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Building and Maintaining a Chapter Library: A Guide

Charles G Eberly, *Eastern Illinois University*

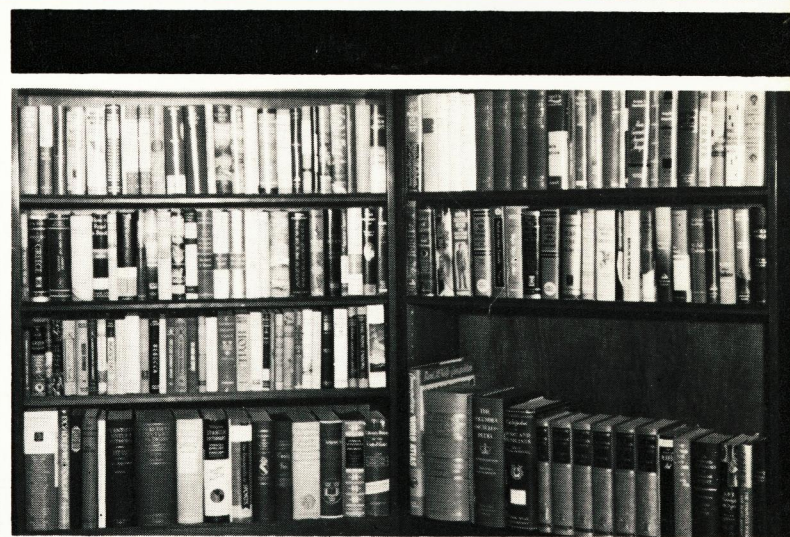


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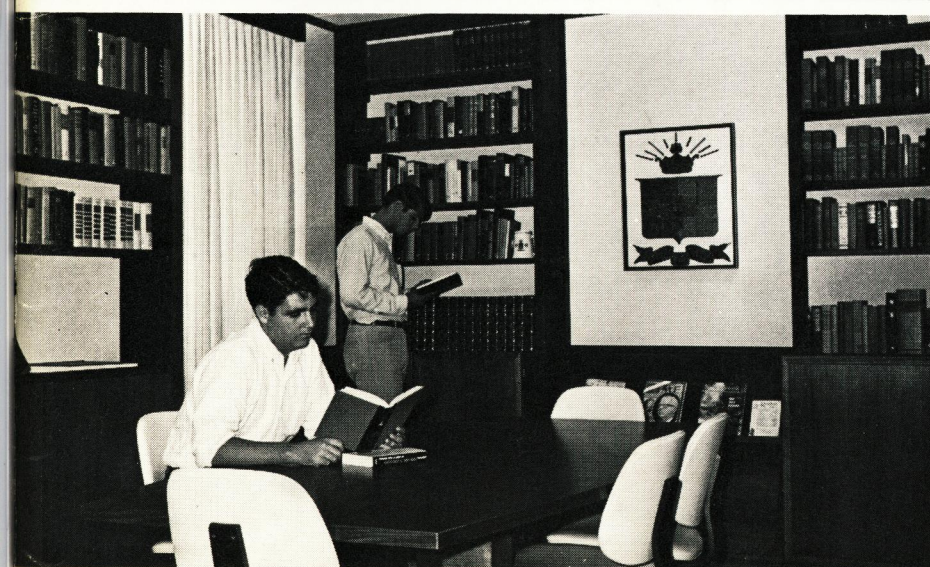
BUILDING AND MAINTAINING A CHAPTER LIBRARY

A GUIDE

BY CHARLES G. EBERLY



GEORGE BANTA CO., Inc.



To the Librarian

WHY A CHAPTER LIBRARY?

The author, Charles G. Eberly, who installed an exemplary chapter library at Bowling Green State University while a student there, has written *Building and Maintaining a Chapter Library* as a guidebook for chapters conscientiously seeking assistance in setting up a suitable library facility and creating an organization and procedures for operating it.

Dr. Eberly asserts that fraternity and sorority members should have a ready opportunity to read and debate books which help them understand the world in which they live. Moreover, unless there is a truly academic atmosphere in the chapter, the fraternity will fall short of its aims. A respectable chapter library put to proper use will foster such an atmosphere.

CHARACTER OF THE LIBRARY

Books should be carefully selected for their potential to explain and give meaning to the idea and nature of brotherhood and human relationships. If the library itself does not have character, it cannot be an instrument for building character.

While the fraternity member may have access to books in the college library, he has a special need today—when civilization's values are being questioned from every side—for "central" books—that is "basic reading material on human relations, books on how men grow mature and develop correct standards." *Building and Maintaining a Chapter Library* lists such books.

HOW TO BUILD THE LIBRARY

The first step in organization is the selection of a Chapter Library Committee.

The Alumni Householding Corporation should be expected to provide the original financing.

Space must be assigned which affords the atmosphere of quiet retreat. It should be sufficient space to accommodate a large conference

table, chairs and smaller tables, shelf space for up to 1,000 books, special shelf space for an appealing display of magazines, and cabinets for supplementary material. Carrels for individual study should be included if space permits.

HOW TO OPERATE THE LIBRARY

To make materials easily available, a method of cataloging and check-out system must be devised. The college librarian should be asked for advice. A bookplate should be adopted which is to be pasted on the inside front cover of each book.

THE LAST STEP: EVALUATION

All members should participate in the operation of the library and encouraged to take part in library committee meetings.

Does the library provide adequate source material for the preparation of special courses for college credit which the chapter can conduct with faculty cooperation?

The final test rests with the brother as individual: is the library an instrument for enriching his character, for giving him a better stock of knowledge, for giving him a better understanding of his fellow man's position, for stimulating in him an attitude of courage for going out into the world among his fellow men and doing the world's work?

—THE PUBLISHERS

Cover Photos

Upper left: In the Phi Mu Library at Ohio University

Upper right: The Library made available by Sigma Alpha Epsilon to its chapters

Lower left: Sigma Phi Epsilon's John R. Evans Library at Texas Christian University

Lower right: In the Sigma Phi Epsilon Library at the University of Delaware

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BY CHARLES G. EBERLY

**Assistant Professor, Evaluation Services
Michigan State University**



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Menasha, Wisconsin

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Foreword

On the campuses of our colleges in the 1830s, student societies in response to new scientific challenges in education, established a new kind of library. Books were collected for the members' use which illuminated the new scientific, political, and cultural currents of America. By keeping abreast of such leaders of thought as Emerson, Thoreau, and Beecher, students themselves were able to exercise leadership in making higher education more relevant. Largely because of their excellent book collections, the literary societies were in the finest sense the Free Universities of that day.

Now as the 1970s begin, the student societies known as fraternities and sororities are being urged from every side to give up some of their social pastimes so that they may find sufficient time and energy to create an academic climate in the chapter. Indeed, observers have suggested that the good fraternity chapter, if its members are to deal responsibly with intellectual issues, must become a fitting adjunct of the college.

Charles G. Eberly has written *Building and Maintaining a Chapter Library* out of his experience as "builder and maintainer" of a fraternity library at Bowling Green State University and as the national librarian of his fraternity. He has written the manual that he as an undergraduate looked for but could not find. As his book advises, the first stage of the task is to form an organization and create the proper physical facilities. The second stage of the over-all task, which is prone to be neglected or slighted, is to stock the shelves with the right kind of books. One fraternity leader has called these "books that make for excellence in human development."

Thus the real job, once the organization has been created, the physical facilities set up, and the financial plan for continuing successful operation arranged, is to place the most helpful character-building and "central" books on the shelves. Without such books the library can have no substance; with them fraternity and sorority members should be able to find answers to most questions that plague today's youth (and some of its elders) and they will want to share these answers with their fellows.

Evidence is mounting that this is a vital new kind of learning whose time has come—to paraphrase Emerson—and the chapter library should be its devoted servant. Yet the change has been evolutionary rather than revolutionary. Fraternity and sorority pledge manuals offer a case in point. Until recent years all such manuals for pledge education were books of orientation to the organization and to Alma Mater. They contained almost nothing of orientation to life, to meaning and values, and almost no references to behavioral scientific knowledge.

At last, thoughtful undergraduate leaders began to complain: "This is old stuff. If the fraternity is supposed to build men, as you say, please give us a book on what constitutes a man. If the truths of the ritual, which involve the neophyte's grasp of values first and last, are the key to the member's fulfillment and hence to chapter success, and nothing else matters, why should we devote many pages of a book to things that don't matter and ignore entirely the things that do matter?" Again: "How are we to understand the values on which character is based unless we have a book that explains these values? If the fraternity is a character-building institution, as our eminent alumni insist, please produce a pledge manual that will tell us what character is."

In short, the more thoughtful students have been saying that the problem of orientation to life has become urgent and therefore it must be given first priority; orientation to the institution, though in one sense primary, has by its very bulk and momentum grown so overbearing that it suffocates the human spirit in its path. They are saying, in other words, that the instruments for excellence in human development have been and are being neglected; the focus must shift to values and hence they are asking for books that explain values.

We can see that the focus on relationships between disciplines although still badly neglected is becoming sharper. ("Where can we find such books?" asked an Alabama student following a student-faculty discussion of values.) The interdisciplinary trend, as yet barely begun, will not be denied. And although books for which the most salient wisdom of the behavioral scientists has been distilled

and integrated have yet to be written for classroom use, such books do exist on remote shelves. Dr. Eberly has made an attempt in *Building and Maintaining a Chapter Library* to present a book list which includes volumes that keynote the eternal verities—and certain of these volumes may never be improved upon. As an example, Liberty Hyde Bailey's neglected classic, *The Holy Earth*, while basically a great primer of ecology, is replete with wisdom that encompasses those aspects of ecology, sociology, anthropology, psychology, and theology that concern Man in his most profound perspectives.

The shining opportunity which a chapter library stocked with books of this kind offers the Greek-letter societies to achieve a new relevance is too obvious for comment. In fact, Dr. Eberly points out how ideally the chapter library would serve as a classroom for discussion and lectures on mind-opening and heart-opening books. The possibilities are intriguing. The chapter might offer a course in "The

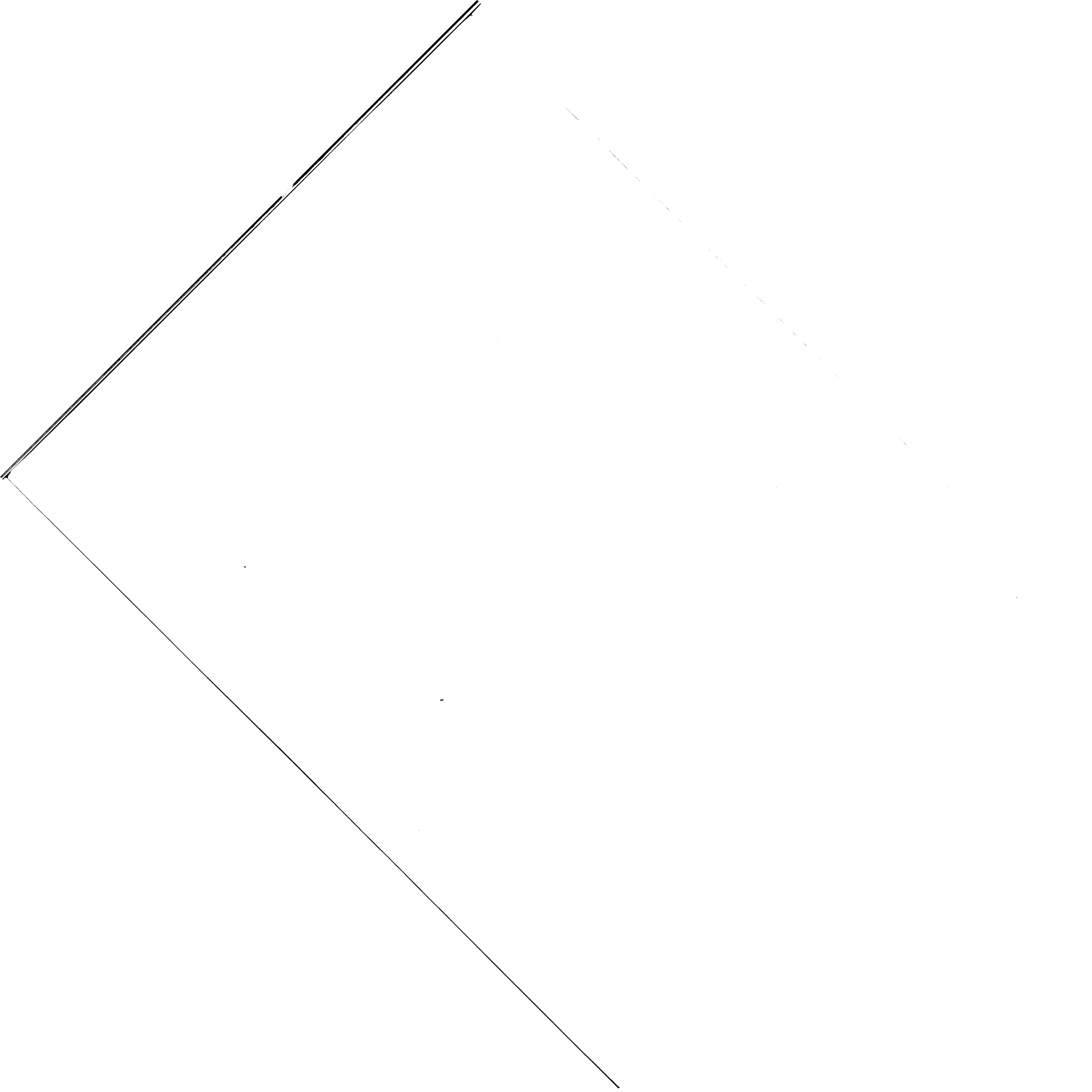
New Great Books." It might offer a course in "Books as Companions"—if a professor to give it can be found who loves books and knows their eternal magic. It might be added, parenthetically, that seldom is the concept of "Books as Companions" psychologically explored. To qualify as a companion what qualities must a book possess? This much is known: a person must own such a book. In the chapter library in an atmosphere of brotherly love he would feel that it is his. In the reading room of the college library it is likely to remain an alien thing. A subtle difference? No. This is a gigantic difference.

