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

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

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FOREWORD

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

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

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

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

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

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

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

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

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

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

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

Making the Decision

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

Decision 1: Function

- What should the center’s functions be?
  - organizing incoming materials?
  - storing and cataloging?
  - controlling circulation of materials?
  - seeking information (reference services)?
  - acquiring new materials?
  - providing a hideaway to get work done?
  - interlibrary exchange?
- preventing duplication of work by keeping staff informed?

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

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

Decision 2: Service

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

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

Decision 3: Organization

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

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

In addition to line responsibilities, staff support functions such as advisory committees should be addressed. For example, a steering committee of in-house volunteers from each organiza-
tional unit might complement the line organization by developing criteria and guidelines for selection of center purchases, while keeping the center informed of user needs. Another possibility is the organization of a technical advisory group of retired librarians to advise on technical issues (best used where staffing of small centers is not by a professional librarian).

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

Decision 4: Staffing

- Who should staff the center?

- skills/knowledge?
- personal characteristics?
- full-time/part-time?
- number of staff?
- responsibility of staff?

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

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

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

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

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

Decision 5: Location

- Where should the center be located?

- space desirable vs. space available?
- space needed for expansion/growth?
- in a busy area?
- in a quiet area?
Decision 5: Location

The location decision directly relates to the center goals and functions. If the center is only to be a hideaway to get work done, a remote location may be appropriate. If, however, it is to be an active user-oriented resource center, it should be visibly located to the users. If the center will service others outside of in-house staff, it must be easily accessible from building entries. It has been shown time and again that the presence of free resources is not enough to encourage use. If you set up your center like a retail store — accessible and visible, with pleasant, appealing and useful surroundings, and with knowledgeable and helpful staff — you have the basic formula for success. Work within the constraints of your office environment — the center can be part of a large room; it can be self-contained, or it can be partitioned off — but put it where it can be best utilized, always in accordance with center functions.

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

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

The space allocated can range from 150 square feet (10' x 15') to 1,250 square feet (25' x 50'). The former can provide very basic storage space, while the latter will allow a fully-functioning resource center with study and meeting...
Decision 6: Where to Start

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

Decision 6: When to Start

- When should the center be established?
  - Other pressing issues?
  - Staff plans?

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

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

A full list of essential and recommended materials needed to start the center along with costs and supplies are provided in Appendix I, and in the step-by-step breakdowns of Section II.
SECTION II
How to Set Up the Resource Center/Library

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

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

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

Step 1: CATALOGING and CLASSIFICATION Purpose

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

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

Suggested Procedures

The cataloging of book and multimedia materials need not be complicated. During the initial cataloging effort, all the material need not be cataloged and stored before the center starts functioning. A small critical mass may be used (say, 200 items) and a schedule can be set up (e.g., 50 a week) to complete the backlog of materials. A small resource center can spend a minimum amount of time cataloging new materials. Start-up time is estimated at ¼-1 hour per title. Maintenance will, of course, depend upon the quantity of materials acquired by the center, but a few hours per week will probably be adequate to catalog newly received materials.

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

When cataloging materials put out by the various agencies of the Federal Government, the decision has not yet been made whether to incorporate this list, a modification of it or a totally new structure.
Step 1: Cataloging and Classification

Materials Needed

- A card catalog* or a set of 4-5 file drawers (to contain the catalog cards and provide access to library users)
- 2,000 (or more, depending on size of collection) catalog cards* (to be filed in the card catalog and indicate author, title and classification number for materials the library owns)
- 2,000 (or more, depending on size of collection) catalog cards* (to be attached to book spines or materials' covers and indicate classification number and author of the material)
- 10 rolls of labeling tape or 1,000 - 2,000 pressure sensitive labels (to be attached to book spines or materials' covers and indicate classification number and author of the material)
- 1 hanging iron* (to attach labels to materials)
- 100-200 catalog card guides* (to organize card catalog)
- Various shelf labels indicating subject areas and classification numbers (to be placed on shelves to indicate location of material)
- 1-3 rubber stamps (with resource center/library's name and address to indicate ownership of materials)
- 10 (or more, depending upon size of collection) shelving units
- 1-2 book trucks* (to use as a work area and to facilitate shelving of materials)

Approximate Cost

- Wood cards: $1.00-$1.20/5 dr. unit
- $6/1,000

Vendor

- Same

See Appendix for full addresses and ordering information.

