

THE  
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THE TEACHER LIBRARIAN

# THE TEACHER LIBRARIAN

ERNEST GRIMSHAW

*Leeds*  
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## CONTENTS

### PART I *ORGANIZATION AND ROUTINE*

I	INTRODUCTION	11
II	BOOK SELECTION	16
	Scope of the Book Collection. Books to Discard. Choosing the Books.	
III	CLASSIFICATION	23
	Steps in Classification. Shelving the Books. Junior Section. Non-Fiction. Dewey Classification. Selected Subject Headings for a Secondary Modern Library. Notes on the Subject Headings. Numbering by Subject. Notes on Classifying. Subject Index.	
IV	CATALOGUING	51
	Accession Book. Shelf List. Catalogues for the Reader's Use. Types of Catalogue. Choice of Catalogue. Making the Catalogues. Cataloguing by Children. Analytical Entries. Tracings. Signposts. Rules for filing Non-Fiction Cards. Call Number. Guide Cards. Cataloguing Rules.	
V	ORGANIZATION	67
	Methods of Issuing Books. Preparation of Books for the Library. Stocktaking. Arrangement of Books on Shelves. Shelving. Oversize Books. New Books Board. Librarian's Cupboard. Displays. Magazines and Periodicals. Library Assistants. Form and Subject Libraries. Repairs. Library Development.	

CONTENTS—*continued*

PART II

TEACHING THE USE OF BOOKS AND LIBRARIES

I LIBRARY INSTRUCTION: PRELIMINARY CONSIDERATIONS	99
Library Periods, Individual Assignments. Parallel Scheme.	
Records.	
II SCHEME OF INSTRUCTION: CONTENT AND METHOD	106
1 Introduction to the Library	106
2 Alphabetical Order	106
3 Alphabetical Order Assignments	107
4 Fiction and Non-Fiction Assignments	110
5 Care of Books	113
6 Joining the Public Library	115
7 Classification I	116
8 Parts of a Book I: Book Back and Title Page	117
9 Title Page Assignment	119
10 Non-Fiction Order Assignments	120
11 The Story of Books	122
12 How Books are Made To-day	128
13 Reference Books I	131
14 Parts of a Book II: the Index	133
15 Abbreviations I: Assignment	135
16 The Author Catalogue	136
17 Title Cards	137
18 Author—Title Catalogue Assignments	138
19 Public Library Author Catalogue Assignments	139
20 Authors and Titles Assignment	140
21 Classification II	141
22 Classification III: Main Classes Assignment	144
23 Classification IV: Divisions Assignment	144
24 Parts of a Book III: the Preface and Table of Contents: List of Illustrations	144
25 Choosing a Book	147
26 The Subject Index	147

CONTENTS—*continued*

27 Classification V: Subject Headings Assignment	149
28 Classification VI: Main Classes Assignment	149
29 Parts of a Book IV: the Introduction	153
30 Classified Catalogue	153
31 Information on Catalogue Cards	155
32 Finding Non-Fiction Assignment	156
33 Public Library: Non-Fiction Assignment: Decimals	156
34 Reference Books II: the Encyclopedia	157
35 Guide Letters Assignment	158
36 Reference Books III—Year Books	160
37 Abbreviations II: Assignment	163
38 Reading: Non-Fiction	163
39 Reading: Fiction	170
APPENDIX I. BOOK SIZES	172
APPENDIX II. BIBLIOGRAPHY	172
APPENDIX III. INDEX	177

## LIST OF FIGURES AND DIAGRAMS

<i>Fig.</i>		<i>Page</i>
1	Shelf List	53
2	Layout of Standard Card	57
3	Author entry—Standard Card	57
4	Title entry	58
5	Classified subject entry	58
6	Analytical entry	61
7	Tracings on reverse of subject entry	62
8	Signpost for "Houses"	63
9	Guide cards and guide letters	64
10	Public Library method using a plain pocket	67
11	"    "    "    "    combined pocket and borrower's ticket	68
12	Book pocket and book card	69
13	Register method (old)	69
14	Graphic Register	70
15	Page of Graphic Register	71
16	Numbering the back	76
17	Adaptation of deep cupboards	78
18	Binding cloth marked for new back	91
19	Five-hole stitching	92
20	Page of record of work	103
21	Papyrus scroll—writing across	123
22	"    "    "    "    along	123
23	Parchment scroll with handles	124
24	Accordion folds of parchment backed with boards	125
25	"    "    "    "    stitched together	125
26	Stitching : single section	126
27	"    multi sections	126
28	"    over leather strips	127
29	Roman diptych and stylus	128
30	Paper sizes	129
31	Collation marks	129
32	Rounded book back	130
33	Book case	130
34	Book and case	131
35	Illustrations of economics, astronomy, etc.	150

## *PART I* ORGANIZATION AND ROUTINE

CHAPTER I  
INTRODUCTION

THE time for arguing the case for libraries in secondary schools has passed. The desirability of a library in every secondary school has long been recognized. Moreover the Ministry of Education's building regulations in 1944 stated that all new secondary schools must have a library room, but post war conditions have raised formidable problems of accommodation, equipment and staffing. The time lost cannot be recovered, but to weigh favourably against this, it is probable that we shall build better as it is now more widely realized that a school library is not a book collection housed in a bookcase, or a special room, but a piece of educational equipment designed to further definite ends.

It will not be sufficient to satisfy the immediate demands made by the curriculum or the child. Education is a continuous process, and the library work must be planned so that the child turns to the public library before losing contact with the school library. The school library has a great opportunity here. The public libraries offer to all the accumulated wisdom of the ages, but few persons possess the techniques which would enable them to explore. Can a person claim to be truly educated if unable to use a library with confidence? Observation of people in libraries will soon make apparent how seldom they have the ability to use the resources properly. The amount of technique which can be imparted through printed notices is limited. Too many instructions confuse more than too few.

The library tools have been designed to save time and to satisfy the demands that may be made. If children are educated to use these tools, the instruction cards which are displayed to tell the reader how to use the name catalogue, the subject catalogue and the index etc., will be rendered obsolete except as reminders. The public libraries may then

find themselves able to offer a library service as yet undreamed of.

At present the public libraries are faced with the impossible problem of organizing book knowledge on a necessarily complicated basis, and at the same time making it so apparent, that any person can walk into the library and grasp the principles sufficiently to be able to work efficiently there. That they have succeeded to the extent they have, reflects great credit on the efforts of three generations of public librarians. The schools have a great chance, dealing as they do with every potential user of the public libraries, and lack of support from the schools must not continue. The teacher can talk to the reader, question him, and expand his conceptions according to a carefully arranged plan. Training can be given to eradicate such undesirable book habits as handling books with dirty hands, and turning the corners of pages down. Perhaps authors stopped addressing the customer as "gentle reader" when the advent of public libraries showed them for the first time how their creations were treated.

It is a primary duty of the schools to train the children for the proper use of the public library. The school library must be seen as one very important section of a national system. The home should, but often does not, supply the child with good books from the moment he is able to understand a story. The infant and junior schools in conjunction with the children's libraries should amplify, but the greatest responsibility seems to rest on the secondary school, for it is at the end of this phase that the child will have to continue the progression practically unaided. The library habit should be more firmly established than the cinema visit. At the age of sixteen the child is in an unhappy position. He feels too old for the children's library, and the majority of the books in the main library are too adult. Therefore if the child leaves school with a lasting regard for good literature to carry him over this difficult adolescent period, and with the necessary skills to satisfy an enquiring mind, the school library will have succeeded admirably.

The purpose of the book is to give PRACTICAL help with the main aspects of the teacher-librarian's work, and so the book divides naturally into two parts.

Part I aims to help the teacher-librarian to organize the school library on the simplest lines consistent with sound library practice. It is intended that this section should lessen the librarian's task, a task which necessarily involves a great deal of initial work and subsequent routine, e.g.—in compiling the subject index over twenty-five thousand items were considered. It would be a pity if others were to spend time doing the same: improving and adapting would be a more profitable occupation.

The second part is concerned with methods and apparatus for training the children through pleasing activities in the use of books and libraries so that they may be able to use them effectively in and out of school. The use of books and libraries is dealt with along general lines. Although History, Geography, Science and other subjects do appear in the assignments, the book does not attempt to explore the way in which such subjects can be treated through the library. The aim is to equip the children with the tools of research and reference so that they can gainfully pursue curricular or personal studies.

Although the work falls mainly on the librarian, for the library to be effective in the school, all members of the staff must know the library and be concerned with the state of library advancement of the children with whom they are working. Therefore, the book should be of use to teachers other than librarians. Especially will this apply to teachers in those schools which decide to delegate the responsibility of effecting the training to the members of the staff who are most concerned with the various forms, so that every opportunity may be taken to integrate the work with the children's studies.

#### *The Librarian*

The most important single factor in the library is the librarian. It is generally recognized that the school library cannot hope to function unless the responsibility for the library is delegated to one man to organize and co-ordinate. The ultimate shape of the library and its value to the school will depend on the librarian.

"He must be a lover of books, he must be an educationist in the broadest sense of the word, and he must possess the abilities of an administrator"



states the *Carnegie Report on Libraries in Secondary Schools 1936*. A great deal of work is necessarily involved, but if the librarian cares for his job he will not regard the work as an irksome task. The satisfaction of doing something worth while and the happy relationships established with the children make the work extremely interesting.

The librarian is a teacher first and librarian by adaptation. It is essential that the librarian should know his children as well as his books, and there is no doubt which calls for the greater skill. The mechanics of library routine can be mastered readily by any teacher who is interested in the work. A knowledge of children's books and children's tastes in reading is not so easily acquired. The Training Colleges are now including library work in the curriculum, and this should ensure that the teacher will regard the library as an essential piece of educational equipment and not as an innovation to be experimented with by those who can afford the time. It would seem that the Training Colleges are in the most favourable position for spreading library methods in teaching throughout the schools, but the experienced teacher can acquire the necessary techniques of librarianship and widen the scope and interest of the classroom work through the library.

Having acquired the necessary knowledge of technique, it will be the librarian's responsibility in most schools to begin fashioning the library as an efficient tool of education, and to organize instruction in its use. By no other means will the school library justify the money which will be needed to initiate and maintain it, but it will not be satisfactory if the librarian knows all about the library and the rest of the staff knows next to nothing. The librarian's work is a means to an end. An important point arises here in considering the organization of the library. The library is a vital educational tool belonging to the school as a whole—staff and pupils, and it is a part of all libraries. Experiments in organization which would deviate widely from standard library practice are not permissible, as a successor may be faced with the task of a complete rearrangement. Experiment should be confined to the way the equipment is used.

In Part I.—“How shall the library be organized?” the

writer hopes to save the new teacher librarian, who has had no experience, many hours of labour.

Part II.—“How shall the library achieve its purpose?” is the real reason for writing this book. No matter how well organized a library may be, its value must finally be judged on the educational ends it serves. The organization is only a means of achieving those ends.

#### *Aims*

In formulating and implementing the aims of the library we must consider the immediate effects, and the ultimate benefits, which we hope to bestow on the child.

Through the library we aim:—

- 1 To foster a love of good and tastefully printed books.
- 2 To teach the child to regard a good book as a treasure to be handled with respect.
- 3 To foster the determination to build up a personal library of worth while books.
- 4 To provide supplementary material for the work in the school—informative books of a non-text book character.
- 5 To meet the child's personal interests and hobbies.
- 6 To introduce the child to new interests and pursuits.
- 7 To secure the co-operation of the child with the staff in pursuing educational ends.
- 8 To train the child in responsibility and citizenship through a system of library prefects, monitors and individual co-operation.
- 9 To co-operate with the work of the public libraries and to equip the child to enter the larger world of books.
- 10 To secure the co-operation and interest of the parents.

It is hoped that the scheme set out will suggest further ideas and improvements, that it will be like a stone thrown in a pond, causing undulations and reflected ripples in all directions.

CHAPTER II  
BOOK SELECTION

THE librarian will have the major responsibility in selecting and furthering the selection of books for the library. No matter how attractive other features of the library are, if the books are unsuitable, the room will resemble a book museum rather than a book laboratory.

*Scope of the Book Collection*

In planning the book collection, it will be necessary to decide which types of book are to be included, and how many books of each type are justified by the size of the library. The following points are made for the consideration of the librarian.

- 1 The work is one of book selection, not book collection.
- 2 The school will not attempt to provide a full library service. To try to do so would be to compete with the public library service.
- 3 As the school library is a special collection serving educational ends, there will be many books supplementing and enlarging the curricular subjects, books which will stimulate a wider correlation with the child's environment and the world beyond. The library can provide books which would be far too expensive to order in sets, to use as text books, but to which the child ought to be introduced; books which will sharpen the child's appetite for further treasure hunting in the public library. The school subjects will have to be treated generously with background books, otherwise there will be little encouragement or scope for a subject teacher who wishes to develop his work with library methods. A group of forty children cannot work at history, say, if there are only about forty history books all told.

- 4 There will be a wide range of books to meet the children's personal requirements and to awaken new interests. Never have children had so many recreational facilities at their disposal as they have now. Book selection must take this into account. The children will require books about their interests and activities, to which they can refer. These extra interests should lead to increased requests for books not fewer, if a wise book collection is provided. The library will not be competing with out-of-school interests but will supplement them, enabling the child to make a fuller and more enjoyable approach to his hobbies. The range will be wide but not comprehensive. A large selection of books on stamp collecting would be a waste of resources if the local public library already had a satisfactory collection. Should the public library be lacking in this respect, it would be better for them to meet the demand rather than for every school in the area to attempt to cater exhaustively for it. It then becomes the teacher's responsibility to lead the child to use the public library to extend his reading, when interest has been awakened in a subject (see page 20 on teaching the use of the library).
- 5 Where school societies exist, the supply of relevant books will need to be adequate for the extra demands which are bound to be made. Thus, if a philatelic society is run in the school, an increase in the number of books on stamp collecting would be fully justified.
- 6 A reference section will be required. The reference books should include an encyclopedia written in a style which is not beyond the capabilities of the children, a good dictionary, and an atlas. These are the basic minimum of the reference section. To these should be added, as soon as possible, a map of the locality, railway and bus time-tables, an almanac and a gazetteer.
- 7 A teachers' section should be built up gradually. It should not be out of proportion to the rest of the book collection. Books ordered from a catalogue, or on the strength of a review or book list, sometimes turn out to be excellent in themselves, but too difficult for the children. Such books should be reclassified to the staff

section: The maintenance of this section should be small.

- 8 A careful study of the Dewey classification will help in deciding the subjects (not used in its school sense) to be covered. In maintaining a balance, the needs and conditions within the school, will be important factors. There are insufficient grounds for laying down proportions for the various subjects. One writer who does so on a percentage basis, allocates to science and applied science, as many books as on reference, religion, civics, education, trade, transport, architecture, art, craftwork, photography, music, sports, hobbies and geography put together. A far more useful suggestion is made by C. A. Stott\* who describes a method of working on a unit basis, which could be easily adapted to any school. The library grant is divided into forty units and all library expenses are calculated on so many units each. A broad allocation is exemplified which provides an interesting sketch of an experienced librarian's balance sheet.

The child, and more particularly the parents, should realize that the school library and the public library collections, are supplementary collections. They do not relieve the parents of the responsibility of providing the child with a personal collection of good books. Whenever possible, this duty should be impressed upon the parents. Where finances allow, a suitable encyclopedia would be an excellent recommendation to the parent.

### *The Book*

One of the chief aims of library work is to raise the reading standards of the children. To play its part in achieving this, the book must conform to certain requirements. The book must advertise itself by its attractive physical make-up such as:—

- 1 Bright covers; dark monotonous bindings are bad for book publicity.
- 2 Good legible type of a fair size, with adequate spacing between the lines.

\* Stott C. A. : *School Libraries. A Short Manual* (School Library Assn. and National Book League, Cambridge University Press, 1947).

- 3 Good quality paper. The paper should be tough and slightly creamed. Thick padded papers which make bulky books are not durable. The constant flexing of the sections soon causes them to crack at the folds; then the pages begin to come out. Bulky papers which exaggerate the size of a book, often repel the slow reader. Children, who, when asked what kind of books they like, reply, "Thin books," are by no means uncommon. A sprinkling of slim volumes must form an important part of the Secondary Modern Library. Their customers frequently graduate to the fuller volumes.
- 4 Plenty of good illustrations. These should be sewn into the sections and not tipped in with paste to the inside edge of a reading page. Illustrations tipped in, rarely stay in for the life of the book.
- 5 Strong binding for all books which are likely to be handled constantly. A book sewn on tapes will last much longer than a trade binding (see page 130).

The librarian may feel that so many demands on the physical make-up of the book are too theoretical to have any real value in the task of securing the right books for the library and that an already difficult problem is being unnecessarily complicated. But if publishers learn from their educational representatives that their books are being criticized on account of such deficiencies it should be good for both publishers and schools. The publishers would be assured that quality was appreciated and therefore good business, and the schools would benefit by paying a little more and obtaining better class productions.

A good standard of English will be required of all books. This does not exclude the lighter fiction of which children are so fond. A child who is an ardent "William" or "Biggles" enthusiast will not be convinced by an adult condemnation; he will put it down to lack of grown-up appreciation and understanding. Many adults with advanced reading tastes at one time passed through the "blood and thunder" stage. The important point is that they did not remain there. Some refining influence worked upon them. Surely it is reasonable to expect that a sympathetic teacher can exercise that influence. The clay models better when it is warmed.

The subject treatment of non-fiction books should be clear and suited to the intelligence of the children.

#### *Books to Discard*

Books which are badly worn.

Books with fine print.

Badly produced or unattractive books.

Out of date books.

Books which are too old or too young in their treatment of a subject. When children become specially interested in a subject, they often read works which are much more advanced than their normal reading level. This is the time to impress on the child in a practical way, the value of using the school library and public library concurrently.

Text books which are obviously text books. Many books sold as text books are now being very attractively produced and they appeal to the children when they appear on the library shelves. Each case must be judged on its merits.

#### *Choosing the Books*

Ordering from catalogues needs to be done with care as it inevitably results in the acquisition of some books which prove to be a disappointment. Money and shelf space are wasted on books which turn out to be quite different from what was expected. Subject treatment, illustrations, binding etc. can rarely be judged satisfactorily from many catalogues unless the book is one of a series with which the purchaser is familiar. Nothing could be of greater disservice to the library than the hurried purchase of insufficiently considered books in order to get the library started. Purchases should be made to serve or create a definite demand. The ideal method is to inspect each book, but it is not possible under present conditions to do this. It would be extremely useful if the local education authorities, working in conjunction with the public libraries and educational publishers, arranged exhibitions of books which are in print. Such displays would,

1. Ensure that the library funds were spent wisely.
2. Save loss of efficiency due to acquiring books when there

happen to be more suitable ones for the purpose in mind, in an undiscovered market.

3. Save the shelf space which dead books occupy, as there will be a reluctance to discard many new books.
4. Prevent the bad library publicity which results from having dead books on the shelves.
5. Enable all members of staff to partake in book selection of a high standard.
6. Make the task of preserving a balance between the sections in the library easier, as a wider choice would be seen.
7. Give publishers the stimulus of seeing outstanding productions gaining merited attention.
8. Economize on the librarian's time and thus allow other developments to be forwarded.

Visits to the local library are valuable, but unnecessary duplication of stock should be avoided. Public library staffs have shown great willingness to be of service. They have always given the writer the impression that it is a pleasant change to be approached as librarians instead of merely having books pushed at them for stamping. It is well to remember, however, that peak borrowing periods are hardly the times to engage them on other matters.

Reviews and book lists may provide useful information. A review should give the author, title, publisher, date, number of pages, volumes if more than one, and the price. It is useful to know if there is an index and bibliography, also the quality of the illustrations should be noted. Points of importance as distinct from vague general remarks and mere adjectives should be a feature of the writing. An opinion on the merits of the book and its accuracy is needed. The class of reader for whom it is intended should be indicated, as an otherwise admirable work might prove quite useless. Very useful reviews for the teacher librarian appear in *The School Librarian* in which books for school libraries are reviewed by members of The School Library Association. An annotated list of books suitable for a basic collection for ages 11-15 is published by the same Association. Also published by the Association is *A List of General Reference Books for Secondary*

*School Libraries and of Books on Librarianship and Library Technique.* In 1936 the Library Association published *Books for Youth*, useful notes being added to many of the titles. This is a very good list, but as so many of the titles are now unobtainable, it is of little use when requisitioning books. The new edition, when it appears, is certain to be very useful. Other sources of information are given in the bibliography.

Gifts from the boys often create a problem instead of solving one. Johnny turns up with books that nobody at home wants to read. Prizes of fifty years ago appear and the librarian has to look the gift horse in the mouth. But if one can persuade the parent that a library gift means parting with a thing of value or better still choosing a gift from a list of suggestions, less embarrassment on the part of the giver and the receiver will be caused.

### CHAPTER III CLASSIFICATION

WHEN a collection of books is to be made into a library, the books must be arranged on the shelves in such a way that it is possible to locate a particular book or topic quickly. In a large library the size of the problem may be judged from the fact that ten to twenty miles of shelving is not uncommon. This will seem less surprising when it is remembered that there are only 63,360 inches in a mile, whereas many books are considerably more than one inch thick. In spite of the vastness of the quantities involved, any book which is asked for, can be supplied in a reference library in little more time than would be required to find a book in the average home. Obviously there must be a very fine system in operation to give such service. Fortunately, the same arrangement, or classification, can be applied in less detail by the teacher librarian.

#### *Steps in Classification*

The first thing to do in classifying a library is to separate the fiction from the non-fiction. A suitable, detailed classification must then be applied to each of these two divisions. It is the practice in some libraries to have fiction divided between literature at 800 in the Dewey classification, and a separate collection for other stories. The distinction is difficult to observe and varies as between one librarian and another. It appears to be a dangerous division to make in the school library, where the children may term the 800's "the books teacher wants us to read" and the fiction "the books we want to read".

There are distinct advantages in dealing with the fiction first.

- (1) The library can be brought into partial use much more quickly than if the slower process of classification of the non-fiction is undertaken first.

- (2) The fiction arrangement is quickly understood by the children who thereafter require less help in finding the books they want. This is of great value when a fairly large number of books have to be classified. The librarian is able to arrange and number the non-fiction books without being unduly interrupted.

The books are arranged in alphabetical order of the authors' surnames. The title is ignored. Christian names count where there are authors with identical surnames:—

Books by Charles Spencer  
 " William Stevens  
 " Alan Stevenson  
 " R. L. Stevenson  
 " Thomas Stevenson

Children should assist in the work as far as possible. They can make the task much easier for the teacher, whilst they benefit from an educational opportunity. The following method can be used to deal with a fairly large number of fiction books which require classifying:—

- 1 Talk on alphabetical order to be given in the classroom.
- 2 Books to be distributed in piles on the library tables so that each pupil will have approximately the same number of books. This can be done by the monitors prior to the arrival of the class.
- 3 Children to arrange their piles of books in alphabetical order.
- 4 The teacher to ask for all the books written by authors whose surnames begin with A. These are to be placed on the top left hand shelf of the fiction section, each letter of the alphabet to be dealt with in turn.
- 5 The books to be distributed again, this time to pairs of pupils. The first pair will have all the A's, the second all the B's etc. The children to arrange their books in exact alphabetical order, after which they will be shelved as before.
- 6 The books to be catalogued before "opening" the fiction section (page 60).

The second part of the operation (5) is a check on the first (3) and the children are given a first class insight into the arrangement of the books by author. The knowledge gained helps the children when they begin making the catalogue entries.

#### *Shelving the Books*

Book shelves are divided into sections every three feet or so by vertical supports, and the books are placed left to right down each section so that the shelves are read like the columns of a newspaper. Books should not be tightly packed into each section, otherwise

- (a) Books will be damaged. Children will put their index fingers on the top of the book spine and pull the book out forcibly. The binding will not stand the strain of the constant tug-of-war, and the books will stand dejectedly on the shelves, exhibiting a row of broken necks.
- (b) There will be no room for additions. If a number of books by an "A" author, e.g. Ainsworth, arrive they will displace books from the right hand end of the shelf. They in turn will displace books from the end of the next shelf and so on. Books will have to be moved along on every shelf in the fiction. Thus a simple addition becomes a compound exasperation. (See page 114, book supports.)

Short story collections by various authors are given a section to themselves, though they are sometimes shelved under the editor's surname with the other books. The choice will depend on what the librarian feels to be the better arrangement for the library concerned. Children seem to prefer the separate collection. Short stories by one author should be shelved alphabetically with the main collection.

#### *Junior Section*

The library must cater for those readers whose reading ability is limited by age or by backwardness. A "Junior" section is a necessity as an aid to putting the right book in the hands of the backward reader. A term other than Junior might be used, as the section will aim to interest

the older readers who have a low reading age. When faced with a collection which has not a separate collection of easy books, the child usually applies a simple classification of his own by dividing the collection into thin books and thick books. Books printed on thick padded papers, which suggest that they have many more pages than is actually the case, discourage the poor reader. Therefore a reasonable number of thin volumes should appear on the Junior bookshelves.

When boys enter the library for the first time, the arrangement of the fiction should be explained to them; the main fiction, story collections and the Junior fiction. Youthful arrivals should not be limited to using the Junior fiction or they will be debarred from one of the greatest advantages of a central library; the advantage of a wide range of books for all reading ages, irrespective of class grouping. The teacher's duty will be to see that children are not drawing on the Junior stock habitually, when they are capable of reading the main fiction. A few complimentary words addressed to any nearby child, who is making an effort with his reading, followed by a not so complimentary observation on the lazy one's choice, will often suffice.

#### *Non-Fiction*

In seeking books on a particular subject, the reader will want:—

- 1 To be able to locate the subject quickly.
- 2 To find all the books the library has on the subject together.
- 3 To find allied topics next to his subject.

If a boy is looking for information about electricity, all the books on this subject should appear together on the shelves, and near them should be the books about other branches of physics.

A common practice in school libraries was to classify the books according to the subjects in the curriculum. Each book was given a subject letter, e.g. H for History, S for Science, and a number was allotted to the books in each subject. Such an arrangement soon proves unsatisfactory as a library is not static. Home-made systems which seem adequate in the beginning soon become hopelessly inad-

equate as the library grows. In the grouping by school subjects just mentioned, the books would be grouped so that books on related branches of a subject would appear together. But when additions are made they are numbered away from books in the similar sub-divisions. The system of classification should allow of unlimited additions. Another objection to the type of classification mentioned is its limited scope. The library should not be conceived as being a mere extension of the subjects in the curriculum. All interests and subjects have to be catered for.

The compilation of a satisfactory system of classification requires highly specialized knowledge. Even those systems which have been evolved by experts after a lifetime's study are still open to criticism. The standard systems of classification have been carefully thought out by people who have lived very close to the problems and requirements of libraries. It would be unwise to ignore their achievements and embark on a structure of one's own.

Experience has shown that immediate gains from "short cuts" are soon outweighed by a host of unforeseen difficulties later. Modifications will undoubtedly be made, but they should be modifications within standard library practice. A point that should be borne in mind is the effect of staff changes on the library. Teachers are encouraged to gain experience in a variety of schools. The consequences of several staff changes in the school library could prove fatal. A succession of improvisations by librarians would quickly result in no system at all. The librarian must not regard the library as something personal. He cannot have the same degree of freedom to experiment with the organization as can be allowed in subject teaching. Any initial deviations from the system should be noted for the benefit of successors. An assistant librarian and trained library prefects will help to ensure continuity when staff changes occur.

The classification which will be described is the Dewey Decimal Classification. It is chosen for the following reasons:—

The Dewey system is used by the great majority of libraries in this country and America. Co-operation with the public libraries in this matter is very important. Let us take the

case of a boy who has spent four years in school with a library organized under the Dewey system. He has gradually become more and more familiar with the notation of the scheme. He has been trained to understand and use the catalogues which supplement the classification. He has joined the public library and seen the scheme in operation there. He has found it easy to widen the scope of his reading in the school library from the larger resources of the public library. On leaving school he is a fully fledged citizen of the public library world to which end he has had four years of carefully planned training. But what of the boy who spends four years with two systems, one scheme in school, the other at the children's library during the evening. Training is given in the school system to which he says good-bye when he leaves school. The very intelligent child will survive, but what of those who need every encouragement. Could one justify training children exclusively in the metric system of weights and measures, on the grounds that the system is a better one than the English foot-pound system?

#### *Dewey Classification*

Melvil Dewey based his scheme on our method of counting. He divided all knowledge into nine classes. Therefore any book written on any subject can be assigned to one of these nine main classes. The nought was used for books which contained information on many subjects, e.g. encyclopedias. The main classes are written as hundreds, not units, viz.:—

#### MAIN CLASSES

000	General Works
100	Philosophy
200	Religion
300	Sociology
400	Philology
500	Science
600	Useful Arts
700	Fine Arts
800	Literature
900	History and Travel

All the books on Science bear the number 500, but if left at that, the reader looking for a branch of science would have to search the whole of the science books (500s) to be sure he had not missed any. Therefore each class is divided into ten divisions, "the tens":—

000	GENERAL WORKS	300	SOCIOLOGY
010	Bibliography	310	Statistics
020	Library economy	320	Political science
030	General encyclopedias	330	Political economy
040	General collections	340	Law
050	General periodicals	350	Administration
060	General Societies, Museums	360	Associations and Institutions
070	Journalism, Newspapers	370	Education
080	Special libraries	380	Commerce, Commu- nication
090	Book rarities	390	Customs, Costumes, Folklore
100	PHILOSOPHY		
110	Metaphysics		
120	Metaphysics (cont.)		
130	Mind and Body	400	PHILOLOGY
140	Philosophical systems	410	Comparative
150	Mental faculties, Psychology	420	English
160	Logic	430	German
170	Ethics	440	French
180	Ancient philosophers	450	Italian
190	Modern philosophers	460	Spanish
200	RELIGION	470	Latin
210	Natural theology	480	Greek
220	Bible	490	Other languages
230	Theology	500	NATURAL SCIENCE
240	Devotional, Practical	510	Mathematics
250	Homiletic, Pastoral Parochial	520	Astronomy
260	Church Institutions Work	530	Physics
270	Religious history	540	Chemistry
280	Christian Churches and sects	550	Palaeontology
290	Non-Christian religions	560	Palaeontology
		570	Biology
		580	Botany
		590	Zoology



600 USEFUL ARTS	800 LITERATURE
610 Medicine	810 American
620 Engineering	820 English
630 Agriculture	830 German
640 Domestic economy	840 French
650 Communication, Commerce	850 Italian
660 Chemical technology	860 Spanish
670 Manufactures	870 Latin
680 Mechanic trades	880 Greek
690 Building	890 Other languages
700 FINE ARTS	900 HISTORY
710 Landscape gardening	910 Geography and travel
720 Architecture	920 Biography
730 Sculpture	930 Ancient history
740 Drawing, Decoration, Design	<i>Modern History</i>
750 Painting	940 Europe
760 Engraving	950 Asia
770 Photography	960 Africa
780 Music	970 North America
790 Amusements	980 South America
	990 Oceania, Australia, Polar regions

Each division is then divided into ten sections, e.g.

