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**AUTHOR** Callahan, Susan; And Others  
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**ABSTRACT.**

The objective of this guide is to provide step-by-step information needed to set up an employment and job training resource center. The format of the booklet, however, makes it easily adaptable to any small library or information center. Section I provides information and recommendations for the manager in making the decision to start a library. Management decisions discussed include function, service, organization, staffing, and location of the center. Section II, the bulk of the publication, is written in such a manner that a person with little or no library science background will be able to set up an effective library. Library procedures outlined are cataloging and classification, storage of materials, circulation, selection and ordering of materials, reference, and administration. There are eight appendices including a Glossary of Terms; a Checklist of Resource Center Supplies, Furnishing and Equipment; and Sources of Equipment and Ordering. (author/JAB)

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# RESOURCE CENTER GUIDE

This book is submitted in partial fulfillment  
of Contract No. 20-25-75-42

by:

Susan Callahan, Librarian

Marcia Cohen, Editor

Robert W. Ericson, Project Director

Abt Associates Inc.

55 Wheeler Street

Cambridge, Massachusetts 02138

Government Project Officer:

Judah Drob, Chief, Utilization Division

Office of Research and Development

U.S. Department of Labor

601 D Street, N.W.

Washington, D.C. 20213

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**Editor's Note:** During the conduct of this effort the U.S. Department of Labor, Manpower Administration formally changed its name to Employment and Training Administration. Any references to "Manpower Administration" or "manpower materials" are to be interpreted as employment and training products.

# TABLE of CONTENTS

FOREWORD .....	ii
INTRODUCTION .....	v
<b>SECTION I: GETTING STARTED: MAKING THE DECISION .....</b>	<b>1</b>
Decision 1: Function .....	1
Decision 2: Service .....	1
Decision 3: Organization .....	1
Decision 4: Staffing .....	2
Decision 5: Location .....	2
Decision 6: When to Start .....	4
<b>SECTION II: HOW TO SET UP THE RESOURCE CENTER/LIBRARY .....</b>	<b>5</b>
Step 1: Cataloging and Classification .....	5
Step 2: Storage of Materials .....	10
Step 3: Circulation .....	13
Step 4: Selection of Materials .....	17
Step 5: Ordering Materials .....	20
Step 6: Reference .....	22
Step 7: Promotion of the Resource Center .....	23
Step 8: Administration and Management .....	25
Step 9: How to Keep Growing .....	27

## Table of Contents

### APPENDICES:

1. Sources of Equipment and Ordering .....	29
2. Authority File for Federal Government Authors .....	31
3. Checklist of Resource Center/Library Supplies, Furnishings, Equipment .....	33
4. Glossary of Terms .....	35
5. Bibliography of Books on Small Library Development ..	37
6. Social Sciences Subject Headings .....	39
7. File Key/Employment and Training Subject Areas .....	43
8. Cross Reference Key/Employment and Training Subject Areas .....	47

# FOREWORD

Why set up a resource center/library? Considering the number of times people have set up libraries in the Employment and Training Administration and the number of times they have fallen into disuse and wasted space, this is a legitimate question.

When we think of a "library," stacks of books, gargoyles and crusty-dusty librarians come to mind. On the other hand, visualize for a moment a bright resource center that joins you in your search for information, tries to anticipate your needs and responds to your requests in an efficient and effective manner. Now that's an *active* resource center!

Is there really good information available? There is a wealth of information on employment and training programs — some good, some not so good. The National Clearinghouse, Office of Research and Demonstration, and many other sources have impressive resource listings available. A resource center can help you find that which meets your needs. Employment and training programs have been evolving, experimenting and documenting their efforts for many years. Almost every question has been addressed or answered at some time. If you are to provide leadership in the design and development of employment and training programs, it is incumbent upon you to find the state-of-the-art and press onward from there.

A resource center can be a dynamic, resourceful key to making employment and training programs truly have an impact. This publication can help you make the policy decisions required to start a resource center and provide the nuts and bolts information needed to operate the Center.

# INTRODUCTION

The objective of this publication is to clearly and simply provide readers with the step-by-step information needed to set up an *active* employment and training Resource Center/Library with the following characteristics:

- Material must be easily accessed, readily available and immediately useful;
- It must have a capacity for multimedia materials;
- The center must allow for circulation and reference materials;
- It must be an "active" center; that is, it seeks information needs and promotes information usage;
- It must link into local, regional, and national information sources;
- It must have an active acquisition program.

This publication is written for two audiences. Section I provides information and recommendations for the *manager* in making the decision to start a resource center/library. For the *manager* we try to provide the rationale, resources and results of setting up the center.



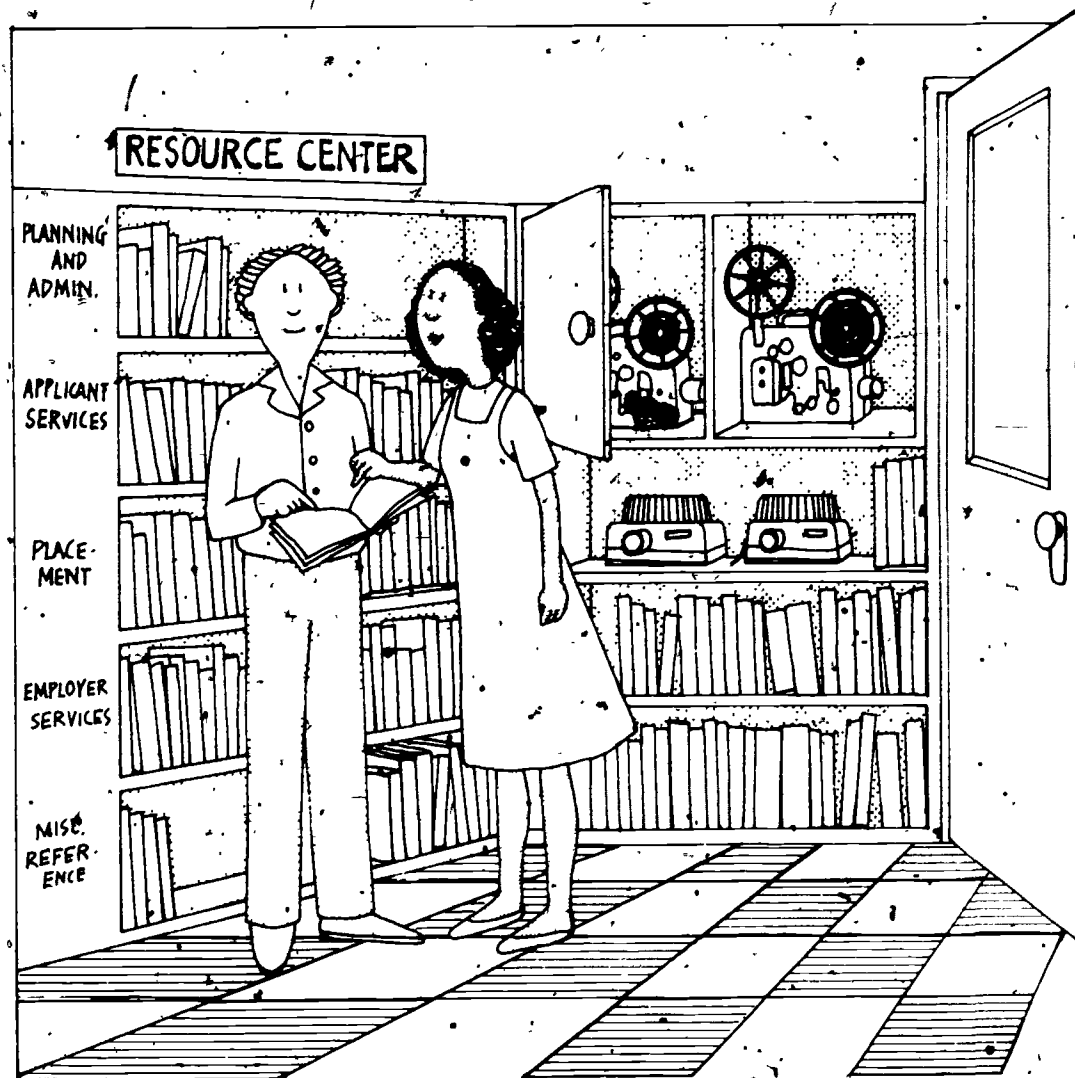
## Introduction

Section II, the bulk of the publication, is written in such a manner that a person with little or no library science background will be able to set up an effective in-house resource center/library with very little additional help.

We would like to emphasize that the material presented is not prescriptive. It is not the *only* way (or necessarily the best way) for your situation. It does provide, however, useful hints and recommendations from experienced people in the field that can be incorporated into *your* system as you see fit.

Throughout the publication, the "active" resource center/library is constantly emphasized. By this it is meant that the "center" (used as an abbreviation for resource center/library) should seek to find the needs of its users and reach out with materials to support the needs of others. This is central to the success of any resource center/library that is set up.

We suggest that you read the entire book before you try to get started. Questions you have in one section may very well be answered in another.





# SECTION I

## Getting Started:

### Making the Decision

A critical part of making the decision to set up a resource center/library is the definition of its goals and objectives. All subsequent center issues will be based on what the center does and who it will serve—decisions that can't be prescribed but have to be made based on the needs of specific locations. Therefore, a management meeting should address the following concerns:

#### Decision 1: Function

- What should the center's *functions* be?
  - organizing incoming materials?
  - storing and cataloging?
  - controlling circulation of materials?
  - seeking information (reference services)?
  - acquiring new materials?
  - providing a hideaway to get work done?
  - interlibrary exchange?

- preventing duplication of work by keeping staff informed?

All these functions are incorporated into the image of the active resource center/library—the center that seeks to find the needs of its users and reaches out with materials to support the needs of others.

These functions, prioritized according to your needs, serve as the basis for all subsequent decisions.

#### Decision 2: Service

- Who should be *served* by the center?
  - primarily/only in-house staff?
  - outsiders?

For the most part, the resource center/library will serve the needs of in-house staff. This is an appropriate time, however, to decide if the center should also serve outside clients. Serving outside clients will not affect the circulation of materials, but will influence the location of the center and allocation of staff time.

#### Decision 3: Organization

- Who should supervise the center's functions?
  - what organizational unit?

- establish a steering committee?
  - establish a technical advisory group?
  - what will the line responsibility be?
  - where will funds come from?
- How will the transfer of staff and resources take place?
- who should actually set up the center? (library staff, temporary help, group effort?)
  - how will the center be funded?

This decision is relevant to particular organizational structures and will subsequently tie in with the staffing issue. In establishing line organization, you should examine source of funding; who will administer and approve allocation of resource center/library funds; who will be responsible for deciding priorities of purchases; by whom will progress reports be made out and to whom will they be sent; who will supervise center staff; etc.

In addition to line responsibilities, staff support functions such as advisory committees should be addressed. For example, a steering committee of in-house volunteers from each organiza-

tional unit might complement the line organization by developing criteria and guidelines for selection of center purchases, while keeping the center informed of user needs. Another possibility is the organization of a technical advisory group of retired librarians to advise on technical issues (best used where staffing of small centers is not by a professional librarian).

A complete organizational structure must be outlined before staff selection can be made. Responsibilities of staff must be clear and understood so that job-related criteria can be used in the selection process.

## Decision 4: Staffing

- Who should staff the center?
  - skills/knowledge?
  - personal characteristics?
  - full-time/part-time?
  - number of staff?
  - responsibility of staff?

The staffing decision may be the single most important factor in the success or failure of the center. Now that you have decided on your center functions and priorities, on whom the center services and how it will be organized, you must

decide who will set it up and keep it successful and active. While civil service requirements, current staff assignments and funding, etc., all enter into the selection process, it is always important to remember that the level of staffing must complement *your* priorities. While it is desirable to have the position filled by a professionally trained library science graduate to maintain an active center, it may not be necessary if your defined center function requires only a keep of materials but not reference services. Thus, in accordance with your priorities, administrative possibilities range from a part-time employee to a fully trained librarian. The need for typing support, either full- or part-time as appropriate, should also be considered as necessary for efficient center functioning.

This position lends itself well to an upgrading opportunity. It would be complementary to the center to utilize staff who are knowledgeable in employment and training programs as this would be helpful to users and would save time in the reviewing, selection and cataloging, etc. of appropriate materials. If a candidate is selected with the basic knowledge and abilities and with a lot of motivation, this position offers growth to becoming a resource generalist; a position that

will always be critical in the employment and training processes.

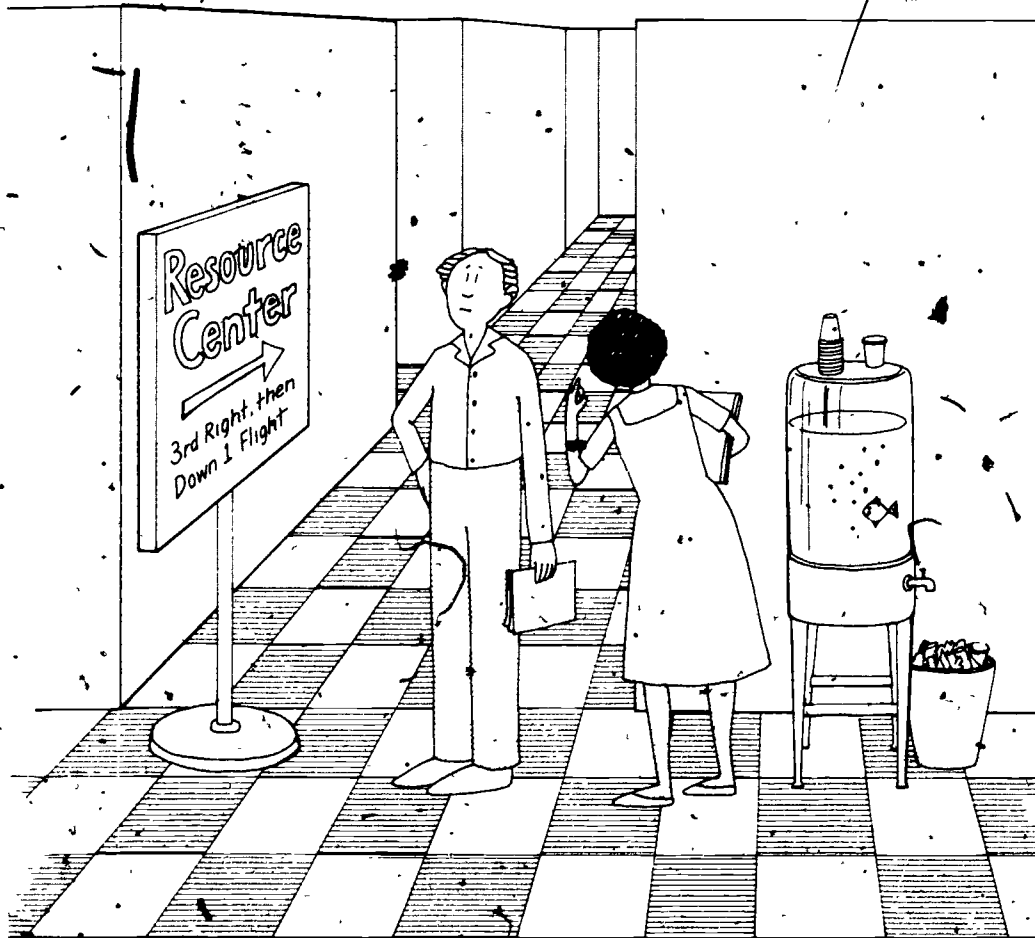
In addition to selecting a person with relevant skills, it is equally important to consider personal characteristics. The following combination of staff characteristics would be a positive attribute to effective and active center functioning:

- strong interpersonal skills; a strong desire to help others . . . the type of person who keeps abreast of all that is going on in the office and seeks ways of providing help;
- strong organization qualities; ability to work with detail;
- ability to work with little supervision; a self-starter; independent worker;
- perseverance.

Many a fine library with the most modern facilities and resources has been a total failure due to lack of cooperation and concern by the library staff.

## Decision 5: Location

- Where should the center be located?
  - space desirable vs. space available?
  - space needed for expansion/growth?
  - in a busy area?
  - in a quiet area?



The location decision directly relates to the center goals and functions. If the center is only to be a hideaway to get work done, a remote location may be appropriate. If, however, it is to be an active user-

oriented resource center, it should be visibly located to the users. If the center will service others outside of in-house staff, it must be easily accessible from building entries. It has been shown time

and again that the presence of free resources is not enough to encourage use. If you set up your center like a retail store — accessible and visible; with pleasant, appealing and useful surroundings, and with knowledgeable and helpful staff — you have the basic formula for success. Work within the constraints of your office environment — the center can be part of a large room; it can be self-contained, or it can be partitioned off — but put it where it can be best utilized, always in accordance with center functions.

