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Manual! Manual! Who's got the Manual? A Survey of and the Formulation of Library Administration Manuals

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Abstract

The purpose of this research project was (1) to make a comparison between high enrollment high schools and low enrollment high schools as to which groups are preparing and using administrative manuals; (2) to find out what items they cover in their manuals; (3) to determine their feeling about administration manuals in general; and (4) to give some directions to those interested in writing administration manuals for their own school library or media situation.

MANUAL! MANUAL! WHO'S GOT THE MANUAL?

A SURVEY OF AND THE FORMULATION OF
LIBRARY ADMINISTRATION MANUALS

A Research Paper

Presented to the

Faculty of the Library Science Department

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The importance of having an administrative manual for
the Instructional Media Center has been emphasized in several
Library Science courses. To the author's knowledge this topic
has not been the subject of much research. Information as to
what the librarian or media specialist in the field has done
about administration manuals is lacking.

I. THE PROBLEM

Statement of the problem. The purpose of this research
project was (1) to make a comparison between high enrollment
high schools and low enrollment high schools as to which groups
are preparing and using administrative manuals; (2) to find out
what items they cover in their manuals; (3) to determine their
feeling about administration manuals in general; and (4) to
give some directions to those interested in writing administration
manuals for their own school library or media situation.

Importance of the study. As Stephen Knezevich in his book,
Administration of Education states, "Most authorities agree that
written statements of policy are essential to effective school

administration."[1]   If this is true for school administration
it should also be true for the administration of the Instruc-
tional Media Center in a school.

One would not take a motor vacation trip without making
some plans. Planning is needed to determine where it is one
is going to go. Plans are also needed to decide the route
that is going to be taken to get to the destination. Items
such as gasoline, food, lodging etc., have to be planned for
in advance. So it is with the Library or Instructional Media
Center, plans have to be made as to where one is going, such
as different people may take different routes to reach the same
destination. They may add certain services one year and
different ones the next year. The services have to be financed
so this has to be planned.

In other words, in order to make any progress, plans have
to be made. This study is a way of looking at the plans lib-
rarians or media specialists are making. If they don't have a
manual or some guides one wonders how effective they are in
meeting goals. If on the other hand, the media specialist has
a good administrative manual, one can feel they have made plans
and are progressing.

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[1]Steven J. Knezevich, _Administration of Public Education_
(New York: Harper and Row, Publishers, 1969), p. 217.

II. DEFINITIONS OF TERMS USED

Administration manuals. So that everyone that took part
in the study would understand what was meant by an adminis-
tration manual, it was defined for them on the survey ques-
tionnaire. An administrative manual is one that outlines
and explains all types of policies and procedures that are to
be followed to administer and operate a library or media center.

Policy. Wilber Scheer[2] defines policy as a basic guide
to action. Stephen Knezevich[3] states that a policy statement
is a general statement, which describes the objective to
be achieved, and represents a guide line. Both statements
seem to be telling one that a policy is a statement that
guides one to an objective or action that needs to take place.

Procedure. In completing any task one develops a particular
way or method of getting the job done. This series of related
steps is known as a procedure according to Scheer.[4]

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[2]Wilber E. Scheer, The Dartnell Personnel Directors'
Handbook (Chicago: The Dartnell Corp., 1970), p. 844.

[3]Knezevich, op. cit., p. 217.

[4]Scheer, op. cit., p. 844.

CHAPTER II

REVIEW OF THE LITERATURE

Policy Manuals, Overview

The author would like to start this section on a humorous
note by presenting some observations made by Robert Townsend
in his book, Up the Organization.[1] Mr. Townsend says, don't
bother with them. Some of the people surveyed agreed with
him. He goes on to say that if they're too general, they're
useless. If they're too specific, they turn out to be how-to-
do manuals.

They are read by two kinds of people; the "goldbricks"
and the "martinets." The "goldbricks" memorize them so they
can say, "We don't do that in this department because its
against company policy." The "martinets" use policy manuals
to punish, frustrate and eventually get rid of imaginative and
creative people in the organization. Mr. Townsend has the
final statement, "If you have to have a policy manual, pub-
lish the Ten Commandments."[2]

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[1]Robert Townsend, Up the Organization: How to Stop the
Corporation from Stifling People and Strangling Profits (New York:
Alfred A. Knoff, Inc. 1970), p. 147.

[2]Townsend, op. cit., p. 147.

Perhaps there is more truth than humor in what he has to say. I'll let the readers make up their own minds. The author believes that administrative manuals or policy manuals, whatever they are called, are essential or this research paper would not have been undertaken.

Policies and Procedures, General

In this section, policies and procedures will be covered in more detail than in the definition of terms "section. A few of the people surveyed felt that an administration manual was a waste of time and effort. A person had better things to do than write a manual. One person stated that one couldn't go by the "book" all the time. A few statements to contradict these reactions will be made at this time.

Wilbert Scheer[3] made a statement that says in effect, companies that boast that they do not have written policies are actually admitting that they have a variety of confusing policies. The same reasoning would hold true for the librarian or media specialist that opposed an administrative handbook. They are actually telling people they have confusing policies and are not running the efficient operation that they claim.

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[3]Wilbert E. Scheer, The Dartnell Personnel Directors' Handbook (Chicago: The Dartnell Corp., 1970), p. 845.

Scheer goes on to state, "Resistance to written policies suggests an unwillingness to conform. The argument that we're different 'is usually more in the mind than in reality.'"[4] To continue, Scheer[5] points out that policy is an outgrowth of practice. We all have policies, even though we may not realize it. If these policies are to be fair, acceptable and understandable, they must be in writing. Actually time can be saved if one has a good set of written policies that provide the framework for sound decisions. It is the hope of the author that the reader will by now become convinced that written policies are indeed needed, if the reader was not convinced before.

Knezevich[6] lists ten values of policies as they concern school boards. These same ten values of policies could concern media specialists as they administer their instructional media centers. Knezevich's list is as follows:

1. Clarify responsibilities among staff members.
2. Promote more constant and prudent decision-making or negatively minimize embarrassing inconsistences.
3. Provide continuity of action.
4. Can save time, money and effort.
5. Help improve public relations.

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[4]Scheer, op. cit., p. 845.

[5]Scheer, op. cit., p. 844.

[6]Steven J. Knezevich, Administration of Public Education (New York: Harper and Row, Publishers, 1969), p. 217-218.

6. Reduce pressure from special interest groups.
7. Reduce criticism of action when decisions are based on well-defined and consistent policies rather than expediency.
8. Gives sense of direction.
9. Facilitate orderly review of practices.
10. Insure better informed staff.

Items to Include in an Administrative Manual

The various authors presented different lists when the literature was reviewed. The items that apply to librarians and instructional media centers will be pointed out.

The most complete list by one author was that of Fern Davis.[6] Her list included the following items:

1. Brief history of the school libraries in the district.
2. Purposes of the school library.
3. Code of ethics for school librarians.
4. Statement of book selection policy, handling of questioned materials.
5. The pattern for authority and responsibility in the library program.
6. Duties of the director of libraries.
7. Duties of the building librarians.
8. Duties of the district library clerk and/or secretary.
9. Catalog card typing.
10. Phonorecord catalog cards.
11. Filmstrip catalog cards.
12. Duties of the building library clerks.
13. Summer work of the library clerks.
14. Library clerks, general information.
15. Card catalog filing rules.
16. Book repair and rebounds.
17. Discarding books.

_____

[6]Fern Powell Davis, "The Library Manual of Policies and procedures, Pittsburg Unified School District," California School Libraries, 36:11, January, 1965.

18. Gifts of books.
19. Samples of forms used in the district.
20. Charges for lost or damaged books.
21. Adaptation of Dewey cataloging and classification, elementary schools.
22. Publishers and jobbers.

As one can see, duties of the various people working in a library were listed as items to be included in an administrative manual. Robert Townsend[7] had some statements to make about job descriptions. He called them "straight jackets." People in a judgement job should be allowed to see how good they really are and not be confined to duties as written down. Townsend goes on to say, "At best, a job description freezes the job as the writer understood it a particular instant in the past." The author believes that they are a starting point and give people some idea of what they should be doing.

Davis goes on to point out that the "Statement of book selection policy," and the "Handling of questioned materials" is the most important statement in the whole manual. An excellent guide to help one write such a policy was prepared by a committee of the California Association of School Librarians and published by the California Teachers Association. The guide is called The Selection of School Library Materials and could in 1965 be purchased for 50¢ from the California Teachers Association.

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[7]Townsend, op. cit., p. 91.

It includes sample statements from eleven school districts in California. It is also pointed out by Fern Davis that this statement, must by all means, be approved by the school board.

As long as the procedures for selection are being discussed there are three more references that will help one in writing these selection procedures. Brown and others in their book Administering Educational Media: Instructional Technology and Library Services[8] point out these three American freedoms that should be upheld. These references as listed by Brown are as follows:

1. The Library Bill of Rights, which was adopted by the Council of the American Library Association in 1948 and revised in 1967.
2. The School Library Bill of Rights, that was approved by the American Association of School Librarians and endorsed by the Council of the American Library Association in 1955.
3. The Students Right to Read, published by the National Council of Teachers of English.

Charles Waddington presented the following list in his article on administration in libraries:[9]

1. Planning.
2. Organizing.
3. Staffing.

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[8]James W. Brown, Kenneth D. Norberg and Sara K. Srygley, Administering Educational Media: Instructional Technology and Library Services (New York: McGraw-Hill Book Co., 1972) p. 168.

[9]Charles C. Waddington, "Some Principles of Administration in Libraries," Journal of Education for Librarianship, 10:140, Fall 1969.

4. Directing (decision-making).
5. Coordinating.
6. Reporting.
7. Budgeting.
8. Delegating.

Marion Winser in A Handbook for Library Trustees[10] listed in

the table of contents the following items that would apply to

school libraries:

1. Organization and control.
2. Powers and duties.
3. Public relations.
4. The library and community organizations.
5. Meeting tomorrow's changing needs.
6. Building problems (facilities).

One interesting thing about this reference is that it

had a reading list or bibliography in the appendix for trustees

to refer to. Perhaps this would be a good idea to include when

preparing a manual of your own. If one could get administrators

to look at such material it might make our job as media spec-

ialists easier.

More items that could be included in an administrative manual

will be discussed in Chapter III, when the results of the survey

are discussed. To continue with the review of the literature,

the next section will be a discussion on how to prepare the

administrative manual.

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[10]Marion Manley Winser, A Handbook for Library Trustees
(New York: R. R. Bowker Co., 1959), table of contents.

How to Prepare a Manual

So far in this chapter an overview of policy manuals
has been considered, policies and procedures in general have
been discussed and items to be considered in an administrative
manual have been listed. Now the task of preparing a manual
will be presented.

Knezevich[11] lists a method of developing policy statements
that has been approved by the American Association of School
Administrators and National School Boards Association. This
same method has been modified slightly by the author so it could
be used by the media specialist to write a policy manual.

1. List problems to be solved.
2. Review previous decisions, as they may shed some light
   on what needs to be included.
3. Study what other school media specialists have done
   in this area.
4. Consult studies and writings concerning policy develop-
   ment (such as this research paper).
5. Check established practices, some traditional procedings
   could still be valuable.
6. Solicit suggestions from the staff of the media center.
   This should include para-professional, clerical, student
   and volunteer assistants.

Scheer[12] presents a model of how policy is formed as an
outgrowth of practice. The author will try to reproduce the
concepts presented by Scheer, using his own format. The reader
will refer to Figure 1 on the next page. As can be seen, the

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[11]Knezevich, op. cit., p. 219.

[12]Scheer, op. cit., p. 844.

