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**Library Service
for
Kentucky Schools**

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WENDELL P. BUTLER
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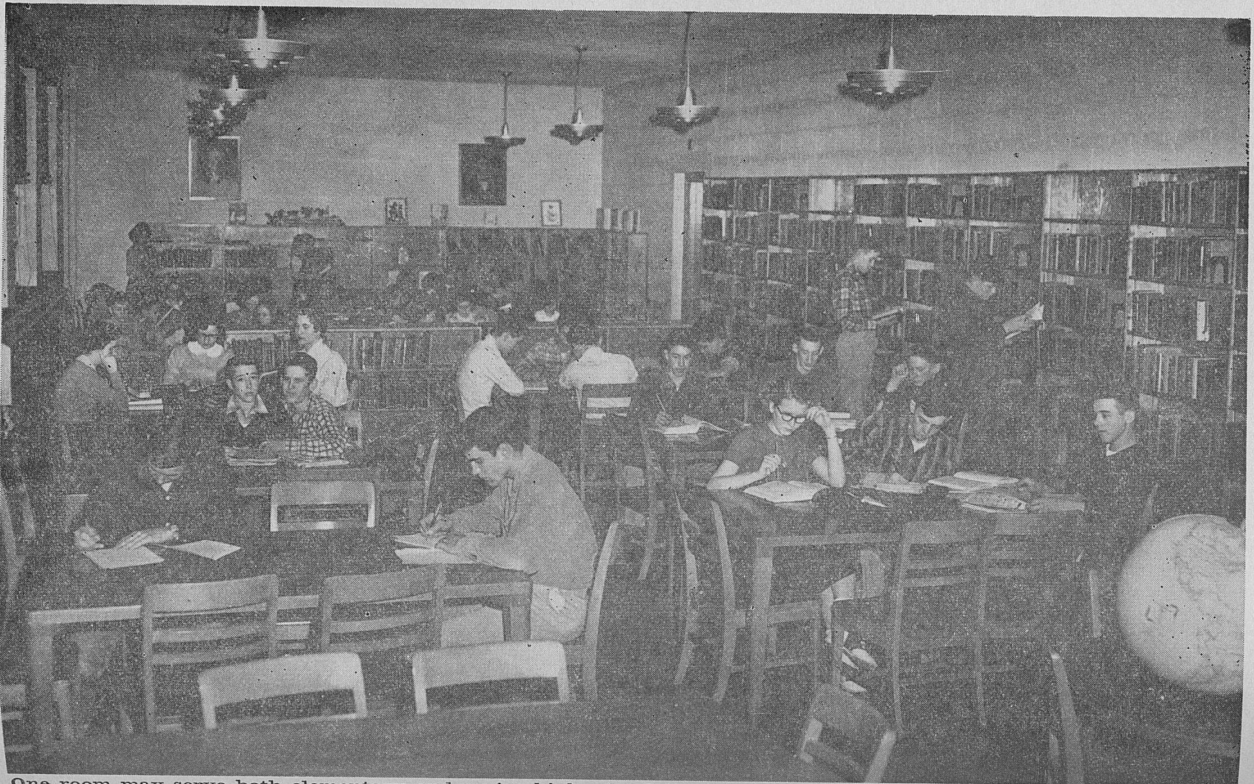
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One room may serve both elementary and senior high school libraries with counter height shelving used to define the two areas. Bloomfield School.

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FOREWORD

The school library, designed as a resource center in both the elementary and high schools of today, is an indispensable facet of the modern instructional program. Good teaching calls for extensive quantities as well as a multiplicity of learning materials which are appropriate and meaningful to the growth of boys and girls. These resources of teaching and learning form a vital segment of the school library, and are essential to the education of youth.

This revision of *Library Service For Kentucky Schools* is the fourth in an attempt to set forth information pertinent to school libraries. While this is not a completely revised publication as previous editions have been, some supplementary material has been included and certain portions have been rewritten. Chapter XI, on "Special Problems of the Elementary School Libraries," is additional knowledge, and many practices and suggestions have been brought in line with current procedures in the school library field.

A dynamic library program is now considered an essential to the educational plan of the school. It is hoped that this copy of the Educational Bulletin will furnish the needed stimulation for the development and organization of school libraries where none exist and will provide practical assistance for the improvement of all school library programs.

WENDELL P. BUTLER
Superintendent of Public Instruction

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**LIBRARY SERVICE
FOR KENTUCKY SCHOOLS
A HANDBOOK OF POLICIES AND PRACTICES**

ACKNOWLEDGEMENTS

For the revision of this bulletin on school library service indebtedness is acknowledged to the persons who have helped in bringing it to completion. Appreciation is expressed to the committee who wrote the 1957 edition. Miss Ruth Wheeler, Librarian, Morton Junior High School, Lexington, served as chairman of the committee. She was assisted by Miss Azile Wofford, Associate Professor, Department of Library Science, University of Kentucky.

Besides those two, other committee members writing portions of the 1957 bulletin were: Miss Laura K. Martin, Associate Professor and Mrs. Emma Lou Leckey, Assistant Professor, both of the Department of Library Science, University of Kentucky; Miss Ruby Trower, Supervisor of Library Service, Lexington city schools, Mrs. Edna Edwards, formerly librarian in the Fayette County schools, Miss George Ann Carpenter, Elementary Librarian, Shelbyville schools, contributed the art work for the cover of the bulletin.

Because there are problems peculiar to the elementary library it was decided that an entire chapter concerning those problems would be added. Those persons who participated in the preparation of the new chapter, "Special Problems of the Elementary Library," are: Mrs. Eleanor Simmons, Librarian, Jefferson County schools, Mrs. Thelma Estes, Librarian, Ft. Knox Dependent schools, Mrs. Arline Young, Primary Supervisor, Covington city schools, Miss Ruby Trower, Supervisor of Library Service, Lexington city schools, and Miss George Ann Carpenter, who also designed the cover for the present revision. Final editing of the bulletins was done by Miss Ruth Wheeler and Miss Nella Bailey.

Pictures used in the bulletin are from Bloomfield Elementary School; Glasscock Elementary School, Lebanon; and Central High School, Louisville. Other schools which cooperated by submitting pictures were: Shelbyville High School, duPont Manual High School, Louisville, and Owensboro Technical High School.

The drawings of the shelving and equipment are the work of the Division of Buildings and Grounds, State Department of Education.

(MISS) NELLA BAILEY
Supervisor of School Libraries

April, 1961

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Chapter I

THE LIBRARY IN THE SCHOOL PROGRAM

Introduction

The library in the school is no longer something to be desired or provided after all other services are assured. The school library 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 school board. P.T.A. groups and other organizations have often been interested in, and generous with contributions to school libraries, especially on the elementary level. These funds should supplement, rather than support, a school library which should have a definite, regular appropriation from school funds. Present standards for library service in Kentucky require a minimum of \$1.50 per pupil for the junior and senior high schools and \$1.00 per pupil for the elementary school.

Centralized Library vs. Classroom Libraries

Educators and librarians are generally agreed that the centralized library in the school is the best method of supplying adequate library service. A centralized library is the place in the school where are housed varied materials for all levels of interest, reading ability and maturity. Such materials should be organized and administered by a trained librarian to serve the needs of individuals or groups, both personal needs and those arising from the curriculum.

The classroom library, formerly held desirable, especially for elementary schools, and still preferred by some teachers and administrators, has been largely supplanted by the classroom collection. This collection is part of the larger centralized library loaned on demand to any classroom for use with special units. Such collections may be kept as long as desired in the classroom, provided they are not needed elsewhere by other teachers. Thus the classroom teacher is assured a constantly fresh supply of materials rather

than a static group of books added to only when money is available for new purchases. Materials for home use should still be circulated from the centralized library to avoid necessity for teachers adding library circulation to their many other duties, and to assure readers a wider range of choice.

The centralized library is more economical, especially in the matter of reference materials, such as encyclopedias, which would need to be duplicated for classroom libraries, not be available for general use, or be kept elsewhere in the school. Since a revision of encyclopedias is advised for purchase every five years, obviously no school could afford copies for each classroom library. Materials in the centralized library are available to all during school periods, whereas the classroom libraries are not available to other students while classes are in session, if at all. The centralized library also has the advantage of a librarian trained to assist both pupils and teachers.

Library Combinations

All too many school libraries in Kentucky are at present attempting 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. Recent Kentucky standards require that, when more than 40 high school pupils are assigned to the library for a given period, a teacher must also be scheduled there to assist with discipline problems. Thus, except in very small high schools, the combination of library and study hall is not economical of personnel and a separate study hall should be provided for those who do not need to use library materials. In Kentucky, also are found libraries which attempt to function in connection with the principal's office or auditorium, at the back, on the stage, or in the balcony. As school buildings become increasingly crowded, the school library is often made to serve as a home room or classroom for part or all of a school day. It is obvious that adequate library service cannot be provided under such circumstances.

A trend in school planning has been the use of a "multi-purpose" room to make space serve for more than one purpose for a larger part of the school day. In some instances, the school library was combined with the school cafeteria. Many objections to this combination present themselves but the most serious seems to be that the library could not function during that large part of the

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school day when chairs and tables would be required for cafeteria purposes. Furthermore, it is impossible to maintain a library atmosphere in a room used for other purposes. The school library is such an important part of the school program that no makeshift is a substitute for real library service.

Library Service to All Schools

In a school building housing grades 1-12, or other combinations such as elementary and junior high or senior high and junior high schools, one centralized library can usually serve pupils and teachers at all levels. The high school librarian can act in an advisory capacity for the elementary schools in a system just beginning centralized library service. In a county system which still has a number of small schools, it would seem advisable to provide reference and other often needed materials for each school and arrange for supplementary materials from a centralized collection in connection with the office of the superintendent.

Bookmobile Service in Kentucky

Largely through the support of Friends of Kentucky Libraries under the sponsorship of Mrs. Mary B. Gray, an effort has been made to supply bookmobiles which would serve as demonstrations of public library service in counties willing to assume responsibility for the support of operation. In 1954, a statewide campaign under the chairmanship of Mr. Harry Schacter and Mrs. Barry Bingham was carried on and resulted in the presentation to the Library Extension Division at Frankfort of 102 bookmobiles. These are now serving in many Kentucky counties. They are primarily designed to serve the general public and to operate from public libraries in areas where there are public libraries. As part of the service to the public, these bookmobiles have attempted in the past to serve schools. However, both librarians and educators are agreed that, while bookmobile service may supplement, it is not intended to supplant local library service or draw upon funds appropriated for school libraries. The school library program has been strengthened by the Foundation Program to the point where minimum standards can be met by supplementing the local effort. Funds obtained as part of the Foundation Program are being spent on developing libraries in local schools.

Collections of books formerly loaned to schools directly from the Library Extension Division are no longer available, as this service has been combined with the regional libraries in Kentucky.

For some years the Home Place at Ary, Kentucky, has operated a bookmobile carrying library materials to schools of the area along with other community services. Berea College Library maintains a special school collection from which books are loaned to schools located in the mountain area of Eastern Kentucky.

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 librarian; second, an administrative policy provides that the full-time librarian may be employed and the local board be reimbursed by the State for 10 months 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 provides funds for the purchase of new furniture and equipment and books for new libraries. The local school district should endeavor to supplement state 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. The board of education should adequately finance it. The school staff 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, and encourage and provide ways for the staff and pupils to utilize to the fullest the library's resources. Working closely together, the librarian and teachers should provide adequate instruction in the use of the library, thus enabling pupils to find material for themselves and to know how to utilize it to advantage.

Every school administrator in Kentucky should begin now to establish library service to all schools in his system or, wherever library service exists, to bend every effort to develop it to its highest function and to supplement it from other available sources of library materials.

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

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The library, that department which serves the entire school, is an attractive room, well-lighted, well-equipped and planned for growth. Central High School, Louisville

Chapter II

FUNCTIONAL USE OF QUARTERS AND EQUIPMENT FOR THE SCHOOL LIBRARY

The school library, as no other department, is the one part of the entire school program which endeavors to serve the total 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 room and the essential equipment. Desirable quarters should be given careful consideration and planned cooperatively by administrators, teachers, parents and librarians. Prepare specifications carefully before the architect begins to work. Opinions vary in many details in planning a school library; however, the basic essentials which are generally 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 a school library. Examine the architect's preliminary drawings carefully. Discuss and agree on changes to meet standards you have set.

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

In planning a new or remodeled library, thoughtful and careful planning should be done for all phases of the program, but particularly to deciding about the size and location. Once the final decision has been made about them, little change is possible.

The Kentucky Educational Bulletin, *Criteria for Approval of Units for Administrative and Special Instructional Personnel*, Vol. XXIV, No. 4, p. 103, states:

- "1. Quarters and Equipment:
 - a. Library rooms in high schools shall conform to accreditation standards of the State Department of Education. Other libraries shall provide space for seating the largest class plus twenty.

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- b. The library shall be equipped with suitable tables, chairs, shelving, card catalog and other equipment to permit its efficient operation. The library should be separate from the study hall, but if they are combined, adequate teacher supervision shall be provided in order that the librarian may carry on her proper functions."

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

In order to have an adequate library program of service, the smallest school library, whether elementary, junior high, senior high or twelve-grade school, should consist of a reading room for pupils and a workroom for the librarian. The larger centralized library should consist of quarters which provide a reading room, conference room, workroom, office, and library classroom, depending on the size and the functions which it serves.

CENTRALIZED ELEMENTARY AND HIGH SCHOOL LIBRARIES

Location and Size of Quarters

In elementary schools, the reading room should be large enough to seat comfortable as a group the largest class unit in the school plus 20, allowing 25 square feet per person. Reading rooms in junior and senior high school should seat 15 per cent of the school enrollment and should allow at least 25 square feet per person. When more than 40 pupils are assigned to the standard size library at any one period, a teacher, in addition to the librarian, should be scheduled there to assist in the supervision. Not more than 50 per cent of the seating capacity should be assigned, thus leaving space for library service to other pupils.

Space for the workroom, conference and other services should be in addition to this minimum space required for the reading room.

Reading Room or Rooms

A. 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 secured from library supply houses. *If constructed locally, the furniture should be made according to library specifications.* Some satisfactory library supply houses which sell standard equipment are: Demco Library Supplies, Gaylord, Library Bureau of Remington Rand, Myrtle Desk & others. (Addresses in Appendix)

1. Tables and chairs

Standard wood library tables of sturdy construction without footrests or drawers are recommended. Rectangular tables should be 3' x 5' accommodating 6 pupils each. Round tables should be 4 to 5 feet in diameter. The heights of tables and chairs should vary to provide comfortable seating for children of different ages. In elementary schools the height of the tables should vary from 24 to 26 inches; in high schools from 27 to 30 inches. Chairs (1) should vary according to the height of the table, (2) should be 10 inches lower than the tables, and (3) should be provided with chair glides.

2. Charging desk

In small schools a regular flat top office desk with lock may serve for a charging desk if it has the proper drawer space. The top drawer should be deep enough to accommodate 3" x 5" book cards. The size of the charging desk may vary according to the size of the school. Also, height will vary in elementary and high school. Standard charging desks may be purchased from library supply houses in various shapes and in sitting or counter heights. These are constructed with built-in features which accommodate the circulation files and other equipment.

3. Book shelving

The number of shelves required should be computed on the basis of 10 books per pupil allowing approximately 112 books to each section, 8 books per shelf foot for high school and 10-12 books for elementary. Open-faced, adjustable, hardwood shelving, plain in construction and without trim, is recommended. The

following specifications are accepted to be standard. Locally built shelving should follow these standard dimensions and only well-seasoned lumber should be used:

Shelves should be 3 feet in length between up-rights. Overall height should not exceed 5 feet in elementary schools and 7 feet in high schools; average space in clear between shelves should be 10 inches. Standard depth of shelves should be 8-10 inches. Every school library should have some sections which are 10-12 inches in depth to accommodate oversized books; in the high schools, these will be needed for reference books, in the elementary for large picture books. In elementary libraries, a proportionate part of the shelving should be of the picture book type shown in the diagram on page 527. There should be a 4-6 inch base to protect books on the bottom shelf which should slant for easy reading.

Shelving built locally can be made adjustable by the use of metal tracks. (See diagram on page 526.)

4. Magazine shelving

The diagram on page 525 pictures the most satisfactory type of magazine shelving. Current magazines can be displayed on the slanting shelving and older copies can be filed on the flat shelf beneath. The length of the slanting shelf should be 16 inches with 4 slanting shelves to each section. The number of sections of shelving needed is figured from the fact that each section of magazine shelving accommodates approximately 12 magazines.

5. Newspaper rack

Newspapers should be hung on newspaper sticks, one stick for each paper, and may be placed in a small wood holder, both of which can be purchased from a library supply house. The wood holder may be constructed locally if desired. (See diagram on page 525.)

6. Vertical file

Every library will need at least one 4-drawer filing cabinet which has 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.

7. Card catalog cabinet

This piece of essential equipment should be purchased from a library supply house. It may be used to house the shelf-list in situations where the librarian has had no training in cataloging; it may house both the shelf list and the author, title and subject cards in situations with trained librarians. A standard 5-drawer section catalog case should be provided which allows for additional sections to be added as the book collection expands.