In deciding on the center location, you will want to consider room specifications, such as:

- adequate space for expansion;
- adequate room for seating, etc.;
- adequate lighting;
- smoking vs. nonsmoking sections;
- adequate space for storage;
- space for confidential materials;
- individual study units;
- availability of space in future years.

The space allocated can range from 150 square feet (10' x 15') to 1,250 square feet (25' x 50'). The former can provide very basic storage space, while the latter will allow a fully-functioning resource center with study and meeting

## Decision 6: Where to Start

space. The space allocation decision will be based largely on judgment. Your office architecture — open space, cubicle, your other space priorities, etc. — all enter into the decision.

## Decision 6: When to Start

- When should the center be established?
  - other pressing issues?
  - staff plans?

The final decision to be made in starting your resource center/library is when to do it. Needless to say, with so many materials coming in from the Employment and Training Administration National Clearinghouse and with so many materials on hand, start-up should be done as soon as possible. Your resource center can be opened up for use as soon as an area has been designated, staff have been hired, and a few shelvesful of materials have been classified (step-by-step instructions for setting up the center are provided in Section II).

In any resource center/library the organization and maintenance of materials is an ongoing process, so it is impossible to wait until "it's all finished" before opening the center for use.

A full list of essential and recommended

materials needed to start the center along with costs and supplies are provided in Appendix I, and in the step-by-step breakdowns of Section II.



## SECTION II

### How to Set Up the Resource Center/Library

Often the decision to start a Resource Center/Library is based on the realization that:

- (1) We have a lot of materials;
- (2) Some of the materials are worth keeping;
- (3) We don't have the time to examine everything, but some of it is obviously very important... what are we missing that we need to know?
- (4) We should probably put some order to it.

The initial cataloging of material can be a frightening task if it is not approached one step at a time. A step-by-step procedure on technical cataloging and storage procedures, explained in the following subsections, makes this initial goal a "doable" process. In addition to step-by-step instructions, information is provided on the materials and supplies you will need to complete the processes.

## Step 1: CATALOGING and CLASSIFICATION

### Purpose

The cataloging and classification of all center materials provides two (2) important functions:

- (1) Provides *control* over all materials by indicating what the center owns and does not own and just where materials are shelved.
- (2) By using one classification system throughout, it allows the center user to *browse* among the shelves and easily locate materials of interest.

### Suggested Procedures

The cataloging of book and multimedia materials need not be complicated. During the initial cataloging effort, all the material need not be cataloged and stored before the center starts functioning. A small critical mass may be used (say, 200 items) and a schedule can be set up (e.g., 50 a week) to complete the backlog of materials. A small resource center can spend a minimum amount of time cataloging new materials. Start-up time is estimated at 1/2-1 hour per title. Maintenance

will, of course, depend upon the quantity of materials acquired by the center, but a few hours per week will probably be adequate to catalog newly received materials.

There are two parts to cataloging a material: First, one must analyze the intellectual content and determine what subject or subjects are covered by the material. Center staff should use a *File Structure Subject Areas* list as a guide to determining these subject areas. The list in Appendix 7 may be used.<sup>1</sup> Then, you must determine what major subject area best describes the content of the material. When you classify, according to this system, place the document in the category that best describes it. It can be cross-referenced by other headings (see below). Material should be classified by the highest level that applies. For example, a report that covers Management Planning Direction and Control would be classified in the general category "Management."

When cataloging materials put out by the various agencies of the Federal Gov-

<sup>1</sup> As of this writing, a national cataloging system is being developed in conjunction with the clearinghouse and ETA Library. The decision has not yet been made whether to incorporate this list, a modification of it or a totally new structure.

## Step 1: Cataloging and Classification

	<b>Materials Needed</b>	<b>Approximate Cost</b>	<b>Vendor<sup>1</sup></b>
	a card catalog* or a set of 4-5 file drawers (to contain the catalog cards and provide access to library users)	plastic - \$60/4 dr. wood - \$100-\$120 /5 dr. unit	Demco, Bro-Dart, Highsmith, Gaylord and local stationery stores,
	@2,000 (or more, depending on size of collection) catalog cards* (to be filed in the card catalog and indicate author, title and classification number for materials the library owns)	\$6/1,000	Same
	@ 10 rolls of labeling tape or 1,000 -2,000 pressure sensitive labels (to be attached to book spines or materials' covers and indicate classification number and author of the material)	labels: \$2.40/1,000 rolls: \$10/ea.	Same
	1 heating iron* (to attach labels to materials)	\$18/ea.	Same
	100-200 catalog card guides* (to organize card catalog)	\$13/100	Same
	various shelf labels indicating subject areas and classification numbers (to be placed on shelves to indicate location of material)	\$.50 (and up)/ea. (varies with type and sizes)	Same (or may be designed in-house or by a local art store)
	1-3 rubber stamps (with resource center/library's name and address to indicate ownership of materials)	\$2-\$4/ea.	Same
	@ 10 (or more, depending upon size of collection) shelving units	@ \$160/unit (60 1/2" high by 10" deep and 36" wide w/ shelves, 4 adjustable)	Same (or local office supply or furniture store)
	1-2 book trucks* (to use as a work area and to facilitate shelving of materials)	\$66-\$80/ea.	Same

<sup>1</sup> See Appendix for full addresses and ordering information.  
 \*See Appendix for definition of terms.

eriment, it is important to be consistent in determining what that agency is called. To amplify this process, an *Authority File for Federal Government Authors* is contained in the appendix. By using this list, all materials put out by any one agency will be filed together in the card catalog under *one author*. This will determine what *file key number* you assign the material and, therefore, where it will be shelved in the center. Cross-referencing\* is equally, if not more, important to finding appropriate materials. Therefore, a controlled (limited) number of cross-reference terms should be used. These will vary from region to region. However, a basic set is provided in Appendix 8. A number of cross-references should also be set up in the card catalog to direct the user to appropriate categories. These, too, are listed in Appendix 8.

It is important to note that regional needs and interests dictate the cross-referencing vocabulary. A specific minority group in your area may determine a separate cross-reference. We suggest that you circulate the file structure and cross-reference headings among the potential user group and solicit opinions — are they broad enough? Do they meet individual needs?, etc.

The cross-referencing system should be

*simple and useful*. You cannot be all things to all people. You must therefore exercise judgment as to what categories materials are to be cross-referenced by. As a general rule, if the average document you receive has more than four to five cross-references, you probably have too many and should try to limit the number of additions.



Each time you add a new cross-referencing term, be sure to add it to your master list. If you have the time, the more specific you are in cross-referencing, the easier the system will be. For example, if a report was cross-referenced under the heading "Woman," it would be helpful if the reference included a note "see Chapter 3, 'Women in Nontraditional Occupations.'"

Next, both the catalog card(s) and the material(s) itself must be labeled and prepared for shelving. A step-by-step listing of procedures follows.

1. Select and assign a *major* subject area and any additional subject areas or cross-references from the File Structure. Choose the corresponding File Key Number. This, combined with the next line (accession #), will form the classification #.\*

Example: The material is a book by Andrew L. Jones, entitled *Administration of an Apprentice Training Program*.

Major subject area: Apprentice training

\*See Appendix for definition of terms.

## Step 1: Cataloging and Classification

Other subject areas or cross-references: none

File Key # - 2-340

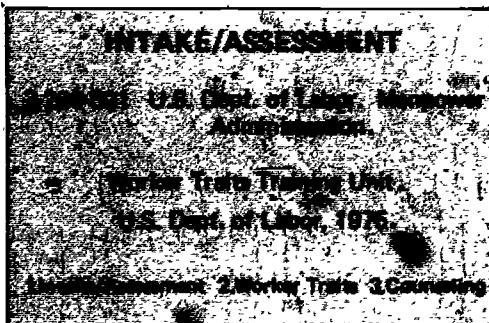
Classification # - 2-340-27 (the 27 indicates that this is the 27th material received on the subject of apprentice training. It is suggested that local numbering begin with 500 and assign numbers consecutively so as not to conflict with numbers assigned by the National Office.

### 2. Type up the catalog cards as follows:

- 1 for the major subject area
- 1 for any additional subject areas
- 1 for the author
- 1 for title

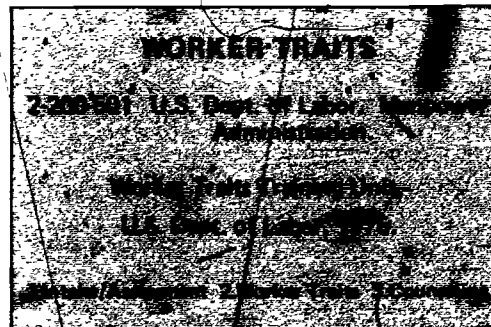
Example:

#### A. Subject Cards

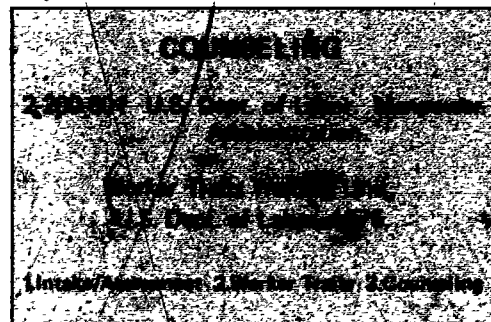


file under: Intake/Assessment

#### B. Cross-reference Subject Headings



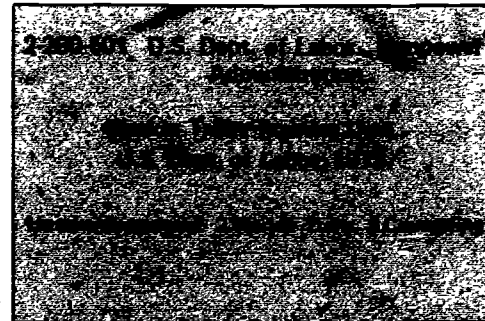
file under: Worker traits



file under: Counseling

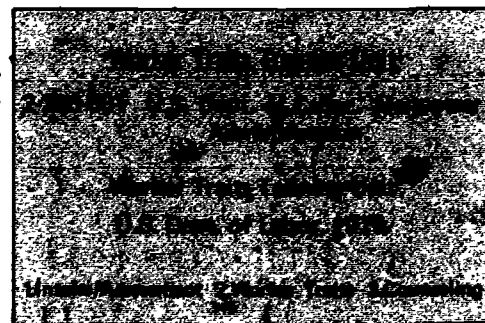
Another person may need this information while working in a related subject area. A close look at the title will usually suggest one or two other subject areas under which the title should be referred. Prepare a separate card for each, as in these examples.

#### C. Author Card



file under: U.S. Department of Labor  
Manpower Administration

#### D. Title Card

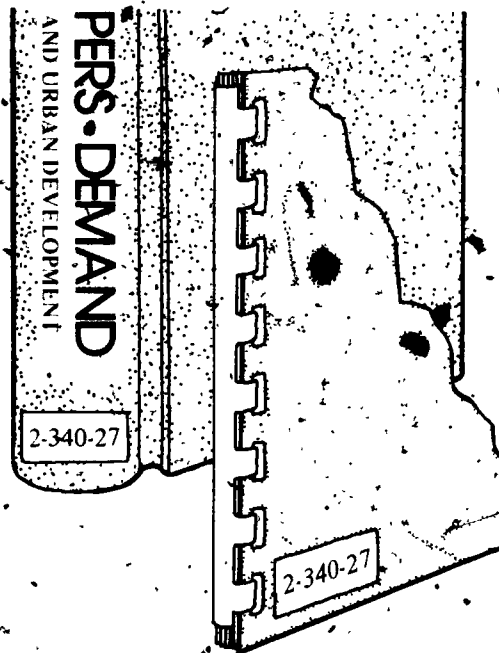


file under: Worker traits training unit.

3. File the catalog cards alphabetically in the card catalog.
4. Stamp the book with the center's name: (1) on the title page; (2) on the end pages; or (3) if not a book, stamp somewhere on the cover of the material.



5. Label the material (on the spine of the book or somewhere obvious if not a book) with the File Key #.



6. Glue a book-pocket in the back of the book (or somewhere accessible on an AV item).
7. Type up a book card with file #, author and title and place in the book pocket.
8. Shelf material in its appropriate place on the shelf.

## The Cataloging of Nonmanpower-related Materials

The file structure which has been recommended for use in cataloging all resource center materials will not be comprehensive enough to include nonmanpower-related materials. When such materials are to be kept in the resource center/library, they should be treated in the following ways:

### Suggested Procedures

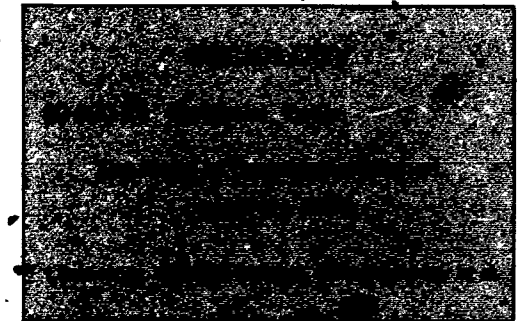
1. Select and assign *Subject Headings(s)* from the *List of Social Science Subject Headings* in the Appendix. This list was compiled from the Library of Congress Classification System and other subjects headings lists. It has been given similar file key numbers to use for classification and shelving purposes. Choose the number which corresponds to the *major* subject area of the material. Should the material cover more than one subject area, select additional subject headings either from the *List of Social Science Subject Headings* (Appendix 6) or from the *Cross Reference Key* (Appendix 8) to

cover all pertinent subject fields. Remember, however, give only one classification number — the one which corresponds to the *major* subject area.

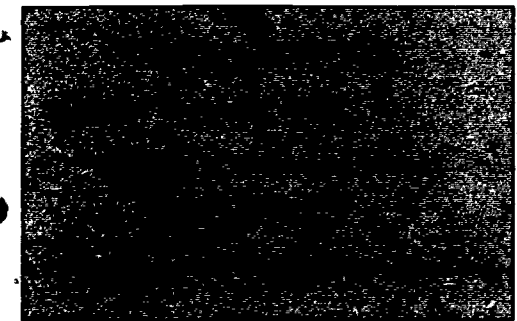
2. Type up catalog cards as follows:
  - 1 for each subject area
  - 1 for author
  - 1 for title

Example:

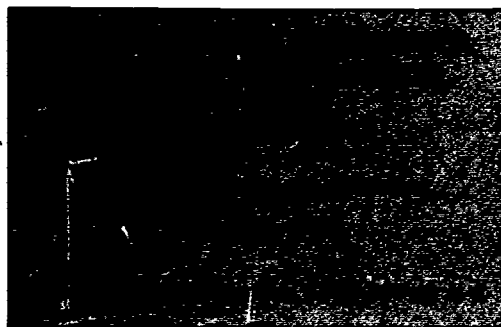
#### A. Subject Cards



file under: Sociology



file under: Social Surveys



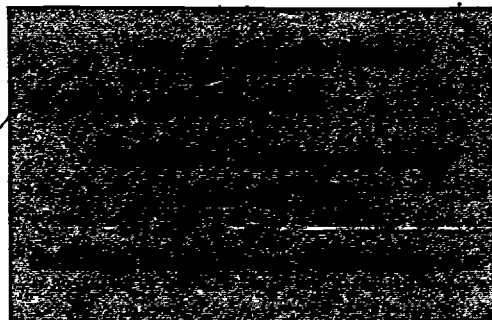
file under: Methodology

B. Author Card



file under: Durkheim

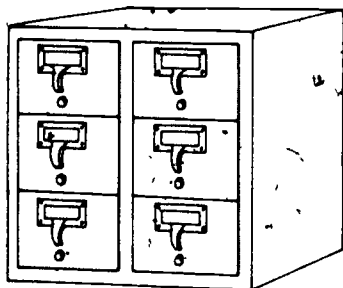
C. Title Card



file under: Rules of Sociological Method

3. File the cards as indicated in the card catalog.
4. Stamp the book with center's stamp, as indicated above.
5. Label material with appropriate File Key #, type a book card, and shelve.

Since your center will have few of these nonmanpower-related items, it is best to set aside one shelving unit for them rather than confusing users with two separate classification schemes in one shelf.



## Step 2: STORAGE of MATERIALS

### Vertical File

Much of what a center acquires is non-book and often does not lend itself to traditional shelf storage. Journal article reprints, newspaper clippings and pamphlets are especially difficult to store on a shelf, as they tend to get lost among the larger items. It is often best to file these materials in a filing cabinet (vertical file). To encourage use of the materials, it is advisable to insert a card in the card catalog indicating that additional materials are available in the vertical file, i.e.,

#### Apprentice Training

For additional materials see vertical file.

