



CHAPTER 9

LIBRARY CLASSIFICATION AND CATALOGUING

1. ACCESSIONING OF DOCUMENTS

A proper record of all the books, whether purchased or received as grants, has to be kept by the Library. This is a permanent record and should be meticulously maintained and preserved from the view-point of audit and future reference and use. The Accession Number is to be written on the

(i)	lower-half of the back of the title page,
(ii)	secret page,
(iii)	last page of the book;
(iv)	all the copies of the bill/cash memo. The book needs to be physically checked and piece verified before accessioning work is undertaken.

Specially designed Accession Registers printed in a good quality ledger paper with required 12 columns are readily available with leading library stationary suppliers. It will cost a lot to an individual library to get the same printed with its own name. For the sake of uniformity of records also it is better to make use of such registers which are of standard size/columns and meet all requirements. These registers are available in sets of 2500 and 5000 entries. In a school library, where annual intake is not much, a register of 2500 entries will suffice. The new Accession Register should begin in continuation of the last accession number. Over-writing and cutting of any kind are to be countersigned by the Principal to avoid any audit objection.

While making an entry in the Accession Register it is advisable to use ink of lasting quality so that the colour does not fade away with passing of time. The Accession Register should always be kept in a locked almirah when not in use.

After accessioning, the books should be rubber stamped with the name of the Library. The book



tag, book plate, book card pocket, and due-date-slip are to be pasted at the places decided upon by the Librarian. Having done this, the book is to be classified according to a particular scheme of classification, and catalogued according to a particular code of cataloguing.

Each book is to be assigned a unique call number and necessary catalogue cards prepared so as to allow it to be accessed through the name of its author, title and subject. The accession number and call number of the book are to be written at appropriate places and a book card giving information such as its call number, accession number, author, title is prepared and inserted in the book – card pocket. After verifying all these details the book should be released for use. If the book needs binding, it should be got bounded first. The original jacket of the book should be retained for as long as possible and even cut pasted on the board used in binding.

2. CLASSIFICATION

One of the major management tasks of the school librarian is to organise the reading material within the given framework of the library. This brings us close to the problem of classification of books of various shapes, sizes and formats dealing with many subjects in different languages. Thus the job of classification involves giving a unique number called ‘Call Number’ in library terminology to each of the books in the library to facilitate its location, placement/shelving at appropriate places in the stacks, and circulation among the members of the school community.

The ‘Call Number’ of a book consists of three components, namely:

- ❖ Class Number;
- ❖ Book Number
- ❖ Sequence or Collection Number.

The construction of the ‘Book Number’ and ‘Sequence Number’ does not pose much of a problem. Different methods exist to construct these two numbers. As regards the ‘Book Number’, one may do it simply by using the ‘first three letters’ of the surname of the author. The first letter of the ‘title of the book’ may also be appended with a hyphen, if desired. For ‘Sequence Number’ the symbols such as:

- ❖ ‘RR’ for reference
- ❖ ‘TB’ for text books
- ❖ ‘HB’ for hobby books



❖ ‘BB’ for book bank

❖ ‘B’ for biographies

or any other combination of digits may be used to indicate the location of a particular category of book in the library. These numbers may be superimposed on the book number. In other words a ‘sequence number’ should be written just above the digits representing the ‘book number’.

(A) Choice of the Scheme of Classification

A librarian will do well if he/she considers an established and widely used scheme of classification rather than design and develop his/her own. It would be advisable to use only a standard and popular scheme of classification which the users will find in use later in further education in other educational and public libraries. This gives continuity in experience and may serve as foundation for the future. After all why should users of different libraries be made to learn new ‘Arrangement Order’ all the time they go to a new library.

(B) Dewey Decimal Classification

In general, most of public and other libraries in India use ‘Dewey Decimal Classification (DDC)’. There have been 23 editions of this monumental work. This itself speaks about the popularity of DDC amongst the librarians throughout the world. Its use is, therefore, helpful at school level to serve as a foundation. One of the advantages of using ‘DDC’ is that it can be adopted in any large or small library with modifications. Abridged Editions of ‘DDC’ are also brought out to meet the special requirements of small public and school libraries.

A special schedule developed for school libraries is given in Appendix A. This Schedule alone may not be found adequate to represent all the facets of a subject. Therefore, the use of the ‘Standard Sub-divisions’ (Appendix B) at times may be found necessary to separate a book from the other books having same ultimate class. These Standard Sub-Division are not in themselves class numbers and hence cannot be used in isolation, but may be suffixed/added to any number from the schedule (Appendix A). While using these numbers, the preceding digit dash “___” is to omitted and a dot “.” inserted after the first three digits of the number.

The Schedule given in Appendix A and the ‘Table of Standard Sub-divisions’ given in Appendix B is only illustrative. For a complete or exact number of a book, it is advised to look into the regular edition of DDC22. The School Libraries may also decide to adopt the Abridged Edition of DDC which is brought out for the use of schools and other small libraries.



3. CATALOGUING

The catalogue of the holdings of a library is a vital link between the reader and the book. It serves as a key to ascertain the availability of book in the library and gives its call number. Thus a library catalogue has got to be in order and updated continuously to show the resources held by the library. One may argue that in a small library catalogue is not essential, but its value will be increasingly felt with the expansion of the library.

It is no exaggeration that a library without a proper catalogue is not of any worth to any institution, and schools are no exception.