Answers to the questions that youth is asking may be found in books; that much very probably is fact. In their own chapter library, fraternity and sorority members will search for the answers, and the books—as they succeed in making them their companions—will reveal them; this much is a devout hope.

—JOHN ROBSON

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Preface

This manual is based on my personal experience in working with the libraries of my social fraternity and two residence halls, and as national librarian for my fraternity from 1964 to 1968.

When my fraternity at Bowling Green State University decided to start a chapter library in 1962, we had little more than \$150 available to work with. However, with the interest of the brothers, advice from the college librarians, and plain trial and error, we were able to build a library of some 600 volumes in two years with a minimum of financial outlay. I know it is possible to establish a useful library. With energy, application, and innovation, interested workers in the chapter can achieve and surpass the steps this volume describes—they are not pipe dreams written by an unrealistic alumnus.

As a national librarian, I have observed men in various chapters who were willing to work to achieve

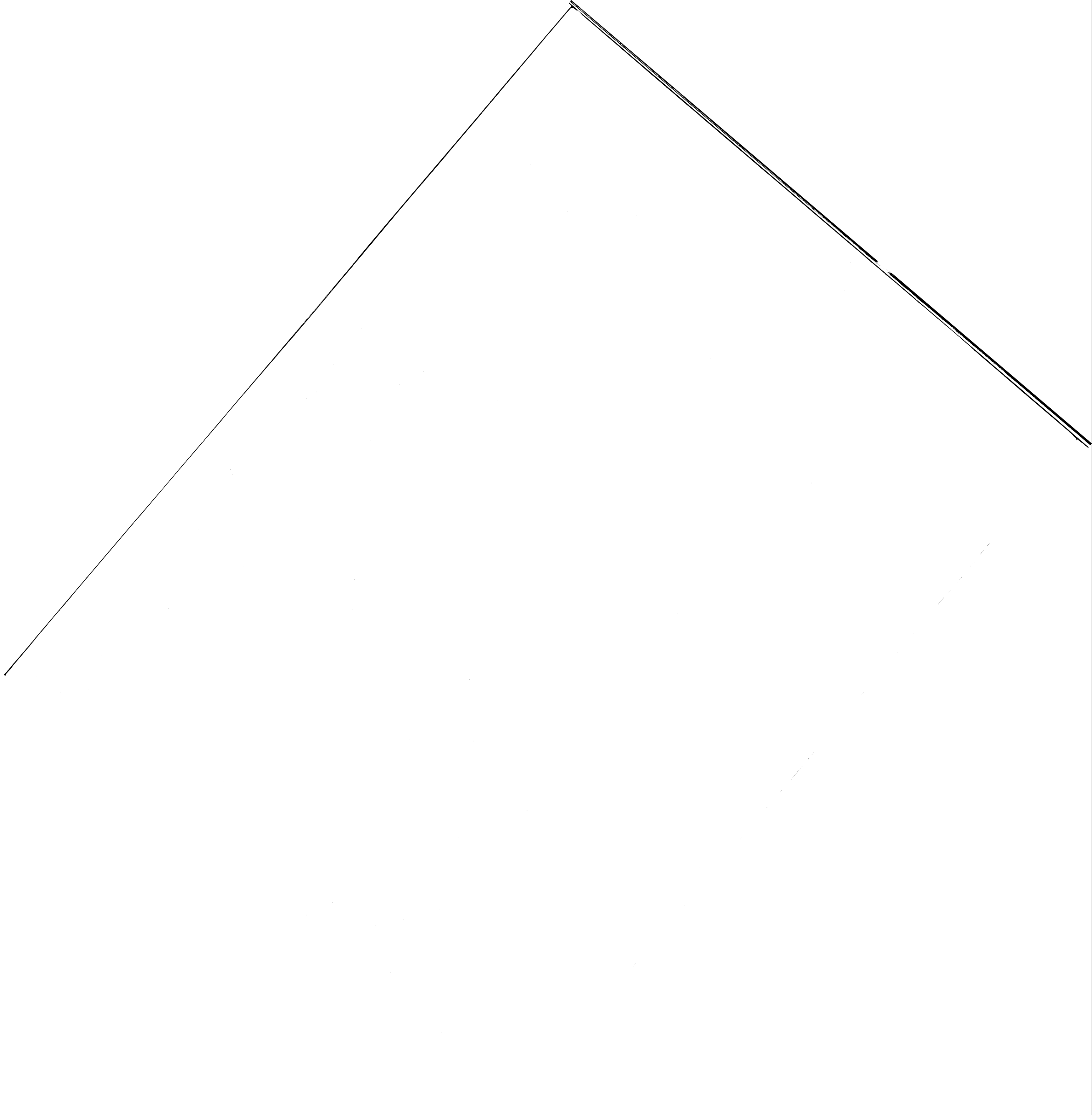
similar success. And useful libraries are badly needed if the college fraternity is to fulfill its modern role as a relevant, respected partner in contemporary American higher education.

I wish to acknowledge the help of the Committee on Publications and Archives of the National Interfraternity Conference in the preparation of this manual. Tom Cuning, chairman of the committee, and his two colleagues, Dr. Clyde S. Johnson and John Robson, expressed faith in the idea of such a work and provided many useful editorial suggestions and much steadfast encouragement.

I wish also to convey my appreciation to Mrs. Mary Mathie and Miss Mary Jake Fisher, Sigma Phi Epsilon housemothers at Bowling Green State University, who encouraged me to start and continue our chapter library.

—CE

East Lansing, Michigan
May 1, 1970



1. Why a Chapter Library?

Chapter libraries are not new to the American college general fraternity. Thomas Gwatkin, a member of the Flat Hat Club, forerunner of Phi Beta Kappa, is believed to be the compiler of the first fraternity book list in about 1770 (Jones, 1964:20).¹ For a time, especially in the 1830s and 1840s, library building by fraternities actually surpassed that of the colleges both in quantity and quality (Rudolph, 1962:136-155). These "student rebels" of the nineteenth century were unhappy with the limited range of the curriculum and particularly with the narrow religious emphasis of their college libraries. They were determined to read and debate books which helped them understand the world in which they lived.

The primary purpose of the modern chapter library is to provide books which explain and give meaning to the idea and nature of brotherhood and human relationships. The library should serve additional purposes, but this is the main one. Just as the early literary society and fraternity libraries filled the vacuum of an earlier day, libraries are needed in our fraternity homes to supply educational relevance and "humanness" which is not filled by the formal curriculum of higher education. Now the need is not because the curriculum is too constricted and proscribed, but precisely because it is too varied and specialized. It is too impersonal. The fraternity chapter librarian can play a major role in the education of his brothers by the selection and maintenance of books for brotherhood and by seeing that a library of such books is effectively used.

ROLES FOR THE CHAPTER LIBRARY

Other roles for the chapter library can be adopted according to the character of the campus which shelters the fraternity. The size of the campus, the types of physical facilities provided for students, and their degree of use must be considered. While the chapter library can never achieve the breadth and depth of the college library, even if chapter members wanted it to, it can serve an important supplementary role in relieving pressure on

the usually overtaxed basic reference sources in the college library.

The second significant purpose of the useful fraternity library is to provide ready access to basic course reference books. The sheer numbers of students using the university libraries limits the availability and use of encyclopedias, language and subject dictionaries, and other commonly needed references. Easy reference to primary search materials in the chapter home can save the fraternity student much time and effort. Trips across campus to the library can be distracting and time-consuming; however, books in the fraternity library are available to the student 24 hours a day. Many a term paper has been completed during hours when the college library is dark, when a quick check in a basic reference can be extremely helpful.

A third purpose for a worthwhile chapter library is to provide materials for browsing and general reading. There are educators who assert that it is just as profitable for the student to read for recreation and inspiration as for directed academic development. But even on the largest campuses there are few places where a student can browse among books and sit down to relax in a comfortable chair. Again, the availability of the books is of vital importance. A student with a half-hour to relax will not walk across campus to the Union building, but he might browse in an attractive chapter library.

A fourth purpose is to provide an easy source of information on current affairs. Newspapers and magazines of a wide variety have an important place in the functional fraternity library.

A fifth purpose is to preserve the records of the local chapter and the national fraternity. Thus, the library should contain bound volumes of the fraternity magazine, college annuals, and other fraternity and college memorabilia connected with its chapter members. A collection of interfraternity publications, such as *Banta's Greek Exchange*, *The Fraternity Month*, *NIC Views and News*, and *IRAC Bulletin*, as well as books and pamphlets should also be maintained. These will be helpful to officers who seek information on rush, scholarship, housing, and other chapter problems, and to pledges wanting to learn more than the skeleton framed in pledge texts.

¹ A list of references follows the appendix.

A corollary of this purpose is the special suitability of such materials in pledge education. In fact, the library properly can be the setting for the preparation and conduct of the formal pledge education program sessions.

The sixth purpose of the fraternity library is its over-all social and cultural value to the chapter members. Although the term, living/learning residence, is relatively new educational jargon, fraternity homes have been living/learning residences since they first appeared on the scene. We are told that the best way to teach a pledge is to let his big brother and older members show him good examples through their own proper behavior and the pursuit of excellence. The positive lessons of scholarship and the habits of personal developmental reading can be taught by good example. In the same way, the atmosphere promoted by a useful library in the chapter home is a major educational component of the fraternity living/learning experience. It can provide a setting where individual and group learning and personal scholarship are intellectually, emotionally, and spiritually rewarded to the lasting benefit of the chapter members.

Indeed, the chapter library will influence the responsive members to acquire a respect for books and a love for books throughout their lives. College

fraternity graduates are often professionally oriented people for whom books will provide a major source of renewal and satisfaction far beyond college years. The example of the good chapter library, and the brothers' own part in caring for it as pledge and active member, can give them the desire to start their own personal libraries which will be beneficial to them long after they leave the campus.

A False Purpose One common purpose of the chapter library in many places must be condemned, for it is *not* appropriate; that is, conspicuous display (Huntington, 1938). A "library" filled with books just because the room is there and looks "empty" without them is useless and even detrimental to the chapter. Instead of speaking for the chapter's intellectual development, it underscores the chapter's intellectual shallowness to all who see it—rushes, parents, and friends.

It takes a great deal of zealous effort to establish and continuously maintain a strong, useful library. Since a strong library can if neglected become little more than a conspicuous display in a short time, we should stress the need for continuity of leadership by successive chapter librarians. Continuity is a most important element in a good chapter library, over a period of time.

2. The Character of the Library

The extent to which a library can benefit the good fraternity chapter depends in the final reckoning on its character in the undergraduate setting. Books should be carefully selected for their potential to achieve the purposes I have given. If the library itself does not have character, it cannot be an instrument for building character. The atmosphere of the library, the nature of the books on its shelves, and the physical arrangements of the library contribute to its quality.

