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# LIBRARY SERVICES

## FOR KENTUCKY SCHOOLS

University of Kentucky Library

Publication  
Education



• Commonwealth of Kentucky •

# EDUCATIONAL BULLETIN

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## LIBRARY SERVICE FOR KENTUCKY SCHOOLS

Published by

DEPARTMENT OF EDUCATION

DR. HARRY M. SPARKS

Superintendent of Public Instruction

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University of Kentucky Library

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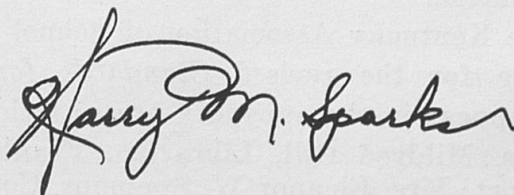
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## FOREWORD

"Instructional materials center" and "school library" are synonymous terms used interchangeably by educators today to identify the place for housing all instructional media. The acceptance of the library as an essential ingredient of the instructional program is an outgrowth of the expansion of the school library to include all types of materials, both print and non-print, which support the curriculum of the school. As a result of recent educational trends such as flexible or modular scheduling, team teaching, independent study, etc., the school library has emerged as the center for individualized learning. This concept has affected the size of facilities, quantity and quality of available materials, services rendered, and the number of personnel needed to implement the expanded role of the school library program.

This revision of *Library Service for Kentucky Schools* is presented as a guide for those persons who are beginning as school librarians, and as a "how-to-do-it" manual for those schools which have recently acquired materials but do not have the services of a trained librarian available. Furthermore, all librarians will find a manual of this type useful in the smooth administration and effective organization of library routines.

The implementation of *School Library Standards in Kentucky* has been instrumental in the elementary schools during the past decade. Further impetus has been given to this development by the Elementary and Secondary Education Act of 1965 which provided personnel and facilities under Title I and Materials under Title II of the Act. It is hoped that this copy of the Educational Bulletin will help in the further organization and growth of these "school libraries" and/or "instructional material centers" as they continue to meet the changes which are posed by educational progress.



HARRY M. SPARKS  
*Superintendent of Public Instruction*  
*Kentucky State Department of Education*

## ACKNOWLEDGMENTS

Grateful acknowledgments are extended to the persons who have assisted in the writing of this bulletin, *Library Service in Kentucky Schools*. Appreciation must also be expressed to those persons who wrote the 1957 edition, and whose ideas and suggestions were a source of information for much of the content of this bulletin.

The members of the Kentucky Association of School Librarians' Committee who worked so faithfully during a period of one year are:

Mrs. Rosa Green, Librarian, Chairman, Valley High School, Jefferson County Schools; Mrs. Grace Vandenberg, Librarian, Seneca High School, Jefferson County Schools; Miss Doris Willson, Librarian, Eastern High School, Jefferson County Schools; Mrs. Elizabeth Lewis, Librarian, Audubon Elementary School, Jefferson County Schools; Miss Margaret Roser, Assistant Professor, Department of Library Science, Eastern State University, Richmond; Miss George Ann Carpenter, Librarian, Northside Elementary School, Shelbyville Independent Schools; Mrs. Margaret Gaunce, Librarian, Henry County High School, New Castle; Mrs. Gladys Ambrose, Librarian, Cane Run Elementary School, Jefferson County Schools; Mrs. Glynn Chestnut, Librarian, Manley Jr. High School, Louisville Independent Schools; Miss Freda Whitfield, Librarian, Valley High School, Jefferson County Schools; Mrs. Alma Hill, Librarian, Elizabethtown High School.

Since the school library is now the center for all instructional media, the content of this bulletin has been written in this context with emphasis given to the selection, organization, and housing of non-print as well as print materials.

Pictures included in this bulletin are from various elementary and high schools throughout Kentucky which represent types of activities taking place in the library.

The drawings of the shelving and equipment were supplied through the Division of Buildings and Grounds, State Department of Education.

The Kentucky Association of School Librarians' Committee responsible for the revised *Standards for School Library Service* which appear in the appendix are as follows:

Mrs. Mildred Gill, Librarian, Franklin County High School, Frankfort; Mrs. Eleanor W. Simmons, Coordinator of Library Services, Jefferson County Schools; Mrs. Dorothy Hinson, Supervisor of School Libraries, Fayette County Schools; Miss Ruby Trower, Supervisor of School Libraries, Lexington Independent Schools; Mrs. Margaret W. Shaper, Librarian, Shawnee Senior High School,

Louisville Independent Schools; Miss George Ann Carpenter, Elementary Librarian, Shelbyville Independent Schools; Miss Vera Grinstead, Assistant Professor, Western State University, Bowling Green; Mrs. Grace McGaughey, Librarian, Clark Junior High School, Fayette County Schools; Mrs. Jean Silk, Librarian, Tates Creek Elementary School, Fayette County Schools; Mr. Roy Camie, Principal, Boyle County High School, Danville; Mr. Claude A. Taylor, Coordinator of Evaluation, State Department of Education; Mr. Paul Sebastian, Supervisor, Madison County Schools, Richmond.

August, 1967

NELLA BAILEY AND JOY TERHUNE  
*Supervisors of School Libraries*

University of Kentucky Library

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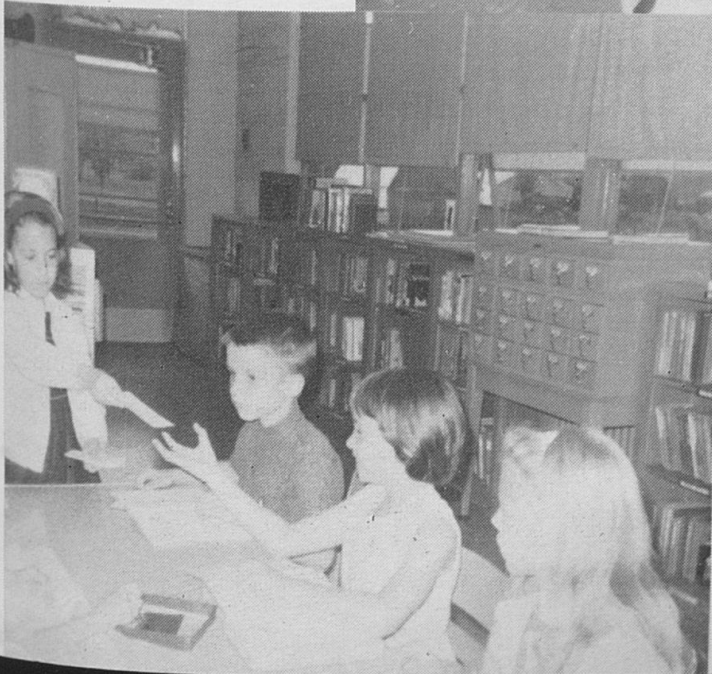
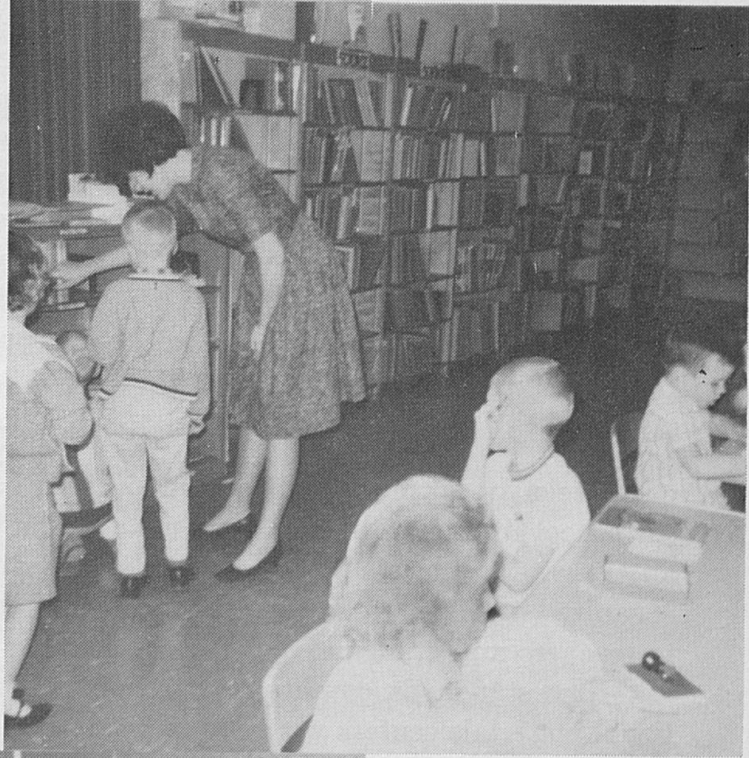
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## Chapter I

# LIBRARY SERVICES IN THE TOTAL SCHOOL PROGRAM

### **Introduction**

The library in the school is no longer something to be desired or provided after all other services are assured, but is an integral part of the school program, planned in line with and essential to its educational objectives. Good teaching is no longer possible without adequate library materials and all teaching is better for having library service.

Responsibility for the support of the school library rests on the administration and the local school board. However, P. T. A. groups and other organizations have often been interested in school libraries and have made generous contributions to them, especially on the elementary level. These funds should supplement rather than supplant the school library which has a regular appropriation from school funds. Present standards for school library service in Kentucky, which became effective in September, 1966, require a minimum of \$2.00 per pupil for the junior and senior high schools and a minimum of \$1.50 per pupil for the elementary school. (See Appendix P ??? for School Library Standards).

### **The Library As An Instructional Materials Center**

Recently, national and statewide trends have been to expand the school libraries into instructional materials centers which contain all types of materials, both print and non-print. These materials are organized and housed systematically so that they are easily accessible to teachers and students.

New standards emphasize the implementation of these instructional materials centers with added personnel, expanded quarters, and increased appropriations. The Elementary and Secondary Education Act, a federally funded program, has contributed to further development and growth of these learning centers.

### **Use of Library Facilities**

Some school libraries have still attempted to function in connection with other services. The most common situation is the combination of the school library and study hall, usually resulting in overcrowding and discipline problems which make library service difficult. However, separate facilities are now being provided for these functions. Kentucky Standards require that when more than forty (40)

high school pupils are scheduled in the library for a given period, a teacher must also be assigned to assist with discipline problems. Thus, the combination of library and study hall is not economical in the assignment of personnel and a separate study hall should be provided for students when they do not need to use library materials. As school buildings become increasingly crowded, the school library is often made to serve as a homeroom or classroom for part of a school day. It is obvious that adequate library service cannot be provided under such circumstances and it is impossible to maintain a library atmosphere in a room used for other purposes. The school library is such a vital part of the school program that no substitute can be offered for real library service.

The library in the elementary school has become a reality within the last few years as efforts have been made to provide services for all children. The use of federal funds to supplement local effort has also contributed greatly to the improvement of library collections in every type of school. Even in county systems which still have a number of small schools, supplementary materials are provided from a central collection in connection with the office of the superintendent.

#### **Reading Guidance and Reference Service**

One of the librarian's two contributions to the school consists of reading guidance and reference service. Her primary concern is building a balanced collection of quality books and other materials on many subjects representing various interests and various levels of reading ability. As a teacher prepares units of work, the librarian helps to select suitable materials to be used in the classroom. When a class group comes to the library, librarian and teacher work together to make the time meaningful. The librarian's daily schedule will also consist of helping students find answers to questions arising in class or from personal interests, and locating materials for classroom assignments, class reports, group projects or research papers. Helping each student find the book in the library that is right for him is rewarding.

#### **How the Foundation Program Helps School Libraries**

The Foundation Program for Education can render four distinct services to the school library program in Kentucky: First, the librarian has the same status as a classroom teacher and a special Administrative and Special Instructional Service Personnel unit is provided for the position of Librarian; second, an administrative policy provides that the full-time librarian may be employed and the

local board will be reimbursed by the State for one additional month of employment; third, the state allotment of \$900 per classroom unit for current operating expenses provides funds for purchase of library books and materials; and, fourth, the state allotment of \$600 per classroom unit for capital outlay provided funds for the purchase of new furniture and equipment and books for new libraries. The local school district should endeavor to supplement Foundation funds in order to enrich and broaden the total school program through adequate library service.

### **Conclusion**

For the School library to fulfill its function in the total school program, it should be a continuously developing, cooperative project, adequately financed by the local board of education. The school faculty should assist in building the collection of materials and provide encouragement and opportunities for pupils to use its facilities. The librarian should guide the development of a balanced collection, organize the materials for effective use, provide ways for the teachers and pupils to utilize to the fullest extent the library's resources. Working together closely, the librarian and teachers should provide adequate instruction in the use of the library, thus enabling pupils to find materials independently.

Every school administrator should be concerned with establishing library service to all schools in his system, and where library service now exists every effort should be made to develop it to its highest potential.

A good source book for the school librarian is Azile Wofford's *The School Library at Work*, H. W. Wilson, 1959.

## Chapter II

### SELECTION AND PURCHASE OF BOOKS

#### Appropriation for the Library

Books and other library materials become increasingly expensive as costs of production rise. As stated previously, the local board of education should support school library service by an annual appropriation and administrators should be interested in providing additional funds for library services.

The Standards for school libraries include separate appropriations for book and non-book materials. The appropriation for printed materials should be spent for books, periodicals, other printed materials, and supplies. The appropriation for non-book materials should be spent for audiovisual materials, such as films, filmstrips, recordings, processed slides, transparencies, kinescopes, video tapes, maps, charts, globes, pictures, etc., including supplies for the processing of these materials.

These appropriations should not be applied to the payment of salaries, purchase of library or audiovisual equipment, supplementary textbooks, and pamphlets used by special departments for classroom use. Extra appropriations should be made for these items, and for encyclopedias and other expensive reference books. Schools attempting to rebind many books will also need additional funds. The appropriation may be supplemented by funds from other sources such as the Parent Teacher Association and local school activities. A special appropriation over and above the requirements should be spent for printed and audiovisual materials when establishing new libraries.

#### Federal Funds

Through an appropriation by Congress, Title III of the National Defense Education Act and the Elementary and Secondary Education Act have provided funds for the purchase of materials for school libraries. Title III of the National Defense Education Act provides funds to local school districts on a matching basis for most subject areas of the curriculum. The Elementary and Secondary Education Act provides federal funds through Title I for strengthening educational programs for children of low-income families. Title II of the Act makes provisions for school library resources, textbooks, and

other instructional materials for children and teachers. Elementary and Secondary Education Act federal funds are 100% grants and make additional materials and equipment available for school libraries. Information on the use of federal funds under the Elementary and Secondary Education Act and Title III of National Defense Education Act may be obtained by writing to the State Department of Education, Frankfort, Kentucky, 40601.

### **Financial Records**

A duplicate bill of all library expenditures should be kept in the library files. The librarian should keep a simple record showing the appropriation for each area, how much has been spent, how many materials were received for that amount, and how much money remains.

This simple statement will enable the librarian to inform the teachers or administrators how the funds appropriated for the school library are being spent. It also serves as a guide whereby the librarian may request additional funds for expanding service.

### **Selection of Materials**

Selection is a cooperative process which should involve staff and pupils, though the final decisions rest in the library personnel. Teachers are subject specialists with the added knowledge of the needs, interests, and abilities of their pupils. It is the responsibility of the library staff to consult with them, to provide them with as much bibliographic information as possible, and to secure their assistance in the evaluation and selection of materials.

One method for selection is a first-hand knowledge of the material itself; another is the perceptive use of reliable lists. Factors to consider in evaluating lists include the reliability of the person or organization who prepared them and their recency. Agencies such as the American Library Association, the National Education Association, and other professional organizations are recommended sources for selection of materials.

Many school districts have developed statements of policy which govern their selection of materials. Such statements include the philosophy for selection, the agency and staff responsible for implementing the policy, the types of materials included, criteria and procedures for their selection, and procedures for handling problems which arise when a particular piece of material is questioned. When such statements are cooperatively developed, accepted and adhered to, they

provide guidance and protection for all who are involved in the selection of materials.

Publications which are useful in the preparation of a policy statement are: *The School Library Bill of Rights* (endorsed by the American Association of School Librarians and The American Library Association, 1955); the joint statement of AASL-ACRL-DAVI on the relationship of all materials, adopted by the Executive Boards of the three organizations in 1958 (See p. 59 of *Standards for School Library Programs*, ALA, 1960, \$2.50); *Policies and Procedures for Selection of School Library Materials* (endorsed by American Association of School Librarians, 1961); and *The Students' Right to Read*, prepared by the National Council of Teachers of English in 1962 (Council, 25¢)

The simplest plan for encouraging participation in recommending materials for purchase is to provide request slips to be filled out with author, title, and such bibliographical information as may be available. Frequent conferences should be held with teachers as to type of materials needed, and they should be notified of the date for sending regular orders so that requests may arrive on time. The librarian should have a good collection of book selection aids and encourage teachers to choose materials from them. Some book selection aids are mentioned here; a more complete list is available in the Appendix, p. 79. Information about others may be secured from the office of the State Supervisor of School Libraries or the nearest library training agency.

### Basic Book Selection Aids

#### 1. Elementary Schools

ADVENTURING WITH BOOKS; an annotated and graded list of books for use with children in the elementary grades. N. C. T. E., 1960. 75¢

BASIC BOOK COLLECTION FOR ELEMENTARY GRADES; Comp. by a subcommittee of the A. L. A. Editorial Committee with the assistance of consultants from several organizations. 7th ed. A.L.A., 1960. \$2.00

CHILDREN'S CATALOG; a classified catalog of 4,274 children's books recommended for public and school libraries. 11th ed. Wilson, 1967. \$16.00 (Kept up-to-date with supplements).

THE ELEMENTARY SCHOOL LIBRARY COLLECTION; comp. by Mary V. Gaver. Latest ed. 257 pp. The Bro-Dart Foundation, 113 Frelinghuysen Avenue, Newark, New Jersey 07114.

2. Junior High Schools

BASIC BOOK COLLECTION FOR JUNIOR HIGH SCHOOLS; comp. by a subcommittee of the A. L. A. Editorial Committee with the assistance of consultants from several organizations. 3rd ed. A. L. A., 1960. \$2.00

JUNIOR HIGH SCHOOL LIBRARY CATALOG; 1st ed. Wilson, 1965. \$20.00 (to be kept up-to-date with supplements).

YOUR READING; a book list for junior high school. N. C. T. E., 1960. 75¢ with 1963 supplement.

3. High School

BASIC BOOK COLLECTION FOR HIGH SCHOOLS; comp. by a subcommittee of the A. L. A. Editorial Committee with the assistance of consultants from several organizations. 7th ed. A. L. A., 1963. \$3.00

BOOKS FOR YOU; a reading list for teenagers. N. C. T. E., 1964. 90¢

SENIOR HIGH SCHOOL LIBRARY CATALOG; a selected catalog of 4,231 books. 9th ed. Wilson, 1967. \$20.00 (kept up-to-date with supplements).

Each school library should own the latest edition of CHILDREN'S CATALOG, JUNIOR HIGH SCHOOL CATALOG, or STANDARD CATALOG. Some librarians, especially those serving junior high school pupils, may use all three. A revised edition is published every five years by the H. W. Wilson Co., 950-972 University Avenue, New York, New York 10452. Librarians should watch for new editions of the above lists or for other new lists being published and always secure the latest.

**Book Selection Aids for Current Books**

Among the periodicals which review books and are especially helpful with current materials, the following are suggested:

THE BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN. Semi-monthly, September through July, only once in August. American Library Association, 50 East Huron Street, Chicago, Illinois 60611. \$6.00 a year.

BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS. Monthly except August. University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637. \$4.50 a year.

THE HORN BOOK MAGAZINE. Published six times a year. Horn Book, Inc., 585 Boylston Street, Boston, Massachusetts 02116. \$5.00 a year.

LIBRARY JOURNAL. Semi-monthly, September through June; monthly in July and August. Bowker Company, 62 West 45th

Street, New York, New York 10036. \$10.00 a year. (Each mid-monthly issue contains SCHOOL LIBRARY JOURNAL, paged separately and obtainable as a separate magazine at \$5.00 a year. Most school libraries will find the smaller publication adequate).

SCHOOL LIBRARY JOURNAL. Monthly, September through May. Brief reviews K-12 books recommended and not recommended; articles of interest to teachers and librarians. R. R. Bowker, 62 West 45th Street, New York, New York 10036. \$5.00 a year.

### Relations with Agents

Representatives of various book companies often visit schools selling books, audiovisual materials, equipment, and encyclopedias. Before agreeing to purchase materials from agents, especially new or unknown books, the librarian should check to see if they are listed in approved book selection aids. THE BOOKLIST AND SUBSCRIPTION BOOK BULLETIN (see listing in previous section) and "Current Reference Books," a section of each issue of The Wilson Library Bulletin should be checked for a review and possible recommendation of any set of books. The Supervisor of School Libraries, library training agencies, or other professional librarians will help with information regarding the advisability of purchasing such materials. Administrators are advised against purchase of library materials from agents without consultation with the school librarian or, when no trained librarian is in the school, without consulting sources listed above. A word of caution is necessary in the selection of books from publisher's catalogs as many of them have not been evaluated for use in school libraries.

### Purchase of Materials

When the librarian or teacher discovers a book which should be considered for purchase, the author, title, edition, publisher, date, source, and price should be noted on a 3"x5" order card and added to the "consideration" or "want" file kept in the library. It is also helpful to have on the card the name of the person requesting the book, a statement as to why it should be purchased, and the recommended source from which the selection was made. The name of the subject, such as "History" might well be added to the card so that all cards on a subject would be filed together. Thus, an accumulation of purchase suggestions will be available when an order is placed. Cards containing titles for first purchase may be marked and kept in a separate file. A new librarian, unfamiliar with the collection should always check the consideration list against the shelf list to avoid unnecessary duplication.



Books should be ordered several times during the school year with a large order early in the fall and another in the spring which make it possible to have new books ready for circulation early in the school year. A small amount of the book budget should be kept to purchase books urgently needed to meet special classroom demands or to take advantage of materials as they are published. The money from overdue book fines may be used to supplement this fund.

Schools will find it more satisfactory to order books from a reliable jobber who handles the books from all publishers. This procedure is less expensive and jobbers usually give a larger discount to school libraries.

