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ABSTRACT

Seventeen library goals of the Santa Barbara High School District are listed along with the objectives and program description for each goal. The duties of the professional librarian and the supporting staff are given for each goal as well as a method of evaluating the program. The appendices contain standards for library materials, staffing, facilities and equipment. A multiple choice test of library skills and knowledge and several statements concerning freedom to read are also appended. (NH)

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and the

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LIBRARIANS' WORK

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LIBRARY

GOALS

OBJECTIVES

PROGRAM

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BARBARA

HIGH SCHOOL

DISTRICT

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SANTA BARBARA HIGH SCHOOL DISTRICT
LIBRARIANS' WORKSHOP

A REPORT TO THE BOARD OF EDUCATION:
LIBRARY GOALS, OBJECTIVES, AND PROGRAM

For the 1970-71 school year, the Santa Barbara High School District funded a PPBS (Planning, Programming, Budgeting System) Workshop for librarians. Mr. Paul Jillson, Santa Barbara County Schools, served as consultant and librarians in the county were invited to attend the forty-hour workshop. This report contains the results -- the program goals, objectives and program description.

True behavioral objectives (see definition in glossary) contain many parts. The objectives in this report as a whole include only the first two elements -- who is to perform the behavior, and what behavior is expected to occur. The percentages are only an educated guess. A second workshop has been requested for 1971-72 to continue work on objectives, to design tools to be used in evaluation, and test the tools and procedures. As this work is done, constraints will be revealed. Eventually, with the Board of Education indicated priorities, the program budget will develop into a multi-year financial plan.

We have engaged in this project in a belief that libraries can best be evaluated by more than circulation statistics and head counts. There has been an attempt to include quality factors and behavior that would reflect attitudes. Our main concern is with human beings and we do not believe behavioral objectives are worthwhile if they force individuals into a mold and thereby destroy human relationships. We are also aware of the many difficulties in evaluation and do not pretend that any of these objectives, or their achievement, is solely a result of our effort, but we are aware that they relate to those adopted by the Santa Barbara High School District Board of Education and will relate to those developed by teachers. We do feel, however, that these objectives are the proper concern of librarians and that our services can affect behavior in these areas.

The value of the workshop has been in sitting down together and discussing our goals and expectations, and we hope this report will aid in communicating them to others. The libraries in the district vary in response to the school's philosophy and its educational program as well as constraints of the facility. In some cases the librarian is also responsible for textbooks and audio-visual equipment. This report is a guide, with each high school expected to develop its own set of priorities.

Situations change and therefore goals and PPBS techniques change. Your constructive comments about this report are needed to keep us up with the ever changing educational scene, going beyond requirements of the instructional program, and unfolding for the many private quests of children and young people the imagination of mankind.

We wish to thank Dr. J. Roy Barron, Director of Instruction, for developing the script to visualize this report. Our thanks go to those helping us.

Participants:

Santa Barbara High School District: Mrs. Olma B. Bowman, Santa Barbara High School; Mrs. Marilyn Harris, La Grana High School; Mrs. Heckman, Instructional Materials; Mrs. Marion Nydegger, Santa Barbara High School; Marjorie B. Rankin, Goleta Valley Junior High School; and Santa Barbara High School.
Carpenterie High School District: Mr. Peter Barnett, Carp

J. Roy Barron, Director of Instructional Materials, for taking the slides and visualize this report. Our thanks also to Mr. Paul Jillson for his skill in

Marilyn Guillaume, Dos Pueblos High School
Co-ordinator

May 20, 1971

1 District: Mrs. Olma B. Bowman, Santa Barbara High School; Miss Mariam E. School; Mrs. Marilyn Harris, La Cumbre Junior High School; Mrs. Loucile R. Materials; Mrs. Marion Nydegger, Santa Barbara Junior High School; Miss eta Valley Junior High School; and Mrs. Phyllis B. Stier, La Colina Junior

District: Mr. Peter Barnett, Carpenteria High School.

SANTA BARBARA HIGH SCHOOL
INSTITUTIONAL GOALS FOR INSTRUCTION

Each student will have the opportunity:

- to acquire an understanding of himself and an appreciation of his own individuality;
- to acquire understanding and appreciation of people from different backgrounds and groups;
- to acquire the attitudes associated with responsible citizenship;
- to prepare for a world of rapid change which will challenge his life;
- to acquire the knowledge and skills needed to do his job;
- to acquire the knowledge and skills needed for career advancement;
- to develop competence in decision-making, independent of the influence of others for decisions made;
- to acquire to the fullest extent possible for his own benefit the use of words and numbers;
- to acquire an understanding of human achievement in science, literature, the humanities, and the arts;
- to acquire an understanding of the good health habits and the importance of emotional well-being;
- for development of creative expression;
- to develop the knowledge and skills suited to his own interests.

Division of Instructional Services

12/31/69

Approved by the Santa Barbara High School District
Board of Education

PARA HIGH SCHOOL DISTRICT
GOALS FOR INSTRUCTIONAL PLANNING

self and an appreciation of his worthiness as a member of society;
interaction of persons belonging to all social, cultural, and ethnic
backgrounds with responsible citizenship;
a program of continuing education throughout
his life which will require a continuing education throughout
his life;
needed to develop his capacity for inquiry;
needed for competence in problem solving.
making, independent judgment, and acceptance of responsibility
possible for him mastery of the basic skills in the use of
science and technology;
an achievement in the natural sciences, the social sciences,
and the arts;
good health habits required for maintaining his physical and
mental health;
education suited to his avocational and vocational needs.

District

SANTA BARBARA HIGH SCHOOL
LIBRARY GOALS

1. Each student will have the opportunity, through librarians, to select material from a well rounded collection with consideration for his interests, ability level and reading level.
2. Each student will have the opportunity, through the supporting staff, to find library materials efficiently.
3. Each student will have the opportunity through plan-
mentations by the school district, to find physical space adequately and attractively house the book collection, equipment and materials, and furnish seating for his use.
4. Each teacher will have the opportunity, through librarians, to have access to material needed to at-
tend to his program, and a library developed with consideration for his needs.
5. Each student will have the opportunity, through librarians, to develop a growing vocabulary and the ability to use the library.
6. Each student will have the opportunity through librarians, to acquire the skills needed to effectively select the proper type of material when seeking information.
7. Each student will have the opportunity, through librarians, to use the library resources in a climate of respect for the right of others.
8. Each student will have the opportunity, through librarians, to establish patterns of individual study.
9. Each student will have the opportunity, through librarians, to develop aesthetic appreciation and to use the library as a resource for aesthetic materials.
10. Each student will have the opportunity, through librarians, to receive guidance in reading, viewing, and using the library.

BARBARA HIGH SCHOOL DISTRICT
LIBRARY GOALS

ity, through library resources and the services of credentialed
n a well rounded multi-media collection, which has been developed
s, ability level, and the demands of the knowledge explosion.

ity, through the services of credentialed librarians and
materials efficiently organized for easy retrieval and use.

ity through planning by credentialed librarians and imple-
to find physical facilities in the library which will ade-
book collection, provide easy access to audio-visual
sh seating for his needs in pleasant, relaxed surroundings.

ity, through library resources and the services of credentialed
rial needed to attain the goals of an ever changing instructional
with consideration for his instructional and professional needs.

ity, through library resources and the services of credentialed
ocabulary and the ability to read increasingly difficult material.

ity through library resources and the services of credentialed
needed to effectively use a multi-media collection, and to
when seeking information.

ity, through library resources and the services of credentialed
ources in a climate of informality with consideration for the

ity, through library resources and the services of credentialed
of individual study, independent research and self instruction.

ity, through library resources and the services of credentialed
ppreciation and to learn to read, view, and listen critically.

ity, through library resources and the services of credentialed
reading, viewing, and listening.

11. Each student will have the opportunity, through library resources and librarians, to gain a sustained love for and lasting satisfaction from reading.
12. Each student will have the opportunity, through library resources and librarians, to be familiar with other libraries and resources and a long habit of learning may be encouraged.
13. Each student will have the opportunity, through library resources and librarians, to have the freedom to read, view and listen at an appropriate level of maturity.
14. Each student will have the opportunity, through library resources and librarians, to explore in many areas prior to making life choices.
15. Each student will have the opportunity, through library resources and librarians, to have access to materials representative of various cultures, groups, and their contribution to our American heritage.
16. Each student will have the opportunity, through library resources and librarians, to develop an understanding and appreciation of language, literature, music, and art.
17. Each student will have the opportunity, through library resources and librarians, to elect to become a student library assistant and to develop in library skills within their capacity, as well as to get satisfaction inherent in service to fellow students and teachers.

the opportunity, through library resources and the services of credentialed
stained love for and lasting satisfaction from reading.

the opportunity, through library resources and the services of credentialed
work with other libraries and resources in the community so that a life-
time may be encouraged.

the opportunity, through library resources and the services of credentialed
freedom to read, view and listen consistent with his individual needs and

the opportunity, through library resources and the services of credentialed
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an understanding and appreciation of peoples of the world and their
music, and art.

the opportunity, through library resources and the services of credentialed
to become a student library assistant and to receive guidance and instruction
within their capacity, as well as to get meaningful work experience and the
opportunity to serve fellow students and teachers.

GLOSSARY

ation of the beautiful particularly in nature, art, and
as the beauty of a well designed mathematical proof,

rials) selected with consideration for the needs and
rs, with no type given an undue proportion in the selection.

a desired behavior that includes: who is to perform the
ed to occur, under what circumstances the behavior is going
s going to be measured, what amount of time or necessary
about the specified behavior and what is the expected

jective developed by the library staff.

profession is education.

ntent that is general and timeless.

time before and after school, during the noon hour and

with a minimum of external guidance, possibly over a

ed to meet the needs of the students instead of being

library science (with a minimum of 24 semester units in library
ia librarianship credential or with a Master's degree in

l types of learning media are available and professional
and reading, listening and viewing guidance. (Synonymous
such as Instructional materials center, Materials center,
source center.)

ere budgeting is by a systematic estimate of costs of
establishing certain desired behavioral objectives for

GLOSSARY (CONT.)

students to be achieved in a given period in the future.

ROTATING CONFERENCE PERIOD--A designated time allotted the librarian for conferences with teacher

SAMPLE--Scientific selection of a few to show what the rest is like.

STAFF--Adults who work in the library and who are familiar with library procedures and service.

SENSITIVE MATERIALS--While historically materials treating politics, religion, and sex have been of concern, a particular locale or era may result in any topic open to pressure.

SUPPORTING STAFF--Adults who work in the library as aides, technicians and clerks.

GOAL 1: Each student will have the opportunity, through librarians, to select materials from a well rounded collection with consideration for his interests, ability and needs.

OBJECTIVES

- 1.1 Given an interest or assignment in reading during its hours of service, will find material.
- 1.2 Given a personal interest or assignment in using the library during its hours of service, will use the library's collection.
- 1.3 Given an interest or assignment to be fulfilled, covering new developments and new knowledge, during its hours of service, will find it.
- 1.4 Given the need or wish to have the assistance of the librarian using the library during its hours of service, will do so in a minimum period.
- 1.5 Given specific individual interests and needs, 90% of the time, students using the library will be able to satisfy them.
- 1.6 Given the need for information to be met, will be able to locate material independent of the librarian.

PROGRAM DESCRIPTION

The Professional Librarian:

- A. Budgets for books, periodicals, A-V materials, and reference materials to implement the library's goals and objectives.
- B. Selects materials in accordance with the Santa Barbara Secondary District selection policy (see [redacted]).

opportunity, through library resources and the services of credential-
als from a well rounded multi-media collection, which has been developed
interests, ability level, and the demands of the knowledge explosion.

assignment in reading, 90% of the time, students using the library
service, will find material within their ability level.

test or assignment involving A-V material, 90% of the time, students
during its hours of service, will find a selection of items in the

assignment to be fulfilled through the use of the latest material
and new knowledge, 90% of the time, students using the library
service, will find it.

to have the assistance of the librarian, 90% of the time, students
during its hours of service, will receive it immediately or within a five

personal interests and needs (e.g. hobbies, personal adjustment, etc.),
students using the library during its hours of service, will find material

information to be met with reference service, 90% of the time students
will find material independently or ask for the assistance of the librarian.

The Supporting Staff:

Materials, A-V
and other materials
to meet the school's goals and

- A. Searches for all bibliographic information needed.
- B. Types requisitions, orders, follow-up letters, and catalog cards.
- C. Maintains a file of orders out and orders received.

in accordance with
the Secondary District

GOAL 1: continued

1. To support the curriculum.
 2. To meet the varied interests of students and to develop new ones.
 3. Through knowledge and use of a wide range of evaluative and bibliographic tools (see APPENDIX 1B).
 4. As a result of educational training and experience.
 5. Through familiarity with materials, authors, publishers, producers, and jobbers.
 6. Through an understanding of the psychology of youth and the learning process.
 7. With knowledge of the existing collection, its strengths and weaknesses.
- C. Plans and develops procedures to be carried out by the supporting staff, and supervises their accomplishment.
- D. Promotes faculty and student involvement in materials selection, and their use once in the collection.
- E. Keeps the library open before school, during the noon hour and after school for free access.

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...develop new ones.

...and use of a
...creative and
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...ve existing
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...edures to be
...orting staff,
...complishment.

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...tion, and their
...ion.

...before school,
...d after school

- D. Maintains a file of requisitions and purchase orders.
- E. Checks in materials received and posts their bookkeeping record.
- F. Maintains a current file of vendors (names and addresses).
- G. Maintains a visible file of subscriptions.
- H. Orders and routes departmental subscriptions.
- I. Types, duplicates, and distributes new book lists and other bibliographies.
- J. Offers suggestions for improving the physical arrangement of their work area and the procedures for which they are responsible.
- K. Inventories materials under the librarian's direction.

