

# **How to Set Up and Run a Small Library in Africa**

## **African Library Project**

Adapted from *Setting Up and Running a School Library*  
by Nicola Baird and VSO

African Library Project  
5 Thistle St.  
Portola Valley, CA 94028 USA  
[www.africanlibraryproject.org](http://www.africanlibraryproject.org)

This edition: © African Library Project 2014

Material from SETTING UP AND RUNNING A SCHOOL LIBRARY  
© VSO 1994

This adaptation of SETTING UP AND RUNNING A SCHOOL  
LIBRARY is published by arrangement with Pearson Education  
Limited.

Cover design by Leslie Doyle

The African Library Project is grateful to the following for  
permission to reproduce their photos:

Chris Bradshaw: 1.2, 3.9, 4.4, 6.4, 7.1, 10.4, 12.1, 12.3, 14.1, 14.7,  
18.3

Carolyn Gannon: 0.1, 0.2, 2.1, 6.2, 9.2, 9.3, 9.5, 10.1, 11.5, 13.1,  
13.2, 13.3, 13.4, 14.5, 19.1, 19.2

Michelle Green: E.1

Lesley Loudon: 1.1, 3.10, 4.6, 11.2, 14.2, 14.6, 15.1, front cover

Steve Levin: 14.4

Deborah Lustig: E.2

Toby Lustig: 5.2

Greg Scieszka, Jr.: 5.1

Alyssa Souza: 3.2, 3.3, back cover

ISBN 978-0-615-66454-5

Printed in the United States by Giant Horse Printing, Inc.

# Contents

<b>Foreword</b> .....	<b>vi</b>
<b>Editor’s Note</b> .....	<b>vii</b>
<b>Introduction</b> .....	<b>1</b>
What is this book about? .....	1
Why do you need to use this book? .....	1
How to use this book .....	2
<b>1. What Is a Library?</b> .....	<b>6</b>
What is a library? .....	6
Why does a school need a library? .....	6
Different types of school library .....	8
Why does a community need a library?.....	12
<b>2. Preparing to Set Up Your Library</b> .....	<b>13</b>
What you need to do first .....	13
Why you need to do this .....	14
How much time will it take? .....	14
How to start – the library committee .....	15
What the library committee does .....	17
How to involve others .....	18
<b>3. Preparing the Library Room</b> .....	<b>21</b>
What are your library room needs? .....	21
How to make your library secure .....	22
What furniture does the library need? .....	25
What equipment does the library need? .....	30
What stationery does the library need? .....	31
<b>4. Getting to Know Your Library Stock</b> .....	<b>34</b>
What stock is in your library? .....	34
Sometimes a single book can change a life .....	35
More about books .....	36
How to help readers learn about the parts of a book .....	36
The parts of a book .....	37
How to help readers keep books in good condition .....	41
More about other types of stock .....	41
<b>5. Choosing Stock for the Library</b> .....	<b>48</b>
What stock does the library need? .....	48
What makes an information book suitable for the library? .....	48
What makes a fiction book suitable for the library? .....	49
Why remove some books from the library? .....	50

How do you decide which books to remove? .....	51
What else is useful for a library? .....	52
<b>6. Making an Accession Register .....</b>	<b>54</b>
What is an accession register? .....	54
Why have an accession register? .....	54
How do you make an accession register? .....	54
Nameplates with return date labels .....	57
Which books need a return date label? .....	57
How do you make a nameplate and return date label with a pocket? .....	58
<b>7. Organising Information Books – Classification . 60</b>	
What is classification? .....	60
Why do information books need to be classified? .....	60
What stock is not classified? .....	60
How do you decide which subject area each book belongs in? .....	61
What is a subject? .....	61
How to classify your books .....	63
How to make spine labels .....	66
What do you do when you have finished classification? ..	67
<b>8. Making Library Catalogues .....</b>	<b>68</b>
What is a library catalogue? .....	68
Why make catalogues? .....	68
Different types of catalogue .....	68
How do you make a title catalogue? .....	69
How do you make a subject index? .....	72
How do you make a shelf list? .....	72
How to solve some cataloguing problems .....	74
What is stocktaking? .....	75
<b>9. Organising Fiction and Alphabetical Filing .....</b>	<b>76</b>
What is filed alphabetically in the library? .....	76
How do you file alphabetically? .....	76
Putting fiction books in alphabetical order .....	76
Other methods of organising fiction books .....	78
Filing other items alphabetically .....	79
How do you avoid problems with alphabetical filing? .....	79
<b>10. Putting Books on Shelves .....</b>	<b>83</b>
What needs to be checked? .....	83
How do you use bookshelves? .....	83
How to help readers use bookshelves the right way .....	85
What is a shelf guide? .....	86
Making shelf guides .....	87

<b>11. Lending Books .....</b>	<b>88</b>
What does lending books mean? .....	88
Why lend books? .....	89
How do you decide borrowing rules? .....	90
Decide how many books each reader can borrow .....	90
Decide how long a reader can keep a borrowed book .....	90
Decide whether to charge fines .....	90
Decide whom to lend to.....	92
Decide what to do about lost or damaged books .....	92
How do you register borrowers at a community library? .....	93
How do you record books lent by the library? .....	93
Weekly routine .....	97
<b>12. Keeping Books in Good Condition .....</b>	<b>99</b>
Why keep books in good condition? .....	99
What does keeping books in good condition involve? .....	99
How to cope with water .....	99
How to cope with humidity .....	100
How to stop insect damage .....	101
How to remove rodents .....	102
How to handle books carefully .....	102
How to repair damaged stock .....	104
Looking after magazines .....	106
Weekly routine .....	107
<b>13. Helping Readers to Use the Library .....</b>	<b>109</b>
What can you do to encourage readers to use the library? .....	109
Is the library for enjoyment or study? .....	109
How do you make the library interesting for readers? ...	110
The book tour: all about books .....	110
The library tour: how the library works .....	112
The skills tour: using the library .....	113
Treasure Hunt Game .....	114
How to use signs and posters in the library .....	114
How else can you attract people to the library? .....	117
Opening the library checklist .....	120
<b>14. Improving Readers' Library Skills and Encouraging People to Use the Library .....</b>	<b>121</b>
What is the point of improving readers' library skills? ....	121
Make imaginative displays .....	121
Organise library events .....	124
More ideas for school libraries .....	127
<b>15. Library Checklists and Routines .....</b>	<b>134</b>
Why have checklists? .....	134

Why have routines? .....	134
How to set up checklists for your library .....	134
<b>16. Increasing Your Library Stock/Improving Your Library Skills .....</b>	<b>139</b>
How can you find more stock for your library? .....	139
Where can you get free books for your library? .....	140
Why must gift books be checked carefully? .....	148
Where can you buy stock for your library? .....	148
How to solve coupon payment problems .....	151
Internet resources .....	152
How do you choose books from a catalogue? .....	153
Where can you get magazines for the library? .....	153
How can you improve your library skills? .....	155
New books routine .....	157
<b>17. Bookkeeping and Fundraising .....</b>	<b>158</b>
Expenses: what expenses can you expect and how will you pay them? .....	158
How to keep simple accounts .....	159
Fundraising.....	163
<b>18. Keeping Track of Progress .....</b>	<b>169</b>
Why should you keep track of the activity at your library? .....	169
How should you keep track of activity at your library? ...	169
<b>19. Using Computers in Your Library .....</b>	<b>172</b>
Are you ready for computers in your library? .....	172
Digital technology vocabulary.....	174
Accessing digital information.....	177
Digital formats .....	180
Implementation: setting up computers and digital access.....	180
Resources .....	183
<b>Appendix A. Keywords .....</b>	<b>187</b>
<b>Appendix B. Dewey Decimal Classification/Junior Colour Code .....</b>	<b>195</b>
<b>Appendix C. A Literacy Lesson .....</b>	<b>205</b>
<b>Appendix D. African Library Project Contacts.....</b>	<b>207</b>
<b>Appendix E. Where Do Your Books Come From? ..</b>	<b>208</b>

**Appendix F: Writing a Great Thank-You Letter.....211**

**Index..... 213**

## Foreword

Setting up and running a library can be one of the most satisfying jobs you perform. As a librarian, you will be in a position to nurture the development of children's and adults' love of books while encouraging them to read. This in turn will help improve their literacy skills, which I hope they will enjoy, retain, and share. You can also show readers how to find information from the books in the library, and this, too, is a skill for life. People need information to educate themselves and develop their true potential, and for this they need literacy and research skills, as well as access to books.

Setting up a library is also a great challenge. It can be hard work, so it is recommended that you work closely with many other people at your school or in your community. In this way, the library will belong to everyone and will benefit many generations.

**Chris Bradshaw**

*African Library Project Founder and President*

## Editor's Note

This book has been written to help you to set up and run your library. Originally written by Nicola Baird and VSO UK, it is based on many years of experience of VSO teachers and librarians working with local colleagues in low-resource schools throughout the developing world. We appreciate their willingness to let us use their text and drawings. With permission from UNESCO, we also include information from *Libraries for All*, a manual written by Laura Wendell for UNESCO. The African Library Project (ALP) has rewritten the manual to bring it up to date and to include ALP best practices from hundreds of librarians in Botswana, Ghana, Lesotho, Malawi, Sierra Leone, South Africa, and Swaziland. We are thankful that they have shared their experiences with us over the past six years, and we are pleased that we can now share them with you. As of 2014, ALP has started more than 1,400 libraries with 1.5 million books! See appendix E for more about ALP.

Step-by-step instructions are provided to help you establish the library and run it well. There may be times when you feel setting up a library is a struggle, but don't despair. The problems you face have been tackled by other librarians in similar situations. This book includes photographs of libraries throughout sub-Saharan Africa; just take a look at these and remember you are not alone. Make sure you network with other librarians in your country. Librarians are usually very supportive, so even if the nearest library is 300 kilometres away, it is worth making contact with the people running it.

Most people who are asked to set up and run a small school or community library are not trained librarians; neither am I, but I did set up a school library in rural Kenya, so I know what the job is like. All the people who helped plan and write this book with me have direct experience with setting up a small library in Africa and/or have professional library qualifications. For lending their expertise in rural African libraries, I thank Becky Banton, Chris Bradshaw, Mira Foster, Anne Marie Jackson, Francis

Kachala, Joey Noelle Lehnhard, Nonkululelo Mdluli, and the staff members of our partner organizations: Botswana Ministry of Education, Peace Corps Lesotho, Butha Buthe District of Education (Lesotho), DAPP Malawi, Wungwero Book Foundation (Malawi), Malawi Institute of Education, RISE Network (Sierra Leone), Breadline Africa (South Africa), Fundza (Swaziland), Swaziland National Library Service, and the Michael Lapsley Foundation (Ghana).

Many others also helped to make the book a reality. Leslie Doyle designed the beautiful cover. I appreciate the professional book design by Dragos Balasoiu. The photos are by Chris Bradshaw, Carolyn Gannon, Michelle Green, Lesley Loudon, Steve Levin, Toby Lustig, Greg Scieszka, Jr., and Alyssa Souza. Veronica Schami kindly donated her professional editing services. I thank Wilson, Sonsini, Goodrich & Rosati for their pro bono legal services. Josh Freedman advised on book production. Monique DeJong, Ryan Foster, Carolyn Gannon, Laura Hill, Adanya Lustig, Joy Njuguna, Dennis Odhiambo, and Jennifer Seidler contributed editorial and/or technical assistance.

I welcome your input for future editions of the manual. Please email [info@africanlibraryproject.org](mailto:info@africanlibraryproject.org) to share your library tips or suggest changes to the manual.

## **Deborah Freedman Lustig**

*Editor*

*African Library Project Board Member*

# Introduction

## What is this book about?

This book explains how you can set up and run a successful school or community library. In it, you will find advice and information on how to:

- Set up a small library and build bookshelves
- Select books for your library
- Make a written record of your library's books, pamphlets, and other library stock, such as newspapers, magazines, audio tapes, and videos
- Divide the library stock into subject areas
- Choose the best method of letting people borrow library books
- Repair damaged books

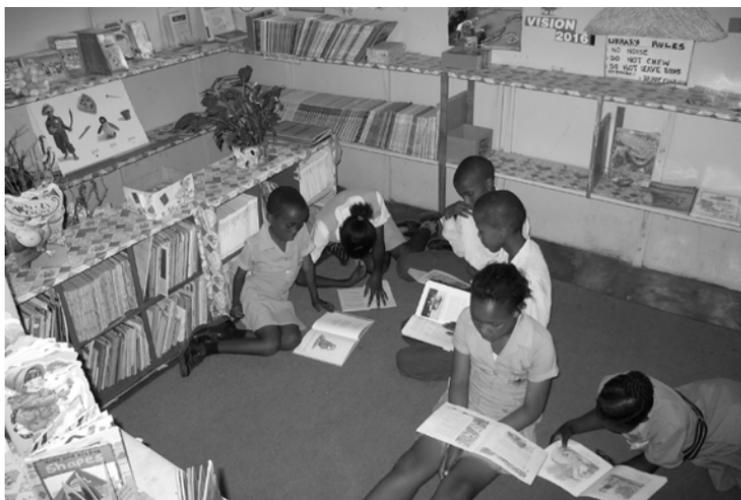
In addition, you will find useful library tips and teaching tips throughout the book and, in chapter 16, the addresses of international organisations that may supply free books to your library.

## Why do you need to use this book?

If you are planning your first library, this book will guide you through each step. If your library is already in operation, this book will help you to ensure its success – but do think carefully before you make any changes. You may not need to make many improvements if the books and other stock are easy to find, if they are in good condition, and if people use the library whenever it is open. However, if your library suffers from complicated procedures that are not maintained, if it lacks stock, or if it is underused by readers (perhaps because they think it is an unfriendly place), then this book will help you. It explains how to improve and simplify your library systems, and gives you ideas to encourage people to use the library.

Organising or reorganising a library can seem complicated. By reading this step-by-step guide, you should be able to obtain a clear idea of what needs to be done and why, so that you can explain the importance of library systems to people who help you. Be prepared for questions such as 'Why are we making a library?' or 'Why are we organising the books in this way?' Your answers will encourage people's interest. Remember that a successful library will be used often and by everybody, so the more people you can interest in it, the better.

A good library looks friendly and has lots of posters, as well as curtains for the windows. All these ideas might work well in your library. Study areas are best set up around a table with chairs, but many people prefer mats or comfortable chairs for leisure reading.



*Figure 0.1. A welcoming library in Lesotho.*

## **How to use this book**

The book is divided into chapters. Each chapter gives you a step-by-step explanation of the things to do, and the order in which to do them, to make a well-organised library. In each chapter, you will find advice on:

- What you need to do
- Why you need to do it
- How to do it

There are also comments from African Library Project librarians and volunteers working with VSO UK and their national counterparts on their experiences of setting up libraries in primary and secondary schools and communities.

It is recommended that you first read the book through from beginning to end. You will see that some of the procedures involved in organising a library are essential (i.e. things you must do for success), while others are optional (i.e. things you can do to improve the library, if you have the time and energy). Think about how these ideas will work at your library, and make sure you discuss your library plans with others – with your library committee at a community library or with the library committee, headteacher, staff, and students at a school library. After deciding which systems are appropriate for your library, read the book for a second time. This time, follow the instructions and start to organise the library as you read the chapters.

Some words describing library work might be new to you. Selected words are explained at the back of the book in the Keywords section starting on page 187. Keywords are listed alphabetically.

This book is written for people at libraries with very little money. These libraries are lucky enough to have people like you who want to help by making a user-friendly library for them. In this manual, we use the term ‘librarian’ to refer to the people who are in charge of a school or community library on a day-to-day basis, even though you might not have any training in library science.

Good luck!

## TEACHING TIP

### **A story about football posters**

This is the story of a school library that was beautifully organised but that nobody ever used. The librarian just sat at the desk all day in a big room that was full of books.

It was very boring. She wanted to encourage students to use the books but, whatever she did, the students just didn't seem interested.

One day, the librarian received a football magazine from a friend in the city. For a change, she cut out and pinned up some of the best pictures at the far end of the room. Then she wrote on the blackboard in every classroom: 'Who won the World Cup? The answer is in your library.'

It wasn't long before three students were standing at the library door. 'Can we come in wearing our sports clothes?' they asked. The librarian laughed. 'Of course, you can! Your clothes don't matter. Everyone can use the library! Just please wash your hands first.'

The students hurried past the bookshelves and started looking at their heroes in action. They were thrilled by the pictures and told each other so with enthusiasm.

Some girls came to the library door, 'What's all the noise in here?' asked one. The librarian explained that some football fans were looking at pictures of the World Cup. 'But I thought people had to be quiet in the library, like in church,' said the student. 'Oh no,' replied the librarian, 'you can talk in here if you want, especially if it is about things you find in the library, but try not to shout!'

The girls went over to the posters just as the first group of students had finished. Instead of walking straight out of the library, the boys began to look around to see what else they could do. One saw a large map of the country and went to find his village; another began flicking through a copy of *Time* magazine; and another, who hoped to be the school's team captain, began looking for a big book on

football tips. That is how students at Riki Oye School found out about the books in their library. Since then, the library has been used by students every day, sometimes for study and sometimes just to enjoy looking at pictures of football stars!



*Figure 0.2. Students feel comfortable in a library decorated with posters (Swaziland).*

# 1. What Is a Library?

## What is a library?

A library is a room or building where books, pamphlets, magazines, newspapers, cassettes, and videos are kept together.

These items are known as the library's stock. In the stock, all kinds of information can be found.

A library may be large or small. Some people think libraries have to be large to work well, but this is not so. Many secondary schools have fewer than 200 books and most primary schools have even fewer. To make the best use of books, you need to organise them carefully, and the best way to do that is by setting up a library.

## Why does a school need a library?

A school needs a library because libraries support the school's work of literacy and education.

A school library is useful in literacy work from the earliest stage because it encourages good reading habits that can be formed when children are young. All teachers should aim to stimulate children's curiosity about books and to encourage students to start loving the written word. One of the best ways to do this is to set up a school library with a wide variety of information and fiction books. The vocabulary range of these books should suit all skill levels, so that even reluctant students will be able to read what they want, when they want, for their studies.

A library should also have stock that is fun to read. When students discover that football yearbooks, novels, and magazines are also in the library, they may start to spend some of their leisure time reading. The more students read, the faster their English will improve. This will help them in their studies and when they leave school.

The school library supports the students' studies. Every library collection will have information that can improve students' understanding of the subjects they learn at school, and increase their knowledge of the world. A school library may also have books by local writers that will encourage students' interest and pride in the local area.

As well as providing access to information, a school library allows students to develop the skills of searching for information on their own. This will help to develop a problem-solving and active approach to learning. Students who regularly look up information in books will improve both their schoolwork and their reading skills.

Libraries are also very useful for teachers. All staff, whether mathematics, woodwork, home economics, science, or geography teachers, can improve their teaching by using stock from the library. Libraries are a source of information for every teacher, not just for English teachers. This is especially so if the school library has stock that can:

- Give students knowledge (both general knowledge and specific information from set textbooks)
- Provide explanations (e.g. about how coal is made or for particular sports rules)
- Satisfy students' curiosity and interest in life
- Offer art, craft, music, dance, and cultural information

Using the books and other stock in the library will help teachers prepare their lessons better. It may also encourage teachers to give students project work that asks them to go to the library and find out information for their schoolwork.

