

SECTION SIX

LIBRARY ROUTINES

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

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

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

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

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

Buying Stock

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

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

Ordering Materials

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

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

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

1. Selection

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

2. Recording the Order

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

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

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

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

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

Diagram 13a: Order Slip

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

10/12/80 327

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

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

10/12/80 327

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

3. Placing the Order

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

If you are ordering from a bookseller:

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

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

Diagram 14: Part of an Order Form

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

3. Give for each item:

(a) the author;

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

(c) the publisher's name;

(d) the price;

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

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

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

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

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

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

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

4. Checking the Materials

When items are received:

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

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

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

5. Processing the Materials

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

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

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

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

Diagram 15: Part of an Accessions Register

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

The procedure is as follows:

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

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

Processing an Existing Collection

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

The method of processing is exactly the same.

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

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

Cataloguing and Classification

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

Preparation for Issue

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

Recording Loans

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

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

First Method: Pupils' Cards

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

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

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

Diagram 16: Part of a Loan Card

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

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

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

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

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

Second Method: The "Browne" System

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

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

For the "Browne" system you need:

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

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

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

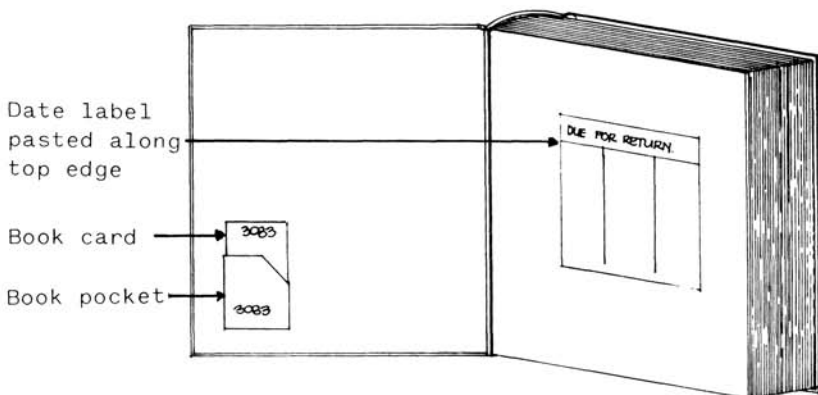


Diagram 17: Book Prepared for the "Browne" System

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

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

The "Browne" system operates in the following way:

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

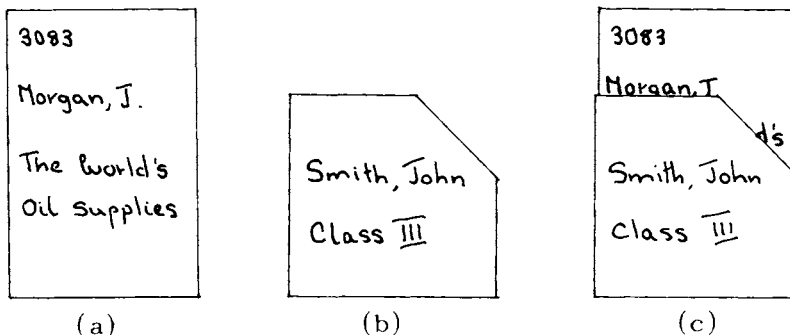


Diagram 18

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

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

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

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

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

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

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

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

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

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

Overdue Loans

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

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

Requests for Books

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

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

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

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

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

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

Diagram 19: Part of a Requests Book

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