

# **AT** MICROFICHE REFERENCE LIBRARY

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## The Organization of the Small Public Library

by: Ingeborg Heintze

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THE ORGANIZATION  
OF THE  
SMALL  
PUBLIC LIBRARY

*by*

INGEBORG HEINTZE



UNESCO MANUALS FOR LIBRARIES—13

*THE ORGANIZATION OF  
THE SMALL PUBLIC LIBRARY*

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Malmö State Library, Sweden

Eager faces show the keen interest of children listening to a fairy tale in the public library.

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UNESCO

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## FOREWORD

*There is a growing need for free public libraries throughout the world, and particularly in the less developed countries where educational programmes and the production of suitable reading materials are being stepped up, and more and more people are learning to read. Libraries, serving as centres of popular education, support and continue the work of teachers by providing people with life-long opportunities for self-development. Without public libraries, many adults and young people who have left school give up reading and gradually lapse into illiteracy.*

*Just as there is a need for public libraries, so there is also a need for people to operate them. Unesco has done much to encourage the training of librarians by establishing library schools, organizing courses and seminars, granting fellowships, bringing out publications, providing in-service training in pilot projects and so on. However most of the librarians who have been trained in this way work in large libraries. Not enough has been done for those who will run small public libraries.*

*It is hoped that this booklet will help to make up for that lack. It has been written specifically for people without previous training in librarianship who are faced with the task of running small public libraries and need guidance. This publication explains the rudiments of public library work in a simple and practical way, with many illustrations, and gives the reader the basic information he needs. It also tells him what other books he can turn to if he wants to make a more intensive study of some aspect of the subject. Though intended primarily for the rapidly developing countries, the booklet can be used in other places as well since the basic principles and procedures in the operation of a small modern public library are about the same everywhere.*

*The author of this booklet, Miss Ingeborg Heintze, a distinguished Swedish librarian who is Director of the Malmö Stadsbibliotek (a Unesco associated project), is well aware of the fact that in many of the newly developing countries there is a shortage of suitable books for public libraries and that in others it is difficult to find out what has been published and to obtain publications because bibliographical services and book supply systems are not yet well organized. She is also well acquainted with statistics of illiteracy and realizes that in countless communities many of the members are not yet potential library users simply because they do not know how to read.*

*These are serious obstacles to the development of public libraries, and Unesco and other organizations are working hard to improve the situation. Though these problems are closely related to the subject of this booklet, there is not space here to deal with them. The author has accordingly been obliged to assume that while the reader may not find the situation in his country ideal with regard to the availability of publications and the literacy rate, he will at least be able to obtain enough books to start a small library, will find in his community a reasonable number of adults and children who know how to read and will be optimistic enough to hope that conditions will improve in the future.*

*The arrangement of the material in this guide is designed to lead the reader logically from step to step in library routines and services. The first part deals with the actual processes of running a library, from the initial selection and acquisition of books to their eventual use by members of the community. A knowledge of these processes is necessary for an understanding of the latter part of the guide which deals with the administration of the library and the planning of its building and equipment.*

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- II A small periodical rack.
- III Book charging operation
- IV A display case

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- V Simple but comfortable library chairs
- VI Readers consult the dictionary catalogue
- VII A small modern public library for a tropical region.
- VIII An agreeable, well-lighted library interior.

Grateful acknowledgement for the photographs used in this book is made to Caja Nacional de Ahorro Postal, Buenos Aires (Biblioteca Domingo F. Sarmiento); Ghana Library Board; Ingeborg Heintze.

## INTRODUCTION

# THE PUBLIC LIBRARY, A LIVING FORCE FOR POPULAR EDUCATION<sup>1</sup>

### A DEMOCRATIC AGENCY FOR EDUCATION

The public library is a product of modern democracy and a practical demonstration of democracy's faith in universal education as a life-long process.

Though primarily intended to serve the educational needs of adults, the public library should also supplement the work of the schools in developing the reading tastes of children and young people, helping them to become adults who can use books with appreciation and profit. As a democratic institution, operated by the people for the people, the public library should be: established and maintained under clear authority of law; supported wholly or mainly from public funds; open for free use on equal terms to all members of the community, regardless of occupation, creed, class or race.

### WHAT THE PUBLIC LIBRARY SHOULD OFFER

The complete public library should provide:

Books, pamphlets, magazines, newspapers, maps, pictures, films, music scores and recordings and give guidance in their use.

The public library should offer children, young people, men and women opportunity and encouragement:

To educate themselves continuously.

To keep abreast of progress in all fields of knowledge.

To maintain freedom of expression and a constructively critical attitude toward all public issues.

To be better social and political citizens of their country and of the world.

To be more efficient in their day-to-day activities.

To develop their creative capacities and powers of appreciation in arts and letters.

To aid generally in the advancement of knowledge.

1. This is a reproduction of the Public Library Manifesto, first published by Unesco in 1949.



To use their leisure time to promote personal happiness and social well-being.

#### A VITAL COMMUNITY FORCE

The public library should be active and positive in its policy and a dynamic part of community life.

It should not tell people what to think, but it should help them decide what to think about. The spotlight should be thrown on significant issues by exhibitions, booklists, discussions, lectures, courses, films and individual reading guidance.

Reading interests should be stimulated and the library's services publicized through a well-planned continuous public relations programme.

The public library should link its activities with the work of other educational, cultural and social agencies—the schools, universities, museums, labour unions, study clubs, adult and fundamental education organizations, etc. It should also co-operate with other libraries in the loan of publications and with library associations for the advancement of public librarianship.

The books in the library should be made accessible on open shelves and by use of efficient technical processes; and the library's services should be brought close to the homes and work places of the people in both urban and rural areas by means of branches and mobile units.

#### THE PEOPLE'S UNIVERSITY

With a well-trained, resourceful and imaginative staff, an adequate budget and public support, a public library can become what it should be—a university of the people offering a liberal education to all comers.

Citizens of a democracy have need of such opportunities for self-education at all times. The complexity and instability of life today make the need an urgent one.

## SELECTION AND ACQUISITION

## SELECTION PRINCIPLES

The selection of books for the library's collection is one of the most important and also one of the most difficult of the librarian's duties. The general principle of book selection—and this applies to both the small and the large library—is to build up a comprehensive and balanced stock with enough material on a variety of subjects to satisfy the needs and interests of all the people in the community. The librarian must therefore learn about the community and find answers to such questions as the following. Is it a rural area with a mainly agricultural population, or is it an area with industries of different kinds? Will the majority of the readers be literates or semi-literates, adults or children? What schools or other educational institutions are there? What kinds of interests and hobbies have the people? Such information is essential to the careful planning that is required, above all in selecting non-fiction.

As for fiction, an adequate supply both of the classics and of recent literature should be provided. Many of these works are more instructive and socially valuable than much non-fiction and their informational content is more easily absorbed. The literary quality of the books provided should be of the highest standard possible, but no library should supply only those books which it considers borrowers ought to read.

A knowledge of readers' tastes is as necessary for the selector of books as a knowledge of books. As a whole, the stock of the library should contain a wide enough range of materials to enable the reader to vary his choice. Both informational and recreational publications should be provided for readers of all ages and of diverse interests. Thus the public library will give free opportunity for the individual to form his own taste and judgement. When there is a profusion of books from which to choose, it is particularly difficult to select for a small library those which will best serve the needs of its clientele. The librarian cannot read in advance all the works which should be taken into consideration, nor can he be an authority in all fields. Thus it is necessary to use any aids to

|               |                        |           |
|---------------|------------------------|-----------|
| No. copies    | Author (surname first) |           |
| Date ordered  | Title                  |           |
| Dealer        | Publisher              | Year      |
| Date received | Price (bound)          | (unbound) |
| Remarks       | (Library stamp)        |           |

Fig. 1. Sample order slip.

selection which may be available, such as standard catalogues, book reviews, lists of recommended books, etc. Where such tools are not available, the librarian must use his ingenuity in discovering the book titles from which to select the stock for his library. Prime sources of such information are local booksellers and publishers—if there are any—and the national bibliography, which is a complete list of all publications issued in a country. In addition, the librarian should visit larger libraries whenever he has the opportunity in order to locate and examine titles which may be suitable for purchase by his library. If there are book wholesalers in the larger cities, it would be well to establish contact with them and try to obtain their assistance in receiving notification of new books published. Where possible the librarian should subscribe to at least one good book-reviewing journal in the language of his country. Another possible source of information on book titles available is the library (national or university) designated as a depository for books published in the country. Contact may also be made with officials of the Ministry of Education of the national government for assistance in discovering sources of published materials useful for a public library. In some cases there are regional literature bureaux which can advise on available publications.

At least one good newspaper and a few interesting periodicals should be provided. Since most small libraries are not able to afford many such publications, it is a good policy to supply a

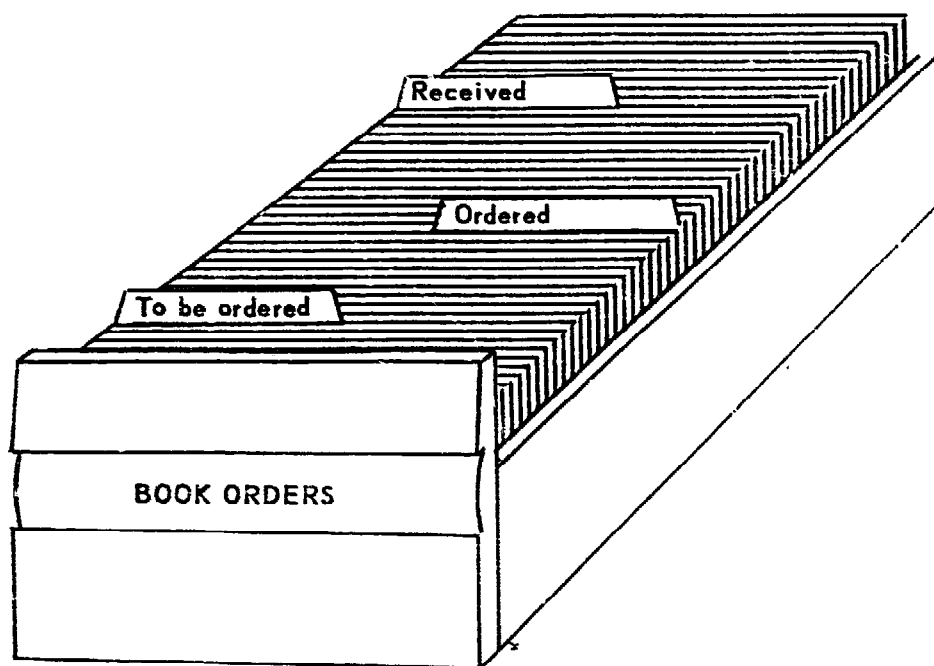


Fig. 2. Drawer for order slips.

small collection of general periodicals of educational and cultural value, including a few on science, but to avoid popular magazines of low standard.

#### ORDERING ROUTINES

After the titles have been selected, the books must be ordered. When it is possible to choose them directly from a bookseller's shelves, arrangements may be made for immediate delivery to the library. Especial care should be taken in these circumstances to avoid unnecessary duplication of books that are already in the library's collection. When ordering books from a distant source, it is advisable to list each title on a separate order slip (fig. 1).

Each slip, which is of standard catalogue card size (3" × 5"), should be filled out as completely and accurately as possible and a carbon copy made. The author's name is written in full; the title, however, may be given in brief form (short title), although enough of it should be given to identify the book. After the title the edition should be mentioned, if it is other than the first edition, then the number of volumes, if there are more than one. The publisher's name may be written in abbreviated form and, on the same line, the date of publication should be noted. If the price is known it should be filled in (showing whether the book is desired bound or unbound). The library stamp, with the signature of the person authorized to sign orders, completes the order slip.

To avoid duplication, the slips should be checked against an alphabetical list of books held by the library, or on order for the library. The original slips should be sent to the bookseller, publisher or publisher's agent, accompanied by a short note giving directions as to invoicing, payment, etc. It is recommended that books should be ordered at regular intervals, perhaps every second month, so as to distribute acquisitions evenly throughout the year. Order slips may be accumulated in a card tray behind a guide card labelled 'To be ordered' until all are ready to be sent to the bookseller. In the same tray the carbon copies may be filed alphabetically by author's surname, behind the guide card labelled 'Ordered', until the books are received. When the books are received and have been duly checked, the corresponding order slips are filed in the same tray behind the guide card labelled 'Received' and kept until the books are ready for use (fig. 2). It is important that the order work should be carried out both thoroughly and carefully to avoid errors.

CHAPTER I I  
ACCESSIONING

When the books are received from the bookseller, the invoices should be checked with the books and the orderslips and initialled by the checker. Order slips are retained at least until the books are ready for use.

In opening a new book, or one newly bound, care should be taken to avoid breaking its spine. The title page and the next few

| Date    | Accession number | Author                         | Title                         | Publisher      | Year | Source | Price | Remarks |
|---------|------------------|--------------------------------|-------------------------------|----------------|------|--------|-------|---------|
| Feb. 20 | 356              | Gray                           | Psychology in use. 2 ed.      | Am. Book Comp. | 1951 | Smith  | 4.75  | doll.   |
|         | 357              | The Library Association.       | Yearbook.                     | L.A.           | 1961 | L.A.   | 15/-  |         |
|         | 358              | Robertson                      | More than music.              | Collins        | 1961 | Smith  | 21/-  | gift    |
|         | 359              | Schura                         | Basic television. 1.          | Rider          | 1958 | "      | 2.25  | doll.   |
|         | 360              | "                              | " " 2.                        | "              | 1958 | "      | 2.25  | doll.   |
|         | 361              | Steinbeck                      | The winter of our discontent. | Heinemann      | 1961 | Foyle  | 18/-  |         |
|         | 362              | Teale                          | Fast boats.                   | Temple Press   | 1961 | "      | 18/-  |         |
|         | 363              | Unesco bulletin for libraries, | vol. XII.                     | Unesco         | 1958 | Unesco | 17/6  |         |

Fig. 3. Accession record.

leaves of an unbound book must be cut with a paper-knife in order to insert the ownership stamp, etc. A brief inspection to discover any gross imperfections should be made after binding, but a collation, or complete page by page examination, is not justified, because of the very small number of books likely to be imperfect. An ownership or identification mark (library stamp) is placed on the title page with a rubber stamp which carries the name of the library. A mark which cannot be deleted may be made with an embossed metal stamp although this is a more expensive procedure.

