

**A STUDY OF CURRENT RECOMMENDATIONS  
AND PRACTICES RELATIVE TO THE  
ADMINISTRATION OF THE HIGH SCHOOL  
LIBRARY - MEDIA CENTER WITH SPECIFIC  
APPLICATION TO AN ADMINISTRATIVE POLICY  
MANUAL FOR THE DICKSON COUNTY SENIOR  
HIGH SCHOOL LIBRARY - MEDIA CENTER**

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**BOBBIE COLEMAN BOWEN**

A STUDY OF CURRENT RECOMMENDATIONS AND PRACTICES RELATIVE TO THE  
ADMINISTRATION OF THE HIGH SCHOOL LIBRARY-MEDIA CENTER  
WITH SPECIFIC APPLICATION TO AN ADMINISTRATIVE  
POLICY MANUAL FOR THE DICKSON COUNTY  
SENIOR HIGH SCHOOL  
LIBRARY-MEDIA CENTER

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An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in Education

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by  
Bobbie Coleman Bowen

August 1974



## ABSTRACT

It is strongly recommended by writers, supervisors, and teachers of library science that every library-media center have its own manual of policies and procedures. Although recommendations are numerous, guidelines for preparing such policy manuals are not. For guidance in deciding what items should be included in a library-media center policy manual, one must survey the entire field of library-science literature, gathering data from many sources. Still other sources must be studied for the recommended details of procedure to be followed with respect to library-media center tasks. Finally, one must bring together all the relevant material which has been searched out and combine it with actual local practices into a practical, sensible, useful manual.

This study consisted of surveying practicing librarians, library-media center supervisors, and school systems, as well as other sources, in order to determine current practices with respect to policies and procedures and to determine the incidence of written guidelines. It also consisted of reviewing library science literature on the same subject and describing actual practices in the local situation.

Results indicated that few school library-media centers in the survey had complete policy manuals, but that some did have written policies and procedures on some items. Other results indicated the areas on which librarians thought policy and procedures should be written.

Culmination of the study was the production of an actual sample policy manual for the library-media center at Dickson County Senior High School, where the writer is employed as assistant librarian. Although this manual is referred to as a "sample," it is not expected that any other library-media center could use it alone as a pattern for another policy manual. Each library media-center is like each classroom or each child in that no two are exactly alike, and local situations cause the necessity for variations in policy and procedure. It is hoped, however, that this manual, together with other materials noted in this study, may be of assistance to other librarians in compiling their own manuals for their own particular situations.



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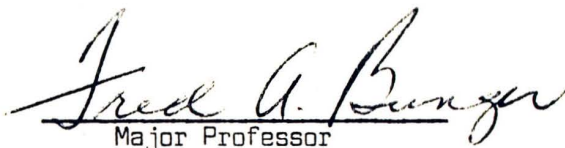
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by  
Bobbie Coleman Bowen

August 1974

To the Graduate Council:

I am submitting herewith a Thesis written by Bobbie Coleman Bowen entitled "A Study of Current Recommendations and Practices Relative to the Administration of the High School Library-Media Center with Specific Application to an Administrative Policy Manual for the Dickson County Senior High School Library-Media Center." I recommend that it be accepted in partial fulfillment of the requirements for the Master of Arts in Education, with a major in Administration and Supervision.

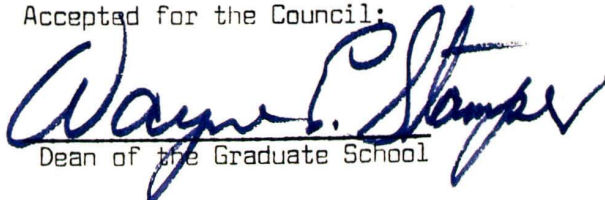
  
Major Professor

We have read this thesis and  
recommend its acceptance:

  
Second Committee Member

  
Third Committee Member

Accepted for the Council:

  
Dean of the Graduate School

## ACKNOWLEDGEMENTS

"None of us liveth unto himself," according to the "Book of Romans." In paraphrase of this, one might say, "None of us accomplishes anything alone." It is with these thoughts in mind that the writer wishes to express thanks and appreciation to those who gave assistance and encouragement while this thesis was in process.

To the members of the advisory committee, Dr. Fred Bunger, major advisor, and Dr. Donald Lambert and Dr. Richard Yarbrow, committee members, appreciation is extended for, first, permitting the thesis to be written on a subject which was of practical use to the writer. Second, appreciation is also due the advisors for their guidance and suggestions, as well as encouragement, during the process of writing.

Special appreciation is expressed to Miss Christine Brown of the State of Tennessee Department of Education; to Mrs. Mildred Wallace, head of the Department of Library Science, Austin Peay State University, Clarksville, Tennessee; and to Mrs. Irene Proctor, Librarian, Fort Campbell High School, Fort Campbell, Kentucky. These not only provided encouragement, but they also gave valuable suggestions and materials without which the project would have been of lesser value.

The writer wishes also to thank all the librarians and library-media supervisors who completed the questionnaire or who sent their



own materials to be used in this study. Without these responses, there would have been little upon which to base the final portion of the thesis--the policy manual.

The writer is grateful also for the support, understanding, and encouragement of members of her family, who sometimes had to give up their wishes because of the involvement of their wife and mother in school and in the preparation of this thesis. Special appreciation is due the writer's husband, Charles Lyndol Bowen, for preparing the drawings of the library-media center and for proof-reading.

Contributions in the form of encouragement or cooperation of the following are also appreciated: George T. Caudill, Principal, Dickson County Senior High School; James E. Sullivan, Superintendent of Schools, Dickson County, Tennessee; and Mrs. Dena Sullivan, Librarian, Dickson County Senior High School.

A final expression of thanks is given to one who was not living at the time this thesis was begun, but who would have been pleased to know that a thesis on library science has at last been written at Austin Peay State University. Although the writer was privileged to know the late Miss Hazel Griffin, former head of the Department of Library Science, only a short while, her influence is reflected not only in this thesis but in the everyday life and work of this librarian.

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## CHAPTER I

### INTRODUCTION

A policy manual is as essential to the operation of the school library-media center as are its books, films, recordings, file materials, and other media; or so say teachers of library science, library-media supervisory personnel, and recognized writers in the field of library science. Students who are learning to be librarians, as well as practicing librarians, have all heard again and again suggestions, instructions, and even orders, to the effect that "You must have a policy manual!" However, admonitions notwithstanding, very few school library-media centers actually have printed, booklet-form policy manuals. This is soon evident to the librarian who meets with others of the profession to discuss and exchange information relative to library-media center operation.

Most library-media centers usually have some written policies and procedures, filed here and there or posted in various places. Some have policies and procedures handed down by word of mouth from librarian to librarian, with little in writing. The difficulty apparently lies in the collecting and bringing together in printed form all the various policies, procedures, and useful information of other types into one manual or booklet.

Besides the quantity of physical and mental labor involved in producing such a policy manual, there is another barrier. Although



many textbooks and other literature of library science discuss the fact that such a compilation should be made, published guidelines for the actual writing are almost nonexistent. One is able to find limited instructions on procedure for a few library-media center operations in a single book; but in order to locate guidance for all or most activities and procedures, one must survey the entire field of library literature. Not only does the average librarian lack the time merely to write a complete administrative policy manual, he or she faces an enormous task when research is added to the requirements.

This study is an effort to condense, from various sources, guidelines, instructions, suggestions, and practices into a guide for the compilation of an administrative policy manual for the high school library-media center. The culmination of the study is a sample policy manual, a manual for the library-media center of the Dickson County Senior High School where the writer is employed as assistant librarian.

## I. STATEMENT OF THE PROBLEM

With extensive facilities such as those at Dickson County Senior High School, a faculty of fifty-five, and approximately 1,200 students using the library-media center, the establishment of procedures, rules, regulations, and policies becomes a matter of primary importance. In library parlance, a written compilation of such items is referred to as a "policy manual."

At the time of this study, there was no library-media supervisor, as such, in the Dickson County school system; and there was no county-wide set of standards or procedures for library-media

centers of the system. The Dickson County Senior High School library-media center, in its second year of operation, did not have its own complete policy manual, although some procedures had been adapted from those in the files of the experienced librarian; and some had been formulated specifically for this school. There was a need for a complete administrative policy manual to be written.

## II. IMPORTANCE OF THE STUDY

Since modern emphasis in education is on the teacher-guides-the-student approach rather than on the teacher-tells-the-student approach of past years, there is a greater need for learning resources other than those to be found within the classroom. When students are encouraged to discover facts and ideas through independent study, it is imperative that they have available a conveniently accessible, comprehensive supply of informational media and equipment for using it. The school library-media center is the storehouse for these resources.

It is widely recognized that the school library-media center is the one area of the school which directly affects all the other departments, both in curricular and extra-curricular areas. The educational program is strengthened in direct proportion to the quality of the school's library service, for the school library is the keystone of a quality educational program.<sup>1</sup> A quality school is

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<sup>1</sup>Pennsylvania Governor's Committee on Education, 1960. Task Force on Curriculum. "The School Library--Keystone of Quality Education," A Guide for School Librarians (Harrisburg: Department of Public Instruction, Division of School Libraries, 1969), pp. 1-2, cited by Ruth Ann Davies, The School Library: a Force for Educational Excellence (New York: R. R. Bowker Company, 1969), p. 17.

an instrument for educational excellence.<sup>2</sup> A weak library-media center can degrade an entire school.

The school library has no over-all, general objectives other than those of the school in which it is located.<sup>3</sup> Since the school library is an integral component of the educational program, the educational goals, objectives, and aims are also the school library goals, objectives, and aims--they are identical, one and inseparable.<sup>4</sup> The school library is so integral a part of the total school program that it is difficult to say where the school stops and the library begins.<sup>5</sup> In fact, most librarians would say that there is no dividing line. The library-media center is the school, and the school is the library-media center.

Since, then, the school library-media center plays such an important part in the total educational picture in any one school, it follows that it should be a part of the total school administrative program to establish efficient library-media center practices and procedures and to record them in written form. Not only is this an aid to efficiency, but stated policies and procedures provide a protection to both the administration and the library-media center staff, should

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<sup>2</sup>Ruth Ann Davies, The School Library: a Force for Educational Excellence (New York: R. R. Bowker Company, 1969), p. 17.

<sup>3</sup>Azile Wofford, Book Selection for School Libraries (New York: The H. W. Wilson Company, 1962), pp. 24-25.

<sup>4</sup>Davies, loc. cit.

<sup>5</sup>Azile Wofford, The School Library at Work (New York: The H. W. Wilson Company, 1959), p. 7.



questions as to the appropriateness of such policies and procedures arise from within or without the school.

A library-media center policy manual is designed to give maximum help to the librarian and the school administrator in organizing and administering an effective and dynamic program of high school library services for students and teachers. Such a manual stresses the importance of systematic and efficient procedures in the operation of the library and the role of organization in developing a functional, flexible, and creative program of library services. It emphasizes the need for cooperation of and with teachers, for integrated instruction in library skills, and for cooperative selection of materials.<sup>6</sup>

Careful organization and administration of the many technical aspects involved in the smooth functioning of a library must be carried on day by day if the librarian is to pursue her important teaching and guidance role with students in the library. With the assistance of an adequate professional and student staff, with the cooperation of teachers and administrators, and with careful attention to administrative efficiency, it is possible for library materials, resources, and services to influence every aspect of the curriculum and many phases of school and community life.<sup>7</sup> A library-media center may be more carefully organized, and it will function more smoothly,

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<sup>6</sup>Chicago Public Schools, A Manual of Practice for High School Libraries (Chicago: Board of Education of the City of Chicago, 1965), p. 3.

<sup>7</sup>Detroit Public Schools, The High School Library--A Curriculum Guide (Detroit: Board of Education of the City of Detroit, 1962), p. 13.

freeing the librarians for teaching and guidance, if there is a written plan for library processes, practices, and procedures.

Written procedures on concrete items relieve the librarians of the necessity of stopping other work to make judgments relative to the solving of various day-to-day questions or problems as they arise. Naturally, there are some instances in every library-media center, as in every classroom, in which the good judgment of the librarian must be applied; but on those phases of work for which standard routines and policies may be established, a written set of policies is invaluable. Another important value of written procedure is consistency. A process like ordering books, for instance, is always handled the same way when policy is stated in writing for whoever is doing the work.

Not only are written procedures valuable to the persons who work in the library-media center at a given time, but they are also useful for the future. People who follow in the library-media center staff positions in years to come, or those who must substitute for librarians who are absent or who have left their positions suddenly, will find that they can more easily and efficiently assume their responsibilities if there is written policy to be followed.

Since standards for school library-media centers are set by various agencies, those standards, up-dated as they are changed, should be reflected in a local school library-media center policy manual. In Tennessee, standards such as those of the Tennessee State Board of Education, the Southern Association of Colleges and Schools, and the American Library Association should be met as far as possible and practicable for the local situation and should be evidenced by

the policies and practices shown in the manual.

The questionnaire in this study was designed primarily to collect information relative to the types of written policies and procedures used by other high school librarians. Copies of printed policy manuals, policies in other forms, library rules and regulations, and other materials used by school systems and individual library-media centers were examined for suggestions and ideas. Experience has shown that often teachers' reports of actual practices in education are more useful to other teachers than are writings of persons who are not closely associated with teaching at the time. A librarian is first a teacher and then a librarian; it follows that librarians' practices, like classroom teachers' practices, often develop out of necessity. What one person develops frequently will be the answer to the problem of another person. Conversely, of course, in some cases one must work out local procedures and policies which might not be at all like those of any other school. However, many good, workable ideas come from exchanges with one's colleagues in the field.

Librarianship, like all other phases of the education profession, is constantly changing. Librarians must constantly be alert to take note of the changes and to bend with them, using those which have value and considering and rejecting others, always tempering decisions with common sense and practicality. It is believed that, in order to function in the fluctuating world of education, one of the first steps which a librarian should take would be to have fixed policies and procedures on those phases of librarianship where this is possible. Even though firmly fixed policies and procedures are

ideal, the librarian needs to be aware that sensible adjustability and flexibility are also requirements. Especially is this true when the librarian is working with people; it is easier to follow fixed policies when dealing with things than it is when dealing with human beings. The second step of the librarian should be to write a policy manual, regardless of the time and effort required to produce one. With these steps taken, and the basic manual written, the librarian, or her successor, has only to add to and to take from the original version as changes occur.

### III. PROCEDURE

The procedure for gathering information which became the basis of this study was as follows:

1. A questionnaire was sent to thirty librarians in the Middle Tennessee area requesting information as to library-media center policies and procedures of their own high school library-media centers. A request was also included for information as to whether copies of policies and procedures were available.
2. Letters were sent to fourteen library-media supervisors in the State of Tennessee requesting copies of system manuals or other related materials.
3. System manuals were ordered from educational agencies.
4. Persons in the field of library science were contacted by letter or by personal interview for their recommendations.
5. Discussions were held with the librarian and the administrators of the local school.
6. A review of the literature concerning each phase of library-media center policy or procedure was made.



7. A review was made of standards set by professional library organizations, the State of Tennessee Department of Education, and the Southern Association of Colleges and Schools.
8. Culmination of the study was the writing of:
  - a. A compilation of current recommendations and practices relative to the administration of the high school library-media center.
  - b. An administrative policy manual for the Dickson County Senior High School library-media center.

#### IV. LIMITATIONS OF THE STUDY

The questionnaire portion of the study was limited to thirty high school librarians in the area designated as "Middle Tennessee" on a listing of librarians secured from Miss Christine Brown, Supervisor, School Library Service, State of Tennessee Department of Education. (See "Appendix," page 159, for listing.) Letters requesting materials were also sent to fourteen supervisors of library-media centers in county and city school systems throughout Tennessee. (See "Appendix," page 160.)

State library manuals, other county and city system manuals, and individual school manuals were secured either free or by purchase from the agencies publishing them, by borrowing from the collection of Miss Christine Brown, and by using those in the Learning Resources Center at Austin Peay State University, Clarksville, Tennessee.

Publications were secured from the American Library Association, the American Association of School Librarians, the National Council of Teachers of English, the State of Tennessee Department of



Education, and the Southern Association of Colleges and Schools.

Books and other publications were primarily from the Felix G. Woodward Library at Austin Peay State University, Clarksville, Tennessee, the Dickson County Senior High School library-media center, and the writer's own collection of library-media center publications. A brief survey of the availability of materials was also made in the library of George Peabody College for Teachers, Nashville, Tennessee.

Resource persons included Mrs. Dena Sullivan, Librarian, Dickson County Senior High School (who had previously written portions of a library manual which were edited and incorporated into the sample manual); Mrs. Mildred Wallace, head of the Department of Library Science at Austin Peay State University; Miss Christine Brown, Supervisor, School Library Service, State of Tennessee Department of Education; and Mrs. Irene Proctor, Librarian, Fort Campbell High School, Fort Campbell, Kentucky.

#### V. DEFINITION OF TERMS

During the past decade, a series of appellations have been used, discarded, criticized, discussed, and altered as labels for that facility in the school which was once called simply--the library. As once said by William Shakespeare, "What's in a name?" It would appear that some persons in the field of library science think that much is in the name applied to the room or rooms which house the school's supplementary materials for learning. Some say that the term "library" is no longer enough to identify the storehouse nor the treasures therein. Others say that the traditional term must be retained,

usually combined with other terms, in order for the users to be able to identify the place with the books it has traditionally housed, plus new media of today. Most authorities, as well as practicing librarians, are quick to agree, however, regardless of what they call the facility, that the name is not of great importance. What is significant is that the names are evidence of a concerted effort to redefine the function of the library. They signify repeated attempts to clarify that function for professional library personnel, and to promote full awareness among the general public.<sup>8</sup>

Some names applied have been "instructional materials center," "educational media center," and "library-media center." Many school libraries, however, are still called just that--libraries.

