

# A RESOURCE CENTRE GUIDE

FOR

SCHOOLS AND COLLEGES



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# CHAPTER I

## The resource centre

School libraries of today are quite different from those of the past. Today's school library is not only stocked with books but also keeps maps, cassettes, radios, magazines which contribute to teaching and learning. Due to these expanded services, most school or college libraries are now called resource centres.

### A school resource centre

A resource centre is an organized collection of books, magazines and non-book materials such as photographs, globes, maps and films usually placed in a room at a school. However some school resource centre buildings may purposely be constructed as resource centres.

### Why a resource centre at a school

Effective teaching and learning demands that both teachers and pupils consult various sources of information on their own. This reduces pupils' dependency on dictated notes from teachers. Through a school resource centre both pupils and teachers can learn more effectively on a given topic. A resource centre at a school can help in the following ways:

#### Teachers

- plan their work easily
- give pupils assignments by referring them to the resource centre
- are assisted in their professional growth and development
- read for pleasure
- provide variety in teaching and learning activities
- provide teaching and learning materials

#### Pupils

- get assistance when doing their assignment
- get extra information which they may not be able to understand while in class
- discover new facts in a given task or topic
- are kept the pupils busy during their free
- are motivated them towards learning
- are provided with a variety in teaching and learning materials
- develop a reading culture

### Functions of a resource centre

The functions of a resource centre are to:

- support the educational work of the school by providing it with books and other teaching and learning materials for pupils and staff
- provide varied, interesting and challenging information
- help pupils with additional information on subjects they learn in class
- preserve resources by ensuring that they are properly kept and looked after
- provide up-to-date information to keep teachers and pupils aware of new developments in various fields of the curriculum and other issues

- promote resource sharing through the establishment of inter-resource centre lending relationships between education institutions
- promote a reading culture by providing various reading materials to pupils, teachers and members of the community
- provide teachers and pupils with information on subjects not taught in school
- help in discovering and developing special gifts and talents among pupils
- promote cultural awareness and development
- provide opportunities for learning how to use reading materials

## **CHAPTER 2**

### **Planning a school resource centre**

A resource centre should suit the needs of those who use it. Therefore setting up a resource centre needs enough resources, time and careful thought. The following are some of the tasks that need to be carried out before it is established.

#### **Setting up a resource centre committee**

##### **Membership**

The committee should represent all interested groups of the school community (eg teachers, pupils and school management committee members). It is important that members of the committee should be:

- aware of the work involved
- committed to the development of the school
- persons who are trusted by the school and the community

An ideal committee comprises 6-10 members. Anything smaller than six does not adequately represent the different groups in the school and/or community. If on the other hand, the committee has more than ten members, it might have difficulties in organizing and making decisions.

##### **Choosing the committee**

Depending on their expertise some members can be appointed to various positions in the committee for example, the head teacher or his deputy could be appointed chairperson and the teacher librarian as secretary. At least four pupils, two boys and two girls could either be elected or appointed members of the committee. Other members of the committee can be elected from the School Management Committee and Parents-Teacher Association. A combination of elected and appointed members is the best.

##### **Duties of the committee**

The duties of the committee may include;

- overall planning of the centre
- setting rules and regulations eg opening days and times for the centre, borrowing methods, penalties for materials returned late, lost or damaged
- assisting in stock selection
- fund-raising
- budgeting
- supervising accounts
- decision making
- stock taking
- monitoring and evaluation

##### **Location of the resource centre**

The resource centre should be close to the school/college teaching area so that everyone can easily and conveniently visit it. Where a resource centre is not located

in a special building/room, a flexible programme of activities taking place in the room should be planned.

## **Space**

Schools should strive to provide rooms which are big enough for the school population. A good school resource centre should at least provide the following areas:

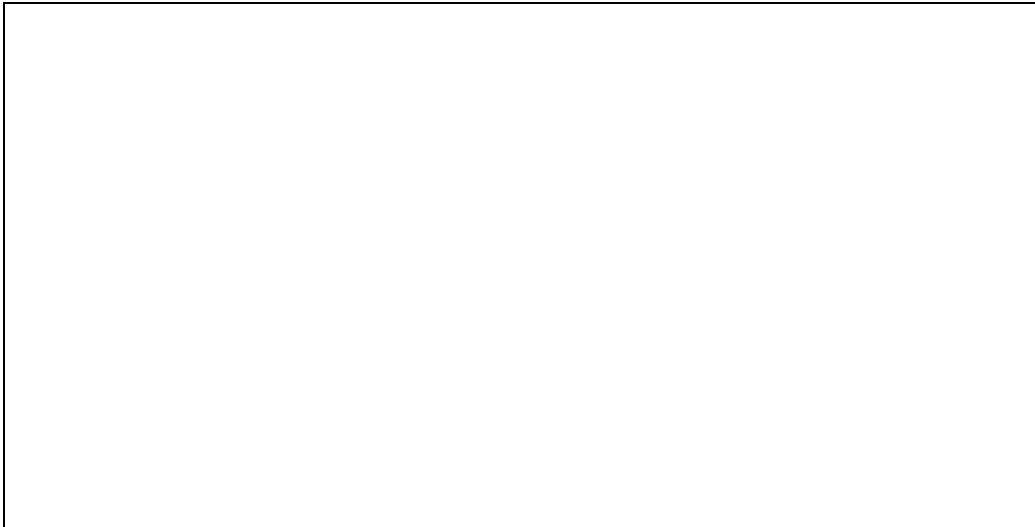
- book holding area: this is where shelves are located
- study area: this is where pupils as a class or group can sit and study
- space: where individual pupils can read and study

## **Ventilation, lighting and roofing**

A good resource centre has adequate windows to let in as much light as possible for easy reading, writing and working. Windows are needed to provide good ventilation to reduce the problem of humidity which encourages the growth of moulds. A resource centre should also have a roof that does not leak.

## **Control point**

It is important that there is a checkpoint with a table placed near the entrance to the resource centre. This is the point at which materials will be checked in and out and records of books on loan kept.



## **Resource centre furniture**

Essential or basic resource centre furniture includes:

### **Shelves**

Ideally steel shelves are the best. However, shelves can easily be made from many locally found materials such as wood, bamboo and bricks provided they are treated and protected against insects and pests. Shelves should be at an appropriate height for the users. Here are examples of bookshelves:



## **Equipment**

Essential equipment includes:

- rubber stamp bearing the school name
- ink pad
- ruler
- a pair of scissors or knife for cutting and doing minor repairs
- cleaning materials eg brooms, dusters, etc
- lockable cash box for keeping cash, postage stamps
- date stamps
- wastepaper baskets
- pencil sharpeners
- record trays to accommodate record cards. The trays can be made using locally available materials

### **Record trays**

## **Stationery**

Stationery useful in the running of a resource centre includes:

- record card
- ball point pens
- pencils
- carbon paper
- markers
- pins
- envelopes
- paper
- paper clips
- ledgers or ordinary exercise books for use as accessions registers and membership registers
- glue/paste (eg from ordinary maize or rice or cassava flour) for minor book repairs
- record cards (that is index or guide cards). These can be purchased or made to fit the record tray

## **Security**

School resource centres should make sure that they minimize their losses by putting in place security mechanisms. Basic security measures include:

- fitting locks on the door(s)
- covering windows with mosquito nets or other types of mesh
- keeping all essentials and most popular materials in lockable cupboards
- not displaying books near windows

## **Staffing the centre**

For a school resource centre to play an integral part in education, it is important that it be headed by a trained and dedicated teacher-librarian. The teacher-librarian should be able to:

- communicate and interact with all levels of educational personnel as well as pupils so as to ensure maximum and effective use of the resource centre
- assist to locate and interpret the information available in the centre
- organize and manage the resource centre
- assist in the production of teaching and learning materials

The teacher-librarian requires the assistance of library monitors or prefects. These would assist in the following:

- issuing materials
- checking and returning materials to shelves
- mounting displays of news materials
- following up on overdue materials
- helping in tracing lost materials
- repairing torn or damaged materials
- cleaning the resource centre

## **Stocking the centre**

All efforts should be made to stock school resource centres with adequate and suitable books and materials in various forms such as maps, charts, globes audiotapes, display boards and models.