The next step is accessioning. An accession record is a numerical and chronological list of all books in the library collection in order of acquisition (fig. 3). A loose-leaf ledger is preferable when a

|                  |      |      |      |      |     |      |      |      |       |      |      |      |
|------------------|------|------|------|------|-----|------|------|------|-------|------|------|------|
| Title            |      |      |      |      |     |      |      |      |       |      |      |      |
| From             |      |      |      |      |     |      |      |      | Price |      |      |      |
| Numbers per year |      |      |      |      |     |      |      |      |       |      |      |      |
| Year             | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | Sep.  | Oct. | Nov. | Dec. |
|                  |      |      |      |      |     |      |      |      |       |      |      |      |
|                  |      |      |      |      |     |      |      |      |       |      |      |      |
|                  |      |      |      |      |     |      |      |      |       |      |      |      |
|                  |      |      |      |      |     |      |      |      |       |      |      |      |

Fig. 4. Card for recording arrival of periodicals.

typewriter is used. Before the books are entered in this record, those received on the same date should be arranged alphabetically by author. Then the following directions should be observed:

1. The date is written in the left hand column of the page.
2. Each volume is entered on a separate line, and each entry is numbered in sequence. This is the accession number. If two volumes are to be bound in one, they are entered on the same line and the figures 1 and 2 are written after the title. A replacement of a title already accessioned is always assigned a new number.
3. Only the surname of the author is written.
4. Short title is used.
5. The publisher's name is abbreviated whenever possible.
6. The year of publication is given in arabic figures.
7. The source (bookseller's name, etc.) is given in brief form.
8. The list price (as opposed to cost price after discount) is entered.
9. If a book is received as a gift, this is indicated in the 'Remarks' column and the price, if known, in the 'Price' column. When an item is withdrawn from the collection, or lost, this fact is recorded in the 'Remarks' column.
10. The accession number is marked on the back of the title page of the book in pencil or ink or with an automatic numbering stamp.
11. A periodical should not be accessioned until the volume (usually composed of all issues for a year) is complete. Only one accession number is used per volume.

A separate interim record of the receipt of individual issues of periodicals should be kept on cards, filed alphabetically by title.

At the top of each card is recorded the title, source, price and number of issues per year (fig. 4). For some periodicals the publisher supplies a title page and an index when each volume is complete. The arrival of these items and of any supplements, as well as the receipt of each issue, should be recorded. Additional notes regarding binding, etc., may be entered on the back of the card. If the periodical is to be bound when a volume is completed, the cover and the superfluous advertising pages of each issue may be removed and the title page and index should be inserted in their correct sequence.



## CHAPTER III

### CLASSIFICATION AND CATALOGUING

#### CLASSIFICATION

The books are arranged on the shelves according to one system so that the reader will know where to locate any subject. This means that they must be classified according to their contents and all books about one subject, e.g., history, shelved together. Among the various schemes of library classification that have been devised, the Dewey Decimal Classification and the Universal Decimal Classification, an adaptation published by the International Federation for Documentation, are the most widely used. In these systems all knowledge is divided into ten main classes which are identified by numbers according to the following plan:

| <i>UDC</i> | <i>Dewey</i>        | <i>UDC</i> | <i>Dewey</i>   |
|------------|---------------------|------------|----------------|
| 0          | 000 General works   | 6          | 600 Technology |
| 1          | 100 Philosophy      | 7          | 700 The arts   |
| 2          | 200 Religion        | 8          | 800 Literature |
| 3          | 300 Social sciences | 9          | 900 History,   |
| 4          | 400 Language        |            | Geography and  |
| 5          | 500 Pure science    |            | Biography.     |

Each of these main classes has ten subdivisions, each of which is again subdivided into minor subjects. For example, History in general is 9 or 900 respectively; History of Africa 96 or 960; History of West Africa 966 in both systems. An abbreviated version of the Dewey Decimal Classification suitable for small libraries is given in Appendix I.

Since each book is to be classified by subject, the librarian must begin by determining what the subject is. To do this properly, it is always necessary to examine the preface, table of contents and index and, in some cases, the content of the book. A book should never be classified from the title page alone, as the title does not always indicate the subject matter. Next the class number corresponding to the subject should be found. During the classifica-

tion process the library's shelf list should be consulted to make sure that the class number corresponds to the number previously used for the same subject. If the librarian is in doubt as to the proper number, or if a book treats of two or more different subjects, it should be classified where it will be most useful.

Children's books should be classed in the same way, but with a small j (juvenile) prefixed to the number, e.g., j 820 instead of 820. In order to avoid confusing them with the books for adults, this small j must also be typed or hand-printed on book-cards and pockets. Cards for children's books on loan should be filed separately from those for adult books on loan.

#### CATALOGUING

The recommended type of catalogue, or finding list, of the library's book stock is a card index in which books are listed individually on catalogue cards, size 3" × 5". Such a card catalogue can be kept up to date continuously through the addition, by interfiling, of new cards for each acquisition.

For each book the cards usually required are: author card, title card, subject cards and shelf-list card (author card with accession number added). Author, title and subject cards for all books held by the library are interfiled alphabetically to form a dictionary catalogue. This card catalogue may be consulted by members of the public or the library staff seeking a specific book, if the correct author and title are known. The catalogue also indicates what books are held by the library on specific subjects.

Shelf-list cards are filed separately to form a complete list of all books belonging to the library, arranged in the order of the classification scheme for non-fiction books, and alphabetically by author's surname for fiction. The shelf-list is for the use of the library staff rather than the public. It serves to indicate what books the library owns in each subject class and is also useful for taking inventory. It can be used as a substitute for the accession record book.

The cataloguing is carried out according to certain rules from information supplied mainly by the title page of the book. A basic catalogue card (unit card) should give the following information: full name of author (surname first), title of the work, number of volumes, edition, place of publication, publisher and year of publication. It is also useful to add notes as to the number of pages, and where appropriate, illustrations, portraits, maps and bibliography. The call number, consisting of the class number and below it the first letter of the author's surname, is written in the left margin. The plain unit card is the main entry, usually under

|   |  |
|---|--|
| A | T<br>S Boating   |
| B | 790 Teale, John<br>T Fast boats; a guide to speed under sail and<br>power. London, Temple Press, 1961.<br>115 pp. illus.<br><br>362        |
| C | <u>Boating</u><br>790 Teale, John<br>T Fast boats; a guide to speed under sail and<br>power. London, Temple Press, 1961.<br>115 pp. illus. |
| D | Fast boats<br>790 Teale, John<br>T Fast boats; a guide to speed under sail and<br>power. London, Temple Press, 1961.<br>115 pp. illus.     |
| E | 790 Teale, John<br>T Fast boats; a guide to speed under sail and<br>power. London, Temple Press, 1961.<br>115 pp. illus.                   |

Fig. 5. Samples of catalogue cards.

- A. Tracing (on back of main entry card)
- B. Shelf-list card
- C. Subject card
- D. Title card
- E. Author card (main entry)

author, for the alphabetical catalogue. It may be duplicated and used for other entries (added entries) by the addition of the appropriate information. An example of a main entry card and the cards derived from it is shown in fig. 5. When the unit card is used as a title card or subject card, the title or the subject heading is added on the line above the author's name. The subject heading may be written in red to distinguish it from the title reference.

#### SUBJECT HEADINGS

Subject headings enable the reader to find in the catalogue the titles of the books in the library on the subject in which he is interested. By noting the call number, he can then find the book on the shelf. The subject headings should describe as nearly as possible the subjects of the books. The titles should not be allowed to influence the choice of headings. The subject headings must be

|   |  |
|---|--|
| A | <p>Journalism<br/> <u>See also</u><br/> Newspapers</p>   |
| B | <p>Infantile paralysis<br/> <u>See</u><br/> Poliomyelitis</p>  |
| C | <p>Marcus, William E.<br/> <u>See</u><br/> 020 Baldwin, Emma V., and Marcus, William E.<br/> B Library costs and budgets . . .</p> |
| D | <p>Tjekov, Anton Pavlovitj<br/> <u>See</u><br/> Chekhov, Anton Pavlovic</p>  |

Fig. 6. Samples of cross reference cards.

selected when each book is classified. In order to ensure a consistent choice of subject headings, authority lists of suitable headings are published in most countries. A short list of subject headings is given in Appendix II.

The headings may consist of one substantive only, e.g., 'Atoms'; 'Television'; or of a combination of words, e.g. 'Civil engineering'; 'France-History'. The following rules should be observed:

1. The heading chosen should be as specific as possible. (Preferable heading 'Butterflies' rather than 'Zoology' or 'Insects', if subject is limited mainly to butterflies.)
2. Of several possible synonyms for the same subject heading, one should be chosen and consistently used (e.g., use 'Poliomyelitis', not 'Infantile paralysis').
3. The choice of words must be adapted to the public which is going to use the catalogue, particularly for children's books (e.g., use 'Health' rather than 'Hygiene').
4. Headings should be chosen which are not likely to be misunderstood. In some cases an explanation should be added (e.g. 'Discoveries (Geography)').

In addition to the unit card, as described in the foregoing section, a number of cross reference cards may be required. As the name implies, such cards are used for references from one entry in the catalogue to another (fig. 6).

The two types of cross reference cards are known as 'see' references and 'see also' references. The purpose of a 'see' reference is to direct the reader from a form of entry not used in the catalogue to the form of entry that is used.

'See' references should be made in the following cases:

1. From one form or spelling of an author's name to another.
2. From the second or third author of a work written by two or three persons to the first author, under whose name the main entry for the work is made.
3. In cases where two or more synonymous terms may apply to a subject, to refer from the terms that are not used as subject headings to the term that is used.

'See also' references are used to refer from one subject to other related subjects where additional material will be found. Reference should be made from a general subject to a more specific subject or sometimes between related subjects of approximately equal value. 'See also' references present a number of difficulties and it is advisable for the untrained person to avoid them.

A separate card file on all subject headings and cross references used in the library's catalogue should be kept in order to ensure consistency. This file is known as a subject authority file.

An abbreviated record, called a tracing, should be made on the back of each main entry card listing all added entries and references that have been made for the item concerned. This information makes it possible to trace all cards referring to a given book when changes or corrections need to be made or the cards removed from the files (fig. 5).

#### CARD FILING

The main principle in filing cards in the trays of a catalogue is to arrange the cards in a strict order. In the dictionary catalogue, alphabetical order is followed. For the shelf list the cards are first sorted by class numbers; all the cards within each class are then put into alphabetical order. To facilitate filing, the subject heading can be underlined or spaced out. In alphabetical filing, the first word underlined or spaced out is considered first, next the second word, and so on. The decision must of course be taken whether to file word by word, or letter by letter. In most libraries the word by word system is used, with certain special rules:

1. Articles (A, An, The) are to be disregarded at the beginning of a line but not within the text.
2. When the same word is used for different kinds of headings, the usual order is person, place, subject, title.

Example:

London, Jack (person).

London (place, as author).

London (place, as subject).

London and its environs (title).

3. Numerals are arranged as if spelled out.
4. Works of the same author are arranged alphabetically by title:

Author: Greene, Graham

Titles { Brighton Rock.  
A burnt-out case.  
The confidential agent.  
The end of the affair.

5. Abbreviations are arranged as if spelled in full: Dr. (Doctor), St. (Saint), Mc (Mac).
6. Proper names with prefixes are arranged alphabetically according to the initial letter of the prefix:

De Kruif.

Fitz Gibbon.