No apology is offered for the use of the traditional term "school library" rather than more contemporary terms. The choice of the familiar term precludes any reader misunderstanding of the specific service to which reference is being made. It is not the terminology which is of educational significance; it is the quality and the extent of the service which give the school library its claim to educational significance. A change of name is not basic to a change in function . . . Services, not words, portray the true image of the school library.<sup>9</sup>

In 1956 the American Association of School Librarians reaffirmed its faith in the word "library" by issuing this statement:

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<sup>8</sup>Warren B. Hicks and Alma M. Tillin, Developing Multi-media Libraries (New York: R. R. Bowker Company, 1970), p. 4.

<sup>9</sup>Davies, op. cit., p. xiv.

The word "library" is rich in tradition, meaning, and usage, and for at least sixty years, if not longer, the definition of school library has reflected this heritage. A school library has always been, and will continue to be, flexible in its program of services and in the scope of the materials of communication contained in its collections, as it meets the changing needs of the school that it serves. A school library does not have to change its name to embrace new materials and new uses of all types of materials any more than a school has to call itself by some other name to indicate that it is a continuously growing social institution.<sup>10</sup>

The word "library," then, is still the most popular term by which the school's facility for storing and using learning materials is known. More recent publications of the American Library Association and the American Association of School Librarians use the term "media center." The combination term "library-media center" was chosen for consistency to be used throughout this study, although the writer, in quoting from other sources and in some other instances, also uses the traditional "library." For purposes of this study, the two terms are considered to be interchangeable.

The following words and phrases, all of which are in the everyday vocabulary of the practicing librarian, but which might not be familiar to the average reader, are defined in the writer's own words; and meanings are given as the terms are used in this study.

Accession Book: The accession book is the record of books purchased or otherwise received into the collection of the library-media center. In the library-media center where the writer is

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<sup>10</sup>American Association of School Librarians, statement entitled "School Libraries as Instructional Materials Centers," adopted at the American Library Association Convention, Miami, Florida, 1956.

employed, only books are listed in the "accession book." Other materials are recorded in card files which serve as accession records.

Accession Number: The accession number is a property number applied to a book or other article when it is received into the collection. No two books or other articles ever have the same accession number. Numbers alone are usually applied to books, while other media have numbers with letter prefixes. For instance, the number 332 would be given to a book, while FS-332 would be given to a filmstrip.

Acquisition: Acquisition is a continuous process which includes compiling of titles or descriptions of other media for future purchase, preparation of actual orders, and receiving of materials into the collection.

Administration: The administration of the school includes the principal and the assistant principal.

Assistant Librarian: The second librarian is designated as the assistant librarian. She is responsible for certain specified duties as well as routine duties and receives instructions and assignments for other work from the librarian.

Audio-visual: Sometimes used as an adjective and sometimes as a noun, the term "audio-visual" refers to any material (or equipment for the use of that material) which relies upon reception by hearing (audio) or seeing (visual). See "non-print media."

Call Number: The call number is the location guide by which a user finds the book or other media in the library-media center. On a book, it usually consists of a number from the Dewey Decimal System over the first three letters of the author's last name. These are



lettered on the spine of the book about two inches from the bottom. The call number may be applied with ink, with a stylus and transfer paper, or on a typed label. Call numbers for other media are usually their accession numbers.

Card Catalog: The card catalog is a cabinet with small drawers for holding 3 x 5 inch cards for all books and other media in the library-media center. Each title is represented by at least two cards filed by author and title; and some titles have cards filed also by subject, publisher, co-author, illustrator, or editor.

Check-out: Check-out of a book or other material is accomplished when the person wishing to use it signs his or her name on a card at the loan desk.

Curriculum: The curriculum is the planned program of studies offered by the school. The connection with the library-media center is that the library collection must support the curriculum with related materials.

Dewey Decimal System: Published in 1876 by Melvil Dewey, the Dewey Decimal System is a system of numbers by which any book (or now also other media) may be classified by subject matter and shelved with other materials of like subject matter.

Education: Education is the development of knowledge and innate abilities within a person through exposure to experience, study, and training.

Faculty: The faculty consists of the teachers and administrators of a given school.

Librarian: The librarian is the department head of the



library-media center, the one to whom the principal communicates instructions and who makes the final decisions on policy and finances.

Library: See pages 10-12.

Loan Desk: The loan desk is also referred to as the circulation desk and the check-out desk. It is the counter at which one signs for whatever materials he is borrowing from the library-media center.

Media Center: See pages 10-12.

Non-print Media: Non-print media are materials other than books, pamphlets, magazines, and newspapers. Filmstrips and records are the most numerous of the non-print media in the library-media center.

Overdue: Library-media center materials are overdue when the date on which they were to be returned has passed.

Periodicals: Periodicals are publications which are printed at stated intervals. Magazines and journals of professional organizations are classified as periodicals. Newspapers are not usually called periodicals.

Policy Manual: A library-media center policy manual is a written compilation of rules, regulations, policies, procedures, and other items relative to the administration of a library-media center.

Reference Books: Any book may be classified as reference by the judgment of a librarian. Encyclopedias and dictionaries, atlases, biographical references, and handbooks are examples. Reference books are usually used in the library-media center and are not checked out

without special permission. In most library-media centers, these books are marked with an "R" above the usual call number.

Selection Aids: Selection aids are books or periodicals which review for the librarian books and other media which are suitable for the school library-media center. Most standard-setting agencies provide recommended lists of selection aids as reliable sources of reviews.

Shelf List: The shelf list is a smaller card file than the card catalog. It contains one card for each book in the library-media center, filed by the author's last name within each numbered classification. It contains purchase information and is also used for taking inventory. Shelf list information for materials other than books is kept in V-files in the library-media center where the writer is employed.

Statement of Book and Other Media Selection Policy: The selection policy statement is usually established by agreement between the librarian and the school principal, often in consultation with teachers and sometimes other persons. It may be approved by the superintendent of schools and/or the board of education. It sets forth standards by which books and other media will be judged and selected for the collection. It is especially valuable when questions of censorship arise, and it usually contains procedures for handling complaints about media selection.

Study Carrel (Carrell): Study carrels are individual desks for private study. "Wet" carrels are those which have electrical connections; "dry" carrels have no electrical connections.

Vertical File: The vertical file is a collection of pictures, clippings, articles, pamphlets, charts, maps, and other ephemeral materials which are kept in file folders in a filing cabinet. Such materials may be used in the library-media center or may be checked out according to the center regulations.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. GENERAL SOURCES AND GUIDELINES

Literature of the field of library science makes numerous references to procedures for performing library-media center tasks and the establishment of rules, regulations, policies, and methods. However, as previously noted in Chapter I, as far as can be determined, there is no published guide to writing an administrative policy manual for the school library-media center. One must survey a vast quantity of library literature in order to find, located in many sources, guidelines for the compiling and writing of procedures and policies which should be included in a policy manual.

Library Literature,<sup>11</sup> an index similar to Readers' Guide to Periodical Literature,<sup>12</sup> lists publications in the field of library science. It was a basic source of titles of books and other materials used in this study. Books and periodicals in the field of library science located in the Felix G. Woodward Library at Austin Peay State University and curriculum guides in the Learning Resources

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<sup>11</sup>Library Literature. Annual with supplements. (New York: The H. W. Wilson Company).

<sup>12</sup>Readers' Guide to Periodical Literature. Annual with supplements. (New York: The H. W. Wilson Company.)

Center there yielded material and bibliographic references. Library science textbooks and other materials owned by the writer, as well as materials from the Dickson County Senior High School library-media center were used. Guidelines for library-media center procedure and requirements from the State of Tennessee Department of Education, the American Library Association, the American Association of School Librarians, the Southern Association of Colleges and Schools, and the National Council of Teachers of English were also consulted. Valuable additional references were the policy manuals and other materials received from librarians, library-media supervisors, and educational agencies at various levels of government.

As evidenced by repeated bibliographic references in many of the materials surveyed, two published works contained material which was basic to the establishment of written procedures and policies in the school library-media center. They were the guide, published jointly by the American Library Association and the National Education Association, Standards for School Media Programs,<sup>13</sup> and a book by Azile Wofford used as a text in many schools of library science, The School Library at Work.<sup>14</sup> This latter was one of the few books which presented sample procedures for almost every process which is carried on in the school library-media center. Although copyrighted in 1959, this book is currently considered a basic reference for library

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<sup>13</sup>American Library Association and the National Education Association, Standards for School Media Programs (Chicago: American Library Association; Washington: National Education Association, 1969).

<sup>14</sup>Wofford, op. cit.



procedure. Many of the mechanical processes of the library-media center do not change, although many changes of other types do constantly occur. Three books which were of more recent publication, and which provided excellent supplementary material relative to new functions of the school library-media center, were The School Library: a Force for Educational Excellence, by Ruth Ann Davies,<sup>15</sup> Developing Multi-Media Libraries, by Hicks and Tillin,<sup>16</sup> and Readings in Nonbook Librarianship, by Jean Spealman Kujoth.<sup>17</sup> The latter two gave emphasis to processing and cataloging of various non-print media, while the former stressed the integrating of library-media center functions with all areas of the school curriculum, with less emphasis on mechanical procedures.

## II. MEDIA SELECTION POLICY

Usually the first item mentioned by those persons with whom the writer discussed this study was the "Statement of Book and Other Media Selection Policy." This was also mentioned in every writing on library-media center policy. Especially was it stressed by the publications of the American Library Association and the National Council of Teachers of English. Although many librarians had never had occasion to need the backing of an official selection policy statement because of never having had any complaints about the type of

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<sup>15</sup> Davies, op. cit.

<sup>16</sup> Hicks and Tillin, op. cit.

<sup>17</sup> Jean Spealman Kujoth, Readings in Nonbook Librarianship (Metuchen: The Scarecrow Press, Inc., 1968).

materials in their library-media centers, it was a well-known fact that many other librarians, on the other hand, had been grateful for their foresight in having such a policy statement. It was considered good insurance to have at hand should some citizen question the merits of some book, film, or other article of material in the school library-media center's collection.

In connection with procedures for handling complaints, even if none were expected, it was recommended that a school library-media center have copies available of a form called "Citizen's Request for Reconsideration of a Work"<sup>18</sup> or a similar form. Often, if a complainant were made aware that he must affix a signature to an official form, he might become less vocal; and the fact that the library-media center was prepared for such complaints and prepared to defend itself was considered a deterrent to shortsighted complaints.

There were many examples in library literature of policy statements for book and other media selection. Most of them were copied from actual policy statements used by schools or school systems. The basic sample, however, on which nearly all of them have been based, was provided by the American Association of School Librarians, a division of the American Library Association. It was entitled "Policies for Selection of Instructional Materials" and was contained in a leaflet entitled Policies and Procedures for Selection of

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<sup>18</sup> National Council of Teachers of English, The Students' Right to Read (Champaign: The Council, 1962), p. 18.

Instructional Materials.<sup>19</sup> The sample form was credited to the North Carolina Department of Public Instruction.

A selection policy may be drafted by the librarian of a school; but it is usually approved by the school principal, and/or the faculty, the superintendent, and local board of education. The higher the approval, the more strength the policy has; however, in some systems, no approval beyond the local school is given.

In most policy statements relative to selection, the following documents were included by reference and/or appended, either in total or in part: "The Library Bill of Rights,"<sup>20</sup> "The School Library Bill of Rights for School Library Media Programs,"<sup>21</sup> and The Students' Right to Read.<sup>22</sup> These documents affirmed the rights of the student under the First Amendment, and they offered the librarian and the school administration backing for broad selection of materials, should questions of censorship arise.

Emanuel T. and Joyce S. Prozano gave the following suggestions relative to the selection policy statement's contents:

Typically the policy statement will:

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<sup>19</sup>American Association of School Librarians, Policies and Procedures for Selection of Instructional Materials (Chicago: American Library Association, 1970), p. 3-4.

<sup>20</sup>American Library Association, "The Library Bill of Rights" (Chicago: American Library Association, 1967).

<sup>21</sup>American Association of School Librarians. "The School Library Bill of Rights for School Library Media Programs" (Chicago: American Library Association, 1969).

<sup>22</sup>National Council of Teachers of English, op. cit.

1. Be compatible with the philosophy of education for the school and district.
2. Recognize nationally stated objectives for media selection.
3. Recognize specific community and student needs.
4. Recognize the right of individuals and groups, both within and without the school organization, to question and challenge media policies, procedures, and specific items selected for inclusion in the collections of the school.
5. Include both the philosophy and the criteria used for the selection of media.<sup>23</sup>

The Prostanos also pointed out that occasionally media policies were found which, while not official statements approved by boards of education, did state administrative policy for day-to-day operations of the school-library media center. Official board sanction in this case, they said, was neither requested nor given; and the policy remained "in the family," so to speak. Often, they implied, this was the best procedure when general administrative reaction to the development of a printed policy was negative. This often was the case when school administrators and boards of education, who had already been under attack for textbook selection and related policies and practices, were not willing to create new policies which would be subjected to public scrutiny and reaction, for fear of opening old wounds.<sup>24</sup>

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<sup>23</sup>Emanuel T. Prostanos and Joyce S. Prostanos, The School Library Media Center. Library Science Text Series (Littleton, Colo.: Libraries Unlimited, Inc., 1971), p. 83.

<sup>24</sup>Ibid.



### III. SOURCES OF TYPES OF POLICIES AND PROCEDURES

Following in importance the selection policy statement were a number of other items relative to which policies and procedures should be stated in the school library-media center policy manual. Guidelines provided in publications of recognized standard-setting organizations received first consideration when decisions were made as to what was to be included in the official policy manual.

Among the phases of librarianship covered in the booklet, Standards for School Media Programs,<sup>25</sup> were the following: Services of the staff (job descriptions), accessibility of materials (shelving arrangement, etc.), organization of materials (including commercial processing), and expenditures.

Principles and Standards of Membership of the Commission on Secondary Schools of the Southern Association of Colleges and Schools<sup>26</sup> included the following desired functions of the library-media center: Planning with teachers the use of the center; instructing pupils in the use of materials and guiding their reading and research; acquainting those served by the center with its collection and potential services and uses; the acquisition, organization,

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<sup>25</sup>American Library Association and the National Council of Teachers of English, op. cit.

<sup>26</sup>Southern Association of Colleges and Schools, Principles and Standards of Membership (Atlanta: Southern Association of Colleges and Schools, 1973), p. 2.



and cataloging of materials; and training and supervising the services of additional personnel needed to provide adequate services.

Rules, Regulations, and Minimum Standards of the Tennessee State Board of Education<sup>27</sup> set the following requirements for school libraries, all of which necessitated written policies and procedures:

#### Materials Collection

##### 1. Books

The book collection shall consist of books selected to meet curriculum and recreational needs, and adapted to the reading ability and individual needs of the students. These books shall be selected from lists approved by the State Board of Education.

##### 2. Periodicals

A school having a current average daily attendance of more than 300 students shall subscribe to 10-20 different periodicals, suitable for high school grades. Periodicals shall be properly filed and kept for the period of their usefulness. The school library shall subscribe to the Readers' Guide or Abridged Readers' Guide.

##### 3. The school library shall have available a local paper and one presenting news on both the state and the national levels.

##### 4. Audio-visual materials

A basic collection of audio-visual materials shall be provided in sufficient variety, quantity, and quality to support the instructional program in all areas.

#### Use of Library

Instruction in the use of the library shall be the joint responsibility of the librarian and the

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<sup>27</sup>Tennessee State Board of Education, Rules, Regulations, and Minimum Standards (Nashville: Tennessee State Board of Education, 1973), pp. 82-83.

teacher. The pupils shall be taught how to use books and other materials in connection with their class work and shall be given guidance in reading for pleasure. Provision shall be made in the program for every child to have opportunity to go to the library. The library shall be open to students the entire school day.

### Organization

There shall be provided as a minimum for all schools: (1) systematic plan for the selection and the acquisition of books and other materials; (2) books classified by Dewey Decimal System, marked and properly shelved; (3) adequate loan system; (4) shelf list; (5) information (vertical) file, systematically organized and kept up-to-date; (6) card catalog.

A suggested outline for a school library-media center policy book from the State of Tennessee Department of Education<sup>28</sup> included the following items, as well as others previously mentioned: Behavioral objectives; library-media specialist (librarian)-teacher relationships; schedule; budget; circulation; reports-record keeping-inventory; selection and acquisition of all materials, including sources, gifts, weeding, and sales representatives.

Additional items to be included in a policy manual were those noted in responses of librarians to the questionnaire of the survey and in actual policy manuals acquired from other sources. Some of these were: Control of overdue materials; rules and regulations; philosophy and objectives; discipline; control of number of students in library-media center; and additional services to faculty and students.

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<sup>28</sup>Christine Brown, State of Tennessee Department of Education, Materials for Six-County In-Service Program at Waverly, Tennessee, August, 1972.

As the actual library-media center administrative policy manual (Chapter V of this study) was written, other sources were utilized as cited therein.

As indicated before, there was no specific published literature available on "How to Write a Policy Manual." It was necessary, then, for the following to be considered before the task of compiling a policy manual was begun:

1. What are the policies and procedures now in effect in the given school library-media center?
2. What other policies and procedures are required by directive or implied by guidelines of recognized agencies in authority?
3. What other routines, services, and activities are suggested by authoritative writers in the field of library science?
4. What other routines, services, and activities are suggested by practicing librarians in their written policies and procedures?
5. What other routines, services, and activities are required by the school's curriculum, faculty, administration, and/or student body?
6. How can policies and procedures for each operation of the library-media center best be worded for the maximum benefit of all concerned?
7. What supplementary or appended material would be most useful for this library-media center situation, both for the present staff and for those to follow?
8. Are items being considered actually relevant to the local situation?