GOAL 1: continued

- F. Constantly evaluates the collection for timeliness and relevance in weeding out obsolete material.
- G. Maintains contacts with publishers and producers to encourage development of needed material.
- H. Has an extensive knowledge of reference materials and skill in finding answers.
- I. Maintains active membership in professional library and teacher organizations.

METHOD OF EVALUATION

By a staff developed check-list filled out at as they leave the library, or with classes at LIBRARY MATERIALS STANDARDS, APPENDIX 1D LIBRA

collection
ace in
rial.

ublishers
e development

e of refer-
n finding

p in
teacher

led out at pre-determined intervals, by students and teachers
classes at the termination of a unit of study. (see APPENDIX 1A
DIX 1D LIBRARY STAFF STANDARDS).

GOAL 2: Each student will have the opportunity, through supporting staff, to find library materials e

OBJECTIVES

- 2.1 Given the need to locate library material find its proper classification and catalog
- 2.2 Given the need to have a successful experience students using the library will receive efficient student assistants (e. g. assistance in locating audio visual kits complete with guides, fi
- 2.3 Given a need to use a wide variety of material will find a library loan policy sensitive pamphlets, A-V material, reference books, etc
- 2.4 Given the wish to borrow library material, receive efficient service at the check-out return of material, and in placing books o
- 2.5 Given an interest in using library material using the library will find it organized in chronological order, pamphlets, pictures, e

PROGRAM DESCRIPTION

The Professional Librarian:

- A. Makes major decisions about the classification and cataloging of material.
- B. Does final revising of all cataloging, including that of A-V material done by the librarian in the district office.
- C. Plans procedures and assigns responsibility to the supporting staff for carrying them out at the check-out desk.

rtunity, through the services of credentialed librarians and
ry materials efficiently organized for easy retrieval and use.

brary material 90% of the time students using the library will
ion and cataloging facilitates his retrieval.

ccessful experience in the use of the library, 90% of the time
will receive efficient service from the classified staff and
ssistance in locating material, a correctly shelved collection,
with guides, filmstrips, recordings, etc.).

variety of materials 90% of the time students using the library
olicy sensitive to his needs (e. g. magazines, newspapers, pam-
-ence books, etc. may be borrowed for use).

brary material, 90% of the time students using the library will
at the check-out desk (i. e. ease in the check-out, renewal or
placing books on request, etc.).

library material in ephemeral form, 90% of the time students
i it organized for easy retrieval (e. g. magazines stored in
lets, pictures, etc. filled alphabetically by subject, etc.).

The Supporting Staff:

t the class-
f material.

cataloging,
rial done by
ict office.

ns responsi-
aff for carry-
out desk.

- A. Completes cataloging and processing of books (e. g. types catalog cards and files them, checks subject headings in "Sears", attaches spine label, pockets, etc.).
3. Assists in the supervision of student assistants in the check-out, renewal and return of material, shelving of books, magazines, etc., and the sending of overdue notices, etc.

GOAL 2: continued

D. Revises filing in the public catalog.

E. Checks pamphlets for correct subject headings.

METHOD OF EVALUATION

To be developed in 1971-72 workshop

public catalog.

correct subject

C. Obtains material and assigns subject heading
for the pamphlet file.

workshop

GOAL 3: Each student will have the opportunity, through planning by credentialed librarians and implementations by the school district, to find physical facilities in the library which will adequately and attractively house the book collection, provide easy access to audio-visual equipment and materials, and furnish seating for his needs in pleasant, relaxed surroundings.

OBJECTIVES

To be developed in 1971-72 workshop.

PROGRAM DESCRIPTION

METHOD OF EVALUATION

(See ~~APPENDIX 3A LIBRARY FACILITIES STANDARDS, 3B LIBRARY EQUIPMENT STANDARDS~~)

GOAL 4: Each teacher will have the opportunity, through library resources, librarians, to have access to material needed to attain the goals of the program, and a library developed with consideration for his individual needs.

OBJECTIVES

- 4.1 Given the need for materials to support the curriculum, 75% of the time, the library will find such materials in the collection.
- 4.2 Given the adoption of new courses, or the implementation of new courses, 90% of the time, teachers using the library will find the materials needed, thirty books per class, and other related print and non-print materials.
- 4.3 Given the decision not to use a basic textbook in a course, 90% of the time, teachers using the library will find it supported with a minimum of 10 copies of the textbook and related print and non-print material.
- 4.4 Given the fact that new or additional material is needed for a course, teachers, with the assistance of the librarian, will find the bibliographic information needed.
- 4.5 Given the need to include library activities in their instruction, 90% of the time, teachers wanting to do so will consult with the librarian three times a year.
- 4.6 Given the need to plan an effective course, 90% of the time, teachers will use library resources.
- 4.7 Given the need for effective use of the library resources, 90% of the time, teachers will have the help of both the teacher and the librarian during the planning process.
- 4.8 Given an interest in reading professional literature, 90% of the time, teachers will find satisfactory material, at the district or county offices.

PROGRAM DESCRIPTION

The Professional Librarian:

- A. Selects material from a background of knowledge of the curriculum, through membership on curriculum committees

The Supporting Staff:

- A. Keeps up-to-date on the curriculum and their job

opportunity, through library resources and the services of credentialed
to material needed to attain the goals of an ever changing instructional
developed with consideration for his instructional and professional needs.

materials to support the curriculum, 75% of the time teachers using the
materials in the collection.

new courses, or the implementation of new methods of instruction,
teachers using the library will find them supported by a minimum of
and other related print and non-print material.

to use a basic textbook in a course, 90% of the time, teachers
find it supported with a minimum of ninety library books per class,
non-print material.

For additional material is needed for courses, 75% of the time,
assistance of the librarian, will find relevant material to order and
action needed.

For library activities in their instruction, 90% of the time, teach-
ers consult with the librarian three days in advance about purposes.

In an effective course, 90% of the time teachers will make use of lib-

For effective use of the library resources, 90% of the time students will
consult the teacher and the librarian during the class period.

For finding professional literature, 90% of the time, teachers using the
library will find satisfactory material, or information about such resources
in library offices.

The Supporting Staff:

background of
curriculum, through
committees

- A. Keeps up-to-date on information about
the curriculum as an aid in performing
their jobs.

GOAL 4: continued

- (Where new or changing courses are planned), through knowledge of the existing collection, and through study of course outlines kept on file in the library. B. C.
- B. Budgets and uses additional funds allocated for library material (in lieu of textbooks) to achieve 90 books per class of a course.
 - C. Reserves and uses 5% of the budget for high priority items to be purchased for quick delivery, and available for class use within a week.
 - D. Facilitates the ordering and processing of books to support courses so that not more than a month will elapse between their receipt and availability for use.
 - E. Consults with teachers about curriculum needs, library activities, bibliographies, etc. on a regular basis of one rotating period (or its equivalent) set aside each day for conferences.

METHOD OF EVALUATION

By a staff developed check-list used with teachers

are plan-
existing
of course
library.

- B. Does tasks listed in GOAL 1 that relate to acquiring new materials.
- C. Types catalog cards and processes rush materials as needed.

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per class

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rocessing
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nces.

ed with teachers, and in consultation with them during conferences.

GOAL 5: Each student will have the opportunity, through trained librarians, to develop a growing vocabulary material.

OBJECTIVES

- 5.1 Given that a wide range of materials is needed in their reading program, 90% of the time, students will select from the library's collection as potential materials.
- 5.2 Given the fact that reading is an individual activity, students will select their own material.
- 5.3 Given the fact that interest in reading must be maintained 75% of the time, when using the library, students will select interest books (e. g. about motorcycles, karate, or adjustment for girls).
- 5.4 Given the fact that reading is an individual activity, students will find books and materials of high interest and challenging demands for development.

PROGRAM DESCRIPTION

The Professional Librarian:

Th

- A. Selects books with the reading program in mind.
- B. Is aware of the possibilities of new technology in teaching reading, and maintains related equipment in the library (as well as reading classroom) as needed (e. g. reading pacers, etc.).
- C. Is familiar with a variety of methods of teaching reading.
- D. Supports classroom collections of materials as a bridge to the library's materials. (Reading classes only.)

METHO

opportunity, through library resources and the services of creden-
lop a growing vocabulary and the ability to read increasingly difficult

e of materials is necessary to meet the individual needs of students in
90% of the time, students using the library will consider the whole of
on as potential material to use in their individual situation.

ading is an individual thing, 90% of the time students using the library
material.

terest in reading must start from existing interests in the student,
using the library, students will find in the library's collection high
about motorcycles, karting, surfing, etc. for boys and romance, mystery
s).

ading is an individual thing, 75% of the time, students using the lib-
and materials of high interest-low vocabulary for remedial needs, and
lenging demands for developmental skills.

The Supporting Staff:

- reading program
- ilities of new
reading, and
ment in the lib-
g classroom)
g pacers, etc.).
- ety of methods
- lections of mat-
he library's
asses only.)
- A. Supplies the clerical assistance needed to prepare material for teacher operated circulation system.
 - B. Supervises students in the use of equipment in relation to reading, its care and repair as needed.

METHOD OF EVALUATION

To be worked out in cooperation with reading teachers, counselors, etc.

GOAL 6: Each student will have the opportunity, through librarians, to acquire the skills needed to effectively select the proper type of material when seeking

OBJECTIVES

- 6.1 Given the need to locate material (by author or subject) using the library will be able to do so independently.
- 6.2 Given the need or an assignment involving research, the library will be able to find information in newspapers, magazines, pamphlets, almanacs, A-V materials, etc.
- 6.3 Given the need to include a bibliography with a paper, the first semester of grade ten, students will be able to do so.
- 6.4 Given an interest or assignment in which the use of the library is required, students using the library by the end of the year will be able to use the appropriate library tool.

PROGRAM DESCRIPTION

The Professional Librarian:

- A. Maintains a program of orientation for students new to the school, to include the range of materials, the physical arrangement of the facilities, the library regulations, and where different types of material and equipment are located.
- B. Plans and cooperates with teachers to develop in students library skills to include the card catalog, Reader's Guide, and other reference and bibliographic tools.

opportunity, through library resources and the services of credentialed skills needed to effectively use a multi-media collection, and to material when seeking information.

the material (by author, title or subject) 90% of the time, students be able to do so independently.

assignment involving research, 90% of the time, students using the find information in various forms (e. g. encyclopedias, books, almanacs, A-V material, etc.).

de a bibliography with a paper or report, 90% of the time, after grade ten, students will be able to do it in an acceptable form.

assignment in which the date of material is important, 90% of the e library by the end of 9th grade will be able to select and use tool

The Supporting Staff:

orientation for tool, to include the physical facilities, the libraries where different equipment are

- A. Assists with orientation and instruction, demonstrates the proper handling of materials and equipment.
- B. Types masters for dittoed or mimeographed tests and activities.
- C. Corrects library diagnostic tests, activity sheets, etc.

with teachers to rary skills to g, Reader's nce and biblio-

GOAL 6: continued

- C. Devises and administers diagnostic tests in grades seven and ten, and designs activities to individualize achievement of library skills. Tabulates and draws conclusions from a survey of test scores.

METHOD OF EVALUATION

Achievement of the skills necessary to use the library will be measured by diagnostic tests given during the first quarter of the grades seven and ten, followed by activities planned to develop skills missed on the test. (Copy of tests in APPENDIX 6A, 6B, 6C)

GOAL 7: Each student will have the opportunity, through librarians, to use the library resources in right of others.

OBJECTIVES

- 7.1 Given that areas of the library are available, students using the library will choose reading or discussion.
- 7.2 Given appreciation of the fact that libraries are a part of the school community, 90% of the students will use the library.
- 7.3 Given the fact that the location of materials is important (e.g., needing to use it, etc.) 90% of the students will use the library.
- 7.4 Given the fact that one of the primary reasons for using the library is research, 90% of the students using the library will use it for the acceptable level of sound (e.g., quiet).
- 7.5 Given that material in good physical condition is available, 90% of the time, students will use the library.
- 7.6 Given the need to consider the rights of others, students will operate equipment properly and handle materials with care.

PROGRAM DESCRIPTION

The Professional Librarian:

- A. Orients students with a strong pitch for good school citizenship in the use of the library (e. g. normal thoughtfulness for others, using the library for activities appropriate to it, etc.).
- B. Plans the procedures for the return of overdue material that do not depend upon a system of fines levied, but upon a sense of responsibility to others who may want it.

the opportunity, through library resources and the services of credentialed library resources in a climate of informality with consideration for the

the library are appropriate for different activities, 90% of the time, library will choose the proper area for reading, study, viewing, listen-

the fact that library material is for the use of all members of the of the students will return material as soon as through with it.

the location of materials in circulation needs to be known (others c.) 90% of the students will use appropriate check-out procedures.

one of the primary uses of the library is quiet reading, study or students using the library will conform to reasonable standards level of sound (e. g. low pitched conversational tone for talk, etc.).

in good physical condition improves its chances for selection by other e, students will demonstrate care in its handling.

consider the rights of others, 90% of the time, students using the library, t properly and handle audio-visual material carefully.

The Supporting Staff:

a strong pitch for
ip in the use of
ormal thoughtfulness
library for
e to it, etc.).

for the return of
do not depend up-
levied, but upon
lity to others

- A. Assists in the supervision of students in their use of library facilities.
- B. Carries out the procedures for the return of overdue materials.
- C. Carries out procedures for obtaining materials in circulation for the use of others.
- D. Supervises and instructs students in proper use and care of equipment.

GOAL 7: continued

- C. Plans procedures for students and teachers to be able to obtain material in circulation as soon as possible (e. g. through a request system).
- D. Uses techniques for establishing an atmosphere of informality (e. g. background music, small interest areas, acknowledging each student as a person, expressing interest in individuals, show a sense of humor, etc.).

METHOD OF EVALUATION

The details have not been worked out, but his reaction to the library as a place for involve the use of a wide variety of equipment in relation to them.