Some book jobbers found to be satisfactory are:

Baker and Taylor, 1405 North Broad Street, Hillside, N. J. 07642 or Momence, Illinois 60954

A. C. McClurg, 2121 Landemeier Road, Elk Grove Village, Illinois 60004

Campbell and Hall, Inc., 898 Commonwealth Avenue, Boston, Massachusetts 02100

Cincinnati News Company, 659 E. Sixth St., Cincinnati, Ohio 45200

Tennessee Book Co., 126 Third Avenue, Nashville, Tennessee 37200

### **Reinforced Binding and Prebound Books**

Books which will receive hard usage will wear longer if purchased in reinforced bindings and especially recommended for elementary schools. Such books are re sewn, placed in durable bindings and reinforced along the hinges where strain is heaviest. Prebound books are more expensive than the regular publisher's edition but the resulting longer wear justifies the added cost. It is less expensive, however, to purchase prebound books than to rebind books after use. Prebounds may also be bought through regular jobbers and, in this case, a notation should be made on the order that prebounds are desired unless the book is already available in library reinforced binding.

Some firms which handle prebound books are:

H. R. Hunting Co., 29 Worthington Street, Springfield, Mass. 01100

A. C. McClurg and Co., 2121 Landemeier Road, Elk Grove Village, Illinois 60004

New Method Book Bindery, Jacksonville, Illinois 62650

### **Paperbacks**

A librarian may wish to consider the purchase of paperbacks as a supplement to the collection. Paperbacks are being used increasingly

in a number of school libraries, particularly for titles not otherwise available, of seasonal popularity, for a selected group, to duplicate titles in heavy demand, or for a circulating reference collection.

Paperbacks in reinforced bindings are more expensive but much more durable. This type of book may be reinforced at school with materials purchased from a library supply house, but the cost of the materials plus the librarian's time make it more economical to purchase them in professionally reinforced bindings such as Vinabind or Perma-bound.

Paperbacks are usually not accessioned or cataloged, but are classified, stamped, and put on a separate shelf; however, they should be processed for circulation. The shelf list cards may be arranged by author or separate file. Some librarians enter the copy number on the author entry card in the card catalog and indicate "paperback."

#### Sources for selection :

PAPERBOUND BOOK GUIDE FOR HIGH SCHOOLS, 1964, R. R. Bowker, 1180 Avenue of the Americas, New York, New York 10036 Complimentary to teachers.

THE PAPERBACK GOES TO SCHOOL, 1964-65, Bureau of Independent Publishers and Distributors, 122 E. 42nd Street, New York 10017. A subject listing of more than 3,000 books suitable for junior and senior high schools. Complimentary.

PAPERBOUND BOOKS IN PRINT, R. R. Bowker, 1180 Avenue of the Americas, New York, New York 10036. Monthly; \$16 yearly on subscription; single copies, cumulative issues, \$5; monthly issues, 50¢.

#### Free Catalogs :

Catalog of Permabounds. Weise-Winckler, Inc., 631 North Street, Cincinnati, Ohio 45200.

Paperbound Book Catalog for Schools and Libraries. Institutional Book Service, Jackson Blvd. and Racine Avenue, Chicago, Illinois 60607.

Reader's Choice Catalog. Reader's Choice, 904 Sylvan Ave., Englewood Cliffs, New Jersey 07631. Lists more than 500 paperbacks selected for Grades 2-12.

Vinabind, 1913 Washington Ave., St. Louis, Missouri 63103. Stock catalog is free; complete listing catalog is \$3.00.

#### Some jobbers for paperbacks are :

Book Fairs Inc., 162 Atlantic Avenue, Lynbrook, N. Y. 11563.

Book Mail Service, 23 East 22nd Street, New York, N. Y. 10010.

Magna Book Distributors, 180 Scranton Avenue, Lynbrook, N. Y. 11563.

### **Gifts to the School Library**

Gift books for the library should be accepted with caution. While this may be an easy method of adding books and magazines to a collection more often it results in acquisition of materials not suitable for a school library. Gift materials should be scrutinized as thoroughly before adding to the collection as those purchased with library funds. It is wise to accept gift materials with the understanding that the librarian will have permission to dispose of them if they prove unsuitable for the library. Suitable books would include duplicates of materials already in the library and titles listed in standard book selection aids. Books to be avoided are outdated materials in the subject fields, substandard fiction, adult books not suitable for young readers, and all books in poor bindings. Those persons wishing to make donations to the school library should be encouraged to give money or to consult the librarian as to titles and bindings which would be acceptable to the library.

Magazines received as gifts whose titles are on standard lists may be used to supplement magazines subscribed to by the library to fill in missing numbers of files kept for reference purposes, or to be clipped for the vertical file and picture collection. Those to be avoided are comics, cheap fictional magazines, and those of organizations strictly for propaganda purposes.

### **Order Procedures**

Procedures for placing orders will be determined by the general regulations of the school system. The librarian should check with the administrators and follow accepted practices, unless it seems to conflict with necessary library techniques. A conference with the administrator will usually result in a routine satisfactory both to the librarian and business office. The library should have on file a copy of any orders charged against the library budget. A suggested routine for ordering books is:

1. An order card should be made for each book desired.
2. Type the list of books from the order cards arranged alphabetically by author.
3. Write order addressed to book jobber giving the following information:
  - a. If letterhead is not used, type the name and address of the school at the top of the letter.
  - b. Specify how the books are to be shipped, to whom the bill is to be sent, and how many copies of the bill are de-

sired. It is necessary to have one or more copies of the bill come with the books.

- c. Unless the order is short, make a separate list of the books and attach it to the letter. Give name and address of the school and the date at the top of each sheet.

### Sample Order Card

<b>Class No.</b>	<b>Author (Surname first)</b> Fenton, Carroll Lane and Mildred (Adams)	
<b>Accession No.</b>	<b>Title</b> Riches from the Earth.	
<b>No. of copies ordered</b> 2		
<b>Date ordered</b> 1/28/57	<b>Volumes</b>	
<b>Of</b> McClurg	<b>Publisher</b> Day	<b>Edition or series</b>
<b>Date received</b> 2/28/57	<b>Illustrator</b>	<b>Year of publication</b> 1954
<b>Date of bill</b> 2/25/57	<b>Price</b> 2.75	<b>No. of copies desired</b> 2
<b>Cost per copy</b> 2.20	<b>Department for which recommended</b> Social studies	
<b>L. C. card No.</b> (W)	<b>Teacher making request</b> Miss Jones	
	<b>Reason for request</b>	
GAYLORD 101-S	PRINTED IN U.S.A.	

4. Give the following information for each book with double space between each title desired:
- Number of copies wanted
  - Author
  - Title, including sub-title, if there is one
  - Editor, illustrator, etc., if a particular one is desired
  - Edition, if other than first
  - Publisher and date
  - Series, if it seems important
  - List price
  - Recommended source for selection

### Sample Order

Order No.	5		
No. Cop.			Price
1	Association for Childhood Education International Told Under Spacious Skies, Macmillan, 1952		\$3.00
1	Baker, Rachel (Minningberg). First Woman Doctor. Messner, 1944		2.95
2	Fenton, Carroll Lane and Mildred (Adams). Riches from the Earth. Day, 1953		2.75

2	Hartman, Gertrude. Making of a Democracy. Rev. and enl. ed. Day, 1941	3.20
1	Lawson, Marie (Abrams). Pocahontas and Captain Smith. Random House, 1950. (Landmark Books).	1.50
1	Log Cabin Lady. Little, 1922	1.50
1	Porter, Jane. Scottish Chiefs; ed. by K. D. Wiggins and N. A. Smith; illus. by N. C. Wyeth. Scribner, 1921	3.50
1	Wilder, Laura (Ingalls). By the shores of Silver Lake; illus. by Garth Williams. Newly illustrated, uniform ed. Harper, 1953	2.75

The preparation of orders should follow the above sample which is in correct form as to spacing and type of entry.

After the order has been made, entries as to dealer, date of order, and number of copies desired should be entered at the left on the order card. Order cards are then filed alphabetically by author, or title if no author is known, with others in the "Outstanding Order File" to await the receipt of the book or report as to the reason it cannot be sent.

July 18, 1967

### Sample Invoice

(Received from dealer with prices after discount)

No. cop.		Price
1	ACEI Told under Spacious Skies	\$2.40
1	Baker First Woman Doctor	2.36
2	Fenton Riches from the Earth 2.20	4.40
2	Hartman Making of a Democracy 2.56	5.12
1	Lawson Pocahontas and Captain John Smith	1.20
1	Log Cabin Lady	1.20
1	Porter Scottish Chiefs	2.80
1	Wilder By the Shores of Silver Lake	2.20
		—
		21.68
	Postage	.67
		—
		22.35

### PREPARATION OF MATERIALS FOR USE

#### Receiving Books Ordered

When books are received from the dealer, it is wise to leave the package unopened until the librarian is ready to handle them. This will prevent misplacing new books before they are made a part of the collection. The following routine is suggested:

1. Unpack books and check against the invoice, enclosed in box, one for each copy or volume of a set, to indicate receipt.
2. If invoice is correct, initial a copy and forward to office for payment.
3. If invoice is incorrect, or books are found to be damaged, notify the jobber at once and hold books for instruction. Approval for payment should be withheld until adjustments have been made.
4. On the library copy of the invoice, the department or area of the budget to which the item is to be charged may be entered beside the price of each book (see sample).
5. Withdraw the order card for each book from the "Outstanding Order File" and complete information on left side of card. By addition of the call number (accession number, if used), the order card may be used as a temporary shelf list which serves as the official record until books are cataloged and a permanent shelf list made. Otherwise, the order card may be placed in a "Books Received File" in the event questions arise about the order, and this should be kept at least for the school year. In either case, the card may accompany the book through the routine of preparation of the shelves.
6. Transfer the amounts from the invoice to the page of the financial record assigned to each department of area of the budget, if department records are kept.
7. File invoice in file kept in the library.
8. Open each book as follows: Hold the pages upright in one hand with spine and covers resting on a table. Press along the inner margins of each cover. Then, alternating from front to back, press down a few pages at a time until all pages have been pressed down and the book remains easily open.
9. Use a letter opener to separate any uncut pages. This is also a good time to examine the book for imperfections. Such books should be returned to the jobber who will replace with perfect copies. This should be done before the book is made a part of the collection.
10. Place books with others to be accessioned, (if record is kept).

### Accessioning Books

Accessioning is the numerical listing of books as they are added to the library. There is a growing tendency to omit this procedure. Some librarians feel that much time is saved by putting the information on the shelf list card instead of in the accession record. Pertinent data such as withdrawals, losses, price, and purchase date of the book may be shown on the card. When accession records are not kept, copy numbers are used instead of accession numbers. The copy number should also be placed in the book and on the card and

pocket. If this method is used, the number of purchases, losses, and the current number of books may be kept on a summary card at the front of the shelf list file.

If an accession record is kept, a book printed specifically for that purpose should be used. The loose-leaf type is suggested and may be obtained from any library supply house. Entries should be typed or made in ink.

1. Enter date on which books are accessioned at top of page. When another group of books is later accessioned on the same page, the new date should be entered beside the first number of the new group on the left of the page.
2. Each group of books should be entered alphabetically by author or title, if there is no author, making sure all volumes of a set are together.
3. Give complete information as indicated on the accession sheet. If no date is given, use n. d.
4. In case of a gift, write name of donor instead of source and "G" or "Gift" instead of price.
5. Enter one book only on each line and do not run over into the next line or into the next column.
6. Enter each volume of a set on a separate line and indicate the volume in column provided for that purpose. In "remarks" column, place the number of volumes beside the price for the entire set.
7. Use ditto marks, one for each column, where entry above is identical with one being made.
8. The number at the beginning of the line on which a book is entered is the number for that book. An accession number is never used the second time.
9. After line 99 is used, add the proper digit to make 100, 200, etc., being careful not to skip a block of numbers.
10. The accession number is placed in the book and on the book card and pocket. (see sample accession sheet, p. —).

#### BIBLIOGRAPHY

- Cundiff, Ruby Ethel. *Manual of Techniques in Library Organization*. Chicago: Follett, 1958.
- Davis, Winifred Lemon. *School Library Routines Visualized*. Madison, Wisconsin: Library Research Service, Division of Demeo, 1961.
- Douglas, Mary Peacock. *The Teacher-Librarian's Handbook*. Chicago: A.L.A., 1949.
- Fargo, Lucile F. *The Library in the School*. Chicago: A.L.A., 1947.
- Haines, Helen E. *Living with Books*. 2nd ed. New York: Columbia University Press, 1950.
- Wofford, Azile. *The School Library at Work*. New York: H. W. Wilson, 1959.

Date February 20, 1957

SAMPLE ACCESSION SHEET

Accession Number	AUTHOR	TITLE	PUBLISHER	YEAR	SOURCE	COST	REMARKS
1001	ACEI	Told under Spacious Skies	Macmillan	1952	McClurg	2 40	
02	Baker	First Woman Doctor	Messner	1944	"	2 36	
03	Fenton	Riches from the Earth	Day	1953	"	2 20	
04	"	"	"	"	"	"	
05	Hartman	Making of a Democracy	"	1941	"	2 56	
1006	"	"	"	"	"	"	
07	Lawson	Pocahontas and Captain John Smith	Random	1950	"	1 20	
08		Log Cabin Lady	Little	1922	"	1 20	
09	Porter	Scottish Chiefs	Scribner	1921	"	2 80	
10	Wilder	By the Shores of Silver Lake	Harper	1953	"	2 20	
2/25/57 1011	Langstaff	Frog Went A-courtin'	Harcourt	1955	P.T.A.	Gift	
12	Lindbergh	"We"	Putnam	1927	Brown	"	
2/28/57 13		The World Book Encyclopedia	v.1 Field Ent.	c1957	Direct	109 00	19v.
14	"	"	v.2 "	"	"	"	
15	"	"	v.3 "	"	"	"	
1016		The World Book Encyclopedia	v.4 Field Ent.	c1957	Direct		
17	"	"	v.5 "	"	"	"	
18	"	"	v.6 "	"	"	"	
19	"	"	v.7 "	"	"	"	
20	"	"	v.8 "	"	"	"	
1021		The World Book Encyclopedia	v.9 Field Ent.	c1957	Direct		
22	"	"	v.10 "	"	"	"	
23	"	"	v.11 "	"	"	"	
24	"	"	v.12 "	"	"	"	
25	"	"	v.13 "	"	"	"	

Continued on next page

PAYLOAD PRINTED IN U.S.A.



## Chapter III

# CLASSIFICATION, CATALOGING AND PREPARATION OF BOOKS FOR THE SHELF

### CLASSIFYING BOOKS

The purpose of classifying is to bring together on the shelf all books concerning the subject by assigning them the same classification number. The Dewey Decimal Classification is the system used to classify books in school libraries of Kentucky.

#### Dewey Decimal System

The Dewey Decimal System divides all knowledge into ten main subject classes. These classes are subdivided into ten divisions, and each division of a class is subdivided into ten sections. As each section can also be expanded, this System will accommodate the largest high school collection.

Each number in the Dewey Decimal Classification System (000-999) stands for a subject; all books on one subject will have the same number and will stand together on the shelves. When more than one book has the same classification number, they are arranged on the shelf alphabetically by the first three letters of the author's last name. A record of author identification is the Cutter System used by larger libraries in which numbers are substituted for the second and third letters; e.g. Buck-B855. Cutter tables may be obtained from the H. R. Hunting Company. This system may be preferred by some librarians if the collection is large. Therefore, for each book there is a subject classification and author identification. Together they make up the call number of the book, based on the Dewey Classification System.

When it is expected that the book collection will remain small, the librarian can use the *Dewey Decimal Classification and Relative Index, Abridged* (Forest Press), latest edition. However, with all high school book collections becoming larger, the librarian would be well advised to use the unabridged *Dewey Decimal Classification and Relative Index*, latest edition, and modify it for the individual collection. With the many demands on the librarian's time, the routine of classifying books should be made as simple as possible. With this in mind, the librarian will make use of printed cards.

Printed catalog cards may be purchased from the H. W. Wilson Company, 950-972 University Avenue, New York, New York 10452.

and from the Library of Congress. H. W. Wilson will furnish cards printed with the subject headings and the classification numbers, whereas the subject headings must be added to Library of Congress cards. Also, some book companies furnish printed cards with the books when purchased.

Another means of simplifying the routines of cataloging and processing books which librarians may want to consider is the use of "processing kits," containing catalog cards, book card and pocket, and spine labels. Some examples of such kits are those available from *Library Journal*, Bro-Dart, and other companies.

The classification for each book listed in the *Standard Catalog for High School Libraries*, the *Junior High School Standard Catalog*, and the *Children's Catalog* may be used as a guide in classifying books. The American Library Association *Basic Book Lists* and the *Elementary School Library Collection* compiled by a committee chaired by Mary Gaver, and published by the Bro-Dart Foundation, may also be helpful.

#### General Procedure in Classifying a Book

1. Consult the *Standard Catalog for High School Libraries*, *Junior High School Standard Catalog*, or the *Children's Catalog*. All books included in these lists have been assigned classification numbers. Before using this classification, check the shelf list to see if the number places the book in its proper relation to the collection.
2. If the book is not included in these lists:
  - a. Examine the title page, introduction, preface, table of contents, and skim through the text of the books to determine its subject matter.
  - b. Use the *Abridged Decimal Classification*. Look for the subject in the index which will refer to a number in the classification schedules, 000-999.
  - c. Another method is to look up this general subject in the *Standard Catalog*, *Junior High School Catalog* or *Children's Catalog* for a similar book to see what classification number has been assigned a book on the same subject.
  - d. After choosing the classification number, check it with the shelf list so that classification of books in the library will be uniform.
3. If printed catalog cards are not used, it is necessary for the librarian to select appropriate subject headings for each book processed. Many of the sources mentioned above may also be used for selecting subject headings. The source most generally used is *Sears List of Subject Headings*, published by the H. W. Wilson Company. Sears listings are used by all the standard catalogs.

4. Finish the call number by adding the first three letters of the author's last name, or if individual biography, the first three letters of the last name of the biographee to the classification number to form the call number. If the Cutter System is used, assign Cutter number from Cutter table. (A Cutter table may be purchased from H. R. Hunting Company, Springfield 3, Massachusetts 01100).

Example: 328.73 or 328.73 Clapp, Charles L.  
 Cla or C535 *The Congressman, his work as he sees it.*

### Special Classification

Individual biographies follow a different pattern of classification. In order that all books about an individual may stand together on the shelf they are arranged alphabetically by the last name of the biographee. The librarian may use the first three letters of the last name of the biographee or the Cutter System in which letters of the author's last name follow the author number. Dewey Decimal number 92, 921, or B is used as the classification for individual biography, depending upon the previously adopted method of classification.

Example: B 921 Wagenknecht, Edward  
 Poe or P752w *Edgar Allen Poe, the Man Behind the Legend*

Fiction books are given the classification *E* and arranged alphabetically by the author's last name.

Example: F F Buck, Pearl  
 Buc or B855 *The Living Reed*

Collections of short stories, i.e. books containing short stories by different authors or collections of one author, may be shelved together by giving them the classification symbol SC (Story Collection). They are arranged alphabetically by the last name of author, editor, or compiler and are shelved separately.

Example: SC SC Asimov, Isaac  
 Asi or As42 *The Hugo Winners*

In elementary libraries or those serving all twelve grades, books with many pictures and with easy reading may be classified as "easy" books and are marked with the symbol E. They are shelved separately and arranged alphabetically by the author's last name.

Example: E Lobel, Arnold  
 L *Zoo for Mister Muster*

Reference books, such as encyclopedias and books of ready reference which are in constant use, do not normally circulate. However,

when the library has a duplicate copy of a reference title, it may circulate for a period or overnight. These are marked with an R before or above the classification number to indicate they are to be used in the library. For convenience, reference books are shelved in a separate section accessible to the reading area.

Example:	R		R		<i>World Almanac and Book of Facts</i>
	317.3	or	317.3		
	Wor		W89		
	R031	or	R031		<i>Compton's Pictured Encyclopedia</i>
	Com		C773		
	R920	or	R920		<i>Kunitz, Stanley J. Twentieth Century Authors</i>
	Kun		K96		

### Shelf List

The shelf list is a complete record of all the books in the library, filed by classification number as books are arranged on the shelves, and housed in a card file located in the workroom. There is one shelf list card for each title in the library and the number of copies of the title are listed on this card as copy 1, copy 2, etc. (See sample card). If an accession book is kept, the accession number is recorded on the card. The shelf list serves as a record when taking inventory, as a guide in classifying new books, and as an indication of the strengths and weaknesses of the collection.

### Temporary Shelf List

1. Add the call number at upper left-hand corner of order card in space provided for it (See example, p. . . . .).
2. Add accession number on reverse side of order card in space provided. If there are several copies or volumes of a title, indicate separately each copy or volume with corresponding accession number.

When the above is completed, the order card will contain all information necessary for the shelf list record, though not given in prescribed bibliographic form. It will serve only as a temporary shelf list and will eliminate added expense and duplication of work.

### Permanent Shelf List:

1. H. W. Wilson provides a shelf list card with each set of printed cards. This card is an exact duplicate of the author catalog card except it omits annotations and tracings.
2. If Library of Congress cards are used, an additional card may be ordered and the above information added.
3. If printed cards are not used and the shelf list is typed, make a copy of the author card through the collation, omitting

annotation and tracing. Two typewriter spaces below this information on the left-hand side of the card, give accession number and/or copy number, price, and date. For a set of books, give the accession and/or copy number for each volume; indicate volume number by the side of its correct accession and/or copy number (See sample p. . . . .).

4. Leave sufficient space to the right of an accession and/or copy number to record losses, withdrawals, or other inventory data.
5. For biography, it is helpful to type the name of the biographee above the author's name in capitals or red letters.

#### **Filing Shelf List Cards**

1. Arrange cards in numerical order by classification number.
2. Within each group of cards having the same classification number, arrange them alphabetically by last name of author or biographee.
3. If there are several books by one author in the same classification, arrange them alphabetically by title.
4. Use labeled guide cards to separate each of the ten broad classifications and any special collections. As the collection enlarges, guide cards can be used to further divide the classifications.

#### **Shelf List Card**

822.3	
Sh15	Eastman, Arthur M. Shakespeare's critics; from Johnson to Auden. Ann Arbor, University of Michigan Press (1964) xviii, 346 p.
e 1	9.00 (1/65) or 1006
e 2	9.00 (1/65) or 1007

#### **CARD CATALOG**

The card catalog is an alphabetical arrangement of author, title, and subject cards and serves as an index to the resources in the library. The production of catalog cards is highly technical and should not be attempted by the untrained. It should be postponed until a course in the techniques of cataloging has been completed.