It was with these questions in mind that this study, survey, and writing were begun. No one policy manual was copied; no one writer in the field was taken as the sole authority on any one area

of library-media center operations. Following the philosophy of the Dickson County Senior High School, and tempering standard rules, regulations, and procedures with common sense, the librarians at that school developed what they believe to be the best procedures and policies for their particular situation. It is true that all library-media centers are alike in many respects; but it is also true that each one is a little like each child. Each library-media center has its own personality, its own responsibilities to its own school and to its own school population--teachers, administrators, and students--and, in this respect, is like no other library-media center in existence. Therefore, although much was gleaned from reading the ideas of others, and much of this material was used, the resulting library-media center policy manual, which was the final portion of this study, was directed toward one library. It is hoped that other librarians who read this study and this manual will find useful information therein; however, those librarians are admonished: Write your own manual to fit your own situation, while incorporating the best of ideas from all sources available; and, above all, BE SENSIBLE. This was the premise upon which this manual was written.



## CHAPTER III

### THE SURVEY

#### I. THE QUESTIONNAIRE

A questionnaire to high school librarians was suggested by Dr. Fred Bunger, major advisor. It was presumed that perhaps few librarians contacted would have written library-media center policies which they could or would be able to supply. If a questionnaire were included in the survey, then some information would be gained from each respondent, whether or not he or she could provide any printed materials. This proved to be a worthwhile suggestion, as twenty-seven of thirty librarians contacted returned their questionnaires. Only four of these librarians sent copies of their policies, rules and regulations, or procedures. None of these was an actual booklet-type manual for an individual school. Most materials consisted of merely a few pages of rules; some contained book selection policies. One was a county system manual. Most librarians returning the questionnaire stated that they had some written policies and procedures, but they could not provide copies. Therefore, as far as those persons contacted in school-library-media centers were concerned, most of the useful information provided was in their answers to the items on the questionnaire.

The questionnaire was prepared after consideration of the questions listed at the end of Chapter II and after extensive reading

relative to library-media center policies and procedures. A draft of the questionnaire was submitted to Miss Christine Brown, Supervisor, School Library Service, State of Tennessee Department of Education, for suggestions. Her suggestions were incorporated, and the questionnaire was prepared in final form. It, together with a form letter, was duplicated and mailed to thirty high school librarians. (See "Appendix," page 155.) It was the feeling of the writer that those schools in geographical proximity to Dickson, Tennessee, would be more likely to have similar characteristics and situations evident in the operations of their school library-media centers. The random sampling for mailing was acquired from a list of high school librarians in the Middle Tennessee area. The list was provided by Miss Christine Brown.

Questionnaires were sent without knowledge as to the size of the school populations. It developed that one was under 400, ten from 401 to 600, one from 601 to 800, five from 801 to 1000, and ten over 1000. Dickson County Senior High School is in the "over 1000" group, so these last ten would be schools of similar size.

Although a mimeographed form letter was used, librarians were addressed by name, individually. A personal, follow-up letter was written, however, to ten of the librarians who had not responded at the end of one month. Seven of these ten responded within another month; it was then assumed that the other three were not going to respond, and data were compiled on the basis of twenty-seven returns of thirty sent. (See "Appendix," page 157, for letter of transmittal.)

The primary purposes of the questionnaire were as follows:

1. To determine the incidence of written policies and procedures in the high school library-media centers surveyed.
2. To determine which library-media center operations librarians considered requiring written policies and procedures.
3. To determine whether copies of printed policies and procedures might be secured.

The size of each school was also noted, as previously mentioned, and whether or not the system had a library-media supervisor or a system manual for library-media centers.

Table 1 (Page 32) shows the number and types of schools in the survey which did or did not have printed policies, book or other type; Table 2 (Page 33) shows the number of school library-media centers having printed policies on the items listed in the questionnaire.

Table 1

## Number and Types of Schools with or without Printed Policies

School Population	With Super- visor	Without Super- visor	With System Manual	Without System Manual	With School Policy Manual	Without School Policy Manual	With Other Written Policies	With No Written Policies
Under 400 1	1	0	1	0	0	1	1	0
401-600 10	1	9	2	8	3	7	3	4
601-800 1	0	1	0	1	0	1	0	1
801-1000 5	2	3	1	4	0	5	3	2
Over 1000 10	4	6	1	9	1	9	5	4
Total 27	8	19	5	22	4	23	12	11



Table 2

Number of School Library-Media Centers  
Having Printed Policies on  
the Items listed in  
the Questionnaire

Policies/Procedures	Number Library-Media Centers Having Written Policies/ Procedures (27 Respondents)
Selection of Books & Other Materials	14
Approved by: Principal	3
Superintendent	3
Supervisor	3
Board of Education	3
Faculty	2
Citizen's Request for Removal of Material from Library-Media Center	7
Other Censorship Policies or Procedures	4
Library-Media Center Objectives	12
Library-Media Center Philosophy	11
Job Descriptions for Library-Media Center Staff	5
Purchasing of Books and Other Materials	9
Processing of Books and Other Materials	6
Cataloging Procedures	6
Receiving Procedures	3
Accounting of Funds	8
Library-Media Center Rules and Regulations	13
Discipline in the Library-Media Center	10
Control of Number of Students Using Facilities	5
Shelf List	11
Accession Book	10
Library-Media Center Lessons	5
Control of Overdue Materials	13
Inventory	8
Consideration File	8
Vertical File	7
Gifts	7
Circulation Record	9
Services to the Faculty	7

## II. ACQUISITION OF POLICY MANUALS AND OTHER MATERIALS

From the beginning of the study, it was evident that few materials would be forthcoming from those librarians contacted in the survey. Therefore, efforts were made also to secure manuals and other materials from other sources. Fourteen system library-media supervisors were selected from a listing provided by Miss Christine Brown of the State of Tennessee Department of Education. A form letter (See "Appendix," page 158.), individually addressed, was sent to each of the supervisors requesting copies of any materials available. (See "Appendix," page 160, for listing of supervisors.) Five of these responded with materials. Five other manuals were purchased or acquired free from agencies that had provided materials cited in literature, or that had provided library copies of materials to the Learning Resources Center at Austin Peay State University. Copies of manuals from the files of Miss Christine Brown were borrowed; and Mrs. Irene Proctor, Librarian at Fort Campbell High School, Fort Campbell, Kentucky, and former instructor of library science, provided many materials. A system manual previously written by Mrs. Proctor was also consulted.

The following materials were acquired:

### Written Policies not Included in a Manual

Bradley County, Cleveland, Tennessee  
David Crockett High School, Washington County,  
Jonesboro, Tennessee  
Pearl High School, Nashville, Tennessee  
Waverly Central High School, Waverly, Tennessee

Manuals

Chicago Public Schools, Chicago, Illinois  
Dependent Schools, Fort Campbell, Kentucky  
Detroit Public Schools, Detroit, Michigan  
Greeneville High School, Greeneville, Tennessee  
Idaho Department of Education, Boise, Idaho  
Knoxville City Schools, Knoxville, Tennessee  
Los Angeles City Schools, Los Angeles, California  
Madison County Schools, Jackson, Tennessee  
Marshall County Senior High School, Lewisburg, Tennessee  
Memphis City Schools, Memphis, Tennessee  
North Hills School District, Pittsburgh, Pennsylvania  
Oakland Public Schools, Oakland, California  
Patrick Wilson Library, Montgomery Bell Academy,  
Nashville, Tennessee  
Robertson County Schools, Springfield, Tennessee  
Texas Education Agency, Austin, Texas

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### CONCLUSIONS

The following general conclusions were reached as a result of the research and survey which were the basis of this study:

1. Although the need for library-media center policy manuals has been recognized and frequently emphasized by teachers of library science and library supervisors, writers of library literature gave little attention to the need for a guide for librarians to use in compiling such manuals. The writer was not able to locate any book, article, or paper other than mimeographed outlines provided by an area library-media supervisor. It was concluded that not only was there a need for policy manuals, but there was a great need for a guide.
2. Because there did exist standard procedures for most library-media center routines and practices, the writer was able to locate references to these and follow them as guides for portions of a policy manual. However, it was necessary to secure, handle, and study an endless number of publications in order to find material on every area on which there should be written policy. The conclusion was that there should be sources to which librarians may refer which are as all-inclusive as possible, since most librarians have little time for in-depth research.
3. Since each library-media center has its own requirements and its own school-community environment, and since different writers and librarians place emphasis upon different items, suggestions relative to practices and procedures varied. It was concluded that, although many library-media center procedures and routines were standard, variations were necessary in order to conform to local situations.



4. Most high school library-media centers in the survey area had few or no written policies, especially in booklet or manual form. It was concluded that this was because there is not time available for most librarians to perform this task.
5. It was concluded that, since the learning materials within a school affect the entire community, when possible and practical, librarians should consult others relative to selection of materials and policy formulation. Depending upon the local situation, others consulted could include any or all of the following: students, faculty, administrators, board of education members, parents, and other citizens.
6. Because it is often necessary to adapt procedures as time passes, as situations change, and because some of the many procedures will often be overlooked as a policy manual is written, it was concluded that a manual which was maintained in loose-leaf form would be most useful and convenient for incorporation of changes.
7. A final, over-all conclusion was that written procedures were necessary for sound operation of the high school library-media center, both for efficiency and consistency of performance of everyday tasks and for the maintenance of administrative support of the decisions made by the library-media center staff.

#### RECOMMENDATIONS

The following recommendations were outgrowths of this

study:

1. It is recommended that, if no published guides appear to be forthcoming, library-media supervisors at some level, local or above, should provide individual librarians with outlines which give basic topics which should be included in the policy manual. Each librarian could then adapt the basic outline to the local situation without research to determine what should be included.

2. It is recommended that broadly-worded policy manuals be written on system levels in order that librarians in individual schools of a system will follow consistent practices where this is possible.
3. It is recommended that administrators on the local level and above be made aware of the need for policy manuals and for librarians to be provided time for preparing them, as this is an area of prime importance relative to the administration of the school itself; and librarians should not be expected to perform this task entirely on their own time.
4. It is recommended that librarians should, with respect to selection and most policies and procedures, seek more advice, consultation, and approval from others such as students, faculty, administrators, board of education members, parents, and/or other citizens.
5. It is recommended that librarians consult with each other, when possible, in order to establish common areas of agreement, especially within a system, before writing their policy manuals. This is especially recommended in the absence of printed guides.
6. A final recommendation is that each library-media center, for its own efficiency, consistency, and protection, state its policies in writing, preferably in loose-leaf, booklet form.

## CHAPTER V

### THE MANUAL

On the following pages are the final results of this study--  
a proposed policy manual for the library-media center of the Dickson  
County Senior High School.

POLICY MANUAL  
FOR  
THE DICKSON COUNTY SENIOR HIGH SCHOOL  
LIBRARY-MEDIA CENTER

1974



## INTRODUCTION

The library-media center policy manual on the following pages is the end product of my master's thesis in the Department of Education at Austin Peay State University, Clarksville, Tennessee. The project served a two-fold purpose: to meet the requirements for a thesis and to provide the library-media center in which I am employed with its own administrative policy manual. I would like to commend my advisors for permitting me to write a thesis which has real practicality.

This policy manual is not finished. No policy manual ever is completed because of the constantly changing world of education which nourishes the library-media center. Therefore, this booklet will serve as an outline, a nucleus, around and into which other necessary materials may be added from time to time. The working copies to be used in the Dickson County Senior High School library-media center will be kept in loose-leaf binders in order that changes may easily be incorporated.

Bobbie Coleman Bowen  
Assistant Librarian  
June, 1974

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# I. TASK, PHILOSOPHY, AND OBJECTIVES

## THE TASK OF THE SCHOOL LIBRARY-MEDIA CENTER

The following statement, although prepared nearly two decades ago, still summarizes the purposes and functions of the school library-media center. The statement was passed by unanimous vote at the business meeting of the American Association of School Librarians during the American Library Association conference at Miami Beach, Florida, June 21, 1956. It is, therefore, an official statement of the American Association of School Librarians.<sup>29</sup>

The American Association of School Librarians believes that the school library, in addition to doing its vital work of individual reading guidance and development of the school curriculum, should serve the school as a center for instructional materials. Instructional materials include books--the literature of children, young people, and adults--other printed materials, films, recordings, filmstrips and other newer media developed to aid learning.

Teaching methods advocated by leaders in the field of curriculum development and now used in elementary and secondary education call for extensive and frequently combined use of traditional along with many new and different kinds of materials. Since these methods depend for their success on a cross-media approach to learning, a convenient way of approaching instructional materials on a subject or problem basis must be immediately at hand in each school. Historically, libraries of all types have been established to provide convenient centers for books and reading and for locating ideas and information important to the communities they serve. The interest a modern school now has in finding and using good motion pictures, sound recordings, filmstrips, and other newer

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<sup>29</sup> American Association of School Librarians. Standards for School Library Programs (Chicago: American Library Association, 1960), pp. 11-12.

materials simply challenges and gives increased dimension to established library roles.

The school librarian has always encouraged development of appreciation for and ability to make good and continuing use of printed materials and library services. Taking into account individual differences of children and young people, the school library stimulates and guides each child in the selection and use of materials for the building of taste on appropriate levels of maturity. Now in good library practice, the school library also helps both pupils and teachers to discover new materials and the equipment needed for their use for both individual and classroom study and teaching.

The function of an instructional materials center is to locate, gather, provide, and coordinate a school's materials for learning and the equipment required for use of these materials. Primary responsibility for administering such a center, producing new instructional materials, and supervising regular programs of in-service training for use of materials may be the province of librarians, or, it may be shared. In any case, trained school librarians must be ready to cooperate with others and themselves serve as coordinators, consultants, and supervisors of instructional materials service on each level of school administration--in the individual school building, for the city or county unit, for the state.

School librarians are normally educated as teachers and meet state requirements for regular teaching certificates. They must also receive special training in analysis, educational evaluation, selection, organization, systematic distribution and use of instructional materials. The professional education of school librarians should contribute this basic knowledge as well as provide understanding of fundamental learning processes, teaching methods, and the psychology of children and adolescents. Also, school librarians must be familiar with the history and current trends in development of school curricula.

In summary, the well-trained professional school librarian should anticipate service as both a teacher and as an instructional materials specialist. Where adequate funds and staff are available, the school library can serve as an efficient and economical means of coordinating the instructional materials and equipment needed for a given school program. It should always stand ready to provide informed guidance concerning selection and use of both printed and newer media.

## PHILOSOPHY AND OBJECTIVES OF THE SCHOOL LIBRARY-MEDIA CENTER

It is the belief of the librarians at Dickson County Senior High School that the philosophy and the overall, general objectives of the school library-media center are identical with those of the school itself, although the library-media center also has its own specific objectives. The purpose of the library-media center, then, is to implement the school philosophy and objectives by providing materials and services which will aid in accomplishing the overall goal, that of helping young people to become useful, happy citizens of their community, their state, and their nation.

On the following pages are the philosophy and objectives of the Dickson County Senior High School, which were adopted and approved by vote of the faculty on May 22, 1973. The philosophy and objectives were drafted by a committee composed of: Richard Jones, chairman, and members Joy Cooksey, Bennie Daniel, Truman Hibbett, Nancy Menke, Charles Pruitt, and Cora Ross.

Following the school philosophy and objectives are the more specific objectives of the library-media center and behavioral objectives for users of the center.



## PHILOSOPHY OF THE DICKSON COUNTY SENIOR HIGH SCHOOL

We hold that the public education system of the United States is a cornerstone in the structure of the American way of life.

We accept the challenge placed before us to create, through education, an understanding and appreciation for American democracy; a tolerance and respect for those who are different in race, creed, nationality, economics, or ability; and the concept that only in freedom can the individual best develop himself and society.

We believe that the teacher must concern himself with all phases of the student's development--intellectual, spiritual, social, and physical--and that all of these are of equal value.

We contend that the student, as a member of society, has the right to learn and that we must, in an unprejudiced manner, present to the student all sides of attitudes, theories, assumptions, and general questions and that the teacher must take the student as far as the student's abilities will allow to develop the fullest potential.

We maintain that students possess individual differences which should be kept in mind as the students are guided in the pursuits of personal interests and needs.

We believe that the teacher brings to the classroom an image of himself and that, although he does not always articulate his concept of the teacher's role and sometimes the image is only vaguely defined, he strives to emulate in his teaching those patterns of behavior which are compatible with his image and to eliminate those which are not.

We affirm that the competent teacher must know what he teaches, how he can best teach it, and why it must be taught.

We believe that the teacher is a public servant every hour of the day and that the school has a definite responsibility to the community which it serves.

## OBJECTIVES OF THE DICKSON COUNTY SENIOR HIGH SCHOOL

To build a total school program which is a stimulating, continuous effort to improve the learning environment of the student and which is an inspiring, intellectual environment for professional teachers.

To maintain a comprehensive high school which is open not just to impulsive, innovative ideas but to ideas new or old which have merit in improving the teaching-learning situation.

To familiarize the student with a complete program in which he can find areas for development of his different interests, abilities, and needs.

To create an atmosphere which promotes the questioning spirit of learning.

To provide a comfortable, well-equipped plant available to all students as a fitting environment for the learning process.

To expose the student to those experiences which will instill in him the desire to learn and to continue to learn.

To exemplify the basic tenets of democracy in school life, hopefully to carry over into full adulthood.

To develop young ladies and gentlemen who can exemplify correct, integrated behavior in school, home, and the community.

To provide guidance for the student to help him find his place in society through an understanding of his individual attitudes, needs, and interests.

To show the student through selected experiences the qualities of leadership, courage, service, dependability, and tolerance.

To assist the student in a sense of enlightenment and refinement of taste acquired by intellectual, philosophical, and aesthetic training.

To help the student surround himself with a sense of history to understand that in order for man truly to find and know himself he must understand past trends and cycles of civilization.

To give foundation to the student's need to improve his attitudes toward health and safety by making him aware of the health and safety benefits enjoyed today.

To develop through the medium of physical training a sense of teamwork, sportsmanship, the will to win, determination, and a willingness to sacrifice.



## SPECIFIC LIBRARY-MEDIA CENTER OBJECTIVES

In order to support and accomplish the over-all school objectives in the library-media center, the following specific objectives have been formulated:

To provide a collection which supports the curriculum and the interests of students and teachers, a collection which meets, as far as possible and practicable, standards set by accrediting and administrative groups.