ATMOSPHERE

One principal task of the library is to provide a quiet, comfortable place to study. The encouragement of personal scholarship is of major importance to the man and to the chapter.

A second task is to provide the student with a place to browse and relax with a good book, or to read items of current interest. In these ways the atmosphere supports the objectives of books for brotherhood. Some students find more time to read during their college years than at any other time of their lives. The chapter library is an ideal place to encourage the habit of reading for pleasure and inspiration, and the presence of books for brotherhood assures that works are available which not only nourish, but give birth to the highest ideals of man. As John Robson (1965:122) says: "Brotherhood books," no matter who wrote them or to what age they belong, are salesmen for attaining the objectives which the fraternity ritual emphasizes. It is one thing for members to have access to books for brotherhood at the college library which may be scattered throughout several collections, and quite another to see 'a library for brotherhood' become a find traditional influence in a young man's fraternity home—an influence almost like a living presence which constantly reminds: 'You will find many of the truths you are seeking in *me*.'

A Room of Many Uses In order to invite use, the library should encourage learning in many forms. If it is to be an instructional media center within the chapter home, its use should not be too narrowly pro-

scribed. Its facilities should be sufficiently functional to serve the method of teaching and learning best used at the moment.

The room can be a study center, a music listening center, a committee meeting room, a seminar or special projects room. "Bull sessions" on topics of interest will be at their best in this environment. Here students who reflect on dreams of meaningful education will find their own Free University classroom. Here is an excellent room with the right atmosphere needed for special meetings with professors, alumni, and friends. Finally, here is a logical place to hold Junior and Senior level course seminars since the library will contribute to the kinds of teacher-student relation highly desired by students. Making the room available for small seminars also helps the college, hard pressed for classroom space.

However, it must be remembered that this is a library and that during certain periods of the day and night, quiet must prevail. If privacy has any right in our noisy day, it is in the library.

THE NATURE OF BOOKS

The range of books in the library depends on the specific requirements of the chapter. The needs of members in a school such as Kansas State Teachers College are likely to be different from the needs of members at M.I.T. The books for personal development, the so-called "central" books and "books for brotherhood" will not differ greatly from chapter to chapter, or a meaningful language will not be communicated. However, titles in other categories will vary from chapter to chapter.

The reference shelves, as already said, must afford ready information at the time it is needed. They must include a good encyclopedia, language dictionaries, almanacs, and references widely used in basic courses. Efficient use of chapter resources rules out much in the way of tools used in highly specialized senior and graduate courses.

Available periodicals should cover current events, sports, general interests, and general education. Newspapers should include all campus papers (including the Underground if there is one), a state-

wide paper, and one national paper, such as the *New York Times* or the *Christian Science Monitor*.

In addition the library might house classical and popular records, tape decks, art prints, and free materials (magazine tearsheets, pamphlets, etc.) classified by subject in a vertical file cabinet.

A paperback book exchange is another possible service. Such a service provides a constantly changing collection of books which have a broad interest for chapter members. Whenever a member desires to read a certain book from the exchange, he places a paperback book of his own on the shelf and removes the title which interests him.

Finally, a test file cabinet may be maintained in the library. So long as the tests available are used as a source of possible questions to answer and not as a source of answers to possible questions, such a file may be a great asset.

WHAT IT WILL ACCOMPLISH

We observe that a truly practical chapter library accomplishes at least five chief aims:

1. It provides a place for reflection and study
2. It encourages the habit of reading for pleasure and inspiration
3. It promotes the general and liberal education of the chapter members
4. It assists in improvement of chapter scholarship attitudes and skills
5. It teaches the meaning of brotherhood and man's nature and thus provides a means of communicating a common language of love among men.

Finally, a useful library is silent but forceful evidence of the men and their interests in the chapter. It demonstrates that the members place as much value upon the academic objectives of learning as they do upon their social, athletic, and extracurricular objectives. Indeed, a fraternity chapter really serious about its interest in promoting high achievement simply cannot afford to overlook the advantages of a strong library.

What a strong library is not can be seen by assessing the collection of dusty, rotting discards many clubs call a library. The difference between talk and action that a useful versus a dead library displays is clear to rushee, pledge, active, alumnus, and faculty member alike. It is mute evidence of the living attitude toward learning in the chapter, and

not, in the case of the dead library, of the "rushing attitude" toward learning mouthed in the club.

PHYSICAL ARRANGEMENT

A proper atmosphere is not gained simply from a collection of books; they must also be placed in a quiet area of the house away from heavy traffic. Yet the library should not be located so out of the way that it is inconvenient for brothers to make use of the room for a few moments' relaxation. The books and the room in which they are housed should invite continuing use.

Of course, the physical arrangement of the library depends on what is available in the chapter home. While a special room set aside in a quiet area is most desirable, a library however it can be located is better than none at all.

Furnishings The library should have functional and comfortable furnishings and ample shelving and cabinets for books and materials. Since effective studying is seldom done without writing and notetaking, the library should have a large conference table and comfortable, straight-back chairs. This will make a place for individual study and writing as well as group study conferences. It also provides a place where large maps and atlases can be used. A conference-size table is recommended not only for the number of men who can study around it, but also because its size makes it an inconvenient place to play cards—something which should not be permitted in the library.

Overstuffed chairs where a man can sit and relax with a good book should also be available. Each chair should have its own source of good lighting so that eyestrain is reduced to a minimum. A rug on the floor adds beauty and comfort and it lowers the noise level. Overhead fluorescent lighting of the type found in most public libraries and offices is recommended. A cheerful, brightly lit room encourages active learning.

Shelf space for books and materials should be ample. Most chapter libraries should have enough space for up to 1,000 books. Slanted shelving should be available for unbound copies of magazines, with a level shelf directly below it to store back issues. Space for a dozen magazines is probably sufficient. Storage for oversize materials such as atlases and art prints is also necessary. Two filing cabinets are

recommended (1) for tests and examinations filed by course number, and (2) for an alphabetical-by-subject file of inexpensive or free pamphlets, reports, and magazine tearsheets which are difficult to keep on regular shelving. It should be emphasized that the library shelving is for books and any glass cases are for chapter historical memorabilia, not for trophies which are more logically displayed in a social lounge. Carrels for individual study are also recommended. Attractive and inexpensive ones can easily be made from a few sheets of three-quarter inch plywood. Each carrel should be supplied with its own light source.

If the library is to fill its purpose as an instructional media center, space is also needed to store records and tape decks, film strips, and other audio-visual items which might be acquired. Also, a small card file should be purchased for the chapter librarian to maintain a shelf list of the books regardless of the size of the library. If the library is large enough, a second card file will be required to hold the library's card catalog for general chapter use.

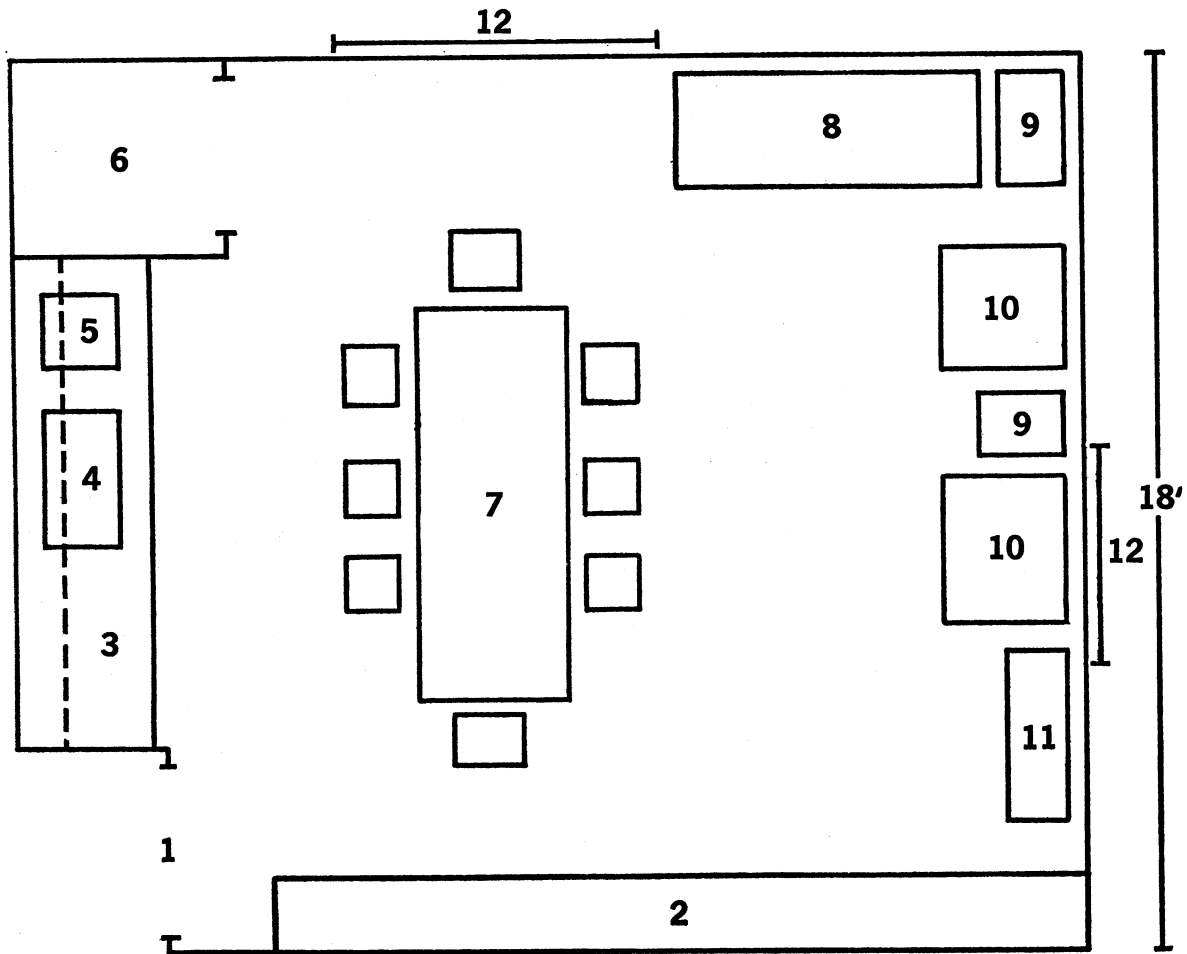
Clyde S. Johnson (1969) recommends local university officials as a source for campus audio-visual learning aids. Student access in their living environment to lectures, tapes, and films from other parts of the campus is becoming more and more common as universities attempt to find new means of aiding the

student in his work. Ohio State, for example, provides opportunities for chapter houses to "plug in" to learning stations where a student may dial and see, hear, or both, a repeat of a lecture or classroom film. Illinois has been experimenting with educational television in chapters and residence halls where students can stay home and hear the lecture, followed by student-led discussions. Library retrieval systems connecting the chapter to the college library also should be checked. At the very least, architectural planners ought to be alerted to possible future trends where many students will not need to leave their residences to listen to formal lectures and presentations.

Layout Two possible arrangements for a medium-sized chapter library are shown in the illustrations on pages 14 and 15.

The first illustration is adapted from an actual fraternity library, the second is adapted from an illustration in a book of church libraries (M. Johnson, 1966:31). Church libraries are not far different in size, and in many respects, function, from a fraternity library, and hence literature on church libraries will be helpful both in the planning of the chapter library and in its operation and maintenance. This is an old field for the church but a new one for many fraternity chapters.