E. Assists in encouraging good citizenship by maintaining an attractive and neat library, proper care of materials, etc.

ack-

erson,

but an attempt should be made to elicit from the student for reading, studying, research, discussion, which equipment and materials, with freedom and movement in

GOAL 8: Each student will have the opportunity, through librarians, to establish patterns of individual

OBJECTIVES

- 8.1 Given the need to provide opportunities for students using the library will be involved interest or ability levels.
- 8.2 Given that students find group activities using the library will also choose to engage
- 8.3 Given unstructured time, 75% of the time student study will be able to spend at least the guidance.
- 8.4 Given unstructured library time, 75% of the themselves in library or study activities will for assistance from the librarian.
- 8.5 Given the opportunity to assume increasing the students will be able to design in cooperation with a librarian, a learning program for credit and

PROGRAM DESCRIPTION

This program area varies a great deal throughout and needs to be developed beyond the level of

The Professional Librarian:

- A. Works cooperatively with teachers in planning individualized activities in use of the library.
- B. Establish pass systems in cooperation with the administration to maximize use of the library in harmony with the school schedule.
- C. Encourages the provision of places

portunity, through library resources and the services of credentialed
erns of individual study, independent research, and self instruction.

opportunities for individualized instruction, 90% of the time
y will be involved in library activities appropriate to their
s.

group activities are very important, 25% of the time students
so choose to engage in independent study.

75% of the time students who are involved in library independ-
spend at least three productive hours per week without direct

y time, 75% of the time students will be able to involve
study activities within five minutes of arrival or will ask
librarian.

assume increasing responsibility for their own learning, 25% of
to design in cooperation with an advisor, a counselor, and the
ogram for credit and successfully complete it.

reat deal throughout the Santa Barbara High School District
ond the level of simply giving students unstructured time.

The Supporting Staff:

1 teachers in
activities in

A. Assists with school schedule routines
such as passes.

in cooperation
to maximize use
y with the school

1 of places

GOAL 8: continued

- outside the library for use other than study during unstructured time.
- D. Receives a copy of all independent study contracts and assists by advising on the adequacy of the school library collection for successful completion of the study.
 - E. Budgets for and selects materials designed for independent study such as programmed instruction.
 - F. Develops professionally staffed decentralized library facilities, where the central library is fully developed, as needed to a maximum independent study program.

METHOD OF EVALUATION

By a staff developed check-list used by an educator with a sample of students.

GOAL 9: Each student will have the opportunity through library reserched librarians, to develop aesthetic appreciation and to le

OBJECTIVES

- 9.1 Given an interest or assignment in material which will nurture and a sense of beauty, 90% of the time, students will be able to satisfy them.
- 9.2 Given the fact that students may have unmet needs for the time, students using the library will notice materials which will nurture such an appreciation in them.
- 9.3 Given an enjoyment of reading on the part of students, the library, they will find material to help them make the transition from books to those categorized as adult (in their character).
- 9.4 Given an enjoyment of reading on the part of students, the library, they will find good literature as found in records (See APPENDIX 1B)
- 9.5 Given an interest in fine music, literature, etc. 75% of the time, the library will find and listen to recordings of music other than recordings of the spoken word (literary or documentary).
- 9.6 Given an interest or assignment in sensitive materials, the library, will be alert to the author, producer or publisher, accuracy of facts, and date of information.
- 9.7 Given an interest or assignment in imaginative literature, students using the library will react to such elements in literature as narrative style, choice of illustrations, etc.
- 9.8 Given an interest on the part of a teacher to encourage more critical judgment in reading, 90% of the time, when students will receive help with materials, techniques, lists, etc. where young people and books and other materials can be used to create a conducive atmosphere.

nity through library resources and the services of credential-
ic appreciation and to learn to read, view and listen critically.

at in material which will nurture a love of fine arts, litera-
% of the time, students using the library, will find material

ay have unfelt needs for aesthetic appreciation, etc, 90% of
library will notice materials, displays, exhibits, etc., which
ion in them.

on the part of students, 75% of the time, when using the
al to help them make the transition from a diet of teen age
adult (in their characterization and development).

on the part of students, 75% of the time, when using the
literature as found in recommendations of standard lists.

ic, literature, etc. 75% of the time, students using the
to recordings of music other than popular, and to record-
rary or documentary).

nt in sensitive materials, 90% of the time, students using
the author, producer or publisher, sources of information,
f information.

nt in imaginative literature or materials, 90% of the time,
ll react to such elements in the works as characterization,
lustrations, etc.

of a teacher to encourage in students a higher interest and
ding, 90% of the time, when consulting with the librarian, teachers
als, techniques, lists, etc. and will find the library a place
and other materials can be brought together in a most con-

GOAL 9: continued

PROGRAM DESCRIPTION

The Professional Librarian:

- A. Budgets, selects and promotes materials that are fine examples of literature and bookmaking, the film, recordings, and art.
- B. Develops and maintains a physically attractive environment for the library, enhancing it with the use of fine art in different forms, flowers, posters, displays and exhibits.

The Supporting Staff:

In addition to tasks listed in GOAL 1 assists with displays.

METHOD OF EVALUATION

By a staff developed check-list used at pre-determined intervals with students leaving the library or with classes at the end of a free reading session. It could include questions about the student's home library, and to which magazines or newspapers he may subscribe to and read.

GOAL 10: Each student will have the opportunity, through librarians, to receive guidance in reading, view

OBJECTIVES

- 10.1 Given the wish to have assistance in locating books, 90% of the time, students using the library will use the librarian's guidance.
- 10.2 Given rapport with the librarian, and with the library, students using the library will be guided by the librarian's listening.
- 10.3 Given the fact that students at the junior high level do things on their own, 50% of the time, students at the shelves will be offered guidance by the librarian to accept it and free to choose their own reading.
- 10.4 Given the opportunity for the librarian to engage in conversation, questions or an essay on reading, the librarian can make suggestions to aid in the student's work (with his teacher) in working out a long range plan.

PROGRAM DESCRIPTION

The Professional Librarian:

The

- A. Reads, views and listens widely, at the student's level of interest and ability as well as for his own satisfaction at the adult level.
- B. Stations himself in an area of the library where he is readily available for requests for assistance and/or guidance.
- C. Knows that students' reading, listening or viewing must relate to their interests, and continually collects feed-back from them about books and

the opportunity, through library resources and the services of credentialed librarians, to receive guidance in reading, viewing, and listening.

When students have assistance in locating a book, visual, or recording for pleasurable reading time, students using the library will find material as the result of the assistance.

With the librarian, and within the limits of his time, 50% of the time, the library will be guided into more mature reading, viewing, and listening.

That students at the junior and senior high school level often prefer to choose their own material, 50% of the time, students using the card catalog or searching for material will be offered guidance by the librarian, without pressure placed on them to choose their own material.

That the librarian has the opportunity to know a student's needs and interests (through conferences or an essay on reading preferences, etc.), 90% of the time the librarian will make suggestions to aid in their selection, and help (often in cooperation with the student) in working out a long range program for reading, viewing, and listening.

The Supporting Staff:

The librarian listens widely, at all levels of interest and ability, and as for his own satisfaction, at the adult level.

The librarian is available in an area of the library where help is readily available for assistance.

The librarian's reading, listening, and viewing must relate to their own interests. The librarian continually collects materials and informs them about books and

While guidance is primarily a professional task, the supporting staff may recommend library materials after having personally enjoyed them, just as peers may do, also. The staff may assist in obtaining feedback when they are working in areas such as near the book-return desk, etc., and a natural interest in the student may cause them to enquire about satisfactions gained from reading, viewing or listening.

GOAL 10: continued

materials they have liked or have not liked.

- D. Has a sincere and natural interest in students, so that the act of guidance is almost so subtle the student is unaware of receiving it.

METHOD OF EVALUATION

By a staff developed check-list of items to elicit the students satisfaction in finding material as the result of the librarian's guidance.

GOAL 11: Each student will have the opportunity, through library resources of librarians, to gain a sustained love for and lasting satisfaction

OBJECTIVES

- 11.1 Given a high interest in reading on the part of students, the library they will find material to sustain their interest.
- 11.2 Given a high interest in reading on the part of students, the library, they will have satisfying experiences in sharing materials.
- 11.3 Given a high interest in reading on the part of students, the library they will share with the librarian this enthusiasm.

PROGRAM DESCRIPTION

The Professional Librarian:

- A. Budgets, selects and promotes books and materials to nurture the love of reading.
- B. Reserves moments of time to share with students their love of reading and reactions to specific books.
- C. Reads widely from a natural love of reading.

The Supporting Staff:

Encouraged to share their reactions.

METHOD OF EVALUATION

By a staff developed check-list used at pre-determined intervals in the library or with classes at the end of a free reading session. Questions about the student's home library, about home newspaper and magazine use of other community library services.

through library resources and the services of credential-
for and lasting satisfaction from reading.

on the part of students, 90% of the time, when using
al to sustain their interest.

on the part of students, 50% of the time, when using
ifying experiences in sharing their reaction to the

on the part of students, 25% of the time, when using
the librarian this enthusiasm.

The Supporting Staff:

Encouraged to read themselves and to share
their reactions with students and staff.

at pre-determined intervals with students leaving the
a free reading session. It should include questions
at home newspaper and magazine subscriptions and their
es.

GOAL 12: Each student will have the opportunity through librarians and school librarians to be familiar with other libraries and a long habit of learning may be encouraged.

OBJECTIVES

- 12.1 Given life in a rapidly changing world, where 50% of the students will be familiar with the materials as a result of using its facilities so the habit of reading is encouraged after years of formal education.
- 12.2 Given an interest in a wide range of materials, libraries containing books, recordings, etc.
- 12.3 Given an interest in acquiring a wide range of materials, 25% of the students will be able to name at least one and purchase their own materials.
- 12.4 Given an interest in a wide range of cultural activities, visit museums, lectures, performances, etc. in the community, activity with the use of library materials on a regular basis.
- 12.5 Given a natural curiosity about the past, 75% of the students will be able to satisfy this curiosity by locating books and materials on the telling of the culture, history and natural history.

PROGRAM DESCRIPTION

The Professional Librarian:

The Support Staff:

- A. Keeps informed of cultural and educational activities in the community and channels information about them to students and teachers.
- B. May sponsor a paperback bookstore or other promotional activity to encourage students to own materials for a home library.
- C. Maintains contact with area librarians.

portunity through library resources and the services of credential-
with other libraries and resources in the community so that a life-
e encouraged.

changing world, where present knowledge may be obsolete in a decade,
be familiar with the most convenient outlet of the public library
facilities so the habit of use will not stop at the end of their
n.

wide range of materials, 75% of the students will have personal
ks, recordings, etc.

quiring a wide range of materials for their personal library,
be able to name at least two places in the community to
rials.

wide range of cultural activities, 25% of the students will
performances, etc. in the community and follow-up the
library materials on a self-motivated basis.

y about the past, 75% of the time students using the library will
curiosity by locating books, pamphlets, clippings, pictures, etc.
history and natural history of the local region.

The Supporting Staff:

al and
n the
nformation
nd teachers.

- A. Assists by keeping informed of cultural activities in the community.
- B. Assists with promotional activities, including displays, etc.

bookstore or
ty to encour-
rials for a

area librarians.

GOAL 12: continued

- D. Directs students to library resources in the community when their needs go beyond what is available in the school library and there is not adequate time to acquire needed materials.

METHOD OF EVALUATION

By asking students to fill out a questionnaire and through a follow-up study of graduates

GOAL 13: Each student will have the opportunity, through library ed librarians, to have the freedom to read, view and lis and level of maturity.

OBJECTIVES

- 13.1 Given the right to select and read their own material the library will find the collection reflects a phil in the following:

American Library Association School Library Bill
The Library Bill of Rights (See APPENDIX 5B)
A.L.A. statement: The Freedom to Read (See APPENDIX 5C)
California Association of School Librarians: Poli
in Libraries (See APPENDIX 5D) and the Student's
the National Council of Teachers of English, 508

- 13.2 Given the need to learn to evaluate materials not pr students will understand its presence in the library of its contents by the library, and will be able to library reflecting other points of view. (See APPENDIX 5E)
- 13.3 Given the need to develop the ability to deal critic time, senior high students will indicate they have r of materials and have a background for their judgment works of a high quality.
- 13.4 Given the fact that materials may be challenged, 75% students will be aware of the Board of Education pol the right to have access to a wide range of material
- 13.5 Given that some materials need to be available, even level of a limited number of students, 90% of the ti the card catalog and found on open shelves. Because used with adult guidance, 10% of the time, students card catalog, but kept in the professional library.

ity, through library resources and the services of credential-
to read, view and listen consistent with his individual needs

read their own material, 90% of the time, students using
selection reflects a philosophy of selection as expressed

n School Library Bill of Rights (See [REDACTED])

(See [REDACTED])

om to Read (See [REDACTED])

chool Librarians: Policies on Intellectual Freedom
[REDACTED] and the Student's Right to Read, available from
chers of English, 508 So. Sixth St., Champaign, Illinois

uate materials not pre-labelled, 90% of the time,
presence in the library does not indicate an endorsement
, and will be able to locate other material in the
s of view. (See [REDACTED])

ability to deal critically with materials, 25% of the
L indicate they have read, heard or written reviews
ound for their judgment after having read parallel

may be challenged, 75% of the time, senior high school
Board of Education policy (See [REDACTED]) protecting
wide range of materials and a variety of view points.

to be available, even though they may be at the maturity
students, 90% of the time the materials will be listed in
open shelves. Because some materials will need to be
of the time, students may find materials listed in the
professional library.

