

BOOKS/MONGRAPHS

NO.2

MANUAL FOR THE DEVELOPMENT OF *SCHOOL*
LIBRARY AND INFORMATION CENTRE

PREPARED BY NORTHERN EDUCATION RESEARCH PROJECT,
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DRAFT COPY

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CHAPTER TWO

SCHOOL LIBRARY AND INFORMATION CENTRE RESOURCES

The collection of the school library must be related to the aims and objectives of the school if they will assist both teachers and students to attain their goals.

(A) Resource Materials

The collection of a school library should consist of a variety of educational resource materials ranging from books, periodicals, teaching aids such as flash cards, non-book materials and computers. The recommendation of the Federal Ministry of Education in respect of school library collection is as follows:

1. *Reference materials:* As many reference materials as possible should be stocked in the library. The necessary ones include:
 - (a) Sets of encyclopedias, at least 2 sets (one science; one general).
 - (b) Language dictionaries to cover English, French, Arabic and Nigerian languages (Hausa, Igbo and Yoruba)
 - (c) Books of quotations and dictionary of proverbs.
 - (d) Companion of comprehensive literary works.
 - (e) Maps and atlases.
 - (f) Gazetteers.
 - (g) Subject dictionaries, e.g. chemistry, physics, biology and geography, etc.
2. *Non-Fiction:* This should cover both school texts and supplementary books on all subjects taught as well as curricular and books of general interests, e.g. photography, scouting, sports, etc.

At secondary level, the following recommendations are hereby made:

Science Books	35%
Applied Sciences	10%
Social Sciences	20%
Arts	25%
Periodicals	10%
Total	100%

At the primary school level the following recommendations are hereby made:

Sciences	45%
Arts	45%
Periodicals	10%
Total	100%

However, percentage representation of each subject will depend on the area of emphasis in each school. But each subject should not have less than 2% of text books stocked in the library.

3. *Fiction (Story Books)*. It is important that both local and foreign fiction books be stocked in the library to provide reading materials for leisure.
4. *Supplementary Readers* (easy-to-read books): Library collection in this group consist of (re-told) abridged editions or introductory versions which present subject in rather very elementary manner that can be useful to slow-learners. Such books are easily identified by their rather large prints and sundry illustrations or pictures.
5. *Periodicals*: For the currency of information in periodicals, it is important that school children be introduced to the use of periodicals as information sources. Encourage their use by requiring some information from them often, and by assigning students/pupils to display news items from the periodicals on notice boards in the library often.

It is recommended that:

- (a) Every secondary school library should have on subscription at least ten (10) different titles of periodicals (excluding newspapers in various disciplines), while every primary school library should have on subscription at least five (5) different titles of periodicals in various disciplines.
 - (b) Every secondary school library should subscribe to five (5) different titles of Nigerian newspapers. The pattern of subscription should be:
 - (i) 1 title of local newspaper that is produced within the locality;
 - (ii) 1 title of state government sponsored newspaper;
 - (iii) 1 title of federal government sponsored newspaper;
 - (iv) 2 others not listed above—preferably news magazines.
 - (c) Primary school library should subscribe to two (2) titles of newspapers, one local and one state or national.
6. *Maps and Atlases* These are important sources of reference and can enable students/pupils have a quick look-up of places in terms of their correct names, location, population, climate condition, etc. It is recommended that each school library (primary and secondary) should have in its collection at least three (3) titles of atlases with the following representations:

- (a) A local atlas comprising of local government, state and the whole country.
 - (b) African Map.
 - (c) World Map
7. *Books of quotation:* Quotations are catchy words, phrases or sentences that are often used in writing or speeches. Books of quotations serve as dictionaries to the quotations by tracing their sources. Such books are therefore important sources of reference, which every school library must have. It is recommended that every secondary school library should have at least two (2) different sets of standard books of quotations in its reference collection.
 8. *Companions:* Comprehensive literary and religious works often have companions, which serve as dictionaries to obtain meaning or information on the contents of such comprehensive works. Every school should have companions in its collection.
 9. *Non-book Materials (audio-visual):* Audio-visual materials help a lot to illustrate and enrich teaching. Each school library should have non-book materials such as:
 - (i) Pictures, especially of famous personalities, places and events of geographical and historical importance as well as those of natural science such as birds, trees, flowers, etc.
 - (ii) Realia, comprising of samples of local arts and crafts, historical objects of natural history such as rocks and metals.
 - (iii) Newspaper clippings/cuttings.
 - (iv) Tapes and cartridges.
 - (v) Slides
 - (vi) Films, filmstrips.
 - (vii) Microfilms.
 - (viii) Transparencies.
 - (ix) Maps, charts, globes, flash cards.
 - (x) Video cassettes and cameras, audio-cassettes, computers diskettes.
 - (xi) Computers.