A. The following types of cards are found in the card catalog :

1. Author Card

The author card includes the classification number, author's name, title, publisher, copyright date, the total number of pages, information about the illustrations, and may include a note about the content of the appendix. A brief annotation is sometimes given.

Example

610.9  
Sh6 Shippen, Katherine Binney, 1892-  
Men of medicine. N. Y. Viking, 1957.  
220 p. illus.

2. Title Card

The title card is identical to the author card except that the title is added to the card above all the other information so that the card can be filed by the first word of the title, not an article.

Example

610.9 Men of medicine  
Sh6 Shippen, Katherine Binney, 1892-  
Men of medicine. N.Y. Viking, 1957.  
220 p. illus.

3. Subject Card

The subject card has the subject on the top line and is typed in red or in capital letters.

Example

610.9 MEDICINE - HISTORY  
Sh6 Shippen, Katherine Binney, 1892-  
Men of medicine, N. Y. Viking, 1957.  
220 p. illus.

4. Cross Reference Cards

When two or more different terms may be used to describe the same subject, "see" cards are used to indicate under which term the subject will be found. "See also" cards are used to indicate related subjects which might be helpful.

Example

Farming (in red)  
see  
Agriculture (in red)  
Color (in red)  
See also  
Dyes and dyeing (in red)

B. Non-book Material Housed in the Library

1. It is suggested that the subjects used in the Vertical File (pamphlets, articles, pictures, etc.) be noted in the card catalog with a "see" or "see also" card. Colored cards or color-banded cards should be used in order that they not be mistaken for regular cross-reference cards.

Airports (In vertical file)	Example Blind (In vertical file) See also Handicapped-Blind	Athletics (In vertical file) See also Dancing Games Physical Education and training
--------------------------------	---	---

2. When audiovisual materials are located in the library, these should be indexed in the card catalog. Colored catalog cards, color-banded cards, and/or special stamps or symbols should be used to denote the nature of the audiovisual item (record, film, etc.). For additional information, consult Chapter VI on audiovisual materials.

**PREPARATION**

**Preparation of Books for Shelves**

1. Use the order card as the source for all necessary information. Place the accession or copy number, call number, and library stamp of ownership in each book according to the following suggestions:
  - a. Accession number
    - (1) Enter the accession number, if used, in ink on the right-hand page, following the title page, at the center of lower margin, and on the right-hand of a page in the text of the book which is known as the key page and is chosen for this purpose. The same page is used for every new book added to the library. This

is not essential but it makes identification easier. It is suggested that a low page number of less than 30 be chosen for this purpose.

- (2) On the book card and pocket, type the accession or copy number in the upper right-hand corner (see example p. ....).
  - b. Call number
    - (1) Enter the call number in pencil in the upper left-hand corner of the right-hand page following the title page.
    - (2) On the book card and pocket, type the call number in the upper left-hand corner.
    - (3) If copy number is used, it may be placed directly below call number.
  - c. Library identification stamp
    - (1) The identification or ownership of the library is stamped on the right-hand page following the title page, on the key page (if used), near the bottom of the book pocket, and in any other location that might prove useful. Stamping the outside edge of the pages provides for easy identification.
  - d. Business entry
    - (1) The business entry or trade item refers to source, acquisition data, and price of the book. Place this entry in abbreviated form at the lower left side of the right-hand page following the title page. Write this entry in pencil about an inch to the right of inside edge of book. (The business entry may be omitted from the book since this information is included on the shelf list card or accession record)
2. Book pocket, book card, and date due slip
    - a. On both the book card and book pocket, type call number on the left and accession or copy number on the right near the top. On the book card, type the author's last name with title below, and the cost of the book may be typed above the accession or copy number. As mentioned previously, identification may be stamped on the book pocket.
    - b. Paste the book pocket on the inside back cover in the center near the bottom.
    - c. Paste the date due slip in the center of the page opposite the pocket.
  3. Lettering and shellacking
    - a. Print the call number on the back strip or spine of the book. The preferable height is about two inches from the bottom and should be printed in uniform size and style. Use white ink to letter books with dark binding and black India ink for books with light binding. A regular penstaff may be used for lettering; however, an electric stylus purchased from a library supply house is desirable.



- b. A thin coating of shellac should be put on the spine after the lettering is dry. This preserves the lettering and helps to keep the spine clean. Ordinary library shellac may be used for this purpose and applied with a brush, or plastic shellac may be applied with a spray can.

Librarians who are establishing a new library, and those who do not have central processing or adequate clerical assistance, may wish to consider commercial cataloging and processing services such as those offered by ALANAR, Box 291, Williamsport, Pennsylvania 17701 or ALESCO, Harristown Road, Glenn Rock, New Jersey 07450. These services furnish printed catalog cards and completely processed books, ready to be placed on the shelves.

### Arranging Books on the Shelves

Books are arranged numerically on the shelves by Dewey classification number. Numbers to the right of the point or read as decimals. When two or more books have the same classification number, they are arranged alphabetically by the last name of the author.

Books with special symbol markings, such as F, B, E, R, SC, are arranged in sections apart from those with decimal classification symbols. Each of the special symbol groups is shelved alphabetically by the last name of the author except individual biography which is shelved alphabetically by the last name of the biographee.

Examples: F      F      F      F      F      F  
          Bac    Bal    Bed    Bel    Col    Cot, Etc.

          SC    SC    SC    SC    SC    SC  
          Ali    Amo    Chi    Cho    Hal    Han, Etc.

Books are placed on the shelves in order from left to right in each section of shelving, and from top to bottom. Space should be left at the end of each shelf for new books. Some vacant space on each shelf leaves room for additional titles to be placed in their proper positions without constant shifting.

### Arrangement of Easy Books

Books in elementary libraries should *not* be arranged on shelves by grade level. Easy or picture books should be shelved together in alphabetical order by author. The Dewey Decimal classification should be followed in arranging non-fiction books on the shelves.

### Keeping a Record of Books Added to the Collection

The librarian keeps a record of the number of additions to the book collection. As soon as the books are ready for use, the order

cards are arranged in stacks according to classification numbers and counted. On the form developed for keeping a record of the collection, the librarian enters the number of books added to the collection in each of the general class groups. The correct total will correspond with the total number of books entered in the accession book (if used) or shelf list for a given book order or for the same period of time covered.

### BASIC CATALOGING AIDS

- Akers, Susan. *Simple Library Cataloging*. 4th ed. Chicago. American Library Association, 1954.
- American Book Publishing Record*. Philadelphia. R. R. Bowker Co., monthly with annual index.
- Booklist and Subscription Books Bulletin*. Chicago. American Library Association. Semi-monthly.
- Children's Catalog*. 10th ed. New York, H. W. Wilson Co., 1961.
- Cutter, Charles A. Three Figure Alphabetic-order table (obtained from the H. R. Huntting Co., 300 Burnett Road, Chicopee Falls, Massachusetts 01020)
- or
- Cutter, Charles A. *Alfabetic Order Table Altered and Fitted With Three Figures by Kate E. Sanborn*, (obtained from the H. R. Huntting Co., 300 Burnett Road, Chicopee Falls, Massachusetts 01020).
- Dewey, Melville. *Decimal Classification and Relative Index*. 17th ed. Lake Placid Club, N. Y. Forest Press, 1965 2 v.
- Dewey, Melville. *Decimal Classification and Relative Index*, 9th Abridged ed. Lake Placid Club, N. Y. Forest Press, 1965.
- Elementary School Library Collection*, phase 1, 2, 3. New Jersey, Bro-Dart Foundations Publishers.
- Junior High School Library Catalog*. 1st ed. New York, H. W. Wilson Co., 1965.
- Piercy, Esther. *Commonsense Cataloging*. New York, H. W. Wilson Co., 1965.
- Sears, Minnie. *List of Subject Headings*. 9th ed. New York, H. W. Wilson Co., 1965.
- Standard Catalog for High School Libraries*. 8th edition. New York. H. W. Wilson Co., 1965.

**CATALOG CARDS:**

1. H. W. Wilson Co.  
950 University Avenue  
Bronx, New York 10452  
Checklist of printed cards available sent upon request.
2. Library of Congress. For information on ordering printed cards  
write to:

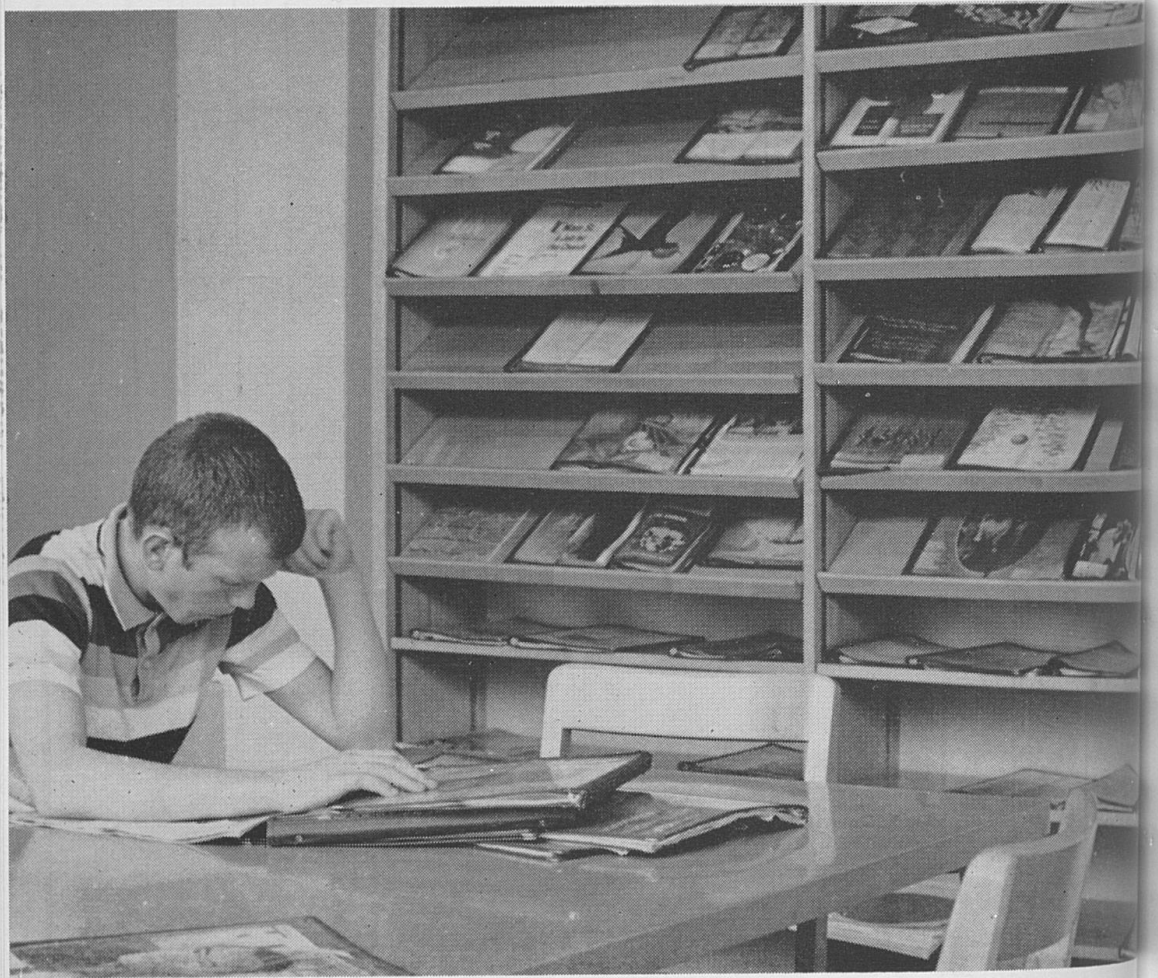
Card Division  
Library of Congress  
Building 159  
Navy Yard Annex  
Washington, D. C. 20541

\$2.75  
1003

549  
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AUTHOR

**Date Due**





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## Chapter IV

### MAGAZINES AND NEWSPAPERS

There are very few basic magazines so valuable that they must be in every library. Rather, each magazine must be regarded as it broadens the picture of contemporary life, contributing a particular viewpoint, and stimulating concern for a particular field. In evaluating magazines for selection, teachers, librarians, and pupils need to keep in mind the fact that there are very few magazines which are truly objective, and that conflict in ideas and attitudes makes for lively classroom discussion and for intellectual growth. Variety, therefore, is a primary requisite in building a magazine collection.

Too long has the magazine selection been the exclusive concern of the librarian. The teacher in each subject field must be relied upon for knowledge of the periodicals dealing with his specialty and must, in turn, receive new lists or evaluations as the librarian receives them. Basic lists need to be checked with the teachers, often item by item, so that teachers may be reminded of differences in purpose and emphasis of similar publications, and thus they may be encouraged to study the effect of changes in magazines in their classroom use.

Teachers should be contacted through an individual conference or by a questionnaire annually. The specific request for suggestions will often stimulate fuller use of the present collection as well as provide justification for additions and deletions.

Special questions which a school needs to answer in relation to its own library are those having to do with (1) the reading level of the student body, (2) subjects of the curriculum, (3) clubs organized within the school, or closely related, (4) out-of-school interests of the pupils, and (5) the number of periodicals available to pupils outside of the school library.

Magazines to be avoided are:

1. Those which duplicate the same point of view and subject-matter.
2. Those which are not included on standard lists for school libraries and which the librarian has not seen.

A problem of some concern to school librarians is the placement of magazines in the school building. As a general principle, it may be stated that magazines purchased from general school funds should be housed in the library for use by all students. If the magazines for music, homemaking, etc., are placed in the department, the student not enrolled in these courses is deprived of their use. It may also be argued that the student enrolled in these classes often has more time to use the periodicals in the library than he does in the classrooms. The purpose for which the magazines are used will be a factor in determining the wisdom of this policy. If intensive use is made of periodicals in departments, some special provision for their purchase should be made from departmental, not general, library funds.

### **Magazines for Elementary Schools**

The librarian of a centralized elementary library will be less concerned with the reference use of periodicals than with their recreational and inspirational values. If the seventh and eighth grades are included in the school organization, magazines are needed for reference and the major portion of the magazine budget should be allocated to these grades. Below that level, few periodicals can be recommended.

There are now no children's magazines which specialists in children's literature rate as excellent. Most of the titles commonly subscribed to are only fair in quality and the overwhelming proportion of their content is mediocre. Subscription to three or four magazines is desirable in any school with centralized library service, for magazines have an immediacy of appeal which is unlike the appeal of any book. Their short articles, poems, and holiday features give them a distinctive role to play in the elementary school library. Since their reference value is negligible, different titles with appeal to the same age group may well be subscribed to from year to year.

Some suggested titles of magazines for elementary schools are:

- |                      |                        |
|----------------------|------------------------|
| 1. American Girl     | 5. Jack and Jill       |
| 2. Boy's Life        | 6. National Geographic |
| 3. Children's Digest | 7. Nature and Science  |
| 4. Highlights        |                        |

### **Magazine Indexes**

The reference function of the magazine collection cannot be realized without adequate periodical indexes. Every school library which maintains a file of magazines for reference needs the *Readers'*

*Guide to Periodical Literature*. Small schools may prefer the *Abridged Readers' Guide to Periodical Literature*. Indexes to individual magazines are not satisfactory substitutes, since they commonly appear only once a year and vary widely in accuracy. Indication of inclusion in the *Reader's Guide* is an important consideration in selecting titles, but it should not be the only consideration, nor the deciding factor in every case.

### **Newspapers**

Newspapers are as necessary as magazines and although their price may seem high, their cost per pupil using them is usually low. The local newspaper and the Louisville *Courier-Journal*, for its indispensable coverage of news about state problems, should be in every Kentucky school library. In the Northern Kentucky area Cincinnati papers are desirable, but these should never take the place of those supplying information on Kentucky. The Sunday edition of a New York paper, providing a book section for the librarian, magazine section, authoritative sports, drama, fashion and business for other departments, is very useful.

### **Proportion of Budget**

The budget for magazines and newspapers should be used for periodicals needed by pupils, with special provision from other funds for the purchase of professional educational magazines. The *School Library Standards* include a statement about the minimum number of magazines and newspapers to which schools with different enrollments should subscribe.

### **Guides to Selection**

There are fewer current and reliable guides available for magazines selection than there are for books, pamphlets, and films. However, the *Basic Book Collections* for senior high, junior high, and elementary grades include magazine lists. The Magazine Evaluation Committee of the American Association of School Librarians, which prepares these lists is continuing its plans for more prompt and adequate distribution of information. Several children's literature books contain good critical comments on children's magazines.

*Magazines for School Libraries* by Laura K. Martin, (published by H. W. Wilson, latest edition 1950) is the only book devoted to this subject. It contains rather full descriptions of one hundred magazines and includes in charts and comparative discussion, ar-



ranged by subject groups, more than two hundred others. The information therein is no longer current, but it contains some general description of magazines and their use which may still be helpful. Miss Martin has updated this publication in a comprehensive survey which is available at the office of the School Library Supervisor, Department of Education, Frankfort, Kentucky 40601.

Several of the national magazine agencies listed in the section on *Purchase* prepare annual buying guides. These contain useful descriptions of magazines, but their purpose being to sell the title described, they cannot take the place of critical evaluations prepared by experienced librarians and their statements should always be checked against library lists.

The State Supervisor of School Libraries or Departments of Library Science at the University of Kentucky and other state universities may have access to more recent information on magazine evaluation and should be consulted about individual titles which the librarian cannot procure for examination or evaluate satisfactorily.

### **Purchase**

There is some difference of opinion about the length of time for which periodical subscriptions should be placed. Because magazines change so frequently a preferred policy is to study the list each year for desirable additions and deletions. However, there is no hard and fast rule about the date on which subscriptions begin. Many school librarians prefer to prepare lists in the spring to have subscriptions begin with the fall term.

Much of the satisfactory service given by a magazine collection rests upon the selection of a reputable agency. As in book buying, it is recommended that school librarians order magazines from a reliable magazine dealer. They are equipped to give a discount, to supply missing numbers, and furnish indexes.

Some satisfactory magazine agencies are:

F. W. Faxon Company, 83 Francis Street, Boston, Massachusetts 02100

Hanson-Bennett Magazine Agency, 180 North Wabash Ave., Chicago, Ill. 60600

Cincinnati News, 659 E. Sixth Street, Cincinnati, Ohio 45200

The Mayfair Agency, P. O. Box 126, Teaneck, New Jersey 07666

Mid-South Magazine Agency, Box 4585, Jackson, Mississippi 39200

Several of these agencies publish annual buying lists which are useful in identifying titles, verifying prices, and numbering and indexing policies of various publishers.

In preparing the order, these details should be given: correct title, list price, address, when the subscription is to begin, and the length of time for which the subscription is being placed. Subscriptions should be placed for twelve months. Nine or ten months orders are a little less expensive, but they deprive the library of summer issues which have reference values.

### Preparation

#### 1. Essential Records

Accurate records of all magazines received are essential to business-like procedure. These records may be few, but they should be kept.

The library should purchase periodical check cards from a library supply house. Cards for both daily and monthly publications are necessary. Each magazine and newspaper to which the library subscribes should have a check card.

As magazines and newspapers are received, the date of the issue should be recorded on the card. It may be desirable to give the date the particular issue is received rather than merely check the card.

This is particularly useful for monthly magazines, since inquiries about the exact date on which to expect the new issue are fairly frequent. It will also aid in tracing missing numbers. The back of each card should contain the address of the magazine and the starting date and expiration date of the subscription. If the subscription is a gift, the word "gift" should be written on the back of the card with the name of the giver, i.e., "gift of photography club."

#### 2. Protection of Magazines

Current magazines are more attractively displayed if provided with transparent covers. Their high cost is justified by prolonging the life of magazines.

### Files of Back Issues

Every library serving grades seven through twelve needs to maintain a back file of magazines for reference. However, the number to be kept and the length of time for which they are kept should be part of a general policy decided upon after consultation with the faculty and consideration of storage space. In order to meet the needs of its students and faculty, the school library should keep on file current magazines which are indexed in the *Reader's Guide*. These should be kept for a period of five years, discarding the oldest issues each year to make room for the current year.

A number of popular magazines are now available on microfilm at a very reasonable cost and while use of these involves the purchase of a microfilm reader, the storage space saved is so important that it seems safe to predict the rapid extension of this new method of providing adequate reference files of periodicals in school libraries. University Microfilms, of Ann Arbor, Michigan, one of the best-known companies in this field, will send its catalog upon request.

### **Binding Magazines**

Binding costs have increased to the point where few small libraries find files of bound periodicals financially possible. However, in the school which is not near a large library, one current events magazine should be bound so that students and teachers are always assured of locating at least one source of contemporary comment on historic events as these events become part of the curriculum content.

There is always a certain amount of deterioration in the unbound magazines which may make them difficult to use after a few years and if, as is highly desirable, older magazines circulate for overnight use, some loss is to be expected. For these reasons, the cost of one file of bound periodicals may be justified.

The bulk of the magazine collection may be satisfactorily arranged on shelves by title, one pile for each calendar year, the latest issue being placed on top. Pamphlet boxes which will hold one year of a monthly or half year of a weekly are particularly desirable where shelf space is limited because they can hold the magazines standing upright. They can be clearly labeled and used issues can be more easily replaced.

### **Newspaper File**

If the school library is the only library in the community, the librarian has an added responsibility to preserve local material which is found only in newspapers. However, even for libraries with adequate storage space, the cost of binding newspapers is prohibitive, and to keep an unbound file in good condition may require the purchase of an additional copy. Both the *New York Times* and the *Louisville Courier-Journal* are available on microfilm and, even though the school library does not purchase them in that form, mention of this kind of reference material should be made in library instruction, since the use of microfilm in college and public libraries is becoming more and more common.

## Chapter V

### THE INFORMATION FILE

An essential part of every school library is the information file of ephemeral materials such as pamphlets, pictures, clippings, and other non-book printed materials. This file is sometimes called the vertical file, because material is filed vertically in folders. These materials should be labeled by subject and filed alphabetically.

#### Guide to Selection

Materials placed in the information file should be carefully selected by librarians and teachers for their usefulness in supplementing the curriculum and the recreational needs of the students.

The Library School of George Peabody College<sup>1</sup> offers the following criteria for selecting and evaluating material for this file:

1. Content: accuracy of subject-matter; freedom from exaggerated statements; well organized; of general interest.
2. Timeliness of subject-matter: furnished recent information; supplements information available in most textbooks.
3. Utility: useful as reference or as teaching aids.
4. Subject-matter unbiased: factual; clearcut educational purpose; free from obtrusive advertising.

