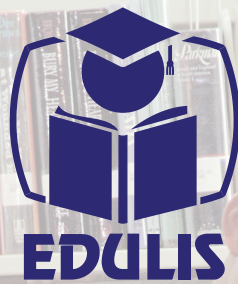# Beginners' Guide to School Library Organisation

EDULIS

Western Cape Government
FOR YOU
Education

BEGINNERS' GUIDE TO SCHOOL LIBRARY ORGANISATION

Written and compiled by
Rose Damon

EDULIS
(Education Library and Information Service
of the Western Cape Education Department)

Western Cape Government
FOR YOU
Education

NOT FOR RESALE

EDULIS Services

The main function of EDULIS is to support the curriculum by providing all WCED educators with
> ▼ a free library and information service,
> ▼ evaluation of learning support material,
> ▼ guidance in the instruction of Information Literacy Skills, and
> ▼ support for school library management.

The EDULIS Library houses an educators' collection as well as a learners' collection. WCED educators may obtain free membership. The resources are available to educators through individual loans. Through institutional membership, block loans are available to schools for use by educators and learners.

EDULIS may be visited or contacted by e-mail, phone or web:

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BEGINNER'S GUIDE TO SCHOOL LIBRARY ORGANISATION

Introduction

The need to write this guide was conceived when it became clear that in the absence of a trained school librarian, quite often educators with no library training will have to take charge of the school library in order to make its resources available to learners.

The purpose of this guide is therefore firstly to give basic information on steps necessary to plan a new facility or to improve present school library accommodation. Advice is given on equipment needed, staffing, acquiring of library-based learning resources, and making the school library available for use by both educators and learners.

Secondly, basic guidelines are given on management of resources, library systems that should be introduced, library procedures to follow, tips on marketing, etc.

In the appendices examples of plans for library renovation are given. Illustrations of various types of library stationery and some idea of how to use these are also provided.

The *Beginners' Guide* is exactly what its title says, a beginner's guide. Educators who are asked to co-ordinate the school library should not hesitate to contact the Provincial Education Library and Information Service (e.g. EDULIS of the WCED) or to ask advice from the school library advisors. You may also wish to consult other library practitioners or read some of the many other sources of information available on school library organisation. A list of sources available from EDULIS is included as part of the centre pages.

ISIKHOKELO SABAQALAYO SOLAWULO LWEZIKO LOLWAZI ELIYILAYIBRARI YESIKOLO

Intshayelelo

Imfuneko yokuba kubhalwe esi sikhokelo ivele kwakuba kubonakale ukuba ngenxa yokungabikho kootitshala anangonoolayibrari, yenzeka qho into yokuba ootitshala abangazange baqeqeshelwe ukuphatha ilayibrari bazibone sebethweswa uxanduva lokuphatha iziko lolwazi eliyilayibrari yesikolo ukwenzela ukuba amancedo alo abe nokufumaneka kubafundi.

Ngako oko ke injongo yesi sikhokelo okokuqala kukunika ulwazi olungundoqo malunga namanyathelo ayimfuneko okucwangcisa eli ziko lamancedo litsha okanye okuphucula indawo yokuhlala kwilayibrari yesikolo. Kukwanikwa ingcebiso ngezixhobo ezifunekayo, ukuqeshwa kwabasebenzi, ukufunyanwa kwamancedo okuxhasa imfundo afumaneka elayibrari nokwenza ilayibrari yesikolo ibe nokusetyenziswa ngootitshala nangabafundi.

Okwesibini, kukunika imigaqo esisikhokelo ngolawulo lwamancedo, ngoomashini ekufuneka bekho elayibrari, ngeenkqubo zolawulo lwelayibrari emazilandelwe kwaneengcebiso zokwazisa uluntu ngala maziko, njl. njl.

Kwizihlomelelo ezisekugqibeleni kunikwe imizekelo yeeplani zokuhlaziya iilayibrari. Kukwakho nemifanekiso yeentlobo ngeentlobo zeencwadi zoku-setyenziswa yilayibrari (library stationery) nokuba zingasetyenziswa njani.

Esi siKhokelo sabaQalayo siyile nto kanye itshiwo sisihloko saso, isikhokelo sabaqalayo. Ootitshala abacelwe ukuba bancedise kwilayibrari yesikolo mabangathandabuzi nakancinane ukuqhagamshelana nabeNkonzo yeeLayibrari neNgcaciso yeMfundo yePhondo (umz. EDULIS of the WECD) okanye nabacebisi beelayibrari zezikolo ngenjongo yokucela iingcebiso. Mhlawumbi ungathanda ukudlana iindlebe nabanye oonolayibrari okanye ufunde ezinye zeencwadi zolwazi ezikhoyo ezingolawulo lweziko lolwazi eliyilayibrari yesikolo. Kukwafakwe apha uluhlu lweencwadi ezifumaneka kwi-EDULIS, luhlu olo oluyinxenye yamakhasi asembindini wesi sikhokelo.

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BEGINNERS' GUIDE TO SCHOOL LIBRARY ORGANISATION

Why a School Library?

A school library resource centre supports the school in striving to provide quality education and to create a meaningful learning and teaching experience and environment. It:

- caters for the resource-based approach as well as the outcomes-based approach which underlies OBE
- provides resources for educators in support of their teaching programmes
- supports the teaching and development of information literacy, i.e. to collect, analyse, organise and critically evaluate information
- promotes acquisition of the skills to find and use relevant information which will help learners to perform their daily tasks and assignments
- promotes the acquisition of knowledge
- supports learners in their studies
- encourages good reading habits
- provides information on extra-curricular activities such as sports and cultural activities like art, craft, hobbies, dancing, etc.
- promotes life-long learning.

The school library discussed is based mainly on a centralised model. Other models exist and may be used, but will be mentioned only briefly.

Planning a School Library

The School Library Policy

Each school needs a mission statement and policy that outlines the goals, priorities, plans and procedures for the provision of library-based learning resources according to educators' and learners' curriculum-based needs. The school's library policy should be written against the background of the school's development plan and policy development process.

Any changes in policy development for the school would also mean a review and change of the school's library policy. It is therefore important that the school librarian or library co-ordinator is aware of current developments and plays a proactive role in school development plans.

The School Library Policy therefore:

- forms the basis for planning and decision-making in the library.
- should be referred to whenever changes regarding planning and decision-making are to be made.
- should be reviewed annually in order to keep pace with educational changes, e.g. the implementation of OBE , and also to keep pace with the increased use of information and communication technology (ICT).
- lays down guidelines for providing a facility that functions as the information centre of the school and which is able to obtain information from outside sources when necessary, e.g. through borrowing from other libraries and also through using technologies such as the Internet.
- gives recognition to the important function of the school librarian or library co-ordinator working with learners, educators, administrators and parents to carry out the mission of the school.

The main functions of the library must be focused on and incorporated into library policy development. When drawing up the school's library policy, the following points should be considered:
- the vision and mission statement of the school or institution
- the purpose of the library
- the patrons of the library
- the roles and responsibilities of those concerned, e.g. the school librarian
- the goals or desired outcomes of the library
- criteria for monitoring the performance of the library, i.e. reviewing the collection and its usage
- priorities for the current year
- funding
- accessibility, e.g. library hours

N.B.
A school's library policy is especially useful as a guideline when presenting annual reports to the governing body or school management team. It also forms the basis of recommendations for the following year's operations.

The school's library policy may also include procedures and criteria for the selection of new items and general collection management or may have a separate policy for collection management.

The School Library Committee:

- creates a **forum** for educators, learners and the school management to have a say in school library matters.
- formally acknowledges the right of existence of the school library and determines its **status**.
- provides **leadership** for the school library.
- accepts **responsibility** for the school library.
- will help the school library staff to **plan** for the **effective use** of all its resources.
- **promotes** the **effective functioning** of the school library.
- will be **accountable** to the rest of the school community.
- promotes **continued existence** of the school library even though some of its members may leave the school.

Composition of the Library Committee

Ideally, the principal initiates the school library committee.
The principal or deputy principal acts as chairperson of the committee.
The school librarian or library co-ordinator acts as the secretary.

Other members may include:
- HOD's, subject heads, learning area heads or their representatives
- representatives of interest groups, clubs, societies
- representative from the Learner Representative Council
- library prefects or monitors
- parents and members of the governing body (GB)

Duties of the School Library Committee

These duties include:
- developing the library mission
- policy auditing and rating the library
- deciding on staffing
- planning the library accommodation
- acquiring library equipment
- acquiring library-based learning resources
- planning the budget
- fund-raising
- negotiating the library rules for learners and educators
- negotiating the library schedule, e.g. times of use
- ensuring the organisation and management of library-based learning resources
- monitoring the care and use of the learning resources
- reporting the successes, activities and needs of the library to the school community
- continuously evaluating and developing the use of library-based learning resources.

N.B.
The principal and other educators and the governing body should plan for and ensure the continuous development and use of the school library.

The committee should meet at least **once a term** to plan, to solve problems and to evaluate the entire library programme.

The School Library Staff

The library staff comprises two or more of the following options, *preferably with a school librarian or library co-ordinator as one option:*

- a school librarian or library co-ordinator
- a group of educators
- an administrative library assistant
- prefects or monitors
- parents (volunteers or paid helpers)

N.B.
It is important to ensure **continuity** when planning library staffing!

Duties of the Library Staff:

- control the learning resources
- keep records, e.g. accessioning, issuing of learning resources, etc.
- process the library-based learning resources, e.g. classification
- take care of the library and resources e.g. by dusting, regular shelf reading, etc.
- implement the circulation system
- give guidance in the use of the library
- market the library, e.g. competitions, Readathons, etc.
- develop a culture of reading and use of information
- inculcate good library habits, e.g. following the rules.

