DOCUMENT RESUME

ED 075 060 LI 004 299

TITLE	Librarians Workshop: Library Goals, Objectives, Program, Evaluation.
INSTITUTION	Santa Barbara Elementary and High School District, Calif.
PUB DATE	73
NOTE	102p.;(1 Reference)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Evaluation; Librarians; *Library Planning; *Library Programs; *Library Services; *Objectives; School Libraries; Secondary Schools; Workshops

ABSTRACT

This 1973 report is the result of a continuing workshop funded by the Santa Barbara High School District. Its purpose was to formulate goals, objectives, program description and evaluation for effective secondary school library service. The librarians of the high school district drafted this publication. Although initially directed toward the implementation of Planning, Programming, Budgeting System, their ideas have been influenced by the implications of the Stull Bill for library service. Items can be stated one way to describe the library programs, but stated another way become a job description for the professional librarian and the supporting staff. Because of the Stull Bill it was decided to use the job rather than the program description. Librarians from all the secondary schools of the district worked together to present goals that would reflect a composite viewpoint of service in a building level library. Since every library is different, any librarian making use of this publication will need to select, change and adapt these goals and objectives to fit their situation. Also, it is acknowledged that library service must change, grow and develop just the same as the educational system within which it works. Goals and objectives need to be reconsidered and reevaluated periodically. (Author/NH)

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GOALS

OBJECTIVES

PROGRAM

EVALUATION

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Librarians Workshop
Santa Barbara High School District
1972-73

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SANTA BARBARA HIGH SCHOOL DISTRICT

LIBRARIANS' WORKSHOP

This 1973 report is the result of a continuing workshop funded by the Santa Barbara High School District. Its purpose was to formulate goals, objectives, program description and evaluation for effective secondary school library service.

The librarians of the high school district met in brainstorming sessions, many hours beyond the designated forty. They drafted this publication. Although initially directed toward the implementation of Planning, Programming, Budgeting System, their ideas have been influenced by the implications of the Stull Bill for library service. Items can be stated one way to describe the library program, but stated another way become a job description for the professional librarian and the supporting staff. Because of the Stull Bill it was decided to use the job rather than the program description.

Librarians from all the secondary schools of the district worked together to present goals that would reflect a composite viewpoint of service in a building level library. It is understood, of course, that every library is different. Any librarian making use of this publication will need to select, change and adapt these goals and objectives to fit another situation. Also, it is acknowledged that library service must change, grow and develop just the same as the educational system within which it works. Goals and objectives need to be reconsidered and reevaluated periodically.

A great deal of though has been given to the question of the percentages given in the objectives. They are still only educated guesses but arrived at with almost full concensus. They should not be taken by others as established figures. It will take years of working with processes for evaluation to give them a sound basis.

In our first draft of P.P.B.S and the Library Goals, Objectives and Program the attempt was made to include quality factors, behavior that reflected attitudes, and some of the many intangible aspects of a school library program. The response to this convinced the group this was appreciated. Reflected in the goals and objectives are those areas most important to library service and the proper concern of the librarians.

The librarians hope sight has never been lost of the fact that it is the young people we serve who are our ultimate raison d'etre. Every aspect of the consideration of the group had at its heart their needs, their desires, and their welfare.

In conclusion we wish to thank those persons and groups whose approval has made this workshop possible. This includes the Board of Education, The Secondary Curriculum Council and Mr. Arthur North, Associate Superintendent. We want to

acknowledge the valuable assistance given by Dr. J. Roy Barron, Director of Instructional Materials. Our gratitude also goes to Mr. Paul Jillson of the Santa Barbara County Schools office for the inspiration and guidance he gave us.

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ESSENTIALS OF A GOOD LIBRARY PROGRAM

In order to have a school library program which will help achieve the school's educational aims and objectives, and meet the needs of teachers and students, the school library must have adequate and well balanced resources:

Personnel

A librarian with educational vision to formulate and implement the program.

Clerical and sub-professional assistants to free the librarian from the volume of time consuming detail necessary in acquiring, processing and circulating library materials, for whom specialized training in library routines and methods is important.

Clerical assistance in special areas such as textbook and audio-visual services.

Materials

A library collection in books and other forms of the printed word, and a variety of media including audio-visual materials. The basic collection will be materials of a high standard of quality with a quantity of over ten books per student.

Facilities

A library reading room, equipped for use of multi-media, with adjoining workrooms and offices, conference rooms for small group study, a classroom for class presentations, quarters to house audio-visual materials and equipment, with textbooks housed nearby. Special furniture and equipment for operations peculiar to library service are necessary.

The extent to which the school library program can function and be successful depends upon active endorsement and financial support from:

The Board of Education

The implementation of the most effective school library program is the responsibility of the Board of Education. It defines the goals and aims of the educational community and understands the relationship of the library to these goals. It is the obligation of the Board to allocate the financial support necessary to carry out the library program.

The Superintendent

The Superintendent understands the library program and its relationship to the educational goals of the district. He is responsible for promoting the library program in the areas of budget, implementation and personnel.

Directors of Curriculum
and Instructional Materials

As specialists in areas of instruction and policy, they serve as consultants to the librarians, interpret the aims and needs of the library to the Superintendent and Board, and give direction to the district wide development of libraries.

The Principal

The Principal is a key person in the development of a good school library program. He encourages wide and effective utilization of the library by teachers and students. He is aware of the objectives of the library program and interprets them to the faculty and community. Unless the librarian functions with the support of the Principal, the full potential of a good library program can never be realized.

The Teacher

The teacher seeks to know the collection, especially in his subject areas, and considers the library as an extension by his classroom, and an integral part of the educational program.

Parent-Teacher and Other Community Groups

Both the lay and educational community should expect, cooperate with and support a good library program in all possible ways.

The Student Body

The student is the end product around which all library activities are centered, and is its reason for being. When students use the library and have positive attitudes toward its activity, they are evidence of an effectively implemented library program.

From:

School Libraries A Manual of Procedures and Guidelines (Published by the Santa Barbara High School District, 1969)

The primary goal of an effective library program is, of course, to promote the general over-all objectives of the school in which the library serves. The purposes and objectives adopted by the Board of Education for junior and senior high schools are given on the following pages. Within the context of these goals, the High School District librarians present their goals and objectives for library service.

PURPOSES AND OBJECTIVES OF THE SANTA BARBARA ELEMENTARY AND SECONDARY SCHOOLS

Implementing Statement: Junior High Schools

It is the function of the junior high schools to educate students in grades 7, 8, and 9 in accordance with requirements prescribed by the State of California and the Board of Education.

In fulfilling this basic function, the individual junior high school:

1. Helps the student in his transition from childhood to adolescence; and from the elementary school, with its essentially child-centered emphasis, to the high school, with its greater emphasis on subject matter.
2. Continues and expands instruction in basic skills and encourages further development of attitudes and appreciations begun in the elementary schools.
3. Requires certain basic courses, including English, mathematics, history, geography, American government, science, physical education, homemaking for girls, industrial arts for boys, art or music.
4. Provides elective courses in various subject areas so that students may explore a number of occupational possibilities and cultural interests. This exploration of many avenues of learning enables students to acquire the background necessary to a wise selection of the area of specialization in later school years.
5. Provides opportunities for daily practice of democracy and Americanism in order to promote the student's sense of civic responsibility and his dynamic belief in the American way of life.
6. Provides extra-curricular activities that constitute an extension of the academic program.
7. Assists the student to:
   a. Pursue learning that will develop his greatest potential.
   b. Develop personal understanding and appreciation for both the fine arts and the practical arts.
   c. Acquire self-confidence and develop conscientiousness in accepting the discharging responsibilities.
   d. Develop dependability and pride in self, home, school, community, and nation through personal and group activities.
   e. Grow in maturity by gradually transferring decision making to him in choice of elective subjects, in student government, and other appropriate means.
   f. Develop and maintain physical and mental health.

Implementing Statement: Senior High Schools

It is the function of the senior high schools to educate students in grades 10, 11, and 12 in accordance with requirements prescribed by the State of California and the Board of Education.

In fulfilling this basic function, the individual high school:

1. Serves as a comprehensive high school accommodating all of the youth of the community.
2. Provides:
   a. A sound general education for all students, regardless of their vocational abilities and interests.
   b. Effective training for those students who will complete their full-time education upon graduation from high school.
   c. Effective programs for those students whose vocations will depend on their subsequent education in colleges and universities.
3. Assists the student in his transition from adolescence to young adulthood and in his development and maintenance of sound physical and mental health.
4. Continues and expands instruction in basic skills, attitudes, and appreciations.
5. Requires certain basic courses, including English, history, American government, science, mathematics, physical education, and driver education.
6. Provides elective courses that will enable the student to explore areas not included in his basic program of instruction and to develop skills and appreciations in areas of special interests and talents.
7. Maintains a program of extra-curricular activities that offer opportunities for developing personal interests and abilities, group activities, and practice in the democratic processes.
8. Fosters development of a democratic school spirit; understanding and respect among students with differing backgrounds, abilities, and goals; and appreciation for the dignity and inter-relationship of all kinds of labor and skills needed for our complex society.

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Adopted by Board of Education May 1962; Revised February 8, 1968

librarians, to have access to material needed to attain the goals of an ever changing instructional program, and a library developed with consideration for his instructional and professional needs

6. Each student will have the opportunity, through library resources and the services of credentialed librarians, to develop a growing vocabulary and the ability to read increasingly difficult material

7. Each student will have the opportunity through library resources and the services of credentialed librarians, to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information

8. Each student will have the opportunity, through library resources and the services of credentialed librarians, to use the library resources in a climate of informality with consideration for the rights of all

9. Each student will have the opportunity, through library resources and the services of credentialed librarians, to establish patterns of individual study, independent research and self instruction

10. Each student will have the opportunity, through library resources and the services of credentialed librarians, to develop aesthetic appreciation and critical judgment in reading, viewing and listening

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LIBRARY GOALS

Goals

1. Each student will have the services of credentialed librarians and supporting staff in sufficient numbers to implement adequately the goals of an effective library program

2. Each student will have the opportunity, through library resources and the services of credentialed librarians, to select material from a well rounded multi-media collection, which has been developed with consideration for his interests, ability level, and his need to cope with an ever increasing body of knowledge

3. Each student will have the opportunity, through the services of credentialed librarians and supporting staff, to find library materials efficiently organized for easy retrieval and use.

