

Commonwealth Secretariat

Handbook for Teacher- Librarians

Commonwealth Education Handbooks

Handbook for Teacher-Librarians

Colin Ray

with illustrations by Larry Priest

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London SW1Y 5HX.

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CONTENTS

Introduction: About This Book	i
Section 1: The Purpose of a School Library	1
<i>The school library as an information centre (1); the school library as a learning centre (2); the habit of using libraries (2); reading for pleasure (3); reading skills (3); cultural awareness (4)</i>	
Section 2: Providing the School Library	5
<i>Support of the teachers (5); stock (5); space in the library (6); staffing (7); classroom collections (8); finding the resources (9)</i>	
Section 3: Accommodation and Space	10
Section 4: The Storage of Materials	13
<i>Shelves for books (13); placing the shelves (17); storing non-book materials (20); storing audio-visual materials (23); other furniture (26); audio-visual equipment (29)</i>	
Section 5: The Stock of the School Library	31
<i>Size of stock (31); principles of selection (32); process of selection (36); budgeting (36); how to balance the stock (37); gifts (38); sources of information and supply (38); reviews, bibliographies and lists (39); locally produced materials (39); stock editing (40); binding (41)</i>	

Section 6:	Library Routines	42
	<i>Buying stock (43); ordering materials (43); processing an existing collection (50); recording loans (51); overdue loans (56); requests for books (57)</i>	
Section 7:	Classification and Cataloguing	59
	<i>Classifying information books (59); the Dewey decimal classification (60); fiction (64); the catalogue (64); the author catalogue (65); the classified catalogue (70); subject index (74)</i>	
Section 8:	Using the School Library	78
	<i>Educational use (79); information seeking (79); promoting the use of the library (80); teaching the use of the library (81); study programme (84); study methods (87); reading for pleasure (88)</i>	
Appendices	A: A List of Further Reading	90
	B: Condensed Dewey Decimal Classification	94
	C: Filing Rules for the Catalogue	106
	D: Finance and Budgeting	108
	E: School Library Support Services	111
	F: Examples of Reviews and Booklists	114
	G: Some Reviewing Journals	116
Index-Glossary		118

INTRODUCTION

ABOUT THIS BOOK

This handbook is intended first and foremost for teachers in Commonwealth developing countries who take on the responsibility of managing their school's library without previous experience. It therefore covers, at a very basic level, those procedures which are fundamental in setting up a new library, reorganising an old one, carrying out the day-to-day administration, and integrating the library with the work of the school. It does so in a simple and straightforward way. The procedures are set out step by step so that they can easily be followed, and they are explained so that they can be understood. This does not mean that a beginner who tries to read the handbook from cover to cover will immediately comprehend everything it contains. It is not intended for use in that way. Instead, it resembles a cookery book or a car servicing manual in that the full meaning of its instructions will become clear only when they are being put to use in planning or carrying out a specific task in the library. This is particularly true of Section 6 and Section 7.

Besides serving as a self-study guide for those teacher-librarians who have to learn on the job, the handbook can serve two other purposes. First, it can be used as a basic text by teachers' colleges wishing to offer their students some training in school library management. Second, it can be used as a starting point by libraries and other institutions which offer in-service courses for newly appointed teacher-librarians. In both of these cases it should be supplemented by larger and more comprehensive books about school libraries, some of which are listed in Appendix A. From such books, readers will learn in more detail of special problems and solutions in organising libraries, and add to their knowledge of those set out in this handbook.

Work on the handbook began during a book development seminar held by the Education Division of the Commonwealth Secretariat in Africa. The material prepared there was handed over to Colin Ray, Senior Lecturer in Librarianship at the City of Birmingham Polytechnic, a former chairman of the Children's Libraries Section of the International Federation of Library Associations, and author of the Unesco manual "Library Service to Schools and Children". Mr. Ray began by preparing a pilot version of the handbook for consideration by participants attending a Commonwealth Library Association conference in Fiji. Their suggestions have been taken into account in preparing this edition. The Commonwealth Secretariat is most grateful to them and to many other people who have assisted in the project.

Though people from many parts of the Commonwealth have contributed to this handbook, any book written for the Commonwealth as a whole cannot take local conditions and circumstances into account. For this reason, some Commonwealth countries may wish to adapt the text and produce versions of their own. Thus they may wish to modify the Dewey classification scheme given in Appendix B so as to make special provision for books about their own country. Or where they have centralised school library support services which purchase, classify, and produce cards for school library books (see Appendix E), they may wish to alter the text of Section 5. Or they may wish to add new appendices. Such changes can easily be made. For, as readers will see, the text of the handbook has been set on an electric typewriter (an IBM "Selectric" using Orator, Diplomat, Prestige, and Courier Italic "golfballs"). In a few hours, an experienced secretary with the same equipment could type new pages which no one could distinguish from those typed in London for this edition.

The following possibilities therefore exist for Commonwealth developing countries:

1. They can purchase copies of the existing handbook from the Commonwealth Secretariat at a specially reduced price for bulk orders. (Details will be provided on request.)
2. They can reprint the book as it stands from photocopies of the original typemasters which the Commonwealth Secretariat will provide.

3. If they have the same typewriting equipment, they can obtain the photocopies from the Secretariat, retype those sections they want to alter and add others if they wish so that the publication will contain a mixture of the original material and the new material ready for offset printing. (The printer will have to photo-reduce the pages when making the plates.) In a similar way the illustrations can be altered to meet local or national requirements, and new ones can be added if required. The Secretariat will be willing to advise on techniques for incorporating alterations and additions.

4. They can retype the whole book in any format for offset printing or stencilling. (Machines exist which can put the illustrations onto stencil without anyone redrawing them.)

5. They can translate the handbook and set the text in the most convenient way (e.g. in letterpress, offset or stencilled form). If photocopies of the original illustrations are useful, the Secretariat will supply them.

Information on these matters may be obtained from The Director, Education Division, Commonwealth Secretariat, Marlborough House, London SW1Y 5HX, England.

SECTION ONE

THE PURPOSE OF A SCHOOL LIBRARY

The purpose of a school library is to support the educational work of the school. Everything in the library, and everything about the way it is organised, must be planned so as to help the children. Sometimes this help is given to the children directly, sometimes through their teachers.

The purpose is achieved in two ways. These are:

1. Providing the children with the means of finding whatever information they need.
2. Encouraging them in the habit of using books both for information and for pleasure.

If the school library is to serve this purpose it must be recognised as an essential part of the school's work, and the teaching programme of the school needs to be planned so that the library plays a central part. As an equal duty in this, the library must be organised so that the teachers can rely on it to support the children's learning.

The School Library as an Information Centre

Pupils need information to help them with the subjects they learn in school. The textbooks they use, and the notes they take in class, can be an excellent foundation. They may also be sufficient for revision purposes. But they are not enough to enable pupils to write good essays of their own or to carry out group projects. Other sources of information are therefore needed. If the school library can provide this information, it can become the main learning centre of the school. If it

cannot, the pupils may not have anywhere else to turn for the information they need, and their learning will suffer.

Pupils also need information on subjects not taught in school. Glance at any children's encyclopedia and you will see a multitude of topics which find no place in the classroom but which young people need to know about. If information on these topics is not available in the school library, the pupils may have no other opportunity of finding it.

The school library should therefore be a centre where pupils find information to help them with their school studies and their personal development.

The School Library as a Learning Centre

Research has shown that people learn best when they play an active part in the learning process. When people merely sit and are told something, they learn it less effectively than when they find out the information for themselves. This is the reason why many schools encourage teachers to plan their work so that their pupils make use of books to find information. When this happens, the library becomes the most important learning centre in the school. One of the most important tasks of a school librarian is to organise the library so as to provide this service and to train the pupils to make good use of it.

The provision of this service in no way lessens the importance of the teacher in the classroom. What it does instead is to place increased emphasis on the teacher's role in planning the "discovery" of knowledge. It also helps to widen the range of knowledge and ideas the pupil receives.

The Habit of Using Libraries

When children grow up and leave school they should be aware of the need to continue their education and feel confident in their ability to do so. If their school library has

helped them to find information, they will be encouraged to go on using libraries in later life to find out facts and ideas for themselves. The provision of a well organised library and of training in its use are among the most valuable contributions that a school can make in preparing pupils to continue learning after their formal education comes to an end.

Reading for Pleasure

As a way of using leisure time, reading offers opportunities throughout life. These may be missed if people do not develop the habit of reading for pleasure when they are young. A school library should therefore be able to provide pupils with the means of reading for pure enjoyment. This is particularly important in areas where there are few public library services to provide reading materials for children.

Stories for children are of value because they allow readers to enjoy adventures which they cannot have themselves and to imagine the emotions and relationships which the characters in the stories experience. In this way they help children to develop their own ideas and imaginations in situations they have not yet met. Stories written about the part of the world in which the readers live are likely to be of particular interest. But others are needed too, especially traditional legends and folklore, and books by authors which have a world-wide appeal to the young.

Reading Skills

Learning to read does not end when pupils are capable of deciphering print. It is a skill which grows with practice, and it will decay if it is not used. Pupils who are reading an exciting story, or finding out where petroleum comes from, or looking up the rules of a game, are also, without realising it, developing their reading skill. By providing books for information, recreation and entertainment, and encouraging pupils to read them,

a school library can play a big part in helping the pupils to improve their reading skill and fluency.

Cultural Awareness

Cultural awareness is as important as factual information in the development of a mature adult. It is easy to assume that pupils know about the culture in which they are growing up, and the traditions and history which have formed it. But often they do not.

Books are one of the resources which can provide this awareness. However, they are seldom sufficient to reflect the national tradition fully. Newspaper clippings, stories and articles from magazines, pictures, sound recordings, and examples of art and craft, are all important, and the school library should endeavour to collect them.

SECTION TWO

PROVIDING THE SCHOOL LIBRARY

A school library, like any other library, does not happen by chance. It requires four things to make it work. These are: (1) the support of the teachers; (2) a stock of materials; (3) adequate space; and (4) people to run it.

1. Support of the Teachers

No matter how well a school library is organised, it will play its full part in a school only if the school authorities, the head teacher, and the other teachers believe it is important to education. Even if at first only a little can be done, all the teachers should try to develop the library and make use of it. When it grows and can offer more, this will be both a reward and a promise for the future. So before effort and resources are put into the library, the staff of the school - and especially the head teacher - should discuss ways in which the library will be made a central part of the school's work.

2. Stock

Books

The library will require a stock of books. Some should deal with the subjects taught in school. Some should cover the children's outside interests (such as sports and hobbies). Some should serve to stimulate the children's imaginative development.

Take these matters into account when you are stocking the school library. In addition, do not overlook the

need to provide books which will encourage the more reluctant pupils to make use of the library.

Remember that a book is only worth having if it gives pleasure or provides useful information. Do not fill the library with material just to fill the shelves. This wastes space and effort. It makes the useful items more difficult to find among the useless ones. It causes disappointment and the belief that the library is full of worthless, out-of-date or irrelevant material. Fewer items, which are all worth-while and wanted, make a much more effective school library.

Non-Book Materials

In school libraries nowadays, non-book materials are increasingly used. Examples of these are audio-tape cassettes and gramophone records, films and slides, illustrations and wallcharts. For some educational purposes these are more effective than books. For example, a sound recording of a story can often give children a more vivid experience than the written or printed word. A slide or illustration can sometimes make a point more clearly than can words.

The cost of such materials is getting less. So is the cost of the equipment needed to use some of them. Many school libraries can include such material from the beginning. Even where they cannot do so, they should bear them in mind in planning for the future.

The stock of the school library is dealt with in more detail in Section 5.

3. Space in the School Library

A good school library will have enough space to enable the materials to be stored and used in comfort. It will have space for users to go to the shelves and select materials. It will also have space for pupils to work with the materials. Sometimes individual pupils will visit the library. Sometimes a teacher will bring or send a group,

or even a whole class, to study with the help of the library's stock. In either case the children will need space and furniture so that they can sit and read and write in the library.

Space is also needed for organising the library's work. Some will be used for storing and preparing books and other materials before they are added to the library. Some will be needed for the librarian to carry out the work of helping readers and operating the loan of materials. Some will be used for storing those books and other resources which must be kept under close supervision by the librarian (e.g. because they are especially expensive or there is a particular risk of damage). Readers who wish to use these materials will ask the librarian, who will fetch them from this "closed storage".

Library space is dealt with in more detail in Section 3.

4. Staffing the School Library

Those who take charge of a school library must understand, and sympathise with, the educational purpose of the library. They must know how to organise the library so that it can be used effectively. They must be able to show pupils and colleagues on the teaching staff how to use it. They must know how to find out about, and acquire, relevant materials. They must be able and willing to carry out clerical routines. If the library includes audio-visual material and the equipment to use it, they will also need to acquire simple technical skills. Even the simplest work takes time and knowledge. For this reason school libraries, no matter how small, cannot be set up and run properly by someone who is already fully occupied with teaching. Teacher-librarians must have some of their time freed from teaching to allow them the opportunity to carry out their library work thoroughly and effectively.

The additional help of a pupil, a clerical assistant or even a voluntary helper such as a parent, is valuable. Where one or more such persons are available, the teacher-librarian should plan what is to happen and spend time and

effort in making sure that they understand the procedures thoroughly. (See Section 6 in particular).

When the library first begins it may be very small, both in its stock and in the amount of use by pupils and staff. Organising it will require only limited skills. Make sure, however, to carry out the tasks in a correct and thorough way so as to provide firm foundations on which the library can grow.

Larger libraries (those with a large number of pupils, and a comprehensive stock of materials in regular and full-time use) need the services of a full-time librarian. If you work in such a library, and have no other duties to fulfil, never forget that you are there to serve the school. Keep in close touch with the teachers, the school's needs and its future plans. Only in this way can you ensure that the teaching staff and pupils are getting the best library service you can offer. More detailed discussion is given in Sections 5 and 7.

Classroom Collections

It can be useful for a school to have a collection of books in each classroom. This is particularly true when pupils are working on projects, in which case the collections will need to change as one project ends and another begins. Books in classrooms also encourage children to turn to reading for pleasure and recreation and to develop the reading habit.

Classroom collections of this kind should not be developed at the expense of the school library. If the stock of the library is small, it is better to keep everything there. Only when the library has a large enough stock to meet readers' needs should materials be dispersed into classrooms in this way.

When there are classroom collections, it is very important that a record is kept in the library of what they contain and where they are located. This record must be kept up to date, so that anyone needing a book which is in a classroom collection can trace it easily and make use of it.

Finding the Resources

The provision of a school library requires resources of money, space and people. It is important to recognise this at the very beginning, and to be sure that the resources will be available. (See Appendix D.) This means looking ahead not just for one year but for several years. A library which is set up in enthusiasm one year, and then forgotten, is a waste of time, effort and money.

A continuing plan for the development of the library is more important than the amount of resources available. Even a small sum, if it can be relied upon to continue, enables a start to be made. When more is available, development can take place. But a belief in the value of the library, and the promise that, once begun, it will continue, is essential. It requires the continued co-operation of the head teacher and the whole staff of the school.

SECTION THREE

ACCOMMODATION AND SPACE

If a school library is to be effective, it needs its own space in the school. No matter how small the space may be, the library should have full use of it at all times. If space is shared, the programme of work planned for the library will have to be continually adjusted to fit in with other activities. Sharing space may also lead to conflict and disagreement among those who have to share.

Where should the library be? Since the library is for all to use, and to use freely and often, it should be close to the heart of the school and easy to reach. If it is hidden away, or not within convenient reach, many users will not bother to go. Teachers will be reluctant to send pupils there to find information. Many pupils, and even staff, may forget that it exists. If access to it is difficult - perhaps through a room where teaching is taking place - many users will be prevented from going to use it.

To summarise, though each school must consider its own circumstances, two points are particularly important if a school library is to be effective. First, it must be central. Second, it must be where everyone can visit it easily and conveniently.

Space in the Library

What space is needed? Three kinds of activity should be provided for.

The first is for a class or a group of children to come

to the library for their studies. This does not mean that the library is simply another classroom. But because some class work or group work is best carried out with the help of library material, it should be possible for a group of pupils to come to the library and use its stock, either in the library itself or in an adjoining room. The amount of space for this will depend on the largest number of children who are likely to come at one time.

Secondly, there must be space for individual pupils to come and study. Careful planning will be needed to ensure that any group work or class work going on in the library does not interfere with this second need.

The third use is for children to come and read for pleasure outside teaching times. A friendly, relaxed and comfortable atmosphere and arrangement is needed to encourage this kind of use.

Remember that, besides the tables and chairs needed for reading and writing, space will also be needed for making use of audio-visual equipment in the library. Provided the library room is large enough, careful planning of its layout and furnishing will enable the various kinds of use to be kept separate. If it is not, an adjoining room will suffice if it can be made available. Space will also be needed for the librarian's work and materials, for the catalogue and for displays.

Ideally 8% of the teaching space of the school should be allocated to library use, with a minimum of 40 square metres (440 square feet). It should allow for use by 10% of the pupils at a time, and space should be allowed at the rate of 3 square metres (32 square feet) per pupil in the library.

There are many schools, even in developed countries, which do not yet make provision at this level. What, then, should they do? If a start is made with the space that can be spared, increasing use and demand will demonstrate the value of additional accommodation. If a specially constructed room is not available, a converted classroom may suffice. Even other kinds of space, such as former corridors or cloakrooms, can be used.

The key factors are:

1. Shelter from climatic effects (rain and direct sun).
2. Reasonable security for the library's materials.
3. Sufficient space for the books and other materials to be housed and made available for selection.

Do not be discouraged by an immediate belief that no space can be found. With sufficient will and co-operation among the staff, a solution can nearly always be reached.

SECTION FOUR

THE STORAGE OF MATERIALS

Shelves for Books

Books should be housed on shelves in such a way that pupils can easily reach the top shelf. This means that for school libraries the overall height of shelving should be:

for younger children 1200 mm (or 4 feet)

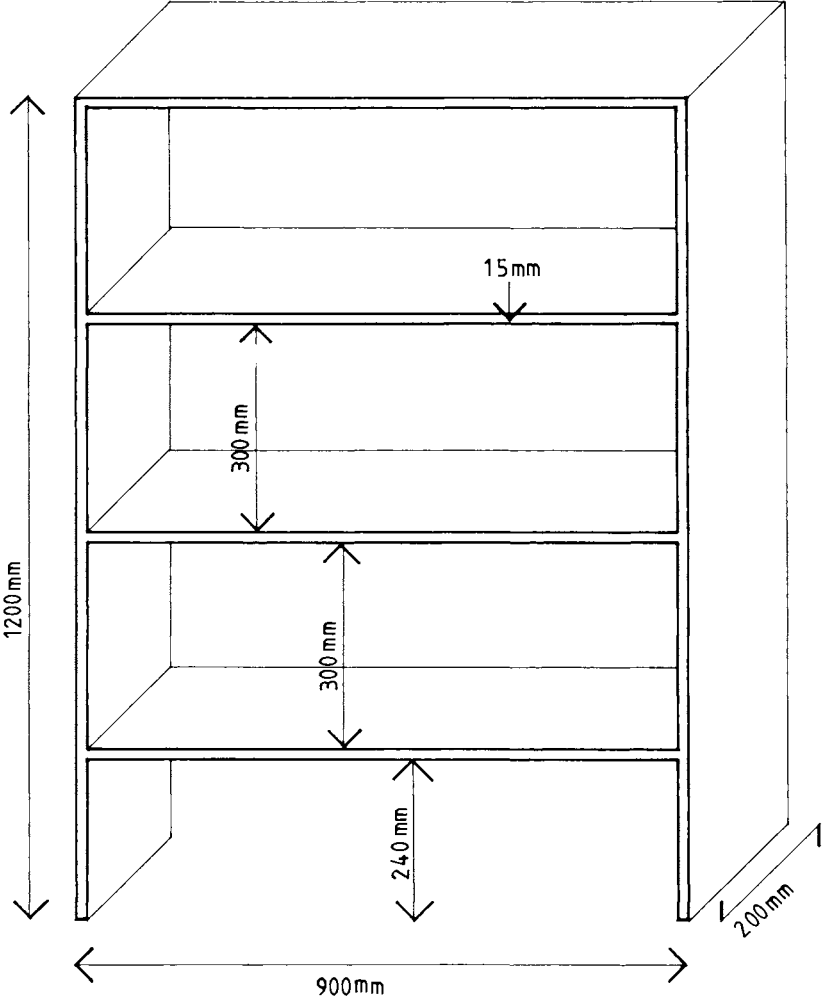
for older children 1950 mm (or 6ft. 6in)

It is a good idea, and will save trouble with later re-arrangements, if all shelving is made the same width and depth.