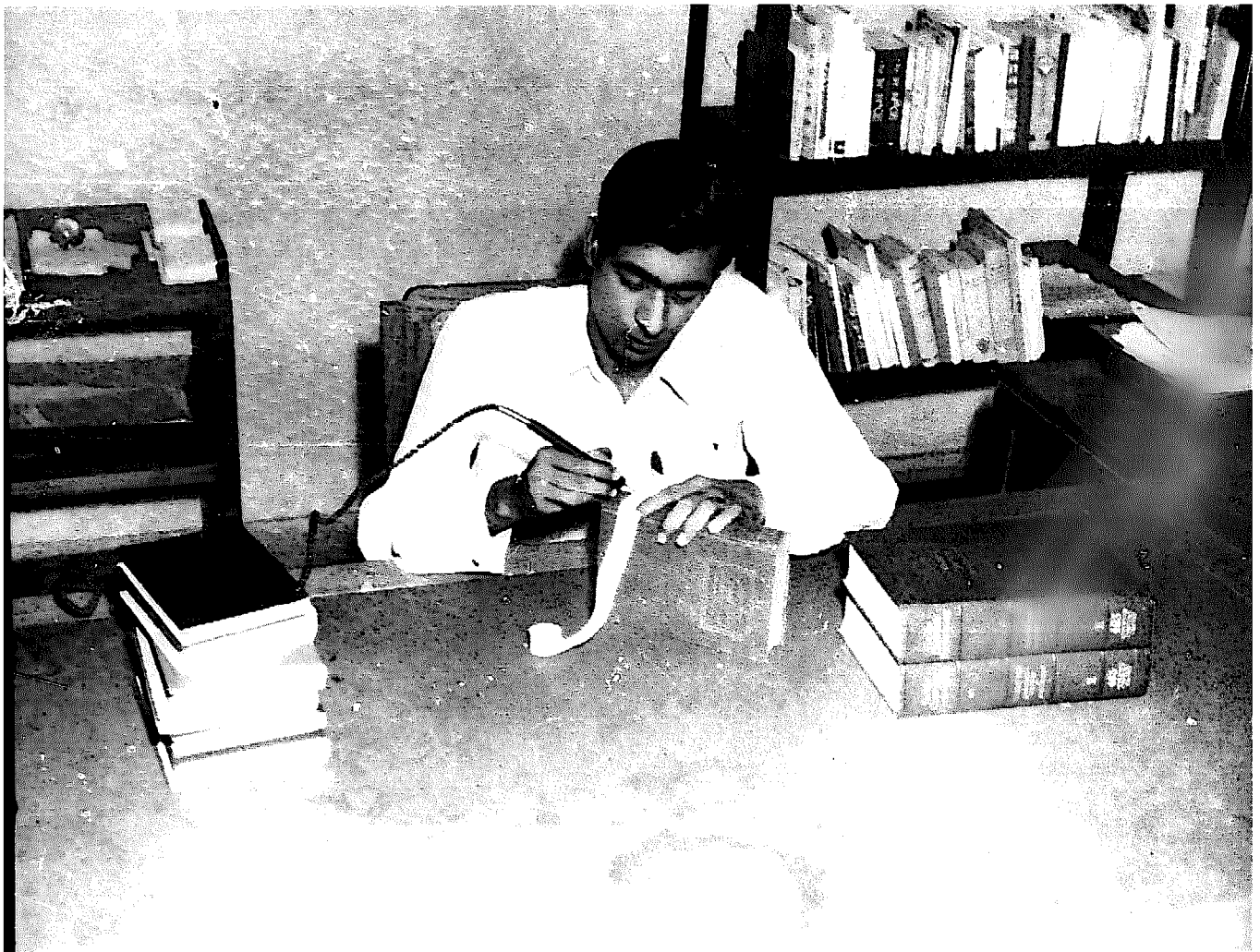
McColvin.

O'Brien.

Van Loon.

Guide cards with headings to indicate the beginnings of important sections should be placed at frequent intervals in the catalogue. This makes its use much easier for both the librarian and the reader.





Della Public Library, India

1. Lettering the call number on the book spine with an electric stylus.





Sweden

- ii. A small periodical rack.



Sweden

m. Book charging operation.



Sweden

iv. A display case.



opposite the pocket, and at the same height from the bottom. The book is now ready for final inspection prior to shelving.

#### BINDING AND REPAIR

Books bought unbound and those which need to be rebound should, if possible, be sent to a bindery, since they will last longer if they are given a good, strong library binding. A binding list, typed in duplicate, including accurate instructions for the binder, is prepared. One copy is sent to the bindery and the other is kept for use as a check list on the return of the books.

If no bindery is available, the spines can be reinforced with ribbon or strong tape. Other simple repairs may also be made in the library, e.g., inserting loose leaves, mending torn pages, reinforcing folds with ribbon, fastening loose covers, putting new spines on board-bound books. The following mending materials are recommended for use in the library: bone folder (for folding paper, etc.), knife, scissors, brushes, paste, permanent mending tape, cloth of different qualities, varnish and thin firm paper.

## SHELF ARRANGEMENT OF MATERIALS

## BOOKS

Materials must be shelved in such a way that it is easy to find a certain book or a group of books on a certain subject. The arrangement of non-fiction on the shelves should follow the classification scheme, reading from left to right. Books having the same class number are arranged alphabetically by the first letter of the author's surname; as <sup>320</sup>F <sup>320</sup>K <sup>320</sup>L. Biographies, which usually form a rather important section in a public library, are an exception to this rule; they are arranged alphabetically according to the surname of the person who is the subject of the book. Fiction is shelved alphabetically by author. Within each letter of the alphabet fiction is arranged in strict alphabetical order, so that works by Scott, Shakespeare and Swift, for example, follow each other consecutively on the shelves. Works of authors with the same surname are arranged in alphabetical order of the authors' first names; e.g., Green, Henry precedes Green, Peter.

The beginning of a new section of the classification should be clearly indicated by attaching a cardboard label to the edge of the shelf (fig. 10). Enough book supports should be provided to keep the books upright and close together, but not too crowded. Book supports that are too narrow may cause damage (fig. 11). For the sake of neatness the spines of the volumes should always be brought forward to the edge of the shelf.

## PAMPHLETS

Pamphlets, i.e., items of less than 50 pages, with paper covers, can be handled in different ways depending upon the value of their content. Those of ephemeral value may merely be filed alphabetically by subject in a cabinet or a tray after the library's stamp has been marked on the covers. When obsolete, they are discarded. To be of maximum use, the more important pamphlets

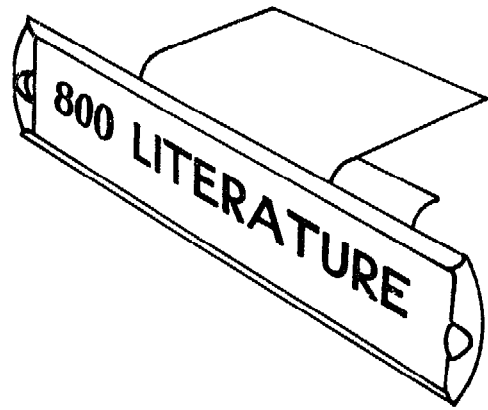


Fig. 10. Shelf label.

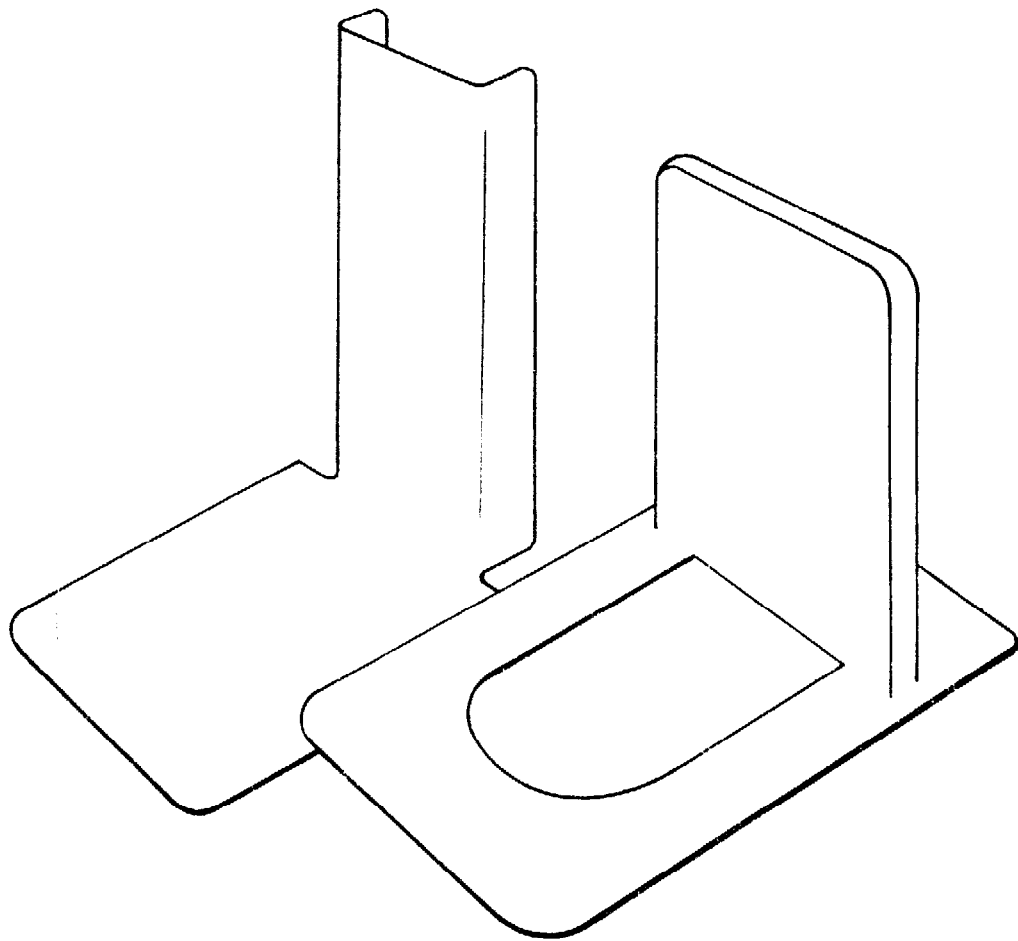


Fig. 11. Book supports.

should be classified and catalogued as books, the larger and most useful being bound in cardboard and kept on the shelves with the books. Most pamphlets, however, may be kept in large envelopes or in cardboard boxes. Each pamphlet is provided with a book-card and is lent as a book, the date of return being stamped on the pocket. The pamphlet envelopes or boxes are shelved separately and filed according to the same arrangement

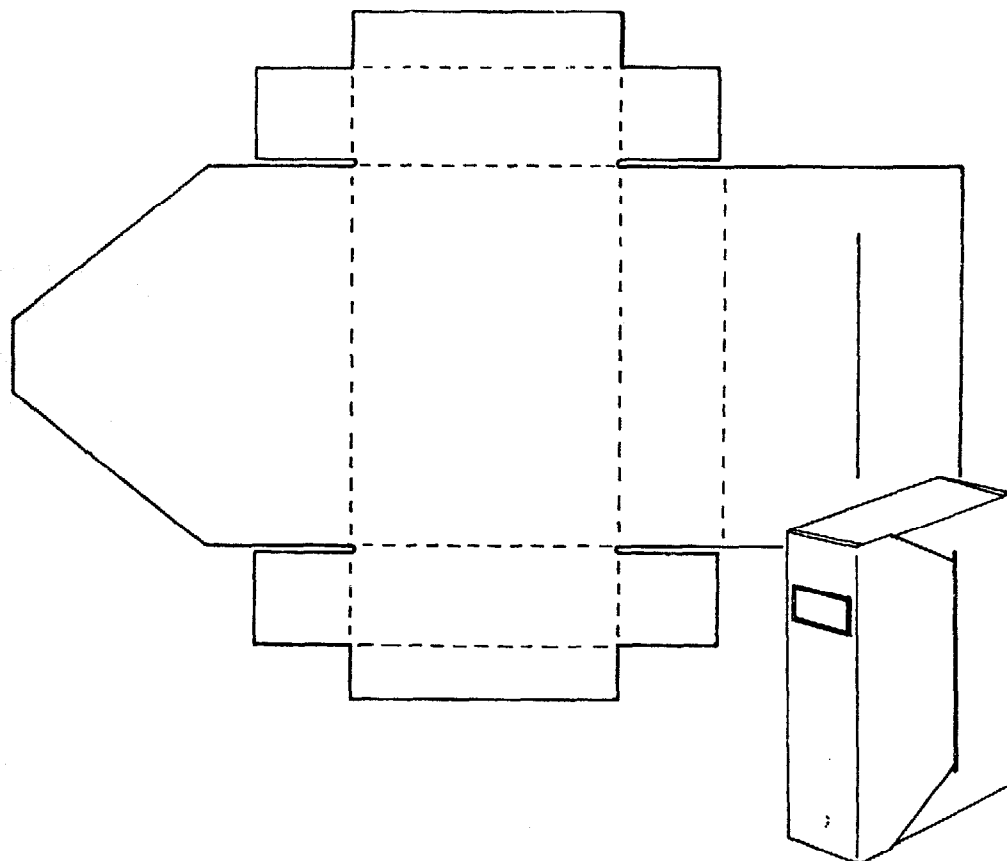


Fig. 12. Box for pamphlets and periodicals.

as the books. They should be kept in a prominent place in order to catch the attention of the readers.

#### PERIODICALS

Periodicals are displayed best on sloping shelves in the reading room or in the lending section (plate II). Specialized periodicals are likely to be more useful if placed in the lending library near the books to which they are related in subject content. Transparent protective covers are recommended for magazines. For a small collection there is no need to mark the location of periodicals on the display case; they are simply placed in alphabetical sequence and the order is easily maintained.

If a periodical is to be kept permanently, back numbers should be arranged chronologically until a volume is complete, and title-page and index, if available, are obtained. The periodicals to be kept permanently may be bound and shelved in the library for reference purposes or for lending, in the same way as books, or they may be kept on shelves in pamphlet boxes (fig. 12).



## LOANS

## REGISTRATION OF READERS

A library needs some simple rules and regulations in order to achieve its purpose and to clarify the rights and duties of its readers. The regulations may vary according to local conditions, but in all cases they need careful consideration because of their influence on the public's attitude towards the library.

First of all, the rules should stress the fact that everybody in the community has free access to the library. Other points to be covered are: days and hours of opening, number of books that may be borrowed at one time, loan period, care of books, etc. Friendly contact between the library and the reader will be more easily established if prohibitions and negative stipulations are avoided in so far as possible. Normally the new reader is asked to fill out a registration card which should contain a general agreement to observe the rules and regulations in force (fig. 13). The registration cards are numbered, thus providing a record of the number of library members. Both name and number are copied on a membership or borrower's card which is kept by the borrower (fig. 14). The registration cards are then filed in the registration file, alphabetically by surname of borrower.