GOAL 13: continued

PROGRAM DESCRIPTION

The Professional Librarian:

The Sup

- | | | |
|----|---|----|
| A. | Budgets and selects materials co-operatively with teachers and students, following the Board of Education policies, aware that in his role he must be alert not to become a censor. | A. |
| | | B. |
| B. | Responds to challenged materials by implementing the Board of Education policy <u>Procedures for Handling Challenges or Criticisms Concerning Books or Other Instructional Material</u> . (See [REDACTED]). | C. |
| C. | Reads about current challenges and is aware of arguments for and against academic freedom in specific instances. | |
| D. | Assists students in developing the ability to review sensitive materials critically. | |
| E. | Works cooperatively with the administration in the area of academic freedom. | |
| F. | Works cooperatively with teachers to insure adequate instruction in techniques of propaganda and concern for academic freedom. | |

METHOD OF EVALUATION

A staff developed questionnaire used with students and

The Supporting Staff:

ts materials co-
teachers and
ng the Board of
s, aware that in
be alert not to

- A. Directs to the librarian any challenges of material which come to his attention.
- B. Assists in typing any reports or correspondence related to challenges.
- C. Develops an awareness of the content of sensitive materials and refers students needing guidance in its use to the librarian.

enged materials by
Board of Education
for Handling Challen-
Concerning Books
ional Materials (See

nt challenges and is
s for and against
in specific instances.

in developing the ability
ve materials critically.

ly with the administration
ademic freedom.

ly with teachers to in-
struction in techniques
concern for academic

tionnaire used with students and teachers at pre-determined intervals.

GOAL 14: Each student will have the opportunity, through
ed librarians, to explore in many areas prior to

OBJECTIVES

- 14.1 Given an interest in a specific vocation, find material (fiction and non-fiction) that in the collection.
- 14.2 Given an interest in or the need for special schools of special training, and apprenticeship using the library will find material to satisfy
- 14.3 Given an interest in or a need to develop career decisions (e.g. relating to smoking prevention, marriage and family responsibility) using the library will find relevant materials that help them understand personal problems.
- 14.4 Given an interest in using A-V materials 25% of the time, students using the library

PROGRAM DESCRIPTION

The Professional Librarian:

The

- A. Works with counselors in supplying career information and materials related to other personal decisions, and with the school nurse regarding potential health problems.
- B. Cooperates with other libraries in the district in sharing college and trade school catalogs.
- C. Continuously re-evaluates materials for relevance, timeliness and accuracy, consulting with counselors, vocational education and work experience personnel, the school nurse and the psychologist.

he opportunity, through library resources and the services of credential-
a in many areas prior to making life shaping decisions.

n a specific vocation, 75% of the time students using the library will
ion and non-fiction) that is up-to-date (within 3-5 years) and relevant

n or the need for specific information about colleges, universities,
training, and apprenticeship programs, 90% of the time, students
will find material to satisfy them.

n or a need to develop a background from which to make other than
e.g. relating to smoking, drug use, drinking alcohol, venereal disease
e and family responsibilities, etc.), 90% of the time students
will find relevant material suited to their maturity which will help
sncal problems.

n using A-V materials relating to careers or the world of work,
students using the library will be able to find items of interest to them.

The Supporting Staff:

rs in supply-
ion and materials
ersonal decisions,
urse regarding
oblems.

In addition to tasks listed in GOAL 1, requests
college and other school catalogs, pamphlets on
drugs and other potential personal problems,
etc. and processes them under the direction of
the librarian.

er libraries in the
; college and trade

luates materials
liness and accuracy,
nselors, vocational
experience personnel,
d the psychologist.

GOAL 14: continued

- D. Budgets, selects and promotes new A-V materials which could help students meet personal problems about careers, drugs, smoking, etc.
- E. Actively seeks students who have an interest in library vocations and provides opportunities for them to assist in the library as a volunteer or as a student library assistant. On occasion he may provide the opportunity for field trips to other libraries and/or community institutions with similar purposes.

METHOD OF EVALUATION

By a check-list used with students, plus (if possible) a follow-up study of graduates.

GOAL 15: Each student will have the opportunity, through ed librarians, to have access to materials representing cultural groups, and their contribution to our American heritage.

OBJECTIVES

- 15.1 Given an interest or assignment in material groups, 75% of the time, students using the bias as possible.
- 15.2 Given an interest or assignment relating to of the time, students using the library will contribution to our American heritage.
- 15.3 Given the fact that some students want to le background, 90% of the time, students using collection to motivate and satisfy their need
- 15.4 Given a nation made up of many ethnic, cultu made contributions to our American heritage, its past will incorporate them in a natural
- 15.5 Given life in a nation of peoples representa tural groups, 90% of the time students using exhibits, lists, etc. that stimulate their a tion to our American heritage.

PROGRAM DESCRIPTION

The Professional Librarian:

The

- A. Budgets, selects and promotes (in cooperation with teachers) books and materials representative of various religious, ethnic and cultural groups, which also present their contribution to our American heritage.
- B. Remains alert to the ways in which cultural, ethnic or religious groups may be presented naturally and without bias.

the opportunity, through library resources and the services of credential-access to materials representative of various religious, ethnic and their contribution to our American heritage.

or assignment in material on various religions, on ethnic or cultural
e time, students using the library will find such material as free of

or assignment relating to religious, ethnic or cultural groups, 50%
ents using the library will find material about them and their
ur American heritage.

at some students want to learn more about their own ethnic or cultural
f the time, students using the library will find material in the
ivate and satisfy their needs.

de up of many ethnic, cultural and religious groups, all of whom have
s to our American heritage, 25% of the time materials on America and
orporate them in a natural and unbiased manner.

ation of peoples representative of various religious, ethnic and cul-
of the time students using the library, will notice materials, displays,
etc. that stimulate their awareness of these groups and their contribu-
can heritage.

The Supporting Staff:

and promotes (in
teachers) books and
entative of various
t and cultural groups,
at their contribution
heritage.

In addition to tasks relating to all
materials in GOAL 1, assists in planning
and carrying out displays, exhibits, lists,
etc. of materials relating to various
religious, ethnic or cultural groups.

the ways in which
or religious groups may
rally and without bias.

GOAL 15: continued

- C. Maintains contacts with publishers and producers to encourage the development of material needed in this area.
- D. Identifies and maintains a file of resource persons in this area.

METHOD OF EVALUATION

By a staff developed check-list, with a questionnaire in this area, and in consultation with representative l.

ublishers
the develop-
this area.

file of
rea.

, with a questionnaire given to a class after an assignment in
with representative leaders of some of the groups.

GOAL 16: Each student will have the opportunity, through librarians, to develop an understanding and appreciation of language, literature, music and art.

OBJECTIVES

- 16.1 Given an interest or an assignment relating to a certain time, students using the library will find it and increase their understanding and appreciation of it.
- 16.2 Given the ability to read a foreign language, students will make a selection of material in the language at their own level.
- 16.3 Given an interest or an assignment in reading, students will find it in the library collection.

PROGRAM DESCRIPTION

The Professional Librarian:

The S

- A. Budgets, selects, and promotes materials about peoples of the world and appreciation of their language, literature, art, music, etc.
- B. Remains aware of the many changes in the political and geographical facts about countries, and of the need for obtaining up-to-date material.
- C. Identifies and maintains a file of potential resource persons in this area.
- D. Promotes the exchange of bibliographies in this area.

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unity, through library resources and the services of credential-
standing and appreciation of peoples of the world and their
rt.

gnment relating to specific peoples of the world, 75% of the
rary will find up-to-date material in the collection to
and appreciation of them.

foreign language, 75% of the time students will find a
language at their interest and reading level.

gnment in reading literature in translation, 75% of the
n the library collection.

The Supporting Staff:

tes
he
eir
usic, etc.

In addition to tasks relating to all materials
in GOAL 1, assists in the preparation of exhibits,
displays, bibliographies, etc. which promote the
use of these materials.

anges in the
acts about
or obtain-

METHOD OF EVALUATION

ile of
n this

By a check of bibliographies, a questionnaire
given to classes at the termination of assignments
in this area, and in consultation with teachers.

liographies

GOAL 17: Each student will have the opportunity, through the program, to elect to become a student librarian, to develop and demonstrate proficiency in library skills within their capacity and to experience the satisfaction inherent in service to others.

OBJECTIVES

- 17.1 Given the wish to become a student librarian, the program will broaden their personal and professional work with others.
- 17.2 Given the opportunity in their daily lives, students can be ambassadors of good will for the program between the library staff and student body.
- 17.3 Given the need for training and experience, students in the program, will be able to demonstrate their knowledge of:
 - The general arrangement of the library
 - The classification system for materials
 - The parts of a book
 - The procedure for using the card catalog
 - reference tools
 - The rules and general policies of the library
 - The proper and acceptable library service
- 17.4 Given an interest in library work, 90% of the students who have the opportunity during the school year to become student librarians constitutes good library service, in the opinion of the community.

PROGRAM DESCRIPTION

The Professional Librarian:

- A. Plans a program of training and experience to develop needed skills for the work of student assistants. Plans enrichment in library experience, such as field trips to other libraries, etc.

to have the opportunity, through library resources and the services of credential-
ed staff, to become a student library assistant and to receive guidance and instruct-
ion within their capacity, as well as to get meaningful work experience and
to be employed in service to fellow students and teachers.

to become student library assistants, 90% of the time, those entering the program will broaden their personal work experience, including the ability to

work with confidence and efficiency in their daily work, 90% of the time, student library assistants will demonstrate attitudes of good will for the library, facilitating mutual understanding and cooperation with library staff and students.

After one year of training and experience to perform library tasks, 90% of the time, students in the program will be able by the end of the first semester, to demonstrate the following:

1. Knowledge of the library classification system for materials
2. Ability to locate a book

3. Ability to use the card catalog, Reader's Guide, and other commonly used library tools

4. Understanding of the general policies of the library
5. Ability to create and maintain an acceptable library atmosphere

At the end of the first year of library work, 90% of the time, students in the program will have the opportunity during the school year to observe what a librarian does and what a student library assistant does in library service, in order to assess its potential as a vocational choice.

The Supporting Staff:

to receive the training and develop needed skills as student assistants.

to gain experience in library experiences, and to provide tips to other libraries,

A. Helps with the training in instruction of student assistants.

B. Supervises student assistants in the completion of assigned tasks daily.

GOAL 17: continued

- E. Knows of the potential of employment in libraries of the area, and gives recommendations for successful assistants when requests come from prospective employers.

METHOD OF EVALUATION

Student assistants are given academic and citizenship grades relating to the breadth of their knowledge and their attitude in carrying out daily work.

LIBRARY MATERIALS -

COMPARISON

<u>Type of material</u>	<u>A. L. A. - 1969</u>
Books	6000-10,000 titles 10,000 volumes or 20 volumes per student
Magazines	Junior High - 100-125 titles High School - 125-175 titles
Newspapers	Junior High - 6-10 titles Senior High - 6-10 (1 local, state, national, ea.)
Pamphlets	Pamphlets, government documents, school catalogs, vocational information, clippings, etc.
Filmstrips	500-1000 titles/1500 prints or 3 prints per student
8 mm	1½ per student/at least 500 titles (supplemented by duplicates)
16mm	Access to minimum of 3000 titles, (supplemented by rentals & dups.)
Maps & globes	Globe: 1 per teaching station 2 in media center Wall maps: 1 for each region studied at station, also weather, political, etc.

COMPARISON

AVEA /CASL - 1970 (Media Center)

Phase I - 6000 titles/10 volumes per student
(whichever is greater)

Phase II - 10,000 titles or 20 volumes per
student (whichever is greater)

titles
titles

Phase I - 100 titles (Secondary)

Phase II - 175 titles (Secondary)

titles

Phase I - 6 titles

Phase II - 10 titles

(journal, ea.)

documents,
additional infor-
mation.

Local collections should be developed in
scope and quantity needed.

prints or

Phase I - 500 titles plus 1 per student

Phase II - 1000 titles plus 2 per student

at least 500 titles
(indicates)

Phase I - 300 titles plus 1 for every 2

Phase II - 500 titles plus $\frac{1}{2}$ for each 2

1000 titles,
titles & dups.)

Phase I - 2000 titles plus dups.

(30 bookings per station per year)

Phase II - 3000 titles plus dups.

(45 books per teaching station)

teaching station
in region
teaching station, also
local, etc.

Phase I - Maps - 4 per teaching station
plus 10 special (media
center)

Globes - 1 per teaching station
plus 1 in media center

Phase II - Maps - 8 maps per teaching station
plus 20 in media center

Globes - 1 per teaching station
plus 5 in media center

(continued)

LIBRARY MATERIALS -

Type of
materials

A L A - 1969

Transparencies	2000 plus a selection of subject matter masters
Slides	2000
Tapes, Record discs	1000-2000 titles of 3000 discs or tapes/ 6 per student
Graphics, Art prints, Pictures	Study print, art prints Posters, photographs, charts, etc. Access to 15 sets (pictures) per teaching station, plus 25 sets in media center
Microfilm	All subscriptions indexed in READER'S GUIDE, plus newspapers as needed
Realia	Models, dioramas, replicas, etc.
Kits Art objects Video tape Remote access programs Programmed materials Resource files etc.	
Professional library	200-1000 titles (books) 40-50 titles (professional magazines) EDUCATIONAL INDEX

APPENDIX 1A

RY MATERIALS - STANDARDS

A V E A C / C A S L - 1970 (Media Center)

of subject

Phase I - 1000 titles plus 2 per student
Phase II - 2000 titles plus 2 per student

No standards recommended. Suggest locally or commercially produced ones as needed.

of discs or student

Phase I - 1000 titles plus 2 per student
Phase II - 2000 titles plus 2 per student

charts, etc. (copies) per 25 sets

Phase I - Phase I - 250 sets plus 1/4 students
Phase II - 500 sets plus 1/4 students

used in newspapers

No standards. Desirable as a new technological development.

ideas, etc.

No standard recommended. Local collections, etc.

No standards recommended. Experiments in new technologically developed media recommended.