To acquaint students and teachers with the facilities, materials, and equipment provided by the library-media center, as well as the services provided by its staff.

To acquaint the community with the facilities, resources, and services available in the school library-media center in order to inspire interest and appreciation relative to both the library-media center and the school itself and to make known which of the facilities, resources, and services are available to the community.

To provide a relaxed, informal atmosphere conducive to efficient and enjoyable use of the library-media center and its contents without resorting to stringent rules as were associated with libraries of the past.

To provide personal assistance whenever and wherever needed to those using the library-media center.

BEHAVIORAL OBJECTIVES FOR THE STUDENT  
IN THE SCHOOL LIBRARY-MEDIA CENTER

The student will be able to locate materials in the various areas of the library-media center by use of the card catalog.

The student will be able to use tools such as the Readers' Guide to Periodical Literature, encyclopedias, yearbooks, and other reference materials.

The student will use library-media center materials, facilities, and equipment with care in order to preserve them.

The student will derive satisfaction from the use of and his presence in the library-media center.

## II. GENERAL OPERATIONS

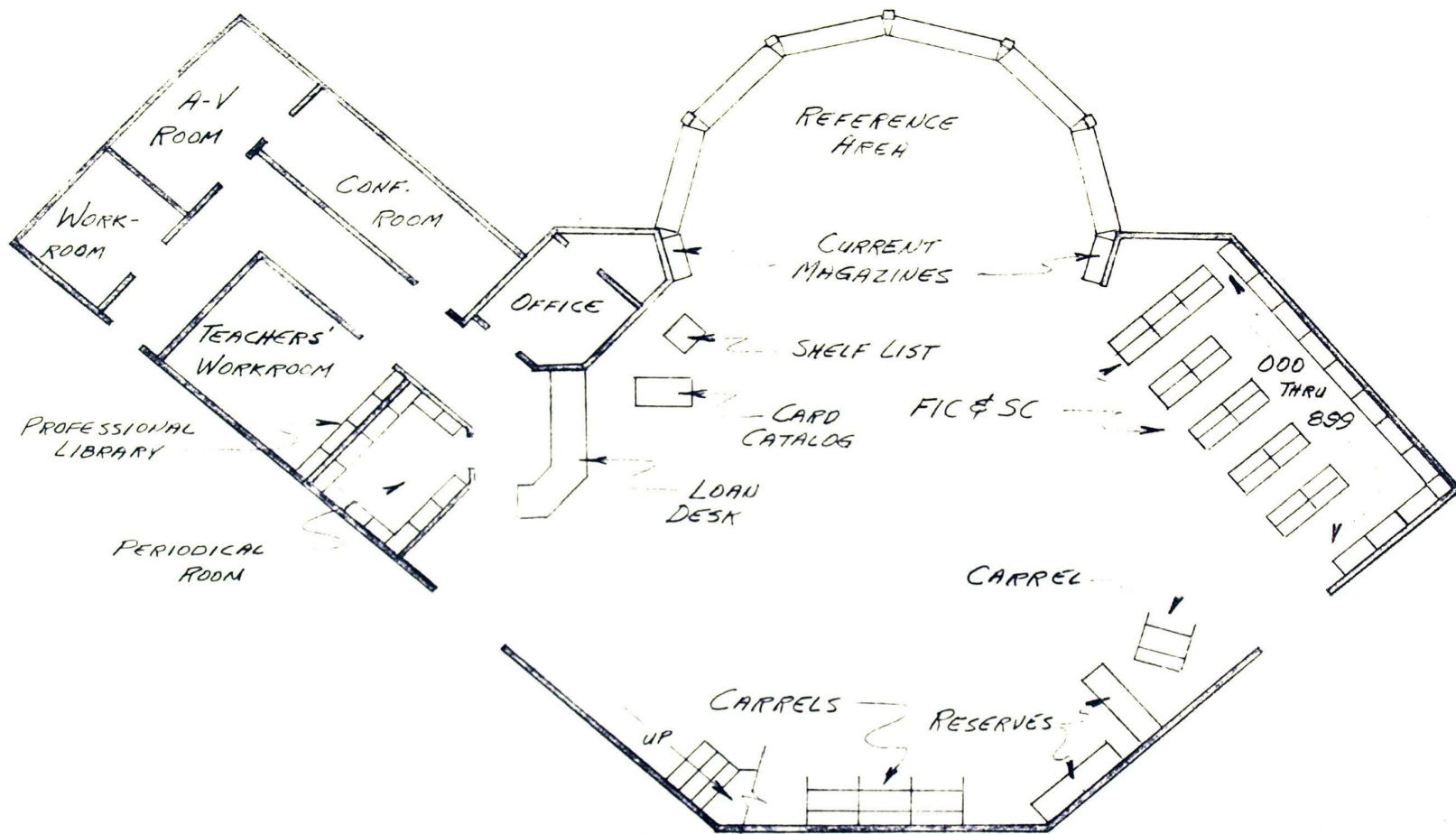


FIGURE 1  
LIBRARY-MEDIA CENTER, DICKSON COUNTY SENIOR HIGH SCHOOL  
DOWNSTAIRS READING ROOM AND CORRIDOR AREAS



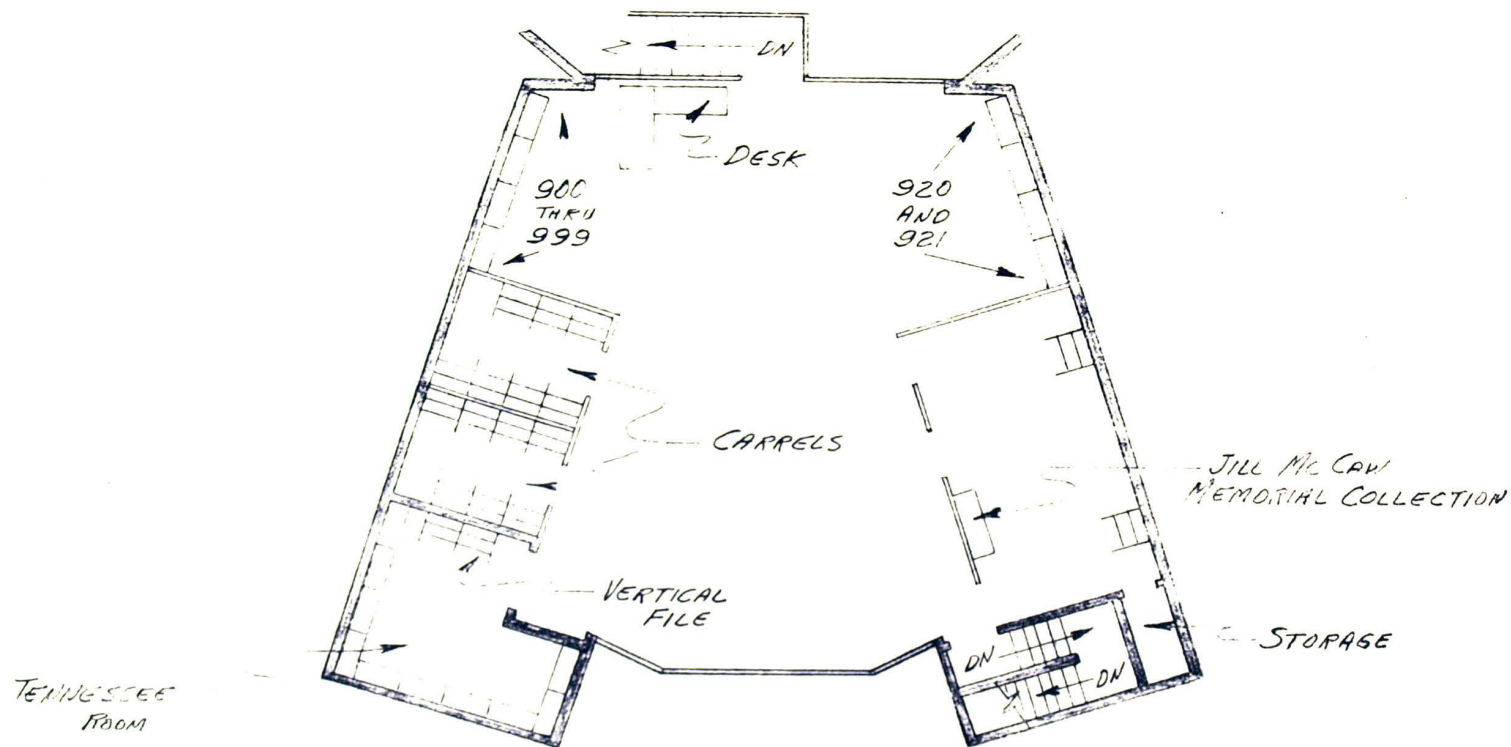


FIGURE 2  
 LIBRARY-MEDIA CENTER, DICKSON COUNTY SENIOR HIGH SCHOOL  
 UPSTAIRS READING ROOM, STUDY CARREL AREAS,  
 AND TENNESSEE ROOM

## MEETING LIBRARY-MEDIA CENTER STANDARDS

Following are suggested guidelines for meeting State, Southern Association of Colleges and Schools, and American Library Association standards.

1. Secure printed copies of all applicable standards.
2. Study applicable standards and work out a sensible, gradual program of meeting them.
3. Bear in mind that standards at different levels overlap and that often all are accomplished at the same time.
4. Be aware that it is not actually possible to meet all standards in every library-media center.
5. Relate standards to local situations, and strive to have equipment, materials, and procedures which are relevant and consistent with the objectives of the school and/or the library-media center.

Addresses of agencies setting standards:

State of Tennessee Department of Education  
Cordell Hull Building  
Nashville, Tennessee 37219

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

American Library Association  
50 East Huron Street  
Chicago, Illinois 60611

## LIBRARY-MEDIA CENTER SCHEDULING

The library-media center is open during the hours of 7:45 a.m. to 3:00 p.m. each school day. It is open during all lunch periods and during activity periods.

Students may use the library-media center at any time unless the entire area has been reserved for specific classes, meetings, testing, or other scheduled use.

The normal procedure during class time is for students to sign out from study hall to come to the library-media center in reasonable numbers. The study hall teacher is responsible for the whereabouts of those students on his roll for each period; a monitor from study hall comes into the center each period to check attendance of those who have signed out for that period. The librarians keep no record of attendance. Whenever possible, the students from study hall will be allowed to come to the center even though parts of the facilities are reserved for specific classes or other groups. Students may also come to the library-media center whenever they have free time between classes or at other times and also when sent by their teachers from classes. School rules require teachers to accompany their classes and to remain with them while they are in the center. However, arrangements may be made between teacher and librarian for individuals and small groups to come to the center without their teacher.

The librarian maintains a calendar schedule of reservations for the library-media center. The procedure is for the teacher to

arrange in advance to bring entire classes or groups to the center on specific days at specific periods. The facilities are large enough to accommodate two or three classes at the same time. Should conditions be such that the rooms are likely to become overcrowded, the librarian advises the study hall teacher to limit the number coming into the center, or, if absolutely necessary, to send no students for a specific period or periods.

Other groups which often use the facilities include the Guidance Department, which uses the area for large-group testing and for meetings of student groups with representatives from colleges and universities, the armed forces, or prospective employers.

Other than the large upper and lower level reading room areas, rooms of various sizes can accommodate meetings and class groups. These may be scheduled in advance by teachers or students.

One room is reserved as a teacher preparation room. Teachers may use this room during their free periods.

Community groups may use meeting rooms by contacting the librarian, who secures approval of the principal before scheduling.

## JOB DESCRIPTION--LIBRARIAN

The librarian will be responsible for the following functions of the library-media center:

1. Audio-visual materials and equipment
  - a. Selection
  - b. Ordering
  - c. Catalog cards
  - d. Checking in and out to teachers and students
2. Overdue notices and list
3. Loan desk and assistants
4. Student guidance with reference and other materials
5. Teacher guidance with reference and other materials
6. Magazines and newspapers
  - a. Selection
  - b. Ordering
  - c. Recording when received
  - d. Checking out
  - e. Storing and preparing for bindery
7. Finances
  - a. Budget
  - b. Bookkeeping
8. Supervision of janitorial work on ground level
9. General operations
  - a. Opening
  - b. Scheduling of special groups
  - c. Closing
10. Correspondence
11. Filing and/or pulling cards to maintain card catalog



12. General supervision of students
13. Maintaining shelf list file
14. Preparing books for bindery
15. Inventory of non-book materials and equipment

## JOB DESCRIPTION--ASSISTANT LIBRARIAN

The assistant librarian will be responsible for the following functions of the library-media center:

1. Acquisition of books and related materials
  - a. Selection
  - b. Ordering
  - c. Catalog cards
2. Accessioning of books
  - a. Checking invoices
  - b. Entering accession records
  - c. Ordering or typing catalog cards
  - d. Lettering and making ready for shelving
3. Supervision of independent study and pupil use of audio-visual materials and equipment upstairs
4. Teaching use of the library-media center
5. Supervision of janitorial work on upper level
6. Filing and/or pulling cards from card catalog
7. General supervision of students
8. Student guidance with reference and other materials
9. Teacher guidance with reference and other materials
10. Maintenance and checkout of vertical file materials
11. Inventory of books; posting of shelf list count

## LIBRARY-MEDIA CENTER FORMS REGISTER

LOCAL FORMS: Forms allotted numbers and duplicated as needed.

Library Forms:

- L-1 Library Assistants' Weekly Schedule
- L-2 Hold Library Book Order
- L-3 Reserve Book Notice
- L-4 Overdue Book Notice
- L-5 Overnight Reserve Book Not Returned on Time
- L-6 Teacher Request for Library Book
- L-7 Vertical File Check-out
- L-8 Vertical File Follow-up
- L-9 Daily Circulation Record
- L-10 Check-in Sheet for Library Assistants and AV Workers

Audio-visual Forms:

- AV-1 Material and/or Equipment Request for Teachers
- AV-2 Audio-visual Reserve Check-out Sheet
- AV-3 Request for Student to Operate AV Equipment
- AV-4 AV Equipment Check-out
- AV-5 Filmstrip Check-out

COMMERCIALLY PRINTED FORMS: Ordering information in librarian's file.

Jack C. Coffey Forms:

Form 20            Filmstrip Catalog Card (yellow)  
Form 44            Audio-visual Material Catalog Card (pink)

Gaylord Forms:

Form 45            Borrower's Card  
Form 101-L        Order Card  
Form 1044        Magazine Record Card  
Form 1047        Magazine Purchase Record

Luxor Forms:

Filmstrip Accession and Circulation Card (black on white)  
Equipment Accession and Circulation Card (purple on white)  
Transparency Accession and Circulation Card (yellow)  
Disc Recording Accession and Circulation Card (green)  
Tape Recording Accession and Circulation Card (orange)

## ACCOUNTING OF FUNDS

The official accounting record for the library-media center account is kept in the school office by the school secretary. A purchase order approved by the principal is required for all expenditures from this account. Any funds received by the librarian are deposited to this account, and a receipt is written by the secretary.

Within the library-media center, the librarian keeps her own record of the following types of income and expenses:

### Income:

Funds received from the school account  
Funds received from payment for lost books  
Funds received from use of copy machine  
Funds from other sources

### Expenses:

Expenses for supplies  
Expenses for equipment  
Expenses for magazines purchased  
Expenses for books purchased  
Miscellaneous expenses

Special files are also maintained to record purchases made under federal funding programs. Official accounting records of this type of expenditure are maintained in the office of the superintendent of schools.



SCHOOL PROCEDURES AND REGULATIONS IN THE LIBRARY-MEDIA CENTER  
(Notice sent to all teachers at beginning of school year.)

Library-Media Center Hours: 7:45 to 3:00

Librarian: Mrs. Dena Sullivan

Assistant Librarian: Mrs. Bobbie Bowen

Circulation of books and other materials:

1. All books (non-fiction, fiction, biography, etc.) other than reference books, may be checked out for two weeks. Books may be renewed by bringing them to the library-media center on or before the date due.
2. Special reserve books may be checked out overnight but must be returned before the first class the next day. Reserve books must be checked out through a librarian.
3. Reference books (except reference books in sets) may be checked out overnight but must be returned before first period the next day. Reference books must be checked out through a librarian.
4. All books and/or other materials must be checked out at the loan desk or by a librarian.
5. Magazines, except latest or bound issues, circulate overnight. Special magazine slips are available at the loan desk. A librarian will check out magazines for overnight circulation. For use in the library-media center, back issues of magazines may be signed out from the library assistant in the periodical room.
6. Pamphlets and/or materials of other types from the vertical file are checked out through a librarian. These circulate overnight.
7. Audio-visual materials (filmstrips, records, etc.) may be used in areas provided for this purpose in the library-media center. Audio-visual materials may not be checked out by students for use outside the library-media center except for classroom use.

Discipline:

1. School rules will be enforced in the library-media center as in any other part of the school.
2. Excessive talking and/or disturbance by students will not be permitted.
3. The librarians will discipline students as deemed necessary.

Reserve Procedure:

Fill out hold slip at loan desk. Upon availability of book, individual student will be notified in homeroom to come to the library-media center to call for the book.

Overdue Procedure:

Overdue slips are sent to students in homeroom. Books should be returned the same day but on student's own time during study hall, lunch period, or before or after school. Students are urged to clear such overdues at once to be sure there is no need for other notices. Books may be renewed (if not in demand by other students). Those who have overdue books will not be permitted to check out others until their record is cleared.

Lost Books:

Students/teachers should report lost books to the library-media center promptly in order to avoid receiving overdue notices. All lost books must be paid for. If a lost book is found and returned during the school year in which it was lost and paid for, the money will be refunded.

Damaged Books:

An appropriate fine will be charged by the librarian for damaged books.

Failure to Pay for Lost or Damaged Property:

Grade information and official records may be withheld at the time a student leaves school unless he has cleared all charges for lost or damaged library books or other materials.