8. Bulletin boards

At least one bulletin board not less than 3 feet in length should be provided for each library. Cork makes a very satisfactory board. It is recommended that essential space needed for shelving not be used. Space between windows or at the ends of sections of shelving may be good places for the location of 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.

9. Other desirable equipment

An atlas and a dictionary stand may be useful equipment for the library if the room is not crowded. A revolving table model is preferable to the floor type. Libraries will find at least one book truck indispensable. Display cases in either the library or the corridor may be very effectively used.



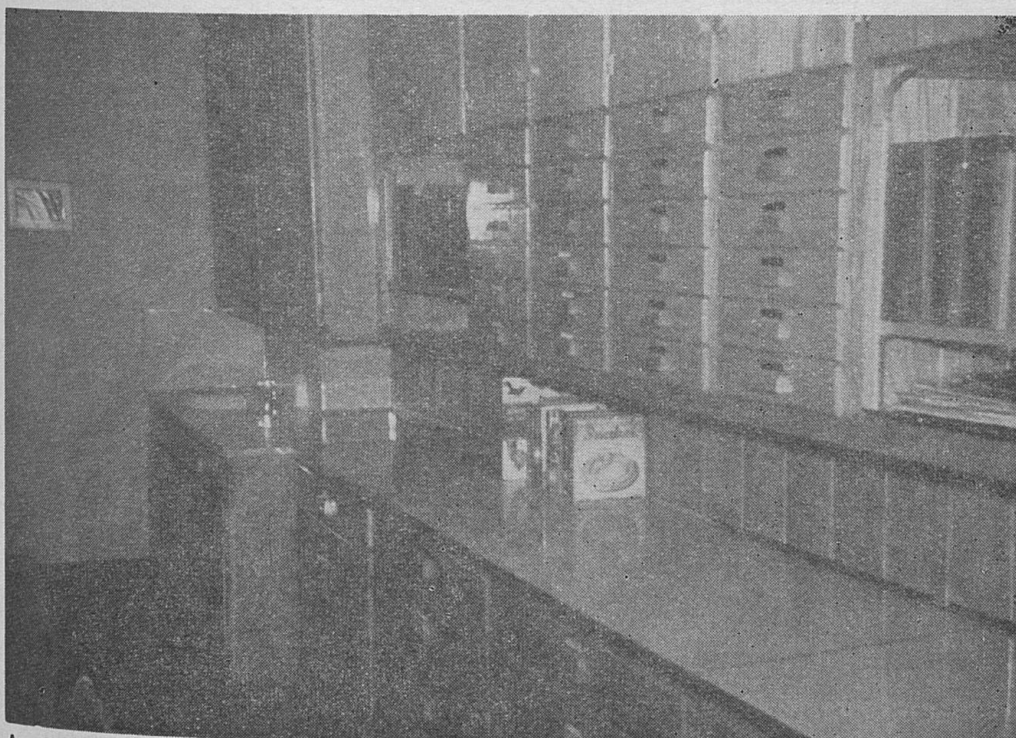
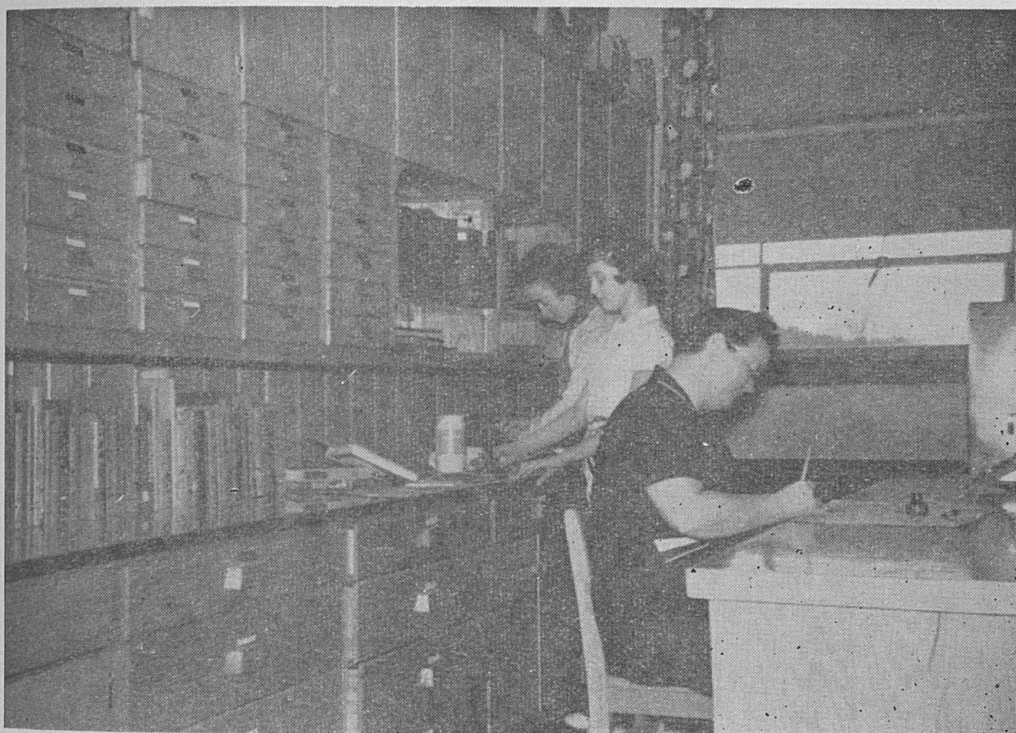
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Ample space for processing and storing library materials is provided in a workroom with cabinets, shelves and sink. Glasscock Elementary School, Lebanon.

B. Making the room attractive and serviceable.

Unbroken wall space to accommodate shelving should be given primary consideration in planning libraries. 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.

The library should be well lighted both naturally and artificially. Accoustically treated ceilings are highly desirable. Walls painted in light colors without a gloss such as soft, light blue, green and yellow make a very attractive background for a library. A noiseless floor covering of rubber tile, cork tile or linoleum tile is recommended.

Pleasant decorations such as a few 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, magazine and newspaper shelving, circulation desk and exits. A convenient arrangement of the furniture will provide a more usable and attractive reading room.

Workroom

In addition to the reading room, a separate workroom adjacent to the library is a *necessary* part of the library quarters. It is there that the librarian can do the technical work necessary to prepare materials for use. Supplies, tools with which the librarian works, books and other materials which are being processed, mended or prepared for the bindery are housed in the workroom. Sufficient shelves may be provided in the workroom for housing back issues of magazines though, in larger schools, it is recommended that storage space, additional to the workroom, be provided. The workroom should be provided with:

1. Sink with running water
2. Book shelving 10 inches deep for storage and materials in process
3. Closed cabinet for supplies
4. Typewriter
5. Electrical outlet at table height convenient to work table
6. Work table and several chairs
7. In larger schools, a card catalog case to house the shelf list

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Conference Room

In larger schools it is most desirable to have a small room adjacent to the reading room to be used for small groups who come to the library to work on a class or other group project. It should be equipped with a table and approximately 6 chairs and some shelving. Glass partitions 39" from the floor separating other rooms from the reading room should be used in order to facilitate supervision on the part of the librarian and to provide space for counter height shelving beneath the partition.

Librarian's Office

An office for the librarian adjacent to the reading room is a desirable addition in large schools. A desk and chair, an office file and counter-height shelving for the librarian's professional tools should be included.

Library Classroom

In larger schools with an enrollment of above 1000 pupils, it is desirable to have a separate room adjoining the library quarters where instruction in the use of the library may be given. It should be the size of an ordinary classroom and should be provided with the usual classroom equipment.

Audio-Visual Room

When the library is considered the materials center for the audio-visual aids which are owned within the school, organized, housed and administered by it, separate quarters should be provided with necessary space and equipment to accommodate these materials. Sufficient help should also be provided for the added responsibility.

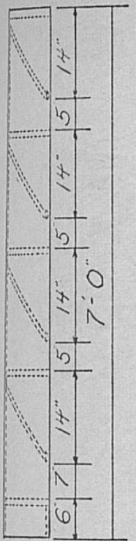
For detailed information concerning quarters and equipment, see Educational Bulletin, *Functional School Libraries: Quarters and Equipment*, Vol. 20, No. 5, July 1952.

STUDY HALL SITUATIONS

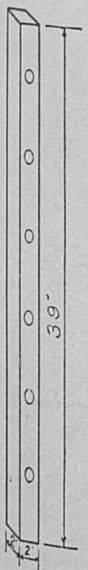
In the absence of desirable facilities, the library-study hall combination becomes a necessity until further expansion is possible. Since this is considered an emergency situation rather than a permanent one, and since it limits the use of the library, particularly for class groups, every effort should be made to house the centralized library in a separate room as soon as possible.

ALL-PURPOSE ROOMS

In order to cut the cost of school building construction, some school boards and administrators have desired to combine the library with the cafeteria or some other functional program of the school. This has been considered in some elementary schools. Because of the limited service which the library and other programs could render under such conditions, it is *not* recommended as a desirable reading or learning situation.

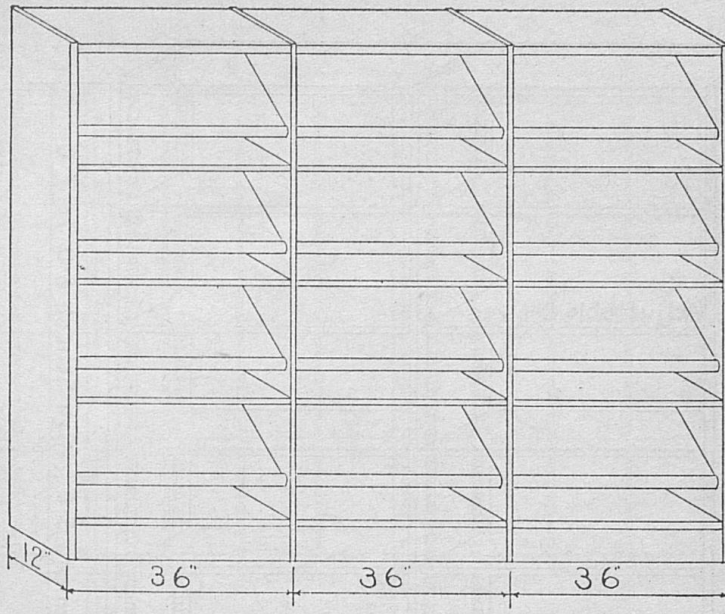
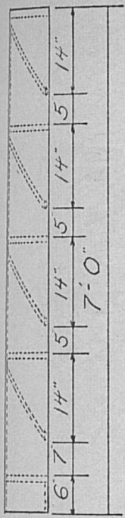


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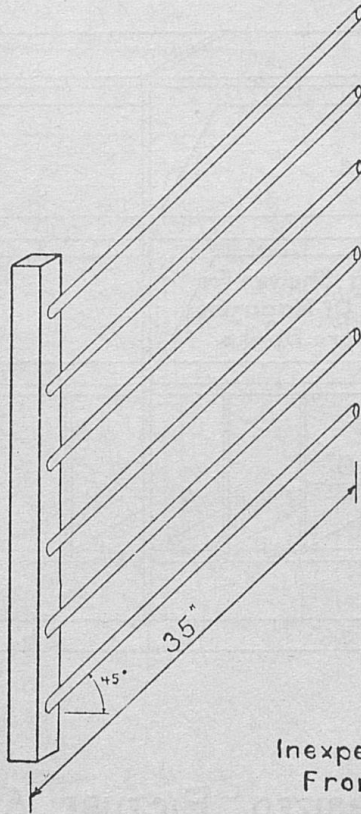
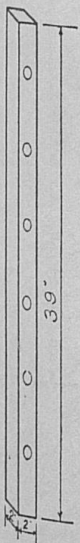
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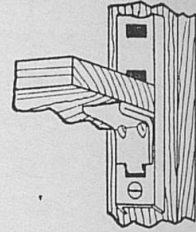
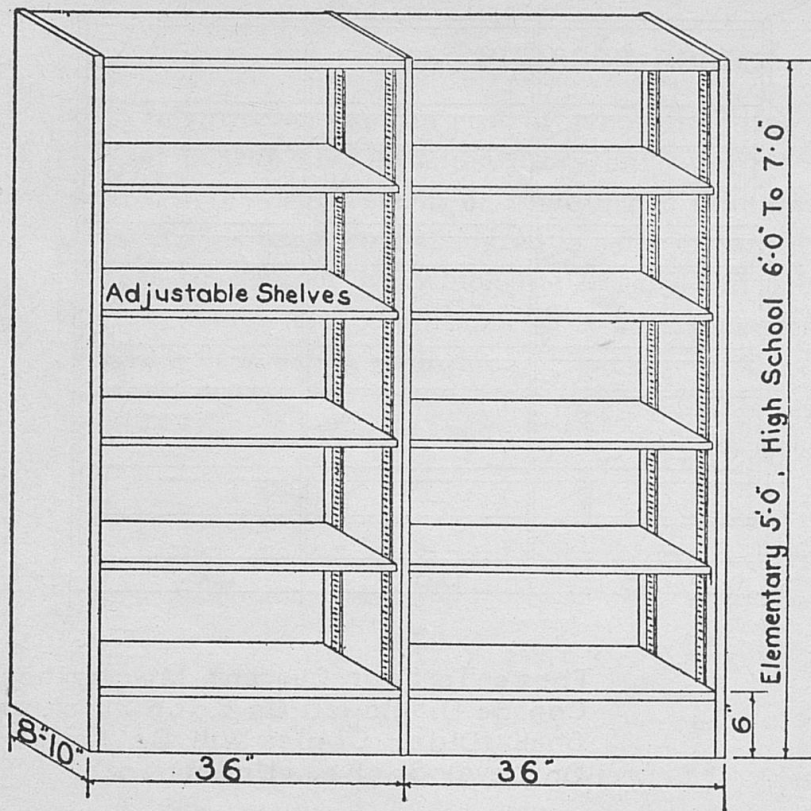
Three To Four Current Magazines
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On Level Shelves Underneath.

MAGAZINE SHELVING FOR HIGH SCHOOLS



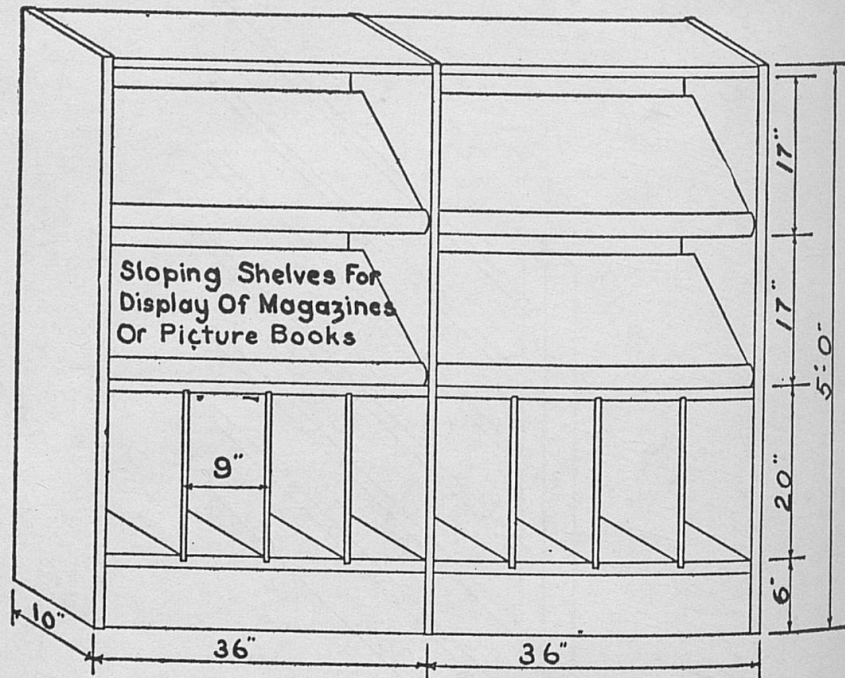
Inexpensive Equipment Available
From Library Supply House