Physics 530:—

530	PHYSICS, General
531	Mechanics
532	Liquids
533	Gases
534	Sound
535	Light
536	Heat
537	Electricity
538	Magnetism
539	Molecular Physics

To extend the classification the decimal point is introduced:—

900	History General
940	History of Europe
942	„ England and Wales

942·7	History of N.W. England and Yorkshire (England and Wales divided into nine areas ·1 to ·9)
942·72	„ „ Lancashire (N.W. England and Yorkshire sub-divided into nine smaller areas ·71 to ·79)

By the addition of further decimal places a town could be indicated and even divided into districts. Discretion sets the limit. Minute classification is especially useful in the Science sections of large libraries where the addition of more and more decimal places has enabled the system to keep pace with the manifold developments in branches of science during the last half century. (The system was first published in 1876.) The classification for Geography is an exact parallel of the History Classification. Geography and travel has the prefix 91 instead of the 9 which is used for History. Therefore we have:—

900	History General
940	„ of Europe
942	„ „ England
942·7	„ „ N.W. England and Yorkshire
942·72	„ „ Lancashire
910	Geog. & Travel General
914	„ „ in Europe
914·2	„ „ „ England
914·27	„ „ „ N.W. England & Yorkshire
914·272	„ „ „ Lancashire

An advantage of using at least three figure Dewey, is the possibility of sub-dividing at a later date if this becomes necessary, i.e. if a book about Manchester's local history is numbered 942, and it is decided later that the local histories of the city ought to be separated from the histories of England, a simple addition of ·7 or even ·72 will suffice.

The Dewey Classification can be bought in book form. The book is very detailed and expensive, but an Abridged Dewey Decimal Classification is published which varies between three and four figures, with some five figure placings.

The Abridged version covers the requirements of the Grammar and Technical schools, but the Secondary Modern libraries will not need many of the sections and sub-sections of the abridged version. The slower pupils are certainly better catered for in three figure Dewey as the decimal placings are apt to confuse. Therefore a selection of three figure subject headings is suggested for use in Secondary Modern School libraries.

### SELECTED SUBJECT HEADINGS FOR A SECONDARY MODERN LIBRARY

Printed with permission of Lake Placid Club Education Foundation, Lake Placid Club, Essex Co., New York, owners of Dewey Decimal Classification Copyright. The subject headings immediately following numbers are from Abridged Edition 6. The matter in parenthesis is descriptive for the purpose of this book, and consists of subsidiary subjects which may be classed at the numbers concerned.

#### GENERAL WORKS

- 030 General encyclopedias (General reference)  
050 General periodicals, magazines (Bound volumes)

#### PHILOSOPHY

- 150 Psychology (The mind)  
170 Ethics (Conduct)

#### RELIGION

- 220 Bible (Texts, commentaries, Bible stories, etc.)  
221 Old Testament (As 220)  
225 New Testament (As 220)  
240 Devotional Practical (Prayer)

#### SOCIAL SCIENCES

- 300 Social sciences. Sociology in general  
330 Economics. Political economy (330-339 Economics, labour, banking, money, public finance, wealth, etc.)  
350 Administration (Government including armed forces. 320 Political science is concerned with the theory of government. 350 Administration is government in practice)  
351 Administration of central government (Parliament, citizenship, civil service, fire service, etc.)

- 352 Local government Town City County  
355 Military science (Army)  
358 Other arms and services (Air Force)  
359 Naval science (Navy)  
369 Other associations and institutions (Boy Scouts, Girl Guides)  
370 Education (General theories and studies, aims, psychology applied to education)  
371 Teachers Methods Discipline  
·2 School organization, School records  
·3 Methods of instruction and study  
Discussion of pedagogic value of various methods. For methods of teaching specific subjects, see those subjects; for their educational value see 375 Curriculum; e.g. teaching of science 507, place of science in curriculum 375·5  
·6 School premises and equipment (School libraries)  
·7 School hygiene  
·9 Education of special classes (Retarded children etc.)  
375 Curriculum (Sub-divided as main classes)  
·1 Philosophy ·6 Useful arts, trades  
·2 Religion ·7 Fine arts  
·3 Social sciences ·8 Literature  
·4 Philology ·9 History, geography  
·5 Pure science  
380 Commerce Communication  
383 Postal service (Stamp collecting)  
385 Railroad and express (Railways as a means of communication; history of railways)  
386 Waterways Inland navigation (See note 385)  
387 Ocean and air transport (See note 385)  
388 Local transit: city and interurban Highways (See note 385; history of roads, bridges, motor transport)

#### PURE SCIENCE

- 500 Science in general  
510 Mathematics  
520 Astronomy  
530 Physics  
537 Electricity  
540 Chemistry

- 550 Geology  
 551 Physical and dynamic geology (Physical geography: glaciers, icebergs, coral reefs, etc. Climate)  
 570 Biology (Nature study)  
 580 Botany  
 582 Phanerogamia (Trees: for fruit trees, bushes see 635 Gardening)  
 590 Zoology (Aquariums, zoological gardens)  
 594 Molluscs (Shellfish)  
 595 Articulates (Worms, crabs, lobsters, centipedes, spiders, insects, etc.)  
 597 Fishes Frogs etc.  
 598 Reptiles Birds  
 599 Mammals (Chiefly quadrupeds, whales, apes, man)

## USEFUL ARTS APPLIED SCIENCE

- 600 Useful arts in general  
 607 Education: schools of technology (Careers)  
 608 Inventions  
 613 Personal hygiene (First aid, physical training; for teaching of physical education, see education)  
 620 Engineering  
 621 Mechanical engineering (Machinery, electrical engineering, other types of engine. Radio)  
 622 Mining engineering  
 623 Military and naval engineering (Shipbuilding, shipmodelling)  
 624 Bridges and roofs  
 625 Railroad and road engineering  
 629 Other branches of engineering (Aircraft and automobile engineering, aeromodelling)  
 630 Agriculture  
 631 The farm, farmstead  
 635 Garden crops: kitchen and market gardening (School gardening)  
 639 Hunting, trapping, fish culture (Hunting and fishing as occupations, not as pastimes)  
 640 Home economics (Domestic science)  
 641 Food Cookery  
 642 Serving Table Entertaining (Etiquette)

- 643 Shelter: house, home (Treated from the domestic point of view; for construction, see 690 Building, and 720 Architecture)  
 646 Clothing Toilet (Dressmaking, sewing, knitting, millinery, dyeing)  
 649 Home care of children, sick, infirm and aged (Nursery)  
 650 Communication Business (Business methods)  
 652 Writing: materials, machines, cypher (Type-writing)  
 655 Printing Publishing Copyright  
 657 Book-keeping Accounts  
 660 Chemical technology (660-669 includes following manufactures:—oil, gas, glass, bricks, cement, soap, coal tar)  
 670 Manufactures (Articles made of metal, wood, leather, paper, rubber, celluloid, etc.)  
 677 Textile industry  
 680 Mechanic trades Amateur manuals  
 686 Bookbinding  
 690 Building  
 694 Carpentry: joinery, stairbuilding (Woodworking)

## FINE ARTS RECREATION

- 700 Fine arts in general  
 720 Architecture  
 730 Sculpture Plastic arts  
 738 Ceramic arts (Pottery, clay modelling)  
 739 Metal arts Bricbrac Jewellery (Metalwork)  
 740 Drawing Decoration Design  
 741 Freehand drawing  
 745 Arts and crafts Design (Lettering, leatherwork, etc.)  
 746 Fancywork Art needlework  
 750 Painting  
 770 Photography  
 780 Music  
 781 Theory of music  
 784 Vocal music (Voice culture)  
 785 Orchestral music

- 790 Amusements  
 791 Public entertainments (Circus)  
 792 Dramatic art Theatre Stage (Cinema)  
 793 Indoor amusements (Dancing, indoor hobbies)  
 796 Athletic and outdoor sports and games  
 797 Boating and other water sports (Swimming)  
 799 Fishing, hunting (as amusements; 639 Fishing and hunting as occupations)

## LITERATURE

- 820 English literature  
 821 Poetry  
 822 Drama (Plays)  
 823 Fiction (About fiction)  
 824 Essays  
 828 Anthologies of prose

## HISTORY

- 900 History in general  
 910 Geography and travels (Guidebooks)  
 912 Maps, atlases, plans of cities, etc.  
 914 Travel in Europe (Geography)  
 .1 Scotland  
 .2 England, Great Britain  
 915 Travel in Asia  
 916 Africa  
 917 North America  
 918 South America  
 919 Oceania and Polar regions (Australia, New Zealand and the East Indies)  
 920 Collective biography (see notes page 40)  
 930 Ancient history To A.D. 476  
 932 Egypt  
 937 Rome  
 938 Greece

## MODERN HISTORY

- 940 Europe  
 From fall of the Western Empire (Rome) A.D. 476  
 941 Scotland and Ireland  
 942 England Great Britain  
 .1 Middlesex London

- 943 Germany and Austria  
 944 France  
 945 Italy  
 946 Spain  
 947 Union of Soviet Socialist Republics (Russia)  
 948 Norway Sweden Denmark  
 949 Other countries of Europe  
 950 Asia  
 960 Africa  
 970 North America  
 973 United States  
 980 South America  
 990 Oceania Polar regions  
 994 Australia

*Notes on the SUBJECT HEADINGS*

The copyright of the Dewey Classification is retained to maintain uniformity of assigned meanings throughout the world, but, as the introduction to the Abridged Decimal Classification points out, "Every user has entire freedom to make such changes as he desires, under certain simple restrictions. If alterations seem needed add a letter or other non-numerical character to indicate the new meaning."

030 ENCYCLOPEDIAS. For convenience, all the reference books should be placed together. The number 423 for an English dictionary will be of no value if the librarian intends to place the book in the reference section.

050 GENERAL PERIODICALS, MAGAZINES. In schools where bookcrafts are a part of the curriculum, magazines and periodicals may be bound into annual volumes. A volume of Collins Magazine for Boys and Girls, for example, could then be placed at 050, but bound periodicals concerned with a specific subject would be better with the subject:

e.g. The Geographical Magazine would be classed at 910.

371.3 METHODS OF INSTRUCTION AND STUDY. Dewey places methods for specific subjects in the main classes, e.g. 507 Teaching of science. Many teachers will prefer to have these books in one unit rather than have them scattered throughout the non-fiction. The following expedient makes

a separate teachers' section possible. Number the books with the class number, prefaced by the letter T.

T

T220 or 220 to signify a book about religious instruction.

T

T745 or 745 " " " craft instruction.

The books will then be shelved in class order. The catalogue cards may be filed immediately after 999 in the classified subject catalogue. An appropriate guide card will be required to indicate the nature of the additional cards.

385-388 RAILWAYS, SHIPS AND AIRCRAFT, etc. as transport; the history of railways, ships and aircraft. Modern railways, etc., and details of construction are placed at 623-629 (Engineering). All books on these topics may be placed at 385 (Transport) to avoid a division and render the working of a project on transport simpler, but it must be remembered that there will still be information about railways, motors, etc. in the engineering books which must remain at 620-629. Furthermore, if the children are to supplement the information found in the school library by reading from the public library resources, the division of material between the two sections will have to be explained in any case. This consideration applies whenever the classifying of books away from the assigned subject headings of Dewey is contemplated. These difficulties can be met by demonstrating the interrelation of subjects. The ability to read a subject and enlarge it through the use of related material is a fundamental library skill, which the librarian must attempt to develop, no matter how simple the approach or how limited the success. Any deviation on these grounds, therefore, should only be undertaken when a substantial gain will result.

#### *Numbering by Subject*

The numbers are allocated to subjects, not to specific books, therefore the system will absorb an unlimited number of volumes. The number of books on gardening at 635, for example, is not limited, so books can be added or withdrawn from the collection without trouble. Some class numbers will appear on quite a large number of books. In order to secure a more exact order on the shelves, some librarians put the initial of the author's surname under the classifica-

tion number, the composite number-letter being known as the call number. The books having the same class number are then shelved and catalogued alphabetically by author. If an adequate selection of class numbers is used, the addition of the letter to the class number will not be necessary in a small library. The quantity of numbers given in the selected list may appear too elaborate for the small school library, but little more trouble is involved in using an ample range of subject headings than is the case with a very restricted choice. The greater the degree of differentiation between the parts of a subject, the more convenient the books are to use. The number 640 Domestic Economy would contain all the branches of domestic science, but how much better it is for the girl (or boy), who is looking up cookery, to be able to go to the few volumes numbered 641 Cookery and be able to by-pass all the other divisions such as 646 Dressmaking and 649 Nursing.

The number assigned to a book should always be the most exact possible. A book should not be placed in a comprehensive division such as 740 Drawing, if it can be placed at 745 Lettering. Inadequate discrimination between subjects is contrary to the purpose of classification. Although the library may have few books in many of the divisions, and none at all in some, it will grow steadily in size and usefulness once it is properly organized. An unambitious classification in the initial stages will be regretted later.

#### *Notes on Classifying*

Put the book under the subject heading where it will be most useful to the reader, bearing in mind the special needs of a school library. Books on the same subject must be kept together; therefore the temptation to give new additions a more exact placing must be resisted unless all the other books on the same subject are altered.

When the process of classifying the books begins, the librarian will be troubled by a difficulty which is more in evidence in dealing with children's books than is the case with adult books. Books written for children often cover a whole range of subjects. Chapters, or even paragraphs, on the stars, sound, light, heat, electricity, chemistry, flowers, trees, insects, fishes, engineering, etc. follow each other in

rapid succession, all being gathered together under one all embracing title such as *Wonderful Book of Science*. No branch of the scientific tree of knowledge is left unpicked, the aim being to astound rather than to educate. The subjects treated are not related, and no attempt at subject development is made. Such books are usually very generously illustrated and, therefore, do appeal to children. Where there is such a multiplicity of topics the book can only be put in the main class, e.g. 500 Science.

When two or three subjects are treated in the same book, choose the subject about which there is most information and number the book at that subject. If a comprehensive catalogue is made, the other subjects can be indicated by means of analytical entries, q.v.

If the subjects are treated equally, choose the first subject, an expedient which is a very doubtful compromise, but again analytical entries in the catalogue can make the necessary compensations. Where the book treats one subject only, the table of contents, and often the reading matter of the book, should be referred to in order to determine the best number for the book. Titles can be misleading and are not an infallible guide even for discrimination between fiction and non-fiction. The author often defines the purpose of the book in the preface and this should not be ignored.

*A History of Ecclesiastical Architecture in Europe* is a title which might be troublesome, but it is essentially a book on the subject of architecture and should be numbered as such. The presentation of the subject is of secondary importance in classifying. Ecclesiastical describes the type of architecture, Europe discloses the location of the architecture, and History the approach to the subject.

### Biography

- (1) Dewey arranges biography according to the work of the people concerned.

920	COLLECTIVE BIOGRAPHY
920·1	Bibliographers
920·2	Librarians
920·3	Encyclopedists
920·4	Publishers, etc.

	COLLECTIVE BY SUBJECTS
921	PHILOSOPHY (by country)
922	RELIGION: clergy, missionaries, preachers
923	SOCIOLOGY: kings, politicians, financiers, lawyers, civil servants, educators
924	PHILOLOGY
925	SCIENCE
926	USEFUL ARTS
927	FINE ARTS
928	LITERATURE
929	GENEALOGY and HERALDRY

- (2) The simplest method is to put all the collective lives under 920 and individual biographies under 921, with the initial of the person written about inscribed under the number. A life of Robert Louis Stevenson would be numbered:—

921

S

and is shelved in alphabetical order at S. Note that the book is identified with the person written about, and not with the author, because

- (a) all biographies about a person are thus brought together,  
 (b) the reader usually looks for the biography of a person, not for the author.
- (3) A third method is to put the person's biography with his subject:—Lives of scientists with science books, artists' lives with art, musicians' lives with music. In this case a general class is still required for people who were not connected with any particular subject and for collective biographies:—920.

### Pamphlets

Pamphlets, book catalogues, film catalogues, etc. are best housed in box files. If they are kept loose, it is advisable not to keep them at 010 near the reference books. The staff section would be a safer location.

### Subject Index

So that the reader can locate a subject, it is necessary to provide a key to the classification, e.g. if information about







Furniture	woodwork .. 694	Hockey .. .. 796
	history .. 942	Holidays .. guides .. 910
	household .. 643	Holland .. travel .. 914
		Homes .. <i>see</i> houses
	<i>G</i>	Honey .. bees .. 595
Games	indoor .. 793	Horses .. animals .. 599
	outdoor .. 796	.. farming .. 631
	physical educ. 613	.. .. 640
Gardening	.. .. 635	Housekeeping .. .. 640
Gas	chemistry .. 540	Houses .. ancient history 930
	engines .. 621	.. architecture 720
	science .. 600	.. building .. 690
Gazetteers	reference .. 030	.. civics .. 351
Generators	electricity .. 537	.. domestic scien. 643
	engineering 621	.. history .. 942
Geography	commerce .. 380	.. social studies 300
	countries .. 910	.. travel .. 910
	physical .. 551	Hunting .. .. 799
Geology	.. .. 550	Hydraulics .. engineering 621
Geometry	.. .. 510	.. physics .. 530
Girl Guides	.. .. 369	Hydrogen .. chemistry .. 540
Glaciers	geography .. 910	Hygiene .. .. 613
	physical geog. 551	Hymns .. .. 783
	manufactures 670	
Glass	science .. 600	<i>I</i>
Golf	sport .. 796	Ice .. cookery .. 641
Gospels	Bible .. 220	.. physical geog. 551
Gothic architecture	.. .. 720	.. sports .. 796
Government	Parliament .. 351	.. cookery .. 641
	local .. 352	.. commerce .. 380
Gravity	physics .. 530	.. economics .. 330
Great Britain	geography .. 914	.. geography .. 910
	history .. 942	.. geography .. 915
Greeks	architecture 720	.. history Empire 942
	history .. 938	.. .. 793
Greenland	geography .. 919	Indoor games .. handcraft .. 694
Guide books	travel .. 910	Inlating .. .. 595
Guides, Girl	.. .. 369	Insects .. .. 595
Gymnastics	physical educ. 613	Insurance .. economics .. 330
	sport .. 796	Inventions .. .. 608
		.. science .. 500
	<i>H</i>	.. biography .. 920
Handicraft	.. .. 694	.. English history 942
Harmony	colour .. 750	.. geography .. 914
	music .. 781	.. history .. 941
Health	body .. 613	.. geography .. 910
Heart	.. .. 613	.. mining .. 622
Heat	chemistry .. 540	.. physical geog. 551
	physics .. 530	.. geography .. 914
	science .. 500	
Hens	farming .. 631	<i>J</i>
History	ancient .. 930	Japan .. geography .. 915
	modern .. 940	Jellyfish .. .. 593
	world .. 900	.. biology .. 570
Hobbies	.. .. 793	.. religion .. 220
	crafts .. 745	Jesus .. acroplanes .. 629
	stamp collectg. 383	.. inventions .. 608
		.. transport .. 387

Jigs	engineering 621	Mathematics .. .. 510
Joinery	building .. 694	Meat .. <i>see</i> food
Jujitsu	.. .. 796	Mechanical engineering .. 621
		Menageries .. circus .. 791
	<i>K</i>	.. zoo .. 590
Kangaroo	animals .. 599	Metals .. chemistry .. 540
	geography .. 919	.. mining .. 622
	zoology .. 590	Metalwork .. .. 739
Kitchen	domestic scien. 643	Meteorology .. weather .. 551
	gardening 635	Meteors .. astronomy .. 520
Knitting	.. .. 646	Microbes .. biology .. 570
		.. health .. 613
	<i>L</i>	.. physics .. 530
Latitude	physical geog. 551	.. science .. 500
Laundry	domestic scien. 640	.. farming .. 631
Lawns	gardening 635	Milk .. .. 646
Lawn tennis	.. .. 796	Millinery .. .. 622
Lead	chemistry .. 540	Mining .. .. 622
	manufactures 670	Modelmaking .. aeroplanes .. 629
Leaves	.. .. 582	.. craft .. 745
Lenses	physics .. 530	.. hobbies .. 793
Lettering	.. .. 745	.. ships .. 623
Libraries, school	.. .. 371.6	.. woodwork .. 694
Lightning	physics .. 530	Model railways .. .. 625
	weather .. 551	Money .. economics .. 330
Lime	building .. 690	Monkeys .. animals .. 599
	chemistry .. 540	.. travel .. 910
	farming .. 631	.. weather .. 551
	gardening .. 635	Moon .. astronomy .. 520
Limestone	physical geog. 551	.. physical geog. 551
Linen	manufactures 670	.. reference .. 030
	table .. 642	.. scouting .. 369
	textiles .. 677	Moths .. .. 595
Lino cuts	.. .. 745	Motors .. engineering 629
Liquid air	physics .. 530	.. transport .. 388
Local government	.. .. 352	Muscles .. health .. 613
Locomotives	engineering 625	Music .. history .. 780
	transport .. 385	.. hymns .. 783
London	geography .. 914.2	.. orchestral .. 785
	guides .. 910	.. singing .. 784
	history .. 942.1	.. theory .. 781
Longitude	physical geog. 551	
		<i>M</i>
Machinery	engineering 621	Magnesium .. chemistry .. 540
	manufactures 670	.. photography 770
Magic	amusements 793	Magnetism .. physics .. 530
Magnesium	chemistry .. 540	Magnifying glasses .. .. 530
	photography 770	Manners .. etiquette .. 642
Magnetism	physics .. 530	Manufactures .. .. 670
Magnifying glasses	.. .. 530	Manures .. farming .. 631
Manners	etiquette .. 642	.. gardening 635
Manufactures	.. .. 670	Maps .. .. 912
Manures	farming .. 631	.. reference .. 030
	gardening 635	





of the same book each must have its own number: the same applies to volumes of a book.

- 3 AUTHOR Only the surname is necessary in most cases.
- 4 TITLE Brief title only.
- 5 PUBLISHER State briefly.
- 6 CLASS NUMBER Dewey number for Non-fiction, F for Fiction, C F for Collective Fiction, etc.
- 7 SOURCE Useful for distinguishing between items bought with private funds and items requisitioned through the authority. Second-hand books, gifts, will be indicated here.
- 8 PRICE Noted from the invoice. Useful if a second copy is required; also enables a quick check on library expenditure to be made.
- 9 CATALOGUE Letter to indicate that certain catalogue cards have been made for the book, e.g. A, T or S. As it is often inconvenient to catalogue a book immediately it is received, an entry in the accession book ensures that the cards will be made for every book.
- 10 REMARKS Discarded, lost, etc.

### Shelf List

The accession book records the books but it is unsuitable for checking them. For taking stock a shelf list is necessary. This is:—

- 1 a brief summary of all the books in the library as they appear on the shelves when they are arranged in strict order.
- 2 an essential instrument of stocktaking.
- 3 a rapid guide to the resources of the library in any section, irrespective of the books being on loan or on the shelves.
- 4 a useful tool in analysing the balance of material available in the various sections of the library.
- 5 a help in maintaining book order on the shelves.

Some libraries use 5 x 3 catalogue cards for making the shelf list. They are not so easily handled as a loose-leaf file,

but unlimited additions can be made. The book form of the shelf list can take additions if it is in loose-leaf form, with only a few entries made on each page. If a page is filled by subsequent additions, an extra page can be inserted.

LAYOUT The class number (of non-fiction), accession number, author's surname, brief title and a number of columns in which to tick off books when stocktaking, are needed.

Class No.	Accn. No.	AUTHOR	TITLE	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960

Fig. 1—Shelf List

If the cataloguing suggestions on page 54 are followed, a shelf list need not be made as the catalogues will serve instead.

### Catalogues for the Readers' Use

Even when not pursuing a line of enquiry in connection with the school subjects, most readers will have a definite purpose in mind when they come to the library. One boy will have acquired a rabbit and will seek information on rabbit keeping, another will be a train enthusiast and will be interested in reading up his hobby, a third will have heard a book serialized on the radio and will be anxious to read the book. Films of novels immediately create a demand for the author, or the book, usually the book. A well-classified collection of books will help the readers to find what they want, but catalogues provide a surer guide to the resources of the library. The book which has been replaced on the wrong shelf, or the book which is already out on loan, will not be overlooked. A book can only be allocated to one place on the shelves, no matter how many topics it deals with, but it can, with advantage, be noted under a number of headings in the catalogues. In the large library, sources of information are easily overlooked and

time lost in wandering unscientifically round the shelves. In the small library, a guide to finding information is important in order that the books may be exploited to the full. In many reference libraries the reader has to choose a book by requesting from the catalogue. The school library will have made a definite contribution to the education of the children if they are trained to understand and use a catalogue intelligently.

#### *Types of Catalogue*

THE AUTHOR CATALOGUE shows whether the library has any books by a certain author. The list of authors is arranged in alphabetical order of authors' surnames so that one can look up an author as one would look for a name in the telephone directory.

THE TITLE CATALOGUE shows whether the library has a certain book title. The titles are arranged in alphabetical order, ignoring articles. It is almost invariably incorporated into the author catalogue, the cards being mixed according to their alphabetical claims. The whole is then called a Name Catalogue.

THE CLASSIFIED SUBJECT CATALOGUE lists the books in the order of the subject classification, beginning with 000 General Works and ending with 999 in History. Therefore the cards are in the same order as the books on the shelves.

THE SUBJECT CATALOGUE lists subjects in alphabetical order. Cricket appears at C and Football at F.

#### *Choice of Catalogues*

In the limited time available, which catalogues should the librarian choose? On the fiction side of the library, requests will be made for books by author as well as for books by title. Therefore an author and title catalogue will be needed. In non-fiction, enquiries will be made for books about a subject, rarely for an author, so subject cards are all that are necessary. As the fiction author cards and the classified subject cards are arranged in exactly the same order as the books appear on the shelves, these two catalogues will serve as a shelf-list.

A classified subject catalogue is superior to an alphabetical subject catalogue. Not only do all the books on a particular

subject appear together, but also the books on related subjects. Chemistry appears next to physics and geology in the classified catalogue, but next to chess and chess in the subject catalogue. A satisfactory subject catalogue is difficult to make. Careful choice of subject headings is needed to make the contents of the library apparent. When a subject heading has been chosen, it is necessary to make entries under all the alternative headings so that the reader will be directed to the one chosen, e.g. a child interested in rabbits might look under rabbits, pets or animals. Each alternative heading must have "see" cards referring to the chosen heading. It is difficult to be consistent and to avoid entering books under alternative headings. Therefore a classified catalogue is recommended.

#### *Making the Catalogues*

The librarian will have a number of books with which to begin the library. The non-fiction will have been separated from the fiction, and the books put in classified order on the shelves. The accession book and the shelf list, if one is to be made, should be attended to next. Then the work of cataloguing can be started.

If a number of authorities are consulted before making the catalogue entries, the librarian will find that the instructions given vary. There are differences in layout and in the details of the entries. These variations are apt to be confusing and lead to inconsistencies, so it is important to decide at the outset on the method to be used for each entry. A method which has proved simple for children to imitate will be described. But first, the catalogues at the public libraries the children will use should be examined to see if any adjustments are thought necessary. Wide divergences in style between school catalogues and the public library catalogues should not exist, as training in the use of both will be given simultaneously.

Good quality catalogue cards 5 × 3 inches, with horizontal lines and two vertical, red margins, should be purchased. It is essential that these cards be bought and not made, otherwise they will prove difficult to handle. The ruled lines and margins ensure a uniformity in the entries which makes for legibility, and quick reference. There should be

a hole punched in the bottom centre of each card to admit the safety rod. The rod prevents the cards being spilled on to the floor if the drawer is accidentally withdrawn, and prevents cards being withdrawn from the catalogue when they are being examined. If a set of catalogue drawers is not available, and drawers or boxes have to be improvised, thread a cord through the cards. On each end of the cord attach a short wooden peg.

In addition to the title and author, the catalogue card should give some details about the book which will help the borrower to form some opinion about its usefulness to him. The following items are suggested. They are easily determined.

- 1 Date of publication
- 2 The number of pages
- 3 Whether illustrated
- 4 Accession number of each copy.

The date of publication is not always given, in which case an estimate is given as 1935? or 193-? In technical books the date is most important, e.g. a book on aeroplanes dated 1938 would be of little use to a boy looking for information about jet types of aircraft: a history book published in 1933 would not be the one for a boy writing about India in current affairs.

A boy beginning to take an interest in railways would require a different book from a keen enthusiast. The fact that one book is catalogued as having 87 pages and another as having 285 pages should be of value in assessing the suitability of a book.

In some books the illustrations will be of more value than the text; in other cases the illustrated book will often be preferred to the one which is not.

The accession numbers are useful because they indicate the number of copies and identify them. Should a book be missing when the stock is checked, the entry in the accession book can be traced immediately. Without the accession number, the librarian would have the inconvenience of having to search through hundreds of entries.

The writing of catalogue cards will be simplified considerably if each entry, whether author, title or subject card, is based on the same layout.

		Author's surname, forenames
		Title
	Date	Pages      Whether illustrated

Fig. 2—Layout of Standard Card

The author's surname begins at the first margin (first indentation). The title is set back to the second margin (second indentation) and it has been given a line to itself. In public library catalogues the publisher, date, etc. follow immediately after the title so that no space is wasted. When the card is in the catalogue, it is the top of the card which is most accessible. The entry made by the professional librarian sometimes gives a great deal of information, so space saving is important. This consideration hardly applies to a school catalogue and a more pleasing layout can be adopted.

#### APPLICATION OF THE STANDARD CARD

		Kingsley, Charles
		Westward Ho!
	1949	413 pp. illus.
	127	
	516	

Fig. 3—Author Entry—Standard Card

		Westward Ho !
		Kingsley, Charles
		Westward Ho !
	1949	413 pp. illus.

Fig. 4—Title Entry

225		Matthews, Basil
		The Adventures of Paul
	1944	127 pp. illus.
37		

Fig. 5—Classified Subject Entry

It will be observed that the author entry is the standard card. If the author and classified entries are to be used as a shelf list, the accession number of the book should be entered near the bottom of the first margin. If there is more than one copy of the same edition, the accession number of the second copy should be added below the first. Should the second copy of the book vary in the details of date, pages or illustrations, a second card will be necessary. When stocktaking is in progress, the accession numbers of missing books will lead the librarian to the appropriate entries in the

accession book. If the library has only a single copy of the book, the card can be kept as a reminder to order a replacement should this be deemed advisable.

The accession number is usually entered on the back of the card to avoid confusing the reader. It then appears as a tracing (page 63). The title entry is the standard card with the title repeated above the author, beginning at the second indent. So that the alphabetical order of the combined author-title (name) catalogue is more obvious, any articles appearing at the beginning of a title can be written at the end when making the title entries, viz,

Gorilla Hunters, The  
Ballantyne, R. M.  
The Gorilla Hunters

Each card is then arranged in alphabetical order of the first word appearing on the entry, whether it be an author, or a title card.