(B) Size of Collection

Libraries are living organisms. Therefore, their size depends on how old they are. It is recommended that libraries should start with basic collections to which additions can be made annually. The following is recommended:

(a) Primary Schools:

Enrollments	No. of different titles
500 or less	1,000
500-1,000	2,000
1,000-2,000	3,000
2,000-3,000	4,000

(b) Secondary Schools:

Enrollments	No. of different titles.
500 or less	1,500
500-1,000	3,000
1,000-1,500	4,000
1,500-2,000	5,000
2,000-3,000	6,000

(C) Collection Development Policy

1. The initial expenditure of establishing a school library should be met by a special grant which may be expended over a period of, say, three to five years.
2. Involve the school teachers in the selection of library materials. Do that through the formation of a Book Selection Committee comprised of the representatives of the Head of the School, the teachers, students/pupils and the librarian. The librarian should guide the committee to select materials using the following guidelines.
 - (a) The book or other information source should be accurate.
 - (b) It should give a balanced view of the subject and not emphasise only a part of it.
 - (c) It should cover the subject clearly.
 - (d) It should be up to date.
 - (e) It should be related to the ability of the users.
 - (f) It should be of value of those who will be using the library.
3. Physical qualities: Will the paper and binding of the book stand the wear and tear of use by pupils/students?
4. (a) Is it easy to read? A good clear typeface and well spaced is important and will encourage reading; (b) for non-fiction materials, is it easy to find a particular fact?
5. Sound recordings should be clear and without distortion.

6. Visual items such as slides should be clear in focus, colour. The colour should be close to reality.
7. Gifts should be examined carefully before they are added to the collection.
8. With the exception of reference materials each title acquired by the library and information centre should in ratio of 1:10 pupils/students.

(D) Weeding Policy

The stock of the library will not remain relevant or useful forever. For this reason, existing stock will be examined regularly. Irrelevant materials should be removed. Take as much care over weeding as you do when adding new materials. The following decisions should be taken:

1. Is the information still being used? If not, why not? Has interest in the subject disappeared? Has the style in which it is written become old fashioned and unappealing? In short, does nobody want it? If so remove it from the library.
2. Worn out books will not give children a good impression about the library. If they cannot be repaired and made useful and attractive again, they should be removed from the library.
3. Is the information content still accurate? Changes in the subject, new developments and events may make a book, which was once very sound, inaccurate, wrong and misleading. Remove such books from the library.

CHAPTER THREE

LIBRARY AND INFORMATION SERVICES

Library and information service is the backbone of life-long education. There can be no meaningful teaching and learning in any school without a library/media centre. Therefore, in order to enhance the acquisition of knowledge in schools and colleges at all levels, a deliberate effort should be made to provide library and information services to both teachers and students/pupils.

Type of Services: Library and Information

There are different types of library and information services provided by school libraries/media centers to satisfy the needs of both the teachers and students/pupils. The type of library and information services provided in school libraries/media centre should largely depend upon:

- (i) Size of the students/pupils.
- (ii) Size and type of collection.
- (iii) Type of infrastructure/furniture and equipment.
- (iv) Size and quality of staff.
- (vi) Size of the library/media centre.

However some of the information services to be provided by the school library/media centre should include:

- (1) Teaching the skills of using information resources and libraries/media centre. The users of the library/media center need to possess some skills to enable them utilize the information resources properly. Therefore:
 - (a) The student/pupil should be able to know that books need to be handled with care. They need to know the important parts of a book such as the title page, contents, index, etc. and how they can use them to get information.
 - (b) The students/pupils need to have a solid foundation on the skills to use the library right from tender age so that whenever they grow, they will be experts in the use of libraries and information centres.
 - (c) They need to have a basic idea of the classified arrangement of books in the library and how to use the catalogue to trace them.
 - (d) The student/pupil should learn how to use bibliographical materials such as dictionaries, encyclopedias, atlases, etc. to find information.

- (e) The pupils/students should be capable of using a well-organised library for finding information.

2. Users of the library

In order to facilitate the use of the school library/information centre, resources and services, the clientele should be defined and encouraged to use the library/center. The library/center users should include:

- (a) *The sponsoring body of the school.* This can be achieved through the librarian compiling and sending a list of newly acquired library materials to either the commissioner or the person in charge of libraries in the Ministry.
- (b) *The school management.* Make sure they are served with current titles and any material of interest.
- (c) *Teachers.* Provide accession list for teachers and place current information on the staff notice board. Also have verbal discussion with teachers about the library and what it can do to ease their teaching work.
- (d) *The students/pupils.* The students/pupils. Draw their attention through book-talk, story hour and displays. Pupils should complete a registration form, which should be filed alphabetically by surname in the school library. The form should show name, date of birth, class, schoolhouse, admission number, year of admission, student and teacher-librarian's signature.
- (e) *Parents.* Through Parents-Teachers Association (P.T.A) you can reach out to parents. Invite them to visit the library and even borrow books to use help their wards at home.