A suitable length of shelf is 900 mm (3 feet). If it is longer than this it will probably sink in the middle under the weight of books. From front to back of the shelf, a depth of 200 mm (8 inches) will house most books; but about 10-15% of the shelving should have a depth of 250 mm (10 inches) to hold larger books, such as encyclopedias and atlases. (See diagram 1). If the shelves are made of wood, the best paint to use on them is clear polyurethane paint.

Shelves are best made so that they can be moved upwards or downwards (adjustable shelving) to allow for changing needs as the library grows. (See diagram 2.) If this cannot be done, most books will fit on shelves which have a space of 300 mm (12 inches) between the surface of one shelf and the bottom of the shelf above. The bottom shelf should be well above floor level. This makes the books more accessible, helps to prevent them from being damaged, and makes the cleaning of the room easier. It is essential to clean the room and dust the shelves regularly so as to keep

down those insect pests which damage or destroy books. Where insect pests are common, shelves should be regularly sprayed with an insecticide.



*Diagram 1: Shelving
(for older children, increase height to 1950 mm)*

Many books will be more attractive to the reader if they are displayed so that the front cover can be seen. This is especially true of very thin books, which may be overlooked if shelved in the usual way. It is also true of periodicals.

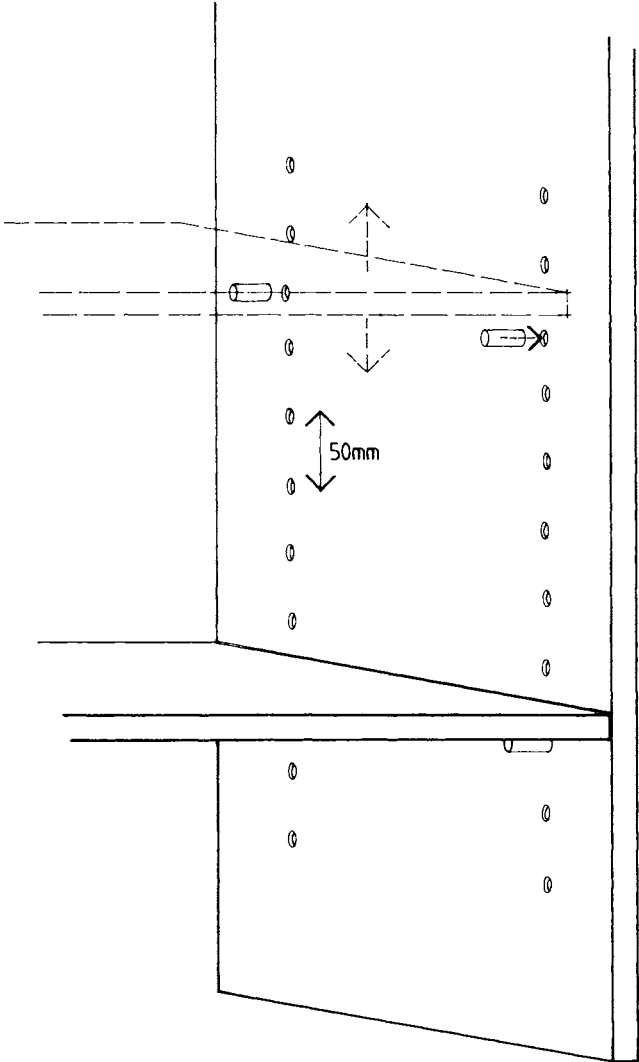


Diagram 2: Adjustable Shelving

It is therefore a good idea to have some shelves designed so that materials can be displayed in this way. Instead of each shelf being horizontal from front to back, display shelves are slanted, with the back higher than the front. A small lip is needed along the front edge to stop books and periodicals from slipping off. The same dimensions of the uprights can be used as for the other shelving, but because the display shelves are set at an angle, they need to be larger from front to back. Details are shown in diagram 3.

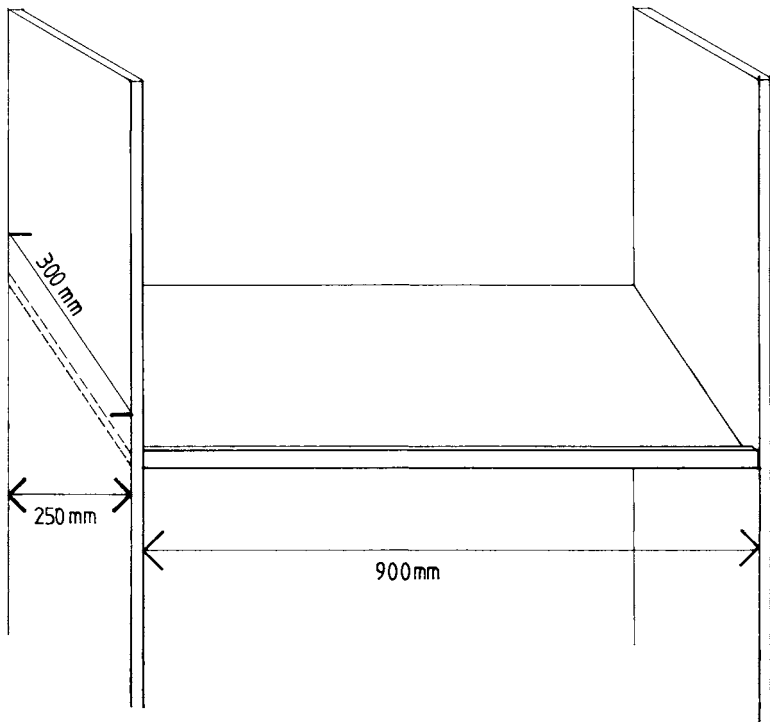


Diagram 3: Display Shelving

Before deciding to use this method, be sure that you have sufficient space in the library for your stock. Displaying books in this way takes up more space than the usual method, so only a small part of your stock can be shown like this.

Another good way of keeping thin books is to put them in a browser box. This is particularly useful for books for younger children. The box should be divided as shown in diagram 4, so that books do not fall into an untidy heap.

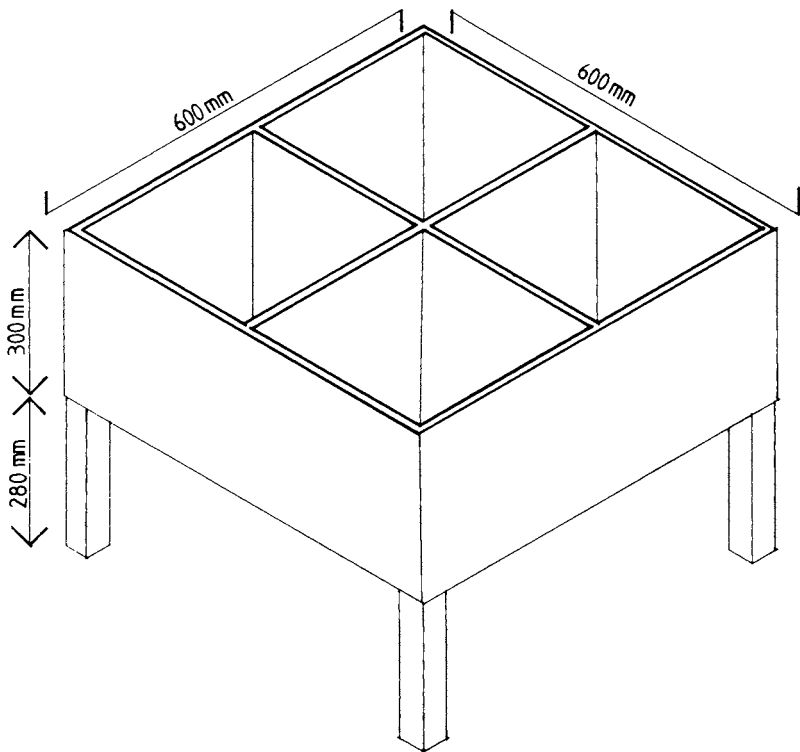


Diagram 4: Browser Box

Placing the Library Shelves

Two examples of ways in which shelves can be placed in a library are shown in diagrams 5a and 5b.

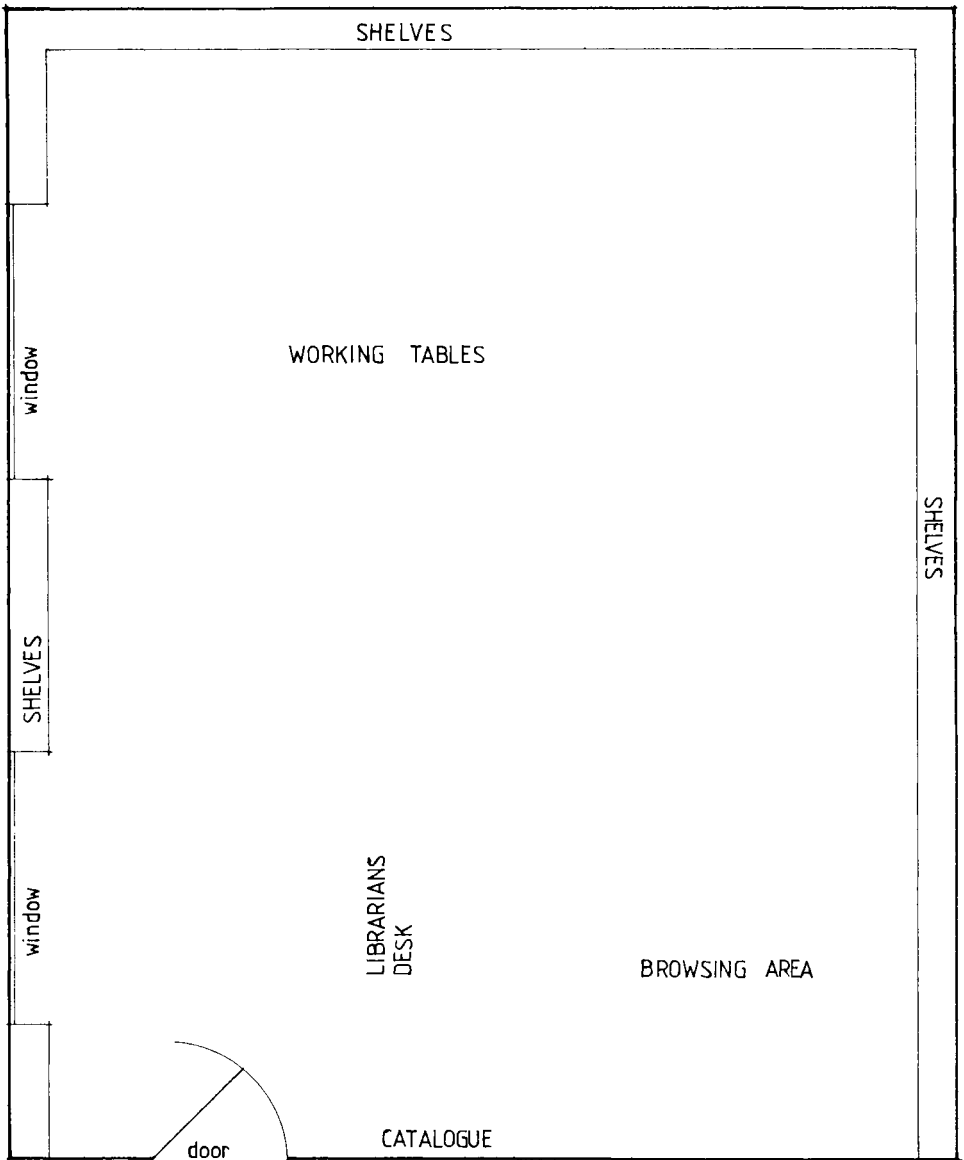


Diagram 5a: One Way of Placing Shelves in a Library

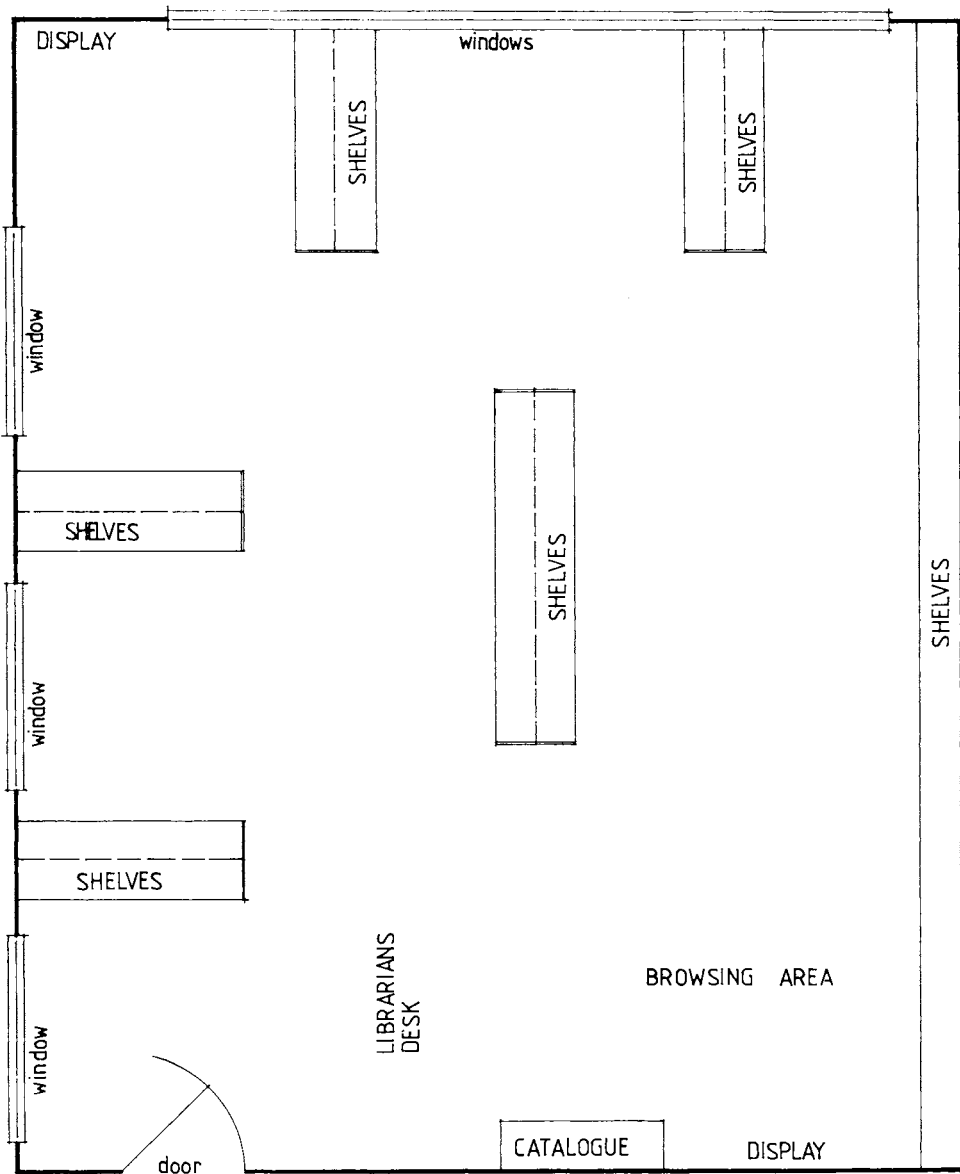


Diagram 5b: An Alternative Way of Placing Shelves

If the library room is suitable, place the shelves with their backs against the walls. This makes the best use of space, and leaves room for users to move about. The middle of the room can then be used for other purposes.

When this is not possible (e.g. in a room with many windows), one possibility is to put the shelves at right angles to the walls so as to form islands of shelving in the middle of the room. Any shelving used in this way should be at the lower height recommended (1200 mm) to ensure that all the library can be seen from the place where you work. Hidden corners are a temptation to misbehaviour and carelessness.

Although it is tempting to have runs of low shelving below big windows, avoid this if possible. Such shelves are likely to be cast in darkness by the sunlight through the window, and readers may ignore them.

Storing Non-Book Materials

Materials other than books require special provision for storage.

Storing Periodicals

Periodicals can be kept on sloping shelves as described for display shelving (diagram 3).

There are also special periodical display racks. One type, which is easy to make, is shown in diagram 6a. It allows periodicals to be shelved upright in rows, face forward. However, this design makes no provision for periodicals of different sizes. If the front of each row is made the right height for small periodicals (e.g. the size of this book), large periodicals will tend to fall forward. If the rows are made high enough to prevent this, small periodicals will disappear behind them.

A better type is shown in diagram 6b. In this case, a suitable number of flat surfaces, each 350 mm high by

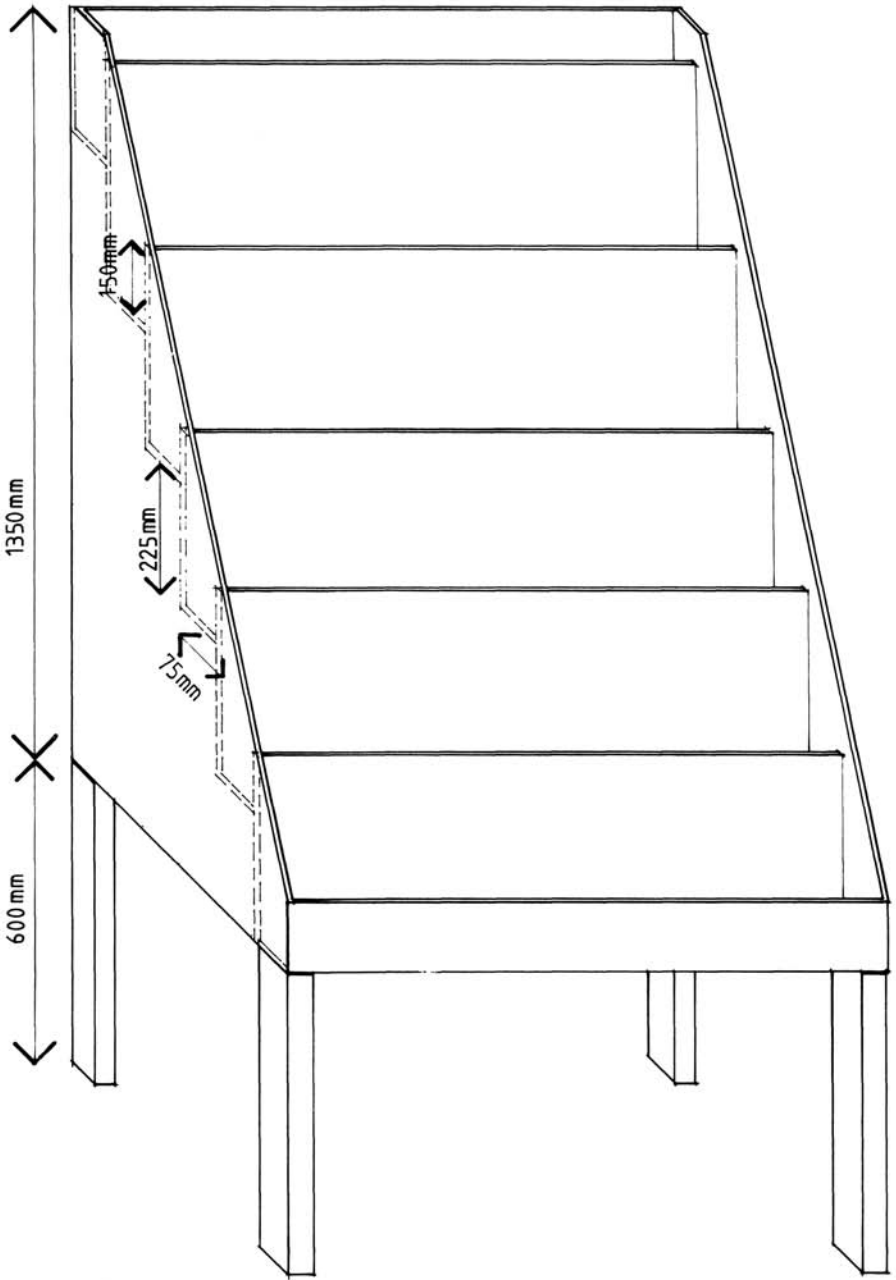


Diagram 6a: Traditional Type of Periodicals Rack

200 mm wide, are mounted on a backing board, at right angles to it. Each flat surface has a small lip at the lower end, and is mounted to a slight slope from the upright position. One periodical can then be shown, face forward, on each surface.