Within the vertical file (VF) materials should be arranged by subject to correspond to the order of material on the shelves. They may be placed in individual file folders and labeled with either the subject area (i.e., Apprentice Training) or the File Key (i.e., 2-340) or one large folder (i.e., a hanging file folder may be made for each subject area to contain all VF material on that subject).

Materials Needed	Approximate Cost	Vendor
1 or more file cabinets	\$120.00/cabinet	Gaylord, Pemco, Brodart and office supply houses
pendaflex or other hanging files (plus labels)	\$6.00/100	Same
buff files	\$6.00/100	stationery supply stores
audiovisual storage boxes (various sizes and shapes for different media)	from \$2.00/box and up	Same
magazine storage shelves (1 or more sections)	\$200/unit	Same

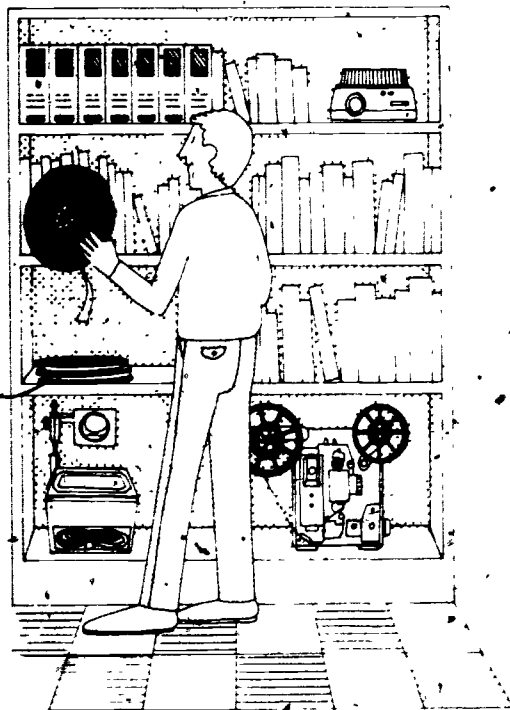
While a vertical file does solve the problem of how to store flimsy and nonstandard materials, it should not be substituted for full cataloging when and if an item is valuable enough to warrant it. However, a vertical file which is well organized and which the center staff calls users' attention to can often provide information not available in standard formats.

### Audiovisual Materials\*

Audiovisual materials often pose storage problems and, as a result, are too often relegated to the bottom shelves or to a separate (and usually closed) cabinet. If the use of multimedia materials is to

be encouraged, they must be kept with all other materials on the same subject. It is recommended to store films, tapes, slides, etc. on the shelf alongside book materials. If the audiovisual items are too large, as films often are, either lay them flat (if space permits) or store them immediately under the other materials.

\*See Appendix for definition of terms.



With small audiovisual materials such as tapes or film strips, it may be necessary to place them into special storage boxes before shelving to insure that they won't be lost. The major library suppliers (see Appendix 1) make such storage boxes as well as albums and carousels, which accommodate a number of filmstrips, tapes, cassettes, or slides.

The watchword in the storage of all multimedia materials is "Make it easy to find and easy to use."

## Multiple Copies

Since some, if not all, of the resource centers will be receiving a large number of copies of certain materials, especially training materials, it may be necessary to store these materials, at least temporarily, in the center. Since any such new materials are probably of great interest to users, it is advised against storing these boxes in a corner somewhere.

To encourage users' taking the new materials, a "newly arrived" space should be set aside on a prominent bookshelf. New materials could be kept here for a set period of time (say two weeks or one month) and then either stored permanently, distributed, or discarded. While it is not necessary to be terribly formal about multiple copies, they can take up precious shelf space, and their rapid distribution should be encouraged.

## Periodicals\*

Unbound periodicals (journals, newsletters, indices, and abstracts\* . . .) pose problems both in the method of storage and the method of access. Most centers find that users want periodicals kept separate from the other center materials. While center users want books shelved in subject order, they usually prefer that journals be in order by title.

\*See Appendix for definition of terms.

In order to encourage easy access and to allow storage, it is recommended that periodicals be kept separate from books and other center materials. They may be shelved on traditional shelves, or you may choose the specially made periodical shelving which allows the magazines to be flat and be seen more easily. In either case, shelve by title and date and label the shelves for additional ease of access.

## Weeding the Center Collection

In any center with limited space, the time comes eventually when you will have to make some decisions as to which materials to discard or store in order to make room for newly acquired materials.

Too few centers do an adequate job of this "weeding." A center with a few useful, much-used volumes is doing a far better job of serving its users than one with its shelves crowded with out-of-date, seldom-used materials. Do weed. Do set aside a week or so every year to systematically go through the entire collection.

The weeding process can be simplified if you keep records of all materials which are borrowed, i.e., save the book-cards. Each year go through the collection and examine these cards. If the material has not circulated at all during the year, make

a note of it. The next year, discard items which have not circulated in the last two years — unless you know that the item is being used by you or other library patrons.

The best method of discarding materials is to first put out a free give-away box and see what is taken by center users. Often many items will disappear this way. Second, if you know of no one who might want the materials, ship them off to a local public library or college library as donations.

Weeding journals poses a more difficult problem. They accumulate rapidly and are often very cumbersome to store. Just how many back issues of journals to keep in their entirety will depend upon your space limitations and the needs of your users. Unfortunately, the two may conflict. You will find the center running out of shelf space despite user need for back periodicals. When this happens, one solution is to go through the journals and clip articles which may be (or have been) of interest to center patrons. These can then be filed in the vertical file. If you are ambitious, make a card for the article under author and title for the card catalog.

Another option is to keep only those issues which contain potentially interesting articles. These journals, in their entirety, may then be stored with the current journals (for as long as space permits).

## Record Retention

It will not be long before you find multiple-copy order cards and book cards and request slips, etc. piling up in the center. In order to prevent either discarding records which you may later find you need or, conversely, never being able to find the desired slip of paper in a dearth of accumulated paperwork, some decision must be made as to what you want to keep and for how long.

It was recommended earlier that *book cards* be kept in the books for one year until an inventory is taken. This will allow you to determine use of the materials for weeding purposes.

The "one year rule" can also apply to most other records. *Order forms* should be kept for at least six months after the material has arrived to insure that there is adequate documentation for any problems in billing or future ordering. Always be sure that a book has been cataloged and the cards filed in the card catalog (to replace the "on-order" slip) before discarding "dead" order slips.

Library request slips (i.e., recommendations for purchase, requests for reference work to be done, etc.) may also be discarded within a few months. However, *always* be sure to keep a log of the *total number* of requests filled, books ordered, etc. before throwing out the forms them-

selves. This documentation is very valuable as a gauge of center use, and such statistics should be included in your Annual Report (see Step 8 on *Administration*).

## Step 3: CIRCULATION of MATERIALS

### Purpose

To allow books and other materials (with some exceptions) to be borrowed by center users and kept for a reasonable period of time; to allow center control over materials, i.e., center staff can easily determine which materials are checked out and can, if necessary, request return of any materials needed for other user use.

### Suggested Procedures

- A. When center materials are to be borrowed by a user:
  1. Have patron complete a *book card* (see sample # 1). This card may be kept in the date due book pocket of the material (see Step 1: Cataloging, details) or may be filled out at the circulation desk for each material borrowed.

### Step 3: Circulation of Materials

	Materials Needed	Approximate Cost	Vendor
	1-3 <i>charging trays</i> * (for keeping <i>book cards</i> * of checked-out material)	plastic—\$6/ea. wood—\$10/ea.	Highsmith, Demco, Bro Dart, Gaylord
	1-2 set(s) of charging tray guides (to organize cards within charging trays)	\$3-\$5/set	Same
	1-2 date stamps and ink pads (to indicate due date on cards and materials checked out)	pad—\$2/ea. stamps—\$2/ea.	Same
	@1,000 book cards (to contain information on materials borrowed and borrower and to be filed in charging trays)	\$5-\$6/1,000	Same
	@1,000 date due book pockets (to hold book cards in non-borrowed materials and to indicate date due in borrowed materials)	\$11/1,000	Same
	desk or table (to be used as a circulation area)		Same (may be found in any office supply store)

\*See Appendix for definition of terms.

2. Stamp the *book card* and the *date due book pocket* (sample # 2) with the date stamp.

Recommended borrowing period is two (2) weeks for most materials, one (1) week for popular or new materials and overnight for reference or journal materials (photocopying should be encouraged in these cases).

3. File the *book card* in the *charging tray*. It is recommended that book cards be filed by the classification number (see Step 1: Cataloging, for details). However, in a very small center where few materials circulate, it is possible to file either by (1) author; (2) title; or (3) date due.

- B. When materials are returned by the borrower:

1. Locate *book card* in *charging tray*.
2. Return *book card* to *date due book pocket* and cross off the borrower's name and date due.
3. Return material to its place on the shelf.

### Recommended Procedures:

Interlibrary loan will allow your center to borrow materials from other U.S. libraries for your center users. The procedures for interlibrary loans are quite formalized and must be followed strictly. Before embarking upon your first loan, be sure to read

the ALA's *Interlibrary Loan Procedure Manual*.

Generally, the procedure is as follows:

- 1) When request for material comes in be sure to *verify* it; i.e., establish that the author, title, date, pages, etc. are correct.
- 2) Record all this information on an *interlibrary loan request form* (see sample # 3).
- 3) Determine which library you want to borrow the book from — use local public or academic libraries as much as possible.
- 4) Fill in the library's name and address on the interlibrary loan form.
- 5) Type up a shipping label with your center's name and address.
- 6) Send copies A, B & C of form with shipping label to the lending library.
- 7) File copy D of form in a file for your record.

When borrowed material arrives, be sure to tell your resource center/library user to return the item to you in time to mail it back to the lending library.

Materials Needed	Approximate Cost	Vendor
<i>Interlibrary Loan Procedure Manual</i> American Library Assoc., 1970. Interprets U.S. interlibrary loan policies and goes into detail on the various procedures which must be followed in loaning and borrowing materials	\$5.00/ea.	American Library Assoc. 50 East Huron Street, Chicago, Illinois 60611
100 multiple-copy interlibrary loan forms (imprinted with library's name and address)	\$20.00	Demco, Bro Dart, Highsmith, Gaylord





## Audiovisual (AV) Materials

The circulation of nonbook materials can pose unique problems for the center. In most matters, AV materials should be treated in the same manner as all other center materials. They should be inter-shelved among the books and cataloged in the same way as the books.

However, when AV materials are borrowed, users may want to borrow the equipment necessary to use the material (slide carousel, film projector, etc.) and they may desire to preview the material in the center on such equipment before actually taking it.

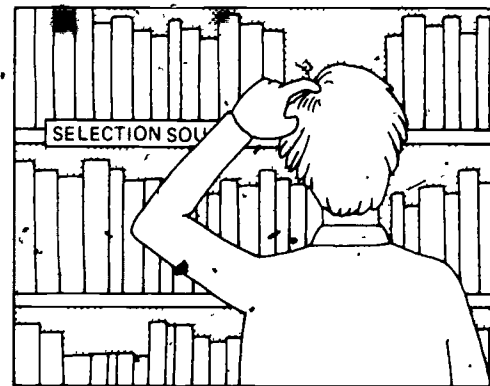
It is recommended that if the center owns a substantial multimedia collection, provision be made to store AV equipment in the center in order to preview materials. The resource center librarian should determine just what equipment is needed. Find one if it exists in-house. Either arrange to store this equipment in the center itself, or set up a procedure whereby the center can access the equipment whenever necessary.

It is suggested, however, that borrowing of AV equipment from the resource/

center library *not* be allowed, as the time and staff necessary to check equipment and its condition before and after use are large. A better solution is to, per the above, make provision in the center or in a nearby room to show AV materials when the borrower cannot provide his/her own equipment, or to refer the user as to where equipment is available.

## Step 4: SELECTION of MATERIALS

(This step is to be distinguished from the following step on *Ordering of Materials*. This section deals with the decision-making procedures involved in selection of materials rather than in the paperwork involved in the physical ordering.)



## Purpose

The careful and orderly selection of materials for a resource center/library collection is the best way to ensure an up-to-date and useful collection. The actual selection of materials also allows the center staff to both become familiar with some of the most useful reference tools in the field and also to keep current themselves on new developments and recent publications.

## Suggested Procedures

The selection of materials should be an ongoing process. Center staff must make it a point to periodically go through all the selection sources (preferably as soon as they arrive). The criteria used for selecting materials and accepting gifts or donations will differ from center to center, but considerations such as the following should play a part in your evaluation:

- 1) present collection — Does item duplicate present collection, or is it complementary?
- 2) users — Will item be helpful to center users, or will it just sit on the shelf? Has a user requested it? Might it be helpful

**Step 4: Selection of Materials**

to survey users as to what their needs are?

- 3) center budget — Can you really afford the item or would the money be better spent elsewhere? (If so, and you still believe the item to be worth purchasing, can you obtain additional funds in any way?).

(The following description of materials needed for the selection of materials is both limited and general. It is hoped that the center staff will use their own imagination in seeking out additional selection sources.)

Selections Resources	Approximate Cost	Vendor
<p><i>Worklife</i> (formerly Manpower) The official journal of the Labor Department's Manpower Administration. This monthly journal is valuable both for its brief news squibs relevant to the manpower situation and for its listing of "R&amp;D Reports" which includes recently received reports compiled under research contracts granted by the Manpower Administration, most of which are available from NTIS<sup>1</sup>.</p>	\$15.30/yr.	US GPO <sup>1</sup> SuDOC#: L1.39/9: (V.#)
<p><i>State and/or Regional Newsletters</i> Your state or area's Manpower offices may distribute copies of newsletters. These are often free and can be valuable as a selection source if they contain references to recent publications of interest.</p>	Often Free	Local, regional, and State Manpower offices.
<p><i>Monthly Labor Review</i> This is the official organ of the Bureau of Labor Statistics and contains an excellent book review section with relatively long and detailed signed reviews.</p>	\$22.35/yr.	US GPO, SuDOC#: L2.6 (Vol. #)
<p><i>Monthly Catalog of U.S. Government Publications</i> As the official monthly listing of all government publications available from the Superintendent of Documents, this journal is invaluable in book selection. It is organized by agency with a subject index</p>	\$27.00/yr.	US GPO SuDOC#: GP 3.8: (date)

(Continued on next page)

*Weekly Government Abstracts:  
Administration*

\$30.35/yr.

NTIS<sup>1</sup>

This is a weekly annotated listing of selected government reports on the subject of administration. Each year it has a subject index as the last issue and all issues are divided into general subject categories. Should be scanned weekly, both as a selection source and as a general information source.

*Selected United States Government Publications*

Free

US GPO  
SuDOC#: GP 3.17  
(Vol. #)

This free monthly list is a very selective listing of government publications (most, if not all, are also listed in the Monthly Catalog) It is useful as a selection tool because it lists generally popular government items.

*Manpower Administration Publications. Available from  
Department of Labor Warehouse*

Free

US DOL  
ETA, Room 10225  
601 D St., N.W.  
Wash., D.C. 20213

This is a catalog of ETA publications stocked in the DOL warehouse. This catalog can be kept current by making use of the listing of ETA publications released monthly by file & memorandum.

*Selected Government Agency Publications Indices*

Specific Government  
Agency

Most government agencies periodically put out an index of publications available from that agency. This index can usually be sent out free upon receipt of written request.

<sup>1</sup> See appendix for instructions on ordering government publications.

## Selection of Audiovisual Materials

While the selection of AV materials should be considered a part of the overall selection of materials rather than a separate function, a few remarks on this process specifically are necessary. In some cases you will find that the above-mentioned selection resources will, from time to time, include AV materials and/or review them briefly. Various federal agencies publish separate catalogs of AV materials which they produce and

distribute. These catalogs are usually available from GPO and may be found by looking in the subject index of the December issue of the *Monthly Catalog* under "catalogs."

Should you be interested in selecting films issued by the federal government, the National Audiovisual Center of the GSA (phone 202/763-1891) puts out a directory of AV personnel by agency. This directory can be used as a guide to further film procurement. Other sources for the purchase and/or loan of free or inexpensive AV materials include:

AV Selection Resources	Approximate Cost	Vendor
Botham, C.N. <i>Audiovisual Aids for Cooperative Education and Training.</i> #969.	\$2.50	Unipub P.O. Box 433 Murray Hill Station New York, NY 10016
<i>Educators' Guide to Free Films Annual</i>	\$12.75	Educational Progress 4900 South Lewis Tulsa, OK 74105
<i>Guide to Government Loan Filmstrips, Slides and Audiotapes.</i>	\$2.95	Serina Press 70 Kennedy Street Alexandria, VA 22305
<i>Educators' Guide to Free Guidance Materials.</i> 1975.	\$9.75	Educational Progress
<i>Educators' Guide to Free Tapes, Scripts and Transcriptions.</i> 1975.	\$9.50	Educational Progress

## Step 5: ORDERING of MATERIALS

### Purpose

An organized and consistent method of ordering materials allows the center staff to easily determine what materials are presently being acquired for the center; it allows the staff to avoid duplication of paperwork, and it permits easy follow-up of any ordering problems which may arise.