*See Appendix for definition of terms.
Step 1: Cataloging and Classification

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

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

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

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

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

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

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

Major subject area: Apprentice training

*See Appendix for definition of terms.
Step 1: Cataloging and Classification

Other subject areas or cross-references: none

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

2. Type up the catalog cards as follows:
   - 1 for the major subject area
   - 1 for any additional subject areas
   - 1 for the author
   - 1 for title

Example:
A. Subject Cards

file under: Intake/Assessment

B. Cross-reference Subject Headings

file under: Worker traits

C. Author Card

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

D. Title Card

file under: Worker traits training unit

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

3. File the catalog cards alphabetically in the card catalog.

4. Stamp the book with the center's name: (1) on the title page; (2) on the end pages; or (3) if not a book, stamp somewhere on the cover of the material.
5. Label the material (on the spine of the book or somewhere obvious if not a book) with the File Key #.


7. Type up a book card with file #, author and title and place in the book pocket.

8. Shelf material in its appropriate place on the shelf.

The Cataloging of Nonmanpower-related Materials

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

Suggested Procedures

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

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

Example:

A. Subject Cards.

file under: Sociology

file under: Social Surveys
Step 2: Storage of Materials

C. Title Card

file under: Rules of Sociological Method

file under: Apprentice Training

file under: Durkheim

file under: Methodology

B. Author Card

3. File the cards as indicated in the card catalog.

4. Stamp the book with center's stamp, as indicated above.

5. Label material with appropriate File Key #, type a book card, and shelve.

Step 2: STORAGE of MATERIALS

Vertical File

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

Apprentice Training
For additional materials see vertical file.

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

Materials Needed

Approximate Cost

Vendor

1 or more file cabinets

$120.00/cabinet

Gaylord, Pemco, Brodart and office supply houses

Pendaflex or other hanging files (plus labels)

$6.00/100

Same

Buff files

$6.00/100

Stationery supply stores

Audiovisual storage boxes (various sizes and shapes for different media)

from $2.00/box and up

Same

Magazine storage shelves (1 or more sections)

$200/unit

Same

Audiovisual Materials*

Audiovisual materials often pose storage problems and, as a result, are too often relegated to the bottom shelves or to a separate (and usually closed) cabinet. If the use of multimedia materials is to be encouraged, they must be kept with all other materials on the same subject. It is recommended to store films, tapes, slides, etc. on the shelf alongside book materials. If the audiovisual items are too large, as films often are, either lay them flat (if space permits) or store them immediately under the other materials.

*See Appendix for definition of terms.
Step 2: Storage of Materials

Multiple Copies

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

To encourage users' taking the new materials, a “newly arrived” space should be set aside on a prominent bookshelf. New materials could be kept here for a set period of time (say two weeks or one month) and then either stored permanently, distributed, or discarded.

While it is not necessary to be terribly formal about multiple copies, they can take up precious shelf space, and their rapid distribution should be encouraged.

Periodicals

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

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

Weeding the Center Collection

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

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

The weeding process can be simplified if you keep records of all materials which are borrowed, i.e., save the book-cards. Each year go through the collection and examine these cards. If the material has not circulated at all during the year, make
a note of it. The next year, discard items which have not circulated in the last two years—unless you know that the item is being used by you or other library patrons.

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

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

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

Record Retention

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

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

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

Library request slips (i.e., recommendations for purchase, requests for reference work to be done, etc.) may also be discarded within a few months. However, always be sure to keep a log of the total number of requests filled, books ordered, etc. before throwing out the forms themselves. This documentation is very valuable as a gauge of center use, and such statistics should be included in your Annual Report (see Step 8 on Administration).

Step 3: Circulation of Materials

Purpose

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

Suggested Procedures

A. When center materials are to be borrowed by a user:

1. Have patron complete a book card (see sample # 1). This card may be kept in the date due book pocket of the material (see Step 1: Cataloging, details) or may be filled out at the circulation desk for each material borrowed.
### Step 3: Circulation of Materials

#### Materials Needed

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

*See Appendix for definition of terms.

---

*Approximate cost is for the materials mentioned in the table above. + denotes an approximate cost based on vendor's pricing at the time of publication. + Additional costs may apply based on usage and location.*
2. Stamp the book card and the date due book pocket (sample # 2) with the date stamp.

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

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

B. When materials are returned by the borrower:
1. Locate book card in charging tray.
2. Return book card to date due book pocket and cross off the borrower's name and date due.
3. Return material to its place on the shelf.

**Recommended Procedures:**

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

Generally, the procedure is as follows:

1) When request for material comes in be sure to verify it; i.e., establish that the author, title, date, pages, etc. are correct.

2) Record all this information on an interlibrary loan request form (see sample # 3).

3) Determine which library you want to borrow the book from - use local public or academic libraries as much as possible.

