement of furniture. The legend reads thus:

1. Study tables. (Oblong ones are 36"x60", round ones 48" in diameter.)
2. Library work tables.
3. Desk for supervisor.
4. Atlas stand.
5. Dictionaries.
6. Vertical file.
7. Card catalog.
8. Shelf list.
9. Bulletin board space. There is other space for display above the 5' stacks between the windows.
10. Magazine shelves.

Shelving takes most of the space along the walls. Seven-foot shelving fits along the east and north where windows do not interfere, and five-foot shelving fits below the windows on the south and west. There are twenty-one five-foot stacks and eleven seven-foot stacks. Each five-foot stack will take four shelves and each seven-foot stack will take six shelves. Each shelf is three feet long. This makes a total of four hundred and fifty feet of shelving. This provides a working capacity for 3,600 books, or 12 books for each of the 300 expected enrollment. Actually, it will be slightly less than this because three of the five-foot shelves are to be used for periodicals.

At the study tables there is room for 80 students if the chairs are all filled. As shown there is a concentration of tables at the north end with room to move about more freely at the south end. This gives opportunity to concentrate study a study period at one end. It allows for more freedom of movement, hence better library work, in the other end, which is closer to the card catalog, vertical file, and circulation desk. If the librarian must also supervise the study hall, she might like to move her desk to position X. In this case some rearranging of furniture, such as vertical file and one or more tables, would be necessary.

A few cautions:

Make sure that all stacks are adjustable, even in the storeroom.

Metal shelves are usually cheaper than wooden.

For keeping records shelves are made with dividers, which may be placed at intervals of one inch or more.

Plan plenty of space for cupboards. The diagram shows a good deal of such space in the workroom.

The librarian's office may have low shelving or drawer space below the windows.

In the plan as shown there is adequate space for additional bulletin boards against the corridor wall.

If, as suggested, a conference room is made next to the south end of the reading room and the vault moved over, there is room for a built-in display window in front of the vault and to the right of the door as one enters.

In the building of a library many local questions will arise which cannot be answered from a central source. No two libraries could or should be exactly alike.

For questions concerning height of furniture, size of tables, etc., consult books in the bibliography, especially starred items. Also study catalogs from companies building library furniture. Some addresses are:

Remington Rand  
(address given previously)

John E. Sjostrom Company  
1717 N. 10th Street  
Philadelphia, PA 19122

Myrtle Desk Company  
High Point, North Carolina 27260

American Seating Company  
(address given previously)

Check advertisements in library journals for further information.

Here's a wish that your new library will be the best yet.

## BIBLIOGRAPHY

Campbell, Donald K. "A Primer of Library Planning," Wilson Library Bulletin, 20:343-359, January 1946.

A little old, but nothing listed is better for getting a full view of what needs to be considered in a new library.

Douglas, Mary Peacock. "The Material Aspects of the School Library," School Libraries, 3:7-9, May 1954.

Very practically lists major things needed in a school library, mentioning space requirements, color, storage, etc.

Johnson, Marvin R. A. "The Librarian as a Planner," School Libraries, 5:7-9, January 1956.

Tells how to go about getting what is needed when a library is being planned.

Pearce, Mrs. Alice. "Every Inch of Library Space Counts in this New Library," Library Journal, 75:256-258, February 15, 1950.

\* Remington Rand. Planning the School Library. New York: Remington Rand, n.d.

Gives many illustrations, also measurements and other specifications.

## CHAPTER 20

### THE LIBRARIAN INVESTIGATES HIS QUALIFICATIONS

From time to time lists of the qualifications of a librarian appear. They show that the one who holds this office is expected to be highly intelligent, personally attractive, and very willing to work in order to reach certain goals. Robert L. Amsden, Principal of Columbia High School in South Orange and Maplewood, New Jersey, portrays librarians as follows:

Librarians must be first of all teachers (at least in heart) and second librarians in the same sense that counselors and principals are first of all teachers. Librarians are expected to know intimately the work and problems of every area and department of the school including guidance and supervision. They must be sensitive to each teacher's strengths and weaknesses and skillful in the use of library resources to help each staff member reach his highest teaching capabilities. It is just as desirable for school librarians to have several years of classroom teaching in their backgrounds as it is for counselors, supervisors, and principals to have taught prior to accepting specialized responsibility.<sup>1</sup>

The principal expects the librarian to arrange with the faculty so that every pupil in school is trained in essential use of the library. Sometimes it is necessary to help the teachers know how they can do better teaching by using the library. In all of this the principal may lead out, but the librarian is the one directly responsible for the spirit of the library--a most important factor.