The information file is not a depository of all miscellaneous materials that may find their way into the library. Though many pamphlets and leaflets can be secured without charge, it is not advisable to select materials on that basis alone, since such a collection likely would be a depository of promotional materials. However, with careful selection some free materials are desirable. State and local newspapers are primary sources of clippings for the file.

Subject headings in the vertical file for the elementary school should be held to a minimum and be correlated closely with the instructional program. There is always a need for a picture file in an elementary library which should include illustrations, dia-

<sup>1</sup> George Peabody College for Teachers, Division of Surveys and Field Services. *Free and Inexpensive Learning Materials* (1966-1967 edition)

grams, postal cards, reprints, and photographs of famous people. A legal size filing cabinet is recommended for housing the information file.

A selected list of sources of materials suitable for the file would include:

- Peabody *Free and Inexpensive Learning Materials*, George Peabody College for Teachers, Nashville, Tennessee 37200
- Ireland, N. O. *The Pamphlet File in School, College and Public Libraries*. Faxon, 1954. \$5.00 Boston, Mass. 02100
- Ireland, N. O. *The Picture File*. Faxon, 1952. \$4.50 Boston, Mass. 02100

The *World Almanac* is a good source for addresses of associations and societies in the United States.

*Booklist and Subscription Books Bulletin* and other professional educational magazines list pamphlets frequently. Large libraries will find it helpful to subscribe to the *Vertical File Index*, published by the H. W. Wilson Company for \$8.00. It is published monthly, except August, and is an annotated list of all pamphlets currently available.

### Purchase

Orders for pamphlets and other non-book materials should be made on school stationery or on cards stamped with the name of the library. When ordering materials for which a price has been quoted, send remittance with the order. Materials listed for free distribution or those for which no price is quoted may be ordered by a form similar to the following:

"The library would like to receive \_\_\_\_\_  
listed in \_\_\_\_\_. If the above is not available for free distribution, please quote price before sending."

It is important that full information be given in order to avoid misunderstanding.

### Preparation of Material for the File

1. Check and mark significant articles and pictures in newspapers and magazines that are to be filed. (Those marked articles may be clipped by student assistants.)
2. Train student assistants to record the source and the date of each clipping.
3. Mount clippings of permanent value on firm paper of uniform size. Write source and date on each clipping or on the mounting paper. The subject heading for all clippings should appear in the upper left-hand corner of the tab of the folder in which the clippings are filed. Clippings of temporary value may be placed in envelopes before filing.

4. Pictures are mounted on uniform size mounting paper, with identification, source, and date included for each. The subject heading should be in the upper left-hand corner of the mounting paper.
5. Pamphlets, maps, and charts are dated and stamped with the library ownership stamp. Assign subject headings and place in folders to be filed in the same manner.
6. Subject headings may be selected from *Reader's Guide to Periodical Literature*, *Vertical File Index*, or from Miriam Ball's *Subject Headings for the Information File*. Subject headings must meet the needs of the school program and some adjustment may be necessary.
7. For local files, the subject heading will consist of the name, the state, the county, or the city, with subject divisions, e.g., history, description, and travel.
8. Folders are arranged alphabetically by the subject headings. Each drawer of the file should have guide letters or guide words.
9. Either legal or letter size cabinets with corresponding size folders may be used for housing the information file. However, because of the variation in size of material, the legal size is preferable.

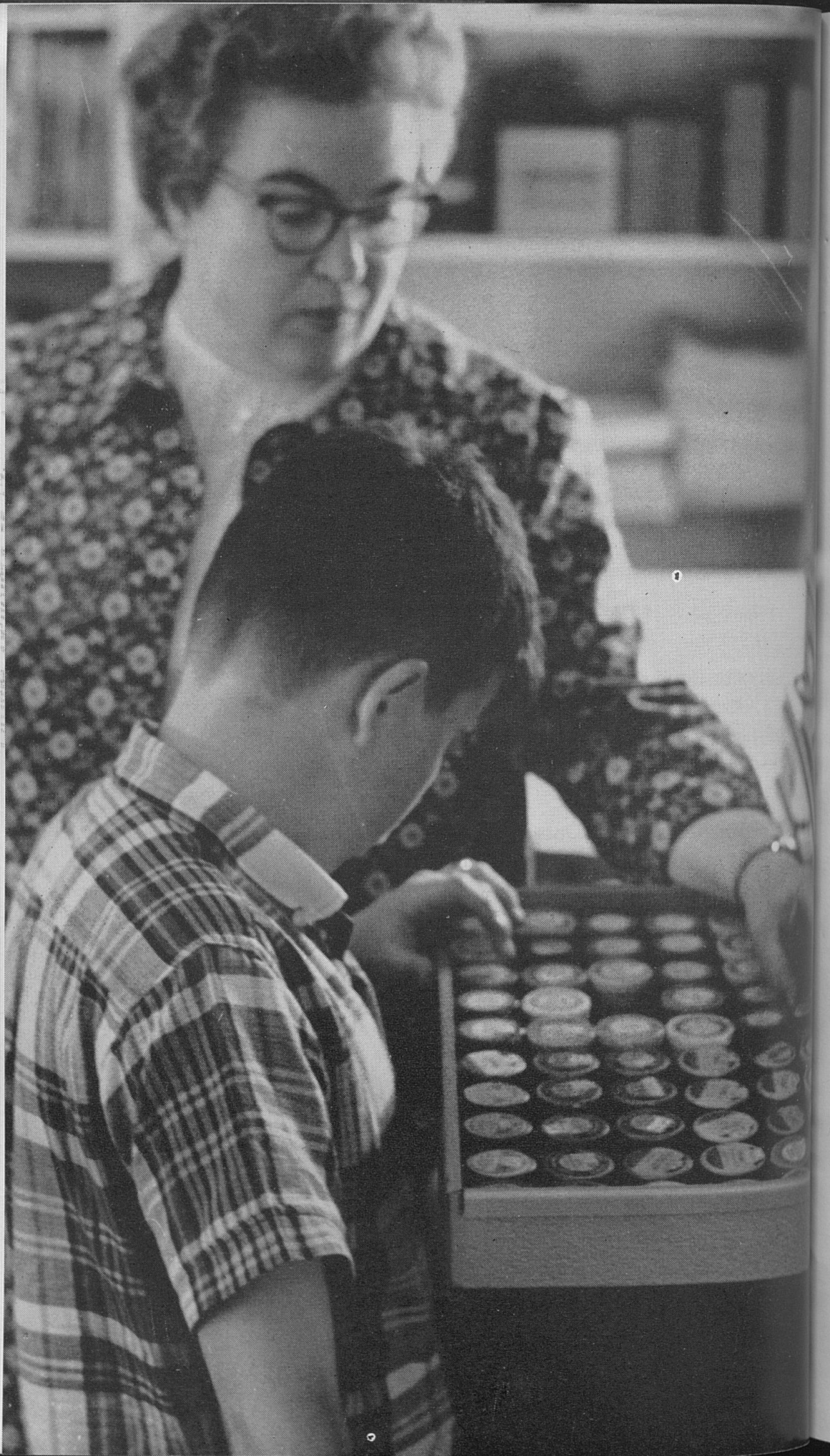
#### **Circulation**

Items of material may be circulated by recording the number of pieces by subject on a charge slip which is signed by the student or teacher requesting the loan. Stamp date due on the charge slip and on manila envelope in which material is placed for circulation.

#### **Keeping File Up-to-Date**

Material in the information file should be discarded when it is available in bound form, or when it is no longer of interest for any reason. Continuous weeding keeps the information file alive and useful.

THE UNIVERSITY OF MICHIGAN LIBRARY



## Chapter VI

### NON-PRINT MATERIALS

The scope of the present-day curricula has expanded the concept of the school library to that of an instructional materials center incorporating all types of media for use of pupils and teachers. In addition to books and other printed materials, the library now contains films, filmstrips, recordings, slides, transparencies, pictures, charts, maps, globes, and other items which are also considered as materials to be housed in the central library in the school.

#### **Appropriations**

Audiovisual materials may now be provided with that portion of the budget designated for them in the new library standards (see Appendix p. 79). Additional funds from various federal programs may also be used to expand this collection.

A preview and evaluation, whenever possible, should be made of all audiovisual materials before purchase, or they should be checked in recommended sources as are printed materials.

#### **The Librarian and the Audiovisual Program**

If the audiovisual materials are a part of the library collection, it is logical for the librarian, trained and experienced in ordering, processing, and distributing other library materials, to perform the same function with respect to audiovisual materials.

#### **Audiovisual Materials**

Because of their cost, the ownership of films at the local school level is impractical and most school systems procure films on a loan basis from college film libraries or from commercial distributors.

#### **Appropriation**

The library book budget should not be expected to bear the added expense of the audiovisual program. Additional money should be appropriated for the purchase of such materials as are added to the library collection (see the Standards for Kentucky School Libraries in Appendix). However, when a trained person is not available, another member of the teaching staff who has some experience with equipment may be assigned to assist with the program. Capable and mature students also may be trained to perform these functions during their free periods.



Such duties as delivering equipment to classrooms, training operators, servicing equipment, and other mechanical functions in connection with the program consume a disproportionate amount of the librarian's time and should be assigned to a person trained in this area of service. This member of the staff may be a person trained in Educational Media or a technician who is employed for the individual school or on a county-wide basis.

### Organizing Audiovisual Materials

Audiovisual materials should be organized, processed, and administered as are printed materials in order to be used to the best advantage. Usually, the same system of cataloging is used for these materials, depending upon the scope of the program within the individual school.

#### 1. Accessioning

If the policy of the library is to maintain an accession record, separate accession books should be kept for films, filmstrips, recordings, and other audiovisual resources. The number of the line in the accession book will become the accession number for the item. The number is placed on the item for identification. In schools where copy numbers instead of accession numbers are used for books, the same would be true for non-book materials.

#### 2. Classifying and Cataloging

It is recommended that the Dewey Decimal System of classification be used for classifying all non-book materials. Title and subject cards should be made and filed in the regular card catalog. The use of colored cards or color-banded cards may be used. When classifying audiovisual materials, the Dewey classification number preceded by a designation serves as the call number; i.e., for filmstrips FS would precede the filmstrip call number or *Filmstrip* would be typed above it.

Example:	FS	Music	
	783	Christmas Carols	VSE
	C		

Suggested Symbols to be used as designations for non-book media are:

- F—Film
- FS—Filmstrips
- R—Recordings
- TR—Transparency
- T—Tapes
- SL—Slides
- M—Maps
- G—Globes

Other designations may be used as the collection demands. The following are helpful in cataloging audiovisual resources:

Margaret Rufsvold's *Audio-Visual Library Service*, A.L.A., 1949

Susan Gray Aker's *Simple Library Cataloging*, A.L.A., 1954

Ester J. Piercy's *Commonsense Cataloging*, Wilson 1965

### 3. Housing

*Films* are best stored in metal cabinets or on shelves with a slot for each film so that it stands on edge. They should be stored in consecutive order according to the accession number or by Dewey classification.

*Filmstrips* should be kept in a special cabinet of shallow drawers or boxes designed for that purpose.

*Recordings* are kept in albums or the original covering and are stored vertically in partitioned shelves or cabinets to protect them from dust and breakage.

Other non-book media should be housed in an appropriate manner which lends itself to the type of material.

## Chapter VII

### ROUTINES OF THE SCHOOL LIBRARY

Routines for operating the school library should apply to the particular situation involved and be reduced to simplest essentials for time-saving efficiency.

#### REGULATIONS

Each library will make its own regulations concerning:

- Hours for opening and closing
- Length of time for which materials are loaned
- Fines
- Renewals

Provision for individual and class groups to use the library during the day. (To give adequate service, it is necessary that the library be open and accessible to pupil groups *every hour of the school day.*) Study halls or other unrelated activities in the school library are undesirable.

#### Library Citizenship

It is suggested that a committee of faculty and pupils cooperate with the librarian in developing library policy. These may be posted in conspicuous places or distributed in booklet form to all new pupils each year.

#### SUPPLIES NEEDED TO BEGIN LIBRARY SERVICE

Book Cards	Book supports
Book Pockets	Shellac or plastic spray
Date due slips, or cards	Shellac brush if shellac is used
Accession Book (if used)	Circulation book (if used)
Catalog cards (if cataloging is done)	Transparent tape for mending book pages (magic mending, not scotch tape)
3"x5" memo slips	Lettering pen and pen points or electric stylus and transfer paper—white and black
Date guide cards for charging tray	Scissors
White lettering ink	Periodical check cards
Library stamps (name of library, etc.)	Order cards
Stamp pad	Paste
Band daters	Paste brush
Charging tray	
Black India ink	

These supplies may be bought from one of the library supply houses suggested below: (The librarian should write for latest catalog)

Demco Library Supplies Box 1488 Madison, Wisconsin 53700	Gaylord Bros., Inc. 155 Gifford Street Syracuse, New York 13200	Bro-Dart Industries 56 Earl Street Newark, New Jersey 07100
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## CIRCULATION OF MATERIALS

### Lending Books

1. Pupil borrowing book signs his full name and home room number on the card in the back of the book.
2. The librarian or pupil assistant stamps on both the book card and the date due slip the date on which the book is to be returned.
3. A small supply of book cards and date due slips should be kept at the library charging desk to replace those in the book when filled.

### Filing Book Cards

1. As cards are stamped, file in the charging tray behind "due date" in Dewey Classification order, alphabetically by author, or by accession number if books are accessioned.

### Returning Books

1. Assign a place on or near the charging desk where books are to be placed on return.
2. When the book is returned, check date due slip and find the book card behind "date due" guide and replace in pocket, making sure accession number or copy number correspond.
3. If the book has torn or loose pages or worn binding, set it aside for mending. Make sure that accession number or copy number on book card corresponds with that on book pocket.
4. Put book back in proper place on shelf.

### Lending Magazines

1. Current magazines are usually checked out for overnight use only, but back issues may be checked out for a longer period.
2. Borrower writes the title and date of magazine and signs his name and home room number on a 3"x5" slip.
3. Librarian or pupil assistant stamps date due on the slip and places it in front of all book cards for that date.

### Returning Magazines

1. When magazines are returned, the slip is destroyed.

### **Lending Pamphlet and Audiovisual Materials**

1. These may be checked out or circulated for use within the school.
2. The borrower lists the title of the material, classification or serial number (if any), and number of items on a 3"x5" slip, together with the borrower's name and home room number.
3. The slip is stamped with date due and filed behind proper guide card, as in the case of magazines.
4. Clippings, pictures, or small pamphlets from the vertical file should be placed in large envelopes in which library receives mail so that borrower can carry them easily.
5. If audiovisual materials are classified, they may be circulated in the same manner as books.

### **Returning Verticle File and Audiovisual Materials**

When the material is returned, find slip on which it was charged behind proper date due and destroy it. If material has been classified, locate card and file appropriately. *Caution:* If librarian is responsible for projectors, record players, large collection of filmstrips, etc., a more elaborate system of charging and returning material will need to be set up so that materials and equipment can be located quickly at any hour of the day.

### **Overdues and Fines**

1. At the end of each day, remove all cards for books and other materials which should have been returned that day and place behind a guide card marked "overdue."
2. Overdue notices may be sent every day, every other day, or once a week as the situation warrants.
3. If fines are charged, they should be collected when the student returns the book. When fines are not paid, fine notices must be sent.

### **Faculty Charges**

1. All materials loaned to faculty are stamped with date taken out.
2. File all cards for materials checked out by faculty behind a guide card arranged alphabetically by teacher's name, then in the same order as date due file.
3. Faculty members are not charged fines.
4. In case material charged to faculty is needed elsewhere, it may be recalled after a reasonable time.

### **Books on Reserve**

1. To place a book on reserve, remove book card, stamp with current date and "reserve" with teacher's name.
2. File cards for books on reserve behind card marked "Reserved" in the same manner as other files.

3. Replace book card with long reserve card available from library supply houses, made out with author, title, etc.
4. To charge out reserve books, have student sign name and home room and stamp current date on card and date due slip.
5. Keep reserve cards in convenient place for handling before first period next day when the book is due.
6. A larger fine is usually charged for overdue reserves.

### Recording Circulation

Most librarians keep a daily record of all materials borrowed. If circulation record is kept, the following procedure could be followed:

1. At the end of each day, take cards for all books circulated for that day, including faculty cards, and make a count of the number of books in each Dewey classification (according to the headings at top of page in circulation book).
2. Count number of magazines circulated from the slips filed for the day. Repeat for the vertical file and audiovisual materials, counting number of pieces, rather than slips.
3. Fill out daily circulation record (see sample).
4. Enter totals each day in the permanent circulation book. These figures will be needed in preparing annual reports. They also give a picture of materials used most and may serve as a future buying guide.

**DAILY RECORD**

Date \_\_\_\_\_

BOOK CIRCULATION			
General Works .....	000		
Philosophy .....	100		
Religion .....	200		
Social Sciences .....	300		
Languages .....	400		
Science .....	500		
Useful Arts .....	600		
Fine Arts .....	700		
Literature .....	800		
History .....	900-909		
	930-999		
Travel .....	910-919		
Biography .....	B-920		
Periodicals .....			
Pamphlets .....			
<b>Total Non-Fiction</b> .....			
<b>Fiction</b> .....			
<b>Rental Collection</b> .....			
<b>Foreign Books</b> .....			
<b>Total Book Circulation</b>			

Signature \_\_\_\_\_  
(Over)

CIRCULATION— OTHER MATERIAL		
Pictures .....		
Clippings .....		
Films .....		
Records .....		
Sheet Music .....		
<b>Total</b> .....		

OTHER DAILY STATISTICS		

GAYLORD NO. 1—PRINTED IN U.S.A.

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## KEEPING THE COLLECTION UP-TO-DATE AND IN GOOD CONDITION

The library collection should be kept in an orderly arrangement on the shelves and should be made as attractive as possible by keeping it in good repair. Worn books and pamphlets should be taken from circulation and set aside for mending, for binding, or for discarding.

### Repairing Books

Only minor repairs, such as mending tears, tipping in loose pages by lightly pasting them on the edge, erasing pencil marks and cleaning soiled covers should be attempted, since the librarian's primary concern is service to pupils and teachers. Librarians are cautioned against the use of old-fashioned Scotch tape for mending materials. New transparent mending tape for use on books and other materials may now be purchased from library supply houses and elsewhere. One brand recommended is "*Scotch*" brand, 810 magic mending tape. When mending is attempted, these free publications will be helpful:

Demcobind	Demco Library Supplies, Box 1488, Madison, Wisconsin 53700
Bookcraft	Gaylord Bros., Inc., 155 Gifford Street, Syracuse, New York 13200

If there is money for even a limited amount of commercial binding, extensive repairs should not be made on books that are to be sent to the bindery.

Factors to be considered in deciding if a book should be rebound:

1. Is this book complete? (All pages there and intact)
2. Is this book of continuing value?
3. Are the inner margins more than half inch?
4. Is there a new edition of the book available? (especially in science, social science, etc.)
5. Is the format attractive enough to preserve? good illustrations? good print? good quality paper?

Before sending books to a bindery, write for a statement regarding their services and prices and ask for instruction in preparing books for them. When possible send books to be bound to a bindery that furnishes pick-up service.

Some satisfactory binderies are:

George A. Flohr Bindery 5546 Fairlane Drive Cincinnati, Ohio 45227	Wiese-Winkler Bindery 631 North Street Cincinnati, Ohio 45202	The Heckman Bindery N. Manchester, Indiana 52057
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### Continuous Discarding

The book collection should be weeded constantly to keep it alive and usable. The librarian should enlist the aid of teachers in the various subject fields in deciding which books to discard.

Factors to consider in deciding to discard books:

1. *Physical qualities.* Books too badly worn to be repaired, those with extremely fine print, yellowed paper, and unattractive editions should be discarded.
2. *Suitability of subject matter.* Books that are either too mature or too juvenile for the pupils served by the collection should be removed and offered elsewhere.
3. *Recency.* Factual books, particularly in the sciences and the social sciences, which have outdated information or incorrect concepts add nothing to the collection. If there is doubt about retaining a book, it should be checked against the latest edition of *Standard Catalog*, *Junior High Catalog*, or *Children's Catalog*. Inclusion there indicates that it may be valuable enough to retain despite its old copyright date.
4. *Reliability of Information.* A book may be of recent date and still not be authentic. Checking the collection against standard lists mentioned above and having teachers in special fields screen books which are not in the lists will aid in detecting inferior titles.
5. *Textbooks.* The library is not a depository for textbooks. Old sets of readers, science books, etc. should be discarded unless they are of *definite use as reference material*. Even then, not more than five copies of any one should be retained.

State textbooks furnished the students should not be stored in the school library, nor should the librarian be charged with the responsibility of issuing them and collecting them at the close of the year.

All discarded books should be destroyed unless their subject matter makes them suitable for another type of library. *Do not pass on worn-out and out-dated books.*

### Procedure for Discarding Books

1. Decide whether the books being discarded should be replaced. If so, make out a new order card, marking it "replacement" so that when the new book arrives, new catalog or shelf list cards will not need to be made. Only the new accession number will need to be added to the shelf list.
2. Remove book card after carefully checking accession number and file all book cards from discarded books with the notation "discarded" and the date. These cards will be needed to give information on number of books discarded in each classification for the annual report.

3. Destroy the book unless it is considered suitable to be passed on to another library. In that case, write "discarded" across the pocket in the back.
4. Using the book card from the discarded book for reference, find the accession number in the accession book (if used) and in the *Remarks column* enter the word "discarded" and the date.
5. Locate the shelf list card for the book discarded. By the side of the correct accession number write the word "discarded" and the date. If there are other copies of the book still in circulation, or if the book is to be replaced, leave the shelf list card in the file.
6. If the library has a card catalog and the book being discarded is the only copy, and if it is not being replaced, remove the author card from the catalog. Find the tracings (notes listing other cards in the catalog) and remove all cards from the catalog. These cards may be kept for a time in case the book is replaced at a later date. When a title is thus withdrawn from the collection the shelf list card may be removed and filed in a special section marked "withdrawn."

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## Chapter VIII

### LIBRARY RECORDS AND REPORTS

#### Library Records

Records should be kept for evaluation of progress made from year to year and information for reports that must be made to local administrators and to the State Department of Education. Keep all such reports from year to year in carefully labeled folders.