POLICY

SYSTEM - Network of procedures

PROCEDURE - Series of related steps

METHOD - How one task is done

PRACTICE - Customary way of doing things
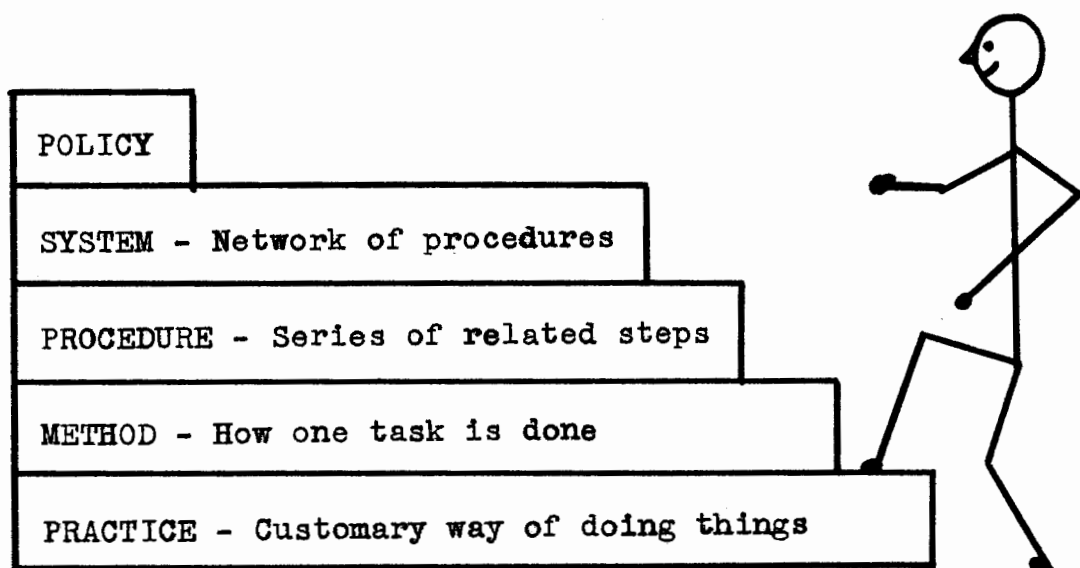
FIGURE 1

STEPS THAT LEAD TO POLICY. OUTLINED BY SCHEER
IN HIS BOOK, THE DARTNELL PERSONNEL
DIRECTOR'S HANDBOOK

first step is practice and each step builds until the "POLICY" is reached. The step above practice is method, next step is procedure, and the next step is system, until the last step reached is "POLICY." This last step "POLICY" is the outgrowth of practice, and is also the basic guide to any action or decisions that need to be made.

The Administrative Management Society has prepared a loose-leaf notebook on How to Prepare an Office Manual.[13] Their plans on starting a new manual will be altered to meet the situation of a school media center. There is no doubt about the need for a good manual. As people work they need useful information. If they can get this information from a good manual the time spent will be well worth it.

As a starter one needs to get ideas from everyone involved. This is done so that the staff members will accept the idea of a manual and it will more likely fill their needs.

The next step is to make a preliminary plan of the information gathered. Talk this plan over with your supervisor, such as your principal or superintendent and those you are in charge of. In business this is called the "springboard technique." This procedure will help lay the foundation for the acceptance of the manual.

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[13]Administrative Management Society, How to Prepare an Office Manual (Miami: Management Information Center, Inc., 1970) p. 57-60.

Expect that the people you talk to will want to make revisions in your plan. Once your basic plan has been approved by all, you are ready to collect the material to go into your manual. For example, if you decide to include in your manual the procedures to follow in ordering books, you can simply collect this information from your administrator. Perhaps your administrator has included this information in a faculty handbook.

Other possible sources are listed as follows:

1. Directives from your administrators.
2. Information from the personnel director, if your school has one.
3. Consult old manuals or those from other schools (as suggested before).

After the material has been collected, sort it into piles such as items dealing with personnel, items dealing with policies, items dealing with procedures, samples of forms in one pile, etc.

Now you are ready to finalize your plans. Determine who will get copies of your manual so you know how many to prepare; determine how you will "print" the manual; and decide if you will have photos or illustrations.

After your manual has been prepared and distributed, don't feel this is the end. You and the people using the manual will find that there are gaps in it that must be revised. Perhaps a loose-leaf type of manual would be best, so that revisions could be made easily at the time changes are needed.

It is possible that people object to manuals because they feel they are rigid and cannot be changed. No, you don't have to do everything by the "book." The "book" should be used as a guide and when it can no longer do its job, it should be revised and up-dated.

For an example of an administrative manual the reader is urged to turn to Appendix G, starting on page 44 and go through the manual that was sent to the author by Reid Spencer,[14] media specialist at Marshalltown High School. Mr. Spencer feels that their manual will be of real value when they are to be evaluated by the N.C.A.

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[14]Reid Spencer, "Library Manual" (Marshalltown, Iowa: Marshalltown High School, 1974) (Mimeographed.)

CHAPTER III

SURVEY QUESTIONNAIRE: TECHNIQUES AND RESULTS

To get the data needed to complete this study the author prepared and sent out a survey questionnaire. The reader may want to refer to Chapter I, and review the "Statement of the Problem." The purposes of the research project are covered in that paragraph. With the purposes in mind, the reader can better understand the techniques used to collect the data.

I.   TECHNIQUES USED TO CONDUCT SURVEY

Schools Surveyed

To limit this survey it was first decided that only high schools would be contacted. The reason that high schools were chosen, is that libraries or media centers have been in high schools for a longer period of time than elementary schools. Because high schools have had media centers for a longer time, it was felt that they would be more apt to have administration manuals than would the elementary schools.

As was stated in Chapter I, "Statement of the Problem," one of the purposes was to make a comparison between high enrollment schools and low enrollment schools as to their feelings about administrative manuals. To choose the schools the

<u>Iowa</u> <u>Educational</u> <u>Directory</u>, <u>1973-1974</u> <u>School</u> <u>Year</u>[1] was used.

Using the <u>Iowa</u> <u>Educational</u> <u>Directory</u> it was decided that
the schools surveyed would come from the section titled, "Com-
munity, Consolidated, and Independent School Districts Main-
taining Four-Year High Schools in Iowa." There is much infor-
mation about each school district listed in the directory.
Among the information listed is the total enrollment for the
district. It was decided that the top 30 school districts
with the highest total enrollment would be the ones contacted,
as well as the 30 school districts with the lowest enrollment.
The individual schools surveyed are listed in Appendix A and B
on pages 34 and 35.

Preparation of Questionnaire

After the schools were chosen the questionnaire was
prepared. The author in preparing the questionnaire used a
handout,[2] received in the Library Science Course, Administration
of the Instructional Media Center. A review of the literature

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[1]State of Iowa, Department of Public Instruction, <u>Iowa</u>
<u>Educational</u> <u>Directory</u>, <u>1973-1974</u> <u>School</u> <u>Year</u> (Des Moines: Infor-
mation and Publications Services, 1974)

[2]Leah Hiland, "School Media Center Administrative Manual"
(Cedar Falls: UNI, Department of Library Science, 1974)
(Mimeographed.)

was made along with the author's own thoughts, the questionnaire
was formulated.

It was decided to send the questionnaire to a total of
ten schools, five with high enrollments and five with low
enrollments, to see if the questionnaire was understood by
those completing it. The responses seemed to be satisfactory,
so the questionnaire was then sent to the rest of the schools
on the prepared list.

The questionnaire is provided in Appendix D starting on
page 37. A cover letter explaining the purpose of the survey
was sent to each school along with the questionnaire. The
cover letter can be seen in Appendix C on page 36. The reader
is encouraged to glance at these two documents, so it will be
easier to understand the results of the survey. A stamped,
self-addressed envelope was included with the questionnaire
and cover letter so that the people surveyed could return the
questionnaire easily and with no expense on their part.

II. RESULTS OF SURVEY

Returns

As it has been stated a total of 60 schools were surveyed.
A total of 42 schools returned the questionnaires for a 70 per
cent return, overall. Breaking this down, 18 of the 30 high

enrollment schools returned the questionnaire for a 60 per cent return. A total of 24 low enrollment schools out of the 30 returned the questionnaire for a 80 per cent return. Refer to Figure 2 on the next page for a bar graph that shows how the high enrollment schools and the low enrollment schools compared as to the per cent of questionnaires returned.

Responses about Manuals

When asked if they had separate administration manuals, five of the high enrollment schools, or 27.7 per cent, responded that they did have manuals. Two of the low enrollment schools, or 8.3 per cent, stated that they had separate administration manuals. *Insert reference figure 3*

This does not tell the complete story as several schools reported that they had written policies of some form or another. These policies are written in student handbooks, faculty handbooks, or listed in school policies published by the administration. Some of the schools felt these policies were sufficient and that they did not need a separate manual. A total of 55.5 per cent of the high enrollment schools either had a separate manual or some written policies listed elsewhere. The schools with low enrollment had a total of 29.2 per cent with manuals or some written policies.
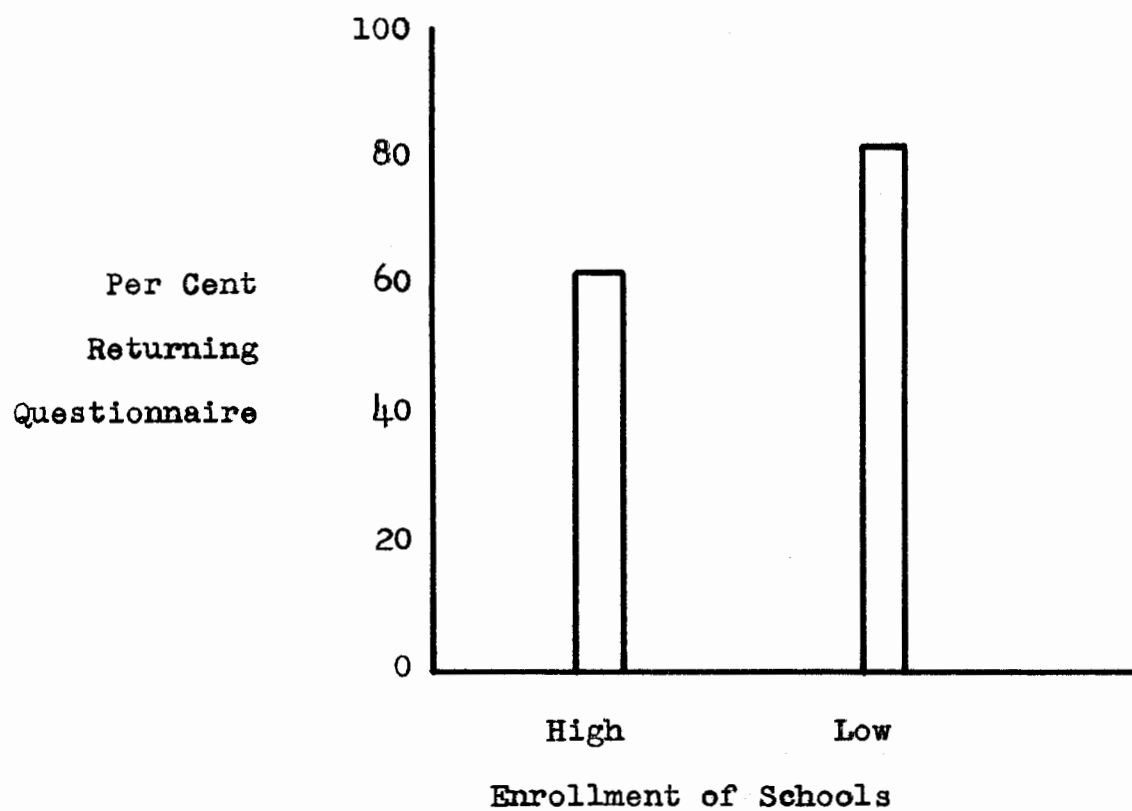
FIGURE 2

COMPARISON BETWEEN THE HIGH AND LOW ENROLLMENT
SCHOOLS AND THE PER CENT OF
QUESTIONNAIRES RETURNED

Figure 3 on the next page will graphically present this information. Two lines of the graph represent the high enrollment schools and two lines represent the low enrollment schools. One can see at a glance which schools had the most manuals and how many more had some written policies of some kind.

Seventy-five per cent of the high enrollment schools, that didn't have manuals, responded that they would consider one in the future. This same question got a 50 per cent response from the low enrollment schools.