Ideal Characteristics of a School Librarian or Library Co-ordinator:

- a sound educational background
- knowledge of school library practices
- good teaching ability
- organising and administrative ability
- an ability to work with people
- a love of reading
- good knowledge of library-based learning resources for children and young adults
- a spirit of enquiry
- willingness to learn and to accept new challenges
- a sense of responsibility
- enthusiasm, perseverance and patience
- common sense and sound judgement
- initiative
- a keen interest in ICT, e.g. the Internet
- a sense of humour

Accommodation

An official place to store library-based learning resources is needed so that these resources can be made accessible to educators and learners. If any structural renovations are necessary, the school management and its governing body have to obtain special permission from the WCED and PAWC to make these changes. Contact your local Curriculum Advisor: School Libraries if you need any assistance in planning a new school library.

A School Library could be:

- an officially designated standard library room with space to prepare and store resources
- a renovated classroom
- two adjacent classrooms renovated and joined for this purpose
- a combination of a traditional library and computer room
- a store room
- class collections, i.e. a lockable cupboard per classroom or a mobile cupboard to be shared
- a community library within a school complex
- a mobile library bus serving several neighbouring schools.

Aesthetic Appeal

The school library needs to be attractive to all its users.
- Choose a colour scheme.
- Paint walls an attractive colour.
- For carpeting use good quality non-toxic, non-static commercial grade carpets.
- Blinds or tasteful curtains are necessary if direct sunlight may damage resource materials.
- Shelves may be painted or varnished.
- Decorate with plants, mounted pictures, etc.

Location

When selecting the **location** of the school library, also consider:
- library security, i.e. burglar bars, a separate lockable facility (keys should be kept by the principal and the school librarian or library co-ordinator only)
- a central position in the school, i.e. easily accessible by all, including physically disabled people
- protection from natural elements such as water, fire, sunlight and high humidity (which promotes mould)
- good ventilation, enough natural light and/or reading light
- adequate space to accommodate the largest class group
- distance from noisy areas, e.g. cafeteria, music room, gymnasium
- future expansion
- integration with, or close proximity to, the computer room.

Layout

When designing the **layout** of the school library, consider;
- flexibility of use that will allow a multiplicity of activities
- easy supervision from a central point from which every area in the library is visible
- efficient flow of traffic
- strategically placed observation windows between user areas and other support service areas, e.g. an adjacent computer centre
- sufficient electrical power points for present and future needs, e.g. photocopier, OHP, computer, etc.
- sufficient notice boards and a display area to be used to display notices, project work, etc.
- a special space for each different type of resource material, e.g. for periodicals, newspapers.
- N.B. Different media types and book sizes will need specially adapted shelving space, e.g. wider shelves for picture books
- a space for the use of ICT in the library, i.e. computers, CD Roms, Internet, etc.
- a teaching corner with a white board, OHP screen, TV and video, etc. Avoid using a chalk board as the dust created in this way is bad for books, computers, etc.

> **N.B.**
> Examples of floor plans for possible renovations or enlargement of school libraries are given in Appendix A (p. 32)

Equipment

The school library should be suitably equipped if it is to fulfil its function. Suitable library stationery and furniture as well as office equipment should be purchased. Essential items are printed in bold:

Library Furniture

- **bookshelves**
  - made of strong wood or metal
  - suited to the height of the learners
  - preferably with upright dividing sides and adjustable shelves
- **issue desk and chair** for the librarian OR desk and issue trays, metal or wooden (not fixed to an issue desk)
- **tables for learners**
  - wooden or metal, rectangular or trapezium-shaped
- **chairs for learners**
  - sturdy plastic chairs or stools which can be cleaned easily
- cushions
- carpets or carpet tiles
- filing cabinet
- magazine display rack
- newspaper display rack
- **notice boards or pin boards**
- browser boxes (from which young readers can select books)
- catalogue cabinet (wooden or metal)
- **book ends**
- book blocks
- book trolley
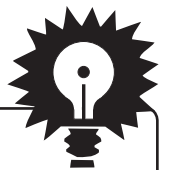
> **TIP**
> If space is a problem consider a 600mm wide running-board study area against a bare wall, e.g. a 6m long wall will accommodate up to ten learners. Such a facility could also accommodate computers in the library.

Office Equipment

- **rubber stamp** with the school library's name
- **date stamp**
- **ink pad**
- **ruler, scissors, stapler, punch, pencil sharpener, tape dispenser**
- typewriter
- photocopier
- **wastepaper basket**
- **dusters**

Library Stationery

- **accession register** OR hard-cover counter book (no loose pages), book pockets and cards, date sheets
- white **spine labels**: 20 x 20 mm/20 x 25 mm/45 x 13 mm (approximate sizes to consider)
- catalogue cards
- ballpoint pens, coloured marker pens, pencils
- drawing pins, staples, paper clips
- glue stick (e.g. Pritt stick for pasting date sheets, etc.), wood glue (used for some book repairs), and glue brushes
- **Scotch 3M magic tape** (wide, to cover spine labels or for minor book repairs) OR self-adhesive plastic (e.g. Contact cut into standard sizes)
- paper and envelopes
- plastic library-book cover (a roll or ready cut into different sizes)

See Appendix B (pp. 34-35) for examples of library stationery.

Computerising your School Library

Computerising your school library becomes an important considera-tion when you plan a new facility or when doing administrative tasks manually becomes too time-consuming. At present there is no officially approved software programme for this purpose. There are, however, several programmes on the market.

The final decision as to which system to buy rests with you and your school, but you should at least be aware of some of the **pitfalls** such as:
- exaggerated supplier claims
- speed reduction as data increases
- initial cost
- cost involved in mistakes
- increased initial input workload.

The advantages are, of course, numerous:
- less time spent on routine tasks, e.g. issues and returns
- more time for teaching and assisting (professional contact)
- increased efficiency in performing routine statistical and sorting tasks, e.g. overdue notifications (elimination of human error)

KULANI HIGH SCHOOL LIBRARY

N.B.
A list of suppliers of library furniture, equipment, stationery, accessories, etc. is supplied with the booklet as a centre-piece.

TIP
If you intend computerising the library, catalogue cabinets and issue trays will not be necessary. Library administration software, etc., will be required.

- improved stock control
- increased security (by means of a password) for catalogue records (backups kept)
- increased work satisfaction for staff
- increased and more specific services for the users, e.g. printed bibliographies
- increased user satisfaction
- increased computer awareness for users
- increased information skills.

Steps in buying a system:

- Develop selection criteria for both software and hardware (i.e., know what you want your system to be able to do).
- Consider funding (i.e., keep to what you can actually afford, but do buy the best you can afford).
- Try out software, if possible.
- Visit other schools where the software is up and running – EDULIS can tell you which programme is in use at which schools.
- First buy the software, then the hardware.
- Plan a realistic timetable for inputting your catalogue records and starting with issuing or retrieval – then add 50% more time for possible delays.

General questions to ask about a system:

- Is it more accurate or efficient than a manual operation?
- Is it adaptable? Will it fit into your routines?
- Can the learners use it with ease?
- Does it save time?
- What facilities does it offer?
- Do all the functions work properly?
- Is it cost-effective?
- Is there sufficient data on the data base to test the retrieval or operative speed accurately?
- How reliable is the backup service? Local or distant?
- Is there at least a 2-year guarantee on the hardware?

Library-Based Learning Resources

The library collection should reflect the purpose for which it was established and is maintained. In developing the school library collection, strive to:
- match resources to curricular and learners' needs.
- acquire a good collection of on-site materials, i.e. core resources.

Resources must therefore
- be appropriate for the Learning Areas and ability levels of the learners
- meet high standards of quality in factual content and presentation
- have aesthetic and literary value
- reveal sound ethical and social values and
- be consistent with national educational needs.

N.B.
A large collection is not necessarily a good collection. Weigh quantity vs. quality

It is important to **assess** the collection, identifying its strengths and weaknesses, before any selection decisions are made.
Determine how many items your school needs. A **minimum of five items** per learner is desirable, although one should strive towards a higher ratio.

Collection Development Policy

A collection development policy will help to give direction to purchases made for the library. State:
- the goal of the library collection
- the objectives of the library collection
- the person(s) responsible for
    - reviewing the development of the collection
    - evaluating, selecting and weeding resources
- types of resources to be selected for the library collection
- criteria for evaluating resources
- ways of dealing with controversial materials
- the collection priorities for the current year.

Selection decisions depend on:
- policies for collection development
- urgency of need
- budget
- weighing selection criteria based on content, format, use, and the availability of alternative resources.

Criteria for Evaluating of Resources:

- Consider special needs of learners, e.g. reluctant readers and second-language readers.
- Existing learning resources should not be duplicated unnecessarily.
- Materials should be bought in the first language of the learners as well as in their language of learning and teaching.
- Ensure a balance between reference, non-fiction and fiction in the library stock.
- Audio-visual materials selected should support the curriculum and reading needs of learners.