The classified subject entry is the same as the standard card with the addition of the class number in the left-hand margin. The name catalogue is assembled A—Z with the A's at the front, nearest the reader. Similarly the classified entries are filed 000—999 front to back. If more than one drawer is used, the same rule which applies to the shelving of books holds good, i.e. top to bottom in tiers, commencing at the left. The range of each drawer is indicated on the front, A—GRE; 500—699.

#### *Cataloguing by Children*

Experience has shown that children find little difficulty in preparing entries based on the standard card. A simple, effective method is to train a small team from a particular class, preferably the librarian's own form, as they will have more opportunities to carry on with the work at odd moments. The number in the team will be governed by the number of neat writers available; six or eight make a handy team. Give each child a completed card as an example. Explain the items on the card, and how the information is obtained from the book. Supply each child with a number of books and cards. Then open a book at the title page, read out the author's name in full and write the author's

surname on a card whilst the team watches. The children do the same with their first book. The initials and other items are added in the same manner. It is important that the first entry should be treated slowly, step by step, in this way; otherwise, the more difficult task of correcting wrong habits will be necessary. When a card is made out for a book it should be left in the front of the book with one edge projecting slightly, so that when the books are put on one side, the ones which have been dealt with are clearly visible.

When a whole library, not additions, is being dealt with, it will be best to deal with the books section by section, first closing the fiction and making the author entries. The section should not be re-opened until the librarian is sure that every book is back on the shelves with its catalogue card showing. Then the cards can be removed and a set of title cards made from the author entries. Each author card is duplicated exactly, then the title is repeated (in the form previously suggested) at the top of the card. If the librarian goes through the author cards first and lightly brackets, in pencil, the articles which are to appear at the end of the title, mistakes will be avoided, e.g.

(The) Gorilla Hunters

By triplicating cards in this way, author, title and subject entries could be made for the non-fiction, but this is not recommended. When additions are made, three entries will have to be written, checked by the librarian, and accurately filed in three separate places. Discarding too will be more complicated. Should the librarian have time to spare on further routine work, it could be spent more advantageously on analytical entries.

### *Analytics*

Analytical entries analyse major topics appearing in a book in which a number of subjects are treated. For example a book entitled "The Book of Hobbies" would be classed at 793 and the book would be shelved accordingly. However, there may be excellent chapters on Stamp Collecting (normally shelved at 383), Bookbinding (686) and Aeromodelling (629) which would probably be missed by pupils interested in those subjects. The difficulty can be overcome by writing out four subject entries, i.e. standard

cards with the class number in the margin on the author line. The class number must appear so that the book may be located. Above the normal class number of the book, write the analytical subject number in red, and above the author line write the subject of the analytical entry followed by the page numbers and the word "in".

686		Bookbinding, 52-87 in
793	Weymore, Charles	
		The Book of Hobbies
	1938	268 pp. illus.

Fig. 6—Analytical Entry

The entry shown in Fig. 6 would then be filed at 686 in the classified subject catalogue, and the card for the main entry, Hobbies at 793. Stamp collecting (383) and Aeromodelling (629) would be filed under their subject numbers (red).

793  
Thus the black number shows the address of the book, the red number shows the address of the card. In some libraries only the analytical subject number is entered in the margin, and the location of the book indicated by the addition of the words:—

(Shelved at 793)

under the other information relating to date, pages, illustrations.

The analytical entries are more valuable than the ordinary classified entries because they are a key to information in a book which is likely to be overlooked. The subject index



will direct the child to the right place at the shelves, or subject catalogue, for finding books written on one particular subject. The analytical entries will direct the child to information which otherwise could only be found by carefully examining all books on related topics. The task of making analytical entries for all possible cases would be tremendous but a valuable contribution to the library organization can be made by making analytics on selected topics. For instance, there will be comparatively few books

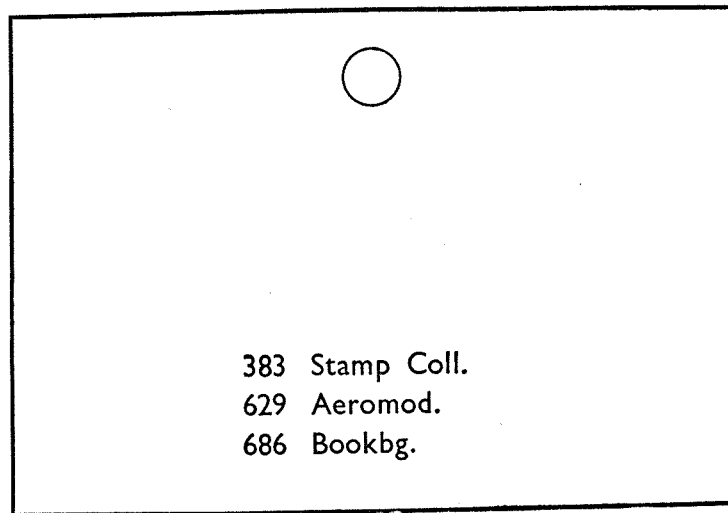


Fig. 7—Tracings on reverse of subject entry  
"The Book of Hobbies" (793)

whose title or class number will indicate that they are primarily concerned with houses. Yet there is likely to be a great deal of information on this subject scattered throughout the book collection. As projects are often centred on this topic, analytical entries would be of great service. The entries could be made on the sources found by the children when making a bibliography of a given topic (see Reading: Non-Fiction, page 167). This is a reversal of normal procedure. The cataloguer works from the subject to the books instead of from the book to the subjects.

### Tracings

When a book is withdrawn from the library, all the relevant cards must be withdrawn too. In the case of fiction, title and author entries will be found easily, but analytics and added entries will need recording so that they may be traced. Tracings are made on the back of the main entry card, which is the author card in a fully catalogued library. With the simpler cataloguing recommended (page 94) the author card in fiction, and the classified card in non-fiction,

### HOUSES

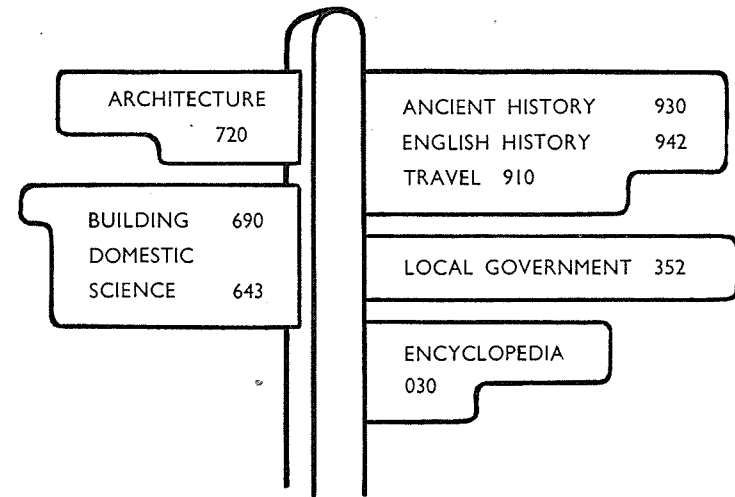


Fig. 8

should be used to note extra cards for the book concerned. The tracings are written on the back of the card, near the top edge. The writing is inverted so that it can be read easily when the card is in the drawer. The tracing consists of the address of the card (the red class number on the analytical entry) followed by the subject heading of the additional entry.

When a large number of entries for the name catalogue needs putting in alphabetical order, the children can assist

by employing the method that was used for arranging the books on the shelves in alphabetical order (see page 24), a final check being made by the librarian. The children who assist will gain a first class knowledge of the name catalogue. In a similar manner the classified catalogue can be assembled.

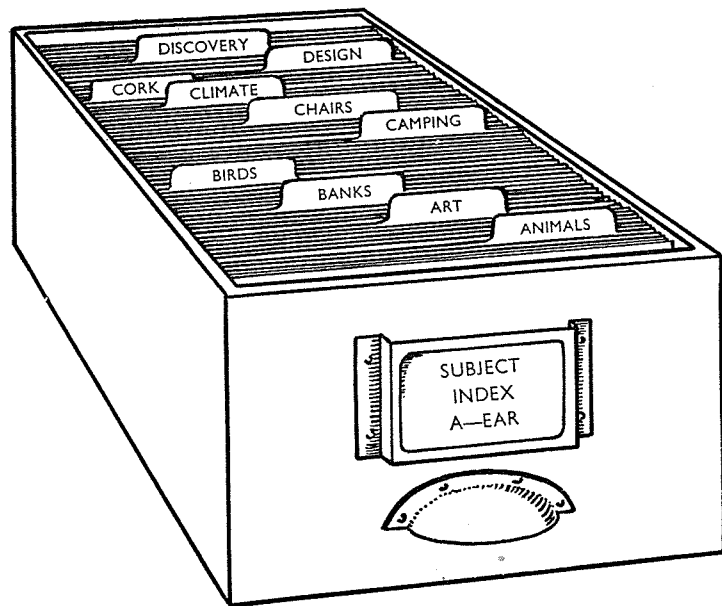


Fig. 9—Guide Cards and guide letters

### Signposts

As further aids the children can make subject signposts (Fig. 8) and bibliographies (page 167). Sources on subjects in demand can be indicated. Thus popular hobbies and project subjects are detailed so that children who need help can check their findings against the signposts prepared by others.

The signposts should not be used to save children the trouble of searching for themselves, but as a check on their findings. The signposts can be used to head bibliographies (see page 63).

### Rules for Filing Non-Fiction Entries

The classified catalogue cards are put in the numerical order (000-999) of the books on the shelves. Cards with the same number are filed in alphabetical order of the author's surname, e.g.

- (1) 910 Finch, R. Geography through the Shop Window.
- (2) 910 Moore, W. G. The World's Wealth.
- (3) 910 Thompson, J. Peoples and Places.

### Guide Cards

Guide Cards are 5-in. × 3-in. cards with projecting tabs (Fig. 9). They are placed at convenient intervals throughout the catalogues so that the reader can use the cards more rapidly.

### Cataloguing Rules

It is the author's name which is most troublesome in making the catalogue and some reference to cataloguing rules is necessary, although the majority of books will present no difficulties. The list of rules given is not comprehensive but it should prove adequate for most entries.

### Titles

- 1 The cards are arranged in alphabetical order letter by letter to the end of the title. Initial articles are ignored.
- 2 In book titles, personal titles are not ignored as they are in the author catalogue. "Captain Blood" is filed under "Captain" and "Doctor Dolittle" under "Doctor".
- 3 Figures are arranged as if the number were spelled.

### Authors

- 1 Arrange in alphabetical order of author's surname.
- 2 Arrange abbreviations as if spelled in full.  
M', Mc, as if spelled Mac
- 3 Arrange English names with prefixes as though the prefix were part of the word:  
De la Mare (file under "De")
- 4 Arrange foreign names by ignoring the prefix.

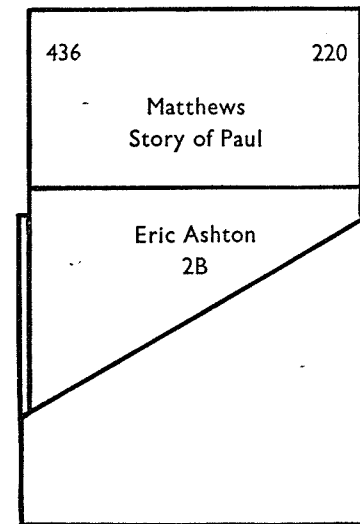
- 5 Hyphenated names are arranged by the first name:  
Quail  
Quiller-Couch  
Ransome
- 6 Compound surnames which are not hyphenated are arranged by the last name:  
Haggard, Rider.
- 7 When the author is unknown, enter under the book title, e.g. *Arabian Nights*. The title is written on the author line of the unit card.
- 8 Books such as Odhams Press publications where no author is given, are entered with the publisher's name on the author line.
- 9 Pseudonyms are used for author entries unless the real name has become better known.
- 10 Publications by societies and authorities are entered with the name of the society on the author line.
- 11 When several stories by various authors have been edited by one person, the editor's name is used on the author line of the card, and the fact is noted with the abbreviation (Ed.) after the name.
- 12 Books with two authors are entered as follows:  
Spencer T. and Williams M.  
Stories from the Classics  
MAIN ENTRY.  
Williams M.  
Spencer T. and Williams M.  
ADDED ENTRY.
- 13 Books having more than two authors are entered under the name of the author first shown, followed by the words "and others," e.g. "Stevenson R. L., and others." Added entries are made for the others in the form shown for added entries for two authors. The librarian will, or will not, make added entries for story collections, according to the time available. It should be noted that the work entailed does not end with the writing of the cards (which can be done by a pupil) as each added entry has to be recorded (tracings) so that when a book is withdrawn, all the cards for the book are withdrawn.

## CHAPTER V ORGANIZATION

### METHODS OF ISSUING BOOKS

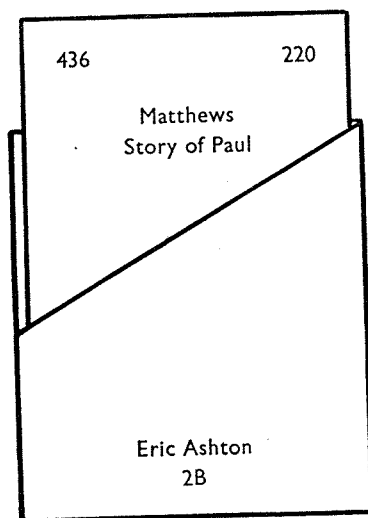
#### (1) *Public Library System*

A small pocket is pasted on the inside of the back cover of each book. In the pocket is put a book card bearing the accession number, class number, name of the author and the title of the book. Every book on the shelves has its own book card held by the pocket. The reader is provided with one or more readers' tickets on which is written his name and address (form). To charge a book, the librarian removes the book card from the book and puts it, with the reader's ticket, into a second pocket which merely holds the two cards together (*Fig. 10*).



*Fig. 10*  
Public Library Method, using a plain pocket

Sometimes the reader's ticket is in pocket form so that the book card can be put into the pocket thus avoiding the use of a special holding pocket (*Fig. 11*). It has the disadvantage that the child has in his possession the most expensive part of the apparatus if the pockets are bought, but in most schools the apparatus would be made in the craft lesson. If craft is not in the curriculum the work could be undertaken as an exercise in practical mathematics.



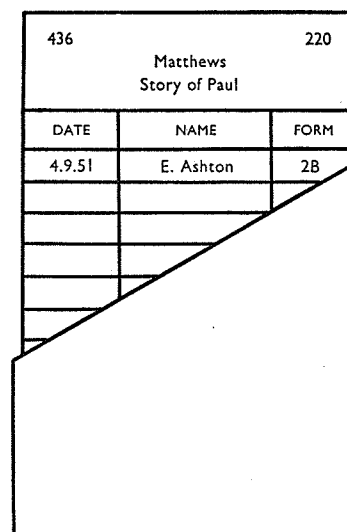
*Fig. 11* Public Library Method, using a combined pocket and borrower's ticket

A date slip is pasted in each book and stamped with the date of issue or date when the book is due to be returned (usually the latter). The cards are filed in author, class number or accession number order, in a charging tray each day. When a book is returned, the librarian looks at the date slip and then finds the card among the cards filed for that date.

### (2) *Book Pocket and Book Card*

A variation of the public library system is to combine the

information on the book card and borrower's ticket on one card. The borrower writes the date, and his name and form on the book card. The card is filed as in the previous method (*Fig. 12*).



*Fig. 12*—Book Pocket and Book Card

### (3) *Register Method*

Recording of loans is done by making entries in a note book suitably ruled in vertical columns (*Fig. 13*).

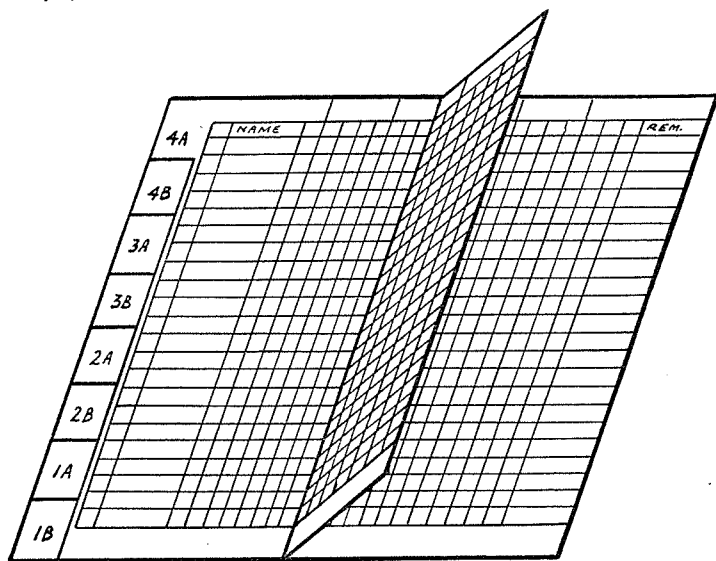
When the book is returned the librarian can tick the entry or record the date.

Date	Author	Title	Borrower's Name	Form
4.2.51	Redmayne	Transport by Land	R. Watson	4A

*Fig. 13*—Register Method (old)

*Graphic Method*

This is a method the writer evolved to avoid overcrowding at the charging table and to give a better record of loans than was obtained by alternative systems. The apparatus is simple and cheap: a book with sufficient ruled lines per page to take the largest class in the school is all that is required. A thumb index for the various forms is made on the left of alternate pages as shown, to enable the librarian, or monitor, to turn from form to form with a minimum of delay (*Fig. 14*).



*Fig. 14*—Graphic Register

The children's names are entered from the form register in the second column. Usually the names are numbered in the form register and it is an aid to rapid charging if these numbers are entered in the first column, especially if the names are not in strict alphabetical order. A borrower then gives his number and name. A monitor should emphasize with ruler and pencil every fifth horizontal line. These lines will help children to enter numbers in the correct spaces when the right-hand columns are in use.

The columns to the right of the name column each represent one week of the school year, plus a remarks column. As forty columns are too many for a double page, the second page is cut back so that it does not cover the names column when it is turned. At the top of each column is entered the Friday date for each school week of the year. When a book is borrowed, the person in charge enters the accession number of the book opposite the child's name in the appropriate column (*Fig. 15*). No matter what day of the week the book is borrowed, the entry is made under the Friday date of that week. Should more than one book be borrowed in the week, the second is entered above the first.

				Sept.			
	No.	NAME	P.L.	5	12	19	26
	1	Ashton	W	368	104	227	116
2A	2	Broadbent, C.	B	43	3/9		201
	3	Cunnah, L.		16	53	3/4	8

*Fig. 15*—Page of Graphic Register

When a book is returned a line is drawn through the accession number, but not heavily enough to obliterate the number.

When all the loans for a particular week have been checked off, a tick is made in the space at the bottom of the column. This saves trouble in tracing overdue books, as the librarian can ignore all columns which are ticked. It also ensures that entries are not overlooked. The bottom of the column can be used for occasional statistics also, e.g.: if the number of books on loan is required, the number of outstanding items can be noted in the column for each form, and then totalled.

*Comparison of Methods*

In assessing the value of a particular method the following points have to be considered:—

- 1 SPEED OF WORKING—of paramount importance to the smooth functioning of the library.
- 2 WORK INVOLVED—of great importance to the librarian; time used on elaborate apparatus subtracts from other library requirements.
- 3 RECORD OF CHILDREN'S READING—of great educational importance to know which children are using the library regularly and the type of book read.
- 4 RECORD OF OVERDUE BOOKS—the library will be far from efficient if children are allowed to take books out and forget about them, as they will if no regular check is made (even adults are not blameless in this respect).
- 5 LOCATION OF BORROWED BOOKS—it is useful to be able to answer the question, "Who has such and such a book?"
- 6 RECORD OF ISSUES OF EACH BOOK—useful in assessing whether a duplicate copy is required or whether the book justifies its place on the shelves. If it is a good book which is being neglected, a little publicity provided by the librarian will often produce results.
- 7 COST AND DURABILITY OF APPARATUS.

*Public Library Method*

Speed of working: Very satisfactory.

Initial work: Making of apparatus involves considerable labour; sticking in the pockets and making book cards for each addition adds considerably to the work of accessioning. A date slip in each book is essential.

Record of children's reading: Nil.

Record of overdues: Excellent.

*Book Card and Pocket*

Speed of working: Not so rapid as the public library method.

Initial work: Considerable amount of apparatus required but less than the public library method. New book cards need to be made for the popular books as the space for entering the reader's name etc. is limited.

Record of children's reading: Only shows children who have read a particular book. In both these methods the record of overdues could be sacrificed and the cards filed under the name of the pupil, or the author, but if the library assistants are unable to make proper checks, the efficiency of the library will undoubtedly suffer after a while.

*Register Method*

Speed: Comparatively slow; appreciable amount of writing for each loan. Books which are returned have to be sought in several pages of entries.

Initial work: Small.

Record of children's reading: None without a great deal of trouble.

Record of overdues: Satisfactory if overdue entries are not allowed to spread over a large number of pages.

*Graphic Method*

Speed: Very rapid; especially so in library periods where cancellations and issues are restricted to one page of the register.

Initial work: Moderate; markings for the columns can be pricked through several pages at once, after the first page has been ruled. When the register is made, no extra work is involved for new books. It is no more trouble to deal with 1000 books than 100. The amount of work is governed by the number of pupils. A new register has to be made out at the beginning of each year.

Record of children's reading: The teacher is able to see at a glance which children are borrowing regularly and which children are not taking advantage of the facilities available. Accelerated and retarded reading rates can be watched as the average time taken to read a book is immediately apparent. Library publicity will often remedy "open patterns" for certain forms

An indication of the type of reading can be recorded by putting a point followed by "f" for fiction and the Dewey number for non-fiction, viz. 268.f; 327.220, but the simple entry plus a more detailed individual record, kept by the children under the supervision of the English master, is preferable.

Record of overdues: Overdue books are easily checked and persistent offenders can be noted in the remarks column by entering a letter O, or by putting a ring round the entry. Books should be returned on or before the Friday of the following week. Thus book 347 having been borrowed sometime during the week ending Dec. 3rd should be returned (or renewed) on or before December 10th, which would be the date stamped on the date slip.

Dec.

3 10 17  
347

With the Graphic Method, date slips are not necessary as the form library monitors can keep check on overdues

in the library period. No fines system will operate in the school library, and there is no necessity for a child to bring a book back to school in order to renew it, as it is during transit that most wear and tear and losses are likely to occur. This system is much less expensive than the book pocket and card and the public library systems. It is somewhat difficult to locate a book when it is on loan if the school has a large number of pupils on roll.

#### *Preparation of Books for the Library*

- 1 Immediately the books arrive check the items against the invoice. Tick when checked.
- 2 Mark the books with the school stamp. If book plates are used, the plate can be added more conveniently later.
- 3 Enter the necessary details in the main stock book, if this record is required by the finance department of the local authority.
- 4 Enter in the accession book. If the invoice has to be returned to the local authority, cross the ticks on the invoice when 3 and 4 have been completed. Failure

to adopt some such procedure will result in items being overlooked when interruptions occur.

- 5 Put the accession number and class number inside the book. The usual place is on the back of the title page, but the top right hand corner of the first leaf has proved a more convenient position. As soon as the front cover is lifted the data is revealed.
- 6 Mark the class number on the spine of the book.
- 7 Enter on the shelf list if the catalogue cards are not used for the dual purpose.
- 8 Add the date slip, book pocket and card, and book plate if these are to be used.
- 9 Make the catalogue cards, and note same in the appropriate column of the accession book.
- 10 Make sure that the book will open easily with the pages lying flat. A cracking noise means that the coating of adhesive on the spine is breaking along one of the sections; therefore great care is necessary in opening the book so that this does not happen. A satisfactory procedure is to lay the book on a table and open a few pages at a time from the back and front alternately. As each opening is made, smooth down the V with a clean cloth until the book lies open without holding. There must be no hurry to get to the middle of the book.

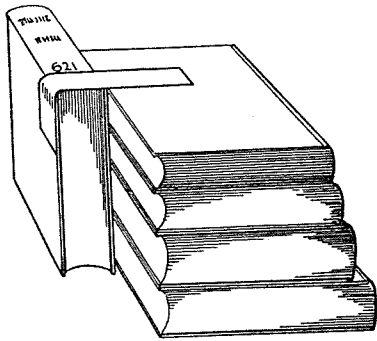
#### *Marking of Class Number*

To mark the class numbers on the spine of non-fiction books, use white marking ink on dark covers and black ink on light covers. Sticky labels are unreliable and unsightly. The numbers should be placed at the same level on each book;  $1\frac{1}{2}$ -in. from the bottom of the spine is satisfactory. Uniformity is not always practicable as some books have designs or lettering which make it impossible to write the number at the standard level. A pen for use with the white marking ink and a template made from thin card should be kept handy.

Place book for marking with its fore-edge on the table and the spine facing upwards. Put sufficient books to come level with the spine on the right of the book to be marked,

which should be pushed forward so that a comfortable writing platform is made (*Fig. 16*). A piece of thin card about 6-in. long and  $1\frac{1}{2}$ -in. wide serves to measure the standard distance, and acts as a writing guide.

Another method which is a little more difficult, is to hold the book against the edge of a table with the book spine level with the table top, which acts as a hand rest.



*Fig. 16*—Numbering the back

### *Stocktaking*

Library prefects and library monitors will be of great service in preparing the ground for the annual stocktaking. First call in all books and stop further loans. The helpers should be allocated to various sections of the library, if this has not already been done in connection with their normal duties. Each assistant then makes a careful check on the order of the books in his section, rearranging where necessary, and posting "foreigners" to their proper shelves.

The librarian should be in charge of the shelf list, whether this is in loose leaf form or card catalogue, whilst a helper and an assistant spotter deal with the books. The librarian calls out the author and title of a book and the helpers find it. The entry in the shelf list is ticked or the catalogue card turned over, as each book is located. The helper puts a forefinger on top of the book and pulls it forward and down thus causing it to rest spine downwards on the shelf. A simple but effective way of indicating that a book is missing,

is to slip a wire paper clip on the catalogue card. Besides being a check on the book stock, the use of the catalogue cards for stocktaking automatically checks the main entry cards of the catalogue. Any books which remain standing upright after the check, will need cataloguing immediately. The books should not be returned to their upright positions until the check is complete. Any titles which cannot be found after every effort has been made to trace them, should be cancelled in the accession book, and an appropriate entry made in the remarks column.

### *Arrangement of Books on the Shelves*

The books are arranged on the shelves like words in a newspaper, i.e. beginning at the top left-hand corner, and left to right down each column or tier. Where cupboards are used and the interiors are subdivided by vertical partitions, each partition makes a separate tier. The fiction is put in alphabetical order of the authors' surnames and requires no marking on the back unless the author's name does not appear there. This is not uncommon in some series of small books such as Collins' Laurel and Gold Series and Dent's King's Treasury Series. The first two letters of the author's surname will be sufficient, e.g. Bu for Buchan. Marking the full name is hardly practicable on small books, and calls for considerable skill in any case with white marking ink, if the appearance of the book is not to be marred. The non-fiction requires a class number on the back so that the books can be arranged in ascending numerical order according to the Dewey classification; again left to right in tiers.

The length of shelving between the vertical supports should not exceed 3 feet, and the thickness of the shelves should not be less than 1 inch if correct library practice is to be followed. Thinner shelves in long unsupported lengths will sag under the weight of a full load of books, but if  $\frac{1}{2}$  inch pieces only are available, angle brackets every two feet will prevent sagging. Angle brackets have the disadvantage of being a fixture; adjustable shelving is far better as the distance between the shelves need not be so uniformly great. Fixtures are likely to result in too much space being left between shelves, or too many books being shelved separately



as outsize books. Long shelves make it difficult to replace books, as a considerable weight of books has to be pushed to one side.

The formal arrangement of books in tiers, six rows high, is most inconvenient in a small school library, as the book resources are concentrated vertically; 150-200 books are contained within a lateral spread of 3 feet. Two or three such units would shelve the entire book stock. Access is limited to a handful of pupils if the books are to be handled properly. The inconvenience of such an arrangement when

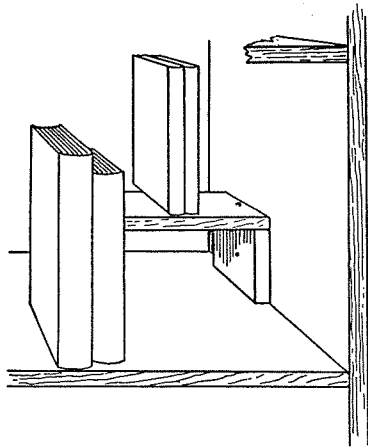


Fig. 17—Adaptation of deep cupboards

a whole class descends on the library, say for a limited period, precludes the smooth orderly functioning of the library. Therefore formal arrangement must be replaced by a deployment which spreads the users round the library as far as possible. Many schools will have to use cupboards for shelving, but this will be of secondary importance as the value of the library will never be assessed on the excellence of its equipment. Poor equipment will be inconvenient for the librarian and pupils, but the educational value of the library will largely depend on the enthusiasm and skill of the librarian and other members of staff.

A number of cupboards which are not entirely devoted to library stock are more adaptable than one or two for

exclusive library use. If a number of cupboards can be housed within the library room, the high shelves and bottom shelves, which are always the least accessible, can be used for the storage of English and Mathematics stock. The Staff section can be shelved on a high shelf. A serious disadvantage to be reckoned with, in adapting cupboards to library use, is the excessive depth of the shelves. Fig. 17 shows a method of minimizing this drawback.

A piece of wood 4 inches wide and  $\frac{3}{8}$ -in. thick is cut to the length of a cupboard section; in addition, two short lengths for supports are cut. These supports rest on the primary shelf and are kept in position by knocking a nail through into the vertical division. The secondary shelf is held by knocking a nail through each end into the small supports.

The height of the secondary shelf will be governed by the height of the books which are to be put on it. The more it can be raised, the better the books at the back will be displayed. The front edge of the secondary shelf should be positioned about nine inches to the rear of the front edge of the primary shelf. The single nail which is put in the supports need not be a long one, then it is easily levered out with a screwdriver if the shelves ever need adjusting.

Sets of poetry books and plays can be stored to advantage in this way. The suggestions are expedients to cope with lack of suitable equipment, and should not be regarded as a substitute for proper shelving.

To simulate library shelving, cupboards doors have sometimes been removed, whilst other schools have fitted wire grilles in front of open shelves, when the school is used by other bodies in the evenings. Circumstances and conditions vary so much that no one method can be applied universally. Open access in the library only requires that the users shall be able to choose from, and consult the library resources freely. (In many large reference libraries, application for books has to be made to the library staff.)

Cupboard doors need not be regarded as fatal to the success of the library as long as the cupboard doors do not shut the legitimate borrowers out. Sliding doors are more objectionable than hinged ones in spite of the obstruction caused by the latter when they are open. Sliding doors

never offer free access to all the cupboard and are a constant menace to fingers. Open shelves with roller shutters which could be secured in the up and down positions might be the answer to the librarian's wish to protect the books from dust etc. when the school is not in session.

### *Shelving*

As a guide in making adaptations, shelving specifications are noted.