## CHAPTER 3

### Stock of the resource centre

The stock of a school resource centre consists of books and other materials. These should be selected for their quality and usefulness to the teachers, pupils and community members. The resource centre should constantly be updated and changed according to the needs of the users. Resource centre stock can be divided into the following categories:

#### **Books**

These can be categorised into:

##### ***Reference books***

These are books that are used to find quick answers or facts. They include encyclopedias, dictionaries and atlases.

##### ***Information materials*** (ie non-fiction)

These are factual books about people, events, places and things. They include teachers' guides, pupils' books, magazines, manuals and handbooks, etc.

##### ***Fiction***

These consist of novels, plays, short stories and poetry

##### ***Other materials***

These are materials not in book form. They include posters, flipcharts, counting sticks, slides, videos, radios, photographs, abacus, CD-ROM, cassette, wall charts, newspapers and maps.

### **How to make teaching and learning resources using locally available materials**

There are many materials which can be used to make resources. The following are examples of resources which can be made.

#### ***Display charts***

These can be made from cement bags, mats, cloth, cardboard, plastic bags, blankets, sacks and bamboo.

#### ***Free standing display boards***

They can be made from cardboard boxes or cartons to make displays.

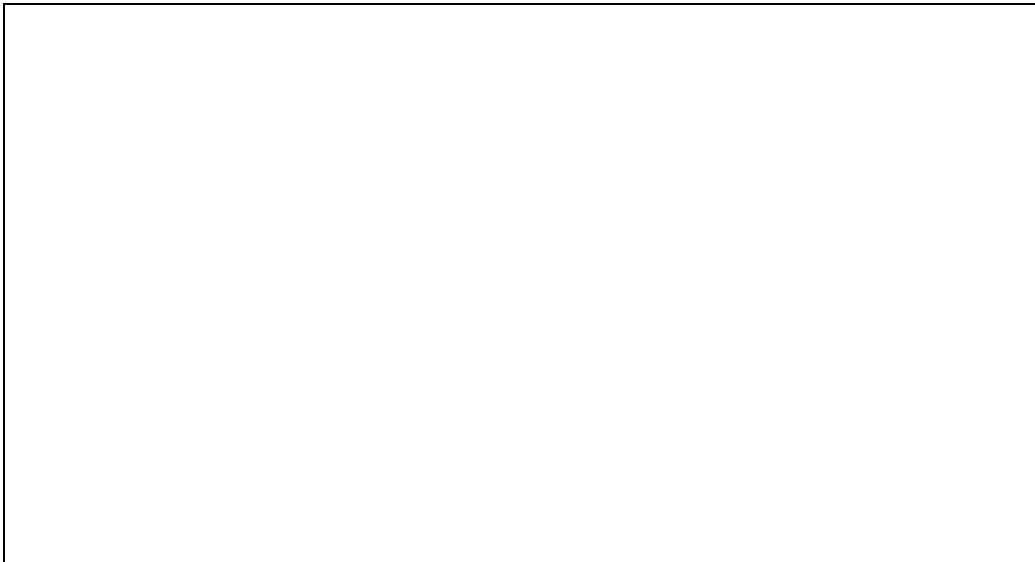
#### ***Models***

These can be made from materials such as wood, newspapers, papier mache, clay and plants. Models that can be made would include maps, globe and animal figures.

## Selection of stock

A school resource centre requires a varied collection of books and other materials that meet the needs of both pupils and teachers. In deciding what stock is needed, it is important to consider the following:

- is the information in the materials accurate and up to date?
- does it meet the varying interests and special needs of pupils and teachers?
- does it support and address the teaching and learning needs of the school?
- is the content presented objectively?
- is the content culturally appropriate and acceptable?
- is the level of materials suitable for the intended users in terms of language, style, difficulty and age?



A student puzzled with strange language

- does the resource centre require materials on this subject?
- can the material be used without additional equipment or cost to the resource centre?

## Resources for selecting stock

There are a number of selection aids which are useful when identifying stock. These include:

### Catalogues

These are produced by publishers, suppliers and book vendors. They give a list of materials for sale and their prices

### Bibliographies

These are lists of books or articles referring to a particular subject. They can be useful to identify books by giving in-depth information on a certain topic.

### Directories

These give lists of business' names, addresses, telephone numbers, fax numbers and e-mail addresses which can be used to identify sources of materials.

### **Word of mouth**

This is one of the commonest ways people learn about what is new.

### **Bookfairs**

These are organized trade fairs, national or international, where many publishers and booksellers are represented. They provide the opportunity to make contacts, find out what is available or collect catalogues.

### **Radio and TV**

Radio and TV are useful sources of information on recent publications.

### **Newspapers, magazines and pamphlets**

These may contain new book titles and other materials.

### **Acquiring stock for the resource centre**

The following are ways of obtaining books and other materials for the resource centre.

#### **Purchasing**

The resource centre stock can be purchased using school funds. The stock can be purchased from bookshops, bookstores, etc. See Appendix I for a list of publishers and booksellers in Malawi.

#### **Gifts and donations**

Gifts and donations can be obtained through soliciting funds or materials from donors and well-wishers.

There are many individuals, schools and organizations that may be willing to donate materials to a resource centre. To find out, write the potential donor or organization a letter, stating the following:

- the name of the school, its history, its location, the problems and needs of the school
- the school enrolment- the number of students at the school, number of potential users of the resource centre (this will include teachers and members of the community), subjects taught, activities of the centre
- the type of resource centre – what kind of centre you have, how it is run, supervision and administration, the contact person on issues relating to the centre's role
- whether you need single or multiple copies of materials. Specify any materials or suggested titles

The letter should be signed by the teacher-librarian and the headteacher. See Appendix 2 for addresses of donors and organizations that can assist.

#### **Exchange of publications**

One method of renewing your stock is to exchange books or other materials with other resources centres. It is important to establish a network of links with other resource centres and develop a system of inter-resource centres loans.

You will need to write to the organization likely to produce useful materials to ask for a publication list. There is no harm in asking for a complimentary sample of their materials at the same time. Here is a sample letter:

School address

Date

Receiver's address

Dear Sir/Madam

### **SCHOOL RESOURCE CENTRE PROFILE NEEDS**

I am writing on behalf of the Dungulinya Resource Centre users to ask if you produce lists of materials. If so, we would be grateful if you sent us a copy.

As we have very limited funds, it would be much appreciated if you let us know of any items available from your organizations free of charge or at reduced rates. We would also be happy to share publications with your organization on an exchange basis.