When choosing resource material, check:
- content, e.g. appropriate level, accuracy of information, freedom from bias and prejudice
- plot, characterisation, sound attitude and values, and whether it is successfully written from the point of view of the child or young adult for fiction
- language and style, e.g. vocabulary (suitable and/or explained), fluency and clarity of style
- layout and presentation, e.g. systematic presentation, table of contents and/or index where appropriate, suitable typeface, print style, spacing, enough white space to enhance readability
- photographs and illustrations that are suitable for the learners and relevant to the text, e.g. well chosen photographs and artwork of good quality
- technical quality, e.g. paper and quality of binding, quality of audio-visual resource material (clear sound, sharp pictures).
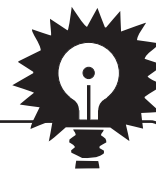
TIP
To acquire library-based resources:
- Selections may be made with the aid of book reviews, e.g. <u>Resensiones: recommended curriculum resource material for preprimary/ primary/ secondary schools</u> published annually by EDULIS.
- Build up contacts with booksellers and media suppliers.
- Arrange exhibits by booksellers at the school so that educators and parents may share in the selection of resource material.
- Keep a record of all requisitions made, e.g. file invoices.

The School Library Budget

A budget should be submitted for the school library, otherwise no amount or an unsuitable amount of funding may be allocated. New services such as computerisation may not have been taken into consideration. Therefore, the school librarian or library co-ordinator cannot afford to wait passively, but needs to be heard to ensure not being overlooked.

The **purpose** of budget submission is to:
* outline the needs of the library collection
* provide a better understanding of the library's needs by the financial body of the school
* demonstrate the outcomes which will be achieved through allocation of the requested budget.

Major aims are to:
* obtain an adequate budget
* ensure those funds are spent appropriately
* publicize the good work accomplished.

The **phases** of the budget are:
* needs analysis and planning
* development of the budget submission statement
* allocation of the budget funds
* expenditure of the budget
* review and publication of the outcomes.

Procuring Funds

Funding is necessary to
* replace materials which are worn, outdated or unsuitable;
* fill gaps (e.g., not enough resource material to support the curriculum);
* meet new demands; and
* build up a balanced collection.

The school library needs to compete for funds and must therefore be seen as an active, substantial contributor to the educational process. The school librarian or library co-ordinator must be known to spend money wisely and to be fully accountable, managing the budget professionally.

School Governing Bodies (GB) are empowered by the SA Schools Act of 1996 to set school fees with the agreement of a majority of parents. The GB therefore may decide whether a portion of the school fees should go towards library-based resources. The GB also opens the way for **fund-raising** by parents and communities to help improve the quality of resources in the school.

N.B.
Consult colleagues about resources on unfamiliar topics. Accuracy of information is very important.
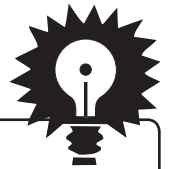
Fund-raising Ideas
* Ask for donations, i.e. money or goods.
* Try twinning with a partner library, possibly from another country.
* Organize events, e.g. dances, movies, etc.
* Sell goods or snacks.
* Recruit volunteers.
* Set goals for each event.
* Report back to the community on how much money was raised and how it was spent.

The library committee and the school librarian must therefore
- present authoritative data on the costing of libraries.
- proactively promote greater understanding about OBE and library-based resources within school management. Libraries should not be seen as a luxury which learners can afford to do without.
- find funding partners, e.g. local or international donor agencies that will fund special projects (for which a proposal should be drawn up).

Funding for the library may be obtained from
- a percentage of the school's budget,
- a flat rate per learner,
- external grants, e.g. money for a special project, and
- fund-raising

An inadequate budget can create an increasingly dysfunctional library.
Funding must be adequate and sustained for providing trained staff (if required), materials, technological aids and facilities.

The School Library Rules

Library rules are necessary to regulate and facilitate the use and management of the library. It is important that learners and educators themselves decide on them.

A separate set of school library rules should be drawn up for learners and for educators who use the library for classroom activities, e.g. project research.

Rules for Learners

These rules could indicate
- desirable ways of behaving,
- handling and care of items,
- library user guidance,
- aspects of the circulation of items, and
- library hours, etc.

These rules should be displayed in the school library.

Rules for Educators

These rules may indicate the following:
- Class control in the school library, e.g. learners should not be left without supervision.
- Reservation for teaching purposes, e.g. a block scheduling on the school library reservations timetable.
- Aspects of circulation, e.g. items borrowed from the school library for classroom work should be fetched and returned daily (in case of burglaries).
- Handling and care of items, e.g. items put aside for project work should be counted and returned to a special place after use.
- Care of the school library, e.g. the last class of the day should put the chairs on top of the tables to facilitate the cleaning of the floors.
- School library security, e.g. keys should be fetched from and returned to the school librarian or library co-ordinator.

Each educator should have a copy of these rules in his or her personal file.
A copy of these rules should also be displayed in the staffroom and the library.

Rules for the School Library Staff

It is important that the school library staff functions as a team. Everybody in the team therefore needs to abide by certain basic rules to facilitate the smooth functioning of the school library and to avoid unnecessary disagreements.

The library staff will decide on these rules, which will then be minuted. Rules for the library staff may be changed as the need arises. The rules will indicate:
*   job descriptions
*   duty rosters, e.g. one educator or assistant should supervise during intervals
*   aspects of the circulation system, e.g. reference works will not be issued
*   responsibilities
*   maintaining security
*   attendance of meetings.

Each member of the school library staff should have a copy of these rules and a copy should be displayed in the library workspace.

Rate your School Library

1. There are enough books in the school library to support the curriculum.

1	2	3	4	5	6	7

2. The books are suitable for the age range of the learners and their competence as readers.

1	2	3	4	5	6	7

3. The range of books reflects and expands the cultural backgrounds, interests and learning of the learners.

1	2	3	4	5	6	7

4. Our learners are taught information skills and the use of the school library is encouraged in lessons.

1	2	3	4	5	6	7

5. Our learners are using the school library for a range of activities.

1	2	3	4	5	6	7

6. The library stocks are available when the learners need to use them.

1	2	3	4	5	6	7

7. Our learners are confident in finding what they need and in selecting books and other resources.

1	2	3	4	5	6	7

8. The way in which our school library is organized helps learners to make the most effective use of it.

1	2	3	4	5	6	7

9. The principal offers leadership and support for the school library programme.

1	2	3	4	5	6	7

10. There is collaboration between the school librarian or library co-ordinator and educators in the integration of library-based resources and the curriculum.

1	2	3	4	5	6	7

11. The school library staff is encouraged to attend courses and workshops to improve their library-organisational skills.

1	2	3	4	5	6	7

12. Community interest and assistance in providing an efficient school library service is sought and made use of.

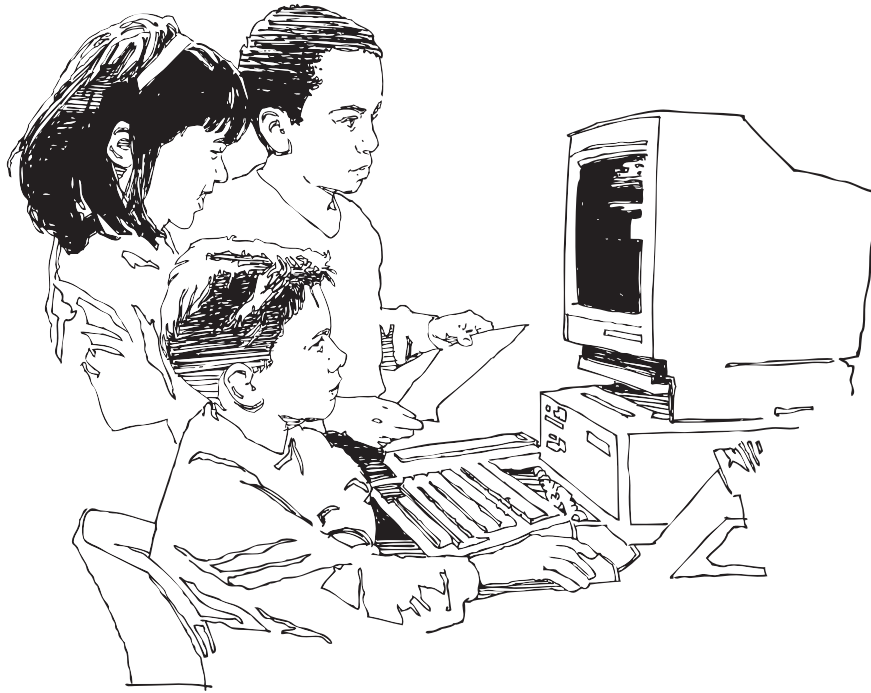| 1	2	3	4	5	6	7

Rate as follows:
1=Excellent 2=Very good 3=Satisfactory 4=Average 5=Below average 6= Poor 7=Very poor

Summarize the strengths as well as the weaknesses you have identified and develop a plan of action for achieving or maintaining an excellent school library.

Repeat this exercise when re-evaluating your school library.

Managing the Learning Resources

Library Systems

In order to function smoothly, the library has to be managed according to standardised systems and procedures. These systems and procedures may be unique or adapted to a specific school library, determined by the school librarian, OR standard library practices may be followed.

Classification System

A classification system is used to sort resource material according to topic, so that items on the same topic will have the same position on the shelf. This makes the collection accessible to library users. Without classification a collection of learning resources will remain merely an unorganized collection.

The classification system most commonly used in school libraries is an abridged version of the Dewey Decimal Classification (DDC) system.

The DDC system divides all knowledge into ten main classes. Each of these ten classes is in turn divided into ten divisions, each of which is in turn divided into ten subdivisions.

Each classification number used consists of a **minimum of three digits**, which may be followed by a decimal point and further subdivisions if necessary. The numbers used are purely symbolic and have no numerical value.

