School libraries and school library materials centers are being evaluated in terms of services they offer to the many changing philosophies and methods of education. If the objective of the school library is to contribute to achieving the objectives formulated by the school, the objectives are more nearly attained when the major function of the library is to provide high quality work with teachers and students. The librarian of this library or materials center must work with the teachers of a team in the major emphasis of each; he must provide materials for every level of maturity whether material is presented by television or classroom teacher; he must watch for and follow the changes in subject matter, such as the new mathematics presents; he must have material ready for large groups of students and for individuals. In addition to providing materials, he must teach. He instructs both teachers and students in the use of all library resources. The provision of materials and the teaching function are two time-consuming activities. But before these functions can be performed, the material, printed or audio-visual, must be ordered, cataloged, and processed. These, too, are time-consuming activities. Administrators and supervisors began to realize that library service could be improved if a part of these responsibilities would be taken from the librarians to provide more time for working directly with teachers and students. The administrator of a school district where no library service had been provided questioned from the beginning the fact that similar and overlapping routines were planned for each library. The search for the most effective way to handle this problem of providing as much time as possible for direct work with teachers and students is the topic of this paper.

The term, search, is used, for all involved seem to be making plans, making studies, experimenting, changing systems, or wondering what others are doing in like circumstances. This paper will attempt to point out what seem to be emerging patterns for programs of centralized processing of resources in instructional materials centers. Statements favoring the plan and questions of doubt are presented. Data and information from nineteen programs will be
briefly explained and analyzed, in order to formulate guiding principles for organizing or improving the services of a program. At the end of the paper will be a list of references to help in further study, followed by a list of names and addresses of companies providing duplicating equipment, and a list of names and addresses of companies providing commercial cataloging and processing. These resources are ever changing, but they represent the ones most useful to the programs presented in the paper and to those desiring to purchase processed materials.

Sources for the information in the study are varied and of necessity quite subjective. They represent articles of the journals of the library profession; information from a simple questionnaire received from nineteen school districts; information from the Library Technology Project of the American Library Association; an unpublished paper, "Central Technical Services for School Libraries; a Manual of Procedures for Centralized Purchasing, Cataloging, and Processing of Library Materials," prepared by The School Library Technical Services Committee, Resources and Technical Services Division, American Library Association, edited by Mary Louise Mann, Chairman, 1960; unpublished papers from students of the Graduate School of Library Science, University of Illinois; literature from companies providing commercial cataloging and processing, and companies selling processing equipment, blended with experience of the author who helped to organize a program which has been in operation about four years.

The terms for the paper are simply defined. The word, processing, in the title will be broken down to include the responsibilities for cataloging, physical processing, and distributing. The term centralized processing will be employed to mean that all these responsibilities will be carried on in one location and not in the individual library. Resources will include all types of audio-visual as well as printed materials. The term, center, for purpose of distinction in this paper, will refer to the location where the processing is accomplished. The term, library, will be employed for the resources center in the individual building of the school district. This definition of library still maintains the connotation of including all types of materials, and not just books.

Since this is to be a discussion of patterns of programs, very little will be presented of historical nature; indeed, there is little of historical background to present. Those who are involved in planning and administering the programs are making history and usually are too involved to take time to record steps of the development of the program. Administrators and supervisors have recognized the problems involved in obtaining good library service and have exercised imagination and courage to implement their plans.

Two major situations seem to be responsible for the creating of a center where both professional and clerical work is carried on with materials. One is that situation where the librarian is needing more
and more time to work with teachers and students; but even supplied with clerical assistance, she is forced to spend a high per cent of the day doing the work herself or supervising it. If student help is available, it must be carefully planned and supervised to make it a valuable educational experience for the student. This takes time. Where there may be several schools with library services in the district, the alert administrator and librarians are aware that many processes are being duplicated; each librarian may be cataloging some of the same titles, making or ordering catalog cards, checking invoices, typing pockets, pasting, and lettering books. They question the economy of these procedures.

The second situation is that where library programs are in the process of starting, but the supply of trained personnel is not sufficient. In providing services the administrator from a center employs as many trained librarians as possible and provides clerical assistance to help spread the professional work as far as possible. The students and teachers can have collections of materials, card catalogs, and library facilities during the interim before a librarian can be employed for the individual school.

When a center for centralized processing is being discussed, the following factors both pro and con are considered. The advantages of the center are presented first.

1. Expensive cataloging tools may be purchased for the center and not be purchased for each school.

2. The school librarian would be freed from much technical and clerical work to give more time for reading guidance, reference work, promotion and publicity, gathering resource material for enriched instructional activity, instructing in effective use of the library, and keeping abreast of professional developments and new materials.

