

## ORGANIZING THE SCHOOL LIBRARY: CANADIAN HANDBOOK

***Organizing the school library: a Canadian handbook***, Marilyn Kogan and George Whalen. Foreword by Doris Fennell. McGraw-Hill Ryerson Limited, Toronto, 1980. 268 pp. \$18.95 paper. ISBN 0- 07-077833-7.

*Organizing the school library: a Canadian handbook* is an up-to-date reference book useful to both the trained and untrained school librarian. The authors have based this book on recommended principal sources of library reference such as the Dewey Decimal Classification and Relative Index, Sears List of Subject Headings, and the ALA Rules for Filing Catalog Cards. In all cases, the most current edition has been used for the reference. Where other than the above references are used, the authors have footnoted them.

The contents deal with the acquisition of library materials, cataloging aids and services, main entry headings, description of the work, subject headings, classification, card sets, bibliographic files, processing and shelving the collection, circulation and upkeep and French usage. A detailed table of contents for each of the subjects discussed in each chapter make this an easy reference book if the librarian wants to check out a specific task.

Different sections vary in levels of complexity. The section on "subject headings and classification" is merely an introduction to this area. On the other hand, in the section on "main entry headings," description of the work and bibliographic files are given an in-depth study. Specific examples are used for explaining concepts; for example, "file hyphenated words as two separate words when the part preceding the hyphen is a complete word: eg. Audio systems handbook/audio-visual aids/audio/workbook/Audiology." For the novice librarian, the glossary and key to abbreviations includes publishers, publications and organizations as well as cataloging terms. With concentrated study of this text, the untrained librarian will find it a very helpful reference, but the section on determining the main access point may require the guidance of a library science teacher.

This book is an excellent reference for library science classes at the university level or it can be used for a workshop where the instructor could choose areas of difficulty for discussion and explanation. In general, the book can be adapted to the particular stages of development of each library. I recommend that all librarians consider this well-arranged handbook as a reference.

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