The Ten Main Dewey Classes

000 General knowledge
100 Philosophy and Psychology
200 Religion
300 Social Sciences
400 Language
500 Pure Sciences
600 Applied Science and Technology
700 The Arts and Recreation
800 Literature
900 History and Geography

EXAMPLE of further subdivision of a class

Subdivision of the 600 Class is

610 Medical Science
620 Technology
630 Agriculture
640 Home Economics
650 Business Management
660 Manufactures (products, chemical and food technology)   ... etc.

Further subdivision of 640, for example, is
641 Food and drink
642 Meals and table service
643 Housing and household equipment ... etc.

Further subdivision of 641 is
641.2   Beverages (drinks)
641.3   Food
641.4   Food preservation and storage ... etc.

Further subdivision goes thus:
641.86   Desserts
641.865   Pastries
641.8652   Pies and tarts ... etc.

Classification can be a complicated process because there are many aspects that need to be taken into consideration in deciding on the most suitable classification number for a specific book, e.g. a subject may be found in more than one class of the DDC system. In this case the most suitable classification number needs to be chosen.

- Consult the index of the DDC system.
- Use the DDC schedules (if available) as cross-reference.
- If in doubt, use the recommended general number.
- Check if the number chosen corresponds with items already classified, so that items with similar topics are grouped together.

N.B.
Also refer to the section on call numbers (p. 23).

N.B. An abridged edition of the DDC system is normally used
      for School Library classification.
      The EDULIS List of Subject Headings which accompanies this guide also indicates
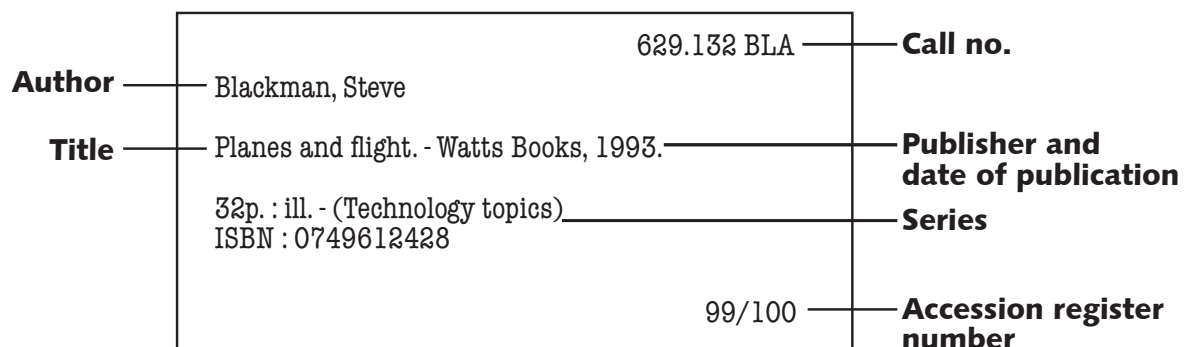   recommended DDC numbers.

Cataloguing System

In a busy school library it is important to create a catalogue to help provide access to the resource material in the library by determining which material is available and where it has been located. The catalogue is an aid for the retrieval of resource material kept in the library. It becomes essential as your collection grows. This can be done by using a special library administration software programme OR by composing a manual catalogue.

A library administration software programme makes cataloguing and information retrieval easier.

The information recorded in the manual catalogue is written on cards. The most basic card will give the call number of the item (in the top right-hand corner), the author(s), title, edition, publisher and date of publication, followed by the physical description of the material, i.e. number of pages, illustrations (ill.), series (in brackets, if this is worth mentioning) and the ISBN (International Standard Book Number). Lastly, the accession register number of the item will be shown in the bottom right hand corner.

Example of a Basic Catalogue Card

	629.132 BLA — **Call no.**
Author —— Blackman, Steve	
Title —— Planes and flight. - Watts Books, 1993. ——	**Publisher and date of publication**
32p. : ill. - (Technology topics)_____	**Series**
ISBN : 0749612428	
99/100 ——	**Accession register number**

This **basic catalogue** card contains all the information you need in order to identify the item and to retrieve it successfully.

Catalogue Sections

A catalogue consists of one or more sections (elements, e.g. author's surname, which would form the search points in a computerised system). To create these different sections for a manual catalogue the basic catalogue card can simply be duplicated and filed according to:
- Call number, to create a **shelf-list**, an arrangement of cards that reflects the actual positions of items on the library shelves and aids stocktaking;
- Author, to create an **author catalogue** which will indicate the items in the library that were written by a particular author; and
- Title (omitting the articles "a", "an" and "the"), to create a **title catalogue** which will assist users who remember only the title of an item.

N.B. You may indicate the catalogue section for which each card is meant by underlining, e.g. first word of the title (excluding articles) for the title section.

Select a card sequence, e.g. all cards in the shelf-list to indicate which other cards were filed per item. This is noted on the back of the selected cards, e.g. 1. Author 2. Title   3. Aeronautics (i.e. subject catalogue card). This will help if all cards for an item need to be extracted.
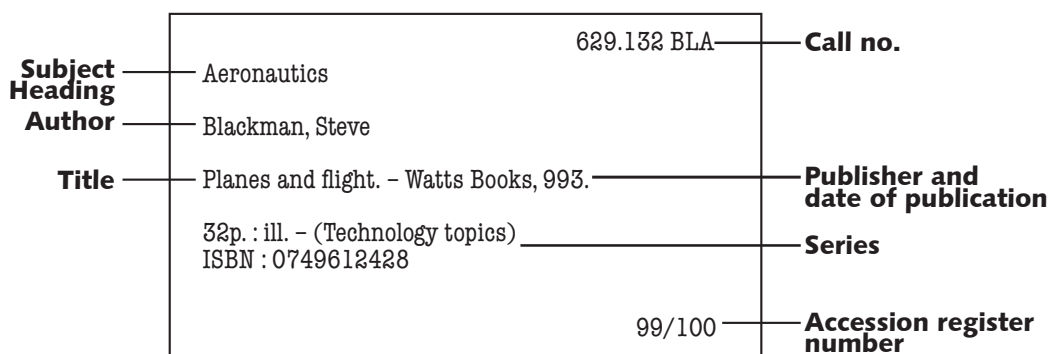
N.B. It is not compulsory to create all catalogue sections, e.g. a shelf-list in itself will help to facilitate the upgrading of the catalogue or the computerising of the library if necessary.

If a **subject catalogue** (optionally non-fiction only) to create a subject index of resource material is needed, add the relevant subject heading in the top left-hand corner of the basic catalogue card above the author's surname. To create this kind of catalogue, it is essential to obtain a subject heading list which will contain standardised terms, e.g. the Sears list of subject headings or the EDULIS list of subject headings.

Example of a Subject Catalogue Card

Subject Heading — Aeronautics	629.132 BLA — **Call no.**
Author — Blackman, Steve	
Title — Planes and flight. – Watts Books, 993.	**Publisher and date of publication**
32p. : ill. – (Technology topics)	**Series**
ISBN : 0749612428	
	99/100 — **Accession register number**

Circulation Systems

The circulation system helps to keep track of which items have been borrowed, who has borrowed them and when they should be returned.

If the circulation system is computerised, the **library administration software programme** will determine the modus operandi. The computerised system should be able to provide all the above information.

With a manual system, **issue cards** may be filed by grade under the user's name, but this system does not supply the above information easily and it is time-consuming to manage.

It is recommended that **book cards and book pockets** be used as part of a manual circulation system.
• Paste the book pocket, together with the date sheet, into each item in the library and write the accession number of the item on the book pocket.
• Indicate the particulars of the item (call number, accession number, author and title) on the book cards and slip this into the book pocket.

TIPS
• Decide whether to use the space between the front cover and the flyleaf of the book OR the space between the last page and the back cover of the book for pasting in the book pocket and date sheet.
• Alternatively, the barcode number generated by the computer programme and the date sheet will be pasted in the chosen space.
• Use the chosen space consistently.

To issue an item

- The user fills in his or her name and grade in the relevant columns on the book card and hands it over to the person in charge of issuing.
- The return date is entered on the card and also stamped on the date sheet and the card is placed in the relevant compartment of the issue box.
- At the end of the day all the book cards of items borrowed that day are arranged in numerical order according to their accession numbers.
- The book cards should be counted in order to keep a record of the issue statistics.

To Return an Item

- The user hands the item in at the issue desk.
- The person on duty checks the return date and the accession number on the book pocket.
- By using this information (the accession numbers should be filed in sequence), the relevant book card is found.
- After a check to ensure that the accession numbers on the card and on the book pocket are the same, the card is placed in the pocket.
- The book may then be shelved.
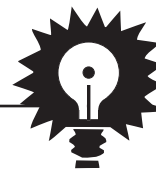
TIP

The issue box used in the manual circulation system will differ from school to school. Some are built into the issue desk and divided into about twenty or thirty compartments when constructed, to be used with date cards. Others are simply narrow boxes divided by date cards only. If an issue box cannot be bought or specially made, use a shoebox or two.

TIPS
- Make your own book pockets and cards.
- Use a template for book pockets and trace or duplicate onto poster sheets. Cut, fold and paste into the desired shape. (See p. 34) Design and cover a page full of copied book cards and print these back to back onto poster sheets. Cut and use.

Library Procedures

Organising Existing Library Materials

Your school library may have been in disuse for a year or longer and may be neglected, dusty, etc., e.g.:

- Library books placed haphazardly on the shelves are now totally mixed up, with fiction books shelved amongst non-fiction and vice versa, books upside down and/or back to front, etc.
- The library has had to double as a classroom, many books may be lost.
- Many books are outdated or damaged and the school has received many donations of unsuitable books. (Your school library would be a better place without these.)
- Textbooks have accidentally been mixed up with library books.
- Consignments of books are still in unopened boxes.
- Library books are scattered throughout the school, e.g. in the principal's office, staff room, classrooms, offices, store rooms, etc.