ILLUSTRATION 1

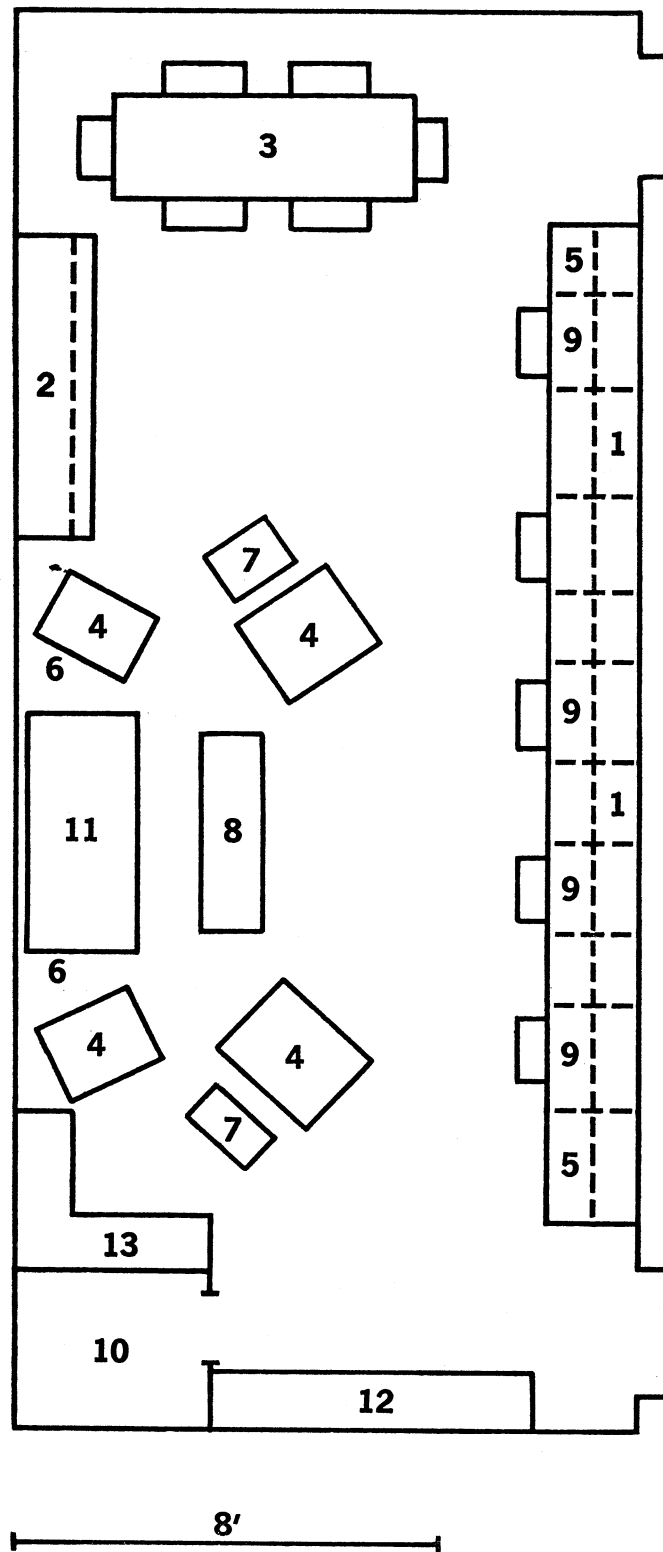


1. Entrance from hallway, main lounge across hall
2. Book shelves with space for record storage and card catalog
3. Storage cabinets below, shelving above, with space for closed circuit tv and stereo components on counter
4. Atlas
5. Unabridged dictionary
6. Ritual storage closed
7. Conference table, fluorescent lighting overhead
8. Couch
9. Endtables, lamps, ashtrays
10. Lounge chairs
11. Magazine and newspaper rack

ILLUSTRATION 2

1. Shelving
2. Shelving above, card catalog and stereo, record storage below
3. Conference table
4. Lounge chairs
5. Unabridged dictionary or atlas
6. Floor lamps
7. End tables with lamps
8. Coffee table
9. Individually lighted study carrels with file drawer storage cabinets between
10. Ritual closet
11. Couch
12. Magazine rack and newspapers below, shelves above
13. Historical memorabilia in lighted cases

Note: ceiling contains overhead fluorescent lighting



3. How To Build the Library

The major challenge to the responsible chapter librarian is to collect books and materials which will form an educationally relevant, useful library that the members will be motivated to use.

CONTINUITY AND COORDINATION

The librarian's job requires exceptional leadership and coordination within the chapter. The man chosen will have to work closely with the alumni relations chairman, public relations chairman, and the pledge educator in order to integrate the special requirements of his office into the program of the chapter. Contact with alumni or the general public cannot be haphazard but must be carefully planned and coordinated in a program which is directed toward realizing *all* of the public relations goals of the chapter. The library program to be considered successful must embrace all related facets and should neglect none of them.

Building a useful library is a long slow process which requires continuity; that is, a perpetuation of tried and true procedures. It is probably best if the librarian can be elected as a first or second year student and serve into the middle of his Senior year (Drury, 1935). Furthermore, he should have time to train his successor before he graduates so there will be no loss of momentum or of know-how. If possible, the successor should be selected from the chapter's library committee. Recruiting a replacement is a major obligation of the librarian if his work is to be worthwhile and a strong library maintained.

The librarian should also keep in close contact with the officer in charge of pledge development and should himself have an opportunity to participate in the chapter's pledge education program. To ensure use of the library, pledges must be instructed from the beginning in what is available and how to get it. Many new students often tend to avoid the college library because they haven't learned how to use it. Introducing the chapter library to the pledge class—including a period of work in actually caring for the books—serves two important functions: (1) the men come to know what is available in the

chapter library, and (2) by becoming familiar with library organization they are encouraged to use the college library efficiently. The interest generated among the pledges in the library may also lend to the discovery of the new chapter librarian.

BOOK SELECTION

The librarian's criteria of selection are found in the purposes for the library outlined in Chapter 1. The Appendix contains a prepared list of Books for Brotherhood compiled from lists recommended by FarmHouse and Sigma Phi Epsilon fraternities, and a list of general reference and collateral reading books recommended by Sigma Phi Epsilon. The second list is a composite of fraternity library book lists from Sigma Alpha Epsilon, the University of Illinois, and Rutgers University. A third list contains fraternity books. These lists are only suggestions and may be used in solicitations as described in a later section to influence the kinds of gifts obtained.

Most of the books should be selected for their general, noncurricular reading value. They should be "oriented toward the serious-minded student and to the level of the general reader as opposed to the technical, advanced, or scholarly reader" (Coady, and Boshears, 1968:20). A chief source of good general reading material are the various book clubs, the best known of which is the Book-of-the-Month Club. Membership in these plans is relatively inexpensive and provides a range of current books to the library selected by competent book experts. There are dozens of special interest book clubs (history, social science, geography, etc.) advertised in magazines such as *The Saturday Review* which may also be excellent sources of books. The Behavioral Science Book Service is highly recommended for the wide variety of titles it distributes.

The small amount of money available makes it unwise to buy standard textbooks. Nevertheless, their donation to the library should be encouraged. Since books no longer adopted as required texts on the campus are worth little as bookstore buybacks, the members should be asked to give them to the library. Texts are quickly made obsolete by the

rapid advances in the field, thus it is recommended that unless a student majoring in the area considers the text a "classic" in the field, it should ordinarily be discarded when the date of publication is more than ten years old. "Classic" texts are useful in the library because they provide reference material and also present information from a different perspective which may be helpful to the student in learning his subject.

Since the aim of the library is the general development of ideas and interests, periodical literature is invaluable. *Life*, *Time*, *Look*, *Sports Illustrated*, *Reader's Digest*, *Playboy*, and other popular magazines will be very likely received by individual members who may be encouraged to share them so they need not be purchased. In order to represent a wide range of ideas and interests, the base collection should include more than a dozen magazines.

Spend the library's magazine money on titles such as *Popular Photography*, *Saturday Review*, *New York Times Book Review*, *National Geographic*, *Pace*, *Holiday*, and *Fortune*. Also consider foreign language magazines, British magazines, good literary publications, and an *avant garde* publication such as *Evergreen Review*. Most national fraternities have group subscriptions to *Banta's Greek Exchange* and this should be in the library. Students should be offered all sorts of intellectually stimulating sources which reflect viewpoints other than their own. An excellent magazine representative of this is *Atlas*, which discusses United States news from the viewpoint of articles in foreign newspapers.

Except for the fraternity-oriented and college-oriented publications which help to form a history of the chapter and its national fraternity, back issues need not be kept more than a year or two. Current issues should be kept in magazine binders to discourage their removal from the library.

Although paperback books have a much smaller original cost, they are more expensive over the long run because they wear out and must be discarded much sooner—especially if they are commonly used titles. Paperbacks are an acceptable alternative for books of a specialized nature or topics of momentary interest.

Other points to consider in book selection are the relative value of the book in the subject field or the literary quality if it is literature, the author's qualifications for writing the book and his point of view, and the reputation of the publisher.

Book Selection Tools Book selection tools available in the college library (adapted from Coady and Boshears, 1968:21-24) will enable the chapter librarian to make a stronger justification for the selection of titles. No library should depend exclusively upon one selection aide, but rather several should be used regularly.

Publishers' advertising is of value if it is well weighed; however, it is obviously intended to sell the book regardless of its worth. Book reviews should be read and the advice of a knowledgeable person (e.g., English professor, College librarian) sought before a book which one has seen advertised is ordered.

1. Good sources for Book Reviews (primarily for use in selecting current titles):

New York Times Book Review Magazine
Saturday Review
Harper's
Atlantic Monthly
Library Journal
Choice: Books for a college library
Scientific American
Book Review Digest
ALA Booklist
The New Yorker

2. Bibliographical Guides to Literature (useful for retrospective building of the collection):

Hoffman, Jester, R. M., *Reader's Advisor and Bookman's Manual*
Weber, J. Sherwood, ed., *Good Reading*
Lueder, Edward, ed., *The College and Adult Reading List of Books in Literature and the Fine Arts*
Stefferd, Alfred, ed., *The Wonderful World of Books*
Deason, Hilary, ed., *Guide to Science Reading*
Downs, Robert. *Books That Changed the World*
Downs, Robert. *Moulders of the Modern Mind*
Appendix of *Building and Maintaining a Chapter Library*

Using the proper selection criteria, the chapter librarian can develop a list of books particularly geared to the needs of his chapter.

3. Book Trade Tools (useful for verifying authors, titles, publishers, prices, etc.)

Books in Print
Subject Guide to Books in Print
Publishers' Weekly
Cumulative Book Index

Selection of Non-book Materials The librarian should aim to collect a well-balanced yet nonspecialized collection of music on records performed by competent artists. Emphasis should be given to classical music since it is germane to our cultural objectives. The collections should contain, to name only a few items, the nine symphonies of Beethoven, the symphonies of Brahms, the choral works of Bach, the symphonies of Mozart, the ballet and opera music of frequently performed ballets and operas as well as recognized concertos, overtures, etc., and balance among instruments. Particular attention should be given to the records for any music literature courses.

To avoid conflict between one student's interest in music and another's desire for quiet, the phonograph provided should be equipped with several sets of earphones.

Beyond classical music, the library may provide a representative selection of Broadway musicals, folk music, jazz, spirituals, and semi-popular recordings. Discriminating taste must be used in selecting these records.

If art prints are collected, they should be similarly chosen for their classical and contemporary cultural significance. The art appreciation instructor will be glad to suggest a basic list.

Ordering Books First, check with the college library to see if it will permit the chapter to order books through its facilities. College libraries enjoy an educational discount the chapter library will probably be unable to obtain. Second, order through the college book store or wholesale book supply houses. Only when these channels are unavailable should you order directly from the publisher. When the publisher reports that the title you are seeking is out of print, consult the list of out-of-print-book dealers in the Classified pages of *Saturday Review*.

Sooner or later the person for whom reading is a foremost hobby will become familiar with the procedure of looking up book titles and publishers' addresses and prices. Usually the bookstore will be glad to order the book but every student who gains an appreciation of "books as companions" will want to learn how to do this himself. Librarians are of course experts in obtaining books and most chapter counselors have considerable experience in ordering books.

SOLICITATIONS

The chapter exchequer has many demands upon it, and if money is budgeted for the purchase of books and materials for the library, it is likely to be an inadequate amount. For this reason the librarian must count on using some effort to obtain free materials from public institutions and corporations. The realities of solicitation limit the librarian's ability to select those books he feels are best suited to his chapter's needs. However, he can still do much to influence the direction of the books gained from solicitation by enclosing a preferred list of books in mailings.

Alumni Giving Alumni contributions are probably the first source of materials chapter librarians tap. Occasionally, a chapter will locate an individual ready to supply the chapter with an entire library for the privilege of naming the collection as a memorial. Gifts of personal libraries in members' wills is to be encouraged in long-range plans. One alumnus of Sigma Phi Epsilon at Bowling Green State University, whose avocation is book collecting, has made provision in his will to give the chapter his carefully chosen library of more than 2,000 volumes.

Few chapters, however, will be able to locate a benefactor to pay the \$1,000-plus price tag on the books recommended in the Appendix to give the chapter an "Instant Library." It is not even certain whether large gifts should be advocated as a primary method of obtaining books since the receipt of such a gift encourages reliance on the "big giver" as the ready solution to chapter financial needs. Rather, the smaller gifts of many alumni and brothers would appear to build a more appreciated library. Even if the books purchased were exactly the same in a few cases, many more people would be aware of and have a personal interest in the library as an asset to the chapter. Often duplicates can be exchanged at used book stores.