This will encourage students to study, learn, and achieve better results, as well as give them the confidence to start looking for information on their own.

*An HIV-positive female student doing grade six successfully wrote a poem which she read during morning assembly relating the hardships she faces.*

*She added how difficult life is living with her diabetic grandmother. She narrated that she was inspired by the stories she has been reading from the books in the library. She encouraged other learners that knowledge is power and she is determined to continue reading to have a bright future and help her grandmother. This really touched everyone's heart at school.*

*- Sindie Nkambuk, Librarian,  
Mhlabubovu Primary School, Swaziland*

## **LIBRARY TIP**

If people ask why a library is important, explain that information can change lives for the better.

If the world were the size of a village, it would be easy to share ideas with all the villagers. But because there are so many people in the world, living far apart and using different languages, the best way to find new information is through books, pamphlets, magazines, and newspapers.

Imagine, for example, that some agricultural teachers in West Africa have found a way to grow bananas more quickly. How will people in Pakistan or the Pacific find out about this? One way is by listening to radio programmes such as the BBC World Service's *Focus on Africa*, but because you hear the information only once, it is difficult to remember all the details. If you have a library, however, all you need to do is find the right book or magazine; then you can read the new information as often as you like.

## **Different types of school library**

There are two different types of school library: centralised and classroom. Both should be organised so that students and teachers find them easy to use.

### ***Centralised library***

A centralised library is located in a room or building that all the students and teachers can access when it is open.

A centralised library is best for secondary schools and can also be used for primary schools, if you have the space.



*Figure 1.1. A student selects a book in Botswana.*

### ***Classroom libraries***

Instead of keeping all the books in one room, you might decide to divide your stock into classroom libraries. This method is especially suitable for primary schools. You can rotate the books every month or every term so that the students have a different selection of books. The ALP libraries in Lesotho have found classroom libraries to be very successful and the idea has spread from there.

#### *The advantages*

- A classroom library is a good way to manage books if you are having trouble with security or if you do not have a library room.
- You don't need to have a librarian whose time is dedicated solely to the library (though you should still have a librarian, as someone will need to manage the system).
- The students have immediate access to books when they have finished their assignments.

- The teachers can more easily select books to read to the class or get information.
- The books can be pre-sorted according to reading levels to suit the age of the students.
- Since each classroom has a small collection, they do not need to be carefully organised, as it is easy to look through them all.
- The classroom teacher knows all of the students and can more easily find books that go missing.
- If the classroom door has a lock on it, this provides security for the books; if not, a locked cupboard in the classroom is necessary.
- Teachers can trade books between classrooms to refresh their stock.

#### *The disadvantages*

- The main problem with classroom libraries is that students and teachers have access to only a limited collection at a time. For example, a student may want a book on a particular topic, but it is in a different classroom.
- The classroom teacher has to be willing to supervise the books.
- Security may still be a problem if the teacher is unwilling to lock up whenever he or she plans to be out of the room, even if it is only for a minute.

#### *The classroom library system*

If you decide to use classroom libraries, you should still create an accession register (see chapter 6) and a title catalogue using cards (see chapter 8). Instead of organising the books as described in chapters 7 and 9, first divide the books into fiction and non-fiction. Then divide them by reading level, and create sets for each classroom with a mix of non-fiction and fiction appropriate to the level of the students in that room. Divide the title cards up in the same way and fasten with a rubber band or clip, then label each set (Set A, Set B, and so forth). Use another exercise book to record which classroom is assigned which set. When you

rotate the books, check if any are missing and then write down which classroom the set has been moved to.



*Figure 1.2. A classroom library in Lesotho.*

Once the books are in each classroom, most schools allow the students to take books to read at their desks without a formal check-out system. Some teachers have the students make a long strip of cardboard with their name on it. When the student takes a book, she or he puts the strip in the spot where the book was, and then it is easy to know where to return the book. Some classrooms have library monitors that count the books at the end of the day to make sure the books were returned. Usually schools that use the classroom library method do not have a big problem with missing books; it is normal to have the occasional lost book.

You will have to decide if you are going to allow students to take books home (see chapter 11). If you do lend books, you should use the lending register method and have one exercise book in each classroom to record books that students take home.

*Before we had a library, I was only one teacher in a classroom of many children. Now each book is a teacher, and each child has many teachers.*

*- Grade 1 Teacher,  
Linotsing Primary School, Lesotho*

## **Why does a community need a library?**

Libraries provide a source of information and of pleasure. Making books and other materials available to adults and to youth who are not in school will promote literacy in the community.

Some schools open their school library to the community; others do not. If you choose to invite community members to a school library, you can specify certain hours when they can come to use the library. You can also host specific activities for community members. For example, primary schoolteachers in Malawi often form literacy clubs at their schools for parents and other adults in the community.

A community library is open to everyone in the community. You may decide to lend books only to those who pay a small yearly fee, but everyone should be able to read the books in the library without paying a fee.

*I would like to acknowledge New Xade residents for utilising the books you donated. Students from primary, secondary, and tertiary institutions take advantage of the books and are using them. The books help the students to carry out their research, doing assignments and reading further, since there are now more relevant and interesting books. Moreover, I would like to acknowledge the out of school youth and public officers who are using the books.*

*- Ketelelo Moapare, age 18,  
Yaiquisii Community Learning Centre,  
New Xade, Botswana*

## 2. Preparing to Set Up Your Library

### What you need to do first



Before you can open your library, there are 10 main tasks that you need to carry out. These are listed below in the recommended order and are covered in more detail in the following chapters.

(You will notice the checkmark symbol throughout the book to draw your attention to checklists that will help you stay organised. Also see chapter 15.)

- Organise a library committee and decide on library rules, opening times, staffing, and the amount of help you need from library monitors.
- Decide on the method of lending books.
- Prepare the library room, make the bookshelves, and organise equipment and stationery.
- Check that the library is secure.
- Get to know the different types of library stock and the parts of a book. If you already have a library, you will need to check for damaged or inappropriate stock to remove.
- Make an 'accession register' to record the books that the library receives. Glue the nameplate and, depending on your lending method, a return date label into all books.
- Divide books into fiction and information (non-fiction). Divide information books into subject areas. Give each book a spine label.
- Make library catalogues. This will include a shelf list and title catalogue.
- Put books on shelves. Arrange information books by subject. Arrange fiction books in alphabetical order by the author's last name.
- Make shelf guides so that books can be found easily and check that your lending system is fully operational. Put

up a subject index and posters on the walls to make the library look more attractive and to remind readers of any rules about using or borrowing books.

### **Why you need to do this**

However time-consuming these tasks seem to be, you will find that careful attention at an early stage will ensure your school has a well-organised library. This will encourage people to use the stock and will help you to run the library day by day. We want you to think through the important issues before you start so that you can plan for success. Every library is a little different and should be designed with the local readers in mind.

You should share and pass on your library organising skills, so that if you decide to leave, the library will not close. It often happens that a school has an excellent library for a few years, but then the librarian leaves and problems start because no one else has the skills to continue running it.

### **How much time will it take?**

Each library will take a different amount of time to set up, depending on how much time you and others can spend on it, and depending on whether you already have the room and furniture prepared. All that work will be worth it once you have the library open, but be prepared for it to take quite a bit of time. To give you an idea, M'e Mathabeng, a librarian in Lesotho, received her books from the African Library Project in March and opened the library in November. She spent April and May working on the accession register, June and July planning and organising the library, and August, September, and October training the student librarians, the staff, and the other students.

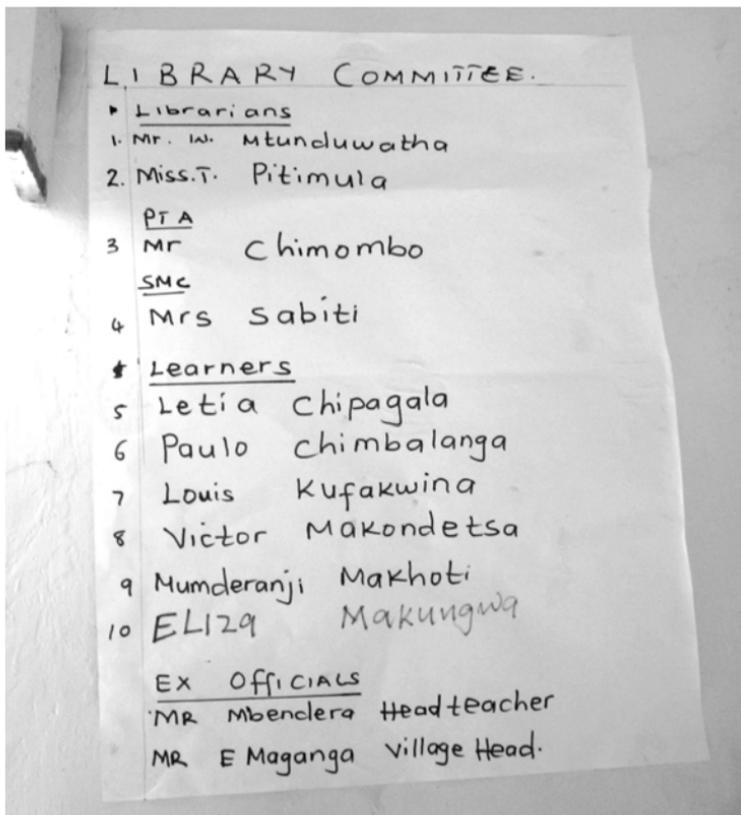


Figure 2.1. A poster showing the members of a library committee in Malawi.

## How to start – the library committee

Your first task is to organise a library committee. A library committee will enable you to share library skills and decisions and encourage people to use the library. As you think about whom to ask to be on the library committee, keep the following questions in mind:

- What skills do we need in our library committee? (transport, building shelves, organising the books, raising money for supplies, organising the inventory system, leadership, publicity)

- Will there be officers for the committee? If so, who?
- Who will handle our finances? (See chapter 17.)
- How often will we need to meet?
- How will decisions be made?

One way to set up a library committee that has worked successfully for other libraries is to include the librarian as secretary, the headteacher or English teacher as chairperson, and one other teacher, as well as two parents, if possible.

*Parent–Teacher Associations (PTAs) play an essential role in our schools. They ensure that the students visit the library every week. Parents are in the libraries every day helping.*

*- Benjamin Modimoothata,  
Chair, Umbrella PTA, Botswana*

Even if the headteacher is not part of the library committee, 'the support of the headteacher is necessary to have a successful library', according to Rose-Junior Matsenjwa, Swaziland National Library Service.

You should also have at least two girl students and two boy students on the committee for a school library, and at least two women and two men for a community library. There are two ways of choosing students for the library committee: you can either ask students to vote for representatives or you can appoint responsible students.

Fikile G. Mnisi, Librarian at St. Joseph's Primary School, Swaziland, advises that you 'involve students in library rules formation so that they find it easy to keep their rules'.

The library committee should meet regularly, perhaps once a month while you are getting started and then at the start and end of every school term.

As the librarian, you will be an important committee member. To help you advise the committee and suggest ways to improve the library, you should, wherever possible,

arrange a visit to an established library. This could be the national library, an academic library, or an established school or community library. If possible, you should arrange to work alongside library staff for a few days to familiarise yourself with library routines and procedures. This direct experience of a working library will allow you to visualise the guidelines and alternatives described in this book, and help guide the decisions of the library committee.

It is a good idea to rotate librarians so that everyone learns the system, takes ownership, and does not get overworked. Be sure to write down all the policies and procedures of the library so that the next librarian will be able to take over if you are transferred.

### **What the library committee does**

The committee must interpret what users want from their library. The committee will help select books and make management decisions about library opening times, borrowing methods, and classification. It will also decide how to spend the budget and perhaps set a caution fee or fine system for books that are returned late and/or are damaged.

A library committee is an excellent way to make your library popular. Because the committee members have helped to make decisions about the project, other staff, students, and community members are likely to be encouraged by their enthusiasm.

The library committee also decides which books should be removed from the stock, either because their content is unsuitable or because they are damaged and cannot be repaired. In some countries, books are so expensive and so hard to obtain that you should be cautious about removing stock just because it is old.

The library committee should agree about which items must stay permanently in the library and should not be lent out. These will include all reference books and any

books the committee wants to look after extra carefully. An example might be *Where There Is No Doctor*. This is a health manual that is very popular because it is well written and makes difficult medical terms easy to understand. If your library has only one copy of this book, it might be better to keep it in the reference section, where readers can use it to find quick answers. However, if you have several copies, keep one in the reference section and classify the other copies in the information section so that people can borrow the book if they want.

## **How to involve others**

Do not let your library committee grow too large: 10 people is enough and a smaller number may be even better. From time to time, discuss whether there is anyone else who should be invited to join the committee. If there is a lot of interest, make sure people can share their ideas about the library in other ways aside from joining the committee. This can be done through library monitors and volunteers, a library club, and a suggestions book. Having library monitors, volunteers, and a library club are excellent ideas because readers can help you with the day-to-day running of the library at the same time as learning new skills. This will encourage students to keep using libraries when they leave school and may inspire them to become librarians!

### ***What are library monitors and volunteers?***

Library monitors are responsible individuals you can train to help with the day-to-day running of the library, such as issuing books and returning books to shelves. Library monitors can also make new displays, create enthusiasm for competitions, and help find 'lost books'.

Becoming a library monitor should be a privilege. You will need about 10 people who are really keen to help run the library. One way to choose monitors is to ask people to let you know who wants to be a monitor. If more than 10 people are interested, then ask students or community members to vote for their library monitors. It is best to

## **Building a Great Team – Best Practices from the ALP Summit**

### *Roles*

- Clearly assign responsibilities and delegate.
- Identify strengths of each member and assign jobs accordingly.

### *Team dynamics*

- Share ownership for what needs to happen and for the success of the team.
- Create a safe environment to encourage ideas. Ask for ideas and look for the positives.
- Have fun together! The tone you set will reverberate throughout the library.
- Show respect for each other's ideas and build on ideas instead of criticising.
- Discuss any conflicts, breakdowns of communication, or problems of avoidance.
- Listen carefully and encourage expression of candid views and feelings.
- Criticise constructively – point towards a better future.
- Talk honestly about feelings.
- Do group exercises to build teamwork.
- Encourage each other – lift each other up.

### *Goals and measurement*

- Set SMART goals – specific, measurable, actionable, relevant, timely.
- Create a checklist and use it to track progress – measure your progress towards the goals.
- Break up the work into small chunks to carry out over a series of meetings.
- Hold reviews of status of all assignments.
- Record your decisions.

### *Recognition*

- Acknowledge each other.
- Recognise contributions of team members.
- Share rewards equally.

do this by secret ballot, but do try to make sure you have equal numbers of boys and girls or men and women chosen as monitors. Alternatively, you could ask teachers if they would be willing to let students elect one or two people as class monitors. If the forms are mixed sexes, ask for one girl and one boy library monitor from each form. One of the best ways of encouraging more women to become librarians is to get girls to use the library while they are at school. Good ways to involve them are to make them library monitors and to encourage them to join the library club. At a school library, the library monitors should be students, but you should also welcome parent volunteers, who can do similar tasks as the library monitors.

### ***What is a library club?***

A library club is made up of students interested in learning more about the library and helping with library work. Many schools have clubs that meet once or twice a week for extra woodwork, cooking, sewing, sports, or craft lessons. You could use club time to set up a library club. Train library club members to do book repairs and other library duties, such as replacing books on the fiction and information bookshelves. You could ask members to be responsible for making new library displays, pinning up students' work, and arranging special trips.

*Organising day trips to places of interest and factories may attract students to join the club. Information about places could be read before trips, and then when students return they could write down their experiences.*

*- Daniel Aidoo, who worked as a library assistant at Central Regional Library, Ghana*

### ***What is a suggestions book?***

A suggestions book is an exercise book kept in the library for people to write down suggestions about the library and titles of books they would like to read. Look at the suggestions book regularly: you are sure to find some ideas in it that will improve your library.

### 3. Preparing the Library Room

#### What are your library room needs?

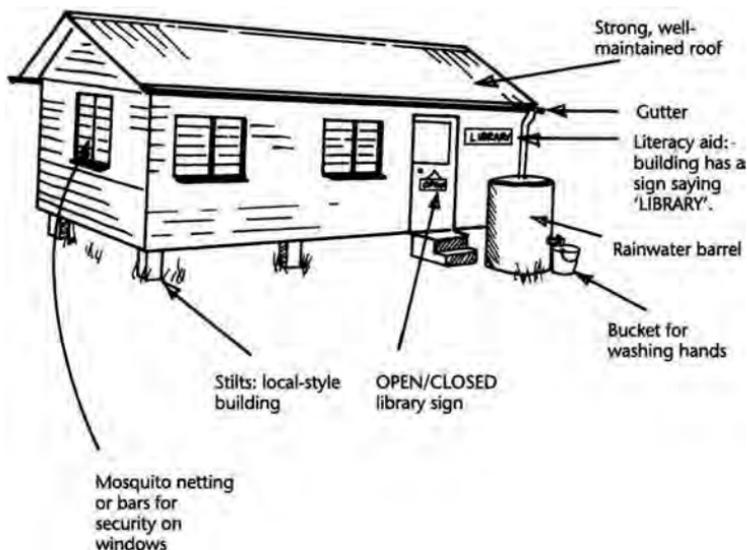
Once the library committee has been set up, your next task is to decide where to put the library. There is no such thing as an ideal library room. A library can be big or small, with many books or just a few. The best library is one that people visit often and where it is easy for users to find the books they want to read. In a primary school, you might decide to establish classroom libraries (see chapter 1 for more details).

The library room should be big enough for at least one class of students to visit at the same time. Space limitations may stop you from providing a study area. If this is the case, you could put floor cushions or mats in a corner of the room for leisure reading. This is especially good for primary school students and will make the library a popular place for storytelling.

Windows are essential. They should provide good reading light and ventilation. If the climate is hot, position windows to catch any cross-draft. A hot room makes people want to sleep, not study. In humid countries, books may be spoilt by mould if the library room is damp. Good ventilation helps reduce this problem.

Water spoils books, so the library needs a well-maintained roof and overhang. You may like to add a plastic pipe or bamboo gutter to collect any rainwater. Remember to clean the gutter (or put insect netting across it) or readers may contract illnesses such as malaria. Shutters also protect stock against heavy rain. If there is any risk of seasonal flooding, make sure it is possible to move books to higher shelves quickly.

Libraries can look very different. Figure 3.1 shows one building style that has been used to make a successful library. A community library or a centralised school library (see chapter 1) should be kept in a separate, lockable room and have well-publicised opening times.



*Figure 3.1. A design for a library.*

## How to make your library secure

For most libraries, the biggest problem is security. It is important that your library room is secure. The best way to stop theft is by making it difficult for anyone to take books. Put locks on the door and make sure that windows can be closed with shutters, glass, or close-fitting bars. Mosquito netting makes it difficult to pass books out of the window.

If the library is used for other purposes, if windows are broken or covered by torn mosquito gauze, or if staff forget to lock doors, books will go missing. Librarians say your library stock will be safer if it is kept in a separate room or building, with only one entrance/exit and with the librarian's desk placed near the door. It is recommended that you lock your library when staff or library monitors are not in the room.