Yours faithfully,

KB Chiletso  
**Headteacher**

Chitsa Chowawa  
**Teacher-Librarian**

#### **Ordering materials for the resource centre**

Once materials have been identified, it is necessary to write a covering letter. The following information when placing an order is needed:

- author's name
- title and publisher's name
- date of publication
- edition
- order number
- quantity (qty)
- International Standard Book Number (ISBN)
- price of books (if known)
- hardback or paperback
- price of postage and packing

Note: An ISBN represents the following information:

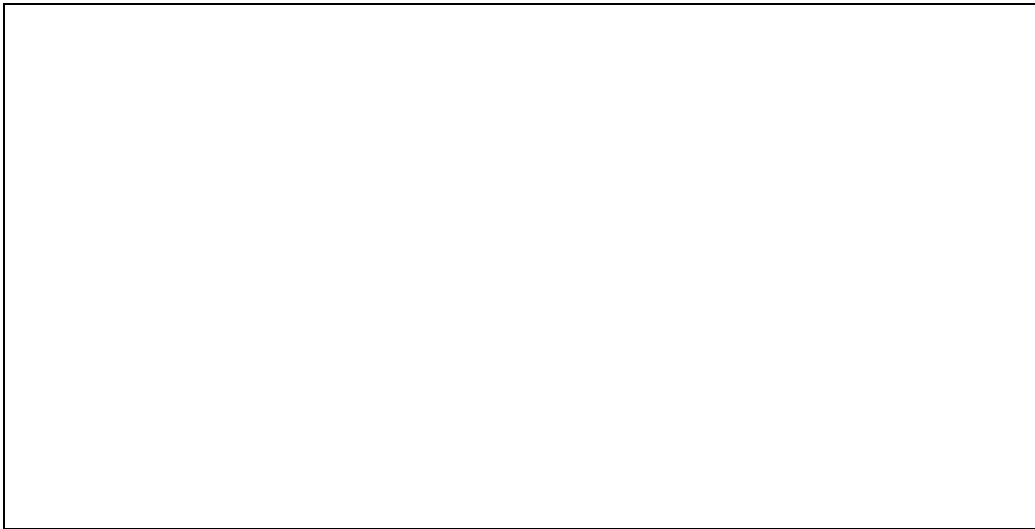
Country  
Publisher  
Title

## Chapter 4

### Stock processing

When new stock arrives, it will need to be processed in an orderly way to ensure that the resource centre has a clear record of all its stock and its whereabouts.

#### Receiving and checking



When materials arrive the teacher-librarian or a member of the resource centre committee should:

- cross check the materials against the order list to detect faulty items and see that every item has arrived
- check that the bill is correct
- examine both the physical and working condition of all materials, eg books cassettes and films. For instance, if the resource centre has received some books, there is need to check that:
  - the spine and cover are not bent or broken
  - all pages and sections are present and in sequence
  - there are no blank pages
  - there are no pages which are upside-down
  - the print is clear and legible

Materials which are damaged should be reclaimed from the publisher or bookseller and the record of correspondence kept.

#### Stock identity

Materials must immediately be stamped with the name and address of the institution. The title page, in the middle and the edge of the book, must be stamped without

covering any text. For other materials where a stamp cannot be used, it is necessary to attach an institution name tag.

### **Accessioning and recording stock**

Accession is a unique number given to each of the materials as they are added to stock. Accessioning is therefore the process of giving a unique number to each item of material added to stock. This number distinguishes each individual item and is recorded in what is called an accessions register. The number can also be used as a security number. An accession register can be a ledger, an exercise book or a file which has pages divided as follows:

<b>Accession number</b>	<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Date of Accessioning</b>
22	<i>Primary agriculture</i>	NT Kaperemera	Dzuka	5-08-96

Each item is recorded as soon as it is received. There is no subject or alphabetical ordering in an accessions register. However, materials received on any given date can be arranged alphabetically by author before being entered into the accessions register.

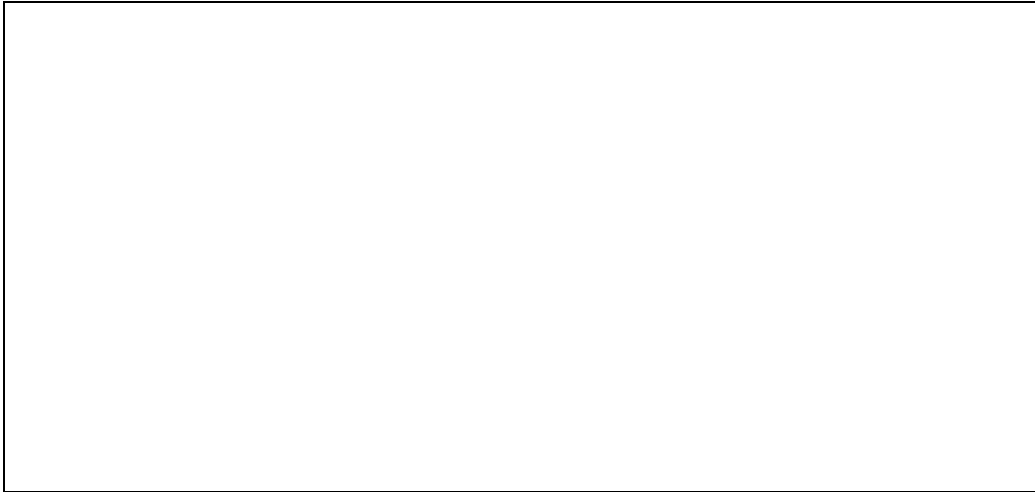
The accessions register shows the librarian what stock is owned by the school/college. For example if a class of students borrow the same textbooks (of which there are multiple copies) each book has a different number so that it is easy to know which student is responsible for which book.

Please note, no two items should bear the same number, even if one copy has been lost or removed from stock.

### **Date labels**

All items which the resource centre is going to lend should have a date label where the due date is stamped. This ensures that the borrower is aware of when to return the material. A date label can be made using the following steps:

- take approximately half an A4 sheet of paper
- write the schools name and address on top
- divide the label into 3 columns
- glue the label to the title page



**Date label**

### **Book pockets**

When using tickets for lending materials, it is necessary to stick a book pocket inside the front cover or title page of a book. This is the pocket in which to keep the book card (see chapter 8 for details of lending procedures, examples of a book pocket and a book card).

### **Protective covering**

Books, particularly paper backs, can be easily damaged through frequent and careless handling. Books and other materials must be protected to make them last longer. If the spine of a book is weak or easily broken, use strong tape on the inside and outside to strengthen it. The spine is vital to keep the pages; reinforcing it and careful handling should prevent damage. Books should also be covered with a “dust jacket”.