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

5. Each teacher will have the opportunity, through library resources and the services of credentialed librarians, to have access to material needed to attain the goals of an ever changing instructional program, and a library developed with consideration for his instructional and professional needs

groups, and their contribution to our American heritage

17. Each student will have the opportunity through library resources and the services of credentialed librarians, to develop an understanding and appreciation of peoples of the world and their culture

18 Each student will have the opportunity, through library resources and the services of credentialed librarians, to elect to become a student library assistant and to receive guidance and instruction in library skills and to have meaningful work experience

14. Each student will have the opportunity, through library resources and the services of credentialed librarians, to have the freedom to read, view and listen consistent with his individual needs and level of maturity

15. Each student will have the opportunity, through library resources and the services of credentialed librarians, to explore in many areas prior to making life shaping decisions

16. Each student will have the opportunity, through library resources and the services of credentialed librarians, to have access to materials representative of various religious, ethnic and cultural groups, and their contribution to our American heritage

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Goals

11. Each student will have the opportunity, through library resources and the services of credentialed librarians, to receive guidance in reading, viewing and listening

12. Each student will have the opportunity, through library resources and the services of credentialed

GOAL 1: Each student will have the services of credentialed librarians and supporting staff in sufficient numbers to implement adequately the goals of an effective library program

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	

1.1.1
Given the need for a well developed and coordinated library program, at least 95% of the time teachers and students will receive services supervised and coordinated by professional librarians according to the following formula:
For Basic School - 1,000
1 head librarian (Credentialed)
1 assistant librarian (Credentialed) for each additional 500 students or fraction thereof beyond 1,000
Note: At least one of the above to have special training as a media specialist
	1.2.1
	Administrative Responsibilities:
	• Plans and coordinates library services to implement the educational program of the school
	• Budgets within alloted library funds (including E.S.E.A.) for:
	  • Library books and materials
	  • Audio-visual materials
	  • Subscriptions
	  • Supplies
	  • Bindery
	• Participates in the selection and evaluation of other library staff members
	• Trains and directs staff in skills needed to perform assigned tasks
	• Plans for the most effective use of facilities and equipment currently available and that planned for anticipated growth
	• Plans the division of duties among the professional and other staff members
			1.4.1
			Compare library personnel with recommendations in:
			• STANDARDS FOR THE DEVELOPMENT OF SCHOOL MEDIA PROGRAMS IN CALIFORNIA (California Association of School Librarians & * Audio-visual Education Association of California) 1970
			• STANDARDS FOR SCHOOL MEDIA PROGRAMS (American Library Association and National Education Association) 1969
			
			* Title now is: California Association for Educational Media and Technology

GOAL 1: (continued) ... credentialed librarians and supporting staff in sufficient numbers to implement adequately the goals of an effective library program

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
1.1.2 Given that the implementation of an effective library program is dependent on adequate and qualified staff, at least 95% of the time teachers and students will receive services from classified staff according to the following formula: 1 library aide for each librarian 1 library clerk for each librarian Note: If A/V/Textbook services are supervised by the librarian the A/V-Textbook clerk position is in addition to the above formula	1.2.1 (continued) Administrative Responsibilities: • Schedules the work program of the aides, clerks and student assistants • Supervises and checks the work of clerical staff and student assistants • Participates with school administration, department heads and other curricular leaders in planning course offerings with special emphasis on effective use of media resources • Interprets the library program to the school and community, cooperating with other librarians in the community to do so • Establishes rules and procedures for the circulation of materials to ensure fair and maximum use • Creates and maintains a library atmosphere that stimulates intellectual activity	1.3.1 Under the supervision of the librarian carries out assignments of duties and responsibilities for the achievement of an effective library program 1.3.2 Pre-requisite: To have taken Library Technician courses at Santa Barbara City College or have its equivalent in experience	

GOAL 1: (continued) ... credentialed librarians and supporting staff in sufficient numbers to implement adequately the goals of an effective library program

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
	1.2.1 (continued)		
	Administrative Responsibilities: • Schedules the use of the library by classes and groups with the least possible interruption of the service to individuals • Maintains the statistics necessary for evaluation and submits reports periodically that show the use, growth and needs of the library • Belongs to and takes an active role in state, regional and national professional organizations, teacher groups and P.T.A.		

GOAL 1: (continued) ... credentialed librarians and supporting staff in sufficient numbers to implement adequately the goals of an effective library program

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
1.1.3 Given that an effective library program is dependent on a comprehensive, timely and relevant materials collection, at least 95% of the time teachers and students will receive the services of professional librarians as materials specialists	1.2.2 Materials Specialist Responsibilities: • Selects books and other print and non-print materials • Catalogs and processes print and non-print materials to achieve the most effective use • Provides leadership in the promotion of the materials collection to achieve maximum use • Keeps informed about new materials and trends in related technology • Stimulates reading and gives guidance to students in the individual choice of books • Suggests and initiates new library activities that will expand the services of the library • Serves teachers as a reference librarian • Helps teachers to be aware of current developments in their fields	1.3.3 Types orders, requisitions; checks in materials, etc. 1.3.4 Types catalog cards from copy, prepares materials for use	
1.1.4 Given the need to nurture a lifelong love of reading, to develop aesthetic appreciation, and to help students understand themselves, at least 90% of the time students will find professional librarians for guidance in reading, viewing and listening			

GOAL 1: (continued) ... credentialed librarians and supporting staff in sufficient numbers to implement adequately the goals of an effective library program

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
1.1.5 Given the need for assistance in reference and research, at least 90% of the time teachers and students will find professional librarians to advise them	1.2.2 (continued) Materials Specialist Responsibilities: • Contributes to curriculum planning through a knowledge of available materials		

1.1.6
Given the need to become proficient in the use of the library, at least 90% of the time students will find professional librarians available for individual and/or group instruction
	1.2.3
	Responsibilities as a Teacher:
	• Assumes responsibility for providing instruction in the use of the library, its tools, equipment and resources
	• Assists students in acquiring and developing:
	  • Good study habits
	  • Independence in learning
	  • Skills in research and critical evaluation
	• Strives to develop in students the trait of intellectual curiosity
	• Assists teachers in effective use of media and to plan library centered projects that require the use of the library resources		

1.1.7 Given that a good library is a laboratory for learning, at least 95% of the time teachers and students will receive the services of professional librarians as consultants in areas of individual study, curriculum, and educational planning			

GOAL 1: (continued) ... credentialed librarians and supporting staff in sufficient numbers to implement adequately the goals of an effective library program

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
	1.2.3 (continued)		
	Responsibilities as a Teacher: • Helps new teachers learn to use the library as a teaching tool • Assists teachers and students in producing materials to supplement those available commercially • Serves on teaching teams		

Goal 2: Each student will have the opportunity, through library resources and the services of credentialed librarians, to select materials from a well-rounded multi-media collection, which has been developed with consideration for his interests, ability level, and his needs to cope with an ever increasing body of knowledge

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
2.1.1 Given an interest or assignment in reading, at least 90% of the time students using the library will find materials within their level of ability 2.1.2 Given specific individual interests or needs (hobbies, personal adjustment, etc.), at least 90% of the time students will find appropriate materials	2.2.1 Selects materials in accordance with the Santa Barbara High School District Selection Policy See APPENDIX 1 A 2.2.2 Selects materials as the result of: . Educational training and experience . Knowledge and use of a wide range of evaluative and bibliographic tools See APPENDIX 1 B . Familiarity with materials, authors, publishers and jobbers . An understanding of the psychology of youth and the learning process . An extensive knowledge of reference materials . Knowledge of the existing collection . Participation in curriculum planning	2.3.1 Searches for bibliographic information needed in the acquisition of materials 2.3.2 Checks orders against existing collection to avoid unwanted duplication 2.3.3 Types requisitions, order lists, follow-up letters, etc. 2.3.4 Maintains files of materials ordered and received 2.3.5 Maintains a file of requisitions and purchase orders 2.3.6 Posts the bookkeeping records of materials ordered and received and maintains a current record of unencumbered budget	2.4.1 Check library holdings with the latest edition of: . SENIOR HIGH SCHOOL LIBRARY CATALOG (H. W. Wilson) . JUNIOR HIGH SCHOOL LIBRARY CATALOG (H. W. Wilson) . PUBLIC LIBRARY CATALOG (H. W. Wilson) . A BASIC BOOK COLLECTION FOR JUNIOR HIGH SCHOOLS (American Library Ass'n.) . GUIDE TO REFERENCE BOOKS (Winchell) . ELEMENTARY SCHOOL LIBRARY COLLECTION (Gaver) . GUIDE TO EDUCATIONAL MEDIA (Rufsvold) . Other evaluative tools 2.4.2 Enlist subject area specialists to evaluate the collection in their subject fields

GOAL 2: (continued) ... to select materials from a well-rounded multi-media collection, which has been developed with consideration for his interests, ability level, and his needs to cope with an ever increasing body of knowledge

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
2.1.3 Given an interest or assignment to be fulfilled through the use of the latest materials, at least 90% of the time students will find a selection that covers new developments and knowledge	2.2.3 Selects materials to: . Meet the varied interests of students . Encourage the development of new interests and ideas . Provide reference resources for existing and new courses . Stimulate and encourage students to read, view and listen . Enrich and broaden the existing collection and eliminate any weaknesses	2.3.7 Maintains a current file of vendors with their addresses and representatives	2.4.3 The high school library collection is included in the evaluation by official accreditation teams
2.1.4 Given a personal interest or an assignment involving audio-visual materials, at least 90% of the time students will find a well-rounded selection of such materials	2.2.4 Budgets for books, reference materials, magazines, audio-visual materials, pamphlets, etc., to implement the library's goals and objectives	2.3.8 Orders selections of free and inexpensive materials for the library's pamphlet and picture file	2.4.4 See Survey Questions for Goal 2 in APPENDIX 2
	2.2.5 Plans, develops and supervises the procedures to be carried out by the supporting staff in the acquisition of materials	2.3.9 Maintains a visible file of magazine subscriptions, records the receipt of each issue, notifies the publishers of issues not delivered, routes departmental magazines, etc.	2.4.5 A spot check at predetermined intervals of students and teachers to show activities in and the use of the library and its resources
		2.3.10 Types, duplicates and distributes lists of new materials	
		2.3.11 Assists in the inventory of the materials collection to determine items to be replaced	

GOAL 2: (continued) ... to select materials from a well-rounded multi-media collection, which has been developed with consideration for his interests, ability level, and his needs to cope with an ever increasing body of knowledge

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
2.1.5 Given broad and ever expanding educational horizons at least 90% of the total students will find materials in quantities commensurate with the formula found on the following pages	2.2.6 Promotes faculty and student involvement in the selection of material, and notifies the requester of its receipt 2.2.7 Informs the faculty members of the acquisition of materials pertinent to their subject fields and interests 2.2.8 Continuously evaluates, with the assistance of the faculty, the existing collection by subject area and removes worn and dated materials, replacing items still needed 2.2.9 Plans purchases throughout the year so that new materials are provided on a continuing basis	2.3.12 Orders and maintains an inventory of supplies for the acquisition of materials	

GOAL 2: (continued) ... to select materials from a well-rounded multi-media collection, which has been developed with consideration for his interests, ability level, and his needs to cope with an ever increasing body of knowledge

MATERIALS SELECTION AND ACQUISITION TO IMPLEMENT GOALS (Basic School - 1,000)

MATERIALS		EQUIPMENT		FURNITURE		STORAGE	
	Quan.		Quan.		Quan.		Quan.
Books per student	20			Shelving (8 books/l.f.)	2,500 lin.ft.		
Magazines (titles) Jr. High Sr. High	125 175			Shelving	125-175 lin.ft.	Back issues	3 to 5 years
Newspapers (titles)	6-10			Newspaper rack to accommodate	6-10	Back issues	One month
Pamphlets	Extensive collection			Pamphlet files (4-drawer, legal)	8-10		
Filmstrips per student	2	Filmstrip viewers	5	Wet carrels	5	Cabinets to house (Or min. 200.l.f.)	2,000
Filmstrips (Sound) per student	2	Sound filmstrip viewers to accommodate: Discs Cassettes	 3 3	Wet carrels	6	Cabinets to house tapes, discs, cassettes	2,000
Recordings per student: Tape, disc, cassette	3	Tape recorder (reel to reel) Record players with earphones Cassette players Cassette recorder Tape splicer	1 5 5 1 1	Wet table (7'x3' in soundproof room with 6 chairs) Console (For control and service to listen-area) stations Console channels	1 12 5		

FORMULA

GOAL 2: (continued) ... to select materials from a well-rounded multi-media collection, which has been developed with consideration for his interests, ability level, and his needs to cope with an ever increasing body of knowledge

MATERIALS SELECTION AND ACQUISITION TO IMPLEMENT GOALS (Basic School - 1,000) - Continued

MATERIALS	Quan.	EQUIPMENT	Quan.	FURNITURE	Quan.	STORAGE	Quan.
Slides per student	5	Slide projector with rear view screen Slide viewers	2 2	Wet carrels	4	Shelving to house (12" deep)	5,000
Transparencies	2,000+	Overhead projector with cart	1			File cabinet (4-drawer, legal) Shelving for sets (12" deep)	1
Graphic materials Art prints, pictures, study prints, etc.		Easels for graphic materials Dry mount press Paper cutter	2 1 1	Map cases for graphic materials	2	Specialized storage for framed and unframed prints	
Globes Political, relief, astronomical, etc.	2 to 3						
Super 8mm filmloops per student	1	Filmloop projectors Super 8mm projector with cart Film loop splicer	4 1 1	Wet carrels	4	Cabinets or shelving for film loop cartridges	1,000
Microfilm Backfiles of magazines	10-20%	Microfilm reader Microfilm reader/printer	1 1	Wet carrels	2	Microfilm cabinets to house holdings	
Sculpture and realia						Special storage to house items not on display	