Your methods of preventing opportunities for people to remove books may not work 100 percent. However, even if security continues to be a problem at your library, make every effort to keep the library open as often as possible

and to have well-publicised opening times so that people can make the best possible use of the books.

*We keep the library open on the weekends. The support staff (security) unlock it for the students. But there is no borrowing on the weekends.*

*- Khombisa Lukhele,  
Librarian, Woodlands High, Swaziland*

Another way to improve security is to keep essential books in lockable cupboards. If you decide to do this, make sure a list of titles is pinned up where readers can easily see it and ensure you have regular times when they can use these books.

*This practice helps protect the stock and students continue to come to the library; if all the important books are lost students will never come to the library.*

*- Daniel Aidoo, former library assistant,  
Central Regional Library, Ghana*

Daniel Aidoo also found that theft and the tearing out of pages was reduced if readers knew photocopies could be organised. This may only be possible for libraries near a town that has reliable photocopying facilities. If theft is still a problem, you could try the method used by Cynthia Stirrup, whilst working in The Gambia; she notes, 'We needed a glass-fronted, lockable bookcase for the most desirable books, such as school textbooks and the African Writers Series.' This keeps important stock safe and allows people to see which books are available.

It is inevitable that books will be lost and damaged at your library. Staff at big libraries expect about 2 percent (two out of every 100 books) of their stock to be missing or unusable by the next stocktake. The best approach is to be realistic about theft and damage. Try to prevent damage or theft from happening, but remember when you are thinking about security that the library is meant to be

an inviting place for readers to study in or visit, so do not make it look like a prison!



*Figure 3.2. A library room in Lesotho before it has any books.*



*Figure 3.3. The same library with well-organised books and educational posters on the wall.*

## What furniture does the library need?

### ***Essential library furniture***

- Bookshelves
- Desk and chair for librarian

The basic furnishing equipment for a library is bookshelves. Books last longer and are easier to find if they are displayed on shelves. You can make shelves from many materials: wood, bamboo, bricks, and even metal. Before you make or buy shelves, remember to think about the height of your readers. Shelves at primary schools should not be higher than 120 cm (4 feet). At secondary schools or community libraries, the top of your bookcase should not be higher than 180 cm (6 feet). A 180 cm bookcase with five shelves would hold about 150 books. If your library has no bookshelves and no money, use something else instead – tea chests, for example, or wooden packing cases/boxes.

Chris Lane, working in Kenya, has a warning for anyone making furniture for their library:

*Bookshelves should be at a suitable height for your students. It is a common fault to make them too high. Wall shelves can be taller than free-standing shelves, which should be kept low to give a feeling of space. The air must be free to circulate around books. This will cut down on mould and problems with insects.*

### *Why use bookshelves?*

Bookshelves have many uses:

- They organise the library's stock so that it is easy to find books.
- If books are not being used and are stored badly, they can become damaged – a box of books could be eaten by insects or mice.
- A shelf of books is much easier for you to check.
- Bookshelves can help prevent water damage if there is a flood.

- Bookshelves can also be used to display magazines, project boxes, and audio-visual stock.

Look at figures 3.4 to 3.7 for ideas about how to make different types of bookshelves.

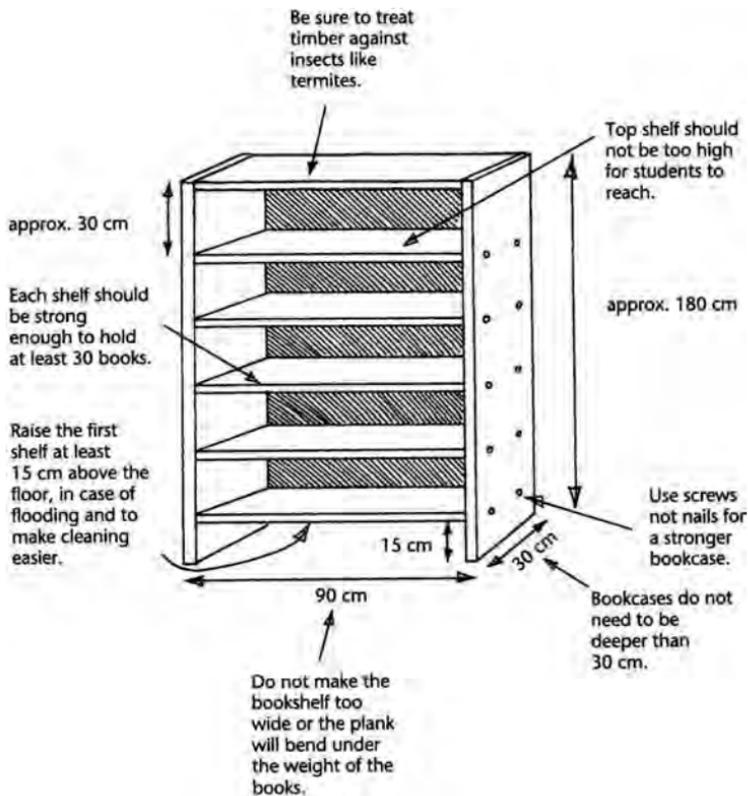


Figure 3.4. A wooden five-shelf bookcase.

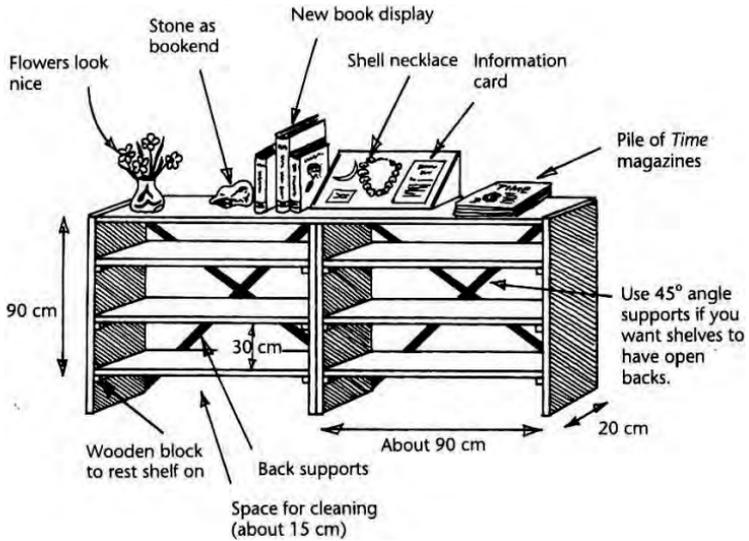


Figure 3.5. Low wooden shelves with display surface.

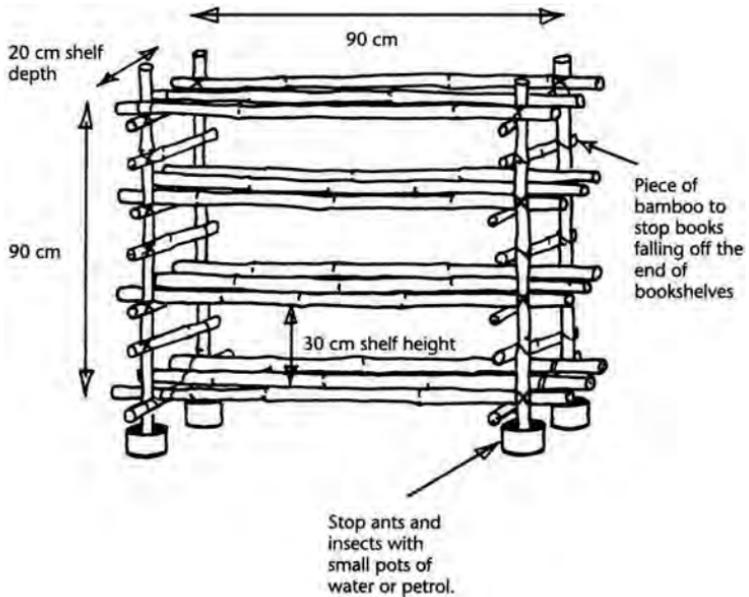


Figure 3.6. Bamboo bookshelves.

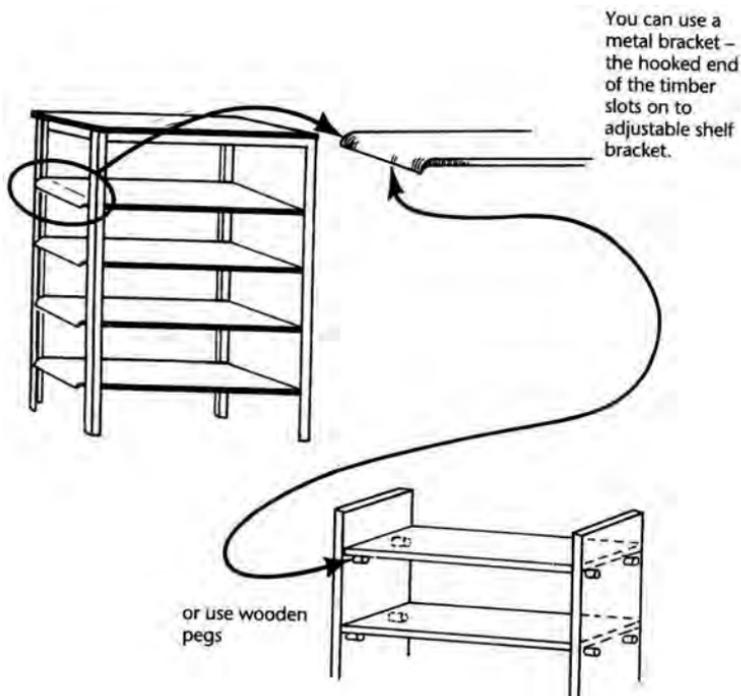


Figure 3.7. Adjustable shelves can be made locally. They provide light and airy shelf space that helps to prevent mould. They are very useful if some of your books are too large to put on standard bookshelves.

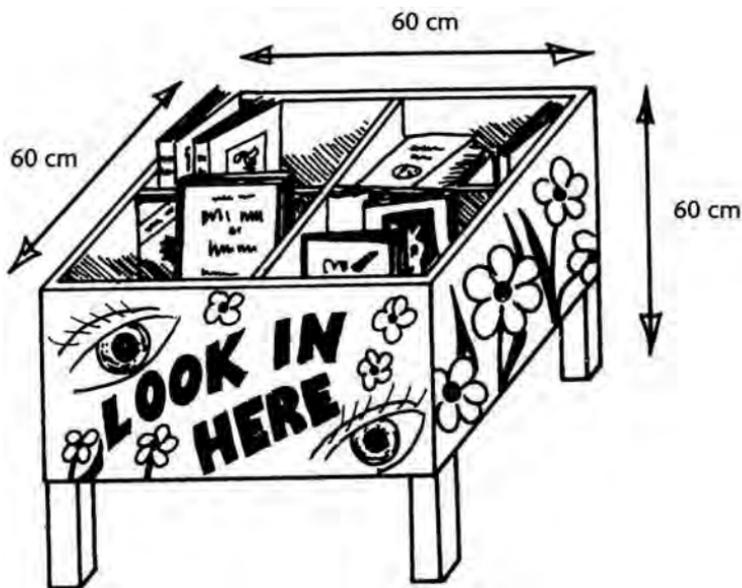
Old shelves and planks were brought by kids, and we fundraised and hired the services of a carpenter who built us remarkably beautiful bookshelves. So, between 10:00 a.m. and 11:00 a.m. from Monday to Thursday, everyone at school, even the support staff, grabs a book and reads. Just imagine that scenario.

- Prince Kunene M., Librarian,  
St. Paul's Methodist Primary,  
Swaziland

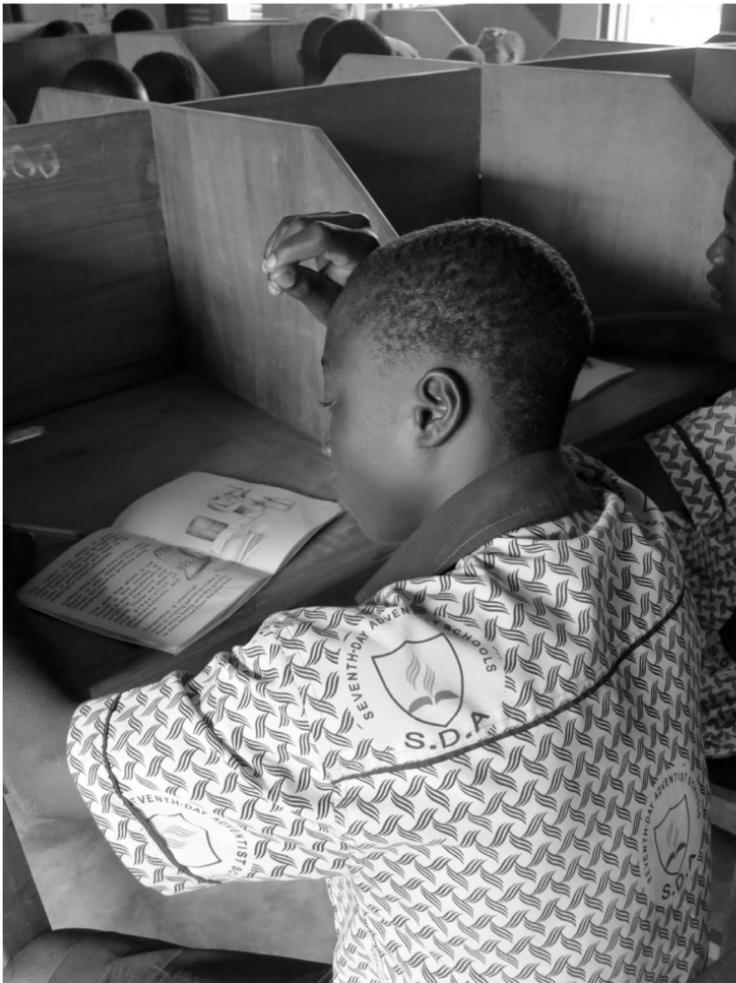
### **Optional library furniture**

The following items are useful if your library has sufficient funds:

- Filing cabinet or lockable drawer for librarian's use.
- Desks and chairs where people can study. These can be made of local materials. Students may prefer to use mats or cushions, especially younger children at primary schools.
- Browser boxes. These are useful boxes in which the librarian can place books for younger children so they can choose their own reading book from a selection of books at a suitable skill level for their age and ability (see figure 3.8).
- Magazine display racks.
- Display boards fixed to the walls. Flour sacks or grain bags nailed to the wall make a good display area (attach notices by pinning them to the fabric).



*Figure 3.8. A browser box, particularly good for primary school children and for sorting odd-sized and large books or magazines.*



*Figure 3.9. This library in Ghana has cubicles where students can read.*

### **What equipment does the library need?**

In order to run the library efficiently, you will need some office equipment. Your school may already own many of these items.

### ***Essential office equipment***

- Two record or issue boxes, long and narrow to fit record or index cards of a standard 125 x 76 mm (5 x 3 inch) size. You could use a shoebox.
- Lockable cash box for keeping any petty cash, stamps, or library fine money safely.
- Cleaning utensils: broom, dusters, etc.
- Kerosene light (if no electricity) and kerosene. Make sure you store these in a safe place, away from paper and books, to reduce the risk of fire.
- Rubber stamp of school's name and ink pad.
- Ruler.
- Scissors (or knife). These should be kept in a lockable drawer, as they can be dangerous.
- Stapler.

### ***Optional office equipment***

- Date stamp.
- Pencil sharpener. You can use a knife, but remember to keep this out of reach of younger children.
- Hole punch.
- Typewriter.
- Wastepaper basket.

## **What stationery does the library need?**

Below is a list of stationery that will be needed to help run the library.

### ***Essential stationery***

- Ballpoint pens.
- Coloured marker pens. Indelible ink, waterproof pens are best. Felt pens are acceptable.
- Envelopes.
- Glue. Rubber-based glues are good; so are glue sticks. Buy both, if you can. There are many types of glue for sale in shops, but some are not suitable for use by

young children. Spray glue and extra-strong 'super' glues should be avoided.

- Ink pad refills.
- Strong wide packing tape for book repairs.
- Ledgers for accession register and for visitor log.
- Several exercise books, including one for accounts, one for book or magazine orders, one for borrowing records, and one for queries and/or suggestions.
- Paper clips.
- Pencils.
- Paper.
- Staples.
- Masking tape or coloured sticky 'electrical' tape, dots, or labels (plain ones can be coloured with pens).
- Cut and ruled record cards (sometimes called index cards or guide cards). These are sold in packets in a variety of standard sizes. The recommended size is 125 x 76 mm (5 x 3 inches), but as long as they fit the record or issue box, it does not matter what size they are. If you find these cards hard to obtain, you could make your own. To make your own record cards, cut up stiff paper. You could also try asking printers for paper offcuts, if you have very little money to make library purchases. Make divider cards of 125 x 85 mm (5 x 3.5 inches) in the same way, but from coloured card.

### ***Optional stationery***

- Stencils (for making neat posters and shelf guides).
- Typewriter ribbon.
- Carbon paper (use this to copy your letters).
- Clear tape can be useful, but it tends to dry, shrink, and fall off. For small book repairs, you could use glue or clear sticky tape.
- Drawing pins.

## LIBRARY TIPS

1. A bookcase with five shelves of 180 x 90 cm (6 x 3 feet) will hold about 150 books. If your library has this number of books and only one bookcase, there may be a problem when students come into the library. They will find it difficult to reach the books on the top shelves and there will be such a crowd that it will be hard for students to find the books they are looking for. In this case, it is best to have several lower shelves arranged around the library room, rather than just one bookcase.

2. You could ask the woodwork teacher to help you make the library and its furniture. Remind him or her to protect the shelves against warping and insects. If possible, try to make some shelves adjustable (see figure 3.7), so that larger books can be arranged on them too.

3. Ask readers to help you make two issue boxes in which you can file the title cards and, depending on your lending method, book tickets. A good alternative is to use clean shoeboxes. Some librarians make a small hole at the bottom of all index cards and then put a thin stick through all the title cards to prevent their alphabetical order being accidentally confused. This device saves a lot of time if the box is ever dropped.



*Figure 3.10. A colourful display of books on the shelves attracts students (Botswana).*

## 4. Getting to Know Your Library Stock

### What stock is in your library?

When you organise your library, it is important to get to know the type of stock you have and to divide your stock into three basic sections – reference, information, and fiction.

#### **Reference material**

This includes encyclopaedias, dictionaries, and atlases. Reference books are used to find quick answers, check facts, answer readers' questions, and discover new information. Because reference books are often large, expensive, and in constant demand, most libraries do not lend them. Instead, librarians put them on clearly labelled reference bookshelves next to the information books.

#### **Information material**

This is sometimes known as non-fiction and is stock about people, places, and things; it includes textbooks. To help library users find the book they want, it is recommended that the librarian organise all the information stock into different subject areas. For example, put all the books on trees and forests on bookshelves close to each other. You will read more about how to do this in chapter 7.

#### **Fiction**

These books are also known as story books or novels. Some fiction books are used by English teachers in secondary schools all around the world; *Animal Farm* by George Orwell and *Things Fall Apart* by Chinua Achebe are two examples.