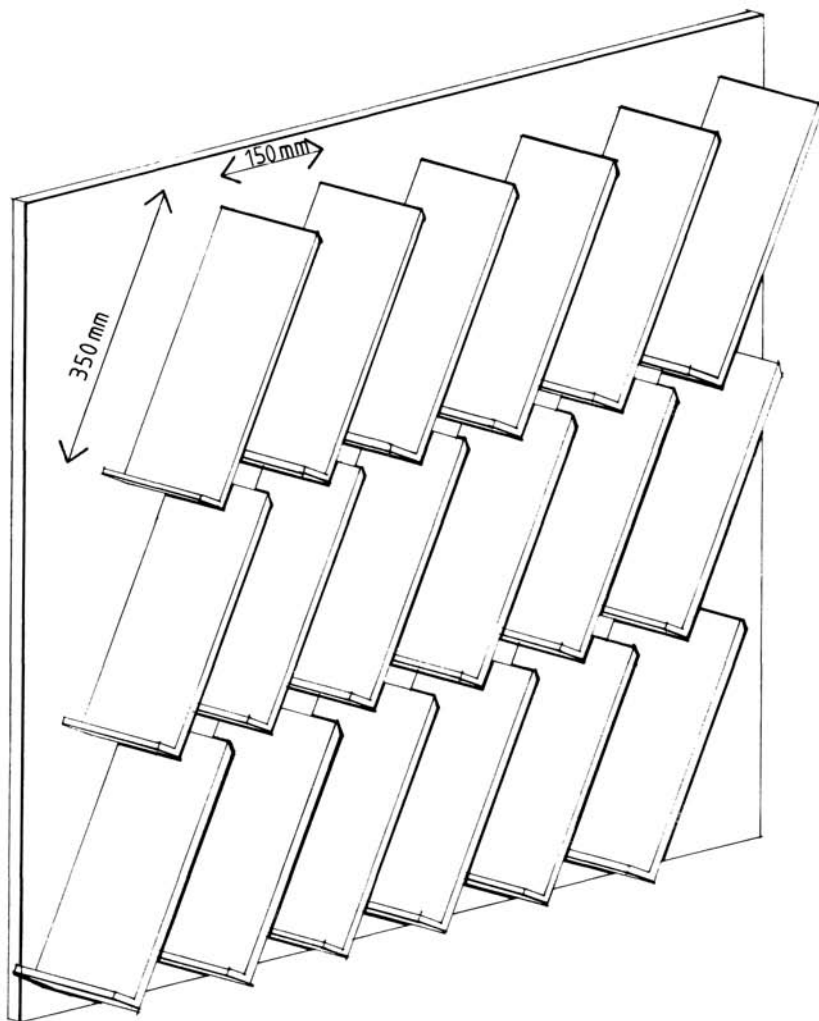


Diagram 6b: More Modern Type of Periodicals Rack

Storing Audio-Visual Materials

These present special problems according to their type, size and packaging. You may find it helpful to limit the forms in which non-book materials are kept. Some school libraries cut up and mount separate frames of filmstrips so as to make them into slides. Some library bookbinders produce book-shaped containers which accommodate slides, filmstrips and/or cassettes, and accompanying notes. These can be shelved like books. (See diagram 7).

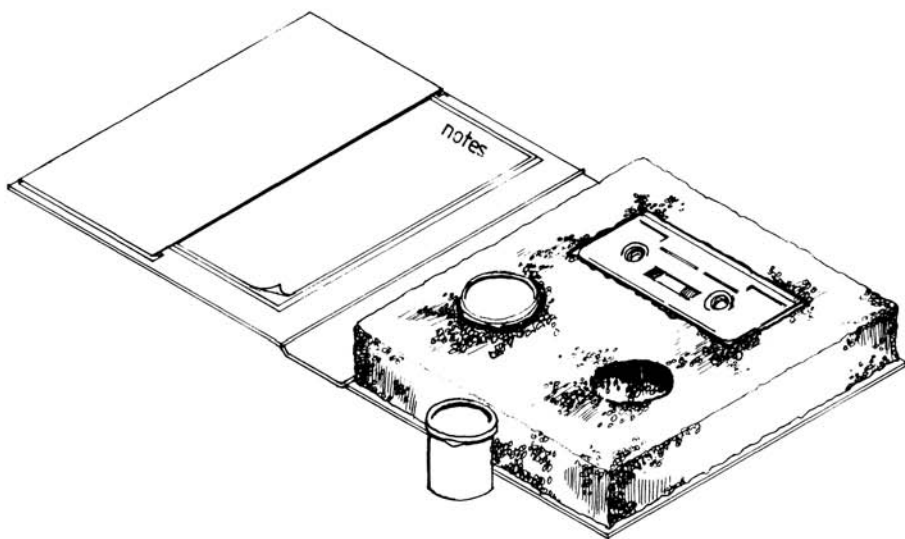


Diagram 7: Audio-Visual Materials Pack

When readers want to glance quickly through a book to see if it meets their needs, they can take it away from the shelf and look at it in comfort. Most non-book materials cannot be glanced through in the same way. An audio-tape cassette, for example, can only be judged by playing it on a machine. So it does not matter if a user cannot take it from a shelf. Keeping such material in a more secure form of housing is unlikely to cause great problems.

Filmstrips are normally packed in small metal containers. They may be filed in shallow drawers of metal office cabinets. (See diagram 8).

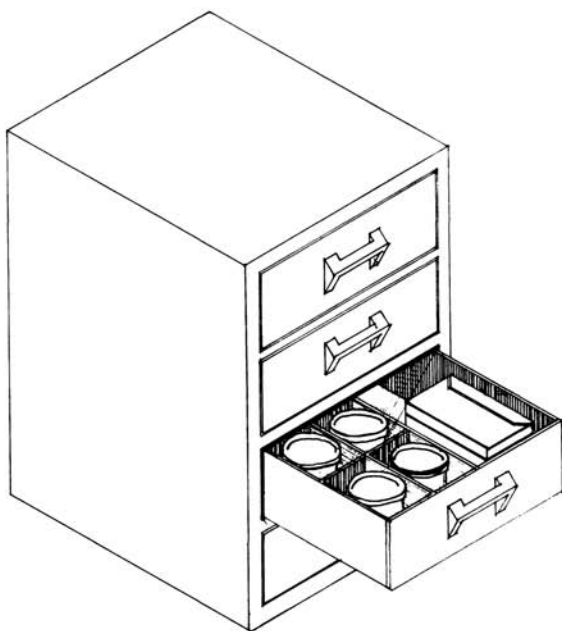


Diagram 8: Filmstrip Storage Cabinet

Slides are best inserted in special transparent holding sheets (each with a capacity of 10 or 20 slides) and stored in a binder (diagram 9) or filing cabinet (diagram 10).

Pamphlets, single sheets and illustrations can be kept in manilla (stiff card) wallets or pamphlet boxes, grouped by subject matter. The wallets can be housed in filing cabinets, or shelved like books.

Filing cabinets or other specialised storage furniture for non-book materials should be placed within sight of the librarian's desk so that these materials can be given special care against damage or loss.

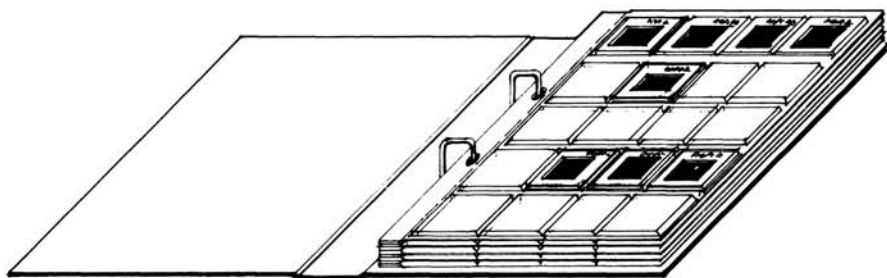


Diagram 9: Slide Storage in Binder

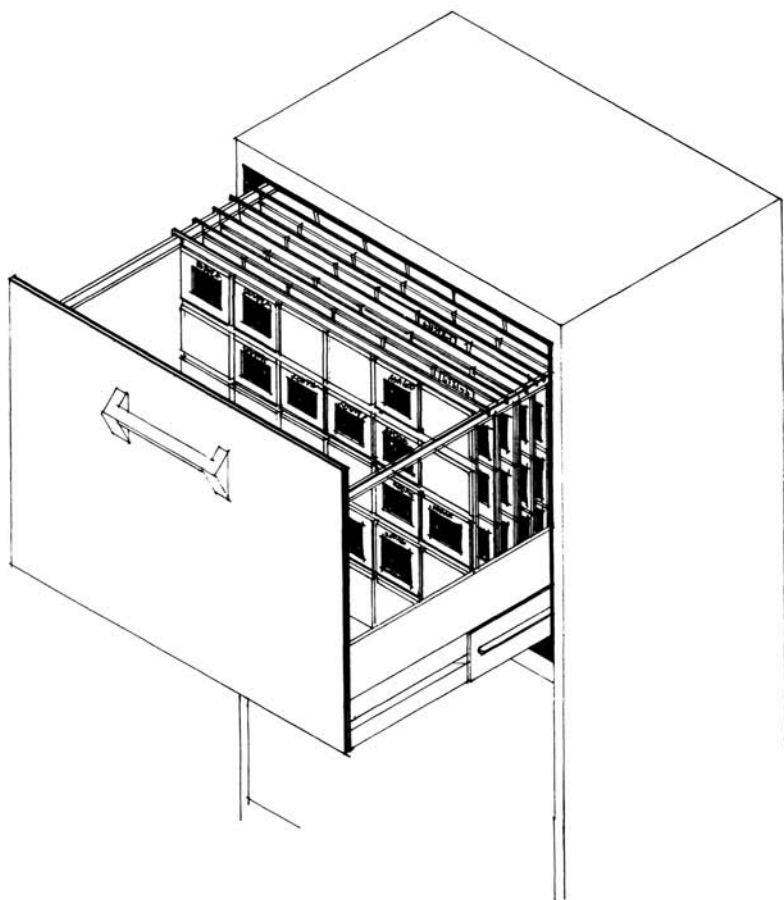


Diagram 10: Slide Storage in Filing Cabinet

Other Furniture

Display

In order to attract the reader, the school library should make provision for displaying books, sometimes alone and sometimes together with posters and other attractive material. Sloping shelves of the type used for picture books and periodicals will house books "face forward" for display. But small spaces otherwise unused can be fitted with a display board, sometimes with a shelf in front, so that books can be displayed as well. The display board - perhaps on a spare part of the wall, or perhaps surrounding a pillar - must have a surface onto which posters, pictures or other material can be pinned easily. Display boards made of "pegboard" will allow the display of books on special fittings which hook into the holes. (See diagram 11).

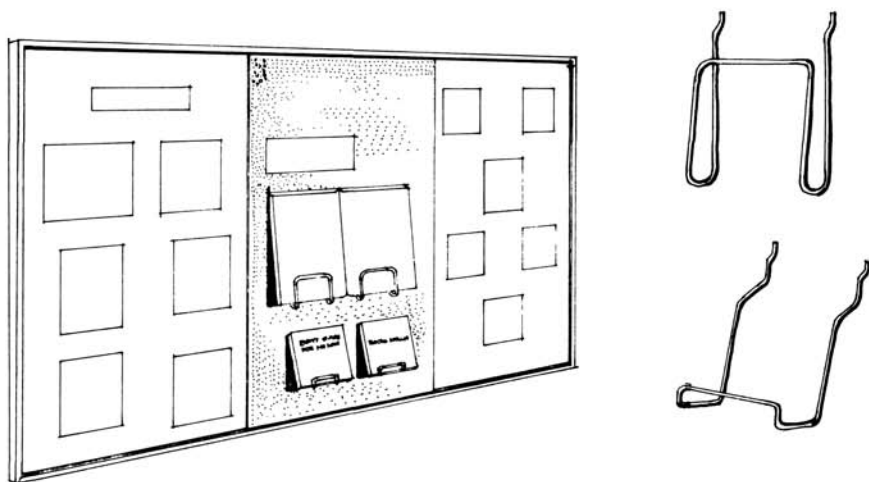


Diagram 11: Pegboard Display Panel and Mounting Clips

Housing the Catalogue

As will be seen in Section 7, the library will require a catalogue of its stock.

Once the library has begun to grow, the catalogue will

need drawers to house it. A range of cabinets to hold such drawers is available from manufacturers. Some are designed so that additional units of drawers can be added to those first purchased.

It may seem at first that the purchase of this item can be postponed or avoided. But the catalogue is so important in the school library that housing it is a high priority.

As a rough guide, one drawer of a cabinet will be needed for every 1000 books in the library. Separate drawers will be needed for the author catalogue and for the subject catalogue. To this you must add at least one drawer for the subject index. (See page 74).

The type of catalogue drawer which has a rod from front to back is best. Each catalogue card will have a hole punched near the bottom through which this rod passes. This will discourage readers from removing cards from the catalogue. It will also help to prevent accidents, since the cards will not fall out if the drawer is upset. (See diagram 12).

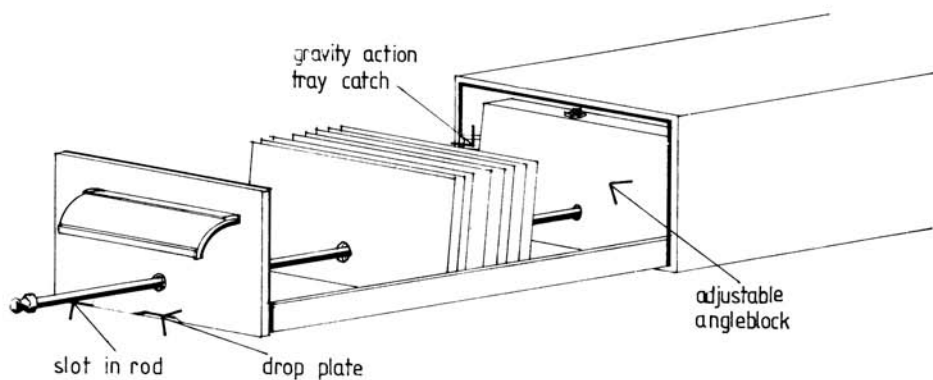
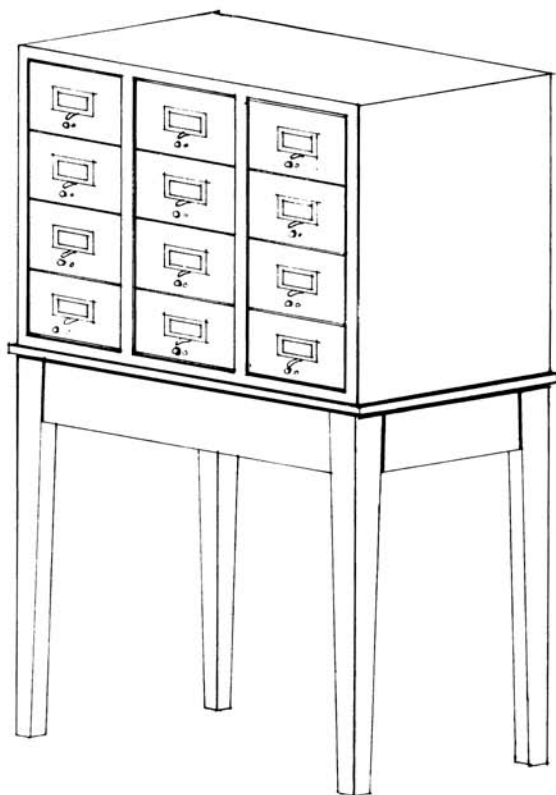
Working Furniture for the Pupils

Tables and chairs will be needed so that pupils can work with books in the library. The best tables are those at which no more than four pupils can sit. They are good to work on and they can easily be rearranged when necessary.

It is a good idea to have some less formal seating, such as cushions, to encourage use of the library for relaxation and recreation.

Working Furniture for the Librarian

The library will need some furniture for its own work. A table - or better, a standard office desk with drawers - should be provided to house the records of books on loan. It will also be the point at which the processes of lending are carried out. Place it near the entrance to the library so that you can see pupils as they come and go. This helps to discourage them from taking books out of the library without the loan being recorded.



*Diagram 12: Catalogue Cabinet and
Detail of Catalogue Drawer*

Suitable furniture for the "backroom" work of the library (e.g. the preparation of materials) is also needed. You will need space and furniture for:

1. Materials you have just received and which are awaiting unpacking and adding to the library.
2. Shelves for materials awaiting the processes necessary before they are put into use.
3. Shelves for books awaiting repair.
4. Accommodation for the library's stationery - forms, cards and so on.
5. Storage of audio-visual equipment not in use.
6. A working surface or table for those tasks which are best not undertaken in the library itself - repairs to books, typing (because of the noise) and so on.
7. A sink and water supply are very useful. Many of the tasks to be carried out will call for washing hands and equipment afterwards.

Audio-Visual Equipment

If audio-visual materials (e.g. cassette players, slide projectors) are used in the library, electrical outlets may be needed. Some projectors and players are battery-operated, but it is desirable, if at all possible, to have a mains supply.

Where possible, choose equipment which can be used with either battery or mains supply. This will give the greatest flexibility of use. Even if such equipment is not available at present, it is wise to make provision for its use in future times.

Audio-visual equipment may be stored in the library. If it is to be used in the library, it must be kept there or conveniently nearby.

In schools where this equipment is used only in class-

rooms (and not in the library) it is important to keep it in a central store. This will help to keep it safe from damage or theft, and all users will know where to find it. A central store of this kind may be under the supervision of the school library.

SECTION FIVE

THE STOCK OF THE SCHOOL LIBRARY

The most important factor in the school library is its stock of materials. Most of the stock will consist of books. They should be selected for their quality and usefulness to the school. The stock should also contain non-book materials as these have great possibilities as a source of learning. They, too, must meet the needs of the users. When you are thinking about purchasing them, take into account their usefulness to staff and pupils. Also, if they require the use of equipment, make sure that the equipment is available and that the materials fit the equipment.

Librarians with only a small stock of materials may be tempted to add any others that they can obtain. This temptation must be resisted. No matter how limited the stock is, all the items must be useful. Any item which is not helpful to your users; any item which is out of date; any item which is kept after it is worn out or damaged; any item which is inaccurate or misleading; any item which no one uses or will use, is a waste of time and space. Worse, their presence will lead some users to suppose that the library as a whole is of no value to them. Such users will depart and may never return.

Size of Stock

Recommendations on the size of a school's library stock vary widely. Well-endowed schools may have up to 20 items

per pupil. More realistically, Singapore, for example, sets a standard of five books per pupil, and to these will be added audio-visual materials.

Many school libraries will begin with far less than this. But if the library is to serve all the pupils in the school, it should possess enough books to enable:

1. Every pupil in the school to have a book out on loan.
2. Some additional books to be available on the shelves so that individuals can refer to them or borrow them.
3. Some books to be kept on the shelves for class or group work in the library.

As an absolute minimum, therefore, the library should have a stock to start with of not less than $1\frac{1}{2}$ books per pupil. It should aim to increase this as soon as possible by a planned process to a much more adequate figure.

Principles of Selection

The stock of the library falls into two main divisions:

1. Materials chosen because of their value as information sources (information materials).
2. Those selected for their recreational or inspirational value.

Selecting Information Materials

There are six points to take into account when selecting information materials for the school library:

1. The book or other information source should be accurate.
2. It should give a balanced view of the subject and not emphasise only a part of it.
3. It should cover the subject clearly. Ideas and facts

should be presented in a suitable sequence in a manner that can be easily understood.

4. It should be up to date.

5. It should be related to the ability of its users. For example, the text of a book for young children must be written in a simple vocabulary and use a simple sentence structure. Note also that a book written for users in a particular country may not be so useful to readers elsewhere (e.g. books on natural history, or the public services).