FORMULA

GOAL 2: (continued) ... to select materials from a well-rounded multi-media collection, which has been developed with consideration for his interests, ability level, and his needs to cope with an ever increasing body of knowledge

MATERIALS SELECTION AND ACQUISITION TO IMPLEMENT GOALS (Basic School - 1,000) - Continued

MATERIALS		EQUIPMENT		FURNITURE		STORAGE	
	Quan.		Quan.		Quan.		Quan.
		Copying machine	1				
		Primary typewriter	1	Typing table	1		
		Electric typewriter	1	Typing table	1		
		Standard typewriters	2	Typing table	2		
		Standard typewriters for typing room	5	Typing table	5		
		Mechanical lettering devices					
		Television viewer	1	Wall mounting or cart	1		
Video tapes	Access to district holdings					Reels	10 to 12

FORMULA

GOAL 3: Each student will have the opportunity, through services of credentialed librarians and supporting staff, to find library materials efficiently organized for easy retrieval, use or loan

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
3.1.1 Given the need to locate library materials, at least 90% of the time students using the library will find proper cataloging and classification which facilitate retrieval	3.2.1 Catalogs all types of materials (print and non-print)	3.3.1 Processes all types of materials for loan: • Types catalog cards, shelf list, etc. • Attaches labels, pockets, plastic jackets, etc. • Files catalog and shelf list cards, subject to revision by a librarian • Other	3.4.1 Student Activity: Students to be given the author or title or subject of books and other materials to be located through the use of the card catalog and the classification system Performance in this activity can be used to demonstrate how these tools facilitate the locating of materials
3.1.2 Given the need to have a successful experience in the use of the library, at least 90% of the time students will receive efficient service from the classified staff and student assistants at the check-out desk	3.2.2 Supervises the clerical staff and student assistants in their tasks in connection with cataloging, processing and circulation of materials	3.3.2 Assists in the supervision of student assistants in carrying out circulation procedures such as: • Checking-out, renewing, and returning of all materials • Shelving of books, magazines, audio-visual materials, etc. • Recording statistics of daily circulation • Sending notices for overdue materials	3.4.2 See Survey Questions for Goal 3 in APPENDIX 2
3.1.3 Given the need to use a wide variety of materials, at least 90% of the time students will find a loan policy designed to meet their needs	3.2.3 Establishes procedures for the storage, retrieval and loan of all types of materials		3.4.3 A spot check at predetermined intervals of students and teachers to show activities in and the ise of the library and its resources
	3.2.4 Maintains and revises a current card catalog of all materials		
	3.2.5 Supervises the maintenance of a current shelf list of all materials for inventory and other purposes		

GOAL 3: (continued) ... to find library materials efficiently organized for easy retrieval, use or loan

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
3.1.4 Given an interest in using materials in ephemeral form (pamphlets, catalogs, etc.), at least 90% of the time students will find them organized for easy retrieval, use or loan	3.2.6 Supervises the clerical staff and student assistants in organizing periodicals for storage and circulation	3.3.3 Assists students in finding the location of all types of materials	
3.1.5 Given an interest in using audio-visual materials (tape and disc recordings, filmstrips, art and study prints, realia, etc.), at least 90% of the time students will find them organized for easy retrieval, use or loan	3.2.7 Establishes a pamphlet file based on acceptable list of broad subject headings	3.3.4 Prepares pamphlets and other ephemeral materials for circulation	
	3.2.8 Establishes a system for cataloging and processing storage and use of all types of audio-visual materials	3.3.5 Maintains the periodical collection and handles correspondence relating to issues not received, etc.	
		3.3.6 Types orders for magazines on microfilm and maintains the file of back issues	
		3.3.7 Assists in the cataloging and processing of all types of audio-visual materials	

GOAL 4: Each student will have the opportunity, through the services of credentialed librarians and implementation by the school district, to find physical facilities in the library which will adequately and attractively house the book collection, provide easy access to audio-visual equipment and materials, and furnish seating in pleasant, relaxed surroundings

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
4.1.1 Given that the resources and services of a multi-media library are a fundamental part of the educational process, at least 90% of the time students will find allocation of space commensurate with the formula (see charts at end of this goal) for the purposes of: . Recreational reading, viewing, and listening . Quiet study . Individual conferences . Small group activities . Class use of the library	4.2.1 Works as an integral part of any planning that involves physical facilities and furnishings 4.2.2 Selects attractive furnishings from a background of knowledge and experience, so that they will be adequate, appropriate, and of good quality, reflecting current trends 4.2.3 Makes known any needs for equipment and furnishings to the person responsible for the budgeting and purchasing of such items 4.2.4 Consults with faculty and library staff to determine needs for equipment and furnishings in order to be aware of additional needs		4.4.1 Facilities may be compared with nationally published standards for multi-media libraries such as: . STANDARDS FOR THE DEVELOPMENT OF SCHOOL MEDIA PROGRAMS IN CALIFORNIA (C.A.S.L. & A.V.E.A.C.) . STANDARDS FOR SCHOOL MEDIA PROGRAMS (A.L.A.) 4.4.2 See Survey Questions for Goal 4 in APPENDIX 2 4.4.3 The high school library facilities are included in the evaluation by official accreditation teams

GOAL 4: (continued) ... to find physical facilities in the library which will adequately and attractively house the book collection, provide easy access to audio-visual equipment and materials, and furnish seating in pleasant, relaxed surroundings

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
4.1.3 Given the need to locate audio-visual materials, at least 90% of the time students will find materials available in adequate and appropriate shelving and cabinets. (See charts at the end of this goal)	4.2.5 Plans for maximum use of library facilities		
4.1.4 Given the need to use audio-visual equipment, at least 75% of the time students will find such equipment available and properly installed	4.2.6 Plans appropriate shelving and/or storage for all materials and installation or storage for all equipment		
4.1.5 Given the need to use the library, at least 15% of the school's enrollment will find seating at any time. (See charts at the end of this goal)	4.2.7 Provides leadership in helping the school administration and Board of Education plan to achieve needed expansion of library facilities		
4.1.6 Given the need for pleasant, relaxed surroundings, the student will find the library furnished with some informal seating and provided with acoustical ceiling and floor covering (carpeting)			

GOAL 4: (continued) ... to find physical facilities in the library which will adequately and attractively house the book collection, provide easy access to audio-visual equipment and materials, and furnish seating in pleasant, relaxed surroundings

LIBRARY QUARTERS - TO IMPLEMENT GOALS

SPACE	AREA	USE	CONTAINS
Entrance	500 sq.ft.	Circulation and exhibits area	Check-out desk Display cases
Bibliographic and reference	500 sq.ft.	Reference services	Index table for: Reader's Guide Play Index Biography Index etc. Card Catalog, Reference desk
Library reading room	6,000 sq.ft. or 150 students/40 sq.ft.ea. or 105 students at tables plus 45 in individual study areas or Individual study: 30% = 1,800 sq.ft. Other: 70% = 4,200 sq.ft.	Individual study and research Reading and browsing Viewing and listening No more than 80 students in one area	Tables, chairs Wet carrels Informal seating Shelving for book and materials collection Magazine display Audio-visual equipment Floor desk
Conference rooms	4@150 sq.ft.ea = 600 sq.ft.	Small group work Seminars Conferences Committees Meetings	Movable walls to combine areas Acoustical treatment One room with typewriter(s) Tables and chairs Blackboard, bulletin boards, shelving

GOAL 4: (continued) ... to find physical facilities in the library which will adequately and attractively house the book collection, provide easy access to audio-visual equipment and materials, and furnish seating in pleasant, relaxed surroundings

LIBRARY QUARTERS - TO IMPLEMENT GOALS (continued)

SPACE	AREA	USE	CONTAINS
Typing room (One of conference rooms)	One @ 150 sq.ft.	Student typing	4 typewriters with tables and chairs
Audio-visual room (One of conference rooms)	One @ 150 sq.ft.	Small group listening and viewing	Drapes to darken, audio-visual equipment Tables and chairs (or carrels)
Offices	2 @ 200 sq.ft.ea. (one for junior high)	Professional librarian's work and conference area	
Workroom	2,520 sq.ft.	Processing materials Maintenance and repair of materials Materials & equipment storage Equipment maintenance Laboratory (dry mount press, copying machine, etc.)	Shelves for books and materials in the process of preparation Counters Storage cupboards Typewriters, desks, chairs Press, copying machine Shelves for storage, overflow of books and audio-visual materials Sink Supply storage
Preview	200 sq.ft.	Preview films	Screen Table and chairs Lightproof
Magazine storage	875 sq.ft.	Storage for 3 to 5 years of back issues	Shelving - 12" deep

GOAL 4: (continued) ... to find physical facilities in the library which will adequately and attractively house the book collection, provide easy access to audio-visual equipment and materials, and furnish seating in pleasant, relaxed surroundings

LIBRARY QUARTERS - TO IMPLEMENT GOALS (continued)

SPACE	AREA	USE	CONTAINS
Audio-visual equipment	600 sq.ft.	Distribution and storage of equipment	Locked room or Cabinets that can be locked
Faculty room	400 sq.ft.	To house professional collection for faculty study and research	Shelves for materials collection Tables and chairs

GOAL 5: Each teacher will have the opportunity, through library resources and the services of credentialed librarians, to have access to materials needed to attain the goals of an ever changing instructional program, and a library developed with consideration for his instructional and professional needs

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
5.1.1 Given the need for materials to support the curriculum, at least 75% of the time teachers using the library will find these materials in the collection	5.2.1 Selects curriculum related materials from a background of: • Knowledge of the curriculum • Membership on curriculum committees where new or changing courses are planned • Knowledge of the existing collection • Study of course outlines kept on file in the library	5.3.1 Completes routines as specified in Goal 2 which are pertinent to curriculum related materials 5.3.2 Assists in the production of various audio-visual materials	5.4.1 See Survey Questions for Goal 5 in APPENDIX 2 5.4.2 By the librarian(s) or other qualified person in consultation with teachers and administrators
5.1.2 Given the adoption of new courses or the implementation of new methods of instruction, at least 90% of the time teachers will find that the library has a minimum of one book per student on the subject, as well as related print and non-print materials, or funds (other than the library budget) for establishing this minimum	5.2.2 Budgets funds allocated for library materials to support the curriculum 5.2.3 Spends additional funds when provided to strengthen new or non-textbook courses 5.2.4 Reserves and uses approximately 5% of the library materials budget for high priority items to be purchased for quick delivery		

GOAL 5: (continued) Each teacher ... to have access to materials needed to attain the goals of an ever changing instructional program, and a library developed with consideration for his instructional and professional needs

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
5.1.3 Given the decision not to use a basic or supplementary textbook in a course, at least 90% of the time teachers will find that the library has a minimum of two books per student on the subject, as well as related print and non-print materials, or funds (other than the library budget) for establishing this minimum	5.2.5 Facilitates the ordering and processing of course related books and other materials so that not more than a month elapses between their receipt and availability for use (one week for high priority items)		
5.1.4 Given the need to plan effective library experiences for students, at least 90% of the time teachers will consult in advance with the librarian about such plans	5.2.6 Uses the equivalent of one conference period a day to consult with teachers about curriculum plans, needs, and library activities		
	5.2.7 Provides lists and/or bibliographies in high interest areas and upon teacher request		
	5.2.8 Assists teachers in the pro-duction of instructional media to meet unique curricular needs		

GOAL 5: (continued) Each teacher ... to have access to materials needed to attain the goals of an ever changing instructional program, and a library developed with consideration for his instructional and professional needs

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
5.1.5 Given the need for effective learning experiences, at least 95% of the time students will have the assistance of both the teacher and the librarian when their class is using the library	5.2.9 Serves as a resource person in assisting teachers and students in locating and interpreting materials as needed for class use		
5.1.6 Given an interest in using the professional collection, at least 90% of the time teachers will find relevant materials and/or information about resources in district and county professional libraries	5.2.10 Shares with the teacher the responsibility for effective learning activities using library materials		
	5.2.11 Develops patterns for the use of media reflective of teacher objectives		
	5.2.12 Serves as a resource person in assisting teachers to evaluate the appropriateness of a specific medium as to: . Content . Relevancy . Timliness . The ability and needs of individuals or groups of students		

