

## 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 Association    A L A rules for filing catalog cards: 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 Technology, 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 Associa-  
tion, 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	Fino-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 <sup>1</sup>
967	Central Africa (Southern). Equatorial Africa <sup>1</sup>
.6	East Africa <sup>1</sup>
968	South Africa <sup>1</sup>
.8	Union of South Africa
.9	South West Africa
969	South Indian Ocean Islands <sup>1</sup>
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.

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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>	
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<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>	
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<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>	
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<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>	
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