Request for Audio-visual Materials and/or Equipment (teacher):

1. Audio-visual materials and/or equipment must be checked out by use of a Material and/or Equipment Request (Form AV-1) obtained from the librarian.
2. Any request for materials and/or equipment must be made one (1) day prior to need. Materials and/or equipment must be returned on the date specified in the materials request.

Research Work by a Class (teacher):

Research work by an entire class or any large group must be pre-arranged with the librarian one (1) day in advance. The teacher must accompany an entire class.

Books to Be Put on Reserve (teacher):

Arrangements for books to be put on RESERVE should be made with the librarian one (1) day in advance of need.

Ordering Books and Other Materials (teacher):

Teacher requests for books and materials are welcomed by the librarians. Appropriate forms are available from the librarian.

Recommended Reading Lists (teacher):

Lists are to be compiled by the teacher and the librarian so as to insure availability of items on the list.

Library-Media Center Conference Room Use (teacher):

The conference room is used only with the permission of the librarian and must be reserved in advance to avoid conflicts.

## LIBRARY ASSISTANTS AND AUDIO-VISUAL AIDES

Early in the school year, as soon as schedules have been firmly established, the librarian has an announcement made that names are being taken for voluntary library-media center assistants. When names have been collected, they are evaluated by the librarian; then workers for the year are chosen. Those who do not have at least a "C" average are eliminated, as it is the belief of the librarians and the administration that others may need their study hall time for studying. From four to six assistants are chosen for each period. They are advised, and then they secure a schedule change from the guidance department so that they will no longer be on the study hall rolls. From the time they begin work, they report to the library-media center every day at the assigned period; and they are reported on regular absentee slips when they are not present.

When all assistants have been rescheduled, the librarian gives them tours of the center and explains their duties and responsibilities. They are each given a copy of a list of duties. (See next page.)

Audio-visual aides are chosen from Audio-Visual Club members. One or two each period are trained in the use of equipment, in checking it in and out, and in caring for it. When requested, they go with equipment to classrooms to operate it for teachers.

All workers check in on a sheet in the workroom and determine their duties for the day from the weekly schedule sheet. (See pages 73-74).



LIBRARY ASSISTANTS' DUTIES  
(Bulletin given to beginning assistants and posted in workroom.)

Each Period:

1. Pick up and straighten magazines and newspapers in the racks.
2. Pick up any paper and straighten chairs at the tables.
3. See that reference books are in place and in order.
4. See that all books are pulled to the front of the shelves and are straight and in order. Shelves are to be read daily. (See the schedule for reading the shelves on next page.)

THESE FIRST FOUR DUTIES ARE TO BE DONE BY ALL ASSISTANTS AT THE BEGINNING OF EACH PERIOD.

5. Check books in and out of the library-media center and see that loan desk is in order at the end of each period. Only one person is to sit or stand at the loan desk unless extra help is needed for a whole class to check out books.
6. Observe students as they leave the library-media center to be sure they have no books, magazines, or other materials that have not been checked out.
7. Make sure all cards are filed in order as they should be. File all cards alphabetically by the author letters of the call number.  
Example: FIC     File by the letters STE.  
                  STE
8. Perform certain housekeeping duties which are expected of assistants at various times.
9. Put personal belongings in the workroom.
10. Perform the following extra duties if working sixth period:
  - a. Change the date on the date stamp to read two weeks from the next day's date.
  - b. Record circulation of books for current date.
  - c. Assist librarian in compiling overdue list.
11. Obey all rules of the school, as they apply to library assistants as to any other student.



12. Be aware that straightening shelves is an important job that you do as an assistant. It cannot be done in five to ten minutes. It will take you twenty to thirty minutes to do it properly. Read the number on each book and pull the book to the front of the shelf.
13. Ask questions rather than do a job wrong! If you do not understand how to do any job, please ask Mrs. Sullivan or Mrs. Bowen.
14. Put library work first and then your other work, if time permits. As a library assistant, you are expected to do this. (If you need your time for study, then you need to be back in study hall.)
15. Be ladies and gentlemen at all times, as this is expected of you. Good manners are also expected.
16. Take pride in a job well done! You are working in the library-media center to help your school, your fellow students, and to gain valuable experience for yourself.
17. Use the workroom for discussions with fellow workers.

#### SHELF READING SCHEDULE FOR EACH DAY

1st Period	Fiction
2nd Period	000-299 and 600-699
3rd Period	300-499
4th Period	900-999, Tennessee Room, Jill McCaw Collection
5th Period	920-921 and 700-799
6th Period	500-599 and 800-899

Note: You can have fun and learn from many varied experiences as you perform your duties in the library-media center. However, you do have to work. If work does not fit into your plans, then you need to make other arrangements.

Mrs. Sullivan  
Librarian

## LIBRARY ASSISTANTS' WEEKLY SCHEDULE

L-1

Per.	Student	M	T	W	Th	F	Remarks
1							
1							
1							
2							
2							
2							
3							
3							
3							
4							
4							
4							
5							
5							
5							
6							
6							
6							

## Symbols Used in Chart

b	Preparing Bibliographies	po	Posters
bb	Arranging Bulletin Boards	r	Reference
c	Circulation (Loan Desk)	mg	Magazines
cl	Cleaning	sh	Shelving Books
m	Mending	st	Straightening Books
ov	Overdues	o	Other Duties



## AUDIO-VISUAL CLUB

The Audio-Visual Club is sponsored by the librarians and is a service organization. Students learn to operate and care for audio-visual materials and equipment under the guidance of the librarian. One or two audio-visual aides are assigned to work in the library-media center each period. They check materials and equipment in and out and, if requested by a teacher, go to classrooms to operate equipment. Other students are on call during their study hall periods for whatever work arises. Audio-Visual Club members also deliver equipment at the beginning of the day and pick it up at the end of the day.

The club is organized under the student council regulations requiring a constitution and by-laws. These appear on the following pages.

CONSTITUTION AND BY-LAWS  
FOR THE  
AUDIO-VISUAL CLUB  
DICKSON COUNTY SENIOR HIGH SCHOOL

Article I: Name

This club shall be known as the Audio-Visual Club of Dickson County Senior High School.

Article II: Purpose

The objectives of this club shall be to assist teachers in the operation of audio-visual equipment and for student assistants to gain valuable experience in their association with teachers and fellow students.

Article III: Membership

Anyone interested in doing a service for the school may be a member.

Article IV: Officers

Section I: The officers of this club shall consist of a president, a vice president, and a secretary.

Section II: The officers shall be elected at the last regular meeting of the school year by attending members.

Article V: Dues

The Audio-Visual Club will charge no dues.

Article VI: Duties of Officers

Section I: The president shall preside at all regular meetings of the club and shall perform such other duties as customarily belong to an executive officer.

Section II: The vice president shall be chairman of the program committee. If, for any reason, the president is unable to perform the duties of his



office, the vice president shall act in his stead.

Section III: The secretary shall keep all records and attend to all communications of the club.

#### Article VII: Meetings

Meetings will be set by the administration of the school.

#### Article VIII: Awards

Awards will be made on a point system. Any persons acquiring 150 points will receive an award at the end of the school year. Points are awarded as follows:

1/4 point for stopping by the library-media center before 8:00 a.m. to deliver equipment

1/2 point for being available for work in the audio-visual workroom

1 point for operating equipment for teachers (any part of a school day period)

Points are to be turned in to the secretary on the last day of each month.

### III. SELECTION OF MEDIA

MEDIA SELECTION POLICY<sup>30</sup>

1. The responsibility for coordination and selection of instructional materials for the library-media center rests with the professionally trained media personnel. This responsibility is delegated to them by virtue of their positions as assigned to them by the board of education and the administration. Administration, faculty, students, and/or parents will, at times, be involved in the selection process. Final decision on purchases, however, rests with the professional staff--the librarians.
2. The professional staff will be guided by criteria established by recognized authorities whenever possible, and standard selection aids will be used; however, there will be instances when local needs will not be covered by such authorities. In such cases, the best judgment of the library-media center professional staff will be the authority. If there is need, recommendations and advice from other faculty members or other persons may be sought to assist the librarians in their decisions. Knowledge of the school and the community will be the most useful guide in such situations.
3. The primary objective of the school library-media center is to implement, enrich, and support the educational program of the

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<sup>30</sup> Adapted from Policies and Procedures for Selection of Instructional Materials (Chicago: American Library Association, 1970).

school. It is the duty of the library-media center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view. As media are selected for the school, the following documents will be used as guidelines: "The American Library Association Statement on Labeling,"<sup>31</sup> "The Library Bill of Rights,"<sup>32</sup> "The School Library Bill of Rights for School Library Media Programs,"<sup>33</sup> and the "Freedom to Read Statement"<sup>34</sup> of the American Library Association and the American Book Publishers' Council, and the booklet of the National Council of Teachers of English entitled The Students' Right to Read.<sup>35</sup> These documents are useful for support of a broad selection policy and in cases when the censorship question is involved. (Copies of all of these documents are on file in the library-media center.)

4. The basic policy of the library-media center in the selection of media is to support and to enrich the curriculum, taking into consideration the varied interests, abilities, and maturity

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<sup>31</sup>Recommended by the Committee on Intellectual Freedom and adopted by the American Library Association Council, 1951.

<sup>32</sup>Adopted June 18, 1948, amended February 1, 1961, and June 17, 1967, by the American Library Association Council.

<sup>33</sup>Endorsed by the American Library Association, 1969.

<sup>34</sup>Prepared by the Westchester Conference of the American Library Association and the American Book Publishers' Council, May 2-3, 1953.

<sup>35</sup>National Council of Teachers of English. Op. Cit.

- levels of the students served. Consideration will also be given to the needs of the faculty, the administration, and the community.
5. Materials will be provided that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
  6. A background of information will be provided that will enable pupils to make intelligent judgments in their daily lives.
  7. Materials will be provided on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media.
  8. Materials will be provided representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.
  9. In the selection of materials, principle will be placed above personal opinion and reason above prejudice in order to select materials of the highest quality to assure a comprehensive collection appropriate for the users of the library-media center.
  10. Materials for purchase will be considered on the basis of:
 

Over-all purpose	Format
Timeliness	Price
Permanence	Reputation of publisher or producer
Importance of subject matter	Reputation and significance of author, artist, composer, producer, etc.
Quality of the writing or production	
Readability and popular appeal	
Authoritativeness	
  11. Requests from faculty and students for the purchase of media will be given consideration whenever possible.
  12. Gift books and other items will be judged by basic selection standards, and they will be accepted or rejected by those criteria.



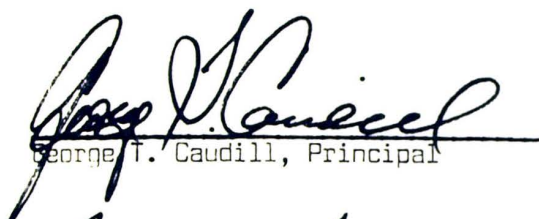
13. Multiple copies of media that are outstanding and much in demand will be purchased as needed.
14. Worn or missing standard items will be replaced routinely.
15. When it is economical to do so, books will be rebound.
16. Out-of-date or no longer useful materials will be withdrawn (weeded) from the collection.
17. Salesmen will be required to secure permission from the office of the principal before calling on the librarians.
18. Should complaints be made from the public as to the suitability of library-media center materials, such complaints will be filed in writing on the form for that purpose. The following suggestions are made for handling complaints:
  - a. The principles of the freedom to read and of the professional responsibility of the staff must be defended, rather than the materials.
  - b. A file should be kept on materials likely to be questioned or considered controversial.
  - c. Be courteous to the complainant, but make no commitments.
  - d. Temporarily withdraw the material, pending final decision.
  - e. Inform the administration, and, if deemed necessary, consult with administrators and/or a committee of teachers for a cross-section of opinion.
  - f. The librarians and any others consulted should:  
Read and/or examine the questioned materials.

Check general acceptance by reading published reviews.

Weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context.

Make a written report of the final decision, sending copies to the administrative offices.

APPROVED:

  
George T. Caudill, Principal

  
James E. Sullivan, Superintendent

DATE:

May 3, 1974

CITIZEN'S REQUEST FOR RECONSIDERATION OF A WORK<sup>36</sup>

Author (if printed material) \_\_\_\_\_

Title \_\_\_\_\_

Publisher or Producer \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Complainant represents:

\_\_\_\_\_ Himself

\_\_\_\_\_ (Name of Organization) \_\_\_\_\_

\_\_\_\_\_ (Identify Other Group) \_\_\_\_\_

1. To what in the work do you object? Please be specific; cite pages or portions of works other than books. \_\_\_\_\_

\_\_\_\_\_

2. What of value is there in this work? \_\_\_\_\_

\_\_\_\_\_

3. What do you feel might be the result of reading this work? \_\_\_\_\_

\_\_\_\_\_

4. For what age group would you recommend this work? \_\_\_\_\_

\_\_\_\_\_

5. Did you read or review the entire work? \_\_\_\_\_ What pages or sections? \_\_\_\_\_

\_\_\_\_\_

<sup>36</sup> Adapted from sample form in The Students' Right to Read.  
Ibid., p. 18.

6. Are you aware of the judgment of this work by critics? \_\_\_\_\_  
\_\_\_\_\_
7. Are you aware of the school's purpose in selecting this work? \_\_\_\_\_  
\_\_\_\_\_
8. What do you believe is the theme or purpose of this work? \_\_\_\_\_  
\_\_\_\_\_
9. What would you prefer the school do about this work? \_\_\_\_\_  
\_\_\_\_\_
10. In its place, what work of equal value would you recommend that  
would be as valuable a picture and perspective of a society or a  
set of values? \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Signature of Complainant)

\_\_\_\_\_  
(Date)

## SOURCE OF SELECTION AID TITLES

The most comprehensive source of information relative to the selection of media for the school is the bulletin, Selecting Materials for School Media Centers: Guidelines and Selection Sources to Insure Quality Collections, prepared by the American Association of School Librarians.<sup>37</sup> This publication consists of a foreword setting out the purposes for which the bulletin was created in its first edition and succeeding editions; a section called "Guidelines for Selection of Material for School Media Centers;" another portion entitled "Sources of Selection for Print Materials," which is subdivided into "General Book Lists," "Lists of Specialized Materials," "Reviewing Tools for Current Books" (periodicals), and "Directory of Publishers;" and a final section, "Sources of Selection for Nonprint Materials," which contains "General Lists," "Lists of Films and Filmstrips," "Lists of Overhead Transparencies," "Lists of Tape and Disc Recordings," "Lists of Programmed Instruction, Slides, and Pictures," and "Lists of Television Program Materials."

The current edition of this bulletin is on file in the library-media center. Librarians should correspond with the publisher annually to secure revised lists. The list may be considered a buying guide for selection aids.

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<sup>37</sup> American Association of School Librarians, Selecting Materials for School Media Centers: Guidelines and Selection Sources to Insure Quality Collections (Chicago: American Library Association, 1971).



## SUGGESTIONS FOR SELECTION OF BOOKS AND OTHER MATERIALS

### Books

1. Does the book fill a need for this particular school?
2. Is its cost reasonable for what its contents are and for the use for which it is intended?
3. Is it possible to determine the quality of the binding?
4. Has the book been reviewed favorably in a recognized publication or selection aid?
5. Will it fill a gap in the basic collection?
6. Will it be a useful addition to its number classification?
7. Does it show any unreasonable bias?

### Non-print Materials

1. Is the material listed in current selection aids? (Audio-visual materials and equipment go in and out of date rapidly; consider recent recommendations of experts.)
2. Does the material meet a need of the school curriculum?
3. Will the projected use justify the cost, as most materials of this type are relatively expensive?
4. Have specific teachers who are to use the materials given opinions or recommendations?
5. Is the material authentic?
6. Is its scope or coverage complete?
7. Will it interest students who are to view it?

8. Is it well organized?
9. Does it include necessary technical aspects of the subject?
10. Are there any special features of interest?
11. Are the physical characteristics acceptable?
  - a. Ease of storing?
  - b. Ease of use?
  - c. Ease of repair?
  - d. Durability?
  - e. Attractiveness?

#### IV. ACQUISITION AND PROCESSING

## CONSIDERATION FILE

Teachers are requested to submit titles of books and other materials to the librarians for future purchase. The suggestions of students are considered, as are reading lists from curricular departments. Forms are available for requested materials. If requested materials are found to be of a quality suitable to the use of the students and/or teachers, a card is placed in the consideration file giving full purchasing information if this is available. In this library-media center, the assistant librarian keeps the consideration file for books. The librarian keeps the file for other media and equipment.

Both librarians contribute titles of books and other media which come to their attention. Library periodicals, other publications containing book and other media reviews, and standard selection aids are employed in the selection of titles. Publishers' catalogs and brochures are also utilized, but the procedure is to determine whether the article is listed or reviewed by a recognized authority before purchase is made. Some items may be bought which are not on recommended lists but which are needed for special interests or special curricular areas. Local history would be an item of this type.

## ACQUISITION OF BOOKS

The term acquisition covers the processes involved in collecting material from the time a title or item is brought to the attention of the librarians until it has been ordered, received, and housed in the library-media center. Following are steps in this process:

1. Requests for books are entered on order cards, which are usually purchased from a supplier but which may be reproduced in the school office.
2. Information to be included on order card includes:
  - a. Classification number
  - b. Author's full name
  - c. Title
  - d. Publisher (If item is available only from a direct agent or dealer, indicate as follows: Order direct (00), and give complete address.)
  - e. List price (If unknown, estimate as follows: Regular collection--\$5.00; Professional--\$6.00.)
  - f. Number of copies (Order only one copy unless there is definitely an established need for more copies.)
  - g. Date ordered
  - h. Recommended by (Name of teacher or department)
  - i. Reviewed in (Name of selection aid or other source)
  - j. Edition
  - k. Year (Latest copyright date)
  - l. Catalog cards available (Enter W if Wilson cards are available; P if book is to be ordered pre-processed.)
3. A search for titles should be made. If a request for a book comes from a teacher, or if the librarians are listing books to be ordered, the card catalog and/or shelf list and the "books ordered" file should be surveyed to determine if the book is already in the collection or if it is already on order.