### Suggested Procedures

(These procedures will necessarily have to be adopted to any existing in-house ordering policies. It is advisable that the center staff meet with the office purchasing agent and the office accounting personnel to work out a workable method of ordering materials.)

Once a book or other material has been selected for acquisition, the center staff should verify all the ordering information (i.e., correct author, title, price and publisher) by:

- 1) Looking the book up in *Books in Print* (can look up under either author or title) and copying down

all the ordering information. At the end of the titles volume of *Books in Print (BIP)* appears a list of all major publishers with their addresses. The address should be noted also.

2) If the book to be ordered is a government publication and is not listed in *BIP*, the library staff should next consult the *Monthly Catalog of U.S. Government Publications*. The Decem-

ber issue of each year is a cumulative index to all the publications for the year and lists publications by title and by subject. (However, since titles do vary, it is advisable to search under subject or subjects before giving up altogether). Once you've found the publication in the index, it will be necessary to go back to the appropriate monthly issue to determine price and availability (be sure to read all the "how-to-use" directions carefully). Most government publications are available from the Superintendent of Documents, U.S. Government Printing Office in Washington. (See Appendix on how to order GPO publications.)

Materials Needed	Approximate Cost	Vendor
Approximately 1,000 multiple copy book order forms imprinted with library's name and address	\$5/1,000	Gaylord, Demco, Bro-dart, Highsmith (or can have custom-made book order forms to order)
<i>Books in Print</i> (current year) A listing by author (2 vols) and title (2 vols) of all current books in print giving author, title, publisher and price. End of title volumes includes an alphabetical listing of publishers with addresses and phone numbers.	\$75 for 4 volumes	R.R. Bowker Co. P.O. Box 1807 Ann Arbor, MI 14106
Publishers' Catalogs	Free	From publishers (see <i>Books in Print</i> for addresses)
<i>Monthly Catalog of U.S. Government Publications</i> Monthly listing by agency of all GPO publications with author and title indices and a yearly subject index.	\$27.00/yr	US GPO
Separate-card catalog drawers (to file order cards by publisher) 1 for "on order" 1 for "dead or received"	See cataloging section for details	

- 3) If you still cannot find any information on ordering the material, possible alternatives are:
- If a government publication, call the issuing agency if known or a likely issuing agency if unknown, or call the U.S.G.P.O. in Washington.
  - If known, call the publisher.
  - Check the original citation to be sure it's correct.

## Step 6: Reference

It is recommended that the center staff keep a file of publishers' catalogs. These can be obtained by sending a letter to the publisher (see *BIP* for addresses) requesting a list of current publications and asking to be put onto a mailing list. This will allow you to obtain prices for very new materials which probably would not have appeared in *BIP* yet.

Having verified the bibliographic information, the next step is to complete a multiple order card (see sample below). This card can be sent to the publisher as long as a complete address appears on the card:



Once the form is complete, file as follows:

1. One copy (or more) to publisher as an order.
2. One copy (or more) to card catalog under title and author to indicate book is on order.

3. (Optional) One copy may also be kept in a file by publisher to assist in checking in the materials when they arrive.

The prepayment of all orders is advised, if possible. Also, government (G.P.O. and N.T.I.S.) publications *must* be prepaid, and a number of publishers also require prepayment for small orders. If it is not possible to prepay all orders, deposit accounts should be set up with G.P.O., N.T.I.S. and any other publishers you deal with extensively. Just write the vendor and indicate your interest in establishing a deposit account. For G.P.O. publications it is also possible to obtain coupons and use these to prepay orders. (See Appendix 1 for details.) Either method allows easy ordering.

When ordered materials arrive in the center, they should be checked in as follows:

1. Indicate "date received" on the order form in the card catalog. This card will be removed once the material is cataloged and replaced with the catalog card.
2. If an order form is filed by publisher, indicate the date received on it and file it in a "dead" or "item received" file of some kind. It is

always advisable to keep separate the order materials from those which have been received.

If the item was not prepaid, process the invoice and send it to the appropriate accounting office to be paid. Be sure to note on the order form that the invoice was sent to be paid.

The material is now ready to be cataloged and added to the collection.

## Step 6: REFERENCE

### Purpose

One of the best public relations tactics a new center can use is to do a good job of answering reference questions. Users judge the worth of a center both by the adequacy of its collection and by the quality of the staff's answers to their questions. The development of an adequate reference collection and center staff familiarity with the collection will do much to promote the center in the organization.

This is a very brief list and should be supplemented by books you find you must refer to often.

In addition to the reference sources on the next pages, it is advisable to have in the library:

A U.S. Atlas and road map  
Phone books (both local and for major  
U.S. cities)

A zip code directory

A post office directory

A set of encyclopedias (Encyclopedia  
Americana is a good choice)

A good dictionary (Webster's Seventh  
Collegiate or Random House  
Dictionary are both good)

### Suggested Procedures

Center staff will find that answer-  
ing reference questions can often involve  
as much asking of questions as giving  
answers. Before you attempt to answer  
any question; be sure you understand  
what is being asked. Don't be afraid to  
ask what terms mean or if the question-  
er knows more about the topic.

If a user is interested only in a quick  
answer to a question, i.e., what was the  
1975 level of funding for CETA Title I,  
it is probably best just to answer the  
question. However, if he or she wants  
a lengthy bibliography, i.e., a listing of  
journal articles and books on working  
women, then your role should be to  
show the user where to locate the informa-  
tion and directing him or her to indexes  
and abstracts and showing how to use  
the sources.

### A BASIC EMPLOYMENT AND TRAINING REFERENCE COLLECTION

Item	Price	Vendor
<i>Statistical Abstract of the U.S.</i> Useful for answering all kinds of questions involving statistics— both national and regional. Be sure to notice that each table has a foot- note indicating the source of the statistics.	\$8.00 (soft-bound)	US GPO
<i>Federal Directory</i> 3rd Edition, 1975. This publica- tion provides names, phone num- bers and addresses for federal government officers and is often useful in finding out <i>Who</i> occupies a particular office as well as phone numbers. Also includes organiza- tion charts for major agencies.	\$59.00 (est.)	Consolidated Directories 1133 15th St., N.W. Washington, D.C. 20005
<i>U.S. Government Manual (Latest)</i> Provides both organization charts and brief descriptions of agency and office functions as well as some phone numbers.	\$6.50	GPO
<i>State Information and Federal Region Book (Latest)</i> A listing, by state, of all state government officials; U.S. Senators (and their phone numbers) and selected federal offices in the state with addresses and phone numbers.	\$5.00	Potomac Books, Inc. P.O. Box 40604 Washington, D.C. 20016
<i>Manpower Report of the President (Latest)</i>	\$4.50	

(Continued on next page)

This Annual Report includes statistics on employment and unemployment, public service jobs, and federal manpower programs, as well as descriptions and analyses of the impact, scope and trends of federal manpower programs.

*Handbook of Labor Statistics*  
(Latest)

\$5.35

GPO

Statistical data on the labor force, employment and unemployment, hours, wage, productivity, consumer wholesale prices, unions and selected foreign labor statistics.

*Human Resources Abstracts*

\$50.00/yr.

Sage Pub., Inc.  
275 S. Beverly Drive  
Beverly Hills, CA 90212

This quarterly journal indexes and abstracts both books and periodical articles. It is an excellent source to consult when compiling a bibliography or a list of readings.

*BNA Manpower Information Service*

\$200-\$300/yr.

Bureau of National Affairs,  
1231 25th St., N.W.  
Washington, D.C. 20037

This looseleaf service provides "current reports" on federal manpower programs and funding; manpower training program development; new legislation and regulation affecting manpower programs. Its "reference files" provide detailed descriptions of the major manpower programs and analyses of current federal manpower funding. Also includes directors of government agencies, private organizations involved in manpower.

Providing information to those who need it can be very rewarding. While center users expect answers, they also appreciate a knowledgeable referral. If you don't know an answer to a question, don't hesitate to refer the user to a potential resource.

## Step 7: PROMOTION of the RESOURCE CENTER

One of the most important, effective, and rewarding tasks of the center staff is the promotion of the center and its services to current and potential users.

A variety of methods alone or, preferably, in combination, can be used to achieve this goal. The first objective should be to make the center's existence known and to get the resources used. Word of mouth and personal contact are the most valuable tools you have. It is critically important to know what is going on and to be able to anticipate the needs of your user group. Request permission to attend staff meetings where plans and strategies are discussed. Identify problem areas, select appropriate resources and *physically, personally* bring the materials to the attention of the appropriate person.

Whenever it is decided to start a train-



ing course, seek out appropriate materials and bring them to the course manager or trainer. When needs analysis are formally (or informally) conducted, again obtain the materials and bring it to the attention of the person who must address the needs. When needs arise for which you have no appropriate material, start calling all your contacts (other libraries, other agencies, etc.) and pursue it with tenacity. Pretty soon people will begin to respect the center as a viable source of useful information.

Flyers, brief announcements, or a Resource Center Newsletter are all easy to do and often effective. The goal here should be one of simplicity of design. Be brief, but don't hesitate to brag a bit about the center's resources and services. A one-page announcement, photocopied (use colored paper or an odd length — it will stand out in a crowd of papers), and posted or mailed is a good start.

Follow-up is also important. Send out one or two more brief flyers (making each a bit different — maybe emphasizing specific services or resources) after the first. Make people curious. They'll want to come and see what all the fuss is about.

Within the center, the use of bulletin boards is a good way of familiarizing

users with books, the library staff, reference sources, capabilities . . . . Make displays colorful and be sure to place them near the entrance so people won't miss them.

Typing some sort of brief newsletter, regularly will both remind people of the center and acquaint them with new materials. Compiling such a newsletter need not take much time. When new materials are acquired or catalogued, write a brief sentence or two on the content of each on a card. Then you can simply use these cards for inclusion in the newsletter.

A good way to initiate the center is to hold an open house. Provide free refreshments and brief orientation tours of the facility and materials available. Periodic "screening sessions" of audiovisual materials is also helpful. When new staff come on board, make a point of personally inviting them to the resource center and give them an orientation to the facility.

One of the best advertisements for the center is, of course, good service. When center staff are courteous and helpful, word will get around. When staff requests for information are keeping you busy 110% of each day, then you know your

center is successful. Until then, keep actively promoting the center and REACHING out with materials. Don't wait for people to come to you.

## Step 8: CENTER ADMINISTRATION and MANAGEMENT

In a one-to-two person resource center, administration is a task which will hardly seem separate from the daily work of running the center. However, certain of these tasks should not be forgotten in the hustle and bustle.

The most important of these is budgeting and planning. When the center is first organized, the librarian should meet with his or her supervisor to outline a budget for the coming year. Such a budget should include expenditures for: (1) books; (2) periodicals; (3) center supplies and furnishings; (4) staff; (5) postage; (6) xeroxing; (7) any other overhead expenses which the library must absorb such as telephone; (8) noncenter supplies (stationery, pens, ink . . .); and (9) fringe benefits. In order to simplify future budgeting, be sure to keep good records of all such expenses during the first few months of operation. This

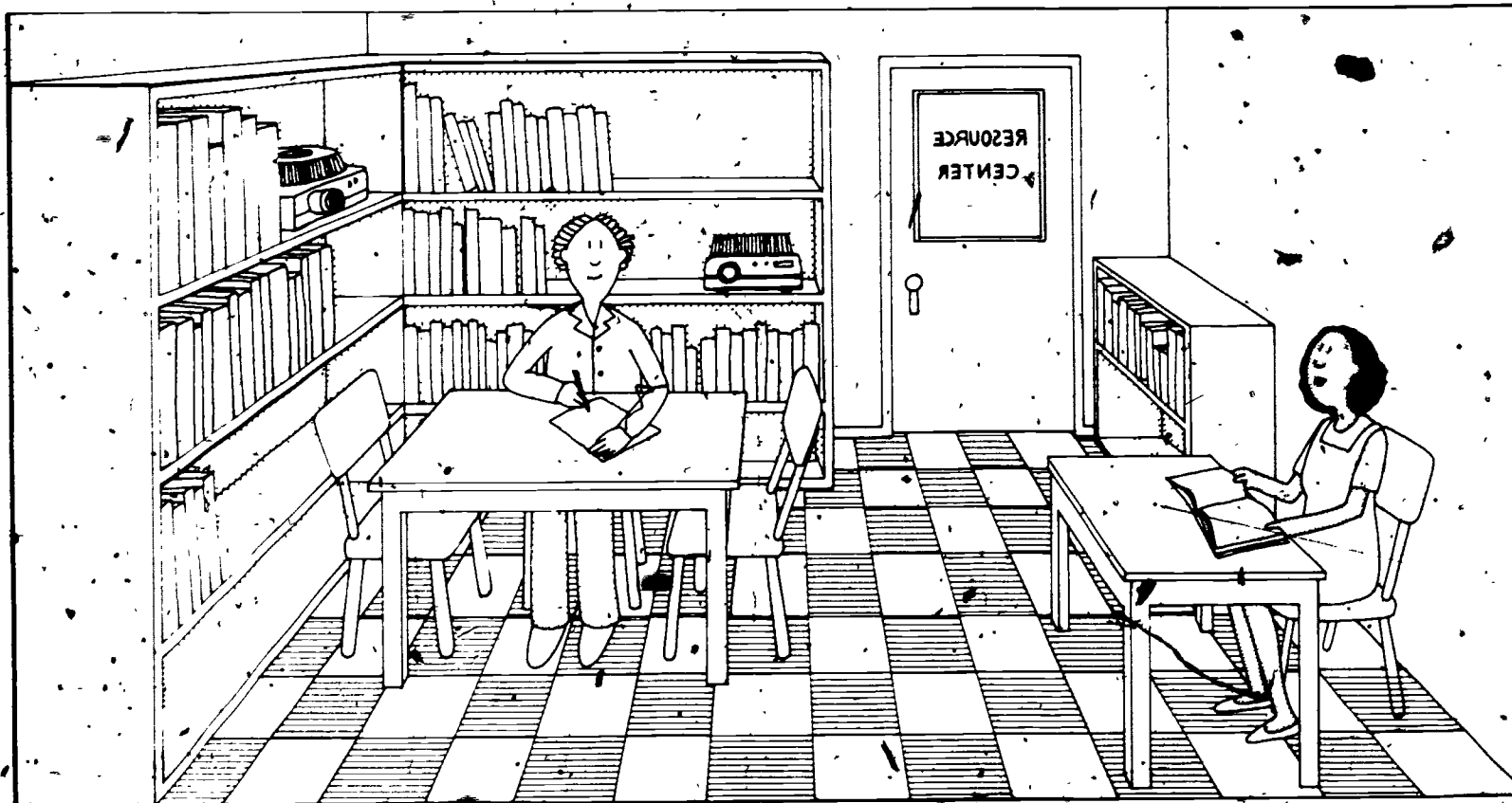
## Step 8: Center Administration

will allow you to adjust the budget, if necessary, to make it more realistic.

Another important administrative task is the planning of center goals and objectives. Such a plan should be done at least yearly and evaluated by both librarian and supervisor. Include in such a plan

a statement of the purpose(s) of the center and the methods you propose to achieve the program. Such a plan not only forces the center staff into verbalizing its objective, but also provides needed backup and accountability for the expenses included in the annual budget.

An excellent format for the presentation of both budget and plans is the annual report. In addition, such a report should contain statistics on numbers of materials acquired, materials circulated and illustrations of the types and quantity of reference and research questions answered by center staff.



While keeping track of such statistics can be time consuming, if you design one or two forms (i.e., a center request form which is filled out for all reference questions) and keep used library cards and order forms, the process is greatly simplified.

The day-to-day management of a small center is often made easier when the center staff outlines specific daily tasks to be done and takes care of them early in the day. This leaves time for other work and guarantees that you don't get too behind in any one activity. It may be advisable to combine a brief checklist of such tasks to be done, such as the following:

#### Checklist of Daily Tasks

1. Shelve any leftover materials and generally straighten up the center.
2. Record daily circulation, ordering, and reference statistics.
3. Send out overdue notices.
4. Do cataloging tasks for the day.
5. Order books.

The administration and management of centers differs for each. Be sure to discuss budgeting planning and record-keeping with your supervisor to find out the kinds he/she considers necessary.

However, realizing that you, as librarian, have responsibilities in this area is most important. A center which is effectively managed will be much easier to run and live with.