6. It should be of value to those who will be using the library. Ask yourself these questions: "What will it contribute to the stock and subject coverage of the library?" "Is material already available on this subject?" "Does it need to be supplemented by other material, and if so in what way (e.g. with material more suitable to younger readers)?"

In order to help you to put these six points into practice, here are some useful tips to bear in mind when making selections:

1. Check the past record of the publisher. Have previous books given him a good reputation for quality?

2. Check the name, background and reputation of the writer. Has he written other material on the subject?

3. Check the publication details given on one of the pages near the front of the book. You will learn from them how long ago the book was first published. You will see how often it has been reprinted. (Frequent reprinting is an indication that the book is a popular one). You will see how often it has been revised and brought up to date. (Note, however, that a revised edition may mean nothing more than a few alterations here and there).

4. Check up-to-dateness by sampling the book for recent events or changes (e.g. new countries or personalities who should be mentioned in the book).

5. Check accuracy and balance by consulting someone with

expert knowledge of the subject. You cannot be expected to be an expert in everything yourself, but you will often be able to find someone to give you useful advice.

Selecting Fiction

Reading fiction is just as valuable as the use of information materials in the development of the individual. In the school library one of the main objectives of providing fiction is to encourage reading for enjoyment.

Children like stories that are well told, that relate to their interests and experience, and are written with a choice of words and style which they can follow easily.

Look, then, for a good story, with a sequence of incidents leading on from one to another. Some children's books rely too much on coincidence to make things happen or sort out problems. Look, too, for stories in which the characters are believable and behave as real people do. Some children's books by shallow or unpractised writers make their characters unbelievably good or bad. As in real life the characters should be a realistic mixture of good and bad qualities, and should behave in a realistic way. A story should also have a point. One which is nothing more than a series of incidents may entertain, but it will not stay in the memory. The good fiction book comes from a writer who wants to express an idea or make a point but who never allows the underlying message to dominate the story.

The school library should therefore aim to provide stories which children want to read for enjoyment, which are worth reading for their quality, and which will arouse in the reader a lasting interest. This does not mean that all books of acclaimed literary merit will appeal to all children. Some are difficult to comprehend and children may be discouraged from reading them for pleasure.

Other Selection Principles

The physical quality of a book or other item is important

when a decision is being made on its selection. Here are some points to bear in mind.

1. Will the paper and the binding of the book stand up to the wear and tear of use by pupils?
2. Is it easy to read? A good clear typeface, well spaced, is important and will encourage reading.
3. For non-fiction material, is it easy to find a particular fact? A contents list and an index are usually desirable. Do they cover the contents thoroughly? Is the index detailed enough to lead quickly to a specific item? Does it guide readers accurately to the right place?
4. In most information books, illustrations, maps and/or diagrams are found. Do they help the text, or are they there only as decoration?
5. If colour is essential to an understanding of the text (for example, in a book on art) is it used and is it accurate? For some topics, it may be better to have one expensive book which has good quality colour than two cheaper ones which use only black and white.
6. Sound recordings should be clear and without distortion. On a disc recording, it should be easy to pick out one item from a collection where needed.
7. Visual items, such as slides, should be clear in focus. Colour, if it is used, should be close to reality. Headings and captions should be easy to read.
8. Where two types of the media are linked (e.g. a film-strip and a pamphlet of notes) they should be linked up clearly, and each should be an expansion of the other.

General Conclusion

Experience in the library will soon reveal the gaps in the stock and the kinds of demand that users are likely to make. To add a book or other item just because you do not already have it, rather than because your users need it, is a waste of money and effort.

The Process of Selection

A school library exists to support the school's work. The better it is, the more it will be of help to the teachers and the more use they will make of it. So do all you can to involve the teachers in the selection of informational materials for the library. They will bring to the task their knowledge of the subjects they teach, the materials that can best support their teaching, and the ways in which pupils can use the materials.

The best action to take is to form a Selection Committee to advise you on the choice of materials and the development of the library's stock. The members of this committee will be teachers representing each subject taught in the school. This will arouse and maintain their interest. It will encourage them to play their key part in providing a library which will serve their needs.

One of your tasks is to let your teaching colleagues know about material they wish to select. Teachers are fully occupied with teaching and will expect to be able to rely on you to draw their attention to new publications which are likely to be of interest to them. Another of the librarian's tasks is to build up a balanced stock. Some teachers may need to be persuaded to recommend books for the library. Others may have to be restrained from asking for more than their fair share.

Budgeting for the Stock

It is helpful if the librarian has an annual budget so that spending on library materials can be planned and not left to chance. The budget should provide for three sections of spending:

1. Stock which is primarily the responsibility of the librarian to select. This will cover material which:

(a) is of interest to more than one subject area of the school's work;

(b) covers very broad fields of knowledge, such as a general encyclopedia;

(c) provides recreational reading, such as fiction;

(d) provides pupils with information on subjects which are not part of the school curriculum, such as their hobbies.

2. Stock related to the teaching programme which teaching colleagues should help to select.

3. Periodicals and newspapers which are acquired on the basis of a subscription.

One way of encouraging members of staff to participate in the selection process is to divide the part of the budget allocated in 2 above between the various subject departments (or, in a primary school, between class teachers).

Teachers who are told how much money they can spend are likely to make recommendations. Those who are not told may not bother to offer their ideas. (See also Appendix D).

How to Balance the Stock

Balance the stock of the library so that some subjects are not especially favoured at the expense of others. Try to give all subjects adequate coverage.

Material may sometimes be missed by a subject teacher because it relates to two or more school subjects, and each teacher expects the other to select it. Make sure that such gaps are filled.

Do ensure that books which fall outside the specific subjects taught in the school are not neglected. You must take responsibility for selecting material which is mainly intended to encourage reading for enjoyment, and which supports the out-of-school interests and hobbies of the pupils.

Finally you must select information materials of a general kind, such as encyclopedias and dictionaries, which are an essential part of the school library. Suggestions from teaching colleagues will of course be helpful.

Gifts

Some materials may be offered to the library as gifts. Look at these very carefully. The same rules of selection which you use for buying material apply also to gifts. Do not add materials to the library just because they are free: consider whether they deserve a place in the library at all.

Sources of Information and Supply

Ideally, books should be inspected before purchase. So you should take every opportunity of seeing books before deciding whether or not to buy them. One way of doing so is to visit neighbouring libraries that are bigger than yours and see what they possess. Another is to visit bookshops and publishers' showrooms. Occasionally book fairs and similar exhibitions will be organised. Attend them if you can. Perhaps you would like to organise a book exhibition yourself so as to encourage parents to buy books for their children or for the school library. If so, you will find the Commonwealth Secretariat's booklet "Organising Book Exhibitions" helpful.

In many countries, well-stocked libraries, showrooms and bookshops are confined to the major cities. If you live elsewhere you may have to rely heavily on booklists and catalogues as a source of information about available material. This is particularly true of materials published abroad. They can be very useful provided you know what purposes they are intended to serve and what their limitations are.

Most publishers of books and producers of non-book materials issue lists both of new works and of currently available stock. You should scan these for possible items, and then file them for future reference. These lists will include some information on the nature and purpose of each item: but the lists are of course intended as advertising, and should be used with this fact in mind. Such information is also intended in most cases for readers in the country of publication, and what may be true there is not always true outside that country.

Reviews, Bibliographies and Lists

A more balanced and impartial view is given in reviews. Children's books are not often or very fully reviewed in general journals. The best reviews appear in specialist journals, such as The School Librarian. Educational journals also often include reviews of books suitable for school libraries. A list of some of the best known reviewing journals is given in Appendix G. Some national and regional school library services provide a reviewing service. It is important to find out if one is available in your area, or in an area with similar conditions to yours.

Bibliographies and booklists are prepared by libraries or professional groups of librarians and teachers. They are compiled to meet a particular need and are usually confined to a specific subject area, a specific age range, or a specific problem. The collection and scanning of such lists is a helpful starting point.

Non-book materials are, at present, not covered by lists or by reviews as extensively as books, although the situation is improving. Some reviews appear in specialist journals. Experience of a producer's earlier work is often the best guide in the use of his catalogue.

Most of the major British library suppliers issue annual lists of materials which they have in stock. Such lists are a useful guide to what is available, especially for pupils up to the age of about 15 or for general reading beyond that age. They must however be used with some of the same caution you apply to publishers' catalogues. They are not necessarily selective, and are not usually annotated.

As a comparison, examples taken from a publishers' list, a review journal, and a library-produced booklist appear as Appendix F.

Locally Produced Materials

Locally produced materials have several advantages over foreign ones. They will have been prepared with local

needs and situations in mind. Their authors and publishers are likely to be better known. They are more frequently available for inspection before purchase. Even so, book distribution is not organised efficiently everywhere, and you may have difficulty in finding out what exists. You should therefore seek every opportunity of finding out what is being written and produced locally.

Give local publications very careful consideration. Because they are local they may be expected to be especially appropriate to the needs of your school. Look for those that endeavour to preserve the cultural heritage, record the background of the local society and help to develop new cultural forms and traditions. It is important for the school, and its library, to enable young people to appreciate their cultural heritage. Moreover the support given by schools will encourage further publishing and writing. But purchase should not be automatic. It is no service to local publishing to buy the poor material as well as the good. The careful selection of materials to meet needs of your library is just as important in purchasing local materials as in purchasing those produced elsewhere.

Stock Editing

The stock of the library will not remain useful for ever. For this reason you should examine the existing stock regularly and remove items that are no longer worth keeping. Take as much care over this task as you do when adding new books and other materials. You must look at your library's stock regularly to decide:

1. Is the information content still accurate? Changes in the subject, and new developments and events may make a book, which was once very sound, inaccurate, wrong and misleading. Remove such books from the library.
2. Is the material still being used? If not, why not? Has interest in the subject disappeared? Has the style in which it is written become old-fashioned and unappealing? In short, does nobody want it? If so remove it from the library.

3. Is it still physically useable? Materials suffer from wear and tear. They become dirty, or fall apart, or pages fall out and get lost. Apart from making the book useless, this sets a bad example. If children see books in the library which are dirty or have loose binding or missing pages, they will think that care for the book does not matter. Small defects can be seen and corrected before they become serious, and loose pages can be replaced before they become lost. Other media must also be checked regularly. This is more difficult as wear and damage to non-book media may not be as obvious as they are with a book. Try out the materials on the proper equipment, and seek the comments of users when they return items to the library. When the materials are no longer serviceable, remove them from the library.

Binding

Books in a very poor physical condition can be rebound. Before doing this, however, consider very carefully whether it is worthwhile. The cost of rebinding is fairly high. If it is done, will the book repay the cost by its continued use? Would it be better to buy a newer edition? Or would another book, published more recently, be of more help?

SECTION SIX

LIBRARY ROUTINES

Several tasks, some of them clerical ones, have to be carried out regularly if a school library is to provide a proper service. To do each of these tasks accurately, thoroughly and economically, you must adopt a method which remains the same whoever does it and whenever it is done.

The routines and processes of running a library are a means of making it work smoothly. So some of your time must be spent on organising it. However, even the best organised library is not doing anything useful unless it is used by the pupils. So some of your time must be spent on encouraging its use, as shown in Section 8. As a general rule, do not spend so long on organisational matters that you cannot find sufficient time to encourage pupils to visit the library and make good use of it. Wherever possible, get other people, including willing parents and interested pupils to help with the routines.

With each kind of routine described below, you must decide how to apply it in your library. If there is more than one way, decide which you will use. Then make your own record of what the routines are for your library, and stick to them. "Quick ways", "short cuts" and other temptations to "not bother this time", cause trouble in the end. Once you have worked out how clerical processes are to be done in the running of your library, it will be easier for you to carry them out in the same way each time and to show them to anyone who assists you. It will also be possible for anyone taking over responsibility for the library from you to understand what has happened already and how to carry on.

Some of the instructions may seem complicated when you read them for the first time. Do not worry about this.

Put them into practice step by step, and their meaning and use will become clear.

Buying Stock

Where satisfactory local booksellers exist, there are several good reasons for using them. One is to serve your own convenience. You will have a greater chance of seeing items before purchasing them, and your order is likely to be supplied more quickly and with fewer mistakes. Another reason is that your local community will benefit. A local bookseller who receives library orders can carry a larger stock and provide a better service than he might otherwise do. Remember, however, that as far as you are concerned, the needs of the school library come first. A bookseller must not expect to receive orders from you unless he gives a good service in return.

What should you do if there are no suitable local book-sellers? As far as locally published material is concerned, you can buy it directly from the publisher. For material published in another country, it may be best to find a big bookseller in that country who has experience of overseas sales. Such a bookseller can be relied on for help, information and advice (e.g. on new editions). The library in its turn must play a fair part in the transaction. It must be clear and accurate about its needs, and it must be prompt in dealing with books received and in settling accounts.

Ordering Materials

The process of ordering must be carefully organised so that it works properly and prevents careless or needless mistakes. The stages of ordering are:

1. Selection.
2. Recording details of materials to be ordered.
3. Placing the order with the supplier.

4. Checking the materials when they are received in the library.
5. Processing the materials so that they are ready for use.

1. Selection

You are the person whose job it is to make the final decision on which items to order. In reaching a decision, follow the advice on selection given earlier in this handbook.

2. Recording the Order

When you have selected a book or other item for purchase, make a record on an order slip (diagram 13a). This consists of a card or slip of paper. Its standard size is 5 inches x 3 inches (125 mm x 75 mm). The record will consist of:

1. The author (surname first).
2. The title (and, if it is not the first edition, the edition of the work required).
3. The country of publication and the name of the publisher.
4. The price.
5. The International Standard Book Number (if you can find out what it is).

If the selection is made on the basis of examination of a copy of the actual book, or from a publisher's catalogue or list, most of the information listed above will be immediately available. Otherwise you will have to find it in bibliographies, and add it to the card.

Keep the slips until you have collected enough to enable you to make an order. Later you will put them in a "books on order" file (see page 47).

JONES, David
Roads and rivers 3rd edition
England: Blackburn. £2.50
0 492 80072 8

Diagram 13a: Order Slip

JONES, David
Roads and rivers 3rd edition
England: Blackburn. £2.50
0 492 80072 8

10/12/80 327

Diagram 13b: Order Slip with Added Information
(See page 47)

JONES, David
Roads and rivers ^{4th}~~3rd~~ edition
England: Blackburn. ~~£2.50~~ £4.00
0 492 ^{81209 3}~~80072~~ ~~8~~

10/12/80 327

Diagram 13c: Order Slip Corrected
(See page 48)

3. Placing the Order

The method of ordering will depend on local arrangements. Many school libraries place their orders with the education authority, or with a centralised school library service. These will have their own regulations as to how the order is to be made, and may provide special order sheets. Find out if there are any rules you must follow or methods you must use. If you do not do so, there may be delays or difficulties in getting your materials.

If you are ordering from a bookseller:

1. Sort your order slips to bring together all books issued by any one publisher. It helps the bookseller to have all the items from one publisher together in your list. (See diagram 14).

Order to Kington Book Store Market Street BLANKTON				Order no. 327
Please supply to Central School Western Road BLANKTON				Date 10/12/80
Author	Title	Publisher	Price	ISBN
JONES, D.	Roads and rivers 3 rd edition	Blackburn	£2.50	0492 80072 8
MARTIN, K.	The motor car	Blackburn	£3.00	0492 81307 4
THOMAS, W.	Introduction to Physics	Blackburn	£4.00	0492 78203 5
DIXON, J.	Wild animals	Leasington	£3.50	0323 61429 3

Diagram 14: Part of an Order Form

2. Type, or write very clearly, the items you wish to order, starting each item on a separate line.

3. Give for each item:

(a) the author;

(b) the title (and the edition if it is not the first);

(c) the publisher's name;

(d) the price;

(e) the International Standard Book Number, if you can trace it (see Index-Glossary). This will help to ensure that the bookseller knows the precise item you want, without any mistake.

Normally an order should include all the information from the order slip described above. This will prevent misunderstanding, delay, or the supply of the wrong items. Orders for books and orders for other materials should be written on separate sheets.

4. When the order has been made out, the date and reference number from the order should be noted on the bottom of each order slip as shown in diagram 13b. You may need this information later so as to find out when and how an item was ordered. It will also enable you to check on items which have not been supplied in a reasonable time.

5. File the order slips alphabetically according to the author's names (e.g. Jones before Kelly before McNab) as a "books on order" file. If there is no author (e.g. for an atlas or a dictionary) use the title. Make a separate sequence for each order date so that, for example, all orders placed in September have their slips filed together.

6. Keep this "books on order" file in your work area of the library, away from readers. A simple box or tray of convenient size will be sufficient to hold it.

7. As items are received, remove the slips from the file. Do not dispose of them. You will need them for checking and processing the materials. (See below).

8. When most of the slips for a month's orders have been removed from the file, the few remaining will represent items you have not received. You can then make enquiries about what has happened to them.

4. Checking the Materials

When items are received:

1. Check them against the order slips, which you must then remove from the "books on order" file.

2. Correct any details which are different from those on the order slip (for example, the price). A corrected order slip is shown in diagram 13c. Keep the slips as a check for accessioning. (See below: "Processing the Materials").

3. If the supplier has sent his account, make sure it is correct. Check particularly the number of items and the prices. If the account has not yet come, keep the appropriate order slips (which you have removed from the "books on order" file) together, so that you can check them against the invoice when it comes.

5. Processing the Materials

You are likely to be required by the education authority or your school to keep an accessions register - that is, a list of materials as they are added to the library. Its main purpose is to help those who provide the school's funds with a check on the way they are used. A book-type register is best. An ordinary school exercise book is sufficient unless large numbers of new items are being added.

You should rule the register (see diagram 15) to give columns to show:

1. The accession number.
2. The author.
3. The title.
4. The date and reference number of the order.
5. The name of the supplier.
6. The date it is received.
7. The cost.

Accession no.	Author	Title	Order no.	Supplier	Recd.	Cost
173	JONES, D.	Roads and rivers 4 th edition	327	Kington	21/2/81	£4.00
174	MARTIN, K.	Motor car	"	"	"	£3.00
175	THOMAS, W.	Introduction to Physics	"	"	"	£4.00
176	DIXON, J.	Wild animals	"	"	"	£3.50
177	STONE, J.	Timber Products	331	"	16/4/81	£2.00

Diagram 15: Part of an Accessions Register

An accession number is given to each item. Thus the first item to arrive for the library is given the number 1, the hundredth is given the number 100, and the thousandth is given the number 1000. The numerical sequence (1, 2, 3, etc.) is maintained regardless of the nature or content of the item.

The procedure is as follows:

1. Enter the number in the left-hand column of the accessions register.
2. In the case of a book write the number of the back of the title page. For other materials, write the number in a prominent place on the item. Choose the best place for each type of material, and use the same place from then on.
3. Fill in the other columns in the register with information taken from the item and checked with the order slip.
4. You can now dispose of the order slip.

The accession number will always identify a particular item in the library. If, for example, you want to distinguish between two copies of the same book, look at their accession numbers. Then go to the accessions register and check the details of the two copies - when they were received, who supplied them, and so on. Accession numbers will also be put to use when books are being borrowed or returned. (See below).

Processing an Existing Collection

You may have the responsibility of developing an existing collection of books, which are not properly organised, into an efficient library.

The method of processing is exactly the same.

Begin by accessioning all the materials as if they were newly acquired. Before carrying out the work however, examine each item to make sure that it is worth including in your library; it is a waste of effort to accession and catalogue an item which is of no use to you.

Where the collection of such material is large you may have to deal with it gradually as time allows. Keep the materials not yet dealt with separate from those accessioned into the "new" and organised library.

Cataloguing and Classification

After adding an item to the accessions register, the next step is to classify and catalogue it. This is necessary so that people can check whether the library has the material they want, and know where to look for it on the shelves. Details of this process are given in Section 7.

Preparation for Issue

When you have entered a book (or other item) in the accessions register, and classified and catalogued it, you must prepare it for loan. A mark of ownership - probably the name of the school - should be written (or printed with a rubber stamp) on the back of the title page. If the book is to be covered in a loose transparent plastic jacket, this should now be fitted.