Mr. Stephen Romine, while discussing this type of librarianship in School and Society, says:

This means, of course, that the school librarian who meets this challenge must have exceptional qualifications. Note, for example, the expectations held for school librarians by one school administrator: "In a very real sense, the school librarian is a supervising teacher. Realization of all the many values possible of achievement through the library requires a person who knows more about the various subject fields than does the average classroom teacher. It requires also that the librarian be aware of pupil and teacher needs in varying learning situations and necessitates the ability to assist both pupils and teachers with library problems. Persuasive leadership is equally important . . ."2

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<sup>1</sup>Amsden, Robert L., Bulletin of the National Association of Secondary School Principals, 43:55, November 1959.

<sup>2</sup>Romine, Stephen, "Meeting the Need for Qualified Librarians," School and Society, 72:228-230, October 7, 1950.

Mr. Goudeau says: "The librarian should enter the school system as a specialist, as a resource person. She walks in her profession to guide and to teach."<sup>3</sup> And Lois Craig says: "The librarian should never be classed with clerical help or as an individual loosely connected with the school system, such as the school nurse."<sup>4</sup>

To achieve this type of librarianship the librarian must have a thorough knowledge of the various courses of study and teaching methods. In addition to having a broad background of education, it is, therefore, essential that he study and know the curriculum requirements of the school and that he be a member of policy-making committees, especially the curriculum committee.

Obviously the librarian should be well trained. He should have a college education, including as broad a field of study as is possible, as well as courses in the field of education. He will understand his work better if he has had some experience in teaching. In addition to these, he must have the number of hours of library training required in his state.

Twenty-five states have minimum requirements of from 24 to 36 semester hours (of library science . . . and) the school library profession has accepted generally 15 to 18 semester hours of library science as a minimum amount for the preparation of school librarians.<sup>5</sup>

The Seventh-day Adventist denomination requires 15 semester hours. Courses which simply show how to use a library do not count in these 15 hours. Every academy librarian needs courses in administration, in cataloging and classification, in book selection, and in reference.

Having begun his work the librarian will gain experience as he works. If he is asked to assume the work while yet unqualified, he should become qualified as soon as possible. Here a correspondence course may be of great help. Such may be obtained from any one of the following:

Listed by the National University Extension Association  
Guide to Correspondence Study, January 1960.

Adolescents, Reading Guidance for

Kansas State University, Manhattan, Kansas  
Oklahoma State University, Stillwater, Oklahoma

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<sup>3</sup>Aspects of Librarianship, A summer symposium held at Kent State University, 1957, p. 2.

<sup>4</sup>Ibid.

<sup>5</sup>Bulletin of the National Association of Secondary School Principals, 43:87, November, 1959.

### Book Selection

- \* Iowa State University, Iowa City, Iowa
- Kansas State University, Manhattan, Kansas
- Loyola University, Chicago, Illinois
- University of North Carolina, Chapel Hill, North Carolina
- Oregon System of Higher Education, Eugene, Oregon
- University of Utah, Extension Division, Salt Lake City, Utah
- Utah State University, Logan, Utah
- University of Wyoming, Laramie, Wyoming

### Cataloging

- University of Chicago, Home Study Department, Chicago, Ill.
- \* Iowa State University, Iowa City, Iowa
- Loyola University, Chicago, Illinois
- Massachusetts Department of Education, Boston, Mass.
- University of Minnesota, Minneapolis, Minnesota
- Oregon System of Higher Education, Eugene, Oregon
- South Dakota, State University of, Vermillion, South Dakota
- University of Utah, Extension Division, Salt Lake City, Utah
- Utah State University, Logan, Utah
- \* University of Wisconsin, Madison, Wisconsin
- University of Wyoming, Laramie, Wyoming

### Classification

- University of Chicago, Home Study Department, Chicago, Ill.
- \* State University of Iowa, Iowa City, Iowa
- Loyola University, Chicago, Illinois
- Massachusetts Department of Education, Boston, Mass.
- University of Minnesota, Minneapolis, Minnesota
- Oregon System of Higher Education, Eugene, Oregon
- State University of South Dakota, Vermillion, South Dakota
- University of Utah, Salt Lake City, Utah
- Utah State University, Logan, Utah
- \* University of Wisconsin, Madison, Wisconsin
- University of Wyoming, Laramie, Wyoming

### Government and Pamphlet Collections

- \* University of Wisconsin, Madison, Wisconsin

### Library Training

- University of Chicago, Home Study Department, Chicago, Ill.
- Loyola University, Chicago, Ill.
- University of Minnesota, Minneapolis, Minnesota
- \* University of Wisconsin, Madison, Wisconsin