## Step 9: HOW to KEEP GROWING

The continual growth of your resource center/library in terms of both size and use will depend on your personal efforts. Obviously, user feedback in the form of comments and written requests for suggested purchases will determine some of the ways you can grow and expand. Others will be up to you.

One of the best ways to keep in touch with what other resource center/libraries are doing and learn how they solve problems is to attend meetings of the various professional library associations in your area. The Special Libraries Association (New York) has many local chapters which regularly meet for group presentations and/or discussions. Some chapters also have newsletters which are worth reading. Other library associations which may interest you include the American Library Association (Chicago) and/or your state library association.

As the center expands, you will want to communicate this growth to users. One method is to circulate some kind of listing of new acquisitions. This can be done in conjunction with a regular resource center/library newsletter or on its own. Including brief abstracts of new materials and indicating recommended uses will make the list a valuable center promotion.

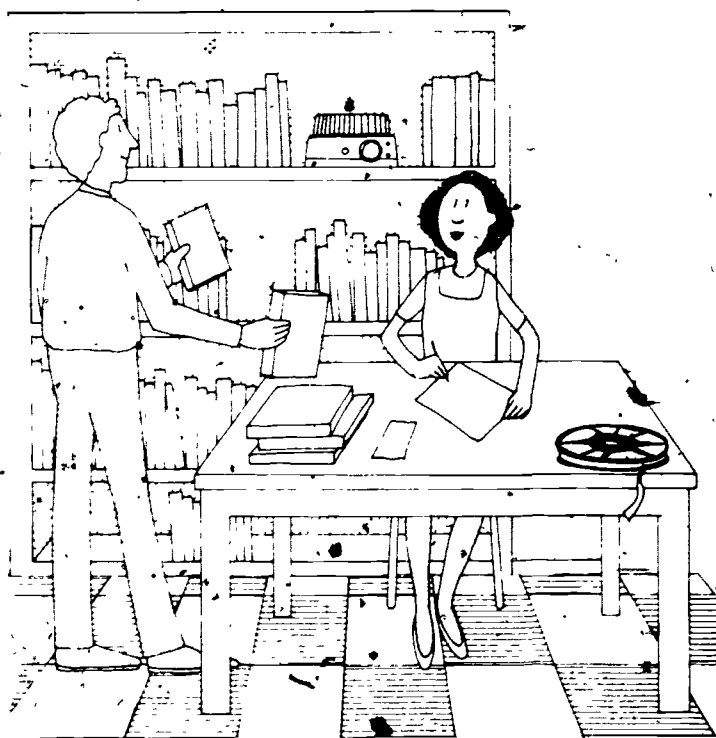
In order to determine how well the resource center/library is actually serving its clientele, you may want, at some point, to survey center users to get some feedback. One way to do this is to include a brief evaluation card in the book pocket of all circulating materials. The card could include such questions as: (1) Was the materials useful to you? (2) Would you recommend it to others? (3) for what? (4) any comments? This kind of feedback not only gets center users involved, but it also provides the librarian with an idea on how useful and valuable various center materials are — this should make future book selection easier.

Another method of determining how the center is actually serving its clientele is to survey all users — including those who do not check out materials. By having all users fill out a card answering such questions as (1) why did you come in?

## Step 9: How to Keep Growing

(2) What materials were you seeking? (3) did you find it/them? (4) what else would be helpful to you? (5) etc., you can not only show your interest in encouraging center use and meeting individual needs, but you can determine what additional materials should be ordered.

This position lends itself well to an upgrading opportunity. It would be complementary to the center to utilize staff who are knowledgeable in employment and training programs as this would be helpful to users and would save time in the reviewing, selection and cataloging, etc. of appropriate materials. If a candidate is selected with the basic knowledge and abilities and with a lot of motivation, this position offers growth to becoming a resource generalist; a position that will always be critical in the employment and training processes.



# APPENDIX 1

## Sources of Equipment and Ordering

### I. Library Suppliers

Demco  
Box 1488  
Madison, Wisconsin 53701

Gaylord Brothers  
P.O. Box 61  
Syracuse, New York, 13201

Brodait  
56 East Street  
Newark, New Jersey 07114

Highsmith  
P.O. Box 75  
Fort Atkinson, Wisconsin 53538

Plus local stationery and office equipment stores from yellow pages.

### II. Ordering

#### A. Government Printing Office (GPO)

1. Order forms are included at the back of the *Monthly Catalog*. Complete forms being sure to include *title, quantity, price, and ordering number* (i.e., Su. Doc. or stock number).

2. Include either a check or coupons (see below for details). Do not send cash.

Send to: Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402

Coupons are for sale by GPO in various quantities. Write and ask for further information. It is also possible to establish a deposit account with GPO and charge items directly.

#### B. National Technical Information Service (NTIS)

NTIS documents are available in hard copy, microfiche, magnetic tape or punch card format. NTIS order forms can be obtained directly. All items must be prepaid by check. Deposit accounts are also available. Send orders and correspondence to:

NTIS  
U.S. Department of Commerce  
5285 Port Royal Road  
Springfield, Virginia 22161

When materials are needed immediately, a *rush order* may be phoned in and charged to deposit accounts. The charge is \$5 additional for pick up or \$10 for special delivery mail. Orders mailed usually arrive within 48 hours.

## APPENDIX 2

### Authority File for Federal Government Authors

Refer to this when cataloging materials whose author is a federal government agency. This will allow you to be consistent. All publications of a particular agency will then appear together in the card catalog.

U.S. Advisory Commission on Intergovernmental Relations  
 U.S. Agency for International Development. *See* — U.S. Dept. of State  
 U.S. Agricultural Research Service. *See* — U.S. Dept. of Agriculture  
 U.S. Bureau of Domestic Commerce  
 U.S. Bureau of Federal Credit Unions  
 U.S. Bureau of Labor Statistics  
 U.S. Bureau of Land Management. *See* — U.S. Dept. of the Interior  
 U.S. Bureau of Outdoor Recreation. *See* — U.S. Dept. of the Interior  
 U.S. Bureau of the Census  
 U.S. Civil Service Commission  
 U.S. Civil Service Commission. Library  
 U.S. Commission on Civil Rights  
 U.S. Comptroller General  
 U.S. Cong. House  
 U.S. Cong. Joint Economic Committee  
 U.S. Cong. Senate  
 U.S. Defense Supply Agency. *See* — U.S. Dept. of Defense  
 U.S. Dept. of Agriculture  
 U.S. Dept. of Agriculture. Agricultural Research Service  
 U.S. Dept. of Agriculture. Economic Research Service

U.S. Dept. of Agriculture. Farmer Cooperative Service  
 U.S. Dept. of Agriculture. Federal Extension Service  
 U.S. Dept. of Agriculture. Forest Service  
 U.S. Dept. of Agriculture. Rural Electrification Administration  
 U.S. Dept. of Commerce  
 U.S. Dept. of Defense. Defense Supply Agency  
 U.S. Dept. of Health, Education and Welfare  
 U.S. Dept. of Health, Education and Welfare. Office of Regional and Community Development  
 U.S. Dept. of Health, Education and Welfare. Public Health Service  
 U.S. Dept. of Health, Education and Welfare. Social and Rehabilitation Service  
 U.S. Dept. of Housing and Urban Development  
 U.S. Dept. of Housing and Urban Development. Library  
 U.S. Dept. of Housing and Urban Development. Office of Community Development  
 U.S. Dept. of Housing and Urban Development. Office of International Affairs  
 U.S. Dept. of Labor  
 U.S. Dept. of Labor. Employment and Training Administration  
 U.S. Dept. of State. Agency for International Development  
 U.S. Dept. of the Interior  
 U.S. Dept. of the Interior. Bureau of Land Management  
 U.S. Dept. of the Interior. Bureau of Outdoor Recreation  
 U.S. Dept. of the Treasury  
 U.S. Dept. of the Treasury. Internal Revenue Service  
 U.S. Dept. of the Treasury. Office of Revenue Sharing  
 U.S. Dept. of Transportation  
 U.S. Economic Development Administration  
 U.S. Economic Service. *See* — U.S. Dept. of Agriculture  
 U.S. Environmental Protection Agency  
 U.S. Farm Credit Administration  
 U.S. Farmer Cooperative Service. *See* — U.S. Dept. of Agriculture

U.S. Farmers Home Administration  
U.S. Federal Trade Commission  
U.S. Forest Service. *See* — U.S. Dept. of Agriculture  
U.S. General Services Administration  
U.S. Internal Revenue Service. *See* — U.S. Dept. of the Treasury  
U.S. Legislative Reference Service. *See* — U.S. Library of Congress  
U.S. Library of Congress  
U.S. Library of Congress. Legislative Reference Service  
U.S. Manpower Administration. *See* — U.S. Dept. of Labor  
U.S. National Aeronautics and Space Administration  
U.S. Office of Business Development. *See* — U.S. Small Business Administration  
U.S. Office of Community Development. *See* — U.S. Dept. of Housing and Urban Development  
U.S. Office of Economic Development. *See* — U.S. Office of Economic Opportunity  
U.S. Office of Economic Opportunity  
U.S. Office of Economic Opportunity. Office of Economic Development.  
U.S. Office of International Affairs. *See* — U.S. Dept. of Housing and Urban Development  
U.S. Office of Management and Budget  
U.S. Office of Minority Business Enterprise  
U.S. Office of Regional and Community Development. *See* — U.S. Dept. of Health, Education and Welfare  
U.S. Office of Revenue Sharing. *See* — U.S. Dept. of the Treasury  
U.S. President  
U.S. Public Health Service. *See* — U.S. Dept. of Health, Education and Welfare  
U.S. Rural Electrification Administration. *See* — U.S. Dept. of Agriculture  
U.S. Small Business Administration

U.S. Small Business Administration. Office of Business Development  
U.S. Social and Rehabilitation Service. *See* — U.S. Dept. of Health, Education, and Welfare.

# APPENDIX 3

## Checklist of Resource Center/Library Supplies, Furnishings, and Equipment

### FOR CATALOGING

- | Necessary                              | Optional                                     |
|--|--|
| <input type="checkbox"/> Card catalog  | <input type="checkbox"/> Labeling tape       |
| <input type="checkbox"/> Catalog cards | <input type="checkbox"/> Heating iron        |
| <input type="checkbox"/> Rubber stamps | <input type="checkbox"/> Catalog card guides |
| <input type="checkbox"/> Shelves       | <input type="checkbox"/> Shelf labels        |
|  | <input type="checkbox"/> Book truck          |

### FOR STORAGE

- | Necessary                                | Optional  |
|--|---|
| <input type="checkbox"/> File cabinet(s) | <input type="checkbox"/> Hanging files            |
| <input type="checkbox"/> File folders    | <input type="checkbox"/> AV storage boxes         |
|  | <input type="checkbox"/> Magazine storage shelves |

### FOR CIRCULATION

- | Necessary                              | Optional                                      |
|--|---|
| <input type="checkbox"/> Charging tray | <input type="checkbox"/> Charging tray guides |
| <input type="checkbox"/> Book card     | <input type="checkbox"/> Circulation desk     |
| <input type="checkbox"/> Date stamp    |   |
| <input type="checkbox"/> Ink pad       |   |
| <input type="checkbox"/> Book cards    |   |
| <input type="checkbox"/> Book pocket   |   |

### FOR ORDERING

- | Necessary                                 | Optional                                     |
|---|--|
| <input type="checkbox"/> Book order forms | <input type="checkbox"/> projector screen    |
|   | <input type="checkbox"/> tape and dispensers |
|   | <input type="checkbox"/> glue                |
|   | <input type="checkbox"/> scissors            |
|   | <input type="checkbox"/> stapler             |



## APPENDIX 4

### Glossary of Terms

**Abstract** — A written summary, usually fairly short, of the essential points, content, etc. of a book, article, or other material.

**Audiovisual Materials** — All nonbook materials, often instructional, which make use of sight and/or sound; i.e., filmstrips, videotape, slides, etc.

**Book Card** — A small 3" wide by 5" high heavy paper card kept in the *book pocket* of center material. It is filled out by the borrower and then filed in the *charging tray* to be placed back in the *book pocket* when material is returned to the center.

**Book Pocket** — A heavy paper stock card approximately 3½" wide by 7" high, with a pocket opening to hold the *book card*. It is glued into center materials and usually has room for the date due stamp and the owning center's imprint.

**Book Truck** — A wagon-like vehicle with 2-4 shelves used to transporting books and other center materials. May also be used for display; i.e., of new titles, special exhibits, etc.

**Card Catalog** — A set of card file drawers (separate or attached) with rods inserted in each. Used to hold *catalog cards* in alphabetical order to allow center users to determine what the center's holdings are.

**Catalog Card** — A 7.5 cm by 12.5 cm rag-content paper card used to record author, title, and subject information on center materials and filed (via rod hole in card) in the *card catalog*. Separate cards are made for author, title,

and all subjects allowing various access points to the material.

**Catalog Card Guides** — A set of pressboard or other heavy stock *catalog cards* with tabs indicating alphabet letters or full words. Used to divide *catalog cards* in *card catalog* to make access easier.

**Classification Number** — A series of numbers and/or letters assigned to the subject content of center materials which allows all books, films, etc. on the same topic to be shelved together. This allows center users to browse through the collection in one subject area.

**Charging Tray** — A file-like tray approximately 3¼" high x 13" long used to file *book cards* in when materials are borrowed by center users. May be single or double and made of wood or plastic with an adjustable metal spring or block to hold cards upright and prevent sliding.

**Cross Reference** — A notation or direction leading from one subject heading or description to other related subject headings.

**Heating Iron** — A long rod with a small iron at the end. When plugged in, the iron heats up and is used to attach pressure-sensitive labels to book spines.

**Periodical** — Any center publication which is published on a regular basis; i.e., a monthly journal, weekly newsletter, or quarterly report.

# APPENDIX 5

## Bibliography of Books on Small Library Development

*The Administration of a Public Affairs Library: A Report on the SRL Collection.* Chicago: Public Administration Service, 1971.

Association for Educational Communications and Technology. *Standards for Cataloging Nonprint Materials.* Third Edition. Washington, D.C.: AECT, 1972.

Contant, Florence. *A Library Manual for Community Development Corporations.* Cambridge, Massachusetts: Center for Community Economic Development, 1974.

Fisher, Eva L., *Checklist for the Organization, Operation, and Evaluation of a Company Library.* Second Edition. New York: Special Libraries Association, 1966.

Kaiser, Frances E., ed. *Handling Special Materials in Libraries.* New York: Special Libraries Association, 1974.

Mount, Ellis, ed. *Planning the Special Library.* New York: Special Libraries Association, 1972.

Riddle, Jean et al, *Nonbook Materials: The Organization of Integrated Collections.* Ottawa: Canadian Library Association, 1971.