Top shelf to be not more than 5 feet from the floor, Bottom shelf to be raised at least 1 foot from the floor. If a clearance of 18 inches is allowed, a useful cupboard can be made. Shelf thickness  $\frac{7}{8}$ -in. to 1-in. thick. Length not more than 3 feet. Depth 8 inches. Average distance between shelves 10 inches.

### *Oversize Books*

As it would be uneconomical to allow enough space between the shelves to take very large books, these have to be taken out of their classification order and put on a special shelf. Large books should not be rested on their fore edges when on the shelves or on exhibition. The weight of large books tends to pull the body of the book from the covers. Very large books should be laid flat.

### *New Books Board*

A useful advertisement and stimulant in the library is a notice board for showing new books. The most simple effective way to advertise recent additions is by pinning up the book jackets in a pleasing arrangement. Small notice boards are of little use, and large ones sometimes difficult to obtain. A satisfactory substitute was made in the following way.

An old picture frame, minus glass, was cleaned and varnished. Two large sheets of strawboard from the craft room were cut to size to make a back, and a third one was covered with green manilla paper to make the front of the board. Sheets of newspaper were laid between the front and back boards to make a bed for drawing pins. A few panel pins were used to hold the boards in position, as is done in normal

picture framing. The title "NEW BOOKS" was added and a selection of colourful dust covers pinned on it.

The board should be hung like a picture, not fastened to the wall, so that it can be taken down and laid flat on a table. Then it is possible to position and re-position the dust covers into fans, ladders etc. to find the best arrangement. Incidentally this is a job which the children love doing; it is worth doing at the meeting of the library committee occasionally.

### *Librarian's Cupboard*

A cupboard or section of a cupboard will be necessary for storing the following equipment.

New books which require accessioning.

Magazines; present and back numbers.

Writing paper for personal and pupils' use.

Accession book, shelf list, record book of assignments, loans register or apparatus for book card and pocket system, date due slips.

Date stamp, school stamp or book plates.

Jar of white paste, 1 inch paste brush, small long-handled paste brush.

Pens for white and black lettering, white marking ink and Indian ink.

Craft cutting knife, steel rule and zinc plate.

Scissors, pencils, rulers and mill boards.

### *Displays*

Displays of pictures can be made periodically as long as these do not interfere with the functioning of the library. The series of wall panels issued by the British Council of Industrial Design have a pleasing elegance which fits them for display in the library. Beautiful views of the countryside, interesting old buildings etc. can be exhibited with advantage. Displays which are not of aesthetic value are better housed elsewhere.

Displays of new books or books on a particular topic can be staged on one of the library tables. The advertisement and display may be elaborate or simple, but the children should be given the opportunity of furthering library publicity in this way.

*Magazines and Periodicals*

American statistics show that ninety per cent of all the reading that American people do, is done from magazines and newspapers. The 3,957 magazines have a circulation of 200,000,000 each issue. In Britain, although the figures are relatively, as well as numerically smaller, a great amount of reading of magazines and periodicals is certainly done. Many people read little else. Therefore it is important that the children should be introduced to a selection of good magazines during their school life, so that their taste in periodicals may develop with the best material.

Magazines do encourage the children to visit the library voluntarily. Backward readers gain valuable practice in reading the captions under the pictures, and the constant influx of visual material automatically provides the basis of an illustrations collection. The better the magazine, the better the presentation of current affairs. The argument that it is a drain on library funds does not hold good in practice. No difficulty has been found in providing periodicals from money collected in various ways by the children. They appreciate that small efforts on their part give them a range of periodicals far beyond the possibilities of any child's pocket money. It is a parallel of "subscribing" to the general rate by ordinary citizens, and when the children themselves have co-operated in this way, the case for the care of library property does not need arguing, although it will need stating regularly.

Library tables, if 3 feet 6 inches wide, may be used for the display of periodicals. Magazines can be put on the tables in front of each chair the first thing each morning by the library monitors. When the magazines are not required by the children occupying the places, they simply put them in pairs down the middle of the table, and replace them before leaving the library. By this method the periodicals are read with the maximum of comfort and the minimum loss of time at breaks, and before morning and afternoon school. A large number of current magazines and back numbers can be displayed, which ensures that every child has ample opportunity to read the magazines, and there is no need to have special periodical stands to hold the magazines.

Magazine holders are advised for the periodicals in use. If bookcrafts are taught in the school, the making of magazine holders will be a valuable exercise. Covers are usually eyeleted in the spine, and a cord or elastic fastened from the top to the bottom eyelet inside the cover, to hold the magazine. The cover should be larger than the magazine, and where eyelets are used the distance between the eyelets must be greater than the magazine. When too tight a fit is made, the monitors are liable to damage the new magazines in threading them in position and the cord tends to "saw" the top and bottom of the magazine fold during use. A pleasing effect can be obtained with most magazines by cutting the title from a back number and pasting it on the front of the magazine holder.

*Library Assistants*

The librarian would find it difficult to run the library single-handed and it is not desirable that the attempt should be made. The library offers a splendid opportunity for training in responsibility, and the use of children on the administrative side enhances its prestige and virility in the pupils' estimation. Valuable training in citizenship is given when they realize the library's personal value to them, and that the degree of service to be had, depends on the reasonable conduct of all and the special efforts of some. Regard for the appearance of the room and the maintenance of high standards of courteous behaviour can be secured in the library. The librarian will have to decide on what basis this co-operation is to be achieved. Are the library prefects to be elected by the children or the staff, or by a combination of both? The writer's experience has not favoured the adoption of either of these methods. The best library prefects have chosen themselves. The most successful appointments have resulted from noting those pupils who derive an obvious satisfaction from working in the library. Children who have proved themselves in other directions may be quite unsuccessful in the library, nor does a good prefect necessarily make a good library prefect. It is not a bad thing that it should be so, as the child who has not shone in other directions is given the opportunity to be of real service to the school.

More than one kind of library assistant will be required. The number and arrangement of the duties will vary according to the size of school and stage of development of the library, but in every case there should be a head library prefect. One who is conscientious and able to impress his authority when necessary will be of greatest value in lightening the librarian's work. Two representatives should be appointed for each form. They will assist with general duties in the library period and be of great service to teachers other than the librarian, when the class is in the library. Loans will be dealt with entirely by them during library periods, leaving the librarian free for more important work. A rota of evening duty can be run in which case smoother working is usually attained by a pair or pairs being on duty for a period of one week. Children often fail to turn up on a daily basis, as they forget when it is their turn. Some children like the evening duty at the charging desk far more than others, so it is better to take this into account rather than try to work a rigid formula. The appointment of form monitors means that there are library helpers spread throughout the school, from age level to age level, and from attainment group to attainment group. This system gives each form a place in the picture, but there will be a period during which the first forms will be under observation. Before making a final decision, the opinion of the form master is well worth having so that possibilities amongst the less demonstrative members of the form will receive due consideration.

If a change in form monitor is thought necessary, it is advisable to run the most likely aspirant side by side with the regular pair before making any changes. Once the system of library helpers is established, candidates for library posts will see and appreciate the kind of service that is expected of them.

A special group of cataloguers will be required. They will be chosen for their ability to write an entry neatly and consistently according to the specified layout. To this body will be added children who show an aptitude and keenness to do other jobs connected with the preparation of books for the library, and the repair of books. Some children will be capable of tackling all phases of work efficiently, others will

be included on account of a particular usefulness. Some of the duties that the team of library assistants can do are outlined here:

**SUPERVISION**—This duty will fall on the library prefect and boys who are given prefects' powers in the library. It will be their duty to see that the library discipline is maintained in the breaks and other out-of-time-table occasions. They will see that:

The library is used as a reading room and not as a comfortable spot for idle conversation.

Lunches are not taken into the library.

Books and periodicals are handled properly.

Children have clean hands.

Chairs and periodicals are properly arranged before users leave the library.

Persistent offenders are reported to the librarian or form master.

A report on the satisfactory running, or otherwise, of the library when under their supervision, is made at committee meetings.

**FURNITURE**—Care of furniture will be the job of form monitors or a small group of younger children who show enthusiasm for the work. It is not often that enthusiasm is maintained over a long period for this duty if it is always done out of school hours. One way of ensuring that children do not become bored, and therefore inefficient, is to make the form monitors for the week responsible for the furniture as well, and encourage a spirit of rivalry in giving the best service.

Tables will be polished regularly, periodicals put in their proper places at the beginning of the day and collected in the evening if this is necessary; window ledges will be kept clear of stray papers and books, and any dusting which is necessary will be done.

**BOOKS AND PERIODICALS**—Duties under this heading will include:

Seeing that books present a tidy appearance on the shelves, particular attention to be paid to book ends.

Attending to any magazines which look untidy.

New periodicals to be put into the magazine covers and the old ones stored. Additions to be noted in the periodicals account.

Books to be dusted occasionally.

The book should be gripped firmly with the left hand so that the pages do not open slightly and admit the dust. The duster can then be wiped along the head of the book. Hold the edge vertically and wipe downwards. The fore-edge and tail will require very little dusting, of course, but should be treated the same way, after giving the duster a shake.

Opening new books (see page 75).

Simple repairs (see page 88).

Attending to the section of the library which has been allocated to their care.

Helping at stocktaking (see page 76).

Tracing overdue books and watching the condition of returned books.

Taking charge of the loans system.

Pasting in bookplates, date-due slips, and book pockets if these are used.

The librarian will not always be present during breaks, etc. but neither should he invariably be absent. To rely on the system running itself more or less, will put too great a strain on the system, besides discouraging the library assistants. Children like due recognition, and slackness, or lack of appreciation on the part of the librarian, will quickly be reflected in the library organization.

The staging of book exhibitions will provide further opportunities for the children's enthusiasm. Some of the books on exhibition will be opened at a definite page in order to show a particularly fine illustration which is likely to sell the book to the child, or because it illustrates a particular point clearly. This, of course, applies to exhibitions centred round a topic rather than to exhibitions of books as books. A simple device to keep the book open at the desired page is to use a couple of thin rubber bands to hold the pages down.

Co-operation with the art department should not be overlooked. An endless variety of jobs presents itself in the library. There is no need to create work for the helpers in order to keep them going. The librarian who is alive will never be able to say to himself, "The library is finished at last." The library will never be finished. No job should be done by the librarian which can be done conveniently by a child. The qualification of convenience must be added as there will be times when it will be best for the librarian to do a job to get it out of the way.

#### *Form and Subject Libraries*

The library is recognized as being eminently suitable for breaking down the barriers between the subjects. In the library the barriers disappear once the child has learnt how to use its resources, and provided that the resources are comprehensive. If the books are dispersed throughout subject rooms, the barriers are maintained and one of the main advantages of the school library is lost. There will be times when books are needed in classrooms either because the library is being used by another class or because it is more convenient to bring the books to the materials needed in project work, than it would be to import writing and drawing materials into the library; or because the form room offers other special facilities which are lacking in the library. The use of books in this way is to be encouraged by the librarian as it enlarges the usefulness and value of the book stock, but this method of use should not be employed to the exclusion of the normal library visits. Extra care during transit needs to be impressed on the children as wear and tear is often greatest when a book is being carried about. On no account should uncomfortably heavy or large piles of books be carried by individuals.

If a collection of books is required by an individual master for a special subject or a form library, then he should have it if the children and teaching are going to benefit, but such provision should not be made at the expense of the school library. Form libraries which are developed must not ignore the main library. There is no reasonable argument for a form library which does not take good account of the main library. The form library is fully justified and

of real educational significance when it satisfies the following conditions:—

- 1 The collection should be properly organized.
- 2 The books should be attractive and in reasonable condition.
- 3 The teacher should know the books in the form library and related books in the school library.
- 4 The books should have been carefully selected to cultivate reading habits, develop book tastes, and further the work of that particular form.
- 5 Records of reading should be kept.

The form library has the great advantage of putting books at the pupil's elbow. The children are constantly exposed to the influence of books but the resources are bound to be limited. The form collection of books cannot hope to *satisfy* the demands of the advanced, average and retarded reader: this must be the function of the school and public library, but it can do much to increase the demand for books, and the appreciation of them.

#### REPAIRS

##### *Repairs: general*

Some repair to books and magazines will be necessary from time to time. The work may be carried out by the librarian, library helpers, the craft department of the school, or by a combination of all three. It is unlikely that elaborate treatments will be undertaken; in fact, no repairs which require real craftsmanship should be attempted by the untrained teacher or child. There are, however, many simple first aid jobs which will prolong the life of the book and preserve its appearance. The golden rule is to repair promptly, whether the work is done in the school or sent to a professional binder.

##### *Loose Leaves*

In some bindings the illustrations are sewn in as part of the sections; in others they are tipped in with paste. The latter method often gives rise to loose illustrations. As the illustrations are one of the strongest forms of attraction the

book collection possesses, they should be pasted back into the book. Lay the illustration (or loose page) on a sheet of clean newspaper. Fold a second piece and lay it over the illustration with the folded edge parallel to the inner edge of the illustration so that only  $\frac{1}{8}$  in. of page is exposed. Paste the exposed edge taking care not to draw the paste brush towards the top newspaper or the paste will run underneath. Don't use paste which forms brittle flakes and avoid watering it down too much. If the inner edge of the page is in poor condition, make a narrow strip of thin paper, a little less than page size, and fold it in half parallel to the long edges. Paste the loose page along one side of the V (on the outside). Paste again to the width of the V and press well into the book with a ruler or bone folder. Insert a sheet of paper, preferably waxed or grease proof, to protect the other pages, and press firmly.

##### *Torn Leaves*

There are a number of different ways of dealing with torn pages and it is interesting to experiment with all three before deciding to apply any one method universally. The simplest way is to use gummed transparent paper which can be bought quite cheaply. The edges of the tear must be matched up as closely as possible so that letters and words do not appear broken. Use sufficient gummed paper to extend beyond the tear and lay it on from the inside of the book outwards to the edge, taking care not to disturb the matching. Place a piece of paper over the top of the repair and press gently until the adhesive has taken, then put the book under a heavy weight. When dry trim off the excess transparent paper flush with the edge of the page. Unfortunately, tears rarely run straight, so it is often necessary to use more than one length of repairing paper.

Although the simplest method, transparent paper does not give the neatest result. Another way is to "paint" a little paste or flexible glue along the edges of the tear which are to be put together again, using a water-colour brush. Protect the underneath pages with a sheet of paper, preferably waxed paper. The more edge there is on the tear, the stronger the repair will be. Place a protective piece of paper over the repair and press the book heavily until dry.

A stronger result can be obtained with a variation of the above method. Paste and match up the edges as before. Place a piece of Chinese tissue or onionskin paper (use lengthwise with the grain) over the tear, and press so as to cause paste to ooze from the tear and stick to the tissue. Lay protective papers under and over the work and press heavily. When the paste is quite dry, gently tear off the mending paper which is not held by the adhesive. The tissue which remains on the repair will reinforce it.

### Joins

If the reader is not familiar with the physical make-up of a book the description on page 128 should be read next. Books, especially heavy volumes, frequently develop too much play in the joints. When a cover is held with one hand whilst the other holds the body of the book, there should be practically no play at the hinge, but often it will be found that it is possible to move the cover sideways a considerable amount. Examination of the book will show that the end paper, which is pasted to the cover, is coming away from the inside edge of the cover.

Carefully apply a little glue or paste along the part that has come loose. A thin, long-handled brush will be needed to reach the middle of the book. Do not overload the brush with adhesive or the cloth on the spine will adhere to the sections and the hinge will not work properly afterwards. Press the end paper well down, close the book and run a ruler or bone folder down the joints. Leave in a press or under a weight until dry. The end paper often breaks near the joint when cheap padded papers have been used. They possess little tensile strength and easily crack. If the body of the book is in good condition make a lining for the hinge. Fold a strip of tough, but not too heavy paper, in half. The strip should be  $\frac{1}{8}$  in. less than the length of the end paper, and  $1-1\frac{1}{2}$  in. wide according to the size of the book. Paste the lining well and insert it in the joint; place a piece of waxed paper inside and put in the press to dry.

### Casing

When a book is almost, or completely, out of the case, it is possible to recase it; but the work is not worth doing

unless the stitching and the book backs are in good condition. If the covers are not completely detached from the book, cut them away carefully with a sharp knife. Pull off the paper and muslin, which is glued to the sections to hold them together and which helps to fasten the book in the case. Remove as much of the old glue as possible; soaking with a little paste often helps. In the better bound books the tapes on which the sections are sewn will need the same kind of treatment.

A piece of good quality muslin, of the type used in book-binding, will be required to replace the original. Make it the thickness of the book plus 2 inch, and  $\frac{1}{4}$  in. less than the height of the book. Glue, or paste the muslin on the

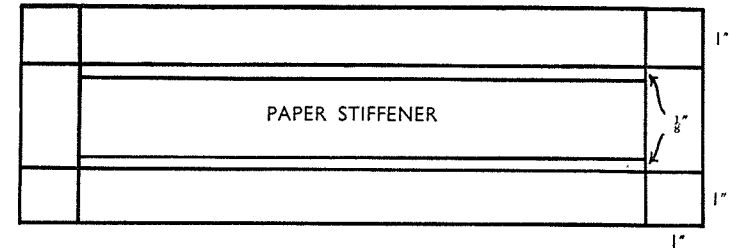


Fig. 18—Binding Cloth marked for new back

back of the book but do not glue the 1 inch flaps on either side. Care must be taken not to pull the muslin out of shape in pressing it firmly on the sections. When the work has dried, glue the inner book covers to the extent of one inch, i.e. sufficient to hold the muslin flaps. Place the book in the covers so that it fits comfortably and opens easily; press the muslin well down on the covers. Dry under pressure. Cut a strip of tough, but not bulky paper, to make a lining for the joint as detailed under "Joins". Paste in, protect with sheets of paper, and press.

The above instructions only apply to books with undamaged cases, but occasionally, the binding cloth covering the outsides of the cover splits along the joints. To remedy this condition, first choose a binding cloth to match the covers. From this cut a piece as wide as the original hinge plus 2 inches and 2 inches longer than the covers. Mark the cloth

as shown in the sketch with sharp pencil lines (*Fig. 18*). Line the centre portion with a strip of stout paper, made the same length as the covers but  $\frac{1}{4}$  in. less in width than the middle space marked on the binding cloth. Paste the lining paper and lay it centrally on the middle space; dry under pressure. When dry fold over the top and bottom turnovers sharply so that they can be more easily worked at the next stage. The binder always leaves a small clearance between his muslin and the top and tail edges of the book, but this will not be enough to allow the 1 inch turnovers on the strip of binding cloth to be turned over, therefore it will be necessary to slit the muslin down each hinge for a distance of 1 inch top and bottom. Glue the outer 1 inch margins

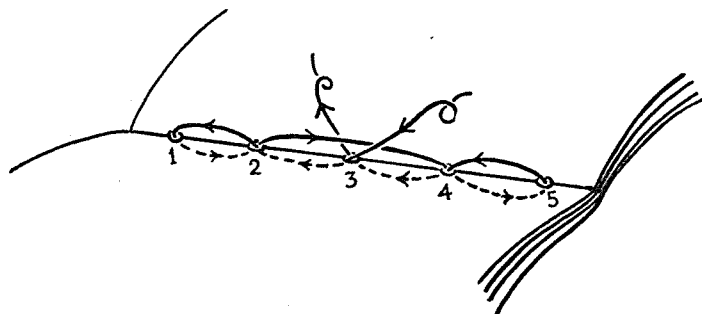


Fig. 19—Five-hole stitching

and the 1 inch turnovers of the strip of binding cloth, and apply it to the book covers. Turn the top and bottom pieces over the covers. When smoothing the binding cloth down, always work with a piece of newspaper on the table top and another over the surface being pressed. After drying under pressure it will be necessary to add the title, author and class number with marking ink

#### Sewing

If the stitching on a multi-sectioned book is in need of attention the book should be discarded or sent to the binder. The life of single sectioned picture books such as the Puffin Books can be lengthened by sewing. Cut a strip of binding cloth to cover the back of the hinge. The cloth should be 2 inches wide. Draw a sharp pencil line down the middle of

the strip and crease well. Paste the cloth on the book, protect with paper and dry under pressure. Using a large needle, or awl, puncture five equally spaced holes through the middle fold. The outer holes must be  $\frac{3}{4}$  in. from the top and bottom of the book. It may not be possible to space the holes equidistantly as the staples should be cleared by about  $\frac{1}{2}$  in. When making the holes, work from the inside taking care that the needle travels truly through the folds. Strong linen thread, used double, is necessary. Begin on the inside at the centre hole (3) and thread the needle through, leaving three or four inches of thread in the middle for tying (*Fig. 19*). Push the needle up through 2, down through 1, back underneath and up through 2, along to 4 and up through 5; back to 4, down and up through 3. The two ends of thread must be arranged on either side of the length of thread which goes from 2 to 4. The two ends are tied in a double knot over the 2-4 piece which acts as an anchor to prevent the ends being pulled through the centre hole. Books less than 8 inches in height need have only three holes for stitching. The sewing pattern is exactly like *Fig. 19* would be if holes 1 and 5 were omitted.

#### Magazines

Treatment of periodicals will have to be simple and rapid to be worth while. A very quick method of strengthening the cover at the joint is to make three hinges from gummed brown paper which is sold in 1 inch width rolls at most stationers. Cut the lengths a shade less than the magazine and fold down the middle (this is easily done if a line is drawn with a sharp H pencil). Place two between the inside covers and the adjoining pages and the third along the outside fold of the cover. The magazine can be further strengthened by applying a narrow margin of paste along the joints of the neighbouring pages.

#### Covers

Bright bindings are most attractive for children, but they have the disadvantage of soiling more quickly than darker bookcloths. Bindings with a rough fluffy surface show marks very quickly. On the other hand a smooth polished buckram surface preserves its appearance much better.



Backing books with plain paper has the unfortunate effect of destroying the publicity value of books which are not well known but copal varnish may be used to preserve popular books of fiction. If the book is put over a line, the pages can be held whilst a couple of coats of varnish are applied. The book can then be left to dry "on the line."

#### LIBRARY DEVELOPMENT

Now that the organization of school libraries has been detailed as extensively as most secondary schools will require, those responsible for the library policy and routine will have to decide on the degree of organization to be adopted. Time will be the governing factor in making the decision. All the teacher needs to work the most elaborate library routine is enthusiasm and time. Initial enthusiasm, however, must be governed by a judicious appraisal of the time factor. Nothing will be gained by embarking on a too ambitious routine which cannot be maintained. Instead of a breaking down there should be a gradual building up on the basis of ESSENTIALS FIRST. After the basic minimum has been achieved and a smooth routine established, developments should be undertaken according to a definite plan.

#### *Suggested Basic Minimum*

- 1 Accession Book.
- 2 Preparation (if possible) of sufficient shelving for twice the number of books expected in the first twelve months.
- 3 Books classified and marked with white marking ink.
- 4 Shelf Guides.
- 5 Name Catalogue of the fiction, and classified catalogue of the non-fiction, the two catalogues jointly to serve as a shelf list.
- 6 Subject Index.
- 7 Simple loans system: graphic method.
- 8 System of library monitors and prefects.

#### *Second Stage*

- 1 Chart of the 100 Dewey divisions.
- 2 New Books board.
- 3 System of simple repairs.

#### *Third Stage*

- Periodicals. Folders (craft department).
- Picture File.
- Audio—Visual material.
- Date slips.
- Book plates.
- Analytical entries: tracings.
- Loose leaf shelf list.
- Author catalogue to include non-fiction.
- Public Library system of charging books or Book Pockets and Book Ticket method.

In the second stage the Dewey chart, if framed, lasts for years, and the new books board is very little trouble to maintain. It will be observed that the third stage involves a great deal of routine work. The items are not listed in order of precedence, and librarians will vary in their views on the relative importance of the items in the third stage. Periodicals and the picture file are relegated to stage three because they should not be undertaken before the minimum of book organization is running smoothly, unless another teacher undertakes the responsibility.

The routine, in its "final" form, should not include so many additional services that the librarian is shackled with chores, and has no time to further the educational aims of the library. The detailed knowledge of the book resources, which the librarian will acquire, must not be devoted exclusively to the library organization, important though this is. The means must always be subsidiary to the ends.

*PART II*  
TEACHING THE USE OF BOOKS AND  
LIBRARIES

## CHAPTER I

### LIBRARY INSTRUCTION: PRELIMINARY CONSIDERATIONS

To teach the use of books and libraries, a carefully planned scheme of work will be necessary. No orderly development will be possible unless the same degree of thoroughness is devoted to the library scheme of work as is given to the other subjects of the curriculum. A scheme of library instruction to take place in the library periods, is detailed in this, the second part of the book. It is designed to impart the more pressing of the library skills at the beginning, and gradually to expand the skills until all the fundamentals have been taught. In addition to the basic work on alphabetical order, classification, catalogues, and use of reference books, the scheme is designed to cultivate a respect for books based on an elementary knowledge of the history of books and their physical make-up. Training in understanding the value and function of the various parts of the book such as the preface, table of contents, index etc. is included as being necessary to a proper appreciation of the book as a tool of learning. The scheme seeks to cover the ground thoroughly but not exhaustively. Although the various items are presented in a progression, the librarian will rearrange, select or expand according to the varying abilities of the children and conditions within the school. No universal scheme of instruction is possible in library work any more than universal schemes are possible or desirable in other subjects. But the detailing of the work as summarized in the table of contents will have the effect of bringing two heads together on the problem of deciding what is a sound progression.

#### *Library Periods*

The most effective way of teaching the use of books and libraries is to give each class a library period in the time-

table. This will make possible a steady and co-ordinated progression.

The term Library Period is used to denote the times when a class is with the librarian or class teacher for training in the use of books and library technique. It does not include the occasions they are there with a teacher for work in connection with a particular study. Thus a distinction is made between LIBRARY PERIODS and PERIODS IN THE LIBRARY. Although activities in the library period may cover ground which is usually claimed by a school subject, the aim of the work will be to exercise the pupils' book skills, e.g. the collecting of facts for an essay on Columbus may be set to test the child's ability to make use of several sources of information. The fact that he is doing THE AGE OF DISCOVERY elsewhere is a natural correlation between the subjects, whereby an interest, already aroused, is fostered and employed by the librarian for a special purpose.

Owing to the natural overlapping which takes place in library work, the distinction drawn between library periods and periods in the library is frequently a matter of emphasis only, as the example quoted illustrates. However, there are so many activities to occupy the children and the librarian that the latter will find it best to respect the distinction drawn above. The distinction is made in order to define the librarian's work, not in order to isolate library instruction from the rest of the curriculum.

#### *Individual Assignments*

The scheme is designed to give individual practice in acquiring library skills. Merely to tell the children that books are arranged in a certain way on the shelves, that catalogues give information about the books, or that an index tells you where to look for things, will not really teach them how to use libraries or books. Every teacher is familiar with the incredible permutations achieved by a class in interpreting a verbal instruction. The children must learn their library skills by individual practice, nor will it be sufficient to select certain children from the group to "find a book by an author called Strong" or to "find a book about animals", while the rest of the group watch the lucky one, unless each child's understanding is later put to a practical test.

The "puzzle" form of many of the assignments to be detailed does interest the children more than the setting of assignments requiring formal written answers. There are few people who can resist the challenge of a puzzle. Certainly the children do not require urging to get on with the work, as they often ask for a second try with another assignment.

#### *The Time Factor*

The practical work demands that at least forty minutes should be allocated to the library period. A shorter time is of little use. Each period means a change of room for the class concerned: consequently a few minutes will be lost occasionally. The loss of a few minutes out of a period which is less than forty minutes practically precludes the setting of assignments. Forty-five or fifty minutes is a useful time. Longer periods or double periods are not advisable as the necessary concentration cannot be sustained by every member of a class, and lack of concentration by one affects others in the vicinity. There is something to be said for two separate library periods in the first year so that library skills are attained by the children early in their school life, thus allowing a longer period of application.

The tempo of the scheme is to be matched to the ability of the individual. Bright children need not be held back by the slower workers, as those who forge ahead can occupy themselves profitably in applying their newly acquired skills to research, whilst the slower individuals catch up on the assignments. It would be possible for the fast pupils to get well in front, but there are several drawbacks to this. Explanatory talks by the teacher are necessary from time to time. These must be given in advance of the related assignments. If the slower children are trying to work weeks behind the talks their difficulties will be aggravated. The most satisfactory method is to divide the scheme into years, and terms. It is not essential that every child completes the whole of the assignments, e.g. the full Author-Title assignment in Fiction is a useful but not essential exercise. Provided the backward pupil manages to do a part of it, some leeway could be made up by omitting the remainder.

The length of the library period, as well as the grade of

the class, will be a very important factor in determining how much can be attempted in each year. A short period will be a great handicap to the librarian as previously explained.

#### *Basis of the Scheme*

The scheme is designed to

- (a) link up with the work of the school,
- (b) take into account the personal interests of the child and through them to achieve library skills.

The complete integration of the library scheme with the contemporary needs of the children is an ideal which can only be partially realized in practice. The needs in library skills will not follow a series of logical steps, hence the more mechanical library techniques, such as the use of catalogues, must be taught according to a carefully graded progressive plan. The daily needs should be catered for in a "parallel" scheme of instruction. If a child is to be taught the acquisition of a particular skill only as the need arises, the task of remembering or recording the different skills learned by any one child, and basing instruction scientifically upon previous knowledge, would be colossal.

#### *Parallel Scheme*

The main scheme is designed to give every child practical instruction, on an individual basis, in the intelligent use of the school or public library. A parallel scheme (of a more general nature) will enable the children to find their way about the library in the early stages, otherwise reading in connection with other branches of school work and reading of a more personal kind will be unduly retarded.

The aim of the parallel scheme will be to give a class a bird's eye view of the lay-out of the library without spending too long a time in the first year on acquiring the more advanced skills aimed at in the individual assignments. The children should not be held back from using the non-fiction section until all the fiction exercises have been completed. In the first year they will be finding their way among the books by the ordinary hit or miss "methods", relying on the shelf guides and incidental help from the teacher.

As soon as the children can use the fiction shelves with confidence and are familiar with the loan system, a simple

tour of the non-fiction shelves may be undertaken. If the shelf guides are judiciously chosen, the children will be able to find many of the books they want. The numbering of the books from 000-999 will need heavily "underlining". Many children try to remember, mechanically, the place they took the book from, instead of replacing according to the class number. Consequently, a book out of place tends to stay out of place. Only watchfulness by the teacher in the early stages can correct this malpractice.

			1. Intro. to Lib.	2. A. Order-Oral	3. A. Order Assn.	4. F and N-F Assn.	5. Care of Bks.	6. Joining P. Lib.
		CLASS	✓	✓			✓	
IC	1	Aspinal, R.			✓	✓		
	2	Aubert, D.			✓	✓		
IB	3	Bergin, W.			✓	✓		
	4	Bowden, A.			✓	✓		
IA	5	Browne, R.			✓	✓		
	6	Burgess, A.			✓			

Fig. 20—Page of Record of Work

#### *Records*

Because of the individual basis of the training, an accurate record of the assignments completed by each child is essential. The actual recording during a library period can be carried out simply and speedily if a suitable record book is prepared in advance.