3. Developing students'/pupils' interest in reading.

It is important that libraries/media centers evolve ways and means of developing the students/pupils interests in reading. This could be made through story telling and provision of relevant reading materials for further reading after the story. Their interest to read can be motivated through:

- (i) Selecting from the library, interesting books for children;
- (ii) Reading more stories from the books to the children during story-hour period while the remaining titles would be introduced to the children for their reading;

- (iii) Reading aloud an extract from particular storybooks and stop at a point of particular interest or excitement. The children are told that the books are available in the school library.
- (iv) Ensuring that the books advertised are available and ready to be borrowed.
- (v) Giving book-talks, especially on important themes such as hard work, honesty, career, endurance, etc. Book-talk could be used to introduce the pupils to the relevant information resources available on the subject of discussion in the school library.
- (vi) Formation of Young Readers' Club, Literary Society, etc.

4. Creating awareness for library and information center collection.

The library needs to draw the attention of both the teachers and the students/pupils to the existence of information resources especially through displays/exhibitions and preparations of book list, etc. Thus:

- (i) Provision should be made for the display of important information resources especially the new arrivals to draw the attention of the students/pupils to them.
- (ii) Display could also be made on specific school activities, students/pupils activities, and major sporting events, important national and international events.
- (iii) Book lists should be compiled periodically on subjects taught in the school, students/pupils hobbies and interests to draw their attention as well as that of teachers to the information resources available in the library and information centres which they may not have come across before.

5. Collaborating with teachers to plan class assignments and projects that would require the use of library resources to accomplish.

The information resources in the library and information centre should reflect the school curriculum so that the teachers can use them to give assignments and direct student/pupils to go to the library and information centre to consult them. Therefore, the teachers should be encouraged to scan through periodicals reports and reviews to update their knowledge in their disciplines. The school librarian should identify the information needs of the teachers so as to provide them with the relevant information resources.

- 6. Encourage the use of design skills for creative writing, production and use of instructional media in teachers and pupils/students. The school librarian should provided relevant equipment that would facilitate the production of instructional materials such as flash cards, maps, charts, audio recording, overhead transparencies, photographs, slides, typed or duplicated papers, mounted pictures, etc, which may be needed to teach the subjects in the

curriculum. The librarian should also provide the storage and retrieval facilities for such materials.

7. Establishment of circulation system to facilitate the effective use of learning resources in the school library/media centre.

The library and information center should establish an effective circulation system that will allow easy access to the library and information center collections and use possibly even after the closing hours. For example the *Browne System* of circulation could be used. This system allows each reader to be issued with a certain number of borrowing tickets which can be used to borrow books from the library and information centre. The tickets are made in the shape of a pocket and are shorter than the book-card to enable the particulars on the book-card stand out above the ticket when inserted into it. The size of the tickets should be about 80mm by 95mm. It is expected that whenever the reader presents books for borrowing, he hands in one ticket for each book to be borrowed. Thus, the date a book will be returned is put on the date-slip and the book-card is removed and inserted into the ticket. The combined book-card and ticket are then filed in trays by date due. When ever a book is returned, the card is withdrawn from the tray and put back in its pocket and the reader's ticket is returned to him.

The number of tickets per student/pupil would however depend on the size of the collection, age of pupil and policy adopted by the library/media centre.

Efforts should also be made by the school librarian to encourage the production of information resources such as books through shared reading and story hour

Thus, after a story has been told, the students/pupils could be asked to write out the story either individually or in-group. The school librarian should encourage the students/pupils to borrow the works to read.

8. Provision of Media Services

The school libraries and media centers should provide media resources/services for the use of both the teachers and pupils/students. Therefore time should be provided to allow the pupils/students to use them effectively. The use of media services should however be based on the level of the pupils/students. Thus, there are different media services for primary and secondary schools. These services could be in form of:

(a) Primary level media service

- (i) Playback of recorded stories from cassettes
- (ii) Demonstrations on the use of computer

- (iii) Introduction of children to CD version of encyclopedia and dictionaries.
- (iv) Let children have access to computers and relevant CD learning materials.

(b) Secondary level media service. This type of services can be provided through:

- (i) Giving students project work that will encourage the use of other databases and Internet for collecting information and interactive learning.
- (ii) Teaching how to access other sources of information in the electronic media such as CD-ROM, Internet, etc. to secure information.
- (iii) Having days set aside to have video shows of programmes that will be beneficial to students.
- (iv) Creating time for the use of flash cards for drill and practice of specific subjects.
- (v) Using educational games such as scrabble to teach spelling and creating words.
- (vi) Making available other non-book materials that can be used to enhance teaching and learning such as: transparency, photographs, slides, filmstrips, audio-tape recording, motion pictures, video-tape recording, and realia, etc.