# APPENDIX 6

## List of Social Science

### Subject Headings

#### S1-000 EDUCATION

- S1-100 Education, Preschool
  - S1-110 Nursery schools
  - S1-120 Kindergarten
  - S1-130 Child Care
- S1-200 Education, Primary
- S1-300 Education, Secondary
  - S1-310 Junior high schools
  - S1-320 High schools
  - S1-330 Prep schools
- S1-400 Education, Higher
  - S1-410 Universities and colleges
  - S1-420 Junior colleges
- S1-500 Education, Cooperative
  - S1-510 Vocational education
  - S1-520 Occupational education
- S1-600 Adult Education
- S1-700 Compensation Education
- S1-800 Educational Administration and Planning
- S1-900 Other

#### S2-000 SOCIOLOGY

- S2-100 Social History
  - S2-110 Social movements
  - S2-120 Social change
  - S2-130 Social values
- S2-200 Social Classes
  - S2-210 Caste
  - S2-220 Social mobility
- S2-300 Social Psychology
  - S2-310 Behavior
  - S2-320 Alienation
- S2-400 Social Services
  - S2-410 Public welfare
  - S2-420 Social work
  - S2-430 Legal aid
  - S2-440 Aged and aging
  - S2-450 Children and youth
  - S2-460 Blind, deaf, and disabled
- S2-500 Social surveys
  - S2-510 Economic surveys
  - S2-520 Occupational surveys
  - S2-530 Educational surveys
- S2-600 Urban Sociology
  - S2-610 Cities and towns
  - S2-620 Suburbs
  - S2-630 Migration
- S2-700 Rural sociology
  - S2-710 Country life

- S2-720 Rural conditions
- S2-800 Other
- S3-000 ANTHROPOLOGY
  - S3-100 Cultural Anthropology
  - S3-200 Civilization
  - S3-300 Mythology
  - S3-400 Folklore and Customs
  - S3-500 Etiquette
  - S3-600 Evolution
  - S3-700 Primitive Societies
  - S3-800 Other

- S4-000 POLITICAL SCIENCE
  - S4-100 Political Economy
  - S4-200 Political Ethics
  - S4-300 Political Parties
    - S4-310 Campaigns
    - S4-320 Conventions
    - S4-330 Primaries
  - S4-400 Government
    - S4-410 Municipal government
    - S4-420 County government
    - S4-430 Federal government
    - S4-440 Civil service

- S4-500 Legislative Bodies
  - S4-510 Congress
  - S4-520 House of Representatives
  - S4-530 Senate
  - S4-540 Legislative procedure
- S4-600 Law
  - S4-610 Legal bibliography
  - S4-620 Civil law
  - S4-630 Constitutional law
  - S4-640 Criminal law
  - S4-650 Corporation law
  - S4-660 Public law
  - S4-670 Regulation
  - S4-680 Constitutions

- S4-700 International Politics
- S4-800 Criminal Justice
  - S4-810 Criminology
  - S4-820 Penology
  - S4-830 Police
  - S4-840 Prisons and reformatories
  - S4-850 Offenders
  - S4-860 Crimes
  - S4-870 Courts

- S4-900 Other
- S5-000 ECONOMICS
  - S5-100 Economic Assistance
  - S5-200 Economic Development

- S5-300 Economic Conditions  
 S5-310 Business cycles  
 S5-320 Depressions  
 S5-330 Inflationary periods
- S5-400 Economic History
- S5-500 Economic Policy
- S5-600 Economics, Mathematical  
 S5-610 Econometrics  
 S5-620 Statistics  
 S5-630 Economic models
- S5-700 Business and Finance  
 S5-710 Money and banking  
 S5-720 Credit  
 S5-730 Exchange  
 S5-740 Corporate finance  
 S5-750 Insurance  
 S5-760 Taxation  
 S5-770 Customs  
 S5-780 Public accounting
- S5-800 Other
- S6-000 BUSINESS AND COMMERCE  
 S6-100 Business — types  
 S6-110 Wholesale trade  
 S6-120 Retail trade  
 S6-130 Cooperative business  
 S6-140 Real estate
- S6-200 Business Management and Organization  
 S6-210 Accounting and bookkeeping
- S6-220 Marketing  
 S6-230 Advertising  
 S6-240 Salesmanship
- S6-300 Foreign Trade  
 S6-310 Imports  
 S6-320 Exports
- S6-400 Commercial Products
- S6-500 Transportation  
 S6-510 Railroads  
 S6-520 Ships  
 S6-530 Airplanes  
 S6-540 Automobiles
- S6-600 Communications  
 S6-610 Postal service  
 S6-620 Telephone  
 S6-630 Telegraph  
 S6-640 Television  
 S6-650 Radio
- S6-700 Other
- S7-000 HISTORY AND GEOGRAPHY  
 S7-100 History, Periods  
 S7-110 History, ancient and classical  
 S7-120 History, medieval  
 S7-130 History, modern
- S7-200 Archaeology
- S7-300 World History
- S7-400 American History

- S7-500 Atlases and Maps
- S7-600 Gazeteers and Guidebooks
- S7-700 Physical Geography
- S7-800 Area Studies
- S7-900 Other

S8-000 PSYCHOLOGY

- S8-100 Psychology, Applied
  - S8-110 Industrial psychology
  - S8-120 Interviewing
  - S8-130 Public relations
  - S8-140 Therapy
- S8-200 Psychology, Child
- S8-300 Psychometrics
  - S8-310 Personality tests
  - S8-320 Intelligence tests
- S8-400 Psychology, Abnormal
  - S8-410 Insanity
  - S8-420 Criminal Insanity
  - S8-430 Mental Institutions
- S8-500 Personality
  - S8-510 Personality Theory
  - S8-520 The Senses
  - S8-530 Behavior
  - S8-540 Learning and motivation
- S8-600 Other

# APPENDIX 7

## File Key

### Employment and Training Subject Areas

#### SUBJECT AREAS

#### FILE KEY

- 0-000 Planning and Administration  
Information on the theory and practice of setting up and running of employment and training programs
- 1-100 Needs Analysis  
Labor market information — identification of employment and training service needs — projections
- 1-200 Resource Analysis  
Identification and mobilization of community resources — universities, volunteers, support groups, etc.
- 1-300 Program Design  
Means of structuring programs to meet needs
- 1-400 Management  
General ways of organizing and supervising employment and training resources not listed below
  - 1-410 Management Planning  
Information on planning staff, finances, etc.
  - 1-420 Program Direction  
Ways of organizing and supervising staff
  - 1-430 Management Control  
Management information systems, financial, subgrant/contract management
- 1-500 Program Specific Administration  
Planning and administration information that is only applicable for specific employment and training programs — WIN, ES, CETA
- 1-900 Other  
Information on planning and administration not covered by above classifications
- 2-000 Applicant Services  
Information on providing services to employment and training program participants
  - 2-100 Recruitment  
Means of attracting employment and training program participants.
  - 2-200 Intake/Assessment  
Ways of inducting and assessing employment and training participants (*see also* 2-440 Counseling and Testing)
  - 2-300 Client Skill/Knowledge Development (Training)  
General information on training programs not listed below
    - 2-310 Remedial Training  
Information on courses and programs that focus on basic skills such as basic education, language skills, etc.
    - 2-320 Work Adjustment Training  
Programs that are oriented toward entrants and re-entrants to the labor market such as: in school youth, work experience, prevocational orientation courses, etc.
    - 2-330 Occupational Skill Development  
Information on programs, curriculum and courses for entry or upgrading within occupa-

- tions. Includes institutional, on-the-job, and other non-apprentice training.
- 2-340 **Apprentice Training**  
Information on apprentice training — administration, entry, training techniques, etc.
- 2-400 **Support Services**  
General information on providing support to participants of employment and training programs not listed below.
- 2-410 **Child Care**
- 2-420 **Transportation**
- 2-430 **Health**
- 2-440 **Counseling and Testing**
- 2-450 **Coaching**
- 2-460 **Supported Employment**  
Information on programs that provide supported employment such as financially supported "businesses," sheltered workshops, etc.
- 2-900 **Other**  
Information on applicant services not covered by above classifications.
- 3-000 **Placement Services**  
General information on services designed to bring together and match jobs with applicants
- 3-100 **Employer/Relations/Job Development**  
Information on obtaining job orders in general or specifically for an individual including public relations, advertisements, direct solicitation, etc.
- 3-200 **Job Matching, Referral and Follow-up**  
Processes of referring to and following up with employers

- 3-900 **Other**  
Information on Placement Services not listed above
- 4-000 **Employer Services**  
General information on providing technical services to specific employers or improving the economic climate of the community.
- 4-100 **Technical Assistance**  
Information on helping employers with personnel problems including: EEO compliance, turnover, job analysis, upgrading, etc.
- 4-200 **Economic Development**  
Programs to improve the economic climate of the community in general or specific sectors including minority business development, plant location assistance, etc.
- 4-900 **Other**  
Information on Employer Services not listed above
- 5-000 **Corrections/Legal**  
Information on the design and conduct of programs for offenders. These include programs for inmates, pre-trial intervention, work release, etc.
- 6-000 **Public Employment Programs**  
Information on programs to place individuals in public employment including — Public Employment, Emergency Employment, etc.
- 7-000 **Employment and Training Economic and Social Policies**  
Information relevant to the formulation and direction of National and Regional Employment and Training Policy
- 8-000 **Special Employment and Training Research Grants**  
(not elsewhere classified)



Information on grants not listed in above categories  
that are limited to special focus areas

8-100 Employment and Training Institutional Grants

8-200 Doctoral Dissertations

8-300 Small Grant Research Projects

8-900 Other

11-000 Unemployment Ins.

# APPENDIX 8

## Cross Reference Key

### Employment and Training Subject Areas

#### Alphabetic List

Addicts Use DRUG USERS

ADJUSTMENT

*See also* DISADVANTAGED

Adult Education Use BASIC EDUCATION

AFDC Use AID TO FAMILIES WITH DEPENDENT CHILDREN

AFFIRMATIVE ACTION PLANS

*See also* EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

AHIT Use ADVANCED HIGH INTENSITY TRAINING

AGE DIFFERENCES

AGING

*See also* OLDER WORKERS; RETIREMENT

Agricultural Workers Use FARMWORKERS

AID TO FAMILIES WITH DEPENDENT CHILDREN

*See also* WORK INCENTIVE PROGRAM (WIN)

Air Force Use ARMED FORCES

ALCOHOLICS

ALIENATION

*See also* WORK ATTITUDES; ATTITUDES

ALIENS

*See also* IMMIGRANTS; LABOR CERTIFICATION PROGRAM

Allowances for Training Use TRAINING ALLOWANCES

American Indians Use INDIANS

APPLICANT SERVICES

Applicants Use APPLICANT SERVICES

APPRENTICE TRAINING

Aptitude Tests Use TESTING

ARBITRATION

AREA PLANNING

ARMED FORCES

ASPIRATIONS

*See also* EDUCATIONAL ASPIRATIONS; CAREER CHOICE

Assessment Use INTAKE/ASSESSMENT

ASSISTANCE TO EMPLOYERS

*See also* EMPLOYERS SERVICES

AUTOMOTIVE MECHANICS

Average Hourly Earnings Use WAGES

BANKING INDUSTRY

Bargaining Use COLLECTIVE BARGAINING

BARRIOS

*See also* SPANISH-SPEAKING AMERICANS; PUERTO RICANS

BASIC EDUCATION

BEHAVIOR MODIFICATION

*See also* CORRECTIONS

BIBLIOGRAPHIES

BIOGRAPHICAL INFORMATION BLANK (BIB)

Birth Rate Use FERTILITY

Black Colleges Use UNIVERSITIES AND COLLEGES

Black-owned Business Use MINORITY BUSINESS ENTERPRISE

BLACKS

*See also* MINORITIES

Blind Use HANDICAPPED

BONDING ASSISTANCE

BOOKKEEPING

*See also* CLERICAL OCCUPATIONS

Bracero Labor Use FARMWORKERS

Building Industry Use CONSTRUCTION INDUSTRY

BUREAUCRACY  
 BUSINESS ADMINISTRATION  
 BUSINESS CYCLE  
     *See also* UNEMPLOYMENT  
 CAMPS Use COOPERATIVE AREA MANPOWER PLAN-  
     NING SYSTEM (CAMPS)  
 CANNING INDUSTRY  
 CAREER ASPIRATIONS  
     *See also* CAREER GOALS  
 Career Attainments Use CAREER PATTERNS  
 CAREER CHOICE  
     *See also* OCCUPATIONAL CHOICE; COUNSELING  
     AND GUIDANCE  
 Career Development Use UPGRADING  
 CAREER EXPLORATION  
     *See also* VOCATIONAL GUIDANCE  
 CAREER GOALS  
     *See also* MOTIVATION  
 Career Information Use VOCATIONAL GUIDANCE  
 Career Ladder Use UPGRADING  
 Career Mobility Use UPGRADING  
 CAREER PATTERNS  
     *See also* UPGRADING  
 Career Progression Systems Use UPGRADING  
 CARPENTERS  
 CASUAL LABORERS  
     *See also* PART-TIME EMPLOYMENT  
 CEP Use CONCENTRATED EMPLOYMENT PROGRAM  
 CETA Use COMPREHENSIVE EMPLOYMENT AND  
     TRAINING ACT (CETA)  
 CHICANOS  
     *See also* SPANISH-SPEAKING AMERICANS  
 CHILD CARE  
 CHILDREN  
     *See also* CHILD DAY CARE

CHINESE AMERICANS  
     *See also* MINORITIES  
 CHRONICALLY UNEMPLOYED  
 CIVIL RIGHTS ACT (1964)  
 Civil Service Examinations Use TESTING  
 CIVIL SERVICE SYSTEM  
     *See also* GOVERNMENT WORK; FEDERAL GOVERN-  
     MENT, STATE AND LOCAL GOVERNMENT  
 Classified Help-Wanted Ads Use NEWSPAPER ADVERTISE-  
     MENTS  
 CLERICAL OCCUPATIONS  
 Clinical Laboratory Occupations Use HEALTH MANPOWER  
 COACHING  
     *See also* JOB OPPORTUNITIES IN THE BUSINESS  
     SECTOR (JOBS)  
 COLLECTIVE BARGAINING  
     *See also* UNION MANPOWER PRACTICES; UNIONS  
 COLLEGE PREPARATION  
 COACHING  
 Colleges Use UNIVERSITIES AND COLLEGES  
 Commitment to Work Use WORK ATTITUDES  
 Community Colleges Use UNIVERSITIES AND COLLEGES  
 COMMUTING  
     *See also* TRANSPORTATION  
 Compensation Per Man/Hour Use WAGES  
 COMPREHENSIVE EMPLOYMENT AND TRAINING ACT  
     (CETA)  
 COMPREHENSIVE MANPOWER PLANNING  
 Comprehensive Manpower Services  
 Computerized Job Matching Use JOB MATCHING  
 CONCENTRATED EMPLOYMENT PROGRAM  
 CONSORTIA  
     *See also* LABOR MANAGEMENT CONSORTIA  
 CONSTRUCTION INDUSTRY  
 Contractors in Construction Use CONSTRUCTION INDUSTRY

COOPERATIVE AREA MANPOWER PLANNING SYSTEM  
(CAMPS)

Cooperative Vocational Education Use VOCATIONAL  
EDUCATION

COOPERATIVES

CORRECTIONS

Cost-Benefit Analysis Use COST EFFECTIVENESS,  
COST EFFECTIVENESS

*See also* ASSESSMENT AND EVALUATION

COUNSELING AND TESTING

*See also* PUBLIC EMPLOYMENT SERVICE; TRAIN-  
ING; VOCATIONAL GUIDANCE; EDUCATION,  
INTAKE/ASSESSMENT

CRAFTSMEN

CREDENTIALING

*See also* OCCUPATIONAL LICENSING

Crime Use CORRECTIONS

Culturally Deprived Use DISADVANTAGED

CURRICULA

*See also* INSTRUCTIONAL MATERIALS

Day Care Use CHILD DAY CARE

Debt Defaulting Use GARNISHMENT OF WAGES

DEBTOR/CREDITOR RELATIONSHIP

DECATEGORIZATION

*See also* CETA SERVICES AND PLANNING; CETA  
PROGRAMS

Delivery of Manpower Services Use SERVICE DELIVERY  
SYSTEMS

Demand for Labor Use LABOR DEMAND

Dental Assistants Use HEALTH MANPOWER

DEPRESSED AREAS

DESEGREGATION

*See also* HOUSING SEGREGATION

Disabled Persons Use HANDICAPPED

Disabled Veterans Use VETERANS

DISADVANTAGED

DISCRIMINATION

*See also* SEX DISCRIMINATION; AGE DISCRIMINA-  
TION IN EMPLOYMENT ACT; SPANISH-SPEAKING  
AMERICANS; BLACKS; WOMEN

Disincentives Use INCENTIVES

Displaced Workers Use LAYOFFS

Division of Labor Use OCCUPATIONAL STRUCTURE

DOCTORAL DISSERTATIONS

DROPOUTS

*See also* HIGH SCHOOLS; EDUCATION; TRAINING

Dual Jobholding Use MOONLIGHTING

DUAL LABOR MARKETS

EARNINGS

*See also* INCOME; WAGES

Econometrics Use ECONOMIC ANALYSIS AND ECONO-  
METRICS

ECONOMIC ANALYSIS AND ECONOMETRICS

ECONOMIC DEVELOPMENT

ECONOMIC FORECASTING

*See also* MANPOWER PROJECTIONS

ECONOMIC GROWTH

ECONOMIC INDICATORS

*See also* LABOR MARKET INFORMATION

ECONOMIC POLICY

ECONOMIC WELFARE

*See also* WELFARE PROGRAMS

EDUCATIONAL ATTAINMENT Use INSTRUCTIONAL  
MATERIALS

EEA Use EMERGENCY EMPLOYMENT ACT

EEOC Use EQUAL EMPLOYMENT OPPORTUNITY COM-  
MISSION

EFFECTIVENESS OF PROGRAMS

*See also* PREDICTION OF SUCCESS IN PROGRAMS;  
TRAINING EFFECTIVENESS AND IMPACT

Effectiveness of Training Use TRAINING EFFECTIVENESS AND IMPACT

Elderly People Use OLDER WORKERS

EMPLOYABILITY DEVELOPMENT  
*See also* PUBLIC EMPLOYMENT SERVICE; WORK INCENTIVE PROGRAM (WIN); CONCENTRATED EMPLOYMENT PROGRAM; ORIENTATION; PRE-VOCATIONAL TRAINING

EMPLOYABILITY DEVELOPMENT TEAMS

Employee Commitment Use WORK ATTITUDES

EMPLOYER ATTITUDES  
*See also* ATTITUDES

EMPLOYER MANPOWER PLANNING  
*See also* LABOR DEMAND

EMPLOYER MANPOWER PRACTICES AND POLICIES

EMPLOYER SERVICES

Employer Tax Credit Use WORK INCENTIVE PROGRAM (WIN)