The record book can be similar in form to the loans register used in the graphic method (page 70). The pages are cut back on the left hand side to make a thumb index of the forms (Fig. 20). The names of the children in the

first form are listed in register order on the left hand side of the first page. The remainder of the page, and the opposite page, are divided into columns which are headed with the parts of the scheme, instead of with the weeks of the year as in the loans register.

The proportion of the scheme allocated to the first year will depend on variable factors such as the grade of the class, and the length of the library period. Four pages were needed in the loans register to record the forty or so weeks of the school year, but the double page should be quite sufficient for the record book.

In the case of a multi-stream school, the headings need not be repeated for the second, third, etc. streams. After ruling and heading the 1A page, cut the tops of the 1B, 1C etc. pages so that the 1A headings are seen, and rule the columns to correspond. All items, including explanatory talks by the librarian, should be shown, e.g.:—

Intro. A.O.L. A.O. F. & N.F. Care of B.I.

Once the teacher is familiar with the scheme such abbreviations will be sufficient to indicate the introductory talk on the library, talk by the librarian on alphabetical order, alphabetical order assignments, fiction and non-fiction assignments, first talk on the care of books. The second and third year etc. forms have their columns headed with the second and third year etc. parts of the scheme.

The fact that an assignment has been completed can be indicated by a tick against the child's name in the appropriate column. Alternatively, a mark may be given such as:—

- A Assignment completed quickly and correctly.
- B Average result.
- C Difficulty experienced, or errors made which indicate a poor understanding of the assignment.

In case of difficulty, help should be given by the teacher, and another assignment of the same type set. The librarian should be informative, not critical, as the assignments will lose much of their value if the child feels uncomfortable in attempting them.

A talk and discussion with the class will only require a single tick at the top of the appropriate column, and the date if the librarian needs it. By including all the items for

the year, the librarian obtains an immediate and accurate picture of the class and individual progress.

It would be physically impossible to distribute and check the work of an entire class working on individual assignments of this type in a forty minute period. Furthermore, a pleasant library atmosphere is maintained if the number of assignments is limited. On the other hand, as the assignments will rarely occupy a child for the whole of a library period, the assignments can be redistributed to keep approximately the same number in circulation throughout the period (see page 108).

CHAPTER II  
SCHEME OF INSTRUCTION:  
CONTENT AND METHODS

I INTRODUCTION TO THE LIBRARY

- 1 The arrangement of the library. Location of fiction, non-fiction, magazines etc.
- 2 Library hours. Use of books, magazines and periodicals.
- 3 Method of borrowing a book.
- 4 Library rules. These should not attempt to circumvent every possible form of undesirable library behaviour. The fewer the better. Two should be sufficient:—
  - (1) Silence.
  - (2) Care of books and furniture.
- 5 *Arrangement of Fiction*  
Alphabetical order of authors' surnames. Refer to alphabetical order in the attendance register. Children to be allowed to select a fiction book. (Class library monitors to be chosen in consultation with the form master.)

2 ALPHABETICAL ORDER

- 1 Meaning of alphabetical order. This will be revision of points raised in the previous period and in English lessons.
- 2 Number of letters in the alphabet.
- 3 The middle letters of the alphabet—M N.
- 4 Mental—Which comes first—J or L, O or M? etc.
- 5 The class register. Alphabetical order of surnames. How is the register written when two names begin with the same letter? Take examples from the class. How many boys have surnames beginning with B? Whose name will be placed first in alphabetical order? (Repeat with R, T, etc. until the idea of arranging according to the 1st, 2nd, 3rd and following letters is understood.)

- 6 *Locating Books on the Shelves.* Individual children to
  - (a) Find a book by Charles Dickens (only the author to consider as no title is specified).
  - (b) Find "The Invisible Man" by H. G. Wells. Title and author given.

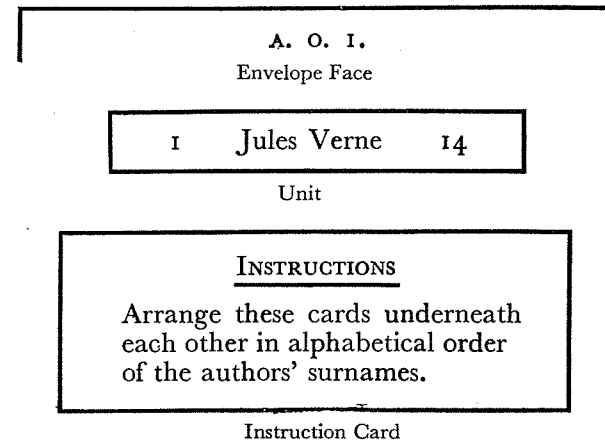
It would be a waste of time to look for "The Invisible Man". How can we track down "The Invisible Man"? Stress that the books are arranged according to the name of the author not the title.

More titles and authors to be found at the teacher's discretion.

3 ALPHABETICAL ORDER ASSIGNMENTS

*Preparation of Alphabetical Order Assignment*

On page 108 lists of authors will be found in sets of fourteen names.



Print the authors' names on sheets of smooth white card. (Smooth card soils less easily than a matt or fluffy surface.) Each set of fourteen authors comprises one assignment with the names arranged in alphabetical order. Separate the assignments by cutting through the margins, then cut each assignment into units with the scissors. As each set is completed, put the units into an envelope. Ordinary manila envelopes 6-in. × 3-in. are suitable. They will need marking A.O.1., A.O.2., etc. according to the number of the assign-

ment. On the left of each slip is the envelope number which assists in preventing slips getting into the wrong envelope. On the right of each unit is the key number for checking the result.

An instruction card is put into the envelope with the slips.

#### *Method of Setting the Assignment*

The class enters the library in the normal way and books are selected. When the children have settled down, the librarian places the envelopes on the tables in front of the first twelve children on the register. To do this conveniently each child must be given a place (in register order) which he must occupy when he is in the library with the class.

The child arranges the slips and continues reading until the librarian is ready to check his assignment. If the child reads out the numbers on the right hand side of each slip, the teacher can check the assignment from the key, or a direct visual check may be made.

#### ALPHABETICAL ORDER UNITS

1	LOUISA M. ALCOTT ..	3	2	HARRISON AINSWORTH ..	3
1	JANE AUSTEN ..	6	2	T. C. BRIDGES ..	8
1	C. E. BENTLEY ..	2	2	JOHN BUNYAN ..	12
1	E. GOUDGE ..	4	2	LEWIS CARROLL ..	7
1	RIDER HAGGARD ..	1	2	JOSEPH CONRAD ..	11
1	BRET HARTE ..	11	2	J. FENIMORE COOPER ..	14
1	CAPTAIN MARRYAT ..	9	2	ARTHUR CONAN DOYLE ..	4
1	R. G. D. ROBERTS ..	7	2	ALEXANDRE DUMAS ..	5
1	ROBERT LOUIS STEVENSON ..	13	2	SIR EDWARD EVANS ..	9
1	L. A. G. STRONG ..	5	2	KENNETH GRAHAME ..	2
1	"TAFFRAIL" ..	10	2	ANTONY HOPE ..	13
1	JULES VERNE ..	14	2	W. W. JACOBS ..	10
1	STANLEY WEYMAN ..	8	2	ARTHUR RANSOME ..	1
1	J. DAVID WYSS ..	12	2	GEOFFREY TREASE ..	6
3	R. M. BALLANTYNE ..	6	4	ROLF BOLDREWOOD ..	4
3	HILAIRE BELLOC ..	9	4	JOHN BUCHAN ..	8
3	REGINALD CAMPBELL ..	14	4	DANIEL DEFOE ..	7
3	LEWIS CARROLL ..	2	4	CHARLES DICKENS ..	9
3	PETER DAWLISH ..	1	4	SIR ARTHUR CONAN DOYLE ..	3
3	DANIEL DEFOE ..	8	4	KINGSLEY FOSTER ..	11
3	GEORGE ELIOT ..	7	4	AUSTIN FREEMAN ..	14
3	CHARLES KINGSLEY ..	5	4	THOMAS HARDY ..	6
3	S. P. B. MAIS ..	10	4	J. C. HARRIS ..	10
3	JOHN MASEFIELD ..	3	4	W. H. G. KINGSTON ..	2
3	ARTHUR MEE ..	12	4	DEAN SWIFT ..	13
3	R. F. WALL ..	13	4	T. THOMPSON ..	1
3	H. G. WELLS ..	11	4	H. G. WELLS ..	12
3	CHARLOTTE M. YONGE ..	4	4	GILBERT WHITE ..	5

5	HARRISON AINSWORTH ..	3	6	HANS ANDERSEN ..	6
5	H. G. ALDIS ..	10	6	R. D. BLACKMORE ..	8
5	G. K. CHESTERTON ..	1	6	JOHN BUNYAN ..	5
5	EVE GARNET ..	13	6	LEWIS CARROLL ..	4
5	E. GOUDGE ..	8	6	JOSEPH CONRAD ..	10
5	K. GRAHAME ..	5	6	J. C. HARRIS ..	7
5	THOMAS HARDY ..	9	6	W. W. JACOBS ..	3
5	ELLISON HAWKES ..	2	6	GEORGE MACDONALD ..	14
5	W. H. G. KINGSTON ..	7	6	JOHN MASEFIELD ..	2
5	CHARLES LAMB ..	14	6	A. A. MILNE ..	9
5	ROBERT LYND ..	4	6	DAVID SEVERN ..	11
5	RAFAEL SABATINI ..	12	6	ROBERT LOUIS STEVENSON ..	13
5	"SEAMARK" ..	6	6	L. A. G. STRONG ..	1
5	GEOFFREY TREASE ..	11	6	H. G. WELLS ..	12
7	HARRISON AINSWORTH ..	4	8	JANE AUSTEN ..	4
7	HANS ANDERSON ..	2	8	R. M. BALLANTYNE ..	2
7	T. C. BRIDGES ..	7	8	ENID BLYTON ..	6
7	JOHN BUCHAN ..	1	8	J. FENIMORE COOPER ..	1
7	AUSTIN FREEMAN ..	5	8	ARTHUR CUTHERALL ..	8
7	S. HAWKIN ..	9	8	LAVINIA DERWENT ..	3
7	RUDYARD KIPLING ..	12	8	WALTER HODGES ..	12
7	HUGH LOFTING ..	6	8	E. KASTNER ..	5
7	JACK LONDON ..	3	8	JACK LONDON ..	14
7	BARONESS ORCZY ..	8	8	ROWLAND WALKER ..	7
7	J. B. PRIESTLEY ..	11	8	STANLEY WEYMAN ..	11
7	ARTHUR RANSOME ..	10	8	HENRY WILLIAMSON ..	13
7	RALPH SMART ..	14	8	CLIFFORD WITTING ..	9
7	PERCY F. WESTERMAN ..	13	8	CHARLOTTE M. YONGE ..	10
9	ENID BLYTON ..	5	10	LOUISA M. ALCOTT ..	4
9	LEWIS CARROLL ..	4	10	HILAIRE BELLOC ..	14
9	H. R. DANA ..	2	10	C. COLLODI ..	3
9	CHARLES DICKENS ..	7	10	DANIEL DEFOE ..	2
9	ARTHUR CONAN DOYLE ..	6	10	E. GOUDGE ..	1
9	ALEXANDRE DUMAS ..	1	10	RIDER HAGGARD ..	13
9	GEORGE ELIOT ..	14	10	C. HEWARD ..	10
9	KENNETH GRAHAME ..	3	10	CAPT. JOHNS ..	11
9	WASHINGTON IRVING ..	8	10	CAPT. MARRYAT ..	5
9	HUGH LOFTING ..	10	10	JOHN MASEFIELD ..	12
9	A. A. MILNE ..	9	10	SIR HENRY NEWBOLT ..	8
9	SIR WALTER SCOTT ..	11	10	ARTHUR RANSOME ..	9
9	ROBERT LOUIS STEVENSON ..	12	10	"SAPPER" ..	6
9	STEPHEN TRING ..	13	10	GEOFFREY TREASE ..	7
11	JOSEPH CONRAD ..	7	12	HANS ANDERSON ..	2
11	PETER DAWLISH ..	2	12	ENID BLYTON ..	5
11	CHARLES DICKENS ..	9	12	JOHN BUCHAN ..	7
11	ALEXANDRE DUMAS ..	1	12	AUSTIN FREEMAN ..	9
11	THOMAS HARDY ..	5	12	KENNETH GRAHAME ..	1
11	E. KASTNER ..	3	12	C. HEWARD ..	6
11	JACK LONDON ..	11	12	CAPT. JOHNS ..	4
11	JOHN MASEFIELD ..	14	12	RUDYARD KIPLING ..	14
11	J. B. PRIESTLEY ..	4	12	A. A. MILNE ..	8
11	ARTHUR RANSOME ..	13	12	BARONESS ORCZY ..	12
11	RAFAEL SABATINI ..	10	12	ROBERT LOUIS STEVENSON ..	3
11	"SAPPER" ..	8	12	DEAN SWIFT ..	13
11	SIR WALTER SCOTT ..	6	12	LEW WALLACE ..	10
11	ROWLAND WALKER ..	12	12	H. G. WELLS ..	11



## KEY TO ALPHABETICAL ORDER ASSIGNMENTS

No. 1.	3	6	2	4	1	11	9	7	13	5	10	14	8	12
” 2.	3	8	12	7	11	14	4	5	9	2	13	10	1	6
” 3.	6	9	14	2	1	8	7	5	10	3	12	13	11	4
” 4.	4	8	7	9	3	11	14	6	10	2	13	1	12	5
” 5.	3	10	1	13	8	5	9	2	7	14	4	12	6	11
” 6.	6	8	5	4	10	7	3	14	2	9	11	13	1	12
” 7.	4	2	7	1	5	9	12	6	3	8	11	10	14	13
” 8.	4	2	6	1	8	3	12	5	14	7	11	13	9	10
” 9.	5	4	2	7	6	1	14	3	8	10	9	11	12	13
” 10.	4	14	3	2	1	13	10	11	5	12	8	9	6	7
” 11.	7	2	9	1	5	3	11	14	4	13	10	8	6	12
” 12.	2	5	7	9	1	6	4	14	8	12	3	13	10	11

## 4 FICTION AND NON-FICTION ASSIGNMENTS

The aim of the assignment is to impress upon the child the meaning of these two terms, which were used during the first tour of the library. It is regrettable that a positive term instead of non-fiction has not been found or coined by librarians. Children like to refer to fact and fiction, and although it is not an accurate terminology it does help them to differentiate between the two classes.

## FICTION: NON-FICTION

Envelope Face

## CAN YOU

Put the book titles correctly  
under the two headings:—  
NON-FICTION and FICTION

Instruction Card

1 NON-FICTION

1 FICTION

1 Children's Encyclopedia

1 Treasure Island

Units Arranged

N.B.—It is not always possible to distinguish between fiction and non-fiction books from their titles, but the following examples should not cause any confusion. The titles are chosen to indicate fiction or non-fiction as obviously as possible.

## NON-FICTION AND FICTION UNITS

## 1 NON-FICTION

1 Children's Encyclopedia  
1 The Story of Oil  
1 Our Food  
1 Life in Pond and Stream  
1 Animals of Australia  
1 Book of Indoor Games  
1 Camping for Beginners  
1 Animal Drawing

## 2 NON-FICTION

2 How to Box  
2 Games Worth Playing  
2 Music for Beginners  
2 The Film Book  
2 Bookbinding for Schools  
2 British Birds  
2 Bee Keeping in Britain  
2 A Life of Jesus  
2 The Surface of the Earth  
2 History Through Great Lives

## 3 NON-FICTION

3 Children's Book of Knowledge  
3 Roman Britain  
3 How to Enjoy the Bible  
3 Trees in Britain  
3 Snakes of the World  
3 Everyday Knowledge in Pictures  
3 Swimming for All  
3 Let's do a Play

## 4 NON-FICTION

4 The Complete Cookery Book  
4 How Films are Made  
4 Metalwork for Beginners  
4 Life of Nelson  
4 With Nature and a Camera  
4 The Story of Parliament  
4 The Book of Electricity  
4 Oxford English Dictionary

## 5 NON-FICTION

5 Parables of the Gospels  
5 Children's Encyclopedia  
5 Scouting for Boys  
5 The Beginner's Book of Stamp Collecting  
5 Everyday Science  
5 Christopher Columbus  
5 Pencil Sketching  
5 Needlework Book

## 1 FICTION

1 Just William  
1 Treasure Island  
1 We Didn't Mean to Go to Sea  
1 The White Company  
1 Adventures of Tom Sawyer  
1 The Three Musketeers  
1 Pinocchio  
1 Doctor Thorndyke Investigates

## 2 FICTION

2 Modern Detective Stories  
2 The Thirty-Nine Steps  
2 The Sea Hawk  
2 Oliver Twist  
2 Secret of the Island  
2 The Three Midshipmen  
2 The Iron Pirate  
2 Kidnapped  
2 The Count of Monte Cristo

## 3 FICTION

3 A Tale of Two Cities  
3 Rivals of the Reef  
3 The Gorilla Hunters  
3 The Story of Pinocchio  
3 Gulliver's Travels  
3 Robin Hood Stories  
3 Eight Strange Stories  
3 The Sea Hawk

## 4 FICTION

4 The Invisible Man  
4 Robinson Crusoe  
4 All the Mowgli Stories  
4 Peter the Whaler  
4 Trent's Last Case  
4 Arabian Nights  
4 David Copperfield

## 5 FICTION

5 Uncle Remus  
5 Tales of Mystery and Imagination  
5 Children of the New Forest  
5 The Adventures of Tom Sawyer  
5 The Pilgrim's Progress  
5 Black Beauty  
5 The Dog Crusoe  
5 Tom Brown's Schooldays

- |   |  |
|---|--|
| 6 NON-FICTION                               | 6 FICTION                                |
| 6 The Young Gardener                        | 6 The Triumph of the Scarlet Pimpernel   |
| 6 Nests and Eggs                            | 6 Westward Ho!                           |
| 6 The Pyramids of Egypt                     | 6 Adventure Stories                      |
| 6 Italy                                     | 6 Five Weeks in a Balloon                |
| 6 The World's Peoples and How They Live     | 6 The King of the Golden River           |
| 6 Gardening for Schools                     | 6 The Wind in the Willows                |
| 6 Sailing Ships                             | 6 The Water Babies                       |
| 6 British Ants                              |  |
| 7 NON-FICTION                               | 7 FICTION                                |
| 7 How to Write Good English                 | 7 Peter Pan                              |
| 7 Modern Stamp Collecting                   | 7 The Coral Island                       |
| 7 Universal Encyclopedia                    | 7 Uncle Tom's Cabin                      |
| 7 A Book about Books                        | 7 Tanglewood Tales                       |
| 7 The Earth                                 | 7 The Three Musketeers                   |
| 7 A Book of Roses                           | 7 A Journey to the Centre of the Earth   |
| 7 Geography Through the Shop Window         | 7 Masterman Ready                        |
| 7 The Making of America                     | 7 The Stowaway                           |
| 7 Electric Motors                           | 7 Sindbad the Sailor                     |
| 8 NON-FICTION                               | 8 FICTION                                |
| 8 Football Handbook                         | 8 The Enchanted Horse                    |
| 8 The Right Way to Use a Camera             | 8 The Big Six                            |
| 8 Bookbinding                               | 8 King Solomon's Mines                   |
| 8 The Carpenter's Toolchest                 | 8 Oliver Twist                           |
| 8 Rug Making                                | 8 The School Captain                     |
| 8 Vegetable Growing                         | 8 Not Out!                               |
| 8 Gliding and Power Flying                  | 8 The Secret Aerodrome                   |
| 8 The Story of the Greeks                   | 8 Just So Stories                        |
| 8 Children's Encyclopedia                   |  |
| 9 NON-FICTION                               | 9 FICTION                                |
| 9 A Boys' and Girls' Life of Christ         | 9 A Christmas Carol                      |
| 9 My Book of Railways, Ships and Aeroplanes | 9 The Count of Monte Cristo              |
| 9 Electricity as a Messenger                | 9 The Secret of the Grange               |
| 9 Lands and Peoples                         | 9 Gulliver's Travels                     |
| 9 A Book of Sports and Pastimes             | 9 Black Beauty                           |
| 9 Fifty Famous Lives                        | 9 Peter the Whaler                       |
| 9 Garden Science                            | 9 The Adventures of Sherlock Holmes      |
| 9 Scouting for Boys                         | 9 Sanders of the River                   |
| 10 NON-FICTION                              | 10 FICTION                               |
| 10 Gardening for Children and Others        | 10 Brer Rabbit                           |
| 10 Handbook of Music                        | 10 We Didn't Mean to Go to Sea           |
| 10 The Treasury of Knowledge                | 10 Twenty Thousand Leagues under the Sea |
| 10 Yourself and Your Body                   | 10 Robinson Crusoe                       |
| 10 Seaways of the Empire                    | 10 Stories of the Air                    |
| 10 The World of Industry                    | 10 The First Men on the Moon             |
| 10 Rabbit-Keeping for Beginners             | 10 The Three Musketeers                  |
| 10 The World's Peoples and How They Live    | 10 Little Women                          |

## 5 THE CARE OF BOOKS

Training in the care of books is an important part of the general education of the child, but the library with an array of fine books can do more to command respect for the book than the form room with its text books. The resources of the library should be exploited to the full in fostering a reverence for the book as a thing of beauty both in form and content.

Children readily appreciate a new volume which is well illustrated. It is the teacher's job to build on that regard for the freshness of the new book, so that correct book habits are formed. The public libraries will be grateful indeed for such training. They are helpless against the carelessness of an unthinking public. Although the three points (*a*) taking a book from the shelves, (*b*) replacing it and (*c*) reading it are dealt with in a talk at this stage, no isolated talk will achieve permanent results. The purpose of the talk is to set standards; the maintenance of those standards will require the constant quiet insistence of all teachers. Another point worth noting in the talks is that the library belongs to the children. The better the appearance of the room and furniture, the pleasanter it is for everyone. That the school library, like the public library, belongs to the people who use it, is an idea which does not naturally occur to all children. The formation of good book habits will be the result of unending vigilance on the part of the staff. The standards to be set are easy to appreciate, but the correct habits will only be achieved as a result of much effort on the part of the teacher and child.

Bad reading posture should be corrected; good posture will greatly reduce fatigue when reading over a considerable period. A convenient time to talk to the children on the care of books is immediately the class enters the library for a library period, i.e. before any books are taken from the shelves. The children will then have the opportunity to put the instructions into practice and faults can be corrected.

*Method of Taking a Book from the Shelves*

Books should not be pulled from the shelves by hooking the finger in the eighth of an inch of binding cloth which projects at the top of the book spine. Sooner or later, the

binding cloth will be torn down the two edges of the spine. (The librarian will probably have examples of this library crime to show the children.)

Correct method. Put the finger along the top of the book (at least an inch and a half from the spine); press downwards and towards yourself so that the book tilts forward at an angle and exposes a triangular corner, which should be gripped firmly with the finger and thumb to withdraw the book.

#### *Replacing Books on the Shelves*

A common bad practice when returning a book to the shelves, is to force the fore-edge of the book against the backs of the ones standing on the shelves, until it is wedged into position. An opening should be made with the left hand, before attempting to replace the book.

The use of book ends is essential to the proper care of books. Children should be trained to adjust the book ends whenever they see the books beginning to tilt over.

#### *Furthermore*

Clean hands should be insisted upon. In hot weather, even hands which appear clean will easily soil the pages of the books. Two precautions will help to prevent this happening. Boys should rub the fingers and palms of their hands briskly on their trouser legs. Secondly, hands should be kept off the pages whilst reading. Curling the top corner of the page whilst it is being read, is a common bad habit.

#### *Library Don'ts*

Don't expose books to heat by leaving them near radiators etc. The covers will warp; the glue and the paper will become brittle.

Don't turn down the corners of pages, or insert thick objects in a book to mark the place.

Don't turn a book face downwards on the table. When it is picked up the book is bound to be opened even wider so that the glue on the back is in danger of being cracked. If this should happen, the book will tend to open there every time, thus causing excessive wear on the stitching at that place.

Don't wet the fingers before turning pages. Germs are carried from mouth to page and vice versa. Pages are soiled.

Don't turn pages by taking hold of the middle of the bottom of the page with the left hand. Turn from the top right hand corner with the right hand.

Don't carry an open book about, or attempt to read a book whilst moving about the room.

The list of don'ts would not be attempted in one lesson. They are faults which can best be dealt with as they occur. The art teacher might be interested enough to make a series of posters to illustrate the above points. There is splendid scope for the use of simple motifs, and the opportunities for lettering are excellent.

#### 6 JOINING THE PUBLIC LIBRARY

Provision was made in the register of the Graphic Method of charging books (page 71) for recording the number of children who join the public library, and most librarians will wish to know which children are members of the public library. Many public libraries send joining cards to the schools. Such cards must be signed by the headmaster. One of these can be displayed on the notice board to advantage.

Ask Mr. Smith for one of these cards, and you will be able to borrow books from the Manchester Public Libraries:—

.....	
I, the undersigned, apply for a Ticket entitling me to Borrow Books from the Manchester Public Libraries, and hereby undertake to observe the Bye-Laws and Regulations.	
Signature in full.....	Do not fold this card
(This portion to be signed at the Library)	
Address.....	
I, the undersigned, being the Head Teacher of.....	
.....School, desire to recommend that	
.....be allowed to borrow Books from	
the Manchester Public Libraries.	
Signature in full.....	
Date.....	

Don't bother if you are not interested in football, cricket, cycling, stamps, railways, birds, ships, wonders of science, inventions, exciting yarns, animals, picture books, etc., etc.

Joining the public library should be referred to occasionally in the library periods and every encouragement given. A tour of the local library to draw the attention of the children to the similarity existing between the school and public library is valuable. The children should understand that the systems used are the same, but the layout of the shelves is naturally affected by the shape and size of the room.

The advantages of joining the public library, such as the larger selection of books in many of the sections, should be emphasized. Many public librarians are willing to give a talk on the library and will deal with such points as:—

How to join the library.

Times when the library is open for children.

Use of reading room, if any.

Where the fiction and non-fiction are located.

The catalogues.

The National and Regional library system.

Reserving books.

The Magazines and Periodicals.

Special features of the library.

## 7 CLASSIFICATION I

During the first visit to the library the children were told in broad outline the general arrangement of the library, and they should now be familiar with the fiction shelves, the magazines and periodicals, the loan system and the library rules. At this point they can begin using the non-fiction shelves after an introductory talk. No attempt to explain the Dewey Classification need be made, but the talk and the subsequent experience gained at the shelves should prepare the class for a more detailed explanation later.

Certain points must be impressed on the children before they take books from the shelves.

- 1 All books about the same subject are put together.

- 2 Each subject has a number; e.g. books about animals have the number 599. In the public library a book about dogs will be numbered 599 also.
- 3 Although there are several books on animals they are each numbered 599.
- 4 The books are put on the shelves in "newspaper column order" like the fiction books, with the smallest number on the left.
- 5 The library does not have books on every subject, e.g. there are no doctors' books, so there are many numbers missing on the shelves even when all the books are in position.
- 6 It is very important to put a book in its correct place on the shelves. There should be a smaller number on the left, and a larger number on the right, except where there are other books with the same number.

With the aid of shelf guides, a Dewey Wall Chart and the teacher, the children should now be able to find most of the books they want.

## 8 PARTS OF A BOOK I

### 1 *The Book Back*

When a book is standing on the library shelves only a small part of the book—the back—is visible. So that the reader can locate books easily, the bookbinder prints on the back the title, the author and the publisher. As the space on the back is limited, long titles are often abbreviated, and frequently, only the initials of the author's Christian names are given with the surname. The order of the information—title at the top, author under the title and publisher's name at the bottom should be noted, so that when a child sees a back labelled—Jim Davis, John Masefield, Brown, he is certain of the information given and can replace such a book correctly.

### 2 *The Title Page*

Thin books may have only a part of the title and the author's surname on the back. Sometimes the space is so narrow that the binder prints the title from bottom to top instead of left to right, and very thin books have nothing at all on the back. Therefore the publisher has another

place, called the Title Page, on which to have the full information printed. He doesn't choose the first page, and the reason will be obvious if the first page is examined carefully. The first page is used to hold the book in the covers. It is a large sheet of paper folded in half; one half is pasted to the cover, and the other is pasted by a narrow margin to the first real page of the book. Books bought for libraries are often sent to the bookbinder to be rebound in heavier covers and stronger binding cloth. To do this the binder has to cut away the old end papers and add fresh ones so that the book can be pasted into its new covers. If the title, author and publisher were printed on the first page, the information would be missing from the rebound book. As the end paper is pasted down the inside margin of the next page, the printer usually puts the information on what appears to be the third leaf.

To demonstrate the points given, it is best to provide the children with books in which the end papers are quite different from the paper used in the body of the book. It is advantageous to have books in which there is a difference in colour as well as texture. Then the end papers are easily observed as folded sheets.

If the printer does not use the outside leaf of the first section for the title, and prints on the next one instead, the unbound book has nothing to show its identity. Therefore a short title is printed on the outside page of the unbound book. Otherwise it would be very inconvenient and confusing at the publisher's if the many piles of books waiting to have the covers put on, had nothing printed on the outside. As no other information is given it is known as the half title. Further information on the physical make-up of the book is given in the talk on "How Books are Made".

Until the explanations are given many children are of the opinion that those "empty" pages at the beginning and end of a book are put in to make the customers think they are getting more than they really are, like the half empty second layers in some boxes of chocolates.

#### *Information on the Title Page*

The amount of information on the title page varies and is most important in the case of non-fiction. Works of fiction

often give little more than the title; author and publisher. In the case of non-fiction, additional information may include such items as:—

The author's qualifications for writing the book.

Other books written by the author.

Name of the illustrator.

Copyright date.

Place of Publication.

On the back of the title page is printed the date the book was first published and the number of times it has been reprinted. When the book is first printed, the publisher estimates how many copies of the book he can reasonably expect to sell. If he were left with too many unsold books on his hands he would make no profit and might easily lose money. It is very difficult to estimate how many books can be sold, and often the booksellers are willing to take more than the available copies, so another quantity is printed, and a third and fourth if the demand continues. These are known as the 2nd impression, 3rd impression etc., and the date is usually given for each one. More than a dozen impressions are listed in some books, but if the number of copies at each printing is small, it does not mean that the book is selling better than other books, as some of the less reliable publishers would have one believe.

The Place of Publication; this may or may not be of importance to the reader, but an aircraft book printed in Chicago would probably disappoint someone looking for information on British aircraft.

The Copyright Date: The publisher sends a copy of the book to the British Museum Library and the book is automatically copyrighted. Then no other publisher can copy the book during the life of the author and the following fifty years.

#### 9 TITLE PAGE ASSIGNMENT

Title page assignments will be based on books actually on the shelves. Therefore it will be necessary to select six suitable title pages and base the assignments on them. The number can be increased if the librarian wishes to cover the ground quickly. The instructions are written on pieces of 5-in. × 3-in. smooth white card. As in previous assignments

a card is given to the reading pupil, who will experience no difficulty as a rule, in finding the book.