## LENDING OPERATIONS

There are several methods of keeping an accurate record of books issued and returned. The loan method outlined here has many advantages. According to this method each book has a separate book card on which is inscribed its author, title, call number and accession number. When the book is on the shelf, the card is kept in the pocket on the inside back cover. The reader takes the book from the shelf and gives it to the librarian who removes the book card, stamps the date due on the date slip, on the book card and in the date due column of the borrower's card, writes the borrower's name on the book-card and returns the borrower's card to him.

No. ....

Date .....

Expires.....

I hereby agree to obey all the rules and regulations of the  
 ..... Library  
 and to give immediate notice of any change of address.

Name .....

Occupation.....

Address.....

Fig. 13. Membership application form.

No. \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

is authorized to borrow books from the Public  
 Library of

| Date due | Date returned | Date due | Date returned |
|----------|---------------|----------|---------------|
|          |               |          |               |

Fig. 14. Borrower's card.

Great care must be taken to write the borrower's name correctly, because this is the only means of locating a book taken out on loan. In this process of charging the loan the best method is to use a pencil dater (a date stamp attached to a pencil) and ink pad (plate III). A band dater in conjunction with a separate pencil may also be used.

At the end of the day or before opening the library to the public next morning, the book cards for issues should be first divided into those for adult and those for children's books. Each of these categories should be divided into fiction and non-fiction, counted and entered in a daily issue record from which the monthly and annual issue statistics are eventually compiled. Then the cards are filed in a charging tray, alphabetically by author for fiction and numerically by class number for non-fiction, behind a guide card which specifies the date due. Cards for fiction, non-fiction and children's books should be kept in separate files.

When a book is returned to the library by the borrower, the date of return is stamped on his card opposite the date on which the book is due. Thus the loan is cancelled, releasing the reader from responsibility for the book. Care should be taken in checking the date due slip on the book returned to make sure that the right loan is cancelled, since more than one book may have been borrowed. Also at this time, if the book is overdue the fine should be collected. Since each loan is recorded on the borrower's card it is possible to check the number of books he has on loan at any one time.

To complete the discharge of the loan, consult the last date on the date slip in the book. This will indicate the date due guide behind which the book-card is filed in the charging tray. The card is withdrawn from the file, and the return of the card to the pocket completes the procedure of discharging the loan. Great care should be taken, for any mistake in this final operation will raise complications.

#### OVERDUES

At the end of the lending period (two or three weeks, etc.) the cards remaining behind the date due guides will show what books have not been returned on time. An overdue guide is placed in front of overdue dates in the charging tray to mark this fact. The prompt return of books is important for the library, and a small fine may be charged on overdue books. If fines are to be charged, this must be noted in the regulations.

A reminder requesting the return of the book is normally sent out when a book is two or three weeks overdue. For this purpose

the reader's full name and address are obtained from the registration file and a postcard is sent to him specifying the call number, author, title and date due of the book that is overdue. This card may also mention the rate of fines for overdues. If the book has not been returned at the end of another week, a second notice is sent. If the reader pays no attention to these notices, a personal call to his home to recover the book usually gives the best result.

## CHAPTER VII

### SERVICE TO READERS

#### PUBLIC RELATIONS AND PUBLICITY

A public library depends a great deal upon public opinion for the accomplishment of its purposes. Since its reputation is created by the services it renders, every library, large or small, must consider public relations in everything it does. The most important considerations are the assembling of a book stock of first quality, the efficiency and courtesy of the staff and the provision of pleasant and comfortable surroundings for the library user.

Personal contacts between the librarian and the borrower are of particular importance. In this respect the small library has definite advantages over the large one for relationships between librarian and readers can be easier and more natural. Friendliness, a real interest in people and problems, readiness and willingness to use the resources available are attributes of the librarian which help to establish a good rapport with the public. A person coming to the library for the first time should be welcomed and given an explanation of the arrangement of the books, the use of the catalogue, etc. It must be stressed, however, that since he may not be used to library terminology the information should be given in plain, simple words.

It is essential that the library should be inviting, clean and orderly; the librarian should form the habit of keeping everything in good order—books and magazines neatly arranged in their proper places—and at the beginning of each day the pencil dater, band dater, date guide cards, etc., should be prepared.

Various forms of publicity should be used to encourage people to use the library: talks given by librarians to adult groups and schoolchildren, exhibitions, publications (book lists, circulars giving information about the library's services, annual reports), newspaper items and articles, radio spot announcements and programmes, television programmes and special campaigns (for example, a 'Know your library' week).

Exhibitions encourage users of the library to read about a certain subject. The librarian does not try to tell people what to

think, but he has a responsibility for suggesting what they might think about, and one way he can do this is by using visual means to focus attention on significant topics. At its simplest, this may be the display of a selection of books or book covers made to look as colourful and attractive as possible. If facilities are available, more elaborate exhibitions containing other items in addition to books should be arranged. To maintain readers' interest, displays should be changed once a month or oftener.

#### READERS' ADVISORY SERVICE

On the whole there is no other institution which can give people the same help as a public library in adjusting themselves to a changing world. With his detailed personal knowledge of the library's book collection, the librarian can aid and advise the reader in his choice of books. However, advice and guidance should not be forced upon the reader but should be offered freely in a spirit of friendly co-operation. A well-informed and interested librarian can give the reader an individual educational service through the library during his whole life.

#### REFERENCE SERVICE

A small library should try to have a selected collection of useful reference works. If it has no special reading room, some separate shelves should be set aside for this purpose. People need a variety of information: they may come to the library to verify an historical date, translate a few words, find a formula, locate a place, etc. Factual information must be provided in response to such enquiries and therefore reference books must be selected with special attention to their objectivity of approach, and, whether it is large or small, the reference collection must be kept up-to-date. Although this applies particularly to laws and regulations it is also important in technical and other fields of literature. Many books in the general collection may, of course, also serve as sources of information in answering reference requests.

A small library may start with a quick reference collection comprising an encyclopaedia, an atlas, dictionaries, directories, statistical yearbooks and similar works designed to give immediate factual answers. The following groups of subjects are the most important: social and political sciences (law, publications of the government and local authorities, education, statistics), geography (maps, guide-books), philology and biography. A small selection of periodicals representative of important fields of contemporary

thought is useful. Although much of the content of periodicals is of only passing significance, there are often articles of permanent value.

A good reference collection is essential, but the librarian must also be prepared to help the reader find his way among the books and other materials. As a small library can have only a rather limited collection of reference books, the librarian must know where to obtain information from outside sources. No question is too simple to merit his consideration, since what may seem insignificant to the librarian may be of great importance to the reader. All help should be given with discretion and without an attitude of superiority.

Often the inquiries of library users are vague and the librarian must interview the reader to find out what he really wants. If the question concerns a subject unknown to the librarian and even after the interview he is uncertain how to proceed, he should consult an encyclopaedia or a general book on the subject.

The librarian must try to develop a technique not only of interviewing the reader but also of carrying out a search in the most efficient manner. If possible the search should be made while the reader is present, and his opinion should be sought. The librarian must not forget to consult the catalogues to see what is in stock, and bibliographies to see what has been published on the subject. If he should then find some titles of apparently relevant books which are not already in the library he may consider a purchase, or he may be able to borrow them from another library. In this connexion, the value of inter-library loans should be stressed.

By helping readers to use books, periodicals, etc., the librarian himself will gain valuable knowledge of the collections. He must deliberately train himself in the use of reference books, learning about their arrangement and content, illustrations, maps, etc. Extensive reading on various subjects is of vital importance for him, so that he will develop a thorough knowledge of his book stock and will be able to use it to the best advantage of his readers. He should also study professional library journals and some other important basic publications on library science, a selection of which is recommended in the bibliography.

#### ADULT PROGRAMMING

In addition to providing books for individual readers, the library should, by working with groups, play an active part in stimulating and helping to shape people's desire to learn. Films, gramophone records, radio, television, discussion groups, lectures and other means of communication are all useful in this task of informal

adult education. A small library may not be able to use them all but it should at least try out the simpler methods of presenting ideas and information in group programmes. The library should also maintain close contact with other agencies of adult education in the community, and assist them by making book resources available whenever possible.

Good documentary films have very great educational value and should be used in conjunction with books to disseminate ideas and factual knowledge. Films make a direct appeal particularly to those who are not used to learning from books; they are both instructive and stimulating and, used in a library, they offer a natural and valuable complement to the book collection. Book displays held in connexion with film showings add to the effectiveness of the film, and discussion programmes preceded by or built around the showing of a film dealing with the subject under consideration are an ideal medium for the exchange of views. These suggestions also apply to radio and television.

Gramophone records can be used in the adult education programmes of the library both for instruction and entertainment. A large number of people who cannot be reached by books may come to the library to listen to gramophone records and may, in this way, be awakened to a wider range of interests, including a new interest in the library. Among other audio-visual aids which can be used in connexion with the library's book-centred activities are tape recorders, filmstrips and reproductions of paintings.

The librarian should not miss the opportunity of inviting institutions, associations, etc., of the community to visit the library. Special attention should be paid to such visits, since the librarian then has a good chance to demonstrate the facilities of the library, and the visitors have the opportunity of asking questions. Organized groups with educational or cultural aims and interests may also be invited to hold meetings at the library, the librarian assisting them in their programmes by providing book displays connected with their activities.

#### EXTENSION SERVICE

It is now generally accepted that every member of society ought to have access to the world of books. This means that public libraries must be ready to extend their activities in various ways. In many countries systems of regional or county libraries have been organized to augment the resources of the small libraries and also to reach people who live in places where there is no library. The central library of a district may run a bookmobile service for the population in areas far from libraries; a librarian accom-



panies the bookmobile to help people select books and to give information and assistance.

If there is no possibility of organizing a bookmobile service, book-boxes may be stationed in centrally situated premises in different localities, e.g., in a local school or store, and a teacher or some other interested and responsible person may be asked to take charge of the lending service. Books may be delivered to these deposit stations by automobile, truck or other convenient means of transportation. These books should be exchanged at regular intervals, possibly every three months, by the central library. A third means of putting books at the disposal of readers in remote parts of the country is to send them to individual readers through postal services.

CHAPTER VIII  
CHILDREN'S SERVICES

Library service to children and adolescents forms a vital part of the service to readers in general. Through his contacts with youth the librarian can foster a love of reading during the formative years, thus enriching the life of the child and his later life as an adult.

**BOOK SELECTION**

While most of the statements already made concerning book selection in general apply to the special area of children's services, the importance of selecting the best books available for children needs particular emphasis. Some additional points related to book selection for children should also be stressed. The librarian must have a good knowledge of the whole field of children's literature and of the reading habits of children. He should be familiar with the programme of studies in the local schools and be informed concerning the provision of books for children by the schools. Close co-operation with the schools in the matter of book selection will eliminate unnecessary duplication of material. Since there is a shortage of good books for children in many countries, every effort must be made by the library to maintain the children's ability to read. Foreign books containing plenty of good illustrations have been used to advantage, with texts in the vernacular pasted over the original text. The public library should, of course, provide books for children of all ages, from the earliest picture-book age up to adolescence.

**READER SERVICES**

The librarian working with children should have both a knowledge of child psychology and a genuine liking for children; then, using his knowledge of children's books, he will be able to bring children and books together.

### *For individuals*

One of the primary objectives of library service to children is to develop in them the habit of using a library. Here a great deal will depend upon the relationship between the child and the librarian. The librarian should make an initial contact with each child when he registers as a library user, at which time an application form is signed by the child at the library and by one parent, either at the library or at home. If the parents visit the library, the librarian should take the opportunity to win their co-operation. In any case, he should explain the rules of the library to the child, describe what programmes are available and try to establish himself as the child's friend and adviser.

The librarian must find time to help children with their choice of books and try to understand their needs and wishes. On the other hand, attention should not be forced upon the independent child who wishes to browse and make his own choice.

If children are to make independent use of library resources, they must learn early to handle such library tools as card catalogues, encyclopaedias, etc. An imaginative librarian will be able to arouse the children's enthusiasm and encourage them to look up information for themselves. Also, through special book displays, the children's interest can be awakened in various fields of literature.

### *For groups*

Group work with children may take the form of several types of special programme. Picture book hours are planned for small children who have not yet learned to read. By reading the text to them and showing the illustrations the librarian prepares each child for the later enjoyment of reading and stimulates his imagination. The length of the programme should not outlast the children's span of interest. Older children 'graduate' from the picture book hour to the story hour, which has the additional purpose of introducing children to the folklore and legends of their own and other lands. Thus the story hour plays its part in passing on the heritage of mankind and in fostering better human understanding. The librarian should choose stories carefully, bearing in mind the age and nature of his group. He must know the stories well and present them in a suitable manner. Puppet shows are popular with children and may be used as an attractive introduction to books. The story presented through the puppet show by trained children or staff members should always be taken from a good book for children available in the library, and copies of the book should be on hand for the children to read later. Visits to the

library by school classes can be a regular feature of the co-operation which should exist between the librarian and the local teachers. Other adults working with organized groups of children should also be invited to bring their groups to the library. Every group visit must be carefully planned by the librarian so that each member of the group will find the library an inviting place to which he will wish to return. The large group of adolescent readers should not be ignored, and to keep this group interested in the library and its facilities calls for resourcefulness and imagination. Club work appeals at this age and book review clubs have proved popular.