# Chapter 5

## Organisation of stock

It is essential that all books and other materials in a resource centre are catalogued and classified so that users can easily find:

- what they want
- a particular book
- a book by a particular author
- a book by a particular subject

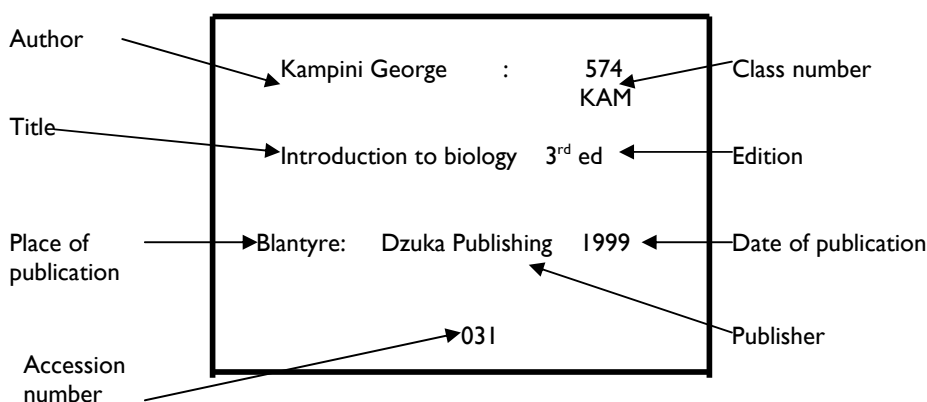
The catalogue should include the following details of the book or material:

- author
- title, subtitle
- edition
- place of publication
- publisher
- date of publication
- number of volumes and copies
- accession number
- class number (classification number plus author mark ie the first three letters of author's surname)

There are two types of catalogues a resource centre can use:

- the card catalogue
- the exercise book catalogue

Below is an example of a catalogue record on a card:



The following is an example of an exercise book catalogue:

- divide each page into columns
- fill in details of the book or material

Author	Title	Place pub.	Date pub.	No. of volumes	No. of copies	Accession number	Class no.
Kampini, George	Introd. to Biology	Blantyre Dzuka	1999		3	31,32,35	574
Ali, J	Library Guide	Domasi	1998		1	21	020

To classify a book or material the subject content must be determined by looking at the:

- title
- table of contents
- chapter headings
- preface
- text

Ask a specialist on the subject if in doubt on the subject area. Consider who is most likely to use it. Once the subject has been determined, use the classification scheme to determine the class number of the subject. Write the class number both on the book spine and on the catalogue record (see the illustration below).

Class mark on a book spine

### Dewey Decimal Classification Scheme

The most widely used classification scheme is the **Dewey Decimal Classification Scheme**. Under this classification scheme knowledge is divided into ten main subject classes as follows:

- 000**     **General works/reference.** (Encyclopedias, items on general knowledge, etc)
- 100**     **Philosophy** (aesthetics, Psychology, Logic and Ethics, etc)
- 200**     **Religion**
- 300**     **Social sciences,** (Sociology, politics, Economics, Law, Education and Customs)
- 400**     **Languages.** (All languages and General Dictionaries)
- 500**     **Pure sciences** (Mathematics, Physics, chemistry, Biology and Botany)
- 600**     **Applied sciences** (Technology)
- 700**     **Arts and recreation** (Sculpture, sports, drawing, music, photography, etc)
- 900**     **History, Geography and Biology**

See Appendix 3 and 4 for a simplified outline of the Dewey Decimal Classification Scheme and the Alphabetical list respectively.

Note: For certain categories of books like fiction it will not be necessary to give class numbers. Use letter “F” followed by the 1<sup>st</sup> three letters of the author’s surname. For example, a novel by Peter Salim would be recorded like this:

F SAL
----------

### **Arrangement/filing of catalogue cards/entries**

Arrangement and filing rules are important matters which have to be adhered to. The rules must be strictly followed. There are two rules which can be followed: word-by-word and letter-by-letter. In word-by-word, alphabetizing letter to the end of each. In letter words are sorted as though they run together. The example below illustrates the differences between ‘word by word’ and ‘letter by letter’:

#### ***Word-by word***

Alina, Feza  
Alinafe, Biziwiki  
Alinafe, Jonasi  
Alinafe, Yotamu

#### ***Letter-by-letter***

Alinafe, Biziwiki  
Alinafe, Jonasi  
Alinafe, Yotamu  
Alina, Feza

## Chapter 6

### Arrangement of stock

When books and other materials have been catalogued and classified, they are ready to be shelved in the resource centre so that users can browse or borrow them.

The order in which the books and other materials will be put on the shelves should follow the classification scheme used. In the case of the Dewey Decimal Classification Scheme, this entails shelving in numerical order from 000 – 999 for non-fiction books. All books bearing the same class number will be shelved in the same place. However, oversized books should be shelved separately. Reference books should also be shelved separately using the same subject classes.

Where there is more than one book with the same class number, the arrangement will be alphabetical by the author's surname.

For example the arrangement might look like this:

- Non-fiction books on the shelf.

320	320	320	370	370	370
MAL	SAL	TAL	ALL	TIN	ZOK

- Fiction books on the shelf.



### Shelf guides

It is necessary to put shelf guides to help users find the books they want to read. For example, for non-fiction books this could be broken into relevant subject classes.

910 Geography	900 History
500 Science	370 Education

**Shelf guide**

Shelf guides should be large enough to be seen.

# Chapter 7

## Registration of users

It is important for a resource centre to have a record of all users. Registration of users enables the teacher-librarian to:

- know who the centre users are and their numbers
- follow-up overdue items
- trace borrowers of items not returned or defaced
- contact users whose requested items become available
- ensure that stock matches users' requirements as indicated
- use it in the planning of stock or new services

Registration involves making note of details which will identify the users such as name, address, occupation, age, sex and special interests. Such details will be recorded on a membership form or card. Note that the membership form also forms part of an agreement when it is signed.

Where necessary, provision can be made in the membership or registration form for the name of a parent or guardian who is a 'contact' person in case of theft, misuse of library materials or misconduct.

When registering users always check the details of prospective members against current membership and defaulters list to ensure that:

- the person is not already a member
- the person is not on the defaulters list
- people only register their membership once
- maintenance of membership records is kept up-to-date

Membership should be for a stated period of time (eg 2 years) in order to keep records up-to-date. Members should be encouraged to renew their membership once it is expired.

### Registration procedures

Procedures vary from one resource centre to the other, depending on the availability of resources. The following are some of the methods used in resource centres in Malawi:

#### Pre-printed forms

Resource centres with large membership require new members to complete a pre-printed form such as the one shown below:

## Chikanda Resource Centre Membership Form

### Part A

Surname: ..... First Names: .....

Class/occupation: .....

Date of birth: ..... Sex : .....

Home address:.....

Special interests:.....

I undertake to abide by the rules and regulations of the Resource Centre

Date:..... Signature: .....

### Part B

Name of Parent/Guardian: .....

Address: .....

I undertake to assist the Resource Centre to recover lost/damaged materials.

Date:..... Signature: .....

### Ledger/exercise book

Where it is not possible to produce a pre-printed membership form, a membership register can be made from a ledger or exercise book as shown below:

No.	Date	Name	Sex	Home	Date of birth	Class/ occupation	Signature of member	Name of parent/Guardian

### Non-formal registration

In small communities (eg schools) where users may be contacted easily, a list of pupils in each class is usually sufficient for registration purposes (eg a class register).

### Resource centre rules and regulations

Some resource centres charge a membership fee to users who are from outside the school (ie members of the community). This is a good method of generating funds to sustain and develop the resource centre.

The following are issues to consider when making rules and regulations:

- who will be the users
- opening days and times
- number of items a member can borrow at any time
- loan period
- fines or other penalties for lost or damaged materials

- services offered by the centre
- what constitutes reference stock (stock not to be taken out of the resource centre)
- conduct and behaviour in the resource centre

Once the rules have been agreed upon they should be made known to every user and they should be openly displayed in and outside the resource centre. The librarian should take advantage of the registration process to orient users to the rules, regulations and services offered by the resource centre.

# Chapter 8

## Lending of stock

One of the services offered by resource centres is to make materials available to members to read or study within the centre or at home. Resource centres need to keep a record of stock loaned to maintain a link between users and the centre. Lending of stock will involve making guidelines for borrowers depending on the chosen methods of loan and on the borrowing procedures and rules of the centre.