A L A - American Library Association
C A S L - California Association of School Librarians
A V E A C - Audio-Visual Educational Association of California

is)
ional

APPENDIX 1B

- A. Review journals such as Library Journal, School Library Journal, Horn Book, Saturday Review, Wilson Library Bulletin, Booklist, Educational Screen and Audio-Visual Guide, Sightlines, Book Review Digest, Kliatt Paperback Guide, reviews found in professional journals in specific subject areas, and in current newspapers and magazines.
- B. Basic catalogs and book lists such as the Junior High School Library Catalog, the Senior High School Library Catalog, the Public Library Catalog, that of the National Association of Independent Schools, Book Bait, American Library Association lists of Outstanding Books for College Students, etc.

LIBRARY STAFFING - STANDARDS

AIA - 1969

If specialized programs are in the school, size of staff should include specialists in areas of television, remote access, & language laboratories.

Prof
Phas
Phas

If there are 2 or more professional staff members, one is appointed head.

Supp
Secr
Techn

Duties of head of school media program are listed and services offered.

Phas

1 full time media specialist for every 250 students.

Duties
and c

Supportive staff. 1 media technician and 1 media aide for each professional media specialist in schools of 2000 or fewer students. Enrollment beyond 2000, ratio of supportive/staff might be less than 2 to 1.

Role

Need a technician with graphics ability in each school.

LIBRARY STAFFING - STANDARDS

APPENDIX 1D

CASL & AVEAC - 1970

school, size
in areas of
laboratories.

staff members,

are listed

ry 250 students.

and 1 media aide
at in schools of
eyond 2000,
less than 2 to 1.

ity in each

Professional Staff:

Phase I - 1 media specialist per 1000 students.

Phase II - 1 media specialist per 500 students.

Support Staff: Phase I

Secretary - $\frac{1}{2}$ time secretary for any media center.

Technicians and/or aides - 1 per media specialist.

Phase II - Secretary - 1 per 2 media specialists.

Technicians and/or Aides - 2 per media
specialist.

Duties of Director of Media Center are listed
and duties of supportive staff are given.

Role of media specialist is defined in the school.

LIBRARY FACILITIES - STANDARD

COMPARISON

<u>Type of Area</u>	<u>Use of area</u>	<u>A L A - 1969 Space needs</u>
Entrance & Circulation desk	Displays Exhibits Distribution	800-1000 sq. feet
Main library area	Reading Studying Browsing Viewing Listening Reference Card catalog	Maximum-100 students 15% of enrollment 40 sq. feet per student
Individual study & learning	Independent study stations equipped with power for electronic use e. g. television, response systems	30-40% of seating capacity to be for individual study areas
	Linear shelving for books, appropriate types of shelving for other materials	
Conference rooms	Small group activities Committees, conferences	3-6 rooms 150 sq. feet each Electrical and television outlets, acoustical treatment, movable walls to allow combining areas.

ARY FACILITIES - STANDARDS

APPENDIX #3A

COMPARISON

A L A - 1960
Space needs

A V E A C / C A S L - 1970
Space needs (Media Center)

800-1000 sq. feet

Maximum-100 students

15% of enrollment

40 sq. feet per student

30-40% of seating capacity to be for individual study areas

for books, appropriate g for other materials

3-6 rooms
150 sq. feet each

Electrical and tele-
vision outlets, accous-
tical treatment, mov-
able walls to allow
combining areas.

Phase I - Seating for 60 or 15% of enrollment (whichever is greater), Minimum of 60 sq. feet per person

Phase II - Seating for 100 or 25% 60 sq. feet per person

Facilities for media center:

Educational media will be used:

- At each teaching station
- In satellite libraries or depart-
mental resource centers
- In the Media Center
Center open outside class hours
Provides for future expansion of
educational technology
Flexibility allows better space
utilization
Environmental control
Student & faculty use
- Special areas
Media production room, darkroom,
pre-view rooms, television or audio-
tape studio, typing rooms, rest
rooms, etc.

LIBRARY FACILITIES - STANDARD

(continued)

<u>Type of area</u>	<u>Use of area</u>	<u>A L A - 1969 Space needs</u>
Small group viewing & listening	Electrical & television outlets, permanent wall screen, & accoustical treatment	In addition to above: 200 sq. feet
Group projects area	Instruction, equivalent to a classroom, equipped for teaching	900-100 sq. feet
Office space	Administration	600-800 sq. feet (4 professional staff members)
Workroom	Processing of books & materials	300-400 sq. ft. Increase if centralized services are not available
Maintenance	Repairs, etc. from central offices	120-200 sq. feet
Media production	Sink, running water, etc.	800-1000 sq. feet
Dark room	Light proff, etc.	150-200 sq. feet
Materials & equipment storage	Temperature & humidity control	120 sq feet

1969
 Standards
 on to
 feet
 sq. feet
 sq. feet
 (Professional
 members)
 sq. ft.
 if entrance
 areas are
 available
 sq. feet
 sq. feet
 sq. feet
 feet

A V E A C / C A S L - 1970
Space needs (Media Center)

- Student and faculty areas
 - Area for reading, listening, viewing, research, etc. on independent basis
 - Instructional area for classes
 - Conference rooms with sound proofing
 - Area for exhibits & displays
 - Professional library area
 - Shelving & storage for all media & equip.
 - Circulation control areas
 - Resource key areas
- Staff areas
 - Office areas for all personnel
 - Work area for receiving, cataloging and processing new material and equipment
 - Workspace for maintenance and repair of equipment and material
 - Storage for equipment loaned for use outside the media center
 - Storage for textbooks and other material not housed in the student and faculty areas.

A L A - American Library Association
 C A S L - California Association of School Librarians
 A V E A C - Audio-Visual Education Association of California

LIBRARY EQUIPMENT - STANDARDS

Equipment

COMPARISON

<u>Equipment</u>	<u>A L A - 1969</u>	<u>C A S L/A V E</u>
16 mm projector	<u>Basic</u> 1 per 4 teaching stations plus 2 per media center <u>Advanced</u> 1 per 2 teaching stations plus 5 per media center	Phase I - 1 p Phase II - 1 p
8 mm projector	<u>Basic</u> 1 per 3 teaching stations plus 15 in media center <u>Advanced</u> 1 per teaching station plus 25 per media center	Phase I - 1 p Phase II - 1 p
Slide projector	<u>Basic</u> 1 per 5 teaching station plus 2 per media center <u>Advanced</u> 1 per 3 teaching station plus 5 per media center	Phase I - 1 p Phase II - 1 p
FS or FS/slide projector	<u>Basic</u> 1 per 3 teaching stations plus 1 per media center <u>Advanced</u> 1 per teaching station plus 4 per media station	Phase I - 1 p Phase II - 1 p
FSSound projector	<u>Basic</u> 1 per 10 teaching stations + 1 per media center <u>Advanced</u> 1 per 5 teaching stations + 2 per media center	Phase I - 1 p Phase II - 1 p
FS viewer	<u>Basic</u> 1 per teaching station + 1 per 3 teachers stationed in media center <u>Advanced</u> 3 per teaching station + 1 " teacher stationed in media center	Phase I - 1 p Phase II - 2 p
Overhead projector	<u>Basic</u> 1 per teaching station + 2 <u>Advanced</u> 1 per 1 teaching stations + 4 per media center	Phase I - 1 p Phase II - 1 p

LIBRARY EQUIPMENT - STANDARDS

COMPARISON

C A S L/A V E A C - 1970 (Media Center)

teaching stations r media center	Phase I - 1 per 4 teaching station, plus 2, media center
teaching stations per media center	Phase II - 1 per 2 teaching stations, plus 5 " "
teaching stations media center	Phase I - 1 per 3 teaching stations plus 1 per 25 students
teaching station r media center	Phase II - 1 per 3 teaching stations plus 1 " 15 "
teaching station r media center	Phase I - 1 per 5 teaching station plus 1 per 100 students
teaching station r media center	Phase II - 1 per 3 " " " 1 " 50 "
teaching stations media center	Phase I - 1 per 3 teaching station + 1 per 25 students
teaching station media station	Phase II - 1 per teaching station + 1 per 15 students
teaching stations dia center	Phase I - 1 per 10 teaching stations + 1 per 200 students
teaching stations dia center	Phase II - 1 per 5 teaching stations + 1 per 100 "
teaching station + 1 teachers stationed center	Phase I - 1 per teaching station + 1 per 100 students
teaching station + teacher stationed in center	Phase II - 2 per " " + 1 " 50 "
teaching station + 2 teaching stations media center	Phase I - 1 per teaching station + 1 per 500 students
	Phase II - 1 per teaching station + 1 per 300 students

(continued)

LIBRARY EQUIPMENT - STANDARDS

COMPARISON

<u>Equipment</u>	<u>A L A - 1969</u>	<u>C A S L/A</u>
Microfilm reader-printer	<u>Basic</u> 1 per media center	Phase I -
	<u>Advanced</u> 3 per media center	Phase II
Copying machine	<u>Basic</u> 1 per 30 teaching stations + 1 in media center	Phase I -
	<u>Advanced</u> 1 per 20 teaching stations + 1 per media center	Phase II
Duplicating machine	<u>Basic</u> 1 per 30 teaching station + 1 media center	Phase I -
	<u>Advanced</u> 1 per 20 teaching stations + 1 in media center	Phase II
Projection cart	1 per portable piece of equipment, purchased at the time the equipment is obtained	
Projection screen	1 permanently mounted screen per classroom + additional screens of suitable size as needed for individual & small group use. Room screens no smaller than 70 x 70 with keystone eliminator.	Phase I -
		Phase II

A L A - American Library Association
CASL - California Association of School Librarians
AVEAC - Audio-Visual Education Association of California

COMPARISON

C A S L/A V E A C - 1970 (Media Center)

center	Phase I - 1 per media center
dia center	Phase II - 2 per media center
aching 1 in media	Phase I - 1 per 20 teaching stations + 1 in media center
teaching 1 per media	Phase II - 1 per 15 " " + 2 " " "
aching media cent-	Phase I - 1 per 30 tsaching stations + 1 in media center
teaching 1 in media	Phase II - 1 " 20 " " + 2 " " "
ce of equipment the time obtained	
rted screen ditional	Phase I - 1 per teaching station (70 x 70) + additional screens of suitable size
le size as tual & Room screens 0 x 70 with or.	Phase II - Same as I

ion
School Librarians
ciation of California

(continued)

LIBRARY EQUIPMENT - STANDARDS

COMPARISON

<u>Equipment</u>	<u>A L A - 1969</u>	<u>C A S L/A</u>
Opaque projector	<u>Basic</u> 1 per 25 teaching stations or 1 per floor/wing	Phase I -
	<u>Advanced</u> 1 per 15 teaching stations + 2 per media center	Phase II
Slide viewer	<u>Basic</u> 1 per 5 teaching stations + 1 per media center	Phase I -
	<u>Advanced</u> 1 per teaching station + 1 per media center	Phase II
Micro projectors	<u>Basic</u> 1 per 20 teaching stations	Phase I -
	<u>Advanced</u> 1 per department + 1 per media center	Phase II
Record player	<u>Basic</u> 1 per 15 teaching stations + 3 per media center 1 set earphones for each	Phase I -
	<u>Advanced</u> 1 per 5 teaching stations + 5 per media station 1 set earphones for each	Phase II
Audio tape recorder	<u>Basic</u> 1 per 10 teaching stations + 2 per media center set of earphones for each	Phase I -
	<u>Advanced</u> 1 per 5 teaching stations + 10 per media center, set of earphones for each	Phase II
Video tape recorder	<u>Basic</u> 1 per 15 teaching stations or minimum of 2 per bldg.	Phase I -
	<u>Advanced</u> 1 per 5 teaching station or minimum of 2 per bldg.	Phase II -

ELSON

C A S L/A V E A C - 1970 (Media Center)

Phase 1 - 1 per teaching station + 1 per 500 students

Phase II - 1 " " " + 1 " 300 "

Phase 1 - 1 per 5 teaching stations + 1 per 100 students

Phase II - 1 per 3 " " + 1 " 50 "

Phase I - 1 per service department

Phase II - 1 per teaching station when needed

Phase I - 2 per teaching station + 1 for 25 students

Phase II - 4 per teaching station + 1 for 25 "

Phase I - 1 per teach station + 1 per 200 students

Phase II - 1 per teaching station + 1 per 100 students

Phase I - 1 per 15 teaching stations or 2 per school
(whichever is greater)

Phase II - 1 per 10 teaching stations or 2 per school
(whichever is greater)

(continued)

LIBRARY EQUIPMENT - STANDARDS

COMPARISON

<u>Equipment</u>	<u>A L A - 1969</u>	<u>C A S L/A V E</u>
TV receiver (23 " screen)	<u>Basic</u> 1 per teaching station (where programs are available) + 1 per media center <u>Advanced</u> 1 per 20 viewers in class where program is available + 1 per media center	Phase I - 1 per + 1 Phase II - 1 per + 2
Closed circuit TV	All new construction should include provision for installation at each teaching station and media center. Old buildings should be wired when program is initiated.	No standard is include provisions at each
Listening Centers	A portable listening center w/ 6-10 sets of earphones, at a 1 per 3 teaching stations <u>Advanced</u> 1 set-6-10 earphones-+ listening equipment for each teaching station & media center	Phase I - 1 w Phase II - 1 w + c bac
Radio receiver	<u>Basic</u> 1 per media center + central distribution system(AM/FM) <u>Advanced</u> 3 per media center + central distribution system (AM/FM)	Phase I - 1 be clas Phase II - Sam
Micro-reader (some with microfiche attachment)	Equivalent of 1 per 10 teaching stations to be housed in media center <u>Advanced</u> Equivalent of 1 per 5 teaching stations to be located in the media center	Phase I - Equi medi Phase II - 1 p