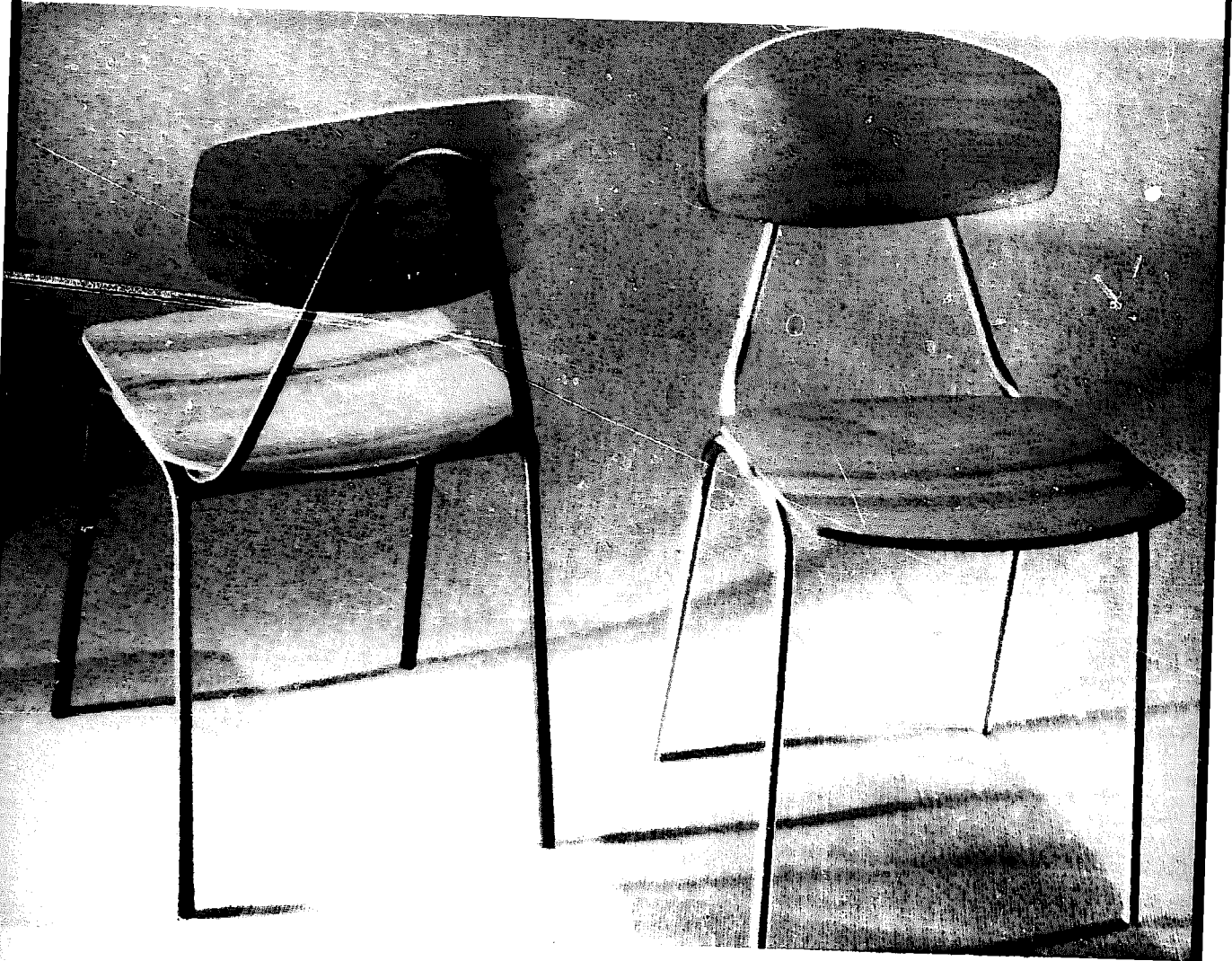
Library service to children is demanding and rewarding. Efforts made today enrich the lives of children through books and pave the way for wider adult use of the library tomorrow.

## ADMINISTRATION

Library administration includes responsibility for the management and economy of the library and the development and evaluation of its services. The administration of a public library is based on the library law of the country, under which the library must fulfil certain legal obligations. The library should, furthermore, have a local statute and regulations concerning its governing board, a definition of the area to be served, etc. Also to be drawn up, preferably by the library board, are instructions for the librarian and rules and regulations for the public.

The question of what area can best be served by a library will depend upon local circumstances. But, whether it is to be a large or a small unit, and whether the library is to be supported by funds from the local, regional or national government, or from a combination of these sources, a library board should be set up to develop adequate public library service for every citizen of the area defined. The board is responsible for the management of the library and is usually responsible to the local authorities. An important task of the board is the securing of funds for the running of the library. The board has further to rent the premises and to employ the staff, in consultation with the librarian. The responsibility for income and expenditure and supplying funds for equipment and book stock belongs also to the board. As a rule the board represents the library on official occasions. The board employs a librarian who is in charge of the administration of the library and is responsible to the board. This means that the board determines the general policy of administration, while the librarian is responsible for its execution. Close collaboration between the board and the librarian is a necessary condition for the development of the library, and to this end it is advisable for the librarian to act as the secretary of the board. He can thus follow the debates, present his views on the issues involved, and have an opportunity to report on the daily work of the library.

The planning of the budget involves the preparation of an estimate—based on past experience and future prospects—of revenue and proposed expenditures for a given period, usually a



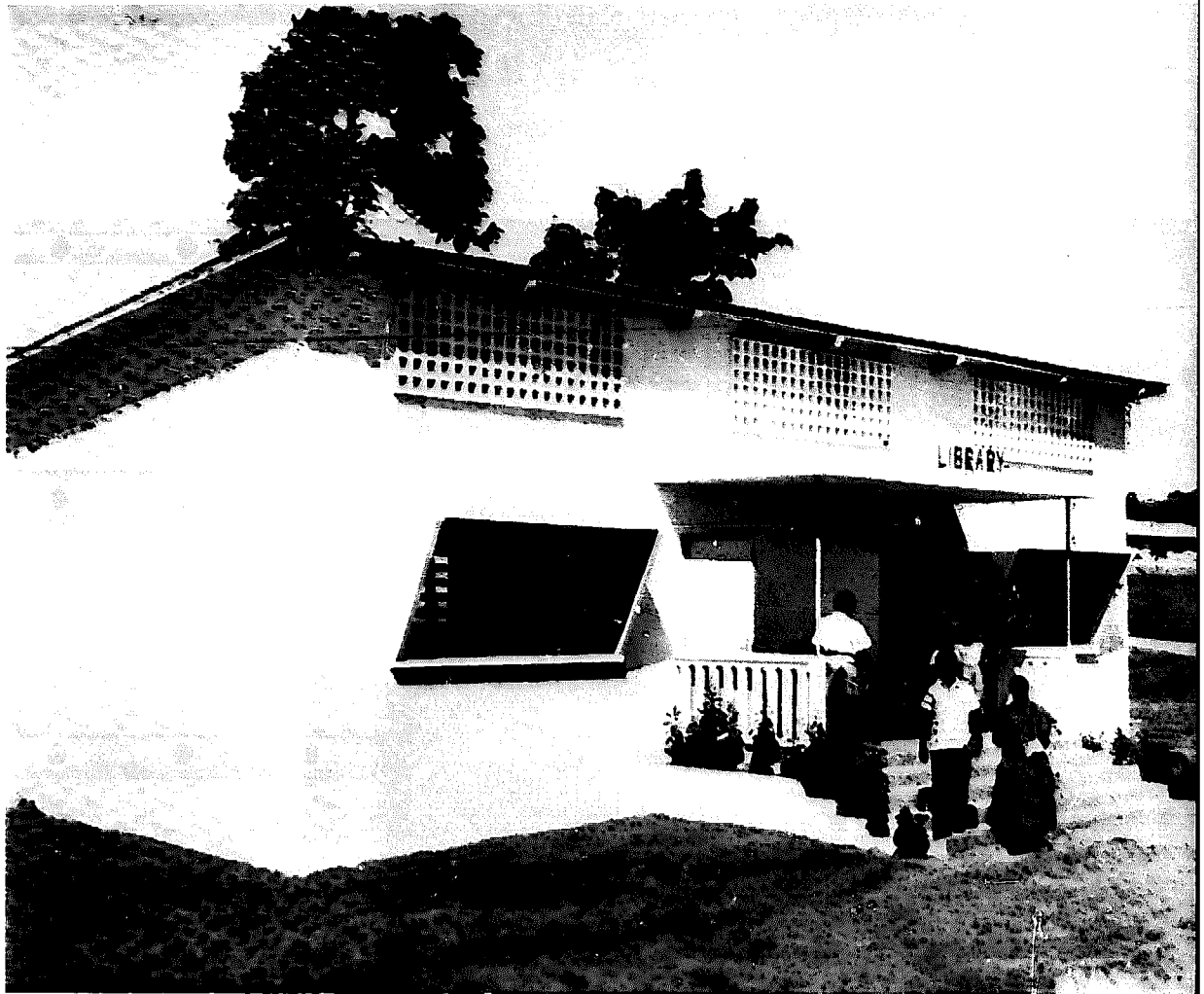
Sweden

v. Simple but comfortable library chairs.



Biblioteca Domingo Faustino Sarmiento, Caja de Ahorro Postal, Buenos Aires.

VI. Readers consult the dictionary catalogue.



Branch Library, Ghana Library Board, Ghana

vii. A small modern public library for a tropical region.





Swedish Public library

viii. An agreeable, well-lighted library interior.

year. The budget system will vary according to local practice, but the general tendency is to group a number of small items under a few main headings, such as 'salaries', 'books and binding', and 'other operating expenses'. No universally applicable rules can be laid down as to the proportion of the budget to be allotted under each heading, but common practice offers some guidance.

In large libraries a major part of the budget is spent on salaries. In small libraries, however, where untrained personnel are employed, a smaller proportion may be allotted for this purpose. The most important item of the annual budget estimates is 'books and binding'. The service rendered by the library will be in direct proportion to the funds provided under this item. The other main headings of the budget will include furniture and fittings, rental of quarters and maintenance of grounds, and miscellaneous expenditures. The librarian should draw up the budget proposals and present them to the board for approval. The final decision lies with the local and/or regional or national governmental authorities.

It is impossible to lay down any general standard for the size of staff. In some situations a number of part-time volunteer workers may be needed, and in others, at least one full-time librarian and several clerical workers. The librarian in the small library must be able to handle many different services with some degree of competence. However, where possible, it is preferable to assign to clerical workers the more routine tasks, thus freeing the librarian for direct work with the readers.

In some countries much of the technical work for libraries is undertaken by a central body established for the purpose. Examples of such centralized technical services are classifying and cataloguing (including the supply of printed cards), collective binding, preparation of standard catalogues and selective booklists, provision of furniture and equipment, etc. A centralized agency of this kind saves money for the library and time for the librarian. If the librarian is relieved of such routine work, he will have more time for his most important task—bringing books and readers together. If services of this kind are available, small libraries would be well advised to use them.

To measure the quantity of the work performed in a library various records must be kept. Figures give a more accurate account of the scope of an activity than lengthy descriptions, and statistical evidence of work performed is obviously a more convenient way of presenting information to busy people. However, only statistics of real use should be kept and elaborate analyses are to be avoided. For example, it is important to show the increase in the number of books issued since this may point to the need for

| Date  | Adult   |             | Total | Children | Grand total |
|-------|---------|-------------|-------|----------|-------------|
|       | Fiction | Non fiction |       |          |             |
| 1     |         |             |       |          |             |
| 2     |         |             |       |          |             |
| 3     |         |             |       |          |             |
| 4     |         |             |       |          |             |
| 5     |         |             |       |          |             |
| 6     |         |             |       |          |             |
| 7     |         |             |       |          |             |
| 8     |         |             |       |          |             |
| 9     |         |             |       |          |             |
| 10    |         |             |       |          |             |
| 11    |         |             |       |          |             |
| 12    |         |             |       |          |             |
| 13    |         |             |       |          |             |
| 14    |         |             |       |          |             |
| 15    |         |             |       |          |             |
| 16    |         |             |       |          |             |
| 17    |         |             |       |          |             |
| 18    |         |             |       |          |             |
| 19    |         |             |       |          |             |
| 20    |         |             |       |          |             |
| 21    |         |             |       |          |             |
| 22    |         |             |       |          |             |
| 23    |         |             |       |          |             |
| 24    |         |             |       |          |             |
| 25    |         |             |       |          |             |
| 26    |         |             |       |          |             |
| 27    |         |             |       |          |             |
| 28    |         |             |       |          |             |
| 29    |         |             |       |          |             |
| 30    |         |             |       |          |             |
| 31    |         |             |       |          |             |
| Total |         |             |       |          |             |

Fig. 15. Daily record of issues.

more books or more staff. A sample of a record that could be used both for daily circulation and for monthly and annual statistics is shown in figure 15.

At the end of the year the statistics are compiled and recorded in the annual report. This is a written survey of the activities of the library during the past year, with accompanying statistics. The report usually covers the following items: Names and occupations of the persons on the board and the name(s) of the librarian(s); Address of the library and hours and days of opening; Total stock, number of books accessioned and discarded; Number of books issued; Number of registered readers; Income and expenditures; Co-operation with other educational institutions; Special events during the year.

The annual statistics provide a nucleus around which an interesting account of the year's activities can be written. The figures should not, as a rule, be incorporated in commentaries but are best presented in tabular form. If it is too expensive to

print the annual report, it may be mimeographed, typed or handwritten. The important thing is to present a survey of the work of the library during a given period, with evidence of changes and improvements.

## BUILDING AND EQUIPMENT

## PLANNING

In the planning of library buildings careful attention should be given to the functions of the library, both present and prospective, and to the type of community to be served. The library should be planned as a social agency rather than as a mere storehouse for books. The site should be chosen with great care, and above all, it should be centrally situated within the area it serves. The premises should be at street level, with an easy approach and preferably with a window facing the street, so that the activity inside will attract passers-by.