### Reference

- Kansas State University, Manhattan, Kansas

Loyola University, Chicago, Illinois  
University of Utah, Salt Lake City, Utah  
Utah State University, Logan, Utah

School Libraries, Administration of

Brigham Young University, Provo, Utah  
University of Chicago, Home Study Department, Chicago, Ill.  
University of Colorado, Boulder, Colorado  
Kansas State University, Manhattan, Kansas  
Ohio University, Athens, Ohio  
University of Oklahoma, Norman, Oklahoma  
Oregon System of Higher Education, Eugene, Oregon  
State University of South Dakota, Vermillion, South Dakota  
University of Utah, Extension Division, Salt Lake City, Utah  
Utah State University, Logan, Utah  
\* University of Wisconsin, Madison, Wisconsin  
University of Wyoming, Laramie, Wyoming

Small Library

University of Chicago, Home Study Department, Chicago, Ill.

Trustees, The Library

University of Georgia, Center of Continuing Education,  
Athens, Georgia

\* Non-credit

Let it be understood that none of these correspondence courses, though they do help with library work, and though they may count toward certification and in some cases towards a graduate degree in education, is accepted as work towards a graduate degree in librarianship. The latter is, of course, more desirable than just hours of library study.

Such a degree, i.e. a Master's degree in librarianship, may be obtained from any one of the following schools of librarianship:

**NORTHEAST**

March 1978 list

<sup>1</sup>Catholic University of America  
*Master of Science in Library Science*  
Graduate Department of Library and Information Science  
Washington, D.C. 20064  
Elizabeth W. Stone, *Chair* (202) 635-5085

Clarion State College  
*Master of Science in Library Science*  
School of Library Media and Information Science  
Clarion, Pennsylvania 16214  
Elizabeth A. Rupert, *Dean* (814) 226-6000

<sup>2</sup>Columbia University  
*Master of Science*  
School of Library Service  
New York, New York 10027  
Richard L. Darlings, *Dean* (212) 280-2291

<sup>3</sup>Drexel University  
*Master of Science*  
Graduate School of Library Science  
Philadelphia, Pennsylvania 19104  
Guy Garrison, *Dean* (215) 895-2474

<sup>4</sup>Long Island University, C. W. Post Center  
*Master of Science*  
Palmer Graduate Library School  
Greenvale, New York 11548  
Mohammed M. Aman, *Dean* (516) 299-2855 or 2858

<sup>5</sup>University of Maryland  
*Master of Library Science*  
College of Library and Information Services  
College Park, Maryland 20742  
Kieth C. Wright, *Dean* (301) 454-5441

State University of New York, Albany  
*Master of Library Science*  
School of Library and Information Science  
Albany, New York 12222  
Robert S. Burgess, *Acting Dean* (518) 457-8574

<sup>6</sup>State University of New York at Buffalo  
*Master of Library Science*  
School of Information and Library Studies  
Buffalo, New York 14260  
George S. Bobinski, *Dean* (716) 638-2411

- <sup>1</sup>State University of New York, College of Arts and Science,  
Geneseo  
*Master of Library Science*  
School of Library and Information Science  
Geneseo, New York 14454  
Ivan L. Kaldor, *Dean* (716) 245-5322
- <sup>1,2</sup>University of Pittsburgh  
*Master of Library Science*  
Graduate School of Library and Information Sciences  
Pittsburgh, Pennsylvania 15260  
Thomas J. Galvin, *Dean* (412) 624-5230
- <sup>1</sup>Pratt Institute  
*Master of Science*  
Graduate School of Library and Information Science  
Brooklyn, New York 11205  
Nasser Sharify, *Dean* (212) 636-3702
- <sup>1</sup>Queens College, City University of New York  
*Master of Library Science*  
Department of Library Science  
Flushing, New York 11367  
Richard J. Hyman, *Chairperson* (212) 520-7194
- <sup>1,2</sup>Rutgers University  
*Master of Library Service*  
Graduate School of Library Service  
New Brunswick, New Jersey 08903  
Thomas H. Mott, Jr., *Dean* (201) 932-7500
- <sup>1</sup>St. John's University  
*Master of Library Science*  
Division of Library and Information Science  
Jamaica, New York 11439  
Antonio Rodriguez-Buckingham, *Director*  
(212) 969-8000, ext. 200
- <sup>2</sup>Simmons College  
*Master of Science*  
School of Library Science  
Boston, Massachusetts 02115  
Robert D. Stueart, *Dean* (617) 738-2225
- Southern Connecticut State College  
*Master of Science*  
Division of Library Science and Instructional Technology  
New Haven, Connecticut 06515  
Emanuel T. Frostano, *Director* (203) 397-4532
- <sup>1,2</sup>Syracuse University  
*Master of Science in Library Science*  
School of Information Studies  
Syracuse, New York 13210  
Robert S. Taylor, *Dean* (315) 423-2911