NEWSPAPER STICK HOLDER



Metal Strip
And Bracket
For Adjustable
Shelves

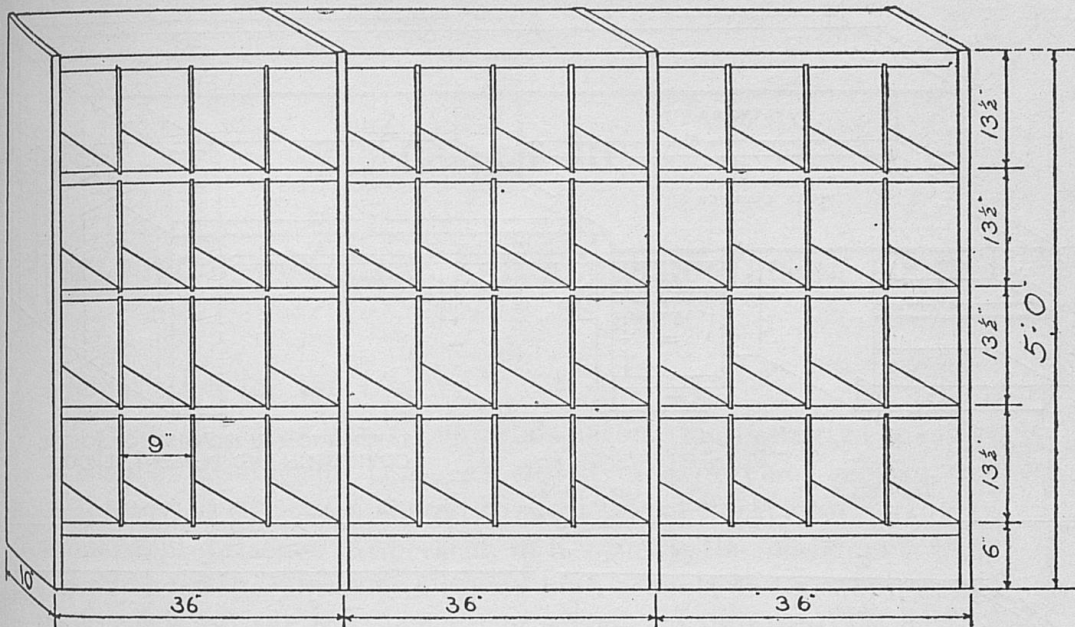
REGULAR BOOK SHELVING



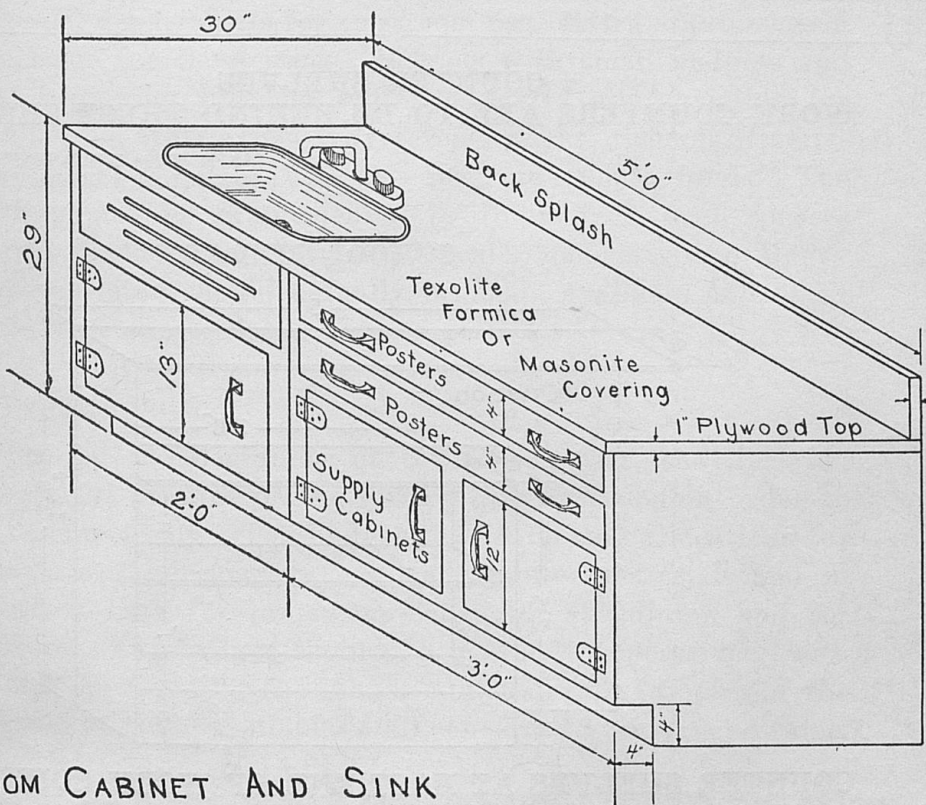
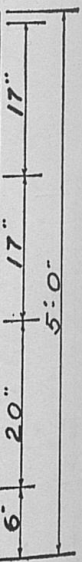
SHELVING FOR OVERSIZED PICTURE AND EASY BOOKS



Strip
Bracket
Adjustable
Shelves

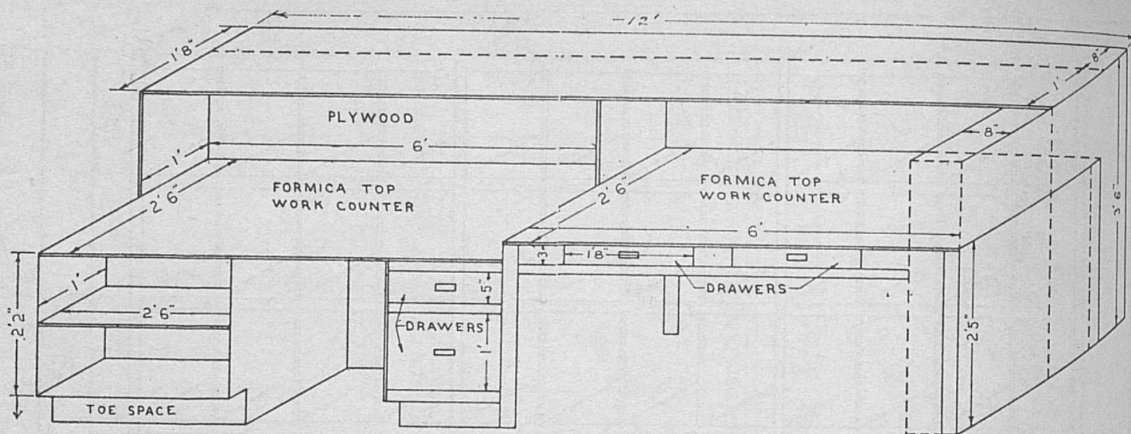


EASY AND PICTURE BOOK SHELVING FOR ELEMENTARY LIBRARIES

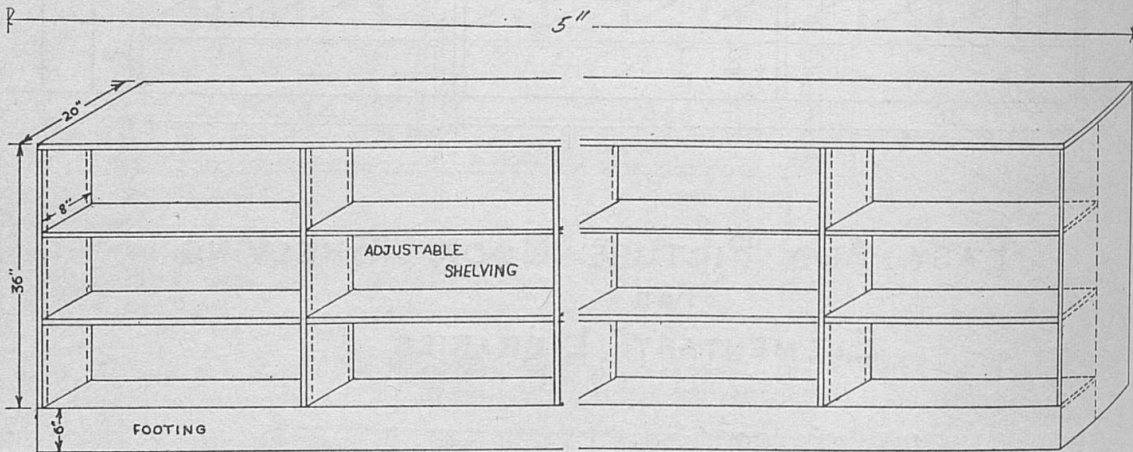


WORKROOM CABINET AND SINK

BOOKS



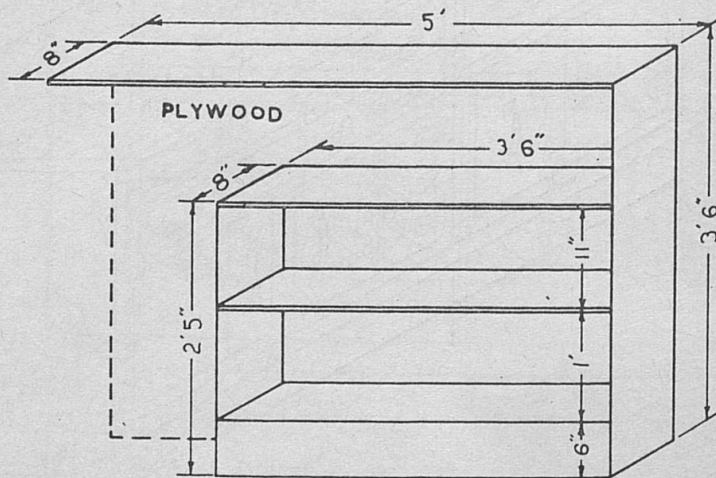
TAKEN FROM THIRD DISTRICT SCHOOL,
COVINGTON INDEPENDENT SCHOOLS



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

TAKEN FROM THIRD DISTRICT SCHOOL,
COVINGTON INDEPENDENT SCHOOLS

SCHOOL LIBRARY



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Chapter III

SELECTION, PURCHASE AND ACCESSIONING OF BOOKS FINANCES

Appropriation for the Library

Books and other library materials become increasingly expensive as costs of production rise. As stated in a previous section, the local board of education should support school library service by an annual appropriation. At present, in Kentucky, the minimum is \$1.50 per pupil for the junior and senior high schools and a minimum of \$1.00 per pupil for the elementary school. Administrators will be interested in additional funds for library services from the Foundation Program.

The school library appropriation should be spent for books, periodicals, other non-book printed materials and supplies. It should not be applied to the payment of salaries, purchase of equipment, audio-visual materials, supplementary text-books and pamphlets used by special departments for classroom use. Extra appropriation should be made for these items. Schools with small budgets and those just beginning libraries will need extra appropriation 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 such sources as the Parent Teachers Association and local school activities. Money that is appropriated should actually be made available and spent after it has been appropriated.

Library Budget

At least by the beginning of the school year, the librarian should know the amount of the library appropriation in order to plan the budget wisely. The budget should include allocations for books, magazines, newspapers, non-book printed materials and library supplies, both for preparing books for circulation and for minor repairs. The budget should be planned cooperatively with teachers and approved by the school administrator. Copies of the budget should be made available to all concerned with expenditures.

Financial Records

A duplicate bill of all library expenditures should be kept in the library files. The librarian should keep in notebook or folder a simple record showing the appropriation for each budgeted area, how much has been spent, how many materials were received for that amount and how much money remains. (See page 536 for form.)

This simple statement will enable the librarian to inform the teachers or administrators that the funds appropriated for the school library are being spent according to the budget. It also serves as a basis on which the librarian may request additional funds for expanding services.

SELECTION OF MATERIALS

The librarian is responsible for guiding the staff members and pupils to select cooperatively books and other materials to meet the needs of the individual school. 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 other bibliographical material as may be available to those making the request. Frequent conferences should be held with teachers as to type of materials needed. All teachers should be notified as to the time for sending regular orders so that requests may come in on time. The librarian should not only have a good collection of book selection aids but encourage teachers to choose materials from them. A few book selection aids are mentioned here; a more complete list is available in the Appendix, p. 602. Information about others may be secured from the office of the 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., c1950.

Basic Book Collection for Elementary Grades; comp. by a subcommittee of the A.L.A. Editorial Committee with assistance of consultants from several organizations. 7th ed. A.L.A., 1960. \$2.00

Children's Catalog; a classified catalog of 3,204 children's books recommended for public and school libraries. 10th ed. Wilson, 1961. \$8.00 (kept up-to-date with supplements)

2. High Schools

Basic Book Collection for Junior High Schools; comp. by a subcommittee of the A.L.A. Editorial Committee with assistance of consultants from several organizations. 3rd ed. A.L.A., 1960. \$2.00

Basic Book Collection for High Schools; comp. by a subcommittee of the A.L.A. Editorial Committee with assistance of consultants from several organizations. 6th ed. A.L.A., 1957. \$2.75

Books for You; a reading list for teen agers. N.C.T.E., c1951. 60¢

Standard Catalog for High School Libraries; a selected catalog of 3,610 books. 7th ed. Wilson, 1957. Service basis. (kept up-to-date with supplements.)

Your Reading; a book list for junior high school. N.C.T.E., 1954. 60¢

Each school library should own the latest edition of the *Children's Catalog* or *Standard Catalog*. Some librarians, especially those serving junior high school pupils, will need access to both. A revised edition is published every five years by the H. W. Wilson Co., 950-972 University Avenue, New York. Librarians should watch for new editions of the above lists or for new lists being published and always secure the latest one.

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. A.L.A. \$6.00 a year.

Bulletin of the Children's Book Center. Monthly except August. University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Illinois. \$2.50 a year.

The Horn Book Magazine. Published six times a year. Horn Book, Inc., 585 Boylston St., Boston 15, Massachusetts. \$4.00 a year.

Library Journal. Semi-monthly, September through June; monthly in July and August. Bowker Company, 62 West 45th St., New York 36, New York. \$9.00 a year. (Each mid-monthly issue contains *Junior Libraries*, paged separately and obtainable as a separate magazine at \$3.50 a year. Most school libraries will find the smaller publication adequate.)

Wilson Library Bulletin. Monthly, except July and August. H. W. Wilson Co., 950-972 University Avenue, New York 52, New York. \$3.00 a year. No school library should be without *Wilson Library Bulletin* not only for help in book selection but many other phases of library work.

Relations with agents

Representatives of various book companies often visit schools selling encyclopedias and other expensive reference books. Before agreeing to purchase material 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) should be checked for a review and possible recommendation of any set of books. Books not listed there should be checked in "Current Reference Books," a section of each issue of *The Wilson Library Bulletin*. The Supervisor of School Libraries, any library training agency or a trained librarian of the area will help with information regarding the advisability of purchasing such materials. Administrators also 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 checking as suggested above.

PURCHASE OF MATERIALS

When the librarian, or any teacher, discovers a book which should be considered for purchase, the author, title, edition, publisher, date and price (or such of these items available) should be noted on a 3" x 5" 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 wanting the book and a statement as to why it should be purchased. The name of the department, such as "History," might well be put at the top of the card, so that all cards on a subject may be filed together. For weeding purposes later, if the book is not purchased, the date on which the card was placed in the file is helpful. Thus, an accumulation of purchase suggestions will be available when an order is placed.

Books should be ordered several times during the school year. A large order early in the fall and another in the spring make it possible to have new books ready for circulation early in the school year. A small amount of the book fund should be kept to purchase books urgently needed to meet special classroom demands or to take advantage of new materials as they are published.

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Schools will find it more satisfactory to order books from a jobber who handles the books of all publishers. This procedure is less expensive on clerical costs and saves paper work. Book jobbers are also prepared to give discounts, 20% to 33 $\frac{1}{3}$ % off the publisher's price, to school libraries.

Some book jobbers found to be satisfactory are:

- Baker and Taylor, 1405 Broad St., Hillside, N. J.
- Campbell and Hall, Inc. (formerly Personal Book Shop) 898 Commonwealth Ave., Boston, Mass.
- Cincinnati News Co., 659 East 6th St., Cincinnati, Ohio
- A. C. McClurg and Co., 333 East Ontario St., Chicago, Ill.
- Tennessee Book Co., North Nashville, Tenn.

Reinforced Bindings

Books which will receive hard use from constant demand will wear longer if purchased in reinforced bindings. This is recommended especially 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 the books after use. Prebounds may also be bought through regular jobbers. In this case, a notation should be made on the order that prebounds are desired unless the book is already available in library bindings.

Some firms which handle prebound books are:

- E. M. Hale, Eau Claire, Wisconsin.
- H. R. Huntting Co., 29 Worthington St., Springfield, Mass.
- A. C. McClurg and Co. (address given above)
- New Method Book Bindery, Jacksonville 3, Ill.

Gifts to the School Library

A word of caution about gifts to the school library is in order. While this is probably an easy method of getting books and magazines for a collection, it more often results in acquisition of materials not suitable for a school library. Gift material should be scrutinized as thoroughly before adding to the collection as that which is purchased by the library budget.

Books which are suitable would be duplicates of material already in the library, if added copies are needed, and titles included

in standard book selection aids or by authors whose books are included. Books especially to be avoided are old, out-dated materials in the subject fields, sub-standard fiction of the series types, adult books not suitable for young readers and all books in poor bindings. Those 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 Procedure

Procedure for placing orders will depend somewhat on general regulations of the school system. The librarian should check with the administrator and follow accepted practice, unless it seems to conflict with necessary library techniques. Usually a conference with the administrator will 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. Following is a suggested routine for ordering books:

1. An order card should be made out for each book desired.
(See sample order card)

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

2. Type list from the order cards arranged alphabetically by author, if a short order, or in groups alphabetically by publisher, then alphabetically by author, if the order is long.
3. Write order addressed to a book jobber, giving following information:
 - a. If letterhead is not used, type neatly the name and address of the school at top of letter.
 - b. Specify how the books are to be shipped, to whom the bill is to be sent and how many copies are desired. It is necessary to have one or more copies of the bill come with the books as invoice.
 - c. Unless the order is very short, make a separate list of the books and attach it to the letter, giving name and address of school and date at head of each sheet.
4. Give the following information about each book, with double space between each title desired:
 - a. Number copies wanted
 - b. Author
 - c. Title, followed by information as to editor, illustrator, etc.
 - d. Edition, if other than the first
 - e. Publisher and date
 - f. Series, if it seems important
 - g. List price

Sample Order

| Order No. | | Price |
|-----------|-------------------------------------------------------------------------------------------------------------------------------|--------|
| 5 | | |
| No. cop. | | |
| 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 John 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 |

Those typing orders should follow the above sample which is in correct form as to spacing and various types of entry.

