Building and Maintaining a Chapter Library: A Guide

Charles G Eberly, Eastern Illinois University
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 posted 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
BUILDING AND MAINTAINING
A CHAPTER LIBRARY

A GUIDE

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Menasha, Wisconsin
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 Cunning, 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.

EAST LANSING, MICHIGAN
MAY 1, 1970

—CE
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). 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.

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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—rushees, 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 proscribed. 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 ma-
terials (magazine tear-sheets, pamphlets, etc.) clas-
sified by subject in a vertical file cabinet.

A paperback book exchange is another possible 
service. Such a service provides a constantly chang-
ing 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 re-
moves 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 scholar-
ship attitudes and skills
5. It teaches the meaning of brotherhood and 
man's nature and thus provides a means of commu-
nicating a common language of love among men.

Finally, a useful library is silent but forceful evi-
dence 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 extracurricu-
lar objectives. Indeed, a fraternity chapter really se-
rious about its interest in promoting high achieve-
ment simply cannot afford to overlook the advan-
tages of a strong library.

What a strong library is not can be seen by as-
sessing 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 in-
vite continuing use.

Of course, the physical arrangement of the li-
brary 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 lo-
ated is better than none at all.

**Furnishings** The library should have functional and 
comfortable furnishings and ample shelving and cab-
inets for books and materials. Since effective study-
ing 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 confer-
ence-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 permit-
ted 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 encour-
ages active learning.

Shelf space for books and materials should be am-
ple. 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
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):
   - Weber, J. Sherwood, ed., Good Reading
   - Lueder, Edward, ed., The College and Adult Reading List of Books in Literature and the Fine Arts
   - Steferud, 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 non-specialized 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 alumus 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 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 1955-55 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 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 biogra-
phy is written (use the Cutter Sanborn Author Ta-
tle). 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 Li-
brary 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
04 Theology
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

<table>
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<th>Other languages</th>
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<td>Other Indo-European languages</td>
<td>495</td>
<td>Far Eastern languages</td>
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<tr>
<td>.7</td>
<td>Russian</td>
<td>496</td>
<td>African languages</td>
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<tr>
<td>.8</td>
<td>Other Slavic</td>
<td>497</td>
<td>South American languages</td>
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<tr>
<td>492</td>
<td>Semitic and Hamito-Semitic languages</td>
<td>498</td>
<td>Austronesian and other languages</td>
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<td>Hebrew</td>
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<td>810</td>
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<tr>
<td>493</td>
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</tr>
</tbody>
</table>