*Directions on Instruction Card*

Find "Gardening for Beginners," No. 635.

What information is given on the title page?

After a reasonable interval, the librarian returns to the pupil and tests the pupil's understanding of the information:—

- 1 (Pointing to the title, author's name, and publisher's name in turn) "What is this?"
- 2 What do these letters mean (B.Sc., F.R.H.S.)? If we do not know what the letters mean, which book in the library will tell us?
- 3 What other books has the author written?
- 4 When was the book first published?
- 5 When was this particular book published?
- 6 How many times has the book been reprinted?
- 7 In which country was the book printed?

10 NON-FICTION ORDER ASSIGNMENTS

(1) *Locating Books on the Shelves (Class Group)*

- (a) Children to find books on popular subjects, number given. Correct any children who take books from the shelves by hooking the index finger in the top of the book backs. (Care of Books, page 113.)
- (b) Other children to return the books to the shelves after the book ends have been pushed to the left to close all gaps.
- (c) If there is a Wall Chart of the Dewey "tens" displayed (see page 29) pairs of children enjoy carrying out the following assignment:—

One pupil stands at the Wall Chart, the other in front of the shelves. The librarian says a number, e.g. 790, and the first child reads from the chart the subject which has that number. The second child then reads out the book titles with that number.

(2) *Individual Assignments*

This exercise is intended for "B" and "C" stream children. The importance of number order is emphasized, and the common bad habit of taking a book from

the shelves and replacing it "where it came from" without reference to the number should be corrected by the teacher.

N—F ORDER I

Envelope Face

INSTRUCTIONS

Put these "books" in correct order on an imaginary shelf.

Instruction Card

BANKS	THE NAVY	BIRDS	FARMING
AUTHOR	AUTHOR	AUTHOR	AUTHOR
330	359	598	631

Units Arranged

(1) Encyclopedia .. .. 030	(2) Encyclopedia .. *.. 030
Holy Bible .. .. 220	New Testament .. .. 225
Banks .. .. 330	Politics .. .. 350
Canals .. .. 386	Fire Brigade .. .. 351
Roads .. .. 388	Air Force .. .. 358
The Stars .. .. 520	Ships .. .. 387
Chemistry .. .. 540	The Earth .. .. 551
Animals .. .. 599	Zoos .. .. 590
Inventions .. .. 608	Insects .. .. 595
Coal Mining .. .. 622	Fishes .. .. 597
Typewriting .. .. 652	Engineering .. .. 620
Bookbinding .. .. 686	Painting .. .. 750
Lettering .. .. 745	Song Book .. .. 784
Animal Poetry .. .. 828	Cricket .. .. 796
Columbus .. .. 921C	Plays .. .. 822
History of England .. 942	Africa .. .. 916
	Roman History .. .. 937

(3) Encyclopedia .. .. 030	(4) Encyclopedia .. .. 030
Book of Prayers .. .. 240	The Bible .. .. 220
The Navy .. .. 359	Money .. .. 330
Boy Scouts .. .. 369	Girl Guides .. .. 369
Story of Roads .. .. 388	Post Office .. .. 383
Electricity .. .. 537	Canals .. .. 386
Butterflies .. .. 595	Climate .. .. 551
Book of Flowers .. .. 635	Trees .. .. 582
First Aid .. .. 613	Snakes .. .. 598
Farming .. .. 631	Gardening .. .. 635
Cookery .. .. 641	Dressmaking .. .. 646
Carpentry .. .. 694	Handicraft .. .. 694
Pottery .. .. 738	Design .. .. 740
Photography .. .. 770	Needlework .. .. 746
Music .. .. 780	Essays .. .. 824
Empire Story .. .. 942	Atlases .. .. 912
(5) Encyclopedia .. .. 030	(6) Encyclopedia .. .. 030
Saint Paul .. .. 225	Behaviour .. .. 170
Citizenship .. .. 351	The Bible .. .. 220
Mathematics .. .. 510	Police .. .. 351
Our Weather .. .. 551	Soldiers .. .. 355
Shellfish .. .. 594	Ships .. .. 387
Animals .. .. 599	Electricity .. .. 537
Bridges .. .. 624	Birds .. .. 598
Printing Trade .. .. 655	Careers .. .. 607
Glass Making .. .. 660	Your Body .. .. 613
Photography .. .. 770	Gardening .. .. 635
Music .. .. 780	Cookery .. .. 641
The Cinema .. .. 792	Sacred Music .. .. 783
Chess .. .. 793	Football .. .. 796
Travels .. .. 910	World Atlas .. .. 912
U.S.A. .. .. 917	Ancient Greece .. .. 938

The titles are intentionally synthetic in order to bring out the idea of classification by subject.

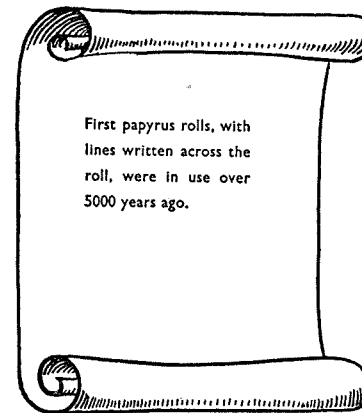
## II THE STORY OF BOOKS

Four thousand years ago, in the days of the Old Testament, the learned people of Babylon wrote records of business deals by writing with pointed sticks in tablets of soft clay. The sticks made wedge-shaped marks, so their alphabet was a special one made of these wedged-shaped marks. After writing the details of a bill for, say, the sale of some animals, the Babylonian put the tablets of clay outside to dry. The sun was so strong that the tablets were quickly baked into tiles. When hard, they were kept in earthenware jars on "bookshelves".

To-day there is so much paper about, and it is so cheap, and of such good quality, that we are apt to forget that

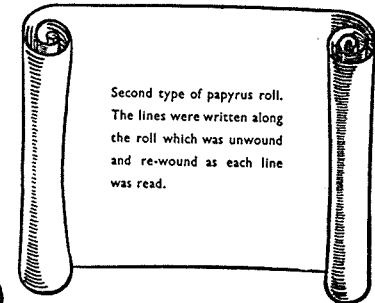
paper is only a few hundred years old, whereas people have been writing for many thousands of years. The invention of paper was as important as the invention of printing. It is useless to be able to print quickly if there isn't plenty of material to print on. The Egyptians of five thousand years ago did not know how to make paper, but they managed to make something like it from reeds growing on the banks of the Nile. The reed was called papyrus, and it is from the name of this plant that paper gets its name. The outside of the plant stem was cut into long flat strips which were pasted and laid crosswise to form sheets. Then they were rolled, beaten flat, and put in the brilliant sunshine to dry and be bleached. Finally a preparation was rubbed on to make the surface smooth. The sheets were not folded because they would have cracked and broken, so they were rolled up instead. A number of sheets were pasted end to end to make a roll like wallpaper. Although the rolls were only about ten inches wide they were anything up to twenty feet long.

At first it was the custom to write across the roll (*Fig. 21*), but later in long lines from end to end (*Fig. 22*).



First papyrus rolls, with lines written across the roll, were in use over 5000 years ago.

*Fig. 21*  
Papyrus scroll-writing across



Second type of papyrus roll. The lines were written along the roll which was unrolled and re-wound as each line was read.

*Fig. 22*  
Papyrus scroll-writing along

So that the reader wouldn't have to unroll the whole length for each line of writing, the lines were shortened into "pages" shown in *Fig. 23*. It was usual to fit wooden handles

at each end of the roll to make the rolling and unrolling easier.

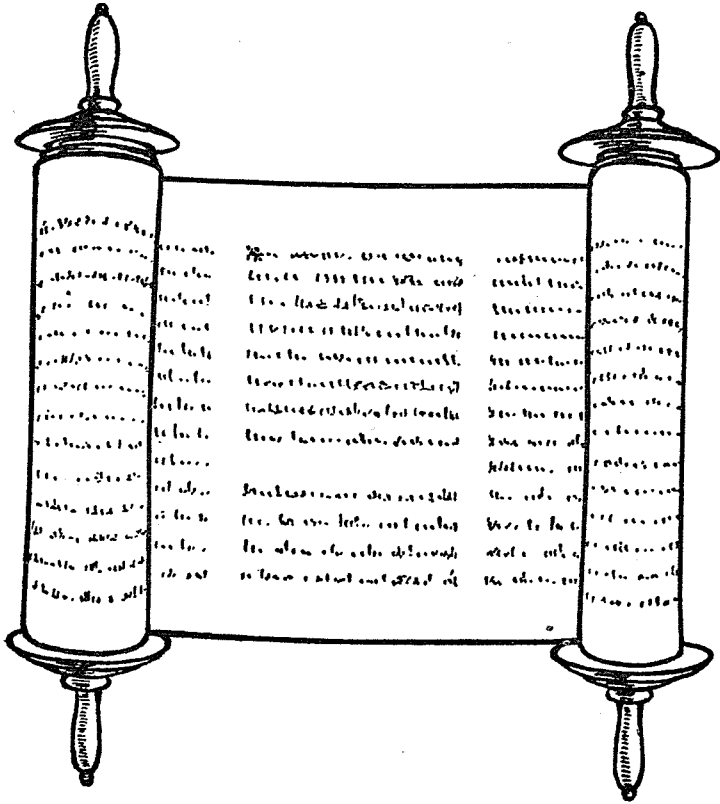


Fig. 23—Parchment scroll handles

About two hundred years before the birth of Christ, a new writing material came into fashion—parchment. It was made from the skins of sheep and goats, and was first used in the same way as papyrus, i.e. in rolls, but because it was not so brittle as papyrus it could be folded from the roll shown in *Fig. 23* to the accordion shape of *Fig. 24*. The ends were backed with pieces of wood and the roll had developed into something like a book as we know it. Next, the accordion folds were fastened along one edge by piercing

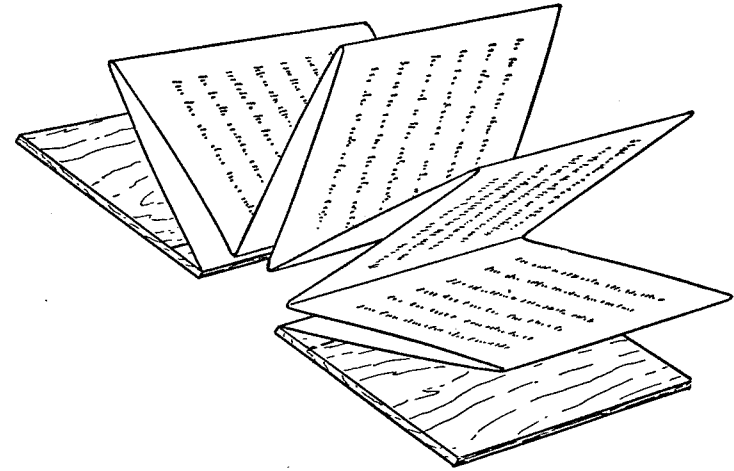


Fig. 24—Accordion folds of parchment backed with boards

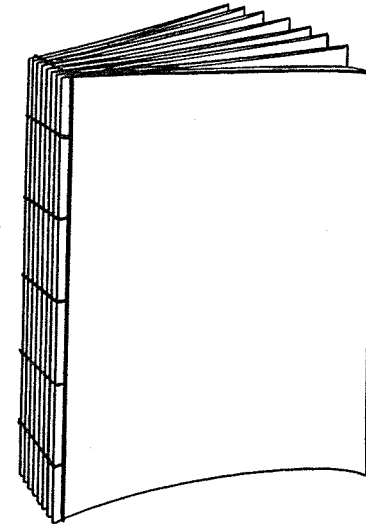
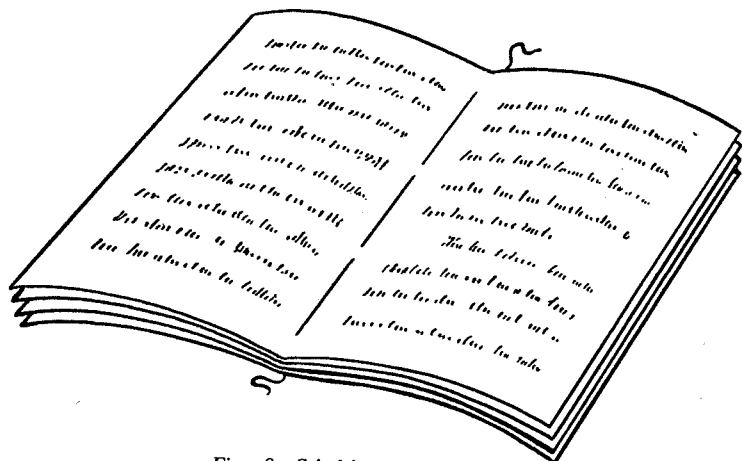


Fig. 25—Accordion folds stitched together

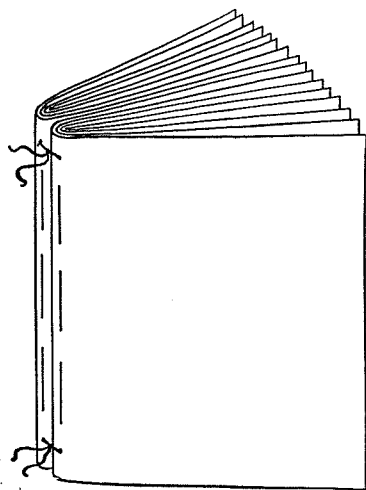
holes down the side and threading cord through the holes to bind the edges securely together (*Fig. 25*). A better method of using the parchment was soon discovered. The sheets were folded in half and placed one inside another as



in a thin exercise book. Only four sheets were used in this way (*Fig. 26*). For further writing another booklet would be required, and so the next step came when additional booklets were tied on by knotting the ends of the threads together (*Fig. 27*).

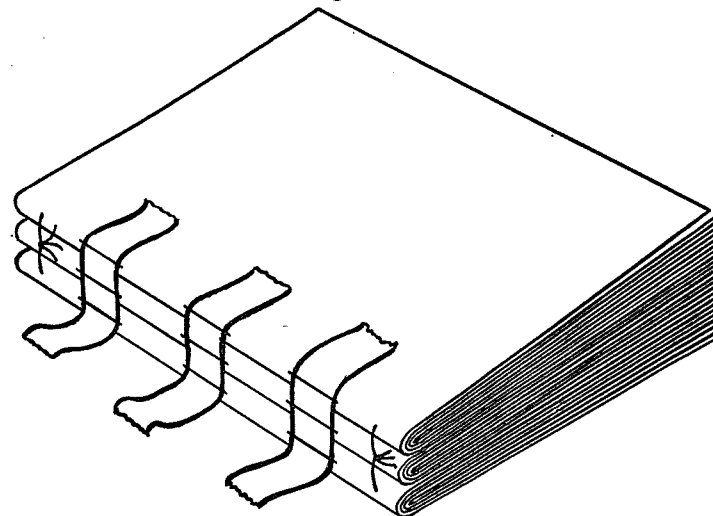


*Fig. 26*—Stitching : single section



*Fig. 27*—Stitching : multi-sections

The new method was not found to be quite satisfactory, as the thread often broke when the book was handled. To take the strain off the thread, strips of thin leather were put across the book back so that the sewing passed over the top of the strips as shown in *Fig. 28*.



*Fig. 28*—Stitching over leather strips

The strips were usually made of calf skin (vellum). Sheets of wood were used for covers and the leather strips were laced to them. To cover the sewing and the boards, a sheet of leather was used to back the book. This protected the sewing and prevented the wood from cracking along the grain. Plywood had not come into use and a thin sheet of wood is easily broken along the grain.

Cords were used next instead of leather strips. Books which were bound with cords can always be recognized because the cords made ridges across the back of the book. The bookbinder rarely uses cord now, tape has taken its place, and cardboard instead of wood is used for the covers.

Books with pages made from the skins of animals were certain to be very expensive and rare. Something much cheaper was needed for ordinary writing. The Romans used shallow trays filled with wax and fastened them together in

pairs (diptych). Sometimes three (triptych) or more were put together.

Wax was melted and poured into the shallow wooden trays (Fig. 29). When it had cooled a flat smooth surface was formed on which the Roman wrote. The letters were scratched on the wax with a pointed stick called a stylus. Folding the trays together preserved the writing and made it handier for storing or carrying. When the writing was no longer needed, the wax could be melted and used again. Fifty years ago, school children used to write on pieces of slate instead of books. Writing was done on the slate, which

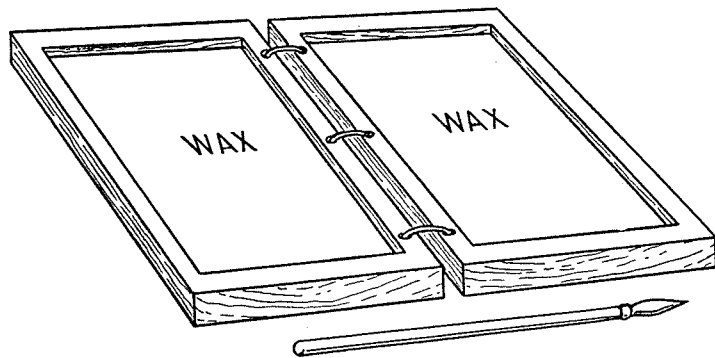


Fig. 29—Roman diptych and stylus

had a wooden frame round it, with a slate pencil. The writing was rubbed off afterwards with a damp sponge. Children at the seaside often do the same by writing with a sharp stone on a flat pebble. Children to-day use paper instead of substitutes, but teachers find a blackboard and chalk cheap and convenient.

## 12 HOW BOOKS ARE MADE TO-DAY

A book begins its life as a number of large blank sheets of paper at the printers. Each large sheet is printed with as many as thirty-two or sixty-four pages at a time (using both sides of course), and then sent to the bookbinder. The binder puts them through a folding machine which folds the large sheets in halves, then quarters etc., until they are the size of one printed page (Fig. 30). (Try folding a sheet of

paper, numbering the pages and then opening it out again, so that you can see how the pages are numbered when flat.)

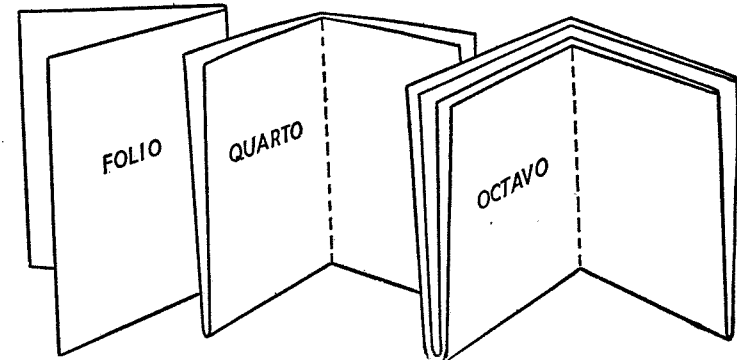


Fig. 30—Paper sizes

A folded sheet becomes a section, that is to say, one of the many little booklets which make up the whole book. If a book is examined, part of the alphabet will often be found printed, letter by letter, at the bottom of certain pages.

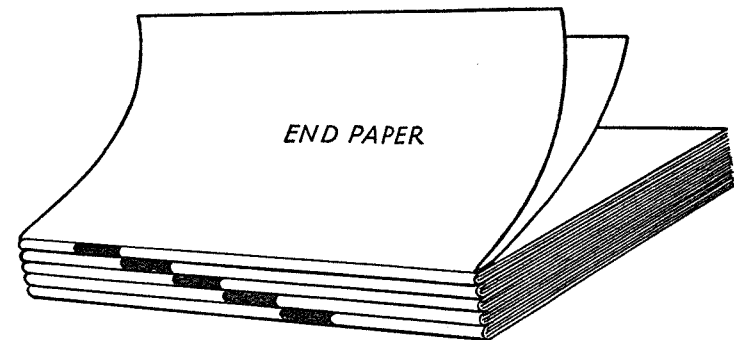


Fig. 31—Collation marks

These (signatures) are put, in alphabetical order, on the first page of every section so that the sections of a book can be gathered together rapidly. It is very important that the sections are in the right order, obviously, and to make checking easy thick black lines (collation marks), are sometimes printed on the back edge of each section. One glance is all that is needed to check that the sections are in order

(Fig. 31). The sections are stitched together by cleverly designed machines which can stitch a section in less than a second or a whole book in half a minute. Good bindings are

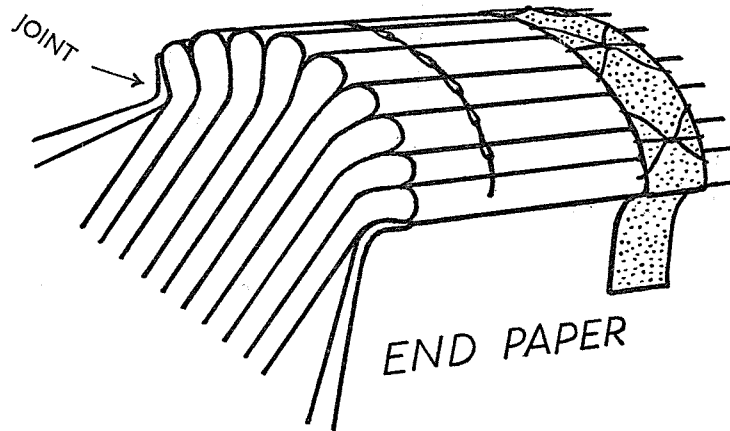


Fig. 32—Rounded book back

stitched over tapes, but in cheaper trade bindings, the stitching is tied from section to section. The tapes always make a far stronger book. A folded sheet of paper is pasted

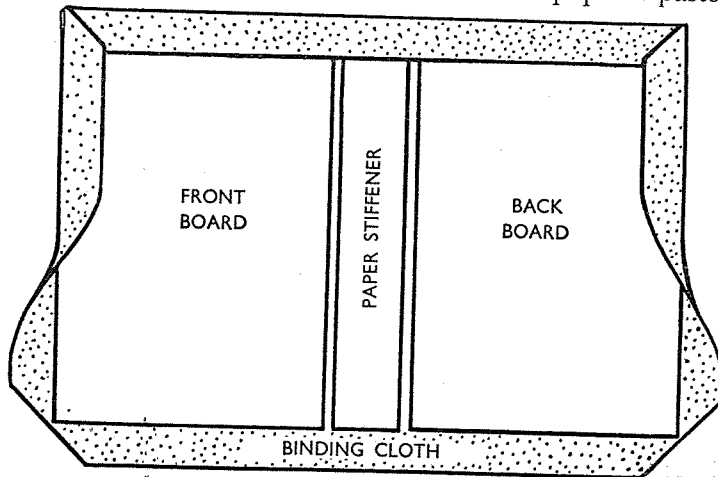


Fig. 33—Book case

at each end of the book. They are known as the end papers and are attached by a narrow margin of paste to the first and last sections of the book. The reason for them will be seen later.

At this stage the edges of the book are uneven, so the book is put through a machine called a guillotine which trims the three outer edges. The machine has three very sharp knives capable of cutting through a whole pile of books at a time. The next machine rounds the back and spreads it slightly into the fan shape shown in Fig. 32. This splaying out of the sections acts like the key-stone in an arch and helps to keep them locked in place.

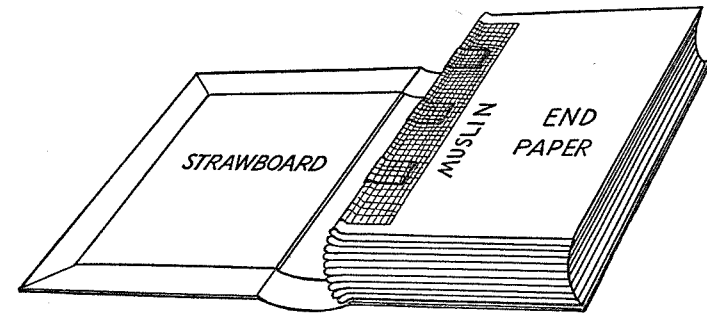


Fig. 34—Book and case

A piece of muslin about two inches wider than the back is glued over the sections and end papers. Then a piece of brown paper, the width of the back, is glued over the muslin.

The case consists of two sheets of cardboard for the front and back covers, glued to a sheet of binding cloth. A strip of brown paper is put between the cardboards in order to stiffen the cloth (Fig. 33). The lettering is printed on the empty covers (called the case). All that now remains to be done is to fasten the book into its case. Paste is applied to the end papers and the case is pressed on to the book (Fig. 34).

### 13 REFERENCE BOOKS I

Teaching the use of certain reference books should form a part of other schemes of work. It is too much to expect

that the use of the dictionary, atlas, gazetteer, railway time-table and telephone directory etc. should be taught by the librarian. Nor is it educationally sound for the librarian to teach the use of atlases and gazetteers in a series of isolated talks or assignments. The task is too closely connected with the work of the geography and history lessons to be lifted "out of context". To pin point a town such as Aden on the map, as a mechanical exercise in the use of the Atlas index, would have little value if the more significant fact of its position on the Suez route were not realized. The librarian is more interested to see that the skills acquired are employed in a general way. A child who is reading *Treasure Island* could fix the position of the Island where he imagined it to be, and read off the latitude and longitude.

The English lessons will claim the dictionary, and the mathematics or social studies lessons will deal with the use of railway and bus time-tables. It is the general reference books which will particularly concern the librarian—the encyclopedia, *Whitaker's Almanac*, *Statesman's Year Book* etc. *A Ten minute Talk about Reference Books*

It is impossible for us to learn all there is to know, and even to try would be a waste of time as much of what we learnt would never be needed. Moreover, we should be so busy memorizing facts, that we should not have time to do anything else. Who would wish to spend time learning the populations of all the important towns in the world, or the name of every member of Parliament? There is always someone every minute of the day who wants to know facts such as these, and if they can use a library, they can find the answers quite easily. This is possible because there are people who spend their lives collecting the answers to all sorts of questions that may be asked.

The answers are put in special books which are called reference books because we refer to them when we want to find some fact quickly. Some of the books you already know, e.g.:—

The dictionary tells you all about words.

A telephone directory tells you everybody's telephone number in your town.

A railway time-table tells you all about train services.

A bus time-table does the same with bus services.

Many useful facts about places are to be found in an atlas.

These are special books which tell us everything we might want to know about one *particular* subject. There is also the *encyclopedia* which tells us "something about everything". Encyclopedias are not written by one person but by a large number of people working under an editor. Articles are written about "all" subjects, and are usually arranged like the dictionary, i.e. all the articles about subjects beginning with A are at the beginning and the subjects beginning with Z at the end. Encyclopedias consist of several volumes but there are some which are condensed into one large volume. These cannot tell us "something about everything" but they do try to tell us "a little about a lot of things". Where there are a number of volumes, the printer puts guide letters on the back such as:—

Vol. 1	Vol. 2.
A—D	E—J

All subjects which begin with A, B, C or D, will be found in Volume 1, so that is the one to select for apples, bicycles, Columbus or Denmark.

#### 14 PARTS OF A BOOK II

##### *The Index*

If the library encyclopedia is of the type which has the information arranged in subject order instead of alphabetical order, instruction in the use of an index will now be needed. The following points might be made.

- 1 There are a number of books which are never read through from beginning to end, e.g. a dictionary, telephone directory, and railway time-table are only used a line or two at a time; but even ordinary non-fiction books are often read in part. Few people read a history book as though it were a story, to be read from the first line to the last.
- 2 It is a simple matter to find a required word in a dictionary because all the words are arranged in alphabetical order, but few books have their contents arranged in alphabetical order. The facts in a history book are usually arranged in order of time, so although America

begins with A the chapters on American history are many pages past the chapters on the Romans. There are comparatively few books which can conveniently have their contents put in alphabetical order.

- 3 The Romans may have a chapter to themselves at the beginning of a book, but still be mentioned in other chapters, e.g. The Britons, so reading a book to find out all the information that is given about the Romans, might mean reading most of the book. The same would apply to reading about sheep in a geography book of the world. To save the reader's time and temper an "Ask me" department is provided similar to those where people sit at a desk in very large shops and tell enquirers where to find the goods they want. In a book it is not labelled "Ask me", it is called the INDEX, which is the same thing, as INDEX means to point to. It is a list of all the subjects mentioned in the book, put in alphabetical order.
- 4 The INDEX is put at the end of the book. (*Whitaker's Almanac* is a notable exception.)
- 5 At the side of each item is the page number (23-27 means the information is on pages 23, 24, 25, 26 and 27).
- 6 Sometimes more than one page number is given, in which case it is very helpful if the subjects of important references are indicated (an analytical index is far superior to other types), e.g.:—

Greenhouses, choice of	130
heating	131, 172
plants	133, 170
position	20, 136
Hedges	46-58
feeding	58
planting	10, 47-50
pruning	52-53
trimming	54-56
Hoeing	96
Hyacinths	42, 152-3

The above index is much more valuable than one which appears as:—

Greenhouses	20, 130-136, 170-172
Hedges	10, 46-58

Hoeing	96
Hyacinths	42, 152-3

When a book has the second type it is best to look first at the reference which indicates the most pages on the subject, i.e.:—

- |             |         |
|-------------|---------|
| Greenhouses | 130-136 |
| Hedges      | 46-58   |
| Hyacinths   | 152-153 |
- 7 An index is a great time saver and makes it possible to find the needle in the haystack. The habit of using the index should be cultivated. No one would waste time finding a word in the dictionary by turning over pages haphazardly. The index is the signpost which points the quickest way to find the answers to questions.

## 15 ABBREVIATIONS I

Assignment

## ABBREVIATIONS JIG-SAW

Envelope Face

Can you match all the cards up in this way:—

e.g.

for example

Instruction Card

## UNITS

B.C.	Before Christ
A.D.	Anno Domini after Christ
A.M.	Ante Meridiem before noon
P.M.	Post Meridiem after noon
B.A.	Bachelor of Arts
B.Sc.	Bachelor of Science
do. or Ditto	The same again
e.g.	for example
Etc. &c.	Et cetera, and the rest
i.e.	That is
N.B.	Note well
P.T.O.	Please turn over

## 16 THE AUTHOR CATALOGUE

It is advisable to have twenty author cards made by the team of cataloguers (page 84) and to keep them for illustrating talks on the author catalogue. Duplicates of the first twenty author cards of the library catalogue are very satisfactory. The variety of authors and titles is better than a single card drawn on a blackboard, or twenty cards all alike. The use of one card between two children will save time in distribution and collection.

- 1 Establish by questioning what a catalogue is, e.g. a stamp catalogue.
- 2 Explain that when a book is added to a library the librarian makes out a card, like the ones given out, before it is put on the shelves.
- 3 After examining the sample cards the children will have no difficulty in most cases in recognizing, and stating, that the entry on the top line is the name of the author, that the title of the book is on the second line, followed by information about the physical make-up of the book and its contents, where this is given. (Avoid including in the twenty sample cards entries in which the title and author could easily be confused, e.g.  
Buchan, John  
Prester John
- 4 It will be necessary to point out that the cards are put in the drawers in alphabetical order from front to back, and that guide cards are provided to save time when searching through the catalogue cards.
- 5 The usefulness of the catalogue should be questioned, and in the teacher's summing up the following points should be made clear:—
  - i The Author Catalogue shows all the books (or all the fiction books—according to the scope) belonging to the library, but the shelves never do because:—
    - (a) books are borrowed from the shelves,
    - (b) books are sometimes put back in the wrong places.
  - ii Because the catalogue brings all the "books" together in one spot and in strict order, it saves time.
  - iii The cards are in alphabetical order of the first word on the card, i.e. the author's surname.

