

FOREWORD

The passage of the *Elementary and Secondary Education Act of 1965* re-emphasized the importance of careful selection of all types of materials for school libraries. Title II of this Act (PL 89-10) provides "grants for the acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools." This title further provides that the state plan must "set forth the criteria to be used in selecting the library resources, textbooks, and other instructional materials to be provided under this title." As funds are made available under this Act, schools and school systems over the nation will be purchasing all types of print and non-print materials for their school libraries. Funds are being used now to purchase books and other materials eligible under the expanded provisions of Title III of the *National Defense Education Act of 1964*. In many schools these materials are being housed in and circulated from a central location — the school library or instructional materials center.

Personnel responsible for selecting items to be purchased under either of these acts need assistance in choosing quality materials. The explosion of knowledge and the tremendous increase in available books and other instructional resources make it impossible to examine and evaluate all materials before they are purchased. Therefore, a varied and extensive collection of authoritative selection aids is essential.

The American Association of School Librarians has prepared this publication to help individuals and groups in selecting appropriate library materials. Each individual or group must evaluate the selection sources which are listed in the publication in order to choose bibliographies which are pertinent to their local situation.

Several of the bibliographies in this list are neither evaluative nor selective, but they have been included because selection sources in these areas are limited. Therefore, these lists should be used very carefully.

The Association is grateful to the persons who made this publication possible. Mae Graham, Supervisor of School Libraries, Maryland State Department of Education prepared the section on guidelines; Elizabeth Hodges and Frances Fleming, Supervisors of Library Services, Baltimore County Board of Education, Towson, Maryland are responsible for the bibliographies for print materials. They based their work on an article they did for the January 1965 *NEA JOURNAL*. Richard G. Nibeck of the NEA Department of Audiovisual Instruction did the bibliographies for non-print materials. The following NEA departments submitted suggestions of bibliographies to be included: National Council of Teachers of Mathematics, Music Educators National Conference, National Council for the Social Studies, National Art Education Association, Department of Elementary-Kindergarten-Nursery Education, and American Association for Health, Physical Education and Recreation.

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GUIDELINES FOR SELECTION OF SCHOOL LIBRARY MATERIALS

The expansion of school library programs to include a diversity of materials is a natural outgrowth of the acceptance of the concept of the library as an integral aspect of the instructional program of the school. It is the function of the library to provide materials which undergird the school curriculum, and it is no longer realistic to think of teaching and learning materials only in terms of the printed word. To support its educational program, a school needs material in many forms related to all curriculum areas.

Intelligent selection of these materials is a time-consuming task which requires professional competence as well as the ability to profit by the professional competence of others. The first requisite is depth of knowledge of the curriculum and the second is knowledge of the needs, interests, and abilities of the school clientele. Related factors are the amount of money available, the materials already available in the school library, and materials available from other sources.

Selection of the type of material, printed, pictured, or recorded, should be made on the basis of the medium available that most effectively conveys or interprets the content or the concept; in many instances, material in one format is useful in supplementing that in another. The same material may be needed in various media for use with individuals and groups with varying abilities and interests as well as to provide opportunities for variety in presentation. All materials selected for the school library, in whatever format, should meet high standards of excellence. Materials which deal with current topics should be up-to-date; those which reflect a biased point of view should make the prejudice recognizable.

The individual school library collection should include all facets of the curriculum with materials which reflect different points of view on controversial subjects and which provide opportunities for pupils and teachers to range far and wide in their search for information and inspiration. Since there is within a school little homogeneity of either ability or interest, the collection should contain both easy and difficult materials.