Recording Loans

A record of loans is necessary. There are two reasons for this. The first is to enable you to know who has an item out of the library, how long it has been out, and what other items the borrower has on loan. The second is to enable teachers to know which books a child has borrowed (and perhaps, but not always, read). With this information, you and your colleagues on the staff can tell how a pupil's reading development is progressing. You can also tell what a pupil's interests are and help to widen or deepen them by drawing his attention to other items in the library. Assistance of this sort can often be of great encouragement and do much to influence the pace of a pupil's personal development.

There are several different ways of keeping a record of loans. Two of the best are described below. Choose the one that suits your library.

First Method: Pupils' Cards

The easiest way to keep a record of loans in a small school is to make (or have the children make) a card

for each pupil in the school. The card should be about 6 inches high and 4 inches wide, and the child's name and class should be written at the top, across the narrow side. The part of the card below should be ruled into four columns. For each book which is borrowed, you should write the accession number, the author's surname, the title (abbreviated where necessary), and the date of loan. Diagram 16 shows an example.

SMITH, John		Class III	
174	Martin	Motor Car	14/4/81
176	Dixon	Wild animals	28/4/81
173	Jones	Roads and rivers	12/5/81

Diagram 16: Part of a Loan Card

When a pupil borrows a book, write these details in the columns, and file the card at the librarian's desk. Where borrowing is done class by class, file the cards in an alphabetical order for each class. Otherwise one alphabetical sequence for the whole school is easiest.

When the book is returned, take the card out of the file, and cross through the record of the loan. The card can then be filed until the pupil borrows another book.

The entry on the card, and its crossing out when the book is returned, can be carried out by the older pupils themselves if they are carefully trained in what to do.

The only equipment needed for this system is a series of cards, one for each child (and also one for each teacher, since the same system can also be used for them, but without quite the same "rules"). You will also need some open trays, which can be made quite easily, to hold the cards upright.

Other details about borrowing and returning books are given below. You will therefore find it useful to read about the "Browne" system even if you decide not to use it.

Second Method: The "Browne" System

The pupil's card system described above is simple and requires little material. It works well in those libraries which do not have to record large numbers of loans every day. In busy libraries, the system has two problems. First, it is slow to operate because writing has to be done each time an item is borrowed. Second, it is difficult to trace who has a particular item on loan.

If either of these two problems is likely to affect your library, now or in the future, you may find the "Browne" system more suitable. It is more costly, and more time consuming to begin with. But it is more efficient in recording a large number of loans.

For the "Browne" system you need:

1. A book pocket for each book. It is made of light card to withstand usage. It is pasted firmly inside the front cover. The accession number of the book is written on it. (See diagram 17 on the next page).
2. A piece of plain paper for each book headed with the words "Due for Return", "To Be Returned By", or something similar. This serves as a date label to show when the borrower should return the book to the library. Its top edge is pasted either inside the front cover of the book or to the page opposite as shown in diagram 17.
3. A rubber date stamp to save you or your assistant from having to write the return date by hand on the date label when the book is issued.

4. A book card for each book on which is written the following information:

- (a) The book's accession number at the top.
- (b) The author's name (surname first, as always).
- (c) The title.

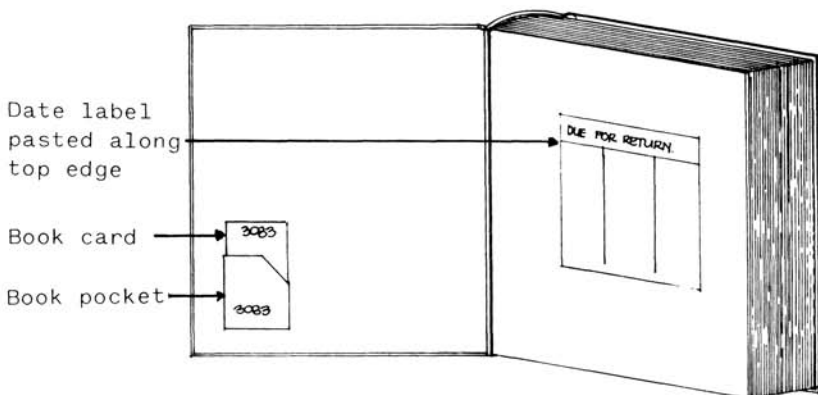


Diagram 17: Book Prepared for the "Browne" System

A book card should fit neatly into the book pocket as shown in diagram 17. It should also fit into a reader's ticket (described below) in such a way that the accession number at the top of the card is visible, as shown in diagram 18c.

5. One or more readers' tickets for each pupil on which the pupil's name is written. One ticket per pupil is sufficient if pupils are permitted to borrow only one book at a time. Two are needed if pupils are permitted to borrow two books at a time, as is commonly the case. Sometimes pupils are allowed to have more than two. Readers' tickets are made of light card. Diagram 18b shows what they look like. They are not easy to make, and the best thing for you to do is to see if your public library service or education authority make use of the "Browne" system. If they do, it may be possible for your school to obtain stocks of the readers' tickets, book cards and book pockets from them.

The "Browne" system operates in the following way:

1. When the book is on the shelves, the book card is in the book pocket.
2. A pupil wishing to borrow the book brings it to you (or your assistant) at the issuing desk together with one of his reader's tickets.

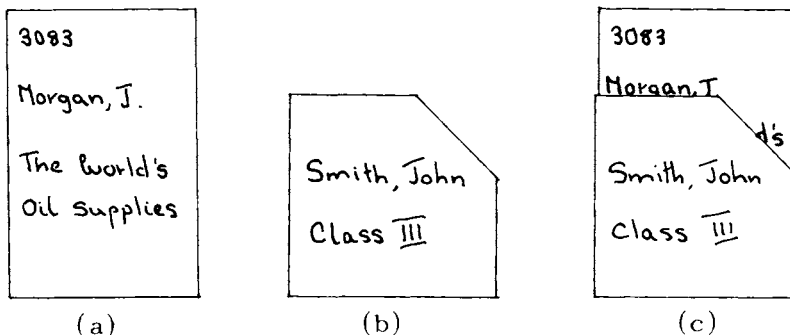


Diagram 18

(a) Book Card; (b) Reader's Ticket; (c) Card Inside Ticket

3. The first thing you do is to open the book, take out the book card, and slip it inside the reader's ticket as shown in diagram 18c. You will keep the card and ticket together at the issuing desk until the book is returned to the library.

4. The next thing you do is to stamp (or write) on the date label the latest date by which the book should be returned to the library. You will need to make a rule stating the maximum period for which books can be borrowed. If a borrower wants to keep a book for longer than that, he should bring it back to the library and seek permission to "renew" it - that is, borrow it a second time.

5. You can now hand the book back to the borrower who may take it out of the library.

6. The book cards inside the readers' tickets constitute your loan record. At the end of every day, file them

according to the accession numbers (which you can see at the top of the book cards). Keep each day's record together. Put a piece of card in front, showing the date of return: this will separate that day's loans from the next day's. Many school libraries make arrangements for whole classes of pupils to exchange their books at the same time. If you use this system, keep the loan record for each class together.

7. When a pupil returns a book, look at the date label to see when it is due to be returned. Find all the tickets which refer to that date. Now look at the book's accession number. Check the tickets until you find the one containing the book card bearing that number. Take out the book card and put it in the book pocket. Give the reader's card back to the pupil.

8. Keep the returned books at the issue desk (or on a book trolley if you are fortunate enough to have one) until you have time to put them in their correct order on the shelves (as described in Section 7).

What happens to a pupil's ticket if he does not want to borrow a book? There are two possibilities. One is that the pupil can keep his ticket (or tickets) himself. The other is that you can look after those readers' tickets that are not being used. If you decide to use the second system, keep the tickets separate from the others, in alphabetical order of the pupils' names.

Modifications of the "Browne" system as described above exist. Possibly your public library system uses one of these modifications. If so, and if you are able to obtain the tickets and cards you need from them (or from a school library support service) the best thing for you to do is to copy their lending procedure.

Overdue Loans

Whichever lending system you use, make sure to keep the loan record in such a way that you can easily tell which books are "overdue" - that is, books that have been kept for too long a time. (The "Browne" system as described above does this automatically). Work out a procedure with

the head teacher and staff by which pupils with overdue books can be reminded to return them to the library. You may also need an agreed procedure for dealing with pupils who lose or wilfully damage library books.

Requests for Books

Sometimes pupils (or teachers) will want to borrow books that are already out on loan. Possibly they will need a book so urgently that it will have to be traced immediately. If you are making use of the "Browne" system you can look through your loan record until you come to the card bearing the book's accession number. The accompanying reader's ticket will tell you who has borrowed it. If, however, you use the "pupils' cards" system, your task is much more difficult as the accession numbers are not arranged in sequence. Perhaps a willing pupil will look through all the entries until he reaches the one you need. In nearly all cases, however, the person needing the book can wait until it is returned to the library in the normal way. Even so, you must have a system by which the book is not put back on the shelves but is set aside for the person who has asked for it.

If you are using the "Browne" system, when you have found the card for the book, put a slip of paper in with it bearing the name of the reader who wants the book. When the book is returned, and you take the card out of the loan record, you will immediately see that the book is wanted by another reader.

With the pupils' card system the simplest way is to use an exercise book with a few pages allocated to each letter of the alphabet. Draw three columns on each page. Enter the request for a book by writing the author's name in the first column, the title in the second column, and the name of the person wanting to borrow the book in the third column. Diagram 19 shows an example of part of a page dealing with authors whose names begin with S.

As each book is returned, check it against the appropriate page of your requests book. If it is wanted, cross out the entry, and keep the book at the desk instead of putting it back on the shelves. Display a list in the library near

your desk showing the titles of those books on request which have been returned and the names of the pupils who want to borrow them. It is the job of each pupil to check the list and ask for the book (at which time his name can be crossed off the list).

Author	Title	Req. by
Sanders	Where are we going?	W. Tyler
Simpson	Canals and Waterways	J. Smith
Sealey	Fish breeding	K. Barker

Diagram 19: Part of a Requests Book

Larger school libraries usually modify this system by entering each request on a separate card (5 inches by 3 inches) and filing these cards by authors' names. Otherwise the procedure remains unchanged.

SECTION SEVEN

CLASSIFICATION AND CATALOGUING

It is essential that every item in a library can easily be found. If someone in your library asks you for a book, or for some information, you must be able to find it quickly. You do not want to go from shelf to shelf trying to find it. Proper organisation of materials will be of help not only to you: users can be shown the system so that they, too, can easily find what they are looking for.

Most books in a school library are books dealing with subjects (such as biology, geography, history, chemistry and so on). These books are best arranged by their subjects so that all the geography books are put together, all the chemistry books are put together, and so on.

For this reason, when you receive a new information book (or other information item) for your library, you must decide what its subject is. This is the first stage in the process of classifying the book.

Classifying Information Books

How can you decide on the subject of a book?

1. Look at the title. Does this tell you what the book is about?
2. Look at the list of the book's contents, or the headings of its chapters. Does this confirm the decision you have made on the basis of the title? (Perhaps the title is confusing; or perhaps the book deals with only one part of the subject you chose first).

3. Are there any pictures that help you to decide what book is about? Is there a short introduction at the beginning of the book in which the author tells you what he has tried to do?

Often all these questions will give you the same answer. Some books, however, will need careful study before you can be sure what the subject is. It is very important that you get it right. If you make a mistake about the subject, you will not put the book in the best place on the shelves. Some readers will find the book and be disappointed because it does not deal with the subject they are interested in. Others will be disappointed because they do not find the book at all, having looked somewhere else for it.

When you have decided on the subject of a book, you will wish to put it on the shelves with other books on the same subject. The easiest way to do this is to give each subject a number. If every book on the same subject is given the same basic classification number, and if the numbers are put in order when books are arranged on the shelves, all the books on that subject will be near to each other.

To guide you in choosing a number for each book, and to ensure that you decide in the same way whenever you classify books, you need to use a classification scheme. This is a list of subjects arranged in a useful order. The scheme used most widely all over the world is called the Dewey Decimal Classification, named after the man who invented it.

The Dewey Decimal Classification

As you will see on the next page, the Dewey Decimal Classification divides the whole of knowledge into nine very broad subjects. Each of these, which is called a "class", is given a three-digit number. There is also a number for books which are so broad in their subject that they will not fit into any of the other classes, for example, general encyclopedias. This "general class" is 000.

The ten classes are as follows:

000	General works	500	Pure science
100	Philosophy	600	Applied science
200	Religion	700	The arts
300	Social sciences	800	Literature
400	Languages	900	History, geography, biography

For a very few books, these broad subject classes might be enough. But even the smallest school library needs to be able to arrange its books more precisely than this. A reader looking for a book on chemistry would have to look at all the books numbered 500 (Pure science) to find it, thus wasting time looking also at books on physics, biology, astronomy and so on.

Each broad class, therefore, is divided into sub-classes, for example:

500	Pure science		
510	Mathematics	560	Prehistoric plants and animals
520	Astronomy	570	Nature study
530	Physics	580	Botany
540	Chemistry	590	Zoology
550	Earth sciences		

The same idea is applied again and again, so that even very small subject areas or topics can be given a specific number.

Here is an example. Follow it step by step using the classification scheme set out in Appendix B (page 94).

The number given for history, geography and biography is 900.

The history of different areas of the world is divided by continent with the numbers 940 to 999. The number for Asia is 950.

Within this sub-class 950, South-East Asia is given the number 959.

And within the sub-class 959, Malaysia and Singapore are given the number 959.5.

Large libraries, with very many books, or libraries which have a special interest in a particular topic (such as their own country and its history) can add further sub-divisions with numbers to identify quite small subject areas. For example, a school library in Malaysia would wish to have separate class numbers for that country and for Singapore. Should a problem like this arise in your library, the best thing to do is to find out what procedure your public library uses, and then copy it. Such instances are rare, however. Most of the numbers in the classification scheme in Appendix B are limited to three, and a few cases four, digits; only a few have as many as five digits. This will usually be quite sufficient for a book in your school library.

Choosing the Right Number

Having decided what a book is about, how do you find the right number for it? Ask yourself the these questions:

1. Which of the ten main subject classes does it fall into? A book on Arithmetic, for example, obviously belongs in the class Pure science (500).
2. Is the book about the whole broad subject, or about one part of it? Arithmetic is a part of Mathematics (510).
3. Is there an even more precise place for it within Mathematics? You will see in the classification scheme in Appendix B that there is a place for Arithmetic (511).

Choose the most precise subject heading you can find in the tables of the classification scheme. But make sure that the subject heading you choose includes all the topics in the book. If our example, the book on Arithmetic, also included Algebra and Geometry, you would have to choose the heading Mathematics (510).

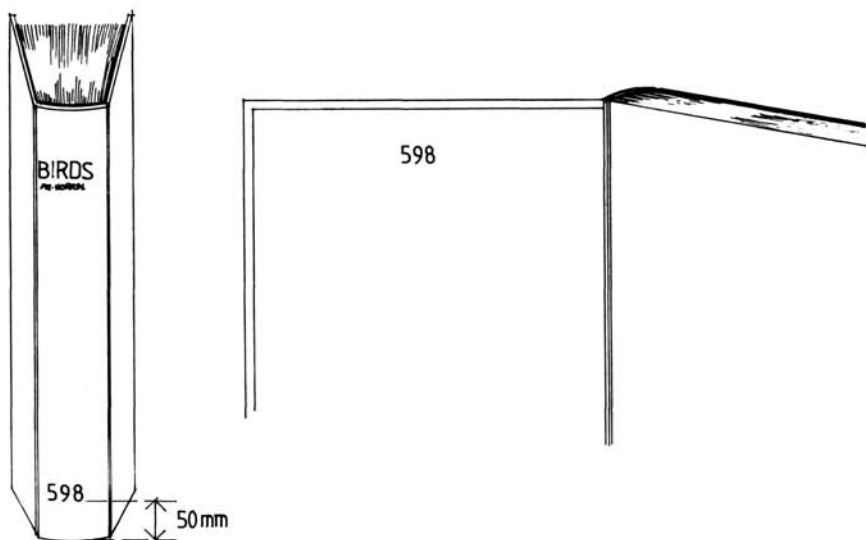
Marking the Item

When you think you have found the right number, check it carefully to make sure it is the right place in the

classification scheme. For example, you might think that a book on painting a house should have the number 750 (Painting). But when you check back, you will see that this is the number for the kind of painting done by artists; you will have to find a more suitable number for the book on painting a house.

Write the number in two places. The first place is on the back of the title page (so that there is a permanent record of the classification number given to this book).

The second is on the spine of the book about one inch from the bottom. An example, for a book on birds, is shown in diagram 20. Use a marking ink that does not easily rub off.



*Diagram 20: Marking the Class Number on the Spine
and on the back of the Title Page*

Non-Book Materials

The method of classification of non-book materials is exactly the same as for books.

Choose the best place on each type of item for marking the classification number. You will want to be able to see this number easily when the item is shelved or stored. When you have chosen the best place (e.g. the top left-hand corner of a record cover, or the top edge of a filmstrip box) always use the same place on each item of that kind.

Fiction

Books of fiction will be chosen for their stories, not for information. Do not classify them. Instead, put them on different shelves from the information books. Arrange them in alphabetical order of their authors. Because the author's name is shown on the spine of the book, and because they need no classification number, you will not need to mark these books yourself.

The Catalogue

You will need to have a complete record of the materials in the library so as to show whether the stock includes a book or other item on a particular subject, even if the item is out on loan. This record is called the catalogue.

A catalogue can be arranged in several ways. Choose the one which will be most useful to your readers.

There are two important questions which many people will ask you. Both can be answered from the catalogue.

The first of these questions is: "Has the library this particular book, whose author and title I know?". The second is: "Has the library any information on this subject?".

The first of these questions may be asked about any of the books, but is most likely to be asked about novels and other literature. The second question is likely to be asked about works of non-fiction.

The easiest way to be able to answer these questions is to have two catalogues.

One will be a record of all the books in the library, arranged alphabetically by the surnames of the authors of books. This is the author catalogue.

The other will provide details of all the information books and non-book materials arranged according to their subjects. This is the subject or classified catalogue.

A Catalogue on Cards

Your library will always be changing as new items are added to it and old ones are discarded. For this reason the type of catalogue you need is one that enables you to include details of new items and delete details of those items you discard.

The easiest way to do this is to make the catalogue on cards, using a separate card for each book or other item. The advantages of using cards are that they can be arranged in any order you wish. Cards for new items can easily be inserted at the right place. Cards for items no longer available can easily be removed. As the library grows and more cards are added, the space to file the cards can grow with it.

The standard size of card, used in libraries all over the world, is 5 inches x 3 inches ($12\frac{1}{2}$ cm x $7\frac{1}{2}$ cm). Special cabinets are made for housing drawers of the right size to hold files of these cards (diagram 12). At first, for the very small library, you can make do with cardboard trays or home-made wooden trays. Be sure that these are large and strong enough to hold the cards, and not so large that the cards can slip out of order.

The Author Catalogue

You need an author catalogue card for every item already in your library and for every item you add to it. Diagram 21 shows the information you must include.

Making the Cards

1. On the top line, at the left-hand side, write the name of the author. Give the author's surname first, and follow this with a comma, and then the first name(s) or initials.
2. On the next line, at the left-hand side, write the title of the item. Copy this exactly from the title page of the book, or from the packing of items other than books (e.g. the sleeve of a gramophone record).
3. Follow this with the name of the publisher (usually given at the bottom of the title page of a book) and the year that the book was published.

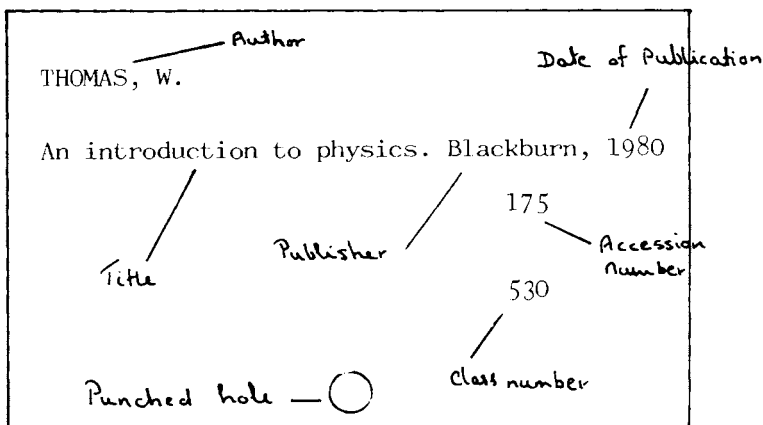


Diagram 21: Example of an Author Card

4. Add to the card, lower down on the right-hand side, the accession number (see pages 49-50).
5. In the case of non-fiction, give the classification number (see above). This will enable readers to know where the book is on the shelves.
6. If the item is not a book, show below the classification number what type of material it is (e.g. filmstrip, sound cassette etc.).