## SOUTHEAST

- University of Alabama  
*Master of Library Service*  
Graduate School of Library Service  
University, Alabama 35486  
James D. Ramer, *Dean* (205) 348-4610
- <sup>2</sup>Alabama Agricultural and Mechanical University  
*Master of Science in Library Media*  
School of Library Media  
Normal, Alabama 35762  
Dorothy M. Haith, *Dean* (205) 859-7216
- <sup>1</sup>Atlanta University  
*Master of Science in Library Service*  
School of Library Service  
Atlanta, Georgia 30314  
Virginia Lacy Jones, *Dean* (404) 681-0251, ext. 312
- <sup>1</sup>Emory University  
*Master of Arts; Master of Librarianship*  
Division of Librarianship  
Atlanta, Georgia 30322  
A. Venable Lawson, *Director* (404) 329-6840
- <sup>1,2</sup>Florida State University  
*Master of Science; Master of Arts*  
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## CHAPTER 21

### THE LIBRARIAN LIVES A PROFESSIONAL LIFE

Librarianship is a profession. The way one works at it and looks at it decides whether he is professional. Webster defines a profession as "The occupation, if not purely commercial, mechanical, agricultural, or the like, to which one devotes oneself."

Benton says<sup>1</sup> that to be professional one must have had not less than four years of formal training with a major in the professional field and a minor in a related field and also some work experience in the field itself. Furthermore, he states that a professional must have pride in his profession.

Kinney says<sup>2</sup> that self-evaluation is a mark of a profession; that all during his lifetime a professional man must re-evaluate himself; that he does this through self-directed growth that involves definition of purpose, planning of procedures and evaluation of results.

Other sources give the idea that a professional person works not because of the remuneration he expects in dollars but because he has a great desire to do, in a field in which he feels he can perform, some unique service for society. Because of his desire to be a help he is constantly experimenting - doing research - in his field; and because he wants to better his research and profession, he is constantly re-evaluating himself and his work. To do this he must keep himself abreast of what others are doing, so he reads professionally. Also to keep himself mentally and emotionally poised he reads in other fields than his own and holds converse with people in other professions than his own.

Every profession has its code of ethics. Librarians, too, have theirs. A copy may be found in the American Library Association Bulletin, 33:128-30, 1939.

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<sup>1</sup>Benton, W. W. "What is a Profession?" Science, 29:1688-1689, June 19, 1959.

<sup>2</sup>Kinney, Lucien B. "Self Evaluation: The Mark of a Profession," Educational Leadership, 15:228-231, January, 1958.

Junier<sup>3</sup> lists eleven ways in which a librarian may grow professionally. They are:

1. By attending college or university.
2. By group learning in the form of workshops, institutes, or conferences.
3. By correspondence courses.
4. By reading:
  - a. Newspapers - more than one and include editorials.
  - b. Magazines:
    - (1) Professional periodicals.
    - (2) General periodicals of high literary value such as Harpers.
    - (3) Periodicals dealing with personal interests and broad subject fields.
  - c. Books - not just to be entertained but to learn and to evaluate.
5. By writing for professional periodicals. Thus one shares his findings with others and crystallizes his own thoughts.
6. By belonging to a professional organization such as the American Library Association. (Every academy librarian should join the A.L.A. and become a member of its subsidiary organization, the A.A.S.L. For information write to: American Library Association, 50 East Huron Street, Chicago, Illinois.
7. By in-service training.
8. By travel - one can always travel at least to nearby places and visit libraries.
9. By community activities.
10. By friendship with other librarians.
11. By the pursuit of hobbies, which is relaxing and beneficial.

Richard C. Brown discusses the professional's creed in a delightful article<sup>4</sup> in a New York State educational magazine. A few thoughts from his article follow:

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<sup>3</sup>Junier, Artemisia J. "Professional Growth for Librarians," Wilson Library Bulletin, 33:236-238, November, 1958.

<sup>4</sup>Brown, Richard C. "The Professional's Creed," New York State Education, 47:25+ December, 1959.

The professional is honest, intelligent, trustworthy, versatile, human and judicious.

He is alert to pick up new tricks of the trade and eager to share his tricks with fellow professionals.

When he is "on his own" a professional goes ahead, for he knows what to do.

A professional trusts his fellow professionals.

He does all things well that are connected with his vocation and at least one thing superbly.

He is human, therefore he knows that he and others are imperfect.

He knows the rules of the game and he abides by them.