4. Out-of-print (OP) titles should not be included in a regular order. If in need of an OP title, write to an out-of-print book dealer for price before ordering, as OP books are often too expensive to purchase for school collections. Names and addresses of out-of-print dealers appear regularly in library periodicals.
5. All order cards are arranged alphabetically by author and filed in the "Books to Order" file.
6. The order is prepared by the assistant librarian and approved by the librarian. Books are listed on the order form alphabetically by author unless the supplier specifies otherwise.
7. In the case of books purchased under federal funding programs, four copies of each order are prepared, one to be retained and three to be forwarded to the office of the superintendent of schools. Other books may be ordered, as funds are available, directly from jobbers or publishers. Regular school purchase orders are used, and they are approved by the principal.
8. Orders may be placed as needed or as funds become available.
9. The librarians should check book lists and bibliographies regularly for items which will be desirable additions to the collection.
10. Books are ordered from a jobber who supplies prebound bindings or library bindings when readily available. When not readily available in such bindings, books are to be supplied with comparable publisher's bindings.
11. If funds are sufficient, books are to be ordered pre-processed with mylar jacket, call number label, pocket, and cards. Baker

and Taylor is a reliable jobber for pre-processing at 60¢ per book. Most authoritative sources recommend buying books pre-processed when there is a shortage of clerical help, and it also gives a uniformity to the books as well as the cards.

12. For books not pre-processed, catalog cards should be ordered, if available, from the H. W. Wilson Company. Typed cards are a last resort because of the time involved in preparing them and the increased possibility of errors.

## COMMERCIAL SALES REPRESENTATIVES

As stated in the media selection policy, salesmen must have permission from the office of the principal in order to visit the librarians. Normally, the librarian talks with salesmen dealing with media and equipment other than books; and the assistant librarian talks with book salesmen. Courtesy, of course, is always extended to these people; and their literature is received and filed.

No orders are given at the time the sales person calls. The librarians usually do not have funds which can be spent at short notice, and it is necessary for them to consider and weigh the merits of any given material which is presented to them. This cannot be done in a few minutes in the presence of the sales person. Neither can the usual evaluative selection process be carried out. The sales representative will be courteously informed of this policy.

The librarian handles business involving repair of equipment and rebinding of books and periodicals.

It is school policy that no fund-raising sales be conducted which are not already on the school calendar. Therefore, it is not necessary for the librarians to talk with sales persons handling promotions of this type.

## POLICY FOR RECEIVING GIFTS TO THE LIBRARY-MEDIA CENTER

If at all possible, and there is a choice, cash gifts are to be preferred over actual books or other materials, as often an individual will give the school items which are unsuitable for the needs of the curriculum, of old and deteriorating quality, or of poor construction for the wear and tear they would receive in a school library-media center.

If possible, memorial collections and other special collections not shelved with other materials should be discouraged, as these items are often "lost" because of their location; and they are little used.

When actual books, magazines, recordings, or other media are proposed to be given to the library-media center, they will be accepted or rejected at the discretion of the librarians. Such materials must meet the same standards of acceptability that purchased materials must meet.

When gift items are accepted, labels indicating that the materials are gifts and showing the donor's name will be affixed to books or other items. Publicity may be given in the cases of outstanding gifts. Letters of acknowledgement and appreciation for the gifts should be written promptly.

Gifts will be processed as indicated in regular processing procedures.

## PROCEDURE FOR ACCESSIONING BOOKS

A separate loose-leaf accession book is used for books.

Other materials are accessioned by way of card files maintained in the office of the librarian. The assistant librarian maintains the accession book. In entering each book on a line of the accession sheet, the following steps should be followed:

1. Enter the date (day, month, year) in the upper left margin of each page.
2. Use standard abbreviations in all entries.
3. Each volume is entered on a separate line. A different line is used for each volume of a set.
4. Enter the first and last names of the author.
5. Enter title; if title is shortened, indicate omission by dots.
6. If several publishers are given, enter the first listed on the title page.
7. Enter date of publication in Arabic figures; use most recent copyright date.
8. For gifts, "Gift" is typed in the source column.
9. Under "Remarks," enter classification number and other pertinent information, such as "T2" for purchases under Title 2.
10. Order commercially prepared, partially pre-numbered sheets for accession book.
11. When a book is lost or discarded, make notation in margin. Do not use numbers again.



## PROCEDURE FOR RECEIVING BOOKS

Books purchased with regular library-media center funds are processed as follows:

1. Unpack books and check each one against invoice; enter information on order cards (date received and actual price). Arrange in shelf order.
2. Pencil in trade information (school year, source, price) along left edge of page after title page.
3. Enter call number on page before title page, near top center, unless book is pre-processed.
4. Check shelf list to be sure book is cataloged like others of its title or subject.
5. If book is not pre-processed, label spine with call number; typed, self-sticking cloth labels are used when possible for uniformity. They are placed about two inches from the bottom edge of the book spine. Otherwise, books are labeled with transfer paper and electric stylus. Plastic spray preserves both types of labeling.
6. If book has a paper jacket and is not pre-processed, cover with mylar cover.
7. Enter book in accession book, assigning accession number. Enter accession number in book on title page, top center, and on upper right of book pocket and borrower's card.
8. Make pocket and borrower's card if book is not pre-processed; type on each:

- a. Call number
  - b. Author, last name first
  - c. Title
  - d. Accession number (Write in ink if pre-processed.)
9. Stamp with library property stamp:
- a. On bottom of title page
  - b. On random page near center of book
  - c. On edges of pages if there is room
  - d. On book pocket if printed pocket is not used
10. Attach date-due slip if not printed on pocket.
11. Enter purchase information on shelf list card:
- a. Accession number
  - b. Source
  - c. School year of purchase
  - d. "Title" number if bought under federal program
  - e. Price from invoice
- If new book is a duplicate copy, enter on old shelf list card as additional copy. If new book is the first copy, use new shelf list card. A different card is also used for each different edition.
12. If printed cards are not available, type catalog cards:
- a. Shelf list card
  - b. Main entry (author) with tracings
  - c. Title card
  - d. One to three subject cards on non-fiction
13. Separate shelf list card to be filed; file catalog cards.
14. Make lists of books by classification to be sent to teachers, using shelf list or accession book listings.
15. Add number of books to inventory control slips in shelf list cabinet.
16. Shelve books.
- For books purchased under federal government programs, follow

same procedure after books have been processed through office of superintendent of schools. Include relevant information on page after title page, accession book, and shelf list (T2, T3, etc.).

For gift books, process as purchased books after determining that books are acceptable. Include word "gift" and donor's name on page after title page, accession book, and shelf list. Estimate cost, if not known, for accession book and shelf list. Use purchased or typed catalog cards. Affix gift bookplate to inside of front cover.

## CATALOGING AND CLASSIFYING

The Dewey Decimal System of classification is used in this library-media center. In addition to the usual numbered classifications, the following are used:

- FIC    Novels (Fiction)
- SC     Short Stories (Story Collections)
- R      Reference Books
- P      Professional Books
- T      Books Related to Tennessee
- T      Reference Books Related  
R      to Tennessee
- 920    Biographies of More Than One Person (Collective)
- 921    Biography of One Person

With respect to classification, most books are purchased pre-processed and therefore have subject headings already assigned. When it is necessary for the librarians to assign subject headings for books or other media for which typed cards are being prepared, usually no more than three subject headings are used. Sears List of Subject Headings<sup>38</sup> is used for consistency of subject headings.

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<sup>38</sup> Westby, Barbara Marietta, ed., Sears List of Subject Headings (New York: The H. W. Wilson Company, 1965).

## FILING CARDS

### Catalog Cards

The basic reference for filing catalog cards in this library-media center is ALA Rules for Filing Catalog Cards, Second Edition, Abridged.<sup>39</sup>

The basic principle is that filing should be straight-forward, item by item, through the entry, not disregarding or transposing any of the elements, nor mentally inserting designations.

The basic order is alphabetical, word by word, except in certain areas where a numerical or chronological arrangement is preferable. When the same word, or combination of words, is used as the heading of different kinds of entry, the entries are arranged alphabetically word by word, disregarding kind of entry, form of heading, and punctuation, except that personal surname entries are arranged before other entries beginning with the same word or combination of words.

### Shelf List Cards

Shelf list cards are filed alphabetically by the author's last name within each classification. Cards for books in the professional collection are filed separately to those of the regular collection.

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<sup>39</sup> American Library Association, ALA Rules for Filing Catalog Cards (Chicago: American Library Association, 1966), p. 1.



## PROCEDURE FOR CHANGING CLASSIFICATIONS OF BOOKS

Various circumstances necessitate the changing of a book from one classification to another. In combining books from the three high school libraries into the one library-media center of this school, for instance, it was discovered that multiple copies of the same book would sometimes have different classification numbers. Sometimes Wilson cards ordered at different times for the same title will have different numbers. Different editions of the Dewey Decimal System book show different numbers for a given classification in some instances. Pre-processed books may have different numbers from those processed locally. Often it becomes necessary to change a book from "Reference" or "Professional" to the regular collection or vice-versa; or a "Tennessee" book will be discovered that has not been marked "T." There is always the possibility, also, of clerical errors.

The classification number being changed should be changed in the following places:

1. Accession book
2. Every card for the book in the card catalog
3. Shelf list
4. Check-out card and pocket
5. Spine of book

If the book is changed from one number group to another, the inventory records should be changed to show this. (Add to one group; subtract from another.)

PROCEDURE FOR PURCHASING, RECEIVING, AND  
PROCESSING OF MAGAZINES AND NEWSPAPERS

1. Magazines are purchased soon after the beginning of the school year each fall.
2. Recommended lists of magazines for the senior high level are consulted. Other magazines of interest to students and/or faculty are also ordered.
3. Magazines are usually ordered at a discount from the company which conducts the annual school magazine sales drive. The total is added to the school's total sales; but no class, homeroom, or student is credited with the sale. Often during the magazine drive students will add to their class totals by buying gift subscriptions for the library-media center. Cross-checking by the librarian is necessary to avoid ordering duplicate subscriptions and to be sure those subscribed to are appropriate for the school collection. This is done by checking homeroom lists which have been turned in to the office at the end of the magazine drive.
4. As magazines are received, they are checked in through the magazine recording file, which is kept in the periodical room. Information relative to each magazine is recorded on a printed card (Gaylord No. 1044). The librarian maintains purchase records on a separate card (Gaylord No. 1047), which is filed in her office.
5. Magazines are arranged alphabetically, stamped with the property stamp on front and back, and placed in plastic covers (as many as are available). They are then shelved in the reading room.

6. Back issues of magazines are stored for five years.
7. Those magazines which have continuing reference value are bound when funds are available. When funds are limited, back issues are stored in Princeton files or tied with strong cord. Heckman Bindery is a reliable binder, and they can usually supply missing issues of magazines.
8. Newspapers are also recorded on cards with source listed. If the newspaper is a gift, a letter of thanks is written to the donor.

## PROCEDURE FOR PURCHASING AND PROCESSING AUDIO-VISUAL MATERIALS

Audio-visual materials are purchased and processed in much the same manner as books. Major equipment is usually purchased in quantity by the office of the superintendent of schools or under federal funding programs. The librarian is responsible for this department of the library-media center. Following is the usual procedure:

1. Orders are made for materials as requested by various departments; however, efforts are made to equalize the holdings of each area.
2. The following system is used relative to the processing of the different types of materials:

Filmstrips: Filmstrips are identified and filed by the accession numbers (FS-1, etc.). This number is written on the top of the filmstrip container. A shelf list card of the V-file type is maintained for each article. It contains the following information: date of purchase, cost, color, number of frames, etc. Also on this card space is provided for checking the filmstrip in and out.

Recordings: The accession number for recordings is also the location number. A V-file shelf list card, also used for checking the record in and out, is kept for each recording.

Transparencies: The same procedure and record keeping is followed as for recordings. The accession number is the location number.

Slides: Slides are also filed by accession number. Records are kept as for other materials above.

3. The following forms are used for cataloging audio-visual materials; forms are published by Jack C. Coffey Co., Inc., Waukegan, Illinois.

Filmstrip Card: Yellow, Form No. 20.

Audio-Visual Material Card: Pink, Form No. 44.

Appropriate blocks and blanks are filled in for each article of material. The following additional information is typed on each card:

- a. Subject heading in upper left corner of each subject card.
  - b. Call number (accession number) in upper right on "File No." blank; items are numbered as: FS-1 (filmstrip), R-1 (recording), TR-1 (transparency), S-1 (slide).
  - c. Dewey classification number in lower right blank.
4. The following Luxor forms are used for accessioning and checking out audio-visual materials; they are filed in Luxor V-files:

Filmstrip Card: Black on White

Record Card: Green

Tape Recording Card: Orange

Instructional Materials Card: Red on White

Slide Card: Yellow

A similar card, purple on white, is used as a record for equipment.



V. CIRCULATION

## CIRCULATION PROCEDURES

Books:

All books other than reference books and professional books used by students may be checked out for a period of two weeks. Books are renewed for additional periods of two weeks by returning them to the library-media center on the date due. Unless there is a "Hold" request for the book for someone else, there is no limit on the number of times a book may be renewed. Students may check out as many books as they wish at one time.

Those who have overdue books may not check out any books until all overdue books are returned or paid for, if they are lost. The librarian maintains the record of overdue books, compiling it at the end of each day; and the student assistants check the list as each book is loaned.

Teachers may place books on reserve by request filed one day in advance of the day needed. Books placed on reserve by teachers may be used in the library-media center or may be checked out as desired by the teacher. Reserve books are usually placed on overnight checkout, to be returned before classes the following day. A follow-up form is processed if the student fails to return the book on time.

Reference books and professional books may be checked out by students on an overnight basis. Reference books which are in sets are not usually checked out but are used in the library-media center. Reference, professional, and reserve books are to be checked out through a librarian, rather than by student helpers. The librarian

keeps the cards so that a follow-up may be made if the books are not returned on time.

Teachers will normally follow the same checkout procedure as students except in special instances when certain books are needed in their classrooms for a period of time. In such cases, the librarian keeps the cards for the books on classroom checkout.

All books are checked out at the loan desk by student assistants except those which must be handled by a librarian.

If a student or teacher wishes a book to be held for him, he fills out a "Hold" slip at the loan desk. Upon availability of the book, the individual is notified to call for it.

Overdue notices are sent to students in homeroom once each week. Books should be returned or renewed the same day, but on the student's own time, unless there is an urgent need for the books. Students are urged to clear overdue books at once so that there is no need for further notices. No overdue fines are charged.

Students and/or teachers should report lost books to the librarian promptly in order to avoid receiving repeated overdue notices and so that the records may be kept up to date. All lost books must be paid for. If a lost book is later found and returned during the school year in which it was lost and paid for, the money will be refunded. The librarian will inform the person losing a book of the cost as indicated on the shelf list card.

An appropriate fine will be charged by the librarian for all cases of damaged books. Grade information and official records of a student may be withheld at reporting time or when a student leaves

school unless he has cleared all charges for lost or damaged books or other materials.

#### Audio-Visual Media and Equipment:

Teachers may check out any materials for use in the classroom for whatever length of time they are needed unless some other person is also in need of the same material. Audio-visual media and equipment are checked out through the librarian and may be delivered and/or operated by members of the Audio-Visual Club. Equipment should be requested and reserved in advance by use of the appropriate form provided by the library-media center. Projectors and other equipment are often not available on short notice. Earliest requests will be honored first, with the librarian notifying those for whom equipment is temporarily unavailable. Alternate dates will be suggested.

Students may use recordings and filmstrips in areas provided for this purpose in the library-media center. Filmstrip viewers are available in the study carrels upstairs, and recordings related to classwork may be played in assigned areas. Students may also check out media and equipment on a period-by-period basis for use in classroom presentations. Students may not take materials and equipment from the center except for this purpose. For use in the library-media center, these materials may be checked out at the loan desk from library assistants or audio-visual aides; for classroom use, materials and equipment must be reserved in advance and checked out from the librarian.

When equipment is available, it may be loaned on request to civic and community organizations.

### Magazines:

Magazines, except latest and bound issues, circulate overnight. These are checked out from a librarian. For use in the library-media center, latest issues are on open racks in the reading room; and back issues may be checked out in the periodical room from a student assistant. If there is an assignment made by a teacher requiring overnight use of a current issue, then the rule is relaxed; and students may check these out as they do older issues.

Librarians and student assistants will assist students in using the Readers' Guide and in finding articles. Use of the Readers' Guide is included in library lessons given in the fall to sophomores and to any other groups as requested by their teachers.

A card file on the table at the door of the periodical room lists current magazine and newspaper holdings.

Students may request stacks of certain magazines in order to select the issues they wish, but they may not go past the table in the periodical room to get magazines for themselves.

### Vertical File Materials:

Materials from the vertical file are checked out on an overnight basis unless they are requested for bulletin board or other display. The assistant librarian handles the vertical file checkout on forms for this purpose. Small or easily damaged materials may be placed in an envelope when they are checked out.



A follow-up form is sent to the student in home room or first period class if the materials have not been returned on time.

#### Art Prints and Other Pictures:

Art reproductions and pictures of other types may be checked out from the assistant librarian and may be used for bulletin board displays, classroom demonstrations or decoration, art class projects, or other purposes. Vertical file forms are used, but there is no limit on the time these materials may be kept. If they are not returned within a reasonable length of time, a follow-up form will be processed.

#### Other Media:

Maps, charts, transparencies, posters, and any other materials housed in the library-media center will be checked out through one of the librarians. Card files for recording circulation of these and other non-book items are maintained by the librarian.