The greater the number of people who are personally involved in building the library, the greater the chance the chapter will respect, appreciate, and use the facility to good advantage. The purchase of worthwhile books must be a conscious project of the entire chapter. The men themselves must want good books. If they want enough, they will find the methods to acquire the books they want. One method of involving members is to ask each man to fill out a

form on which he lists the ten books he would like to see in the library and use these lists to build the solicitation list.

Soliciting a personally selected gift from individuals with their names inscribed on the flyleaf of the book is a good device. One method successful in fraternity chapters in Ohio, Tennessee, and Texas has been to send a list of books wanted by the chapter to parents, alumni, and friends. These people are then asked to choose a book from the list to give the chapter library in their name. The titles given in the Appendix with a wide range of subjects and prices, constitute a suitable list. Once the book is given the chapter librarian should affix a distinctive bookplate on which to place the giver's name. It is then catalogued and placed on the shelf.

Whatever gifts are received, follow-up thank you letters should be sent by return mail. Experience by chapters in Ohio and Michigan has demonstrated that offering to pick up books at the donors' homes measurably increases the numbers collected.

Alumni gifts to the chapter library will be tax-deductible so long as the gift is made to the national fraternity's educational foundation and earmarked for the particular chapter. Since tax laws and procedures change, it is wise to check this with your national office.

Undergraduate Giving Alpha Lambda Phi sorority at Syracuse University asks each pledge to give a book of personal interest to her big sister to the chapter library upon activation into the sorority. The book is presented to the big sister as the pledge is initiated, and the big sister in turn gives the book to the chapter library. Inside the front cover of the book is an inscription listing both the big and little sisters. Thus, a memento of each member is preserved in the chapter home. As a result of the diversified interests of the members, the library contains a wide range of books on many subjects.

If every pledge can be asked to give a book on initiation, then every senior might logically be asked to leave some books in the library upon graduation. Mason W. Gross, president of Rutgers University, once proposed a plan for building the chapter house library in these words: "Each member in a fraternity house should leave behind him, when he is graduated, the five books he has most enjoyed reading during his four college years, whatever kind of books they may be. Such a plan will build up a

fraternity house library and nonreaders may easily become readers for pleasure. This means that you will create an atmosphere in which the purposes of a college can thrive, and creation of such an atmosphere is the most magnificent contribution that fraternities can make."

The chapter controller may also be able to suggest means of raising money within the chapter for books. Many chapters use the profit from soft drink or candy machines.

Parental Help Obtaining books for the chapter library is surely a commendable project if the chapter has a Mother's or Father's Club and one which is accepted with considerable enthusiasm because it is so clearly related to the educational process. Parents can see its value. The larger buying power of such a group can help the librarian purchase more expensive encyclopedias and other references, or help to buy some of the furniture and equipment needed. Perhaps a group of fathers and sons can make most of the furnishings needed during a Father-Son weekend. A Mother's Club having the goal of obtaining books has far more purpose than the one which meets only for an occasional bridge party.

College Assistance The local college library may be an excellent source of free books, especially of texts and reference materials. Periodically, college libraries update their collections, and the books they intend to destroy may find further life in the chapter library. Most college librarians will be glad to help select such books or arrange for a member of their staff to do so. The college librarian is usually the best source of help in any problem involving the chapter library.

Professors are constantly receiving books from publishers for possible adoption as course texts. Usually only one book can be adopted, and professors may have no further use for the rest. Unadopted texts, well under the 10-year limit, are excellent additions to a chapter library. A good time to check with faculty about obtaining such books is near the close of the school year when adoption decisions have been made for the fall, and faculty members are thinking about closing their offices for the summer or moving to another location. Send a letter to all faculty stating the chapter's interest in unadopted texts, and offering pick-up service. It is very helpful to give the name and phone number of the

chapter's faculty adviser as a reference. Some faculty will forget the name of the fraternity, but they may tend to remember the name of the adviser (Deupree, 1969:18).

College materials, such as catalogs, annuals, and alumni publications should never be overlooked as important additions to the chapter library. They include in their pages the developing history of the institution; as such they tell a story important to the institution, the chapter, and its members. Loyalty, both to the institution and the chapter, is cultivated by familiarity with university publications. Members should also be encouraged to place undergraduate and graduate catalogs from other colleges and universities in the library; often these may be obtained free by writing to the institutions and indicating they are for a library. One librarian in Wisconsin wrote to all universities in the surrounding states and received a 75 per cent return for the price of the postage.

Free Materials Free materials for a vertical file are obtainable from many sources, and this is another way to stock the library with useful resource materials and pamphlets. Free materials are available on a wide variety of subjects from educational foundations, nonprofit organizations, manufacturing companies, public utilities, local, state and national governments. Some sources of free and low cost materials are (1) the feature, "Write for These" in the *Wilson Library Bulletin*, (2) *Educators Index of Free Materials* (Fowlkes, 1970), and (3) the college librarian. The total cost of what can become a valuable collection of resource materials will be little more than time and stamps.

It can be seen from the possible ways to obtain books detailed above that the Office of Chapter Librarian may be an exceptionally busy and responsible one. The organization and continuing administration of such projects, touching as they do upon public and alumni relations, fund-raising, buying, selling, cataloging, and business administration, can add as much to the liberal education of the chapter librarian as the library itself adds to the climate of learning within the chapter.

The work of cataloging demonstrates that the chapter librarian's job is not a figurehead position. Cataloging a library, using even the simplest system, entails many hours of work. Herein lies a real challenge and opportunity to the chapter librarian.

National Fraternity Assistance For all of the protestations about encouraging learning and scholarship among national fraternity chapters, in 1964 no more than a dozen of the 60 national fraternities had "definite plans for developing chapter house libraries" (Jones, 1964:40). In addition few more than a dozen said they were developing plans for a chapter library program. Yet, Hibbard (1966:120) reported that all National Presidents and Executive Directors he surveyed were in favor of libraries in fraternity houses.

Siske (1956:98-104) has recorded the painfully slow growth of national participation in local chapter library building. He stated that while most national fraternities said their chapters had libraries, very few provided meaningful financial assistance, less than half suggested possible books to purchase, alumni were not actively encouraged to give books, and only a few provided reduced-rate group magazine subscriptions to chapters. Another report published in 1938 (Huntington:237) supports Siske's data, which suggests that little has been done by national fraternities to encourage chapter libraries since the 1920s. Sadly, Siske's 1954-55 data do not unfairly misrepresent the situation in 1970. With few exceptions, the progress of national organizations in sponsoring library development appears to have changed little.

National fraternity support is important. According to Jones (1964:10), "The outstanding mode of administration and of financing was found to be through a national foundation related to the fraternity." However, Robson (1965) has stated that very few of the fraternity foundations have accomplished anything substantial in the installation of chapter libraries mostly because of a lack of money and preoccupation with more conspicuous projects. Sigma Alpha Epsilon, whose Levere Memorial Foundation has established a library building plan which places \$750 worth of excellent books in a chapter for a cost to the chapter of \$150, is one national fraternity that has established a library-building plan that works.

Chi Psi offers an educational matching grant of \$2,000 for library development. Phi Gamma Delta provides a stipend of \$50 annually to each chapter for books, and Alpha Sigma Phi and Sigma Chi award books to their outstanding chapters. Sigma Phi Epsilon offers a selection of brotherhood books to chapters with 100 per cent contribution records to the Sig Ep Camp Fund for 15 years. Many other na-

tional fraternities probably have similar programs. Nevertheless, such programs are insufficient to establish the kind of library which is needed at the outset to encourage undergraduate chapters in development programs. It would seem that more concrete support from the national fraternity organizations will be forthcoming when nationals stress the life of learning and scholastic development as much as their top officials say they do. At a minimum all fraternities should have an officer primarily concerned with undergraduate library development. In 1964 (Jones, p. 42) *two* of 52 national fraternities surveyed reported such an officer.

However, the fact that national organizations have essentially neglected chapter library development is exactly the condition which can make undergraduate development of a chapter library an exciting challenge. There are no rules, no prescriptions, no accepted methods beyond those for efficient use, and therefore, there is ample room for as much experimentation and innovation as the undergraduate librarian can devise.

Local Chapter Support A regular allocation in the chapter budget is necessary if the chapter librarian is to carry out his responsibilities adequately. A budget of \$150 per year, low in terms of cost per man, should be sufficient. It is necessary for the undergraduate chapter to finance the library basically if it is to approach the chapter alumni for the additional help needed to establish a strong one.

If the chapter members with the leadership of the chapter librarian are willing to obtain the books, and they put teeth in their efforts, it appears reasonable to expect that the alumni householding corporation of the local chapter will provide the financing for the physical furnishings of the library. Conference tables, comfortable chairs, adequate lighting, and shelving are far too expensive for a single generation of the undergraduate chapter to assume. In short, if the chapter will obtain the books, the alumni can be expected to supply the furnishings and capital underpinnings. This surely is in accord with the supporting role alumni should play.

FRATERNITY BOOK CLUB

One method of national fraternity assistance to chapter library development requiring relatively nominal financial outlay on the part of any one national organization would be a Fraternity Book Club. Such a club might be coordinated through the offices of the National Interfraternity Conference and National Panhellenic Conference. It could be patterned after an established book club such as the Book-of-the-Month Club. The purchasing power of some 5,000 fraternity chapters should be sufficient to make a Fraternity Book Club financially practical, yet able to sell books to fraternity chapter libraries at significantly reduced prices.

Through a book club it might also be feasible to produce a new edition of an out-of-print book.

4. How To Operate the Library

For the books on the library shelves to become useful to members, a method of cataloging must be devised. This will make the books and materials easily available. A check-out system must be arranged so that the fraternity can keep track of its books, and members wanting a particular title not in the library can locate it.

Cataloging and preparing the books for use is probably the most time-consuming and least immediately rewarding activity the chapter librarian will have. Cataloging alone is reason enough for the librarian to have a committee of members working with him.

As discussed earlier, pledge assistance not only introduces new members to the learning potential of the chapter library, but helps to familiarize them with library use in general—an important part of their orientation to college level study. A drawback from the point of view of getting the work done quickly is that it will take some time before the pledges will be able to work independently. A regularly appointed committee of active and pledge members is probably a better alternative since much less personal direction by the librarian is required.

A third source of help may be the chapter's Mother's Club. The good fraternity chapter is constantly looking for ways to involve parents in the activities of the members. What better way for the Mother's Club to feel they are contributing directly to their son's college education than by helping the chapter make the library a useful instrument for learning.

Maria Leonard, dean emerita of women of the University of Illinois, writes in *The Chaperon and Housemother: Builders of Youth* (see Appendix): "The chaperon can easily be the motivating force for beginning a house library, and all college homes should have them."

Regardless of committee assistance available, the chapter librarian should ask for the advice of the college librarian before he and his committee start work. "Care should be taken to start the work in the most satisfactory way so that some future librarian of the chapter will not be obliged to rearrange the

books and change the recording system." (Huntington, 1938:236). Accurate easy information retrieval is critical to the use of the library.

Miss Huntington points out that the "chapter librarian should be an habitually systematic person who has a knowledge of books..."

THE SMALLER LIBRARY

Probably the ideal way of cataloging the fraternity library is to use the Dewey Decimal System of Classification, and develop a card file including author, subject, and title cards. For smaller libraries under 300 volumes it may be as convenient to shelve the books by categories of fiction, nonfiction, and reference (Huntington, 1938):

"If the fiction and nonfiction are arranged alphabetically by the author's last name, and the reference books are kept in numerical order by volumes, this system should prove satisfactory. As the number of volumes increases, the nonfiction may be grouped by their subject matter, such as poetry, biography, travel, science, etc.

"Whatever the arrangement a list of the books should be kept up-to-date to show the chapter what books it owns."

The system described above is simpler to set up, but any good library is bound to grow. In anticipation of growth, it is best to use the Dewey Decimal System from the beginning.

Miss Huntington (1938:236) recommends use of a card file commonly called a shelf list, on which "the general location of the books is indicated by R for reference, F for fiction, and NF for nonfiction..." A shelf list is useful both as a card catalog for the chapter and an inventory list for the librarian. Production of a mimeographed list of books for distribution to the chapter members so they have personal reference to what is available may be justified to encourage library use. New titles as they are acquired should be listed in a bulletin and published in the chapter's semesterly alumni newsletter and displayed in a special place as well.