When asked if they were responsible for any production of teaching materials, 55.5 per cent of the high enrollment schools responded that they did. Only 25 per cent of the low enrollment schools said they were responsible for production. It seems that production is not a big item, especially for the small school where the budget may be a factor.
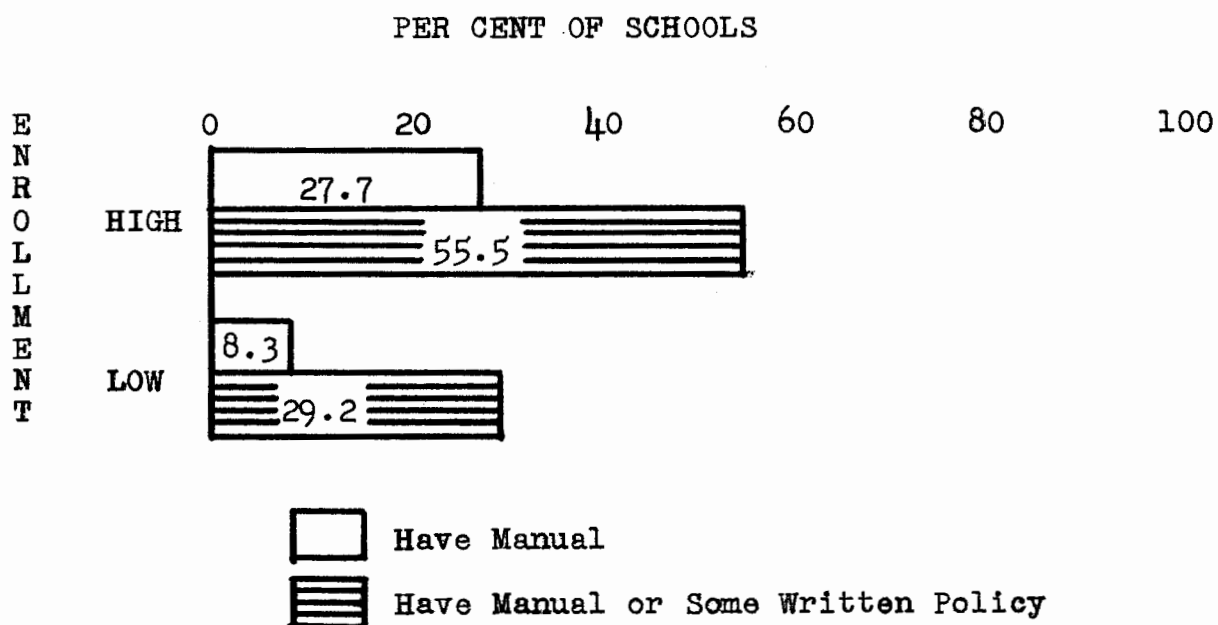
PER CENT OF SCHOOLS

FIGURE 3

COMPARISON BETWEEN HIGH AND LOW ENROLLMENT
SCHOOLS AND THE PER CENT THAT HAVE
MANUALS OR MANUALS AND
SOME WRITTEN POLICY

Items to Consider for a Manual

    The survey questionnaire had on it a list of items that could be included in an administrative manual. This list of items is as follows:

1. School's philosophy and goals.
2. Library or media center's philosophy.
3. School district organization chart.
4. School organization chart.
5. Policies and procedures to follow in dealing with professional personnel.
6. Policies and procedures to follow in dealing with paraprofessional personnel.
7. Policies and procedures to follow in dealing with clerical personnel.
8. Policies and procedures to follow in dealing with student assistants.
9. Job descriptions of professionals.
10. Job descriptions of paraprofessionals.
11. Job descriptions for clerical personnel.
12. Job descriptions for student assistants.
13. Person(s) responsible for selecting materials.
14. Selection policies and procedures.
15. Person(s) responsible for cataloging materials.
16. Cataloging procedures and policies.
17. Circulation policies and procedures.
18. Policies and procedures for discarding and weeding the collection.
19. Policies and procedures to follow when material has been challenged.
20. Statement that the school board has approved the selection and challenge policies and procedures.
21. Inventories of holdings, equipment and furnishings.
22. Sample of forms used in daily operation of library or media center.
23. Sample of forms used by school to order materials.
24. Policies and procedures on initiating above forms and routes they take.
25. Reports required of your department.
26. Policies and procedures to follow in allowing people other than students and teachers to use the library or media center.
27. Hours of operation of your library or media center.

If the reader is interested in how many of the high
enrollment schools responded positively to the above items
and a few other questions on the questionnaire they are to
refer to Appendix E starting on page 46. The same information
for low enrollment schools can be found in Appendix F starting
on page 42.

Some of the schools made comments on items that they
have in their manuals. The following list shows these items
that were mentioned by schools:

1. General personnel policies; work, leave, hours, pay, etc.
2. Equipment available at district level.
3. Curriculum guide for teaching use of media center, K-12.
4. Filing procedures.
5. Cataloging procedures.
6. Sharing of material (If librarian shared by two schools.)
7. Organization of collection.
8. Student behavior policies.
9. Physical facilities.

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

A summary should bring together all information and see if
the purposes have been fulfilled. There were four purposes for
conducting and writing this research paper. One of the purposes
was to make a comparison between high schools with high enrollment
and high schools with low enrollment as to which group is pre-
paring and using administration manuals. Another purpose was
to find out what items these two groups considered important
enough to cover in their manuals. This project was also con-
ducted to determine how media specialists in high schools feel
about administration manuals in general. The last purpose in
mind was to give some direction to those that are considering
writing an administration manual for their own media center.

Schools Preparing and Using Manuals

The first purpose mentioned is that of comparing the high
enrollment schools with the low enrollment schools as to which
ones are preparing and using administration manuals. According
to the answers given on the questionnaire sent to them, five
high enrollment schools said they have a separate manual and
two of the low enrollment schools said they have separate manuals.

a larger per cent of the high enrollment schools, 27.7 per cent
compared to 8.3 per cent, are preparing and using administration
manuals.

Several of the schools have some written policies that are
not located in one specific manual. When this group is added
to those that have manuals, then one gets up to 55.5 per cent
or ten of the high enrollment schools that have manuals or some
written policies. The per cent goes up to 29.2 or seven of the
low enrollment schools that have manuals or some written policies.

This data is summarized in Table I on the next page. As
one can see a total of seven schools, out of the 42 that return-
ed questionnaires, indicated that they have separate administra-
tion manuals. This shows that 16.7 per cent have separate man-
uals. A total of 17 schools out of the 42 indicated that they
have separate manuals or some written policies. This total
amounted to 40.5 per cent of the schools that returned question-
naires.

As a matter of interest three or 16.6 per cent of the high
enrollment schools compared to eight or 33.3 per cent of the low
enrollment schools stated that their school district had a media
coordinator in charge of media in several school buildings. The
schools seemed to be confused, or the author did not make it clear
what was meant by the term coordinator. The author had in mind that
a coordinator was in charge of several media specialists in several
school buildings. It seems that the questionnaire was answered

TABLE I

COMPARISON BETWEEN HIGH AND LOW ENROLLMENT SCHOOLS
THAT HAVE SEPARATE MANUALS AND THOSE THAT
HAVE SEPARATE MANUALS OR SOME
WRITTEN POLICIES

Type of School	No. That Have Separate Manuals	Per Cent	No. That Have Separate Manuals or Some Written Policies	Per Cent
High Enrollment	5 out of 18	27.7	*10 out of 18	55.5
Low Enrollment	2 out of 24	8.3	** 7 out of 24	29.2
Total	7 out of 42	16.7	17 out of 42	40.5

*This number includes the five that have separate manuals. Five have separate manuals and five have some written policies, for a total of ten out of 18.

**This number includes the two that have separate manuals. Two have separate manuals and five have some written policies, for a total of seven out of 24.

as if it meant that one person worked in several buildings.
Assuming this is what the schools meant it would seem that more
of the media personnel in the low enrollment schools work in
several buildings. For example, they might work in the high
school as well as the elementary media center. Several of the
people surveyed stated that this was indeed their media assign-
ment. This may explain some of the statistics. It would be much
easier to write one manual if a person worked in one media center
only. It would be harder to write several manuals, or one for
each building that a person might work in. Incidently the statis-
tics mentioned at this point and those that follow come from
Appendix E and F, starting on page 56 and page 58, a summary of
part of the questionnaire.

Items to Consider for Administration Manuals

Another purpose was to find out what items were considered
important enough to be included in an administration manual.
Three of the high enrollment schools said that they included
statements about the school's philosophy and goals in their
administration manuals. The same number of high enrollment
schools included the media center's philosophy and goals in their
manuals. Four of the low enrollment schools indicated that they
included school and media center goals and philosophies in their
written policies. It seems that philosophies and goals are one
of the more important items to include in a manual.

Organization charts of the school district and the school were mentioned by one high enrollment school. Four low enrollment schools stated that they included organization charts in their written policies. There seems to be a difference of opinion as to the importance of organization charts in an administration manual.

Another category mentioned as being included in administration manuals is that of policies and procedures dealing with personnel. The questionnaire broke personnel down into four types; professional, paraprofessional, clerical and student assistants. One high enrollment school mentioned they had policies and procedures in their manual for professional, paraprofessional and clerical personnel. Four of the high enrollment schools had policies and procedures about student assistants in their manuals. Four of the low enrollment schools had policies and procedures for professional personnel. Two of the low enrollment schools had policies and procedures for paraprofessional personnel. One low enrollment school indicated that they have in their manual policies and procedures for clerical personnel. One low enrollment school also indicated they have policies and procedures for student assistants. It seems the emphasis is placed on whatever type of personnel the school has. A small school may only have one professional in charge. The large school may have personnel in all of the categories, but they still seem to use student assistants. See Figure 4 on the next page for a summary of these statistics in graphic form.

Number of Schools

Professional

Paraprofessional

Clerical

Student Assistants

High Enrollment Schools

Low Enrollment Schools
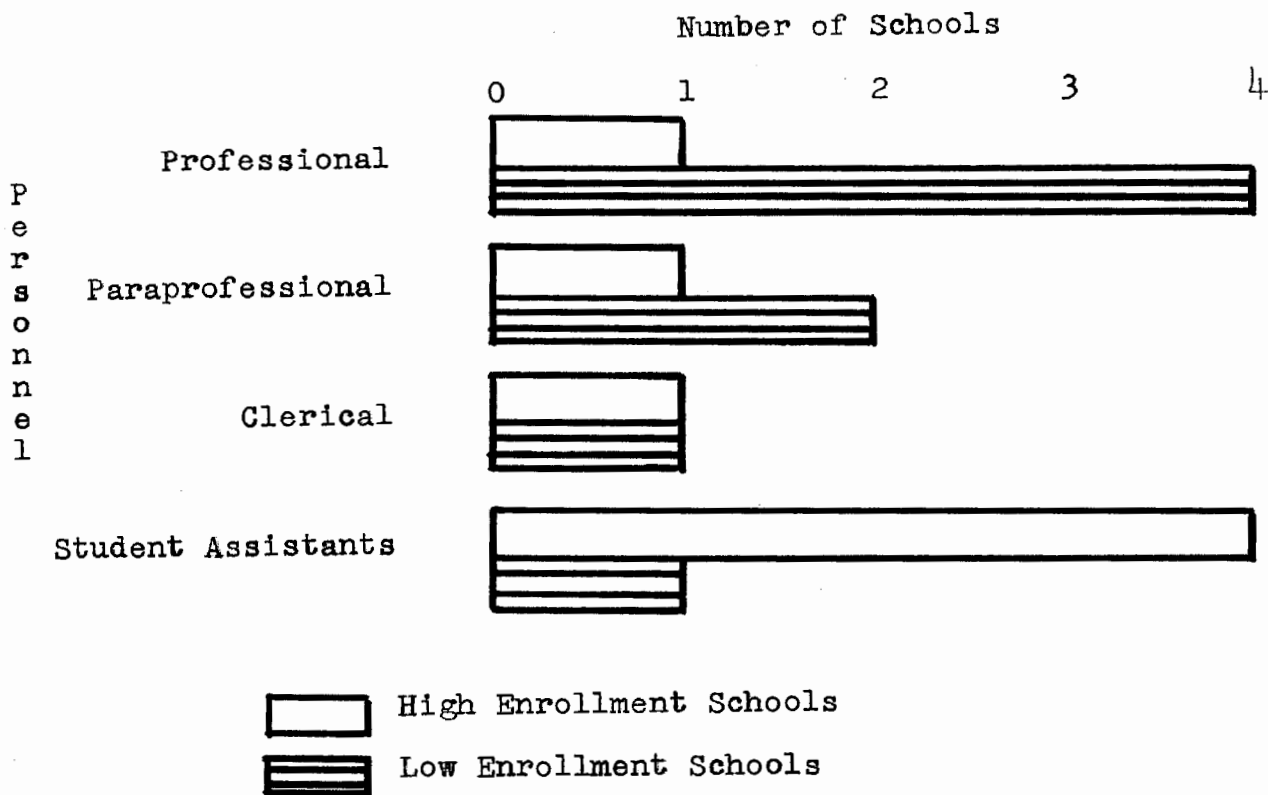
FIGURE 4

COMPARISON BETWEEN HIGH AND LOW ENROLLMENT SCHOOLS
AND THE NUMBER THAT HAVE WRITTEN
POLICIES AND PROCEDURES
ABOUT PERSONNEL

Job descriptions were another type of material included in administration manuals. Again these were broken down in the questionnaire by the same four categories; professional, paraprofessional, clerical, and student assistants. Two of the high enrollment schools indicated they had job descriptions for professional, paraprofessional and clerical personnel, while one school had job descriptions for student assistants in their manual. One of the low enrollment schools indicated that they had job descriptions for professionals, paraprofessionals and clerical personnel in their manual, while three of the low enrollment schools had written job descriptions for student assistants. Again it seems to depend on the type of personnel the school has that is given emphasis. The low enrollment schools seem to emphasize student assistants.