3. Consistent technical library services may be provided where there is a high turnover of personnel. Cataloging policies are determined once instead of being determined by librarians individually, thus giving a uniformity among the libraries.

4. Time and money may be saved for the participating schools. A duplication of effort in working with identical titles is expensive.

5. A union catalog may be organized more easily to make known available resources.

6. The advice from the center may prevent unwise duplication of materials, especially those of an expensive nature. It may assist librarians by calling to their attention materials they overlooked or did not know about.

7. A school district may be able to obtain better discounts because of size of order.
Following are a number of questions librarians want considered before they wish to have the technical processing handled by a center:

1. Will the centralized processing slow up the processes of ordering, processing, and making available to the library materials needed by the school?

2. Will centralized cataloging make it difficult for schools to have subject heading and classification numbers which meet the needs of each individual school? What of cross reference and similar cards?

3. By not handling the technical processes himself, will the school librarian find it difficult to keep informed of the new resources added to the school library?

4. Will another cataloger have all each librarian wants on the catalog card and in the book, or will all processes become so simplified and standard to hinder services?

5. Can the library afford the services?

6. How will uncataloged material already owned by the school be handled?

7. How will centralized processing affect the selection of materials? If it is cheaper to process duplicate titles, will the librarian be restricted to a basic list selected by another?

These questions and others can rightfully be asked, not only through the beginning stages of the planning for a center, but continuously through each stage of operation. Those districts which have realized the need for such a center have usually planned the program in steps to include ordering, but not selection, for all buildings. Ordering pamphlets, subscriptions to periodicals, reference books, and trade books with various types of binding, requires time and skill; but it can be more accurately handled if one person is responsible for each library in the district. Checking invoices, correcting errors, and paying invoices with accompanying bookkeeping are extremely time-consuming activities for librarians. These could be handled more efficiently by the center. Cataloging in the center includes classification of materials with descriptive cataloging, and reproduction of card sets. Associated with this responsibility is the making of the union author or shelf list file. The physical processing includes preparation of pockets, book cards, pasting of pockets and date due slips, stamping, numbering, and lettering of books. Following these steps would come the packing of books with accompanying records for each school and the delivery to the school.

Each district which has a center may have all or several of these processes. Some centers process for only elementary schools; some only secondary schools; others provide card sets only; others
leave the physical processing to the personnel in each building, but order and catalog materials; others care for every step because of lack of trained personnel in the buildings. A district usually begins by locating the most pressing need first, proceeds to care for it, then expands its services to care for others less pressing; for example, requests for initial collections for new elementary schools are coming rapidly. Books in older buildings need to be cataloged for central collections, too. If new books for all elementary collections are processed first, the older ones may have lost their value or may have worn out, therefore they will be fewer in number to be considered. Some centers may process first for elementary and junior high libraries, for there are fewer trained personnel serving those positions and there is more duplication in titles.

Since there is little in the professional literature about these processing centers, it seemed advisable to obtain information directly. A questionnaire was sent to twenty-five centers which were known to be in operation, to try to determine the patterns, if any, these services might be forming. Nineteen replies were received. Tabulations from these nineteen will be found in Figures I and II.

Data from these centers cannot be treated scientifically. It would be false reasoning to assume each has been so perfected in efficiency that it could prove to be a model for another center. They vary in number of years they have been in operation, and they vary in so many other ways that comparison is almost impossible and unrealistic. But interesting factors may be pointed out, factors which may prove to be guidelines for others to follow, and which may be forming pieces of a pattern in the making. School districts with as few as three schools and as many as 204 have developed processing centers. However, several stated that, to date, all buildings were not being serviced. More elementary schools than any other type were benefitting by the services. Seven included a professional library or a materials center as one type included in the processing.

The columns giving the budgets for printed materials represent that spent on pamphlets and periodicals as well as books, for central ordering would include ordering these materials, too. Figures for the audio-visual budgets may be interpreted several ways; four provided no amount because audio-visual materials were purchased and processed through another department. But it was encouraging to see that eleven centers were including audio-visual materials in every part of the processing. Others gave some evidence that these materials were handled, but they had not kept data called for in the questionnaire. Only two differences were pointed out in handling A-V materials from that of handling of books; different order slips were used and colored catalog cards were provided with an identifying word, such as "filmstrip" on the card. This would seem to indicate, too, that libraries are becoming true instructional materials centers with all types of materials available.
## FIGURE I
PATTERNS FOR PROCESSING CENTERS, 1962-1963