Sign out for the books can be carried out by using an ordinary ledger in which the author's name, title,

borrower's name, and date is entered. The entry can be struck when the book is returned. Borrowing of reference books should be discouraged since their nonavailability defeats one major purpose of the library.

Regardless of size, Huntington (1938:237) has said that the final responsibility of the librarian at year's end is an inventory of the whole collection. She puts it in these words:

"At the end of the school year, and before the house is closed for the summer months, all library books should be returned to the shelves and arranged in proper order. When this is done, checking the books on the shelves by the card catalog, will show the librarian what books are missing from the library."

The college librarian can advise what materials will be required to organize and administer the library program outlined in this chapter. All libraries will need such items as file cards, spine stickers, and bookplates. Two of the best known library supply houses are Gaylord Brothers, Inc., 155 Gifford Street, Syracuse, New York 13201, and Demco Library Supplies, Box 1488, Madison, Wisconsin 53701.

THE LARGER LIBRARY

As the library becomes larger, the method of classification discussed above may become too inefficient and decrease the usefulness of the library. The Dewey Decimal System is recommended when a more elaborate information retrieval system becomes necessary. The Library of Congress system is used only for unusually large research libraries. While use of the Dewey Decimal system does take more work for the librarian and his committee, it is justifiable in terms of the increased value of the library to the chapter. Furthermore, a chapter successful enough to want and acquire a large library will probably demand the intellectual organization and competence that use of the Dewey Decimal System demonstrates.

Books recommended for cataloging purposes by the University of Michigan Residence Halls Libraries Committee include the *Abridged Dewey Decimal Classification*, 9th edition, and the *Cutter Sanborn Tables*. Both books will be available in your college library. The college librarian should be asked for his advice in the cataloging process.

The following explanation of classification, cataloging, and shelving has been adapted for the fraternity library from the *Manual of Policies for Residence Halls Libraries at the University of Michigan* (Coady and Boshears, 1968: 25-38):

THE CLASSIFICATION OF MATERIALS

I. The Theory of Classification

Since it is convenient and important to keep together all books on a subject, libraries have a device that makes such grouping possible. It is a classification system that groups books according to subjects thereby bringing together on the shelves all books on a given subject, such as political theory, photography or physics. Of course, within each broad subject field, there is a further classification of the subject. In classifying books, it is important to remember these basic points:

1. The purpose of classification is to bring related things together. It is the grouping of subjects according to their degree of likeness.
2. Classification proceeds upon the basic premise of moving from the general to the particular.
3. Classify a book according to the subject chiefly dealt with in the work. If a book deals with two or more subjects, equally, classify according to the subject discussed first.
4. Classify a book dealing with the influence of one subject upon another according to the subject influenced.

II. The Procedure of Classifying

1. It is the responsibility of the chapter librarian to determine the classification number for all books added to his library. The college librarian should be willing to give advice in this task.
2. The classification will be based on the schedules of the *Abridged Dewey Decimal Classification*, 9th edition.
3. After the librarian has determined the classification number, he will next use the *Cutter Sanborn Tables* to determine the author number. After this has been done, the call number should be placed on the spine of the book, typed on the book card, and on the catalog and shelf list cards.
4. Reference books should be classified with a capital "R" above the call number.
5. Fiction may be classified with an "F" and the full author number. However, the 813 and 823 num-

bers are preferred over the simple designation "F."

6. Biography may be classified according to Dewey's 920 to 929 or by using 920 for individual biography and 921 for collective biography. The letter "B" is not to be used. For the author number, use the name of the person about whom the biography is written (use the *Cutter Sanborn Author Table*). When you have more than one biography on the same person, the initial letter of the author's last name should be added after the cutter number of the biographee.

7. If one is uncertain whether a classification

number is correct, the number can usually be found on the printed card in your college's General Library card catalog.

III. The Dewey Decimal Classification

Dewey divides all knowledge into nine major classes with an extra class for general works. Each major class is divided into ten smaller classes, each of which includes ten still smaller and still more specific classes for further subdivisions of the main subject. Decimal expansion, then, makes it possible to provide a place for the smallest topic.

DEWEY DECIMAL CLASSIFICATION

000 *General works*
010 *Bibliography*
020 *Library science*
030 *General encyclopedias*
040 *General collected essays*
050 *General periodicals*
060 *General societies*
070 *Newspaper journalism*
080 *Collected works*
090 *Manuscripts and rare books*

100 *Philosophy*
110 *Metaphysics*
120 *Metaphysical theories*
130 *Branches of psychology*
140 *Philosophical topics*
150 *General psychology*
160 *Logic*
170 *Ethics*
180 *Ancient and medieval*
190 *Modern philosophy*

200 *Religion*
210 *Natural theology*
220 *Bible*
230 *Doctrinal theology*
240 *Devotional and practical*
250 *Pastoral theology*
260 *Christian church*
270 *Christian church history*
280 *Christian denominations*
290 *Other religions*

300 *Social sciences*
310 *Statistics*
320 *Political science*

330 *Economics*
340 *Law*
350 *Public administration*
360 *Social welfare*
370 *Education*
380 *Public services and utilities*
390 *Customs and folklore*

400 *Language*
410 *Comparative linguistics*
420 *English and Anglo-Saxon*
430 *Germanic languages*
440 *French, Provençal*
450 *Italian, Rumanian*
460 *Spanish, Portuguese*
470 *Latin and other Italic*
480 *Classic and modern Greek*
490 *Other languages*

500 *Pure science*
510 *Mathematics*
520 *Astronomy*
530 *Physics*
540 *Chemistry and Allied sciences*
550 *Earth sciences*
560 *Paleontology*
570 *Anthropology and biology*
580 *Botanical sciences*
590 *Zoological sciences*

600 *Technology*
610 *Medical sciences*
620 *Engineering*
630 *Agriculture*
640 *Home economics*
650 *Business*

660 *Chemical technology*
670 *Manufactures*
680 *Other manufactures*
690 *Building construction*

700 *The arts*
710 *Landscape and civic art*
720 *Architecture*
730 *Sculpture*
740 *Drawing and decorative arts*
750 *Painting*
760 *Prints and print making*
770 *Photography*
780 *Music*
790 *Recreation, theater*

800 *Literature*
810 *American literature in English*
820 *English and Old English*
830 *Germanic literatures*
840 *French, Provençal*
850 *Italian, Rumanian*
860 *Spanish, Portuguese*
870 *Latin and other Italic literature*
880 *Classical and modern Greek*
890 *Other literatures*

900 *History*
910 *Geography, travels*
920 *Biography description*
930 *Ancient history*
940 *Europe*
950 *Asia*
960 *Africa*
970 *North America*
980 *South America*
990 *Other parts of the world*

DEWEY DECIMAL CLASSIFICATION

01 *Philosophy and theory*
02 *Handbooks and outlines*
03 *Dictionaries and encyclopedias*

05 *Periodicals*
06 *Organizations and societies*
07 *Study and teaching*

08 *Collections and polygraphy*
09 *History and local treatment*

DEWEY DECIMAL CLASSIFICATION

some numbers divided like other numbers

490	Other languages	494	Finno-Ugric and other	811	Poetry
491	Other Indo-European languages		linguistic groups	812	Drama
.7	Russian	495	Far Eastern languages	813	Fiction
.8	Other Slavic	496	African languages		
492	Semitic and Hamito-Semitic languages	497	South American languages		Divide 820-880 like 810
.4	Hebrew	498	Austronesian and other languages	814	Essays
.49	Yiddish			815	Oratory
492.7	Arabic	Divide 890 like 490		816	Letters
493	Hamitic languages	810	American literature in English	817	Satire and humor
				818	Miscellany

THE CATALOGING OF MATERIALS

I. The Card Catalog

The card catalog is an index to the resources of the library. It serves in the same relationship to the library's collection as an index does to the contents of a single book. In addition to serving as an index to the collection, the card catalog is also a guide to the location of books in the library. There are three ways in which books may be entered in the card catalog:

1. *By Author.* All books in the library by a particular author are listed under the author's name in the card catalog. Authors are usually individuals, but they may be societies, companies, government agencies, or institutions, in which case we call them corporate authors.
2. *By Subject.* All books containing information on specific subjects may be entered in the card catalog under the words or phrases describing those subjects. The authority for choosing subject headings is *Sears List of Subject Headings* which may be found in your college library. Any subject heading which is used and which does not appear in *Sears* should be written into *Sears* in its appropriate alphabetical position. Subject headings are typed above the author's name in either red lower case letters or in all black capital letters.
3. *By Title.* A book is listed in the card catalog by title if the title is a distinctive one. Titles beginning with "an introduction to," "an outline of," "a history of," are not distinctive titles. Titles are typed above the author's name in lower case black letters.

II. The Shelf List

The shelf list is a file of cards just like the card catalog except that it contains only one card for every book and it is arranged by classification number. The shelf list serves five major functions:

1. It is the only official record of the holdings of the library. It is the only accurate means for determining how many books a library possesses.
2. Because the cards in the shelf list are in the same order as the books are on the shelf, it is used to take inventory.
3. The shelf list serves as a subject index to the collection.
4. Because the classification numbers group the books by subject, it is a convenient way to determine in what subjects the library should buy more books.
5. The shelf list should always be checked before a call number is assigned to a new book in order to be sure that the number is not already in use. This particularly relates to author numbers.

III. Form of Catalog and Shelf List Cards

The form of the following catalog and shelf list cards is arbitrary, and it is a simplified version of that used in most American libraries as based on the *Library of Congress Rules for Descriptive Cataloging*. Like many things done in a library, or in any institution where system is important to efficient functioning, the whole concept and many of the details can be questioned. However, in a library catalog, uniformity is necessary if the system is to be of maximum usefulness. Therefore, it is important that entries in the card catalog be consistent in their form.

1. *The Author Card*

808.5

G79

Gray, Giles Wilkeson

The bases of speech by Giles Wilkeson Gray and Claude Merton Wise, 3rd ed.

New York, Harper, 1959
562p.

This is the recommended form for an author card:

"Gray, Giles Wilkeson" is the author or main entry. The main entry is usually the author's name, but it can be the editor's name, the name of a committee, a society, i.e., the person or group responsible for the creation of a work, or in some instances the title of a work. "Claude Merton Wise" is the joint author. Both names are given only in the case of joint authorship. Otherwise the name of the author would not appear following the title. A second card will be required in the catalog for Wise—typed in the same fashion except that the name of Wise would be above that of Gray in the position of the second indentation.

"The bases of speech is the title of the book. Notice where it is placed in relation to the main entry line. Only the first letter of the first word is capitalized. The edition, editor, or translator, or illustrator is placed after the title if it is significant.

"New York, Harper, 1959" is the imprint or place, publisher, and date. To make it easier to distinguish between the imprint and the end of the title, always leave three spaces between them.

"562p." is the number of pages in the work. For this, take the page number of the last page of the book. If there is more than one volume of the work, the number of volumes is typed instead of the number of pages—"2 vols."

"G79" is the cutter number for the author. There can be up to three numbers in this symbol. Its purpose is to keep books on a given subject in alphabetical order by authors writing on that subject. If an author writes more than one book on a subject, then a "work mark" must be added to the author number. This mark is taken from the first letter of the first work of the title excluding articles such as "b" for "Bases of speech" or G79b and "f" for "Fundamentals of debate" or G79f.

"808.5" is the classification number. It is a symbol for the subject content of the book. Notice its position on the card above the author number, and notice that the author number is placed on the same line with the main entry.

If there is any uncertainty of how to establish a main entry for a book, consult your college librarians.

2. *The Subject Card.* Everything is identical to the author card except the subject heading which is entered on the top line in either all black capitals or in red lettering following the capitalization found in Sears.

808.5 SPEECH

G79 Gray, Giles Wilkeson

The Bases of speech

3. *The Title Card.* Everything is identical to the author card except for the entry of the title on the top line of the card in all black lower case type.

808.5 The bases of speech

G79 Gray, Giles Wilkeson

The bases of speech

4. *The Shelf List Card.* The form of the shelf list card is the same as the form of the author card with the addition of the number of copies if the library owns more than one copy of a title and inventory notes such as "missing '64 inv." Notes about the number of copies are typed below the pagination at the second indentation. Inventory notes are written in pencil in the middle section of the card.

5. *Records.*

- a. *Classification.* Major classifications are done according to the divisions in the current *Schwann Long Playing Record Catalog* (available from most stores). To date the major classifications are: classical, jazz, musicals, popular, and folk.