#### Types of Records Needed

##### 1. Inventory

In order to have an accurate record of the book collection, inventory should be taken annually, preferably at the end of the school year.

##### Procedure:

- a. Discontinue circulation of materials while inventory is being taken.
- b. Have all materials returned to the library.
- c. Shelf all materials in their proper places.
- d. Use two people to take inventory. One calls the title or call number of the item from the shelf-list card and the other checks to see if it is on the shelf.
- e. If an item is missing, put a paper clip on the card until it is determined that it is lost.
- f. In taking inventory, if books or other materials are found for which there are no shelf-list cards, lay aside until shelf-list card can be made.
- g. Search in circulation file for cards of missing items. If found, remove clips from the shelf list.
- h. From the cards which still have paper clips, make the count of the number of books missing in each classification of the Dewey Decimal System.
- i. If, after reasonable time, the book has not been found, write "missing" with date beside accession number or copy number.

##### 2. Record of the book collection

An adequate record should be kept by Dewey classes of all books added, lost or discarded each year. These should be totaled to show number of volumes on hand in each class at the end of the year. Following is a suggested form to use:

Class	Books at First of Year	Additions	Discards	Losses	Present Total
Reference					
000					
100					
200					
300					
400					
500					
600					
700					
800					
900-909					
930-999					
910-919					
920					
Fiction					
Totals					

3. A similar record of non-book materials should be kept.

4. Records of use of library materials

A daily record of circulation by classes of all library materials should be kept and totaled for an annual report to show what use is made of the collection. For procedure, see page—

5. Financial records

These are most important records, since they can be used to justify changes and increases in the library budget. The librarian should keep simple, but accurate, records of all money received and spent. Money received should be recorded *by source*, as appropriation from board of education, Federal funds, receipts from fines (if used), lost books and any gifts. Money spent should be itemized in the same way, as entries for books, for magazines, for pamphlets, for supplies, etc. These accounts might be kept in a ledger (with entries by months), using one side of the page for "receipts" and the other for "expenditures." Careful checking on accounts each month will avoid overspending the budget and will insure that all library funds are used each year.

### Library Reports

The records mentioned above will be necessary to furnish information for the following reports:

1. An annual report should be made to the principal of the school (with a copy to the superintendent) accounting for all receipts and expenditures of money and including a rec-

ord of the collection, a record of the circulation for the year, a short description of major projects for the year in library service, and a list of recommendations for the following year. Use of charts, graphs, and illustrations make the report more attractive.

2. The State Department of Education sends a printed report form to be filled out by the librarian each year, usually in the fall.
3. For high schools which are members of the Southern Association, there is a report form to be filled out by the librarian early in the school year.
4. Records of federal funds expended for library resources should be kept as required by regulations.

## Chapter IX

### SCHOOL LIBRARY PERSONNEL

The key person in the school library program is a certified librarian who is trained in the field of teaching and also in librarianship. Furthermore, a broad comprehensive liberal arts education and some teaching experience are highly desirable for the school librarian. The professional qualifications of the school librarian are clearly outlined in the Standards, which are included in the Appendix p. 79.)

The librarian is vitally concerned with promoting the objectives of the school which are to aid in developing good thinking and learning habits in boys and girls. If the library is to act as a coordinating agency of the school, then it is imperative that the librarian make a conscientious effort to see that pupils' needs are met in the following areas:

1. Enjoyment of reading.
2. Development of judgment in the selection of worthwhile books.
3. Competency in the use of libraries.
4. Habit of using libraries and materials.

In order to be an effective librarian, the following competencies are essential:

1. A knowledge and understanding of children and young people.
2. Professional ability to organize and administer a library program.
3. A knowledge of all types of learning materials.
4. A knowledge concerning curriculum and courses of study.
5. Ability to motivate children and teachers in the use of materials.
6. A co-operative relationship with administrators and teachers.

The success of the school library program is in a large measure dependent on the personal characteristics of the librarian. The personality of the librarian surpasses technical skill in importance. Skills in library organization can be acquired, but it is very difficult to change personalities.

An effective librarian should have the following desirable characteristics:

1. An outgoing, friendly personality

2. An even disposition and a sense of humor.
3. Good health and vitality
4. Enthusiasm about the program
5. A love of children and a love of reading
6. The initiative to plan and carry out a good library program

The extent and variety of services offered by the library in the school are limited only by the librarian's imagination and her capacity to work.

### **Public Relations**

"Public relations" is an integral part of the service which the librarian practices in order for the program to be the center of the school. Some of the activities which foster good public relations with the faculty and administrators are :

1. Prepare lists of materials for subject areas.
2. Accept committee assignments.
3. Inform faculty of new materials as they are acquired.
4. Publicize the library program through in-service meetings and various types of media.
5. Sponsor a library club.
6. Visit classrooms and work cooperatively with teachers.
7. Arrange library so as to be an attractive and inviting place.
8. Bridge the gap between library and classroom by inviting classes to display hobbies, collections, and bulletin boards in the library. Above all, be available, ready, and willing at all times to extend a helping hand.
9. Offer library reading room for faculty meetings, P.T.A., etc.
10. Cooperate with other libraries in the community.

### **Library Clerks**

The use of library clerks to assist the librarian is essential for the efficient operation of libraries in schools with large enrollments. This paid clerical assistant who performs under the supervision of the librarian is invaluable for performing such tasks as typing, filing, processing materials, and other routines necessary to the operation of the school library program.

Since the library clerk is not a certified staff member, her duties must necessarily be limited to those of a clerical nature. At no time should she be assigned to supervise pupils. She is, therefore, an aide to the librarian and is never assigned to fill the position of a certified librarian.

## **Pupil Assistants in the School Library**

Pupil assistants are invaluable in an effective school library program. Under the supervision of the librarian they can perform many routine duties as well as further the effective operation of the library and interpret its role in the school program to the student body. The work performed, however, must be of value to the pupil assistant and to the school. The primary purpose is to increase the effectiveness of the library program, but at no time should the assistant be exploited. The work-experience should be directed toward developing qualities of leadership and responsibility in pupil assistants, with the librarian aware that the growth of the individual is of paramount importance. This may lead some to choose library work as a career.

It is the librarian's responsibility to see that the program for student assistants is designed with the following objectives:<sup>1</sup>

1. To give pupils an opportunity to broaden their personal experiences;
2. To give pupils an opportunity to become more adept in the use of books and libraries;
3. To provide opportunity to explore vocational interests through pre-vocational experiences;
4. To provide opportunity to fellow students and teachers for experiencing the satisfactions inherent in service;
5. To promote cooperative attitudes between the librarian and students;
6. To provide additional opportunities for democratic participation;
7. To provide opportunities for developing and using special abilities and skills;
8. To help provide increased and improved library service to the school community.<sup>1</sup>

<sup>1</sup>Douglas, Mary Peacock. *The Pupil Assistant in the School Library*. American Library Association, 1957. p. 2.

### **Selection of Student Assistants**

Students who show an interest in and an aptitude for library work should be encouraged to become pupil assistants. The librarian should recruit new workers each year but seek to retain the experienced ones. Teacher recommendations, in addition to personal interviews, will aid in making the selection. Interested students should be asked to file an application similar to the one at the end of the chapter. The primary qualifications for consideration include the following:

1. Passing grades in all subjects



2. High citizenship rating.
3. Willingness to work at his scheduled time and occasionally before and after school
4. Respect for the rules and regulations of the library
5. Interest in books and people
6. Ability to perform assigned tasks
7. Punctuality, accuracy, initiative, and dependability
8. Courtesy and a good disposition
9. Respect of other pupils
10. Neatness and cleanliness in appearance
11. Legible handwriting
12. Ability to type, print, or do art work are desirable traits

After the applicants have been screened, the needs of the library must be considered. The librarian must also consider the abilities of pupils and their class schedules in order to have pupil assistants available for each period of the day. A work schedule will be helpful in taking care of the needs of both the library and the pupil assistants. A rotating schedule will allow flexibility for pupils who have pressing assignments so that the library runs smoothly and allows each student some time for study. It is desirable to have at least two library assistants each period.

### **Training**

If all of the pupils of the school receive thorough training in the use of the library, those working in the library should already have a good basic background. In addition, individual and group instruction are helpful. Some schools provide a manual describing the various jobs to be done which gives the student self-confidence and a feeling of security.

### **Duties Performed by Pupil Assistants**

Like other phases of school library work, duties assigned to pupil assistants vary according to school policy, size of the school, and level served by the library. The suggested list covers duties which may well be performed by pupil assistants:

1. General housekeeping
2. Opening and stamping new books, magazines, and pamphlets
3. Making the accession record, when this record is kept
4. Pasting pockets and date due slips in books
5. Lettering on spine of books
6. Shellacking books
7. Simple mending, such as torn pages or tipping in pages
8. Clipping magazines and newspapers checked by the librarian for picture collection and vertical file
9. Mounting and filing clippings, pictures, etc.

10. Making posters and arranging bulletin board displays
11. Helping to take inventory
12. Writing and delivering notices of overdue books and fines
13. Circulating books and other materials at the charging desk
14. Counting and recording circulation
15. Shelving and reading shelves (putting books in exact order)
16. Telling stories or reading to younger pupils
17. Assisting other pupils in finding materials

A word of caution here seems necessary. Pupil assistants are valuable but will need careful instruction, followed by close supervision to insure accurate service. *They cannot be expected to take over technical processes which demand a trained librarian.* They should learn to seek guidance from the librarian when problems arise.

### **Library Club**

The pupil assistants may form a club, with officers and committees, following the general plan for clubs. Such an organization gives them a feeling of belonging and provides some social life as well as service.

The club may be used as a study group to learn more efficient techniques in operating the library or it may meet for programs such as book talks, vocational discussions, or films.

Some projects might include developing a library handbook for the student body, assembly and radio programs to be presented during book week, publicity through the school paper, displays and exhibits, and story-telling or reading aloud to young children.

### **Recognition**

Some form of recognition should be given those who have rendered service to the school library as pupil assistants. Service awards, such as pins or certificates, may be presented at Honor Day, Commencement, or in an assembly program.

S. H. Period \_\_\_\_\_

Date \_\_\_\_\_

**Sample Copy**

**APPLICATION BLANK FOR STUDENT LIBRARY ASSISTANTS**

Name \_\_\_\_\_  
(Last) (First) (Middle)

Grade \_\_\_\_\_ Homeroom \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Do you like to work with people? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you like to read? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you type? Yes \_\_\_\_\_ No \_\_\_\_\_

Can you do art work? Yes \_\_\_\_\_ No \_\_\_\_\_

Are you willing to belong to the Library Club? Yes \_\_\_\_\_ No \_\_\_\_\_

List clubs and other curricular activities \_\_\_\_\_

Other special talents \_\_\_\_\_

If you have worked in the library before this year, list number of years \_\_\_\_\_

Average grade \_\_\_\_\_

**REFERENCES**

Get the signatures of two teachers who will recommend you for the above qualifications:

1. \_\_\_\_\_

2. \_\_\_\_\_

Signature of Parent \_\_\_\_\_

(If accepted for work in the library, you are expected to be regular in attendance unless something occurs that cannot be prevented. You are to remain at work for at least one semester.)

	Class	Schedule Teacher	Room
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____



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## Chapter X

### TEACHING THE USE OF THE LIBRARY

Teacher, pupil, and librarian should share in the responsibility for planning a library program that will provide an opportunity for every child to acquire skills in the use of the library. The librarian knows the library materials, yet the most effective learning situations for teaching the use of the library arise in the classroom. Teachers, realizing the necessity of using library materials in the classroom, need help in guiding pupils in the most effective use of the library. Consequently, the closest cooperation between the librarian and teachers is needed for an adequate program in teaching library usage. There are some lessons, especially those regarding classification and arrangement of books, the card catalog and how to use it correctly, and the use of certain indexes, which might best be taught by the librarian. On the other hand, much teaching of the use of the library may be done effectively by the teachers in the classroom. In fact, many of the modern textbooks, especially in the language arts, include units on teaching how to use the library. An ideal situation would be one in which all teachers were concerned with teaching the use of library materials. After teaching has been done in the classroom, the librarian should continue the instruction in the library. Assignments designed to give practice in the use of library materials should be closely related with current work in the classrooms.

Crowded schedules often leave little time for lessons in library skills. There are many techniques for teaching library skills, but incidental teaching can be just as successful, if carefully and skillfully planned. However, incidental teaching must be unobtrusive, if the children are not to think of the library as a place for routine classes and a place to enjoy and explore.

#### Topics to be Covered

*Standards for Kentucky School Libraries*, included in the appendix to this manual, carry a statement about teaching the use of the library, including the topics to be covered on each level. While the approach to and methods of teaching the use of the library may differ in various situations, the topics covered will be essentially the same in all schools.

An outline for a high school unit that has proved to be very satisfactory follows:

### The Use of the Library

- I. Citizenship in the library
  - A. Replacement of books
  - B. Care of books
  - C. Good conduct in the library
- II. The Book
  - A. Fiction
  - B. Non-fiction
  - C. Printed parts of the book
- III. Classification and arrangement of books in the library
- IV. Card Catalog
  - A. Arrangement
  - B. Call numbers
  - C. Information available
- V. The Dictionary
  - A. General uses
  - B. Unusual uses
  - C. Aids to understanding
    1. Thumb index
    2. Guide works
    3. Marking
    4. Arrangement
- VI. Encyclopedia and other references materials
  - A. Encyclopedia
    1. Kinds
    2. Characteristics
  - B. Yearbooks
  - C. Biographical dictionaries
    1. Author dictionaries
    2. General biographical dictionaries
  - D. Atlases
- VII. *The Reader's Guide* and magazines
- VIII. Bibliography
  - A. General review
  - B. Final project

### Materials for Teaching

Suggested materials for teaching the use of the library follows:

1. Textual materials
  - a. Boyd, Jessie Edna. *Books, Libraries and You*; a handbook on the use of reference books. c1941. Charles Scribner's Sons, 597-599 5th Avenue, New York, New York 10017
  - b. Campbell, Leila and others. *A Student's Guide on How to Use a Library*. c1956. Benton Review Publishing Co., Fowler, Indiana 47944.

- c. Ingles, May and McCague, Anna. *Teaching the Use of Books and Libraries*. Rev. ed., 1944. o.p. The H. W. Wilson Co., 950 University Avenue, Bronx, New York 10452
  - d. Mott, Carolyn and Baisden, Leo B. *The Children's Book on How to Use Books and Libraries*. c1957. Charles Scribner's Sons, 597-599 5th Avenue, New York, New York 10017
  - e. Rossoff, Martin. *Using Your High School Library*. 1952. (See also Chap. 6, Teaching Library Lessons, in his *The Library in High School Teaching*. 1955.) The H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452
  - f. Scripture, Elizabeth. *Find It Yourself*. 1955. The H. W. Wilson Company, 950 University Avenue, Bronx, New York, 10452.
2. Materials available from publishers
    - a. Sample sheets from dictionaries, encyclopedias, etc.
    - b. Pamphlets on how to use certain reference books.
    - c. Instructions for use of *Reader's Guide* and other indexes.
    - d. Printed charts on the classification system, use of card catalog, etc.
  3. Charts
    - a. Egan, Mary Joan and Amrine, Cynthia. *Using Your Library*; 32 posters for classroom and library. Dansville, New York 14437, Instructors Publications. Grades 1-5.
    - b. Set of charts, *Peabody Visual Aids*, published by Follett Book Company 1010 West Washington Boulevard, Chicago, Illinois 60607 (Write for information and prices.)
  4. Many games, contests, drills, etc., suggested in *School Library Activities* by Lucille Fargo, published by H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452, and in current issues of the *Wilson Library Bulletin*.
  5. Films and filmstrips
    - a. *Use Your Library* available at \$6.00 from the American Library Association, 50 E. Huron Street, Chicago, Illinois 60611
    - b. *Using the Library*. Produced in cooperation with the American Association of School Librarians. Jean Lowrie, Consultant. Encyclopedia Britannica Films. Encyclopedia Britannica, Inc., 425 N. Michigan Avenue, Chicago, Illinois 60611.
    - c. *Library Research Tools*. Produced by Eye Gate House, Inc., Jamaica, New York 11435
  6. Materials for projections on a screen: Sample catalog cards, title pages of books, etc.

7. Mimeographed materials prepared by the teacher and librarian: Instruction sheet, practice exercises, tests, etc.

### Further Suggestions

Some further general suggestions may prove helpful:

1. In the elementary school, it is well to teach the use of the library in each grade, beginning in the first grade with such simple things as care of books and library manners. Each year should be a review of what was learned the previous year and more difficult materials added as the need arises and pupils are ready.
2. On the high school level, the newest grade entering will need to be given orientation lessons, such as arrangement of the library, instruction in using the card catalog and location of material in the vertical file or picture collection.
3. More advanced grades will be taught the use of special reference books, *Readers' Guide* and other indexes, and given instruction in locating material for writing term papers, etc.
4. Much individual teaching is necessary as follow-up with those pupils who did not comprehend from formal lessons or need to go more deeply into the problem at hand than lesson time allowed.
5. The larger schools may present a greater need for some kind of formal teaching in groups, though smaller schools may be able to offer more individual help as pupils need it.
6. The most valuable lessons evolve from plans made by the librarian and teacher working together. Whenever possible, teaching the use of the library should contribute to classroom work at the time of the lesson.
7. All practice in the use of the library, as well as lessons, should be based on the book collection and catalog of that library.
8. No attempt should be made to teach pupils *all* the librarian knows about library work. They are not taking library training!



## Chapter XI

### FUNCTIONAL QUARTERS AND EQUIPMENT

The library in the school is the one part of the program which serves the entire school population. The extent to which it is expected to contribute to the total program should be determined by the size and location of the quarters and the essential equipment. Desirable quarters should be given careful consideration and planned cooperatively by administrators, teachers, and librarians. Specifications should be prepared carefully before the architect begins work on the plans. Opinions vary in many details in planning the library; however, the basic essentials which are recommended by national, regional, and state standards and are accepted by experienced personnel should be followed. Local school library personnel and library personnel in the State Department of Education should be consulted in planning the library. It is important that the architect's preliminary drawings be examined carefully, relative to any changes necessary to meet school library standards.

It is wise to keep in mind when plans are formulated that, not only the present, but the foreseeable future is of vital importance. Trends indicate that enrollments are increasing and that the school library has become an essential teaching agency and a center for independent study for the total school population.

In remodeling as well as in designing new quarters, thoughtful and careful planning should be done for all phases of the program particularly decisions about the size and location. When the final decision has been made, little change is possible.

A further recommendation is that, whenever possible, the library should be located where it is easily accessible to the greatest number of classrooms and adjacent to the study hall. Future expansion and the least possible noise should be contributing factors in locating the quarters.

In order to have an adequate program of service, the smallest library, whether elementary, junior high, senior high, or twelve-grade school, should consist of reading room for pupils and a workroom and storage area. The library or instructional materials center in larger schools should consist of quarters providing a reading room, conference rooms, workroom, office, audiovisual

storage area, project or classroom, depending on the size and function which it serves.

## CENTRALIZED ELEMENTARY AND HIGH SCHOOL LIBRARIES

### Size of Quarters

In elementary schools, the reading room should be large enough to seat comfortably as a group the largest class unit in the school, plus twenty (20), allowing approximately twenty-five (25) to thirty (30) square feet per person. Reading rooms in junior and senior high schools should seat fifteen per cent (15%) of the school enrollment and should allow at least thirty (30) square feet per person. One reading room should seat no more than one hundred (100) pupils, preferably eighty (80). Additional reading rooms should be provided when the enrollment demands it. The reading room should not be used for *assigned* study halls. When more than forty (40) persons are regularly assigned to the reading room at any one period, a teacher, in addition to the librarian, should be scheduled there to assist in the supervision. Not more than two thirds ( $\frac{2}{3}$ ) of the seating capacity should be assigned, thus leaving space for library service to pupils who are using materials.

In addition to this minimum space required for the reading room, adequate storage space, project room, and other services. (For a more detailed description of these areas see Standards, Appendix p. 79.)

### Furniture and Equipment

Standard library furniture which will endure for years without requiring major repair and replacement, and which can be added to in the same design and type as originally purchased may be bought from library supply house. *If constructed locally, the furniture should be made according to library specifications.* Diagrams of specifications for constructing library equipment are included at the end of this chapter. Addresses for some satisfactory library supply houses which sell standard equipment are listed in the Appendix.

For detailed information and specifications on appropriate tables and chairs, charging desk, shelving, card catalog, and other essential equipment refer to school library *Standards*, in Appendix, p. 79.

Other necessary equipment not described in the *Standards* include the following:

1. Newspaper rack

Newspapers should be hung on newspaper sticks, one stick for each paper, and may be placed in a small wooden holder. Both may be purchased from a library supply house or constructed locally if desired. (See diagram on p. ———.)

2. Vertical file

Every library or materials center will need at least one (or more) 4-drawer filing cabinet having roller or bearing slides, preferably of legal size (10½ inches high, 15 inches wide, 24 inches deep). The number of additional files will be determined by the size of the school and type of classroom instruction.

3. Bulletin boards

One (or more) bulletin board not less than 3 feet in length should be provided. Cork makes a very satisfactory board. It is recommended that essential space needed for shelving not be used for this. Space between windows or at the ends of sections of shelving may be a good location for bulletin boards. To be most effective and useful, they should be placed level with the eye. Pegboard can also be used very effectively to make attractive displays.