4) Fill in the library's name and address on the interlibrary loan form.

5) Type up a shipping label with your center's name and address.

6) Send copies A, B & C of form with shipping label to the lending library.

7) File copy D of form in a file for your record.

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

---

**Materials Needed**

<table>
<thead>
<tr>
<th>Item</th>
<th>Approximate Cost</th>
<th>Vendor</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Library Assoc., 1970</td>
<td></td>
<td>50 East Huron Street</td>
</tr>
<tr>
<td>Interprets U.S. interlibrary loan policies and</td>
<td></td>
<td>Chicago, Illinois 60611</td>
</tr>
<tr>
<td>goes into detail on the various procedures which</td>
<td></td>
<td></td>
</tr>
<tr>
<td>must be followed in loaning and borrowing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 multiple-copy interlibrary loan forms</td>
<td>$20.00</td>
<td>Demco, Bro Dart, Highsmith,</td>
</tr>
<tr>
<td>(imprinted with library's name and address)</td>
<td></td>
<td>Gaylord</td>
</tr>
</tbody>
</table>
Step 3: Circulation of Materials

As an alternative to interlibrary loan, which can be a tedious and too often nonrewarding endeavor, your resource center/library may wish to establish borrowing arrangements with any libraries in the area which you would use on a regular basis. While this sometimes involves a borrower's fee, it may also be free. Call and speak to the librarian, explaining your interest. Usually, some arrangement can be worked out.

Sample # 3

<table>
<thead>
<tr>
<th>INTERLIBRARY LOAN REQUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: May 9, 1970</td>
</tr>
<tr>
<td>Loaner: John Doe</td>
</tr>
<tr>
<td>Reporter: Researcher</td>
</tr>
<tr>
<td>Due Date: May 10, 1970</td>
</tr>
<tr>
<td>Restrictions: Copying not permitted</td>
</tr>
<tr>
<td>Borrowing Library: Art Associates, Inc.</td>
</tr>
<tr>
<td>Library: Boston Public Library</td>
</tr>
<tr>
<td>Location: 822/5 Conserv St. Cambridge, MA 02215</td>
</tr>
<tr>
<td>Loaned by: S. Callahan</td>
</tr>
<tr>
<td>Borrowed by: E. Callanan</td>
</tr>
<tr>
<td>Notes: For use of 2 volumes only</td>
</tr>
<tr>
<td>10.00 requested to be returned by May 10, 1970</td>
</tr>
</tbody>
</table>

Date Due: May 10, 1970

Sample # 2

<table>
<thead>
<tr>
<th>INTERLIBRARY LOAN REQUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: May 9, 1970</td>
</tr>
<tr>
<td>Loaner: John Doe</td>
</tr>
<tr>
<td>Reporter: Researcher</td>
</tr>
<tr>
<td>Due Date: May 10, 1970</td>
</tr>
<tr>
<td>Restrictions: Copying not permitted</td>
</tr>
<tr>
<td>Borrowing Library: Art Associates, Inc.</td>
</tr>
<tr>
<td>Library: Boston Public Library</td>
</tr>
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<td>Location: 822/5 Conserv St. Cambridge, MA 02215</td>
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<tr>
<td>Loaned by: S. Callahan</td>
</tr>
<tr>
<td>Borrowed by: E. Callanan</td>
</tr>
<tr>
<td>Notes: For use of 2 volumes only</td>
</tr>
<tr>
<td>10.00 requested to be returned by May 10, 1970</td>
</tr>
</tbody>
</table>

Date Due: May 10, 1970
Audiovisual (AV) Materials

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

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

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

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

Step 4: SELECTION OF MATERIALS

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

Purpose

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

Suggested Procedures

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

1) present collection — Does item duplicate present collection, or is it complementary?
2) users — Will item be helpful to center users, or will it just sit on the shelf? Has a user requested it? Might it be helpful
Step 4: Selection of Materials

to survey users as to what their needs are?

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

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

<table>
<thead>
<tr>
<th>Selections Resources</th>
<th>Approximate Cost</th>
<th>Vendor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worklife (formerly Manpower)</td>
<td>$15.30/yr.</td>
<td>US GPO¹</td>
</tr>
<tr>
<td>Monthly Labor Review</td>
<td>$22.35/yr.</td>
<td>US GPO, SuDOC#: L2.6 (Vol. #)</td>
</tr>
<tr>
<td>Monthly Catalog of U.S. Government Publications</td>
<td>$27.00/yr.</td>
<td>US GPO, SuDOC#: GP 3.8: (date)</td>
</tr>
</tbody>
</table>

*Selections Resources*

- **Worklife** (formerly Manpower)
  - The official journal of the Labor Department's Manpower Administration. This monthly journal is valuable both for its brief news articles relevant to the manpower situation and for its listing of "R&D Reports" which includes recently received reports compiled under research contracts granted by the Manpower Administration, most of which are available from NTIS².