EMPLOYMENT

EMPLOYMENT AND TRAINING ADMINISTRATION

Employment Agencies, Private Use PRIVATE EMPLOYMENT AGENCIES

Employment Agencies, Public Use PUBLIC EMPLOYMENT SERVICE

Employment Counseling Use COUNSELING AND GUIDANCE

EMPLOYMENT OPPORTUNITIES  
*See also* EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

EMPLOYMENT PATTERNS  
*See also* CAREER PATTERNS; LABOR FORCE BEHAVIOR

EMPLOYMENT POLICY

Employment Security Agencies Use PUBLIC EMPLOYMENT SERVICE

Employment Service Use PUBLIC EMPLOYMENT SERVICE

EMPLOYMENT SERVICE MANAGEMENT  
*See also* MANPOWER PROGRAM MANAGEMENT

EMPLOYMENT SERVICE STAFF  
*See also* STAFF TRAINING

EMPLOYMENT TERMINATION  
*See also* JOB RETENTION; LAYOFFS

ENGINEERS

ENGLISH AS A SECOND LANGUAGE (ESL)

EQUAL EMPLOYMENT OPPORTUNITY ACT (1972)  
*See also* EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION  
*See also* BLACKS; WOMEN; MINORITIES; DISCRIMINATION; SPANISH-SPEAKING AMERICANS

Evaluation Use ASSESSMENT AND EVALUATION

Exoffenders Use CORRECTIONS

EXPERIMENTAL MANPOWER LABORATORIES

EXTERNAL LABOR MARKETS

FAIR LABOR STANDARDS ACT  
*See also* MINIMUM WAGE LAWS

FAMILIES  
*See also* FATHERS; MOTHERS; LOW INCOME; HOUSEHOLDS

FAMILY ASSISTANCE PLAN

FAP Use FAMILY ASSISTANCE PLAN

FARMWORKERS  
*See also* MIGRANTS

FATHERS  
*See also* FAMILIES; MEN

Federal Contract Use FEDERAL FUNDING

FEDERAL FUNDING  
*See also* MANPOWER PLANNING, RESEARCH AND DEVELOPMENT

## FEDERAL GOVERNMENT

*See also* GOVERNMENT WORK

Females Use WOMEN

FIRE FIGHTERS

FISCAL POLICY

*See also* FEDERAL FUNDING

FOOD SERVICE INDUSTRY

FOREIGN MANPOWER POLICY

FOREIGN TRADE AND INVESTMENTS

Foremen Use SUPERVISION

Four-Day Workweek Use WORK SCHEDULES

FRICTIONAL UNEMPLOYMENT

FRINGE BENEFITS

Garbagemen Use SANITATION WORKERS

GARNISHMENT OF WAGES

GENERAL ECONOMIC AND SOCIAL CONDITIONS

GENERAL EDUCATIONAL DEVELOPMENT (GED)

EXAMINATION

GENERAL LABOR MARKET STUDY

GENERAL MANPOWER POLICY

GEOGRAPHIC MOBILITY

*See also* MIGRATION; MOBILITY ASSISTANCE

GHETTO RESIDENTS

*See also* INNERCITY RESIDENTS

G.I. BILL OF RIGHTS

*See also* VETERANS

Government Contract Use FEDERAL FUNDING

GOVERNMENT POLICIES

*See also* FEDERAL FUNDING; MANPOWER POLICY

GOVERNMENT WORK

*See also* FEDERAL GOVERNMENT; STATE AND LOCAL GOVERNMENT; CIVIL SERVICE SYSTEM

Guaranteed Job Program Use PUBLIC EMPLOYMENT PROGRAMS

Guidance Use COUNSELING AND TESTING

## GUIDELINES FOR MANPOWER PROGRAMS

*See also* MANPOWER PLANNING AND ADMINISTRATION; MANPOWER PROGRAM MANAGEMENT

HANDICAPPED

HARD CORE

*See also* UNEMPLOYMENT

Heads of Families Use FAMILIES

HEALTH

HEALTH AND SAFETY ATTITUDES

*See also* OCCUPATIONAL SAFETY AND HEALTH

HEALTH MANPOWER

*See also* PHYSICIANS; NURSES

Help Wanted Ads Use NEWSPAPER ADVERTISEMENTS

High School Dropouts Use DROPOUTS

HIGH SCHOOLS

HIGHWAY CONSTRUCTION

HIRING PRACTICES

*See also* RECRUITMENT; JOB PLACEMENT

Homebuilding Use CONSTRUCTION INDUSTRY

Homemakers Use HOUSEHOLD WORKERS

Hometown Plans Use AFFIRMATIVE ACTION PLANS

HOSPITALS

*See also* HEALTH MANPOWER

Hours of Work Use WORK SCHEDULES

HOUSEHOLD WORKERS

*See also* HOUSEKEEPERS

HOUSEHOLDS

*See also* FAMILIES

HOUSEKEEPERS

*See also* HOUSEHOLD WORKERS

HUMAN CAPITAL

*See also* EDUCATION; TRAINING

HUMAN RESOURCES

*See also* MANPOWER PLANNING; RESEARCH AND DEVELOPMENT

HUMAN SERVICE AGENCIES  
 HUMAN SERVICE OCCUPATIONS  
 IMMIGRANTS

*See also* ALIENS

IMMIGRATION

*See also* MIGRATION

Impact of Training Use TRAINING EFFECTIVENESS  
 AND IMPACT

INCENTIVES

*See also* MOTIVATION; WORK INCENTIVE PROGRAM  
 (WIN)

INCOME

*See also* EARNINGS; WAGES

INCOME DIFFERENTIALS

INCOME MAINTENANCE

INCOME TAX

INCOME POLICY

*See also* ECONOMIC POLICY

INDIAN MANPOWER PROGRAMS (CETA)

INDIANS

INDIGENOUS PERSONNEL

INDIVIDUAL NEEDS ASSESSMENT

*See also* ASSESSMENT AND EVALUATION; ASSES-  
 SMENT OF APPLICANTS AND TRAINEES

INDUSTRIAL MOBILITY

Industrial Projections Use ECONOMIC FORECASTING

INDUSTRIAL RELATIONS

*See also* COLLECTIVE BARGAINING

INDUSTRIAL RELATIONS INFORMATION SERVICE

INDUSTRIAL WORKERS

INDUSTRY PRACTICES

INFLATION

*See also* UNEMPLOYMENT/INFLATION TRADEOFF

INFORMATION

Information Needs Use INFORMATION SYSTEMS

INFORMATION SYSTEMS

*See also* LABOR MARKET INFORMATION; JOB IN-  
 FORMATION SERVICE; MANPOWER SERVICES  
 INFORMATION

Inmates Use CORRECTIONS

Immigration Use MIGRATION

INNERCITY RESIDENTS

*See also* GHETTO RESIDENTS

In-School Programs Use NEIGHBORHOOD YOUTH  
 CORPS (NYC)

INSTITUTIONAL CHANGE

INSTRUCTIONS

*See also* TEACHERS

INTAKE/ASSESSMENT

Intelligence Use MENTAL ABILITY

Intelligence Testing Use TESTING

INTERAGENCY RELATIONS

INTERFIRM MOBILITY

INTERNAL LABOR MARKETS

*See also* UPGRADING

INTERNATIONAL MANPOWER

International Trade Use FOREIGN TRADE AND INVESTMENTS

INTERSYSTEM LINKAGES

JOB ANALYSIS

Job Applicants Use APPLICANT SERVICES

Job Attitudes Use WORK ATTITUDES

JOB BANK

*See also* JOB INFORMATION SERVICE; JOB LISTING

Job Coaching Use COACHING

JOB CORPS

*See also* RESIDENTIAL JOB CENTERS

JOB CREATION

*See also* PUBLIC EMPLOYMENT PROGRAMS; WORK  
 EXPERIENCE PROGRAMS; WAGE SUBSIDIES; SUP-  
 PORTED EMPLOYMENT

- JOB DESCRIPTION**  
*See also* **JOB ANALYSIS**
- JOB DEVELOPMENT**
- JOB ENRICHMENT**  
*See also* **QUALITY OF EMPLOYMENT**
- JOB INFORMATION SERVICE**  
*See also* **JOB BANK; JOB MATCHING; LABOR MARKET INFORMATION**
- JOB LISTING**  
*See also* **MANDATORY JOB LISTING**
- JOB LOCATION**  
*See also* **COMMUTING**
- JOB MATCHING**  
**Job Opportunities** Use **EMPLOYMENT OPPORTUNITIES**
- JOB OPPORTUNITIES IN THE BUSINESS SECTOR (JOBS)**
- JOB PERFORMANCE**  
**Job Placement** Use **PLACEMENT SERVICES**  
**Job Referrals** Use **PLACEMENT SERVICES**
- JOB RESTRUCTURING**  
*See also* **UPGRADING**
- JOB RETENTION**  
*See also* **EMPLOYMENT TERMINATION**
- JOB SATISFACTION**  
*See also* **WORK ATTITUDES; MOTIVATION**
- JOB SEARCH**  
*See also* **PUBLIC EMPLOYMENT SERVICE; JOB INFORMATION SERVICE**
- JOB STABILITY**
- JOB STRUCTURE**  
**Job Success** Use **CAREER PATTERNS**  
**Job Tenure** Use **JOB RETENTION**  
**Job Training** Use **ON-THE-JOB TRAINING (OJT)**
- JOB TRIALS**
- JOBS, EDUCATION, AND TRAINING (JET)**  
**Jobseekers Self-Help** Use **SELF-HELP FOR JOBSEEKERS**
- Jobs-Now** Use **JOB OPPORTUNITIES IN THE BUSINESS SECTOR (JOBS)**
- JOURNEYMEN**  
**Juvenile Delinquency** Use **CORRECTIONS**  
**Juveniles** Use **YOUTH**
- LABOR CERTIFICATION PROGRAM**  
*See also* **ALIENS, FARMWORKERS**
- LABOR DEMAND**  
*See also* **MANPOWER NEEDS; ELASTICITY OF LABOR DEMAND**
- LABOR FORCE PARTICIPATION**  
*See also* **LABOR SUPPLY**
- LABOR LAWS**  
*See also* **Specific Labor Laws**
- LABOR MANAGEMENT CONSORTIA**  
**Labor-Management Relations** Use **INDUSTRIAL RELATIONS**
- LABOR MARKET**
- LABOR MARKET BEHAVIOR**  
*See also* **LABOR FORCE BEHAVIOR**
- Labor Market Entrants** Use **TRANSITION TO WORK**
- Labor Market Experience** Use **LABOR MARKET BEHAVIOR**
- Labor Market Indicators** Use **LABOR MARKET INFORMATION**
- LABOR MARKET INFORMATION**
- LABOR MOBILITY**
- LABOR MOVEMENT**  
*See also* **UNIONS**
- Labor Organizations** Use **UNIONS**
- Labor Productivity** Use **PRODUCTIVITY**
- Labor Relations** Use **INDUSTRIAL RELATIONS**
- LABOR SUPPLY**  
*See also* **LABOR FORCE PARTICIPATION; ELASTICITY OF LABOR SUPPLY**



Labor Turnover Use TURNOVER

Labor Unions Use UNIONS

LABORERS

*See also* CASUAL LABORERS; UNSKILLED WORKERS

LAW

LAW ENFORCEMENT

*See also* POLICE; CORRECTIONS

LAYOFFS

*See also* EMPLOYMENT TERMINATION; JOB RETENTION

LIBRARIES

Licensing Use OCCUPATIONAL LICENSING

Literacy Use BASIC EDUCATION

LMI Use LABOR MARKET INFORMATION

Local Government Use STATE AND LOCAL GOVERNMENT

LONGITUDINAL SURVEYS

*See also* NATIONAL LONGITUDINAL SURVEYS

LOW INCOME

*See also* LOW-WAGE INDUSTRIES; LOW-WAGE JOBS; POVERTY

Low-Income Areas Use POVERTY AREAS

LOW-WAGE INDUSTRIES

LOW-WAGE JOBS

MACHINISTS

Males Use MEN

MANAGEMENT

MANAGEMENT CONTROL

MANAGEMENT-WORKER COLLABORATION IN JOB STRUCTURING

*See also* UNION MANPOWER PRACTICES; JOB RESTRUCTURING

MANDATORY JOB LISTING

*See also* JOB LISTING

Manpower Administration Use EMPLOYMENT AND TRAINING ADMINISTRATION

Manpower Area Planning Council Use COOPERATIVE AREA MANPOWER PLANNING SYSTEM (CAMPS)

Manpower Demand Use MANPOWER NEEDS

MANPOWER ECONOMIC AND SOCIAL POLICIES

Manpower Information System Use LABOR MARKET INFORMATION

MANPOWER INSTITUTIONAL GRANTS

*See also* COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)

MANPOWER NEEDS

*See also* EMPLOYER MANPOWER PLANNING; LABOR DEMAND; MANPOWER PROJECTIONS

MANPOWER PLANNING AND ADMINISTRATION

MANPOWER PLANNING, RESEARCH AND DEVELOPMENT

MANPOWER POLICY

MANPOWER PROGRAM MANAGEMENT

MANPOWER PROGRAM REFORM

MANPOWER PROGRAM SERVICES AND TECHNIQUES

MANPOWER PROGRAM STAFFING

*See also* EMPLOYMENT SERVICE STAFF

MANPOWER PROJECTIONS

*See also* LABOR SUPPLY; ECONOMIC FORECASTING; MANPOWER NEEDS

Manpower Reform Use MANPOWER PROGRAM REFORM

Manpower Requirements Use MANPOWER PROJECTIONS

MANPOWER RESEARCH GRANTS

Manpower Services Council Use STATE MANPOWER SERVICES COUNCIL

Manpower Services Delivery Systems Use SERVICE DELIVERY SYSTEMS

MANPOWER SERVICES INFORMATION

MANPOWER SHORTAGES

Manpower Supply Use LABOR SUPPLY

MANPOWER UTILIZATION

*See also* EMPLOYER MANPOWER PRACTICES AND POLICIES

Manuals Use HANDBOOKS  
 MANUFACTURING  
 MAPC Use COOPERATIVE AREA MANPOWER PLAN-  
 NING SYSTEM (CAMPS)  
 Maternity Benefits Use MATERNITY EMPLOYMENT  
 PRACTICES  
 MATERNITY EMPLOYMENT PRACTICES  
 Medical Care Use HEALTH CARE  
 Medical Personnel Use HEALTH MANPOWER  
 Medical Services Use HEALTH CARE  
 MEN  
     *See also* FATHERS; YOUNG MEN  
 MENTAL ABILITY  
 Merit System Use CIVIL SERVICE SYSTEM  
 METHODOLOGY, TECHNIQUES, PRODUCTS, INFORMA-  
 TION  
 METROPOLITAN AREAS  
     *See also* URBAN AREAS  
 Metropolitan Problems Use URBAN PROBLEMS  
 MEXICAN AMERICANS  
     *See also* SPANISH-SPEAKING AMERICANS  
 MIGRANTS  
     *See also* FARMWORKERS; SEASONAL WORKERS  
 MIGRATION  
     *See also* GEOGRAPHIC MOBILITY  
 Military Use ARMED FORCES  
 MINIMUM WAGE LAWS  
     *See also* WAGES; FAIR LABOR STANDARDS ACT  
 MINORITIES  
     *See also* CHINESE AMERICANS; MEXICAN AMERI-  
     CANS; SPANISH-SPEAKING AMERICANS; WOMEN;  
     BLACKS  
 MINORITY BUSINESS ENTERPRISE  
 Mobility Use LABOR MOBILITY  
 MOONLIGHTING

MOTHERS  
     *See also* FAMILIES; WOMEN  
 MOTIVATION  
     *See also* WORK ATTITUDES; ATTITUDES; JOB SAT-  
     ISFACTION; INCENTIVES  
 Multiple Jobholding Use MOONLIGHTING  
 Municipal Employment Use STATE AND LOCAL GOV-  
     ERNMENT  
 NAB Use JOB OPPORTUNITIES IN THE BUSINESS  
     SECTOR (JOBS)  
 National Alliance of Businessmen Use JOB OPPORTUNITIES  
     IN THE BUSINESS SECTOR (JOBS)  
 NATIONAL LONGITUDINAL SURVEYS  
     *See also* YOUNG MEN; YOUNG WOMEN; YOUTH;  
     WOMEN; MEN; OLDER WORKERS  
 NATIONAL MANPOWER POLICY  
     *See also* NATIONAL MANPOWER POLICY TASK FORCE;  
     RURAL MANPOWER POLICY RESEARCH GROUP  
 NATIONAL MANPOWER POLICY TASK FORCE  
 NATIONAL ORGANIZATION FOR WOMEN (NOW)  
 Native Americans Use INDIANS  
 Navy Use ARMED FORCES  
 NEEDS ANALYSIS  
 Negroes Use BLACKS  
 NEIGHBORHOOD YOUTH CORPS (NYC)  
 NEWSPAPER ADVERTISEMENTS  
 NONMETROPOLITAN AREAS  
 NURSES  
     *See also* HEALTH MANPOWER  
 NUTRITION  
 NYC Use NEIGHBORHOOD YOUTH CORPS (NYC)  
 Occupational Aspirations Use CAREER GOALS  
 OCCUPATIONAL ASSIGNMENT  
 OCCUPATIONAL CHOICE  
     *See also* COUNSELING AND GUIDANCE; CAREER CHOICE