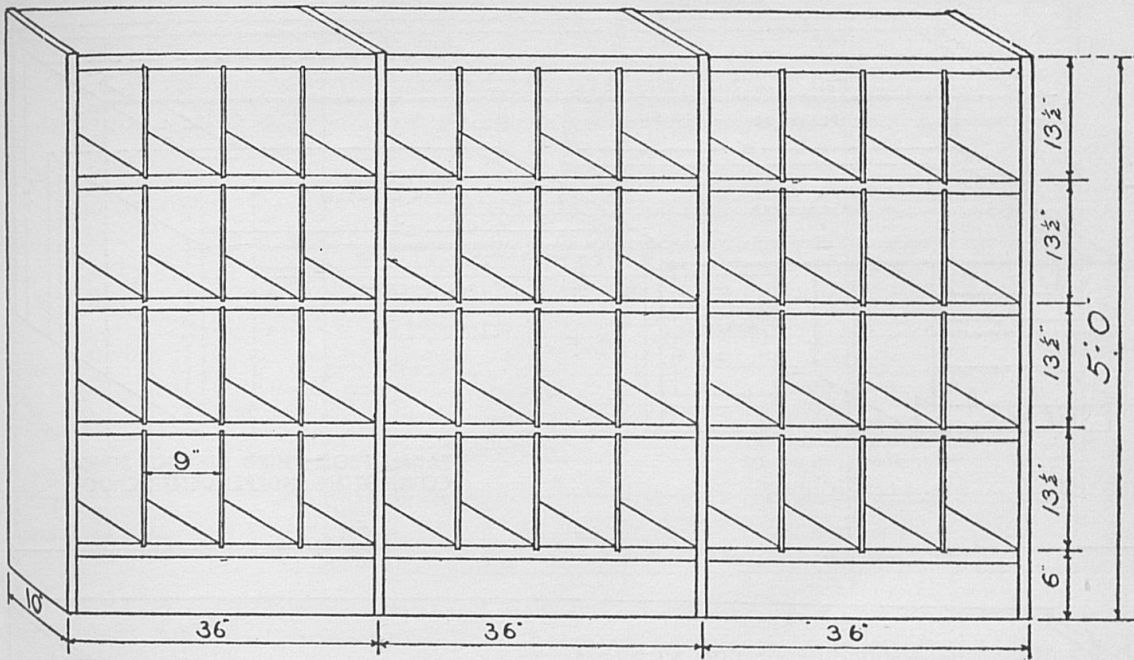
4. Other desirable equipment

An atlas and a dictionary stand are useful equipment for the reading room. Either a revolving table model dictionary stand or the floor type is recommended. Libraries will find at least one book truck indispensable. Display cases in either the reading room or the corridor may be very effectively used.

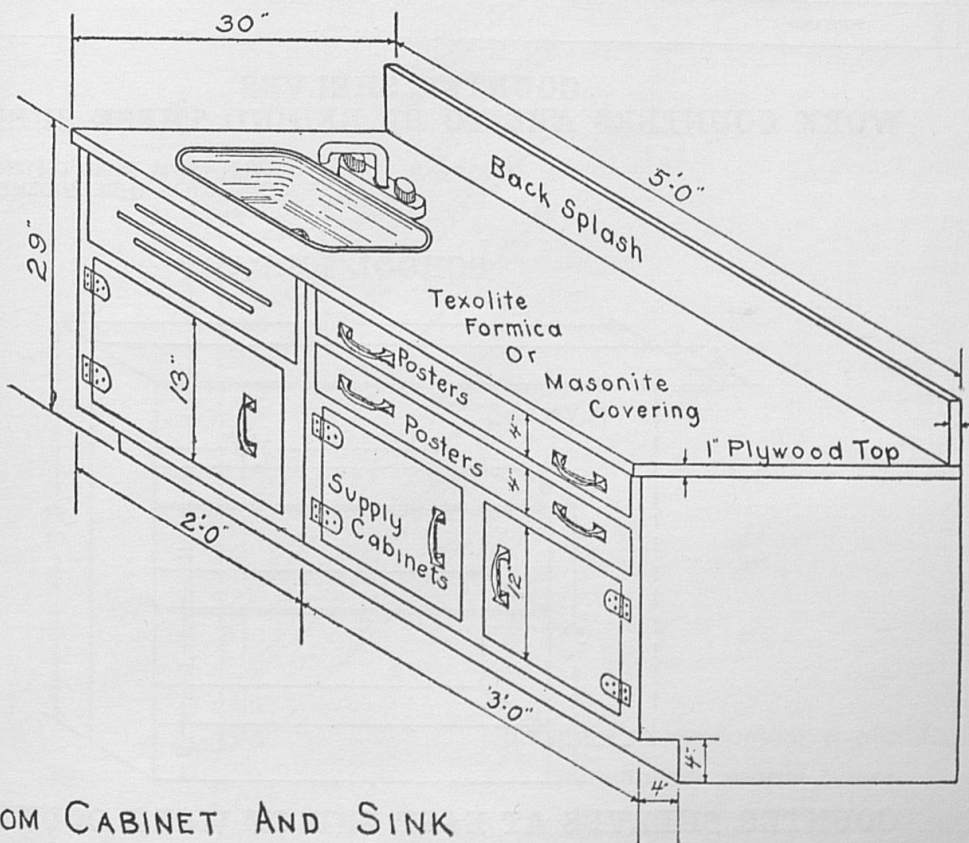
### **Making the Room Attractive and Serviceable**

Unbroken wall space to accommodate shelving should be given primary consideration in planning libraries or materials centers. Mechanical features, such as radiators, ventilators, thermostats, electric switches, etc., should be placed where they will use the least space. To allow room for a section of shelving between them, windows should be placed at least 3½ feet apart and at least 42 inches from the floor for shelving beneath windows.

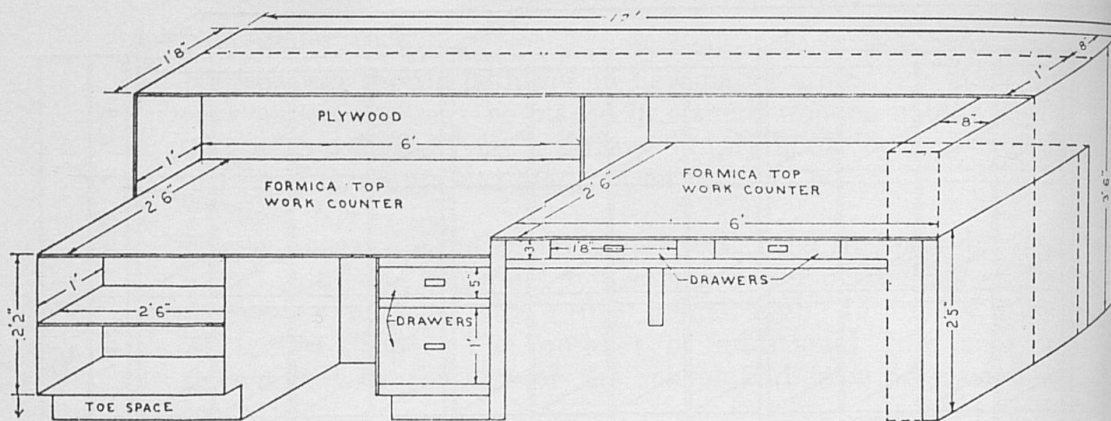
Pleasant decorations, such as plants, flowers, or pottery, attractively arranged, will create an inviting atmosphere. The furniture arrangement should be such that it will provide the maximum space at strategic points, such as book, magazines and newspaper shelving, circulation desk, and exits. A convenient and informal arrangement of the furniture will provide a more usable and attractive reading room.



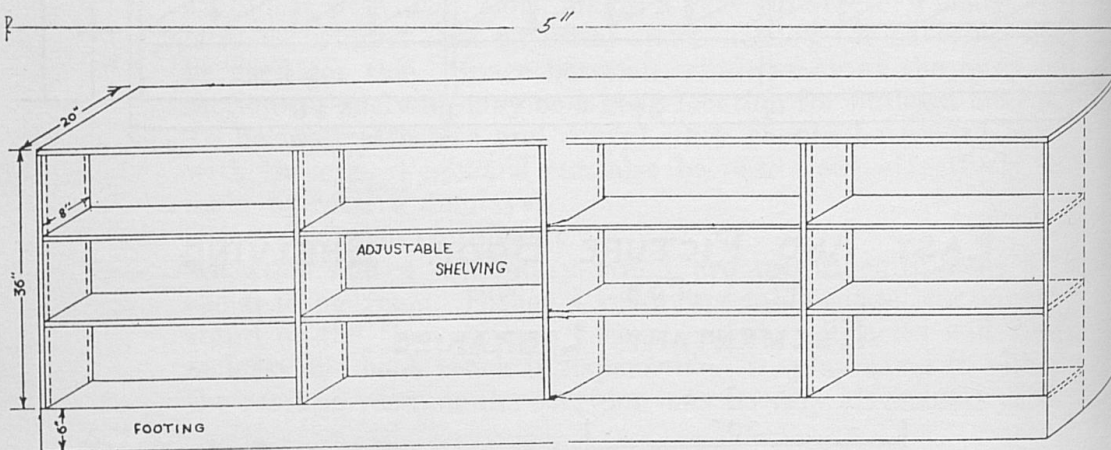
## EASY AND PICTURE BOOK SHELVING FOR ELEMENTARY LIBRARIES



WORKROOM CABINET AND SINK



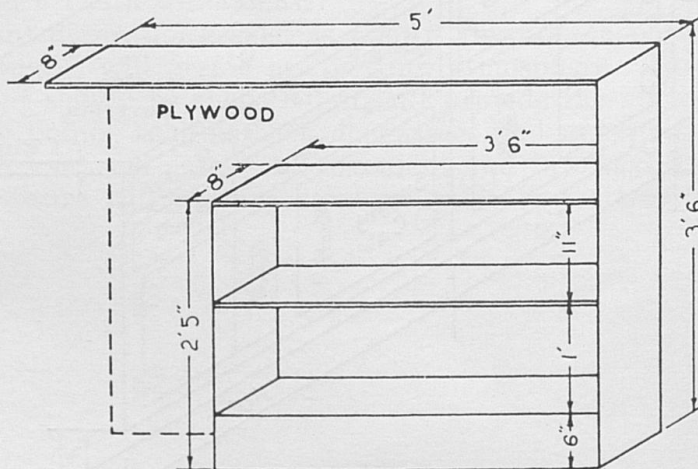
TAKEN FROM THIRD DISTRICT SCHOOL,  
COVINGTON INDEPENDENT SCHOOLS



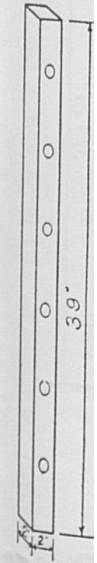
**COUNTER SHELVES**  
**WORK COUNTERS ARE TO BE BEHIND THESE SHELVES**

TAKEN FROM THIRD DISTRICT SCHOOL,  
COVINGTON INDEPENDENT SCHOOLS

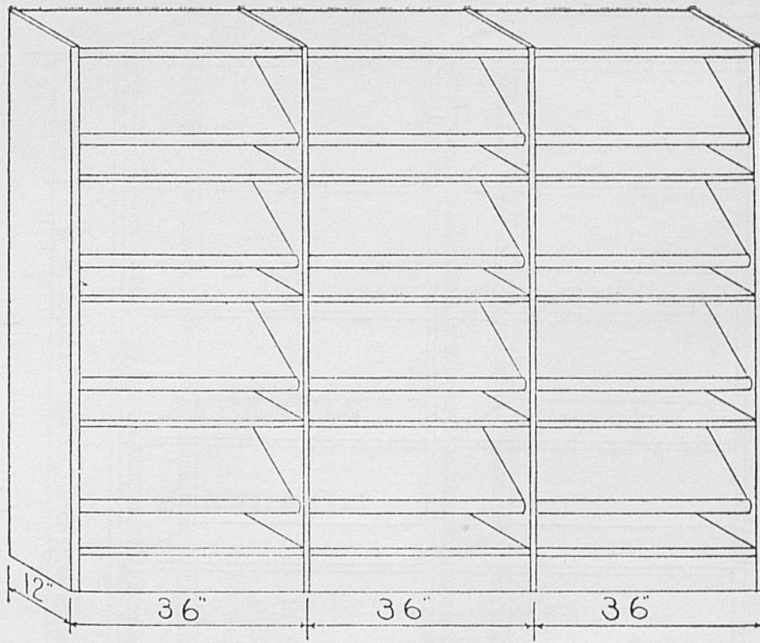
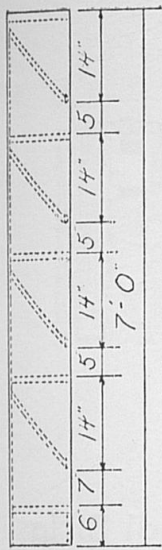
**SCHOOL LIBRARY**



**COUNTER SHELVES AT EAST END OF WORK COUNTERS**

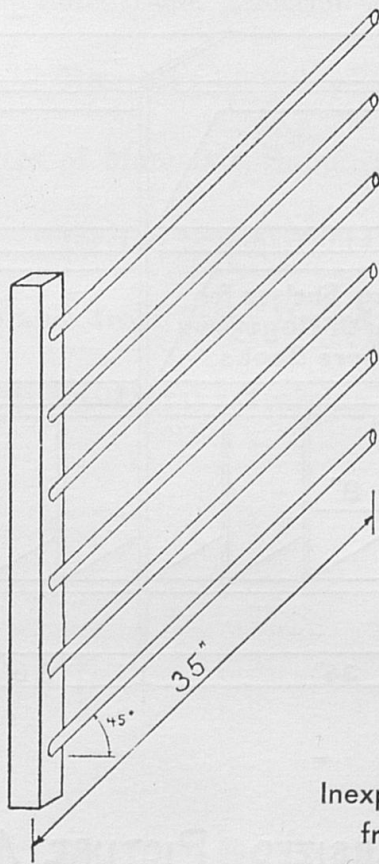
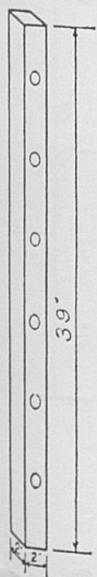


NEW



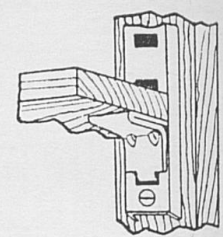
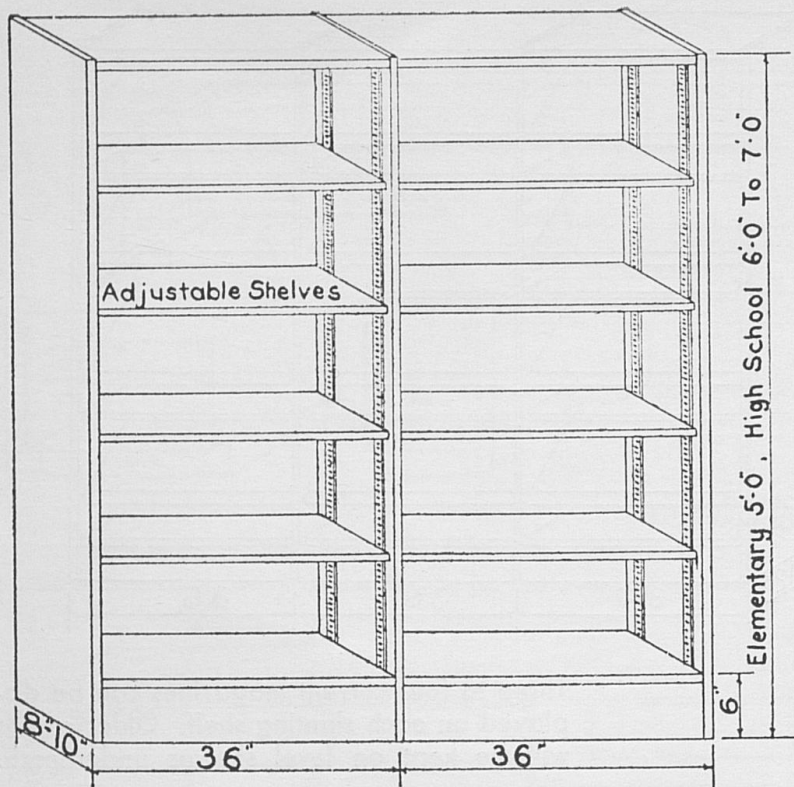
Three to four current magazines can be displayed on each slanting shelf. Older copies will be kept on level shelves underneath.

## MAGAZINE SHELVING FOR HIGH SCHOOLS



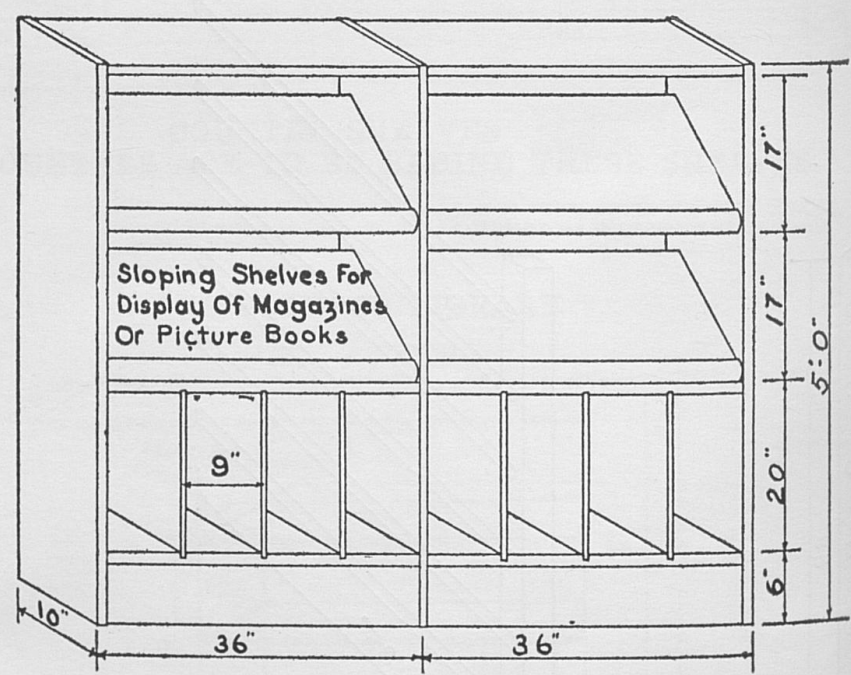
Inexpensive equipment available from library supply house.

## NEWSPAPER STICK HOLDER



Metal Strip  
And Bracket  
For Adjustable  
Shelves

REGULAR BOOK SHELVING



SHELVING FOR OVERSIZED PICTURE AND EASY BOOKS

## APPENDIX

### STANDARDS

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Kentucky Library Training Agencies

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BOOKS



**STANDARDS**  
for  
**KENTUCKY SCHOOL LIBRARIES**

A Revision

Approved by The State Board of Education

at its December 8, 1965 meeting

## KENTUCKY SCHOOL LIBRARY STANDARDS

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## KENTUCKY SCHOOL LIBRARY STANDARDS

### PREFACE

In the education of our children and youth today, emphasis is being placed upon the importance of the library as an instructional materials center with its services extending beyond the boundaries of the actual library quarters. The library in the school is the logical center for all types of materials and resources for teaching and learning.

Collections of the various media should be developed in addition to the usual collections of books and printed materials. These media should include pictorial and graphic materials, maps, globes, films, filmstrips, slides, tape and disc recordings, and three-dimensional materials. There should be as adequate a supply of these materials provided as is possible. A comprehensive instructional materials center provides the total array of materials needed in today's school curricula.

If the library is to serve properly as a center for instructional materials, adequate staff, materials, budget, and quarters must be provided. The combined efforts of boards of education, administrators, teachers, librarians, and other interested groups can assure a good school library program even in the smallest schools. The principal in each school is the key person in determining the success of the library program. The principal must work closely with the librarian and the teachers in developing a library program that meets the needs of all the pupils in the school.

Librarians, as members of the instructional team, serve in key roles by providing expert professional advice and assistance to teachers and pupils in the location, selection, and use of all types of library materials. Thus, it is of paramount importance that adequate and competent staff, both professional and clerical, be provided. Student assistants have a place in the school library program, but they should not be a substitute for full-time clerical help.

These Standards are presented with no ceiling placed upon them. Each school should constantly review the effectiveness of its library facilities and services and experiment with new techniques and media in the effort to provide maximum service.

### APPROPRIATION

- (1) The local Board of Education shall provide an annual appropriation and expenditure for the purchase of library materials, such as books, periodicals, other non-book printed materials and supplies, including printed catalog cards, for

a centralized library in each school. Audiovisual materials, not to include equipment, shall have a separate appropriation to provide an adequate collection. Encyclopedias and general reference materials purchased for the library shall receive an added appropriation. *Supplementary textbooks and classroom reference materials used by special departments for classroom instruction shall not be purchased from the library appropriation.* The amount of the appropriation shall be based on the pupil enrollment as reported on the annual high school or elementary report of the preceding year. In those schools where the seventh and eighth grades are included in the junior high school organization the junior and senior high school standards shall apply. The amount expended shall meet the following minimum requirements, beginning September 1966:

(a) **Elementary School**

\$1.50 per pupil for printed materials, or a minimum of \$350.00, whichever amount is larger.

\$0.50 per pupil for audiovisual or non-printed materials, or a minimum of \$150.00.

Beginning September 1968 the minimum appropriation for printed materials shall be \$2.00 per pupil enrolled.

(b) **Comprehensive High School**

\$2.00-\$4.00 per pupil for printed materials.

\$0.75-\$1.00 per pupil for audiovisual or non-printed materials, or a minimum of \$300.00.

(c) **Standard High School**

\$2.00-\$3.00 per pupil for printed materials, or a minimum of \$400.00, whichever amount is larger.

\$0.75-\$1.00 per pupil for audiovisual or non-printed materials, or a minimum of \$150.00.

(d) **Provisional High School**

\$2.00 per pupil for printed materials, or a minimum of \$400.00, whichever amount is larger.

\$0.75 per pupil for audiovisual or non-printed materials.

(e) **Emergency High School**

\$2.00 per pupil for printed materials, or a minimum of \$400.00, whichever amount is larger.

\$0.75 per pupil for audiovisual or non-printed materials.

(f) **New Libraries**

A special appropriation over and above the minimum requirement shall be expended for printed and audiovisual materials when establishing libraries.

The budget for materials and supplies in the new school library should be sufficient to provide a minimum of 5 books per pupil.

Audiovisual materials should be purchased in sufficient number to meet the needs of the school when it opens.

(g) **Professional Library**

A special fund shall be appropriated and expended for the purchase of professional materials to meet the needs of the faculty. A minimum of \$150.00 annually is recommended. Additional funds should be appropriated as needed.

### THE COLLECTIONS

(1) The library collections shall be developed systematically so they will be well-balanced in coverage of subjects, types of materials, and variety of content.

A constructive approach shall be employed in selecting these collections. The librarian shall use the latest editions of H. W. Wilson's *Children's Catalog*, ALA's *Basic Book Collection for Elementary Grades*, H. W. Wilson's *Standard Catalog for High School Libraries*, H. W. Wilson's *Junior High School Library Catalog*, ALA's *Basic Book Collection for High Schools*, and other lists prepared by the American Library Association and the U. S. Office of Education for both elementary and high schools, current professional journals, and State Department of Education recommended lists.