- b. *Cutter Number.* The Cutter-Samborn number is found just as it is with book authors, except that it pertains to different information depending on the major classification of the record. With classical, the composer's last name determines it; with musicals, the title determines it; and with jazz, folk, and popular, the major artist (or group) determines it. Work marks are not used unless two Cutter numbers are the same for different composers, titles, or artists (e.g., *Kiss Me Kate* and *Kismet*).

c. *Form Divisions*. Classical works are further divided using the following symbols either singly or in combination:

Ca	Cantata	Oc	Octet	Rn	Rhondo
Ch	Chorale	O	Orchestra	Sr	Serenade
Co	Concerto	Or	Organ	Sx	Sextet
Dn	Dances	Ov	Overture(s)	Sn	Sonata
Dv	Divertimenti	Pa	Partita	Su	Suite
F	Flute	Ps	Passacaglia	S	Symphony
Fn	Fantasia	P	Piano	Tc	Toccata
In	Inventions	Pr	Prelude	Tr	Trio
Imp	Impromptu	Qa	Quartet	T	Trumpet
Ms	Mass	Qi	Quintet	Vr	Variations
Mt	Motet	Rp	Rhapsody	V	Violin

Examples: Symphony #5 S-5
 Symphony in D minor S-d
 Symphony in D major S-D
 Concerto #5 for Violin Co-V-5
 The Firebird Suite Su-Fir

In cases of works not fitting these divisions, the first three letters of the title are used. The last example above also uses this notation in combination with the form division. Other examples would be:

Scheherazade	Sch
La Boheme	Boh (not LaB)

With jazz, popular, and folk, the first three letters of the title (not including articles or any form of the artist's name) are used as a form division. For example:

Dave Brubeck's Greatest Hits	Gre
Phil Ochs in Concert	InC
Intermodulation	Int

d. *Catalog Cards*. Generally, only one card is required for each record, but in cases where two or more works are on the same record, individual cards are made. Carefully examine the record cover and label for each album during the cataloging process in order to discover and include all important information. Classical pieces should be cataloged with a "standard title" which includes instrument (if composed for a particular instrument), number and key, followed by any nickname which may have been attached to the composition. A sample entry would be:

Rachmaninoff, Sergei
 Prelude, piano, no. 3, C sharp minor

For classical records, a sample card would be:

Class. B415	Beethoven, Ludwig van SYMPHONY no. 3, E flat minor (Eroica) Herbert von Karjan, cond. DGG 138080
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Musical:

Musical W945	WEST SIDE STORY Original Broadway Cast Col KOL 6090
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Jazz, folk, popular:

Pop S913 Col	Streisand, Barbra COLOR ME BARBRA Medley; Minute Waltz, Where Am I Going; Gotta Move; C'est Si Bon; Non C'est Rien; Anyplace I Hang My Hat Is Home; My Man; Peo- ple; Who's Afraid of the Big Bad Wolf; My Name is Barbra. Col CS 9671
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The record's manufacturer and serial number are abbreviated as they appear in the Schwann catalog.

e. *Labels*. The label is positioned horizontally the long way, and the complete classification scheme typed vertically with single spacing. For example:

Classical	Musical	Popular
B415	A458	E46
S-3		Bas

IV. Filing Rules for Filing Cards in the Card Catalog for Books and Records

1. **BASIC RULE:**

- (1) Arrange all entries according to the order of the English alphabet.
- (2) Arrange word by word, alphabetizing letter by letter to the end of each word.

New Amsterdam
New England
New wives for old
Newark
Newman

2. *Disregard* punctuation marks and initial articles ("a," "an," and "the") *at the beginning of heading.*

Boy Scouts
Boycott
Boy's clubs
Boys of '76
A boy's town

3. *Initials.* Arrange an initial before a word beginning with the same letter. (Includes initials standing for names of organizations and for names of authors. Disregard inversion and punctuation.)

AAA
ABC of electricity
A., F. P. (Adams, F. P.)
A.L.A.
A la mode cookery
A was an archer
Abel, Marie

4. *Abbreviations.* Arrange as if spelled in full. (Includes initials standing for geographical names.)

Dr. Doolittle
The doctor, his story
Dr. Jekyll and Mr. Hyde
Mrs. Ames
Mistress and maid
United States and war
U.S. Army facts
U.S. Camera Magazine

5. *Numerals.* Arrange as if spelled out in the language of the title. Spell as spoken, but omit "and." (One hundred twenty-five, not one hundred and twenty-five.)

1812 (eighteen hundred twelve)
1812 ((date) eighteen twelve)
1500 fifteen hundred
100 one hundred
101 one hundred one
1000 one thousand

6. *Ampersand.* (the character "&") Arrange as if spelled out in the language of the title.

And four to go
& how!
& cetera
Et tu, Brute

7. *Words spelled in two ways.* Choose one spelling and file all titles beginning with the word under this form. Refer from the other spelling.

Labor and administration
Labour and industry
Labor economics
Labour, see Labor

8. *Names spelled in different ways.* File as spelled.

Laurence
Lawrence

9. *Hyphenated words.* Arrange as separate words.

The book and its story
BOOK-BINDING see
BOOKBINDING

10. *Compound words.* Arrange as one word if printed as one; but if printed sometimes as one word and sometimes as two words, choose one form and refer from the other form.

11. *Words with hyphenated prefix.* Arrange as one word.

12. *Names with a prefix.* Arrange as one word.

Names beginning with M' and Mc are filed as if spelled Mac.

13. *Order of entries.*

- (1) Arrange personal surnames before other entries beginning with the same word.
- (2) Arrange subject entries immediately after author entries for the same name.
- (3) Then interfile title and phrase entries.
- (4) A *criticism* of a title (subject added entry card) is filed immediately after the main entry for that title.
- (5) *Firm names*
with forenames or initials—treat as personal name.

without forename or initials—file with titles and other headings following the same name as surname.

14. *Subject arrangement.*

Interfile the subdivisions of a subject with titles and other entries beginning with the same word, disregarding punctuation, e.g., comma, dash, curves, etc. Period divisions under such subject subheads as HISTORY and POLITICS AND GOVERNMENT are filed chronologically, following all other divisions of the same subhead.

15. *Editions.* File latest edition of the same title first.

16. *Compound names.* Arrange personal surnames compounded of two or more words after the simple surname, interfiled in alphabetical order with titles and other headings beginning with the same word.

17. *Bible.* Arrange Bible entries as follows:

- (1) Whole Bible
 1. As author
 2. As subject
- (2) New Testament

Whole:

 1. As author
 2. As subject

Individual books, alphabetically:

 1. As author
 2. As subject

BOOK COLLECTING

Book-hunter
Book of animals
BOOK-PLATES
BOOKBINDING
BOOKPLATES, see
BOOK-PLATES

Inter arma
Interaction
Inter-American
Intercollegiate Association
Inter-collegiate Bureau

Defoe
De la Roche
Delaware
MacLaren, J. M.
M'Laren, J. T.
McLaren, L. L.
MacLaren, R. S.

Love, John L.
LOVE, JOHN L. (subject)
LOVE, T. K. & Co.
Love, William
LOVE (Subject)
Love (Title)
Love and beauty
LOVE (IN THEOLOGY)
Love-letters
A love match
LOVE POETRY

Smith, Woodrow
Smith College
Smith Hughes, Jack
Smith-Masters,
Margaret Melville

Bible
BIBLE-COMMENTARIES
BIBLE-STUDY AND
TEACHING
Bible, New Testament
BIBLE, NEW TESTAMENT
—HISTORY
Bible, New Testament. Acts.
BIBLE, NEW TESTAMENT.
ACTS.
Bible, New Testament.
Matthew.

(3) Old Testament

Whole:

1. As author
2. As subject

Individual books, alphabetically:

1. As author
2. As subject

(4) Bible as first word of a title.

Bible. Old Testament.

Daniel.

Bible. Old Testament.

Genesis.

Bible and the rights of labor.

Bible talks for heart
and mind.

THE PHYSICAL PREPARATION OF BOOKS FOR THE SHELF

There are several things which must be done to a new book before it can be put on the library shelves:

1. Open the book, by gently opening the covers, then a few pages front and back, a few more pages—front and back, and so on until the book is open in the middle.
2. Put the mark of ownership (either bookplate or stamp) on the inside front cover. It may also be stamped on one end of the book if desired. Never cover up important or especially decorated or illustrated end papers.
3. Paste the book card pocket and the date due slip inside the back cover, providing it does not cover up something important. In such cases, place the pocket and date due slip on the blank page before the end covers.
4. Put the call number label on the spine of the book.
5. Type the book card and put the book card in the card pocket.
6. File the catalog cards and the shelf list cards in the catalog and shelf list.
7. Place the book on the shelf.

5. The Last Step: Evaluation

It has been stressed that all members should participate in the operation of the chapter library. They have a right to insist that it serve them. One of the most important ways of gaining continuing interest and participation is the evaluation of service. Every effort should be made to follow the interests of the members in the initial development of the library. Once the library is in operation, a regular evaluation of its services should be made.

All members should be encouraged to participate in Library Committee meetings. A suggestion box is also recommended. Questionnaires may be constructed for periodic administration in chapter meetings, and a record kept of favorable or unfavorable change in satisfaction with the library's services. Such results can be extremely helpful in adjusting the library's program to fit member interests. Finally, the librarian should actively seek the criticism of his brothers regarding the library operation.

It is well to remember that the most damning criticism possible of a chapter library is that no one uses it. The responsibility rests with every member of the chapter to make certain that the fault does not lie with the library.

We admit we know very little about chapter libraries. But we have seen how extremely important a well-chosen book collection was to members of the college literary societies in the 1830s when students were in revolt against the curriculum of that period.

Many perceptive educators believe that the liberal arts programs of today are deficient because they fail to come to grips with the teaching of values. College men and women ought to find books readily available which will guide them in their earnest search to understand themselves and their relationships with others and with the force that created them.

The development of a satisfying philosophy of life, a sense of oneness and interdependence with others, are among the goals of general education. Research across several generations of students at Michigan State University indicates students are sensitive to the importance of such goals in their lives (Warrington, Kidd and Dahnke, 1955; Leh-

mann and Dressel, 1962: 153-159; Nosow, 1969: 123-126). In response to student desire to explore values from alternative points of view, faculty of University College, who are responsible for the general education program at Michigan State University, have developed a series of parallel but unique courses all meant to confront value-laden issues of post-modern civilization in order to assist students in their personal search.

Students still must pursue their quests for themselves and find their own answers, of course, but they will be greatly assisted if they can readily touch the proper books to help them. Such books may be assigned in the classroom eventually, as the faculty of MSU's University College are trying to do, but why wait? It is our conviction that fraternities and sororities have an equal stake in general education, and that providing these books is a natural role for fraternity and sorority chapters. Library programs deserve far more attention from fraternity leaders and friends of fraternities than they have received.

In a personal communication, Robson calls attention to the report of a lecture given recently in the experimental college of the University of Alabama by Dr. Patrick Green. The lecture carried the title, "The Human Body as a Religious Symbol and Cultural Problem," and the class began with sensitivity exercise to increase each student's understanding of the other. "Where can we find books which tell us what this is all about?" asked the students. "Why are college students becoming increasingly interested in such topics and losing their interest in the more conventional topics?" they asked themselves.

Robson strongly feels that when students ask "Where can we find books which tell us what this is all about?" the response should be: "In the fraternity chapter library." Not only is it a natural role for fraternity and sorority chapters to provide such books, but the accomplishment itself is so notable that it would put a proud feather in the cap of Fraternity Row. So-called "books for brotherhood" are of a special kind, as Robson points out in *The Courage To Be Brothers*. They are rare and seldom to be found in any conventional book collection.

Building and Maintaining a Chapter Library is in every sense a new work. Like the chapter library itself, it should be studiously evaluated. The author will sincerely appreciate criticisms and suggestions for improvement.

We should like to conclude with the statement that a fraternity chapter can develop a useful library. As the proverb says, "The slothful man roasteth not that which he took in hunting." Merely collecting books and stacking them on shelves without making their content easily available to the members is wasted effort. The library will not be

used unless members can hunt for information and be reasonably assured of knowing whether an item is available or not with a minimum of effort. The librarian's job is to take a jigsaw puzzle of information and systematically create an easily understood ordered pattern.

And the final test rests with the brother as individual: is the library an instrument for enriching his character, for giving him a better stock of knowledge and an attitude of courage for going out into the world among his fellow men and doing the world's work?