Fiction books are not just for studying; they can also be read for fun: *Harry Potter* by J.K. Rowling is a good example of a novel that youth will enjoy.

Once you have divided the stock into reference, information, and fiction sections, it will be clear to you that the stock comes in many different shapes and forms – including books, pamphlets, booklets, magazines,

newspapers, flip charts, posters, photo albums of the school, maps, videos, audio cassettes, etc. The most important type of stock, however, will be the books.

### **Sometimes a single book can change a life**

Rethabile, a 16-year-old student, was terribly depressed. Her teacher, Mapele Thabang Daemane of Lesotho, tried to draw her out, but she seemed unreachable. Then he found a library book, *The Mystery of Love*, and he read aloud some passages to Rethabile. As she listened to the moving prose and the concerned teacher's voice, something broke loose in the troubled girl's heart. She began to cry and share her story with the kind teacher.

Rethabile's father had died. The young girl was caregiver for her mother and was the family's sole provider. Hungry and no longer able to pay her school fees, she feared she must drop out of school. Then she was raped. 'I must admit,' the young girl said to her teacher as she clutched *The Mystery of Love*, 'I was about to do something horrible today.' She reached into her bag and handed him the poison pellet that would have ended her life later that day.

Mapele later invited a group of troubled students to meet after school. The students shared their stories with each other: parents and siblings lost to AIDS, their own HIV-positive status, and tales of hunger, rape, and hardship. As the stories flowed, the walls of isolation crumbled, and powerful bonds of friendship began to grow.

## More about books

Books are made of paper and so they can be easily damaged. It is just as important to show readers how to treat books well as it is to encourage them to make more use of the books in the library. One way to do both is to make sure that readers and library monitors know all about what a book is and are able to name the different parts of a book.

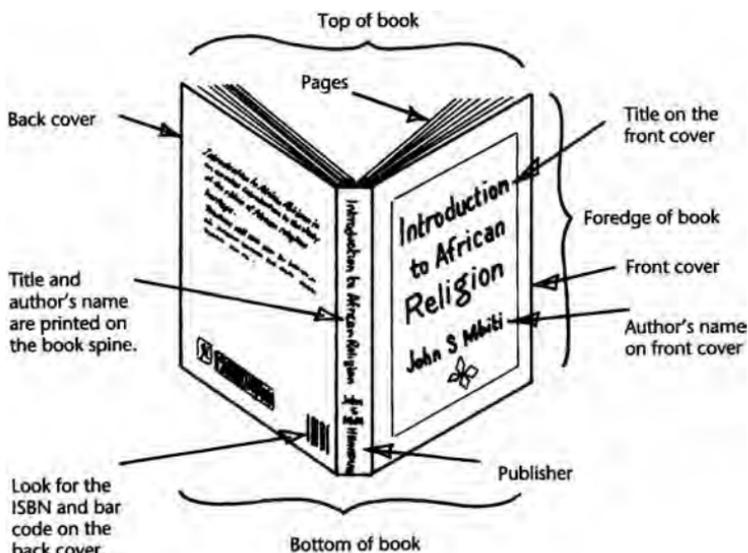


Figure 4.1. Learning about the parts of a book.

## How to help readers learn about the parts of a book

In a school library, the best method to help readers learn about the parts of a book is to give a lesson. Give each student a book. Then point out the different parts of a book and explain their purpose. Ask students to find the same parts on their own book. Remember to explain the uses of the contents and index pages, as these are helpful resources. Use figures 4.1 and 4.2 and the information below. For more ideas about library lessons, see chapters 13 and 14. In a community library, you might want to put up a poster showing the parts of a book.

## **The parts of a book**

### ***Cover***

This can be hard (hardback) or soft (paperback). The cover helps protect the book. Some librarians like to put an extra cover, which they buy from library suppliers or make from strong paper or sticky-back plastic, on popular books.

### ***Front cover***

This may have a picture on it and usually has the title of the book and the author's name; it may also have the publisher's name.

### ***Back cover***

This often has a summary of what the book is about, or it may have some people's comments about how much they enjoyed the book – these are called reviews. Most back covers list the book's own internationally recognised 10 or 13-digit ISBN, usually nowadays in the form of a computer-readable bar code. An ISBN is a computer number used by publishers and booksellers to identify a title. In some large bookshops, you will be able to order the books you want if you give the bookseller just this number. However, it is not essential information for libraries without computers.

### ***Spine***

This is the backbone of a book. If it breaks, or is damaged, there is a risk that the book's pages will fall out. On the spine, most books usually have the title of the book and the author, as well as a symbol (picture or letters) that identifies the publisher.

### ***Spine label***

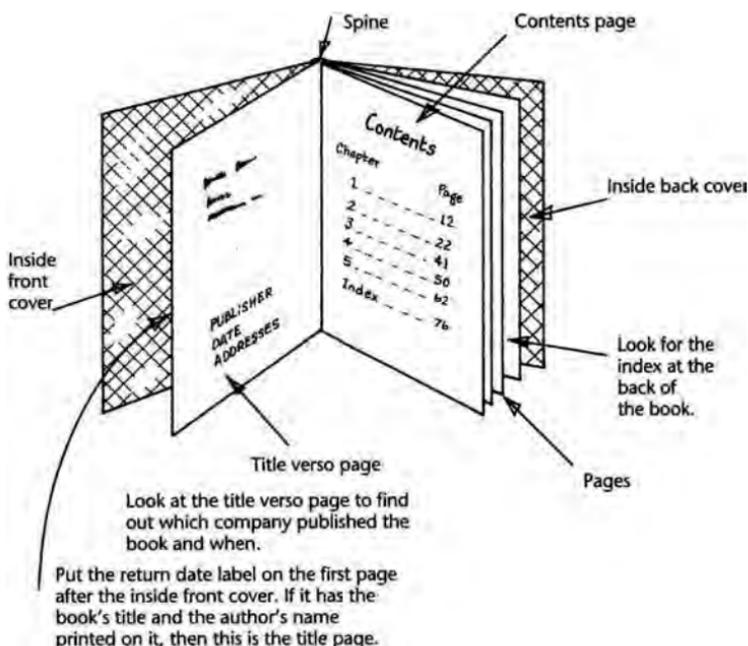
All the books in your library should have a spine label, glued or stuck to the bottom of the spine. Readers will use the spine label to locate books they want and to find out if the book is information or fiction; it will also give a visual reminder of what the book is about. If, for example, a reader is looking for a biology book, he or she would look for green spine labels or the classification code number 500 (see chapter 7 for more information about classification systems).

## ***Title page***

This is usually a right-hand page near the front of the book. On it will be the book's title, author, and publisher.

## ***Title verso page***

This is traditionally the left-hand page immediately after the title page. On it will be more information about the publisher (e.g. the publisher's address) and about the book (e.g. what year it was published, if it has been reprinted, and who printed it). The title verso page will also have details of the book's copyright.



*Figure 4.2. Learning about the inside of a book.*

### **School or library nameplate and return date label**

It is recommended that you glue your nameplate and a return date label on to the first right-hand page as you open the book (see figure 4.3). Explain to readers that this shows who owns the book and that it is also the place to find out what day they should return the book if they have borrowed it from the library.

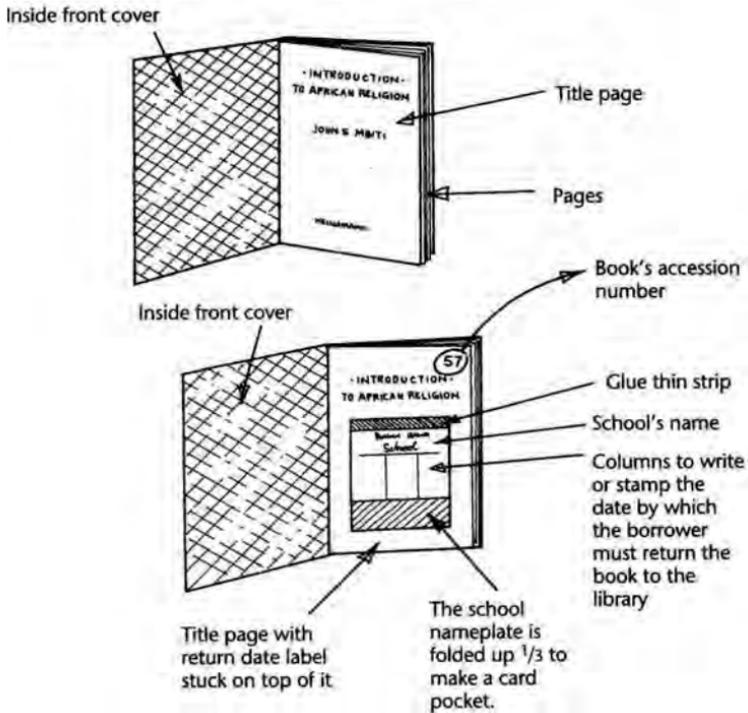


Figure 4.3. Where to place the return date label in a book.

### **Contents/table of contents page**

Most information books have a contents page (table of contents). This gives an outline, or sometimes a brief summary, of what will be in each chapter – and a page number so that you can turn straight to the right chapter. For example, in a book on the lifecycle of a butterfly, you might see from the contents page that chapter 1 is on larvae, chapter 2 is on the chrysalis, chapter 3 is on caterpillars, and chapter 4 is on butterflies. If you want

more detailed information, then you should look at both the contents page and the index.

### ***Index***

An information book is more useful if it has an index. This is usually an alphabetical list of subjects, people, and other important items that are written about in the book, each with a page reference. An index is usually at the back of a book. The page references make it easy for the user to find the information they want. For example, use the index in this book to find out where there is more information about different types of stock. After the word 'stock', you will find several numbers. These numbers direct you to the pages in the book that have information about stock printed on them. Make sure your readers do not confuse an index with a glossary (or keywords section), which lists difficult or foreign words and explains what they mean, but does not give page references.

Before people use the library, check that they know what is the front cover, the back cover, and the spine; how to tell the title from the author (this can be quite difficult); who the publisher is; where to find the publication date; and where to find your own library details, like the return date label.

### **TEACHING TIP**

To teach students how to use an index, given them an assignment with one question about how to grow rice, one question on how to make aeroplanes, and one question on Nelson Mandela's work in South Africa.

Explain that if they want quick answers to these questions, they need to find a reference book and use the index. In the index, they should look for the best possible word that describes the subject they want – in this case, the words would be 'rice', 'aeroplanes', and 'Mandela'.

If they want more detailed information, they should go to the appropriate bookshelf in the library, and then check the contents and index pages of relevant books.

## **How to help readers keep books in good condition**

It is unfair to blame people for spoiling books if they have not been taught how to look after them. It can be tempting to tell people not to write inside a book; not to have dirty hands; not to take books out in the rain; not to bend the corners of the page when they forget their bookmarks; not to eat in the library; not to pull the book's spine when they are taking a book off a shelf... but lists of 'Don't do this' and 'Don't do that' can discourage readers from using books. A friendly reminder telling them what to do can be more effective: 'Use a bookmark,' 'Wash hands before touching books'. Give a bookmark as a reward when you notice a reader taking good care of books.

Explain that because books are expensive and can be easily damaged, they must be treated with respect.

Using a library and its books requires skills. Everyone will need patient, repeated explanations and a good example set by the librarian and other staff. Remember also to make the library a friendly place; otherwise, readers will not use it.

## **More about other types of stock**

Some libraries have a variety of stock besides books. This may include magazines, newspapers, pamphlets, and audio-visual stock. The rest of this chapter looks at different types of stock that might be good for your library. These should all be included in your accession register, but you probably will not lend these out. These other types of stock are not essential, and if you do not have them, you do not need to read the remainder of this chapter. Later, if you add other types of stock, you can come back to this.

## ***Newspapers***

Newspapers are often very popular with readers. However, old newspapers soon turn yellow and attract dirt, insects, and mice. After three months, you should remove newspapers from the library, and then you can cut out the most interesting stories and organise them into general sections in a subject file or project box (see below). In this way you could create subject files on, for example, the recent elections, wildlife conservation, football, etc.



*Figure 4.4. A hand-washing station outside the entrance makes it easy for students to wash their hands before entering (Ghana).*

Another alternative is to give away unwanted issues of newspapers and magazines. Some readers might appreciate the materials.

### **Magazines**

Magazines are publications produced on a regular basis, such as quarterly, monthly, or weekly. They are often in colour and have news items, feature stories, photos, and advertisements inside. A magazine can be on any subject: world events, sport, fashion, business, etc. Famous world-circulation magazines include *Time* and *Newsweek* (both report international events each week); *National Geographic* (which has excellent photographs of people and the world); *New Scientist* (about science); *The Economist* (a business magazine); and *New Internationalist* (facts about people's lives around the world, particularly in developing countries). The best magazines for secondary schools and community libraries have plenty of pictures that will raise readers' curiosity. A carefully chosen display of magazine pictures and picture captions on the wall can make reluctant readers more enthusiastic about reading short news items.

Both magazines and newspapers can be displayed in browser boxes or on special magazine racks. If you do not have these, you could make tidy piles of magazines so that readers know where to find their favourite newspapers or magazines. Each magazine should have its own pile, with issues placed in date order – the newest on top. Figure 12.5 in chapter 12 shows how to make a strong magazine folder.

Figure 4.5 shows the differences between a book, a pamphlet, and a magazine.

### **Pamphlets**

Pamphlets are small, thin books that contain information about one subject. They are sometimes called booklets.

They look different from other books because they do not have a spine. This means that if you arrange them on the bookshelves, you cannot read the title or the name of the

author. One way to store pamphlets is to put them in a project box. Because pamphlets are cheaper (and quicker) to make than books, they often contain useful, up-to-date information, such as health and nutrition advice or advice about how to run a business.

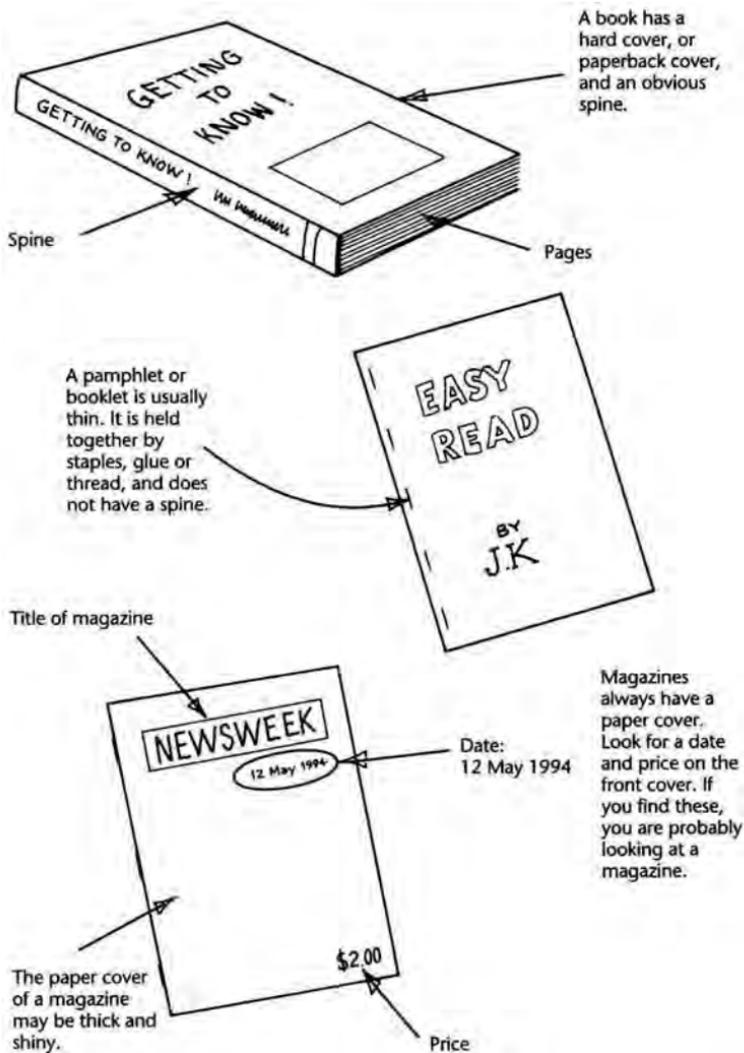


Figure 4.5. Differences between a book, a pamphlet, and a magazine.

### ***Flip charts***

Flip charts are like teachers' notes, but they are drawn on several pieces of poster-size paper. Flip charts can save teachers a lot of time, as they are a permanent record of diagrams that take several minutes to draw on the blackboard, only to be wiped out by the next teacher.

Encourage teachers to make flip charts (e.g. of the life cycle of a frog for biology or on how to vote in an election) for the subjects they teach and then store them safely in the library. The best method is to roll the flip charts up, and label them clearly on the outside. Make a cross-reference in the shelf guide and catalogue if you have one. Then store the flip charts in a project box, away from dust.

### ***Maps and posters***

The best place for all maps and posters is pinned up on the library walls or on classroom walls. Libraries look more interesting if you display lots of colourful posters. If you are unable to display all your posters, store them in a dust-free area – either folded in project boxes, rolled up in cardboard poster tubes, or in a cupboard.

### ***Video cassettes, film reels, music tapes, CDs, CD-ROMs, and DVDs***

These are all audio-visual, audio, or computer equipment. They are usually supplied in their own cases or boxes to protect them from dust. If your library is in a humid climatic zone, see if you can buy silica to protect them. Silica is a desiccant that works like a sponge absorbing the moisture in the air. Some silica is blue but, as it absorbs moisture, it turns pinky purple, and then pink. Another type starts out orange and then turns green or colourless when it is moist.

Once it changes colour, it is a signal that it is no longer absorbing moisture (some silica is always whitish or colourless – this type will not change colour but it still works the same). You do not have to throw out silica when you have used it. Just heat it up (over a low temperature) so that it dries out and turns the original colour again,

ready to be reused. Silica can usually be bought from chemists.

Audio-visual stock will include films and videos (on tape or DVD); audio stock will include cassettes or CDs of music, oral (spoken) history, and stories. CD-ROMs are compact discs that look like music CDs but provide audio-visual content, including games. In some cases, you can preserve the content on CD-ROMs by downloading them onto your computer's hard drive.

These items are useful because they allow people to see things and hear sounds they may find hard to imagine. Used well, they can be excellent teaching tools. The problem is that you will need a special device and electricity (or a generator or batteries) to use them. They must also be stored carefully. If you have not yet used audio-visual material for teaching purposes, and feel nervous about using it, don't worry. Just experiment – the results are usually very good.

It is often possible to borrow films on educational topics. Many libraries like to arrange at least one film or video night every few months, and even if they do not have electricity, they are often able to hire a generator. Social nights like this are often an excellent way to help people learn more about the world.

A number of computers have CD and DVD players included in their hardware. With a speaker connected to your computer, you may be able to play them and have dance parties or movie nights in your library. DVDs that contain movies are created for specific countries using DVD region codes. Usually you can play any DVD on a computer (if it has a DVD player included). However, with a separate DVD player that goes with a television, you will only be able to play the DVD if the region code on the disc matches that of the player.

See chapter 19 for more on using audio-visual and computer resources in the library.