After the order has been made, entries as to dealer, date of order and number of copies desired should be entered on the order card at the left. 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 book or report on why it cannot be sent.

February 25, 1957.

Sample Invoice

(Received from dealer with prices after discount)

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

Elem. 4.60
Home Ec. 1.20
Sci. 6.76
Soc. Sci. 9.12

Postage .67
22.35

Sample Page in Financial Record Book for Each Dept. or Area of Budget

| Budget: Social Science Dept. | | 1956-57 | Amount: \$50.00 | | | |
|------------------------------|-----------------|--------------------------|-----------------|---------------|-----------------|--|
| Date of invoice | Number of order | Dealer from whom ordered | Amount of bill | Spent to date | Balance on hand | |
| Oct. 13, 1956 | 3 | Baker + Taylor | 17.00 | 17.00 | 33.00 | |
| Feb. 25, 1957 | 4 | McClurg | 9.12 | 26.12 | 23.88 | |

Sample Page in Financial Record Book for General Budget

| Budget: Any School Library | | 1956-57 | Amount: \$500.00 | | | |
|----------------------------|-----------------|--------------------------|------------------|---------------|-----------------|--|
| Date of invoice | Number of order | Dealer from whom ordered | Amount of bill | Spent to date | Balance on hand | |
| Oct. 13, 1956 | 3 | Baker + Taylor | 67.32 | 67.32 | 432.68 | |
| Feb. 25, 1957 | 4 | McClurg | 21.68 | 89.00 | 333.68 | |

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PREPARATION OF MATERIALS FOR USE

Receiving Books Ordered

When books are received from the dealer, it is wise not to open the package until the librarian is ready to handle them. This will prevent new books getting misplaced before being made a part of the collection. The following routine is suggested:

1. Unpack books and check against the invoice enclosed in box, once for each copy or volume of a set, to indicate arrival.
2. If invoice is correct, initial a copy and forward to office for payment.
3. If invoice is not correct, or books found to be damaged, notify the jobber at once and hold books for instruction. Approval for payment should also be withheld until adjustments have been made.
4. On the library copy of invoice, place beside the price of each book the department or area of the budget to which item is to be charged. (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 and accession number, the order card may serve as a temporary shelf list which serves as the official record until books are cataloged and a permanent shelf list made. This procedure is suggested for librarians who have not yet completed a course in cataloging. Otherwise, the order card may be placed in a "Books Received File" in case question arises about the order and should be kept at least for the school year. In either case, the order card may accompany the book through routine of preparation for the shelves.
6. Transfer the amounts from the invoice to the page of the financial record assigned to each department or area of the budget. (See sample page)
7. File invoice with others in proper 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 book is made a part of the collection.
10. Place books with others to be accessioned.

Accessioning Books

Accessioning is the numerical listing of books as they are added to the library. Brief entry is made in a book known as the accession record. The loose leaf type is suggested and may be obtained from any library supply house. (See list in appendix) If accession record is not typed, it should be made neatly 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 page.
2. Each group of books should be arranged alphabetically by author or title, if there is no author, making sure that all copies or volumes of a set are together.
3. For each book, give author's last name, title, publisher, date (from title-page, if given there, or from back of title-page, written c1956; if no date is found at either place, mark n. d.), source from which the book was obtained and cost to the library.
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 either to 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 becomes the accession number of the book, distinguishing it from *all other* books in the library. An accession number is *never* used the second time.
9. After line 99 is used, add the proper digit to make 100, 200, etc. Be careful not to skip a block of numbers.
10. The accession number is placed in several places in the book as indicated in another section of the manual. (Sample accession sheet, p. 539)

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

DAYLORD PRINTED IN U.S.A.

Chapter IV

CLASSIFICATION, CATALOGING AND PREPARATION OF BOOKS FOR SHELF

CLASSIFYING BOOKS

The purpose of classifying is to bring all books about the same subject together on the shelves by assigning them the same classification number. Books in all Kentucky school libraries will be classified according to the Dewey Decimal Classification.

The library should own a copy of the *Abridged Decimal Classification* (by Melvil Dewey, Forest Press. Latest edition). By this system all knowledge is divided into ten main subject classes. These classes are subdivided into ten divisions, and each division of a class is subdivided into ten sections. In this manner classification may be expanded indefinitely to accommodate a very large collection. The classification number suggested for each book listed in the *Standard Catalog for High School Libraries* and the *Children's Catalog* may be used as a guide.

Since each number in the classification system stands for a subject, all books on one subject will have the same number and will stand together on the shelves. They are arranged alphabetically by the first three letters of the author's last name, except that books of individual biography are arranged alphabetically by the first three letters of the last name of the biographee. Therefore, for each book there is a subject classification and below it author letters. Together they make up the call number for the book.

Example: 341.13 *UN: Today and Tomorrow*, by Eleanor
Roo Roosevelt
341.13 *Pool of Knowledge*, by Katherine Binney
Shi Shippen

Books of individual biography are given the classification of 921 or B. In most cases, the symbol used for individual biography will depend on what has been done before. Continue to follow the previously adopted method so that classification will be uniform.

Individual biography is arranged on shelves alphabetically by the first three letters of the last name of the biographee. This is to make it possible for all books about one person to stand together on the shelves.

Example: 921 or B *Abraham Lincoln*, by Genevieve
Lin Lin Foster
921 or B *Abraham Lincoln, Friend of the*
Lin Lin *People*, by Clara Judson
921 or B *David Livingston, Foe of*
Liv Liv *Darkness*, by Jeanette Eaton

Fiction books are given the classification F and arranged alphabetically by the first three letters of the author's last name.

Example: F *Banners at Shenandoah; a Story of*
Cat *Sheridan's Fighting Cavalry*,
by Bruce Catton
F *Susan Cornish*, by Rebecca Caudill
Cau

Books with many pictures and with easy reading suitable for children up through the third grade are classed as easy books and are marked with the symbol E. They are shelved separately, as are the fiction books, and are arranged alphabetically by the first three letters of the author's last name.

Example: E *On a Summer Day*, by Lois Lenski
Len
E *Professor Bull's Umbrella*, by William
Lip Lipkind and George Schreiber

Collections of short stories, i.e., books containing short stories by different authors, may be shelved together by giving them the classification symbol SC. They are arranged on the shelves alphabetically by the first three letters of the last name of the editor or compiler. These can be shelved conveniently following the fiction books.

Example: SC *Book of the Short Story*; selected and
Cro edited by Ethan Allen Cross
SC *My Favorite Stories*; selected and edited
Dal by Maureen Daly

Encyclopedias and other books of ready reference, that are in constant use, do not circulate for home reading. Reference books may be marked with the symbol R before the classification number to indicate that they are books of reference and are to be used in the library. Reference books are shelved in a separate section for convenience.

Example: R *World Book Encyclopedia*
 O31
 Wor
 R *World Almanac*
 317.3
 Wor
 R *Twentieth Century Authors*, by Stanley
 920 Jasspar Kunitz
 Kun

Classifying a Book

1. Consult the *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, and table of contents, and skim through the text of the book to determine its subject matter.
 - b. Look up this general subject in the *Standard Catalog* or *Children's Catalog* for a similar book to see what classification number has been assigned a book on the same subject.
 - c. Use the *Abridged Decimal Classification*. Look for the subject in the index which will refer to a number in the classification schedules, 000-999.
 - d. After choosing the number, check it with the shelf list so that classification of books in the library will be uniform.
3. Add 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.

THE SHELF LIST RECORD

The shelf list is a complete record of books in the library, arranged as books are arranged on the shelves, i.e., by call number. It serves as a record from which to take inventory; serves as a guide to classifying new books; indicates the strength and weakness

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SAMPLE SHELF LIST CARDS



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Temporary shelf list card. Reverse side of sard shown on p. 534. By addition of accession number to reverse side of order card, the order card may be retained as a temporary shelf list record of the book.

549

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Fenton, Carroll Lane

Riches from the earth, by Carroll Lane Fenton
& Mildred Adams Fenton. Illustrated by the
authors. New York, Day, 1953.

159 p. illus.

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Permanent shelf list card (2 copies of same title)

of the collection in various subject areas and indicates the number of copies and volumes for each title.

Since the permanent shelf list card is a copy of the catalog card, it is recommended that a librarian not attempt to make a permanent shelf list record until she has had a course in the techniques of cataloging. It is further recommended that the order card be used as a temporary shelf list card until the librarian receives training in cataloging.

Using Order Card for Temporary Shelf List

1. Add the call number at upper left hand corner of order card in space provided for it. (See example, p. 534)
2. Add accession number on reverse side of order card. The number is written in reverse position relative to information on front of card, so that numbers may be read rapidly without taking card from file. (See example, p. 543) 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 as a temporary shelf list and will eliminate added expense and duplication of work.

Making a Permanent Shelf List

The following is suggested primarily to the librarian who has completed a course in cataloging:

1. Wilson printed card sets include an extra card for shelf list. This card is identical to the author catalog card except that it does not contain an annotation or tracing. If Library of Congress printed cards are ordered for books for which no Wilson cards are available, order an additional card for the shelf list.
2. Type accession number on printed card to the left side of card following collation and/or notes.
3. If the shelf list cards are typed:
 - a. The shelf list card is made when the book is cataloged. On a 3" x 5" catalog card, make a copy of the author card through the collation (omitting notes and tracing).
 - b. Two typewriter spaces below this information, on the left hand side of the card, give the accession number. If the library has more than one copy of the book, give separately the accession number for each copy. For a set of books give the accession number for each volume; indicate the volume number by the side of its correct accession number.

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4. Leave sufficient space to the right of an accession number to record lost, withdrawn, or other inventory data.
5. When making a shelf list card for a book of individual biography, a school librarian may find it desirable and useful to add the name of the biographee (inverted) in capital or red letters above the author's name.

Filing Shelf List Cards (Temporary or Permanent)

1. Arrange the cards in numerical order by the classification number. All numbers to the right of the point are read as decimals, e. g., 621.384; 621,3841; 621.385; 621.388; 621.4, etc.
2. Within each group of cards having the same classification number, arrange the cards alphabetically by author or by biographee (for individual biography). See example under section: CLASSIFYING BOOKS.
3. If there are several books by an author within one classification number, subarrange them by title.
4. Separate each of the ten broad classification numbers, i. e., 000, 100, 200, etc., and any special collections, e. g., F, B, E, R, SC, with labeled guide cards.

PREPARATION

Final Preparation of Books for the Shelves

1. Use the order card from which to secure all necessary information. Place the accession number, call number, and library stamp of ownership in each book according to the following suggestions:
 - a. Accession number
 - (1) Enter the accession number in ink on the right hand page, following the title page, at the center of lower margin, and on any right hand page in the text of the book. This is known as the key page, which is selected for identification purposes. Any page number may be chosen for such purposes, but a low number of less than 30 is desirable. The page number, once chosen, is the key page number for each book added to the library.
 - (2) On the book card and pocket, type the accession number in upper right hand corner. (See example, p. 548)
 - b. Call number
 - (1) In pencil, enter the call number on the right hand page following the title page in the upper left hand corner.

- (2) On the book card and pocket, type the call number in the upper left hand corner.
 - c. Library identification stamp
 - (1) The identification or ownership stamp is one bearing the name and address of the library. Use this stamp on the right hand page following the title page, on the key page, and near the bottom of the book pocket.
 - d. Business entry
 - (1) The business entry refers to the trade items of source, date acquired, 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.
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 number on the right near the top. On the book card, type author's last name with title below. On the book card, above the accession number, type the cost of the book. (See sample)
 - b. Information on the book card and pocket will include call number, accession number, last name of author, title of book, cost of book, and stamp of identification.
 - c. Paste the book pocket on the inside back cover in the center near the bottom.
 - d. Paste the date due slip in the center of the page opposite the pocket.
3. Lettering and shellacking
- a. Print the call number of each book on the back strip, or spine. The preferable height is about two inches from the bottom of the book. The number 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.
 - b. Brush a thin coat of shellac over the entire back strip after lettering is dry. This preserves the lettering and helps to keep the back strip clean.

Arrangement of Books on the Shelves

Books are arranged numerically on the shelves by the classification number. Numbers to the right of the point are read as decimals (see example in section, *Filing Shelf List Cards*). When two or more

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books have the same classification number, they are arranged alphabetically by the last name of the author (except individual biography).

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

Examples: F F F F F F
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 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 gives the shelves a more attractive appearance and leaves space for additional titles to be placed in their proper positions without constant shifting.

Recording 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 a stack according to classification numbers and counted. On the form she has developed for keeping a record of the collection, the librarian enters the number of books she 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 for a book order, or for the same period of time covered.

Chapter V

MAGAZINES AND NEWSPAPERS

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

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. The basic lists referred to in a later section of this chapter need to be checked with the teachers, often item by item, so that teachers may have recalled to their minds differences in purpose and emphasis of similar publications, and may be encouraged to study the effect of changes in magazines on their classroom use. In small schools, each teacher should be conferred with individually, while in larger schools a questionnaire to all teachers and another to students in representative classes, may well be used every few years. 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, unless the demand is very great.
2. Those which are not on any standard list for school libraries, and which the librarian has not seen.
3. Those which are wanted by a teacher for his personal use.

A problem of some concern to school librarians is the placement of magazines in the school building. It may be stated as a general principle that magazines purchased from general school funds should be housed in the library for use by all students. In a school where all music or homemaking magazines go to the department, the student not taking these courses every term is deprived of their use. It also may 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 amount of reference use made will, of course, 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.

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*. In schools with an enrollment of less than 1,000, the *Abridged Readers' Guide to Periodical Literature* is preferable. 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 *Readers' 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 almost always 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 which supply 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 news for other departments, is very useful.

Special Considerations Concerning Magazines for Elementary Schools

The librarian of a centralized elementary library will be less concerned with the reference use of periodicals than with their rec-

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reational and inspirational values. In planning service to sixth, seventh and eighth grades, the previous criteria should be carefully checked.

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 dozen or so 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 and 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.

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 education magazines. Teachers sometimes find it convenient to pool their personal funds to purchase magazines through the library.

At least 10% of the book budget is the percentage most often quoted for magazine expenditure; 20% is the usual maximum. The 10% should not include newspapers nor professional education magazines. The cost of a local daily newspaper and a weekly metropolitan one would use almost the entire amount of the magazine budget in a small school. The state standards include a statement about the minimum number of magazines and newspapers to which schools with different enrollments should subscribe.

Guides to Selection

There is no such variety of current and reliable guides to magazine selection to assist the librarian as is available in the choice of books, pamphlets and films. However, the *Basic Book Collections* for senior high, junior high and elementary grades, now 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. Because so little critical information is available, it is desirable that school librarians watch for general lists, especially those planned for public libraries, since much of the description of maga-

zine content they contain would be useful in any type of library. Several of the books on children's literature 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, arranged 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.

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 state colleges 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.

There is no hard and fast rule about the date on which subscriptions begin. Many school librarians find that the most convenient and practical plan is to prepare the list in the fall, after consultation with new teachers. Others prefer to prepare lists in the spring and to have subscription begin with the fall term.

Much of the satisfactory service given by a magazine collection rests upon selection of a reliable agent. 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 dealers are:

F. W. Faxon Company, 83 Francis Street, Boston 15, Massachusetts

Mayfair Agency, a division of Harper and Bros., 40 N. Van
Brunt Street, Englewood, New Jersey
Herman Goldberger Agency, 76 Atherton St., Boston 31, Massa-
chusetts
Mid-South Magazine Agency, Box 4585, Jackson 6, Mississippi.

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 month orders are a little less expensive, but they deprive the library of summer issues which have reference value or provide extra browsing material during the opening weeks of school when new students are getting acquainted with the library.

Newspapers are best ordered on a monthly basis since they are almost never bound or otherwise preserved as complete volumes in school libraries. However, it is desirable that the librarian or some member of the faculty assume responsibility for clipping from summer issues.

Preparation

1. Essential Records

Accurate records of all magazines received are essential to business-like procedure. These records can 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 is often 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, date when the subscription started and date it expires. 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 covers with transparent fronts are provided for them. Their high cost is justified by the longer life of the magazine which their use make possible.

Library supply houses are experimenting to improve the usefulness of their covers, and it is recommended that the librarian buy only one or two of a kind for trial before purchasing enough for all the magazines taken, in order that she may avoid those which do not prove satisfactory.

If magazines are to circulate, they may be made more durable by pasting heavy wrapping paper inside the covers. Thin magazines may be removed from their covers and then sewed back into them. Thicker magazines may be reinforced inside the covers with binding or mending tape, or the spines may be completely covered with transparent tape. If magazines are to circulate, it may save time to place pockets, cards and date slips in the most popular ones.

Files of Back Issues

Every library serving grades seven and up needs to keep some back issues of magazines for reference. Another purpose served is that of giving practice in the use of the *Readers' Guide*. 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. The school library up to five hundred enrollment can usually meet the minimum needs of its students and faculty if it keeps a dozen of the current magazines for one year, and a half dozen for a three to five year period. In practice, many school librarians use all the storage space they have, and discard each year as many old files as they need to make room for the current year.