If your library has these and/or similar problems, an attempt will have to be made to improve the situation.

Enlist Staff Members' and Learners' Help

Enlisting the help of staff members in this task will:
- help them to get to know the library stock,
- enable them to identify information needs and contribute to stock building,
- make them aware of library organizational practices,
- encourage teamwork, and
- give them ownership, responsibility and a share in the school library.

When learners help in the library, they will have the opportunity to:
- learn new skills,
- prove their leadership ability,
- work in a team,
- develop a sense of ownership and responsibility,
- share in the successes.

When using the help of staff or learners:
- Explain the aims of the exercise and the end product envisaged.
- Allocate each person a manageable area to sort out, e.g. a single shelf.
- Ask each person to sort out the books in front of her or him into a mini-version of the main sections into which the library will finally be arranged.
- Remove material that is badly damaged, in need of repair, outdated, unsuitable or in excess and put it in separate piles to be dealt with later (see *Weeding*, p. 24).
- Clear the shelves where packing is to start and label them clearly.

N.B.
Books are always placed on a shelf according to call numbers, to be read like a page, i.e. from left to right and from top to bottom, as shown in the illustration below.
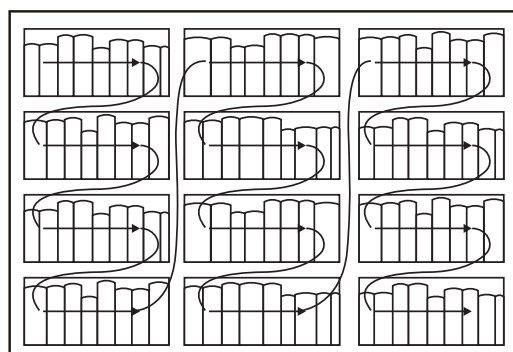
- Call out for the relevant section of books (e.g. reference works, Afrikaans fiction, etc.) to be brought to the space allocated for these.
- Do further **shelf reading** once all materials have been placed in the allocated areas.

Shelf Reading
Shelf reading is the process which ensures that items are arranged in the school library within each media type according to
- firstly, alphabet symbol if used (see below)
- secondly, DDC number if used
- thirdly, the first three (sometimes four) letters of the author's surname or of the title (mainly for non-print material OR if the author is not indicated).

Library-Based Resource Material

This may be:
- fiction and non-fiction books
- reference works, e.g. encyclopaedias, dictionaries and atlases
- audio cassettes
- video cassettes
- transparencies
- periodicals (magazines)
- newspapers
- article cuttings, pamphlets, etc. (kept in files)
- models
- maps
- CD ROMs
- other items.

Library resource material may consist of and be grouped into several different types or collections. **Alphabetic symbols** are used to distinguish one type from another, e.g.:

Collection or Type	Indicated by
Afrikaans fiction	Symbol A
English fiction	Symbol E
Xhosa fiction	Symbol X
Picture books	Symbol optionally AJ/EJ
Non-fiction	No symbol, only DDC numbers
Reference works	Symbol R plus Dewey numbers
Folio books	Symbol F
Audio Cassette	Symbol Ac or Ca
Video Cassette	Symbol Vc
Transparencies	Symbol Tr
CD ROMs	Symbol CD

Furthermore **colour codes** may also be used to indicate the level of reading for which the print material is suitable.
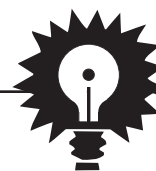
Each type will be allocated a special, clearly marked place or space in the library.

Processing New Library Materials

1. When new items are received, check each one against the invoice. Page through books and check audio-visual items to detect any defects and report them.

   Your principal may want you to sign the invoice in acceptance of the receipt of goods so that payment may be made.

   Donated books should be evaluated to make sure they are relevant to the users in your school library. Any unsuitable books should be discarded immediately.

> **TIP**
> **Donations** are suitable when you can answer "Yes" to the following questions:
> • Would I buy this material if I had only limited funds?
> • Does the material suit the level of reading and learning of the learners of this school?
> • Will the contents of the material serve to support the school curriculum?

> **TIP**
> The following **library material** is regarded as "new":
> • new books and other library material purchased by the school. (It comes with an invoice.)
> • suitable material that is at present part of the library stock but has never been accessioned.
> • suitable donations.

2. Once a book is accepted, apply the school library stamp on at least three places in it, i.e.:

   • the back or verso of the title page
   • the last page of text of the book
   • a "special" page (choose any number under twenty, e.g. p. 11 or p. 15) where it does not obscure the text. Once chosen, this page will consistently be used for books in your library.

3. Allocate an item record number or accession register number or barcode according to your chosen or preferred numbering system.

   If an accession register is used, the details of the item are immediately entered into the register to prevent any mistakes about the identity of the item.

> **TIP**
> **Opening a new book**
> A stiff new book should be opened carefully page by page. Let the spine of the book rest on the table. Gently press down first one cover, then the other. Lightly press down a few pages at a time on each side of the upturned book until you reach the centre of the book.
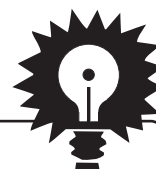
> **TIPS**
> • For audio-visual material apply the school library stamp on a label and then stick the label onto the item.
> • Be careful not to cover any important information with the label.
> • Stamping must always be done neatly.

4. Classify the items according to the Dewey Decimal Classification (DDC) system. The DDC number allocated forms part of the call number (see p. 23) of the item, which determines where the item will be placed in the library.
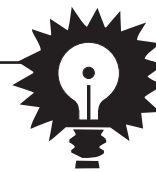
   Write the call number in pencil on the back of the title page as part of the record information of the book. Write with a black pen or type the same call number on a suitable spine label and stick it on the lower end of the spine of the book (see illustration on p.23) so that the details are clearly visible. In the case of a book without a wide enough spine, stick the spine label on the bottom left hand corner of the front cover. Secure the spine label with wide Magic Tape or a strip of self-adhesive plastic covering, e.g. "Contact", cut to the required size.

5. Write out the catalogue card(s) and item card or book card for each item. (Refer to **cataloguing systems,** (pp. 15-17), OR

   Enter the item record on computer.

6. Glue in date sheets and book pockets according to the issue system of the library, OR

   Stick on and secure any labels, e.g. barcode labels, spine labels, etc., which the computer may generate and glue in date sheets.

7. Cover at least all loose dust covers and paperback books with good special plastic for library books.

   A final check is necessary to see if all the steps of processing have been followed. The items may now be shelved.

A Summary of Procedures

Manual System

- Check invoice and items.
- Apply school library stamp.
- Paste in book pocket and date sheet.
- Enter into accession register, repeating acc. reg. numbers where relevant.
- Classify and catalogue.
- Spine label.
- Cover paperbacks and dust covers.
- Final check.
- Shelve.

Computerised System

- Check invoice and items.
- Apply school library stamp.
- Paste in date sheet.
- Classify.
- Enter computer record.
- Generate barcode and spine label.
- Apply and cover with overlays.
- Cover paperbacks and dust covers.
- Final check.
- Shelve.

The Call Number

The **call number** is formed by combining the Dewey number and the first three letters of the author's surname (in capitals).

500
WAT

- The call number for a book on science written by John Watson therefore becomes 500 WAT.
- A symbol in front of the classification number, e.g. F for Folios, indicates a separate collection: thus F + 500 + WAT appears as F 500 WAT, which indicates a larger than usual book housed in the special folio collection.
- The call number for fiction may be a combination of the DDC number, e.g. 823 for English fiction, plus the first three or four letters of the author's surname, OR may simply be the symbol E plus the first three or four letters of the author's surname.

F
500
WAT

823
WAT

E
WAT

Instead of using the first three letters of the author's surname:

- With biographies, using the first three letters of the surname of the person written about will help to place books on that person's life together, e.g. KEL for Helen Keller.
- Stick to the language medium of your library when selecting names with variant spelling, e.g. in an English-medium library use BIB not BYB for all Bibles, use AES for Aesop/Esopus, MOT for Mother Goose/Moeder Gans, etc.
- Use four letters for authors whose surnames start with VAN, e.g. VANH for Van Heerden.
- Use MAC regardless of whether the surname starts with MAC or MC, e.g. McArthur becomes MACA or MAC.

The call number is also indicated on the item card and on all catalogue cards for that particular item if a manual issue or cataloguing system is used.

Call numbers are necessary so that the library stock can be arranged:

- according to different collections or sections in the library
- in numerical order
- in alphabetical order.

Weeding

Weeding is the process of permanently removing resource material from the shelves. Weeding should be seen as a positive step that will ensure a more appealing and up-to-date collection.

WHY WEED?

- Unsuitable learning resources are a distraction to users, rather than an asset.
- In all libraries resource material sooner or later becomes dated, damaged, unsuitable, or irrelevant to the school curriculum or community.
- Space is limited in most libraries and one cannot afford to keep learning resources which are not used.
- The optimum size of the collection needs to be maintained.
- When new, relevant materials are bought and placed amongst many unsuitable items, they tend to "disappear" because they cannot be spotted easily. It then looks as if there is no useful new material in the library.
- Weeding provides clarity on the strengths and weaknesses of the collection.

> **N.B.**
> Refer to "Writing-Off Procedures" (pp. 26-27) to complete the weeding process.

HOW? (Method of Weeding)

- Remove any obviously, indisputably unsuitable material. Follow the steps for writing off and disposing of library books.