### ***Project boxes and subject files***

Project boxes and subject files are two very similar ways of storing stock, such as newspaper articles, magazine cuttings, postcards, or pictures, all dealing with the same interesting subject. They are very useful places for collecting information about your country or local activities, especially if there are not many books on these subjects in your library. Give your project boxes a title so that you can file them in the title catalogue.

A project box is usually made of wood or plastic or strong card (such as a cereal packet). You can store odd-shaped stock such as thin pamphlets, maps, and videotapes in them.

Subject files are sometimes called clip files. To make a subject file, use an A4 ring binder file. Decide what information you plan to collect and write a suitable title on the file's spine (e.g. Malaria, Government Elections, Reggae Music or Cocoa Prices). Then cut out each article carefully and glue it on to a piece of A4 paper, remembering to write the name of the publication where you took it from, and the date, on the paper. A good place for this information is the top right-hand corner of the page. Build up subject files for your library with the help of library club members or library monitors.



*Figure 4.6. Students reading attentively in Botswana.*

## 5. Choosing Stock for the Library

### What stock does the library need?

A library needs a variety of books that will be useful for readers. This should include:

- Reference books that provide quick answers (e.g. an encyclopaedia, a dictionary, a thesaurus, and an atlas).
- Information (non-fiction) books that readers can borrow.
- Fiction books that readers can borrow, in English and the local language.
- Some textbooks (for school libraries). You should aim for multiple copies so that students share with as few other students as possible.

If your library has been open for some time, it may already have a variety of books and other stock. You need to look at every item of stock and decide if it is suitable for the library. Books that are not suitable should be removed.

### What makes an information book suitable for the library?

To answer this question, you will need to look carefully at the books and other library materials the library owns. As a rule, reference and information books should:

- Give knowledge (both general knowledge and specific information from set textbooks)
- Provide explanations (e.g. how coal is made)
- Satisfy readers' curiosity and interest in life
- Offer art, craft, music, dance, and cultural information

Use the seven questions below to find out if your reference and information books are useful for the library. It is important to involve your library committee when assessing or selecting books. In a school library, ask

teachers' advice about books in the subjects they teach. Score one point for a 'yes' answer to each question.

- Is the book accurate? This can be hard to judge, so ask others what they think.
- Is the author giving two sides to the story? Does it have balance?
- Is the book up to date? This is important because information changes quickly, especially in medicine and science. Old atlases may have maps of countries in them that do not exist now! Look up the name of a country that you know has changed and check if the book is correct.
- Will readers find the book easy to read? Is it of an appropriate reading level? At primary schools, books should be as attractive as possible. Young children find too many words on a page dull, but colour pictures will interest them. At secondary schools and community libraries, the best information books use a print that is easy to read. They are written in easily understood English, using simple words and short sentences. The text is made clearer by pictures, photos, diagrams, cartoons, and maps. Older books often have no colour pictures and this can make them seem boring.
- Are there a contents page and an index?
- Is the book in good condition? If it is old or the pages are torn, ask yourself if it can be mended. If you cannot repair the book, it is not suitable for the library.
- (For school libraries) Is a book on this subject needed by students and teachers at the school?

Useful books will score full marks (i.e. six or seven points). Books with a very low score should be removed from the library.

### **What makes a fiction book suitable for the library?**

A fiction book is suitable if it is enjoyable to read, written at a level that readers can understand, and does not include

material that is sexist, racist, or otherwise vetoed by the library committee.

Fiction books may sometimes be used for study, but they should also be read for fun during leisure time. You should aim to have a wide variety of fiction books with vocabulary that suits all skill levels. Practice will help you recognise a good fiction book, but this is easier to do if you read the books yourself.



*Figure 5.1. Librarians sort through books (Swaziland).*

### **Why remove some books from the library?**

Your aim should be to have a collection of well-used, informative, and enjoyable books in the library. It is better to have a small stock of interesting books than a large collection that nobody reads. To achieve this, you must sort through your existing stock carefully and remove books that are of no value to your library. 'If you receive many

copies of a book that is not used frequently, put one or two on the shelves and keep the rest in the back room so they remain in good condition,' recommends Francis Kachala, Secretary to the Board of the Wungwero Book Foundation in Malawi.

## **How do you decide which books to remove?**

Experienced librarians have found the following to be true:

- Older books may contain out-of-date information.
- Books that are sexist and/or racist are not appropriate for libraries.
- Books using old-fashioned words may be hard for readers to understand.
- Books that look boring or are falling apart will not be read.
- Unused books attract insects.

Look at all gift books extra carefully. Donated books may not be what you want or what the readers need.

It is also important to be careful about the subject matter. If you have any doubts, check with your headteacher or your library committee. Remember that although there may be taboo subjects, people will be curious about all sorts of things.

Deciding which books should be removed can be difficult. You may find it helpful to make these decisions with the library committee. Together, you will need to decide which books are to be thrown out, which sold, and which given away. You could also try contacting the librarian at the nearest local library for advice. Other experienced librarians also may have faced similar decisions and be able to give a great deal of support if there are strong feelings about, for example, allowing a teenager to read a sex education book or removing particular items of old stock.

*Books or magazines that include controversial topics should be kept away from open circulation. Reading of such should be based on the librarian's judgment of the student.*

*- Francis Kachala, Secretary to the Board,  
Wungwero Book Foundation, Malawi*

If the library committee decides some books are not suitable for the library, they could be sold to raise funds to buy books that are needed. You could also give away old magazines. This is especially useful if you have a large collection of old magazines and no plans to bind them into sets.

#### **LIBRARY TIP**

If your library already has an accession register, it is important to cross off each item in the accession register, shelf list, and title catalogue as you remove it from the library. If you forget to do this, it will create a problem during stocktaking, and you may think books have been stolen.

#### **What else is useful for a library?**

Most libraries have more books than any other type of stock. However, newspapers, maps, flip charts, pamphlets, posters, audio-visual equipment, books in the home languages of the community, books written by local writers, postcards of well-known national and international scenes, photocopies of interesting articles, and journals are all useful for a library.

When you are choosing stock for your library, remember to consider all these different types of stock, but only add to your library items that you know will be useful.

A good idea for building up a section about local life is to encourage students to make their own books. Add the best ones to the library's stock.



*Figure 5.2. Local-language books are shelved in a separate section (Swaziland).*

Encourage readers to make suggestions about books they would like in the library. Even if you are sure you have ideas about what people should be reading, it is more interesting for people to read a book they have chosen themselves than to be given a book and told to read it.

## 6. Making an Accession Register

When you have sorted through and familiarised yourself with existing stock, or if you are setting up a completely new library and have chosen and received a supply of new books, the next task is making an accession register.

### What is an accession register?

An accession register is a record of items of stock in the library in the order in which the library receives them. If you are starting your accession register with a large shipment of books, enter them into the accession register as you unpack them. They do not have to be in any particular order. For example, you might unpack a book and enter it. Later on, in another box, you might find another copy of the same book, but in the meantime you have entered many other books. That is fine – the order in which the books are entered does not matter. Every item of stock should be given a unique number when it arrives at the library. This number must be written down both in the accession register and on the item of stock. It is essential that you give all books an accession number and enter them into the accession register.

### Why have an accession register?

The accession register shows the librarian what stock is owned by the library. This is particularly important if the library has several books with the same title, such as with textbooks. Because every book is given a unique accession number, it will always be possible to identify a particular book. 'This means a borrower cannot say they have returned the book just because another book, with the same title, is on the shelf,' says Cynthia Stirrup, who worked in The Gambia. The accession register therefore makes stocktaking easier.

### How do you make an accession register?

The detailed instructions below explain how to make and maintain an accession register.



right-hand side of the first page. It is best to write all accession numbers in the same place in every book. For some items, such as audio-visual stock, you may need to use a marker pen to write the accession number on the tape or reel.

- Take another library book. This will have accession number 2. Follow steps as above.
- Give each item in your library stock a different accession number. This is especially important if there are several copies of the same book, as is likely to be the case with textbooks.
- If you remove any stock from your library, remember to cross out the entry in the accession register.

All stock will have a title, but some will not have an author. If you are making an accession register entry for a book like this, just leave the author column blank.

Acc No	TITLE	AUTHOR	PUBLISHER
001	TIGER RISING	KATE DICAMILLO	CAMBRIDGE
002	RAIN GOD	IAN GORDON	MACMILLAN
003	ABACUS EVOLYE	RUTH MERTENS	MACMILLAN

Figure 6.2. Beginning an accession register (Malawi). Notice that this librarian is numbering the books 001, 002, etc. instead of 1, 2, etc. Either method is fine.

### LIBRARY TIP

If readers are helping you make an accession register, you may need to help them identify the difference between a title and an author. At some libraries, the librarian will write a list of books, underlining the title and author in different

colours. You may feel that underlining the title and author's name in different colours seems to take a great deal of time, but it will ensure that the accession register is accurate, that readers begin to understand the different parts of the book, and that readers are involved in making the library right from the start.

## **Nameplates with return date labels**

When all your books have their own accession number, you will need to glue the school or library nameplate (or stamp the school information) and glue a return date label on to the first page (or alternatively the back page) of the book. It is important that all books are seen to belong to the library. When you make nameplates, it is useful to include the library address. If you have a rubber stamp, you should also stamp the book in two places – once on the inside back cover of the book and once on a page in the middle of the book. This means that if the book is lost, it has a better chance of being returned to the library.

## **Which books need a return date label?**

All books that the library is going to lend need a return date label. This tells the borrower when the book is due to be returned. Reference books, such as dictionaries, encyclopaedias, and atlases, are not usually lent by the library and therefore do not need a return date label. They do, however, need the stamp or a nameplate and address glued on to one of the first pages.

Before you give a book a return date label, you must decide what method of lending books you plan to have at your library. (The two methods are described in chapter 11.)

If you plan to lend books using the exercise book method (see chapter 11), all stock will need a place where you can stamp the date it should be returned. It is recommended that you do this by making a combined nameplate and return date label as described below, but you will not need to make your nameplate with a card pocket.

If you plan to lend books using the book ticket system (again, see chapter 11), you must make a joint nameplate and return date label with a pocket as described below.

## How do you make a nameplate and return date label with a pocket?

Nameplates and return date labels with a pocket can be made by taking a half sheet of A4 paper and folding up approximately one-third, as shown in figure 6.3. Glue down the pocket edges and then glue the top edge of the return date label into the book. At the top of your return date label, write or stamp the library's name and address.

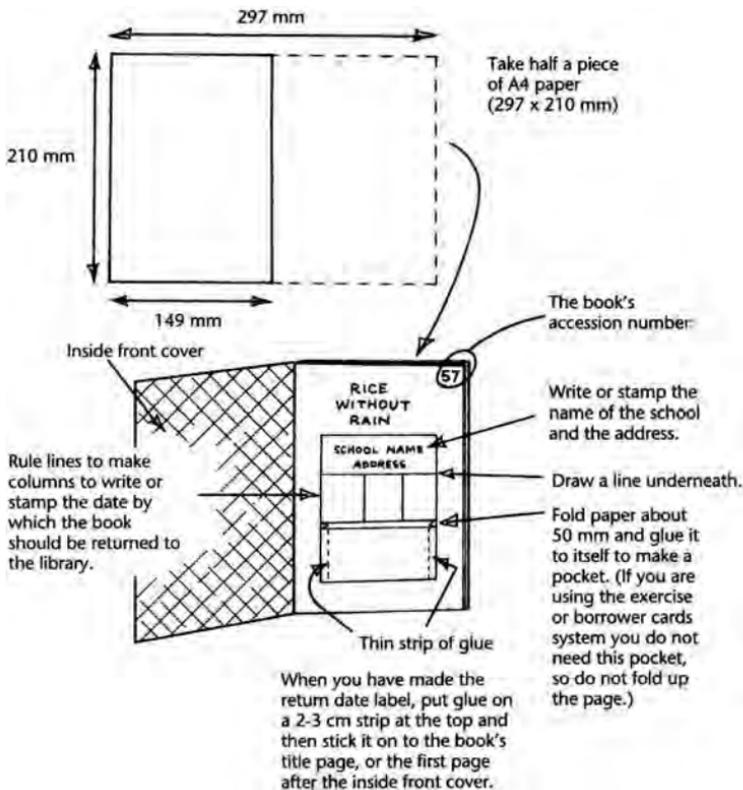


Figure 6.3. How to make a nameplate and return date label.

If you have access to a stencil, this might save you time, as Christine George, working in Sierra Leone, found: 'Return

date labels can also be made by typing a stencil, which makes about nine labels, and having them run off on duplicating paper.'

The next task is to separate your fiction books from the other books. The library's information books can then be divided into subjects. This task, known as classification, is explained in the next chapter.

### **LIBRARY TIP**

It is important to process new books as soon as you can. If your library is sent a large number of books at the same time, it may be useful to keep two or three of them off the shelves in order to show the next group of library monitors, volunteers, or club members exactly how to add a book to the accession register and where to glue in the return date label.



*Figure 6.4. The right book can capture a student's interest (Ghana).*

## **7. Organising Information Books – Classification**

Your books should now be divided into reference, information, and fiction books, and every book should have been entered into the accession register. The next step is to classify the information books.

### **What is classification?**

Classification is a method of organising book titles so that books on the same subject are kept near each other on the bookshelf.

To organise information books (also called non-fiction books), the best method is to divide your stock into different subject areas and then give each book a classification label using a code. You can code by letter, number, or colour.

### **Why do information books need to be classified?**

Classification is essential because it keeps information books on the same subject together. This means readers can find the information they want as quickly as possible. Once they understand the library classification system, they will know where to find the books they are looking for.

### **What stock is not classified?**

Most fiction books are not classified into subject sections; they are usually filed alphabetically instead. Read more about this in chapter 9. Only poetry books, books about literature and authors, and anthologies (collections of fiction by many authors) are classified using the systems in this chapter.

General information books, such as encyclopaedias, should be put into the reference section. Reference books should not be lent by the library. Large books that do not fit on the bookshelves are classified into the relevant subject

area, but they are shelved in special bookcases for oversize books.

You may also add another section of books for teachers. Textbooks that are not the set books for your school may be useful for teachers as they prepare their lessons. Usually teachers would be allowed to borrow these books, but not students.

## **How do you decide which subject area each book belongs in?**

In order to classify a book, you will have to decide upon the main subject of each book. Sometimes this can be difficult and people may not agree on the main subject.



*Figure 7.1. Clear signs (shelf guides) help readers find books in a well-organised library (Lesotho).*

## **What is a subject?**

A subject is an area of knowledge. Major library subjects might include agriculture, health, religion, and sport. Imagine a row of boxes with subject titles (e.g. Health, Agriculture) printed on the outside of each box. Inside

the boxes will be information about different aspects of a particular subject. In the Health box, for example, will be material on first aid, inoculations, nurses, hospitals, etc.

**Practice Classification Exercise**

Look at the list below. Decide which are main subjects that should go on the outside of the boxes and which are types of information that should go inside the boxes.

- Agriculture
- Irrigation
- Religion
- The Bible
- Technology
- Second World War Aeroplanes

**Answer**

The main subjects are agriculture (irrigation belongs in this subject box); religion (the Bible belongs in this box); and technology (material on Second World War aeroplanes belongs in this box).

You may find that some books seem to fit into several subjects. Take, for example, an imaginary book called *Economic Miracle: Cocoa Growing in Ghana*. Would you put this book in the business section (economics); the religion section (miracle); the agriculture section (cocoa); or the geography section (Ghana)? Of course, the book does not actually exist, but if it did, I think I would put it in the business section or the agriculture section, because it seems to be about economics and agriculture. What do you think?

If you cannot decide how to classify a book, try looking on the title verso page (the back of the title page – see figure 4.2). In some books, the Library of Congress Classification information is included, and you will see a numbered list of subjects. Classify the book in the first subject listed.

You can also look in appendix B; it includes a list of many specific topics and shows which category they belong in.

## **How to classify your books**

We recommend you use the Junior Colour Code to classify your books. It is a simplified version of the Dewey Decimal Classification (DDC) system, which is explained in more detail in appendix B. We explain the DDC briefly here because it will help you use the Junior Colour Code.

### ***Dewey Decimal Classification (DDC)***

The Dewey Decimal Classification (DDC) is used throughout the world in large libraries. At its simplest, the Dewey system classifies books into 10 broad subject areas, which are coded by numbers. Particular subject areas are given a range of code numbers recognised throughout the world. The 10 ranges start with the numbers 000, 100, 200, 300, 400, 500, 600, 700, 800, 900. If, for example, you want to classify a science book, you will look at the Dewey Decimal Classification schedule and see that science books take the code classification number 500 or 500-and-something (i.e. the range of numbers from 500 to 599). The science section will include books on a wide range of sciences (e.g. chemistry, physics, biology, and mathematics).

#### *Dewey Decimal Classification*

<b>Subject</b>	<b>Code number</b>
Reference	000
Philosophy	100
Religion	200
Social sciences	300
Language	400
Science	500
Technology, agriculture	600
Arts and recreation	700
Literature	800
History, geography, biography	900

## Using the Junior Colour Code system

In the Junior Colour Code system, books are divided into the same subject areas as the Dewey system. However, each subject area is given both a Dewey code number and a special colour. Many find it easier to look for coloured labels on books than to look for a classification number. If, in the future, the library receives a large collection of information books, changing the library classification system to Dewey will be simple. All you will need to do is to stop adding coloured labels to the spines of the books and start adding more exact numbers (see appendix B).

With the Junior Colour Code system, users can recognise the information book they want by the colour on the spine label of the book as well as by the number. For example, an information book about growing maize would be given a red coloured spine label and the Dewey classification number 600, and would be put on the bookshelves with the other agriculture books.

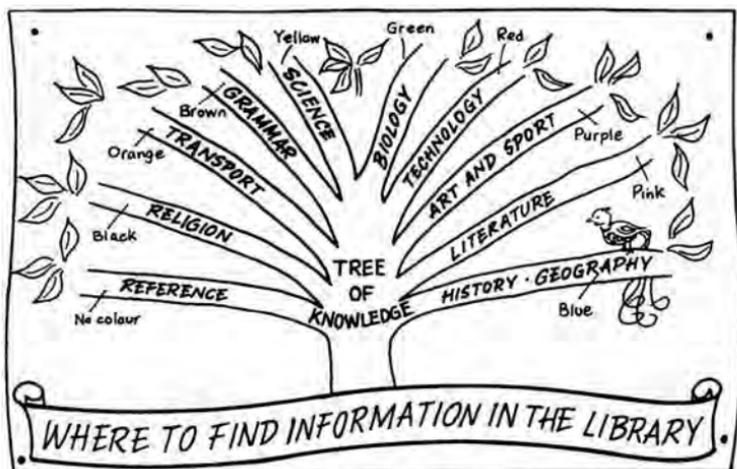


Figure 7.2. A poster showing the Junior Colour Code (you can colour the branches to match their colour in the library). You can also just write out the categories and their colours without a drawing.

Under Dewey classification, history, geography, and biography books are shelved together in the 900 section. With the Junior Colour Code system, history, geography, and biography books are also kept together on the

bookshelves, but they have blue labels on their spine to make it easier for readers to find the books they are looking for. The table below shows the standard colours used in the Junior Colour Code system.