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 also to be expected. For these reasons, the cost of one file of bound periodicals is justified.

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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. These files may be tied with tape strung through a label giving the dates in each package. Pamphlet boxes which will hold one year of a monthly or half year of a weekly are especially 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 VI

NON-BOOK PRINTED MATERIALS

(The Information File)

The information file consists of pamphlets, pictures, clippings and other non-book printed materials that are placed in manila folders and arranged according to subjects. This file is also known as the vertical file because material is filed vertically in folders. The information or vertical file is an essential part of every school library collection.

Guide to Selection

The information file contains only materials which have been chosen carefully by the librarian and teachers for their usefulness in supplementing the curriculum, and for meeting the recreational and informational needs of the students.

The Library School, George Peabody College for Teachers, offers the following criteria for evaluating non-book printed materials:

1. Content: accuracy of subject matter; freedom from exaggerated statements; well organized; of general interest.
2. Timeliness of subject matter: furnishes recent information; supplements information available in most textbooks.
3. Subject matter unbiased: factual; clear-cut educational purpose; free from obtrusive advertising.
4. Format: easy to read, sight saving.¹

It may be kept in mind that the vertical file is not a depository of all the miscellaneous materials that find their way into the library. Though many pamphlets and leaflets can be secured free, it is inadvisable that they be selected on this basis alone. The information file composed only of free materials is likely to become a depository of miscellaneous promotional materials. The library budget may provide for a small amount of ready cash with which to purchase pamphlets, leaflets and pictures. The local and state newspapers are primary sources of clippings for the local and state files. A selected list of sources of free and inexpensive materials is given in the Appendix. Pamphlets are frequently listed in:

¹ George Peabody College for Teachers, Division of Surveys and Field Services. *Free and Inexpensive Learning Materials*. (From 1959 edition)

Booklist and Subscription Books Bulletin
Children's Catalog
Standard Catalog for High School Libraries
Wilson Library Bulletin
Professional education magazines

Larger libraries with heavy demands for current materials in a wide range of subject areas will find it helpful to subscribe to the *Vertical File Index* (H. W. Wilson Co. \$6.00). It is published monthly, except August, and is an annotated list of all pamphlets currently available. Write for a sample copy and information concerning cost of subscription for the library.

If the library budget can afford additional professional aids, the following are helpful in selection, preparation, housing, circulation and use:

Norma Ireland's *The Pamphlet File*. Faxon, 1954. \$5.00.

Norma Ireland's *The Picture File*. Faxon, 1952. \$4.50.

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

Purchase

When writing for pamphlets and other non-book printed materials, use school stationery or post cards on which the name of the library has been stamped. When ordering materials for which a price has been quoted, send remittance with order. In some cases this will expedite the order. Materials listed for free distribution, or those for which no price is quoted, may be ordered by a form request similar to the following:

The library would like to receive _____, (title)
_____ (source)
listed in _____. If the above is not available
for free distribution, please quote price before sending.

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

Preparation

1. Check and mark (to be clipped later by student assistants) significant articles and pictures in newspapers and magazines that are not filed for reference purposes.
2. Train student assistants to record at top of article or picture the date and source of each clipping.

3. Mount clippings of permanent value on paper of uniform letter size. Several clippings falling under the same subject heading may be mounted on the same sheet. The source and date of each clipping are written on the sheet immediately above the item. The subject heading for all clippings on one sheet appears in the upper left hand corner of the mounting paper. Clippings of temporary value may be placed in envelopes before filing.
4. Small pictures are mounted on uniform size mounting paper. The source, date and identification are included for each. Two or more small pictures on the same subject may be mounted on the same paper. The subject heading appears in the upper left hand corner of the mounting paper.
5. Pamphlets, maps, charts and broadsides are dated and marked with the library ownership stamp as soon as they arrive in the library. Sorting this material is a continuous process. Any pamphlet which is important enough to be considered a part of the permanent collection will be placed in a pamphlet binder and treated as a book. A pamphlet of temporary value is assigned a subject heading.
6. Suggested sources of subject headings are :
Reader's Guide to Periodical Literature
Vertical File Service Index
 Miriam Ball's *Subject Headings for the Information File*
 (H. W. Wilson Co.)
 Subject headings used must meet the needs of the school program, and any subject heading list may need some adjustments to meet the needs of the school curriculum.
7. The importance of local and state files cannot be overemphasized. Clippings and pamphlets are the chief sources of local information. For local files the subject heading will consist of the name of the state, city, or county with subject subdivisions, e.g., KENTUCKY—AUTHORS; KENTUCKY—PARKS AND RESERVES; LEXINGTON—ORGANIZATIONS; FAYETTE COUNTY—DESCRIPTION.
8. Pencil subject heading chosen in the upper left hand corner of each piece of material. The date of the item appears in the upper right hand corner.
9. Print subject heading in ink on the tab of each folder.
10. When the information file contains a great deal of material on one subject, plan to use two folders bearing the same subject heading and distinguish by numbering 1 and 2. Place lighter clippings and pictures in folder 1 and heavy pamphlets in folder 2. Otherwise, place pamphlets, clippings, etc. with the same subject heading in the same folder, filing heavier materials behind the lighter ones.
11. File the folders in alphabetical order in cabinet. Label each drawer with first and last heading it contains.

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12. Either legal size or letter size cabinets with corresponding size folders may be used for housing the information file. Because of the variation in size of the material, the legal size file is preferable. A librarian need not delay starting the file until cabinet is secured; she can prepare files and house them temporarily in corrugated boxes.

Circulation

Keep envelopes in which periodicals, advertisements, etc. are received and in which may be placed vertical file materials that circulate to teachers and students.

Count by subject the number of pieces to be circulated and record on a charge slip, which is signed by the student or teacher requesting the loan. Stamp date due on the charge slip and on envelope in which material is placed for circulation.

Keeping File Up-To-Date

Continuous weeding keeps the information file alive and useful. Discard material in the file as it becomes available in bound form, or when its subject is no longer of current interest.

Chapter VII

AUDIO-VISUAL MATERIALS

Present day curriculum requires that pupils and teachers have access to media other than books as instructional aids. The services of the school library should be extended to include all audio-visual materials that find their place in the school program. These audio-visual aids may be provided in a number of ways, and each school will determine the method best suited to its own particular organization.

Because of the cost of films, the ownership of films at the local school level is not practical. Most school systems find it more practical to secure their films on a loan basis from college rental libraries or from commercial distributors. The price range of filmstrips and recordings being comparable to that of books, however, makes it possible for some schools to have a collection of both.

A few large school systems have developed an audio-visual department for the entire system. This department is administered from a central office, staffed by trained personnel. Films, filmstrips, recordings and other audio-visual aids are organized and housed in that office and are distributed to the various schools upon requisition of a representative from each individual school.

Loan Service for Films

The Bureau of Audio-Visual Aids, Department of University Extension, University of Kentucky, maintains a rental service for films, slides and recordings. A catalogue, revised annually, describes the materials available and quotes the rental charge.

A list of other colleges and school systems in the state which have a loan service for such materials may be found in the Educational Bulletin, *Kentucky in Books, Pamphlets, and Films*, published by the Department of Education in January, 1956.

Appropriation

The library budget should not be expected to bear the added expense of the audio-visual program. Additional money should be appropriated for the purchase of such materials as are added to the library collection.

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The Librarian and the Audio-Visual Program

If the audio-visual 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 audio-visual materials.

Such duties as delivering equipment to classrooms, training operators, servicing equipment, and other mechanical work in connection with the program should be assigned to another member of the school staff. These duties can consume a disproportionate amount of the librarian's time.

Organizing Audio-Visual Materials

To be used to the best advantage, audio-visual materials should be organized, processed and administered just as printed material. In general, the same system of cataloging is used for these materials. Some adaptations will be necessary for the different types of materials.

Accessioning

Separate accession books should be kept for films, filmstrips, recordings and other aids. 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.

Call Number

Libraries with small collections of films, filmstrips and recordings do not assign a call number to these aids but use the accession number with the initial letter to indicate the item. The letter F is placed before the accession number to form the call number for films, FS is used to indicate filmstrips, and so on. Some libraries use the Dewey Decimal system of classification for audio-visual materials. The letter, followed by the accession number, is then placed under the classification number to form the call number.

Cataloging

The title card is the main entry card. Added entries are made for subjects, editors, series, etc. Catalogue cards should be typed on colored stock, using a different color for each type of audio-visual aid, and filed in the main catalogue. The shelf list card should include date obtained, source and price.

Housing

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

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.

Film and Filmstrip Catalogues

Educational Film Guide. H. W. Wilson Company, 950-972 University Avenue, New York 52, New York.

Filmstrip Guide. H. W. Wilson Company, 950-972 University Avenue, New York 52, New York.

Guide to Selection and Preparation

One of the most useful reference books for cataloging, processing, housing and circulating various types of visual material is Margaret Irene Rufsvold's *Audio-Visual School Library Service*.

A.L.A. 1949.

Some magazines evaluate audio-visual materials as a regular feature. *The National Education Association Journal* and *Scholastic* (Teacher Edition) are two which have excellent audio-visual departments.

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Chapter VIII

LIBRARY ROUTINES

Routines for operating the library should be carefully thought out to apply to the particular situation involved, then reduced to simplest essentials for time saving and efficiency.

REGULATIONS

Each library will have to make its own regulations concerning:

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

Provision for individuals 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 making rules. They 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 | Shellac brush (if shellac is used) |
| Accession book (if used) | Circulation book |
| Catalog cards (if cataloging is done) | Transparent tape for mending book pages (Not Scotch tape) |
| 3" x 5" memo slips | Lettering pen and pen points |
| 1 set Date Guide cards for charging tray | Scissors |
| White lettering ink | Periodical check cards |
| Library stamp (name of library) | Order cards |
| 1 Stamp pad | Paste |
| 2 Band daters | Paste brush |
| 2 Charging trays | |
| Black India ink | |

These supplies may be bought from one of the library supply houses suggested below. The librarian should write for latest catalogs.

Demco Library
Supplies
Box 1070
Madison, Wisconsin

Gaylord Bros., Inc.
155 Gifford Street
Syracuse, New York

Remington Rand,
Inc.
Library Bureau
P.O. Box 2000
Buffalo 5, New York

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. When the space on the book card is exhausted, clip a new card to the old one. Have the pupil sign a new card, put to one side and later type in author, title, etc., discarding the old card.

Filing Book Cards

As cards are stamped, file them in charging tray behind date due, either by accession numbers or alphabetically by author.

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.
3. If the book has torn or loose pages or worn binding, set it aside for mending. Make sure that accession 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" x 5" 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

When magazines are returned, the slip is destroyed.

Lending Pamphlet and Audio-Visual Materials

1. These may be checked out or circulated for use within the school as the supply permits or the librarian sees fit.
2. The borrower lists the title of the material, classification or serial number (if any), and number of items on a 3" x 5" 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.

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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.

Returning Vertical File and Audio-Visual Material

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

Overdues and Fines

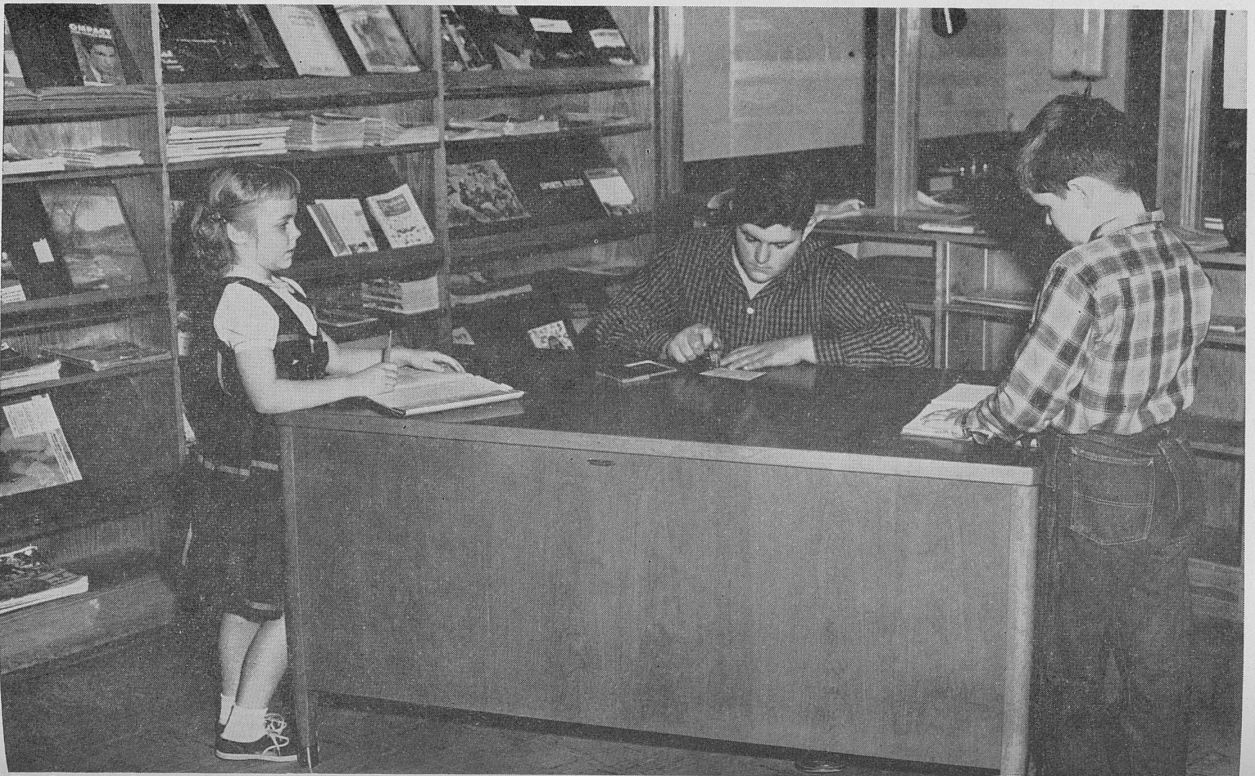
1. At the end of each day, remove all cards for books and other materials which should have been returned that day and place behind a guide card marked "Overdue."
2. At least once a week and as often thereafter as necessary, overdue notices should be sent to students.
3. If fines are charged, they should be collected when the student returns the book. When fines are not paid, fine notices also 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 reasonable time.

Books on Reserve

1. To place a book on reserve, remove book card, stamp with current date and mark "reserved" 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.



Student assistants render a valuable service to the library and at the same time release the librarian for other duties. Bloomfield School.

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Due

BOOK CIRCULAR

- General Works
- Philosophy
- Religion
- Social Sciences
- Languages
- Science
- Legal Arts
- Fine Arts
- Literature
- History
- Travel
- Biography
- Periodicals
- Pamphlets
- Total Non-Fiction
- Fiction
- Legal Collection
- Foreign Books

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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 by the untrained librarian. Even those skilled in mending will not have much time for mending. Librarians are cautioned against the use of old-fashioned Scotch tape for mending materials. New transparent mending tape to be used on books and other materials may now be purchased from library supply houses and elsewhere. One brand recommended is "Scotch" brand, 810 permanent mending tape. When mending is attempted, these free publications will be helpful:

| | |
|-------------|-----------------------------------------------------------------|
| Demcobind | Box 1070, Madison 1, Wisconsin |
| Bookmending | Library Bureau Division, Remington Rand, Buffalo 5, New York |
| Bookcraft | Gaylord Bros., 155 Gifford Street, Syracuse, New York |

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 consider 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
809 Walnut Street
Cincinnati, Ohio

Wiese-Winckler
Bindery
27 West Court Street
Cincinnati 2, Ohio

New Method Book
Bindery
Jacksonville, Illinois
(Also does pre-
binding)

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* 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 the 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, it is very doubtful if 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 more suitable for another type of library. *Do not pass on worn-out and outdated books.*

Procedure for Discarding Books

1. Decide whether the book 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, put the shelf list card back 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, first 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 IX

LIBRARY RECORDS AND REPORTS

LIBRARY RECORDS

Records should be kept for (1) evaluation of progress made from year to year and (2) 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, usually at the end of the school year, perhaps during examination week.

Procedure:

- a. Give adequate notice to the teachers and pupils that the library will be closed for this purpose.
- b. Have all books returned to the library.
- c. Shelve all books in their proper places.
- d. Use two people to take inventory. One calls the title or call number of the book from the shelf list card and the other checks to see if the book is on the shelf.
- e. If a copy is missing, put a paper clip on the card until it is determined that the book is lost.
- f. In taking inventory, if books are found for which there are no shelf list cards, lay the book aside until shelf list card can be made.
- g. Search in circulation file for cards of missing books. 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.

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:

RECORD OF THE BOOK COLLECTION FOR 1956-57

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

3. 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 567.

4. 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, receipts from fines (if used) and 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.

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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 record of the book 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.