GOAL 5: (continued) Each teacher ... to have access to materials needed to attain the goals of an ever changing instructional program, and a library developed with consideration for his instructional and professional needs

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
	5.2.13		
	Budgets, selects, and promotes materials for a professional collection; encourages faculty recommendations for purchase; refers teachers to additional resources		

GOAL 6: Each student will have the opportunity, through library resources and the services of credentialed librarians, to develop a growing vocabulary and the ability to read increasingly difficult materials

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
6.1.1 Given that a wide range of materials is necessary to meet the individual needs of students in their reading program, at least 90% of the time students will have the option to choose from the library's comprehensive collection	6.2.1 Selects books and other materials with consideration of the needs of the reading program	6.3.1 Supplies the clerical assistance necessary to prepare materials for a teacher-operated loan system in the classroom	6.4.1 See Survey Questions for Goal 6 in APPENDIX 2
6.1.2 Given the fact that reading is an individual experience, at least 90% of the time students will exercise the right to select their own materials for free reading, remedial or developmental reading	6.2.2 Keeps informed of the varied methods and technology used in the teaching of reading	6.3.2 Supervises students in the operation and care of equipment used in the library for development of reading skills	6.4.2 By the reading teachers and librarians in consultation
6.1.3 Given the fact that success in reading must start with the student's own aims and interests, at least 75% of the time students will find appealing books and other materials to develop their skills	6.2.3 Supports classroom collections only in reading classes to serve as a bridge to the library's collection		
	6.2.4 Knows the approximate level of difficulty of many books and advises students needing books at a given level		

GOAL 7: Each student will have the opportunity, through library resources and the services of credentialed librarians, to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
7.1.1 Given the need to locate library materials (by author, title or subject) at least 90% of the time students using the library will be able to do so independently	7.2.1 Develops a program of orientation appropriate to the grade level for students to learn how to use the media collection of the library, including knowledge of: . The physical arrangement of the library . The location of materials . The plan of organization of materials . Regulations for the loan of materials . The necessity for maintaining a library atmosphere conducive to learning	7.3.1 Assists with the program of orientation, primarily in the location of materials and the proper use and care of materials and equipment	7.4.1 Tests at the beginning of grades 7 and 10 to determine instructional needs can be repeated at the end of these grades (or later) to evaluate the effectiveness of the instructional program
7.1.2 Given the need or an assignment involving research, at least 90% of the time students will be able to find materials in various forms, as: . Encyclopedias . Books . Magazines . Pamphlets, pictures . Almanacs, atlases . Dictionaries (biographical and other) . Filmstrips, records, tapes, etc. . Other	7.2.2 Devises and administers diagnostic and evaluative tests in grades 7 and 10, tabulates scores, and draws conclusions about needed instruction 7.2.3 Plans and cooperates with teachers in giving library instruction in the use of: . The Card catalog . Reader's Guide . Reference tools . Other	7.3.2 Assists students in the use of library tools 7.3.3 Types master copies of tests and/or activities 7.3.4 Checks diagnostic tests, activities, etc.	7.4.2 Because advanced library skills are built on basic skills, these need to be re-emphasized and re-tested - sometimes in greater depth and complexity 7.4.3 Because the number of students achieving skills will differ greatly with variations in ability levels, determination of percentages for each level needs to be worked out after a program of testing has been completed 7.4.4 See APPENDIX 3 A-C for test questions

GOAL 7: (continued) ... to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information

OBJECTIVES	SKILLS	EVALUATION	SUPPORTIVE ACTIVITY
7.1.3 Given the need to locate library materials, by the beginning of grade 7 students will demonstrate ability to use the alphabet and decimal numbers to locate books and audio-visual materials	7.5.1 Know the following: . Order of the alphabet . Mathematical sequence of decimal numbers	7.4.4 Multiple choice questions: See APPENDIX JH: Nos. 1-8, 14,20, 29, 30 SH: Nos. 7, 10, 19, 22	7.6.1 To be planned to meet the needs of individuals and situations
7.1.4 Given the need to locate library materials, by the end of the first semester of grade 7 students will demonstrate the ability to recognize the main elements of the cards in the card catalog	7.5.2 Ability recognize the information given on the catalog card as follows: . Author . Title . Subject . Copyright date . Call number . Publisher, producer . Illus., port., maps, charts . Audio-visual code symbols . Others	7.4.5 JH: Nos. 9, 12, 34, 36, 39, 40, 44-48, 50 SH: Nos. 1, 3-9, 11-15	
7.1.5 Given the need to locate materials, by the end of grade 8 students will demonstrate the ability to use the author, title and subject to find books and audio-visual materials	7.5.3 Know the order of cards in: . Dictionary catalog or . Divided catalog	7.4.6 JH: Nos. 44, 48 SH: Nos. 1, 3-15, 19	
	7.5.4 Ability to translate the information from a catalog card to the materials and their location on shelves or in storage	7.4.7 Sample catalog cards to be given students from which materials are to be located	

GOAL 7: (continued) ... to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information

OBJECTIVES	SKILLS	EVALUATION	SUPPORTIVE ACTIVITY
7.1.6 Given the need to locate library materials, at the beginning of grade 7 students will demonstrate knowledge of the difference between fiction and non-fiction	7.5.5 Knowledge of the differences between fiction and non-fiction as follows: • Library symbols for each • Arrangement of each on shelves or in storage • Location symbols on catalog cards • Type of materials included in each	7.4.8 Multiple choice questions: See APPENDIX JH: Nos. 21, 17, 18 HS: Nos. 7, 20, 21, 24	
7.1.7 Given the need to use books, by the beginning of grade 7 students will demonstrate the ability to locate and use the parts of a book	7.5.6 Ability to recognize and use: • Index • Contents • Title, title page • Glossary • Bibliography • Appendix • Other	7.4.9 JH:Nos. 11-16, 33, 41, 42 SH:Nos. 35, 38-42	
7.1.8 Given the desire to use a variety of materials, at the end of grade 7 students will demonstrate the ability to select the proper type of materials	7.5.7 Ability to recognize and use: • Print materials (books, magazines, pamphlets,etc.) • Non-print materials and related equipment (filmstrips, records, loops, tapes, cassettes, globes, etc. • Reference or non-reference materials	7.4.10 JH: Nos. 10, 19, 26, 28, 37, 51-61 HS: Nos. 16, 43-44, 46-52	

GOAL 7: (continued) ... to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information

OBJECTIVES	SKILLS	EVALUATION	SUPPORTIVE ACTIVITY
7.1.9 Given an interest or a research assignment in which the date is important, by the end of grade 8 students will demonstrate the ability to select and use the appropriate library tools	7.5.8 Ability to recognize, locate and use: . Reader's Guide . Current Biography . Almanacs . Yearbooks . Who's Who . Others	7.4.11 Multiple choice questions: See APPENDIX JH: Nos. 19, 22, 23, 26, 27, 32, 35, 37 SH: Nos. 2, 25-29, 32	
7.1.10 Given the need to locate various kinds of materials, at the end of the first quarter after admission students will be able to designate the location of materials in various areas of the library	7.5.9 Ability to name and locate the following: . Card catalog . Check-out desk . Reference section . Fiction section . Biography section . Audio-visual materials section . Periodicals (current and back issues) . Pamphlet and picture file . Others	7.4.12 On a floor plan of the library students are asked to locate by numbers a designated list of areas, sections, tools, materials, etc.	
7.1.11 Given the need to locate library materials, by the beginning of grade 7 students will demonstrate the ability to recognize, locate and use individual and collective biography	7.5.10 Knowledge of the following: . Call numbers assigned to each, use of the biographee's name in the call number of individual biography	7.4.13 Multiple choice questions: JH: Nos. 21, 25, 27, 43 HS: No. 23	

GOAL 7: (continued) ... to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information

OBJECTIVES	SKILLS	EVALUATION	SUPPORTIVE ACTIVITY
7.1.12 Given an interest in or need to investigate all related materials on a subject, by the beginning of grade 8 students will demonstrate the ability to use "cross references" in locating additional materials	7.5.11 Skill in the use of the following: . "See" and "see also" cards in the card catalog . Related subject listings in encyclopedias, etc.	7.4.14 Multiple choice questions: JH: Nos. 49, 50 HS: Nos. 14, 15	
7.1.13 Given the interest or a research assignment, by the end of grade 10 students will demonstrate the ability to select and use special subject area reference tools	7.5.12 Skill in the use of the following list of suggested titles: . U.S. GOVERNMENT ORGANIZATION MANUAL . STATISTICAL ABSTRACT OF THE U.S. . LOVEJOY'S COLLEGE GUIDE . STATESMAN'S YEARBOOK . ENCYCLOPEDIA OF THE SOCIAL SCIENCES, 15 v. . ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY . WORLD OF MATHEMATICS, 4 v. . ENCYCLOPEDIA OF WORLD ART . BREWER'S DICTIONARY OF PHRASE AND FABLE . HARPER'S DICTIONARY OF CLASSICAL LITERATURE AND ANTIQUITIES	7.4.15 JH: None HS: Nos. 18, 33-37 College bound: Nos. 1-5	

GOAL 7: (continued) ... <u>to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information</u>

OBJECTIVES	SKILLS	EVALUATION	SUPPORTIVE ACTIVITY
	7.5.12 (continued) . CURRENT BIOGRAPHY . CONTEMPORARY AUTHORS . TWENTIETH CENTURY AUTHORS . DICTIONARY OF AMERICAN BIOGRAPHY . DICTIONARY OF AMERICAN HISTORY, 6 v. . CALIFORNIA BLUE BOOK		
7.1.14 Given the need to make a bibliography, at the end of the first semester of grade 9 students will demonstrate the ability to prepare one in acceptable form	7.5.13 Ability to list properly in a bibliography the following: . Books (and parts of books) . Magazine articles . Encyclopedias . Audio-visual materials . Others	7.4.16 By teachers	

GOAL 8: Each student will have the opportunity, through library resources and the services of credentialed librarians, to use the library resources in a climate conducive to learning and with mutual consideration to the rights of all

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
8.1.1 Given that areas of the library are appropriate for different activities, at least 90% of the time students using the library will choose the proper area for reading, studying, viewing, listening or discussion and respect the rights of others to use these same areas	8.2.1 Discusses with students the need for good citizenship in the use of the library: • Thoughtfulness for others • Participation in activities appropriate to the library • Need for acceptable levels of sound, etc. • Care in the handling of materials so that they will remain attractive • Care in the operation and use of equipment	8.3.1 Assists in the supervision of students in their use of library facilities	8.4.1 Evaluation to be developed through observation by the librarian (or other qualified persons) and/or spot checks at stated intervals of student use of the library and materials
8.1.2 Given the fact that library materials are for the use of all members of the school community, at least 75% of the time students will respect this and return materials as soon as they no longer need them	8.2.2 Plans procedures for the return of overdue items not dependent upon a system of fines but upon student's sense of responsibility to others who may want the materials	8.3.2 Carries out procedures for the return of overdue items	8.4.2 See Survey Questions for Goal 8 in APPENDIX 2
8.1.3 Given the fact that others may request materials in circulation, at least 90% of the time students will follow established circulation procedures	8.2.3 Plans a request system through which teachers and students may obtain materials in circulation as soon as possible	8.3.3 Carries out procedures for obtaining materials on loan	
		8.3.4 Supervises and instructs students in the proper use and care of materials and equipment	
		8.3.5 Checks books and materials returned from loan for needed mending or repair	
		8.3.6 Assists with the general library supervision in maintaining an atmosphere conducive to learning	

GOAL 8: (continued) ... to use the library resources in a climate conducive to learning and with mutual consideration to the rights of all

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
	8.2.4 Establishes an atmosphere conducive to learning with some degree of informality by: . Arranging for small interest areas . Using background music . Having some areas with an informal seating pattern . Acknowledging each student as an individual . Expressing enthusiasm and respect for an individual's interests . Having a sense of humor		
	8.2.5 Establishes procedures for checking the condition of books and other materials returned from loan and for mending and repair		
	8.2.6 Establishes patterns of supervision which will maintain an atmosphere most conducive to learning		