Teachers should be encouraged to make recommendations to the head librarian for materials to be added to the collection of the school library.

Students also should be encouraged to make suggestions for materials to be acquired.

The collections should be continuously reevaluated in relation to changing curriculum content, new instructional methods, and current needs of teachers and students.

(2) **Books**

For all high schools and elementary schools of eight teachers or more, there shall be a basic collection of 750 to 1,000 well-selected books, exclusive of duplicates, government documents, and currently adopted textbooks. This collection should meet the curricular developmental and recreational needs of the particular school. For schools having above 100 enrollment there shall be provided a minimum of 5 additional books per pupil and every effort shall be made toward providing 10 or more books per pupil.

Where no central library service is provided in elementary schools of less than eight teachers, there should be located at the central office an adequate collection of books that may be loaned to these schools. A minimum of 3 to 5 books per child should be provided in this collection. (Note: This policy would be effective only until the consolidation of such schools).

(3) **Magazines**

Since there is often as much as a two-year lag between

current events and book publication on a given subject, it is essential that libraries be supplied with sufficient magazines to fill the demand for up-to-date material.

Periodicals for the elementary library should be selected from the latest edition of ALA's *Basic Book Collection for Elementary Grades*. Periodicals for the junior and senior high schools should be selected from ALA's *Basic Book Collection for Junior High Schools*, ALA's *Basic Book Collection for High Schools*, the *Readers' Guide to Periodical Literature*, or the *Abridged Readers' Guide*.

The minimum number of magazine titles that shall be provided are:

#### NUMBER OF PUPILS ENROLLED

TYPE OF SCHOOL	Up to 300	300-1,000	1,000 and over
Elementary (6 grades)	5	6-10	6-10
Elementary (8 grades)	5-10	11-15	11-15
Junior High School	10-15	16-30	30 up
Senior High School	15-25	26-75	76 up

Magazines should be provided for elementary schools of less than eight teachers.

#### (4) Newspapers

Newspapers are needed to supplement magazines in pointing up daily events in our changing world.

Eight-grade elementary, junior high, and senior high schools shall have from 2 to 6 newspapers.

#### (5) Vertical File (Pictures, pamphlets, and other ephemeral printed materials)

An extensive collection of pictures, pamphlets, and other non-book printed material covering a wide range of subjects to meet the needs of the individual school, whether in elementary, junior high, or senior high, shall be provided.

#### (6) Audiovisual Materials

Audiovisual materials can aid significantly in the improvement of instruction.

An adequate collection includes filmstrips, slides, records, recordings, tapes, maps, globes, realia, models, and films.

It is suggested that the school provide for the rental of films where purchase is not feasible.

All audiovisual materials owned by the school should be organized, cataloged, and administered by the professional staff of the library. Additional professional staff should be provided for this purpose.

Provision shall be made for the librarian to have additional staff for maintaining and servicing equipment.

#### (7) Professional Library

Books and professional magazines, stressing the latest

educational developments, are essential to progress.

It is desirable that professional materials be acquired for each school and housed in the school library suite or in some part of the school easily accessible to faculty members.

Administrators, teachers, and librarians shall participate in the selection of the materials.

## ORGANIZATION

### (1) Books

Books shall be classified, marked, and shelved according to the Dewey Decimal classification. The book collection should be kept up-to-date and in good condition by continuous discarding, binding, and adding new titles.

The following records are essential: Shelf list, expenditures, additions, discards and losses, and daily circulation. An accession record may be useful.

In the system-wide collection of books provided for schools of less than eight teachers, the following records of the materials should be kept: Simplified shelf list, expenditures, discards and losses. Books should be processed with cards and pockets in order to facilitate a self-service circulation system.

### (2) Card Catalog

A card catalog (author, title, and subject cards) shall be maintained in both elementary and high schools.

### (3) Magazines

Magazines shall be properly filed and kept from 3 to 5 years, or as long as they are useful.

The *Readers' Guide to Periodical Literature* or the *Abridged Readers' Guide* shall be in every junior and senior high school library. Some elementary schools will find the *Abridged Readers' Guide* necessary.

### (4) Vertical File

Vertical File materials shall be appropriately arranged and housed for convenient use.

### (5) Audiovisual Materials

Audiovisual materials should be classified, cataloged, and housed appropriately.

In the system-wide book collection provided for schools of less than eight teachers there should be all types of audiovisual materials which may be borrowed by the teachers. Only simplified records are necessary.

### (6) Professional Library

The following records should be kept of the materials in the professional library: Shelf list, expenditures, discards and losses. Books should contain cards and pockets in order to facilitate a self-service circulation system.



## LIBRARY PROGRAM

(1) The development and growth of a dynamic library program is possible only when teachers and librarians work together in formulating library policies, in selecting library materials, in stimulating and guiding the reading of students, and in enriching classroom instruction through the effective use of library resources.

### (2) Teacher-Librarian Relationship

#### (a) THE TEACHER

1. Makes the library meaningful and useful to his students through his knowledge of the library's program and resources.
2. Motivates his students to make extensive use of library resources.
3. Participates in the formulation of school library policies through the faculty-library committee.
4. Participates in the selection of materials for the school library and in the evaluation of the library's collection in his specialized field.
5. Brings his class groups to the library; sends small groups or individuals from the classroom to the library to read, to learn library skills, or to do reference or research work; and makes collections of materials from the school library available in his classroom.
6. Keeps the school librarian informed about curricular changes.
7. Gives advance information about class assignments so that resources are available in the library.
8. Becomes familiar with other libraries in the community, cooperates in the arrangements made by the school to keep the public library staff informed in advance about class assignments, and keeps within reasonable limits the use made of public library resources by students in the preparation of their assignments.

#### (b) THE LIBRARIAN

1. Builds systematically the collections of the school library so that materials are readily available for the curricular needs of students.
2. Provides a variety of professional materials for teachers.
3. Acquires appropriate materials recommended for the library by teachers as promptly as possible.
4. Assists teachers in the development of effective techniques for using the resources of the school library and teaching library skills.

5. Keeps teachers informed about new materials that have been added to the library.
6. Helps teachers in the preparation of bibliographies and reading lists.
7. Locates information and performs other reference and searching services for teachers.
8. Serves as a resource consultant for teachers.
9. Provides informal in-service training for teachers about library resources, provides sources of information for printed and audiovisual materials, evaluates materials, etc.

### (3) Pupil Instruction

(a) Each pupil should be given instruction in the use of the library's resources through cooperation between teachers and librarians. It is desirable to give a series of lessons during the pupil's entire school experience at a time appropriate to his needs. The instruction should be reemphasized and correlated with classroom work continuously throughout the pupil's school career. Instruction should cover these topics:

1. Introduction to the library and library citizenship.
2. Care of materials.
3. Location and arrangement of materials.
4. Parts of books.
5. Dictionaries.
6. Encyclopedias and other general reference materials.
7. Use of the card catalog.
8. Note taking.
9. Bibliographies.
10. Appreciation of books and related non-book materials. (The following activities are suggested: Book discussions, story hours, dramatizations, record listing, etc.).

(b) Only those lessons that can be applied in the library situation of the individual school should be taught. Any library lessons to be found in the state-adopted textbooks may be adapted to the local situation.

(c) Since the use of the library by a class group is an extension of classroom work, the teacher must accompany his class to the school library and, for maximum effectiveness of the time available, work with the librarian in assisting the students.

## PERSONNEL

### 1. Qualifications

#### a. LIBRARIANS

1. Elementary School  
*Preparation and Certification:* Have a baccalau-

reate degree or above, a certificate valid for teaching at the elementary level, and a minimum of 18 semester hours in specified courses in library science.

2. Comprehensive High School

*Preparation and Certification:* Librarians serving in a comprehensive high school shall have a baccalaureate degree or above, a certificate valid for teaching at the high school level, with a major or minor in library science which shall include a minimum of 18 semester hours in specified courses in library science; and satisfactory annual progress should be made toward the master's degree and the standard certificate.

3. Standard High School

*Preparation and Certification:* Librarians serving in a standard high school shall have a baccalaureate degree or above, a certificate valid for teaching at the high school level, with a major or minor in library science which shall include a minimum of 18 semester hours in specified courses in library science.

4. Provisional High School

*Preparation and Certification:* Same as for the Standard High School.

5. Emergency High School

*Preparation and Certification:* Same as the Provisional High School.

b. AUDIOVISUAL PERSONNEL

Large schools having an audiovisual program should employ a full-time professional staff member to assist the librarian in coordinating and supervising audiovisual materials. For schools with less than 1,000 enrollment this service may be provided by a teacher with released time, or clerical assistants for the librarian. For schools with over 1,000 enrollment, this professional staff member should be a person with some college training in audiovisual media.

2. **Assignment and Load**

Elementary School Libraries

(1) Librarians

8-15 classroom units—one half-time to one full-time librarian.

16-32 classroom units—one full-time librarian.

33 or above classroom units—two full-time librarians.

(2) Library Clerks

16-32 classroom units—one part-time clerk.

33 or above classroom units—one full-time clerk.

## High School Libraries

### (1) Librarians

Less than 300 pupils—one half-time to one full-time librarian

301-750 — one full-time librarian

751-1500 — two full-time librarians

1501-2250 — three full-time librarians

2251-3000 — four full-time librarians

3000 or over—four full-time librarians with an additional full-time librarian for each 500 pupils, or major fraction thereof, over 3000

### (2) Library Clerks

301-750 — one half-time clerk

751-1500 — one full-time clerk

1501-2250 — one or more full-time clerks

2251-3000 — two or more full-time clerks

- (a) It is highly desirable that the librarian should have had school library experience before undertaking a position in the comprehensive high school.
- (b) In a comprehensive high school, no teaching other than that required in teaching the use of the library should be assigned to the librarian. Only such extra-curricular duties as do not require absence from the library during the school day shall be assigned. Provision should be made for the librarian to do frequent classroom visiting to ascertain teacher-pupil needs.
- (c) For high schools with less than 300 pupil enrollment the librarian shall devote at least one-half of the school hours to library service. When pupils assigned to the library exceed 40 during any one period a teacher, in addition to the librarian, shall be scheduled there. The assigned pupils shall not exceed  $\frac{2}{3}$  of the seating capacity.
- (d) Teacher supervision shall be provided during those periods when the librarian is not in the library.
- (e) The library should be kept open continuously throughout the school day and sufficient time before and after school to provide maximum accessibility.

### 3. **Centralized Processing of Library Materials**

It is recommended that a school district with a total of 5,000 or more pupils have a centralized processing system with a librarian and library clerks used in this processing unit.

### 4. **New Schools**

A new school should have double the number of clerks the first year as it will have thereafter.

## QUARTERS

(1) When planning library facilities in new buildings, or in remodeling old buildings, boards of education, superintendents, and architects should consult with professional school library personnel. Plans for library quarters in new school buildings or in remodeled buildings shall be approved by the State Department of Education. Centralized library quarters shall not be combined with a multipurpose room such as cafeteria, stage, and auditorium.

The system-wide book collection for schools of less than eight teachers should be housed in a room, or rooms, centrally located and near the administrative and/or supervisory offices. This space should be large enough to shelve and store the books and materials for the schools being served.

When the seating capacity of the library exceeds 100 pupils or major fraction thereof, an additional reading room and an additional full-time librarian shall be provided.

### (2) Reading Room Area

In the elementary school with more than eight teachers the library shall be a separate room with a minimum of 1250 square feet of floor space.

In all high schools, a separate library room, or rooms, shall be provided. This space shall have a seating capacity sufficient to accommodate 15% of the enrollment in schools having 500 or more students, and 45-55 students in schools having 200-500 students. No more than 100 students and, preferably, no more than 80 shall be seated in one reading room.

The reading room dimensions shall be based on an allowance of 30 square feet per reader. This standard allows for the following requirements of functional library design:

1. Sufficient space for tables and chairs.
2. Sufficient space for heavy traffic areas around the circulation desk and elsewhere, and for the comfort and convenience of the library users, with 5 feet of space between adjacent tables and 5 feet between tables and shelving.
3. Sufficient adjustable wall shelving of standard dimensions to house at least three-fourths of the book collection in the reading room. Where there is insufficient wall space, double-faced, counter height shelving may be placed in strategic spots to serve as natural dividers for special areas and reference materials.
4. Some sections of special shelving of various dimensions for reference books and magazines.
5. Sufficient space for the circulation desk unit, the card catalog case, vertical files, and free-standing

or mobile equipment. (It is preferable that this equipment not occupy wall space).

6. Electrical outlets, book trucks, newspaper rack, circulation chair or stool, dictionary stand, bulletin boards, and mobile study carrels are necessary items in the library reading room.

In the Provisional and Emergency High Schools, when library requirements for a Standard High School cannot be met, the library room shall be a separate room at least the size of a standard classroom with a work area provided.

### (3) **Workroom and Office Area**

Library quarters must include sufficient work space for the technical processing and repairing of materials, for carrying out business routines, and for storing supplies and equipment.

In schools with small enrollments (up to 500) one workroom-storage area may be provided for printed materials, audiovisual materials and equipment, allowing about 400 square feet. (It may also serve as an office area).

When separate workroom-storage areas are provided for printed and audiovisual materials, a minimum of 200 square feet will be needed for each room.

The workroom-storage area should open into the main library room. Glass vision panels between the workroom and library reading area will make supervision easier; particularly, if the work counter is facing the main library room.

In larger schools where additional materials and staff necessitate more space for processing activities and storage purposes, one room will not serve all purposes. Various combinations are possible but as the enrollment increases so does the need for several separate rooms.

All workrooms shall include adequate work space, with a carefully planned counter (18 to 24 inches deep) with vinyl or laminated plastic top and work-type sink, with various sizes of storage drawers and cupboards and storage shelves above. A counter of two heights is desirable, especially where workroom and office are combined. The lower counter may also serve as a desk if provided with a drawer for correspondence and a shelf for a typewriter. Standard facilities for ventilation, heat, and lighting are essential for this area.

A separate office for the librarian is desirable.

### (4) **Conference Room Area**

The conference room may also serve for magazine storage; if so, a minimum of 150 square feet of space is necessary.

The number of conference rooms depends upon the

requirements of the individual school. All libraries in schools having fewer than 1,000 students need at least one conference room, and libraries in larger schools need two or more conference rooms. Requirements for conference room areas shall include the following:

1. Location adjacent to and connected with the main reading room.
2. A minimum of 120 square feet of space in each room (see first paragraph above).
3. Glass partitions between the reading room and conference room.
4. Acoustically treated walls and ceiling.
5. Equipment for each room consisting of a table, chairs, and shelving for books, outlets for listening and viewing machines.

(5) **Project Room Area**

A classroom or project room is a desirable part of the school library and provides space for some of the most important aspects of the instructional program of the library and of the school. This area is used by librarians and teachers in connection with teaching class groups the various types of library resources available for term projects and other assignments, and by small groups or committees of students working with selected collections of materials. Discussions of books and other materials, demonstrations, displays, and many other activities involving the use of library materials take place in this area. The project room, or library classroom, shall adjoin the reading room area and have an entrance from both the library and the corridor. In addition to tables and chairs, it should be furnished with standard shelving, a chalk board, and audiovisual and other equipment.

(6) **Audiovisual Room Area**

Space and equipment should be provided in the library quarters for the listening and viewing activities of the students and teachers since they constitute a natural part of library use. In schools with small enrollment, conference rooms may be used for this purpose.

When the library is the center for audiovisual materials for the school, the library quarters should include sufficient space for the storage, distribution, and *minor* repair of audiovisual materials and equipment, and for the utilization and production of materials by individuals or by small groups of teachers or pupils. The exact amount and kind of space needed for these purposes depends on such factors as the type of school, the size of the enrollment, the inclusiveness of the instructional materials program, and the availability of a district center of audiovisual materials.

1. In schools with enrollments up to 500, one workroom-storage area may serve for both printed and audiovisual materials and equipment, allowing about 400 square feet.
2. There should be a combination room for audiovisual equipment and materials to include space for use of faculty in preparing materials. 600 to 800 square feet should be allowed. This space may also be used for teacher and student listening and previewing of materials. The conference room may also be used for listening and previewing.
3. This room should be equipped with a typewriter, a work-type sink with running water.
4. Good library service in relation to audiovisual materials means an easy accessibility to these materials on the part of their users, and housing facilities should expedite their use just as much as they do for printed materials.

**(7) Other Areas**

Other areas are desirable in the school library quarters, and they contribute greatly to the convenience of its users. The following areas are recommended highly for all schools having 500 or more students:

1. A room or separate space, appropriately furnished and equipped, for the collection of materials for teachers, such as professional books and magazines, printed resource units, curriculum guides, and other instructional resources.
2. A magazine room for current periodicals, for back issues of periodicals (covering at least the previous five years), and for microfilm equipment. The workroom or conference room may serve for magazine storage in schools with small enrollments.
3. The need for magazine storage in the elementary school is limited, but should be provided. The workroom, if large enough, may serve for this purpose.
4. An informal reading area may be created in the reading room by an arrangement of furniture, or may be an addition to the reading room especially designed for this purpose.

**(8) Lighting, Acoustics, Ventilation, and Decoration**

1. The library areas shall have natural and artificial light, heat, air-conditioning and ventilation in sufficient degree to meet the most recent standards of SBE regulations as specified in Chapter 22.
2. The electrical service shall provide:
  - a. Duplex outlets in the baseboard of the shelving on each wall of the reading room area, and in the



classroom and audiovisual areas; above the work counter in the workroom; in the office area; and in the conference rooms.

- b. A telephone outlet in the office area and in other areas, if needed.
- c. An intercommunication outlet in the office area and elsewhere, if needed.
3. Light switches, electrical outlets, thermostats, telephone, and fire extinguishers shall be located where they do not use space needed for shelving.
4. The floor covering shall be made of a noise-reducing material, such as rubber, vinyl, tile, or linoleum. Floor covering material must meet acceptable light reflectivity standards. Plain coverings are preferable unless patterns are selected which do not make the room look crowded.
5. The ceiling shall be acoustically treated to control sound.
6. Draperies and/or blinds for the windows should be selected in terms of lighting requirements and artistic decoration.

(9) **Equipment**

The library reading room shall contain the following equipment:

1. Shelving

- a. Shelving shall meet standards for dimensions (see Specifications below), shall be of hard wood, adjustable, and without doors.
- b. It is recommended that the shelving be obtained from library supply houses.
- c. The shelving may be purchased with or without backing. Shelving with backing permits redecoration of the library without removing the books.
- d. Units of double-faced, counter height, movable shelving are desirable as supplemental shelving; particularly, for encyclopedias and other reference books, and to create interest areas.
- e. Windows should be at least 45 inches from the floor to allow for additional shelving which is standard 42" height.
- f. Specifications for regular shelving:

Width of section on centers	.....3 feet
Depth of shelving	
Standard	..... 8-10 inches
Oversize	.....10-12 inches
Thickness of shelving	..approximately 1 inch
Height of section	
Base	..... 4-6 inches

Total height of standard section

Elementary school .....5-6 feet

Junior High School .....6-7 feet

Senior High School ..... 7 feet

Total height of counter section ....42 inches

Space (in the clear) between shelves ..10½-11"

(Adjustable feature takes care of oversize books)

No trim on shelving.

g. Specifications for special shelving:

For current periodicals

Depth of slanting shelves .....16 inches

Depth of straight shelves .....12 inches

For back issues of periodicals

Depth of shelves .....12-15 inches

For picture or easy books

Depth of shelves .....12 inches

Space (in the clear) between

shelves .....14-16 inches

¼ inch upright partitions approxi-  
mately 7-8 inches apart in each section.

For phonograph records

Depth of shelves .....16 inches

Space (in the clear) between shelves

for average size records .....14 inches

Space (in the clear) between shelves

for oversize records and tran-

scriptions .....18 inches

¼ inch upright removable parti-

tions approximately 2½ inches

apart in each section.

All other measurements to correspond to regu-  
lar shelving.

h. Capacity estimates:

Number of books per three-foot shelf *when full*:

Books of average size .....30

Reference books .....16

Picture books (with dividers) .....60

Total capacity depends on the size of the col-  
lections plus anticipated expansion.

2. Tables and Chairs

Tables and chairs of proper height for the group to be served should be attractively designed and sturdily constructed. Apronless tables are the most functional. Chairs with saddle seats and curved backs are the most comfortable. The size of the tables will vary with the dimensions of the room, but 3x5 tables allow for more mobility and informality than larger ones. Round tables, one-way tables, and informal furniture for the browsing area add to the appearance and atmosphere of the library. A number of individual tables or mobile carrels

might well be considered for those students who wish to concentrate on their work without interruption by fellow students.

Specifications for tables and chairs:

	Tables				Chairs
	Height	Width	Length	Diameter	
Elementary	25''-28''	3'	5'-6'	(round) 4'	14''-17''
Junior High	27''-30''	3'	5'-6'	4'	16''-18''
Senior High	29''-30''	3'	5'-6'	4'	18''

### 3. Audiovisual Equipment

Special cabinets and storage equipment are needed for the different types of audiovisual materials.

Minimum requirements for equipment include the following:

16mm sound projector	1 per 500 students At least 1 per floor or per building
Filmstrip and 2x2 projector	1 per 500 students
Opaque projector	1 per building
Tape recorder	1 per 500 students At least 1 per floor or per building
Record player (3 or 4 speed)	1 per 10 classrooms At least 2 per building
Projection screen	1 per 10 classrooms
Overhead projector (7" x 7" or larger)	At least 1 per building (ideally, there should be a larger ratio)
Radio (AM-FM)— Desirable where educational programs are available	1 per 5 classrooms At least 2 per building
Television all-channel receivers desirable where educational programs are available	
Dry mount press	At least one
Transparency maker	At least one

#### 4. Other Equipment

- a. The circulation or charging desk should be simple and functional in design, with space provided for filing trays for book cards and shelves for returned books. Rectangular, L-shaped, or U-shaped desks are recommended for large schools. The desk may be counter height or sitting height, the latter being recommended in an elementary school library.
- b. The card catalog cabinet shall be standard unit equipment purchased from a firm specializing in library furniture. Sectional cases allow for later expansion. Estimates are based on one tray section per 1000 cards.
- c. Other essential pieces of equipment should include book trucks, legal-size filing cabinets, dictionary stands, atlas stands, large picture files, typewriters, office desks, and posture chairs.
- d. A wall glass exhibit case is a desirable means of advertising the library. Cases should be well lighted and equipped with glass shelves, bulletin board backing, and glass doors with lock.
- e. Informal furniture, exhibits, pictures, plants, and art objects make the library a pleasant and inviting part of the school.