<table>
<thead>
<tr>
<th>School District</th>
<th>Number of Schools</th>
<th>Budget, '62-'63</th>
<th>No. of Personnel</th>
<th>Number of Materials Processed, '62-'63</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hermantown Pub. Sch. Duluth, Minnesota</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Oak Park Elementary Oak Park, Illinois</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Kern Co. Union Sch. Dist., Bakersfield, Calif.</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>David Douglas Pub. Sch. Portland, Oregon</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Comm. Cons. Schools Evanston, Illinois</td>
<td>16</td>
<td>3</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Board of Education Frederick County Frederick, Maryland</td>
<td>14</td>
<td>2</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Edmonds School Dist. Alderwood Manor, Wash.</td>
<td>18</td>
<td>4</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>City/County/State</td>
<td>25</td>
<td>2</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>------------------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Brevard County</td>
<td>27</td>
<td>6</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Titusville, Florida</td>
<td>28</td>
<td>5</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Greensboro Pub. Sch.</td>
<td>47</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Greensboro, N. C.</td>
<td>36</td>
<td>3</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Tulare Co. Dept. Ed.</td>
<td>70</td>
<td>20</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Tulare, Calif.</td>
<td>61</td>
<td>11</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>City Schools</td>
<td>101</td>
<td>17</td>
<td>19</td>
<td>-</td>
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<tr>
<td>Gary, Indiana</td>
<td>152</td>
<td>40</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Charlotte-Mecklenburg</td>
<td>112</td>
<td>18</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Charlotte, N. C.</td>
<td>149</td>
<td>34</td>
<td>20</td>
<td>-</td>
</tr>
</tbody>
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### FIGURE II
**PATTERNS FOR PROCESSING CENTERS, 1962-1963**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hermantown Pub. Sch. Duluth, Minnesota</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>?</td>
<td>ca. 2.10</td>
<td>X</td>
</tr>
<tr>
<td>Oak Park Elementary Oak Park, Illinois</td>
<td>X</td>
<td>X</td>
<td>Cardmaster</td>
<td>No figures</td>
<td>Running cost study</td>
<td>X</td>
</tr>
<tr>
<td>Kern Co. Union Sch. Dist. Bakersfield, California</td>
<td>X Bks</td>
<td>X A-V</td>
<td>Cardmaster</td>
<td>9,472</td>
<td>ca. 1.15</td>
<td>X A-V</td>
</tr>
<tr>
<td>David Douglas Pub. Sch. Portland, Oregon</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>7,000</td>
<td>.90</td>
<td>X</td>
</tr>
<tr>
<td>Comm. Cons. Schools Evanston, Illinois</td>
<td>X</td>
<td>X</td>
<td>Zerox (direct copy)</td>
<td>5,000</td>
<td>?</td>
<td>X</td>
</tr>
<tr>
<td>Board of Education Frederick County Frederick, Maryland</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>0</td>
<td>.55</td>
<td>X</td>
</tr>
<tr>
<td>Edmonds School Dist. Alderwood Manor Washington</td>
<td>X</td>
<td>X</td>
<td>Rex Rotary mimeo. and Flexowriter</td>
<td>7,756</td>
<td>Do not have info. now</td>
<td>X IBM order</td>
</tr>
<tr>
<td>Peoria Pub. Schools Peoria, Illinois</td>
<td>X</td>
<td>X</td>
<td>Cardmaster</td>
<td>7,000</td>
<td>1.12-1.50</td>
<td>X</td>
</tr>
<tr>
<td>Location</td>
<td>Type</td>
<td>Machine</td>
<td>Quantity</td>
<td>Estimate</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>----------</td>
<td>----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Brevard County</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>20,000</td>
<td>ca. 65</td>
<td></td>
</tr>
<tr>
<td>Titusville, Florida</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greensboro Pub. Sch.</td>
<td>X</td>
<td>X</td>
<td>Mimeograph</td>
<td>No record kept</td>
<td>1.29</td>
<td></td>
</tr>
<tr>
<td>Greensboro, N. C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tulare Co. Dept. Ed.</td>
<td>X</td>
<td>P. Lib.</td>
<td>No</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Tulare, California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City Schools</td>
<td>X</td>
<td>X</td>
<td>Addressograph cards</td>
<td>80,021</td>
<td>ca. .60-.65</td>
<td></td>
</tr>
<tr>
<td>Gary, Indiana</td>
<td></td>
<td></td>
<td>Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlotte-Mecklenburg</td>
<td>X</td>
<td>X</td>
<td>Flexowriter</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Charlotte, N. C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Des Moines Pub. Sch.</td>
<td>X</td>
<td>X</td>
<td>Multilith #750</td>
<td>15,798</td>
<td>ca. 1.00</td>
<td></td>
</tr>
<tr>
<td>Des Moines, Iowa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>explor.</td>
<td></td>
</tr>
<tr>
<td>Portland Pub. Schools</td>
<td>X</td>
<td>X</td>
<td>Multilith</td>
<td>54,000</td>
<td>Figures not computed</td>
<td></td>
</tr>
<tr>
<td>Portland, Oregon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baltimore Pub. Schools</td>
<td>Some</td>
<td>X</td>
<td>A.B. Dick #350 offset</td>
<td>prepared 85,000</td>
<td>ca. .75</td>
<td></td>
</tr>
<tr>
<td>Baltimore, Maryland</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>San Diego City Schools</td>
<td>X</td>
<td>X</td>
<td>Offset</td>
<td>ca. 36,000</td>
<td>estimate 2.50-3.00</td>
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</tr>
<tr>
<td>San Diego, California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dade County</td>
<td>X</td>
<td>X</td>
<td>Multilith</td>
<td>10,534</td>
<td>ca. .73</td>
<td></td>
</tr>
<tr>
<td>Miami, Florida</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Numbers of personnel were difficult to obtain. The blanks in the columns indicate that the data provided did not seem appropriate for personnel at the center only. In added remarks at the close of the questionnaire, several stated that the small size of staff meant slow and limited services. It is safe to make no generalization about the ratio between professional and clerical. Only a detailed time study of all steps, professional and clerical, would seem to provide basis for sufficient number to be employed.