AV-1

## MATERIAL AND/OR EQUIPMENT REQUEST

Date \_\_\_\_\_

Material  
Wanted \_\_\_\_\_

No. \_\_\_\_\_

\_\_\_\_ 16 mm film

\_\_\_\_ Filmstrip w/Record

\_\_\_\_ OH Proj. Transparency

\_\_\_\_ 8 mm film

\_\_\_\_ Record

\_\_\_\_ 2" x 2" Slides

\_\_\_\_ AV Cart

\_\_\_\_ Sound Tape

\_\_\_\_ Instructional Material

\_\_\_\_ Filmstrip

\_\_\_\_ Video Tape

\_\_\_\_ AV Equipment \_\_\_\_\_

\_\_\_\_ Student Assistant to  
Operate Equipment

\_\_\_\_ Other

When Wanted: \_\_\_\_\_ to \_\_\_\_\_

Alternate 1 \_\_\_\_\_

Dates

2 \_\_\_\_\_

Teacher \_\_\_\_\_

Room \_\_\_\_\_

(Do not write below this line.)

\_\_\_\_ Confirmed

Dates Booked \_\_\_\_\_ to \_\_\_\_\_

Booked by \_\_\_\_\_

\*\*Any request for material and/or equipment must be made one day prior to need. Material and/or equipment must be returned on the date specified in request.



REQUEST FOR STUDENT  
TO OPERATE AV EQUIPMENT

AV-3

Teacher \_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Period

Please excuse the following student  
to operate audio-visual equipment.

\_\_\_\_\_  
(Student's Name)

Thank you,

Librarian

AV EQUIPMENT CHECK-OUT SLIP AV-4

Cart No. \_\_\_\_\_

Projector Type \_\_\_\_\_

No. \_\_\_\_\_

Record Player No. \_\_\_\_\_

Teacher \_\_\_\_\_

Room \_\_\_\_\_

Date to Be Delivered \_\_\_\_\_

AV-5

FILMSTRIP CHECK-OUT  
SLIP

Filmstrip No. \_\_\_\_\_

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

\*Note: Filmstrips are  
to be used only in the  
library-media center  
unless arrangements are  
made with a librarian.

Return filmstrip to the  
loan desk when you have  
finished with it.

## HOLD BOOK ORDER

L-3

Author \_\_\_\_\_ Call No. \_\_\_\_\_

Title \_\_\_\_\_

Student \_\_\_\_\_ Homeroom \_\_\_\_\_

## RESERVE BOOK NOTICE

L-3

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Home \_\_\_\_\_  
Room \_\_\_\_\_

The book on which you placed a reserve is now in the library. It will be held for you until (date) \_\_\_\_\_. Please call for the book today. Bring this notice with you.

Librarian

## OVERDUE BOOK NOTICE

L-4

Name \_\_\_\_\_

Homeroom \_\_\_\_\_ Date Due \_\_\_\_\_

Author \_\_\_\_\_

Title \_\_\_\_\_

Call No. \_\_\_\_\_ Date of Notice \_\_\_\_\_

The above book taken out by you is overdue. Return to the library during study hall or before or after school.

Librarian



## RESERVE NOTICE

L-5

Teacher of Homeroom:

The following person in your homeroom has an overnight RESERVE library book that has not been returned on time. Please ask him to return the book at once.

Thank you,  
Librarian

Name of Student \_\_\_\_\_

Number &amp; Title of Book \_\_\_\_\_

Date Due: \_\_\_\_\_

## TEACHER REQUEST FOR LIBRARY BOOK

L-6

Call

No. \_\_\_\_\_

Author \_\_\_\_\_

Title \_\_\_\_\_

Publisher \_\_\_\_\_ Date \_\_\_\_\_

Requested By \_\_\_\_\_ Price \_\_\_\_\_

Fund Charged \_\_\_\_\_

Reviewed in \_\_\_\_\_ Date \_\_\_\_\_

Ordered \_\_\_\_\_

## VERTICAL FILE CHECK-OUT L-7

Date \_\_\_\_\_

File \_\_\_\_\_

Type Material \_\_\_\_\_

Title \_\_\_\_\_

Checked Out By:  
\_\_\_\_\_  
\_\_\_\_\_Return By 8:00 a.m. on:  
\_\_\_\_\_  
\_\_\_\_\_VERTICAL FILE MATERIALS ARE  
ON OVERNIGHT LOAN.

## VERTICAL FILE NOTICE

L-8

Date \_\_\_\_\_

Homeroom Teacher:

The following student in your homeroom  
has vertical file materials that have  
not been returned to the library on  
time. Please ask the student to return  
the materials at once.

Librarian

Name of Student \_\_\_\_\_

Material \_\_\_\_\_

## CIRCULATION RECORD

L-9

Date \_\_\_\_\_

Book Circulation:

Classified \_\_\_\_\_

Fiction \_\_\_\_\_

Total Book Circulation  
\_\_\_\_\_Library Assistant  
\_\_\_\_\_

## PROCEDURE FOR RETURN OF BOOKS BY DROPPED STUDENTS

When a student is dropping out of school or moving away, he is given a "Withdrawal Slip" by the guidance counselor. Along with obtaining clearance from his teachers for textbooks turned in, he must also have the librarian sign the form to indicate that no library materials are charged to him.

If a student drops out of school without returning and being processed, an effort is made to have him return any library materials which he has. He may be contacted through other students, family members, or teachers; or he may be contacted by telephone or letter.

## VI. MAINTENANCE OF THE COLLECTION



## MENDING OF BOOKS

When possible, books will be mended with glue or plastic tape as soon as it becomes evident that wear is taking place. "Frosty" tape such as Scotch Magic Tape should be used for torn pages, as other cellophane tape often discolours. Clear Contac brand adhesive plastic or a similar product is useful for mending or protecting paperback books.

When the lettering or numbering on the spine of a book has been covered by mending tape, re-lettering should be done in ink, with a stylus and transfer paper, or on an adhesive label.

## REBINDING OF BOOKS

In certain instances, it is more economical to have a book rebound than to purchase another copy. Also, certain books may be available only in paperback form, which, when given a hard binding, may be used for a longer time. Certain other books have real value in the collection but are out of print and should be rebound in order to preserve them. The librarian will periodically collect any books judged worth rebinding and prepare them for the bindery. Books will be sent once or twice a year as funds are available. The Heckman Bindery representative calls on this school, and this company has proved reliable and satisfactory. They also perform satisfactory binding of magazines, often providing missing issues. Other companies of comparable service and price will also be considered.

When books are collected for rebinding, cards are pulled from them; and "Bindery" is written in pencil across them. These are filed until the books are returned. A pencilled notation is also made on each shelf list card to aid in inventory or for reference should some question arise as to the location of the book.

The following points are suggested by one library supervisor for consideration when books are to be rebound:<sup>40</sup>

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<sup>40</sup> Frances Wilks, "Bindery Instructions for Books," The Knoxville School Library Handbook (Knoxville: Knoxville City School System, 1973).

Subject Matter:

1. Does the book have literary value?
2. Is the information in it accurate and timely?
3. Is the book useful in this school?

Physical Condition:

1. Books that have already been rebound cannot stand a second rebinding.
2. Bindery will mend tears, but a book is not worth sending if the first fourth is considerably worn, or if there are many ragged pages or tears in the same position on many pages.
3. Brittle pages will not stand resewing.
4. The inner margins should not be less than one-half inch wide.

Cost:

1. Consider the original cost of the book and whether it would be better to purchase a new copy than to rebind.
2. Binding runs around \$2.00 or more per book, depending on the size.
3. There is an additional charge for imprinting call numbers on book spines.

## RECEIVING BOOKS FROM THE BINDERY

1. Unpack books and remove any unnecessary paper and markings pencilled in at bindery.
2. Arrange in shelf order with old checkout cards.
3. Label with call number if bindery did not imprint.
4. Be sure accession number has not been cut off; if so, re-number.
5. Enter "Bindery--(year)" on shelf list card.
6. Make new pockets (and checkout cards, if necessary). Attach pockets and date due slips if date due space is not on pocket.
7. Stamp edges with property stamp; stamp pocket if printed pocket is not used.
8. Shelve books.

## INVENTORIES

Books:

The assistant librarian will take a complete inventory of books at the end of each school year. The library-media center will be closed, and all books will be called in approximately two weeks before the end of school so that this may be accomplished.

A running count of books in the various classifications is kept on inventory control forms placed in the shelf list file at the beginning of each classification. As books are lost, discarded, received, or moved from one classification to another, the figures on the forms are changed.

Shelf list cards for lost books are placed in a separate file; and, if there are no other copies of missing books, catalog cards are pulled and placed with them to be refiled if the books are later found or are replaced.

Other Media and Equipment:

The librarian will inventory media and equipment other than books at the end of the school year. She will maintain other records in appropriate files in order to have a current count at all times of these materials and equipment.

Materials Purchased with Federal Funds:

File folders are maintained by the librarian in order to keep accurate records of items purchased under U. S. Government programs such as the Elementary and Secondary Education Act of 1965.



Records are kept by title and year of purchase, and required reports are compiled from this information when requested by the office of the superintendent of schools.

## WEEDING THE COLLECTION

Weeding the collection to remove outdated, unused, and worn media should be a continuing task. A rule of thumb for weeding books has been approximately five percent annually. Estimates for the replacement of audio-visual media range from ten to fifteen percent, based on normal wear, accidental damage, and curriculum revisions.<sup>41</sup>

Although evaluation and some weeding of the library-media center collection is on-going in the day-to-day operational procedures, a general weeding is advisable once a year, possibly during the annual inventory period. During weeding, books and other media which need mending or rebinding (in the case of books) should be removed from the active shelves and placed in workroom areas for future disposition. Media to be discarded should be marked "Discard" with a felt pen and either destroyed immediately or given directly to a janitor who will supervise the destruction or the disposition by placing such materials immediately in the trash container at the rear of the building. Some librarians have found that persons who do not understand weeding principles, and who come across discarded library-media center materials, will assume that the discarding is wasteful. Some have spent their time carefully weeding and hauling books away only to find them delivered back to their doorsteps by some well-meaning citizen who has "found" them.

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<sup>41</sup>Prostano, op. cit., p. 96.

All areas of the collection should be weeded, including audio-visual materials; but the book collection and the vertical file are the areas which are usually most in need of evaluation and discarding. Recordings seldom become outdated, and often filmstrips and other visual media can still be used when they are several years old. However, these areas should not be overlooked as weeding is taking place. When funds are available, new materials should replace old; but often teachers using these materials will wish the media center also to retain the old if it has supplementary information to the newer material. Loan records will show which teachers frequently use certain materials, and they may be consulted during the weeding process. Damaged materials which cannot be repaired in order to be usable should, of course, be discarded.

The following should be considered for discarding:<sup>42</sup>

1. Old and worn-out materials
2. Outdated materials
3. Trivial materials such as mediocre juvenile fiction not on recommended lists and materials of transient popularity
4. Duplicates of little-used materials
5. Unused volumes of uniformly bound sets of books, or the sets themselves (New and separate editions are always preferred over sets.)
6. Textbooks except those with real value as reference material and those in the professional collection

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<sup>42</sup> Adapted from State of Idaho Department of Education, Book Selection and Weeding in School Libraries (Boise: State of Idaho, 1966), p. 11.

7. Biographies of now obscure persons
8. Old travel and books of humor
9. Files of magazines which are not listed in Readers' Guide, but which are more than a year old

In the class of "outdated books" will be almost anything with a copyright date more than ten years old in such areas as the sciences, technology, industry, home economics, photography, career information, atlases, encyclopedias, etc. Psychology, history, and education, as well as directories and statistical works are also likely to become dated quickly. Reference books also have to be weeded because of the time element. Encyclopedias, for example, need replacing after five or six years at most.<sup>43</sup>

It is always a good practice to weed the collection class by class, using standard selection aid lists. Following are some specific suggestions for weeding nonfiction:<sup>44</sup>

000	Encyclopedias	New edition needed at least every five years.
	Bibliographies	Seldom of use after ten years from date of copyright.
	Books about Reading	Value determined by use.
100	Ethics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.

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<sup>43</sup>Ibid.

<sup>44</sup>Ibid., citing ALA Small Libraries Project.

300	Social Sciences	See that controversial issues are well represented from all sides.
310	Almanacs, Yearbooks	Superseded by each new volume. Seldom of much use after five years.
320	Politics, Economics	Books dealing with historical aspects --determined by use. Timely or topical material--discard after approximately ten years. Replace with new editions when available.
340-	Government	Ten years; watch for new material on government to supersede older.
350		
360	Social Welfare	Weeding depends on use. Most non-historical materials are passe after ten years.
370-	Education, Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.
380		
390	Folkways	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botany and natural history, science books are usually out of date within five years. Try to keep collection current by discarding and purchase.
600-	Inventions, Medicine	Five years, except for basic material on inventions and anatomy.
618		
620	Applied Science, Mechanics	Five years, unless book contains material of historical value.
621	Radio, Television	Five years at most; progressing too rapidly to be of use longer unless material in demand for historical reference.
630	Farms, Gardens, Domestic Animals, etc.	Keep up to date with new editions and new material to replace older.



640 Home Economics

According to use. Keep mostly current material, except keep all cookbooks.

650 Business

Ten years.

660 Chemical, Food Products

Five to ten years, according to content.

690 Manufactures, Building

Ten years, except that older books on crafts, clocks, guns, and toys may be useful.

700 Art, Music

Keep basic material.

800 Literature

Keep basic material.

900 History

Depends on use and needs of school, and on accuracy of fact and fairness of interpretation.

910 Travel, Geography

Discard travel books before 1948 unless useful from historical point of view or of interest as personal accounts. African, European, and Asiatic geography before 1950 probably only of historical interest. Watch later books also for hasty writing and misinformation.

940- History

990

Depends on use and needs. Only outstanding World War II material should be left by this time. Best material is now incorporated in regular histories. Much was catchy and poorly written because of haste to get it on market.

Biography

Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful.

Periodicals,  
Newspapers

Keep five years those which are in demand for reference. Latter may be kept longer, and some might be bound after one year. If space is limited, bound volumes might be safely disposed of after ten years.

Pamphlets

Weed roughly as nonfiction, but keep only up-to-date material.

Government  
Documents

Order and discard according to use and requests. Small libraries should not keep at all.

## VII. SERVICES

## SERVICES TO STUDENTS AND TEACHERS

There are many "fringe-area" services and benefits which the library-media center may provide for its patrons, student and teacher alike. There is no standard list of such services; they are merely provided as the ingenuity and the desire to be of service on the part of the librarians create them. No complete listing can be made, as this is the type of library-media center service which is often given as the need or the occasion arises. Some of these services which have been provided in this library-media center are:

1. Providing chess and checker boards for use by students
2. Making available a teacher workroom space containing professional books, filmstrip previewer, and record player
3. Making available slide collections for viewing by students
4. Providing photographic copies of printed materials
5. Providing rooms for use of recordings and university taped television lessons
6. Displaying student projects and collections
7. Providing location for annual Art Department show
8. Maintaining bulletin board displays on current school events and recognition of students' accomplishments, promotion of media, topics of interest to students and/or teachers such as "Careers"
9. Sending to teachers continuous listings by number classification of library-media center acquisitions

10. Providing bibliographic lists by subject area
11. Ordering of posters and other materials for students and/or teachers
12. Pulling and reserving specified books and other media for certain classes on request of the teacher
13. Making available student aides for operating equipment for teachers or clubs
14. Teaching library-media center lessons
15. Posting weekly menu from cafeteria on hall bulletin board
16. Providing file of community resources
17. Providing areas for students to work in groups
18. Providing meeting rooms for faculty groups
19. Providing meeting rooms for local and state professional meetings
20. Providing testing areas for guidance counselors and others



## READING GUIDANCE

The librarians are expected to leave any work they may be doing whenever a student or a teacher needs assistance in finding materials or with any other problem in the library-media center. During each period, the librarians should offer help to students, not necessarily waiting for the students to ask for assistance.

The librarians should be constantly on the lookout for books and other materials which fill special needs in the school. For instance, easy-to-read, high-interest materials are usually in short supply. Presently, demand is high for materials on drugs, careers, and black history. Such areas should be given prime consideration when purchases are made, as should others for which demands arise. The librarians should call to the attention of students and teachers the materials which would appear to interest them or which would fill known needs for them.

Bibliographies should be secured or compiled by the librarians in areas of frequent interest. Some recent demands have been for lists of books on careers, witchcraft and the supernatural, American historical fiction, English authors, and books for Latin students.

The librarians are teachers first and librarians second. They must follow all the principles of teaching as they bring together the right book (or other material) and the right person.

## ORIENTATION AND LESSONS

One of the primary responsibilities of the library-media center staff is teaching the use of the facilities and media. In this library-media center, the assistant librarian is responsible for teaching library lessons and orientation of students.

Working with teachers of English, the librarians schedule days on which students are to be brought into the library-media center. Lessons and tours are provided to each class of sophomore English students near the beginning of the first semester. These lessons consist of at least three days during which the following phases of library-media center use are explained: Dewey Decimal System, card catalog, reference books, periodicals, Abridged Readers' Guide to Periodical Literature, circulation procedures for books and other materials, assistance available from staff, location of materials and facilities, and special rules and regulations. Tests may or may not be given, as desired by teachers and/or librarians.

Other more specific and detailed lessons or tours are provided upon request of teachers. For instance, teachers of juniors who are learning to write research papers may wish to have lessons given specifically on reference materials.

A file of lessons and materials is maintained by the assistant librarian so that materials may be produced on short notice to fill teacher requests for lessons. Materials which the student may keep are given in order that he may have a guide to which he may refer during future use of the library-media center.

## COMMUNITY RESOURCES FILE

The librarian will maintain a file of sources of materials and resource persons available in the local community. This information will be available to those desiring this type of information. It will also be indexed in the card catalog by subject and/or name of person or organization.

Persons or organizations who may provide talks, printed materials, or other resources will be contacted by letter for permission to include them in the file.

## VIII. SUPPLEMENTARY MATERIALS

## PROCEDURE FOR PROCESSING PUBLISHERS' CATALOGS

Publishers' catalogs will be assigned numbers for ease in filing and locating. Each company's catalog will always bear the same number, with the current issue replacing the older one, unless there is a need to keep the older one. In this case, they will both bear the same number and will be distinguished by their dates.