Arranging the Cards

When the author catalogue cards have been made, put them in alphabetical order of the authors' surnames. Thus you will have together cards for all the books by Dickens. The titles on the cards will tell you which of his books are in the stock of the library.

Joint Authors

Some books are written by two, or even three, people. Their names may appear on the title page as Smith, Brown and Jones. Some readers may well remember only the name Brown, and look for Brown in the catalogue. Others may mistake the order in which the names appear, and look in the catalogue for Jones, Brown and Smith.

You must take these possibilities into account when you are making the catalogue. In a case like this, the first thing to do is to make one card, as described, under the first author named; but, after the title, include the other two names. Then make two additional cards, one for each of the other two authors, directing the reader to the main entry.

For the layout of these three cards, see diagram 22 on page 68.

Each of these additional cards must then be filed in its proper alphabetical place in the catalogue.

Corporate Authors

Some items are produced not by named authors but by an organisation, such as the United Nations, or the Commonwealth Secretariat, or the Library Association. Where no individual author is given on an item, try to decide the organisation which is responsible for its production. Treat this organisation as the author, in the same way as you would a person (except, of course, that there is no surname to be put first). An example is shown in diagram 23 on page 69.

SMITH, John

A book of wild animals, by John Smith,
William Brown and Charles Jones. Forgetnot
Publications 1979

293

590



BROWN, William

see

SMITH, John



JONES, Charles

see

SMITH, John



Diagram 22: Joint Author Cards

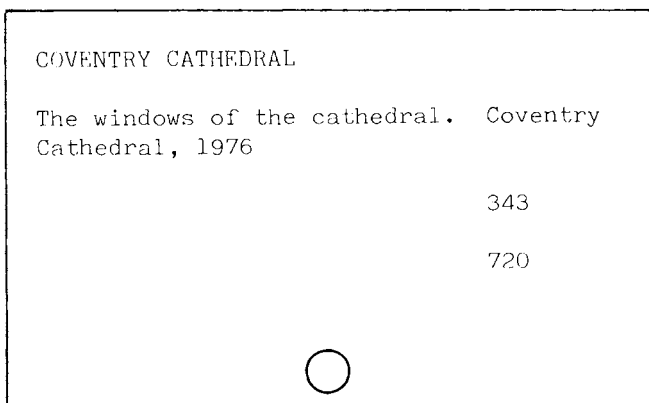


Diagram 23: Corporate Author Card

Title Entries

Some items, even some books, do not have an author - either a person or an organisation. When you find an item of this kind, make the entry by the title, writing this on the top line where the author's name would usually be. An example is shown in diagram 24.

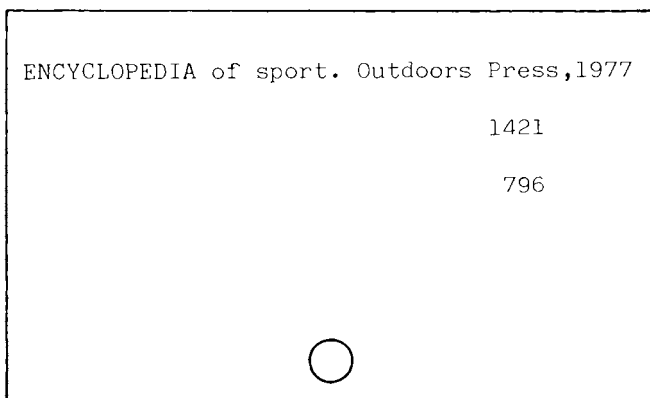


Diagram 24: Title Entry Card

Filing

These cards must be filed, like the others, in alphabetical order. Thus a possible sequence of headings on cards might run like this:

COLLINS, James
COMMONWEALTH SECRETARIAT
CONNOLLY, John
COTGREAVE, William
COUNTY COUNCILS ASSOCIATION
COVENTRY CATHEDRAL
COWARD, Noel

The most important rules for filing are given in Appendix C on page 106.

The Classified Catalogue

This is the second of the two catalogues recommended on page 65. Its purpose is to enable readers to know what materials the library has on any subject.

As we have seen, the best way of identifying and arranging materials on a subject is by classifying them and allocating a class number from the Dewey Decimal Classification.

When the number has been allocated to an item, it can be used on a card for the item. A catalogue of these cards, arranged in order of these numbers, is called a classified catalogue.

Making the Cards

The cards for the classified catalogue should be the same size as those for the author catalogue (i.e. 5 inches by 3 inches).

The arrangement of the information on the card is the same as with the author catalogue, with one important difference.

On the top line, on the left-hand side, put the classification number (which you have already written on the spine of the book and on the back of the title page), and then the word or brief phrase describing the subject. Then follow the pattern as with the author catalogue. Diagram 25a shows an example of a classified card for a book; diagram 25b shows one for a filmstrip.

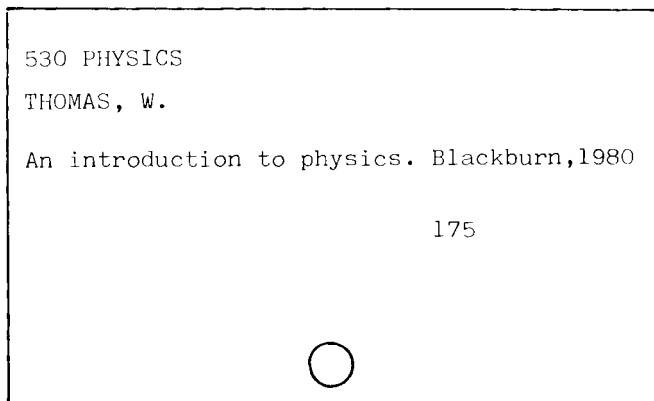


Diagram 25a: Classified Card for a Book

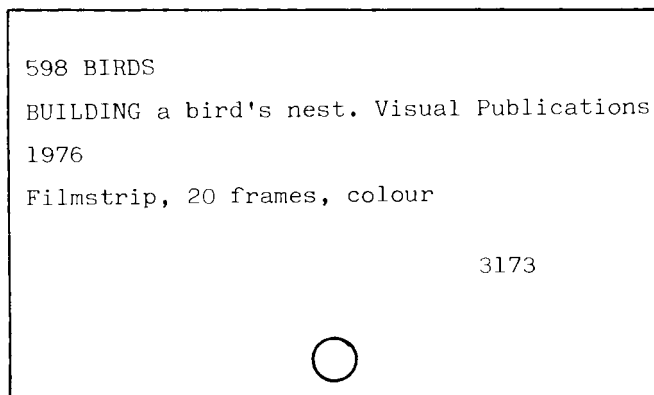


Diagram 25b: Classified Card for a Filmstrip

Arranging the Cards

File the subject catalogue cards in order of the classification numbers. This will bring together information on all the items you have on a subject, whether an item is actually in the library or out on loan, and whether the information is the main subject of a book or not.

Added Entries

A book can only be in one place in the library. But some books, while they are mainly about one subject, may include useful information on something quite different. The subject catalogue allows you to draw attention to the book, not only under its main subject, but also under any other subject heading where readers will find it helpful.

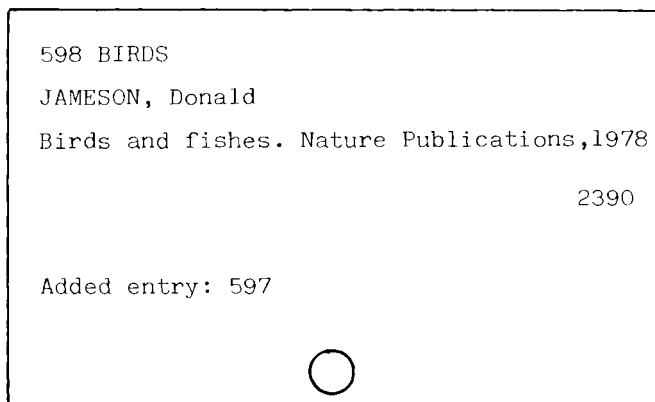


Diagram 26: Main Subject Entry

The book named in diagram 26 is about Birds and Fishes. It is classified by the number for Birds. Readers looking for information about birds will find out from the subject index (see page 74) that the classification number is 598. They can then look through the subject catalogue cards until they come to 598 and see that the library has this book on birds. But what about those

readers who want a book about fishes? They would never think of looking at the number 598 because that is the number for birds, not fishes.

In cases like this you should give the book an additional number for the second subject and make a separate, additional card (known as an "added entry") for the book at that number for the classified catalogue.

For the example just given, the added entry will have a number for Fishes (597) at the top. The rest of the entry will be the same as for the main card (under 598 Birds). But you must add at the end of the information the words "shelved at 598" (which is the number for Birds) so that the reader will know where the book itself is to be found. (See diagram 27).

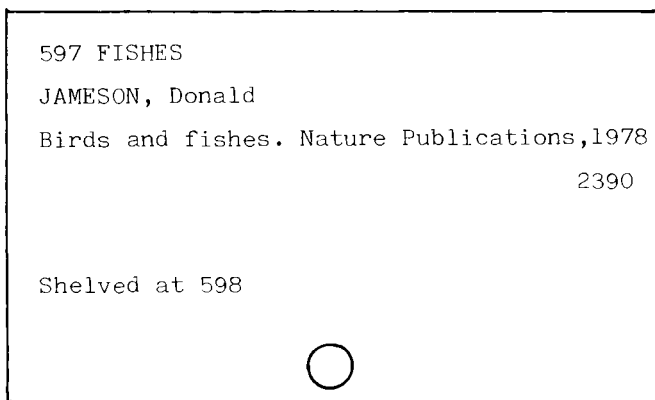


Diagram 27: Added Subject Entry

Now go back to the main entry (the card shown in diagram 26 which was made under 598 Birds). Add to it a note of the class numbers of any added entries. You then know what added entry cards there are in the catalogue. When the time comes to get rid of the book, you can easily find all the cards relating to it, and throw them all away. You do not want to keep cards for books that no longer exist in the library.

Subject Index

The classified catalogue will show readers everything you have on a subject, grouped by the classification numbers. But how will they know the right number to look for?

To help them with this, you must have a subject index. This consists of another set of cards intended not as a guide to books, but to classification numbers. Very little information is needed on each card.

On the top line put the name of the subject (on the left-hand side) and the classification number (on the right-hand side). Three examples are shown in diagram 28.

You can make the cards for the subject index at the same time that you are making those for the classified catalogue.


At first many of the classification numbers where you are filing cards will need subject index entries, because you will be using that class number and subject for the first time. But as the classified catalogue grows, many cards will be using a number you have included before. For these there will already be a card in the subject index. Another card will not be needed. One card in the subject index will guide readers to everything on that subject in the classified catalogue.

For some numbers there may be several words which will be useful guides: for example RAILWAYS, TRAINS. A card can be made for each of these. Each will give the same classification number, and lead the reader to the same place in the catalogue. When you are making entries for the subject index, try to think of all the words your readers are likely to look for, and include them.


Sometimes the same word, used to describe a subject, may have more than one meaning. For example, CHINA. Or there may be two very different aspects to a subject. For example, FISHING. In these cases the cards in the subject index will look like this:

CHINA:	ceramics	738	FISHING:	sport	799
CHINA:	country	915	FISHING:	industry	639

BIRDS 598



CHINA: ceramics 738



CHINA: country 915.1




Diagram 28: Subject Index Cards

You now know how to make:

1. An author catalogue of all the items in the library.
2. A classified catalogue of the non-fiction items.
3. A subject index to the numbers used in the classified catalogue.

These must be kept in three separate sequences:

1. The author catalogue arranged in the alphabetical order of the authors' names (or other headings used).
2. The classified catalogue in order of the class numbers.
3. The subject index in alphabetical order of the names of the subjects. Because the name of each subject will appear only once, no matter many items you have in the library on that subject, this sequence will be much shorter than the other two.

When any of the sequences becomes sufficient to fill a catalogue drawer, it will be helpful to users if you insert guide cards at intervals. Guide cards are the same width as catalogue cards, but are tall enough to project above them as shown in the diagram below.

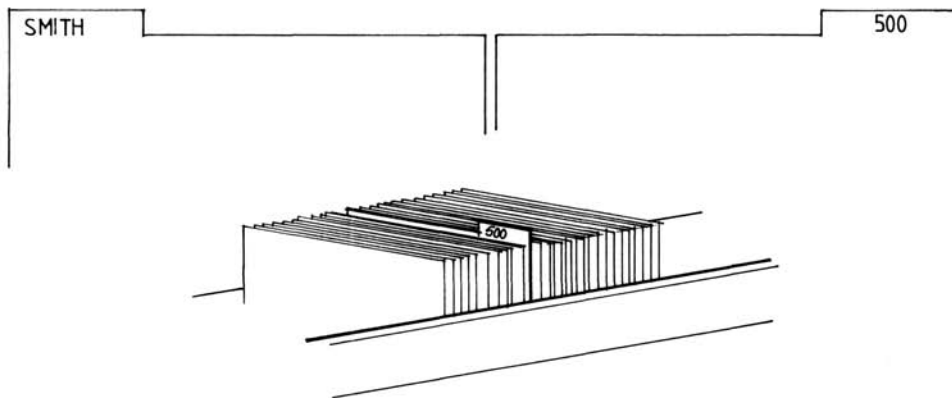


Diagram 29: Guide Cards (Author Sequence; Classified Sequence; and Inserted in a Cabinet Drawer)

SECTION EIGHT

USING THE SCHOOL LIBRARY

The purposes of the school library are:

1. To support the teaching and educational work of the school.
2. To develop in young people a habit of reading both for pleasure and for the purpose of gathering information for themselves.

These purposes will not be achieved automatically. The school and the librarian must set out to make them happen for the benefit of each child.

The use of books to support studies depends on two things. One is the existence of a well-stocked, well-organised and easily accessible library. The other is the attitude of the staff including the head teacher.

Take every opportunity to do what you can to foster a positive attitude towards the library. In undertaking this task the following facts may be helpful. One is that teachers nearly always find that they do not have time in their lessons to teach everything they would like their pupils to know about a subject. The pupils therefore need to supplement their classwork with further reading. A second is that a great deal of useful general information is not included on the school curriculum and is not taught in class. Only the library can supply this information. A third is that children need to develop their reading skill if they are to achieve their full potential. A fourth is that schools have the task of preparing children to continue learning after they leave school when they can no

longer turn to teachers for assistance. Modern education relies more and more on "project" methods, where the process of education depends on guided discovery by the pupil, using the library as well as other sources.

Educational Use of the Library

If your library is to play its full part in supporting the school's teaching programme, you will have to work closely with your teaching colleagues. You must keep in regular touch with them and suggest ways in which the library can help their plans. At the same time, you must also ensure that teachers do not develop ambitious programmes of learning based on the library which the resources of the library cannot support. If projects of this kind are to succeed, the library must be able to provide the materials required. It must also be able to accommodate all the children who wish to use the stock at any one time. Planning of this kind should take place at regular meetings at which you are able to discuss the school's curriculum and work with the teaching staff.

Information Seeking

The library must also encourage individual pupils to develop the habit of seeking and finding information in the library. Most of the information that people want throughout their adult life exists in published form. But many people have never learned the habit of seeking it in books and libraries. Developing the habit is something which can be encouraged at school and which will bring lasting benefit in adult life.

For this purpose the library needs to be available to the pupils when they want to supplement their schoolwork or follow up their own personal interests. It needs to have the range of materials to enable the pupils to succeed in finding the information they want. It needs to be organised in such a way that answers to questions can be found. It also needs to provide a service which helps children to develop the skills of finding information for themselves.

Promoting the Use of the Library

Booklists

The use of books and other materials can be encouraged by the preparation of lists. The object of a booklist is to draw the attention of pupils to books they may not have come across, or thought not worth trying. Before starting to prepare a booklist, therefore, it is important to decide:

1. Who am I trying to persuade - what age of children for example?
2. What kind of material am I seeking to encourage them to read?
3. Why do I want them to read it?
4. Is a booklist the best way to achieve this purpose?

Only when you have answered these questions clearly can you set about making a useful list.

Lists may be related to:

1. Pupils' needs in connection with their projects.
2. Their hobbies and interests outside school.
3. Widening their recreational reading tastes.

Many booklists will be prepared by the librarian or by other members of the teaching staff. But the preparation of a simple booklist can be part of a pupil's work, either as part of a project or to give practice in making use of books and the library.

The preparation of booklists can also be a way of checking the library's resources. A booklist is not simply an extract from the catalogue. It should also take into account what material ought to be available. This in turn will encourage you to fill gaps in the stock of the library.

A booklist is not a simple listing. In its arrangement, and in notes and critical comments, it should indicate to the user the usefulness of each item included.

Training in the preparation of booklists will be of special assistance to older students who should be encouraged to add bibliographical references to their written work.

Displays

The wider use of the school library will also be encouraged by the use of displays. They are a good way of drawing attention to sections of the library's stock or to new books, or new groupings of material from a variety of subjects. They are also a good way of linking the library to what is going on in the school. Thus, a subject department may wish to display some of its work, and the use of the library for this will both demonstrate the part the library has played and the kind of resources the library has on the subject. Displays may also be arranged in the library to link with special school activities or the work of school clubs or youth groups.

Sometimes an occasion arises which is of interest to the whole school. Possible examples are a major sporting event or an international conference in your country, or an important national campaign (e.g. on health or road safety). In such cases you may wish to mount a display in a prominent place in the school so as to draw everyone's attention to the materials on the subject which are available in the school library.

Teaching the Use of the Library

The use of books is not a skill which comes naturally: it has to be learnt. Non-fiction books are organised in such a way as to communicate information, and to enable it to be found easily. Unless the skill of using books is learnt, information can be missed or misunderstood, and much time can be wasted in searching for information.

Many schools give "library lessons", in which this skill is taught. The idea is a good one. But there are two weaknesses to guard against. The first is to forget the real objective which is to enable readers to use books and libraries efficiently, not to acquire the skills of a librarian - a very different thing. The second is to suggest that the skill of using books is an end in itself rather than a means to the end of being able to find information quickly and efficiently. Formal training in the use of books and libraries should be planned. It should be based on clear decisions about what pupils should be able to do at various ages and levels of achievement. It should be related also to what pupils need to know at various stages of their school work.

The skills that children need to acquire can be divided into two broad groups:

1. Skills in the use of books (study skills).
2. Skills in the use of libraries (library skills).

Study Skills

The first of these skills will help pupils to make the best use of significant parts of a book which they might otherwise overlook. You should therefore teach pupils about:

1. The title page: the importance of the information to be found there, including the title, the name of the author, and the date of publication; the importance of reading and recording this information correctly.

The author and title identifies the book, distinguishing it from any other book by the same author, or any other book with the same title by another author. Should a pupil wish to read the book again, or to check on any information taken from it, he needs to record these details accurately if he is to find the book without difficulty.

The book's date of publication indicates how recent the information in the book is likely to be. A book on any subject published ten years ago cannot contain the

most recent information on the subject. Sometimes this is not important. A history book is not likely to be unreliable merely because it is ten years old. But in other cases (e.g. space exploration) a ten-year-old book can be seriously out of date.

2. The contents list: its use in finding out what the book is about; what it covers (and excludes); and the guidance it can give to seeking a particular piece of information.

Turn to the contents list of this book. This shows what the book is about; how it is arranged; and whereabouts in the book the main subjects are likely to be found.

3. The index: how it is arranged: what special features it contains; care in using it intelligently so as to ensure that all the possible places are tried to find a particular piece of information.

Turn to the index-glossary on page 118. Most books merely list subjects, names and so on, and refer the reader to the page where they are dealt with. This one explains some of the less common terms. To find further information, look up the pages to which the index directs you.