Printed materials processed ranged from 797 for three schools to 93,241 for 137 schools. Again these materials varied in degree of processing. Since the provision of catalog cards is one of the major purposes for the center, it is interesting to note how they are supplied. All nineteen centers except two purchased printed cards for some use. Some bought for small collections such as a professional library requiring one copy of a title. One purchased them for books, but duplicated cards for audio-visual materials. Several purchased printed cards for all titles available, but duplicated the remainder. Others obtained one set of each title to use as an aid for the cataloger. Four centers used printed cards only, duplicating none; two of these four had no data for the number of sets distributed; one of the remaining two centers distributed 7,000 card sets, the fourth one distributed 10,000 sets. Again, each is trying to work out his own solution; no pattern or constant ratio is evident. One center with one professional and four clerks processed 10,460 books and distributed 9,472 card sets; another center with the same number of personnel processed 19,544 books and distributed 15,798 card sets. Factors which make the difference in production can be additional responsibilities given to members of the staff.

The unit cost per book in cataloging and processing varies from $.55 to an estimate of $2.50 to $3.00. Again, many variables are used to determine unit costs. The length of time the center has been in operation is one factor, raises in salaries of clerks, moving to larger quarters and buying additional equipment, methods of buying supplies in quantity, turnover and frequent training of clerks are others, the processing for a new library or processing for additions to an established one, all are factors which influence the cost of operating the center. The average cost of the twelve districts which presented costs is $1.19, using the higher figure when a range was given. It is interesting to note that the four centers which purchased printed cards duplicating none of their own had a range of costs from $.55 to $2.10. One could process 12,826 for $.55 while another could process 25,989 books for $.65.

Of the three using the Cardmaster, a hand duplicator, one was "running a cost study"; the others reported about a $1.15 and a range of $1.12 to $1.50, costs which were not among the lowest. There is no evidence in this small study that the unit cost goes down as the number of items processed increases. Too many districts could not report data kept for this question. However, this idea may be
substantiated for one center if records were kept for a period of several years where the staff was constant, and the factors used were more or less constant. At any rate, the cost per item is lower than if it had been cataloged and processed by each individual librarian in her own library workroom.

The duplicators chosen for the production of cards represented the processes of the hand operated, stencil machine, photography, mimeographed, addressograph, and the offset processes. One center using the Cardmaster ran 9,472 card sets. With an estimated average of five cards to a set that would mean about 47,360 cards. The Multilith, or another type of offset process, was used for a range of 10,534 card sets to 85,000 sets. Where both photography (Zerox) and offset (Multilith) were employed, 93,241 card sets were distributed. This data shows that the offset duplication process was used for fewer numbers of cards than recommended by the report of the Library Technology Projects Catalog Card Reproduction Study completed in February 1963.² This report suggests that where 4,000 to 85,000 cards per year are needed, they can be reproduced cheaper by a full-size stencil duplicator rather than an offset duplicator. Two of the centers duplicating about 52,000 to 69,000 cards (average of five cards to a set) could probably set up a center with less expense by choosing a full-size stencil duplicator rather than an offset duplicator. However, if another office in the district shares the expense and use, it may lower the cost of the larger machine to the center.