  OR

- Proceed by doing a thorough item-by-item check. You may ask the educator(s) concerned with teaching each subject area or topic to assist you and to remove any unsuitable material from the shelves.
- If in doubt, consult other educators at the school to be sure that the right or acceptable choices have been made.
- Display the items that are to be withdrawn and invite the whole staff to have a look at them (set a time limit for this).
- Follow the procedures for writing off and disposing of library material (see p.26).
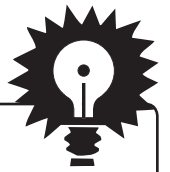
TIPS

- The date of publication and of accession compared with the frequency of use is usually a clear indicator of whether an item should be kept or not.
- Use the date sheet to check for frequency of use.
- If you have duplicate copies of items not well used, remove unnecessary copies (usually one good copy is sufficient).
- If you have a more modern, better version or copy on the same topic, you may wish to discard the old and unattractive item.
- A biography or set of encyclopaedias, etc., with an index is generally more useful than one without.
- Engaging the help of other educators in this action helps to familiarise them (again) with what information the library has or does not have on their subject.

Stocktaking

Library materials, like any other materials purchased with state funds or donated to schools, need to be cared for and controlled and losses must be accounted for. Loss of or damage to materials or books needs to be prevented or limited, as it is costly to the school and its community. Too many losses may be an indication of poor control.

Stocktaking is necessary:

- to determine any loss of library stock,
- to help determine which lost items need to be replaced, and
- to help identify gaps in the collection.

The stocktaking of the school library may be done at a convenient time, e.g. during November of each year.

Procedure

- Ask for all items on loan to be returned.
- Shelf-reading will help to place books and other items according to call numbers on the shelves (which makes them easier to find).

The rest of the procedure will be determined by the level of sophistication of the record-keeping system of the school, i.e. by computer, a shelf-list, an accession register or simply a physical count.

Options for Stocktaking

Computer

The items present in the library are checked against the items recorded on the computer. Once this process is completed, the computer prints out a list of the items not found.

Shelf-List

- If a complete shelf-list of accessioned books has been kept, this may be used for stocktaking purposes.
- Thorough shelf-reading is essential for the successful functioning of this method.
- Lift the catalogue cards of the shelf-list onto their short sides.
- Remove the rods of the (applicable) cabinet drawers to be able to do this.
- As books are found the cards are dropped into their normal positions in the drawers, while the books found are turned spines uppermost on the shelves.
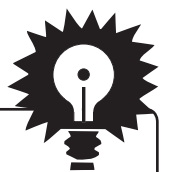
TIP
Remember to compare the accession numbers of the items found with those on the cards.

The shelf-list cards of items not found will remain standing wrong way up and will help to finalise the list of missing items.

Using the Accession Register

This is a time-consuming task, as the items found need to be ticked off against the corresponding accession number in the register. The number of times stocktaking can be done in this way is limited.

An easier method is to use a grid of numbers (see Appendix D, p. 38). The accession numbers to be covered are indicated in the blank space at the top of the page of 1 000 numbers, e.g. 1 001 to 2 000 or 96/1 to 96/200. Two or more people can help when this method is used.

All the items are turned with spine labels facing upwards. Accession numbers are called out and the corresponding number is crossed out on the grid. The item is then placed in its normal upright position on the shelf.

The list of missing items will be compiled by using the numbers which have not been ticked off.

N.B. A physical search for items "not found" should be done to confirm your findings.

Physical Count

The items are counted physically, distinguishing for instance only between fiction, non-fiction, reference works and audio-visual resource material.

N.B. This is an unsatisfactory method as it gives no indication of which items are missing.
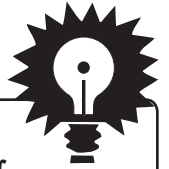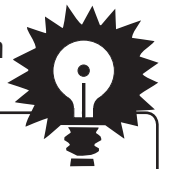
Writing-Off Procedures

Books and other items need to be written off when they are:

- lost;
- damaged, dated, redundant or unsuitable; or
- transferred.

Lost books are identified after stocktaking, the others are identified after weeding.

Procedure for Lost Books

Books are regarded as lost when they are not found in two annual stocktakings.

Draw up a list of missing books indicating (in columns if possible) each one's:

- item number (in order to keep count),
- accession number,
- author,
- title, and
- monetary value (lost books are a financial loss to the state).

Make copies of the list for the library's and for the school's records.

Complete the Certificate of stocktaking, form VR-V56, indicating:

- the Area Office or EMDC to which the school is attached, and
- the totals, which must tally, i.e. ACTUAL STOCK* + DEFICIT = INVENTORY/REGISTER TOTAL in the accession register. (*Actual stock is referred to in the VR-V56 form as "REALLY")

Three members of the stocktaking committee must sign the back of the form. Make copies for the library's and for the school's records and file each with a copy of the list.

A covering letter explaining or giving all possible reasons for the loss (e.g. change of staff, the library being used as a classroom, etc.) must be drawn up. Say what was done to trace the lost books. Keep examples of letters to learners, educators, parents, etc. Give as much detail as possible. Ask the Curriculum Advisor: School Libraries or the Curriculum Advisor: Information Literacy Skills to help you write these letters if necessary.

The original copies of the list and of the VR-V56 form, together with a covering letter, must be submitted to the HEAD: EDULIS.

N.B. When items or books received as donations or bought with school funds are written off, a list should be drawn up and, together with a covering letter, submitted to the Governing Body of the school for permission to be written off.

Procedure after Weeding

Follow the instructions as for lost books, but complete form VA 27 instead, indicating briefly the reasons for wanting to write off these items or books.

Procedure for Transferring

Draw up the list of items or books to be transferred. Submit this list to the Governing Body of the school for permission for the transfer. Indicate in the "Remarks" column of the accession register that these items have been transferred, naming the recipient institution.

Marketing the School Library

It is important that the library remains a functioning and an integral part of the school's curricular activities. Actively marketing the library will help to ensure sustained interest in and use of the library.

- Exhibitions of learners' project work will attract attention and encourage visits to the library. The exhibitions should be changed regularly so that each class or as many interest groups as possible may have a turn to exhibit.
- Arrange fund-raising events such as a Readathon which will also stimulate reading interest.
- Celebrate events such as the Day of the Book and Library Week with special programmes. Invite local authors, illustrators, etc. to address the learners and to read from or discuss their works.
- Organise competitions, e.g. colouring-in or works of art. The winners could be given a prize and deserving entries should be displayed in the library.
- Start a reading club and invite speakers.

Co-operation with Public Libraries

Lack of learning resources, lack of resource collection maintenance and the closing of school librar-ies have resulted in an increased demand on public library resources by learners. Good co-operation between schools and public libraries, to ensure effective support for schools and their learners by public libraries, has become crucial in order to avoid potentially chaotic situations.

Library co-ordinators, together with other educators, must therefore ensure that:
- assignments are well planned and organised well in advance;
- learners understand their assignments;
- guidelines and requirements for doing the assignment have been given to learners;
- information-processing skills needed to complete the assignment have been taught to learners; and
- details of topics with relevant keywords and search terms are provided for public librarians well in advance so that they are able to locate and reserve the required resource material where possible.

N.B.
A good working relationship between the school and the public library is <u>essential</u> and to the advantage of the learners.

Library co-ordinators and educators must note that **the school library or resource collection should be the first place where resource material is located before** learners go to the public library.

An example of the notification to the public library of the setting of school assignments is given on page 29.

NOTIFICATION OF SETTING OF SCHOOL ASSIGNMENT

ATTENTION: . . . . SCHOOL LIBRARY OR PUBLIC LIBRARY

FROM: . . . . SCHOOL   TEL: (. . . . .). . . . . FAX: . . . .

SCHOOL SUBJECT(S)/LEARNING AREA(S): . . . .

MEDIUM OF INSTRUCTION: . . . . GRADE(S): . . . .

(SUB) TOPIC(S)	KEYWORDS & SEARCH TERMS	* ASSIGNMENT FORMAT	NUMBER OF LEARNERS	STARTING DATE	COMPLETION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

* ASSIGNMENT FORMAT(S):   e.g.   written: report, essay, article, etc.
oral: debate, speech, etc.
visual & electronic: poster, brochure, chart, overhead transparency, multimedia presentation, etc.

REMARKS: . . . .

. . . .

TEACHER(S) (Please print): . . . .

. . . . DATE: . . . .