4. The illustrations; what kind are they? What can be learnt from diagrams?

Turn to one of the pages of diagrams. The illustrations in this book are drawings intended to show detail more clearly than, for example, a photograph would. For some subjects (such as painting), a diagram would be useless; a photograph, if possible in colour, would be essential.

5. Bibliographies and other ways in which books guide readers to other sources of information.

Turn to the bibliography on pages 90-93. No book can tell you everything, even on its own subject. But it can suggest other books which deal with aspects of the subject in more detail or approach them in a different way. Pupils should learn how to use a bibliography as a guide to other information on the subject, making a careful and accurate note of the books suggested.

The Need to Prepare a Study Programme

Pupils should not be expected to learn all these study skills from the outset of their school career. Instead, they should acquire them gradually as they grow older and their familiarity with books increases. For example, books used by younger children may not include an index or a bibliography.

You will need to prepare a programme listing the skills which pupils should gain at each stage. You will also need to devise exercises, games and competitions which will help them to acquire the skills.

The aims of this programme are to show pupils:

1. How to use a book to find a particular piece of information rather than reading it from beginning to end.
2. How to make notes rather than copying out every word.
3. How to compare and combine information from more than one source (one of the most important skills a school can teach).

Library Skills

Training in library use is intended to make the pupils capable of using a well-organised library for finding information. They will need to know:

1. The purpose and nature of a library.
2. Its general organisation.
3. The basic idea of the classified arrangement.
4. How to use the catalogue to trace items so as to find information.
5. How to use bibliographical materials in order to find out what books and other items are in existence.

A Study Programme Year by Year

The skills can be taught in stages which take into account the number of years the pupils spend in school and the pace and ability of individual children. Thus a plan could be followed which would aim at giving children the following levels of skill over a period of nine years. Where less time is available, the period can, of course, be shortened.

Years 1 and 2

An awareness of books and other materials as physical objects and as sources of interest and enjoyment.

Many children may have had little contact with books, and will not know the pleasure to be gained from reading or the value of books as a way of finding out information. Teachers should therefore help to develop this understanding of books:

- (a) By reading stories, or amusing and exciting parts from longer books, so as to encourage the children to read them for enjoyment.
- (b) By demonstrating the value of books for information, by using books themselves, by showing children how and why they do so, and by setting children to find the answers to their questions in books instead of telling them the answers all the time.
- (c) By showing children how to take good care of books. Some points they need to know are:
 - (i) When taking a book from a shelf, never pull it out by the top of the spine or you may tear it off. Instead, press the first finger on the top of the book and pull the book gently towards you.
 - (ii) Dirt, dust, sunshine, and moisture all damage books. So never leave a book on the ground or near windows where the sun and rain might reach them, and never put down a glass or a cup on a book.

(iii) Never turn down the corners of pages to mark your place. Never underline passages in books or write in them.

(iv) Tell the librarian about any library book which requires repair or looks as though it may soon need to be repaired.

Years 3 and 4

An elementary understanding of the way in which libraries collect and organise their materials; the range of topics covered in books and other materials; the difference between fiction and non-fiction; how to find the book or other item needed to produce a piece of information required; the elements of the organisation of the book (e.g. author, title, contents, index); elementary reference use (e.g. dictionaries, encyclopedias, atlases).

Years 5 and 6

The systematic organisation of the library; the internal organisation of the book; common types of reference tool and the retrieval of specific facts; print materials other than books (e.g. the use of periodicals, charts etc.).

Years 7, 8 and 9

More sophisticated skills in library use; the wider range of libraries and of other sources of information; the simple comparative use of books; the use of several books or other items to bring together different pieces of information on a topic, or different points of view on a subject.

If these levels of achievement are acquired gradually, beginning at about the age of seven years and building on what is already known, the young person leaving school whether for further formal education or not - will be equipped to make competent use of books and libraries in later life.

Training should combine teaching, demonstration and practice, and be related to the children's needs in their school work. To use the library at all, some basic

instruction in all aspects will be necessary from the beginning. Special attention should be given from the outset to the practical task of finding information needed to supplement class work because this will make the acquisition of the skills obviously worth while.

Study Methods

The preparation of a programme to achieve these aims will involve:

1. Identifying books of subject interest and at the reading level of the pupils in the class which you are teaching, and which have those features you wish to teach about (e.g. a title page, a contents list, an index, a bibliography).
2. Giving pupils the confidence to use these features through games and contests. For instance, you may ask them "Who has a book by such and such an author?" "Who has a book by such and such a publisher?" "Has anyone a book which contains information about dogs?"

The questions can be given to the whole class orally, or they may be written down on work cards so that children can work through the questions as individuals.

3. Demonstrating how to make notes. One way of doing this is to duplicate a few paragraphs so that each member of the class has a copy, and showing how you would make notes on the paragraphs. Pupils can then be encouraged to apply the same methods to certain paragraphs in a library book, and you can check and comment on their efforts.
4. Enabling students to practice the skill of comparing and combining information from different sources. You will need to identify books on the same subject for each pupil in a group. You can demonstrate the skill by means of a duplicated sheet containing paragraphs from two different books on the same subject. To be successful, the teaching programme requires careful preparation. You will be able to improve and extend your range of examples as time goes on. Remember to keep a file of information about the books you use in the programme.

Reading for Pleasure

The school library needs to develop the habit of reading for entertainment and enjoyment. There are several reasons for this.

1. Learning to read is more than a matter of learning the mechanical skills of the process. The more that children read for pleasure the more fluent they will become, and the more they will be able to increase their powers of comprehension.

2. Stories and other kinds of imaginative literature offer a range of experiences which children can relate to their own experience, or use as a means of testing social and interpersonal situations which they may meet in the future. In other words, children can exercise their imagination and judgement in ways which will help them to develop into mature adults.

3. The habit of reading for enjoyment will remain for life as one of the most creative ways of using leisure time.

In encouraging reading for pleasure, direct instruction is likely to be less effective than giving a good example and sharing your enthusiasm. So read children's books yourself and get to know them. You will then be able to recommend a book, not on the basis of formal approval but because you have yourself drawn enjoyment from it. Also, with your knowledge of the contents of the books and the personalities and interests of the children, you will be in a unique position to help individual children to make good choices from the books stocked by the library.

There are various ways of stimulating interest in story books. One is to read aloud an extract from a book, stopping at a point of particular interest or excitement and telling the class that the book is available in the library for those who wish to find out "what happened next". This is a task not only for the school librarian but for all teachers who share the concern for books and reading among the children. Make sure, as librarian, that if attention is being drawn to a particular book,

you have plenty of copies available for borrowing. It is no good building up enthusiasm if demand cannot be met quickly.

APPENDIX A

A LIST OF FURTHER READING

- Allan, M. The school library resource centre.
London: Crosby Lockwood, 1974.
- A manual on setting up a school
 library resource centre, with detailed
 instructions for the types of media.
 Useful chapter on the subject index.
- American Library A L A rules for filing catalog cards:
Association edited by Pauline A. Seely. 2nd
 edition. Chicago: American Library
 Association, 1975.
- Detailed instructions for filing as a
 full expansion of the most important
 rules given in Appendix 6.
- Beswick, Norman Resource-based learning. London:
 Heinemann, 1977.
- A comprehensive study of the way in
 which learning can be based on the use
 of resources, and the school library
 resource centre which is necessary to
 make it possible.
- Davies, W. J. K. Learning resources? An argument for
 schools (C.E.T. guidelines no. 1).
 London: Council for Educational Techno-
 logic, 1975.
- Practical guidelines for the uses of
 resources in learning.

- Furlong, Norman and Platt, Peter Cataloguing rules for books and other media in primary and secondary schools. 5th edition. London: School Library Association, 1976.
- Includes simple rules for cataloguing non-book materials.
- Gordon, Cecilia Resource organisation in primary schools (C.E.T. guidelines no. 5). London: Council for Educational Technology and School Library Association, 1978.
- Herring, James E. Teaching library skills in schools. Slough: N.F.E.R. Publishing Co., 1978.
- A straightforward and comprehensive handbook on its subject, setting out the aims and giving extensive examples of the ways in which the skills may be taught. The scope covers the teaching of library use skills, approaches to the promotion of library and book use, and evaluation of both fiction and non-fiction.
- Holder, M. L. and Mitson, R. Resource centres. London: Methuen, 1974.
- Brief but comprehensive introduction.
- Irving, Ann and Snape, Wilfred Educating library users in secondary schools. London: British Library Research and Development Division, 1979 (Report no. 5467).
- The report of a major research project, based on a survey of schools, and making recommendations on the syllabus and techniques which may be used.
- James, P. Non-book media in junior schools: a handbook of practical advice. Oxford: School Library Association, 1978.

Library
Association

Library resource provision in schools:
guidelines and recommendations.
London: Library Association, 1977.

Recommendations of standards of stock,
space and staffing, with extensive
guidance on the services which should
be provided.

Marshall,
Margaret R.

Libraries and literature for teenagers.
London: Andre Deutsch, 1975.

Although directed mainly to public
library service, this includes a study
of the reading interests of, and books
appropriate to, adolescents. A similar,
though shorter, guide can be found in:
Barnes, M. and Ray, S. G. Youth library
work. London: Clive Bingley, 1976.

Ray, Colin

Library service to schools and children.
Paris: Unesco, 1979.

Although covering both school libraries
and children's departments in public
libraries, this (in separate chapters
where appropriate) covers the topics of
the present handbook in fuller and
rather more advanced detail.

School Library
Association:
Primary Schools
Sub-Committee

The library in the primary school.
2nd edition. London: School Library
Association, 1967.

Although now rather old, a useful
simple guide.

Schools Council

School resource centres: the report
of the first year of the Schools
Council Resource Centre Project by
N. W. Beswick (Working paper no. 43).
London: Evans/Methuen, 1972.

Though this was an interim document,
it remains valuable as a basic hand-

book, with special reference to indexing, storage and retrieval.

University of Lancaster.
Centre for Educational Research and Development

Information skills in the secondary school. Teaching resources folder. Lancaster: University of Lancaster, 1980.

This folder, prepared as part of the Using Books and Libraries Project, contains a collection of articles on the teaching of library and study skills, syllabuses (including extracts from Irving and Snape) and examples of worksheets and similar items.

Waite, C. and
Colebourn, R.
editors

Not by books alone: a symposium on library resources in schools. London: School Library Association, 1975.

A collection of separate articles on the use and organisation of materials in the school library resource centre.

Winslade, B. A. J.

Introduction to the Dewey Decimal Classification for British Schools. 3rd edition. Oxford: Forest Press for the School Library Association, 1977.

With a preface explaining the principles of classification, and the way in which the classification code should be used, this provides a detailed abridgement of the Dewey Decimal Classification, with auxiliary tables and an index to headings.

APPENDIX B

CONDENSED DEWEY DECIMAL CLASSIFICATION

Published by permission of Forest Press Division, Lake Placid Club Education Foundation, owner of the copyright. Librarians needing advice on the extension of particular numbers to meet specific needs may write to: Editor of Dewey Decimal Classification, The Library of Congress, Washington, D.C. 20540.

- 000 GENERAL WORKS
- 020 Library science
- 027 School libraries
- 030 General encyclopedias

- 100 PHILOSOPHY
- 150 Psychology (Study of human behaviour)
- 170 Ethics (Science of moral value of human life)
 For Etiquette, see 395

- 200 RELIGION
- 220 Bible
 Including stories from the Bible but not
 stories with biblical setting
- 231 God
- 232 Jesus Christ
- 280 Christian religion and churches
- 290 Other religions (non-Christian religions)
- 291 Comparative religion and mythology
 For Folklore, see 398
- 292 Greek and Roman religion
- 294 Brahmanism and religions deriving from it
- .3 Buddhism
- .5 Hinduism
- 295 Zoroastrianism and related religions
- 296 Judaism

297	Islam
299	Religions not otherwise provided for Including Confucianism, Taoism, Shintoism, Celtic religion
300	SOCIAL SCIENCES
301	Sociology (Study of human relations)
320	Political science (Politics, citizenship, world affairs)
330	Economics (Production, distribution, consump- tion of wealth)
340	Law
341	International law (Law of nations, United Nations)
350	Public administration (Executive branch of government)
355	Military science
360	Social welfare
369	Associations, clubs, boy scouts, girl scouts
370	Education
372	Primary education
380	Commerce, communication, transportation
383	Postal service Including stamp collecting
384	Telecommunications
385	Railroads
386	Waterways
387	Ocean and air transport
388	Roads, local transit
390	Customs and folklore
391	Costumes and accessories
394	Public and social customs Including eating and drinking customs, public festivals, parades, fairs, holidays
395	Etiquette
398	Folklore Including riddles, proverbs, legends, superstitions, fairy tales
400	LANGUAGES
420	English
421	Written and spoken elements Including alphabet, pronunciation, abbreviation, punctuation
423	Dictionaries

- 425 Grammar
- 428 Textbooks for learning English
- 430 German
 - Divide like 420-428, applying the same subdivisions with necessary adaptations to the individual numbers
- 439 Other Germanic languages
 - .3 Dutch, Flemish, Afrikaans
 - .7 Swedish
 - .8 Danish and Norwegian
- 440 French
 - Divide like 420-428, applying the same subdivisions with necessary adaptations to the individual numbers
- 449 Provençal and Catalan
- 450 Italian
 - Divide like 420-428, applying the same subdivisions with necessary adaptations to the individual numbers
- 459 Rumanian
- 460 Spanish
 - Divide like 420-428, applying the same subdivisions with necessary adaptations to the individual numbers
- 469 Portuguese and Galician
- 470 Latin
 - Divide like 420-428, applying the same subdivisions with necessary adaptations to the individual numbers
- 480 Greek
 - Divide like 420-428, applying the same subdivisions with necessary adaptations to the individual numbers
- 490 Other languages
 - Including Oriental languages
- 491 Other Indo-European languages
 - .4 Modern Indic languages
 - .5 Iranian and Armenian languages (Old and Modern Persian, Pashto, etc.)
 - .6 Celtic languages
 - .7 Russian
 - .8 Other Slavic languages (Bulgarian, Czech, Polish, Serbo-Croatian, etc.)
 - .9 Baltic languages

492	Semitic and Hamito-Semitic languages
.4	Hebrew
.49	Yiddish
.7	Arabic
493	Hamitic languages
494	Finno-Ugric (Finnish and Hungarian) and and other linguistic groups
495	Far Eastern languages (Chinese, Japanese, Thai, Burmese, etc.)
496	African languages (Hottentot, Bushman, Bantu, etc.)
497	North American Indian languages
498	South American Indian languages
499	Austronesian (Papuan, Malaysian, Polynesian Melanesian, etc.) and other languages
500	PURE SCIENCE
	<i>For applied science, see 600</i>
510	Mathematics
511	Arithmetic
520	Astronomy
525	Earth
	Including orbit and motions, seasons, tides
529	Chronology
	Including intervals of time, clocks, calendars
530	Physics
534	Sound
535	Optics
536	Heat
537	Electricity and magnetism
539	Atomic energy
540	Chemistry
549	Mineralogy
550	Earth sciences
	Including geology
551	Weather
560	Prehistoric plants and animals
570	Nature study
572	Anthropology (Races of man)
574	Biology (Living organisms)
576	Microbes
578	Microscopes and microscopy
580	Botany (Plant life)

- 582 Trees, forests
- 583 Flowering plants
 - For Gardening, see 635*
- 590 Zoology (Animal life)
 - For Pets, see 636*
- 592 Invertebrates
- 595.7 Insects
- 596 Vertebrates
- 597 Fishes
- 598 Birds
- .1 Reptiles
- 599 Mammals

- 600 APPLIED SCIENCE, USEFUL ARTS
 - For pure science, see 500*
- 608 Inventions
- 610 Medicine
 - 612 Human physiology
 - 613 Hygiene
 - 614 Safety
 - Including first aid, fire and accident prevention
- 620 Engineering
 - 621 Mechanical engineering
 - Including radio, telephone, telegraph, television
 - 622 Mining engineering
 - 623 Military and naval engineering
 - 624 Civil engineering
 - Including bridges, tunnels
 - 625 Railroad and road engineering
 - 627 Hydraulic engineering
 - 628 Sanitary and municipal engineering
 - 629 Other branches of engineering
 - .1 Aviation
 - .2 Motor vehicles engineering
 - Including automobiles, motor cars, cycles
 - .4 Astronautics (Space flight)
- 630 Agriculture
 - Including country life
 - 631 Farm
 - 632 Plant injuries and diseases
 - 633 Crops
 - 634 Fruits, orchards, vineyards, forestry

- 635 Gardening
- 636 Domestic animals, pets
- 637 Dairy industry
- 638 Insects and other useful invertebrates
- 639 Hunting and fishing industries
 - For Hunting and fishing as sport, see 799*
- 640 Homemaking
- 641 Food
- 645 Home furnishing
- 646 Clothing
- 649 Child care
- 650 Business
 - Printing, publishing, bookbinding
- 660 Chemical technology (Chemical industries and their raw materials)
- 669 Metallurgy
- 670 Manufactures
- 680 Mechanic trade, amateur workshop

- 700 THE ARTS
- 720 Architecture
- 730 Sculpture
- 737 Coins
- 738 Ceramic arts
- 740 Drawing and decorative arts
- 745 Handicrafts
- 750 Painting
- 760 Prints and print making
- 770 Photography
- 780 Music
 - 784 Vocal music
 - Including choruses and part songs, solos, folk songs, student songs, national songs
- 790 Recreation, hobbies
- 791 Public entertainment
 - Including amusement parks, circus, marionettes, motion-picture, radio television
- 792 Theatre, ballet
- 793 Indoor games and amusements
 - Including parties, riddles, contests, tricks, magic, games and dances
- 794 Games of skill
 - Including chess, checkers, bowling
- 796 Athletic and outdoor sports and games

- 797 Aquatic sports
 - Including boating, swimming
- 798 Horsemanship
 - Including riding, horse racing, horse shows
- 799 Hunting, fishing as sport

- 800 LITERATURE
- 808 Rhetoric
 - .8 Collections from several literatures
- 820 Literature of English language
- 821 English poetry
- 822 English drama
- 830 Literature of German language
- 831 German poetry
- 832 German drama
- 839 Literatures of other Germanic languages
 - .3 Literatures of Netherlands languages
 - .7 Literature of Swedish language
 - .8 Literatures of Danish and Norwegian languages
- 840 Literature of French language
- 841 French poetry
- 842 French drama
- 849 Literatures of Provencal and Catalan languages
- 850 Literature of Italian language
- 851 Italian poetry
- 852 Italian drama
- 859 Literatures of Rumanian and Rhaeto-Romance languages
- 860 Literature of Spanish language
- 861 Spanish poetry
- 862 Spanish drama
- 869 Literatures of Portuguese and Galician languages
- 870 Literature of Latin language
- 871 Latin poetry
- 880 Literature of Greek language
- 881 Greek poetry
- 890 Literature of other languages
 - Including literatures of Oriental languages
- 891 Literatures of other Indo-European languages
 - Divide like 491, e.g. literature of Russian language 891.7

- 892 Literatures of Semitic and Hamito-Semitic languages
 - Divide like 492, e.g. literature of Yiddish language 892.49
- 893 Literatures of Hamitic languages
- 894 Literatures of Finno-Ugric and other linguistic groups
- 895 Literatures of Far Eastern languages
- 896 Literatures of African languages
- 897 Literatures of North American Indian languages
- 898 Literatures of South American Indian languages
- 899 Literatures of Austronesian and other languages
- 900 HISTORY, GEOGRAPHY, BIOGRAPHY
- 900 History in general, World history
- 910 Geography, travels, description of places
 - For all continents and countries use number as indicated in history series, inserting the figure 1, e.g. 914.4 France, 918.6 Colombia
- .3 Dictionaries and gazetteers
- .4 Travel and adventure
- 912 Atlases and maps
- 913 Antiquities and archeology
- 920 Biography
 - Including autobiographies, diaries, personal narratives, portraits, correspondence, when none of these is primarily of literary, artistic or subject interest.
 - If preferred, class biographies clearly belonging to specific subject fields with the subjects of the respective biographies, using form division 092, e.g. biographies of botanists 580.92. Biographies not belonging to specific subject fields or, if desired, all biographies may be kept together and may have as class mark 92 or the letter B followed by the first three letters of the surname, e.g., (92 or B) for a life of (Nel or Nel)
 - Nelson
- 930 Ancient history
- 931 China to A.D. 420