Since the centers of this study were organized, two more processes seem worthy of investigation. The cheaper machine selling for about $359.00 is the Thermofax “Secretary” unit made by the Minnesota Mining and Manufacturing Company. The more expensive in equipment outlay is the Ektalith process, a dye-transfer projection-photocopying process developed by Eastman Kodak. It sells for about $1,700.00.³ Other equipment used in various centers throughout the United States are listed in Appendix III. The duplicator is the most expensive piece of equipment to be considered, especially if the production of cards will be over 4,000 cards. In fact, the whole process of duplication demands intensive study from the detailed set of policies of cataloging, through the step by step outlining of work for the clerks, the writing of specifications for selection of equipment, the training of the operator, to the final distribution of the card sets. This area of service is the most valuable and the most expensive to operate. If it is poorly planned and operated, the center cannot be effective.

One question of the study asked about the use of data processing in the operation of a center. One of the nineteen, a large district with 142 schools, was using it; another was processing A-V materials with data processing; a third was ordering by IBM. Two districts were “exploring” the possibilities of its effectiveness for their centers. A brief analysis of all the steps in the processing and a brief study of available equipment shows that the keypunch combined
with the Flexo-writer prints the book orders for the jobber; the accounting machine can print sets of catalog cards; the sorter can arrange key punched cards in sequence; the Flexo-writer used again can produce all types of bibliography and records of holdings of libraries. This equipment is extremely expensive and constantly changing. Before districts can make decisions and install it, it is being outmoded and perhaps replaced by the computer which can store thousands of bits of information on a reel of tape. Because of its extreme cost probably only those centers which have the electronic equipment already installed for another part of the school’s program can afford to consider its use for centralized processing.

No staff can work at organization and administration very long without having experiences which please and those which annoy. All but one supervisor, who had been in this particular position a very short time, felt free to state the most satisfactory phases of the service. Librarians in the buildings were high in their praise of having more time for professional duties. They were pleased to have all materials ready for circulation and catalog cards ready to file. With clerical work being performed at the center, less clerical assistance was needed in each library. Others were pleased that collections were becoming more uniform in technical aspects for the aid of students and teachers who transfer within the district. Quantity buying is saving both time and money for the district. Several different individual comments were interesting, one wrote, “Books, Books, Books!” Two others were pleased with being able to have centralized processing of all materials. One was happy with use of a Visi-Record for union card file system. Another had the work so organized, a full staff was not necessary the year round.

The supervisors were also free to express the least satisfactory aspects of the service. The major complaint was lack of sufficient staff to process all materials, or to include those for high schools, or to make the books “move fast enough.” Several were reporting that the time lapse was too long between ordering and delivering. Many factors could be involved as related to this one, Wilson cards are too slow in coming through; business office procedures were time consuming; number on the staff was too small for the quantity of books to be handled; staff turnover and absenteeism were high. Two centers had a backlog of work which hindered; one reported that added copies and replacements were piling up while new titles were being pushed through. Another found it unsatisfactory that one person was cataloging the books and another the A-V materials. These statements of satisfaction and dissatisfaction are true statements of evaluation. They represent long hours of work and experimentation, and a tireless determination to find the best way to provide sufficient materials for boys and girls.

None of the nineteen school districts in this study reported that commercial cataloging was being purchased or planned for, but a number of other districts in the U. S. are contemplating buying it, at
least on a trial basis. Each company advertising to librarians seems to have somewhat different services and prices to offer. Not only are services available from companies offering this specialty, but also are they offered from a few publishers for their own titles. Since the prices are the same, it would seem the service is being purchased from another company.

Figure III provides information about several companies, including publishers.

Of the thirteen companies listed, only three companies have the cataloging and processing available for any or all titles desired by the librarian. Nine companies provide the service for a selected list of titles. Even the publishers have it for a selected list of their own titles. This situation should be seriously considered by those purchasing the services. Personnel of a company, no matter how efficient, cannot know the needs of all the children to be provided with library service. No well rounded collection could be developed by purchasing from the listed titles of either type of company, the one offering services alone, or the publisher offering his titles and services.

Another situation could arise. If the school district ordered from several publishers offering cataloging and processing services, the systems may not be standardized. Additional clerical work might have to be added to make cards and processing uniform.

Catalog cards seem to come from three major sources, those prepared by the company, those printed by Library of Congress, and those offered by H. W. Wilson and Company. They are provided in various combinations with both printed and prepared ones available. Two companies provide Library of Congress cards alone; they are provided free. Four companies provide catalog cards, but no processing. Perhaps school districts able to employ more clerical than professional personnel could profit by this service.