### Lending methods

There are several lending methods which record the following information:

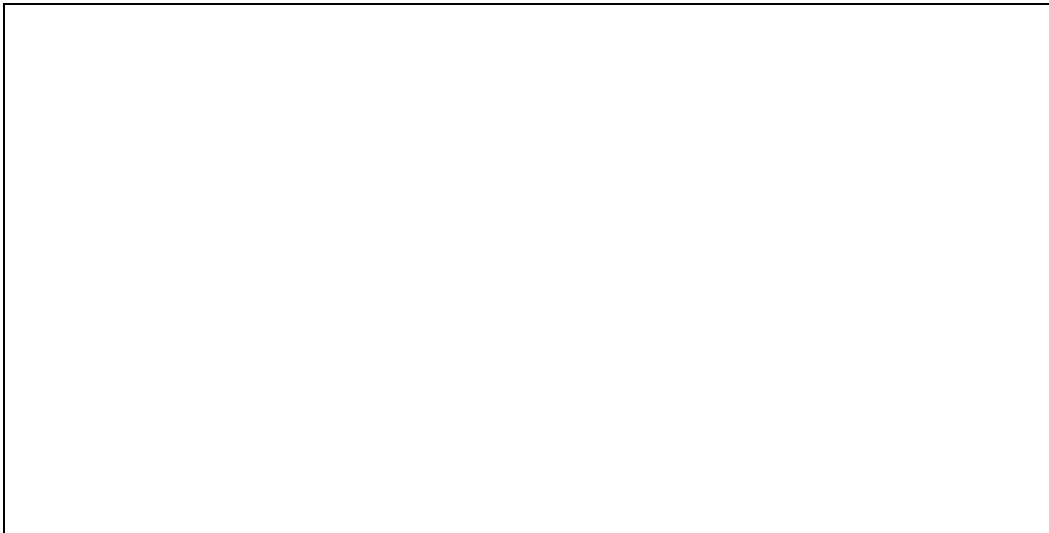
- details of who has borrowed a particular item
- details of what items are on loan
- date when items are due for return

Below are some of the commonly used lending (issuing) methods in Malawi. The methods described can be used in any resource centre. However, any method chosen depends on the size of the centre, its functions and resources available. For example, a busy centre will use a method which is quick but gives maximum information. Similarly, a resource centre where the users are few and easily contacted will use a simpler method.

### The Browne lending method

How to use the method:

- a) Teacher-librarian gives registered users some pockets.



**Users getting pockets from a Teacher-Librarian**

- b) When borrowing, the user surrenders a reader's pocket to the librarian for each material borrowed.
- c) The librarian transfers a book card from the material to be borrowed to the user's pocket (1 pocket per item).

**Readers' pocket****Book card****Book card in a reader's pocket**

- d) The librarian stamps the date on which the material is due for return on the date label.
- e) The librarian files all pockets containing book cards according to:
  - date of return
  - chronological order of accessions numbers within the date of return
- f) When the user returns the material, the librarian checks its condition and retrieves the pocket containing details of the material from the file/record tray.
- g) The empty pocket is handed over to the owner who can now re-use it to borrow a different material.

**Lending using borrower's card method**

This method is more appropriate for smaller resource centres

**How to use the method**

- a) A card containing borrowers' details is prepared for each registered user, eg

<b>Annett Nkhoma Zomba CCAP School</b>			
<b>Title</b>	<b>Author</b>	<b>Subject number</b>	<b>Return date</b>
English Grammar	Lewis	700 LEW	5/8/96

- b) The card is always kept by the resource centre in a borrowers' record tray. The record tray is divided into 2 sections: one for borrower cards of users who do not have books on loan and the other for users with books on loan
- c) When borrowing, members are asked whether they have a book on loan or not. This helps the librarian to locate their borrower's card.
- d) The librarian writes details on the borrower's card and files it alphabetically in the borrower record tray under 'books out'. The return date is stamped on the date label on the item.
- e) On return, the librarian checks the condition of the material and crosses out the return date on the borrower's card.

- f) The librarian files the borrower's card in the borrower record tray depending on whether the member still has the materials on loan or not.

### **Ledger or exercise book method**

This method is ideal for a small resource centre or whereby filling the ledger does not delay the lending procedure.

#### **How to use the method**

- a) Divide an exercise book or ledger into 6 columns as illustrated below:

<b>Users name</b>	<b>Title</b>	<b>Author</b>	<b>Subject number</b>	<b>Accession number</b>	<b>Return Date</b>
J. Nowa	Themes in religious education	Mphande DK	200 MPH	30	20/4/96

It is advisable to have a separate ledger for each class.

- b) When borrowing, details of the materials are written by the librarian against the borrower's name.  
 c) The librarian stamps the return date on the date label of the material borrowed.  
 d) When the user returns the material, the librarian checks its condition and cancels the date back column against the appropriate entry in the ledger.

### **Recalling of unreturned materials**

When the loan period for materials borrowed from the resource centre has expired, the librarian should notify the borrower that the item is overdue for return. The resource centre committee should decide on a method for handling overdue materials. For example, it is common practice to ask borrowers to pay a modest fine for each day a material is overdue.

### **Lost or damaged materials**

Resource centre users who lose or damage a material should be asked to buy a replacement copy (the same as the original item). Where this is not possible, they must pay for the cost of the material, including postage or transport costs if need be.

## **CHAPTER 9**

### **Promoting effective use of the resource centre**

Once the resource centre becomes operational, pupils, teachers and community members should be trained to make the utmost use of the facility. They must be encouraged to make use of the resource centre in order to cultivate an interest in and a respect for books as soon as possible.

#### **Resource centre orientation**

##### **Tours**

Potential users should be taken around the resource centre. During the tour they should be told about the services and purposes of the resource centre, the different kinds of materials available, the arrangement, care and handling of materials.

##### **Rules and regulations**

Users should be made aware of the rules and regulations which include the hours when the resource centre will be opened and closed, borrowing procedures, the length of the loan, number of books which normally can be borrowed at one time, recall and reservations methods. The rules and regulations must also include information on people who are entitled to use the resource centre.

##### **Important parts of books**

It is also important for users to be assisted on the functions of each part of a book to make information searching easy and rewarding. This should include explanations on:

- the title page which usually gives the title, author(s), the imprint, publisher, place and date of publication
- the preface
- the introduction
- the body of the book
- the table of contents, which is a list of chapters in the order in which they appear in book giving page numbers
- list of illustrations, maps or plates, number of pages and photographs
- the bibliography
- the appendix
- the index

##### **Promotional activities**

It is important that staff at the resource centre help teachers, pupils and members of the community to use the resource centre at all times. Some of the ways of bringing life to the resource centre are as follows:

##### **Story telling, talks and reading programmes**

Story telling and reading programmes are some of the most effective methods for introducing users to the resource centre. Stories must be chosen to suit different age groups and should stimulate users to read books. The teacher-librarian with the support of teachers and members for the community should organise these activities.

**Displays/exhibitions**

Putting materials on show is one way of marketing the resource centre. The materials for displays/exhibitions must be carefully selected and be attractive.

**Bulletin boards**

These are used to display notices, covers of newly-acquired materials, rules and regulations in order to bring them to the attention of users.

**Puppets**

The resource centre can conduct puppet shows based on a story from a book. This will extend the awareness of the story and the book on which it is based.