Written selection policies and procedures were indicated by eight of the high enrollment schools. Two of the low enrollment schools indicated they had written selection policies and procedures. Six of the high enrollment schools responded positively to the question that they had in their written policy who is responsible for selecting materials. The same question got one response from a low enrollment school. Nine of the high enrollment schools indicated that they had written procedures to follow if material has been challenged. The same number indicated that these policies have been approved by the school

board. Two of the low enrollment schools indicated that they

have written policies and procedures to follow in case material

is challenged. Only one of the low enrollment schools stated

that the selection policies were approved by the school board.

Media specialists still have a long way to go in getting selection

policies written and approved by their school boards. This

item seems to rank high when it comes to being considered for

an administration manual.

Included in three of the high enrollment schools' admin-

istration manuals are policies and procedures to follow and

who is responsible for cataloging materials. Two of the low

enrollment schools indicated that they have in their adminis-

tration manuals policies and procedures to follow and who is

responsible for cataloging materials. Policies and procedures

on cataloging materials is not rated very high as an item that

schools think should be in an administration manual.

Five of the high enrollment schools indicated that they

include circulation policies in their manuals. The same number

of low enrollment schools have written circulation policies.

Circulation policies got more votes than some items to include

in administration manuals, but if one were to consider the per

cent of the schools returning the questionnaire that indicated

this, it would only be between 21 to 27 per cent.

As far as discarding or weeding the collection goes, four

of the high enrollment schools indicated that they have policies

and procedures on this. This seems to indicate that media

specialists give more thought to selecting material than they

do to getting rid of material that is of little or no value.

One of the high enrollment schools stated that they included

equipment and furnishing inventories in their administration

manual. None of the low enrollment schools had such inventories

in their administration manuals. Inventories have to be kept

but it seems to be the consensus of those questioned that they

are not usually included in administration manuals as such.

The next category on the questionnaire concerns forms.

Of the high enrollment schools, three included samples of forms

used in their manuals; three included in their manuals, forms

used in ordering materials. Four of the high enrollment schools

explained in their manuals, who initiated the forms and two schools

indicated in their manuals the routing of these forms. Two of

the low enrollment schools indicated that they include in their

manuals; samples of forms used by the media center, forms used to

order materials, who initiates forms, and the routes they follow.

This would be a very valuable section to include in written

policies and procedures especially for a substitute media

specialist to refer to.

Reports that are required of the media department are in-

cluded in two of the high enrollment schools' administration

manuals. Two of the low enrollment schools also reported that

they include in their administration manuals, reports required

of the media department. Perhaps most keep these reports sepa-
rately, but if one wanted to keep everything together in one
place, more media specialists should consider them for inclusion
in a manual.

None of the high enrollment schools stated that they had
any policies that would define or allow any groups, other than
teachers and students to use their media centers. Two of the
low enrollment schools indicated that they did have policies that
would allow groups, other than teachers and students, to use
their media centers, but only one school defined such groups.
This low response seems to indicate that media specialists are
mainly concerned with teachers and students using their media
centers and haven't given much thought to others in the community
who might want to use their services. This seems especially
true for the larger schools.

The hours of operation were listed by six of the high en-
rollment schools, while only one low enrollment school stated
that the hours of operation are listed in policies and procedures.
This may seem a minor point but if more outside groups are to
use the media centers, then this definitely is going to become
a bigger problem. Outside groups will probably use the media
center more in the evenings. If this happens then someone has
to be there to offer the services.

A comparison between the high enrollment schools and the

low enrollment schools as to items they have in their administration manuals or written policies is summarized in Table II starting on the next page. The number of schools that include each item is given as well as the per cent of schools that include each item.

Some of the schools listed items they include in manuals or written policies that was not on the questionnaire. These items included; equipment available at district level, curriculum guides for teaching the use of the media center, filing procedures, student behavior policies and physical facilities.

Feelings About Administration Manuals

Also listed as a purpose was to find out the feelings of school media specialists about administration manuals in general. Only two expressed themselves as being very much against manuals, saying you couldn't do things by the "book" and that it took too much time and effort to write these things down. They also stated that a media specialist had more important things to do than writing and refering to a "book" all of the time. These two schools happened to be schools with high enrollment.

It is gratifying to note that of those that didn't have administration manuals, 75 per cent of the high enrollment schools and 50 per cent of the low enrollment schools checked that they would consider a manual in the future. Perhaps they just checked this to make themselves look better. A total of

TABLE II

COMPARISON BETWEEN HIGH AND LOW ENROLLMENT SCHOOLS
AS TO THE NUMBER AND PER CENT OF EACH THAT
INCLUDED THE ITEMS LISTED IN THEIR
MANUALS OR WRITTEN POLICIES

Items	High Enrollment Schools		Low Enrollment Schools	
	No.	Per Cent	No.	Per Cent
Schools' philosophy and goals	3	16.6	4	16.6
Media center philosophy and goals	3	16.6	4	16.6
School district organization chart	1	5.5	4	16.6
School organization chart	1	5.5	4	16.6
Policies and procedures: professional personnel	1	5.5	4	16.6
Policies and procedures: paraprofessional personnel	1	5.5	2	8.3
Policies and procedures: clerical personnel	1	5.5	1	4.2
Policies and procedures: student assistants	4	22.2	1	4.2
Job descriptions: professionals	2	11.1	1	4.2
Job descriptions: paraprofessionals	2	11.1	1	4.2
Job descriptions: clerical	2	11.1	1	4.2
Job descriptions: student assistants	1	5.5	3	12.5
Selection policies and procedures	8	44.4	2	8.3
Who responsible for selection	6	33.3	1	4.2
Procedures to follow when material is challenged	9	50.0	2	8.3

TABLE II (continued)

Items	High Enrollment Schools		Low Enrollment Schools	
	No.	Per Cent	No.	Per Cent
Selection policies approved by board	9	50.0	1	4.2
Policies and procedures to follow in cataloging	3	16.6	2	8.3
Who responsible for cataloging	3	16.6	2	8.3
Circulation policies and procedures	5	27.7	5	20.8
Policies and procedures for weeding collection	4	22.2	0	0.0
Inventory of equipment and furnishings	1	5.5	0	0.0
Sample of forms used daily in media center	3	16.6	2	8.3
Sample of forms used to order materials	3	16.6	2	8.3
Who initiates various forms	4	22.2	2	8.3
Routes the forms follow	2	11.1	2	8.3
Reports required by school	2	11.1	2	8.3
Policies about groups using media center	0	0.0	2	8.3
Define groups that can use media center	0	0.0	1	4.2
Hours media center is in operation	6	33.3	1	4.2

NOTE: Keep in mind that the per cents for the high enrollment schools are figured on the basis of 18 returns and the per cents for the low enrollment schools are figured on the basis of 24 questionnaires returned.

eleven of the high enrollment schools and a total of twelve of the low enrollment schools want the results of the survey.

The author has tried to summarize the feelings of the schools about manuals or written policies in Table III on the next page. If a school had a manual, some written policies, checked that they might consider a manual in the future, or made some favorable comments, they were rated as being For manuals or policies. If on the other hand they did not have a manual or written policies, and were not interested in a manual in the future and made some unfavorable comments, they were rated as Against manuals and policies. Those in the Undecided category put question marks on their forms or left blank whether or not they would consider a manual in the future, or made comments such as they might consider a manual if they had the time. As one can see by referring to Table III that 76.2 per cent of the total questionnaires received were in favor of manuals or written policies, 14.3 per cent were against and 9.5 per cent were undecided. Even though 76.2 per cent of the schools indicated they were in favor of administration manuals only 16.7 per cent of the schools have such manuals.

Directions to Write own Manuals

The final purpose of this paper was to give some direction to those that might want to prepare their own manuals. As has been mentioned before some of the schools have written policies

TABLE III

COMPARISON BETWEEN HIGH AND LOW ENROLLMENT SCHOOLS
AND THEIR FEELINGS ABOUT MANUALS OR
WRITTEN POLICIES IN GENERAL

Type of School	For		Against		Undecided	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
High Enrollment	15	83.3	*2	11.1	1	5.6
Low Enrollment	17	70.8	**4	16.7	3	12.5
Total	32	76.2	6	14.3	4	9.5

*These two expressed themselves as being very much against even the idea of administration manuals.

**These schools mainly felt that because of their size they didn't have a need for administration manuals.

NOTE: The percentages for the high enrollment schools are figured on 18 total returns and the percentages for the low enrollment schools are figured on a total of 24 returns. The percentages for the total are based on 42 returns.

and procedures, even though they do not have separate manuals.
Some of the schools mentioned that they had student and faculty
handbooks, student and parent handbooks, board policy handbooks,
district policy handbooks and special manuals for some specific
area such as library assistants. The logical place to start
a manual seems to be to gather in one place all the existing
policies and procedures that one has. Some of the schools did
indicate that they felt it would be more convenient to have all
of the policies and procedures in one manual.

Several of the schools mentioned on the questionnaire that
they were in the process of revising their policies and procedures
and adding new ones. This seems to follow a logical sequence,
after gathering in one place the existing policies and procedures
they should be studied and revised if necessary. From this study
new areas that seem to be lacking can be added.

One school mentioned that they had spent several meetings
on the district level to revise and update their administration
manuals. Another school wanted a copy of the questionnaire so
that they could use it to start their manual. These schools
seem to be indicating that there are various sources to be used
to gather information to get the job of writing a manual start-
ed. It is hoped that studies such as this one would also be of
some help to those writing their own manuals.

There has to be a need felt before a manual is started.

One school indicated that they wrote their manual to help them
for an upcoming N.C.A. evaluation. Several of the low enroll-
ment schools stated that because of their size they did not feel
they had a need for such a manual. Another school stated that
a manual was helpful for substitutes, new help, etc.

Besides a need felt, another factor that should be given
consideration is the time factor. One school stated that they
would write a manual if they could get the time to do so. This
statement seems to point out that media specialists have to set
priorities for their time. Those things that are considered the
most important have to be done first.

Other suggestions for writing a manual were given in
Chapter II. At this time a few of the main points to follow
in writing an administration manual will be summarized:

1. Gather all existing policies and procedures in one place.
2. Review previous policies to see if they need revision.
3. Add policies in areas not previously covered.
4. Study what other schools in your area have done.
5. Use this as a special topic of study for district meetings.
6. Determine if there is a need felt for a manual.
7. Consult studies and writings concerning policy development.
8. Set aside a certain amount of time for this project.
9. Solicit suggestions from all members of the staff.