*Junior Colour Code*

<b>Subject</b>	<b>Spine label colour</b>	<b>Dewey number</b>
Reference	No colour	000
Philosophy, religion, festivals	Black	100 and 200
Transport and economics	Orange	300
Grammar, local languages	Brown	400
Science: physics, chemistry, mathematics, weather, rocks	Yellow	500
Biology: nature, animals	Green	570
Technology: agriculture, business, industry	Red	600
Art and sport, music	Purple	700
Literature: plays, poetry, myths, legends	Pink	800
History, geography, biography	Blue	900

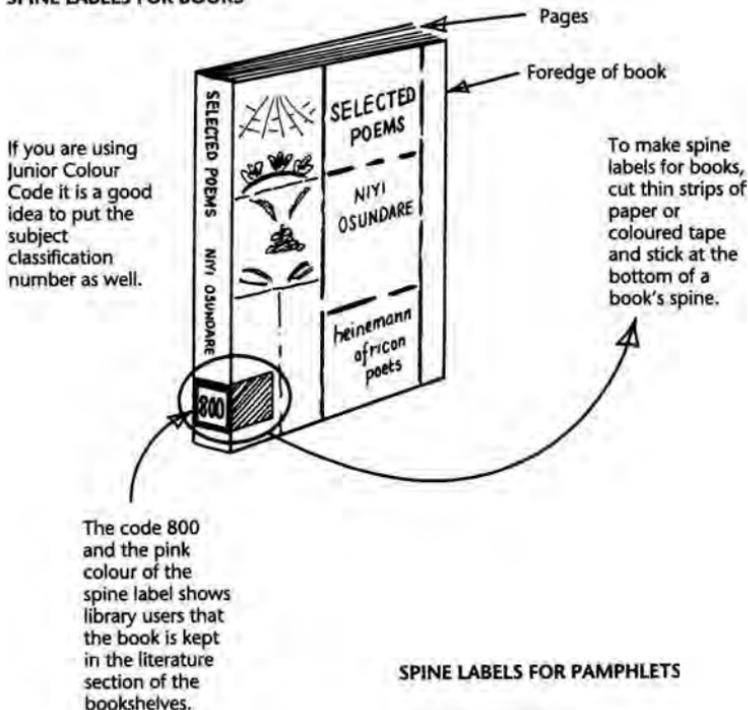
Copy this classification table on to a large poster so that readers and staff can check where to look for books (see figure 7.2 for an example).

Now, you will need to sort your books, put a classification colour code on each spine label, and place the books on shelves with clear shelf guides (see chapter 10 and figure 10.3 for more on shelf guides).

## How to make spine labels

Once you know which subject your information book should be classified in, you will need to put a classification mark on a spine label on the outside cover of each book. Figure 7.3 shows how this is done.

### SPINE LABELS FOR BOOKS



### SPINE LABELS FOR PAMPHLETS

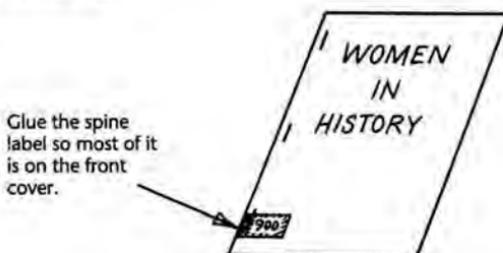


Figure 7.3. Putting spine labels on books and pamphlets.

It is best to use a marker pen to write on the spine, or stick coloured tape or masking tape on the spine and write the classification number on to the tape. If you do

not have coloured tape, use a coloured marker to make small strips of coloured paper and then tape them on the spine. Some librarians write the number on a thin strip of paper and then glue this to the back cover, spine, and front cover; however, this may not stay glued on if the book is borrowed regularly.

**Exercise to test your classifying skills**

Question: How would you classify these books? What colour code would you put on the spine?

*Oil and Coal*                      *Keeping Animals*  
*What Is Rain?*                      *Cooking with Eggs*  
*Secrets of Football*                      *Modern Poems*

**Answer:**

<b>Book title</b>	<b>Colour code</b>	<b>Subject code</b>
Oil and Coal	Red	600 Technology
Keeping Animals	Red	600 Technology
What Is Rain?	Yellow	500 Science
Cooking with Eggs	Red	600 Technology
Secrets of Football	Purple	700 Art and recreation
Modern Poems	Pink	800 Literature

**What do you do when you have finished classification?**

First, congratulations! Now that you have finished classifying the books in the library, your remaining tasks are to make a shelf list, produce a title catalogue, organise the fiction books into alphabetical order, and organise your lending system. Then, you will be ready to put the books on the shelves and open the library. While there is still a lot of work left to do, you have accomplished one of the most challenging and time-consuming tasks.

## 8. Making Library Catalogues

### What is a library catalogue?

A library catalogue tells you what books you have in your library and where to find them. Most library catalogues are arranged in alphabetical order.

### Why make catalogues?

Your library may be small now, but if you are sent 1,000 gift books in the future, you will need a catalogue so that you can find the book a reader says he or she would like to read. Catalogues can be very helpful for librarians when they need to find information for the two questions most asked by library users:

- Where can I find the book called ...? (e.g. *Animal Farm* by George Orwell)
- Is there any information in the library on ...? (e.g. cyclones)

### Different types of catalogue

In bigger libraries, there will be several catalogues, including a title catalogue (and perhaps an author catalogue), a subject catalogue, and a shelf list. We will skip the subject and author catalogues.

#### **Title catalogues**

A title catalogue helps you answer 'Is there a book in the library called . . .?' questions. This type of catalogue is useful because it is an alphabetical record of the titles of all the stock in the library. It is also essential for anyone who runs the library if you are ill or if you leave the library.

#### **Shelf lists**

A shelf list is a small file of cards arranged in the same order as the books on the shelves. The shelf list is a useful record for stocktaking (see page 75), which is an essential task. A shelf list can help you answer the 'Is there any information in the library on . . .?' questions.

## **How do you make a title catalogue?**

We recommend that you make a title catalogue record for every piece of stock in the library, from pamphlets to videos.

Without a title record, your successor, other staff, and readers may forget what titles are available in your library.

There are two ways of making a title catalogue: writing titles in an exercise book or using a card index system. Both methods have been tried and tested by librarians, but the card index system is better if you are expecting your library to grow.

### ***Title cataloguing using an exercise book (see figure 8.1)***

1. Divide each page of an exercise book into four columns, one for the title, one for the author (if known), one for the accession number, and one for the subject classification (so that readers know where to look for the book on the bookshelves).
2. Put all titles starting with 'A' together on the same pages, all titles starting with 'B' together on the same pages and so on until you reach 'Z'. It does not matter if you mix information and fiction books on the same page.

The problem with this method is that as the page becomes full you cannot easily add new stock. However, it is a useful method if you cannot obtain catalogue cards and your library stock is small.

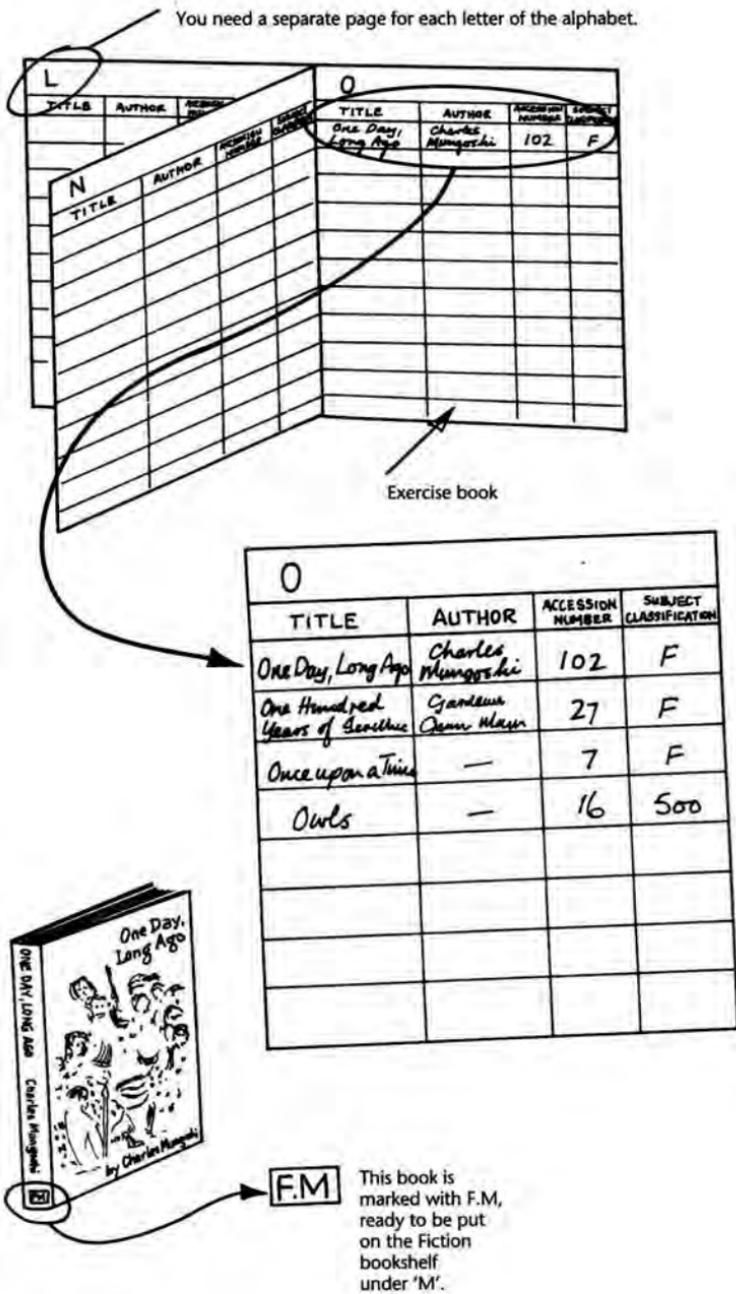


Figure 8.1. Title catalogue in an exercise book.

## Title cataloguing using index cards (see figure 8.2)

1. Each item of stock must have a separate card. If you are making your own index cards, you should aim to make them a standard size. The ones available in shops and from library suppliers are 125 x 75 mm (5 x 3 inches).

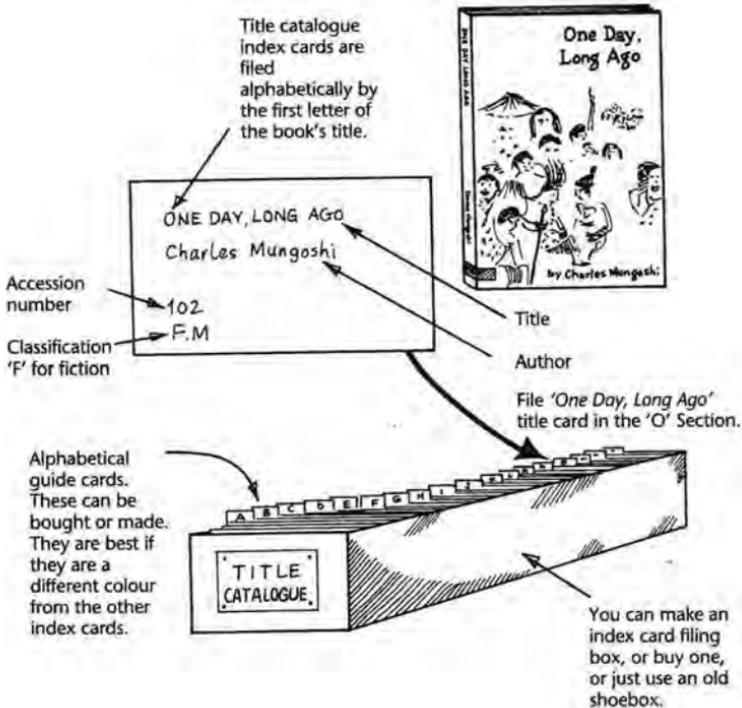


Figure 8.2. An index card title catalogue.

2. On each index card, write the title of the book at the top.
3. Underneath, write the author (if known). Beneath that, write the accession number. Then on the line underneath, write the subject classification, if it is an information book, or 'F' (for fiction) followed by a full stop and the first letter of the author's last name, if it is a fiction book. Users will then know where to find the book they want on the library shelves.

4. Keep the index cards filed in an issue box (this could be a shoebox) in alphabetical order by the title of the book.
5. Show people how to use the title catalogue and explain that the index cards should never be removed from the issue box, nor should the order be muddled up. To avoid title catalogue cards being removed from your index box, you could make a hole in the centre of each card and then put a thin stick or rod through all the cards.

### **How do you make a subject index?**

The best way to make a simple subject index is to draw a poster. Copy the table on page 65 onto a poster or you could make a 'Tree of Knowledge' poster like the one illustrated in chapter 7 (figure 7.2).

### **How do you make a shelf list?**

Every information and fiction book needs a shelf list card (see figure 8.3). Use standard sized index cards.

1. Take a book. On the top left-hand side of the index card put the book's subject code and colour.
  - a. If it is an information book (e.g. *Try the Rabbit* by Stephan Adjare, which is about breeding rabbits for meat in Ghana), this would be number 600 and red. Look at chapter 7 again to remind yourself about classification.
  - b. If it is a fiction book (e.g. *Moses in a Mess* by Barbara Kimenye), there will be no classification code. Instead write 'F.K'. The 'F' stands for fiction and is obviously quicker to write on each of the shelf list cards than the full word 'fiction'. After the full stop, you write 'K', for Kimenye, which is the first letter of the author's last name.
2. Underneath the classification code or 'F' letter, write the title of the book.
3. Underneath the title, write the name of the author, if known.

4. At the bottom right-hand corner, write the book's accession number.
5. Arrange shelf list cards for information books by their subject classification number. Arrange shelf list cards for fiction books in alphabetical order by the author's last name.
6. When you have a card for all the books, take each card and make two holes in the left side – you could do this with a hole punch. Put some string through this hole and tie all the cards for each subject into a booklet. Make a separate booklet for the fiction titles (see figure 8.4).
7. Your shelf list for information books will now be divided into 10 booklets. These can be used when you stocktake.
8. If your library receives more books, you can untie the string and add shelf list cards for the new stock.

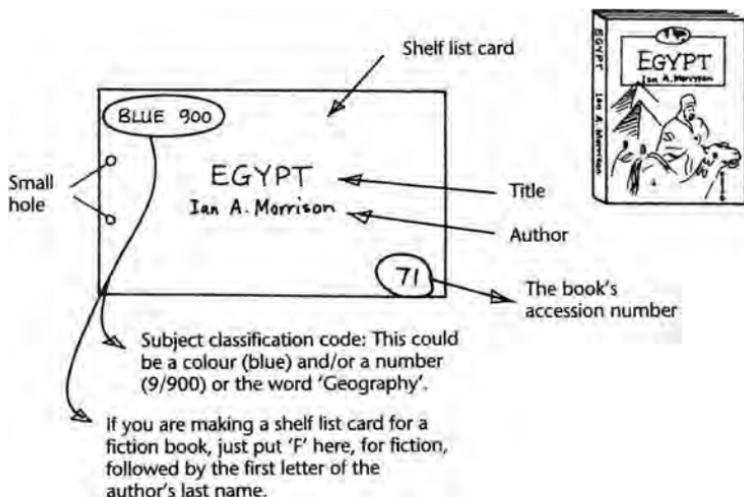


Figure 8.3. Making a shelf list card.

## How to solve some cataloguing problems

- **Takes a long time?** You will probably find making catalogues is quite easy to do, but that it takes a long time. Try to encourage library monitors, volunteers, or club members to help you make these catalogues.
- **Hard to read?** Write neatly. You could use a typewriter if one is available.
- **Two or more copies of the same book?** Write a separate title card and shelf list card for each of these books. You will be able to tell that there is more than one copy because the accession number (in the bottom right-hand corner) will be different.

Use string to tie up the cards in each booklet.

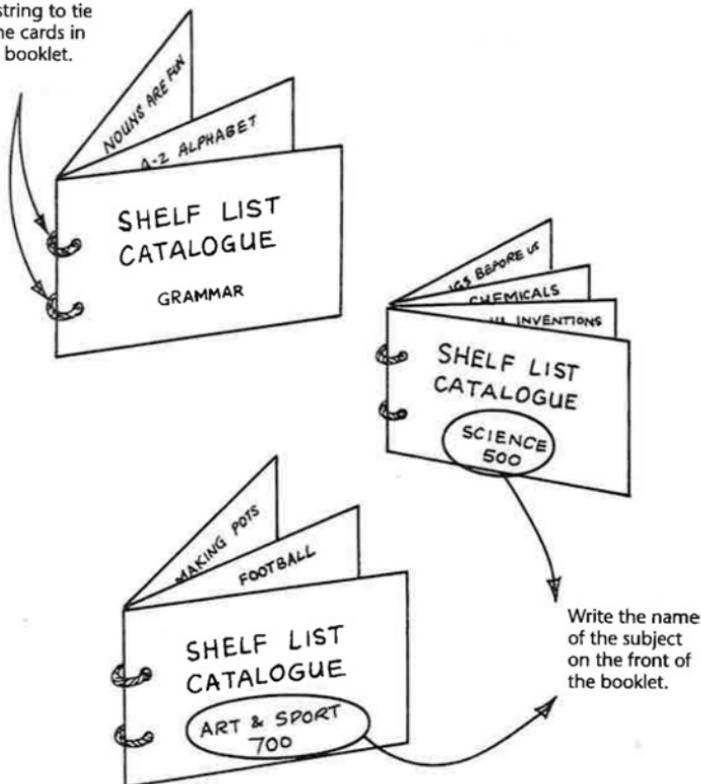


Figure 8.4. Shelf list catalogues.

- **Authors who have written more than one book?** File these by their classification number, then alphabetically by the title of the book.

## What is stocktaking?

Stocktaking is done to find out if all stock in the library is still there. For security reasons at the end of every term, ask readers and staff to return all their books to the library. Pin up notices so that readers and staff know which books are missing. Encourage people to return missing books using the ideas suggested in chapter 11.

Once a year, close the library for a day for a stocktake (at a school library, do this near the end of the final term, when some students will be leaving the school forever). Ask library monitors, volunteers, or club members to walk round the bookshelves using the shelf list cards to check that the information and fiction books are all on the shelves. This is how a teacher working for VSO in Sierra Leone taught her counterparts and library monitors to stocktake:

*Take the shelf list booklet and check each book, shelf by shelf. If books are missing, write 'missing' and the date in the space below the titles. Also mark with red ink the outer edge of the shelf list booklet so that missing books can be easily traced when flicking through the shelf list booklet later. If the books are there, leave the space on the shelf list card empty. When the books are checked and found to be there, turn them 90 degrees, so that they are fore-edge down on the shelf. Then any books that are left upright are either in the wrong place, or have no shelf list card or have been missed in the stocktake checking.*

– Christine George, Sierra Leone

## **9. Organising Fiction and Alphabetical Filing**

### **What is filed alphabetically in the library?**

Alphabetical filing is used for many library tasks. Most libraries arrange fiction books alphabetically on the shelves using the author's last name (sometimes called 'surname').