GOAL 9: Each student will have the opportunity, through library resources and the services of credentialed librarians, to establish patterns of individual study, independent research and self instruction

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
9.1.1 Given the need to provide opportunities for individualized learning, at least 90% of the time students using the library will be engaged in library activities appropriate to their interest and ability level and based on some individual choice	9.2.1 Works cooperatively with teachers in planning individualized activities and experimental projects		9.4.1 See Survey Questions for Goal 9 in APPENDIX 2
9.1.2 Given that many students prefer to work with others, at least 75% of the time students will have the option of working in groups	9.2.2 Budgets for and selects materials and equipment designed to reinforce good study patterns		
9.1.3 Given unstructured periods, at least 75% of the time students involved in independent study in the library will be able to spend at least three productive periods per week without direct guidance	9.2.3 Establishes a system whereby students can have access to the library on an individual basis during class periods		
	9.2.4 Assists students in developing independent study contracts and matches library materials to specific study programs		
	9.2.5 Gives supervision and guidance to students engaged in individual reading, viewing and listening		

GOAL 9: (continued) ... to establish patterns of individual study, independent research and self instruction

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
9.1.4 Given unstructured library time for individual or independent study, at least 75% of the time students will begin work within five minutes of arrival or will ask the librarian for assistance			
9.1.5 Given the opportunity to assume increasing responsibility for their own learning, at least 25% of the time students will be able to design a learning program for credit; with teachers, counselors, librarians, etc. as advisors			

GOAL 10: Each student will have the opportunity through library resources and the services of credentialed librarians, to develop aesthetic appreciation and critical judgment in reading, viewing, and listening

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
10.1.1 Given an interest or an assignment in materials which will nurture a love of fine arts, literature and a sense of beauty, at least 90% of the time students using the library will find materials of high artistic quality and/or literary style	10.2.1 Budgets, selects and promotes materials that are examples of high quality in literature, bookmaking, films, recordings and the fine arts	10.3.1 Assists with the purchasing and processing of these materials	10.4.1 See Survey Questions for Goal 10 in APPENDIX 2
10.1.2 Given the fact that students may have unrecognized needs for aesthetic appreciation, at least 90% of the time students will be stimulated by library displays, exhibits, etc. to develop that appreciation	10.2.2 Develops and maintains an attractive environment for the library, using fine art in different forms	10.3.2 Assists with displays and exhibits to provide an aesthetic environment in the library	
10.1.3 Given the enjoyment of reading, at least 75% of the time junior high school students will find books to help them make the transition to adult reading	10.2.3 Displays students' art projects in the library	10.3.3 Assists in the duplication of tapes and other recordings	
	10.2.4 Reads, views and listens to maintain and develop a background in the fine arts for himself		
	10.2.5 Encourages students in using the resources of the library to develop an expanding aesthetic sense		
	10.2.6 Supervises the recording of outstanding student performances (music, theatre, etc.) to be included in the library's collection		

GOAL 10: (continued) ... to develop aesthetic appreciation and critical judgment in reading, viewing and listening

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
10.1.4 Given the enjoyment of reading, at least 75% of the time students will find good literature as recommended by standard lists See APPENDIX 1 B			
10.1.5 Given an interest in music, art, literature, etc., at least 75% of the time students will select recordings of good music and the spoken word			
10.1.6 Given an interest or an assignment involving sensitive or controversial materials, at least 90% of the time high school students will be aware of: . Qualifications of the author . Reputation of the publisher or producer . Validity of the facts . Difference between fact and opinion . Sources and date of the information . etc.			

GOAL 11: Each student will have the opportunity, through library resources and the services of credentialed librarians, to receive guidance in reading, viewing and listening

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
11.1.1 Given the wish to have assistance in the selection of a book, visual or recording for pleasurable uses, at least 90% of the time students using the library will find materials as the result of the librarian's guidance	11.2.1 Reads, views and listens widely at a variety of ability and interest levels in order to provide reading, viewing and listening guidance to all students	11.3.1 Assists in obtaining reaction from students to books and other materials	11.4.1 See Survey Questions for Goal 11 in APPENDIX 2
11.1.2 Given the opportunity for the librarian to know a student's needs and interests, at least 90% of the time the librarian may make suggestions to aid a student in his selection and help him in developing a long range program of reading, viewing and listening	11.2.2 Maintains a sincere and natural interest in students, so that guidance supports but never precludes their own selection of books and other materials	11.3.2 Exchanges with students satisfactions gained from reading, viewing and listening	
11.1.3 Given rapport with the librarian, at least 50% of the time students will be guided into increasingly mature reading, viewing and listening	11.2.3 Establishes a location in the library where a librarian is always readily available for assistance and guidance		
	11.2.4 Encourages reaction from students about book and other materials which they have liked or disliked		

GOAL 11: (continued) ... to receive guidance in reading, viewing and listening

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
	11.2.5 Encourages a natural love of reading through his own knowledge and enthusiasm for literature		
	11.2.6 Provides book talks upon request as a way to stimulate a greater interest in books and reading		
	11.2.7 Offers assistance to students searching for books or other materials, hoping to broaden his range of choices but leaving the ultimate selection to the student		

GOAL 12: Each student will have the opportunity, through library resources and the services of credentialed librarians, <u>to gain a sustained and lasting satisfaction from reading</u>

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
12.1.1 Given a high interest in reading, at least 90% of the time students using the library will find materials to sustain their interest	12.2.1 Budgets, selects and displays books to stimulate interest in a wide range of books and reading	12.3.1 Assists with the ordering, processing and promotional displays of books and other materials	12.4.1 See Survey Questions for Goal 12 in APPENDIX 2
12.1.2 Given a high interest in reading, at least 50% of the time students will have satisfying experiences in sharing their reaction to books	12.2.2 Invites authors and guest speakers to meet students in the library to awaken new interests in current literature and/or ideas presented in literature	12.3.2 Assists students in locating books and materials recommended in book talks, on lists, etc.	
12.1.3 Given a high interest in reading, at least 25% of the time students will share this enthusiasm with the librarian	12.2.3 Arranges for book faires or assemblies to encourage interest in developing a home library	12.3.3 Reads and shares enthusiasm for books with students and staff	
	12.2.4 Reserves moments of time to share with students their love of reading and reaction to specific books	12.3.4 Assists with correspondence and local arrangements for activities which promote books and reading	

GOAL 12: (continued) ... to gain a sustained and lasting satisfaction from reading

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
	12.2.5 Sponsors a library club to provide opportunities for book discussions, book or author centered programs, and visits to other libraries		
	12.2.6 Enlists the help of leaders to initiate Great Books classes		

GOAL 13: Each student will have the opportunity, through library resources and the services of credentialed librarians, to be familiar with other libraries and resources in the community so that life-long interest in learning and culture may be encouraged

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
13.1.1 Given that present information may be obsolete in a decade, at least 50% of the students will have established a pattern of public library use that will continue beyond school years	13.2.1 Serves as liason between teachers and public librarians, when assignments involve public library materials	13.3.1 Assists with the correspondence, displays, exhibits, etc. involved in cooperating with the public library and other cultural centers of the community	13.4.1 See Survey Questions for Goal 13 in APPENDIX 2
13.1.2 Given an interest in a wide range of materials, at least 50% of the students will have personal libraries containing books, recordings, tapes, etc.	13.2.2 Directs students to public library resources when materials are not available in the school library	13.3.2 Helps the librarian disseminate information about cultural resources of the community	
13.1.3 Given the rich heritage and culture of the area, 75% of the students will become increasingly aware of cultural opportunities	13.2.3 Works in cooperating with public library staff in planning book discussion groups, film showings, lectures, etc. to attract students to the public library		
	13.2.4 Stimulates interest in personal collections through book fairs, book exchange programs, paperback book sales, etc.		
	13.2.5 Keeps informed of cultural resources in the community and encourages their use		

GOAL 14: (continued) ... to have the freedom to read, view and listen consistent with his individual needs and level of maturity

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
14.1.3 Given the fact that materials may be challenged, at least 75% of the time high school students will be aware of the Board of Education's policy protecting their right to a wide range of materials and a variety of ideas	14.2.5 Works cooperatively with the administration to give leadership in all areas of intellectual freedom		
14.1.4 Given the need to develop evaluative skills, at least 25% of the time high school students will have read or heard parallel works and reviews to provide a background for making judgments	14.2.6 Responds to challenged materials by implementing the Board of Education Policy, Procedures for Handling Challenges or Criticism Concerning Books and Other Instructional Materials See APPENDIX 6		
14.1.5 Given the fact that approximately 1% of the materials in the library collection may be beyond the maturity level of some students, such material will be listed in the card catalog and available subject to adult guidance	14.2.7 Reads about current challenges and is aware of arguments for and against intellectual freedom in specific instances		
	14.2.8 Assists students in developing the ability to review sensitive and controversial materials		
	14.2.9 Promotes and displays materials to help students in becoming aware of the many sided aspects of current problems, concerns and issues		

GOAL 14: Each student will have the opportunity through library resources and the services of credentialed librarians, to have the freedom to read, view and listen consistent with his individual needs and level of maturity

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
14.1.1 Given the right to select and read their own books and materials, at least 90% of the time students will find that the library collection reflects a philosophy of selection as expressed in: *. SCHOOL LIBRARY BILL OF RIGHTS (A.L.A.) *. LIBRARY BILL OF RIGHTS (A.L.A.) *. THE FREEDOM TO READ (A.L.A.) *. POLICIES ON INTELLECTUAL FREEDOM IN LIBRARIES (C.A.S.L.) *. THE STUDENT'S RIGHT TO READ (N.C.T.E.) 14.1.2 Given the need to evaluate materials not pre-labeled at least 75% of the time high school students will realize that its inclusion does not indicate endorsement of its contents but that it reflects only one of the several points of view represented in the library collection See APPENDIX 5	14.2.1 Budgets and selects materials (cooperatively with teachers and students) in accordance with the policies established by the Board of Education See APPENDIX 1 A 14.2.2 Remains aware of his responsibility for promoting intellectual freedom and avoiding censorship 14.2.3 Reads books, articles, etc. in sensitive and controversial subject areas so that his evaluation is based on first hand knowledge 14.2.4 Works cooperatively with teachers to insure student awareness of the techniques of propaganda and censorship	14.3.1 Reads statements about intellectual freedom by the American Library Association, the California Association of School Librarians, the National Council of Teachers of English and others 14.3.2 Understands the role of the library staff in promoting the student's rights to read, view and listen 14.3.3 Develops an awareness of the content of sensitive or controversial materials and refers students needing guidance in their use to the librarian 14.3.4 Directs to the librarian any challenges of materials 14.3.5 Assists in typing reports or correspondence related to challenges	14.4.1 See Survey Questions for Goal 14 in APPENDIX 2

* See APPENDIX 4 A - D

GOAL 15: Each student will have the opportunity, through library resources and the services of credentialed librarians, to explore in many areas prior to making life-shaping decisions

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
15.1.1 Given an interest in a specific vocation, at least 75% of the time students will find print and non-print materials in the library collection that are current and relevant 15.1.2 Given an interest in specific information about colleges, universities, schools of special training, and apprenticeship programs, at least 90% of the time students will find such materials in the library	15.2.1 Works with counselors, vocational education teachers and others in obtaining and using current materials on specific vocations 15.2.2 Supervises the ordering and processing of college catalogs, information about apprenticeship programs, work-study experiences, foreign study, continuing education, etc. 15.2.3 Assists students in locating materials pertinent to their vocational interests and/or continuing educational goals 15.2.4 Re-evaluates vocational and college materials periodically for relevance, timeliness and accuracy, consulting with counselors, principals, vocational teachers, work experience staffs, school nurses and school psychologists in the process	15.3.1 Checks holdings, bibliographies, etc., and assists in the ordering and processing of the following: • College catalogs • Brochures on specific vocations • Information about continuing education and training • Other ephemeral materials in these areas	15.4.1 See Survey Questions for Goal 15 in APPENDIX 2