The last suggestion of consulting all members of the staff
seems to be very important and is emphasized throughout the
literature. If this procedure is followed the manual will be
more useful, as well as being better accepted by those that must
use it.

II. CONCLUSIONS

"Manual! Manual! Who's Got the Manual?," as part of the title indicates this was to be a conclusion of this study. Five of the high enrollment schools have separate administration manuals and two of the low enrollment schools have separate administration manuals for their media centers. As one can see, a few more of the high enrollment schools have manuals than do the low enrollment schools, 27.7 per cent compared to 8.3 per cent of those returning the questionnaire.

When the number of schools that have some written policies is added to those that have separate manuals one gets up to ten high enrollment schools for 55.5 per cent. A total of seven low enrollment schools have separate manuals or some written policies for a total of 29.2 per cent. When the two groups of schools are considered together only 16.7 per cent have separate manuals and only 40.5 per cent have separate manuals or some written policies. One can rightfully conclude that there is probably not much emphasis put on administration manuals or even written policies by school media specialists.

Like everything else, it takes time to write an administration manual. Media specialists have to determine that it is worth the time to do so, before manuals will be written. Not only do they have to set aside the time, but they have to be convinced that writing a manual is a necessary and worthwhile

thing to do.

The author was satisfied, for the most part, in both the quantity and quality of the responses. It is hoped that maybe a few people have been "jarred" into thinking about administration manuals as a result of this survey.

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APPENDICES

HIGH ENROLLMENT SCHOOLS SURVEYED

1. Ames	16. Iowa City
* 2. Ankeny	17. Keokuk
* 3. Bettendorf	*18. Lewis Central
4. Burlington	*19. Linn-Mar
* 5. Cedar Falls	*20. Marshalltown
6. Cedar Rapids	*21. Mason City
* 7. Charles City	22. Muscatine
8. Clinton	*23. Newton
9. Council Bluffs	*24. Ottumwa
*10. Davenport	*25. Sioux City
11. Des Moines	*26. Southeast Polk
12. Dubuque	27. Urbandale
*13. Fairfield	*28. Waterloo, Central High
*14. Fort Dodge	*29. West Des Moines
*15. Fort Madison	30. Western Dubuque

* Returned Questionnaire

Appendix B

LOW ENROLLMENT SCHOOLS SURVEYED

1.	A.C.L.	16.	Lohrville
* 2.	Ayrshire	*17.	LuVerne
3.	Bayard	*18.	Lytton
* 4.	Burt	*19.	Marathon
* 5.	Clearfield	*20.	Mingo
* 6.	Collins	21.	Morning Sun
* 7.	Diagonal	*22.	New Providence
* 8.	Fremont	23.	Ocheyedan
* 9.	Galva	*24.	Oxford Junction
10.	Grand	*25.	Palmer
*11.	Grand Valley	*26.	Prescott
*12.	Green Mountain	*27.	Rake
*13.	Havelock-Plover	*28.	Rembrandt
*14.	Lakota	*29.	Ringsted
*15.	Ledyard	*30.	Steamboat Rock

* Returned Questionnaire

March 4, 1974   52

Dear

I would appreciate it very much, if you would take a few
minutes of your time to help me collect some information about
your library or media center.

Let me introduce myself, I am a graduate student in Library
Science at the University of Northern Iowa, Cedar Falls, Iowa.
I am conducting a study about administrative manuals for
libraries or media centers.

Please fill in the enclosed questionnaire and mail to me in
the enclosed envelope by   , 1974. If you have an
administrative manual that you could spare, I would be very
pleased if you would send it to me, also. I will leave these
manuals with the Department of Library Science, at the University
of Northern Iowa for further class work after I have completed
my study.

If you would like a copy of my findings, please check the
appropriate response on the form.

Thank you very much for taking the time to respond to this
questionnaire and for sending me a copy of your administrative
manual.

                        Sincerely yours,

                        J. C. Muncy
                        Box 37
                        Dike, Iowa 50624

Library or Media Center
Administrative Manual
Survey Questionnaire

Administration manual defined: An administrative manual is one that outlines and explains all types of policies and procedures that are to be followed to administer and operate a library or media center.

INSTRUCTIONS: CHECK THE APPROPRIATE RESPONSES OR FILL IN THE BLANKS.

What grades are in your high school? 9-12_____ 10-12_____ Other_____

What grades are you responsible for? High School_____
                                     Jr. High   _____
                                     Elem.(K-6) _____
                                     Other   _____

Check the number of students in area you are responsible for.
                                     200 or less _____
                                     201 - 500   _____
                                     501 - 1000   _____
                                     1001 - more _____

How do students get access to library?
        Students need a pass to go to the library........_____
        Students don't need passes, free to come
            and go as they please........................_____
        Library is used as study hall, students
            are assigned for whole periods..............._____

	Yes	No
Does your school district have a media coordinator in charge of media in several school buildings?........	_____	_____
Does your library or media center have an administrative manual?...	_____	_____
If you answered No to the above question would you consider one in the future?.............................	_____	_____
Does your manual contain a statement of the school's philosophy and goals?.................................	_____	_____
Does your manual have a statement about the philosophy and goals of the library or media center?............	_____	_____
Does your manual include an organization chart of your school district?.....................................	_____	_____
Does your manual have an organization chart of your school?..	_____	_____
Do you have a section in your manual on policies and procedures to follow in dealing with professional personnel?..	_____	_____
Do you have a section in your manual on policies and procedures to follow in dealing with paraprofessional personnel?..................................	_____	_____
Is there a section in your manual dealing with clerical personnel?..	_____	_____
Do you include a section on policies and procedures dealing with student assistants?.......................	_____	_____

	Yes	No

Do you include the job descriptions of professionals
in your manual?..............................._____   _____

Do you include in your manual job descriptions for
paraprofessionals?............................_____   _____

Do you have job descriptions for clerical personnel
in your manual?..............................._____   _____

Do you have job descriptions for student assistants
in the manual?................................_____   _____

Does your manual include who is responsible for
selecting materials?.........................._____   _____

Does your manual include selection policies and
procedures?..................................._____   _____

Does your manual include who is responsible for
cataloging materials?........................._____   _____

Does your manual include the procedures and policies
to follow in cataloging?......................_____   _____

Do you list in your manual the circulation policies
and procedures for your library?.............._____   _____

Do you include in your manual policies and procedures
for discarding and weeding the collection?........_____   _____

Do you have in your manual policies and procedures to
follow when material has been challenged?..........._____   _____

Has the school board approved the selection and
challenge procedures?........................._____   _____

Does your manual include an inventory of what you own,
in the way of equipment and furnishings?..........._____   _____

Did you include in your manual a sample of forms used
in the daily operation of your library or media
center?......................................._____   _____

Did you include in your manual a sample of forms used
in your school for ordering materials?.............._____   _____

Does your manual explain who initiates these forms
and the routes they follow?..................._____   _____

Do you include in your manual the routing of these
forms?.._____   _____

Does your manual include reports that are required
of your department for the school administrators,
during the year or at the end of the year?........._____   _____

Do you have a policy in your manual that would
allow groups other than students and teachers to
use the library or media center?.............._____   _____

Do you define in your manual who these groups, besides
teachers and students, are?..................._____   _____

Are the hours of operation of your library or media
center given in your manual?.................._____   _____

Do you have any responsibility for the production
  of teaching materials?.............................____   ____

If you answered Yes, please answer the next two questions:
      Check the levels of responsibility you have
        for production of teaching materials.
                    School building level.........____
                    School district level.........____
     Check the type of production you are involved
      with, that is included in your administrative
      manual.

Photography........____	Dry Mounting...............____
Video Taping......____	Audio Tape Duplicating....____
Offset Printing...____	Transparency Making.......____
Film and Tape	Preparation of Charts
Splicing........____	and Handouts............____
	Others_____

List briefly, sections or topics that you have in your manual that
  have not been mentioned so far:

_____

_____

_____

Comments (feel free to make any comments you so desire, both pro
  and con about administrative manuals)

_____

_____

_____

                                              Yes   No

Do you want a copy of the results of this survey?   ____   ____

If yes, please fill in your name and mailing address:

                        _____
                                  Name

                        _____
                                Address

                        _____
                                  Address

NUMBER OF HIGH ENROLLMENT SCHOOLS
RESPONDING POSITIVELY TO QUESTIONS
LISTED ON QUESTIONNAIRE

Questions on Questionnaire	Number of Schools Responding Positively
Does your school district have a media coordinator in charge of media in several school buildings?.......	3
Does your library or media center have an administrative manual?.....................................	2
If you answered No to the above question would you consider one in the future?........................	11
Does your manual contain a statement of the school's philosophy and goals?..............................	3
Does your manual have a statement about the philosophy and goals of the library or media center?..........	3
Does your manual include an organization chart of your school district?.................................	1
Does your manual have an organization chart of your school?.....................................	1
Do you have a section in your manual on policies and procedures to follow in dealing with professional personnel?...................................	1
Do you have a section in your manual on policies and procedures to follow in dealing with paraprofessional personnel?..............................	1
Is there a section in your manual dealing with clerical personnel?...............................	1
Do you include a section on policies and procedures dealing with student assistants?....................	4
Do you include the job descriptions of professionals in your manual?................................	2
Do you include in your manual job descriptions for paraprofessionals?................................	2
Do you have job descriptions for clerical personnel in your manual?.................................	2
Do you have job descriptions for student assistants in the manual?...................................	1
Does your manual include who is responsible for selecting materials?................................	6
Does your manual include selection policies and procedures?......................................	8

Does your manual include who is responsible for
cataloging materials?............................... 3
Does your manual include the procedures and policies
to follow in cataloging?............................ 3
Do you list in your manual the circulation policies
and procedures for your library?.................... 5
Do you include in your manual policies and procedures
for discarding and weeding the collection?........ 4
Do you have in your manual policies and procedures to
follow when material has been challenged?......... 9
Has the school board approved the selection and
challenge procedures?............................... 9
Does your manual include an inventory of what you own,
in the way of equipment and furnishings?.......... 1
Did you include in your manual a sample of forms used
in the daily operation of your library or media
center?... 3
Did you include in your manual a sample of forms used
in your school for ordering materials?............ 3
Does your manual explain who initiates these forms
and the routes they follow?......................... 4
Do you include in your manual the routing of these
forms?.. 2
Does your manual include reports that are required
of your department for the school administrators,
during the year or at the end of the year?........ 2
Do you have a policy in your manual that would
allow groups other than students and teachers to
use the library or media center?................... ___
Do you define in your manual who these groups, besides
teachers and students, are?......................... ___
Are the hours of operation of your library or media
center given in your manual?........................ 6

NUMBER OF LOW ENROLLMENT SCHOOLS
RESPONDING POSITIVELY TO QUESTIONS
LISTED ON QUESTIONNAIRE

Questions on Questionnaire	Number of Schools Responding Positively
Does your school district have a media coordinator in charge of media in several school buildings?.......	8
Does your library or media center have an administrative manual?...	5
If you answered No to the above question would you consider one in the future?..........................	9
Does your manual contain a statement of the school's philosophy and goals?.................................	4
Does your manual have a statement about the philosophy and goals of the library or media center?..........	4
Does your manual include an organization chart of your school district?.................................	4
Does your manual have an organization chart of your school?..	4
Do you have a section in your manual on policies and procedures to follow in dealing with professional personnel?..	4
Do you have a section in your manual on policies and procedures to follow in dealing with paraprofessional personnel?.................................	2
Is there a section in your manual dealing with clerical personnel?...................................	1
Do you include a section on policies and procedures dealing with student assistants?....................	1
Do you include the job descriptions of professionals in your manual?.....................................	1
Do you include in your manual job descriptions for paraprofessionals?.................................	1
Do you have a job description for clerical personnel in your manual?.....................................	1
Do you have job descriptions for student assistants in the manual?.....................................	3
Does your manual include who is responsible for selecting materials?.................................	1
Does your manual include selection policies and procedures?..	2

Does your manual include who is responsible for
   cataloging materials?................................   2

Does your manual include the procedures and policies
   to follow in cataloging?.............................   2

Do you list in your manual the circulation policies
   and procedures for your library?....................   5

Do you include in your manual policies and procedures
   for discarding and weeding the collection?........   ___

Do you have in your manual policies and procedures to
   follow when material has been challenged?.........   2

Has the school board approved the selection and
   challenge procedures?...............................   1

Does your manual include an inventory of what you own,
   in the way of equipment and furnishings?..........   ___

Did you include in your manual a sample of forms used
   in the daily operation of your library or media
   center?...   2

Did you include in your manual a sample of forms used
   in your school for ordering materials?.............   2

Does your manual explain who initiates these forms
   and the routes they follow?........................   2

Do you include in your manual the routing of these
   forms?..   2

Does your manual include reports that are required
   of your department for the school administrators,
   during the year or at the end of the year?........   2

Do you have a policy in your manual that would
   allow groups other than students and teachers to
   use the library or media center?...................   2

Do you define in your manual who these groups, besides
   teachers and students, are?........................   1

Are the hours of operation of your library or media
   center given in your manual?.......................   1

LIBRARY MANUAL

MARSHALLTOWN SENIOR HIGH SCHOOL ,
March, 1974

I. This manual is an attempt to unify the several policies, procedures, etc., that are used in the MHS library into one overall policy manual. It is hoped that this will facilitate the answering of any questions that may arise over library policy.