If a company processes the books, the systems are quite similar. One company did not paste nor did it provide plastic jackets. The chart does not show numbering of books nor stamping with school ownership; several companies would provide this service if requested. Bindings offered by ten companies seem to be provided to suit the librarian.

The costs for these services are as varied as the services. One company includes the cost in the net cost of the book; no separate amount is mentioned. Three companies offer quotations based on requirements of a library. One company, selling only catalog cards, offers them at ten and fifteen cents a set; another advertises them to be free with orders from selected lists. Publishers buying services seem to offer them for seventy cents. Two companies offer a range of prices which depend upon requests of the individual library. For twenty-five cents one company offers a packet including catalog cards, a book card, and an unpasted pocket.
<table>
<thead>
<tr>
<th>Name of Company</th>
<th>Selection</th>
<th>Catalog Cards</th>
<th>Pocket</th>
<th>Book Card</th>
<th>Processing</th>
<th>Plastic Covers</th>
<th>Binding</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alanar Book Processing Center</td>
<td>Elem. list</td>
<td>Wilson, L. C.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Choice</td>
<td>Elem-.70 Quotation</td>
</tr>
<tr>
<td>American Library and Educ. Service</td>
<td>2,400 titles</td>
<td>Prepared</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Durable</td>
<td>Book net</td>
</tr>
<tr>
<td>Associated Libraries</td>
<td>Selected titles</td>
<td>Prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reinforced or Prebound</td>
<td>.10 Quotation</td>
</tr>
<tr>
<td>Capitol Library Service</td>
<td>Jobber service</td>
<td>Wilson or L. C.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Quotation</td>
<td></td>
</tr>
<tr>
<td>Chilton Books Library Department</td>
<td></td>
<td>L. C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Collier-Macmillan Library Service</td>
<td>Selected titles</td>
<td>Alanar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Library edition</td>
<td>.70 Quotation</td>
</tr>
<tr>
<td>Crossley-Van Deusen Company</td>
<td>Service for a jobber</td>
<td>Wilson &amp; L. C. or combination</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Prebound or Publisher</td>
<td>Quotation</td>
</tr>
<tr>
<td>Dufour Editions</td>
<td>500 titles</td>
<td>L. C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Follett Publishing Company</td>
<td>240 titles</td>
<td>Prepared (4)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Not pasted</td>
<td>Library Binding .25</td>
</tr>
<tr>
<td>Provider</td>
<td>Type of Service</td>
<td>Selected titles</td>
<td>Library Binding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gosset and Dunlap</td>
<td>Selected titles</td>
<td>Wilson</td>
<td>Hale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harper and Row</td>
<td>Selected titles</td>
<td>Alanar (5)</td>
<td>Harper-crest</td>
<td>1963--.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imperial Book Co.</td>
<td>Selected titles</td>
<td>L. C. or Wilson</td>
<td>Prebound or Publishers</td>
<td>.70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Library Service</td>
<td>Jobber service</td>
<td>Wilson L. C. Prepared</td>
<td>Prebound or Publishers</td>
<td>.85-1.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.05-1.65</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The school district trying to determine whether it should let a company do its cataloging and processing or should organize a center of its own, should study the services of these companies very carefully. Several factors are to be considered in making a decision. Only new books are serviced by a company. If there are old classroom collections or uncataloged books to be used as a nucleus for a central collection, these books could not be processed: a staff in the district would have to handle those. A staff would also have to keep all central holdings records, and bookkeeping records for the schools. No one should be misled to believe that no professional nor clerical help would be needed if these services would be purchased. When new collections are being organized rapidly, it would be very possible that these services would be very helpful and not too expensive, provided they were purchased from those offering full jobber services. No doubt the number of companies offering these services will continue to grow. They should be observed with diligence, for they may have services which can be especially helpful for technical processes departments.

A number of questions arise to be answered as various school districts become aware of the possibilities of centralized services. What size of area can be served efficiently? The major factors involved are, number of students, budgets, administrative and political boundaries, and geographical areas. Can a state-wide service be effective? The State Department of Education of Georgia provides central cataloging services at five cents a set of cards and central purchasing for schools for all orders involving state funds. Another question arises, can one processing center offer adequate services for both public libraries and schools? In the Eastern Ohio Library Service Center, nine schools are listed in "Exhibit I, Participating Libraries." No reference to type of service was given. No doubt there are others with arrangements already established. It would seem wise in areas of the United States where schools and public libraries are small, few, and far apart to consider planning joint technical services.