EQUIPMENT - STANDARDS

APPENDIX 3B

COMPARISON

C A S L/A V E A C - 1970 (Media Center)

ion ble)	Phase I - 1 per teaching station (if program is available) + 1 per media center
in available	Phase II - 1 per 15 viewers (where program is available) + 2 per media center
uld in- allation and ings gram is	No standard is recommended. All new construction should include provisions for originating or receiving programs at each teaching station and the media center.
ter s, at a s	Phase I - 1 with 8-12 sets of earphones per 8 stations
hones-+ each center	Phase II - 1 with 8-12 sets of earphones per 4 stations + one set of earphones for each audio play- back that circulates
+ cen- (AM/FM) ter + tion	Phase I - 1 battery powered per principal office, + classroom models as programs are available Phase II - Same as I
teaching n media	Phase I - Equivalent of 1 per teaching station per media center Phase II - 1 per 5 teaching stations per media center
per 5 located	

LIBRARY EQUIPMENT - STANDARD

Light control	Adequate light control in every classroom & media center to the extent that all types of projected media can be utilized effectively	Camera 8mm - Darkroom
Local production equipment	Per bldg: Dry mount press & tacking iron; Paper cutter; Two types of transparency production equipment; 16mm camera; Rapid process camera; 8mm camera; Equipment for darkroom; Spirit duplicator; Primary typewriter; Copy camera and stand; Light box; 35mm still camera; Film rewind; Film splicer (8mm & 16mm); Tape splicer; Slide reproducer; Mechanical lettering devices; Portable chalkboard	General Slides Tape - Transpa
Items for special consideration	Large group instruction: The following equipment should be available for each large area: 10 x 10 overhead projector; large screen with keystone eliminator; 16mm projector - rear screen); Television: a complete distribution system of at least 6 channels should be available; 1 3 1/4 projector per school if used by teachers; Equipment to make tele-lecture	Supplie

APPENDIX 3B

EQUIPMENT - STANDARDS

- cameras - Still: b & w. photography; rapid process
such as Polaroid
- cameras - Camera; Editor; Rewind; Splicer
- Darkroom: Equipment & supplies for a darkroom
are not specified. However, such a
facility should be available in
connection with the media center
- General Use: Copy machines (2 types); Dry
mount press & tacking iron; Dupli-
cating machine; Lettering devices;
Paper cutters; typewriter, primary
or larger type; Typewriter, regular
type
- Slides: Camera; Copy stand and camera; Slide
reproducing equipment
- Tape - Audio - : Tape duplicator; Tape splic-
ing equipment
- Transparencies: Infra-red type copying machine;
One other type of copying machine
- Supplies: Every type of equipment & every pro-
duction activity requires supplies.
These supplies should be budgeted as
equipment is purchased. The amount
& kind will vary with local needs.
Planning should be given to the re-
lationships with equipment, material
and supplies.

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE

JUNIOR HIGH SCHOOL

1. Which of the following groups of letters of the alphabet are in the wrong order?
(a) g-h-i (b) l-m-n (c) r-s-t (d) b-c-d (e) w-u-y
2. Which group of words is in alphabetical order?
(a) auto, autocrat, automobile, automation, automatic
(b) autocrat, auto, automobile, automatic, automation
(c) auto, autocrat, automatic, automation, automobile
3. In which card catalog drawer would the following author be found?
Alex Paul Huntley
(a) A - C (b) H - L (c) L - R (d) I - K
4. Which of the following groups of words is in alphabetical order?
(a) lash, lass, lassie, lasso, last
(b) lass, lash, lassie, lasso, last
(c) lash, last, lass, lassie, lasso
5. Which of the following shows correct filing?
(a) rude before ruddy
(b) namely before name
(c) brow before brim
(d) interval before interview
(e) fracture before fraction

- (a) lash, lass, lassie, lasso, last
- (b) lass, lash, lassie, lasso, last
- (c) lash, last, lass, lassie, lasso

5. Which of the following shows correct filing?

- (a) rude before ruddy
- (b) namely before name
- (c) brow before brim
- (d) interval before interview
- (e) fracture before fraction

6. Which book would come first in the order of books on the shelf?

- (a) Williams, Eric - The tunnel
- (b) Archibald, Joe - Catcher's choice
- (c) Gates, Doris - North Fork
- (d) Bonham, Frank - Burma rifles
- (e) Clarke, Arthur C. - Dolphin Island

7. Which of the following books of fiction would appear last on a shelf

- (a) Scholz, Jackson - Batter up
- (b) Sandoz, Marl - The horse catcher
- (c) Scholz, Jackson - Halfback on his own
- (d) Seredy, Kate - The singing tree
- (e) Seredy, Kate - The Good Master

8. Given the "call number" 383.2 after which number in this sequence would it follow?

- (a) 371.2 (b) 383.12 (c) 395 (d) 398.3 (e) 399.401

APPENDIX

6_A

9. Which of the following titles would be found by using the "A" tray of the card catalog?

- (a) The song of the swan.
- (b) An old story.
- (c) A little child.
- (d) And now, Miguel!
- (e) A book about atoms.

10. Which of the following books is a book of fiction?

- (a) An introduction to birds. by John Kieran
- (b) Mystery at Land's End. by Marg Nelson
- (c) Electronics for young people. by Jeanne Bendick
- (d) Weather in your life. by Irving Adler
- (e) Compact history of the Civil War. by Ernest Dupuy

11. The Table of Contents is a list of chapters or sections of a book arranged by:

- (a) Importance of subject
- (b) Main topic of the book
- (c) Topics by page number

12. How is the book, Born free, located on the shelves when the author is not known?

- (a) Ask a student at the check-out desk
- (b) Check the shelf of animal stories
- (c) Check the card catalog for author and call number

13. To find the author, title, and publisher of a book, look at:

- (a) The appendix
- (b) The index
- (c) The title page

- (a) Importance of subject
- (b) Main topic of the book
- (c) Topics by page number

12. How is the book, Born free, located on the shelves when the author is no known?

- (a) Ask a student at the check-out desk
- (b) Check the shelf of animal stories
- (c) Check the card catalog for author and call number

13. To find the author, title, and publisher of a book, look at:

- (a) The appendix
- (b) The index
- (c) The title page
- (d) The glossary
- (e) The table of contents

14. Given the "call number" 973.15 which number in this sequence
E

would it follow?

- (a) 973 A
- (b) 973.15 D
- (c) 973.15 G
- (d) 973.35 C
- (e) 978.15 D

15. The copyright date of a book is found:

- (a) On the title page
- (b) On the back of the title page
- (c) In the preface

16. A bibliography is:

- (a) The story of a person's life
- (b) An index
- (c) A list of books, etc.

17. Book of fiction are arranged on the shelves alphabetically by:
 (a) Title (b) Author (c) Subject (d) Size (e) Number
18. Non-fiction books are arranged on the shelves in:
 (a) Chronological order (b) Numerical order (c) Alphabetical order
19. The Reader's Guide is the library's guide to:
 (a) The best literature for readers
 (b) Up-to-date magazine material
 (c) How to find books in the library
 (d) How to find audio-visual materials
 (e) Newspapers
20. Which of the following is a "call number" for a book?
 (a) c1929 (b) 325p (c) 808.1 (d) 35/7 (e) 4/13/70
21. The initial or name used in the "call number" of a biography (921) is that of:
 Example: 921 LINCOLN
 (a) The title of the book
 (b) The person the book is about
 (c) The illustrator of the book
 (d) The editor of the book
22. In the notation in the Reader's Guide, "Time 22:7 AP 21 '61", the number 7 stands for:

(a) The number of copies of Time magazine in the library

- (c) How to find books in the library
- (d) How to find audio-visual materials
- (e) Newspapers

20. Which of the following is a "call number" for a book?
- (a) c1929 (b) 325p (c) 808.1 (d) 35/7 (e) 4/13/70
21. The initial or name used in the "call number" of a biography (921) is that of:
- (a) The title of the book
 - (b) The person the book is about
 - (c) The illustrator of the book
 - (d) The editor of the book
- Example: 921
LINCOLN
22. In the notation in the Reader's Guide, "Time 22:7 Ap 21 '61, the number 7 stands for:
- (a) The number of copies of Time magazine in the library
 - (b) The page number on which the article is to be found
 - (c) The years left in the library's subscription
23. The notation in an atlas, "Santa Barbara 21 D5," means that:
- (a) Santa Barbara can be found on a map on page 5
 - (b) Santa Barbara can be found on a map where lines D and 5 cross
 - (c) Santa Barbara can be found on a map in Volume 21
24. Books in the 500-class number are in the field of:
- (a) Literature (b) Education (c) Science (d) Religion (e) Sports
25. A book with the call number 920 contains the biographies of more than one person. Which one of the following is not a 920 biography?
- (a) Great leaders of destiny
 - (b) Abe Lincoln grows up
 - (c) The presidents of the United States
 - (d) Great American Negroes
 - (e) Great baseball pitchers

26. To find the most recent material the library has on the Santa Barbara Oil Spill, you will look in:

- (a) World Almanac
- (b) The Reader's Guide
- (c) Statesmen's Yearbook
- (d) Encyclopedia Britannica
- (e) Famous first facts

27. Biographies of people who are in the recent news can be found in:

- (a) Current biography
- (b) Encyclopedic
- (c) International Index
- (d) Who was who
- (e) Lincoln Library

28. Dictionaries are used primarily to find the definition and spelling of words. The dictionary is the best source to find:

- (a) Pronunciation
- (b) Derivations
- (c) Synonyms
- (d) Meanings
- (e) All of these

29. In the library it is important to know your alphabet because you need it:

- (a) to locate maps in books
- (b) to be able to locate non-fiction books
- (c) to locate fiction books
- (d) to be able to spell
- (e) to locate the call number of books on the shelves

29. In the library it is important to know your alphabet because you need it:

- (a) to locate maps in books
- (b) to be able to locate non-fiction books
- (c) to locate fiction books
- (d) to be able to spell
- (e) to locate the call number of books on the shelves

30. The lowest number in the following group of classification number is:

- (a) 629.8 (b) 629.13 (c) 629.133 (d) 629.2 (e) 629.02

31. To locate a book of fiction on the shelves you must know:

- (a) The "call number" (b) The title (c) The author (d) The subject (e) The date

32. An encyclopedia is a book or books with the following arrangement:

- (a) Words in alphabetical order
- (b) A book with many chapters
- (c) Subjects in alphabetical order
- (d) A concise account of the lives of famous people

33. One of the following is not found on the title page:

- (a) Author (b) Title (c) Publisher (d) Introduction (e) Date

APPENDIX 6A

34. The card catalog does not answer one of these questions:
- (a) Does the library have a certain book?
 - (b) How many copies of a book does the library have?
 - (c) Does the library have a book on a certain subject?
 - (d) How many books by an author does the library have?
35. An "entry" in the Reader's Guide refers to:
- (a) Magazine article
 - (b) Name of magazine and volume number
 - (c) Date
 - (d) Page number
 - (e) All of these
36. To find what books the library has on Japan, you should first:
- (a) Look in the history and geography sections of the shelves
 - (b) Ask the librarian
 - (c) Check the Dewey Decimal chart
 - (d) Check in the card catalog
 - (e) Check the author
37. The Reader's Guide helps locate information in:
- (a) Books (b) Pamphlets (c) Magazines (d) Filmstrips
 - (e) Records
38. One of the following is not a classification number:

- (a) Look in the history and geography sections of the shelves
- (b) Ask the librarian
- (c) Check the Dewey Decimal chart
- (d) Check in the card catalog
- (e) Check the author

37. The Reader's Guide helps locate information in:

- (a) Books
- (b) Pamphlets
- (c) Magazines
- (d) Filmstrips
- (e) Records

38. One of the following is not a classification number:

- (a) 398
- (b) 921
- (c) 540.2
- (d) 1910
- (e) 591.9794

39. On a catalog card the "call number" is located:

- (a) In the upper right hand corner
- (b) In the center
- (c) In the lower left hand corner
- (d) At the edge
- (e) In the upper left hand corner

40. If a book or catalog card has no Dewey Decimal number the book:

- (a) is fiction
- (b) does not belong in the library
- (c) is non-fiction
- (d) does not circulate
- (e) is a reference book

41. The glossary of a book tells

- (a) The title of each chapter
- (b) The spelling and meaning of important words
- (c) The names of people in the book
- (d) Gives a list of other books

APPENDIX 6A

42. To check quickly whether a given book has information on a subject, you should check:

- (a) The glossary
- (b) The table of contents
- (c) The index

43. The "call number" for the book, How do I love thee?, a biography about Elizabeth Browning, by Helen Waite, will be:

- (a) 291 W
- (b) 921 Waite
- (c) 92 B
- (d) 921 Browning
- (e) 921 Elizabeth

44. To locate a book of non-fiction on the shelves you must know:

- (a) The "call number"
- (b) The title
- (c) The author
- (d) The subject
- (e) The date

358.4

Colby, Carroll B
Countdown, the story
of our missile bases.
Coward-McCann, 1960
48 p illus

Clarke, Arthur C
Dolphin Island; a story
of the people of the sea.
Holt, 1963
186 p

358.4
C

Colby, Carroll B
Countdown, the story
of our missile bases.
Coward-McCann, 1960
48 p illus

Clarke, Arthur C
Dolphin Island; a story
of the people of the sea.
Holt, 1963
186 p

SMOG SEE

AIR POLLUTION

CIVILIZATION SEE ALSO

MIDDLE AGES

951
L

CHINA-CIVILIZATION
Latourette, Kenneth S
China. Prentice-Hall,
1964
251 p illus

A wrinkle in time.
L'Engle, Madeleine
A wrinkle in time. Far-
rar, Straus and Cudahy,
1962
211 p

THE FOLLOWING QUESTIONS PERTAIN TO THE SAMPLE CARDS PRESENTED ABOVE. PLEASE ANSWER THE QUESTIONS WITH THESE CARDS IN MIND.