### **Why file alphabetically?**

Filing books alphabetically keeps them in order. It means that anyone who knows the alphabet can find any fiction book they want in any library. Alphabetical filing is a system you can teach easily.

### **How do you file alphabetically?**

To file alphabetically, you must put items in A to Z order, starting at A and finishing with Z. It is essential that library monitors and volunteers know their A to Z and are very confident about alphabetical filing.

It is useful to check this, perhaps by using a set of cards, and also to do some of the learning games suggested in the teaching tips at the end of this chapter, before the library opens. This will help readers understand how stock is organised in the library and may encourage some to help the librarian return books to the right bookshelves.

### **Putting fiction books in alphabetical order**

To arrange fiction books alphabetically on the shelves, put all the books written by authors with last names starting with A on the same shelf. Then do the same with all the books written by authors with the last names starting with B, then all the Cs, and so on. Keep on dividing like this until you reach Z.

Use shelf guides (see chapter 10) with large letters to show clearly where each section starts. Figure 9.1 shows what your fiction bookshelves should look like.

To help keep your fiction books in alphabetical order when you put them on the bookshelves, it is useful to give them a spine label (see chapter 7). The spine label can be glued or taped on. It should have 'F' for 'fiction' and the first letter of the author's last name. For example, a novel by Mariama Bâ should have its spine label clearly marked with 'F.B'.

Until library monitors and volunteers become used to the system, you may find some books are wrongly filed in the 'F' section.

Books by authors whose last names begin with A are kept on this shelf.

Stone used as a bookend.

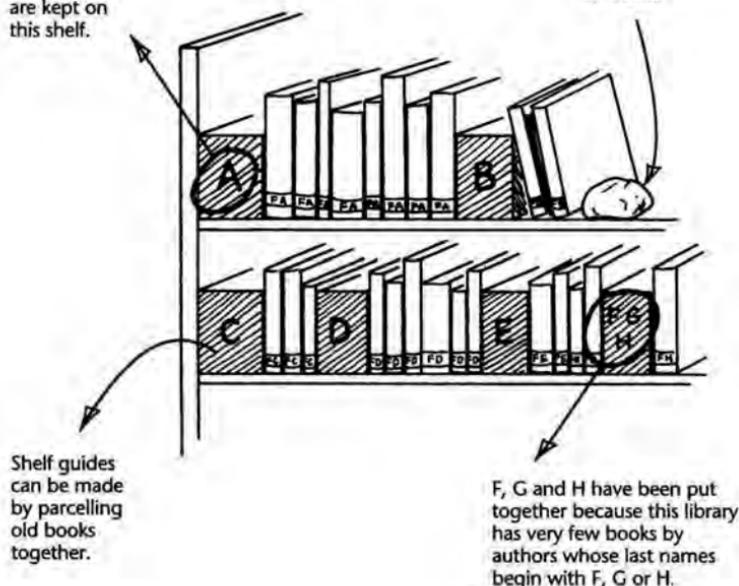


Figure 9.1. Fiction books arranged alphabetically on shelves.



*Figure 9.2. Shelf guides help readers see that the fiction is shelved alphabetically.*

## **Other methods of organising fiction books**

You might want to organise the fiction books by reading level, especially in primary schools. Gaolebale Masego Morobise, a librarian in Botswana, divides the fiction books by the size of the print. She has three categories: large print, medium print, and small print, since, in general, books with smaller print are at a higher reading level. As will be discussed further in chapter 13, put up a sign showing what the categories mean. This will help readers choose the right book for their age and skill level. The descriptions you choose are very important. Terms such as ‘beginning to read’, ‘moving on’, and ‘longer stories’ encourage children much more than terms such as ‘easy’ and ‘difficult’. You can also just label them ‘Level 1’, ‘Level 2’, etc. Here is a sample levelling system:

Level 1 – Picture books with 0–3 words per page

Level 2 – Picture books with one sentence per page

Level 3 – Picture books with lots of words, short stories, etc.

Level 4 – Chapter books (usually under 100 pages, with a picture every once in a while)

Level 5 – Advanced chapter books (over 100 pages)



Figure 9.3. In this library, fiction is divided into levels 1 and 2 (Lesotho).

## Filing other items alphabetically

### ***Title catalogues***

In all libraries, the index cards in title catalogues should be alphabetically filed by the title of the book.

### ***Information books***

Information books (non-fiction and textbooks) are not usually filed alphabetically on the shelves. Instead, they are filed by subject classification (see chapter 7).

## How do you avoid problems with alphabetical filing?

Make sure library monitors and volunteers know the difference between an author and a title. Fiction books

such as *Matigari* (title) by Ngũgĩ wa Thiong’o (author) can confuse people.

Assume small letters have the same importance as big letters (e.g. d’Argy would be filed in the ‘D’ section, not the ‘A’ section).

For authors who seem to have several names, like James Hadley Chase or Ruth Praver Jhabvala, file books under their last name. In these examples, it would be ‘C’ for ‘Chase’ and ‘J’ for ‘Jhabvala’. If the author’s last name is hyphenated, like Wu Ch’eng-en, the book would be filed under the first letter of the whole last name, in this case ‘C’.

If your library has two copies of the same book, file them together. If the library has several different books written by the same author, then file them alphabetically by the book title as well. For example, the title of Maya Angelou’s *All God’s Children Need Traveling Shoes* starts with an ‘A’ and so it should be put on the bookshelf in front of *I Know Why the Caged Bird Sings*, also by Maya Angelou, which starts with an ‘I’.

Some books have titles that start with a number, such as *100 Gifts to Make*. It is recommended that you think of this title as starting with a word, not a number, so it would be filed under ‘O’ for ‘One Hundred’.

Ignore ‘A’, ‘An’, and ‘The’ at the beginning of a title, and file the book by the first letter of the next word.

### **TEACHING TIPS**

Help your students to learn the A to Z rules of alphabetical filing with these games. Choose any of the games you like, but try to include at least one of the bookmark games.

- Alphabetical library words

Divide the class into two teams. Ask students to think of some library words, such as book, story, page, shelf, etc.

See which team is the first to find library words for every letter of the alphabet, starting at A and trying to reach Z.

- Alphabetical bookmarks

Ask students to make a bookmark (see chapter 14) with their first name written clearly on it, and then to decorate it. When they have finished, ask students to arrange the bookmarks in alphabetical order.

- Organising books in alphabetical order (see figure 9.4)

Show some books arranged alphabetically on the fiction bookshelf. Now draw some pretend books, in muddled order, on the blackboard and see if students can work out the alphabetical order they should go in.

Fiction books arranged alphabetically

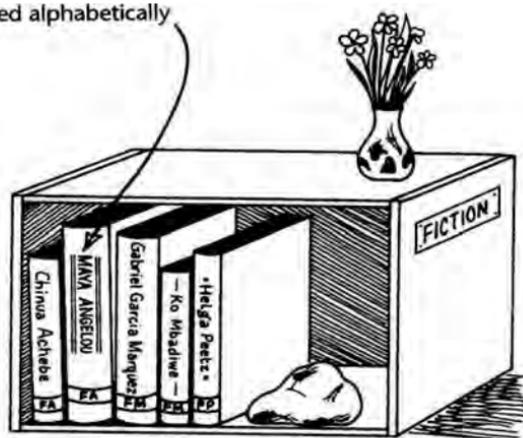


Figure 9.4. Organising books in alphabetical order – an exercise.

- More bookmarks

Ask students to draw another bookmark, this time putting their first and second name (e.g. Nelly Collin). Divide the class into four teams and ask students to arrange their bookmarks in alphabetical order from the surname. Which letter of the alphabet is the most popular?

- Play the Authors Game (see chapter 14).

At the end of this teaching session, students will know more about alphabetical filing and will have one or two bookmarks. Remind students that bookmarks help you remember which page you have reached in the book you are reading. Using a bookmark also stops students from bending the corners of pages to mark the place they have reached – a habit that spoils books and can result in torn and lost pages.



Figure 9.5. Posters remind students of the alphabet (Swaziland).

## 10. Putting Books on Shelves

The essential tasks for setting up your library are nearly complete: putting books on shelves is one of the final steps.

### What needs to be checked?

Before you start to fill your shelves, make sure that every book has:

- An individual accession number and entry in the accession register.
- A nameplate and return date label glued at the front of the book. (The school or library name should also be stamped in one or two more places inside the book.)
- A spine label.
- A shelf list card.
- A title card.

If you have left out any of these procedures, it is recommended that you complete them now, before you start to put books on the library shelves.

### How do you use bookshelves?

Throughout the world, people use bookshelves in a certain way. Your readers may not realise this, so tell them that books are put on the top shelf first and then filed from left to right. Fiction books are placed on bookshelves in alphabetical order. This means that if you have an empty bookcase, books by authors whose last names start with A will be put on the left-hand side of the top shelf.

Remember to place the books vertically with the spines facing out so the writing on them will be easy to read. This means the title, author, and publisher's symbol will be running from the top of the spine to the bottom. Readers may need plenty of practice arranging books on shelves before they are confident about doing it correctly.

One VSO teacher in Kenya remarked, 'I have spent the past year trying to teach students that books are placed on shelves with the spine facing outwards, not inwards.'

If you have enough books to fill two bookcases, you should use the bookcase on the left (as you look at it) first. Arrange the books on the top shelf, filling each shelf from left to right down to the bottom until every shelf is full. Then put books in the other bookcase, starting at the top shelf.



*Figure. 10.1. Books on shelves (Swaziland).*

#### **LIBRARY TIP**

If your bookshelves are too tightly packed with books, it will be hard for readers to take a book off the shelf. On the

other hand, if the books are arranged too loosely, they will start leaning and then fall down. One way to overcome this problem is to make some L-shaped bookends, or use a large stone, for books to lean against.

## **Solving shelving problems**

### ***Problems and solutions***

If the library has only one bookcase, it may be too crowded for students to browse when a whole class comes to the library together.

*Solution:* Have more bookcases and make them lower.

If every reader borrows a book, there may be no books left on the shelves.

*Solution:* Lend one book at a time to each reader for one week. Make sure that books are returned. Use bookends or stones to keep books from falling out of order on the shelf.

Readers may not understand how to find books, or may not remember to return books to the shelves.

*Solution:* Explain how the bookcases work. Show readers the shelf guide signs and look at the ideas for student education in chapters 6, 13, and 14.

## **How to help readers use bookshelves the right way**

Readers may forget to put books back on the shelf the right way round. Remind them to put the books back in the correct place with the spine facing outwards, as shown in figure 10.2. Explain that this is so that other borrowers can easily find the book they want by reading the title and author information printed on the spine.

If you find readers are not putting books back properly, you can also ask readers to leave books on a particular table or in a box and then the library monitors or volunteers will reshelve them.

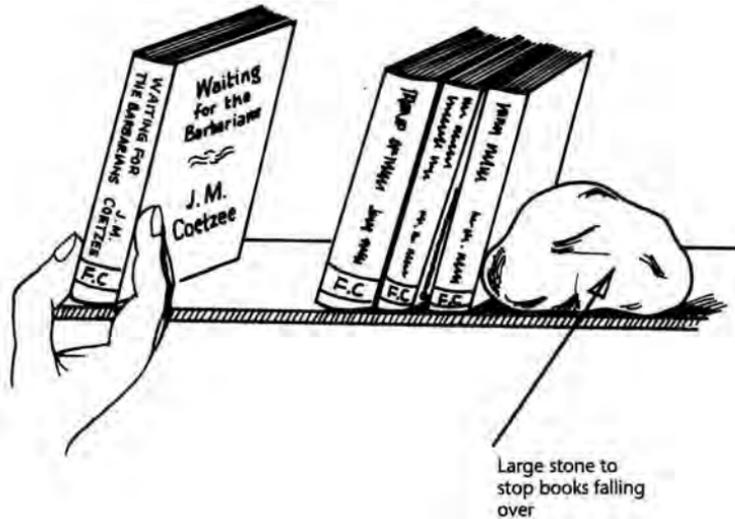


Figure 10.2. Putting books on a shelf the right way.

### What is a shelf guide?

A tour guide is a person who shows tourists the main places of interest and beauty around your country. In a way, a shelf guide is similar! It is a guide (or small sign) that helps library users find the books they want to read (see figure 10.3).

Shelf guides are essential. Here are some well-marked information bookshelves.

For information (non-fiction) books, shelf guides or subject classification labels can be pinned to the shelf above the books.

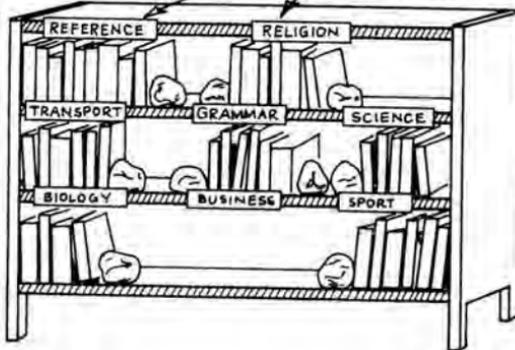


Figure 10.3. Shelf guide for information (non-fiction) bookshelves.

## Making shelf guides

Shelf guides are essential and can be made in many ways:

- Paint the name of the type of book (e.g. reference) on the shelf. This may be best for a secondary school library, especially if you have some good artists. The disadvantage of this, however, is that as your collection grows the guide may be in the wrong place, so you will have to paint over it and then paint the word again on the right part of the bookshelf.
- Another method is to stencil the subject name (e.g. agriculture) with marker pens on to a piece of strong paper, and then pin it on to the shelves. This is a good method, but the problem is that it may get torn or fall down. Figure 10.3 shows this type of shelf guide.
- If you have very old or torn books that you have withdrawn from stock, you can parcel two books of the same size together and use them as shelf guides. Just draw the letter of the alphabet, or the classification code, on to the end of the parcel. You can see examples of these in figure 9.1 in chapter 9. This is an easy way for readers to find out what they are looking for, and the shelf guides are easy to move to the right place when your stock grows.



*Figure 10.4. Students reading in the library (Ghana).*

## 11. Lending Books

Think carefully about the type of lending system that will work best at your library. It is recommended that you discuss these ideas with the library committee as soon as you can. Once a decision is made, you will then be able to make the appropriate return date labels (see chapter 6) or prepare exercise books. Putting the finishing touches to your lending system is the final step in the list of essential tasks recommended by this book when you set up a library. When the lending system has been prepared, the library can open and books can be lent.

### What does lending books mean?

Lending books means users can take fiction or information books away from the library (in other words, borrow them) for a set time to read or study on their own.

Some readers find borrowing books confusing. If readers are having problems understanding, explain that to be lent a book by the library or to borrow a book means to take it for a short time and then to return it by a set date. The librarian or library monitors should only lend books to readers who return their books, in good condition, to the library by the day stamped (or written) on the return date label.

Reference books, like encyclopaedias and dictionaries, should not be lent. Instead, encourage readers to use reference books in the library. Make sure these books have the library's nameplate glued or rubber-stamped inside them to avoid arguments about ownership.

Lending books will involve making guidelines for the borrowers. It is best to put up a poster, near the librarian's desk, so that readers can easily remember the rules. Figure 11.1 shows a model set of borrowing rules.

Two methods of lending books are described in this chapter. You need only choose one of these methods. It is recommended that you discuss which would be best

for your library with the library committee. Remember that you have to decide on your method well before you actually open the library.

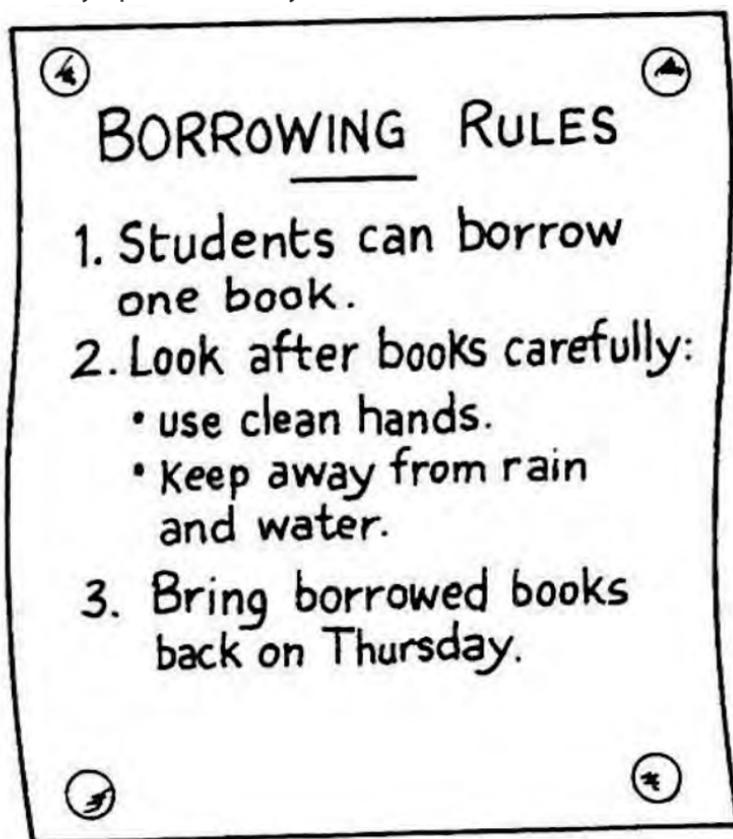


Figure 11.1. A poster showing borrowing rules in a school library.

### Why lend books?

Lending fiction and information books promotes literacy and learning, allowing people to study or read in their own time. If your library has restricted opening hours, readers may feel frustrated because they do not have enough time to finish finding the information they want. It is widely accepted that students who regularly read books and magazines find their schoolwork easier.

Some users may be keen to borrow books, but will need the librarian's help to find a suitable book at the right level so that they can enjoy reading it without supervision or repeatedly having to look up words in a dictionary.

## **How do you decide borrowing rules?**

To avoid losing books through confusion about lending or borrowing, and to avoid causing bad feeling, we recommend that you decide some basic library rules before allowing readers to borrow books. It is best if you make these decisions with your library committee.

## **Decide how many books each reader can borrow**

One book is probably enough, especially if you do not have a large stock at your library.

## **Decide how long a reader can keep a borrowed book**

A week is about the right length of time for most users to read a book of their choice. It might be easier for the librarian if all books are returned on the same day of the week (e.g. Thursday), especially if this is the day when the library club meets. Then library club members can help put books back on the shelves.

## **Decide whether to charge fines**

Some librarians worry that if they lend books, a few will not be returned to the library by the correct date, as stamped or written on the return date label. That is why they ask for a small fee for every day a book is kept out of the library after the day it is due back. This is called charging a fine.

The longer the delay before the book is returned the more money the borrower will owe. Once the book is returned, the fine stops growing, even if they do not pay it right away. No other books can be borrowed by that person until they pay their library fine. The aim is for readers to remember to return the book they have borrowed on the correct day, as they will dislike paying fines. If you tell

people that they can borrow the book again if they have not finished it, they may also be encouraged to return the book on the day stamped (or written) in the date label.



*Figure 11.2. A librarian checking out a book (Lesotho).*

Fines are useful because everyone is treated the same way and the money raised can help to pay for book repairs and new titles.