**Clubs**

These help bring together pupils who are interested in reading and collection of materials. Clubs also can help reluctant pupils to come to the resource centre.

**Book lists**

The teacher-librarian should work together with teachers to produce book lists on particular subjects and related subjects. This can encourage pupils to read more widely. The books listed should be available in the resource centre, otherwise the pupils will be discouraged if there are not.

**Individual assignments**

In collaboration with teachers-teacher librarians can set assignments which encourage pupils to go into the resource centre and find out things for themselves.

**Writers competitions**

Users of different ages can be invited to the resource centre to write stories based on what they have read or their daily experiences. At the end of the session, awards of some kind, such as certificates and badges, may be presented to the best writers. Once the word goes round that the centre conducts such competitions, more and more users will be encouraged to come to the resource centre.

**Book weeks and book fairs**

This is one of the most rewarding methods of introducing people to books. Authors, illustrators, and musicians can be invited to give talks about themselves. These can be supplemented by attractive displays and colourful exhibitions of their works.

**Film and slide shows**

Films or slide shows of books can be shown to users which should not last for more than an hour. They should be documentary or instructional in nature. A display of relevant books can be arranged alongside the show.

**Audio and video sessions**

Subject related video shows can be organized for users on regular basis.

**Plays and music performances**

The resource centre can organise plays and music performances based on a story or a book users have read.

**Visits to other resource centres**

Visits to other resource centres and institutions are useful in promoting the use of a resource centre.

Note: It is advisable for the librarian to have complete records of all planned promotional activities. This can be recorded in a diary or notebook.

# CHAPTER 10

## Care of materials

Books and other instructional materials are easily damaged by bad weather conditions and pests. They can also be spoilt if they are stored carelessly or handled roughly. To protect books from damage, the teacher-librarian must take preventive measures. It is important that books are handled with care in order to prolong their life.

### Handling new books

- cover the book jackets preferably with a transparent plastic
- open the book gently in several different places to ease the binding
- do not force a book open

### Causes of damage and preventive measures

#### Weather

Humidity and change in temperature may cause moulds to grow on books, paper and other instructional materials. To protect books from moulds, make sure:

- books are dusted regularly
- plenty of fresh air circulates; leave doors and windows open during the day
- books are not packed tightly
- books are kept in a dry and clean place

Excessive dryness can also lead to problems; pages become brittle, covers and spines curl up. Too much sunlight falling on books can also cause damage, making covers fade and pages become yellow. To prevent these problems, books must be kept in well ventilated places and must not be exposed to direct sunlight.

### Insects

Termite

cockroach

Wasp

ant

silverfish

Insects can cause a lot of damage to books. Some insects like termites, cockroaches, silverfish, bookworms, mud-wasps and ants are all potential dangers. Termites like to eat paper and wood. Similarly cockroaches are attracted to books particularly the adhesive substance used to stick sections of the books together. These pests can be controlled by:

- regular use of insect sprays

- regular cleaning of shelves and if possible treating them chemically before putting books on them
- screening windows with mosquito netting
- making sure that books are used a great deal and are dusted and wiped regularly
- checking for signs of insect damage and taking action against insects as soon as possible

### **Rodents**

Rats and mice can cause a lot of damage to books and other materials. These rodents can be controlled by:

- laying down traps

- using a specially made poison
- using a cat to catch the rodents

- carrying out regular inspection of places where books are kept
- making sure the place is kept clean all the times

Note: Be sure to follow instructions when applying poison.

### **On the shelf**

- make sure books are not too loose – they may fall awkwardly and their binding may be spoilt
- make use of book supports to prevent books from toppling over or falling on the floor
- oversized books should be shelved separately
- do not pull a book from the shelf by forcefully tugging the top of the spine

### **Avoid tugging the top of a book**

- take a book off the shelf by putting your thumb and middle finger on either side of the spine and then pulling it out

### **Removing a book from the shelf**

- put a book back on the shelf by making room with your left hand and insert the book carefully into space

### **Some do's and don'ts**

- cover new books
- carry out minor repairs
- keep books away from fire or excessive heat





- don't use book pages to wrap food

- don't sit or stand on books

- don't put a drink on books



- don't handle books with dirty hands

- don't fold books

- don't put a book in a pocket

- don't throw books about

- don't use books as a hitting weapon

## **Repairs**

Some repairs to books will be necessary from time to time in order to prolong the life and preserve the appearance of books. In most cases repairs will be simple first aid jobs which will not require complicated mending procedures. The golden rule is to repair promptly. The following are some of the simple repairs that will have to be carried out:

### **Torn pages (leaves)**

**Materials:** gummed transparent paper or flexible glue, wax paper

**Steps**

- Apply glue along the edges of the tear
- Turn the torn page onto wax paper and accurately put together the edges of the tear (wax paper will slip free when glue is dry)
- Place another piece of wax paper on top of the glued tear
- Close book and let it dry under weight

**Loose pages (leaves)**

**Materials:** glue, wax paper

**Steps**

- Apply glue to the edge of the page that is to be inserted back
- Insert the page back into the book
- Put a piece of paper on both sides of the page to protect the other pages
- Press firmly until dry

**Loose hinge**

**Materials:** glue, wax paper, knitting needle or straightened coat hanger or ruler

**Steps**

- Dip knitting needle into glue
- Rotate the needle into the damaged area to prevent any excess glue from sticking to the end sheet
- Put a piece of wax paper longer than the book inside
- Close the book and use bone folder or ruler to crease the hinge from outside
- Place under weight until the glue dries

**Worn out spine**

**Materials:** cloth tape, glue, paper, ruler or scissors

**Steps**

- Cut a piece of paper the same size as the spine
- Centre the piece of paper on tape
- Place tape on the cover 2 centimetres from spine, press from centre towards the edges
- Wrap tightly and press firmly onto back cover
- Make straight cuts to the outside edges, fold the tabs into cover
- Rub all tape surface thoroughly

**Joint**

**Materials:** glue, ruler, water-colour brush

**Steps**

- Apply a little glue with a brush along the part that has come loose
- Press the end paper well down, close the book and run a ruler down the joints
- Place under weight until it is dry

**Casing**

When a book is almost out of the case, it is possible to re-case it.

**Materials:** muslin (fine thin cotton fabric) glue

**Steps**

- If the covers are not completely detached from the book, cut them away with a sharp knife
- Pull off the paper and muslin which is glued to the sections to hold them together and which helps to fasten the book in the case
- Remove as much of the old glue as possible, soaking a little paste often helps
- Cut a piece of muslin the same or less than the height of the book
- Glue the muslin to the back of the book
- Place the book in covers so that it fits comfortably and opens easily. Press the book under weight until it is dry
- Dry it under pressure

**Damaged covers**

Cover the book with a dust jacket using strong paper and strengthen weak areas with tape.

**Corners folded back**

Some people like to remember the place they are in a book by folding down the corner of a page. This spoils the book and weakens the page. Encourage students or readers to use paper strips as page markers.

**Lost pages**

Books with missing pages, especially story books, should be withdrawn from circulation. If you find the pages, you could try to put them back into the book (see under loose pages).

**Sticky pages**

This problem is caused by readers making dirty finger marks on pages or by eating food as they read. Stickiness can result in the page tearing. To clean up the pages, use a damp cloth to wipe over the dirty bit.