Glossary of Terms

DDC	Dewey Decimal Classification
EMDC	Educational Management and Development Centre
GB	Governing body (of the school)
ICT	Information and communication technology
ISBN	International standard book number
OBE	Outcomes-based education
PAWC	Provincial Administration of the Western Cape
WCED	Western Cape Education Department

Accession number	A unique number given to each item recorded in the accession register
Accession register	A record of items received into the library
Author	A person who has written a book or an article
Bar code	A series of vertical lines representing a number which can be read only by a scanner
Book card/ Item card	A card on which the particulars of a book or an item are written, i.e. call number, accession number, author and title, and which can be used as a record when issuing the item
Book pocket	A pocket like the corner of an envelope, pasted usually on the inside of a book's cover, in which the book or item card is placed
Book-end	An L-shaped book support of metal or plastic to keep books upright on a shelf
Browser box	A low square wooden box, used to display a few books especially recommended for primary-school learners
Call number	The symbol (if any), DDC number and first three letters of the author's surname combined and displayed on the item; used to indicate the place where an item should be placed or found in the library
Core resources	For example, dictionaries, encyclopaedias, representative items on non-fiction, fiction in languages used by the learners
Date sheet	The blank sheet (about A6 in size) on which the return date of the item is stamped
Date stamp	A rubber stamp which can be set to a specific date
Fiction	A type of story not based on facts, e.g. romance, etc.
Folio book	A large book that does not fit on the shelves, 32cm or more in height
Index	An alphabetical list of the topics covered, with page references, found at the end in information or non-fiction books

ISBN	A unique number given to each published book to identify it
Issue card	A card on which the name and grade of the learner are written and on which they fill in the accession number and title of the item they have borrowed
Item card	See "Book Card"
Items	Resource materials, e.g. books, audio & video cassettes, maps, etc.
Library co-ordinator	An educator in charge of school library organisation, but part of a team of educators and other helpers
Non-fiction	Items dealing in facts, e.g. reference works, etc.
Publication date	The date when a book or item was published
Periodical	A magazine or paper booklet published at regular intervals under the same title containing recent articles, stories, etc. by different authors
Periodical record card	Used to keep a record of periodicals received
Publisher	A company that produces books or periodicals
Readathon	A reading event organized for enjoyment or fund-raising
Reference work	A book of compiled information (e.g. a dictionary or an encyclopaedia) which may not be borrowed from the learning except under special conditions (if at all)
Scanner	A machine used to read bar codes
Shelf guides	Signs indicating the areas, allocated according to call numbers, where particular items can be found on the shelves in the library
Shelf-list	A list or card catalogue, using call numbers of all the items in the library, filed in the same arrangement as items on the shelves
Spine	The backbone of a book, to which the pages are attached
Spine label	A label bearing the call number of a book glued to the bottom end of its spine
Subject catalogue	An alphabetical list of the subjects covered by the items in the library
Title	The name of a book or item
Title page	A page at the front of the book with the author's name, title and subtitle (if any), publisher, etc. printed on it
Verso of title page	The page overleaf from the title page, usually with information about the publisher, date of publication, etc. printed on it

Appendix A
Examples of plans for School Libraries incorporating computers
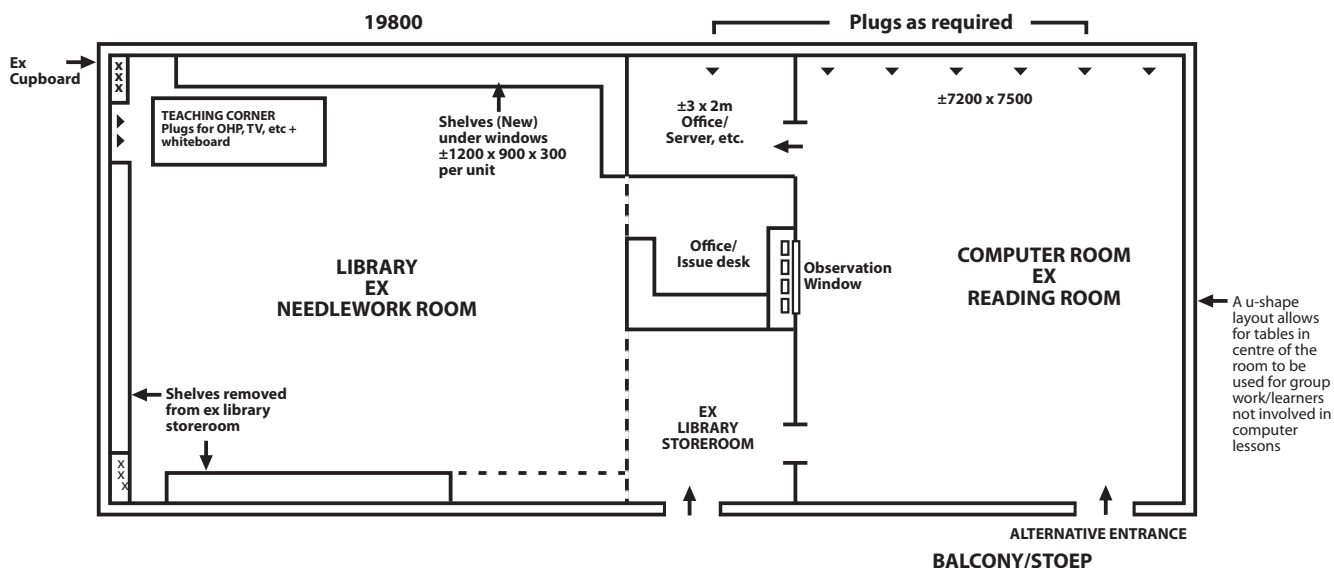
A comp lex of what used to be the needlework room adjacent to the library storeroom and reading room can be developed into the school LRC, interlinking the LRC and the computer centre. Additional computers in the LRC will be ideal. This model can accommodate two separate class groups at the same time, but also allows one teacher to supervise/observe activities in both areas.
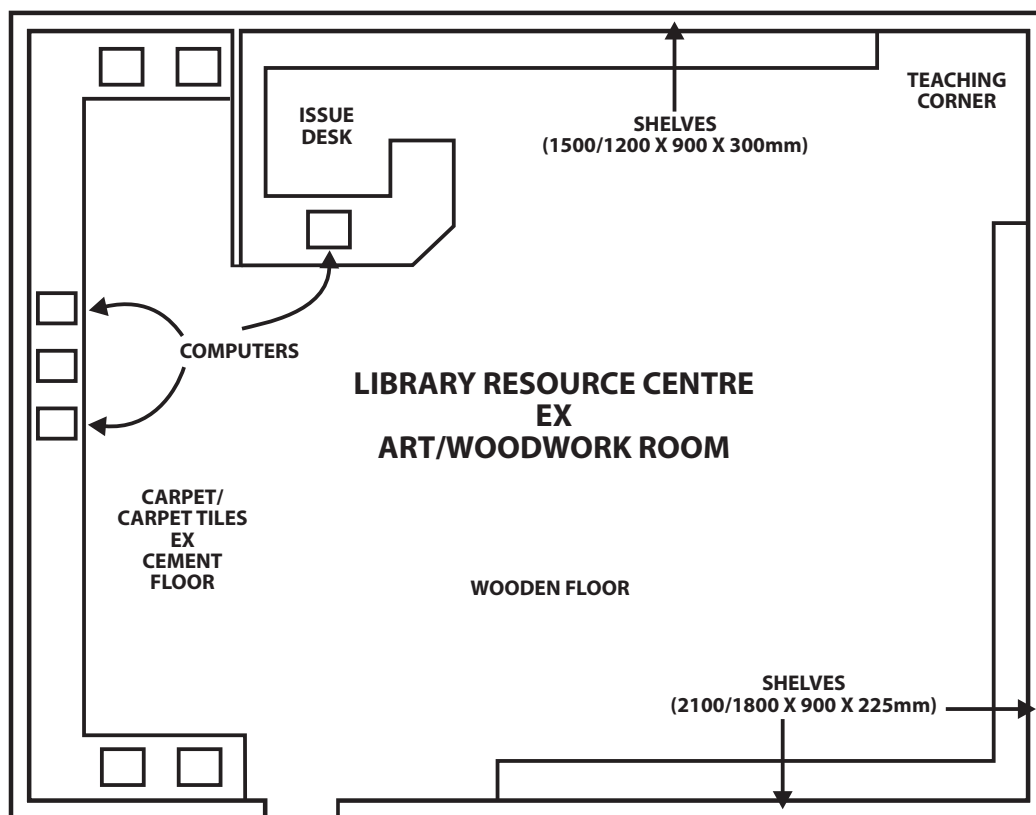
In many schools art or woodwork is no longer taught and with the added bonus of good security already in place, this room is feasible as a library resource centre.
A computer section may be incorporated to serve the needs of an average to small school community. The teaching corner should be fitted with a white board, OHP screen and possibly a wall-mounted TV and video.

NB Investigate the conditions attached to the removal of fixed machinery in the woodwork room before commencing with your planning.