He knows his own strengths and weaknesses and those of his teammates.

He knows the standards he must hold to and he learns to operate judiciously.

The academy librarian may feel at times that he is alone in his field, for there is no other librarian with whom he can associate. True he is the only librarian in the school. However, as he is an educator he can and should share the educator's ambitions, problems, and code of ethics. As he is a librarian he can share the work experiences of his cataloging and other problems of his particular profession with the librarians of the city, town, or county, often receiving valuable suggestions from them. More than this he can seek, through the miles that intervene, the comradeship of other academy librarians and of the S.D.A. college librarian or librarians in his union conference. His problems may be solved more easily after discussion, and these discussions will inspire others as well as himself.

The professional school librarian conceives of library service as an inseparable part of the total educational program. He looks at the future, he looks at the young people who come to him daily and he sees them as better citizens of this world and the world to come because he has chosen the right books for them, has made these books available in an organized manner, has provided surroundings conducive to learning, and has worked with the administration and faculty to lead each individual young person toward a better life. Looking back at each day's work, he will always have new goals or unaccomplished ones in reserve, but his closing-day sigh of weariness will breathe some satisfaction because of a worthy task partly, or wholly, done.

May it be said of each academy librarian that he is a professional.

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## APPENDIX

### GUIDE TO THE TEACHING OF LITERATURE IN SEVENTH-DAY ADVENTIST SCHOOLS

The question of literature and its use in the Seventh-day Adventist classroom is perennially discussed at teachers' conventions and especially among those in whose classes it is presented. In an attempt to further clarify the church's position, a committee representative of the various segments of Adventist education spent a full week in study of the topic.

The statement prepared by this committee was recommended to the General Conference Department of Education and to the Autumn Council, where after some minor changes, it was accepted and referred back to the Department of Education for implementation.

The contents of these "Guidelines" are based on the accepted statement, and are intended to give direction to the teaching of literature in our schools.

"The great aim of the teacher should be the perfecting of Christian character in himself and in his students. Teachers, let your lamps be trimmed and burning, and they will not only be lights to your students, but will send out clear and distinct rays to the homes and neighborhoods where your students live, and far beyond into the moral darkness of the world." Counsels to Parents, Teachers, and Students, page 68.

#### I. PHILOSOPHY

Literature in general sets forth man's impressions of his world, as well as his aspirations, deeds, thoughts, and accomplishments, whether good or bad. Literature, selected in particular for Seventh-day Adventist schools, should lead to the development of the whole man. It may be expressed through poetry or prose; it may be factual or non-factual; it may be drawn from secular or religious sources. It will give a comprehensive view of the universe, help solve fundamental problems, and answer questions on the origin, nature, and destiny of man while emphasizing the true, the honest, and the beautiful.

The study of literature should support the fundamental premise that God is the Creator and Sustainer of the earth and the entire universe and is the Source of all knowledge and wisdom. The presentation of literature should confirm the truth that God created man

in His image and help restore that image by developing faith in Christ. It should nurture an intelligent dedication to the work of God and develop a desire to serve mankind.

Seventh-day Adventist educational philosophy holds that acquaintance with God can be obtained through divine revelations of His nature and purposes. The objectives of the teaching of literature in Seventh-day Adventist schools will therefore be in harmony with those revelations, particularly as vouchsafed in Holy Scripture and emphasized in the writings of Ellen G. White.

The teaching of literature in Seventh-day Adventist schools should give primary emphasis to character-building. It should transmit to the students the spiritual ideals, beliefs, attitudes, and values of the church, and furthermore should encourage them to be thoughtful, law-abiding citizens as well as loyal, conscientious Christians.

Careful study of Ellen G. White's counsels and her total relationship to reading principles indicates that guided study of secular literature, both the fact-based and some true-to-principle non-fact-based, is legitimate for Seventh-day Adventist schools. It should be studied with a sober regard to the positive principles set forth in Mrs. White's writings.

Acceptable literature, whatever its form, is serious art and should be taught in such a manner that students will become vividly aware of its aesthetic qualities - its beauty of word and structure, of rhythm and rhyme, of light and shade. The teacher should share with his students an innate and cultivated love of the best in literature that they might learn to appreciate the highest and to employ its principles in their own literary endeavors.

## II. SELECTION OF LITERATURE FOR SEVENTH-DAY ADVENTIST SCHOOLS

### A. Function

The function of literature selected for study in Seventh-day Adventist schools is to acquaint the student with the artistic wealth available in all forms of the written word. Literature is designed to provide significant, artistic, lasting insights into essential human experience. It develops an appreciation and emulation of the beauty of language and the art of literary structure. The study of literature confronts the student with reality, explores significant questions, and introduces ideas in their historical context. It provides a basis for developing discriminatory powers and encourages the students to emulate the skills demonstrated by selections studied. It should tend to draw the reader to Christ, build up and strengthen understanding and faith, and help him to become a whole spiritual man.