**Other preventive measures****Weeding and inventories**

Old textbooks that are no longer considered useful, badly spoiled and torn should be removed. This exercise should be done at least once a year. Inventories should also be updated to assist in keeping the collections alive and in good condition.

**Good housekeeping**

Whilst it is not possible to ensure a totally dust-free atmosphere, cleanliness of the place where books are kept is important. Try to sweep the floor and dust shelves regularly. Stop readers from eating in places where books are kept.

## **Disasters**

Different types of disasters can occur in a resource centre for example floods, earthquakes, fires, insect and rodent infestations. It is important that a resource centre should devise an emergency plan considering the risks present in the centre.

**Fire** is probably the most destructive of the various disasters a resource centre can encounter. Fire can result from many sources such as lightening, faulty wiring, arson, use of hot plates, kettles or similar hazardous appliances. Steps should be taken to discourage would-be arsonists from carrying out their plans. Funds permitting, security guards should be employed.

**Water damage** to buildings and stock is the most common form of disaster to befall a resource centre. Water damage can be caused by burst water pipes, sewer system, leaking roofs, etc. The following preventive measures should be taken:

- regular checking of roofs, windows, gutters, drain pipes and drains to ensure that no water gets into the resource centre
- turning off all taps in washrooms when not in use. Ideally, the main water supply should be closed when the building is not in use

# CHAPTER II

## Resource centre checklists and routines

### Resource centre checklists

Resource centre librarians need to have checklists to give them an order of performing tasks. Below are some model checklists for school resource centre.

#### ***Checklist I Planning***

Is there:

- a resource centre committee
- a list of resource centre rules and regulations
- a team of resource centre personnel
- a system on lending materials
- adequate and appropriate room for the resource centre
- equipment for the resource centre
- security of the resource centre
- enough stock for the resource centre
- a system of processing stock

#### ***Checklist II Selecting stock***

Have you:

- consulted catalogues, publishers, booksellers and book fairs
- involved users in selecting materials
- kept your orders within the budget
- followed up unreceived orders

#### ***Checklist III Receiving stock***

Have you checked:

- received stock against order lists for correct titles, prices, editions
- the physical condition of received stock and returned any faulty materials

#### ***Checklist IV Processing stock***

Have you:

- accessioned stock
- catalogued stock
- labelled the spine
- displayed new stock, produced and posted an accessions list
- shelved new stock

#### ***Checklist V Security***

Do you:

- check for signs of tampering or intrusion each day you open the resource centre
- follow proper lending procedures each day
- watch against would-be thieves or arsonists and trouble makers
- enforce resource centre rules for example: no bags, coats, umbrellas or hats in the resource centre

- lock resource centre doors and windows securely

### **Checklist VI Signposting**

Is there:

- a resource centre layout plan
- a shelf guide on all shelves
- a display of lending rules
- a notice board for posting current news

### **Resource centre routines**

Resource centre routines are duties and tasks performed in the centre to ensure efficient and effective management and use of the resource centre. The routine can be performed hourly, daily, weekly, fortnightly, monthly and annually. Once the routine is adopted it should remain the same regardless of whoever uses it and whenever it is used.

#### **Daily routines**

- Ensure cleanliness of the resource centre
- Open windows
- Dust the tables
- Put the stock on the shelves orderly
- Check physical condition of the stock
- Remove damaged stock from the shelves and circulation
- Change the date on the date stamp
- Record the number of issues in the issue register
- Open the resource centre to users
- Send overdue notices to users
- Record incoming materials

#### **Weekly routines**

- Update the notice board
- Follow up borrowers
- Repair books
- Compile weekly statistics of number of times materials are borrowed

#### **Fortnightly routines**

- Update book displays
- Check the order of materials on the shelf and arrange them accordingly

#### **End of term routines**

- Inform all stakeholders of missing materials
- Update membership files
- Weed the stock (remove out of date materials)
- Check furniture, equipment and building
- Prepare termly report
- Hold meeting with the headteacher and school management committee (SMC) and parent-teacher association (PTA)

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*Appendix I*

**SOME PUBLISHERS AND BOOKSELLERS IN MALAWI**

Bible Society in Malawi, Box 740, Blantyre. (Tel. 654482/621443)

Chancellor College Publications, University of Malawi, Box 280, Zomba. (Tel. 524222)

Christian Literature Association in Malawi (various locations)

Dzuka Publishing Company, P/Bag 39, Blantyre, Ali Hassan Mwinyi Road, (Tel. 67085)

Government Press, Box 37, Zomba. (Tel. 523155)

Jhango Publishing house Ltd; Box 1259, Blantyre. (Tel. 652908)

Kachere Series Publishers, Box 1037, Zomba. E-mail: [Kachere@unima.wn.apc.org](mailto:Kachere@unima.wn.apc.org)

Longman, Box 2116, Blantyre, (Tel. 632577)

Likuni Press and Publishing House (Odini), Box 133, Lilongwe. (Tel. 721388)

Macmillan Malawi Ltd. P/Bag 140, Blantyre, Kenyatta Drive. (Tel. 675773)

Malamulo Publishing House, Box 11, Makwasa. (Tel. 474206)

Malawi Institute of Education, Box 50, Domasi. (Tel. 536300/265)

Mantchichi Publishing Company, Box 317, Zomba

Moni Bookshop, Box 5592, Limbe. (Tel. 651833)

Montfort Press – Popular Publication

Oxford University Press, Maneno Enterprises Box 180, Lumbadzi. (Tel. 760075).

People's Trading Centre (various locations)

Popular Publications

Times bookshop (various locations)

Writers and Artist Services International, Box 317, Zomba

Note: There are also many NGOS AND Government Departments which publish their own materials.

Most publishers offer discounts when you make large orders. So, if you can make a big or joint order with another school, you will increase your chances of getting a large discount.

**ADDRESSES OF DONORS AND ORGANISATIONS THAT CAN ASSIST**

1 The British Council, Box 30222, Lilongwe	They offer advice on setting up a resource centre or may give grants for materials.
2 National Library Service, Box 30314, Lilongwe	NLS already supplies some schools with books, either on loan or as donations.
3 United States Peace Corps, Box 208, Lilongwe	USPC is an American volunteer agency which occasionally supplies books for libraries.
4 Embassies, High Commissions	Churches, non-governmental organizations (NGOs) or personal contacts.
5 Richmond Avenue Industrial Estate Rhynie Aberdeenshire AB54 4HJ, Scotland UK	Libraries. They will send the appropriate forms if asked
6 Book Aid International, 2 Coldhardbour Place, 39/41 Coldhardbour Lane, Camberwell, London SE5 2 nr, UK	If they can help, they will send some forms in which you state why you need the books and what kind of books are required.
7 International Book Bank INC, 608L Folcroft Street, Baltimore, Maryland 21224, USA	IBB requires a letter written on headed paper and signed by 2 members of staff with the details outlined above.
8 books Abroad Unit I	They are a British charity who donate mainly second-hand books for the following organisations produce their own materials and may be helpful if approached.
9 Afrolit, Box 72511, Nairobi, Kenya	They specialize in educational materials and literacy
10Breda, 12 Avenue, Roume, BP 3311, Dekar Senegal	This is the Unesco regional office for education Africa
11 Canadian Organisation for Development through Education (CODE), 321 Chapel Street, Ottawa, Ontario, Canada, K1N7Z2	CODE make a lot of book donations and are interested in library/resource centre projects
12Christian Aid, Films and Publications, Team 35-41 Lower March, London SE1 7RL, UK	The materials they produce are of a general nature.
13Non-formal Educational Information Centre (NFE) College of Education, 513 Erickson Hall, Michigan State University, East Lansing, Michigan 48824, USA.	NFE produces general educational