45. The following information can not be found on a catalog card:

- (a) The number of pages in the book
- (b) The copyright date
- (c) The publisher
- (d) The table of contents
- (e) The author

APPENDIX 6A

46. The following information is often found on a catalog card:

- (a) When the library purchased the book
- (b) Whether the book has illustrations
- (c) How many copies of the book the library has
- (d) The price of the book
- (e) How many chapters the book has

47. In the call number, 951 the letter L refers to:

- (a) The title
- (b) The subject
- (c) The author
- (d) The publisher
- (e) The illustrations

48. When the author's name is on the top of the catalog card, it is called:

- (a) An index card
- (b) A cross reference card
- (c) An author card
- (d) A title card
- (e) A subject card

49. A catalog card that says - SMOG SEE AIR POLLUTION - MEANS:

- (a) The library has no material about smog
- (b) The library has smog under the subject AIR POLLUTION
- (c) The library has material under both subjects

50. A catalog card that says "CIVILIZATION" SEE ALSO MIDDLE AGES means that:

(b) A cross reference card

(c) An author card

(d) A title card

(e) A subject card

49. A catalog card that says - SMOG SEE AIR POLLUTION - MEANS:

(a) The library has no material about smog

(b) The library has smog under the subject AIR POLLUTION

(c) The library has material under both subjects

50. A catalog card that says "CIVILIZATION" SEE ALSO MIDDLE AGES means that:

(a) The library has no material under CIVILIZATION

(b) The library has material only under MIDDLE AGES

(c) The library has material under both CIVILIZATION and MIDDLE AGES

APPENDIX 6A

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE
Diagnostic gr. 10, Evaluative gr. 12 1970A Edition

1. To find what books the library has on Russia, one should look first (a) in the geography books (b) in the card catalog (c) in the Readers' Guide
2. The best place to look for very recent material on a subject is in the (a) card catalog (b) encyclopedia (c) Readers' Guide
3. The card catalog is to the library as (a) the index is to a book (b) the table of contents is to a book (c) the glossary is to a book

The following is a sample card from the card catalog. Questions 4, 5, and 6 refer to this example.

Sample Card

627	SUMMARINS
Ell	Ellsberg, Edward
	On the bottom. New York,
	Macmillan, 1929.
	234p. illus.

4. The sample card is called a (a) title card (b) author card (c) subject card.
5. The call number in the sample card is (a) 234p (b) 1929 (c) 627-

Macmillan, 1929.
234p. illus.

4. The sample card is called a (a) title card (b) author card (c) subject card.

5. The call number in the sample card is (a) 234p (b) 1929 (c) 627 E

6. The publisher on the sample card is (a) Edward (b) Ellisberg (c) Macmillan

OKLAHOMA - FICTION
Fic Steinbeck, John
Ste Grapes of wrath. Viking
1939.
619p.

7. On the library shelves, the above book is located under (a) Grapes of wrath (b) OKLAHOMA - FICTION (c) Steinbeck, John (d) 619p

8. If you want the most recent information on Israel, which book would you select?

- (a) 956.94 Smith, John
3mi Israel a modern history. Macmillan, c1953.
- (b) 956.94 Johnson, Dick
Joh Israel today. Random, c1960.

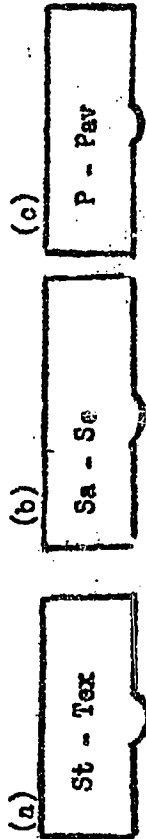
9. Check the group of subjects arranged in the correct order for the card catalog.

- | | |
|------------------------------------|--|
| (a) U.S. History - War of 1812 | (b) U.S. History - Civil War 1861-1865 |
| U.S. History - Civil War 1861-1865 | U.S. History - 1898-1919 |
| U.S. History - 1898-1919 | U.S. History - War of 1812 |
| (c) U.S. History - 1898-1919 | |
| U.S. History - Civil War 1861-1865 | |
| U.S. History - War of 1812 | |

10. There is a special rule for names spelled with Mac and Mc in the library card catalog. Check the group of names correctly arranged.

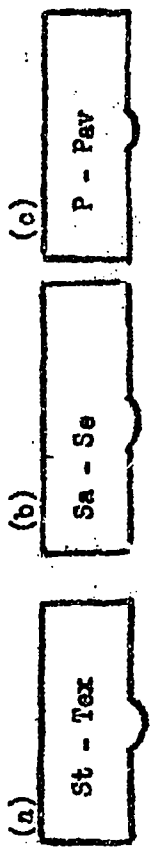
- | | |
|--|--|
| (a) MacBride, George
Macdonald, Angus
McBride, Robert
McDonald, James | (b) MacBride, George
McBride, Robert
Macdonald, Angus
McDonald, James |
|--|--|

11. Material on the city of St. Paul, Minnesota would be found in the card catalog drawer lettered



12. The quickest place in the card catalog to find the book, The Trumpeter of Krakow, would be under (a) Krakow (b) Musical instruments (c) Trumpeter (d) The

11. Material on the city of St. Paul, Minnesota would be found in the card catalog drawer lettered



12. The quickest place in the card catalog to find the book, The Trumpeter of Krakow, would be under (a) Krakow (b) Musical instruments (c) Trumpeter (d) The

13. The quickest place in the card catalog to find the book A Day in Old Rome, would be under (a) A (b) Day (c) Rome

The following are sample cards from the card catalog. Questions 14 and 15 refer to these examples

(a)

SPORTS
See also
names of sports e.g. FOOTBALL

(b)

TEEN AGE
see
YOUTH

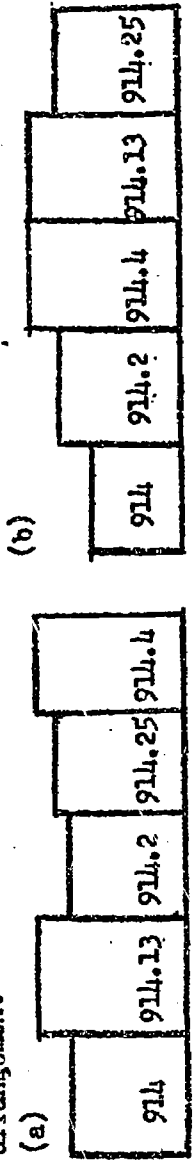


14. Does the library have any books listed under football? (a) yes (b) no
15. Does the library have any books listed under teen-age? (a) yes (b) no
16. When you cannot find a book on a subject, the library may still have material in the (a) author file (b) reference file (c) pamphlet file
17. In a library a book catalog is (a) a book that lists catalogs (b) a catalog used to order new books (c) card catalog information printed in a book form
18. "R" before or above a book's call number indicates that it is a (a) reference book (b) recent book (c) reserved book (d) requested book
19. The Dewey Decimal number stands for the (a) title (b) subject (c) author of a book.
20. Non-fiction books are arranged on the shelf by (a) title (b) subject (c) author

21. Books with Dewey Decimal numbers are (a) fiction (b) mystery

- 19. The Dewey Decimal number stands for the (a) title (b) subject (c) author of a book.
- 20. Non-fiction books are arranged on the shelf by (a) title (b) subject (c) author
- 21. Books with Dewey Decimal numbers are (a) fiction (b) mystery (c) non-fiction

22. Check the books in the correct order on the shelf according to Dewey Decimal arrangement:



- 23. Individual biography is arranged on the shelves by call number (921) and then alphabetically by (a) author (b) title (c) person who is the subject of the book
- 24. Fiction is arranged on the shelves alphabetically by (a) author (b) subject (c) title
- 25. The arrangement in the Readers' Guide is alphabetically by (a) author only (b) by author and subject (c) title only



The following is an entry from the Readers' Guide. Questions 26, 27, 28, 29 refer to this example.

Amateur scientist; experiment in animal behavior, E. Neville. Sci Am 215:135-6 D' 66

- 26. In this entry, D'66 is the (a) page number (b) volume number (c) date of magazine
- 27. In this entry, 215 is the (a) page number (b) volume number (c) year
- 28. In this entry, 135-6 is the (a) volume number (b) page number (c) column number
- 29. The article is to be found in the magazine (a) Amateur Scientist (b) Neville (c) Scientific American
- 30. Fiction can be found in (a) National Geographic (b) Time (c) Readers' Digest
- 31. A current events magazine is (a) Ladies' Home Journal (b) Time



30. Fiction can be found in (a) National Geographic (b) Time
(c) Readers' Digest

31. A current events magazine is (a) Ladies' Home Journal (b) Time
(c) National Geographic

32. The quickest way to find out how many people were arrested for violating
narcotic drug laws last year, look in (a) an almanac
(b) the pamphlet file (c) the Readers' Guide

33. To find information about a famous living person, look in (a) Dictionary of
American Biography (b) Who was Who (c) Current Biography

34. To find synonyms and antonyms, look in (a) an almanac (b) a thesaurus
(c) an encyclopaedia

35. To quickly find a fact within a book you use the (a) index (b) appendix
(c) table of contents

36. To find the words of famous people on a subject of interest, look in
(a) McGee's Thesaurus (b) Twentieth Century Authors
(c) Bartlett's Quotations

37. Pseudonym means that (a) the writer is unknown (b) there are two or more
authors (c) the writer is not using his true name

APPENDIX 6B

38. The part of a book in which to find information for making a bibliography is the (a) title page (b) table of contents (c) index
39. The appendix of a book gives (a) a list of books used as resources (b) an alphabetical list of subjects in the book (c) supplementary material to the body of the book
40. The glossary of a book tells (a) the page to look on for information (b) definitions of technical or foreign terms (c) a list of books used as resources
41. The part of a book giving the author's purpose in writing is the (a) table of contents (b) bibliography (c) preface
42. The table of contents is a list of chapters of a book arranged (a) in no special way (b) alphabetically by the first word (c) in the order in which they appear in the book
43. The best place to quickly find the population of Greece would be (a) a filmstrip (b) a reference book (c) an index to magazines
44. Microfilm is a good resource when you are looking for (a) motion pictures

42. The table of contents is a list of chapters of a book arranged (a) in no special way (b) alphabetically by the first word (c) in the order in which they appear in the book

43. The best place to quickly find the population of Greece would be (a) a filmstrip (b) a reference book (c) an index to magazines

44. Microfilm is a good resource when you are looking for (a) motion pictures (b) periodical articles (c) filmstrips

45. You want to observe how an octopus moves in water. You do not have a live one in an aquarium so the best thing is to use (a) a filmstrip (b) slides (c) a film loop

46. A break cannot be repaired without losing something important on a (a) filmstrip (b) tape recording (c) film loop

47. When you give your oral report on Africa, you want to be able to mark on a map as you talk. This can best be done by using (a) a transparency (b) a filmstrip (c) a film loop

48. You wish to listen to a fine performance of classical music. The least satisfactory fidelity would be (a) 1 7/8 ips tape (b) 3 3/4 ips tape (c) 7 1/2 ips tape

49. Since many phonographs have two needles, you must check to see you are using the correct needle. The "LP" needle is not used for (a) stereo (b) 23" (c) 45" (d) 78"

50. Transparencies are used with (a) an opaque projector (b) an overhead projector (c) a synchronized projector
51. A sound filmstrip will work automatically if the record on the sound filmstrip projector is on (a) audible (b) inaudible
52. You have found a good cartoon in a magazine and have decided to make a big copy of it for the bulletin board. The quickest way to do this is to use (a) an opaque projector (b) a photo-copier (c) an overhead projector

Do you feel you need more instruction in the following areas?

53. Use of the library (a) yes (b) no
54. How to study (a) yes (b) no
55. Note - taking (a) yes (b) no
56. Outlining (a) yes (b) no
57. Writing term papers (a) yes (b) no

55. Note - taking (a) yes (b) no

56. Outlining (a) yes (b) no

57. Writing term papers (a) yes (b) no

58. Taking essay examinations (a) yes (b) no

59. Reading skills (a) yes (b) no

60. When you read, do you think you can usually easily explain why you enjoyed reading something? (a) yes (b) no

APPENDIX 6B

IF YOU ARE A SENIOR AND PLAN TO GO TO COLLEGE - TRY THIS

1. The quickest way to find in which anthology a certain poem appears, look in
(a) The table of contents of each anthology (b) Cranger's Index to Poetry
(c) The Home Book of Verse
2. The Book Review Digest lists (a) complete review of books indicating which
books are good and which are bad (b) reviews by a staff of book reviewers
to try to interest you in buying the book (c) Excerpts of reviews with
a citation indicating where you can read the complete review
3. The best place to find a portrait of entertainment figures such as Bob Dylan
or Glen Campbell is to look in (a) Who's Who in America
(b) Current Biography (c) Contemporary authors
4. A list of books and articles about Ringo Starr can be found by checking
(a) Biography Index (b) Readers' Guide (c) Who's Who in
America.
5. To find a synonym for an over-used word in an English paper, look in
(a) The Quotation Dictionary (b) Rogets Thesaurus
(c) The Writer's Handbook
6. Of the following magazines a conservative political philosophy is represented
in (a) The Nation (b) The New Republic (c) The National

Americas.

- 5. To find a synonym for an over-used word in an English paper, look in
 - (a) The Quotation Dictionary
 - (b) Rogets Thesaurus
 - (c) The Writer's Handbook

- 6. Of the following magazines a conservative political philosophy is represented/
 - in (a) The Nation
 - (b) The New Republic
 - (c) The National Review

- 7. Of the following magazines the most liberal political philosophy is represented in
 - (a) U.S. News & World Report
 - (b) The Nation
 - (c) The National Review

- 8. Libraries may be arranged by the Dewey Decimal Classification or The Library of Congress Classification. A book in the Library of Congress system would be classified
 - (a) 821 F
 - (b) LB 2803 C2C2
 - (c) R 973.979 Frs
 - (d) 759.05 C12

APPENDIX 6C



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 Librarians endorses 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 interest, 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 reading.

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 reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contribution 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.