- iv The list, or catalogue of books is made on cards so that cards can be inserted for new books, or cards extracted for books withdrawn from the library.

## 17 TITLE CARDS

The reason for having title cards as well as author cards will be fairly obvious to the children. In many cases they remember a title more easily than an author, but often they are very hazy about both. A careless attitude is frequently demonstrated in the request for any "Biggles" or "William" books by children who are unable to name the author. They come across a type of book they like, and return time and time again to the same place on the shelves. Their outlook is so limited, they will go away empty handed if the desired books are not there. A list of recommended books is very useful for such children. Training in library arrangement and the use of catalogues will help to develop the correct positive attitudes, and provide the reasons for being exact with authors and titles.

Twenty sample title cards will be found useful in teaching the purpose of the Title Catalogue. The explanation of the title card will depend upon the layout which has been adopted, but the essential points will be the same on all title cards:—

- 1 It is the titles which are arranged in alphabetical order.
- 2 The cards are arranged in alphabetical order from front to back.
- 3 As so many titles begin with "The" and "A" these words are ignored or put at the end of the title.
- 4 The title is always written first on a title card just as the author is always written first on an author card. Therefore it is always the very first word on the card which decides the order.  
N.B.—This rule holds good for Subject Index Cards and Subject Cards (the number appears first in the margin.
- 5 When two or more titles begin with the same word they are put in order by the second word, e.g.:—  
Three Admirals, The  
Three Commanders, The

Three Lieutenants, The  
 Three Men in a Boat  
 Three Midshipmen, The

6 Author and Title cards are often put together alphabetically to make one catalogue which can no longer be called an Author or a Title Catalogue. As it is made of cards showing:—

- i The name of the writer,
- ii The name of the book,

it is called a Name Catalogue.

Quiz:—(a) Having heard *The Gorilla Hunters* by R. M. Ballantyne on the wireless, where would you look in the catalogue for, i the author,

ii the title.

(b) Your friend has been talking enthusiastically about Arthur Ransome books, and you are not sure whether Arthur Ransome is a character like "Biggles" or a writer. How could you find out from the catalogues?

(c) There was a book in a certain library called "The Adventures of the Three Musketeers", but Johnny after looking through the catalogue for the title card failed to find it. Can you guess why?

He had looked at T (for Three Musketeers) instead of A (for Adventures), which teaches us a lesson—it is better to know and look for the author.

#### 18 AUTHOR-TITLE CATALOGUE ASSIGNMENTS

Experience has shown that separate card assignments such as "Find from the catalogues the titles of all the books in the library by R. L. Stevenson", take too long to exercise the whole class. Only one boy at a time can conveniently work out such an assignment on a small name catalogue.

A more practical method is to have a group of four or five children and ask them to find an author or a title. As each card is found the child should explain the details given on the card. Correct terms should be given. It is not desirable to accept "The man who wrote it, the name of the

book, and where it was printed" for the author, title, and publisher. The later members of the group to find a required card have the advantage of having watched the previous attempts, and a quicker and surer performance is usual.

The last member of the group can be set the task of finding a book which is not catalogued. When this happens children will often go backwards and forwards needlessly. Thus, the fact that the catalogue is in strict order can be emphasized. The child should be asked to state the place where the card should appear. The fact that it is not in that place makes further searching a waste of time. One purpose of the catalogue is to save time.

Before the group is dismissed, the children should be asked to give two good reasons for using the catalogue.

#### 19 PUBLIC LIBRARY AUTHOR CATALOGUE ASSIGNMENT

This is a very important assignment. The lessons learnt so far will have very limited value if the child applies them only to the school library. If the children have already been conducted round the public library (page 116), the teacher will have had the opportunity to prepare them for this assignment by bringing out the necessary points during the inspection of the catalogue entries. Without help, some children will find the transition from the school to the public library catalogue difficult. To demonstrate the similarity of the two, the teacher could search for an entry on a current B.B.C. radio adaptation of a popular book. At least one book should be taken from the shelves and compared with the author entry—one child selects a book, then another child looks for the catalogue entry.

##### Assignment

- 1 Write down the names of two authors whose books you have enjoyed reading. From the author, or name catalogue in your public library, write down all the books they have by these two authors.
- 2 Is there an author with your surname in the catalogue at the public library? If so write the author's full name and the title of one book.

These assignments can be varied, of course. The more personal they are made, the more interesting the child will find them.

## 20 AUTHORS AND TITLES ASSIGNMENT

Author—Title I

Envelope Face

## CAN YOU

Put the author next to the book he wrote

A. Author I

T. Title I

A. Charles Dickens I

T. Oliver Twist I

Author cards are marked A, Title Cards are marked T. If you are in doubt you will find most of the books on the shelves. Any you can't find on the shelves will be found in the catalogues. When you go to the shelves, will you look for titles or authors? Why?

Instruction Card

The title and authors used in this assignment must be based on the book collection, therefore no units are given here. The number of children who can do the assignment simultaneously will depend upon the size of the fiction section. This assignment underlines the value of spreading the books horizontally instead of vertically (see page 78). If the room conditions are cramped, it will reduce the number that can be employed, as freedom of movement is essential.

*Purpose of the Assignment*

Primarily, this is a revision exercise, in which the child applies his knowledge of the library shelves and the catalogues to solving a simple puzzle, but it serves other purposes as well.

It is a lesson in library arrangement. The slips must be sorted into authors and titles. The small "A" or "T" on the left of each slip should suggest this first step. Then the child has to realize that as the books are shelved by the

author's surnames, it is the author slips which give the first clue (unless the title catalogue is used). It should not be necessary for the author slips to be taken to the shelves. Such a procedure is an expedient to save the trouble of remembering names. The child should begin by matching up all the authors and titles in the set which are known—usually very few. Then after noting the titles, one or more authors should be sought at the shelves. The pupil goes back to arrange the slips as authors and titles are discovered.

It is hoped to familiarize the children with well-known titles and authors. Familiarity with a title goes some way towards getting the child to read the book. Just as in music, the average person likes to hear pieces he has heard before, in reading, a degree of security is found in familiar titles and authors. One of the services a school library performs is to present the child over a period of years with a large selection of good titles and authors. The value of this propaganda, like much of the teacher's work, may not be realized altogether during the child's school life.

The children explore the shelves and range over many titles which may have escaped them previously. They thoroughly enjoy moving about with a sense of purpose and achievement.

## 21 CLASSIFICATION II

The children will already have a working knowledge of the Dewey Classification (see page 116); therefore some of the lesson will be in the nature of revision and consolidation. The points already grasped will help them to understand the new details. In the talk, questions which the teacher would naturally ask the children, are not included, as it is only intended to suggest an approach to the work, not an actual lesson.

A chart showing the Dewey main classes and tens should be on view in the library.

*The Dewey Classification*

1 Books at home are usually put on a shelf or in a book-case in any order, and it doesn't matter much if a little time is wasted on looking for a book, but that would not do if there were three or four hundred books to search through.



Some libraries have over twenty miles of shelves in their bookstacks, yet they can produce any book in a few minutes because they have a very clever way of arranging them. The method was invented by an American professor called Melvil Dewey. He had a team of experts to help him, and the system they brought out was such an improvement on other methods of arranging books, that most libraries in America, the British Isles and other countries decided to use it to arrange their books. We use it in the school library, because it does not matter how big or small the library is, and once you have learned how to use it you will be able to find your way about most libraries in the country.

This is how he decided to arrange his library books. Because we use ten figures for counting, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, so Dewey divided his books into ten classes.

Figure 9 is used for History books and books of travel.

Figure 8 is used for English literature such as poetry and plays. Stories are put on the fiction shelves.

Figure 7 is used for books about things which help us to make life pleasant such as drawing, painting, sculpture, football, cricket, hobbies, theatres and cinemas. They are called the Fine Arts.

Figure 6 is used for books which explain how man has invented many useful things to make life easier and more comfortable. Books about inventions, machinery, farming, cooking, printing, manufacturing and building etc. are put here. These subjects are called the Useful Arts as they tell us of useful things.

Figure 5 is used for Science books.

Figure 4 is used for Languages.

Figure 3 is used for books on Sociology (or Government) which tell us how to live together in villages and towns, how to make laws, organize banks, schools, hospitals, post offices, or make an army, navy and air force to guard the country.

Figure 2 is used for books on Religion.

Figure 1 is used for books on Philosophy, which is mainly for older readers.

Figure 0 is used for books which cannot be put into any of the other classes because they contain information about many subjects. Encyclopedias are put in this group.

2 If the books were divided into ten groups only it would still be very difficult to find what we wanted, even in the school library, so each group is divided again into ten smaller groups, e.g.,

Figure 9—History and Travel Books becomes,

- 90 General History of the World
- 91 Geography and Travel Books of the World
- 92 Histories of famous people i.e. biographies
- 93 Books of Ancient History
- 94 History of Europe
- 95 History of Asia
- 96 History of Africa
- 97 History of North America
- 98 History of South America
- 99 History of Australia and the North and South Poles.

The number of books in each group would still be too big so each group is subdivided into ten. Let us have a look at 94—Books about European History.

- 940 is for books about History of Europe generally
- 941 History of Scotland and Ireland
- 942 England and Wales
- 943 Germany
- 944 France
- 945 Italy
- 946 Spain
- 947 Russia
- 948 Scandinavia
- 949 The smaller countries

Putting things into groups in this way is called classifying them. Children are put into classes according to their age; books are put into classes according to their subjects. This particular system of arranging books is called the Dewey Classification, after its inventor, Melvil Dewey.

We have been using the same idea every time we have addressed an envelope. We can send a letter to a distant land knowing that it will go to the right person out of the 2,000,000,000 people there are in the world. The method is the same in each case. Something large, a country or a collection of books, is divided into smaller parts. Each part is divided again into smaller parts and so on. A country is divided into counties, each county into towns and villages, each town into streets, each street into houses, and finally a letter finds the particular person in that house.

### 22 CLASSIFICATION III

*Assignment: Main Classes*

Apparatus: Dewey Wall Chart, pencils, paper, assignment cards.

#### INSTRUCTION CARD

Write the number and name of each of the ten subject groups into which Dewey puts all books, e.g. 000 General Works. (Wall Chart)

Into which of the groups would you put books about:—Swimming, drawing, chemistry, manufactures, travel, building, painting?

### 23 CLASSIFICATION IV

*Assignment: Divisions*

#### INSTRUCTION CARD

Write down the following subject numbers in a column, and at the side of each number, write the subject it refers to and the name of the main group.

610, 530, 510, 780, 620, 920, 420, 220, 340, 790,  
e.g. 610—Medicine, Useful Arts.

The aim of these two assignments is to help the children to understand the basic principles underlying the classification, and to gain confidence through simple exercises. They are not expected to assimilate the details of the system, but to learn to go to the shelves intelligently.

### 24 PARTS OF A BOOK III

*The Preface*

This is an important part of the book and should not be ignored. Every subject can be dealt with in many different ways, and there are two questions which must be answered

in the affirmative if the book is going to be suitable for the reader's purpose.

- (1) Does the writer deal with the things the reader is interested in?
- (2) Is the subject treatment suitable?

A book entitled "King Willow" might be about the history of the game of cricket, stories of famous batsmen, hints on how to play, etc. The title does not indicate the scope of the book but the preface will, neither does the title invariably indicate the class of reader for whom the book is intended. The preface will also answer the second question, by stating whether the book is for beginners or for the reader who is familiar with the groundwork of the subject. The preface is a useful guide in helping to make a wise choice of book, as it indicates vital information which the author is unable to compress into the title.

In the last part of the preface it is customary for the author to thank persons who have assisted in making the book. The following example illustrates the points mentioned:—

"In arranging this collection of 101 Things for a Boy to Make, the editor has made a wide selection in order to give scope for the beginner who possesses just a few tools with only limited opportunities for using them, as well as for the young craftsman who has had some experience and is skilful with his hands.

There are few boys who do not wish to make useful things, or who would not like to be able to do some of the odd jobs to be found in every household. It is for the boys who are handy with tools and are on the look-out for suitable occupation, that this book has been compiled.

In the following pages there is something suitable for every boy who likes to use his spare time in taking up a hobby. There are suggestions for the young woodworker and the metal-worker; for the budding engineer and the model-maker. There are opportunities for the outdoor worker in garden appliances and simple concrete work. There is work for the handyman in dealing with everyday repairs or in adjusting the electric bell or battery. There are useful things that can be made in the home workshop, on the kitchen table, or by the fireside, and others that can be made in preparation for the holidays and the seaside.

Many of the articles have appeared in the *Junior Craftsman*, published by the Institute of Handicraft Teachers, and are reproduced by permission."

(Horth, A. C. *101 Things for a Boy to Make* (Batsford) 1928.

### *The Table of Contents*

At the front of the book is a list of chapters and other parts of the book, called the Contents, or the Table of Contents. The chapters are listed in the order in which they appear in the book, and the page number at the beginning of each chapter is given. Thus we are given a plan to the different parts of the subject, which are dealt with by the author. It is a further and more detailed help in deciding if the book includes the topics in which we are interested.

In some books the chapter headings have details of the contents of each chapter in smaller type (analytical table of contents), e.g.

VI	BOWLING TACTICS	..	..	..	..	63
	The Medium Fast Out-swinger—Swinging from Leg	..	..	..	..	63
	The In-swinger—Swinging from the Off					64
	The Slow Medium Off-spinner	..	..	..	..	71
	The Leg Breaker	..	..	..	..	72
	Slow Left Hand	..	..	..	..	73
	Field Placing	..	..	..	..	75
VII	FIELDING	..	..	..	..	77
	The Wicket Keeper	..	..	..	..	77
	Positioning	..	..	..	..	78
	Alertness	..	..	..	..	78
	Those on the Move	..	..	..	..	78
	Those poised	..	..	..	..	79
	Gathering Hard Hit Straight Ground Shots					79
	Interceptions to a Flank	..	..	..	..	80
	Speed to Chase the Ball	..	..	..	..	80
	Throwing	..	..	..	..	81
	Where to Throw	..	..	..	..	82
	Backing up	..	..	..	..	83
	Catching	..	..	..	..	83
	Snap Catches	..	..	..	..	83
	Judged Catches	..	..	..	..	84

(Hankinson, J. T., *Cricket for Schools* (Allen & Unwin) 1946.

### *List of Illustrations*

This is not always given, but if it is, it helps the reader to turn to a particular illustration or map quickly. The list is made out like the table of contents so that the pictures are in the order in which they are found in the book.

### 25 CHOOSING A BOOK

Choosing a book wisely and well is one of the most important library skills to be acquired. As an aid to choosing a book, it follows from what has already been written that there are a number of tests which can be applied. They will give more satisfactory results than the more common "method" of choosing an attractive title and glancing at odd pages in the book.

- 1 The title gives a broad idea of the scope of the book.
- 2 The title page shows the author's qualifications, and notes date of publication on the back.
- 3 The preface gives a more exact indication of the scope of the book and explains the class of reader for whom it is intended. Special features are mentioned.
- 4 The table of contents furnishes a plan of the subject treatment and shows the main topics to be discussed in the book.
- 5 A glance through the book enables the reader to judge the quality of the illustrations, the style, and the attractiveness or otherwise of the format.

### 26 THE SUBJECT INDEX

At this stage the children should be experienced in the use of a book index.

*Apparatus:* Twenty sample index cards. Dewey Wall Chart.

#### *Preparatory*

The table of contents is given at the front of a book; it is a plan of the chapters and it shows the order of the important subjects about which the author has written.

The index is put at the back of a book. It is a key to all the facts in the book. It tells where all the small facts may be found. Time is saved if we are told the exact page where we can find what we want.

*Subject Index*

The Dewey Wall Chart is a sort of table of contents for the library. It is a plan of the bookshelves. It shows the order in which important subjects are to be found on the shelves, but just as the table of contents does not indicate where all the facts are to be found in a book, the Dewey Wall Chart does not tell where all the subjects are to be found in the library.

Furthermore, the subjects which are given do not appear in alphabetical order, so it takes time to find subjects. Therefore an index is provided in the library. As it tells where to find subjects, it is called the Subject Index. It lists all the subjects the users might enquire about. Each subject is written separately on a card like the sample. The card states which Dewey number to look for on the shelves, or which other related subjects to try. The numbers for the other subjects are given, e.g.:—

Dynamos,	
electrical engineering	621
electricity	537
science	500

As one would expect with an index, the cards are put in alphabetical order, with "A" subjects such as accumulators, acids, and acting at the front. Guide Cards are provided to save time.

*Summary*

The Subject Index points to where subjects appear on the shelves.

The Index at the back of the book points to where the facts appear in the book.

*Practical*

Write on a blackboard a few subjects such as:—

Frogs    Camping    Volcanoes    Stars

Let one child search the shelves for the first subject and another use the subject index.

Repeat with other pairs of children. This should demonstrate the value of the subject index, both for speed and accuracy. The child with the subject index will give several possible sources of information on the subject, whilst the other child is likely to have difficulty in finding one.

*Group Work on the Subject Index*

Assemble small groups of children at the Subject Index and let members of the group take turn to find the references for given subjects. The required subjects should be based on the children's interests as much as possible.

## 27 CLASSIFICATION V

*Subject Headings: Definition by Picture*

The terminology used by Dewey and adopted by the public libraries is strange to the average child. Some of the terms, applied to subjects of interest to the child, are not in the child's vocabulary, and it is in order to make these terms familiar that the next assignment is included.

In addition to the cards, dictionaries will be needed, so it may be necessary to supplement temporarily the normal library copies.

## SUBJECT PICTURES I

Envelope Face

## INSTRUCTIONS

Put the subjects under the pictures to which they belong.  
There is a book in the library which will tell you the meaning of any words you do not know.

Instruction Card

## UNITS

Economics, astronomy, physics, geology, biology, botany, zoology, architecture, sculpture (*Fig. 35*).

## 28 CLASSIFICATION VI

*Main Classes: 500, 600, 700 Assignment*

The terms Useful Arts and Fine Arts are unfamiliar to the child, although they will have been referred to in the talk

on classification (page 142). Many subjects of interest to the child are classified under these headings, therefore an assignment is provided to give the child practice in locating these subjects correctly.

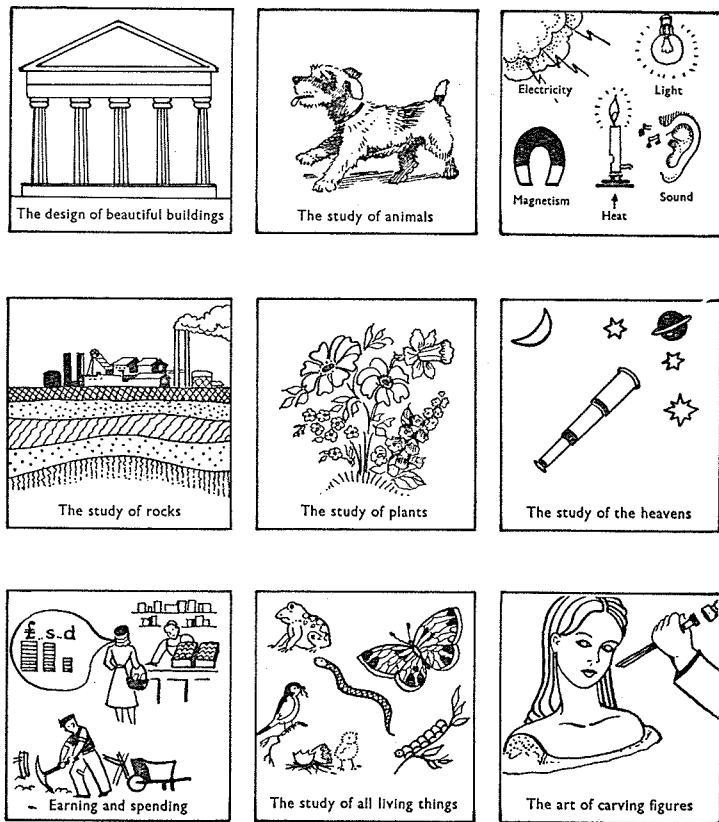


Fig. 35—Illustrations of Architecture, Zoology, Physics, etc.

It is not expected that the divisions belonging to these main classes should be learnt, but the principles deciding the kinds of subject which are placed in each division should be understood. Otherwise the child has a poor grasp of the meaning of the terms:—

Science Useful Arts Fine Arts

### Preliminary Explanations

The assignment should be preceded by a brief talk on the sections, in which the terms Science, Useful Arts and Fine Arts are simply defined.

- 1 SCIENCE—observing how nature works and finding the answers to such questions—  
e.g. What causes day and night?  
What are atoms made of?  
What changes take place in the air we breathe?  
What happens when you drop a match in gunpowder?
- 2 USEFUL ARTS—Besides scientists who find things out there are others who use the discoveries to make useful things.  
The doctor uses the substances discovered by the chemist, in the fight against disease and pain.  
The engineer uses the discoveries made in electricity to light towns, make electric railways and manufacture wireless sets.  
The farmer uses the discoveries made in botany to grow better crops of wheat, barley and potatoes.  
The things these practical people do come under the heading USEFUL ARTS.  
So we have *Science*—discoveries made by the scientists working and experimenting in their laboratories, and *Useful Arts*—making the discoveries do useful work for us.
- 3 FINE ARTS—Many books are written about things which are not vitally necessary, but make life much more interesting and pleasant.  
e.g. The correct way to take a photograph of Grandad.  
How to perform conjuring tricks.  
How to stage a play.  
How to draw trees.  
We could manage without music, football and cricket, drawing and painting, the circus, stage and sculpture, but the world would be rather a dull place in which to live.

It is advisable to make the explanations as elementary as

possible in order to give the child simple definitions of the terms:—

Science, Useful Arts, and Fine Arts, which can be referred to quickly and easily in subsequent talks on library technique.

ASSIGNMENT 500, 600. 700

Envelope Face

INSTRUCTIONS

Arrange the subjects under their correct headings. The Dewey Wall Chart will help you when in doubt.

Instruction Card

500 SCIENCE

600 USEFUL ARTS

700 FINE ARTS

Mathematics

Medicine

Architecture

Units Arranged

UNITS

500 SCIENCE:—Mathematics, Astronomy, Physics, Chemistry, Geology, Biology, Botany, Zoology.

600 USEFUL ARTS:—Medicine, Engineering, Agriculture, Manufactures, Trades, Building.

700 FINE ARTS:—Architecture, Sculpture, Drawing and Designing, Painting, Photography, Music, Amusements, Hobbies.

The child will not be expected to know parts of the classification by heart as a result of the assignment. The purpose of the assignment is to underline the meaning of the three main classes concerned, and to give the child an intelligent idea of how the library deals with many of the subjects which are of particular interest to juveniles. The explanation of terms and the use of them will give confidence to the child when exploring the shelves of the school and public libraries. Unless the child has some understanding

of the terminology the feeling of being "at home" in the public library will never be completely realized.

29 PARTS OF A BOOK IV

*The Introduction*

Most books have a preface but some have an introduction also, in which the author explains points which will help the reader to understand the book more clearly. The introduction need not be written by the author, e.g. a book of Shakespeare's plays may have an introduction written by an authority on Shakespeare. Events in Shakespeare's life, points about his style, comparisons between Elizabethan tragedy and Greek tragedy etc. are examined in the introduction, so that the text may be appreciated more fully.

30 CLASSIFIED CATALOGUE

Each child or pair of children should be given a sample classified entry, as was done for the Author Catalogue. An introductory talk can be used to revise several points, e.g.—

In the story collection we like to find all the books by our favourite author together. Books are easy to find when they are put in alphabetical order of the authors' surnames. But if we are coming to the library to read about wireless, it is better if all the wireless books are together, no matter who wrote them. It would never do to put books of this type in the alphabetical order used for stories. Therefore, non-fiction books are put together in subjects, and the subjects are arranged in the order made up by Professor Dewey.

Every story book has a catalogue card for the author, and a catalogue card for the title. A card like the sample is made for every non-fiction book in the library, and examination shows that it is similar to the cards in the author catalogue. On the top line is the author's name (surname first). The title is on the second line followed by some information about the book. In the margin on the top line the subject number is written, and when the cards for all the books are put in the catalogue drawers, the smallest number is put at the front and the biggest at the back. In a very large library, with books on all subjects, we should see every number from 000 to 999. Remember that there can be a lot of books with the same number and so there

will be as many cards with the same number, because a separate card is made out for every book. Can you remember why catalogues are made for libraries? From them you can quickly find out what books the library has on your subject. The shelves are never completely reliable.

The information given on the catalogue card is important. The number of pages may indicate whether the book is written for experts or beginners. In many books the date is very important. Television, atomic energy, jet propulsion, recent motor cars and railway engines etc. are not found in out-of-date books. A lot of history has been written in the past ten years, and old geography books and atlases no longer tell us how things are to-day.

The classified catalogue presents a complete survey of the library resources, but the only really satisfactory way of choosing a book is to apply the tests enumerated in "Choosing a Book" (page 147). In some libraries open access only applies to a portion of the book stock, in which case the intelligent use of the classified catalogue is of paramount importance.

#### *Assignment*

As with the Author Catalogue, it is best for the librarian to work with groups of four or five children, giving each child one card to find. If any difficulty is experienced, another assignment can be given after the rest of the group has been observed.

*Procedure:*—Let each child state some subject in which an interest is taken, find the reference in the Subject index and use the classified catalogue to discover the full resources at each reference. When the group is dismissed the children should go to the shelves to examine the books they have discovered through the catalogue. Whenever possible the progression—interest, use of library tools to explore resources on the subject of interest, and the assembly and examination of the books etc. should not be broken, as otherwise the work is reduced to an exercise at the catalogues. To save time, and prevent interest flagging whilst children are recording their "finds", the teacher could jot down the information for them.

### 31 INFORMATION ON CATALOGUE CARDS

Practice in the intelligent use of the catalogue can be given with cards specially inserted for the purpose. To plant a practice card in the catalogue, tear the card near the hole so that it can be slipped on the rod by twisting the narrow neck of the card. Afterwards it can be removed without trouble. If a card is printed for a special purpose, the librarian should endeavour to have the corresponding book planted on the shelves too.

#### *Assignment—Group Work*

Children to find pairs of books through the catalogue (titles, and subjects or author given), and to say which books they would choose and why.

Points to be illustrated.

- (a) Date. One card of a 195—Aircraft book and one of a 192— publication.

An inverted approach especially suitable for "B" classes is to show two books, one new and one old, and to ask which book would be preferred. Is there anything on the catalogue cards which would have helped us to choose the right book?

- (b) Pages. Dickens or Dumas book, 800 pages, and abridged versions of 350 pages.  
Exhaustive works on a subject and elementary manuals.

- (c) Illustrated and non-illustrated books.  
Fiction—not very important. Non-fiction—almost essential in many cases.

The reasons will be given verbally to the librarian. The children can be asked if there are occasions when an old book is better than a new one.

The value of old newspapers, and the service rendered by the public libraries in keeping them, can be mentioned.

e.g. The Central Reference Library, Manchester, has Manchester newspapers from 1725 including copies of the *Manchester Guardian* from 1821 to date.

*Summary*

If we want to find how many books there are in the library about some subject, e.g. Television, we have to do two things:—

1 We look up Television in the Subject Index to find the Dewey number.

2 We find that number in the Classified Catalogue.

In other words we go to the enquiry office (the Subject Index) and find the address of the subject. Then we go to the catalogue and find how many books live there, and whether they are thin or stout, young or old, etc. When we go to the address on the shelves we often find some of the books are "not at home". If the one fancied at the catalogue is "out", we can make enquiries about when it can be expected "home again". Otherwise we choose the most suitable book from those which are there.

## 32 FINDING NON-FICTION ASSIGNMENT

## INSTRUCTION CARD

From the catalogues find the title, author and number of a book which is likely to have information on,

- 1 The first railway
- 2 Dovetail joints
- 3 Castles
- 4 Furniture
- 5 Muscles
- 6 London
- 7 Bookbinding
- 8 Cameras

When the card is issued, the child is given one subject to do.

## 33 PUBLIC LIBRARY: NON-FICTION ASSIGNMENT

*Decimals*

Before setting a public library assignment it will be necessary to give instruction on the use of decimals in classification if the school library is classified under three figure Dewey. As the idea of dividing large subjects into smaller ones should now be a familiar conception, the further division of subjects by the addition of more figures should appear

reasonable enough at this stage. A comparison between the history and travel sections can be made.

9(00)	General history	91(0)	Geography and general travel
94(0)	European history	914	European travel
942	English history	914.2	English travel
942.1	London history	914.21	Geography and travel—London

The use of the decimal point makes it possible to add the 2 showing English travel.

*Assignments*

The assignment should have a direct bearing on either the work being done in the school or the personal interests of the pupil, e.g.

From the public library catalogues make a list of all the books about joinery. Write down the authors and titles, and put a star against the titles which are on the shelves.

## 34 REFERENCE BOOKS II

*The Encyclopedia*

NOTE. The first lesson on the encyclopedia should be given at a reasonably early stage in the course so that the children are able to use the encyclopedia in the school library when occasion demands. The librarian will have had several opportunities to mention the encyclopedia before a second lesson is given.

Like many other wonderful ideas, the first encyclopedias were of Greek origin. Pliny the Elder compiled the most famous encyclopedia of all time, after consulting two thousand books. His work was still being reproduced fifteen hundred years after it was first written. More than forty editions appeared when the printing press made its appearance. Such a record will never be attained by any other encyclopedia as the world now expects an encyclopedia to be up to date.

The *Encyclopedia Britannica* is the best known of all encyclopedias. It is so big that it comprises twenty-four large volumes each of a thousand pages. But this is by no means a record. In the British Museum there is a copy of an 18th century encyclopedia, written for the Chinese emperor, K'ang-hi, and that is in seven hundred volumes. The



original ran to over five thousand volumes. The *Encyclopedia Britannica*, as would be expected, has an interesting article on encyclopedias.

The Britannica lists its articles alphabetically with the name of the topic printed at the head of each article, and page headings are provided like the ones in a dictionary, e.g. Atlas—Atmosphere names the first and last article headings appearing on a certain page. Parts of words are used on the back of each volume to indicate the range of subjects within, e.g. Volume 1 is lettered A—Anno—The first article is about the letter A and the last is headed Annoy. (This refers to a regulation concerning the constitution of an annoyance by obstructing a highway.) Volume 2. Annu—Baltic begins with an article on the Annual Register and ends with one on the Baltic Sea; so a little more care has to be taken to select the right volume than is the case with the A—D, E—J type. The last volume is an atlas and index. The index is extremely valuable in a work of this size. Against each item is given the volume number and a small letter (a, b, c, or d) which indicates the quarter of the page on which the information is to be found: a is the top left, b the bottom left, c the top right and d the bottom right, e.g.