- **State and/or Regional Newsletters**
  - Your state or area's Manpower offices may distribute copies of newsletters. These are often free and can be valuable as a selection source if they contain references to recent publications of interest.

- **Monthly Labor Review**
  - This is the official organ of the Bureau of Labor Statistics and contains an excellent book review section with relatively long and detailed signed reviews.

- **Monthly Catalog of U.S. Government Publications**
  - As the official monthly listing of all government publications available from the Superintendent of Documents, this journal is invaluable in book selection. It is organized by agency with a subject index.

*(Continued on next page)*
Weekly Government Abstracts: Administration
This is a weekly annotated listing of selected government reports on the subject of administration. Each year it has a subject index as the last issue and all issues are divided into general subject categories. Should be scanned weekly, both as a selection source and as a general information source.

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

Manpower Administration Publications. Available from Department of Labor Warehouse
This is a catalog of ETA publications stocked in the DOL warehouse. This catalog can be kept current by making use of the listing of ETA publications released monthly by file & memorandum.

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

See appendix for instructions on ordering government publications.
Selection of Audiovisual Materials

While the selection of AV materials should be considered a part of the overall selection of materials rather than a separate function, a few remarks on this process specifically are necessary. In some cases you will find that the above-mentioned selection resources will, from time to time, include AV materials and/or review them briefly. Various federal agencies publish separate catalogs of AV materials which they produce and distribute. These catalogs are usually available from GPO and may be found by looking in the subject index of the December issue of the Monthly Catalog under "catalogs."

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

<table>
<thead>
<tr>
<th>AV Selection Resources</th>
<th>Approximate Cost</th>
<th>Vendor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botham, C.N. Audiovisual Aids for Cooperative Education and Training. 1969.</td>
<td>$2.50</td>
<td>Unipub</td>
</tr>
<tr>
<td>Educators' Guide to Free Films Annual</td>
<td>$12.75</td>
<td>Educational Progress</td>
</tr>
<tr>
<td>Guide to Government Loan Filmstrips, Slides and Audiotapes.</td>
<td>$2.50</td>
<td>4900 South Lewis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tulsa, OK 74105</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seriha Press</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70 Kennedy Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alexandria, VA 22305</td>
</tr>
<tr>
<td>Educators' Guide to Free Guidance Materials. 1975.</td>
<td>$9.75</td>
<td>Educational Progress</td>
</tr>
<tr>
<td>Educators' Guide to Free Tapes, Scripts and Transcriptions. 1975.</td>
<td>$9.50</td>
<td>Educational Progress</td>
</tr>
</tbody>
</table>

Step 5: ORDERING of MATERIALS

Purpose

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

Suggested Procedures

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

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

1) Looking the book up in Books in Print (can look up under either author or title) and copying down
all the ordering information. At the end of the titles volume of *Books in Print (BIP)* appears a list of all major publishers with their addresses. The address should be noted also.

2) If the book to be ordered is a government publication and is not listed in BIP, the library staff should next consult the Monthly Catalog of U.S. Government Publications. The December issue of each year is a cumulative index to all the publications for the year and lists publications by title and by subject. (However, since titles do vary, it is advisable to search under subject or subjects before giving up altogether). Once you've found the publication in the index, it will be necessary to go back to the appropriate monthly issue to determine price and availability (be sure to read all the "how-to-use" directions carefully). Most government publications are available from the Superintendent of Documents, U.S. Government Printing Office in Washington. (See Appendix on how to order GPO publications.)

<table>
<thead>
<tr>
<th>Materials Needed</th>
<th>Approximate Cost</th>
<th>Vendor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 1,000 multiple copy book order forms imprinted with library's name and address</td>
<td>$5/1,000</td>
<td>Gaylord, Demco, Bro-dart, Highsmith (or can have custom-made book order forms to order)</td>
</tr>
<tr>
<td><em>Books in Print</em> (current year)</td>
<td>$75.00 for 4 volumes</td>
<td>R. R. Bowker Co.</td>
</tr>
<tr>
<td>A listing by author (2 vols) and title (2 vols) of all current books in print giving author, title, publisher and price. End of title volumes includes an alphabetical listing of publishers with addresses and phone numbers.</td>
<td></td>
<td>P. O. Box 1807, Ann Arbor, MI 14106</td>
</tr>
<tr>
<td>Publishers' Catalogs</td>
<td>Free</td>
<td>From publishers (see <em>Books in Print</em> for addresses)</td>
</tr>
<tr>
<td><em>Monthly Catalog of U.S. Government Publications</em></td>
<td>$27.00/yr</td>
<td>US GPO</td>
</tr>
<tr>
<td>Monthly listing by agency of all GPO publications with author and title indices and a yearly subject index.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate card catalog drawers (to file order cards by publisher)</td>
<td>See cataloging section for details</td>
<td></td>
</tr>
<tr>
<td>1 for &quot;on order&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 for &quot;dead or received&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) If you still cannot find any information on ordering the material, possible alternatives are:

a) If a government publication, call the issuing agency if known or a likely issuing agency if unknown, or call the U.S.G.P.O. in Washington.

b) If known, call the publisher.

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

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

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

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

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

1. Indicate date received on the order form in the card catalog. This card will be removed once the material is cataloged and replaced with the catalog card.
2. If an order form is filed by publisher, indicate the date received on it and file it in a "dead" or "item received" file of some kind. It is always advisable to keep separate the order materials from those which have been received.

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

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

**Step 6: REFERENCE PURPOSE**

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

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

In addition to the reference sources on the next pages, it is advisable to have in the library...
A U.S. Atlas and road map
Phone books (both local and for major U.S. cities)
A zip code directory
A post office directory
A set of encyclopedias (Encyclopedia Americana is a good choice)
A good dictionary (Webster’s Seventh Collegiate or Random House Dictionary are both good)

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

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

A BASIC EMPLOYMENT AND TRAINING REFERENCE COLLECTION

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
<th>Vendor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Abstract of the U.S.</td>
<td>$8.00 (soft-bound)</td>
<td>US GPO</td>
</tr>
<tr>
<td>U.S. Government Manual (Latest)</td>
<td>$6.50</td>
<td>GPO</td>
</tr>
<tr>
<td>State Information and Federal Region Book (Latest)</td>
<td>$5.00</td>
<td>Potomac Books, Inc. P.O. Box 40864 Washington, D.C. 20016</td>
</tr>
<tr>
<td>Manpower Report of the President (Latest)</td>
<td>$4.50</td>
<td></td>
</tr>
</tbody>
</table>

(Continued on next page)
Step 7: Promotion

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

Step 7: PROMOTION of the RESOURCE CENTER

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

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

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

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

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

Within the center, the use of bulletin boards is a good way of familiarizing users with books, the library staff, reference sources, capabilities. Make displays colorful and be sure to place them near the entrance so people won’t miss them.

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

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

One of the best advertisements for the center is, of course, good service. When center staff are courteous and helpful, word will get around. When staff requests for information are keeping you busy 110% of each day, then you know your center is successful. Until then, keep actively promoting the center and REACHing out with materials. Don’t wait for people to come to you.

Step 8: CENTER ADMINISTRATION and MANAGEMENT

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

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

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

Another important administrative task is the planning of center goals and objectives. Such a plan should be done at least yearly and evaluated by both librarian and supervisor. Include in such a plan a statement of the purpose(s) of the center and the methods you propose to achieve the program. Such a plan not only forces the center staff into verbalizing its objective, but also provides needed backup and accountability for the expenses included in the annual budget.

An excellent format for the presentation of both budget and plans is the annual report. In addition, such a report should contain statistics on numbers of materials acquired, materials circulated and illustrations of the types and quantity of reference and research questions answered by center staff.
While keeping track of such statistics can be time consuming, if you design one or two forms (i.e., a center request form which is filled out for all reference questions) and keep used library cards and order forms, the process is greatly simplified.

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

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

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

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

**Step 9: HOW to KEEP GROWING**

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

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

Another method of determining how the center is actually serving its clientele is to survey all users—including those who do not check out materials. By having all users fill out a card answering such questions as (1) why did you come in?
(2) What materials were you seeking? (3) did you find it/them? (4) what else would be helpful to you? (5) etc., you can not only show your interest in encouraging center use and meeting individual needs, but you can determine what additional materials should be ordered.

This position lends itself well to an upgrading opportunity. It would be complementary to the center to utilize staff who are knowledgeable in employment and training programs as this would be helpful to users and would save time in the reviewing, selection and cataloging, etc. of appropriate materials. If a candidate is selected with the basic knowledge and abilities and with a lot of motivation, this position offers growth to becoming a resource generalist; a position that will always be critical in the employment and training processes.
APPENDIX 1
Sources of Equipment and Ordering

I. Library Suppliers

Demco
Box 1488
Madison, Wisconsin 53701

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

Brodart
56 East Street
Newark, New Jersey 07114

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

List local stationery and office equipment stores from yellow pages.