This report also hopes to point to the fact that the instructional materials center is the classroom teacher's most fruitful resource in the enrichment of instruction. The key word is service.

II. PHILOSOPHY

School libraries are concerned with generating understanding of American
freedoms and with the preservation of these freedoms through the de-
velopment of informed and responsible citizens. The specific purposes
are as follows:

A. To participate effectively in the school program as it strives to
meet the needs of students and teachers.
B. To provide materials that will enrich and support the curriculum,
taking into consideration the varied interests, abilities, and
maturity levels of the student served.
C. To provide materials that will stimulate growth in factual knowledge,
literary appreciation, aesthetic values, and ethical standards.
D. To provide materials on opposing sides of controversial issues so
that young citizens may develop under guidance the practice of
critical reading and thinking.
E. To provide a background of information which will enable students
to make intelligent judgments in the daily lives.
F. To provide materials representative of the many religious, ethnic,
and cultural groups and their contributions to our American heritage.
G. To place principle above personal opinion and reason above prejudice
in the selection of materials of the highest quality in order to in-
sure a comprehensive collection appropriate for the uses of the
library.
H. To introduce students to community libraries as early as possible
and cooperate with those libraries in their efforts to encourage
continuing education and cultural growth.
I. To work with teachers in the selection and use of all types of
library materials which contribute to the teaching program.
J. To participate with other teachers and administrators in programs
for the continuing professional and cultural growth of the school
staff.

III. FUNCTIONS

A. The school library is a service agency. It functions to further the
school's objectives. It has no distinct subject matter but provides
materials for all subjects and all interests of students and
teachers. It becomes increasingly effective as teachers and students
learn to use its resources and employ its services for their work
and play purposes. Through the library, books and other materials
are distributed to individuals and classes wherever they will be
used. Students, teachers and classes go to the library to use books
and periodicals to find facts and illustrative materials and to read.
B. The school library has a positive, active, teaching function. It
suggests the reading of books which might otherwise be unknown or
neglected. It supples materials for developing and expanding in-
terests. It stimulates new interests. Through its reference tools,
indexes, and catalogs, the realms of information and knowledge may
be explored. The library cooperates with other agencies of in-
struction in helping students learn how to use libraries and their
materials.

C. The school library is a materials center. In it the books, filmstrips, records, slides, models, transparencies, tapes, periodicals and pictures to satisfy the interests and to meet the needs of the students and teachers of the school are organized, cataloged, shelved or filed and displayed so as to be easily found and used.

D. The school library is a reading center...a place for enjoying books, for investigating problems, for study and for using all sorts of printed materials. The school librarian makes the library a work center for the entire school.

IV. RELATIONSHIPS

A. The first essential of an active school library is young people who are learning to explore the resources of knowledge. Their use of materials measures the service.

B. Next in importance are the teachers. Before a school library can perform all of its services, the teachers must know its resources and realize how its work leads to, and develops from, their work.

C. In order for a school library to adequately meet the needs and function effectively, the superintendent and principal must understand its purposes and what it can do for the school. The administration of the library is largely determined by the principal's plan for its use.

D. The selection, organization and use of the materials, and the administration and teaching program of the library depend on the librarian.

V. GROUP INSTRUCTION

A. A program in teaching the use of the library is begun in the elementary grades.
   1. Additional instruction is given when the students enter the junior high schools.
   2. The program includes library units taught by the faculty and the librarian in English classes.

B. The librarian is also always available as a consultant.

VI. DEPARTMENT GOALS OF THE LIBRARY

A. It shall be the responsibility of the high school library and staff to acquire and maintain a variety and balance of materials for individual and classroom use, including books, periodicals, filmstrips, records, models, tapes, transparencies, slides, pictures and any other material considered valuable by the professional staff of the school and feasible within the limits of available funds. It will then be a goal of the staff to organize these materials so they are accessible to all students and teachers using basic research techniques and/or the library staff. Periodically, the collection will be compared with the Wilson Senior High Library catalog to balance its effectiveness and balance.

B. The library shall serve as a service area for the high school staff by providing materials, staff, and work area in the library and the circulation and maintenance of audio-visual equipment for individual and classroom use.

C. It shall be the task of the professional library staff to review the basic techniques of library usage for the sophomore class, including the card catalog, the Readers' Guide to Periodical Literature, the Dewey Decimal System and the physical setting of our library. This culminates with a short library orientation unit taught to the sophomore speech classes. It will also be the responsibility of the professional staff to assist and teach the individual student in the use of the library as the need arises within the school day.

D. The school library will promote the use of materials for recreational and avocational interests. Therefore, materials that not only supplement the curriculum, but are of current interest to the senior high age student should be acquired and made accessible for the student. It is important to select the best current adult literature for these patrons.

E. The library staff, with the cooperation of the teaching staff, will promote a quiet atmosphere, which remains conducive to constructive work. Study carrels are provided for individual study. Periodic student usage counts will be taken to evaluate the use made of the library.

VII. LONG RANGE PLANS

The most immediate need in the library is one of space. Since the library has assumed the responsibility for the distribution of 16mm films and projectors used in the building, the shortage of space has become even more accute. The 16mm projectors, as well as all A-V hardware and some software, are stored in the library workroom...thus greatly curtailing its effectiveness as an office/work area. To help alleviate this problem, room 231 should be converted into a library related A-V storage room. Such a plan would add approximately 400 sq. ft. to the library complex. A doorway from the library should be put in connecting the media center with 231. The hallway door to 231 could then be permanently locked. If this were done, several benefits would emerge. Firstly, room 231 would allow for efficient storage of the A-V equipment...as well as better control of checking materials in and out. Secondly, the conversion of 231 would allow for a media preview area. The present situation is at best awkward. Teachers, if they wish to remain in the library, must use the crowded workroom to preview non-print media...or take it back to their classroom. A permanent preview area could be established in 231, thus encouraging teachers to view materials they might have otherwise ignored. Thirdly, such an area could be used as student listening/viewing stations for filmstrips, kits, records, etc. Permanent stations could be established for these tasks. Fourthly, the room which presently attempts to house all the above activities could once again become the office/workroom for which it was desgned.

MHS is in need of more audio-visual equipment. Existing A-V hardware is used very heavily and at times is strained to meet the needs of the staff. Additional equipment would insure a machine when needed by a teacher. The following are projected needs of the library... needs which should be met as soon as possible.

1. The number of 16mm projectors shoukd be increased to 10(an addition of 1). After this has been accomplished, a projector should be replaced each year. Cost = $525.00/projector.

    2. Two cassette tape recorders with both record and playback
       capabilities should be purchased. Two potential models...
       $38.47 or $27.97.
    3. Two record players with earphone jacks. Newcomb...$135.00 ea.
    4. Two Dukane projectors for filmstrip-record combinations should
       be purchased. $225.00/projector.

Every effort should be made to block one entrance to the media center,
thus taking the library out of the hallway. Implementation of such a plan
would greatly decrease the unnecessary traffic through the library. By
running a wall from just north of 231 and the door into the library work-
room, approximately 200 sq. ft. would be added to the media center. A room
roughly 16' X 13' would be created just outside of the library's north exit
between room 231 and the doorway into the library workroom. Such an area
would be ideal for small groups of students working together. Many students
and teachers have expressed a desire for such a small group area...particularly
the speech students wishing to practice their speeches. Many classes would
benefit from a conference room.

Production areas are becoming more and more of a necessity for students
and teachers in the building. Teachers experimenting with different teaching
strategies wish to construct materials they have designed rather than always
adapting their units to the commercially produced materials available.
Students are encouraged to create projects involving a variety of forms of
media. All of this requires equipment and space.

The library should be air-conditioned to insure maximum usage during
warm weather, including summer school. The library is an area of mass
utilization and should be as comfortable as possible.

VIII. POLICIES

    A. Library hours:
       Monday through Friday...7:30 to 4:00.
    B. Loan periods and related policies.
       1. Main collection...2 weeks with renewals.
       2. Reference books. Since reference books are used frequently
          for consultation and quick answers, they do not circulate.
          Exceptions are made when a special need arises, with
          permission from the librarian.
       3. Reserve books.
          a. During the day...1 period.
          b. Overnight...3:00 p. m. to 8:45 a. m. the following day.
       4. Periodicals.
          a. Current periodicals.
             1) 1 period during the day.
             2) Overnight...3:00 p. m. to 8:45 a. m.
          b. Back issues...1 week with 1 week renewal.
       5. Vertical File...1 week with 1 week renewal.
       6. Audio-Visual materials.
          a. Records...1 period or 1 day.
          b. Tapes...1 period or overnight.
          c. Filmstrips...1 period.
          d. Kits...1 period.

C. Fines
   1. Overdue materials
        Once material is checked out, it becomes the responsibility of
   that person to preserve and properly return the material within the
   library loan regulations. The library sends overdue notices as a
   reminder.
        In the calculation of fines, an item is considered overdue if it
   is not returned by the time due. There is a grace period of five
   days for main collection books, and for back issues of periodicals.
   This means that if the person returns his materials within 5 days
   after they are due, no fine will be assessed. However, after the
   grace period is over, the fine will cover from the day due to the
   day returned.
   2. Overdue fines
        a. Non Fiction...5¢ per day...$1.00 maximum.
        b. Fiction...5¢ per day...$1.00 maximum.
        c. Reserve...10¢ per school hour...$1.20 maximum.
        d. Periodical...5¢ per day...50¢ maximum.
        e. Vertical File...5¢ per day...30¢ maximum.
        f. Audio-Visual materials...5¢ per day...30¢ maximum.
   3. Lost Library Materials
        When materials seems to be lost by a student, this person will
   be charged for the price of that material, plus any fine that has
   accumulated.

X.   COLLECTIONS
        The material owned by the MHS library is organized in a number of
   different collections. The main circulating book collection makes up
   most of the library's holdings, numbering approximately 12,000 volumes.
   There is also a reference collection and a reserve book section.
        A. Book Collection
           1. Nonfiction books
                a. All of the books in this collection are shelved in the
                   stacks behind the circulation desk, according to the
                   Dewey Decimal system.
                b. Dewey Decimal system
                        000   General Works
                        100   Philosophy and Psychology
                        200   Religion
                        300   Social Sciences
                        400   Language
                        500   Pure Science
                        600   Applied Science
                        700   Arts and Recreation
                        800   Literature
                        900   History and Geography
           2. Fiction Books
                a. The books in this collection are shelved along the
                   south side of the stacks in the middle of the library
                   and continue along the southeast wall below the
                   windows.
                b. These are classified by the letters FIC, followed by
                   the first three initials of the author's last name.
                   A book by Margaret Mitchell would appear:
                        FIC
                        MIT

    c. The fiction books are shelved in alphabetical order according to the author's last name.

  3. Reference Books

    a. This collection is shelved along the northeast wall and continues on the north side of the stacks in the middle of the library.

    b. These are classified by the Dewey Decimal system and designated from nonfiction books by the letter "R" preceding the Dewey Decimal number.