The catalogue of the school library, if constructed on scientific lines, should unfold the book stock. A borrower should be able to locate a book in the catalogue whose (i) author, (ii) title, or (iii) subject is known. This prescription suggests that a catalogue must provide access to books through all these approaches. The entries for 'author', 'title' and 'subject' approach may be filed under one single sequence following dictionary order i.e. A to Z. While 'author' and 'title' approaches are specific in nature, and resorted to only if the name of the author and the title of the book is definitely known. The subject approach reveals the whole array of books on the subject and is not limited to a particular author or title name. Different colour cards can be used for 'author', 'title' and 'subject' entries.



Fig. 8. Catalogue Card Cabinet

The main entry is the basic record for each book and in its simplest form includes the following information:

- ❖ **Call Number** comprising class number, book number, and sequence number;
- ❖ **Author's name** beginning with surname and followed by forenames;
- ❖ **Title** of the book (Imprint and collation: place of publication and publisher's name; date of publication; size, pages and illustrations, if any, may be provided, if desired).



A more complete catalogue entry for a book may also include information if the book forms part of any 'series'. In the last line of the catalogue, information about the various entries prepared for the book should also be provided so as to correlate different entries for future reference. This section of the catalogue card is called 'Tracing Section' in library terminology. The use of AACR2 catalogue code is suggested. A sample entry prepared using this code is given below to serve as a model on a 5" x 3" card:

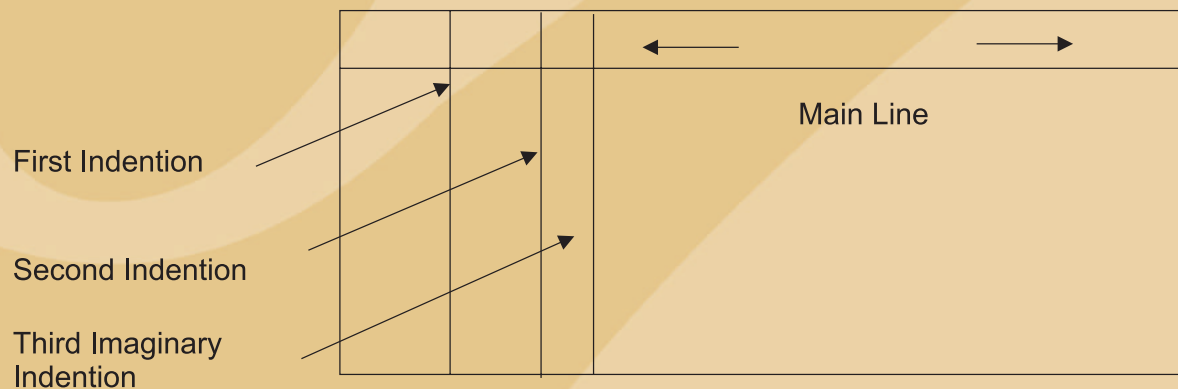


Fig. 9.i. Structure of the Catalogue Card

1" indentation: 9 spaces from left margin		
2nd indentation: 13 spaces from left margin		
3rd indentation: 15 spaces from left margin		
Class No.		Added entry
Book. No.	Main	Second line of added entry (if necessary)
		entry heading
Acc. No.		Title proper [GMD] = Parallel title: other title/statement of responsibility. -Edition/statement of responsibility relating to edition. -Place of Publication: Name of Publisher, Date of Publication.
		Extent of item; other physical detail: dimensions + accompanying material. - (series; numbering).
		Notes.
		ISBN.
		Tracing

Fig. 9.ii. Sample card showing three indentions



Class No.		
Book. No.	Title:	subtitle/first statement of responsibility; each
		subsequent statement of responsibility.-edition statement.-First place of publication, etc.: First publisher, etc., date of publication.
		Extent of item; other physical details; Dimensions.
	(Series)	Note.
		Standard Number
		Tracing
		○

Fig. 10. Skeleton card for title main entry

1. The main entry heading begins on the fourth line from the top of the card.
2. The card is typed with single space with the exception of double spaces before the first note and before the tracing.

The skeleton card (Fig. 11) illustrates the form commonly used for author as main entry.

Class No.		
Book. No.	Author Name	
		Title proper [GMD]; other title information / statement of responsibility.-Edition statement.-Place of publication: publisher, date of publication.
		Extent of item; Other physical details; dimensions.
		-(Title proper of series; series numbering)
		Notes as required
		Standard Number:
		Tracing
		○

Fig. 11. Skeleton card for author main entry



Guide Card

The guide cards should be inserted in the catalogue tray at a distance of every inch. Care should be taken that the catalogue tray is not congested. The number of catalogue cards in a catalogue tray should be between 1000–1500.

4. COMPUTERISED CATALOGUE DISPLAYS

For computerized catalogues, the information may be presented in a different style, a slightly different order, or some information may be omitted in the display seen by the patron. Here is an example of how the same information may look on a type of Computer Catalogue display.

AUTHOR	Tripp, Valerie
TITLE	Happy birthday Josefina! : a springtime story / by Valerie Tripp ; illustrations, Jean-Paul Tibbles
EDITION	1 st ed.
PUBLISHER	Middleton, WI : Pleasant Co., 1998.
DESCRIPT	69 p. : col. ill. ; 22 cm.
SERIES	The American girls collection
SUMMARY	Josefina hopes to become a “curandera” or healer like Tia Magdalena, and she is tested just before her tenth birthday when a friend receives a potentially fatal snakebite.
SUBJECTS	1) Healers—Fiction 2) Ranch life—New Mexico—Fiction 3) Mexican Americans—Fiction

Depending on the abilities of the cataloguing program and the choices specified for display in the parameters set up when the program was installed in the library, the style of display may vary considerably from library to library. The basic information that should always be shown is the call number, author, title, publication information, series and/or edition, and ISBN number.