Planning library premises involves, of course, the provision of space for books, readers, staff and for various administrative and other purposes. Space should be planned so as to be easily supervised and to contribute to efficiency and comfort. There should be as few permanent walls and partitions as possible to allow for easy rearrangement in order to meet new needs and conditions. The area intended for the public may consist of only one large room, divided for the various functions by the arrangement of the shelves, which—when the circumstances so demand—can be rearranged without costly alterations. Since a library should be the least formal of official institutions, an unconventional design is a great help in creating the atmosphere of friendliness without which the library will be no more than an establishment for book distribution.

The public service area should be planned for complete supervision and service by the fewest possible attendants. Thus, it is desirable that there be common charging and information desks for all departments; in the small library this means that readers of different age levels are served at the same desk. If there are cloakrooms and similar rooms, they should also be so situated that they can be supervised from the central service point.

In addition to the public space, the small library needs a special workroom for the staff and a storeroom for books and materials. A combined workroom and storeroom is often an acceptable

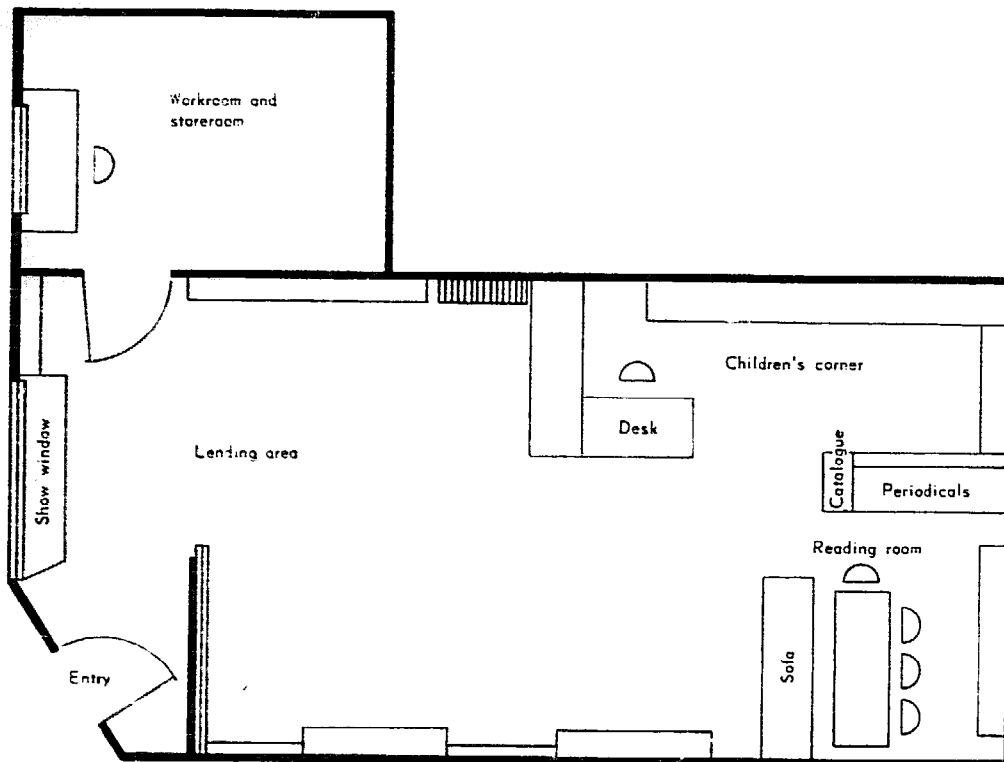


Fig. 16. Plan of a small public library.

solution. If possible the whole library should be on the same floor.

It is very difficult to set general standards, since in planning premises for small public libraries available resources must always be taken into consideration. It may often be necessary also to use and adapt the best quarters to be found, perhaps in an unused building or in a suitable room of a school or a government building (fig. 16). Every effort should be made, in such cases, to ensure that the building is sound and that it gives suitable protection to the book collection.

Special climatic conditions must, of course, be taken into consideration in planning and operating a library. In tropical areas the builder must have precise information about the direction of the prevailing winds and those which bring dust and sand, or humidity and corrosive sea air, in order to provide for the comfort of library staff and users and the protection of the book collection. The librarian must know how to preserve books, furniture and equipment against the damage caused by the tropical climate. Protective measures must also be taken against book-worms, termites, cockroaches and other insects.

The interior decoration of a library should set a note of informality, particularly in the one-room library where the atmosphere of a 'family' library rather than an institutional atmosphere should

be created. The colours should be pleasing and the lighting adequate, and a piece of decorative art or a wall painting might add further attraction. Even the simplest library, if it is friendly and functional, will have the proper atmosphere.

#### EQUIPMENT

As every inch of space must be utilized in a small library, it is recommended that book cases for adults have six shelves. With a

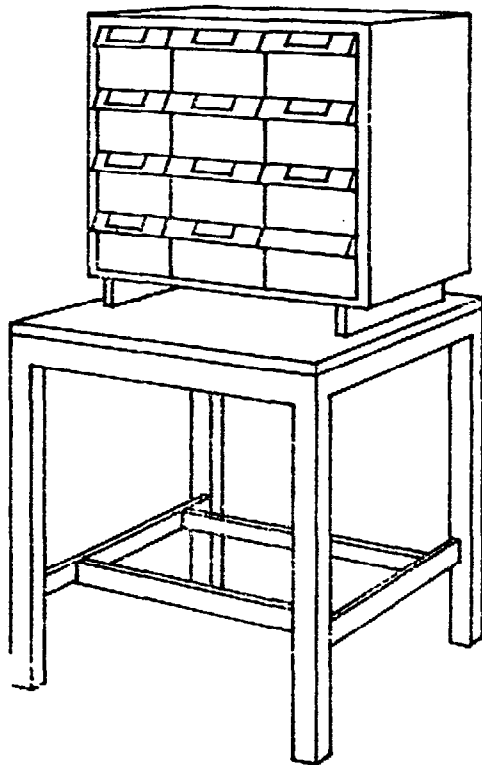


Fig. 17. Catalogue cabinet and table.

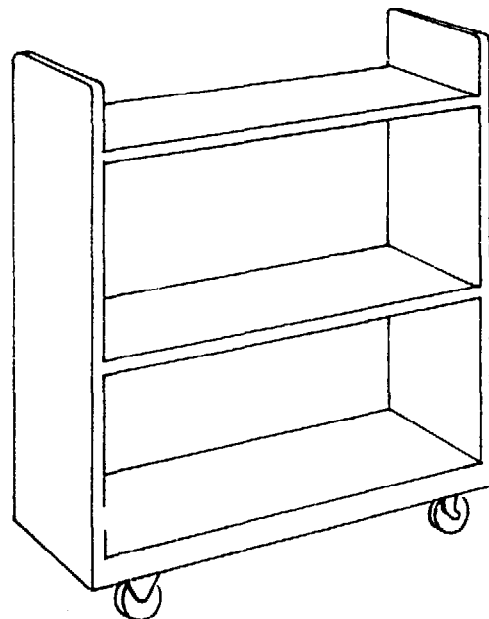


Fig. 18. Truck for carrying books.

shelf spacing of  $10\frac{1}{2}$ " , the bottom shelf being placed at 10" to 12" from the floor, the height will be about 84". This brings the top shelf within reach of the reader. There is room for thirty to thirty-five books on each shelf with some space for additions, so that the capacity of the whole bookcase is about two hundred books. Metal shelves for the average book should be 40" long (less in wood) and 8" deep. Wooden shelves for reference books should be approximately 32" long, the vertical shelf spacing 12", the depth 10" (for oversized books even  $11\frac{1}{2}$ "). Since non-fiction books are of different heights, shelves for non-fiction should be adjustable, i.e., the distance between the shelves can be changed by moving them up

or down. Bookcases for children should be about 64" high which allows for five shelves spaced 10" apart, the bottom shelf being placed at about 10" from the floor. The recommended length and depth of the shelves are the same as mentioned above for adults.

Other common library equipment is shown in figures 17-19.

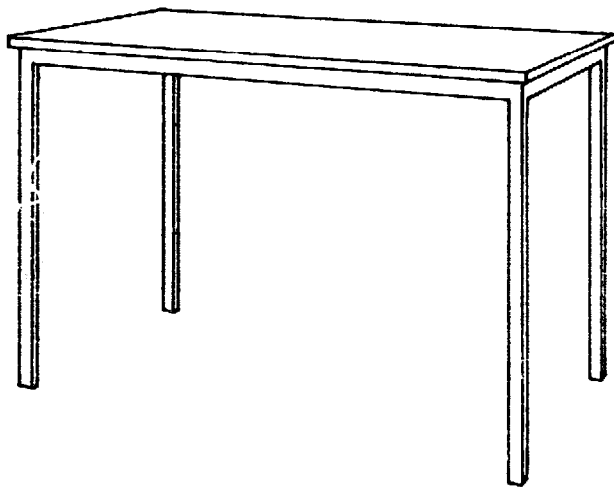


Fig. 19. Library table.

#### SHARING OF QUARTERS

It may be convenient to house the public library in the local school if it has a good location, but in such a case the library must have a direct entrance from the street and should not be placed in the middle of the building. It has been found practical to use the same room for a school library and for a children's room of the public library; the advantages of such an arrangement are obvious. If the public library can be planned as an integral part of the school building, this considerably reduces expense. The library room or rooms used in common by the school and the library can be open to the school children in the morning and to all children of the community in the afternoon. The nucleus of the book stock may be the same, and either one person acts as both school and public librarian or the two librarians co-operate. The desirability of a close relationship between the public library and the school library is also a strong argument in support of such an arrangement.



CONDENSED DEWEY DECIMAL  
CLASSIFICATION<sup>1</sup>

|     |  |
|-----|--|
| 000 | <b>GENERAL WORKS</b>   |
| 010 | Bibliography   |
| 020 | Library science  |
| 030 | General encyclopaedias                                       |
| 050 | General periodicals  |
| 070 | Newspapers, journalism                                       |
| 080 | Collected works  |
| 100 | <b>PHILOSOPHY</b>  |
| 150 | General psychology (Study of human behaviour)                |
| 170 | Ethics (Science of moral values of human life)               |
| 180 | Ancient and mediaeval philosophy                             |
| 190 | Modern philosophy  |
| 200 | <b>RELIGION</b>  |
| 220 | Bible  |
| 230 | Theology   |
| 260 | Christian church   |
| 266 | Missions   |
| 270 | Christian church history                                     |
| 280 | Christian churches and sects                                 |
| 290 | Other religions (Non-Christian)                              |
| 291 | Comparative religion and mythology                           |
| 300 | <b>SOCIAL SCIENCES</b>                                       |
| 301 | Sociology (Study of human relations)                         |
| 310 | Statistics   |
| 320 | Political science (Politics, citizenship, foreign relations) |
| 330 | Economics (Production, distribution, consumption of wealth)  |
| 331 | Labour economics   |
| 332 | Financial economics  |
| 334 | Co-operation and co-operatives                               |
| 335 | Economic ideologies  |
| 336 | Public finance, taxation                                     |
| 340 | Law  |

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|     |   |
|-----|---|
| 341 | International law (Law of nations, United Nations)                          |
| 350 | Public administration (Executive branch of government)                      |
| 355 | Military science  |
| 360 | Social welfare  |
|     | Including private and public services                                       |
| 366 | Associations  |
| 368 | Insurance   |
| 370 | Education   |
| 372 | Elementary education  |
| 373 | Secondary education   |
| 374 | Adult education   |
| 378 | Higher education  |
| 380 | Commerce, communication, transportation                                     |
| 381 | Internal commerce   |
| 382 | External commerce   |
| 383 | Postal communication, stamps  |
| 384 | Telecommunication   |
| 385 | Railroad transportation   |
| 386 | Waterways   |
| 387 | Ocean and air transport   |
| 388 | Road and urban transportation   |
| 390 | Customs and folklore  |
| 400 | <b>LANGUAGE</b>   |
| 420 | English   |
| 430 | German  |
| 439 | Other Germanic languages  |
| .3  | Dutch, Flemish, Afrikaans   |
| .7  | Swedish   |
| .8  | Danish and Norwegian  |
| 440 | French  |
| 449 | Provençal and Catalan   |
| 450 | Italian   |
| 459 | Rumanian and Rhaeto-Romance languages                                       |
| 460 | Spanish   |
| 469 | Portuguese and Galician   |
| 470 | Latin   |
| 480 | Greek   |
| 490 | Other languages   |
|     | Including Oriental languages  |
| 491 | Other Indo-European languages   |
| .4  | Modern Indic languages  |
| .5  | Iranian and Armenian languages (Old and modern<br>Persian, Pashto, etc.)    |
| .6  | Celtic languages  |
| .7  | Russian   |
| .8  | Other Slavic languages (Bulgarian, Czech, Polish, Serbo-<br>Croatian, etc.) |
| .9  | Baltic languages  |
| 492 | Semitic and Hamito-Semitic languages  |
| .4  | Hebrew  |

|        |  |
|--------|--|
| 492-49 | Yiddish  |
| .7     | Arabic   |
| 493    | Hamitic languages  |
| 494    | Finno-Ugric (Finnish and Hungarian) and other linguistic groups                  |
| 495    | Far-Eastern languages (Chinese, Japanese, Thai, Burmese, etc.)                   |
| 496    | African languages (Hottentot, Bushman, Bantu, etc.)                              |
| 497    | North American Indian languages  |
| 498    | South American Indian languages  |
| 499    | Austronesian (Papuan, Malayan, Polynesian, Melanesian, etc.) and other languages |

500 **PURE SCIENCE**

|     |                                |
|-----|--------------------------------|
| 510 | Mathematics                    |
| 520 | Astronomy and allied sciences  |
| 530 | Physics                        |
| 540 | Chemistry                      |
| 550 | Earth sciences                 |
|     | Including geology              |
| 560 | Prehistoric plants and animals |
| 570 | Biology, anthropology          |
| 580 | Botany (Plant life)            |
| 590 | Zoology (Animal life)          |
| 592 | Invertebrates                  |
| 596 | Vertebrates                    |
| 597 | Fishes                         |
| 598 | Reptiles and birds             |
| 599 | Mammals                        |