GOAL 15: (continued) ... to explore in many areas prior to making life-shaping decisions

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
15.1.3 Given the need to make decisions relating to: . Smoking . Narcotics . Alcoholism . Venereal disease . Marriage and family responsibilities See APPENDIX 7	15.2.5 Budgets, selects, catalogs, and promotes the use of materials which will assist students in making decisions for their future 15.2.6 Consults with school nurses in securing materials regarding student health problems	15.3.2 Assists in the ordering and processing of materials in these areas	
at least 90% of the time students will find materials to assist them			

GOAL 16: Each student will have the opportunity through library resources and the services of credentialed librarians, to have access to materials representative of various religions, ethnic and cultural groups and their contribution to our American heritage

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
16.1.1 Given an interest or assignment relating to religious, ethnic or cultural groups, at least 75% of the time students using the library will find materials by and about these groups and their contributions to our American heritage	16.2.1 Budgets for, selects, catalogs and promotes the use of books and other materials representative of various religious, ethnic and cultural groups which also present their contribution to our American heritage	16.3.1 Processes and prepares these materials for circulation and use	16.4.1 See Survey Questions for Goal 16 in APPENDIX 2
16.1.2 Given an interest or assignment in materials on various religious ethnic or cultural groups, at least 75% of the time students will find the materials as objective as possible	16.2.2 Evaluates materials to ensure that cultural, ethnic and religious groups are presented without prejudice	16.3.2 Assists in setting up displays and exhibits, types and mimeographs bibliographies, etc., to promote books about various religious, ethnic or cultural groups	
	16.2.3 Remains aware of the cultural, religious and ethnic composition of the student body	16.3.3 Assists with correspondence, etc., in contacts with publishers and producers	
	16.2.4 Maintains contacts with publishers and producers to encourage the development of unbiased materials about cultural, ethnic and religious groups	16.3.4 Types information about resource persons and keeps a file on them	
		16.3.5 Assists with displays and exhibits	

GOAL 16: (continued) ... to have access to materials representative of various religious, ethnic and cultural groups and their contribution to our American heritage

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
16.1.3 Given the fact that some students want to learn more about their own ethnic or cultural background, at least 90% of the time students will find materials in the collection to satisfy their needs	16.2.5 Identifies and maintains a file of resource persons representing various religious, ethnic and cultural groups		
16.1.4 Given that America is a multi-cultural nation, at least 50% of the time students will find that the library promotes awareness of the fact through bibliographies, exhibits, displays, etc.	16.2.6 Plans displays and exhibits to inform students of the cultural background, contributions to art, literature, music, etc., of various groups		

GOAL 17: Each student will have the opportunity through library resources and the services of credentialed librarians, to develop an understanding and appreciation of peoples of the world and their culture

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
17.1.1 Given an interest or assignment relating to specific people of the world, at least 75% of the time students using the library will find current materials which will increase their understanding and appreciation of these peoples	17.2.1 Budgets for, selects and promotes materials about peoples of the world to encourage appreciation of their way of life, language, literature, music and art	17.3.1 Assists in the ordering and processing of books and materials	17.4.1 See Survey Questions for Goal 17 in APPENDIX 2
17.1.2 Given the ability to read a foreign language, at least 75% of the time students will find a selection of materials in that language at their interest and reading level	17.2.2 Keeps informed of the many geopolitical changes of the world and the need for obtaining current materials	17.3.2 Orders free and inexpensive pamphlets about other peoples and countries and prepares them for circulation	
17.1.3 Given an interest or assignment in reading world literature in translation, at least 75% of the time students will find such materials in English translation	17.2.3 Selects representative examples of world literature to add to the library collection	17.3.3 Types information for a card file of potential resource persons	
	17.2.4 Supports the foreign language program by the acquisition of books and materials in foreign languages	17.3.4 Types bibliographies and reproduces them for exchange	
	17.2.5 Identifies and maintains a file of potential resource persons		

GOAL 18: Each student will have the opportunity through library resources and the services of credentialed librarians, to become a student library assistant, to receive guidance and instruction in library skills and to have meaningful work experience

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
18.1.1 Given the need to perform library tasks, at least 90% of the time student library assistants will be able by the end of the first semester to demonstrate their knowledge of the following: • The general arrangement of the library • The classification system for materials • The parts of a book • The use of the card catalog • The use of the Reader's Guide, encyclopedias and other reference tools • Circulation procedures	18.2.1 Plans a program of training for student assistants which will develop the skills needed for daily tasks and increase their knowledge and appreciation of the library and its resources 18.2.2 Supervises and instructs student assistants in their daily routines and assigns part of the supervision to the supporting staff 18.2.3 Establishes standards and evaluates the work of the student assistants and assigns grades earned for knowledge and performance 18.2.4 Develops ways to cultivate in student assistants positive attitudes toward work and service	18.3.1. Assists in the training and instruction of student assistants 18.3.2 Supervises student assistants in the completion of their assigned daily tasks 18.3.3 Revises the work of student assistants in filing, slipping, shelving, etc., where accuracy is important 18.3.4 Records the student assistant's progress in learning activities, programmed instruction, etc., when these are used to increase their knowledge of the library and its resources	18.4.1 See Evaluation for Goal 7 which will also apply to this goal 18.4.2 Student asistants are given academic and citizenship grades relating to the breadth of their knowledge of library materials and procedures and their attitude in carrying out their daily work 18.4.3 Multiple Choice Test Questions in APPENDIX 3 A-C may be used with student assistants

GOAL 18: (continued) ... to become a student library assistant, to receive guidance and instruction in library skills and to have meaningful work experience

OBJECTIVES	JOB DESCRIPTION		EVALUATION
	The Professional Librarian	The Supporting Staff	
18.1.2 Given the desire to become a library assistant, at least 90% of the time students will broaden their personal work experience, including the ability to work with others	18.2.5 Plans enrichment in library experiences such as field trips to other libraries, etc.	18.3.5 Displays positive attitudes toward library work which the student assistants can emulate	
18.1.3 Given an interest in library work, at least 90% of the time students will have the opportunity to observe the librarian's role in establishing effective library service in order to assess librarianship as a vocational choice	18.2.6 Gives recommendations upon request to prospective employers of successful student assistants	18.3.6 Assists with the arrangements for field trips, etc.	
	18.2.7 Seeks to identify students with interest in librarianship as a vocation, and provides opportunities for them to assist in the library as a volunteer or student assistant		

ARTICLE 6 INSTRUCTION (Series 6000)

GENERAL STATEMENT OF POLICY REGARDING
SELECTION OF INSTRUCTIONAL MATERIALS 6161.1

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

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

1. The adoption of textbooks for use in Santa Barbara Secondary Schools is a legal responsibility of the Board of Education. The process of selecting and evaluation instructional materials for use in the schools is primarily a professional responsibility by personnel deemed most competent for this task by virtue of their professional training, experience, and assignments.

2. Freedom to read and freedom of the Press are inseparale parts of the total concept of freedom upon which our society is based. In a free society, differences of opinion may develop relative to the appropriateness of instructional materials selected for use in the schools. It is the duty of the Board and the staff to consider objectively any questions in this regard. It is also the duty of the Board and staff to guard against pressures by individuals and groups who wish to use the schools as instruments of biased views through exclusion or removal of instructional materials with which they do not agree, or through inclusion of a disproportionate quantity of materials that support such views.

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

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

APPENDIX 1 A

EVALUATIVE TOOLS
FOR MATERIALS SELECTION

Review journals such as:

- Library Journal
- School Library Journal
- Horn Book
- Saturday Review
- Wilson LIbrary Bulletin
- Booklist
- Educational Screen and Audio-Visual Guide
- Sightlines
- Book Review Digest
- Kliatt Paperback Guide
- Previews
- Others

Catalogs and book lists such as:

- Junior High School Library Catalog
- Senior High School Library Catalog
- Public Library Catalog
- Book Bait
- Books for Secondary School Libraries
  by National Association of Independent Schools
- NICEM Indexes
- Others

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Sometimes	Never	Comments
1	NONE				
2	I have found library books and audio-visual materials that:				
	1. Are easy to read				
	2. Interest me				
	3. Are on my hobbies				
	4. Challenge me to read				
	5. Are current				
	6. I have enjoyed				
	7. Have been useful				
3	I have used the following to locate books and other materials in the library:				
	1. Card catalog				
	2. Dewey Decimal classification				
	3. Audio-visual, book and/or card catalog				
	4. Reader's Guide				
	I may borrow from the library the following:				
	1. As many books as I need or will use				
	2. Reference books				
	3. Encyclopedias				
	4. Magazines				
	5. Pamphlets				
	6. Audio-visual materials				
	a. Phonodiscs				
	b. Tapes (reel-to-reel, cassette)				
	c. Filmstrips				
	d. Art and/or study prints				

APPENDIX 2

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Sometimes	Never	Comments
3 (Cont'd)	I have received courteous help from the library staff				
	I have received efficient services from the library staff				
4	I find the library shelves too crowded				
	I find it easy to locate audio-visual materials				
	I find audio-visual equipment convenient to use				
	I can find a place in the library to read, study, view or listen				
5 Teachers	I have found adequate materials in the library to support my classroom teaching as follows:				
	1. Library books				
	2. Audio-visual materials				
	3. Materials for new courses				
	4. Materials for courses without basic texts				
	5. For my varying methods of instruction				
	I plan library use by students as follows:				
	1. During each unit of study				
	2. For the whole class at a time (only)				
	3. For small groups (only)				
	4. For individual research				

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Sometimes	Never	Comments
5 Cont'd	I view my role (when my class is in the library) as one:				
	1. Who gives help to students				
	2. Who is a facilitator				
T	3. Who is a resource person				
e	4. Who is a disciplinarian				
a	5. Other (list)_____				
o	_____				
h	I view the librarian's role when my class is in the library) as one:				
e	1. Who gives help to students				
r	2. Who is a facilitator				
s	3. Who is a resource person				
	4. Who is a disciplinarian				
	5. Other (list)_____				
	_____				
	Our department has included the librarian in curriculum planning				
	I confer with the librarian ahead of time when planning a library unit				
	I schedule ahead of time for the use of the library space and materials				
	I have found materials in the professional collection relevant and useful				

APPENDIX 2

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Responses: Sometimes	Responses: Never	Comments
6	I read more difficult books than I did a year ago				
	My reading teacher gives me time to go to the library to choose books to read				
	I like to choose my own books to read				
	I find many books in the library that:				
	1. I can read				
	2. Interest me				
	3. Challenge me as a reader				
7	NONE				
8	I respect the rights of other students in the library (and expect them to consider my rights) by:				
	1. Using the various areas of the library appropriately				
	2. Returning books on time				
	3. Taking good care of books				
	4. Using audio-visual materials carefully				
	5. Using audio-visual equipment carefully				
	6. Maintaining a moderate tone of voice				

APPENDIX 2

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Responses: Sometimes	Responses: Never	Comments
9	I prefer to do the following library activities by myself:				
	1. My homework				
	2. Read for pleasure				
	3. View filmstrips				
	4. Listen to recordings				
	5. Look at magazines				
	6. Find books or other materials on my hobby or other interests				
	I prefer the following type of library research assignment:				
	1. Topic assigned by teacher				
	2. Research divided among members of a group				
	3. Topic chosen by myself				
	4. Topic on which I work independently (alone)				
	5. Same topic given to entire class				
	When I take more responsibility for what I want to study, I:				
	1. Take more interest in it				
	2. Do better work				
	3. Do more work				
	4. Remember it longer				
	5. Do better thinking				
	6. Get better grades				

APPENDIX 2

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Sometimes	Never	Comments
10	I have found the library has sufficient materials on the following for my needs:				
	1. The arts (painting, sculpture, etc.)				
	2. Music				
	3. Literature				
	4. Crafts				
	I find displays in the library which use the following:				
	1. Sculpture				
	2. Paintings				
	3. Art work of students				
	4. Attractive posters				
	5. Mobiles				
	6. Flowers				
	I have found recommended lists of books in the library to help me make my choice				
	I have enjoyed using the following in the library:				
	1. Phonodiscs and/or tapes of classical music				
	2. Phonodiscs and/or tapes of semi-classical music				
	3. Phonodiscs or tapes of the spoken word (poetry, plays, etc.)				
	4. Filmstrips which increased my appreciation of art, music, lives of famous people				