## B. Criteria

### 1. General

Literature assigned in Seventh-day Adventist schools should:

- a. Be serious art. It will lead to significant insight into the nature of man in society and will be compatible with Seventh-day Adventist values.
- b. Avoid sensationalism (the exploitation of sex or violence) and maudlin sentimentality (the exploitation of softer feelings to the detriment of a sane and level view of life).
- c. Not be characterized by profanity or other crude and offensive language.
- d. Avoid elements that give the appearance of making evil desirable or goodness appear trivial.
- e. Avoid simplified, excitingly suspenseful, or plot-dominated stories that encourage hasty and superficial reading.
- f. Be adapted to the maturity level of the group or individual.

### 2. Fiction

Webster's New International Dictionary of the English Language, Second Edition, Unabridged, defines fiction broadly as: "That which is feigned, invented, or imagined; esp., a feigned or invented story, whether uttered or written with intent to deceive or not; -- opposed to fact or reality. Fictitious literature; all works of imagination in narrative or dramatic form; specif., novels and romances. . . ." In the minds of many the term fiction denotes less broadly the perverted, harmful form of imaginative writings often designed to exalt sin and sordidness. In most literary circles the term fiction has been understood merely to mean the categories of the novel and the short story.

From an intensive examination of her references to fiction, it appears that Ellen G. White used the term fiction to apply to works with the characteristics: (1) It is addictive. (2) It may be sentimental, sensational, erotic, profane, or trashy. (3) It is escapist, causing the reader to revert to a dream world and to be less able to cope with the problems of everyday life. (4) It unfits the mind for serious study, and devotional life. (5) It is time consuming and valueless.

Ellen G. White, while characterizing objectionable literature, recognized a proper limited use of certain non-factual materials by her endorsement of Pilgrim's Progress and by including in her compilation of Sabbath Readings (1877-1878) such materials in the form of simple stories teaching "moral and religious" lessons "that defend a sound morality and breathe a spirit of devotion,

tenderness and true piety," at the same time specifying their value in contrast with "religious fiction" which had proved to be a curse.

In the selection of literary material, the counsel of Ellen White should be followed in avoiding materials marked by the characteristics she attributed to fiction. Within these limitations some non-factual works, cataloged commonly as fiction, might be appropriately taught.

### 3. Biographies

Biographies may include the lives of persons whose religious views or personal lives are unworthy of emulation, as well as much novel or imaginative presentation.

All biographical selections are to be chosen with caution, and the same guidelines as recommended for other reading material be followed.

### 4. Glorification of Authors

The inspired word of the Spirit of Prophecy has given counsel to refrain from glorifying the authors of literary works (see Counsels to Writers and Editors, pp. 173, 174). It is recognized that certain undevout and ungodly authors have sometimes embodied in their writings gems of wisdom and truth and have written some things which express cultural, moral, and aesthetic values, and, "We can trace the line of the world's teachers as far back as human records extend; but the Light was before them. As the moon and the stars of our solar system shine by the reflected light of the sun, so, as far as their teaching is true, do the world's great thinkers reflect the rays of the Sun of Righteousness. Every gleam of thought, every flash of the intellect, is from the Light of the world." Education, pages 13, 14.

### 5. Relevance

Present-day students are particularly concerned that their studies should be relevant to their experience and interests. Recognizing that, besides its traditionally appreciated values, literary study can promote understandings that may be useful for problem solving and for coping with personal and cultural change, the following criteria should be considered.

- a. Teachers of literature in Adventist schools should build on the premise that both selection of materials and methods of teaching be governed by relevance to the development of students into mature Adventist Christians, committed to the search for wisdom and truth and concerned with the physical and spiritual well-being of their fellow men.

- b. Teachers of literature should assist students to discover the relevance of the literature of the Bible and the writings of Ellen G. White to present-day concerns.
- c. Adventist schools (particularly on the higher level), recognizing students' interest in currently pressing human problems, may include in their literature program such materials as encourage sharpened perceptions and fresh insights and challenge values that students have accepted or held without critical examination. The teacher's judicious attitude toward such material and candid explanation should reveal to students its usefulness for such higher values as perception and insight despite certain drawbacks. The teachers should inform administrators about the purposes and approaches involved in the use of such material. Appropriateness of topics and materials to the age of the student and harmony with the philosophy expressed in this document must always be important considerations.