At the close of this brief study, it is appropriate to recognize related factors which seem to be emerging. One is a rather new type of position which requires a combination of training and experience in cataloging, administrative organization and operation, bookkeeping and accounting, and understanding of school curriculum and organization. Until the center becomes very large, the cataloger is usually the one who supervises the ordering, outlines work and responsibilities of the clerks, keeps payroll information, answers questions from personnel in schools, and may be responsible for some training of clerks and teachers in buildings without librarians. This new position requires the attributes of administrator, cataloger, bookkeeper, and teacher.

Another factor which was evident to just a small degree was that of building a large center with a collection of books to be circulated.
to elementary schools in place of central libraries for each school. Children may use the books in the classroom or take them home for reading. With an arrangement of this type, it is difficult to understand how library skills with the card catalog and indexes can be taught effectively. When a collection of books, no matter how large, is moved in and out of the school building or classroom, it is usually not indexed in a method for elementary children to understand and use. For a child to teach himself how to learn continuously, he must have the keys to additional information, the card catalog and indexes.

Still another factor which appears repeatedly is that of selection of books. Librarians are committed to offering the best materials for each student whom he is employed to serve. Will the pressure for duplicate titles be so great that requests for unusual titles be set aside? Can the commercial service be offered for materials for the underprivileged if that service is based upon the most popular titles sold? How are the needs of the intellectually gifted being met if librarians must choose from titles already selected by another? It is possible that administrators and librarians can become so enamored with electronics, speed, quantities, uniform techniques, and unit costs, that the end product of a rich collection of materials for all the needs of children may never appear. No doubt there are other factors which could be pursued. The point here is not to be alarmed by these emerging characteristics, but to be alert to the fact that they are there and to keep in mind that they and new advances will need constant checking for the evaluation of the end product, not the means to get the product.

In summary, administrators and school librarians are concerned about providing well organized materials, both audio-visual and printed, to students in their schools. They are also concerned that preparing these materials takes time which needs to be spent working more directly with students and teachers. In districts where library services are developing, they are concerned about providing these materials and services when there are few trained librarians to employ. The plan developing is that of centralizing the ordering, cataloging, and processing of the materials under the supervision of trained personnel. It seems to include audio-visual as well as printed materials. School districts with both small and large enrollments participate. They buy printed catalog cards where practical and duplicate them where quantities are large enough to warrant. Unit costs for the technical services range from estimates of 55 cents to $3.00, but they are most difficult to compare because of varying circumstances. Data processing is beginning to be used or its possibilities investigated. Commercial companies and publishers are offering processing services of various types from the inclusion of a card set for selected titles to full processing with jobber services.

Those working to develop these centers and to improve the services are, in general, pleased with being able to allow more time for professional work for the librarians in the buildings, to provide
organized and processed materials for buildings without trained personnel, and to save time and money for the district by central ordering and processing. They are unsatisfied with the length of time it takes to accomplish the tasks with personnel and routines designated. However, in no instance was there a feeling of complacency that a center was through its period of experimentation and that its services were beyond improvement. When such terms and phrases are reported as "exploring," "running a cost study," "difficult to estimate," "have completed an examination of our routines," there is evidence that constant evaluation is underway to improve the services. There is little research for these problems, as recently reported in one of our pieces of professional literature; but there is concern, courageous thinking, and work throughout the United States which may later appear in the form of research for those who have time to write, or those who plan to organize a center for central processing of library materials. Courage and imagination are two attributes most necessary for the organization of a center; courage to identify the problems and to take criticism for the mistakes; imagination to penetrate beneath the reality of facts and to search for creative answers to the problems. These two prerequisites are evident in the patterns for administering the processing of resources for school library materials centers.

REFERENCES

3. Ibid., p. 2.

BIBLIOGRAPHY


Hill, Deane W. "A Plan Proposing Certain Steps for a District Materials Center in Champaign Community Schools District Number Four." Unpublished paper prepared in the University of Illinois Graduate School of Library Science. (nd)


APPENDIX I

QUESTIONNAIRE

CENTRALIZED PROCESSING FOR INSTRUCTIONAL MATERIALS CENTERS, September, 1963

School System __________________________ Date ________________________

Supervisor ______________________________

52
Number of Schools

Senior High
Junior High
Elementary

Library Budget for printed materials, 1962-1963

Audio-Visual Budget, 1962-1963

Number of Personnel

Professional
Clerical

No. of books processed, 1962-1963

No. of A-V materials processed, 1962-1963

Buy printed cards sets Yes No
Duplicate card sets Yes No

Duplicator used

No. of cards sets distributed, 1962-1963

Unit cost for processing a book, 1962-1963

(Include salaries, supplies, etc., not plastic jackets)

What is most satisfactory of your services?

What is least satisfactory of your services?

Are you using data processing? Yes No

If you have printed material or a report of the services of this department, would you include it?