## OCCUPATIONAL CLASSIFICATION

*See also* EMPLOYER MANPOWER PRACTICES AND POLICIES

Occupational Differentials Use WAGE STRUCTURE

Occupational Disease Use OCCUPATIONAL SAFETY AND HEALTH

## OCCUPATION LICENSING

*See also* HEALTH MANPOWER; CREDENTIALING

## OCCUPATIONAL MOBILITY

*See also* UPGRADING

## OCCUPATIONAL PROJECTIONS

*See also* MANPOWER PROJECTIONS

Occupational Requirements Use LABOR DEMAND

## OCCUPATIONAL SKILL DEVELOPMENT

## OCCUPATIONAL SAFETY AND HEALTH

## OCCUPATIONAL STATUS

*See also* UPGRADING; STATUS

## OCCUPATIONAL STRUCTURE

*See also* JOB STRUCTURE

OCCUPATIONS Use-specific occupations

Offenders Use CORRECTIONS

## OFFICE WORKERS

OJT Use ON-THE-JOB TRAINING (OJT)

## OLDER WORKERS

*See also* AGING; AGE DISCRIMINATION IN EMPLOYMENT ACT; RETIREMENT; MATURE WORKERS; PENSIONS

ON-THE-JOB TRAINING (OJT)

## OPERATING ENGINEERS

## ORIENTATION

*See also* PREVOCATIONAL TRAINING; COUNSELING AND GUIDANCE; ASSESSMENT AND EVALUATION

Out-Of-School Programs Use NEIGHBORHOOD YOUTH CORPS (NYC)

Overtime Use WORK SCHEDULES

Paramedical Occupations Use HEALTH MANPOWER

## PARAPROFESSIONALS

*See also* HEALTH MANPOWER

Parole Use CORRECTIONS

## PARTICIPANT-OBSERVER METHODOLOGY

## PART-TIME EMPLOYMENT

*See also* WORK SCHEDULES

## PENSIONS

*See also* RETIREMENT

PEP Use PUBLIC EMPLOYMENT PROGRAMS

## PERSONNEL ADMINISTRATION

*See also* MANPOWER PROGRAM MANAGEMENT; EMPLOYMENT SERVICE MANAGEMENT

Personnel Selection Use RECRUITMENT

## PHYSICIANS

*See also* HEALTH MANPOWER

## PHYSICISTS

## PLACEMENT SERVICES

Planning Council Use PRIME SPONSORS PLANNING COUNCIL

## POLICE

*See also* LAW ENFORCEMENT

## POLITICAL ACTION INSTITUTIONS

Poor Use POVERTY

## POPULATION

*See also* LABOR FORCE; LABOR SUPPLY; IMMIGRANTS

## POST-HIGH SCHOOL TRAINING

## POVERTY

*See also* INNERCITY RESIDENTS; GHETTO RESIDENTS

## PREAPPRENTICE TRAINING

*See also* APPRENTICESHIP

## PRETRIAL INTERVENTION

*See also* CORRECTIONS

## PREVOCATIONAL TRAINING

*See also* APPRENTICESHIP

## PRIME SPONSORS PLANNING COUNCIL

*See also* REGIONAL PLANNING

## PRIME SPONSORS (CETA)

## PRISON INDUSTRIES

*See also* CORRECTIONS

Prisoners Use CORRECTIONS

## PRIVATE EMPLOYMENT AGENCIES

*See also* TEMPORARY HELP SERVICES

## PRIVATE INDUSTRY

*See also* INDUSTRY PRACTICES

Probation Use JOB RETENTION

## PROBATION OFFICERS

*See also* CORRECTIONS

## PRODUCTIVITY

Proficiency Examinations Use TESTING

## PROGRAM DESIGN

## PROGRAM DIRECTION

## PROGRAM FOR EDUCATIONAL AND CULTURAL EXCELLENCE

## PROGRAMMED INSTRUCTION

*See also* INSTRUCTIONAL MATERIALS; EDUCATION; TRAINING

## PROGRAM SPECIFIC INFORMATION

Promotion Use UPGRADING

PSC Use PUBLIC SERVICE CAREERS

Public Agencies Use GOVERNMENT WORK

Public Assistance Use WELFARE PROGRAMS

Public Employment Use GOVERNMENT WORK

## PUBLIC EMPLOYMENT PROGRAMS

## PUBLIC EMPLOYMENT SERVICE

Public Health Industry Use HEALTH MANPOWER

Public Policy Use ECONOMIC POLICY

## PUBLIC SAFETY

*See also* POLICE; FIRE FIGHTERS

## PUBLIC SECTOR

*See also* GOVERNMENT WORK; PUBLIC EMPLOYMENT PROGRAMS

## PUBLIC SERVICE CAREERS

Public Service Employment Use PUBLIC EMPLOYMENT PROGRAMS

Public School Teachers Use TEACHERS

## PUBLIC UTILITIES

Public Welfare Laws Use WELFARE LEGISLATION

Public Welfare Programs Use WELFARE PROGRAMS

## PUERTO RICANS

*See also* SPANISH-SPEAKING AMERICANS

Qualifications Use JOB APPLICANTS

## RACIAL DISCRIMINATION

*See also* EQUAL EMPLOYMENT OPPORTUNITY COMMISSION; DISCRIMINATION

Racial Minorities Use MINORITIES

## RAILROADS

## READING

*See also* BASIC EDUCATION

Real Earnings Use EARNINGS

## REAL ESTATE JOBS

Recidivism Use CORRECTIONS

## RECREATION AND PARKS

## RECRUITMENT

*See also* HIRING PRACTICES

## REEMPLOYMENT ASSISTANCE

## REFERRAL

## REGIONAL OFFICE OF MANPOWER ADMINISTRATION

## REGIONAL PLANNING

*See also* COMPREHENSIVE MANPOWER PLANNING; PRIME SPONSORS PLANNING COUNCIL

## REHABILITATION

*See also* DRUG USERS; HANDICAPPED; ALCOHOLICS; CORRECTIONS

RELATED INSTRUCTION

Relocation Assistance Use MOBILITY ASSISTANCE

Remedial Education Use REMEDIAL TRAINING

REMEDIAL TRAINING

Research and Development Use MANPOWER PLANNING,  
RESEARCH AND DEVELOPMENT

RESIDENTIAL JOB CENTERS.

See also JOB CORPS

RESOURCE ANALYSIS

RETARDED

RETENTION OF TRAINEES

See also DROPOUTS

RETIREMENT

See also PENSIONS; OLDER WORKERS; TRANSITION  
FROM WORK TO RETIREMENT

RETRAINING

ROLE MODELS

ROLE PLAYING

RURAL MANPOWER POLICY RESEARCH GROUP

Salaries Use WAGES

SANITATION WORKERS

School Teachers Use TEACHERS

School-To-Work Transition Use TRANSITION  
FROM SCHOOL TO WORK

SCIENTISTS

SEASONAL EMPLOYMENT

See also TEMPORARY EMPLOYMENT; MIGRANTS

Secondary Education Use HIGH SCHOOLS

SECONDARY LABOR FORCE

See also DUAL LABOR MARKETS

SECRETARIAL OCCUPATIONS

See also CLERICAL OCCUPATIONS; STENOGRAPHERS

Selection Use RECRUITMENT

SELF-HELP FOR JOBSEEKERS

Self-Image Use ATTITUDES

SENIORITY SYSTEMS

SERVICE DELIVERY SYSTEMS

SERVICE INDUSTRIES

SEX DISCRIMINATION

See also WOMEN; EQUAL EMPLOYMENT OPPOR-  
TUNITY COMMISSION; WAGE DIFFERENTIALS;  
MALE/FEMALE

SHELTERED WORKSHOPS

SIMULATION

Skill Training Use OCCUPATIONAL TRAINING

Skill Transferability Use TRANSFERABILITY OF SKILLS

SMSA Use STANDARD METROPOLITAN STATISTICAL  
AREA

SOCIAL CHANGE

Social Health Technicians Use HEALTH MANPOWER

SOCIAL INDICATORS

SOCIAL MOBILITY

SOCIAL POLICIES

SOCIAL SCIENCES

SOCIAL SECURITY ACT

Social Support Use SUPPORTIVE SERVICES

Social Workers Use SOCIAL SERVICE EMPLOYEES

SOCIOLOGICAL FACTORS

SPANISH-SPEAKING AMERICANS

See also MEXICAN AMERICANS; CHICANOS; PUER-  
TO RICANS

STAFF TRAINING

Staffing Use MANPOWER PROGRAM STAFFING

STANDARD METROPOLITAN STATISTICAL AREA (SMSA)

STATE AND LOCAL GOVERNMENT

State Employment Service Use PUBLIC EMPLOYMENT  
SERVICE

STATE MANPOWER SERVICES COUNCIL (CETA)

STEEL INDUSTRY

## STENOGRAPHERS

*See also* SECRETARIAL OCCUPATIONS

## STRUCTURAL UNEMPLOYMENT

## STUDENTS

*See also* HIGH SCHOOLS; YOUTH; UNIVERSITIES  
AND COLLEGES

## SUMMER JOBS

*See also* NEIGHBORHOOD YOUTH CORPS (NYC)

## SUPERVISION

Supply of Labor Use LABOR SUPPLY

## SUPPORTED EMPLOYMENT

*See also* JOB CREATION

## SUPPORTIVE SERVICES

*See also* BONDING ASSISTANCE; CHILD DAY CARE;  
HEALTH; TRANSPORTATION

## SYSTEMS DESIGN AND ANALYSIS

Task Analysis Use JOB ANALYSIS

## TEACHERS

Teaching Machines Use PROGRAMMED INSTRUCTION

## TECHNICAL ASSISTANCE

## TECHNICAL TRAINING

## TECHNICIANS

## TECHNOLOGY AND TECHNOLOGICAL CHANGE

*See also* PRODUCTIVITY

## TEENAGERS

*See also* YOUTH

## TELEPHONE INDUSTRY

## TEMPORARY EMPLOYMENT

*See also* CASUAL LABORERS; SEASONAL EMPLOY-  
MENT

## TEMPORARY HELP SERVICE

Ten re. Use JOB RETENTION

## TESTING

*See also* PUBLIC EMPLOYMENT SERVICE; ASSESS-  
MENT AND EVALUATION; INTAKE/ASSESSMENT

## TEXTILE INDUSTRY

## TOOL AND DIE

Trade Restrictions Use FOREIGN TRADE AND INVESTMENTS

## TRAINING

## TRAINING ALLOWANCES

*See also* INCENTIVES

Training Assessment Use TRAINING EFFECTIVENESS  
AND IMPACT

## TRAINING CENTERS

## TRAINING EFFECTIVENESS AND IMPACT

*See also* EFFECTIVENESS OF PROGRAMS; ASSESS-  
MENT AND EVALUATION; RETURNS ON TRAINING

## TRAINING INCENTIVES

*See also* INCENTIVES

Training Manuals Use HANDBOOKS

Training Materials Use INSTRUCTIONAL MATERIALS

## TRAINING PROGRAM MANAGEMENT

*See also* MANPOWER PROGRAM MANAGEMENT

## TRANSFERABILITY OF SKILLS

## TRANSITION FROM SCHOOL TO WORK

## TRANSITION FROM WORK TO RETIREMENT

*See also* RETIREMENT

Transitional Public Service Employment Use PUBLIC  
EMPLOYMENT PROGRAMS

## TRANSPORTATION

## TRUCKING INDUSTRY

## TURNOVER

*See also* JOB RETENTION

## TUTORING

## TYPISTS

*See also* CLERICAL OCCUPATIONS

## UNDEREMPLOYMENT

## UNEMPLOYED

*See also* UNEMPLOYMENT; CHRONICALLY UNEM-  
PLOYED

UNEMPLOYMENT

UNEMPLOYMENT BENEFIT EXHAUSTEES

Unemployment Compensation Use UNEMPLOYMENT INSURANCE

UNEMPLOYMENT INSURANCE

UNION ENTRY

Union-Management Relations Use COLLECTIVE BARGAINING

UNION MANPOWER PRACTICES

UNIONS

See also UNION MANPOWER PRACTICES; COLLECTIVE BARGAINING

UNIVERSITIES AND COLLEGES

See also COLLEGE GRADUATES; INSTITUTIONAL GRANTS

UPGRADING

See also OCCUPATIONAL MOBILITY

UPWARD BOUND

URBAN AREAS

See also METROPOLITAN AREAS

URBAN PROBLEMS

U.S. Employment Service Use PUBLIC EMPLOYMENT SERVICE

Vesting Use PENSIONS

VETERANS

VOCATIONAL EDUCATION

See also APPRENTICESHIP

VOCATIONAL GUIDANCE

See also COUNSELING AND TESTING

VOCATIONAL REHABILITATION

VOCATIONAL TRAINING

VOLUNTEERS

VOUCHERS FOR TRAINING

WAGE EARNERS

WAGE-PRICE CONTROLS

WAGE STRUCTURE

See also WAGE DIFFERENTIALS; OCCUPATIONAL STRUCTURES

WAGE SUBSIDIES

See also SUPPORTED EMPLOYMENT

WAGES

See also INCOME; EARNINGS; MINIMUM WAGE LAWS

Wagner-Peyser Act Use PUBLIC EMPLOYMENT SERVICE

Want Ads Use NEWSPAPER ADVERTISEMENTS

WELFARE LEGISLATION

See also WORK INCENTIVE PROGRAM (WIN)

WELFARE PROGRAMS

See also AID TO FAMILIES WITH DEPENDENT CHILDREN; WORK INCENTIVE PROGRAM (WIN); WELFARE RECIPIENTS; ECONOMIC WELFARE

WIN Use WORK INCENTIVE PROGRAM (WIN)

WOMEN

See also MOTHERS; MALE/FEMALE; YOUNG WOMEN

WOOD PRODUCTS INDUSTRY

WORK ADJUSTMENT TRAINING

WORK ATTITUDES

See also JOB SATISFACTION; MOTIVATION

WORK ENVIRONMENT

See also OCCUPATIONAL SAFETY AND HEALTH; QUALITY OF EMPLOYMENT; ORGANIZATIONAL ENVIRONMENT

WORK EXPERIENCE PROGRAMS

See also NEIGHBORHOOD YOUTH CORPS (NYC); JOB CORPS; WORK INCENTIVE PROGRAM (WIN); PUBLIC EMPLOYMENT PROGRAMS

Work History Use LABOR MARKET BEHAVIOR

WORK INCENTIVE PROGRAM (WIN)

WORK SAMPLING

See also TESTING

WORK SCHEDULES

Workshops Use CONFERENCES

WORK-STUDY PROGRAMS

*See also* NEIGHBORHOOD YOUTH CORPS (NYC)

Worker Assessment and Orientation Use ASSESSMENT OF  
APPLICANTS AND TRAINEES

Worker Productivity Use PRODUCTIVITY

WORKER TRAITS

*See also* JOB DESCRIPTION; JOB APPLICANTS

WORKING CONDITIONS

Working Poor Use POVERTY

WORKMEN'S COMPENSATION LAWS

Workshops Use CONFERENCES

Workweek Use WORK SCHEDULES

X-RAY Technicians Use HEALTH MANPOWER

Young Adults Use YOUTH

YOUNG MEN

*See also* YOUTH

YOUNG WOMEN

*See also* YOUTH

YOUTH

*See also* JOB CORPS; NEIGHBORHOOD YOUTH CORPS  
(NYC); YOUNG MEN; YOUNG WOMEN; YOUTH PRO-  
GRAMS; TEENAGERS

YOUTH PROGRAMS

*See also* NEIGHBORHOOD YOUTH CORPS (NYC)



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**Linda Clement**

**Photography**

**Paul Williams**

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**Paul Williams**

**Illustrations**

**Linda Clement**

**Typesetting**

**Deborah Greene**

**Special Assistance**

**C. Michael Ault**

**Russ Benson**

**Sara Roberts**