Chapter X

SERVICES OF THE SCHOOL LIBRARY

PUPIL ASSISTANTS

Need for Using

The school librarian must perform, or supervise the performance of, many types of library duties as indicated in previous chapters of this manual. In larger schools, standards require that there be additional help, either professional, clerical or both, for the librarian. However, in the average school the usual pattern is to have one librarian. Because of many tasks that must be performed, the librarian depends a great deal on pupil assistants; in fact, for the busy school librarian, pupil assistants are indispensable. Pupils can not only relieve the librarian of many routine duties but further the effective operation of the library and interpret its role in the school program to the student body. In turn, the work experience should contribute toward developing in pupil assistants qualities of leadership and responsibility. It may possibly lead some to choose library work as a career, as many librarians can testify.

Standards for Choosing

In choosing pupil assistants, one looks for many qualities that are desirable for librarianship. Outstanding among these are satisfactory school work so that the pupils may be able to give the time as well as learn their duties; dependability, a pleasing personality, interest in and aptitude for library work, and the ability to get along well with people. Needless to say, each pupil assistant must already have solved his own discipline problems.

Methods of Selection

In selecting pupil assistants, it is recommended that the librarian secure recommendations from teachers, select from different grades in order to have some carry-over from year to year and make an effort to secure a variety of talents so as to have student assistants who can letter nicely, type well, prepare posters or arrange displays, etc. In the high school, also, it is important that pupils selected are scheduled in various study hall periods throughout the day so that they may be free to work in the library as needed.

Methods of Training

Methods of training will depend somewhat on the individual school program. Wherever possible, the librarian will give instruc-

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tion to the entire group at such hours as extra-curricular or home room periods for several hours at the beginning of the school year. The period between semesters offers another opportunity for group instruction. Further opportunity is given through the library club or other organization of pupil assistants mentioned later. There will be a necessity for individual instruction or help in addition to group work. Experienced assistants are useful in training new ones by the apprentice method.

For routine work, a list of duties with explanations of procedure should be posted near the charging desk or workroom so that pupils may refer to them as problems arise. It is important to make out a schedule of work each week, showing the assigned job of each pupil assistant. Special instructions may also be necessary daily to take care of changes, emergencies or unusual duties. Rotation of jobs for all students avoids monotony and increases the value of the training, an important factor. In high schools, pupils usually work during study hall periods. Elementary pupils usually serve when their class is scheduled to the library. (See Chapter XI)

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 library housekeeping
2. Opening and stamping new books, magazines and pamphlets
3. Entering price, source and date bought in new books
4. Making the accession record
5. Pasting pockets and date due slips in books
6. Lettering on spine of books
7. Shellacking books
8. Simple mending, such as torn pages or tipping in pages
9. Clipping magazines and newspapers checked by the librarian for picture collection and vertical file
10. Mounting and filing clippings, pictures, etc.
11. Making posters and arranging bulletin board displays
12. Helping to take inventory
13. Writing and delivering notices of overdue books and fines
14. Circulating books and other materials at the charging desk
15. Counting and recording circulation
16. Shelving and reading shelves (putting books in exact order)
17. Telling stories or reading to younger pupils
18. Assisting other pupils in finding materials



Children in elementary grades enjoy a story hour in the library and the library profits by the experience in the increased circulation of books. Bloomfield School.

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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.

Number of Assistants Needed

A library of any size will need at least two pupils each period. It is also desirable to have an assistant before school to get the library ready for opening, putting up newspapers, setting date stamps, delivering notices, etc. and one after school to help straighten the library. Where the majority of pupils must take a school bus, many school libraries do not have after-school circulation. However, when the library is used by students after school, one or more pupil assistants will be needed to help with circulation, including reserve books, and to count and record circulation for the day.

Library Clubs

All pupils who work in the library or any who have formerly worked, may form the nucleus for a library club. Other pupils interested may be invited to become associate members. 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 and films, or a combination of both study groups and programs.

The library club might sponsor such projects as a library handbook for the student body, chapel programs to be presented before the student body during Book Week or other occasions, displays and exhibits, publicity through the school paper, and story telling or reading aloud for younger children. A simple pin or other designation usually adds interest to club membership. Social events outside school also provide recreation for club members and help them to know each other better.

READING GUIDANCE AND REFERENCE WORK

Librarian Freed to Help Pupils and Teachers

The use of pupil assistants allows more time for the librarian to work with pupils and teachers. While space does not permit detailed discussion, the librarian's main contribution to the school consists of reading guidance and reference work. As a teacher begins a new unit of work, the librarian helps to select suitable materials to be

used and, on request, goes to the classroom to introduce some of the materials, sees that certain books are put on reserve to be used in the library or overnight and arranges for a selected collection of books to be sent to the classroom for use there. When a class comes to the library, the librarian and teacher work together to make the time meaningful. The librarian is busy during a large part of the day helping students find answers to questions arising in class or from personal interests and locating materials for classroom assignments, class reports, group projects or written papers. A good school librarian works closely with the reading program. As indicated previously, the librarian is constantly concerned with building a good collection of books and other materials on many subjects in line with various interests represented and on various levels of reading ability for slow readers, those reading at proper grade levels and superior readers. Much time is spent helping students find from the collection the book that is right for him at the time.

TEACHING THE USE OF THE LIBRARY

Major Problem in Library Work

One of the major problems which faces any school librarian is the matter of teaching 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, are not always able to guide 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 the use of the library. There are some lessons, especially those regarding classification and arrangement of books, the card catalog and how to use it effectively, and the use of certain indexes, which might best be taught in the library 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 English field, include units on teaching the use of the library. It would indeed be an ideal situation if all teachers were concerned with teaching the use of library materials. After teaching has been done in the classrooms and in the library, the librarian should stand ready to help on request either with the lessons in the library or in the classroom. Assignments designed to give practice in the use of library materials should be tied in as closely as possible with current work in the classrooms.

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Topics to be Covered

The library standards for both elementary and high schools in Kentucky, 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. They will, therefore, not be repeated here. 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.

Materials for Teaching

Every librarian should collect materials for enriching the teaching of the use of the library. Suggested materials are:

1. Textual materials treating various phases of library use, such as:
 - a. Boyd, Jessie Edna. *Books, Libraries and You*; a handbook on the use of reference books. Scribner, c1941.
 - b. Ingles, May & McCagne, Anna. *Teaching the Use of Books and Libraries*. Rev. ed. Wilson, 1944.
 - c. Mott, Carolyn & Baisdon, Leo B. *The Children's Book on How to Use Books and Libraries*. Scribner, c1957. (Elementary)
 - d. Russoff, Martin. *Using Your High School Library*. Wilson, 1952. (See also Chap. 6, Teaching Library Lessons, in his, *The Library in High School Teaching*. Wilson, 1955.)
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 *Readers' Guide* and other indexes.
 - d. Printed charts on the classification system, use of card catalog, etc.
3. Set of charts, *Peabody Visual Aids*, published by Follett Book Company in Chicago. (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, and in current issues of the *Wilson Library Bulletin*.
5. Films and filmstrips on the use of the library. An example of the latter is *Use Your Library* available at \$6.00 from the American Library Association, 50 E. Huron Street, Chicago 11, Illinois.
6. Material for projection on a screen: sample catalog cards, title pages of books, etc.
7. Mimeographed materials prepared by the teacher and librarian: instruction sheets, 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 material 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. Wherever 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!

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Chapter XI

SPECIAL PROBLEMS OF THE ELEMENTARY SCHOOL LIBRARY

Introduction

Basically, elementary school libraries have the same problems as those of libraries in high schools. Of course, it is recognized that there are any number of approaches to these problems, depending on the philosophy of the school, its size, the competence of the personnel, the amount of the funds provided, and the length of time the school has had library service. However, there are a few phases of library service which are peculiar to elementary libraries. An effort is being made in this chapter to discuss them and to offer suggestions which will permit smoother operation.

1. Interpreting Services to Teachers

In elementary schools where the library program is new, the most important feature is interpreting the services to the teachers. The librarian can do this by becoming familiar with the course of study for each grade and finding materials that correlate with units taught, by encouraging teachers to assist in book selection, by lending some new books of special interest to teachers before they are put on the open shelves, by keeping the library attractive in appearance and inviting in atmosphere, and by showing active interest in the work of each group as it comes to the library. A librarian should never work at cataloging or other routines while children are in the library to be served.

2. Quarters and Equipment

Before designing the quarters

Do:

- a. Learn what are good functional library quarters.
- b. Read about the program of services in an elementary school library.
- c. Gather the best literature about elementary libraries. Involve the faculty and patrons in reading, study and discussion of a good library program and the quarters necessary to support it.

- d. Assemble good pictures from all available sources and study them. (Pictures are available from the American Association of School Libraries, 50 East Huron Street, Chicago 11, Illinois).
- e. Visit some elementary schools that have functional library quarters.
- f. Note the features that are valued by the librarian.
- g. Note also any features that would be avoided by the librarian if new planning or remodeling could be done.

Whether planning for remodeling or new construction

Do:

- a. Build shelving of a height to fit into available location, for instance, under windows and bulletin boards. In any case, it is desirable that shelving for easy and picture books never be higher than 39 inches to 42 inches for convenience of smaller children.
- b. Plan a work area for the librarian; a workroom is recommended. Since supervision of the elementary library is done entirely by the librarian, she needs to work where she can both see and hear and where she can be seen and heard.
- c. Make the library comfortable and eye appealing. This is achieved with furniture of the correct size and of good design and through the use of color. One way of attaining this effect is to paint the shelves in attractive colors. This will probably be necessary in any case if shelves are built locally. Commercially bought shelving is extremely expensive, although most desirable. Paint gives a better finish on softer-type woods than stain and varnish. Before painting, a priming coat should be used; after painting, the shelves should be waxed before shelving books.

Don't:

- a. Allow storage cabinets to be planned as a part of the lower sections of the shelving.
- b. Try to "copy" a good high school library for an elementary school.

For a complete discussion on "Quarters and Equipment" read Chapter II, pp. 516-528.

3. Book Selection

Although book selection aids for elementary school libraries are covered fully in Chapter III, a few comments need to be made on selecting books for the elementary library. In addition to using the recommended aids, another way of selecting books for enrichment of the elementary curriculum is to consult the various textbooks and manuals that accompany the textbooks used in the school. Suggested read-

ing lists are given for each unit, and these are helpful in building up a useful collection. It is best to purchase more prebound books for the elementary library than for the high school library. In fact, most books for the first three grades should be prebound or in library binding. Also, the collection should contain as large a number of picture books and easy books as the budget will permit. *Do not stock the library with sets of supplementary readers.*

A large supply of the beginner books which have been written for first and second grades should be purchased for those grades and for some third grade pupils. *Children's Catalog* and other standard aids have included the best of these titles. A word of caution is necessary in the selection of books from publishers' catalogs and from agents who call at the schools because many of these books are not on recommended lists. Also, purchasing a complete set of books is not always economical or practical, since a library may not need all the titles.

4. **Magazines for the Elementary School Library**

A good teaching program in the elementary school requires materials other than books to supplement the text and enrich the child's learning experience. However, good elementary magazines which can be used to help fill these requirements are limited. Also, several of the magazines once found on the elementary rack are no longer published.

The elementary librarian does not need to concern herself so much with magazines to be used as a source for reference. However, magazines in the elementary school, grades 1-6, might include a few adult titles that are interesting and useful in the upper middle grades. 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 allotted to these grades.

Below is a suggested list of magazines from which selections may be made: (This list does not include those magazines which should be purchased for the junior high school library. A recommended list can be found in the *ALA Basic Book Collection for Junior High Schools*.)

- American Girl
- Boy's Life
- Children's Activities
- Junior Natural History
- Jack and Jill
- National Geographic Magazine
- Child Life
- Elementary Science Bulletin
- Popular Mechanics (if there is a need for it in the upper grades)

Elementary schools with limited budgets should not consider more than four or five of these magazines, and fewer if the library is in the process of building its book collection. A daily newspaper is not recommended for the elementary library, unless the seventh and eighth grades are included in the school.

7.

5. Vertical File

The vertical file is probably more important in the elementary library than in high school libraries because of the great demand for materials for units. In an elementary library, the vertical file includes pictures, clippings and pamphlets. Time used in developing such a file is well spent and librarians should be constantly watching for materials to keep the collection up-to-date.

8.

The Sunday edition of the *Courier-Journal* is a good source for Kentucky material. Magazines should be scanned for articles worth clipping before discarding. Also, the elementary librarian should add any free and inexpensive materials which teachers may need to supplement their textbooks. Such materials are often listed in professional magazines. Catalogs of free and inexpensive materials may be available from the principal's office.

6. Classification and Cataloging

No attempt at classification and cataloging should be done by untrained personnel, that is, persons who have not had a formal course in cataloging. A temporary shelf list card can be made to have at hand a record of the books on the shelves. (See p. 543) Grouping the book collection by subject matter, such as biography, history, science, fiction and other subjects, can be done. Symbols, such as a star, circle, varied colored dots and other figures can be added to the spine of the book, the book card and book pocket, to keep the groups shelved together. The temporary shelf list card should contain the corresponding symbols and should be filed accordingly. *No marking* should be done on the spine of the book by untrained personnel. It is better to leave the book unmarked than to have to correct mistakes later. When the book collection is classified by trained personnel, the symbols should be removed and the correct classification lettered on the spine.

9.

For the untrained person the accession book (See p. 539) is the simplest record of books added to the library. Many systems with trained librarians are finding that the shelf list record can do away with the necessity of using an accession book.

7. Arrangement of Books on the Shelf

Books should *not* be arranged on shelves by grade level. All fiction should be shelved in alphabetical order by author. Easy or picture books should also be shelved together in alphabetical order by author. The Dewey Decimal classification should be followed in arranging nonfiction books on the shelves, if the collection has been classified. (See pp. 546-548) If not, the books should be shelved by symbols which are discussed in the above paragraph.

8. Scheduling Library Periods

In the elementary grades regularly scheduled library periods are recommended. The library period should be varied so that a child has many experiences. Story telling, brief reviews of books (especially for upper grades), and talks about favorite authors and children's classics should be interspersed with periods of teaching library skills. Some periods should be planned for the child to browse and read for himself. It is a mistake to have organized group activity for *every* library period.

Scheduling by class groups is the most desirable practice. Each group should have at least one library period a week, with approximately thirty minutes for the three lower grades and forty-five minutes to an hour for the upper grades. It is suggested that first grades not come on a regular schedule until late in the first semester or after Christmas. The teacher should always accompany the class so that she and the librarian may consult about the reading level of each child, and also, so that she may see for herself what experiences the child has in the library. In addition, she may find time to look at materials for her class work.

In making the library schedule, several open periods should be left so that teachers may bring or send groups for special work. This is especially needed in the upper grades where more reference work is done. Pupils should have access to the library at any time that will not disturb another group. This should include time before and after school. (See samples of schedules, pp. 588-589)

9. Circulation of Books

Checking out of books should begin as soon as the child is mature enough; it is not a matter of chronological age. In some schools this will be in the first grade. Even then, some first grades will be ready to check out books before others in the same school. Sometimes the smallness of the book collection will limit this, but service to all grades should be given as soon as the book collection and maturity of the children will permit. Books are ordinarily checked out for a period of one week.

Children should be encouraged to take books home as well as to the classroom, since there is not sufficient time during the busy school day for free reading. Teachers should cooperate with the librarian in teaching the proper care of books and seeing that they are returned on time.

Routines for circulation are somewhat simpler in elementary libraries than in high school libraries. Renewals and reserves are not often a problem. The question of charging fines is a matter for each school to decide. Many elementary schools manage well without this practice. Since pupils come by class groups on regular days each week, a much-used plan for filing book cards is to place all the cards for one grade behind a guide card bearing the teacher's name. The cards within this one-grade group should be arranged either alphabetically by author or by accession number rather than by Dewey Decimal numbers. (The simplest method for young pupil assistants is to file cards by the accession number.) Each teacher's group of cards is then placed behind the guide card which indicates the date the book is due. Some librarians have all books brought to the library by pupil assistants shortly before the grade comes; others let individual pupils return their own books as they enter in a group.

10. **Library Instruction**

Library instruction should be tied as closely as possible to classroom experiences. To insure some basic information for all children, a general outline of skills to be taught at each grade level should be worked out with the advice of the teachers. As an example, general practice seems to favor the introduction of the card catalog in the second semester of the fourth grade. However, the total program of teaching should be simple and very flexible.

The teachers should decide at what time of the year children are ready to use a particular skill, such as the encyclopedia index, in their unit work. A helpful book on the subject is *The Children's Book on How to Use Books and Libraries* by Carolyn Mott and L. B. Baisden, Scribner, 1957. \$2.44.

11. **Pupil Assistants**

Pupil assistants in all grades above the third are chosen to check out books to their own grades. It is recommended that pupils from the upper grades be chosen to serve the first, second and third grades. At least three pupils should be selected from each of these upper grades on the basis of intelligence, dependability and interest in the work. They can be trained for such jobs as checking books in and out, shelving books, pasting pockets and date due slips, and performing housekeeping duties. Unlike high school pupils,

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they cannot be expected to accession books, type book cards, make book lists and do other more difficult tasks. Since they are elementary children, they must be carefully taught and supervised in their work.

Summary

For the elementary library to fulfill its function it should be a centralized library where teachers and pupils alike may borrow materials for classroom use. Indeed, it is more economical than classroom libraries. Furthermore, it helps the classroom teacher find the many additional materials needed for the teaching of units and for the different levels of ability and interest of children.