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Sometimes	Never	Comments
10 (Cont'd)	I consider the following when deciding what materials will be best for my use:				
	1. Author				
	2. Publisher or producer				
	3. Source of facts				
	4. Date of information				
	5. Other (list)_____				
	_____				
11	The librarian helps me when I:				
	1. Need to locate a book				
	2. Want to use a filmstrip				
	3. Desire a good book to read for pleasure				
	4. Do not understand the card catalog				
	5. Have to choose a topic for research				
	6. Want information on a hobby or other interest				
	7. Am looking for a book for a book report				
	8. Like to listen to music				
	9. Want materials not found in the school library				
	10. Want books or materials on a class project				

APPENDIX 2

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Sometimes	Never	Comments
11 (Cont'd)	I often choose a library book or audio-visual material because of:				
	1. The librarian's suggestion				
	2. My own interests				
	3. The recommendation of a fellow student				
	4. It has been on a list				
	5. The recommendation of my teacher(s)				
	6. Browsing through the shelves				
	7. Its having been on TV or in a movie				
	8. It is a paperback				
	9. The book attracts me				
	10. The filmstrip of phono-disc is easy				
	The librarian recommends the following:				
	1. Books too difficult for me				
	2. Books too easy for me				
	3. Books about people older than I				
	4. Adult books				
	5. Books that interest me				
	6. Books that help me with my school assignment				
	7. Filmstrips or phonodiscs that are interesting				
	8. Filmstrips or phonodiscs that help my research				
	9. Too much material				

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Sometimes	Never	Comments
12	I get the most satisfaction (in reading) from:				
	1. New and challenging ideas				
	2. Interesting people				
	3. Strange places				
	4. Seeing myself in others				
	5. Understanding emotions				
	6. A hero or heroine I can relate with				
	7. Appreciating differences in attitudes and opinions				
	8. Something that takes me "out of this world"				
	9. Weird and unusual plots				
	10. Fantasy				
	I like to talk about books I have liked with:				
	1. Fellow students				
	2. My teachers				
	3. The librarian				
	4. My folks				
	5. My best friend				

APPENDIX 2

SURVEY QUESTIONS

Goal No.		Responses: Usually	Sometimes	Never	Comments
13	I have used the following libraries:				
	1. Main Public Library				
	2. The nearest branch of the Public Library				
	3. The Bookmobile				
	4. The library at U.C.S.B.				
	5. The library at S.B. City College				
	6. My elemtary school library				
	7. My junior high school library				
	8. My high school library				
	I have chosen the following to include in my home library:				
	1. Books				
	2. Phonodiscs				
	3. Tapes				
	4. Cassettes				
	5. Magazines				
	I enjoy going to:				
	1. Museums				
	2. Concerts				
	3. Art Exhibits				
	4. Historical places				
	5. Parks and botanical gardens				
	6. Zoos				
	7. Famous churches, libraries or buildings				
	8. The wilderness				
	9. Lectures				
	10. Plays				

APPENDIX 2

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Responses: Sometimes	Responses: Never	Comments
14	I think it is important to have access to:				
	1. Two or more sides of a controversial subject				
	2. Different points of view				
	3. Ideas with which I disagree				
	4. Ideas with which the librarian and/or my teachers might disagree				
	5. Ideas to which my parents might disagree				
15	I have found materials in the library to help me:				
	1. Find out about a job or or profession in which I am interested				
	2. Know how to apply for a job				
	3. Know what training is needed for a job				
	4. Know which schools give courses in the career of my choice				
	5. Choose a career				
	6. Discover what apprenticeship programs are available				
	7. With information about colleges and universities				
	I have been able to find relevant materials in the library about:				
	1. Smoking				
	2. Narcotics				
	3. Alcoholism				
	4. Venereal diseases				
	5. Marriage				
	6. Family life education				
	7. Sex				

SURVEY QUESTIONS

Goal No.	Questions	Responses: Usually	Responses: Sometimes	Responses: Never	Comments
16	I think it is important to have access to materials as free from bias as possible on:				
	1. All religions				
	2. Ethnic groups				
	3. Cultural groups				
	4. Our American heritage and background				
	I have been able to find information in the library on:				
	1. My own religion				
	2. My own family's national culture and background				
	3. History of the local area in which I live				
	4. My heritage and background as an American				
17	I think it is important to have access to:				
	1. Recent facts about peoples of the world				
	2. The contributions of the peoples of the world to art, music, literature, politics, thought, etc.				
	3. Books and recordings in the foreign languages taught in my school				
	4. Literature in translation from other countries				
18	NONE				

APPENDIX 2

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE

JUNIOR HIGH SCHOOL

1. Which of the following groups of letters of the alphabet are in the wrong order?

   (a) g-h-i (b) l-m-n (c) r-s-t (d) b-c-d (e) w-x-y

2. Which group of words is in alphabetical order?

   (a) auto, autocrat, automobile, automation, automatic
   (b) autocrat, auto, automobile, automatic, automation
   (c) auto, autocrat, automatic, automation, automobile

3. In which card catalog drawer would the following author be found?
   Alex Paul Huntley

   (a) A-C (b) H-L (c) L-R (d) I-K

4. Which of the following groups of words is in alphabetical order?

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

5. Which of the following shows correct filing?

   (a) rude before ruddy
   (b) namely before name
   (c) brow before brim
   (d) interval before interview

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

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

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

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

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

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

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

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

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

JUNIOR HIGH SCHOOL

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

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

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

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

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

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

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

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

14. Given the "call number" 973.15 E, which number in this sequence would it follow?

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

15. The copyright date of a book is found:

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

16. A bibliography is:

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

17. Books of fiction are arranged on the shelves alphabetically by:

(a) Title (b) Author (c) Subject (d) Size (e) Number

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

JUNIOR HIGH SCHOOL

18. Non-fiction books are arranged on the shelves in:

(a) Chronological order (b) Numerical order (c) Alphabetical order

19. The Reader's Guide is the library's guide to:

(a) The best literature for readers
(b) Up-to-date magazine material
(c) How to find books in the library
(d) How to find audio-visual materials
(e) Newspapers

20. Which of the following is a "call number" for a book?

(a) c1929 (b) 325p (c) 808.1 D (d) 35/7 (e) 4/13/70

21. The initial or name used in the "call number" of a biography (921) is that of:

(a) The title of the book
(b) The person the book is about
(c) The illustrator of the book
(d) The editor of the book

Example: 921 LINCOLN

22. In the notation in the Reader's Guide, "Time 22:7 Ap 21 '61, the number 7 stands for:

(a) The number of copies of Time magazine in the library
(b) The page number on which the article is to be found
(c) The years left in the library's subscription

23. The notation in an atlas, "Santa Barbara 21 D5, " means that:

(a) Santa Barbara can be found on a map on page 5
(b) Santa Barbara can be found on a map where lines D and 5 cross
(c) Santa Barbara can be found on a map in Volume 21

24. Books in the 500 class number are in the field of:

(a) Literature (b) Education (c) Science (d) Religion (e) Sports

25. A book with the call number 920 contains the biographies of more than one person. Which one of the following is not a 920 biography?

(a) Great leaders of destiny
(b) Abe Lincoln grows up
(c) The presidents of the United States
(d) Great American negroes
(e) Great baseball pitchers

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

JUNIOR HIGH SCHOOL

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

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

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

(a) Current biography
(b) Encyclopedias
(c) International index
(d) Who was who
(e) Lincoln Library

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

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

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

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

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

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

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

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

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

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

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

JUNIOR HIGH SCHOOL

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

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

34. The card catalog does not answer one of these questions:

(a) Does the library have a certain book?
(b) How many copies of a book does the library have?
(c) Does the library have a book on a certain subject?
(d) How many books by an author does the library have?

35. An entry in the Reader's Guide refers to:

(a) Magazine article
(b) Name of magazine and volume number
(c) Date
(d) Page number
(e) All of these

36. To find what books the library has on Japan, you should first:

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

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

(a) Books (b) Pamphlets (c) Magazines (d) Filmstrip (e) Records

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

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

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

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

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

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

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

JUNIOR HIGH SCHOOL

41. The glossary of a book tells:

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

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

(a) The Glossary
(b) The Table of Contents
(c) The Index

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

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

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

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

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

JUNIOR HIGH SCHOOL

THE FOLLOWING ARE SAMPLE CARDS AS FOUND IN THE CARD CATALOG. PLEASE KEEP THEM IN MIND AS YOU ANSWER QUESTIONS 45 through 50.

358.4
C Colby, Carrol B.
Countdown, the story of our missile bases. Coward McCann, 1960
48p illus

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

SMOG SEE

AIR POLLUTION

CIVILIZATION SEE ALSO

MIDDLE AGES

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

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

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

(a) The number of pages in the book
(b) The copyright date
(c) The publisher
(d) The Table of Contents
(e) The author

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

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

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

JUNIOR HIGH SCHOOL

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

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

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

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

49. A catalog card that says: SMOG SEE AIR POLLUTION, means:

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

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

(a) The library has no material under CIVILIZATION
(b) The library has material only under MIDDLE AGES
(c) The library has material under both CIVILIZATION and MIDDLE AGES

51. When doing research for a music class on symphonies, the most appropriate audio-visual materials would probably be found on a:

(a) Filmstrip
(b) Phonodisc
(c) Film loop
(d) Globe

52. If you needed sound effects for a play, you would probably use a:

(a) Film loop
(b) Filmstrip
(c) Book
(d) Phonodisc

53. If you need a poem read aloud and no phonodisc is available, you may be able to use a:

(a) Magazine
(b) Filmstrip
(c) Cassette
(d) Film loop

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

SENIOR HIGH SCHOOL

Diagnostic grade 10, Evaluative grade 12

1. To find what books the library has on Russia, one should look first

   (a) In the card catalog
   (b) In the Reader's Guide

2. The best place to look for very recent material on a subject is in the:

   (a) Card catalog
   (b) Encyclopedia
   (c) Reader's Guide

3. The card catalog is to the library as:

   (a) The Index is to a book
   (b) The Table of Contents is to a book
   (c) The Glossary is to a book

THE FOLLOWING IS A SAMPLE CARD FROM THE CARD CATALOG. QUESTIONS 4, 5 AND 6 REFER TO THIS SAMPLE

Sample Card

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

4. The sample card is called a:

   (a) Title card
   (b) Author card
   (c) Subject card

5. The "call number" in the sample card is:

   (a) 234p
   (b) 1929
   (c) 627
       Ell

6. The publisher on the sample card is:

   (a) Edward
   (b) Ellsberg
   (c) Macmillan

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

SENIOR HIGH SCHOOL

7. On the library shelves, the following book is located under:

(a) Grapes of wrath
(b) OKLAHOMA - FICTION
(c) Steinbeck, John
(d) 619p

OKLAHOMA - FICTION

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

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

(a)
956.94 Smith, John
Smi Israel a modern history. Macmillan, c1973.

(b)
956.94 Johnson, Dick
Joh Israel today. Random, c1970.