932	Egypt to c. A.D. 640
933	Judea to A.D. 70
934	India to c. A.D. 650
935	Median, Persian, Assyro-Babylonian Empires
936	Ancient European tribes
937	Rome to A.D. 476
938	Greece to A.D. 323
939	Other civilizations of the Mediterranean Basin
940	Europe
941	Scotland
.5	Ireland
.6	Ulster (Northern Ireland)
942	England
.9	Wales
943	Germany
.1	including Federal Republic
.6	German Democratic Republic
.7	Austria
.8	Czechoslovakia
.9	Poland
944	Hungary
945	France
946	Italy
.9	Spain
947	Portugal
.1	Union of Soviet Socialist Republics (Russia)
948	Finland
.1	Scandinavia
.5	Norway
.9	Sweden
949	Denmark
.1	Other areas of Europe
.2	Iceland
.3	Netherlands
.35	Belgium
.4	Luxembourg
.5	Switzerland
.6	Greece
.65	Balkan States
.7	Albania
.77	Yugoslavia
.8	Bulgaria
.9	Rumania
	Islands of the Aegean Sea

950	Asia
951	China
	Including People's Republic
.24	Taiwan (Formosa)
.9	Korea
952	Japan
953	Arabian Peninsula
954	India
.2	Nepal
.7	Pakistan
.89	Sri Lanka (Ceylon)
955	Iran (Persia)
956	Near East (Middle East)
.1	Turkey
.4	Cyprus
.6	Armenia and Kurdistan
.7	Iraq
956.9	Eastern Mediterranean
.91	Syria
.92	Lebanon
.93	Jews (history of Jews since their dispersion)
.94	Israel
.95	Jordan (Transjordan, Transjordania)
957	Siberia, USSR in Asia
958	Central Asia
.1	Afghanistan
.4	West Turkestan(Soviet Central Asia)
959	Southeast Asia
.1	Burma
.3	Thailand (Siam)
.4	Laos
.5	Malaysia
	Including Singapore
.6	Cambodia
.7	Vietnam
960	Africa
961	North Africa
.1	Tunisia
.2	Libya
962	Egypt
.4	Sudan
963	Ethiopia (Abyssinia)
964	Morocco
965	Algeria

966	Central Africa (Northern). West Africa ¹
967	Central Africa (Southern). Equatorial Africa ¹
.6	East Africa ¹
968	South Africa ¹
.8	Union of South Africa
.9	South West Africa
969	South Indian Ocean Islands ¹
970	North America
971	Canada
972	Mexico
.8	Central America
972.81	Guatemala
.82	Belize (British Honduras)
.83	Honduras
.84	El Salvador
.85	Nicaragua
.86	Costa Rica
.9	West Indies (Antilles)
.91	Cuba
.92	Jamaica
.93	Dominican Republic
.94	Haiti
.95	Puerto Rico
.96	Bahamas
.97	Lesser Antilles
.98	Windward Islands
.99	Bermuda
973	United States
980	South America
981	Brazil
982	Argentina
983	Chile
984	Bolivia
985	Peru
986	Columbia
.2	Panama
.6	Ecuador
987	Venezuela
988	Guyana
989	Paraguay
.5	Uruguay
990	Pacific Ocean Islands, Australasia
991	Indonesia
.4	Philippine Islands
992	Sunda Islands

993	Melanesia
.1	New Zealand
994	Australia
995	Papua New Guinea
996	Polynesia and Micronesia
.9	Hawaiian Islands
997	Atlantic Ocean Islands
998	Arctic Regions
.2	Greenland
999	Antarctic Regions

1. *In view of the political changes taking place in Africa South of the Sahara, and while awaiting the extension of these numbers in a new edition of the decimal classification, it would seem practical to designate individual countries within the large geographical subdivisions by the initial of each country, e.g. Niger 966 N, Nigeria 966 Ni, Cameroon 967 C.*

APPENDIX C
FILING RULES FOR THE CATALOGUE

In a catalogue words are arranged in alphabetical order. There are many rules to deal with all kinds of problems, but the main ones to follow are:

1. Arrange items in alphabetical order, word by word, and letter by letter within each word, beginning with the first word. e.g. Africa

Arab
Army
Asia

2. The space after a word, even if it is followed by another word, is regarded as "nothing"; so a short word will come before a longer word beginning with the same letters e.g. Van maintenance

Vandalism

3. Where two or more headings begin with the same word, arrange them according to the following word e.g.

Van
Van driving
Van maintenance

4. Ignore "a" or "the" at the beginning of the entry.

5. When the same word is both a person's surname and a subject, put the surname entry first e.g.

Butcher, John
Butcher (i.e. the subject)

6. Ignore hyphens, treating the letters as if they followed on directly.

Frontiers
Front-line states

7. Prefixes to names: treat the prefix and the name as one word, even if there is a space e.g.

Defoe

De La Mare

8. Mac, Mc and M": arrange as if they were all spelt

Mac e.g. Macalister

McHenry

Macpherson

Full and detailed rules are given in "ALA rules for filing catalog cards. 2nd edition. American Library Association 1975".

APPENDIX D

FINANCE AND BUDGETING

In one way or another, the school library's staff, space and materials all have to be paid for. Some of these costs (e.g. the purchase of books) are normally met out of library funds; others (e.g. the teacher-librarian's salary) are not. As teacher-librarian, you will need to know which costs have to be borne by the library. With this information you can submit requests for money for the library, justify these requests, and use the money allocated to the library wisely and carefully.

Financial Control

Financial control consists of (a) keeping a careful record of the amount of money allocated to the library and the amount spent on each purchase or other item, and (b) estimating how much money the library will need for the next period (usually the next year). Carefully prepared estimates, submitted in good time, will encourage those who allocate funds to give your requests serious consideration.

The best way of preparing an estimate for next year is to draw four columns on a sheet of paper. In the first column list the purposes for which the library needs money. In the second column, write the amount spent on each of those items last year. In the third column, write the amount of money you have allocated to each of the items this year. At this stage, part of your sheet of paper might resemble the example shown on page 109.

Now use the fourth column to write the amount you think will be needed for each of the items (or any other items) next year. For example, last year you may have had a

reasonable amount to spend on books. This year, however, you may be meeting problems with rising prices, and in order to buy the same number of books next year you will need more money. Perhaps you have reason to believe that the stock of books should be increased. For example you may expect more pupils to make use of the library, or you may want to buy new titles to meet the requirements of a new curriculum. On the other hand, if you have bought a lot of book cards and readers' tickets this year, you may need none next year, and your estimate for stationery may therefore be relatively small.

Items	Last Year's Expenditure	This Year's Allocation	Next Year's Estimate
Book purchase	\$ 569	\$ 600	\$
Periodicals and newspapers	\$ 84	\$ 90	\$
Audio-visual materials	\$ 35	\$ 150	\$
Stationery	\$ 78	\$ 25	\$
Extra equipment	\$ 0	\$ 200	\$
Book repair	\$ 50	\$ 50	\$

Diagram 30: Example of an Estimate

When you have written the amount of money you think will be needed for each item next year, add up all the figures in column 4 to find the total.

Column 4 will provide the information you need for preparing next year's estimate for the library. Set out that information in accordance with any regulations required by those who provide the money. For example, you may have to write notes to justify each item in your estimate.

In due course you will learn how much money has actually been granted to the library for next year. The sum may or may not be the same as your estimate. If it is not the same you will need to look again at column 4 and readjust the money for each item until the total equals the sum you have been granted. In doing so you should consult with the head teacher and your colleagues on the staff. If for any reason

the sum granted is much less than you asked for, you may be able to find other ways of raising the money you need (e.g. by means of a school concert or other function).

Control of Expenditure

You must keep a careful check of spending so that:

1. The money provided for a particular purpose is spent for that purpose (unless very good reasons exist for re-allocating some of it from one item to another).

2. The money is spent steadily throughout the year. If it is spent too quickly, you may not have enough money left to buy something important later in the year. On the other hand, if it is spent too slowly, you may be tempted to make hasty and unwise purchases towards the end of the year. With items such as books, which can be bought regularly, you may find it helpful to divide your estimate for the year into twelve monthly parts. Then, as the year goes by, you can compare what you have spent with the share of the total which you ought to have spent, and increase or decrease your rate of spending accordingly. You can keep your record in an exercise book using a page (or if necessary more than one page) for each item. Write the name of the item, and the sum of money allocated for it, at the top. For example, one page might be headed "STATIONERY \$ 25" another might be headed "PERIODICALS AND NEWSPAPERS \$ 90". Then, whenever you spend money, whether it is in cash or by sending an invoice for payment, enter the amount of expenditure on the correct page. Total up the spending regularly so that at any time you can tell, for example, how much money you have spent on books and how much has still to be spent.

APPENDIX E

SCHOOL LIBRARY SUPPORT SERVICES

In order to help school libraries with certain aspects of their work, many countries have established school library support services. These are run by education authorities or public libraries, sometimes on a national scale, sometimes on a regional or district scale. Some of the ways by which these services help school libraries are set out below.

Stock

It is usual for school library support services to acquire examples of a very wide range of materials. They make use of these materials in a number of different ways which include:

1. Maintaining a central collection so that teacher-librarians can see it when they wish to select materials for their own schools.
2. Displaying parts of the collection in different centres in the country.
3. Lending some of the materials to support or reinforce a school's own stock. (Where this is done, it is best to allow the teacher-librarian and the staff to participate in the selection, either from the central collection or from part of it brought to the school by a mobile library.)
4. Allowing a school to supplement its own library stock for a time to support project work being undertaken by pupils.
5. Circulating lists of the materials they possess. (These may be regular lists of recent additions to the

central collection - often with descriptive comments by the support service staff - or they may be occasional lists of material related to a subject taught in the schools).

6. Answering questions from teacher-librarians on particular problems (e.g. "What books are there on this subject?" or "What books are suitable for a given age-level?")

Library Operation and Organisation

School library support services may offer the following services to schools:

1. Centralised book acquisition. It is easier (and sometimes cheaper) for a support service to place a single order for, say, 20 copies of a book each than for the 20 schools wanting that book to place their own orders for a single copy.

2. Centralised cataloguing and classification. Not only do the support services carry out these tasks expertly, they are able to save time whenever they have multiple copies of a title to deal with. Copies of the necessary cards can be distributed to those school libraries that need them.

3. Centralised processing. This includes the routines of labelling, covering in plastic jackets, and distributing the books ready for use in school.

4. Provision of standard stationery, furniture and equipment. Centralised support services are in a better position than individual schools to know which suppliers of these items offer the best value. Moreover, they are able to get good discounts for large orders.

Advisory and Technical Help

School library support services are often able to offer expert help to teacher-librarians. They can give educational advice (e.g. on integrating the library with the

school's work), demonstrate library procedures (e.g. the preparation of catalogue cards), and help to deal with individual problems affecting schools and their library needs. In addition, they often run training courses at which teacher-librarians can learn about their work under personal guidance and be informed of new developments and materials which will be of use to them.

Organisational Principles

The way in which a school library support service is organised and implemented in any country will reflect local circumstances. It should be seen not as an additional luxury but as the most economical way of getting the maximum return from investment in school libraries.

The scale of such a service needs to be large enough (and well enough financed) to give effective support to the schools; and local enough for every school to have reasonable access to what it offers. In some countries the basis may be a state or region of the country; in others it may be national, perhaps with some delegation to local areas.

The staffing of such a service will call for two kinds of skill: the educational, to reflect a knowledge of the school's needs in the educational process; and the librarian's, to organise the service in accordance with efficient principles and techniques, and give the necessary advice and training to the school librarians on courses and in their own schools.

Such a service must have the full support and backing of the education authorities, but it must also have constantly in mind that its function is to serve the schools and their librarians in order to enable them to fulfil their role more efficiently. It is there to help, not to control.

APPENDIX F

EXAMPLES OF REVIEWS AND BOOKLISTS

Ernestine Byrd

ICE KING

Illustrated by Marilyn Baker

This is the story of life in the Arctic, and, while told from the point of view of a polar bear, it never becomes sentimental. Nor does the author skate over the struggles and realities of an animal keeping alive in so inhospitable a natural habitat.

Large Cr 8vo 144p 75p 575 00884 9 3BCD

Keith and Jane Dadds

MICHAEL AND THE OK

THE OK THIEVES

Illustrated by David Kidger

In the first book, Michael helps an antique car, the Ok, to escape from the wreckers and from a ditch full of nettles. The Ok becomes the much-beloved family car. In the sequel the Ok is stolen, and Michael suspects that the culprit is a sinister dealer who offered to buy the car at an extraordinary high price. Exciting stories for younger readers.

Large Demy 8vo 64pp 75p 575 00925 X 2BCD

Large Demy 8vo 64pp 75p 575 00926 8 2BCD

An example taken from a publisher's list

DUTTON, A. M. *Journey to the stars*. New Horizon, 1978, pp. 108, £2.95. Illus, diags. 86116 013 4

There is hardly a dearth of books on astronomy, and a new one can only be justified if it is up to date, and/or exceptionally clear in its exposition, and/or very well presented. Mr Dutton, not a professional astronomer but a keen amateur and former teacher, scores well on the first point. He brings in briefly the probe to Jupiter and beyond, and he is well informed on other recent developments. As an amateur writing for young amateurs, he does not get bogged down in technical jargon and writes with reasonable clarity, if without sparkle. Unfortunately the book has all the physical shortcomings of photo-litho printing; it is poorly laid out and the reproduction of the illustrations is particularly inadequate, though some teachers may feel that the price is sufficient compensation. Ultimately we get what we pay for, and for my part I would be inclined to save up for something better than this worthy but mean production.

MARCUS CROUCH

An example taken from a review journal

BIRCH, Cyril

Chinese myths and fantasies. O.U.P., 17/6 1961
Illustrated by Joan Kiddell-Monroe

A more vigorous and matter-of-fact approach than the Gittings and Manton selection. Beginning with the creation of Earth, followed by Fairies, ghosts and others, and finally a fantasy- 'The revolt of the Demons'.

BONNET, Leslie

Chinese fairy tales. Muller, 15/- (1958) 1964
An entertaining collection, taken from good sources.

Gittings, Robert and MANTON, Jo

The peach blossom forest. O.U.P., 1951
Illustrated by Margery Gill

Ten Chinese legends told with the delicacy of Chinese silk brushwork and in marked contrast to the virile Western Tales. Each story imparts some unobtrusive observation on human character.

GRAY, J.E.B.

Indian tales and legends. O.U.P., 17/6 1961

A collection of unfamiliar tales which are somehow difficult to appreciate, perhaps because of the rather flat retelling.

McALPINE, Helen & William.

Japanese tales and legends. O.U.P., 15/- 1958
Illustrated by Joan Kiddell-Monroe

The first part contains stories of the birth of Japan and of the warrior race known as the Hailke

Part of a library-produced booklist

APPENDIX G
SOME REVIEWING JOURNALS

Booklist
Twice monthly
American Library Association
50 East Huron Street
Chicago 111. 60611
U.S.A.

Growing Point
9 per year
Ashton Manor
Northampton NN7 2JL
England

Horn Book Magazine
6 per year
Park Square Building
31 St. James Avenue
Boston Mass 02116
U.S.A.

In Review
4 per year
Ontario Ministry of Colleges and Universities
14th floor Mowant Block
900 Bay Street
Toronto 182
Canada

Junior Bookshelf
6 per year
Marsh Hall
Thurstonland
Huddersfield
West Yorks
England

Reading Time
4 per year
c/o Library Services
P O Box 159
Curtin, ACT 2605
Australia

* Review
4 per year
School Libraries Branch
Education Department of South Australia
F.A.I. Building
101 Flinders Street
Adelaide
South Australia 5000

* School Librarian
4 per year
School Library Association
29 George Street
Oxford OX1 2AY
England

* School Library Journal
Monthly
R. R. Bowker Co.
1180 Avenue of the Americas
New York
NY 10036, U.S.A.

* School Media Quarterly
4 per year
American Library Association
50 East Huron Street
Chicago 111 60611, U.S.A.

Times Literary Supplement: Children's
Books Supplement
4 per year
New Printing House Square
Grays Inn Road
London WC1X 8EZ
England

* Reviews of special value to school libraries.

INDEX-GLOSSARY

Accessioning	48-50
Added entries	72-73
Audio-visual equipment	29-30
Audio-visual materials	
<i>The word "audio-visual" means (strictly speaking) something which communicates through the senses of both hearing and sight, such as a sound film. In practice it is used to include material which uses sound for communication (such as a sound recording or radio broadcast) or a visual message other than words (such as a photograph or slide). In its most general use, it includes all materials of communication other than the written or printed word, thus including such things as illustrations, maps and charts.</i>	
selection	35
sources of information	38-39
storage	23-25
Author catalogue	65-69
Bibliographies	39, 90
<i>A list of books, and sometimes of other items such as periodical articles, linked in some way (e.g. by one author, or on one subject, or published within a given time). A bibliography may be complete (seeking to include everything in its scope) or selective (listing only those items most relevant or useful).</i>	
Binding	41
Booklists	38-39, 80-81, 114-115

Books	
accessioning and processing	48-50
ordering and buying	43-48
selection	32-35
shelving	13-20
sources of information and supply	38-39
"Browne" system	53-56
Browser boxes	17
Catalogue housing	26-28, 65, 76-77
Cataloguing	51, 64-73
Classification	51, 59-64
Classified catalogue	65, 70-73
Classroom collections	8
Corporate authors	67,69
Dewey Decimal Classification	60-63, 94-105
<i>A classification scheme devised by Melvil Dewey in 1873, based on the principle of division of knowledge into ten classes, each of which can be divided and subdivided on the same basis; and the allocation of a notation in decimal terms.</i>	
Display shelving	16, 26
Displays	26, 81
Fiction	
arrangement	64, 67
selection	34
Filing of cards	70, 76-77, 106-107
Financial support	9
budgeting	36, 37, 108-110
Furniture	27-29, 37
Gifts	38
I S B N	
see International Standard Book Number	
Information materials	
classifying	59-64
selection	32-34

International Standard Book Number	44, 47
<i>This is a system, now used worldwide, of allocation by national agencies of a unique number to every book published in the country. This number identifies the specific edition of the book, and continues to do so throughout the time the book is available. The ISBN is usually given for each book in a publisher's list, and is frequently quoted in reviews of the book. Using the ISBN in ordering will help to avoid misunderstanding or mistake about the exact book and edition which is required.</i>	
Joint authors	67-68
Library skills	84-87
Loan recording	51-56
Local materials	39-40
Non-book materials	
classifying	63-64, 71
storage	20-25
Ordering	43-48
Overdue loans	56-57
Pamphlet storage	24
Periodicals storage	15, 20-22
Publishers' lists	38, 114
<i>Publishers usually produce a list of all their publications still available, and also a list, once or twice a year, of newly published books.</i>	
Purpose of library	1-4, 78-79
Reading for pleasure	3, 34, 88-89
Reading skills	3-4
Requests	57
Reviews and review journals	39, 116-117
School libraries	
cultural use	4, 40
information use	1-2, 78-79
leisure use	3, 5, 37, 78, 88-89
promotion of use	80-82
teachers' support	5, 36, 37, 79
teaching the use	81-89

School library support services	111-113
Selection	32-37
Shelving	13-22
Space	
dimensions	11
group work	6-7, 10-11
individual use	6, 11
working space	7-8, 11, 29-30
Staff	7-8
Stock	
accessioning and processing	48-50
editing	40-41
ordering and buying	43-48
purpose of	5-6, 31-41
selection	32-40, 44
size of	31-32
sources of information	38-39
Study skills	82-83
Subject catalogue	70-73
Subject index	74-75
Support services	46, 111-113
Title entries	69

How can a school library support the educational programme of a school? What should the library contain? How should it be organised? How can pupils be encouraged to make the best use of it?

The Handbook for Teacher-Librarians answers these and many other questions. It describes all the basic procedures required to run a school library. It includes an outline programme for teaching library skills. It contains many useful examples and diagrams. Though designed primarily as a self-learning manual for teacher-librarians in Commonwealth developing countries, it can also be used as a basic text by students in teachers' colleges and by those attending in-service courses on school library management.

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