Appendix. Three Suggested Lists of Books

Three lists of books are presented in this appendix. One list emphasizes what has been called the primary modern role of the fraternity library—provision of books for brotherhood to promote a common language of *interdependence* (love) among men. It is adopted from similar reading lists advocated by FarmHouse (1968) and Sigma Phi Epsilon (1967) Fraternities for their chapters.

The second list contains basic reference and collateral reading books. It was developed using the excellent list of Sigma Alpha Epsilon Fraternity (1957), and adding to it books from similar lists published by the Dean of Fraternity Men at the University of Illinois (1964) and New Jersey Beta of Sigma Phi Epsilon at Rutgers (1963).

The third list contains book-length fraternity publications covering all facets of fraternity operation and administration.

Prices Prices are not included with these lists since they are subject to change. The college librarian will be able to supply catalogs which will provide current prices.

Updating Lists No list of books is ever *the* ultimate list. The social milieu changes with each passing year to form a new climate of interest and opinion. Worthy new books appear on the market every day.

It will reward the chapter librarian to keep abreast of new books reviewed in publications such as *The New York Times Book Review* and *Saturday Review*. There is also a regular feature on books for the fraternity library in *Banta's Greek Exchange*.

The huge volume, *Books in Print*, published by R. R. Bowker, New York, may be consulted in the bookstore as well as the campus library.

BOOKS FOR BROTHERHOOD

1. *The Bible*, any standard version.
2. *On Becoming a Person*, Carl R. Rogers. Boston: Houghton Mifflin, 1961.
3. *The Meaning of Persons*, Paul Tournier. New York: Harper, 1957.
4. *Toward a Psychology of Being*, Abraham Maslow. Princeton, N.J.: Van Nostrand, 1968.
5. *Existential Psychology*, Rollo May. New York: Random House, 1961.
6. *Existence*, Rollo May. New York: Basic Books, 1958.
7. *Man's Search for Meaning*, Victor Frankl. Boston: Beacon Press, 1963.
8. *Becoming*, Gordon Allport. New Haven: Yale University Press, 1955.
9. *The Company of the Committed*, Elton Trueblood. New York: Harper, 1961.
10. *The New Group Therapy*, O. Hobart Mowrer. Princeton, N.J.: Van Nostrand, 1964.
11. *Group-Centered Leadership*, Thomas Gordon. Boston: Houghton Mifflin, 1955.
12. *I and Thou*, Martin Buber. New York: Scribner, 1958.
13. *The Courage To Be*, Paul Tillich. New Haven: Yale University Press, 1953.
14. *The Process of Education*, Jerome Bruner. Cambridge: Harvard University Press, 1960.
15. *Life Together*, Dietrich Bonhoeffer. New York: Harper, 1954.
16. *The Undiscovered Self*, C. G. Jung. Boston: Little, Brown, 1958.
17. *The Wonderful World of Books*, Alfred Stefferud. Boston: Houghton Mifflin, 1963.
18. *The Holy Earth*, Liberty Hyde Bailey. New York: Scribner, 1915.
19. *America as a Civilization*, Max Lerner. New York: Simon & Schuster, 1957.
20. *The Religions of Man*, Huston Smith. New York: Harper, 1958.
21. *A Study of History*, Arnold J. Toynbee: two-volume abridgement by D. C. Somervell. New York: Oxford University Press, 1957.
22. *The Complete Essays of Ralph Waldo Emerson*, Brooks Atkinson (ed.). New York: Modern Library.
23. *The Life and Selected Writings of Thomas Jefferson*, Adrienne Koch and William Peden (eds.). New York: Modern Library, 1944.
24. *Psychology for Better Living*, Lyle Tussing. New York: Wiley, 1959.
25. *On Becoming an Educated Person*, Virginia Voeks. Philadelphia: W. B. Saunders.
26. *Jean-Christophe*, Romain Rolland. New York: Modern Library.
27. *Selected Poetry of Wordsworth*, William Wordsworth. New York: Modern Library.
28. *Leaves of Grass*, Walt Whitman, New York: Modern Library.
29. *The Agony and the Ecstasy*, Irving Stone, New York: Doubleday, 1961.
30. *The Old Man and the Sea*, Ernest Hemingway, New York: Scribner, 1962.

RECOMMENDED LIST OF BOOKS FOR UNDERGRADUATE CHAPTER LIBRARIES

1. *Webster's New International Dictionary*, 3rd ed., Unabridged, Merriam, 1962.
2. *Webster's Biographical Dictionary*, Merriam, 1960.
3. *Encyclopedia of World History*, Wm. L. Langer, rev. ed., Houghton Mifflin, 1952.
4. *Columbia Encyclopedia*, 2nd ed., Rev. Enl. with 1950-56 supplement bound in, Columbia University Press.
6. *International Cyclopedia of Music & Musicians*, 9th ed., Oscar Thompson, Dodd, Mead, 1962.
7. *Twentieth Century Authors*, Stanley J. Kunitz and Howard Haycraft, H. W. Wilson, 1942.
8. *Twentieth Century Authors*, First Supplement, Stanley J. Kunitz and Howard Haycraft, H. W. Wilson, 1955.
9. *Literary History of the United States*, Robert E. Spiller, Macmillan, 1948-53.
- 9.1 *Bibliographical Supplement to the Literary History of the United States*, Robert E. Spiller, edited by M. Ludwig, Macmillan, 1959.
10. *Robert's Rules of Order*, Scott-Foresman.
11. *Thesaurus of English Words and Phrases*, Roget, Rev. ed, St. Martins, 1946.
12. *Familiar Quotations*, John Bartlett, 13th ed. rev., Little, Brown, 1955.
13. *Cassell's New French Dictionary*, 5th ed., Funk and Wagnalls, 1951, thumb indexed.
14. *Cassell's New German Dictionary*, Rev. ed., Funk and Wagnalls, N. D., thumb indexed.
15. *Velasquez Spanish-English and English-Spanish Dictionary*, Marino Velasquez, Follett, Indexed, 1959.
16. *New Esquire Etiquette*, Lippincott, 1959.
19. *Oxford Companion to American Literature*, Oxford.
20. *Oxford Companion to Classical Literature*, Oxford.
21. *Oxford Companion to English Literature*, Oxford.
- 21.1 *Oxford Companion to French Literature*, Paul Harvey and Janet E. Heseltine, Oxford University Press, 1959.
Plus Holy Bible, either of the following:
22. (a) *King James Version*, World Publishing.
22. (b) *Revised Standard Version*, Nelson.
- 23.1 *Education of Henry Adams*, Henry Adams, Modern Library.
24. *Elements of Style*, William Strunk, Jr. and E. B. White, Macmillan.
- 25.1 *The Portable Greek Reader*, W. H. Auden, Viking.
26. *Baird's Manual of American College Fraternities*, 18th ed., Banta.
27. *The Rodgers and Hammerstein Songbook*, Richard Rodgers, Simon and Schuster, 1958.
28. *John Brown's Body*, S. V. Benet, Rinehart.
- 28.1 *The Joy of Music*, Leonard Bernstein, Simon and Schuster.
- 29.1 *American Painting*, Barker, Macmillan.
- 30.1 *The Way Things Are*, Percy W. Bridgman, Harvard.
- 30.2 *A History of Western Morals*, Crane Brinton, Harcourt.
31. *On Becoming an Educated Person*, Virginia Voeks, Saunders.
32. *Mythology*, Thomas Bulfinch, Modern Library.
34. *History of Greece*, John B. Bury, Modern Library.
35. *The Plague*, Albert Camus, Knopf.
36. *The Sea Around Us*, Rachel Carson, Oxford, 1951.
37. *Death Comes for the Archbishop*, Willa Cather, Knopf.
38. *This Hallowed Ground*, Bruce Catton, Doubleday, 1957.
40. *Don Quixote*, Cervantes, Dodd, Mead.
41. *Story of Modern Art*, Sheldon Cheney, Viking Press, Rev. ed., 1958.
42. *A History of English Speaking Peoples*, Winston Churchill, Dodd, Mead, 4 vols.
- 42.1 *Shakespeare of London*, Marchette Chute, Dutton.
43. *Adventures of Tom Sawyer and Huckleberry Finn*, Samuel L. Clemens, Heritage Press, 2 vols., Dial.
45. *Lord Jim*, Joseph Conrad, Doubleday.
46. *Twentieth Century Plays*, British, American, Continental, Richard A. Cordell, Ronald.
47. *Divine Comedy*, Dante, Modern Library.
48. *Origin of the Species*, Charles Darwin, Modern Library.
- 49.1 *Westward Expansion, A History of the American Frontier*, Billington, Trade ed. Macmillan, 2nd ed.
50. *Tale of Two Cities*, Charles Dickens, Dodd, Mead.
51. *The Brothers Karamazov*, Fëdor Dostoevski.
52. *Crime and Punishment*, Fëdor Dostoevski.
55. *Books that Changed the Word*, R. B. Downs, A.L.A.
- 56.1 *Landmarks of Tomorrow*, Peter Drucker, Harper.
57. *Julius Caesar*, Alfred Duggen, Knopf.
58. *Rebecca*, Daphne du Maurier, Modern Library.
- 58.1 *Story of Philosophy*, Will Durant, Simon and Schuster.
59. *Complete Poems and Plays, 1909-1950*, T. S. Eliot, Harcourt, Brace, 1952.
60. *Essays*, 1st and Ad. Series, Haugaton.
62. *Faulkner's Reader*, William Faulkner, Random House, Modern Library.
- 65.1 *Hoyle Up to Date, Official Rules of all Important*

- Games*, Albert H. Morehead and Geoffrey Mott-Smith, Grosset and Dunlap.
66. *Dictionary of Modern English Usage*, Henry W. Fowler, Oxford, 1965.
 68. *Robert E. Lee*, Douglas S. Freeman, 4 vols., Scribner.
 69. *The Lady's Not for Burning*, Christopher Fry, Oxford.
 - 70.1 *The War, A Concise History: 1939-45*, Louis L. Snyder, Messner.
 71. *The Forsythe Saga*, John Galsworthy, Scribner.
 72. *One Two Three . . . Infinity*, G. Gamow, Viking, 1947.
 73. *Art Through the Ages*, Helen Gardner, 4th ed., Harcourt, 1959.
 74. *Twenty Best Plays of the Modern American Theatre*, John Gassner, Crown Publishers.
 75. *The Classic Myths*, C. M. Gayley, Blaisdell, 1939 ed.
 77. *The Big Sky*, A. B. Guthrie, Houghton Mifflin.
 78. *The Mayor of Casterbridge*, Thomas Hardy, Modern Library.
 79. *Out of My Life and Thought*, Albert Schweitzer, Holt.
 80. *Language in Thought and Action*, Samuel I. Hayakawa, Trade ed., Harcourt.
 81. *Farewell to Arms*, Ernest Hemingway, Scribner.
 82. *Green Hills of Africa*, Ernest Hemingway, Scribner.
 84. *Hiroshima*, John Hersey, Knopf, 1946.
 85. *Kon-Tiki*, Thor Heyerdahl, Rand McNally.
 86. *Random Harvest*, James Hilton, Little Brown.
 87. *Five Lessons in Golf*, Ben Hogan, Barnes, 1957.
 88. *Mathematics for the Million*, Lancelot Hogben, Norton, 1951.
 89. *Our American Music*, John Tasker Howard, Crowell, 1955.
 91. *Washington Square*, Henry James, Modern Library.
 94. *The Universe Around Us*, James H. Jeans, Cambridge.
 - 95.1 *Natural History of New York City*, John Kieran, Houghton Mifflin.
 - 96.1 *In the Days of McKinley*, Margaret Leech, Harper.
 97. *Captain Sam Grant*, Lloyd Lewis, Little, Brown, 1950.
 - 98.1 *Life and Teachings of Jesus*, Laymon, Abingdon.
 99. *Main Currents in American Thought*, Vernon L. Parrington, 1 vol. ed., Harcourt, 1939.
 100. *Man's Fate*, André Malraux, Modern Library.
 101. *Buddenbrooks*, Thomas Mann, Knopf.
 102. *The Late George Apley*, J. P. Marquand, Modern Library.
 105. *Of Human Bondage*, W. Somerset Maugham, Modern Library.
 106. *Moby Dick*, Herman Melville, Modern Library.
 - 108.1 *Collected Plays*, Arthur Miller, Viking.
 109. *Encyclopedia of Sports*, Frank F. Menke, 1960 Rev. ed., Barnes.
 110. *Gone with the Wind*, Margaret Mitchell, Macmillan.
 - 110.1 *Hawaii*, James Michener, Random House.
 111. *The Cruel Sea*, Nicholas Monsarrat, Knopf.
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