  4. Reserve books

The reserve book collection is a closed collection of materials shelved at the circulation desk. These books are usually set aside by a class instructor for a special assignment or project. Whenever an item is on reserve, students should know:

    a. That the books are on closed shelves.

    b. That a one hour loan is in effect during the day with an overnight loan permitted from 3:00 p. m. to 8:45 a. m.

    c. That as many copies as possible will be avialable, but courtesy should be paid so all students get an opportunity to use the item.

B. Periodical Collection

  1. The library subscribes to over 130 magazines with a broad selection of both general interest and scholarly journals. Current magazines are shelved in alphabetical order on the south end of the library. Back issues may be obtained upon request from the clerk of the periodical room. A rotary file located at the periodical desk is available for use, listing the magazine titles and dates of the issues the library has for check-out.

  2. There are currently 6 different newspaper titles in the library, including the <u>Marshalltown Times-Republican</u>, <u>Des Moines Register</u>, <u>Christian Science Monitor</u>, <u>Wall Street Journal</u>, <u>National Observer</u>, and the <u>New York Times</u>. Newspaper may be checked out for one period. They are located adjacent to the current magazines.

C. Vertical File

This file is located close to the circulation desk. It consists mainly of recently published pamphlets and newspaper clippings, all very valuable to a student in gaining current ideas, facts, and statistics. This material is arranged alphabetically and may be checked out for one week.

D. Audio-Visual Collection

The audio-visual collection is available for student use as supplemental information. These materials can be located by checking for entries in the card catalog under the author, title, or subject. A red band across the top of the card designates these items from the other book entries. The audio-visual materials may be checked out for use during the school day. The library has the following items and the proper machines to use the materials: Filmstrips (FS), tape recordings (TR), record albums (LP or RA), transparencies (TRANS), kits...a combination of filmstrip and record (KT) and other miscellaneous items.

XI. PHYSICAL FACILITY

   A. The MHS library seats 130 students, a number of which are dry and wet
       study carrels.
  .B. A work room and a periodical room are a part of the library unit.
   C. Card catalogs, a charging desk, and informational files are provided.
   D. A professional library is provided in the general stacks.
   E. A-V storage area is provided for in the library workroom but more
       room is badly needed.

XII. BOOK SELECTION POLICY

   The following are a few basic tenets used in material selection:
   A. Whenever possible, purchased materials will be suggested by a class-
       room teacher and will be usable by several teachers.
   B. Selection shall be based upon the best recent reviewing devices and
       shall be relatable to the school's curricular needs.
   C. The selection of good recreational materials...fiction, outdoor
       materials, etc...shall be done with the help of teacher suggestions
       or creditable reviewing devices.
   D. The philosophy represented in materials selection is outlined in
       Appendices A, B, and C. The Marshalltown School Board's official
       library materials selection ploicy is included as Appendix D.

XIII. CHALLENGED LIBRARY MATERIALS

       If the situation ever arises where library materials are challenged
   as to their aptness in being included in the library, the following is
   the normal process.
       The citizen voicing the complaint is asked to fill out a citizen
   request for reconsideration of a book or pamphlet form. One copy is
   submitted to each of the following: librarian, principal, and the
   superintendent of schools. After a review has been conducted on the
   administrative level, which may or may not include a review committee's
   opinion, a decision concerning the merits of the challenged material will
   be made. The decision will reflect the worth of the material as lit-
   erature and the parties concerned will accept and respect the decision
   as handed down.
       The form used in the challenge process is included as Appendix E.

XIV. STUDENT BEHAVIOR POLICY

       In a high school the size of MHS, at least one area is needed for
   quiet study. The library will fill that need. A student has the right
   to go to one area where he or she knows that a continual quiet, although
   relaxed, atmosphere predominates. With this in mind, the following
   simple rules will exist.
   1. The library is a quiet area. No horseplay, loud conversations or
       other disturbances will be tolerated. Offenders will be asked to
       leave the library.
   2. Several students working together on an assignment and conversing
       in reasonable, hushed tones is not a violation of the quiet area.
       In other words, a noise level ceiling has been drawn and will be
       strictly adhered to.

3. Recreational reading is encouraged. The browsing of magazines and other library materials is a legitimate task. The library staff will encourage such usage as long as the library's quiet basis is not violated.
4. Teachers are encouraged to bring their classes to the library for research and other projects. However, they too must be aware of and see that their students live within the boundaries of the library as a quiet area.

XV. BUDGETARY INFORMATION AND CENTRAL PROCESSING

Line Item Accounts

Books (Including processing and binding)

Periodicals, Newspapers

A. V.

Supplies

The budgetary practices at MHS are similar to many school systems. Amounts are budgeted to several line item accounts with some flexibility among the accounts. Orders are prepared...using the selection process outlined above...and are then sent to the central IMC for the actual ordering of materials. The MHS library will then receive a list of the books that have been ordered directly from the company or a book jobber (generally Jostens). The order is returned to the IMC where the books are processed (catalog cards, call numbers on the spine, book pockets, etc.) and then returned to the library ready for the shelf. A library activity fund which includes fine and lost book money is also available for library use...with office permission. When this money is utilized, the billing comes directly to the library and the IMC does not participate.

XVI. JOB DESCRIPTIONS

A. Head librarian
    1. Ensure the smooth operation of the library by overall supervision of the library personnel.
    2. Order all new materials after a careful selection process...includes perusing review periodicals as well as conversations with and/or suggestions from the teaching staff.
    3. Preparation and teaching of a library unit to sophomores as well as carrying on a continual library usage program with individual students.
    4. Assist students and faculty in any possible way pertaining to library business.
    5. Establish and maintain the library as a quiet area.
    6. Working in any of the libray area, particularly the circulation and magazine areas, when necessary.
    7. Aid in the supervision and instruction of student library assistants

8. Attempt to encourage and maintain a positive attitude toward the library from the teaching staff and students.
9. Implement any new programs deemed meritorious.
10. Coordinate the distribution of A-V software and hardware throughout the building.

B. Assistant librarian
1. Direct responsibility for the vertical file...from ordering to insertion and maintenance.
2. Help to maintain the library as a quiet study area.
3. Assist students and faculty in any possible way pertaining to library business...includes working with students in learning proper library usage.
4. Typing and other duties as assigned by the head librarian.
5. Working in any of the library areas, particularly the circulation and magazine areas, when necessary.
6. Recommends to the head librarian any materials seen by the assistant as being needed or purchaseable by the library.
7. Aid in the processing of new materials for shelving.
8. Aid in the supervision and instruction of student assistants.
9. Responsibility for making any suggestions which the assistant feel may help the operation of the library.
10. Aid in the media distribution as indicated by the head librarian.

C. Library secreatary
1. Receive mail, including newspapers, magazines. Label newspapers, prepare for circulation and put into circulation. File outdated ones.
2. Prepare and put into circulation materials compiled by the librarians and/or teachers and placed on reserve for specific assignments for students.
3. Records are kept of all print and non-print media, A-V aids checked out and in.
4. A daily record is kept of the number of materials loaned per day with an accumulative record kept on a monthly basis.
5. Overdue materials are noted on the Rolladex and notices to students written daily.
6. Student assistants, including work study students, are instructed in their duties, the procedures of the library, and assisted in the performance of their duties.
7. Books are shelved by work study students with library secretary's (or some library staff's) supervision.
8. Reading of the shelves is made periodically and as often as possible. The inventory is taken yearly and assistance in this is given to the librarians.
9. Assistance in typing is given when necessary.
10. Assistance is given to students and faculty members...also directing them to the librarians when the need arises.
11. Assisting by writing order cards for materials selected by or requested through the librarian.
12. Make minor repairs on books...torn spine covers, pages, etc.
13. In the fall, all magazines must be mended and the shelves read before the beginning of school. This means "cleaning" the magazine room. The entire library system must be put in order to function properly. Help is given in this procedure.

C. Magazine clerk
   1. After school is out in the summer and before starting in the fall, all magazines have to be checked and arranged to make room for new subscriptions.
   2. Check in new periodicals and put them into folders for student use.
   3. Help students find periodicals and check out the materials.
   4. File all cards and magazines as returned.
   5. Mend all torn and damaged magazines.
   6. Alphabetize catalog cards and file cards.
   7. Assist in the clipping and pasting of vertical file material.
   8. File vertical file material.
   9. Be familiar with the circulation desk and arrangement of materials in order to assist the secretary in this area when necessary.
   10. Assist in any necessary typing.

APPENDIX A

Evaluating Books

1. General factors to be considered with most books:

a. Is the author qualified in scholarship, experience? Is he familiar with his subject personally?

b. What is his personal attitude toward his book? Does he display strong opinions, partisanship, prejudice?

c. Is the material well expressed? Is the literary style creative, forceful, graceful?

d. Are the authorities used cited fully, accurately, and carefully?

e. Is the work a conscientious presentation of all avialable facts?

f. Is there some reason for its existence?

g. Is the book written for the scholar and specialist, or for the general reader?

h. Does the subject show intellectual discrimination? Is it clearly and carefully organized, and well-proportioned?

i. Is the content of the book complete or partial, exhaustive or condensed?

j. Is the book authoritative: is it based on original or good secondary sources, or both?

k. What are the strongest and weakest features of the work?

l. What is the contribution to knowledge in its subject?

m. Is the format good: table of contents, full and accurate indexes, illustrations, appendixes, authorities cited, bibliographies, notes?

n. How does your evaluation of the work compare with others?

2. Additional factors in subject areas:

BIOGRAPHY

Autobiography:

a. Is the book honest, simple, and above all, interesting?

b. Is the book a "firsthand" creation or was it prepared by a so-called "ghost-writer"?

Biography:

a. Is the author accurate, sympathetic, and impartial?

b. Is the book well-balanced, or is it gossipy and disconnected?

c. Is the author biased, or is this definitely a critical biography fairly presented?

d. Does the author have an understanding of human nature?

e. Is the individual subject interesting in himself, or was he made interesting by the art of the biographer?

f. Is the book fictionalized: is there constant use of the present tense in narrative; is there constant introduction of dialogue and a highly pictorial rendering of dramatic or emotional scenes?

g. Was the biography written during the lifetime of the subject? If so, it may be of less value?

HISTORY

General History:

a. Note the type of historical writing; is it narrative and descriptive, philosophical, critical, social; or does it overlap and merge among the types?
b. Is the format good: maps, genealogical or chronological tables, full and accurate indexes, illustrations and portraits, citations from authorities, bibliographies, notes, and references?

Travel:

a. Is the author qualified? Are his observations precise or just hasty impressions; is he an experienced traveler or an armchair adventurer; does he have special training or authority?
b. Is the writer biased or prejudiced toward the places he depicts?
c. Is the subject interesting in itself or made interesting by the writer's craft?
d. Is the work factual or romantic?

LITERATURE

a. Literature stands or falls not on the writer's academic attainments but on its art.
b. Does the author depict life realistically?
c. Does the writer show insight into human nature?
d. What type of work is this: narrative, fantasy, satire, irony?
e. Does the book affect you wholesomely; does it stimulate, provoke thought, satisfy, amuse, inspire?
f. Does the book contain enough to make it worth your while?
g. Is the plot well presented?
h. Does the book compare well with classics of the same kind?

PHILOSOPHY

a. Does the author show originality and creative insight?
b. Does the author express himself well; is he clear?

RELIGION

Primitive religion: Also see suggested evaluation under science.

Non-Christian and Christian Religions:

a. The authority of the religious writer will depend partly on his theological background and education.
b. Does the writer present all sides fairly, or does he ignore other points of view?
c. Is the author overly critical of other points of view?
d. Does the writer force interpretations in order to fit them into an already established pattern?
e. Is the archaeological data reliable in older books?

SCIENCE

a. What are the author's qualifications?
b. Does the work represent firsthand research, experimentation, or observation?
c. Is the work readable and interesting?
d. Is the work logically organized?
e. Does the work summarize, expound a theory, analyze or criticize, record, express a particular point of view, or appeal to a particular group of readers?
f. Is the material up-to-date? Note copyright date and edition of book itself, also copyright dates and editions of materials used in bibliography.
g. Who is the publisher? Those of first rank as a rule conform to high standards.