#### 6. Individual Student Conviction

In view of the fact that some students come to Seventh-day Adventist classrooms with deep conscientious convictions about the kinds of assignments they may or may not accept, every effort should be made by all teachers of literature to provide optional acceptable reading on related topics for these students so that no one be embarrassed because of his individual interpretation of Spirit of Prophecy quotations.

#### C. Role of the Teacher

The teacher of literature in a Seventh-day Adventist school will be thoroughly dedicated to the beliefs and ideals of the church and will exemplify these in his personal and professional life. He will be concerned with the salvation of his students and the glorification of God.

The teacher will use materials and methods to assist students in attaining the highest goals God has designed for man. He will be selective in his choice in assignments, and his methods of teaching will instill in each student those principles set forth in the Bible and the writings of Ellen G. White. He will remember that truth is best communicated in a setting of love, compassion, beauty, and simplicity. He will take into consideration the Adventist constituency in which he teaches, the homes from which the students come, and most importantly the students themselves, adapting to their needs.

In attempting to solve his professional problems, the teacher should counsel with his colleagues, and in case of doubt on certain reading material to be presented to or read by the

students, he should seek further counsel from the school administration.

### III. LITERATURE REPRESENTATIVE OF MULTI-ETHNIC GROUPS

In the use of literature produced by such writers:

1. The teacher should become aware of the cultural characteristics of the students and should know his own reactions as a teacher by probing his own feelings and prejudices.
2. The teacher should strive for realistic communication through discussions of real life situations rather than placing undue emphasis upon the importance of grammar, pronunciation, and other language mechanics.
3. There should be an awareness of the aptitudes and interests of students from multi-ethnic groups that enable the teacher to lift the aspirations of the student and lead him to achieve his highest potential.
4. The student shall be encouraged to feel that his heritage is an important contribution to society; therefore, he should not be embarrassed if he wishes to retain the distinguishing features of his own cultural background.
5. The teacher should himself communicate with the students on a one-to-one basis, stimulate free exchange of ideas and help each class member to become a self-realizing productive member of society.
6. The scope and sequence of the curriculum materials in literature should reflect the pluralistic character of our society in such a way as to be multi-ethnically inclusive.

"Teacher, weed from your talks all that is not of the highest and best quality. Keep before the students those sentiments only that are essential." Counsels to Parents, Teachers, and Students, page 403.

## APPENDIX

### List of Suggested Supplies

To be ordered from library supply companies:

Card catalog drawers (as needed)  
Accession book (Looseleaf binder with accession sheets for 1,000 books).  
Book pockets (not gummed)  
Book cards or school library borrowers' cards  
Date due slips (not gummed)  
Catalog cards (medium weight)  
Magic Mending Tape (for mending torn pages)  
Scotch Magic Transparent Tape in green box can usually be secured locally. Never use ordinary Scotch tape.  
Mystic cloth tape (for reinforcing spines)  
Perforated Adhesive Cloth (for reinforcing hinges)  
Library glue or paste (for tipping in pages, pasting book pockets, date due slips)  
Book order cards (optional) (used in recommending books)  
Guide cards (usually cards with numbers 1-31 for charging tray)  
Alphabetical guide cards for card catalog  
Shelf list guides with 10 general classification headings

Items to be secured locally:

Rubber stamp (small for inside of book)	LIBRARY Name of school Address
Rubber stamp (longer and more narrow)(of larger type for edges of closed book)	LIBRARY NAME OF SCHOOL
Dater (medium size for stamping borrower's card)	
Rubber numbering stamp (for stamping accession number in books)	
Stamp pad, black ink	
Shelf list card file (if a drawer is not available, a strong box may be used with a wire running through on which to secure the cards).	

Source of library supplies

Secure catalogs from the following companies:

Demco

Eastern Regional Office: Box 4231, Hamden Conn. 06514

Central Headquarters Office: Box 1488, Madison, Wisconsin  
53701

Western Regional Office: Box 7767, Fresno, CA 93727

Bro-Dart

General Offices: P.O. Box 1120, Newark, NJ 07101

Western United States: 1236 Hatcher Ave., City of Industry,  
California 91745

Gaylord Library Supplies and Equipment

Gaylord Bros., Inc., Syracuse, New York 13201

The Highsmith Co., Inc.

P. O. Box 25, Highway 106 East, Fort Atkinson, Wisconsin  
53538

Sources of printed library cards

In purchasing commercial library cards, see if the publishers or book wholesalers from which you order books can provide them. Investigate different companies to see which ones have policies, services, and prices of library cards which best meet your needs. Be sure to purchase cards with Dewey decimal call numbers rather than Library of Congress numbers. Consult local libraries.