600 **TECHNOLOGY (APPLIED SCIENCE)**

|     |   |
|-----|---|
| 610 | Medical sciences  |
| 611 | Human anatomy   |
| 612 | Human physiology  |
| 613 | Hygiene   |
| 614 | Public health and other public aspects of medicine                        |
| 620 | Engineering   |
| 621 | Mechanical engineering  |
| .3  | Electrical engineering  |
| 622 | Mining engineering  |
| 623 | Military and naval engineering  |
| 624 | Civil engineering   |
| 625 | Railroad and road engineering   |
| 627 | Hydraulic engineering   |
| 628 | Sanitary and municipal engineering  |
| 629 | Other branches of engineering (Aeronautics, motor vehicles, astronautics) |
| 630 | Agriculture   |
|     | Including rural life  |
| 631 | The farm and farmstead  |
| 632 | Plant injuries and diseases   |

- 633 Crops
- 634 Fruits, orchards, vineyards, forestry
- 635 Gardening (Horticulture)
- 636 Livestock and domestic animals
- 637 Dairy industry
- 638 Insects and other useful invertebrates (Bees, silk worms)
- 639 Hunting and fishing industries  
*For Hunting and fishing as sport, see 799*
- 640 Home economics
- 641 Food
- 643 Home planning
- 646 Clothing
- 647 Household management
- 649 Child care
- 650 Business
- 652 Writing
- 653 Shorthand
- 655 Printing, publishing, bookbinding
- 657 Accounting
- 658 Business and industrial management
- 660 Chemical technology (Industrial chemistry)
- 664 Food technology
- 665-5 Petroleum technology
- 669 Metallurgy
- 670 Manufactures
- 680 Mechanic trade, amateur workshop
- 690 Building construction
  
- 700 **THE ARTS**
- 720 Architecture
- 730 Sculpture
- 737 Numismatics
- 738 Ceramic arts
- 740 Drawing and decorative arts
- 750 Painting
- 760 Prints and print making
- 770 Photography
- 780 Music
- 784 Vocal music
- 790 Recreation, hobbies
- 791 Public entertainment  
Including amusement parks, circus, marionettes, motion picture, radio, television
- 792 Theatre, ballet
- 793 Indoor games and amusements  
Including parties, riddles, contests, tricks, magic, games and dances, chess, checkers, bowling
- 796 Athletic and outdoor sports and games
- 799 Fishing, hunting, shooting

|     |   |
|-----|---|
| 800 | <b>LITERATURE</b>   |
| 809 | History and criticism of literature   |
| 810 | American (United States) literature in English  |
| 820 | Literature of English language  |
| 830 | Literature of German language   |
| 839 | Literatures of other Germanic languages   |
| .3  | Literatures of Netherlands languages<br>Including literatures of Dutch, Flemish, Afrikaans<br>languages   |
| .7  | Literature of Swedish language  |
| .8  | Literatures of Danish and Norwegian languages   |
| 840 | Literature of French language   |
| 849 | Literatures of Provençal and Catalan languages  |
| 850 | Literature of Italian language  |
| 859 | Literatures of Rumanian and Rhaeto-Romance languages  |
| 860 | Literature of Spanish language  |
| 869 | Literatures of Portuguese and Galician languages  |
| 870 | Literature of Latin language  |
| 880 | Literature of Greek language  |
| 890 | Literatures of other languages<br>Including literatures of Oriental languages   |
| 891 | Literatures of other Indo-European languages<br>Divide like 491, e.g., literature of Russian language 891.7   |
| 892 | Literatures of Semitic and Hamito-Semitic languages<br>Divide like 492, e.g., literature of Yiddish language 892.49   |
| 893 | Literatures of Hamitic languages  |
| 894 | Literatures of Finno-Ugric and other linguistic groups  |
| 895 | Literatures of Far Eastern languages  |
| 896 | Literatures of African languages  |
| 897 | Literatures of North American Indian languages  |
| 898 | Literatures of South American Indian languages  |
| 899 | Literatures of Austronesian and other languages   |
| 900 | <b>HISTORY, GEOGRAPHY, BIOGRAPHY</b>  |
| 900 | History in general. World history   |
| 910 | Geography, travels, description of places<br>For all continents and countries use number as indicated<br>in history series, inserting the figure 1, e.g. 914.4 France;<br>918.6 Colombia  |
| .3  | Dictionaries and gazetteers   |
| .4  | Travel and adventure  |
| 912 | Atlases and maps  |
| 913 | Antiquities and archaeology   |
| 920 | Biography<br>Including autobiographies, diaries, personal narratives,<br>portraits, correspondence.<br>All biographies may be placed under the class mark 920,<br>together with the first three letters of the surname of the per-<br>son written about, e.g. 920.Nel for a life of Nelson. |
| 930 | Ancient history                      Nel  |
| 931 | China to A.D. 420   |

|     |  |
|-----|--|
| 932 | Egypt to c. A.D. 640                                   |
| 933 | Judea to A.D. 70                                       |
| 934 | India to c. A.D. 650                                   |
| 935 | Median, Persian, Assyro-Babylonian Empires             |
| 936 | Ancient European tribes                                |
| 937 | Rome to A.D. 476                                       |
| 938 | Greece to A.D. 323                                     |
| 939 | Other civilizations of the Mediterranean Basin         |
| 940 | Europe   |
| 941 | Scotland   |
| .5  | Ireland  |
| .6  | Ulster (Northern Ireland)                              |
| 942 | England  |
| .9  | Wales  |
| 943 | Germany  |
|     | Including Federal Republic, German Democratic Republic |
| .6  | Austria  |
| .7  | Czechoslovakia   |
| .8  | Poland   |
| .9  | Hungary  |
| 944 | France   |
| 945 | Italy  |
| 946 | Spain  |
| .9  | Portugal   |
| 947 | Union of Soviet Socialist Republics (Russia)           |
| .1  | Finland  |
| 948 | Scandinavia  |
| .1  | Norway   |
| .5  | Sweden   |
| .9  | Denmark  |
| 949 | Other areas of Europe                                  |
| .1  | Iceland  |
| .2  | Netherlands  |
| .3  | Belgium  |
| .35 | Luxembourg   |
| .4  | Switzerland  |
| .5  | Greece   |
| .6  | Balkan States  |
| .65 | Albania  |
| .7  | Yugoslavia   |
| .77 | Bulgaria   |
| .8  | Rumania  |
| .9  | Islands of the Aegean Sea                              |
| 950 | Asia   |
| 951 | China  |
|     | Including People's Republic                            |
| .24 | Taiwan (Formosa)                                       |
| .9  | Korea  |
| 952 | Japan  |
| 953 | Arabian Peninsula                                      |

|       |   |
|-------|---|
| 954   | India   |
| .89   | Ceylon  |
| .91   | Pakistan                                      |
| .96   | Nepal   |
| 955   | Iran (Persia)                                 |
| 956   | Near East (Middle East)                       |
| .1    | Turkey  |
| .4    | Cyprus  |
| .6    | Armenia and Kurdistan                         |
| .7    | Iraq  |
| 956.9 | Eastern Mediterranean                         |
| .91   | Syria   |
| .92   | Lebanon                                       |
| .93   | Jews (History of Jews since their dispersion) |
| .94   | Israel  |
| .95   | Jordan (Transjordan, Transjordanian)          |
| 957   | Siberia, U.S.S.R. in Asia                     |
| 958   | Central Asia                                  |
| .1    | Afghanistan                                   |
| .4    | West Turkestan (Soviet Central Asia)          |
| 959   | South-East Asia                               |
| .1    | Burma   |
| .3    | Thailand (Siam)                               |
| .4    | Laos  |
| .5    | Malaya  |
|       | Including Singapore                           |
| .6    | Cambodia                                      |
| .7    | Viet-Nam                                      |
| 960   | Africa  |
| 961   | North Africa                                  |
| .1    | Tunisia                                       |
| .2    | Libya   |
| 962   | U.A.R. (Egypt)                                |
| .4    | Sudan   |
| 963   | Ethiopia (Abyssinia)                          |
| 964   | Morocco                                       |
| 965   | Algeria                                       |
| 966   | West Africa and offshore islands              |
| .1    | Mauritania                                    |
| .2    | Mali  |
| .25   | Upper Volta                                   |
| .26   | Niger   |
| .3    | Senegal                                       |
| .4    | Sierra Leone                                  |
| .5    | Upper Guinea area                             |
| .51   | Gambia  |
| .52   | Guinea Republic                               |
| .57   | Portuguese Guinea                             |
| .58   | Cape Verde Islands                            |
| 966.6 | Liberia                                       |
| .68   | Ivory Coast                                   |

|       |                                      |
|-------|--------------------------------------|
| 966.7 | Ghana                                |
| .8    | Dahomey                              |
| .81   | Togo                                 |
| .9    | Nigeria                              |
| .99   | Islands of the Gulf of Guinea        |
| 967   | Central Africa and offshore islands  |
| .1    | Lower Guinea area                    |
| .11   | Cameroon                             |
| .18   | Rio Muni                             |
| .2    | Gabon and Congo                      |
| .21   | Gabon                                |
| .24   | Congo (Middle Congo)                 |
| .3    | Angola                               |
| .31   | Cabinda                              |
| .4    | Central African Republic and Chad    |
| .41   | Central African Republic             |
| .43   | Chad                                 |
| .5    | Congo (Former Belgian Congo)         |
| .57   | Rwanda and Burundi                   |
| .6    | Uganda and Kenya                     |
| .61   | Uganda                               |
| .62   | Kenya                                |
| .7    | Somaliland and Socotra               |
| .71   | French Somaliland                    |
| .72   | Socotra                              |
| .73   | Somalia                              |
| .8    | Zanzibar and Tanganyika              |
| .81   | Zanzibar and adjacent islands        |
| .82   | Tanganyika                           |
| .9    | Mozambique                           |
| 968   | South Africa                         |
|       | Class here Republic of South Africa  |
| .1    | Bechuanaland Protectorate            |
| .3    | Swaziland                            |
| .6    | Basutoland                           |
| .8    | South-West Africa                    |
| .9    | Federation of Rhodesia and Nyasaland |
| 969   | South Indian Ocean islands           |
| .1    | Madagascar (Malagasy Republic)       |
| .4    | Islands north of Madagascar          |
| .5    | Amirantes                            |
| .6    | Seychelles                           |
| .7    | Chagos Islands                       |
| .8    | Mascarene Islands                    |
| .81   | Reunion                              |
| .82   | Mauritius                            |
| .9    | Isolated islands                     |
| 970   | North America                        |
| 971   | Canada                               |
| 972   | Mexico                               |
| .8    | Central America                      |



|        |                                    |
|--------|------------------------------------|
| 972.81 | Guatemala                          |
| .82    | British Honduras (Belize)          |
| .83    | Honduras                           |
| .84    | El Salvador                        |
| .85    | Nicaragua                          |
| .86    | Costa Rica                         |
| .9     | West Indies (Antilles)             |
| .91    | Cuba                               |
| .92    | Jamaica                            |
| .93    | Dominican Republic                 |
| .94    | Haiti                              |
| .95    | Puerto Rico                        |
| .96    | Bahamas                            |
| .97    | Lesser Antilles (Caribbees)        |
| .98    | Windward Islands                   |
| .99    | Bermuda                            |
| 973    | United States                      |
| 980    | South America                      |
| 981    | Brazil                             |
| 982    | Argentina                          |
| 983    | Chile                              |
| 984    | Bolivia                            |
| 985    | Peru                               |
| 986    | Colombia                           |
| .2     | Panama                             |
| .6     | Ecuador                            |
| 987    | Venezuela                          |
| 988    | Guiana                             |
| 989    | Paraguay                           |
| .5     | Uruguay                            |
| 990    | Pacific Ocean Islands, Australasia |
| 991    | Indonesia                          |
| .4     | Philippine Islands                 |
| 992    | Sunda Islands                      |
| 993    | Melanesia                          |
| .1     | New Zealand                        |
| 994    | Australia                          |
| 995    | New Guinea (Papua)                 |
| 996    | Polynesia and Micronesia           |
| .9     | Hawaiian Islands                   |
| 997    | Atlantic Ocean Islands             |
| 998    | Arctic Regions                     |
| .2     | Greenland                          |
| 999    | Antarctic Regions                  |

APPENDIX II

SHORT LIST OF SUBJECT HEADINGS

Below is a selection of subject headings useful for the small public library. Omitted are personal and geographical names with the exception of 'France' where common subdivisions are shown. For other countries, subdivide as for 'France'.