II. Ordering

A. Government Printing Office (GPO)

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

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

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

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

B. National Technical Information Service (NTIS)

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

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

When materials are needed immediately, a rush order may be phoned in and charged to deposit accounts. The charge is $5 additional for pickup or $10 for special delivery mail. Orders mailed usually arrive within 48 hours.
APPENDIX 2

Authority File for Federal Government Authors

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

U.S. Advisory Commission on Intergovernmental Relations
U.S. Agency for International Development. See — U.S. Dept. of State
U.S. Agricultural Research Service. See — U.S. Dept. of Agriculture
U.S. Bureau of Domestic Commerce
U.S, Bureau of Federal Credit Unions
U.S. Bureau of Labor Statistics
U.S. Bureau of Outdoor Recreation. See — U.S. Dept. of the Interior
U.S. Bureau of the Census
U.S. Civil Service Commission
U.S. Civil Service Commission. Library
U.S. Commission on Civil Rights
U.S. Comptroller General
U.S. Cong. House
U.S. Cong. Joint Economic Committee
U.S. Cong. Senate
U.S. Dept. of Agriculture. Farmer Cooperative Service
U.S. Dept. of Agriculture. Federal Extension Service
U.S. Dept. of Agriculture. Forest Service
U.S. Dept. of Agriculture. Rural Electrification Administration
U.S. Dept. of Commerce
U.S. Dept. of Health, Education and Welfare
U.S. Dept. of Health, Education and Welfare. Office of Regional and Community Development
U.S. Dept. of Health, Education and Welfare. Public Health Service
U.S. Dept. of Health, Education and Welfare. Social and Rehabilitation Service
U.S. Dept. of Housing and Urban Development
U.S. Dept. of Housing and Urban Development. Library
U.S. Dept. of Housing and Urban Development. Office of Community Development
U.S. Dept. of Housing and Urban Development. Office of International Affairs
U.S. Dept. of Labor
U.S. Dept. of Labor: Employment and Training Administration
U.S. Dept. of State. Agency for International Development
U.S. Dept. of the Interior
U.S. Dept. of the Treasury
U.S. Dept. of the Treasury. Internal Revenue Service
U.S. Dept. of the Treasury. Office of Revenue Sharing
U.S. Dept. of Transportation
U.S. Economic Development Administration
U.S. Economic Service. See — U.S. Dept. of Agriculture
U.S. Environmental Protection Agency
U.S. Farm Credit Administration
U.S. Farmer Cooperative Service. See — U.S. Dept. of Agriculture
U.S. Farmers Home Administration
U.S. Federal Trade Commission
U.S. Forest Service. See — U.S. Dept. of Agriculture
U.S. General Services Administration
U.S. Internal Revenue Service. See — U.S. Dept. of the Treasury
U.S. Legislative Reference Service. See — U.S. Library of Congress
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U.S. Library of Congress. Legislative Reference Service
U.S. Manpower Administration. See — U.S. Dept. of Labor
U.S. National Aeronautics and Space Administration
U.S. Office of Business Development. See — U.S. Small Business Administration
U.S. Office of Community Development. See — U.S. Dept. of Housing and Urban Development
U.S. Office of Economic Development. See — U.S. Office of Economic Opportunity
U.S. Office of Economic Opportunity
U.S. Office of International Affairs. See — U.S. Dept. of Housing and Urban Development
U.S. Office of Management and Budget
U.S. Office of Minority Business Enterprise
U.S. Office of Regional and Community Development. See — U.S. Dept. of Health, Education and Welfare
U.S. Office of Revenue Sharing. See — U.S. Dept. of the Treasury
U.S. President
U.S. Rural Electrification Administration. See — U.S. Dept. of Agriculture
U.S. Small Business Administration
U.S. Small Business Administration. Office of Business Development
# APPENDIX 3

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

## FOR CATALOGING

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<td>Catalog card guides</td>
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## FOR STORAGE

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## FOR CIRCULATION

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<td>Book pocket</td>
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APPENDIX 4

Glossary of Terms

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

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

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

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

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

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

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

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

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

Charging Tray — A file-like tray approximately 3½" high x 13" long used to file book cards in when materials are borrowed by center users. May be single or double and made of wood or plastic with an adjustable metal spring or block to hold cards upright and prevent sliding.