## DEWEY DECIMAL CLASSIFICATION SCHEME

- 000 General works
  - 001 Signs
  - 004 Computers
  - 010 Aids in book selection, book lists
  - 020 Library science
  - 030 Encyclopaedias, general reference handbooks
  - 040 General collected essays
  - 050 General periodicals
  - 060 General societies - Museums
  - 070 Newspaper, Journalism
  - 080 Collected works
  - 090 Rare books, collectors items
  
- 100 Philosophy, aesthetics
  - 110 Metaphysics
  - 120 Metaphysical theories
  - 130 Branches of psychology
  - 140 Philosophical topics
  - 150 General psychology
  - 160 Logic
  - 170 Ethics
  - 180 Ancient and medieval philosophy
  - 190 Modern philosophy
  
- 200 Religion
  - 210 Natural Religion
  - 220 Bible, Bible stories
  - 221 Old Testament
  - 225 New Testament
  - 230 Systematic or Doctrinal Theology
  - 240 Devotional Theology
  - 250 Pastoral Theology
  - 260 Ecclesiastical Theology
  - 270 Christian Church History
  - 280 Christian Churches and Sects
  - 290 Non Christian Churches
  - 291 Mythology
  
- 300 Social Sciences
  - 302 Media
  - 304 Social problems
  - 305 Nomads, Travellers
  - 306 Death, Families, Sexism
  - 307 Cities, Communities, Town life, Village life
  - 310 Statistics
  - 320 Apartheid, Racism

- 325 Immigration
- 306 Slavery
- 330 Economics
- 331 Careers, Trade unions, Unemployment
- 339 Poverty
- 340 Law
- 341 United Nations, European Community
- 350 Government, Local Government, Parliament**
- 351 Police
- 355 Guns, Nuclear warfare, War, Weapons
- 360 Associations and institutions
- 363 Disasters, Fire service, Lifeboats, Water safety
- 370 Education, Schools
- 380 Communications and transportation
- 386 Canals, Boats, Harbours, Sea, Ships, Submarines
- 388 Bicycles, Buses, Cars, Cycling, Motor cycles, Roads
- 389 Aeroplanes, Airports, Helicopters
- 390 Customs and Folklore
- 394 Celebrations, Christmas, Easter, Fairs, Festivals, Holidays
- 398 Fair tales, Folk tales, Ghosts, Legends, Myths and legends, Nursery rhymes, Witches
  
- 400 Languages
  - 400 English language
  - 410 Comparative Linguistics
  - 420 English language
  - 430 German language
  - 440 French language
  - 450 Italian, Romanian
  - 460 Spanish, Portuguese
  - 470 Latin, Other Italic
  - 480 Greek, Hellenic Group
  - 490 Other languages
  - 491.4 Indian languages
  - 499 African languages
  
- 500 Pure Science
  - 500 General science
  - 510 Mathematics
  - 520 Astronomy
  - 530 Physics
  - 540 Chemistry
  - 550 Geology, Earth Sciences
  - 551.6 Climate, Clouds, Snow, Wind, Weather
  - 554 Lakes, Oceans, Rivers, Water
  - 555 Colour, Light, Shadow
  - 560 Palaeontology
  - 570 Anthropology, Biology
  - 574 Countryside, Nature, Pond life, Seashore
  - 574.5 Conservation, Ecology, Environment

- 580 Botany
- 590 Zoology
- 594 Crabs, Crustaceans, Molluscs, Octopi, Shells, Snails
- 595 Ants, Bees, Butterflies, Caterpillars, Insects, Moths, Spiders, Worms
- 596 Aligators, Amphibians, Crocodiles, Fish, Frogs, Lizards, Reptiles, Snakes
- 599 Apes, Bears, Wild cats, Chimpanzees, Dolphins, Elephants, Horses, Kangaroos, Lions, Monkeys, Rabbits, Seals, Tigers, Whales
  
- 600 Applied Science
  - 608 Inventions
  - 610 Medicine, Doctors, Hospitals, Nur
  - 612 Dentists, Human body, Ourselves, Senses, Teeth
  - 613 Contraception, exercise, Health, Hygiene, Sleep
  - 613.8 Additions, Alcohol abuse, drugs
  - 620 Engineering
    - 621 Electricity, Electronics, Engines, Lasers, Machines, Nuclear power, Windmills
  - 630 Agriculture, Farming
  - 633 Cereals, Corn, Crops, Maize, Oats, Rice, Sugar, Wheat
  - 640 Home economics, Housework
  - 641 Cooking, Drinks, Eggs, Food, Meat, Vegetables
  - 650 Business and Business methods
  - 660 Chemical Technology, Industrial chemistry
  - 670 Manufacturing
  - 677 Cotton, Fabrics, Materials, Silk, Textiles, Wool
  - 680 Manual training, Handicrafts
  - 690 Building Construction
  
- 700 Leisure, Art and Sports
  - 709 General history of art
  - 710 Landscape, Town Planning
  - 720 Architecture
    - 726 Cathedrals, Churches, Temples
  - 730 Sculpture
  - 740 Drawing, Decoration
  - 750 Painting, Pictures
    - 760 Prints and Print Making
  - 770 Photography
  - 780 Music
  - 790 Amusements, Hobbies
    - 791 Broadcasting, Cinema, Circuses, Film, Puppets, Radio, Television, Video
    - 792 Acting, Ballet, Costume, Dancing, Theatre
    - 796 Athletics, Basketball, Boxing, Camping, Cricket, Cycling Football, Gymnastics, Judo, Karate, Kite Flying, Motor racing, Netball, Olympic games, Roller skating, Skating, Skiing, Sports, Tennis, Diving Sailing

- 800 Literature
  - 803 Literature reference books
  - 804 Books and reading
  - 805 General history of literature
  - 810 American Literature
  - 820 English literature
  - 830 German literature
  - 840 French literature
  - 850 Italian literature
  - 860 Spanish and Portuguese literature
  - 870 Latin literature
  - 880 Greek literature
  - 890 Literature of other languages
  
- 900 Geography and History
  - 903 General history reference books
  - 909 World history
  - 910 Geography and travel
  - 916 Africa – Geography and travel
  - 916.76 East Africa
  - 916.762 Kenya
  - 916.78 Tanzania
  - 916.9 Malawi
  - 917 North America - Geography
  - 918 South America – Geography and travel
  - 919 Oceanic and Polar regions – Geography and travel
  - 920 Biography, collections
  - 929 Flags
  - 930 Ancient history
  - 940 Europe - History
  - 950 Asia - History
  - 960 Africa - History
  - 967.6 East Africa
  - 967.61 Uganda
  - 967.8 Tanzania
  - 969 Malawi
  - 970 North America
  - 980 South America - History
  - 990 Oceanic – History (Australia, New Zealand, etc)

## **ALPHABETICAL SUBJECT LIST**

Accounting: Business 657  
Advertising 659.1  
Aeronautics 629.1  
Africa – Geography and Travel 916  
Africa – History 960  
Agriculture Pests 832  
Agriculture 630  
Aids in Book Selection 010  
Alaska – Geography and Travel 917.98  
Alaska – History 979.8  
American Indians 970.1  
American history 820  
Amusements and hobbies 790  
Ancient History 930  
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