- |                                |                             |                            |
|--------------------------------|-----------------------------|----------------------------|
| Accountancy                    | Art, Decorative             | Blood                      |
| Administration                 | <i>see also</i> Embroidery; | Boats and boating          |
| Adult education                | Furniture; Needle-          | Bookbinding                |
| <i>see</i> Education, Adult    | work; Pottery.              | Books                      |
| Adventure and adven-           | Artists                     | Botany                     |
| turers                         | Associations                | Building                   |
| <i>see also</i> Discoveries    | Astrology                   | Business                   |
| (in geography); Ex-            | <i>see also</i> Occult sci- | Butterflies                |
| plorers; Voyages and           | ces                         |                            |
| travels.                       | Astronautics                | Cancer                     |
| Advertising                    | Astronomy                   | Canning and preserving     |
| <i>see</i> Publicity           | Atlases                     | Capitalism                 |
| Aeronautics                    | Atoms                       | Carpentry                  |
| <i>see also</i> Rockets (Aero- | Authors                     | Catholic Church            |
| navics)                        | Autobiographies             | Cats                       |
| Agriculture                    | Automation                  | Cattle                     |
| Air conditioning               | Automobile driving          | Census                     |
| Airplanes                      | Automobile engineering      | <i>see also</i> Statistics |
| Airports                       | Automobiles                 | Ceramic arts               |
| Amusements                     |                             | Charities                  |
| Anatomy                        | Bacteriology                | Chemical engineering       |
| Animals                        | Ballet                      | Chemistry                  |
| Animals, Domestic              | Banks and banking           | Chess                      |
| Animals, Extinct               | Beauty, Personal            | Child psychology           |
| <i>see</i> Palaeontology       | Bible                       | Child welfare              |
| Anthropology                   | Bibliography                | Children                   |
| Aquariums                      | Bicycles and bicycling      | Children—Care and          |
| Archaeology                    | Biochemistry                | hygiene                    |
| Architecture                   | Biography                   | Christianity               |
| Archives                       | Biology                     | Christmas                  |
| Arithmetic                     | Birds                       | City planning              |
| Arms and armour                | Birth control               | Civil engineering          |
| Art                            | Blind                       | Civilization               |

|                                   |                                 |                              |
|-----------------------------------|---------------------------------|------------------------------|
| Climate                           | Embroidery                      | France—Geography             |
| Clocks and watches                | Emigration                      | France—Geology               |
| Clothing and dress                | Encyclopaedias                  | France—Government            |
| Coins                             | Engineering                     | France—History               |
| Colour                            | Engines                         | France—Industries            |
| Commerce                          | Engraving                       | France—Politics              |
| Communication                     | Entertaining                    | France—Population            |
| Communism                         | Ethics                          | France—Social conditions     |
| Community centres                 | Ethnology                       | France—Statistics            |
| Cookery                           | Evolution                       | France—Travel                |
| Co-operation                      | Explorers                       | French language              |
| Cotton                            | Explosives                      | French literature            |
| Crime and criminals               | Extinct animals                 | Fruit                        |
| Culture                           | <i>see</i> Palaeontology        | Fuel                         |
| Customs, Social                   |                                 | Fur                          |
|                                   | Fables                          | Furniture                    |
| Dairy industry                    | Fabrics                         |                              |
| Dancing                           | <i>see</i> Textile industry     | Games                        |
| Decoration and ornament           | and fabrics                     | Gardening                    |
| Delinquency                       | Factory management              | Gems                         |
| Democracy                         | Fairy tales                     | Genealogy                    |
| Dentistry                         | Family                          | Genetics                     |
| Dictionaries                      | Farming                         | Geography                    |
| Dietetics                         | Fashion                         | Geology                      |
| Directories                       | Fertilizers and manures         | Glass                        |
| Discoveries (in Geography)        | Films                           | God                          |
| <i>see also</i> Explorers;        | Finance                         | Gold                         |
| Scientific expeditions;           | First aid in illness and injury | Government                   |
| Voyages and travels.              | Fisheries                       | <i>see</i> Political science |
| Drama                             | Fishes                          | Guided missiles              |
| Drawing                           | Fishing                         | Guns                         |
| Dreams                            | Flags                           | <i>see</i> Arms and armour   |
| Drugs                             | Flowers                         |                              |
| Dyes and dyeing                   | Folklore                        | Handicrafts                  |
|                                   | <i>see also</i> Fairy tales     | Health                       |
| Earth                             | Food                            | Heating                      |
| Economics                         | Football                        | Herbs                        |
| Education                         | Forests and forestry            | Heredity                     |
| Education, Adult                  | Fossils                         | Highways                     |
| Education, Higher                 | <i>see</i> Palaeontology        | <i>see</i> Roads             |
| Education, Primary                | France                          | History                      |
| Education, Secondary              | France—Archaeology              | Hobbies                      |
| Education, Vocational             | France—Civilization             | Home economics               |
| Elections                         | France—Commerce                 | Horses                       |
| Electric apparatus and appliances | France—Constitution             | Horticulture                 |
| Electrical engineering            | France—Directories              | Hospitals                    |
| Electricity                       | France—Economic conditions      | Hotels                       |
| Electronics                       | France—Education                | Household appliances         |
|                                   | France—Foreign policy           | Household pests              |
|                                   |                                 | Houses                       |

Housing  
 Hunting  
 Hydraulic engineering  
   *see also* Irrigation  
 Hygiene  
 Hypnotism  
  
 Illiteracy  
 Incubators  
   *see also* Poultry  
 Indexes  
 Industrial management  
 Industry  
 Infantile paralysis  
   *see* Poliomyelitis  
 Infants  
 Infectious diseases  
 Insanity  
 Insects  
 Insurance  
 Intelligence  
 Interior decoration  
 International law  
 International relations  
 Inventions  
 Inventors  
 Iron  
 Irrigation  
 Ivory  
  
 Jazz  
 Jesus Christ  
 Jet propulsion  
 Jewelry  
 Journalism  
   *see also* Newspapers  
 Juvenile delinquency  
  
 Kindergarten  
 Kings and rulers  
 Knitting  
  
 Labour and labouring  
   classes  
 Labour laws and legis-  
   lation  
 Labour unions  
   *see* Trade unions  
 Land  
 Language and lan-  
   guages  
  
 Law  
 Leadership  
 Letters  
 Libraries  
 Library science  
 Literature  
 Literature—History and  
   criticism  
 Livestock  
 Local government  
 Logic  
  
 Machinery  
 Magic  
 Magnetism  
 Mammals  
 Man  
 Manners and customs  
 Manufactures  
 Maps  
 Marine engineering  
 Marketing  
 Marriage  
 Mathematics  
 Mechanical engineer-  
   ing  
 Mechanics  
 Medicine  
 Metal work  
 Metallurgy  
 Meteorology  
 Military art and science  
 Military engineering  
 Mineralogy  
 Mining  
 Missions  
 Motion pictures  
 Motor vehicles  
 Motors  
   *see* Engines  
 Municipal engineering  
 Music  
 Mythology  
  
 Narcotics  
 Nationalism  
 Natural history  
 Naval art and sciences  
 Naval engineering  
 Navigation  
 Needlework  
  
 Nervous system  
 Newspapers  
   *see also* Journalism  
 Nuclear physics  
 Nurses and nursing  
 Nutrition  
  
 Occult sciences  
 Oils and fats  
 Old age  
 Opera  
 Optics  
 Ornithology  
   *see* Birds  
  
 Painters  
 Painting  
 Palaeontology  
 Paper  
 Parasites  
 Patents  
 Peace  
 Periodicals  
 Personnel management  
 Petroleum  
 Pets  
 Pharmacology  
 Philately  
 Philology  
 Philosophy  
 Phonetics  
 Photography  
 Physics  
 Physiology  
 Planets  
 Plant diseases  
 Plants  
 Plastics  
 Plumbing  
 Poetry  
 Poisons  
 Poliomyelitis  
 Political science  
 Population  
 Ports  
 Postal communication  
 Pottery  
 Poultry  
 Power (Mechanics)  
 Printing  
 Professional education

|                       |                                 |                                |
|-----------------------|---------------------------------|--------------------------------|
| Propaganda            | Sanitation                      | Theatre                        |
| Psychiatry            | Satellites                      | Theology                       |
| Psychoanalysis        | School administration           | Trade unions                   |
| Psychology            | Schools                         | Trains                         |
| Public administration | Science                         | <i>see</i> Railroads           |
| Public finance        | Scientific expeditions          | Transportation                 |
| Public health         | Scientists                      | Travel                         |
| Public utilities      | Sculpture                       | Trees                          |
| Publicity             | Sex                             |                                |
| Publishing            | Shipping                        | United Nations                 |
| Puppets               | Ships                           | Universities and Col-<br>leges |
|                       | Shoes                           |                                |
| Quotations            | Shooting                        |                                |
|                       | Shorthand                       | Vegetables                     |
| Race problems         | Silver                          | Venereal diseases              |
| Races of man          | Social sciences                 | Ventilation                    |
| <i>see</i> Ethnology  | Social welfare                  | <i>see</i> Air conditioning    |
| Radar                 | Societies                       | Veterinary medicine            |
| Radiation             | Sociology                       | Voyages and travels            |
| Radio                 | Space                           |                                |
| Railroads             | Speeches                        | Wages                          |
| Reading               | Sports                          | War                            |
| Recreation            | Stamps                          | Water                          |
| Reference books       | <i>see</i> Philately            | Waterways                      |
| Refrigeration         | Statistics                      | Wit and humour                 |
| Religion              | Swimming                        | Women                          |
| Reptiles              |                                 | Wood                           |
| Rivers                | Taxation                        | Writing                        |
| Roads                 | Technology                      |                                |
| Rockets (Aeronautics) | Telecommunication               | Yoga philosophy                |
| Rubber                | Television                      | Youth                          |
|                       | Textile industry<br>and fabrics | Zoology                        |
| Sailing               |                                 |                                |

SELECTED READING LIST

GENERAL

- ALBANI, J., *et al.* *Manual de bibliotecologia para bibliotecas populares*. Buenos Aires Editorial Kapelusz, 1951. 259 p. (Contribuciones bibliotecológicas, vol. 1.)
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- BACH, C. H.; ODDON, Y. *Petit guide du bibliothécaire*. 5<sup>e</sup> éd. Paris, Editions Bourrellier 1962. 182 p.
- BLETON, J. *Organization et fonctionnement des bibliothèques*. 5<sup>e</sup> éd. Paris, Bibliothèque Nationale, 1962. 57 p.
- BUONOCORE, D. *Elementos de bibliotecologia*. 3.<sup>a</sup> ed. ref. Santa Fe, Librería y Editorial Castellví, S.A., 1952. 583 p. (Serie bibliotecológica, no. 2.)
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- HUGELMANN, H. *Die Volksbücherei; Wesen, Aufgabe und Organisation*. Stuttgart, Schwab, 1952. 280 p.
- LASSO DE LA VEGA, J. *Manual de biblioteconomía: organización técnica y científica de las bibliotecas*. 2.<sup>a</sup> ed. Madrid, Mayfé, 1956. 637 p.
- LOCK, R. N. *Library administration*. London, Crosby Lockwood, 1961. 133 p. (New librarianship series.)
- MCCOLVIN, R. L. *Public library extension*. Paris, Unesco, 1950. 113 p. (Unesco public library manuals, 2.)
- . *L'extension des bibliothèques publiques*. Paris, Unesco, 1950. 136 p. (Manuels de l'Unesco à l'usage des bibliothèques publiques, 2.)
- . *El servicio de extensión bibliotecaria en la biblioteca pública*. Paris, Unesco, 1950. 130 p. (Manuales de la Unesco para las bibliotecas públicas, 2.)
- . *Public library services for children*. Paris, Unesco, 1957, 103 p. (Unesco public library manuals, 9.)
- . *Les services de lecture publique pour enfants*. Paris, Unesco, 1957. 115 p. (Manuels de l'Unesco à l'usage des bibliothèques publiques, 9.)
- . *Servicios para niños en las bibliotecas públicas*. Paris, Unesco, 1957. 114 p. (Manuales de la Unesco para las bibliotecas públicas, 9.)
- PRADO, E. DE ALMEIDA. *Como se organiza una biblioteca*. 2.<sup>a</sup> ed. rev. aumentada. São Paulo, Edições LEP, 1953. 120 p. (Manuais técnicos LEP, 31.)

RANGANATHAN, S. R. *Library administration*. 2nd ed. Bombay, Asia Publishing House, 1959. 678 p.

#### TECHNICAL SERVICES

FRANCE. DIRECTION DES BIBLIOTHÈQUES. *Instructions sommaires pour l'organisation et le fonctionnement des bibliothèques publiques*. I. *Établissement des catalogues*. 1952. 95 p.; II. *Traitement des livres et des documents*, 1954. 72 p.; III. *Conservation des documents*, 1954, 44 p. Paris, Centre national de documentation pédagogique.

TAUBER, M. F., et al. *Technical services in libraries: acquisitions, cataloging, classification, binding, photographic reproducing and circulation operations*. New York, Columbia University Press, 1955. 487 p. (Columbia University studies in library service, no. 7.)

#### *Book selection and acquisition*

- BIRD, V., et al. *Order procedures: a manual*. London, Rothman, 1960. 66 p.
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- HAINES, H. E. *Living with books*. 2nd ed. New York, Columbia University Press, 1950. 610 p. (Columbia studies in library science, no. 2.)
- PEÑALOSA, F. *La selección y adquisición de libros*. Washington, Organización de los Estados Americanos (1961).

#### *Classification and cataloguing*

- DEWEY, M. *Decimal classification and relative index*. 8th abr. ed. New York, Lake Placid Club, Forest Press, 1959. 495 p.
- . *Sistema de clasificación decimal: tablas e índice alfabético auxiliar*. Trad. del inglés de la 15.<sup>a</sup> ed., rev. por Norah Albanell MacColl. Preparada en cooperación con la Unión Panamericana, New York, Lake Placid Club, Forest Press, 1955. 1059 p.
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- SAYERS, W. C. B. *A manual of classification for librarians and bibliographers*. 3rd ed. rev. London, Grafton, 1959. 346 p.
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- . *Règles pour le catalogue des imprimés*. Ed. française. (Texte établi sur la 3<sup>e</sup> éd. italienne par Gaston Carrière, Paul Drouin, Bernard Julien.) Cité du Vatican, 1951. 403 p.
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- . Mobilier des petites bibliothèques publiques, *Bulletin de l'Unesco à l'intention des bibliothèques*, 16(6) Nov.–Déc. 1962.
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