### 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 the 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.

---

25
1. **The Author Card**

```
808.5  
G79  
Gray, Giles Wilkeson  
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:

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

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

For classical records, a sample card would be:

<table>
<thead>
<tr>
<th>Class.</th>
<th>Beethoven, Ludwig van</th>
</tr>
</thead>
<tbody>
<tr>
<td>B415</td>
<td>SYMPHONY no. 3, E flat minor (Eroica)</td>
</tr>
<tr>
<td></td>
<td>Herbert von Karajan, cond.</td>
</tr>
<tr>
<td></td>
<td>DGG 138080</td>
</tr>
</tbody>
</table>

Musical:

<table>
<thead>
<tr>
<th>Musical</th>
<th>WEST SIDE STORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>W945</td>
<td>Original Broadway Cast</td>
</tr>
<tr>
<td></td>
<td>Col KOL 6090</td>
</tr>
</tbody>
</table>

Jazz, folk, popular:

<table>
<thead>
<tr>
<th>Pop</th>
<th>Streisand, Barbra</th>
</tr>
</thead>
<tbody>
<tr>
<td>S913</td>
<td>COLOR ME BARBRA</td>
</tr>
<tr>
<td>Col</td>
<td>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; People; Who's Afraid of the Big Bad Wolf; My Name is Barbra.</td>
</tr>
<tr>
<td></td>
<td>Col CS 9671</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Classical</th>
<th>Musical</th>
<th>Popular</th>
</tr>
</thead>
<tbody>
<tr>
<td>B415</td>
<td>A458</td>
<td>E46</td>
</tr>
<tr>
<td>S-3</td>
<td></td>
<td>Bas</td>
</tr>
</tbody>
</table>

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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.

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

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.)

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

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.)

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

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.

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

9. Hyphenated words. Arrange as separate words.
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.

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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.

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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.

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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
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; Lehmann 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 roasts 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

RECOMMENDED LIST OF BOOKS FOR UNDERGRADUATE CHAPTER LIBRARIES

21. Holy Bible, either of the following:
22. (a) King James Version, World Publishing.
23. (b) Revised Standard Version, Nelson.

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Games, Albert H. Morehead and Geoffrey Mott-Smith, Grosset and Dunlap.
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 Forysthe Saga, John Galsworthy, Scribner.
75. The Classic Myths, C. M. Gayley, Blaisdell, 1939 ed.
78. The Mayor of Casterbridge, Thomas Hardy, Modern Library.
79. Out of My Life and Thought, Albert Schweitzer, Holt.
81. Farewell to Arms, Ernest Hemingway, Scribner.
82. Green Hills of Africa, Ernest Hemingway, Scribner.
87. Five Lessons in Golf, Ben Hogan, Barnes, 1957.
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.
98.1 Life and Teachings of Jesus, Laymon, Abingdon.
100. Man's Fate, André Malraux, Modern Library.
101. Buddenbrooks, Thomas Mann, Knopf.
102. The Late George Apley, J. P. Marquand, Modern Library.
106. Moby Dick, Herman Melville, Modern Library.
108.1 Collected Plays, Arthur Miller, Viking.
110. Gone with the Wind, Margaret Mitchell, Macmillan.
110.1 Hawaii, James Michener, Random House.
111. The Cruel Sea, Nicholas Monsarrat, Knopf.
111.1 John Paul Jones, S. E. Morison, Little, Brown, 1959.
113. The Bounty Trilogy, Nordhoff and Hall, Little, Brown.
116. Passages from the Diary, Samuel Pepys, Modern Library.
116.1 The Republic, Plato, Modern Library.
118. Abraham Lincoln, The Prairie Years and the War Years, Carl Sandburg, 1 vol., ed., Harcourt.
122. Wind, Sand and Stars, Antoine St. Exupéry, Harcourt.
127. Vanished Cities, Schreiber, Knopf.
129. Selected Plays of Bernard Shaw, George Bernard Shaw, 4 vols., Dodd, Mead.
130. Reading for Pleasure, Bennett Cerf, Harper.
132.1 Great Adventures and Explorations, 1947, Vilhjalmar, Stefansson, Dial.
133.1 The Young Lions, Irwin Shaw, Modern Library.
134. Vanity Fair, W. M. Thackeray, Dodd, Mead.
137. Imitation of Christ, Thomas a Kempis, Harper.
137.1 The Harmless People, Elizabeth M. Thomas, Knopf.
139. War and Peace, Leo Tolstoy, Modern Library.
143. All the King's Men, Robert Penn Warren, Modern Library.
145. Ethan Frome, Edith Wharton, Scribner.
147. Leaves of Grass, Walt Whitman, Doubleday.
150.1 To the Lighthouse, Virginia Woolf, Modern Classic ed., Harcourt.
151. A Streetcar Named Desire, Tennessee Williams, New Directions.
152. Ordeal of Woodrow Wilson, Herbert Hoover, McGraw-Hill.
154. God's Graves and Scholars, Ceram, Knopf.
155. Rockets, Missiles & Space Travel, W. Ley, Viking.
156. Handbook of Chemistry & Physics, Chemical Rubber Publishing Co., Cleveland (annual).
157. Merck's Index
165. First Aid Textbook, American Red Cross, Double-day, 1957.
169. World Almanac, N.Y., Newspaper Enterprise Association, Inc.
176. Only Yesterday, Frederick L. Allen, Bantam.
177. The Teacher in America, Jacques Barzun, Anchor.
178. The Short History of Science, Herbert Butterfield, Anchor.
179. The Portable Chaucer, Geoffrey Chaucer, Viking.
188. The Screwtape Letters, C. S. Lewis, Macmillan.
189. Public Philosophy, Walter Lippmann, Mentor.
190. Mutiny on the Bounty, Charles B. Nordhoff and James N. Hall, Pocket Books.
191. 1984, George Orwell, Signet.
192. The Portable Poe, Edgar Allan Poe, Viking.
194. All Quiet on the Western Front, Erich M. Remarque, Great Books.
195. The Lonely Crowd, David Riesman, Yale University Press.
196. The American Presidency, Clinton Rossiter, Mentor.
197. Abraham Lincoln, Carl Sandburg, 3 vols., Dell.
199. The Rise and Fall of the Third Reich, William L. Shirer, Crest Books.
201. The New Men, C. P. Snow, Scribner.
202. Grapes of Wrath, John Steinbeck, Bantam.
204. The Making of the President, Theodore M. White, Pocket Books.
205. The English Language, Adaline G. Beston, Bantam.
206. Aims of Education and Other Essays, Alfred N. Whitehead, Mentor.
207. The Caine Mutiny, Herman Wouk, Dell.
208. Rats, Lice and History, Hans Zinsser, Bantam.

FRATERNITY LITERATURE

3. College Fraternity Heraldry, Emily H. Butterfield, Menasha, Wis.: George Banta Co., 1931.
8. The Courage To Be Brothers, John Robson, Menasha, Wis.: George Banta Co., 1969.

Appendix. References

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SIGMA ALPHA EPSILON FRATERNITY. Library To Be Given by the Levere Memorial Foundation to Chapters of Sigma Alpha Epsilon Fraternity. Evanston, Illinois: Sigma Alpha Epsilon Fraternity, pp. 5 (1957).