Office

**shelves
(1200 x 900 x 300 mm)**

**Teaching
corner**

**Issue
desk**

**LIBRARY
ROOM
EX
READING ROOM**

**COMPUTER
ROOM**

Computers

**Observation
window**

**Ex
Library
Store**

**shelves
(1800/2100 x 900 x 225mm)**

**Issue
desk**

**shelves
(1200 x 900 x 300 mm)**

**Teaching
corner**

Computers

Computers

LIBRARY RESOURCE CENTRE

**EX
READING ROOM**

**Ex
Library
Store**

**shelves
(1800/2100 x 900 x 225 mm)**
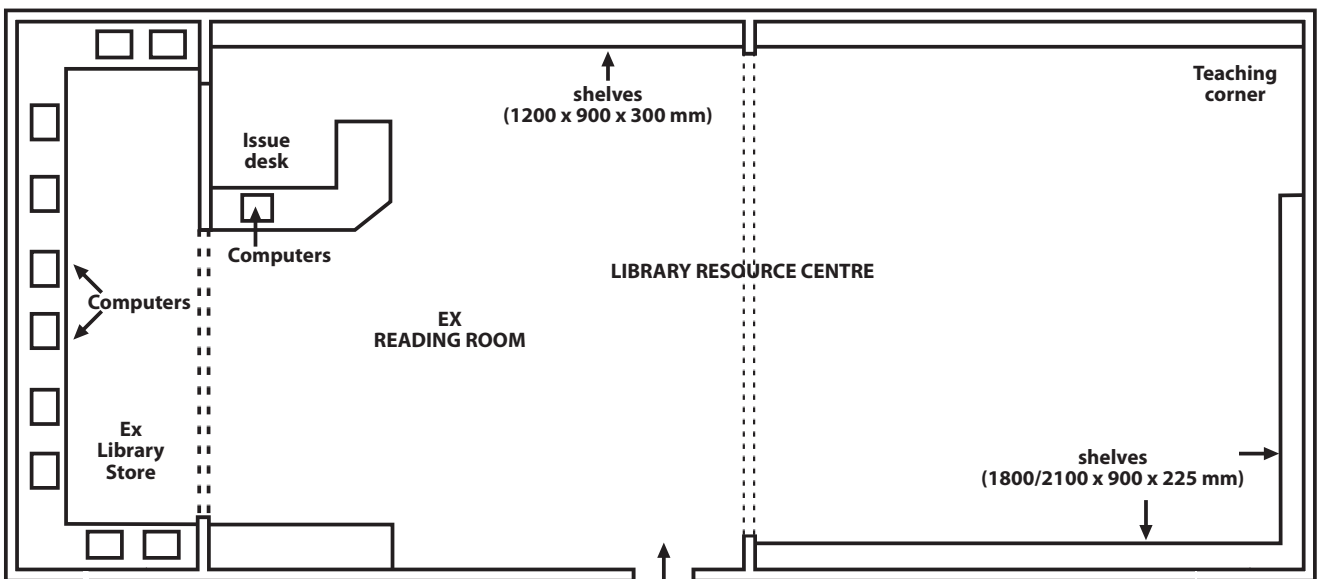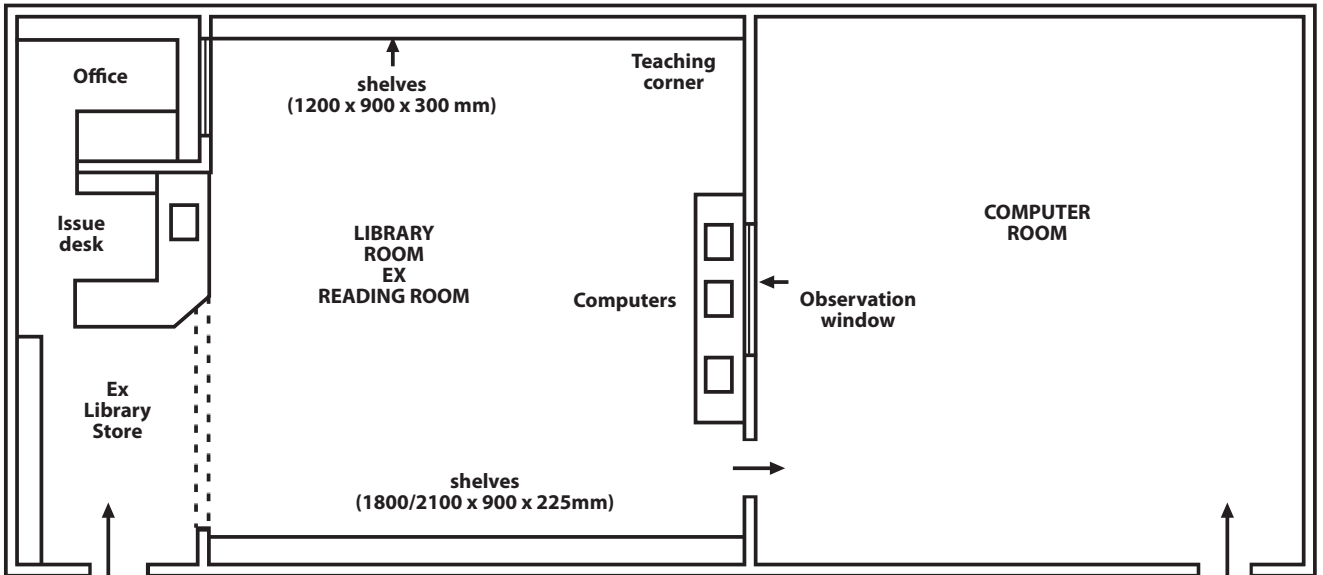
Two different ways of using the same available space, i.e. the library store, reading room and adjacent classroom.

Both plans feature computers in the library.

The teaching corner should be fitted with a white board, OHP screen and possibly a wall-mounted TV and video.

Entrance should be limited to one or two doors, the other(s) being blocked up or closed permanently.

NB Plans need to be submitted to the WCED for approval before any structural changes may be made.

Appendix B
Examples of standard school library stationery

Acc. no.: 00/01			Class. 025 DEV
Author:			
Title:			

Datum geleen Date borrowed	Handtekening van lener Borrower's signature	Datum terug Date returned	Voorletters leenklerk Loan clerk's initials

Example of a book card

	Naam Name ....
	Bestel Ordered .... Bande begin Vols begin
Jaar Year	
Band Vol.	
Jan. Jan.	
Feb. Feb.	
Maart March	
April April	Bron Source .... Verskyn Frequency ....
Mei May	
Junie June	Bande per jaar Vols per year
Julie July	
Aug. Aug.	
Sept. Sept.	
Okt. Oct.	Prys Cost ....
Nov. Nov.	
Des. Dec.	
Datum/Date Gestuur Sent	Binder
Terug Return	

Example of a periodical record card

PRIM RE SKOOL **STEENBERG** PRIMARY SCHOOL LIBRARY CARD/BIBLIOTEEKKAART Gr: _____ Name: _____ Naam: _____	ACCESS AANWYS	TITLE : TITEL	OUT UIT	BACK TERUG

Example of an loan card

Folding line

FRONT

Folding line

BACK

Fold over and glue to back side

Template for a book pocket.
Fold along the lines and glue up the lower flap to close the bottom end of the pocket.

Appendix C
Examples of accession register pages

Example of statistical summary columns of library books

J-Statistiese opsommingskolomme van biblioteke
Statistical summary columns of library books

	Voorraad/Stock				Algeskryf/Written off				Balans/Balance			
Datum/Date	AV/AF	EV/EF	NV/NF	Totaal/Total	AV/AF	EV/EF	NV/NF	Totaal/Total	AV/AF	EV/EF	NV/NF	Totaal/Total
01. 12. 1999	960	1245	1020	3225	30	150	240	420	930	1095	780	2805

Example of alternative accession numbering systems

K - Aanwinsregister / Accession Register

Datum/Date	No.	Skrywer en title/Author and title	Klas/Class	Opmerkings/Remarks
02.02.2000	00/01	Preller, Martie. Maar my magtig, Moesoek	AF	
"	00/02	Gleeson, Libby. Skating on sand	EF	
"	00/03	Jennings, Terry. Finding out about energy	NF	

VR-E275

K - Aanwinsregister / Accession Register

Datum/Date	No.	Skrywer en title/Author and title	Klas/Class	Opmerkings/Remarks
02.02.2000	2001	Preller, Martie. Maar my magtig, Moesoek	AF	
"	2002	Gleeson, Libby. Skating on sand	EF	
"	2003	Jennings, Terry. Finding out about energy	NF	
	2004			
	2005			
	2006			
	2007			

VR-E275

This page is for numbers: -------- to -------- (e.g. 1 001-2 000)

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400
401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500

520	540	560	580	600	620	640	660	680	700	720	740	760	780	800	820	840	860	880	900	920	940	960	980	000
519	539	559	579	599	619	639	659	679	699	719	739	759	779	799	819	839	859	879	899	919	939	959	979	999
518	538	558	578	598	618	638	658	678	698	718	738	758	778	798	818	838	858	878	898	918	938	958	978	998
517	537	557	577	597	617	637	657	677	697	717	737	757	777	797	817	837	857	877	897	917	937	957	977	997
516	536	556	576	596	616	636	656	676	696	716	736	756	776	796	816	836	856	876	896	916	936	956	976	996
515	535	555	575	595	615	635	655	675	695	715	735	755	775	795	815	835	855	875	895	915	935	955	975	995
514	534	554	574	594	614	634	654	674	694	714	734	754	774	794	814	834	854	874	894	914	934	954	974	994
513	533	553	573	593	613	633	653	673	693	713	733	753	773	793	813	833	853	873	893	913	933	953	973	993
512	532	552	572	592	612	632	652	672	692	712	732	752	772	792	812	832	852	872	892	912	932	952	972	992
511	531	551	571	591	611	631	651	671	691	711	731	751	771	791	811	831	851	871	891	911	931	951	971	991
510	530	550	570	590	610	630	650	670	690	710	730	750	770	790	810	830	850	870	890	910	930	950	970	990
509	529	549	569	589	609	629	649	669	689	709	729	749	769	789	809	829	849	869	889	909	929	949	969	989
508	528	548	568	588	608	628	648	668	688	708	728	748	768	788	808	828	848	868	888	908	928	948	968	988
507	527	547	567	587	607	627	647	667	687	707	727	747	767	787	807	827	847	867	887	907	927	947	967	987
506	526	546	566	586	606	626	646	666	686	706	726	746	766	786	806	826	846	866	886	906	926	946	966	986
505	525	545	565	585	605	625	645	665	685	705	725	745	765	785	805	825	845	865	885	905	925	945	965	985
504	524	544	564	584	604	624	644	664	684	704	724	744	764	784	804	824	844	864	884	904	924	944	964	984
503	523	543	563	583	603	623	643	663	683	703	723	743	763	783	803	823	843	863	883	903	923	943	963	983
502	522	542	562	582	602	622	642	662	682	702	722	742	762	782	802	822	842	862	882	902	922	942	962	982
501	521	541	561	581	601	621	641	661	681	701	721	741	761	781	801	821	841	861	881	901	921	941	961	981

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