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

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

Periodical — Any center publication which is published on a regular basis; i.e., a monthly journal, weekly newsletter, or quarterly report.
APPENDIX 5

Bibliography of Books on Small Library Development


**APPENDIX 6**

List of Social Science Subject Headings

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APPENDIX 7

File Key

Employment and Training Subject Areas

SUBJECT AREAS

FILE KEY

000 Planning and Administration
Information on the theory and practice of setting up and running of employment and training programs

1-100 Needs Analysis
Labor market information — identification of employment and training service needs — projections

1-200 Resource Analysis
Identification and mobilization of community resources — universities, volunteers, support groups, etc.

1-300 Program Design
Means of structuring programs to meet needs

1-400 Management
General ways of organizing and supervising employment and training resources not listed below

1-410 Management Planning
Information on planning staff, finances, etc.

1-420 Program Direction
Ways of organizing and supervising staff

1-430 Management Control
Management information systems, financial, subgrant/contract management

1-500 Program Specific Administration
Planning and administration information that is only applicable for specific employment and training programs — WIN, ES, CETA

1-900 Other
Information on planning and administration not covered by above classifications

2-000 Applicant Services
Information on providing services to employment and training program participants

2-100 Recruitment
Means of attracting employment and training program participants

2-200 Intake/Assessment
Ways of inducing and assessing employment and training participants (see also 2-440 Counseling and Testing)

2-300 Client Skill/Knowledge Development (Training)
General information on training programs not listed below

2-310 Remedial Training
Information on courses and programs that focus focus on basic skills such as basic education, language skills, etc.

2-320 Work Adjustment Training
Programs that are oriented toward entrants and re-entrants to the labor market such as: in school youth, work experience, prevocational orientation courses, etc.

2-330 Occupational Skill Development
Information on programs, curriculum and courses for entry or upgrading within occupa-
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1.000 Workforce Development

Includes institutional, on-the-job, and other non-apprentice training.

2-340 Apprentice Training
Information on apprentice training – administration, entry, training techniques, etc.

2-400 Support Services
General information on providing support to participants of employment and training programs not listed below.

2-410 Child Care

2-420 Transportation

2-430 Health

2-440 Counseling and Testing

2-450 Coaching

2-460 Supported Employment
Information on programs that provide supported employment such as financially supported "businesses," sheltered workshops, etc.

3-900 Other
Information on Placement Services not listed above

4-000 Employer Services
General information on providing technical services to specific employers or improving the economic climate of the community.

4-100 Technical Assistance
Information on helping employers with personnel problems including: EEO compliance, turnover, job analysis, upgrading, etc.

4-200 Economic Development
Programs to improve the economic climate of the community in general or specific sectors including minority business development, plant location assistance, etc.

4-900 Other
Information on Employer Services not listed above

5-000 Corrections/Legal
Information on the design and conduct of programs for offenders. These include programs for inmates, pre-trial intervention, work release, etc.

6-000 Public Employment Programs
Information on programs to place individuals in public employment including – Public Employment, Emergency Employment, etc.

7-000 Employment and Training Economic and Social Policies
Information relevant to the formulation and direction of National and Regional Employment and Training Policy

8-000 Special Employment and Training Research Grants
(not elsewhere classified)
Information on grants not listed in above categories that are limited to special focus areas

8-100 Employment and Training Institutional Grants
8-200 Doctoral Dissertations
8-300 Small Grant Research Projects
8-900 Other

11-000 Unemployment Ins.
APPENDIX 8
Cross Reference Key
Employment and Training Subject Areas

Alphabetic List

- Addicts Use DRUG USERS
- ADJUSTMENT
  See also DISADVANTAGED
- Adult Education Use BASIC EDUCATION
- AFDC Use AID TO FAMILIES WITH DEPENDENT CHILDREN
- AFFIRMATIVE ACTION PLANS
  See also EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
- AHIT Use ADVANCED HIGH INTENSITY TRAINING
- AGE DIFFERENCES
  See also OLDER WORKERS; RETIREMENT
- Agricultural Workers Use FARMWORKERS
- AID TO FAMILIES WITH DEPENDENT CHILDREN
  See also WORK INCENTIVE PROGRAM (WIN)
- Air Force Use ARMED FORCES
- ALCOHOLICS
- ALIENATION
  See also WORK ATTITUDES; ATTITUDES
- ALIENS
  See also IMMIGRANTS; LABOR CERTIFICATION PROGRAM
- Allowances for Training Use TRAINING ALLOWANCES
- American Indians Use INDIANS
- APPLICANT SERVICES
- Applicants Use APPLICANT SERVICES