In order to have a centralized library in the elementary school the administrator has to believe that it contributes to the program of instruction, and he must in turn provide the leadership for developing a type of program which accomplishes this purpose.

**SAMPLE ELEMENTARY SCHOOL LIBRARY SCHEDULE
FOR A 15 TEACHER SCHOOL
1960-61**

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|--------------------------------------------------|-------------------------|-----------|-----------|-----------|
| 8:00-8:30 | INDIVIDUAL USE OF LIBRARY BY TEACHERS AND PUPILS | | | | |
| 8:30-9:00 | | LIBRARIAN'S WORK PERIOD | | | |
| 9:00-9:45 | | | | | |
| 9:50-10:20 | 3rd Grade | 3rd Grade | 2nd Grade | | 6th Grade |
| 10:25-11:05 | | | | 2nd Grade | |
| 11:05-11:55 | 6th Grade | 5th Grade | | | 5th Grade |
| 12:00-12:30 | LUNCH PERIOD | | | | |
| 12:40-1:10 | | | | 1st Grade | |
| 1:15-2:00 | 1st Grade | 1st Grade | 4th Grade | 4th Grade | 2nd Grade |
| 2:05-2:55 | | EXTRA CHECK-OUT TIME | | | 7th Grade |

The open periods scattered through the day are to be used for extra time for any grades or small groups needing it, or for any grade that needs to come twice a week.

8:00-8
 8:30-8
 8:40-9
 9:25-9
 9:30-1
 10:15-1
 10:20-1
 11:05-1
 11:10-1
 12:00-1
 12:30-1
 12:45-1
 1:15-1
 1:20-1
 1:50-1
 1:55-2
 2:25-2
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 time
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7th Grade
 EXTRA CHECK-OUT TIME
 The open periods scattered through the day are to be used for extra time for any grades or small groups needing it, or for any grade that needs to come twice a week.
 4:05-4:30

SAMPLE ELEMENTARY SCHOOL LIBRARY SCHEDULE FOR A 19 TEACHER SCHOOL

| | | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|----|-------------------------------------------------------|---------|-----------|----------|--------|
| 8:00-8:30 | 30 | INDIVIDUAL USE BEFORE SCHOOL BY TEACHERS OR PUPILS | | | | |
| 8:30-8:40 | 10 | WORK PERIOD FOR LIBRARIAN TO GET LIBRARY IN ORDER | | | | |
| 8:40-9:25 | 45 | Fourth | | Sixth | | Fourth |
| 9:25-9:30 | 5 | CHANGE OF CLASSES | | | | |
| 9:30-10:15 | 45 | | Fifth | Sixth | Fourth | |
| 10:15-10:20 | 5 | CHANGE OF CLASSES | | | | |
| 10:20-11:05 | 45 | OPEN REFERENCE PERIOD | | | | |
| 11:05-11:10 | 5 | CHANGE OF CLASSES | | | | |
| 11:10-11:55 | 45 | Sixth | | | Fifth | Fifth |
| 12:00-12:30 | 30 | NOON | | | | |
| 12:30-12:45 | 15 | WORK PERIOD FOR LIBRARIAN | | | | |
| 12:45-1:15 | 30 | | First | First | First | |
| 1:15-1:20 | 5 | CHANGE OF CLASSES | | | | |
| 1:20-1:50 | 30 | Second | | | Third | Third |
| 1:50-1:55 | 5 | CHANGE OF CLASSES | | | | |
| 1:55-2:25 | 30 | Second | Third | Second | | Third |
| 2:25-3:00 | | OPEN PERIOD | | | | |

The open periods scattered through the day are to be used for extra time for any grades or small groups needing it, or for any grade that needs to come twice a week.

APPENDIX

STANDARDS

Kentucky High School Library Standards

Kentucky Elementary Library Standards

Southern Association of Secondary Schools Library Standards

National Library Standards

SELECTED BIBLIOGRAPHIES

Some Book Selection Aids

Some Books About Children's Reading Suggested for Librarians,
Parents and Teachers

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

SERVICES AVAILABLE FROM STATE AGENCIES

Department of Education

Library Extension Division

KENTUCKY LIBRARY TRAINING AGENCIES

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SBE 61 JUNIOR AND SENIOR HIGH SCHOOL LIBRARIES

Standards for Service

KRS 156.160

Revised, 1959

APPROPRIATION

There shall be an annual appropriation and expenditure by the local board of education of a minimum of \$200.00, an amount equal to or at least \$1.50 for each junior and senior high school pupil (whichever amount is larger) for books, periodicals, and other non-book printed materials and supplies including printed catalog cards. The amount of the appropriation shall be based on the pupil enrollment as reported on the annual high school report of the preceding year. Audio-visual materials, textbooks and pamphlets used by special departments for classroom instruction, shall not be purchased from this appropriation.

BOOKS AND RELATED MATERIALS

For any high school, whatever type of organization, there shall be a minimum collection of 500 well selected books, exclusive of duplicates, government documents and currently adopted textbooks, to meet the curricular and recreational needs of the particular school. For schools having above 100 enrollment there shall be provided 5 additional books per pupil, and satisfactory progress shall be made toward providing 10 per pupil. A minimum of 5 to 10 approved periodicals and one general daily newspaper in addition to the local one, shall be provided for each school. In schools having more than 100 enrollment there shall be purchased annually 5 additional periodicals for each 100 pupils, or major fraction thereof.

Books and other materials are to be selected from lists approved by the State Department of Education, such as the H. W. Wilson *Standard Catalog*, the American Library Association *Basic Book Collection for High Schools*, and *Basic Book Collection for Junior High Schools*, and other lists prepared by the American Library Association and the U. S. Office of Education. Periodicals are to be selected from the lists in the latest edition of the American Library Association *Basic Book Collection for High Schools*, and the *Basic Book Collection for Junior High Schools*. Each school shall own the *latest edition* of the *Standard Catalog for High School Libraries*, and/or a *Children's Catalog*.

The librarian should assume the responsibility for guiding staff members and pupils in cooperatively selecting books and materials based on the needs of the particular school.

The book collection should be kept up to date and in good condition by continuous discarding, binding and by the addition of new titles.

A collection of vertical file materials containing pamphlets, pictures, clippings, leaflets, etc., should be maintained in every library.

It is suggested that the library be the center for the audio-visual materials such as films, filmstrips, slides, recordings, etc., only if owned and used in the school and that the librarian organize and administer them. Provision should be made for the librarian to have additional help for maintaining and servicing equipment.

LIBRARIANS — QUALIFICATIONS

1. **Comprehensive High School**

Preparation and Certification:

Librarians serving in a comprehensive high school shall have a baccalaureate degree with a major or minor in library science which shall include the minimum course requirements for a provisional certificate for school librarians; and satisfactory annual progress should be made toward the M.A. degree and the standard certificate.

2. **Standard High School**

Preparation and Certification:

Librarians serving in a standard high school shall have a baccalaureate degree or above with a minor in library science which shall include the minimum course requirements for a provisional certificate for school librarians; and satisfactory annual progress should be made toward meeting the requirements for librarians in a comprehensive high school.

3. **Provisional High School**

Preparation and Certification:

Librarians serving in a provisional high school shall have a baccalaureate degree or above and a minimum of 18 hours in library science as specified in the certification requirements for school librarians; and satisfactory annual progress should be made toward meeting the requirements for librarians in a standard high school.

4. **Emergency High School**

Preparation and Certification:

Same as the provisional high school.

LIBRARIANS — ASSIGNMENT AND LOAD

1. **Comprehensive High School**

- a. A full-time librarian meeting qualifications for librarians in the comprehensive high school shall be provided for schools with not more than 1,000 enrollment and an additional librarian shall be provided for each additional 1,000 enrollment or major fraction thereof.
- b. A clerical assistant shall be provided for libraries in schools with 750 enrollment and above and for schools with smaller enrollment when the library program justifies it.
- c. 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.
- d. The library room should be used for library purposes only. The use of the library facility for any purpose other than its intended use will weaken the total instructional program.
- e. It is highly desirable that the librarian should have had school library experience before undertaking a position in the comprehensive high school.
- f. 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. The use of pupil assistants for routine library work will enable the librarian to work more closely with teachers and pupils.

2. **Standard High School**

- a. A full-time librarian meeting qualifications for the standard high school shall be assigned to the library if the pupil enrollment exceeds 300.
- b. For pupil enrollment of less than 300, a librarian meeting qualifications for the standard high school 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 2/3 of the seating capacity.

- c. Teacher supervision shall also be provided during those periods when the librarian is not in the library.
- d. Pupil assistants should be used for routine library work.

3. **Provisional High School**

- a. Same as sections **b**, **c**, and **d** for the standard high school, with satisfactory annual progress being made toward a full-time qualified librarian in schools above 300 enrollment.
- b. Pupil assistants should also be used as stated above.

4. **Emergency High School**

- a. Same as for provisional high school.

QUARTERS AND EQUIPMENT

1. **Comprehensive High School**

- a. When boards of education are planning new buildings they should consult with professional school library personnel for aid in planning satisfactory and attractive quarters for the library. Plans for library quarters and equipment in new school buildings and in remodeled buildings shall be approved by the State Department of Education.
- b. A separate library room or rooms shall be provided. This space shall have a seating capacity sufficient to accommodate 15% of the enrollment at any one time allowing at least twenty-five square feet of floor space per person. In future planning, not more than 100 pupils shall be accommodated in one library room.
- c. The library shall be equipped with book shelves, tables, chairs, magazine shelves, vertical file, circulation desk and chair, newspaper rack, bulletin boards, standard card catalog case, and typewriter.
- d. A separate workroom with running water and adequate storage facilities for books and non-book materials shall be provided. A separate conference room is highly desirable.
- e. In planning new quarters the library room shall not be combined with a multipurpose room such as, cafeteria, stage, and auditorium.

2. **Standard High School**

- a. Same as for comprehensive high school.

3. **Provisional High School**

- a. 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.
- b. In planning new quarters the library room shall not be combined with a multipurpose room such as, cafeteria, stage, and auditorium.

4. **Emergency High School**

- a. Same as for provisional high school.

ORGANIZATION

Books shall be classified, marked, and shelved according to the Dewey Decimal system. To facilitate business-like procedures these records shall be kept: accession record; shelf-list; expenditures; additions, discards, and losses by classification of material; and daily circulation. In schools above 150 enrollment a card catalog (author, title, and subject) shall be maintained.

Periodicals which constitute a valuable source of reference material shall be properly filed and kept from 3 to 5 years or as long as they are useful. To make periodicals valuable reference material, the *Abridged Reader's Guide to Periodical Literature* shall be in every high school library.

Non-book materials such as pamphlets, pictures, filmstrips, recordings, etc., should be arranged according to the classification, by the serial number, or alphabetically by subject, and housed for convenient use.

The library should be kept open continuously throughout the school day as provided for under *Assignment and Load*, and sufficient time before and after school to provide maximum accessibility. Pupil assistants should be trained in library routines and used in every way possible to further library service to the entire school.

INSTRUCTION IN USE OF THE LIBRARY

Each pupil should be given instruction in the use of the library's resources through cooperation between teachers and librarian. It is

desirable to give a series of lessons throughout the pupil's school experience at a time appropriate to his needs. The instruction should be re-emphasized and correlated with classroom work continuously throughout the pupils' high school career. 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 should be adapted to the local situation. Instruction should cover these topics: (a) introduction to the library, library citizenship, location and arrangement of material, circulation procedures; (b) parts of the book; (c) card catalog; (d) dictionaries; (e) encyclopedias; and (f) other general reference books.

ACTIVITIES TO EXTEND AND IMPROVE THE LIBRARY SERVICE

Emphasis should be given to services the library renders in improving the total instructional program. It is by these activities as well as the foregoing quantitative measurements that the worth of the library should be judged.

1. Carefully planned use of pupil assistants to contribute maximum benefit to the individual child.
2. Visits to classrooms to ascertain pupil-teacher needs and ways library can serve them.
3. Materials available to classrooms to meet changing needs.
4. Periodic statements to the administration, in terms of the objectives of the school, of the library's accomplishments and needs.
5. Attention to needs of exceptional children.
6. Material which provides up-to-the-minute information.
7. Periodic information to pupils, teachers, and administration concerning available materials.
8. Purposeful use of the library by class groups.
9. Library open for use of whatever time beyond the school day and term necessary to serve community needs.

SBE 62 ELEMENTARY SCHOOL LIBRARIES

Standards for Service

KRS 156.070

Revised, 1959

APPROPRIATION

There shall be an annual appropriation and expenditure by the local board of education of at least \$1.00 per pupil enrolled, for the

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purchase of materials for a centralized library in each elementary school center (grades 1-8 inclusive). The desirable goal should be the achievement of an appropriation of \$1.25 per pupil within a five-year period. In those schools where the 7th and 8th grades are included in the junior high school organization the junior and senior high school standards apply. In beginning elementary library service, there shall be a minimum annual appropriation and expenditure of 50¢ per pupil in each elementary school center and work toward the standard appropriation within five years. This appropriation shall be spent for books, periodicals and other non-book printed materials and supplies, including printed catalog cards. *Supplementary textbooks are not to be counted as library books, nor purchased with library funds.* There shall be additional funds in schools which purchase audio-visual materials.

BOOKS AND RELATED MATERIALS

Books shall be selected from lists approved by the State Department of Education such as the *latest editions* of the H. W. Wilson *Children's Catalog*, the American Library Association *Basic Book Collection For Elementary Grades*, and other lists prepared by the American Library Association, the Association for Childhood Education and the U. S. Office of Education.

Periodicals shall be selected from the latest edition of the American Library Association *Basic Book Collection For Elementary Grades*.

Every library should have a growing and up-to-date information file containing pictures, pamphlets, maps and other non-book printed materials. These may be secured free or at little cost.

PERSONNEL

School centers with 16 classroom teachers or above shall have a full-time librarian who meets library certification requirements of the State Department of Education. Satisfactory annual progress should be made toward meeting requirements for full certification.

It is highly desirable that the librarian should have had some school library or teaching experience before undertaking a position in large elementary centers.

For school centers with from eight to sixteen classroom teachers the services of a qualified librarian should be provided for at least half-time. For elementary school centers starting a centralized

library the services of a qualified librarian may be provided on a multiple school basis. The maximum number of schools which one trained librarian can serve shall not exceed three with satisfactory progress toward full-time service.

The use of pupil assistants in every school library will be found helpful. The experiences should be carefully planned so that they contribute to the pupil's learning and living.

QUARTERS

In new buildings, the library shall be a separate room large enough to seat a standard classroom unit plus twenty, allowing 25 square feet of floor space per pupil. A separate workroom with running water and adequate space for storage shall be provided.

When planning library facilities in new 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.

In existing buildings, the centralized elementary library shall be a separate room the size of a standard classroom with a work area provided. New centralized library quarters shall not be combined with a multipurpose room, such as, cafeteria, stage, and auditorium.

EQUIPMENT

The library shall be equipped with adjustable book shelves and magazine shelves according to library specifications for elementary pupils. Varying heights of tables and chairs shall be provided for seating children of different ages. Other necessary equipment such as circulation desk, chair, vertical file, bulletin boards, a standard card catalog case, and typewriter, shall be provided.

ORGANIZATION

The library shall be classified and arranged according to the Dewey Decimal Classification as used in the H. W. Wilson CHILDREN'S CATALOG and other book selection aids.

The following records are essential to businesslike procedure: accession record, shelf list, and card system for keeping records of circulation. As soon as the librarian has completed a course in Classification and Cataloging, a card catalog (author, title, and

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subject) shall be developed. The following records necessary for reports are: additions, discards, and losses by classification of materials, daily circulation, and expenditures.

INSTRUCTION IN USE OF LIBRARY

Each pupil should receive instruction in use of the library. The topics to be covered are: (a) introduction to the library, library citizenship; (b) care of books; (c) location and arrangement of material; (d) dictionary; (e) encyclopedias; (f) use of the card catalog (author, title, and subject); (g) selection of books for different purposes; (h) appreciation of books and related materials through group activities such as book discussions, story hours, dramatization, record listening, etc.

ACTIVITIES TO EXTEND AND IMPROVE THE LIBRARY SERVICE

Emphasis should be given to services the library renders in improving the total instructional program. It is by these activities as well as the foregoing quantitative measurements that the worth of the library should be judged.

1. Carefully planned use of pupil assistants to contribute maximum benefit to the individual child.
2. Visits to classrooms to ascertain pupil-teacher needs and ways the library can serve them.
3. Materials available to classrooms to meet changing needs.
4. Periodic statements to the administration, in terms of the objectives of the school, of the library's accomplishments and needs.
5. Attention to needs of exceptional children.
6. Material which provides up-to-the-minute information.
7. Periodic information to pupils, teachers, and administration concerning available materials.
8. Purposeful use of the library by class groups.
9. Library open for use of whatever time beyond the school day and term necessary to serve community needs.

LIBRARY STANDARDS

(Taken from *Principles and Standards. The Commission of Secondary Schools. Southern Association of Colleges and Secondary Schools. 1961*)

A. Personnel

1. The responsibilities of the librarian shall include the acquisition, organization and cataloguing of materials; acquainting those served by the library with its collection, potential services and uses; and planning with teachers the use of the library in the instructional program. It is the further responsibility of the librarian to train and supervise the services of such additional personnel as is needed to provide adequate library services. Schools enrolling as many as 1,000 pupils must provide at least one library assistant, preferably a trained librarian.