SOCIAL SCIENCES (Political Science, Sociology, Economics, Education and Business)

a. Does the author show forcefulness and clarity?
b. Is the author an extremist? Is he dogmatic or intolerant?
c. Is the work theoretical or practical?
d. Do the facts give insight, confuse, become too prolix, or exaggerate the subject?

Morse, Grant W. The Concise Guide to Library Research. Washington Square Press, 1966.

The multiplicity of materials (many of them mediocre and even inferior) on the market today, the demands of the curriculum, the requests of teachers, and the interests of children and young people, require the careful selection of library books and other printed and audio-visual materials. Wise expenditure of funds so that the collection reflect the educational philosophy of the school, as well as the educational and personal needs of pupils and teachers, will determine many of the uses and services provided.

Books, magazines and other printed and audio-visual materials that together comprise the instructional resouces collection of the school can be housed most adequately and used most effectively through a school library. Although it is the librarian to whom the process of book selection is largely delegated, this responsibility is not his alone. It is a joint one shared by teachers, principals, and pupils. The advice of subject area specialists is vitally needed. The interest in and use of the school library are increased as teachers participate in the selection of materials. Where there is no librarian in the school, then someone else should be assigned the responsibility for the selection of library materials. Perhaps it will be the principal or one of the teachers who has a background of children's reading interests and knowledge of books for the age levels served in that school. It may be necessary to seek help in some instances from librarians in other school districts or in public libraries.

Library Books

ᴬn the selection of materials for the school library, one should: (1) understand children and young people...their interests, activities, dreams, ideals, homes and community; (2) have knowledge of the curriculum, the teaching-learning process, and the school's objectives; (3) be aquainted with the contents of other libraries in the community that serve youth; (4) be familiar with the books recognized as important and of interest to children and young people of the age to be served; (5) make use of approved book lists and selection aids; (6) be certain that the collection includes books for each age group and each grade level, for both boys and girls, for each subject interest, for reference, information and pleasure, for reluctant, average and gifted readers. One should select the best books available in the field. To be avoided are the mediorce, inferior and those of doubtful value, books selected from a single publisher's catalog (without checking reviews), books from remainder or bargain catalogs, and packets that have not been reviewed professionally or examined by qualified personnel in the district.

Specifically some or all of the following criteria should be applied when determining whether a particular book should be added to the library collection:
1. Subject matter
   a. The book fills a curriculum need.
   b. The style of writing and content are interesting to the age level and appropriate for the subject matter.
   c. The vocabulary is appropriate to the subject and concepts introduced.
   d. The book helps the child understand his relationship to others.
   e. The book contributes to the development of desirable attitudes and gives insight into human values.
   f. If non-fiction, the material is accurate, authoritative and up-to-date.
   g. If fiction, the story stirs the spirit or imagination, has a good plot and well developed characterization, has literary value, or if the writing is not outstanding, has a message that makes it of lasting worth.

2. Format
   a. The size is appropriate for the reader for whom intended and the book is easily shelved.
   b. The binding is durable.
   c. The print is clear.
   d. The paper of a good quality and the spacing and type are satisfactory for the page.
   e. The illustrations contribute to the text.

Audio-visual materials

The selecting of audio-visual materials must be done in terms of the teaching-learning process; that is, in terms of student needs and the development of concepts to meet these needs.
   The following criteria should be helpful in selection:
   1. The material is usable in direct relation to a major teaching purpose, or to a teaching unit; that is, to a specific experience, or problem-solving activity.
   2. The material calls for vicarious experiencing, thinking, reacting, discussing, and studying.
   3. The context communicated by the material is in good taste, artistic, rich in concepts and relationships, accurate, typical, up-to-date, and important to pupil, community, and society.
   4. A sufficient number of examples is offered to illuminate both sides of a question unless it is clearly stated that only one side is being presented.
   5. Materials are appropriate for age, intelligence, and experience of the learners.
   6. Materials can be used in a regular class period.
   7. Physical condition of the material is satisfactory.
   8. Teacher's guide is available to provide help in effective use of materials.
   9. Sponsored materials should be free of bias or advertising content beyond the statement of sponsorship.

Inexpensive materials

Many types of free or inexpensive materials, with varying degrees of suitability are avdialble to teachers and students today. Some of this material meets high standards abd provides resources otherwise unavailable. Much of it, however, is obviously unfit for school use because of its bias or advertising content. Each type...free, inexpensive, with sponsorship...presents a special problem of selection.
   Purely advertising material has no place in the classroom or library. On the other hand, if there is a statement of sponsorship without reference to a specific make or product and the material deals with a general field of accepted educational value, this material would be acceptable.
   A specific selection policy and procedure should be accepted for the acquisition of free and inexpensive materials in a school building or district.

   The following criteria should be considered:
   1. Materials should serve a specific educational purpose with respect to the curriculum or to a particular unit of study.

2. Content should be written on the reading level of the age group that will use it.
3. Information should be presented free of bias or distortion.
4. A particular point of view should be clearly stated, and care taken to provide materials on the opposite side as well.
5. Material should be attractive and easy to use from the standpoint of illustrations, type, format and arrangement.

Included as Apendix A of the State plan for Title II, P. L. 89-10, and based on material prepared by Eleanor E. Ahlers, Supervisor of Library Services, Office of Public Instruction, Olympia, Washington.

Ten Commandments of School Library Book Selection

1. Fix a definite policy and follow it consistently. Illogical, un-planned, and disconnected selection is not only wasteful but fails to achieve the desirable continuous development of the book collection.

2. Let the basis of selection be positive, not negative. When suitability is in question, avoid purchase. A "best" book can always be secured.

3. Secure books which the library can use to the greatest advantage. Use is the final determinant of value.

4. Select books in which individuals have a natural and expressed interest. Success in estimating interest will be indicated by use. Avoid books on subjects not interesting to or important for young people, and books which in subject matter and treatment present problems of adult life inappropriate for the majority of young people.

5. Aim to include books of the highest quality for the greatest number. Accessibility to the good and beautiful in books is a part of the adolescent's heritage.

6. Select books that tend toward the development and enrichment of life and the individual. The subject matter or content should be important for the adolescent's life and growth. Emphasis should be placed on books which will contribute to his understanding of himself and of his relationship to his com-munity, books which will represent man's human development (mental, moral, or material), books which will develop insight into human values, appreciation of the spiritual, and joy in the beautiful.

7. Select books of permanent, rather than temporary, value. Books which are useful on a long-term basis rather than a temporary popularity represent the best investment of funds. Avoid timeliness as s determining factor in purchase, waiting until reviews have appeared and the book is evaluated in terms of other works. Stoack the classics and standard works which are the backbone of a good book collection.

8. Be broadminded. Evaluate demands on the basis of value rather than vociferousness. Do not let personal enthusiasms become too important; avoid favoritism.

9. Keep balance and proportion in the collection as a whole. Aim to satisfy all demands, curricular and non-curricular, with attention to all subjects, interests, and types.

10. Erect standards of judgment and apply these criteria intelligently. Consult book reviews and selection aids of recognized authority. Utilize the knowledge of teachers in their subject fields. Know books...publishers, editions, authors, titles, and format.

Heaps. Book Selection for Secondary School Libraries. N. Y.: H. W. Wilson Co. 1942. pp.72-73.

Educational Program

Series 600

Policy Title_____ Library Materials Selection _____ Code No._ 603.6 _____

The Marshalltown Board of Education is the legal governing body of the

Marshalltown Community School District with the superintendent of schools

acting as liaison between the professional staff and the board. Responsibility

for the selection of materials within each building shall be delegated to the

professionally trained personnel familiar with the curriculum, methods of

teaching, individual differences of students and methods and procedures of

selection from the wide variety of materials available. Selection is a con-

tinuous process which shall include suggestions from administrators, teachers,

parents and students.

It shall be the librarians responsibility to discard materials when they

are no longer of value to the collection.

The Marshalltown Community School District further subscribes to the

principles of school libraries as set forth in the School Library Bill of

Rights as formulated by the American Association of School Librarians and en-

dorsed by the Council of the American Library Association, July, 1955.

SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of American

freedoms and with the preservation of these freedoms through the development

of informed and responsible citizens. To this end the American Association

of School Libraries reaffirms the Library Bill of Rights of the American

Library Association and asserts that the responsibility of the school library

is:

> To provide materials that will enrich and support the curriculum,
> taking into consideration the varied interests, abilities and
> maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge,
literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to
make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that
young citizens may develop under guidance the practice of critical read-
ing and thinking.

To provide materials representative of the many religious, ethnic, and
cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice
in the selection of materials of the highest quality in order to
assure a comprehensive collection appropriate for the users of the
library.

GENERAL CRITERIA FOR SELECTION OF MATERIALS

1. Materials must meet the needs of the individual school based on
   knowledge of curriculum and based on requests from administrators
   and teachers.

2. Materials must meet the needs of the individual based on knowledge
   of children and youth concerning their maturity level and interests
   and based on requests from parents.

3. Materials must maintain balance and proportion in the collection
   as a whole.

4. Materials must provide information on all sides of controversial
   issues.

5. Materials must tend to develop and enrich the individual and his
   way of life. They should contibute to his understanding of him-
   self, his community, and the world and should give insight into
   human values by developing moral and spiritual values, apprecia-
   tion of recreational, literary, and aesthetic values, and an
   understanding of democratic principles.

The above criteria are not intended for the purpose of censorship. It

is our belief that selection of materials be based on the value and impact

of a literary work as a whole, taking into account the author's intent

rather that individual words, phrases, or incidents. The endorsers of this

policy will encourage selection in all medias of education and entertainment.

Policy Title____Library Materials Selection_____Code No.___603.6___

CRITERIA FOR INDIVIDUAL MATERIALS SELECTION

1. Authority -- Author's qualifications, that is, his education, position, the professional organizations with which he is identified, his experience, previously published works.

2. Scope.

3. Reliability -- Accuracy, recency.

4. Treatment of material -- Evidence of bias or prejudice for or against subject, purpose, level.

5. Readability -- Vocabulary, sentence length, structure, use of language in an aesthetic manner while presenting information.

6. Subject interest.

7. Format -- Adequate and accurate index, paper of good quality and color, print adequate and well-spaced, adequate margins, pertinent and effective illustrations, firmly bound.

8. Special features -- Bibliographies, experiments, projects, glossary, charts, maps, etc.

9. Potential use -- Helpful to patrons using the library following the general criteria for selection of library materials.

Gift books or non-print materials become the property of the school district with the librarian of the attendance center to which it is given deciding on the proper placement of them.

In keeping with the statement of considering requests from the community, a form will be provided to determine bibliographic information, the reasons the request is being made, and the purpose for having this material in a specified library.

Policy Title____Library Materials Selection_____Code No.___603.6____

    Citizens wishing to request reconsideration of a given piece of

material may do so by submitting a copy of the "Citizen's Request for

Reconsideration of Material" to the librarian and principal of the school

and the superintendent of schools, so that the request may be evaluated

at various administrative levels.

Date of Adoption: Legal Reference: (Code of Iowa)

January 27, 1969   _____

                                        _____

Related Administrative Rules and Regulations:_____

*Appendix D was taken from Marshalltown's School Board Policies.

CITIZEN'S REQUEST FOR RECONSIDERATION OF A BOOK OR PAMPHLET

(One copy to be submitted to each of the following: Librarian,
Principal, and Superintendent of Community Schools.)

Author_____

Title_____

Request Iniatiated By_____

　　　　　　　　　　Telephone_____

　　　　　　　　　　Address_____

Complaint Represents_____himself

　　　　_____　　_____
　　　　　　　　　　　　　　　(Name of Organization)

Cite pages and/or chapters which you consider unacceptable?

Do you feel there is anything good about this book?

Did you read the entire book?

If not, what parts did you read?

What would you like the school to do about this material?

_____　Do not assign or loan it to my child.
_____　Withdraw it from the library and school.
_____　Other.

Is there some other book concerning this same subject that you would prefer
to have in our library?

　　　　　　　　　　　　　_____
　　　　　　　　　　　　　　　(Signature)