APPRENTICE TRAINING
- Aptitude Tests Use TESTING
- ARBITRATION
- AREA PLANNING
- ARMED FORCES
- ASPIRATIONS
  See also EDUCATIONAL ASPIRATIONS; CAREER CHOICE
- Assessment Use INTAKE/ASSESSMENT
- ASSISTANCE TO EMPLOYERS
  See also EMPLOYERS SERVICES
- AUTOMOTIVE MECHANICS
- Average Hourly Earnings Use WAGES
- BANKING INDUSTRY
- Bargaining Use COLLECTIVE BARGAINING
- BARRIOS
  See also SPANISH-SPEAKING AMERICANS; PUERTO RICANS
- BASIC EDUCATION
- BEHAVIOR MODIFICATION
  See also CORRECTIONS
- BIBLIOGRAPHIES
- BIOGRAPHICAL INFORMATION BLANK (BIB)
- Birth Rate Use FERTILITY
- Black Colleges Use UNIVERSITIES AND COLLEGES
- Black-owned Business Use MINORITY BUSINESS ENTERPRISE
- BLACKS
  See also MINORITIES
- Blind Use HANDICAPPED
- BONDING ASSISTANCE
- BOOKKEEPING
  See also CLERICAL OCCUPATIONS
- Bracero Labor Use FARMWORKERS
- Building Industry Use CONSTRUCTION INDUSTRY
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BUSINESS ADMINISTRATION
BUSINESS CYCLE,
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CAMPs - Use COOPERATIVE AREA MANPOWER PLANNING SYSTEM (CAMPS)
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CAREER ASPIRATIONS
   See also CAREER GOALS
Career Attainments Use CAREER PATTERNS
CAREER CHOICE
   See also OCCUPATIONAL CHOICE; COUNSELING AND GUIDANCE
Career Development Use UPGRADING
CAREER EXPLORATION
   See also VOCATIONAL GUIDANCE
CAREER GOALS
   See also MOTIVATION
Career Information Use VOCATIONAL GUIDANCE
Career Ladder Use UPGRADING
Career Mobility Use UPGRADING
CAREER PATTERNS
   See also UPGRADING
Career Progression Systems Use UPGRADING
Carpenters
CASUAL LABORERS
   See also PART-TIME EMPLOYMENT
CEP - Use CONCENTRATED EMPLOYMENT PROGRAM
CETA - Use COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)
CHICANOS
   See also SPANISH-SPEAKING AMERICANS
CHILD CARE
CHILDREN
   See also CHILD DAY CARE

CHINESE AMERICANS
   See also MINORITIES
CHRONICALLY UNEMPLOYED
CIVIL RIGHTS ACT (1964)
Civil Service Examinations Use TESTING
CIVIL SERVICE SYSTEM
   See also GOVERNMENT WORK; FEDERAL GOVERNMENT, STATE AND LOCAL GOVERNMENT
Classified Help Wanted Ads Use NEWSPAPER ADVERTISEMENTS
CLERICAL OCCUPATIONS
Clinical Laboratory Occupations Use HEALTH MANPOWER COACHING
COLLECTIVE BARGAINING
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COACHING
Colleges Use UNIVERSITIES AND COLLEGES
Commitment to Work Use WORK ATTITUDES
Community Colleges Use UNIVERSITIES AND COLLEGES
COMMITTING
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Compensation Per Man Hour Use WAGES
COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)
COMPREHENSIVE MANPOWER PLANNING
Comprehensive Manpower Services
Computerized Job Matching Use JOB MATCHING
CONCENTRATED EMPLOYMENT PROGRAM
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CONSTRUCTION INDUSTRY
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EDUCATION
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CORRECTIONS
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COST EFFECTIVENESS
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CREDENTIALING
See also OCCUPATIONAL LICENSING
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Culturally Deprived Use DISADVANTAGED
CURRICULA
See also INSTRUCTIONAL MATERIALS
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DEBTOR/CREDITOR RELATIONSHIP
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SYSTEMS
Demand for Labor Use LABOR DEMAND
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DISCRIMINATION
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DOCTORAL DISSERTATIONS
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DUAL LABOR MARKETS
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ECONOMIC ANALYSIS AND ECONOMETRICS
ECONOMIC DEVELOPMENT
ECONOMIC FORECASTING
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ECONOMIC GROWTH
ECONOMIC INDICATORS
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ECONOMIC POLICY
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EFFECTIVENESS OF PROGRAMS
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   Employment Counseling   Use COUNSELING AND GUIDANCE
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   Employment Service   Use PUBLIC EMPLOYMENT SERVICE
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EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
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FAP   Use FAMILY ASSISTANCE PLAN
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