APPENDIX 13A

LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or the political or religious views of the author.
2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.
3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be chal-

establish a coercive concept of Americanism, which is challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.
5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins or political views.
6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

By official action of the Council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.

APPENDIX 13B

THE FREEDOM TO READ

It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

It is contrary to the public interest for publishers or librarians to determine acceptability of a book solely on the basis of the personal history or political affiliations of the author.

The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book, author as subversive or dangerous.

It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the

It is not in the public interest to force a reader to accept with any book the prejudice of a label characterizing the book, author as subversive or dangerous.

It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

A statement prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council

May 2 and 3, 1953

APPENDIX 130

CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

POLICIES ON INTELLECTUAL FREEDOM IN LIBRARIES

Intellectual Freedom in Libraries

A Statement of Policy

Adopted by California Library Association
School Library Association of California

A. Preamble

The following statement of policy was developed by the Intellectual Freedom Committee of the California Library Association and Book Selection Policies Committee of the School Library Association of California. These professional associations are directly concerned with the freedom of all members of a democratic society to read what they will in the course of making the social, educational, and political judgments on which that society is based. Without such freedom the very fabric of democracy is in danger. There is evidence that books and libraries are the chief bastion against the pressures toward conformity which are in large part already overwhelming the motion picture, radio and television, and the press. Only in libraries can the interested student easily find record of the past, and only in libraries can the interested citizen hope to find all the relevant facts concerning current controversial issues. It is appropriate that librarians should deem their freedom, and that of their libraries, of the utmost importance to the continued existence of democracy.

B. Authority

Through their respective Executive Boards the Associations have empowered the Intellectual Freedom Committee of the California Library Association and the Book Selection Policies Committee of the School Library Association of California to act in their behalf in all four areas of concern described below. These areas of con-

Through their respective Executive Boards the Associations have empowered the Intellectual Freedom Committee of the California Library Association and the Book Selection Policies Committee of the School Library Association of California to act in their behalf in all four areas of concern described below. These areas of concern constitute continuing responsibilities of the two Committees, acting separately or together, until this Statement of Policy is amended or revoked.

C. Areas of Concern

1. The Associations are concerned with watching for proposed legislation at the state, local, and school district level which might place library collections in jeopardy, or which might restrict, prejudice, or otherwise interfere with the selection, acquisition, or other professional activities of librarians. The Committees are instructed to write letters to and talk with legislators and administrators to present the Associations' point of view, and to appear before legislative and administrative committees in the interest of preserving freedom of the press and the right to read.
2. The Associations are also concerned with legislation at the state, local, and school district level which tends to strengthen the position of libraries and other media of communication as instruments of knowledge and culture in a free society. The Committees are instructed to watch for legislation in the general field of the communication of knowledge and ideas which the Associations might desirably support as being beneficial to the whole concept embodied in the phrase "Freedom to Read." The committees are instructed to inform the Association memberships

APPENDIX 13D

of such pending legislation, to present their recommendations, and to tender the Associations' support to such legislation.

3. The Associations are concerned with proposed or actual restrictions imposed by administrative authority on library materials or on the selection judgments, order procedures, or administrative practices of librarians.

The Committees are instructed, at will or on request of either party to a controversy, to (a) determine the facts; (b) develop a statement of the Associations' position in relation to this statement of policy; (c) present the Associations' position to all interested parties, including the Press, when, in the Committees' judgment, this seems wise or necessary.

4. The Associations believe that every library in order to strengthen its own selection process, and to provide an objective basis for the evaluation of that process, should develop an official statement of policy for the selection of library materials.

The Committees are instructed to collect existing selection policies from all types of libraries, to promote their development and official adoption by libraries not yet having them, and to develop sample prototypes of selection policies for the guidance of librarians writing such policies.

March 18, 1958

Approved
Executive Board Meeting
November 7, 1958

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CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

PROTECTING THE STUDENT'S RIGHT TO READ AND TO BE INFORMED

The California Association of School Librarians support the belief that:

...each student has the right to read and to be informed

...each person, including the student himself, has the responsibility to

CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

PROTECTING THE STUDENT'S RIGHT TO READ AND TO BE INFORMED

The California Association of School Librarians support the belief that:

- ...each student has the right to read and to be informed
- ...each person, including the student himself, has the responsibility to protect this right to read and to be informed
- ...each student has the right to study and discuss significant moral, scientific, social, economic and political issues
- ...each student must have access to a wide variety of books and other materials related to the curriculum and to his personal needs
- ...each type of learning material must be evaluated in terms of the course of study, methods of teaching, and the personal growth and development of the student
- ...each student according to his maturity level, has the right to access and use of these materials in order to develop an ability to exercise critical judgment, make wise choices, and be a contributing member of a democratic society

APPENDIX 13D

...any attempt to impose specific ideas or to limit the thinking of students must be withstood

Betty Boll moved that we approve Protecting the Students Right to Read and be Informed as amended and read by Paul Crawford, member, Instructional Materials Committee. Seconded by Bob Muller. Motion carried.

Approved
Executive Board Meeting
August 27, 1966

A RESOLUTION
California Association of
School Librarians

Be it resolved that the California Association of School Librarians is vigorously opposed to any law, however well intentioned, which, curtails intellectual freedoms by denying access to literature, art and museum objects, motion pictures and other media of communication on the grounds that such matter is obscene, pornographic, or indecent without the proper legal safeguards as interpreted by the United States Supreme Court to protect works of art or literature from arbitrary or capricious censorship.

Be it further resolved that the California Association of School Librarians is therefore opposed to the following proposed bills:

A.B. 9; S.B. 79; S.B. 96 as failing to provide those safeguards and/or being so vague and imprecise so as to render the law unworkable.

Approved
Executive Board Meeting

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Approved

Executive Board Meeting

April 1, 1967

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TO: School Administrators

FROM: State Board of Education

SUBJECT: Resolution pertaining to local discretion in the selection and retention of books

The State Board of Education at its meeting in Los Angeles on May 24, 1963, adopted the following resolution:

BE IT RESOLVED, that books in our public schools should continue to be chosen by local school district librarians, teachers, and school officials for the purpose of satisfying the educational needs of the serious student and the inquiring mind; and

BE IT FURTHER RESOLVED that any pressure to restrict the choice of local schools, or to remove books from local school libraries should be resisted, whether the pressure comes from local groups espousing a particular point of view or from state officials.

APPENDIX 13D

STATEMENT ON LABELING

In view of our own convictions and those of other practicing librarians whose counsel we sought, the Committee on Intellectual Freedom recommends to the ALA Council the following policy with respect to labeling library materials.

Librarians should not use the technique of labeling as a means of predisposing readers against library materials for the following reasons:

1. Although totalitarian states find it easy and even proper, according to their ethics, to establish criteria for judging publications as "subversive," injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association has a responsibility to take a stand against the establishment of such criteria in a democratic state.
2. Libraries do not advocate the ideas found in their collections. The presence of a magazine or book in a library does not indicate an endorsement of its contents by the library.
3. No one person should take the responsibility of labeling publications. No sizable group of persons would be likely to agree either on the types of material which should be labeled or the sources of information which should be regarded with suspicion. As a practical consideration, a librarian who labeled a book or magazine pro-communist might be sued for libel.
4. Labeling is an attempt to prejudice the reader, and as such, it is a censor's tool.
5. Labeling violates the spirit of the Library Bill of Rights.

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5. Labeling violates the spirit of the Library Bill of Rights.

6. Although we are all agreed that communism is a threat to the free world, if materials are labeled to pacify one group, there is no excuse for refusing to label any item in the library's collection. Because communism, fascism, or other authoritarians tend to suppress ideas and attempt to coerce individuals to conform to a specific ideology, American librarians must be opposed to such "isms." We are, then, anticommunist, but we are also opposed to any other group which aims at closing any path to knowledge.

Unanimously adopted by the American
Library Association Council, July 13,
1951.

APPENDIX 13E

ARTICLE 6 INSTRUCTION (Series 6000)

GENERAL STATEMENT OF POLICY REGARDING
SELECTION OF INSTRUCTIONAL MATERIALS

5161.1

The Board of Education shall seek to provide books and all other appropriate types of material of the highest literary quality, and scholarship standards, and production techniques that meet the objectives of the educational program; and that comply with provisions of the California Education Code, Title V of the California Administrative Code, and policies of the Board as hereinafter set forth.

In attaining this goal, the Board of Education reaffirms the statement on purposes and objectives of the Santa Barbara School District(s), adopted June 21, 1962, revised February 8, 1968; and sets forth the following additional principles as operational guides for the selection of books and other published materials or audiovisual media.

1. The adoption of textbooks for use in Santa Barbara Secondary Schools is a legal responsibility of the Board of Education. The process of selecting and evaluating instructional materials for use in the schools is primarily a professional responsibility by personnel deemed most competent for this task by virtue of their professional training, experience, and assignments.
2. Freedom to read and freedom of the press are inseparable parts of the total concept of freedom upon which our society is based. In a free society, differences of opinion may develop relative to the appropriateness of instructional materials selected for use in the schools. It is the duty of the Board and the staff to consider objectively any questions in this regard. It is also the duty of the Board and staff to guard against pressures by individuals and groups who wish to use the schools as instruments of biased views through exclusion or removal of instructional materials with which they do not agree, or through inclusion of instructional materials that support such views.

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APPENDIX 13F

References: Education Code §§ 7501-10303
Title V, California Administrative Code, Sections 42-56
Board Policy on Purposes and Objectives #6120

SANTA BARBARA SCHOOL DISTRICT
SANTA BARBARA HIGH SCHOOL DISTRICT
Adopted by Board of Education February 20, 1964; Revised June 19, 1969



Inter-Office Memorandum
Santa Barbara School Districts

To: Secondary Principals

From: Arthur H. Worth

Date: September 19, 1969

Subject: Family Life/Sex Education

The new state legislation on Family Life/Sex Education instruction requires that any written or audio-visual material used in a class in which human reproductive organs and their functions and processes are described, illustrated, or discussed, shall be available for inspection by parent or guardian prior to the holding of the course.

As noted in our letter to parents, materials for instruction in Family Life/Sex Education will be available for examination in our Health Instruction Office. In order that we may have a complete set, please send to Mrs. Henriksen by Friday, September 26, one copy of any instructional material for class use that describes, illustrates, or discusses the functions and processes of the human reproductive organs.

Related supplementary or library material may also be available in your school for study by individual students or small groups. When such material is used for instruction of a class, parents must be given the opportunity to examine it. Certificated personnel directly responsible for use of such material not deposited in the Health Instruction Office should be reminded of their responsibility.

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Related supplementary or library material may also be available in your school for study by individual students or small groups. When such material is used for instruction of a class, parents must be given the opportunity to examine it. Certificated personnel directly responsible for use of such material not deposited in the Health Instruction Office should be reminded of their responsibility.

You may want to schedule a meeting for teachers and librarians to discuss mutual legal responsibilities and to establish effective procedures. Mr. Barkelew, Mrs. Henriksen, and Dr. Barron are available for such meetings.

AHH/jh

copies: Mrs. Henriksen
Mr. Barkelew
Dr. Barron

APPENDIX 13F

13

ARTICLE 6 INSTRUCTION (Series 6000)

PROCEDURE FOR HANDLING CHALLENGES OR CRITICISMS
CONCERNING BOOKS OR OTHER INSTRUCTIONAL MATERIALS

6161.15

Whenever a citizen of the District(s) wishes to register a suggestion or criticism concerning instructional material recommended for Board adoption or in current use, he shall be expected to provide the following information in writing to the Superintendent of Schools in order that his viewpoint may be considered thoroughly and objectively:

1. His personal name, address, and telephone number;
2. Date of communication;
3. Group or organization, if any, which he represents;
4. Author, title, publisher, and copyright date of subject publication;
5. Specific reasons for suggestion or criticism;
6. Page reference for each objection, and specific nature of each objection;
7. Suggested disposition of material being challenged--exclude or withdraw from all students; reconsider in comparison with other specified materials; substitute another specified age group of students for whom materials shall be made available; other disposition; and
8. Suggestions, if any, on other materials he considers to be more appropriate, and reasons for his opinion.

The Superintendent shall inform the Board of Education regarding the challenge, and he shall present a recommendation for the Board's consideration as early as feasible. The Superintendent's recommendation shall be based on the recommendation of an advisory committee of appropriate professional staff members appointed to re-evaluate the materials under consideration, and to evaluate the suitability in relation to materials proposed by the staff of materials suggested by the person

from all students; reconsider in comparison with other specified materials; substitute another specified age group of students for whom materials shall be made available; other disposition; and

8. Suggestions, if any, on other materials he considers to be more appropriate, and reasons for his opinion.

The Superintendent shall inform the Board of Education regarding the challenge, and he shall present a recommendation for the Board's consideration as early as feasible. The Superintendent's recommendation shall be based on the recommendation of an advisory committee of appropriate professional staff members appointed to re-evaluate the materials under consideration, and to evaluate the suitability in relation to materials proposed by the staff of materials suggested by the person registering a challenge. Representative citizens of the community who are authoritative experts in the subject matter of the publication being challenged may also be consulted to assist the committee in reaching an objective recommendation.

The review of questioned or challenged materials shall be treated objectively and as an important matter. Questions on the appropriateness of such materials shall be considered in the light of whether there is substantial factual evidence in the contents of the material itself which would lead a reasonable person to concur with the challenge.

In the case of materials recommended for Board adoption, adoption of the questioned item shall be tabled pending further review, and decision by the Board regarding the validity of the challenge. Materials in current use shall be continued in use pending the Board's decision on their retention or withdrawal.

The citizen shall be informed in writing of the Board's decision relative to his suggestion or criticism.

SANTA BARBARA SCHOOL DISTRICT
SANTA BARBARA HIGH SCHOOL DISTRICT
Adopted by Board of Education February 20, 1964; Revised June 19, 1969

APPENDIX 13G