B. Quarters and Equipment

1. The school's physical facilities shall include a library room or rooms, readily accessible to pupils, attractive in appearance, properly lighted, fitted with standard library equipment, and with sufficient floor space to provide adequately for the maximum number of pupils which will use the library at any one time.
2. The library collection and services shall be adequate in quantity and quality to supply the instructional aids and the opportunities for reading required to achieve the personal and cultural development of those served by the school.
3. The library materials shall include a basic book and periodical collection as recommended by the American Library Association for high school libraries.

C. Financial Support

1. The school's budget shall include items in adequate amounts for the purchase of library books, periodicals, supplies, and audio visual materials (exclusive of equipment). The minimum expenditure for the purchase of library books, periodicals library supplies, and audio-visual materials (exclusive of equipment) for any school shall be \$350.00. School libraries must have a minimum of 500 usable and acceptable library volumes or not less than five volumes per pupil, whichever is greater. The following schedule is recommended to State Committees as a guide:

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| Enrollment | Expenditure Per Pupil |
|----------------|--------------------------------------------------------------------------|
| Up to 500 | \$1.50 |
| 501-1,000 | \$750.00 for the first 500 pupils and \$1.25 per pupil above that number |
| 1,001 and over | \$1,375.00 for the first 1,000 pupils and 75¢ above that number. |

NATIONAL STANDARDS

Standards for School Library Programs. American Library Association. 1960, 144 p. paper, \$2.50.

A new statement of the basic requirements for functional school library programs prepared by the American Association of School Librarians in cooperation with consultants from 20 other national professional and educational organizations. The Standards cover three main areas: principles of policy and practice that make the educational force in the school; principles of administration and organization that make the school library an efficient tool; and specifications for the staff, materials collections, funds, quarters, and equipment required for the successful translation of principles into action.

SOME BOOK SELECTION AIDS

General Aids

- A.L.A. Committee on Library Work With Children. *The Right Book for the Right Child*. 3rd. ed. completely rev. and reset. New York, Day, c1942. \$2.50.
- Subcommittee of A.L.A. Editorial Committee with assistance of consultants from various organizations. *Basic Book Collection for Junior High Schools*. 3rd ed. Chicago, A.L.A., 1960. \$2.00.
- Buest, N. E. *Books for Children*. Washington, U. S. Government Printing Office, 1940. 15¢.
- . Same. Supplement. 1945 (Reprinted from *School Life*, October, 1945)
- Children's Catalog*. 10th ed. rev. New York, Wilson, 1961. \$8.00. (Kept up-to-date by supplements)
- Eaton, A. T. *Treasure for the Taking; a Book List for Boys and Girls*. New York, Viking, 1946. \$2.50.
- Subcommittee of A.L.A. Editorial Committee with assistance of consultants from various organizations. *Basic Book Collection for Elementary Grades*. 7th ed. Chicago, A.L.A., 1960. \$2.00.
- Subcommittee of A.L.A. Editorial Committee with assistance of consultants from various organizations. *Basic Book Collection for High Schools*. 6th ed. Chicago, A.L.A., 1957. \$2.75.
- Joint Committee of A.L.A., N.E.A. and N.C.T.E. *By Way of Introduction; a Book List for Young People*. Rev. ed. Chicago, A.L.A., 1947. 75¢.
- Matson, Charlotte. *Books for Tired Eyes; a List of Books in Large Print*. 4th ed. Chicago, A.L.A., 1951. \$1.00. Juvenile section only.
- N.C.T.E. Committee on Junior High School Book List. *Your Reading*. Chicago, The Council, c1954. 60¢.
- N.C.T.E. Committee on Senior High School Book List. *Books for You*. New ed. Chicago, The Council, c1951. 40¢.
- N.C.T.E. Elementary Reading List Committee. *Adventuring With Books*. Chicago, The Council, c1956. 75¢.
- New York (City) Mayor's Committee for the Selection of Suitable Books for Children in the Courts. *An Invitation to Read*. 2nd ed. New York, Municipal Reference Library, 1941. 25¢.

New York Public Library. Book Committee for Young People. *Books for Young People*. (January issue of *Branch Library Book News*) 10¢.

Roos, J. C. *Patterns in Reading; an Annotated Book List for Young People*. Chicago, A.L.A., 1954. \$2.00.

Standard Catalog for High School Libraries. 7th ed. rev. New York, Wilson, 1957. Service basis (Kept up-to-date by supplements)

Aids for Selection of Materials on Special Subjects

American Association for the Advancement of Science. *AAAS Science Book List*. AAAS, Washington, 1959. \$1.00.

American Association for the Advancement of Science. *The Science Book List for Children*. AAAS and The National Science Foundation. Washington, 1960, \$1.00.

American Council on Education. *Reading Ladders for Human Relations*. The Council, 1954. \$1.75.

Baker, A. B. *Books About Negro Life for Children*. New York Public Library, 1949. 25¢.

Buest, N. E. and Broderick, G. G. *Books to Help Build International Understanding . . . Together with a Supplement of Radio Recordings Selected for Children and Young People*. Rev. June, 1954. Washington, D.C., Dept. of Health, Education and Welfare. Mimeographed.

Carpenter, H. M. *Gateways to American History; an Annotated Graded List of Books for Slow Learners in Junior High School*. New York, Wilson, 1942. \$2.25.

Intergroup Education in Cooperatory Schools. *Reading Ladders for Human Relations*. Rev. and enl. by Margaret M. Heaton and Helen B. Lewis. Washington, American Council of Education, 1955. \$1.25.

Kentucky. Department. *Kentucky in Books, Pamphlets and Films*. Frankfort, Department of Education, 1956. (Educational Bulletin, vol. 24, no. 1, 1956)

Logasa, Hannah. *Biography in Collections Suitable for Junior and Senior High Schools*. 3rd ed. rev. and enl. New York, Wilson, 1940. \$1.50.

Logasa, Hannah. *Historical Fiction and Other Reading References for Classes in Junior and Senior High Schools*. 5th ed. rev. and enl. Philadelphia, McKinley, 1951. \$3.50.

Rollins, Charlemae. *We Build Together; a Reader's Guide to Negro Life and Literature for Elementary and High School Use*. Rev. ed. Chicago, N.C.T.E., 1948. 25¢.

Roos, J. C. *Background Readings for American History*. 2nd ed. rev. New York, Wilson, 1940. (Reading for background) 35¢.

Tennessee Dept. of Education. Division of School Libraries. *The Negro; a Selected List for School Libraries of Books By and About the Negro in Africa and America*. Rev. ed. Nashville, The Dept., 1941. 25¢.

Webb, H. A. *The High School Science Library*. Nashville, George Peabody College for Teachers. (Reprinted annually from the *Peabody Journal of Education*) About 15¢.

Wofford, Azile. *Know the South; Books with Southern Background for High Schools*. New York, Wilson, 1943. (Reading for background series) 35¢. Now out of print.

Subject Indexes to Materials

A.L.A. Editorial Committee. *Subject and Title Index to Short Stories for Children*. A.L.A., 1955. \$4.51.

Lingenfelter, M. R., comp. *Vocations in Fiction; an Annotated Bibliography*. 2nd ed. Chicago, A.L.A., 1938.

Morgan, V. E. *Vocations in Short Stories*. Chicago, A.L.A., 1938, 50¢

Rue, Eloise. *Subject Index to Books for Primary Grades*. Chicago, A.L.A., 1943. \$2.50.

———. Same. Supplement. 1946. \$1.25.

———. *Subject Index to Books for Intermediate Grades*. 2nd ed. Chicago, A.L.A., 1950. \$6.00.

Van Nostrand, Jeanne. *Subject Index to High School Fiction*. Chicago, A.L.A., 1938. 75¢.

Aids for Selection of Materials for Slow Readers

- Boston University. School of Education. *High Interest, Low Vocabulary Booklist*. Boston, Boston Univ. School of Education, c1952. 75¢.
- Bush, B. C. *Fare for the Reluctant Reader*; comp. for Capital Area Development Association by Anita E. Dunn and others. Rev. ed. Albany, New York, New York State College for Teachers, c1952. \$1.25.
- Spache, George. *Good Books for Poor Readers*. Gainesville, Florida, University of Florida, c1954. \$1.50.
- Strang, R. M. and others. *Gateways to Readable Books; an Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult*. 3rd ed. enl. New York, Wilson, 1958. \$2.75.

Lists of Inexpensive Materials

- A.C.E. (International) *Children's Books for Eighty-five Cents or Less*. Washington, D.C., A.C.E. (International) 50¢.
- A.L.A. Editorial Committee. Subcommittee on Inexpensive Books for Boys and Girls. *Inexpensive Books for Boys and Girls*. 3rd ed. Chicago, A.L.A., 1952. 75¢.
- Division of Surveys and Field Services. George Peabody College for Teachers. *Free and Inexpensive Learning Materials*. The Division, 1959. \$1.00.

Aids for the Selection of Visual Materials, Pamphlets and Periodicals

- Dana, J. C. *The Picture Collection*. 5th ed. rev. by Marcelle Frebault under the direction of Beatrice Winser. New York, Wilson, 1943. (Modern American Library economy series) \$1.25.
- Educational Film Guide*. New York, Wilson, 1934. Quarterly and annual supplements. Service basis.
- Filmstrip Guide*. New York, Wilson, 1954. Quarterly and annual supplements. Service basis.
- Ireland, Norma (Olin). *The Pamphlet File in School, College, and Public Libraries*. Rev. and enl. ed. Boston, Faxon, 1954. (Useful reference series)

Ireland, Norma (Olin). *The Picture File in School, College and Public Libraries*. Boston, Faxon, 1952. (Useful reference series)

Martin, L. K. *Magazines for School Libraries*. Rev. ed. New York, Wilson, 1950. \$2.50. (See also a selected list of magazines for high school libraries based on Martin's list by a committee of Tennessee school librarians.)

Vertical File Index. New York, Wilson, 1933. Monthly. \$6.00.

Aids for Selection of Current Materials

The Booklist and Subscription Books Bulletin; a Guide to Current Books. Pub. semi-monthly, Sept.-June and once only in August, by A.L.A. \$6.00 a year. Sections: "Children's Books" and "Books for Young People." Note also reviews of subscription books.

Bulletin of the Children's Book Center. Pub. monthly except August by University of Chicago Press. \$4.50 a year.

The Horn Book. Pub. six times a year by the Horn Book, Inc. \$4.50 a year. (Only periodical devoted exclusively to books for young readers.)

Library Journal. Pub. twice a month, Sept.-June, monthly in July and August by R. R. Bowker Co. \$9.00 a year. *Junior Libraries*. (monthly) paged and obtainable separately. \$3.50 a year.

New York Herald-Tribune Book Review. Pub. weekly by New York Herald-Tribune. \$2.50 a year. Section: For Boys and Girls.

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

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

Wilson Library Bulletin. Pub. monthly, except July and August, by H. W. Wilson Co. \$3.00 a year.

**SOME BOOKS ABOUT CHILDREN'S READING SUGGESTED
FOR LIBRARIANS, PARENTS AND TEACHERS**

Duff, Annis. *Bequest of Wings; a Family's Pleasures With Books*. Viking, 1944.

Delightful account of the experiences of the author in sharing books with her own son and daughter, after having been a librarian.

Duff, Annis. *Longer Flight; a Family Grows up With Books*. Viking, 1955.

A continuation of *Bequest of Wings* in which the author shares her experiences with the two teen-agers in her family.

Eaton, Anne Thaxter. *Reading With Children*. Viking, 1940.

Former librarian of Lincoln School (elementary), Teachers' College, Columbia University, writes delightfully about books and their appeal to young readers. "List of books mentioned" at end of each chapter.

Munson, Amelia H. *An Ample Field*. A.L.A., 1950.

A book which brings together ideas and thoughts in the field of writing for young people. "Books Mentioned" are listed at the end of most chapters.

Smith, Lillian Helena. *The Unreluctant Years; a Critical Approach to Children's Literature*. A.L.A., 1953.

The author, supervisor of children's work in the public library of Toronto, Canada, deals interestingly with book selection for children in the various fields.

White, Dorothy M. (Neal). *About Books for Children*. Oxford, 1949.

Book designed to help parents, teachers and librarians evaluate children's books. Mrs. White was one of two New Zealanders chosen in 1936 to be trained as children's librarians at Carnegie Library School in Pittsburgh and has made a large contribution to the development of the library work with children in her own country.

White, Dorothy M. (Neal). *Books Before Five*. Oxford, 1954.

An account in diary form, covering a period of two years, based on a mother's notes about her daughter's early contact with books. A list of books mentioned in each chapter appears at back.

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 5, New Jersey
Demco Library Supplies. Madison 1, Wisconsin
Gaylord Bros. Syracuse, New York
Library Bureau of Remington Rand. 315 Fourth Avenue, New York 10, New York (Branches in Frankfort, Lexington and Louisville)
Library Products, Inc. Sturgis, Michigan
John E. Sjostrom Co. 1717 N. Tenth St., Philadelphia 22, Pennsylvania (furniture)
Myrtle Desk Co. High Point, North Carolina. Distributed by Central School Supply Company, 315-17 West Main Street, Louisville, Kentucky. (furniture)
Southern Desk Co. Hickory, North Carolina (furniture)

Book Jobbers

- Baker and Taylor Co. 1405 N. Broad St., Hillside, New Jersey
Campbell and Hall, Inc. (formerly Personal Book Shop). 898 Commonwealth Avenue, Boston, Massachusetts
Cincinnati News Co. 659 East 6th Street, Cincinnati, Ohio
A. C. McClurg and Co. 333 E. Ontario St., Chicago 11, Illinois
Tennessee Book Co. North Nashville, Tennessee

Pre-Bounds and School Editions

- E. M. Hale and Co. Eau Claire, Wisconsin (Cadmus and Landmark)
Follett Library Book Co. 1255 S. Wabash Ave., Chicago 5, Illinois
H. R. Huntting Co. Springfield 3, Massachusetts
A. C. McClurg and Co. (See address above)
New Method Book Bindery, Inc. Jacksonville, Illinois
Don R. Phillips. P. O. Box 57, Vandalia, Michigan (Paragon Bindings)

Dealers in Out-of-Print Books

- Barnes and Noble, Inc. 105 Fifth Avenue, New York 3, New York
Dauber and Pine Books. 66 Fifth Avenue, New York 11, New York

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Dealers in Second-Hand Books and Remainders

- Follett Library Book Co. (See address above)
Liebschutz Book Store. 414 Liberty St., Louisville, Kentucky
Ohio Book Store. 544 Main St., Cincinnati, Ohio

Magazine Subscription Agencies

- F. W. Faxon Co., 83 Francis St., Boston, Massachusetts
Hanson-Bennett Magazine Agency. 180 N. Wabash, Chicago, Illinois
Mayfair Magazine Agency. 40 N. Van Brunt St., Englewood, New Jersey
Mid-South Magazine Agency, Box 4585, Jackson 6, Mississippi

Binderies

- Art Guild Bindery. 324 E. 9th Street, Cincinnati, Ohio
George A. Flohr Bindery. 809 Walnut St., Cincinnati, Ohio
Heckman Bindery, Inc. North Manchester, Indiana
National Library Bindery Co. 546 S. Meridian St., Indianapolis 25, Indiana
New Method Book Bindery, Inc. (See address above)
Wiese-Winckler Bindery. 27 West Court St., Cincinnati, Ohio

Pamphlet Agency

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

Audio-Visual Materials—Commercial Dealers

- Coronet Instructional Films. 1218 Wellman Avenue, S.E., Massillon, Ohio
George F. Cram Co., Inc. 730 E. Washington St., Indianapolis, Indiana (Maps & globes)
Denoyer-Geppert Co. 5235 Havenwood Avenue, Chicago 40, Illinois (Maps & globes)
Encyclopedia Britannica Films, Inc. Wilmette, Illinois
Enrichment Materials, Inc. 246 Fifth Avenue, New York, New York (Recordings)
Fideler Company. Grand Rapids 2, Michigan (Pictures)
Keystone View Co. Meadville, Pennsylvania (Pictures)
Radio Corporation of America, Victor Record Division. 3939 Parker Court, Indianapolis, Indiana (Records)
Rand McNally & Co., P. O. Box 7600, Chicago 80, Illinois (Maps & globes)
Society for Visual Education, Inc. 1345 Diversey Park, Chicago 14, Illinois

SERVICES AVAILABLE FROM STATE AGENCIES

Department of Education

The Supervisor of School Libraries in the Bureau of Instruction is under the Department of Education and serves librarians and libraries in an advisory capacity.

The services of the Supervisor 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 Supervisor of School Libraries. Letters requesting her services may be addressed to:

Supervisor of School Libraries
Department of Education
Frankfort, Kentucky

KENTUCKY LIBRARY TRAINING AGENCIES

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

- *Berea College.....Berea
- Eastern State College.....Richmond
- Kentucky Wesleyan College.....Owensboro
- *Murray State College.....Murray
- *†Nazareth CollegeLouisville
- *+†University of Kentucky.....Lexington
- *Western State College.....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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