The librarian will maintain a listing of catalogs by number, and numbers will be affixed to the covers of the catalogs.



LIBRARY-MEDIA CENTER CHECKLIST FOR STUDENTS<sup>45</sup>

1. Which words describe your library-media center?
 

<input type="checkbox"/> Large	<input type="checkbox"/> Roomy
<input type="checkbox"/> Small	<input type="checkbox"/> Attractive
<input type="checkbox"/> Crowded	<input type="checkbox"/> Dreary
2. Which kinds of library-media center materials do you use?
 

<input type="checkbox"/> Fiction books	<input type="checkbox"/> Films	<input type="checkbox"/> Maps and globes
<input type="checkbox"/> Non-fiction	<input type="checkbox"/> Recordings	<input type="checkbox"/> College catalogs
<input type="checkbox"/> Magazines	<input type="checkbox"/> Clippings	<input type="checkbox"/> Book jackets
<input type="checkbox"/> Filmstrips	<input type="checkbox"/> Pamphlets	<input type="checkbox"/> Newspapers
<input type="checkbox"/> Slides	<input type="checkbox"/> Pictures	
3. When do you go to the library-media center?
 

<input type="checkbox"/> During study hall periods	<input type="checkbox"/> After school
<input type="checkbox"/> During class periods	<input type="checkbox"/> During lunch period
<input type="checkbox"/> Before school	<input type="checkbox"/> Between classes
4. Why do you go to the library-media center?
 

<input type="checkbox"/> To do reference work	<input type="checkbox"/> To read magazines
<input type="checkbox"/> To read for fun	<input type="checkbox"/> To read newspapers
<input type="checkbox"/> To work in committees	<input type="checkbox"/> To browse
5. Does the library-media center have the books and materials you want for reference?  
 Yes ☐ No ☐ For Study? Yes ☐ No ☐ For pleasure?  
 Yes ☐ No ☐
6. Do you have access to a community resource file? Yes ☐ No ☐
7. How do you find out about books?
 

<input type="checkbox"/> Bulletin boards and displays	<input type="checkbox"/> Friends
<input type="checkbox"/> School paper	<input type="checkbox"/> Book lists
<input type="checkbox"/> Book reports in class	<input type="checkbox"/> Card catalog
<input type="checkbox"/> Book talks by librarian	<input type="checkbox"/> Browsing
8. Do you ask for help when you need it? Yes ☐ No ☐
9. Who helps you find materials in the library-media center?
 

<input type="checkbox"/> Librarian	<input type="checkbox"/> Other students
<input type="checkbox"/> Teacher	<input type="checkbox"/> Clerical helpers
<input type="checkbox"/> Student assistants	<input type="checkbox"/> No one

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<sup>45</sup> Brown, op. cit.

10. Do you know how to use the card catalog? Yes \_\_\_\_\_ No \_\_\_\_\_  
Readers' Guide? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Which reference books do you find useful?  
\_\_\_\_\_ Encyclopedias \_\_\_\_\_ Indexes \_\_\_\_\_ Other  
\_\_\_\_\_ Dictionaries \_\_\_\_\_ Biographical materials  
\_\_\_\_\_ Almanacs \_\_\_\_\_ Atlases
12. Is the librarian a friendly person? Yes \_\_\_\_\_ No \_\_\_\_\_
13. Do you like to go to the library-media center? Yes \_\_\_\_\_ No \_\_\_\_\_
14. Why (do you like) (do you not like) to go to the library-media center? \_\_\_\_\_

# LIBRARY-MEDIA CENTER CHECKLIST FOR TEACHERS<sup>46</sup>

1. Check if the library-media center is available for:
  - ☐ Use during daily planning period
  - ☐ Group work for classroom projects
  - ☐ Exhibit of classroom work
  - ☐ In-service study group meetings
  - ☐ Regularly scheduled classes
  
2. Check the features in which you consider your library-media center adequate:
 

<input type="checkbox"/> Space	<input type="checkbox"/> Personnel
<input type="checkbox"/> General book collection	<input type="checkbox"/> Professional materials
<input type="checkbox"/> Reference collection	<input type="checkbox"/> Information file
<input type="checkbox"/> Your subject collection	<input type="checkbox"/> Audio-visual materials
  
3. Check the kinds of library-media center materials which you use:
 

<input type="checkbox"/> Magazines	<input type="checkbox"/> Recordings	<input type="checkbox"/> Maps and globes
<input type="checkbox"/> Books	<input type="checkbox"/> Pamphlets	<input type="checkbox"/> College catalogs
<input type="checkbox"/> Filmstrips	<input type="checkbox"/> Newspapers	<input type="checkbox"/> Book jackets
<input type="checkbox"/> Films	<input type="checkbox"/> Clippings	<input type="checkbox"/> File of
<input type="checkbox"/> Slides	<input type="checkbox"/> Pictures	<input type="checkbox"/> community resources
  
4. Check the services which you are now receiving from the library-media center:
  - ☐ Bibliographies
  - ☐ Notification of new material
  - ☐ Classroom loans
  - ☐ Short-term loans of reference materials such as dictionaries, encyclopedias, etc.
  - ☐ Assistance in planning materials for units
  - ☐ Instruction in the use of library-media center tools
  - ☐ Instruction in the use of reference materials
  - ☐ Help with individual pupils' reading problems
  - ☐ Curriculum development and improvement
  - ☐ Assistance in securing professional material
  - ☐ Instruction in the use of audio-visual equipment
  - ☐ Materials for personal reading
  - ☐ Program planning material
  - ☐ Other services (Please list.)

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<sup>46</sup>Brown, op. cit.

5. List the services not now available which you would like to receive:

6. Check the materials which you have opportunity to help select:

<input type="checkbox"/> Books	<input type="checkbox"/> Maps, charts, globes
<input type="checkbox"/> Periodicals	<input type="checkbox"/> Recordings, filmstrips, etc.
<input type="checkbox"/> Pictures, pamphlets, etc.	<input type="checkbox"/> _____

7. Check ways in which you share responsibility with the librarian:

<input type="checkbox"/> Making the library-media center interesting by providing flowers, personal materials, etc.
<input type="checkbox"/> Developing desirable pupil attitudes and behavior
<input type="checkbox"/> Encouraging pupil use of the library-media center
<input type="checkbox"/> Stressing respect for library-media center materials and equipment

BULLETIN BOARDS<sup>47</sup>Steps in Preparing Bulletin Boards:

1. DECIDE UPON A SUBJECT. The subject to be presented should contain one thought or idea, if possible, and everything should be used to emphasize this main thought. It is always better to get one idea across well than to have several which are confusing.
2. WORK OUT A CAPTION. It is a challenge to work out a caption which will obtain the results desired. A good caption usually entices the viewer to investigate further what is being presented. The wording should be simple and directed toward the viewer. A caption which is made up of a few well-chosen words and tied in well with the arrangement will aid in achieving immediate interest and attention.
3. GATHER THE MATERIALS. The materials to be used should be concerned with (1) illustrating the idea, i.e., illustrations, photographs, drawings, cartoons, and actual objects, (2) attracting attention, such as textured materials, colored materials for mounting, and three-dimensional devices, and (3) equipment for attaching these materials to the bulletin board, for cutting out materials, lettering, and pasting.
4. PLAN THE ARRANGEMENT. The arrangement of these materials in a manner which is attractive and interesting to the viewer's eye has a great deal to do with the acceptance or rejection of the idea presented. With experience in good arrangement, the teacher will develop the confidence necessary to produce more effective bulletin boards.
5. RENDER THE LETTERING. Lettering plays an important part in the success of bulletin boards. Simplicity is important and a simple type of letter is always easy to render. Captions should be made large enough and simple enough to be read from any distance. Labels and descriptive matter should also read easily from a reasonable distance.
6. EXECUTE AND EVALUATE. Setting up the display is a relatively easy and simple matter, providing the first five steps have been carefully followed. An evaluation is always necessary and should be two-fold. The display should be evaluated from the technical

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<sup>47</sup> Adapted from: Richard Yarbro, Class Materials for Education 304, "Educational Media," Austin Peay State University, Clarksville, Tennessee.



standpoint, i.e., letters straight, good contrast, and neatness. It should be evaluated also concerning its effectiveness in getting the information across, and interest shown toward the materials.

### Background Materials:

Cork	Grass Cloth	Fabric Remnants
Linoleum	Chicken Wire Mesh	Map Paper
Loosely Woven Cloth	Screening	Newspaper
Colored Paper	Foil	Wood
Blotters	Wallpaper	Plastic
Brown Wrapping Paper	Carpet Remnants	Shelf Paper
Gift Wrapping Paper	Corrugated Cardboard	Wax Paper
Crepe Paper	Colored Cardboard	Felt
Woven Fiber Mats		

### Line Materials:

Pliable Wire	Colored Rubber Bands	Adhesive Tape
String	Colored Tape	Paper Strips
Yarn or Wool	Rick-Rack	Bamboo
Rope	Ribbons	Fiber Strips

### Fastening Materials and Devices:

Cellulose Tape	Map Tacks
Loops of Tape	Bulletin Board Wax
Staples	Straight Pins
Thumb Tacks (Push Pins)	

### Lettering for Interest:

#### CUT-OUT LETTERS

Newspaper Headlines	Map Paper	Foil
Magazine Ads	Newspaper Copy	Bright Scraps of
Calendar Numbers	Colored Paper	Magazines
Gingham	Cardboard	Carpet Remnants
Felt	Cork	Loosely Woven
Construction Paper	Linoleum	Cloth
Corrugated Cardboard	Cheesecloth	Stencils

## 3-D LETTERS

Yarn  
Clothesline  
Manila Rope  
Wire  
Sticks  
Driftwood

Upholstery Tacks  
Cellophane Straws  
Pipe Cleaners  
Colored String  
Electric Cords  
Metal House Numbers

Children's Plastic  
Numbers & Letters  
Alphabet Blocks  
Beads  
Bamboo  
Thumbtacks

## OTHER METHODS

Gummed Letters  
Felt Pen  
Crayons  
Colored Chalk

Handwriting in Plain  
or India Ink  
Rubber Stamps  
Mechanical Lettering  
Devices

Planning the Display:

Because so much material is available today, the temptation is to use too much. This weakens the impact of the message. The effective arrangement is the economical one which is dominated by a single idea or a group of closely related ideas receiving varying degrees of emphasis.

Discipline in the library-media center is in accordance with regulations of the school itself. Demerit slips may be given as set forth in the school handbook. The librarians will use their judgment with respect to problems which arise within the library-media center, handling as many cases as possible without calling upon the administration. However, severe problems should be called to the attention of the principal or the assistant principal.

The librarians have the right to ban a student from using the library-media center for a given length of time, should repeated warnings fail to produce results. When this is the case, the study hall teacher is notified that the student will not be permitted to use the facilities until a certain date.

The following have been developed as guidelines in this library-media center:

1. Keep discussions of a disciplinary nature as quiet as possible; the librarian could cause more disturbance than the student. It is best to talk with problem students privately, perhaps in the librarian's office.
2. Trust students until they prove otherwise.
3. Be polite to all; be friendly and complimentary when possible, creating an atmosphere conducive to few discipline problems.
4. Admit mistakes; apologize to students if necessary.
5. Try to avoid anger.

6. Be reasonable.
7. Be consistent and impartial.
8. Do not insist on complete silence.
9. SMILE!

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## APPENDIX

# QUESTIONNAIRE--LIBRARY-MEDIA CENTER POLICIES AND PROCEDURES

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1. Name \_\_\_\_\_
2. School Name \_\_\_\_\_  
and \_\_\_\_\_  
Address \_\_\_\_\_
3. Number of students in your school: \_\_\_\_\_  
     \_\_\_\_\_ Under 400      \_\_\_\_\_ 601-800      \_\_\_\_\_ Over 1000  
     \_\_\_\_\_ 401-600      \_\_\_\_\_ 801-1000
4. Does your system have a library-media supervisor? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Does your system have a system-wide manual of library-media center policies and procedures? \_\_\_\_\_ Yes \_\_\_\_\_ No
6. Does your own library-media center have a printed policy manual in booklet form? \_\_\_\_\_ Yes \_\_\_\_\_ No
7. Does your library-media center have written policies other than in booklet form? \_\_\_\_\_ Yes \_\_\_\_\_ No
8. Check the following items on which your library-media center has written policies or procedures, either in a manual or otherwise:

- \_\_\_\_\_ Selection of Books and Other Materials  
(Approved by: \_\_\_\_\_ Principal; \_\_\_\_\_ Superintendent;  
\_\_\_\_\_ Board of Education)
- \_\_\_\_\_ Citizen's Request for Removal of Material from Library-Media Center
- \_\_\_\_\_ Other Censorship Policies or Procedures
- \_\_\_\_\_ Library-Media Center Objectives
- \_\_\_\_\_ Library-Media Center Philosophy
- \_\_\_\_\_ Job Descriptions for Library-Media Center Staff
- \_\_\_\_\_ Purchasing of Books and Other Materials
- \_\_\_\_\_ Processing of Books and Other Materials
- \_\_\_\_\_ Cataloging Procedures
- \_\_\_\_\_ Receiving Procedures
- \_\_\_\_\_ Accounting of Funds
- \_\_\_\_\_ Library-Media Center Rules and Regulations
- \_\_\_\_\_ Discipline in the Library-Media Center
- \_\_\_\_\_ Control of Number of Students Using Library-Media Center
- \_\_\_\_\_ Shelf List
- \_\_\_\_\_ Accession Book
- \_\_\_\_\_ Library-Media Center Lessons
- \_\_\_\_\_ Control of Overdue Materials
- \_\_\_\_\_ Inventory
- \_\_\_\_\_ Consideration File
- \_\_\_\_\_ Vertical File
- \_\_\_\_\_ Gifts
- \_\_\_\_\_ Circulation Record
- \_\_\_\_\_ Services to the Faculty

Please list any others at right or on back. Further comments will be appreciated.

## QUESTIONNAIRE, Page 2

9. Could a copy of your policy manual or policies in other form be supplied? \_\_\_\_\_ Yes \_\_\_\_\_ No
10. From whom could a copy of the policy manual or policies be secured?

Name \_\_\_\_\_  
Address \_\_\_\_\_

Cost \_\_\_\_\_

THANK YOU!



108 Lake Valley Road  
Dickson, Tennessee 37055

Enclosed is a questionnaire relative to your high school library-media center procedures. I am in the process of writing a thesis on this subject, and your completion of the questionnaire will be of great value to me in my research. Should you not wish to give your name and school, please feel free to omit those blanks. I am really not concerned about which libraries or which schools have policy manuals or certain procedures; I merely need the statistics which the questionnaire requests. Should all your answers be negative, please return the questionnaire anyway, as this, too, will be useful information.

I will appreciate your returning the completed questionnaire in the enclosed stamped envelope at your earliest convenience, as I wish to begin soon to compile the information.

Yours truly,

(Mrs.) Bobbie Bowen

108 Lake Valley Road  
Dickson, Tennessee 37055

I am in the process of writing a thesis on policies and procedures in the senior high school library-media center. As a part of my research, I am studying policy manual of systems and schools. Is it possible for me to secure copies of written policies used by your system or by individual library-media centers within your system? If so, from whom may I request these materials; and what would be the cost?

I am enclosing a stamped envelope for your reply, and I would also appreciate any comments which you have relative to your experience with library-media center policies and procedures.

Yours truly,

(Mrs.) Bobbie Bowen

## SCHOOLS TO WHICH QUESTIONNAIRES WERE SENT

Note: Names of librarians have been omitted because several preferred their names not be used.

CITY

Ashland City, Tennessee  
 Carthage, Tennessee  
 Clarksville, Tennessee  
 Columbia, Tennessee  
 Cookeville, Tennessee  
 Cross Plains, Tennessee  
 Cunningham, Tennessee  
 Dover, Tennessee  
 Erin, Tennessee  
 Fairview, Tennessee  
 Franklin, Tennessee  
 Gallatin, Tennessee  
 Hartsville, Tennessee  
 Hendersonville, Tennessee  
 Hohenwald, Tennessee  
 Lawrenceburg, Tennessee  
 Lebanon, Tennessee  
 Lewisburg, Tennessee  
 Manchester, Tennessee  
 Mt. Pleasant, Tennessee  
 Murfreesboro, Tennessee

SCHOOL

Cheatham Central High School  
 Smith County High School  
 Clarksville High School  
 Columbia Central High School  
 Putnam County High School  
 East Robertson High School  
 Montgomery Central High School  
 Stewart County High School  
 Houston County High School  
 Fairview High School  
 Franklin High School  
 Gallatin High School  
 Trousdale County High School  
 Hendersonville High School  
 Lewis County High School  
 Lawrence County High School  
 Lebanon High School  
 Marshall County High School  
 Manchester Central High School  
 Hay Long High School  
 Oakland High School

Nashville, Tennessee  
 Nashville, Tennessee  
 Portland, Tennessee  
 Pulaski, Tennessee  
 Shelbyville, Tennessee  
 Smyrna, Tennessee  
 Tullahoma, Tennessee  
 Waverly, Tennessee  
 Winchester, Tennessee

Hillsboro High School  
 Pearl High School  
 Portland High School  
 Giles County High School  
 Shelbyville Central High School  
 Smyrna High School  
 Tullahoma High School  
 Waverly Central High School  
 Franklin County High School

#### SYSTEMS IN WHICH LIBRARY SUPERVISORS WERE SURVEYED

Bradley County, Tennessee  
 Chattanooga, Tennessee (Educational Media Center)  
 Johnson City, Tennessee (City Schools)  
 Knox County, Tennessee  
 Knoxville, Tennessee (City Schools)  
 Madison County, Tennessee  
 Memphis, Tennessee (City Schools)  
 Morristown, Tennessee (City Schools)  
 Nashville, Tennessee (Metropolitan Public Schools)  
 Robertson County, Tennessee  
 Shelby County, Tennessee  
 Sullivan County, Tennessee  
 Washington County, Tennessee  
 Williamson County, Tennessee