Bro-Dart Books, Inc., P. O. Box 923, Williamsport, PA 17701

L J Cards, Inc., P. O. Box 27, Cooper Station Post Office,  
NY 10036

Josten's Catalog Card Corp., 888 East 80th Street, Minneapolis,  
Minnesota 55420

Book wholesalers (see local distributors)

The Baker & Taylor Company

Eastern Division: 50 Kirby Ave., Commerville, NJ 08876

Midwest & Southern Division: Momence, Illinois 60954

Western Division: 380 Edison Way, Reno, Nevada 89502

Interstate Library Service Co., (A Subsidiary): 4600 N. Cooper,  
Oklahoma City, Oklahoma 73118

Bro-Dart, Inc.

Eastern Division: 1609 Memorial Ave., Williamsport, PA 17701

Central (A. C. McClurg) Division: 2121 Landmeier Road, Elk  
Grove Village, Illinois 70007

Western Division: 1236 Hatcher Ave., City of Industry, CA 91745

E. M. Hale Publishers, 1201 South Hastings Way, Eau Claire,  
Wisconsin 54701

Wilcox, Follett Library Book Company, 1000 W. Washington Blvd.,  
Chicago, Illinois 60607

Perma-Bound Hertzberg-New Method, Inc., Vandalia Rd.,  
Jacksonville, Illinois 62650  
A good place from which to order perma-bound paperbacks.

Josten's Library Services Division, 1301 Cliff Road, Burnsville,  
Minnesota 55337.

## Bibliography

### Books

American Association of School Libraries, Standards for School  
Media Programs, \$2.00

American Association of School Libraries, 50 E. Huron St.,  
Chicago, Illinois 60611

Cutter, C. A. Two-Figure Author Table, \$8.00  
Hunting Co., 300 Burnett Road, Chicopee, MA 01020

Davis, W. E. School Library Routine Visualized  
Library Research Service, Demco Library Supplies, 1972  
(See address under "Source of library supplies")

Dewey, Melvil. Abridged Dewey Decimal Classification and  
Relative Index. Ed. 10. Lake Placid Club, NY 12206,  
Forrest Press, Inc., 1972.

Sears, M. E. List of Subject Headings, \$10.00  
H. W. Wilson, 950 University Ave., Bronx, NY 10452

Akers, Susan Grey. Simple Library Cataloging. 5th ed. Scare-  
crow Press, 1969. Goes into detail on the cataloging and  
classification of a book.

Peterson, Carolyn Sue. Reference Books for Elementary and  
Junior High Libraries. Scarecrow Press, 1970. Gives  
listings and evaluations of reference books in every  
subject field that are suitable for elementary and junior  
high schools.

Piercy, Esther J. Commonsense Cataloging. Wilson, 1974. A  
simplified manual for the organization of books and other  
materials in schools and small public libraries.

Rosenberg, Judith K. Young People's Literature in Series; an  
annotated bibliographical guide. 2 vol. (vol. 1. Fiction  
vol. 2. Publisher's and non-fiction series) Evaluates all  
well known series.

Scott, Marion, ed. Periodicals for School Libraries. A.L.A.,  
1969. A guide to magazines in all subject fields with  
evaluations and grade level suitability. Also ordering  
information. American Library Association.

Spache, George D. Good Reading for Poor Readers. Garrard, 1974.

Supplementary List of Subject Headings. S.D.A. Periodical Index, 2nd. ed.--compiled by David Glen Hiltz, Loma Linda University Libraries. Loma Linda University, Riverside, CA 92505

Walsh, S. Pdraig. General Encyclopedias in Print, 1973-74. Bowker, 1973. An annual. Evaluates all encyclopedias for buying for school and home.

Weih, Jean Riddle. Non-Book Materials. Canadian Library Association, 1973. Now considered authority on cataloging audio-visual materials. Sample cards for all types of materials.

Wofford, Azile. The School Library at Work. Wilson, 1959. This is still in print and is good for details on routines of a school library.

AAAS Science Books and Films. Publishes quarterly. Indexed in Book Review Digest. Evaluates science books on all levels K-college. Reviewers are specialists in the various fields of science. May be ordered from: Publications Dept. (Dept. W3) Amer. Assn. for the Advancement of Science. 1515 Massachusetts Ave., N.W., Washington, D.C. 20005

The booklist published twice monthly, Sept. through July, and once in August by American Library Association. Reviews books for young adults and children, reference books and audio-visual materials. Very critical reviews.

#### Film

##### Library-Learning Centers: What's Happening

The film highlights the development of library media centers and services in four school districts. Available for purchase (\$95) for rental (\$7). School Library Awards, Encyclopedia Britannica, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.

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