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

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

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

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

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

(a) MacBride, George
MacDonald, Angus
McBride, Robert
McDonald, James

(b) MacBride, George
McBride, Robert
MacDonald, Angus
McDonald, James

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

SENIOR HIGH SCHOOL

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

(a) St - Tex (b) Sa - Se (c) P - Pav

12. The quickest place in the card catalog to find the book, The Trumpeter of Krakow, would be under:

(a) Krakow
(b) Musical instruments
(c) Trumpeter
(d) The

13. The quickest place in the card catalog to find the book A Day in Old Rome, would be under:

(a) A
(b) Day
(c) Rome

THE FOLLOWING ARE SAMPLE CARDS FROM THE CARD CATALOG. Questions 14 and 15 refer to these examples:

(a) SPORTS SEE ALSO
Names of sports e. g.,
FOOTBALL

(b) TEEN AGE SEE
YOUTH

14. Does the library have any books listed under FOOTBALL? (a) Yes (b) No

15. Does the library have any books listed under TEEN AGE? (a) Yes (b) No

16. When you cannot find a book on a subject, the library may still have material in:

(a) The author file
(b) The reference file
(c) The pamphlet file

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

SENIOR HIGH SCHOOL

17. In a library a book catalog is:

(a) A book that lists catalogs
(b) A catalog used to order new books
(c) Card catalog information printed in a book form

18. "R" before or above a book's call number indicates that it is a:

(a) Reference book
(b) Recent book
(c) Reserved book
(d) Requested book

19. The Dewey Decimal number stands for:

(a) The title of a book
(b) The subject of a book
(c) The author of a book

20. Non-fiction books are arranged on the shelf by:

(a) Title
(b) Subject
(c) Author

21. Books with Dewey Decimal numbers are:

(a) Fiction
(b) Mystery
(c) Non-fiction

22. Check the "call numbers" of the books which are in the correct order according to Dewey Decimal arrangement.

(a)					(b)				
914	914.13	914.2	914.25	914.4	914	914.2	914.4	914.13	914.25

23. Individual biography is arranged on the shelves by "call number" 921 and then alphabetically by:

(a) Author
(b) Title
(c) Person who is the subject of the book

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

SENIOR HIGH SCHOOL

24. Fiction is arranged on the shelves alphabetically by:

(a) Author
(b) Subject
(c) Title

25. The arrangement in the Readers' Guide is alphabetically by:

(a) Author only
(b) By author and subject
(c) Title only

THE FOLLOWING IS AN ENTRY FROM THE READERS' GUIDE. Questions 26, 27, 28 AND 29 REFER TO THIS EXAMPLE.

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

26. In this entry, D' 66 is the:

(a) Page number
(b) Volume number
(c) Date of magazine

27. In this entry, 215 is the:

(a) Page number
(b) Volume number
(c) Year

28. In this entry, 135-6 is the:

(a) Volume number
(b) Page number
(c) Column number

29. The article is to be found in the magazine:

(a) Amateur Scientist
(b) Neville
(c) Scientific American

30. Fiction can be found in:

(a) National Geographic
(b) Time
(c) Reader's Digest

31. A current events magazine is:

(a) Ladies' Home Journal
(b) Time
(c) National Geographic

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

SENIOR HIGH SCHOOL

32. The quickest way to find out how many people were arrested for violating narcotic drug laws last year, look in:

(a) An almanac
(b) The pamphlet file
(c) The Readers' Guide

33. To find information about a famous living person, look in:

(a) Dictionary of American Biography
(b) Who Was Who
(c) Current Biography

34. To find synonyms and antonyms, look in:

(a) An almanac
(b) A thesaurus
(c) An encyclopedia

35. To find quickly a fact within a book, you use the:

(a) Index
(b) Appendix
(c) Table of Contents

36. To find the words of famous people on a subject of interest, look in:

(a) Roget's Thesaurus
(b) Twentieth Century Authors
(c) Bartlett's Quotations

37. Pseudonym means that:

(a) The writer is unkown
(b) There are two or more authors
(c) The writer is not using his true name

38. The part of a book in which to find information for making a bibliography is the:

(a) Title page
(b) Table of Contents
(c) Index

39. The appendix of a book gives:

(a) A list of books used as resources
(b) An alphabetical list of subjects in the book
(c) Supplementary material to the body of the book

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE -- Cont'd.

SENIOR HIGH SCHOOL

40. The glossary of a book tells:

(a) The page to look on for information
(b) Definitions of technical or foreign terms
(c) A list of books used as resources

41. The part of a book giving the author's purpose in writing is the:

(a) Table of Contents
(b) Bibliography
(c) Preface

42. The Table of Contents is a list of chapters of a book arranged:

(a) In no special way
(b) Alphabetically by the first word
(c) In the order in which they appear in the book

43. The best place to find quickly the population of Greece would be:

(a) A filmstrip
(b) A reference book
(c) An index to magazines

44. Microfilm is a good resource when you are looking for:

(a) Motion pictures
(b) Magazine articles
(c) Filmstrips

45. You want to observe how an octopus moves in water. You do not have a live one in an aquarium so the best thing is to use:

(a) A filmstrip
(b) Slides
(c) A film loop

46. A break cannot be repaired without losing something important on:

(a) A filmstrip
(b) A tape recording
(c) A film loop

47. When you give your oral report on Africa, you want to be able to mark on a map as you talk. This can best be done by using:

(a) A transparency
(b) A filmstrip
(c) A film loop

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE - Cont'd.

SENIOR HIGH SCHOOL

48. You wish to listen to a fine performance of classical music. The least satisfactory fidelity would be:

(a) 1-7/8 ips tape
(b) 3-3/4 ips tape
(c) 7-1/2 ips tape

49. Since many phonographs have two needles, you must check to see whether you are using the correct needle. The LP needle is not used for:

(a) Stereo
(b) 33's
(c) 45's
(d) 78's

50. Transparencies are used with:

(a) An opaque projector
(b) An overhead projector
(c) A synchronized projector

51. A sound filmstrip will work automatically if the record on the sound filmstrip projector is on:

(a) Audible
(b) Inaudible

52. You have found a good cartoon in a magazine and have decided to make a big copy of it for the bulletin board. The quickest way to do this is to use:

(a) An opaque projector
(b) A photo-copier
(c) An overhead projector

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

53. Use of the library	(a) yes	(b) no
54. How to study	(a) yes	(b) no
55. Note-taking	(a) yes	(b) no
56. Outlining	(a) yes	(b) no
57. Writing term papers	(a) yes	(b) no
58. When you read, do you think you can usually easily explain why you enjoyed reading something?	(a) yes	(b) no

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

1. The quickest way to find in which anthology a certain poem appears, look in (a) The table of contents of each anthology (b) Granger's Index to Poetry (c) The Home Book of Verse

2. The Book Review Digest lists (a) complete review of books indicating which books are good and which are bad (b) reviews by a staff of book reviewers to try to interest you in buying the book (c) Excerpts of reviews with a citation indicating where you can read the complete review

3. The best place to find a portrait of entertainment figures such as Bob Dylan or Glen Campbell is to look in (a) Who's Who in America (b) Current Biography (c) Contemporary Authors

4. A list of books and articles about Ringo Starr can be found by checking (a) Biography Index (b) Readers' Guide (c) Who's Who in America

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

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

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

8. Libraries may be arranged by the Dewey Decimal Classification or the Library of Congress classification. A book in the Library of Congress system would be classified

(a) 821 F	(b) LB 2803 C202	(c) R 973.979 Fra	(d) 759.05 C12

APPENDIX 3 C

LIBRARY BILL OF RIGHTS

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

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or the political or religious views of the author.

2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by librarians in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origin or political view.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

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

APPENDIX 4 A

SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians endorses the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

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

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

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

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

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

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

Adopted July, 1955
American Library Association Council

See: ARTICLE 6 INSTRUCTION (Series 6000)
CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS, LIBRARY 6161.13

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

THE FREEDOM TO READ

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

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

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

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

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

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

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

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

May 2 and 3, 1953

APPENDIX 4 C

CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

POLICIES ON INTELLECTUAL FREEDOM IN LIBRARIES

Intellectual Freedom in Libraries

A Statement of Policy

Adopted by California Library Association
School Library Association of California

A. Preamble

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

B. Authority

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

C. Areas of Concern

1. The Associations are concerned with watching for proposed legislation at the state, local, and school district level which might place library collections in jeopardy or which might restrict, prejudice or otherwise interfere with the selection, acquisition or other professional activities of librarians.

The Committees are instructed to write letters to and talk with legislators and administrators to present the Association's point of view, and to appear before legislative and administrative committees in the interest of preserving freedom of the press and the right to read.

2. The Associations are also concerned with legislation at the state, local, and school district level which tends to strengthen the position of libraries and other media of communication as instruments of knowledge and culture in a free society.

The Committees are instructed to watch for legislation in the general field of the communication of knowledge and ideas which the Associations might desirably support as being beneficial to the whole concept embodied in the

phrase "Freedom to Read." The committees are instructed to inform the Association memberships of such impending legislation, to present their recommendations, and to tender the Associations' support to such legislation.

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

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

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

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

March 18, 1958

Approved
Executive Board Meeting
November 7, 1958

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CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

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

The California Association of School Librarians support the belief that:

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

... each person, including the student himself, has the responsibility to protect this right to read and to be informed

... each student has the right to study and discuss significant moral, scientific, social, economic and political issues

... each student must have access to a wide variety of books and other materials related to the curriculum and to his personal needs

... each type of learning material must be evaluated in terms of the course of study, methods of teaching, and the personal growth and development of the student

... each student according to his maturity level, has the right to have access and to use these materials in order to develop an ability to exercise critical judgment, make wise choices, and to be a contributing member of a democratic society

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

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

Approved
Executive Board Meeting
August 27, 1966

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A RESOLUTION

CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

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

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

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

Approved
Executive Board Meeting
April 1, 1967

APPENDIX 4 D

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TO: School Administrators

FROM: State Board of Education

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

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

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

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

APPENDIX 4 D

ERIC

STATEMENT ON LABELING

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

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

1. Although totalitarian states find it easy and even proper, according to their ethics, to establish criteria for judging publications as "subversive," injustice and ignorance rather than justice and enlightment result from such practices, and the American Library Association has a responsibility to take a stand against the establishment of such criteria in a democratic state.

2. Libraries do not advocate the ideas found in their collections. The presence of a magazine or book in a library does not indicate an endorsement of its contents by the library.

3. No one person should take the responsibility of labeling publications. No sizable group of persons would be likely to agree either on the types of material which should be labeled or the sources of information which should be regarded with suspicion. As a practical consideration, a librarian who labeled a book or magazine pro-communist might be sued for libel.

4. Labeling is an attempt to prejudice the reader, and as such it is a censor's tool.

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

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

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

APPENDIX 5

PROCEDURE FOR HANDLING CHALLENGES OR CRITICISMS CONCERNING BOOKS OR OTHER REFERENCE MATERIAL

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

A. His name, home and/or business address, and telephone number(s)

B. Date of communication

C. Group or organization, if any, which he represents

D. Author, title, publisher, and copyright date of subject material

E. Specific reasons for suggestion or criticism

F. Page reference for each objection, and specific nature of each objection

G. Suggested disposition of material being challenged (i.e., exclude or withdraw from all students; reconsider in comparison with other specified material; substitute another specified age group of students for whom material shall be available; other disposition)

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

II. The Superintendent shall inform the Board of Education regarding the citizen's challenge, and shall present a recommendation for the Board's consideration as early as feasible after following the procedure outlined below

III. The following procedure shall be followed for review of instructional materials:

A. The book or other material shall be returned to the appropriate district committee for re-evaluation, along with the materials presented by the citizen. This committee is to be made up specically of professionals in the area under challenge. It is understood that they can, and are urged to, use additional expertise of professional staff within the district

B. The committee shall submit a report to the Superintendent on the materials under consideration, including:

1. An analysis of the material, relative to the criticisms of the citizen; and

2. Recommendations

IV. If the Board determines a need for further study, a committee of experts in the field shall be appointed, to include:

A. Two members of the appropriate material selection committee;

B. Three professionally qualified members of the Santa Barbara community, in the field in question or closely related fields;

C. One member of the teaching staff of Santa Barbara City College, or one member of the teaching staff of Westmont College;

D. One member of the teaching staff of U.C.S.B.; and

E. One member of a local public library who has expertise in this field and/or in the area of instructional material selection criteria; or

V. The committee shall submit a report to the Board of Education on material under consideration, including:

1. An analysis of the material, relative to the criticisms of the citizen; and

2. Recommendations

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

APPENDIX 6

Inter-Office Memorandum Santa Barbara School Districts

To: Secondary Principals

From: Arthur H. North

Subject: Family Life/Sex Education Date: September 19, 1969

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

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

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

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

AHN/jh

copies: Mrs. Henriksen
Mr. Barkelew
Dr. Barron

APPENDIX 7