#### REGIONAL STANDARDS

*Evaluating the elementary School Library Program.* Southern Association of Colleges and Schools, 1964.

*Standards for Secondary Schools.* Southern Association of Colleges and Schools, 1965.

Available from:

Southern Association of Colleges and Schools  
Suite 592, 795 Peachtree Street, N. E.  
Atlanta, Georgia 30308

#### NATIONAL STANDARDS

*Standards for School Library Programs.* American Library Association, 1960.

Available from:

American Library Association  
50 East Huron Street  
Chicago, Illinois 60611

## SOME SOURCES OF SELECTION FOR PRINT MATERIALS

### General Book Lists

- Adventuring with Books*: A Reading List for Elementary Grades compiled by the Elementary Reading List Committee, National Council of Teachers of English. Over 1000 titles arranged in twelve categories. 1960. 190 pp. NCTE. 75¢.
- A *Basic Book Collection for Elementary Grades* compiled by Miriam Snow Mathes and others. More than 100 essential books for an elementary school library; includes tools for the librarian, and list of children's magazines. 7th ed. 1960. 136 pp. American Library Association. \$2.
- A *Basic Book Collection for High Schools* compiled by Eileen F. Noonan and others. Approximately 1500 titles for the high school library; includes paperback editions, magazines, and audiovisual aids. 7th ed. 1963. 192 pp. ALA. \$3.
- A *Basic Book Collection for Junior High Schools* edited by Margaret Y. Spengler and others. Titles arranged by subject, annotated, and indexed. Also lists magazines. 3d ed. 1960. 144 pp. ALA. \$2.
- Best Books for Children* compiled by Patricia H. Allen. A list of 4000 recommended books, grouped by age level and grade along with several subject groupings. Contains some suitable adult titles. 1968. Bowker. \$3.
- Book Bait*: Detailed Notes on Adult Books Popular with Young People; edited by Eleanor Walker. Descriptive annotations more detailed than usually found in such a list. Titles arranged by age and type of reader; follow-up titles also included. 1947. 96 pp. ALA. \$1.25.
- Children's Books Too Good to Miss* compiled by May Hill Arbuthnot and others. Helpful list for parents and teachers. 3d rev. ed. 1963. 67 pp. Western Reserve University. \$1.25.
- Children's Catalog* edited by Dorothy Herbert West and Rachel Shor. A classified, annotated guide to over 3300 books for elementary school and children's libraries. Price includes five annual supplements. 11th ed. 1967. 915 pp. Wilson, \$16.
- Doors to More Mature Reading*: Detailed Notes on Adult Books for Use with Young People compiled by the Young Adult Services Division. ALA. Detailed annotations of nearly 150 adult books. 1964. 191 pp. ALA. \$2.50.
- The Elementary School Library Collection*: Phase 1-2-3—Basic Materials compiled by a committee of specialists in children's materials, Mary Virginia Gaver, chairman. A list of "high quality materials on all topics included in the elementary curriculum and of wide interest to children." Special features include a selection policy, facsimile of main entry catalog card for each title in the collection, and author, title, and subject indexes. 1966. 1108 pp. The Bro-Dart Foundation. \$20. Price includes complete catalog of 5000 basic titles and supplement of new titles. Special low cost cataloging and processing kits are available for all titles.
- Good Books for Children* edited by Mary K. Eakin. Over 1000 books

published during the years 1956-1961. Chosen from titles reviewed in *Bulletin of the Center for Children's Books*, 2d ed. 1962. 362 pp. University of Chicago. Hardback, \$6.50; paperback, \$1.95.

*The Paperback Goes to School*. Annual list of paperback titles considered useful and available for classroom and supplementary use by a joint committee of NEA and the American Association of School Librarians. Bureau of Independent Publishers and Distributors. Free.

*Patterns in Reading: An Annotated Book List for Young Adults* by Jean Carolyn Roos. Readable and appealing books grouped in 100 categories such as "Science Fiction" and "Mountain Climbing." Excellent for building up school or public library, general reading collection. Gives publisher but not price. 2d ed. 1961. 172 pp. ALA. \$2.25.

*Senior High School Library Catalog* edited by Dorothy Herbert West, Estele A. Fidell, and Rachel Shor. Catalog of 4231 books and pamphlets selected for use in junior and senior high schools. 9th ed. 1967. 1044 pp. Wilson. With five annual supplements. \$20.

*Subject Index to Books for Intermediate Grades* compiled by Mary K. Eakin. Analyzes the contents of 1800 books, primarily trade books, under 4000 subject headings which meet today's curriculum and interest needs for grades 4-6. 3d ed. 1963. 308 pp. ALA. \$7.50.

*Subject Index to Books for Primary Grades* compiled by Mary K. Eakin and Eleanor Merritt. Indicates independent reading level and interest level of over 900 trade books and readers. 2d ed. 1961. 167 pp. ALA. \$4.50.

*A Teacher's Guide to Children's Books* by Nancy Larrick. A list of books by grade level and according to curriculum areas. 1960. 316 pp. Charles E. Merrill Books, Inc. \$6.60.

*Your Reading, a Book List for Junior High* prepared by the Committee on the Junior High School Book List, NCTE. Brief descriptive annotations, grouped under subjects. Gives publisher but not price. 1960. 109 pp. NCTE. 75c. With 1963 Supplement, 15 pp.

#### **Lists of Current Books**

*Booklist and Subscription Books Bulletin*. A guide to current books published twice a month, September through July, and once in August. Reviews recommended books for children, young people, and adults, giving full buying and cataloging information and analytical notes. Includes annual list of notable children's books. ALA. \$6.

*Bulletin of the Center for Children's Books*. Published monthly except August. Reviews books for children and young people, including marginal and not recommended titles. University of Chicago. \$4.50.

*The Horn Book Magazine*. Discriminating reviews of books for chil-

dren and young people, along with articles on children's literature. Carries regular section on science books and on adult books for young people. Includes annual list of outstanding books. The Horn Book, Inc. \$5.

*School Library Journal*. Monthly, September through May. Brief reviews of books recommended and not recommended for grades K-12. Articles of interest to teachers and school librarians; special lists (professional reading, free and inexpensive materials, paperbacks). Bowker. \$5.

*The New York Times Book Review*. Published weekly by New York Times. \$4.00 a year. Section: New Books for Younger Readers' Library (Title varies).

*The Saturday Review*. Published weekly by Saturday Review, Inc. \$7.00 a year. Section: Books for Young People (one issue each month).

### **Lists of Specialized Material**

*The AAAS Science Book List for Children* compiled by Hilary J. Deason. Books in science and mathematics for grades 1-8. Arranged by Dewey classifications and annotated to indicate content and grade level. First purchase items starred. Useful as suggested coverage of subjects for school and public libraries. 2d ed. 1963. 201 pp. American Association for the Advancement of Science. Hardback, \$2.50; paperback, \$1.50.

*The AAAS Science Book List for Young Adults* prepared under the direction of Hilary J. Deason. Lists 1377 selected, annotated science and mathematics books suitable for high school and junior college students. 1964. 266 pp. AAAS. Hardback, \$3.50; paperback, \$2.50.

*A Bibliography of Children's Art Literature* by Kenneth Marantz. An annotated listing of books particularly useful for stimulating and enriching the visual imagination of the child. Books were chosen for the quality of the illustrations, appeal of the story, accuracy and comprehensibility, and the lively comments make the booklet interesting reading in itself. 1965. 24 pages. NEA, National Art Education Association. 40¢.

*Books for Beginning Readers* compiled by Elizabeth Guilfoile. Over 300 books selected for independent reading by children with limited reading skills. 1962. 73 pp. NCTE \$1. Supplement, One Hundred More Books for Beginning Readers, 10¢.

*Books for Friendship: A list of Books Recommended for Children*. 3d ed. Annotated list of nearly 500 books, designed to help children (from kindergarten through junior high school) understand and appreciate people of different races, nationalities and religions. Prepared by the American Friends Service Committee and distributed by the Anti-Defamation League of B'nai B'rith, 1962. 63 pp. 50¢.

*Books in American History: A Basic List for High Schools* compiled by John E. Wiltz. Comprehensive annotations of more than 300 titles suitable for high schools arranged by historical period.

- Gives publisher and price and includes paperback editions where available. 1964. 150 pp. Indiana University Press. \$1.00.
- Children's Books to Enrich the Social Studies for the Elementary Grades* by Helen Huus. Bulletin No. 32 of the National Council for the Social Studies, NEA. An annotated list of books grouped by categories and covering subjects usually included in the social studies curriculum of grades K-6. 1961. 196 pp. NEA, \$2.50.
- Elementary and Junior High School Mathematics Library* compiled by the National Council of Teachers of Mathematics. 1960. 32 pp. NEA. 35¢.
- Fare for the Reluctant Reader* by Anita E. Dunn and others. Annotated list selected for junior and senior high readers. Books chosen to reflect teenage interests; not all of equal merit. 1964. 277 pp. Capital Area School Development Association. \$3.
- Free and Inexpensive Learning Materials*. George Peabody College for Teachers. More than 3000 items evaluated for accuracy and usefulness in schools. 12th ed. 1964. 476 pp. George Peabody College. \$2.
- Gatewayas to Readable Books* edited by Ruth Strang and others. "An annotated graded list of books in many fields for adolescents who find reading difficult." 3d ed. rev. 1958. 181 pp. Wilson. \$3.
- Good Reading for Poor Readers* compiled by George Spache. Useful in elementary and junior high school. Rev. ed. 1962. 203 pp. Garrard. \$2.50.
- High School Mathematics Library* compiled by the National Council of Teachers of Mathematics. 1963. 56 pp. NEA. 60¢.
- "*I Can Read It Myself*" compiled by Frieda M. Heller. Titles selected for independent reading and grouped for the beginning reader; grades 1-2 and for the primary reader ready for longer books. 1960. 31 pp. Ohio State University. \$1.
- MLA Selective List of Materials*; for use by teachers of modern foreign languages in elementary and secondary schools, edited by Mary J. Ollmann. A comprehensive bibliography which includes titles in ten modern languages. 1962. Also includes non-print materials. 162 pp. Modern Language Association of America. \$1.00. Supplement for French and Spanish. 1964. 75¢. Supplement for Spanish and Portuguese. 1965. 75¢.
- Reading Ladders for Human Relations* edited by Muriel Crosby. An annotated list of over 1000 books for children and young people, developed around six human relations themes. 4th ed. rev. 1964. 242 pp. American Council on Education. \$4.
- A Reading List of High-Interest, Low Vocabulary Books for Enriching Various Areas of the Curriculum*. 1962. 165 pp. Reading Study Center, University of Connecticut. 50¢.
- Vocations in Biography and Fiction: An Annotated List of Books for Young People* compiled by Kathryn A. Haebich. 1070 titles, mostly biographies. Includes some titles of high interest, low reading level for grades 9-12. 1962. 77 pp. ALA. \$1.75.
- World History Book List for High Schools* prepared by the World



History Bibliography Committee of the National Council for the Social Studies. Carefully selected list of 483 books chosen to "contribute to a clearer understanding of today's world." Rev. ed. 1962. 145 pp. NEA. \$1.50.

UNIVERSITY OF KENTUCKY LIBRARY

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## SOME SOURCES OF SELECTION FOR NON-PRINT MATERIALS

### General Lists

*Audiovisual Instruction*. Periodic listing of sources of evaluation. Department of Audiovisual Instruction, NEA. Monthly except August. \$4 per year.

*Guides to Newer Educational Media: Films, Filmstrips, Phono-Records, Radio, Slides, and Television* by Margaret Rufsvold and Carolyn Guss. Handbook describing available catalogs, lists, services, professional organizations, journals, and periodicals which regularly provide information on newer educational media. 1961. 74 pp. ALA. \$1.50.

### Lists of Films and Filmstrips

*Educational Screen and Audiovisual Guide*. Monthly evaluation of films and filmstrips. See also Blue Book, August issue (\$1), for year's productions and directory of producers. Educational Screen, Inc. Published monthly. \$4 per year.

### Directory of Publishers

American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20036

American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C. 20000

American Library Association, 50 East Huron Street, Chicago, Illinois 60611

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20000

B'nai B'rith, 315 Lexington Ave., New York, New York 10016

R. R. Bowker Co., 1180 Avenue of the Americas, New York, New York 10036

The Bro-Dart Foundation, 113 Frelinghuysen Avenue, Newark, New Jersey 07114

Bureau of Independent Publishers and Distributors, 10 E. 40th Street, New York, New York 10000

Capital Area School Development Association, State University of New York, Albany, New York 12200

Educational Screen, Inc., 415 North Dearborn Street, Chicago, Illinois 60611

Garrard Press, 1607 North Market Street, Champaign, Illinois 61821

George Peabody College for Teachers, Division of Surveys and Field Services, Nashville, Tennessee 37200

The Horn Book, Inc., 585 Boylston St., Boston, Massachusetts 02100

Indiana University Press, Bloomington, Indiana 47401

C. E. Merrill, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216

Modern Language Association of America, 6 Washington Square North, New York 10003

National Council of Teachers of English, 508 S. Sixth St., Champaign, Illinois 61820

National Education Association, 1201 16th St., N.W., Washington,  
D.C. 20036

The Ohio State University Publications Office, 242 W. 18th Street,  
Columbus, Ohio 43200

University of Chicago Press, 5750 Ellis Ave., Chicago, Illinois 60637

University of Connecticut, Storrs, Connecticut 06268

Western Reserve University, 2029 Adelbert Rd., Cleveland, Ohio  
44100

The H. W. Wilson Co., 950 University Ave., Bronx, New York 10452

University of Kentucky Library

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Street,  
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**SOME SOURCES OF MATERIALS, SUPPLIES AND  
EQUIPMENT FOR THE SCHOOL LIBRARY**

**Library Supply, Furniture and Equipment Firms**

Bro-Dart Industries, 59 E. Alpine St., Newark, New Jersey  
07100

Demco Library Supplies, Madison, Wisconsin 53701

Fordham Equipment Company, 2377 Hoffman Street, New  
York, New York 10458

Gaylord Bros., Syracuse, New York 13200

Library Bureau of Remington Rand, 315 Fourth Avenue, New  
York, New York 10010 (Branches in Frankfort, Lexington,  
and Louisville)

Library Products, Inc., Sturgis, Michigan 49091

John E. Sjostrom Co., 1717 N. Tenth St., Philadelphia, Penn-  
sylvania 19122 (furniture)

Myrtle Desk Co., High Point, North Carolina. Distributed by  
Central School Supply Company, 315-17 W. Main Street,  
Louisville, Kentucky 40200 (furniture)

Southern Desk Co., Hickory, North Carolina 28601 (furniture)

**Book Jobbers**

Baker and Taylor Co., 1405 N. Broad St., Hillside, New Jersey  
07642

Campbell and Hall, Inc., 898 Commonwealth Avenue, Boston,  
Massachusetts 02100

Cincinnati News Co., 659 East 6th Street, Cincinnati, Ohio 45200

A. C. McClurg and Co., 2121 Landmeier Road, Elk Grove Vil-  
lage, Illinois 60007

Tennessee Book Co., 347 Reedwood Drive, P.O. Box 367, Nash-  
ville, Tennessee 37202

**Pre-Bounds and School Editions**

Baker and Taylor, 1405 N. Broad Street, Hillside, New Jersey  
07642

E. M. Hale and Co., Eau Claire, Wisconsin 54701 (Cadmus and  
Landmark)

Follett Library Book Co., 1010 W. Washington Boulevard, Chi-  
cago, Illinois 60600

H. R. Hunting Co., 300 Burnett Road, Chicopee Falls, Massa-  
chusetts 01020

A. C. McClurg and Co., 2121 Landmeier Road, Elk Grove Vil-  
lage, Illinois 60007

New Method Book Bindery, Inc., Jacksonville, Illinois 62650

Don R. Phillips, Inc., P. O. Box 68, Spring Grove, Illinois 60081

#### **Dealers in Out-of-Print Books**

Antiquarian Booksellers Association of America, 3 West 46th St., New York, New York 10000

Barnes and Noble, Inc., 105 Fifth Avenue, New York, New York 10003

Dauber and Pine Books, 66 Fifth Avenue, New York, New York 10011

Seven Book Hunters, Old Chelsea Station, Box 22, New York, New York 10000

#### **Dealers in Second-Hand Books and Remainders**

Follett Library Book Co., 1010 W. Washington Boulevard, Chicago, Illinois 60600

Liebschutz Book Store, 414 Liberty St., Louisville, Kentucky 40200

Ohio Book Store, 544 Main St., Cincinnati, Ohio 45200

Tartan Book Sales, P.O. Box 914, Williamsport, Pennsylvania 17701

#### **Magazine Subscription Agencies**

F. W. Faxon Co., 83 Francis St., Boston Massachusetts 46200

Hanson-Bennett Magazine Agency, 180 N. Wabash, Chicago, Illinois 60600

McGregor Magazine Agency, Mount Morris, Illinois 61054

Mayfair Magazine Agency, 40 N. Van Brunt St., Englewood, New Jersey 07631

Mid-South Magazine Agency, Box 4585, Jackson, Mississippi 39206

#### **Binderies**

Art Guild Bindery, 324 E. 9th Street, Cincinnati, Ohio 45200

George A. Flohr Company, 5546 Fair Lane, Cincinnati, Ohio 45227

Heckman Bindery, Inc., North Manchester, Indiana 46962

National Library Bindery Co., 546 S. Meridian St., Indianapolis, Indiana 46225

New Method Book Bindery, Inc., Jacksonville, Illinois 62650

Southern Bindery, Nashville, Tennessee 37200

Wiese-Winckler Bindery, 27 West Court St., Cincinnati, Ohio 45200

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**Pamphlet Agency**

Bacon Pamphlet Service. Northport, Long Island, New York 11768

**Audio-Visual Materials—Commercial Dealers**

Audio-Visual Equipment Co., Inc., 4511 Dixie Highway, Louisville, Kentucky 40216

Stanley Bowmar Company, Inc., 12 Cleveland Street, Valhalla, New York 10597

Coronet Instructional Films, 1218 Wellman Avenue, S.E., Massillon, Ohio 44646

George F. Cram Co., Inc., 730 E. Washington St., Indianapolis, Indiana 46200 (Maps & Globes)

Denoyer-Geppert Co., 5235 Havenwood Avenue, Chicago, Illinois 10040 (Maps & Globes)

Educational Audio-Visual, Inc., Pleasantville, New York 10570

Encyclopedia Britannica Films, Inc., Wilmette, Illinois 60091

Enrichment Materials, Inc., 246 Fifth Avenue, New York, New York 10003 (Recordings)

Fideler Company, Grand Rapids, Michigan 49502 (Pictures)

Sam Goody, 235 West 49th Street, New York, New York 10019 (Pictures)

Keystone View Co., Meadville, Pennsylvania 16335 (Pictures)

McGraw-Hill Text Films, 330 W. 42nd Street, New York, New York 10036

Radio Corporation of America, Victor Record Division, 3939 Parker Court, Indianapolis, Indiana 46200 (Records)

Rand McNally & Co., P.O. Box 7600, Chicago, Illinois 60680 (Maps & Globes)

Society for Visual Education, Inc., 1345 Diversey Park, Chicago, Illinois 60614

Weston Woods, Weston, Connecticut 06880 (Records, films, filmstrips)

**Preprocessing Firms**

ALANAR, Bro-Dart Industries, 1609 Memorial Avenue, Williamsport, Pennsylvania 17704

ALESCO, 21 Harristown Road, Glen Rock, New Jersey 07452

Collier-Macmillan Library Service, 60 5th Avenue, New York, New York 10000

Carl J. Leibel, Inc., 1236 South Hatcher Avenue, La Puente, California 91745 (Subsidiary to A. C. McClurg)

### Sources of Printed Cards

- Bro-Dart Industries, 56 Earl Street, Newark, New Jersey 07114  
Library of Congress, Processing Department, Card Division,  
Washington, D.C. 20541  
Library Journal Kits, R. R. Bowker Company, 62 West 45th St.,  
New York, New York 10036  
H. W. Wilson Co., 950 University Avenue, New York, New  
York 10452

### Sources offering printed cards with books

- American Publishers Corp., 1024 W. Washington Blvd., Chi-  
cago, Illinois 60607 (Kit)  
Children's Press, Inc., 1224 W. Van Buren St., Chicago, Illinois  
60607  
Chilton Books, Trade Book Division, 401 Walnut St., Philadel-  
phia, Pennsylvania 19106  
Follett Library Book Co., 1010 W. Washintgon Boulevard, Chi-  
cago, Illinois 60607 (Processing Kit)  
Library Processing Division, E. M. Hale Co., Eau Claire, Wis-  
consin 54701 (Processing Kit)  
New Method Book Bindery, Inc., Jacksonville, Illinois 62650  
Random House School and Library Service, Inc., 457 Madison  
Avenue, New York, New York 10022 (Processing Kit)

## SERVICES AVAILABLE FROM STATE AGENCIES

### Department of Education

The Supervisors of School Library in the Bureau of Instruction are under the Department of Education and serve librarians and libraries in an advisory capacity.

The Supervisors of School Libraries are available to give assistance in all phases of the promotion and development of school library services for the children of Kentucky. This assistance may be in the form of correspondence and visits such as individual or group conferences with librarians, conferences with teachers, administrators or entire school staffs. Publications may be suggested and various materials may be obtained through the Department and assistance offered in solving specific problems.

Opportunities to aid library development are welcomed by the Supervisors of School Libraries. Letters requesting their services may be addressed to:

Supervisors of School Libraries  
Department of Education  
Frankfort, Kentucky 40601

### KENTUCKY LIBRARY TRAINING AGENCIES

These institutions in Kentucky offer training for school librarianship amounting to a major or minor:

- \*Berea College ..... Berea
- \*Eastern State University .....Richmond
- Kentucky Wesleyan University .....Owensboro
- \*Murray State University .....Murray
- \*†Catherine Spalding College .....Louisville
- \*+†University of Kentucky .....Lexington
- \*Western State University .....Bowling Green

For information about the offerings at any of these schools, write to the head of the Department of Library Science.

\*Accredited as a library training agency by the Southern Association of Colleges and Secondary Schools.

+Accredited by the American Library Association.

†Offers a master's degree in library science.



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