9. The School Library and Information Centre Operation Hours

- (i) The library and information centre shall be opened for use between 8.00 am. to 4.00 pm for Day Schools. It shall however be opened for use between 8.00 pm. To 10.00 pm. For Boarding Students.
- (ii) There should be provision for library hour in the school timetable for every class. During this hour, the students/pupils should be motivated to participate fully in the programmes of library instruction designed to inculcate in them the necessary skills for using the library and information centre and its resources. The pupils/students should be encouraged to use the library/media center independently apart from the official periods.

The pupils/students should therefore be given assignments that will require the use of books and non-book resources in the library and information centre to find information during library hour.

10. Library Cooperation

Since no library and information center that can boast of having all the required information resources in stock, cooperation is necessary for a more rewarding library and information service. Areas of library cooperation should include:

- (i) Selection of books and other information resources.. This might take the form of panels of teachers preferably within the same educational zone and librarians discussing and reviewing new publications and compiling lists. Very expensive materials can be shared among cooperating schools so that each school can acquired different titles of such information resources.
- (ii) Public library visits. The school librarian should encourage the teachers as well as the pupils/students to make good use of the public library around however good their school library and information center might be. Visits to the public library should be planned by teachers and librarians together to ensure that the visits are relevant to the children needs.
- (iii) Exhibitions. Each library/media centre within the area of cooperation should deposit their new books and standard works at a central library or library headquarters for exhibitions. It is essential that librarians are always available at those exhibitions to facilitate discussion and exchange of ideas among the users.
- (iv) Supplementary service: In order to ensure uniformity and ease of use of the library media center resources, there could be services such as:
 - (a) Central book ordering and accounting
 - (b) Book processing,
 - (c) Cataloguing and classification,
 - (d) Book binding and repair.
- (v) Collaboration with private schools. Government school libraries and information centers can benefit from private school libraries/media centers and vis-visa through cooperation especially in the area of exchange of materials and non-restriction of the use of the library/media center by the pupils/students and staff of the cooperating schools.

11. Readers Advisory Services

It is not sufficient to provide books and stimulate interest; the ability to use books does not arise purely from keenness and interest; for the most part it has to be taught. The librarian, therefore is to use these skills in rendering advisory services:

- (a) Study skills: show children how to take notes while reading.
- (b) Library skills: advised the children to make use of the library to do their homework and read for leisure.

12. Current Awareness Services (CAS).

Current awareness should be provided through:

- (a) Displaying of catchy captions on notice boards in the library
- (b) Regular preparation of accession lists
- (c) Preparation of periodical articles titles lists.
- (d) Periodical circulation and display.

13. Selective Dissemination of Information (SDI)

SDI can be provided for teachers, contents of new materials could be routed to teachers based on their areas of specialisation.

14. Reference and Information Services

It is personal assistance provided to users in the pursuit of information. It is characterized by personal interaction between library staff members and library users. Reference service should comprise of:

- (i) Information service—which consists of finding needed information for the user or assisting the use in finding such information.
- (ii) Instruction in library use consisting of helping users learn the skills they need to find and use library materials.
- (iii) Guidance—in which users are assisted in choosing library materials appropriate to their educational, informational and recreational needs.
- (iv) Maintaining a collection of basic reference sources (see the chapter on Resources)

The library staff members should have a section in the library designated as *Reference Section* where reference questions would be attended to.

15. Library/ Information Centre Rules and Regulations

In order to ensure a fair and effective use of the school library/media center, there should be rules and regulation guiding its use and operations. The suggested rules and regulations are as follows:

- (i) The library and information center should be opened only to registered members of the school. These are—teachers, pupils/students, and others accredited persons.

- (ii) All bonafied members of the school should be duly registered in the library by completing the registration form.
- (iii) Registration cards and borrowing cards should be issued to each registered user. The number of borrowing cards should be decided by the school librarian and adopted by the school authority.
- (iv) The duration for borrowing should be stated at the point of registration.
- (v) Theft and mutilation of library materials is a serious offence.
- (vi) Reference materials must not be borrowed. They should be consulted and left in the library.
- (vii) Students are not allowed to put books back on the shelf. All books consulted should be left on the reading tables.
- (viii) There should be no eating in the library. Anybody found eating should be sent out immediately.

16. Penalty for breaking rules.

- (i) Overdue notices should be served to those with overdue books two weeks after the date due.
- (ii) Penalty should range from seizure of borrowing tickets to stopping offenders from using the library/media centre for a period of time in the case of theft and mutilation.
- (iii) Lost books should be paid for.