Thank you.

Please mail to:
Miss Viola James, Director
Library and Audio-Visual Services
Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa 50307
APPENDIX II

CENTERS FROM WHICH DATA WAS RECEIVED FROM QUESTIONNAIRES

CALIFORNIA

Kern County Union High School District
2000 24th Street
Bakersfield, California
E. Ben Evans, Director of Instructional Materials

San Diego City Schools
Education Center
Park Boulevard at El Cajon
San Diego 3, California
R. H. Burgert
Director of Instructional Aids

Tulare County
202 County Civic Center
Visalia, California
Mrs. Helen D. Robbins
Coordinator of Library Services

FLORIDA

Dade County Public Schools
Lindsey Hopkins Building
1410 North East Second Avenue
Miami 32, Florida
Mrs. Betty S. Lunnon
Supervisor Library Services

Brevard County Board of Public Instruction
Instructional Materials Department
1540 Poinsett Drive
Titusville, Florida
H. C. Gluth, Supervisor

ILLINOIS

Community Consolidated Schools District #65
1703 Orrington Avenue
Evanston, Illinois
Mrs. Harriette H. Crummer, Supervisor
Oak Park Public Schools
122 Forest Avenue
Oak Park, Illinois
Elinor Yungmeyer
Consultant Library Services

Peoria Public Schools
1726 Ellis
Peoria, Illinois 61607
E. J. Bambrick, Supervisor
Library Department

INDIANA

Board of Education
Gary, Indiana
Edwin Carmony, Director
Audio-Visual

IOWA

Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa 50307
Viola James, Director
Library and Audio-Visual Services
Mrs. Hilda Womack, Cataloger

MARYLAND

Baltimore Public Schools
3 East 25th Street
Baltimore 18, Maryland
M. Bernice Wiese
Director of Library Services

Board of Education of Frederick County
115 East Church Street
Frederick, Maryland
Miss Alice L. Robinson, Supervisor of Libraries and A-V Services

Montgomery County Public Schools
Educational Administrative Center
850 North Washington Street
Rockville, Maryland
James W. Jacobs
Director of Instructional Materials
Edward W. Barth
Manager of Processing Center
MINNESOTA
Hermantown Schools
4190 Ugstad Road
Duluth 11, Minnesota
J. C. Rutherford, Superintendent

NORTH CAROLINA
The Charlotte-Mechlenburg Board of Education
401 East Ninth Street
Charlotte 5, North Carolina
Miss Gertrude Coward
Director of Libraries
Greensboro Public Schools
Greensboro, North Carolina
Leonard L. Johnson, Supervisor
Library Department

OREGON
David Douglas Public Schools
2900 South East 122nd Avenue
Portland 36, Oregon
Mrs. Cleo E. Peck
Supervisor, Instructional Materials Center
Portland Public Schools
P. O. Box 3578
A. K. Trenholme, Director
Department of Instructional Materials
Edward Wiseblook, Supervisor of School Libraries

WASHINGTON
Edmonds School District No. 15
3800 196th South West
Alderwood Manor, Washington 98001
Ruth Allen, Library Coordinator
APPENDIX III

SOURCES FOR DUPLICATING EQUIPMENT

Addressograph-Multigraph
1200 Babbitt Road
Cleveland 17, Ohio

Cardmaster Company
1920 Sunnyside Avenue
Chicago 40, Illinois

Chiang Small Duplicators
53100 Juniper Road
South Bend, Indiana 46637

Davidson Corporation
29 Ryerson Street
Brooklyn 5, New York

A. B. Dick Company
5700 Touhy Avenue
Chicago 31, Illinois

Eastman Kodak
343 State Street
Rochester 4, New York
(Ektalith Process)

Gestetner Corporation
216 Lake Avenue
Yonkers, New York

Harding Milo Company
180 Tempo Building
Monterey Park, California

Minnesota Mining and Manufacturing Company
1000 Bush Avenue
St. Paul 6, Minnesota
(Thermofax “secretary”)

Print-o-Matic Company
724 W. Washington Blvd.
Chicago 6, Illinois

Rex-Rotary Distributing Company
387 Fourth Avenue
New York 16, New York

APPENDIX IV

SOURCES FOR COMMERCIAL CATALOGING AND PROCESSING

Alanar Book Processing Center, Incorporated
1609 Memorial Avenue
Williamsport, Pennsylvania

American Library and Educational Service Company (Alesco)
Harristown Road
Glen Rock, New Jersey

Associated Libraries, Incorporated
229-33 North 63rd Street
Philadelphia 39, Pennsylvania

Capital Library Service
18-N Ridge Road
Greenbelt, Maryland 20770