Wooden Horse of Troy 22-504a  
refers to Volume 22, page 504 in the top left-hand corner.

35 GUIDE LETTERS ASSIGNMENT

Encyclo. G.L. 1  
Envelope Face

**INSTRUCTIONS**

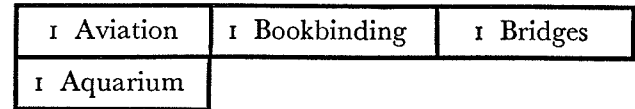
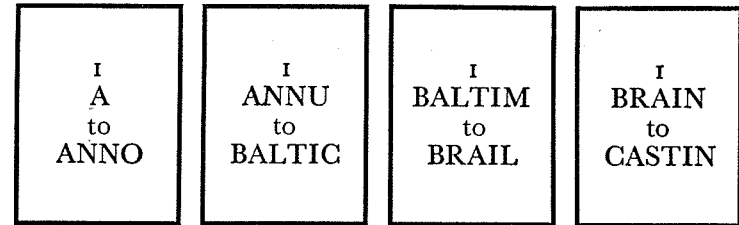
The large cards show the guide letters on the backs of the 24 volumes of the *Encyclopedia Britannica*. Arrange them in order in two rows. Each small card is the heading of an article. Put the headings under the "volumes" to which they belong.

Instruction Card

UNITS: GUIDE LETTERS

- |                      |                      |                       |
|----------------------|----------------------|-----------------------|
| (1) A to Anno        | (9) Extracti to Gamb | (17) P to Planti      |
| (2) Annu to Baltic   | (10) Game to Gunm    | (18) Plants to Raym   |
| (3) Baltim to Brail  | (11) Gunn to Hydrox  | (19) Rayn to Sarr     |
| (4) Brain to Castin  | (12) Hydroz to Jerem | (20) Sars to Sorc     |
| (5) Castir to Cole   | (13) Jerez to Libe   | (21) Sord to Textile  |
| (6) Coleb to Damasci | (14) Libi to Mary    | (22) Textiles to Vasc |
| (7) Damascu to Educ  | (15) Maryb to Mushe  | (23) Vase to Zygo     |
| (8) Edwa to Extract  | (16) Mushr to Ozon   | (24) Atlas and Index  |

N.B.—The volume numbers are printed on the books in addition to the guide letters, and so the volumes are replaced on the shelves in number order of 1-24 by the user. In the assignment, the numbers are omitted to exercise the child's grasp of alphabetical order.



Units Arranged

UNITS: ARTICLES

- |                   |                      |                      |
|-------------------|----------------------|----------------------|
| 1 Aviation .. (2) | 1 Games .. (10)      | 1 Newspapers .. (16) |
| 1 Aquarium .. (2) | 1 Ice Cream .. (12)  | 1 Pearl .. (17)      |
| 1 Bookbinding (3) | 1 Jade .. (12)       | 1 Plants .. (18)     |
| 1 Bridges .. (4)  | 1 Leather .. (13)    | 1 Roads .. (19)      |
| 1 Chester .. (5)  | 1 Locomotives (14)   | 1 Steel .. (21)      |
| 1 Compass .. (6)  | 1 Maize .. (14)      | 1 Watches .. (23)    |
| 1 Fairs .. (9)    | 1 Medals .. (15)     |                      |
| 2 Ballet .. (2)   | 2 Easter .. (7)      | 2 Marble .. (14)     |
| 2 Boxing .. (3)   | 2 Electricity .. (8) | 2 Mummy .. (15)      |
| 2 Belgium .. (3)  | 2 Fathom .. (9)      | 2 Organ .. (16)      |
| 2 Bread .. (4)    | 2 Gibraltar .. (10)  | 2 Porcupine .. (18)  |
| 2 Clocks .. (5)   | 2 Handel .. (11)     | 2 Rome .. (19)       |
| 2 Comets .. (6)   | 2 Kites .. (13)      | 2 Star .. (21)       |
| 2 Dickens .. (7)  | 2 London .. (14)     |                      |

3	Animals	.. (1)	3	Geranium	.. (10)	3	Porcelain	.. (18)
3	Arizona	.. (2)	3	Leather	.. (13)	3	Raleigh	.. (18)
3	Bricks	.. (4)	3	Limestone	.. (14)	3	Rome	.. (19)
3	Clive	.. (5)	3	Microscope	.. (15)	3	Tanks	.. (21)
3	Diamond	.. (7)	3	Meteor	.. (15)	3	Theatre	.. (22)
3	Frost	.. (9)	3	Peach	.. (17)	3	X-rays	.. (23)
3	Ganges	.. (10)	3	Pluto	.. (18)			
4	Arabia	.. (2)	4	Flowers	.. (9)	4	Seals	.. (20)
4	Books	.. (3)	4	Gas	.. (10)	4	Slavery	.. (20)
4	Brass	.. (4)	4	Iron	.. (12)	4	Sound	.. (21)
4	Cheese	.. (5)	4	Keys	.. (13)	4	Tunis	.. (22)
4	Columbus	.. (6)	4	Mozart	.. (15)	4	Volcano	.. (23)
4	Cyclopes	.. (6)	4	Petroleum	.. (17)	4	Violin	.. (23)
4	Dogs	.. (7)	4	Printing	.. (18)			
5	Armour	.. (2)	5	Dynamo	.. (7)	5	Nelson	.. (16)
5	Bible	.. (3)	5	Eclipse	.. (7)	5	Piano	.. (17)
5	Bison	.. (3)	5	Elizabeth	.. (8)	5	Poultry	.. (18)
5	Byron	.. (4)	5	Heart	.. (11)	5	Robot	.. (19)
5	Cookery	.. (6)	5	Iron	.. (12)	5	Shakespeare	.. (20)
5	Copper	.. (6)	5	Law	.. (13)	5	Spain	.. (21)
5	Density	.. (7)	5	Libraries	.. (14)			
6	Animals	.. (1)	6	Egypt	.. (8)	6	Roofs	.. (19)
6	Borneo	.. (2)	6	Ford	.. (9)	6	Soap	.. (20)
6	Camping	.. (4)	6	Geyser	.. (10)	6	Telephone	.. (21)
6	Calendar	.. (4)	6	Lightning	.. (14)	6	Tea	.. (21)
6	Clouds	.. (5)	6	Marconi	.. (14)	6	Thrush	.. (22)
6	Concrete	.. (6)	6	Mecca	.. (15)	6	Wireless	.. (23)
6	Diesel	.. (7)	6	Navy	.. (16)			

- The bracketed figures are a key to the volume numbers and do not appear on the actual units. The numbers shown in the illustration of the "Units Arranged" are the envelope numbers, i.e. No. 1 units belonging to the envelope marked Encyclopædia Guide Letters No. 1 (abbreviated to save time).
- This is more than an exercise on the *Encyclopædia Britannica*. The mastery of this assignment will mean that the child will be able to interpret the multiple guide letters frequently used on the front of catalogue drawers. A more advanced understanding of alphabetical order than was necessary in earlier assignments will be required to complete this test correctly.

## 36 REFERENCE BOOKS III

*Year Books:*

Encyclopedias have one great drawback. They take so long to prepare and cost so much, that they cannot be

brought up-to-date very often. Even while they are being printed new discoveries are made and important events take place. To overcome this disadvantage the Encyclopædia Britannica Company now publishes a *Britannica Book of the Year* and revises the main encyclopedia every time it is printed. In addition we have other annuals which are commonly known as year books. In them the editors put information which changes, or is liable to change from year to year, such as:—

Postage rates

Important events of the year

Members of Parliament

Events and records in sport

Calendars

The most useful year book is *Whitaker's Almanac* in which thousands of facts are given. So that the facts can be located, a comprehensive index of nearly one hundred pages is included. As the book is rarely used without consulting the index, the index is put at the front of the book. If there is one book which will convince the haphazard worker that indexes are time savers, it is *Whitaker's Almanac*.

*Assignments*

The application of reference material in library work is so widespread that the setting of fact finding assignments based on isolated facts is not necessary. With the majority of subjects a child happens to be reading in the library, the teacher will be able to show how the topic can be enlarged by means of the reference books in the library.

There can be few worth while books through which the value and use of either an encyclopedia, dictionary, atlas, year book or gazetteer could not be demonstrated in this way. The essence of reference work is the enlarging of a point through one's ability to find further RELEVANT information. The search for isolated facts which are not related to anything in particular is the very antithesis of reference work. There is little to be gained in asking a child to find what time the 6.48 a.m. train from Ullesthorpe arrives at Leicester, if the places are a hundred miles away, but the following assignment could be set with advantage to a boy living near Mauldeth Road Station (South of Manchester), who was going to Blackpool by train for his holidays.

Find the time of a fast train after 8.30 a.m. from Manchester to Blackpool. What is the best train from Mauldeth Road Station to connect with the Manchester-Blackpool train?

What do SX and SO mean?

How long will the whole journey take?

At which stations will you stop?

Which rivers will you cross?

Which is the biggest town between Manchester and Blackpool? (Bolton.)

What is the population of this town?

What is the town noted for?

Which port will you travel through?

Draw a route map.

The assignment can be expanded or contracted to match the concentration, interest and ability of the boy.

### Newspapers

People are so anxious to keep up-to-date that year books do not satisfy, and so we have newspapers to present the daily news. The wireless has now made it possible to keep us informed about many events as soon as they occur, whilst the absolute limit has been achieved in the latest branch of wireless—television, whereby events can be seen actually taking place. It is interesting to reflect that although no one reads solidly through a reference book, there are people who read indiscriminately through the newspaper, or "listen" for hours at a time to anything which is put over the wireless. Although the librarian will not attempt to teach the intelligent reading of newspapers, as the work lies within the province of the English or Social Studies teacher, he is in a position to make some interesting comments and comparisons.

NOTE.—The date of a newspaper is never ignored. It is equally important to know the date of a reference book.

Out-of-date copies of *Whitaker's Almanac* should not be discarded as they can be used effectively to illustrate this point. The sections on sport and Parliamentary representation will link up closely with items which have appeared in the newspapers. The importance of regularly bringing up-to-date

railway time-tables, 'bus time-tables, telephone and other directories is readily appreciated. Old atlases and new ones may be exhibited to show political changes.

### 37 ABBREVIATIONS II

#### Assignment

#### ABBREV. 2

Envelope Face

#### ABBREVIATIONS JIG-SAW

See how many cards you can fit together without the help of a reference book. You need to know these abbreviations to read books properly.

Anon. (Anonymous)

No author's name

Instruction Card

#### UNITS

anon (anonymous)	No author's name
cf. (confero)	Compare with
M.A.	Master of Arts
M.Sc.	Master of Science
p. or pp.	Page or Pages
circ. (circa)	About
q.v. (quod vide)	Which see
vide	See
viz. (videlicet)	Namely
cent.	Century

The number of abbreviations is reduced drastically below the number which could have been attempted. The simpler ones are included to give confidence. The more unusual ones will need referring to at odd times (at the end of a library period) in preparation for the puzzle.

### 38 READING—NON-FICTION

#### Sources of Information

The children have to be trained

(a) To find the information.

- (b) To read the facts accurately.
- (c) To assess the value of what is read.

It frequently happens that information on topics has to be delved for. Even skilled librarians are not always able to go straight to the very book which will have the required information. However, they do not give up trying because they do not succeed at the first or second attempt.

One of the fundamental differences between a person who is unskilled in the use of a collection of books and a librarian is seen in the way each reacts to an initial failure when looking for information. The former is apt to conclude that the information is not there, or abandons the search as hopeless; the latter immediately sets off on a fresh scent. Possible alternative sources occur easily and are rapidly followed up. There are two main reasons for the difference. In the first place the librarian has learnt the necessary book skills, and secondly constant handling of the books has made many of them into old friends. One of the aims of library instruction is to train the child in book skills and to help to cultivate friends on the book shelves, so that he enters the library with a sense of purpose. During the library periods the librarian will have been aiming to impart these skills but it now remains to consolidate the training into a number of simple and definite ideas which will act as pegs on which the rest of the child's library ideas will hang.

#### *Finding out: First Approach*

Is your enquiry about one definite fact or do you wish to read up a topic? If it is a fact, the reference section should be tried first. If it is a topic, then the ordinary non-fiction shelves will be the ones to turn to.

#### *Fact Finding*

- 1 To find out about facts, the encyclopedia is the best all round reference book.
- 2 Encyclopedias have a habit of getting out of date, so they are supplemented with almanacs and year books.
- 3 Up-to-the-hour facts are given in newspapers but we have to be careful to decide what is fact and what is opinion.
- 4 Special enquiries are answered by:—
  - (a) The dictionary .. words.

- (b) The atlas .. places .. pictorial.
- (c) The gazetteers .. places .. mostly-facts.
- (d) Time-tables .. train and bus times, fares and distances.

#### *Topic Finding*

As there are so many non-fiction books which are not reference books, signposts are needed in the library.

- 1 A few guides are found on the shelves.
- 2 The subject index points out where all the important subjects are to be found. It gives the classification number of each subject.
- 3 The subject catalogue lists the books as they are on the shelves, i.e. in number order, when all the books are in place.
- 4 To help us choose the right book, guides are provided in the book:—
  - (a) Title page—date etc.
  - (b) Preface—why the author wrote the book, who he wrote it for, how he has written it.
  - (c) Table of Contents—plan of the book.
- 5 To help us read the book there may be an
  - (a) Introduction—points which should be understood before reading the book.
  - (b) Index—signposts all the topics in the book.
  - (c) Table of Contents.
  - (d) Appendix, glossary, etc.—Notes which are too long for footnotes and which the author does not wish to put in the main text.

*In Case of Difficulty:* Techniques to employ when there is a difficulty in finding a topic.

Let us take a special case:—

In a story that has been read, the hero had a narrow escape when he encountered a cobra. We should like to know more about the cobra than the encyclopedia tells us, but a number of snags are met:—

- (a) The word cobra does not appear in the subject index.  
Reason:—The subject looked for is too unimportant to have a heading to itself.

Rule 1.—A subject may be found under another heading in the index. If what we are looking for is part of a more important topic, look under this other heading. Therefore we try “snakes”.

Exercise.—What subject would you look up for answers to the following enquiries?

How to oil a bat. Nothing at bats.

How to grow roses. Nothing at roses.

What the aircraft propeller does. Nothing at propeller.

What kind of a nest a robin makes. Nothing at robin.

What a valve does in a radio. Nothing at valve.

How the crawl stroke should be done. Nothing at crawl.

- (b) The number for snakes was given as 598, but there are no books about snakes at 598.

Reason:—The subject index points to all important subjects, so when a book about snakes is bought for the library it will be found through the subject index. The subject index is different in this respect from a book index which only refers to subjects actually mentioned in the book.

Rule 2.—After 598 try 590 and after 590 try 500. In other words, go from the section to the main class.

- (c) Besides working back from the particular topic to the general, work sideways, as Dewey tried to put similar topics next to each other.

Rule 3.—Look at the books which are on either side of the number we have been looking for, i.e. try the books at 580 and 570 besides 590. 600 would be in another class of book.

- (d) Rule 4.—Think about the subject again and ask yourself whether or not the information could be found under a completely different heading.

e.g. The travel and geography sections may have information on cobras.

- (e) Rule 5.—Ask the librarian for help.

#### *The Children and the Librarian*

A positive attitude towards librarians needs encouraging. The children must be taught that the librarian's most important job is not looking after the books and furniture, but helping the readers to find the information they want. Many

children, and it is not only juveniles who fail here, ask for information in the vaguest way. Training in making intelligent enquiries can be given incidentally. Do not immediately direct the boy who asks for aircraft books to the appropriate section. The counter question should be put, “What is it you wish to find out?—Is it something about aero-engines, the history of flying, model aircraft, or the way they manage to fly that you are interested in?”

#### *Selecting the Information*

When reading non-fiction, children are usually content to choose a book which appeals and to read steadily through the parts which attract. If a book is well illustrated, many are satisfied to progress from one picture to the next, ignoring all written matter except captions. Training in reading a subject of particular interest should be given, and an approach for a child interested in locomotives is given.

- 1 Collect all available material on the subject and make a bibliography. The bibliography can be made most conveniently at the catalogue, as the data to be recorded is given in the catalogue entries. Not only do the catalogue cards supply the information, it is also assembled in the correct order. (This makes for consistency as well as convenience.)

#### *Model Bibliography*

- (i) Class number.
- (ii) Author's surname, followed by initials.
- (iii) Title.
- (iv) Date.
- (v) Relevant chapter and/or page numbers.

N.B.—Subject signposts, page 64.

- 2 Select a book which particularly appeals (see page 147, *Choosing a Book*), study the chapter headings in the table of contents, and glance through the text. Decide which part of the subject is to be read. If more than one part of the subject is to be dealt with, tackle them one at a time.
- 3 Find out as much as possible on the selected subject from the books and pictures which were discovered when making the bibliography.

Make notes and diagrams which will help in remembering what has been read.

It is expecting too much to demand a well-balanced account of a subject. If a reasonable attempt has been made to extract information from the most suitable available resources, according to a plan, the library resources will have been used intelligently. The application of the notes to the compilation of an essay on the subject cannot be properly attempted in a weekly library period. If a child is interested in a subject, and little will be gained without the child's interest, a greater allocation of time than forty minutes per week will be needed to maintain that interest up to the point when a more formal piece of writing could be completed. Therefore, this work should be initiated and developed by the form master, so that it becomes an integral part of the child's studies.

By the method outlined above, the child first examines all the available resources through the catalogues, book shelves and picture files and notes his findings.

Secondly he gains a general idea of the various branches of the subject. In choosing a book which he likes best he will be making his initial approach to the topic naturally. Two points are worth mentioning here. Seldom, if ever, does a book prove to be a universal favourite. The reasons for preference are varied and may depend on the author's style, the type of illustration, page layout, etc. The reader will no doubt recall many editions which have given a great deal of pleasure because they have appealed on some such count. A history book was recommended for interesting footnotes. The reader confessed to being able to remember the footnotes but not the text! The second point is, that in skimming through a number of books the topic is seen as part of a broader subject, e.g. the train enthusiast sees his hobby as one portion of an organization embracing such items as:

History of railways. Railway companies. Nationalisation.  
Types of engine. Coal, oil and electric trains.  
Traffic. Passenger, goods, mails, special goods.  
Traffic control. Signal boxes, signals and warnings, Time-Tables.

Track. Choice of route. Bridges, tunnels and stations.  
Railways as a career.

Finally the teacher, and the book classification (Dewey) can help the child to realize the importance of railways in a wider sense still—railways as a means of communication, sometimes in competition with, and sometimes complementary to, other means of communication such as ships, canals, motors, telephones, wireless etc. A few questions during informal discussion can be posed to bring out some of the advantages and disadvantages of his trains in comparison with other forms of transport. The extent to which the topic is pursued will depend on the keenness of the child, the success of the teacher in developing interest in the limited time at his disposal, and the amount of material available in the school and public libraries.

A second approach which will help in training the child to read with a sense of purpose is the preparation of lectures. The required amount of information will be much less, and the number of sources fewer; perhaps only a single chapter in a book. More ideas will readily occur to the librarian.

#### *Reading Widely*

Some children invariably select books on the same subject. They will read a book that they have already digested several times, rather than explore new topics. Others will restrict their reading to a few corners of the bookshelves. One method of broadening their library outlook which is worth trying, is to analyse the daily activities of the children and suggest relevant subjects and books for reading, e.g. Do the children with bicycles know all about them? Are they able to plan a ride with the help of maps? Do they know how far it is on their favourite rides, or know the noteworthy places en route? Can they guess the age of the ancient buildings, or say how the river traces its course to the sea? Have they discovered how many feet the roads rise or fall between the various towns, or how high that range of hills is?

Queries quickly suggest themselves once the spirit of enquiry is given free reign and lists of items for investigation can be made out. Such enquiries will widen their reading and broaden their outlook.

Talks on the various divisions in the non-fiction are useful for propaganda purposes, e.g. After a talk on the biography section, and explanations of the terms biography, auto-biography, collective biography, and the arrangement of the section, the class, or a group if the biography section is small, can be restricted to that section for a period.

### 39 READING: FICTION

How is the teacher to assess the child's reading when a story is being read? An obvious method is to require a précis to be written, but how many children are capable of reading a story and writing a digest of the incidents and characters? The difficulty of the work is almost bound to change the aim of reading the book. The emphasis will be shifted on to the written exercise which is to follow and no good purpose will have been served. If a child shows a desire to write about the story then he should receive every encouragement, but reading for pleasure should not be turned into a task. On the other hand, most children are quite willing to talk about the story they are reading, and a great deal can be done in informal discussion between teacher and child.

#### *Magazines*

The free reading of magazines and periodicals in the library period is not recommended. The lazy reader will pass the time idly turning over pictures. An exception is made of the child who wishes to read a certain article which caught his eye, too late, in an out-of-time-table library session. Reading with a definite purpose such as this should never be discouraged.

#### *Excerpts*

The cinema, and to a lesser degree, the wireless have been cited as adverse influences on the juvenile mind, but both have rendered a great service to the child in one respect which specially concerns the librarian. They have created a widespread demand for the books which they have translated into their respective media. The stories of Dickens, Wells, Conan-Doyle, Haggard, Forester, Dumas, Twain,

Alcott and many others, have been enthusiastically sought after a radio or film presentation.

The librarian can render the same service in a less spectacular way by the reading of excerpts from a wide range of books during the library periods. Well chosen extracts find an immediate response, but in fairness to the children the teacher should not invariably choose extracts which are much more interesting than the rest of the text. Familiarity with the books will be one of the librarian's chief assets. Some books will be read thoroughly, and many others skimmed in order to build up the necessary acquaintance-ship with the bookstock.

#### *Visual Aids*

Pictures illustrating incidents from the classics are useful propaganda if excerpts are read. The use of the episcope should not be overlooked in this connection.

Filmstrips on the story and manufacture of books provide useful and interesting supplementary teaching to the talks in the scheme. General films on libraries can be used as an introduction to the Public Library, and also for summarizing the points in "Finding Out", provided that the catalogues etc. are shown in sufficient detail.

In conclusion may it be said that the talks and explanations should not oust the reading. Most of the formal talks can be given quite briefly so that the atmosphere of adventure and enjoyment through books is never blunted through turning the library into a lecture room. During the library period the children should become familiar with the library resources. A knowledgeable acquaintance with the books will be of real value when working in the library for other subjects, and of greater value still as a factor in the child's general education.

## APPENDIX I

## BOOK SIZES

	inches	Folio inches	4to inches	8vo inches
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IMPERIAL	30 × 22	22 × 15	15 × 11	11 × 7½

FOLIO (Fo) is a sheet folded to make 2 leaves or 4 pages

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OCTAVO (8vo)	"	"	" 8	" 16	"
DUODECIMO (12mo)	"	"	" 12	" 24	"
SEXTODECIMO (16mo)	"	"	" 16	" 32	"

## APPENDIX II

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#### INDEX

- Abbreviations, 135, 163
- Accession Book, 51, 57, 77, 94
- Accession number, 51, 56, 58, 67, 71, 75
- Added entry, 66
- Adolescence, 12
- Aims, 15
- Analytical entries—
- Catalogue entries, 60-62
  - Classification, 40
  - Library development, 95
- Analytical Index, 134
- Analytical Table of Contents, 146
- Appendix, 165
- Assistants, *see* Library helpers
- Atlases, 132, 165
- Audio-visual material, 95
- Author catalogue—
- Assembly, 65
  - Entry, 57, 58
  - Library development, 95
  - Purpose, 54
  - Teaching, 136
- Author-Title catalogue, 59
- Backward readers—
- Books, 25
  - Magazines, 82
- Bibliographies, 62, 167
- Binding, 92, 130
- Biography, 40, 170
- Book—
- Cards, 67
  - Exhibitions, 20, 86
  - Gifts, 22
  - Order, 117
  - Plate, 74, 75, 86, 95
  - Pocket and Book card, 68, 86
  - Repairs, 86, 88-94
  - Selection, 16-22
  - Standards, 18-19
- British Council of Industrial Design, 81
- Call number, 39
- Care of books—
- Aims, 15
  - Dusting, 86
  - Opening, 75
  - Oversize books, 80
  - Public Libraries, 12
  - Shelving, 25
  - Training, 113-115
- Casing, 90-92, 131
- Catalogue cards, 55
- Catalogue entries—
- Assembly, 63-65
  - Information, 56, 155
  - Layout, 51-56
  - Rules, 65
  - See cards, 54
  - Subject index, 42
  - Teachers' section, 38
  - Team of children, 59, 84
- Catalogues, Types of, 54
- Central library, 26
- Charging systems, 67, 86, 94-95
- Classified subject catalogue—
- Entry, 58, 59
  - Library development, 94
  - Purpose, 54
  - Teaching, 153-154
- Classification—
- Biography, 40, 41
  - Choice of system, 27
  - Dewey system, 27-41
  - Fiction, 23-25
  - Notes on classifying, 39-41
  - Public libraries, 23
  - Related subjects, 26-27
  - Subject Index, 41-50
  - Transport, 37
- Collation marks, 129
- Copyright date, 119
- Cupboards, 78-79, 81
- Curriculum, 16
- Date due slip, 68, 86, 95
- Dewey classification—
- Abridged version, 31, 32
  - Biography, 40
  - Book selection, 18
  - Choice, 27
  - Decimals, 156, 157
  - Divisions, 29, 144
  - Main classes, 28, 144, 149
  - Numbering, 38

- Pamphlets, 41  
Teaching, 141-144  
Transport, 37  
Dewey wall chart, 94, 95, 117, 120, 141, 147  
Dictionary, 132, 164  
Diptych, 128  
Discarding, 20, 52  
Displays, 81  
Dusting of books, 86  
Egyptian writing, 123  
Encyclopedia—  
Britannica, 157-160  
Classification, 37  
Teaching, 133, 157, 164  
End papers, 131  
Entries, *see* Catalogue entries  
Essays, 168  
Experiments, 14  
Fiction—  
Arrangement, 24, 77  
Reading, 170, 171  
Fine Arts, 149-152  
Form libraries, 87  
Form monitors, 83, 84  
Furniture, 82, 85  
Gazetteers, 132  
General reference—  
Book selection, 17  
Training, 131, 160, 161, 164  
Geographical Magazine, 37  
Gifts, 22  
Glossary, 165  
Graphic register, 70-74, 94  
Guide cards, 65, 136  
Guide letters, 133, 158-160  
Guillotine, 131  
Hobbies, 15, 17, 168, 169  
Home library, 15  
Hyphenated surnames, 66  
Illustrations collection, 82, 95  
Impressions, 119  
Index, 133  
Infant school, 12  
Librarian, 13, 14  
Librarian's cupboard, 81  
Library experiments, 14  
Library helpers—  
Continuity, 27  
General duties, 83, 84  
New books board, 81  
Stocktaking, 76  
Libraries, Public *see* Public Libraries  
Library rules, 106  
Library tables, 82  
Library training—  
Content, 99-171  
Purpose, 11-15  
List of Illustrations, 147  
Loan of books—  
Charging systems, 67-74  
Library development, 94, 95  
Monitors, 86  
Local Education Authority—  
Accession Book, 51  
Book Exhibitions, 20, 21  
Main stock book, 74  
Loose leaves, 88  
Magazines, *see* Periodicals  
Marking ink, 75  
Mechanical preparation, 74  
Missing books, 76, 77  
Municipal Libraries, *see*  
Public Libraries  
Name catalogue—  
Assembly, 63-64  
Entries, 59  
Library development, 94  
Teaching, 138  
National and regional library system,  
116  
New books board, 80, 94  
Newspapers, 155, 162, 164  
Notes on subject headings, 37, 38  
Open access, 79  
Organization, 13, 14, 27, 67-95  
Oversize books, 80  
Pamphlets, 41  
Paper—  
Quality, 19  
Sizes, 129, 172  
Papyrus, 123  
Parallel scheme, 102  
Parchment, 124  
Parents, 15, 17  
Periodicals—  
Classification, 37  
Organization, 82, 95  
Public Library, 116  
Reading, 170  
Repairs, 93  
Picture file, 82, 95  
Place of publication, 119  
Pliny the Elder, 157  
Posture, 113

- Preface—  
Classification, 40  
Parts of a Book, 144  
Prefixes, 65  
Projects—  
Analytical entries, 62  
Book selection, 20, 21  
Materials, 87  
Signposts, 64  
Subject index, 42  
Public Library—  
Assignments, 139, 156, 157  
Catalogues, 55  
Charging system, 67  
Classification, 27, 28, 38  
Co-operation, 11, 12, 14, 15  
Membership, 115  
Publishers—  
Book selection, 19  
Exhibitions, 20, 21  
Readers' tickets, 67, 68  
Reading—  
Book selection, 18, 19  
Fiction, 170, 171  
Non-fiction, 163-170  
Recording of assignments, 103  
Recording stock, 51  
Records of reading, 72, 74  
Reference section, 17, 131, 160, 161,  
164  
Repairs, 86, 88-94  
Reprints, 119  
Reservation of books, 116  
Reviews, 21  
Rules, 106  
Safety rod, 56  
School Library Association, 21  
School Societies, 17  
See cards, 55  
Sewing—  
Cords, 127  
Multi-section books, 126  
Single section books, 92  
Tapes, 130  
Shelf guides, 94, 102, 117  
Shelf list, 52, 53, 55, 76, 94, 95  
Shelving, 24-26, 77-80, 94  
Short story collections, 25  
Signatures, 129  
Staff, 13, 27  
Standard card, 57-59  
Stocktaking—  
Accession number, 58  
Assistants, 86  
Method, 76  
Stylus, 128  
Subject catalogue—  
Assembly, 65  
Entry, 58, 59  
Purpose, 54  
Subject headings, 149  
Subject headings for Secondary  
Modern School Libraries, 32-37  
Subject Index—  
Index for use with the list of sug-  
gested subject headings for  
Secondary Modern Schools,  
42-50  
Organization, 94  
Purpose, 41, 42  
Teaching, 147-149  
Subject libraries, 87  
Subject signposts, 64, 167  
Table of Contents—  
Classification, 40  
Parts of a book, 146  
Tables, 82  
Teachers' section—  
Book selection, 17  
Classification, 37  
Title catalogue—  
Assembly, 65  
Entry, 58, 59  
Purpose, 54  
Teaching, 137  
Title Page, 117-120  
Titles—  
Cataloguing rules, 64  
Classification, 40  
Torn leaves, 89  
Tracings—  
Accession number, 59  
Added entries, 66  
Entry, 62, 63  
Trade bindings, 130  
Training Colleges, 14  
Training in responsibility, 27, 28,  
83-86  
Transport, 38, 168, 169  
Triptych, 128  
Use of books—  
General, 13  
Training, 99-171  
Useful Arts, 149-152  
Varnishing, 94  
Vellum, 127  
Visual aids, 171  
Year books, 160, 161, 164

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