However, many librarians have found that fines cause problems because people are confused by the idea or because families cannot afford to pay them. Olga Tsimanyane, Education Officer, Ministry of Education, Botswana, warns, 'Be lenient with fines; otherwise, you may scare off the students.'

If you decide to charge fines for overdue, lost, or damaged books, make sure you explain the rules well and make a simple-to-understand poster. You might choose to have an 'amnesty week' once each term, when late books can be returned with no fines.

You may also find that keeping money, even very small amounts, in the library is a problem. You will need a lockable drawer or a lockable cash box to secure the fine money.

## **Decide whom to lend to**

In a school library, you will lend to all the learners. In a community library, you might want to lend only to village residents. Visitors from other places may take the books home with them and not bring them back, and it will be hard to find them. In addition, in a community library, you might decide to charge a small yearly membership fee for those who want to check out books. In that case, you would only lend to those who are on the list of those who have paid the fee.

## **Decide what to do about lost or damaged books**

There are some well-tested ways of making sure missing library books are returned to the library. If you know a reader has not yet returned the book they borrowed, here are some ideas:

- If the book is late, encourage the person who borrowed the book to find it and return it to the library soon. Remind him or her of the fine, if you have a fine system. Library monitors could help you do this. Send a message to the classroom requesting the student to return the book to the library.
- Give each form teacher a list of books that are missing from the library. Ask the teacher to make students look for these titles, in their form room, dormitories, or home, and to return them.
- Ask the headteacher to read out the names of the students who your records show have not returned books.
- If you find some readers regularly spoiling or losing books, despite lessons and individual help from the librarian, try keeping a list of readers who are temporarily not allowed to borrow books. 'This acted as a real deterrent for other kids, and as time passed, their names could be removed from the list of problem students so that they could be given a second chance at the librarian's discretion,' explained Liz Platt, working

in Zanzibar with colleagues Halima Khamis Hamad and Wanu Amour.

- Finally, ask the library committee to recommend that the headteacher not award end-of-term certificates until all books are returned or accounted for.

## **How do you register borrowers at a community library?**

At a community library, before you begin lending out books, you need to register your borrowers. (In a school library, you can skip this step because the school already has the information.) This means writing down information about how to contact them in case they forget to return a book. If your library charges borrowers a yearly fee, registering them can help you keep track of who has paid. For each borrower, record the following information: name, address or neighbourhood, phone number (or any other information you could use to send them a message), and the date they paid their borrower's fee (if applicable). For children, also include their age, parents' names, and school.

## **How do you record books lent by the library?**

First of all, before lending any library stock, it is essential that all information books and fiction books have a return date label glued into the front and that the name of the school or library be written or stamped in one or more places inside the book. The book should also have an accession number, a shelf list card, a title card, and a spine label. Look back at chapters 6 through 8 if you have not yet completed any of these tasks. You can choose from two alternative methods of recording which books are lent by the library. Decide with the committee which would be best at your library.

### ***1) Lending using an exercise book (lending register)***

To make a simple record of who has borrowed what items from the library, use a big exercise book, with ruled columns as shown in figure 11.3 and 11.4. If your library is at a school with many students, you might prefer to write this information in a different book for each class.

Every time someone borrows a book from the library, write down in the exercise book:

- The borrower's name and gender
- The borrower's class (for a school library) or age category (for a community library)
- The book's name/title
- The accession number
- The date the book is due back

The advantage of this method is that it is very quick to set up. It is particularly good for primary school students.

The disadvantage is that it takes a long time to use. You will have to write in all the information for every book that is borrowed. It is also hard to trace who has borrowed which books and which ones are returned late, because the borrowers' names are not written down alphabetically.

Nonetheless, this method of borrowing books is excellent for a classroom library. One adaptation you could make is to give every reader their own page in the borrowers' exercise book. This is useful for English teachers who wish to see how well a student is progressing with their reading.

### *Returned books*

When a book is returned, the librarian or library monitor initials the lending register on the same line and writes the date returned.

Visitor's Name	Male/ Female	Class	Title	Accession Number	Date Due Back	Librarian's Initials	Date Returned
Naomi Shongwe	F	8	The People's Representative	25	June 7		
Edward Jafali	M	6	Harry Potter and the Sorcerer's Stone	402	June 8		

*Figure 11.3. An example of the exercise book system of recording books lent by a school library.*

Visitor's Name	Male/ Female	Age			Title	Accession Number	Date Due Back	Librarian's Initials	Date Returned
		0-13	14-20	21+					
Grace Dlamini	F			✓	<i>Introduction to Coffee Farming</i>	53	June 7		
Alexander Mohale	M	✓			<i>The Cat in the Hat</i>	865	June 8		
Rose Ahenkorah	F		✓		<i>Signed, Hopelessly in Love</i>	178	June 9		

Figure 11.4. An example of the exercise book system of recording books lent by a community library.



Figure 11.5. A lending register (Malawi).

**2) Lending using book tickets**

This is an excellent borrowing system for a secondary school or community library, especially if you expect readers to be borrowing one or more books each week.

*Book pockets and book tickets*

Every book needs a book pocket and a book ticket. The book pocket can be made of strong paper, and you can make it at the same time as you make the library's nameplate. Alternatively, you can buy book pockets from

library suppliers or you can use a letter-sized envelope cut in half.

If you are making separate book pockets, then glue them at the front of the book on the title page. You do not need a lot of glue to stick them into the book – just paste the glue on a thin 25 mm (1 inch) strip at the top of each book pocket. Some people like to glue them on the inside back cover; there is no right or wrong way, but make sure you are consistent. Look back at chapter 6, and figure 6.3, for more details about making and sticking book pockets.

Next, you need to make a book ticket from strong card. The ticket should be tall enough to be seen when it is inside the book pocket: a recommended size is 6 x 10 cm (2 x 4 inches). A good way to obtain free paper or card is to ask print companies (printers) if you can have any paper offcuts. Most will be happy to help.

On each book ticket, write the title of the book, its classification code or number, and its accession number. All this should not take up more than 5 cm (2 inches) of the book ticket, so that there is plenty of space left for recording borrowings. Next rule two columns. One will be for the borrower's name and the other for the date the book is due back (see figure 11.5). Finally, put the book ticket into its book pocket.

### *Making a date return tray*

When someone borrows a book under the book ticket system, they do not take the ticket away with the book. This means that you have to make or find a narrow issue box, or date return tray in which to store book tickets from books that are being borrowed. You can see such a box in figure 11.6. You will need to make a card for each day of the month from 1 through to 31 and also a card for each month from January to December to go in the box or tray. Make these cards using stiff coloured paper. They should be a little taller than the book tickets.

### *How to borrow books under the book ticket system*

When someone borrows a book, the librarian will ask the borrower to write his or her name in the appropriate column on the book ticket. Be sure to have them write their complete name so they will not be confused with someone else with a similar name.

The borrower does this, and then gives the book ticket to the librarian, who files it in the date return tray with the card for the date that it is due back. The cards for all the books due back on the same day should be filed alphabetically by the title of the book (if it is fiction) or in numerical sequence (or colour) according to its classification code (if it is an information book).

### *Returned books*

When someone returns a book, the librarian must look to see what date was last stamped on the return date label. Then, looking at the title of the book, he or she must look for the book's individual book ticket in the section of the issue box or date return tray that contains the book tickets, arranged in order, for books due back on that day – for example, in the May section, under 5, if the borrower's book is due to be returned on 5 May.

The advantages with this method are that it is very quick when people want to borrow books and it is very easy to see which books have been returned late, and by whom. The book ticket system takes time to set up, because you must make a nameplate with a book pocket, a book ticket for every information (non-fiction) and fiction title in the library (except reference books), and cards for the issue box, so it is recommended that you encourage the library monitors, volunteers, or library club members to help you.

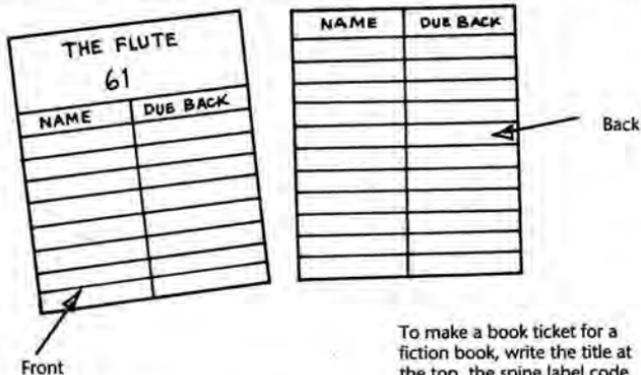
You can now open your library doors and lend books!

## **Weekly routine**

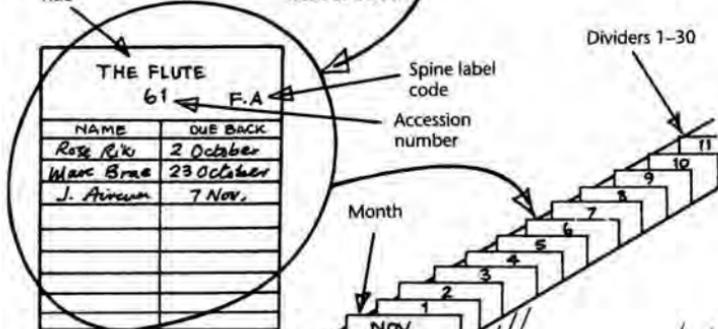
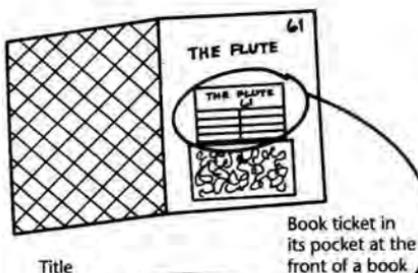


Check which readers have borrowed books that have passed their return date. Ask library monitors to remind readers to return their books.

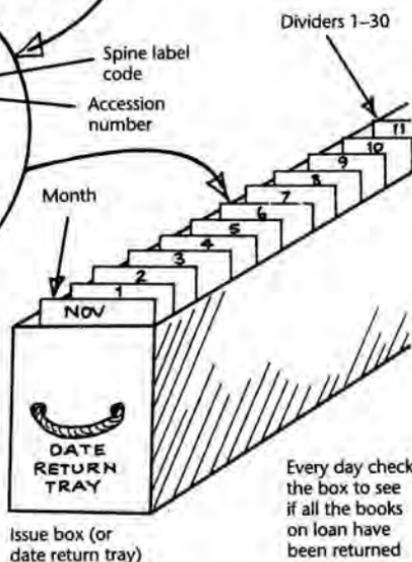
This is what the FRONT and BACK of a book ticket look like when it has been ruled up.



To make a book ticket for a fiction book, write the title at the top, the spine label code and accession number. For an information book, write the title, classification number and the accession number. Then rule two columns, one for the borrower's name, and the other for the date the book is due back. Rule these columns on the back of the card too.



When a student borrows a book, they will write their name in the column and you (or a library monitor) will stamp the date. Give the student the book telling them to bring it back in seven days. Then file the book ticket in your issue box which has dividers for every day of the year.



Every day check the box to see if all the books on loan have been returned on the right day.

Figure 11.6. The book ticket system of recording books lent by the library.

## 12. Keeping Books in Good Condition

### Why keep books in good condition?

Books are made of paper, which is a delicate material prone to damage – particularly in tropical climates. This means books will be easily spoilt if they are stored carelessly or handled roughly. Books are also difficult and expensive to obtain in libraries throughout the world. For these two reasons, it is important to take extra care to keep books in good condition.

### What does keeping books in good condition involve?

To keep library books in good condition, the librarian must anticipate problems. These range from coping with adverse weather conditions to pest infestation in the library.

The simple methods work best. The library committee should ensure the library is secure and weatherproof. Stop people from eating in the library, and try to sweep the floor and dust shelves regularly. You could encourage library monitors or volunteers to make a schedule so that some cleaning jobs are done every day in the library.

S. M. Abdullah, working at Mombasa Industrial Training Centre, Kenya believes:

*The cleanliness of a library is important. Nothing is more dispiriting than walking into a library where the books and shelves are covered with dust and it is necessary to wipe the chair and table with a handkerchief before sitting down.*

### How to cope with water

In most countries, there are certain seasons when bad weather can be expected. Be aware of changes and listen to the radio for news about heavy rain and flooding. Water can be a library's biggest enemy. Make sure that:

- The roof does not leak, as even a small drip can damage your stock beyond repair.
- Gutters are kept clear.
- Windows have shutters or louvres that can be closed when the weather is bad.
- Storm water cannot flow into the library.
- Books are kept on shelves at least 15 cm (6 inches) above the ground, so that if water collects in the library, there is less chance of books being damaged – and time to put the stock on higher shelves. The 15 cm (6 inch) space is also useful because it is high enough to allow you to sweep under the bookshelves and keep the library clean.



*Figure 12.1. In order to keep the books clean, they are covered when not in use (Ghana).*

## **How to cope with humidity**

In tropical countries, the wet season and general humidity encourages mould to grow on books, papers, and audio-visual stock. If you are lucky and have electricity, you could try to budget for ceiling fans. Books suffer if kept in a room

with unreliable air-conditioning because of the repeated changes in humidity.

It is important to make sure plenty of fresh air can circulate. Leave the door and windows open during the day. If you have made a classroom library, in a lockable cupboard, it is essential that the books are handled regularly to ensure they do not collect dust and are exposed to fresh air. The easiest way to do this is to give readers as much opportunity as possible to look at the books.

Audio-visual equipment lasts longer if it is kept in an air-conditioned room because it is easily spoiled by humidity and mould. Store tapes, films, CDs, and videos in a dry, clean place, preferably in an airtight container with silica gel.

## **How to stop insect damage**

Insects may be small but they can cause a lot of damage. Some insects, such as cockroaches, mosquitoes, and red and black ants, do not spoil books, but they do upset readers. These insects can be killed with insect sprays for sale locally.

The sprays are powerful, so instructions should be followed carefully. It is best to use them at the end of the day, when the library is empty.

White ants are difficult to remove and have destroyed many library collections. One tip is to varnish or paint shelves, and, if possible, to treat them chemically, before you put books on them.

*The best way to discourage insects (like termites, silverfish bookworms, etc.), apart from insecticides, is to make sure that the books are used a great deal and are dusted and wiped (with a dry cloth) regularly. The shelves must be kept clean and polished.*

*- Christine George, in her unpublished handbook for secondary school librarians in Sierra Leone*

Always look out for signs of insect damage, and take action against insects as soon as you can.

If you see a book or magazine that looks as if 'someone' has been eating it, remove the book at once. Silverfish bookworms should be killed. You can shake them out of the book and then stand on them. If white ants come to your library, then pay for chemical treatment as soon as possible. If you delay, the ants may destroy all your books and even the building.

Insects cannot eat metal bookshelves. However, if you have metal bookshelves, you may have problems with rust, which also spoils books. The rule is to keep everything clean and to anticipate trouble.

### **How to remove rodents**

Animals such as rats and mice can damage your bookshelves and stock. You could put down traps to kill them or use a specially made poison (but be sure to follow the instructions very carefully and store the poison in a safe place). Or you could borrow a cat. If you suspect your library is the home of rodents, act quickly. The best method is the one you would use in your own home.

### **How to handle books carefully**

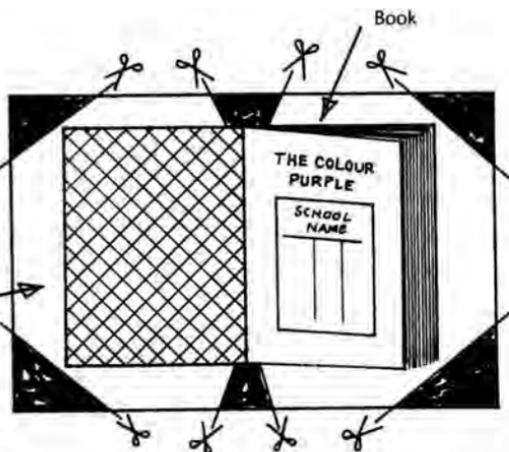
Damage caused by borrowers may also be a major problem. Books will stay in better condition if you teach readers how to hold and use stock carefully.

The weakest area of a book is its spine. If this breaks, all the pages will fall out. Teach readers to open books carefully.

If spines look weak, strengthen them with strong sticky tape inside and outside the cover. The spine may also be damaged if the librarian stamps the date label too enthusiastically. One reason that librarians tend to glue the date label at the front of the book, rather than at the back, is so that they can stamp a page that has the padding of other pages behind it. You may also find that it is a good

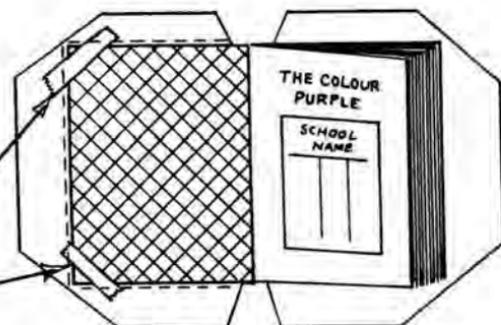
1 Cut off the shaded areas of the paper or plastic – they are not needed.

Thick brown paper or (better) sticky back plastic



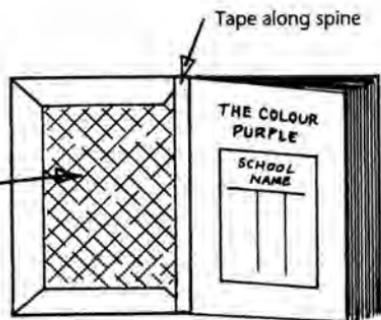
2 Then fold the paper or plastic around the edges of the cover of the book (see dotted line).

If you are using paper then put a small piece of Sellotape at each corner to hold the cover in place.



3 Finally, strengthen the spine with tape on the front and back inside covers.

Inside front cover



You can experiment with an old book to make sure you are doing it right.

Figure 12.2. How to cover a book with plastic/paper.

idea to cover books with a dust jacket (cover) of sticky-back plastic or strong paper. Figure 12.2 shows you how to do this.



*Figure 12.3. This librarian covers books in plastic to protect them (Ghana).*

## **How to repair damaged stock**

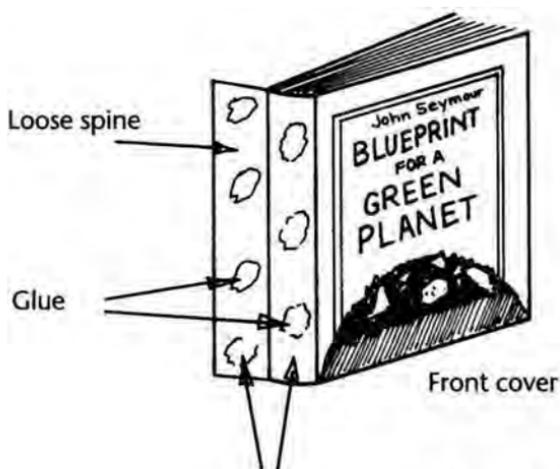
The most common damage is a broken spine. Use a rubber-based glue, which is slightly stretchy even when it dries, to glue the spine securely back into place.

If a hardback book has loose pages, you could glue them back into place. Try to avoid using clear tape, because it dries, shrinks, and then falls off. It can also stain books a yellow-brown colour.

But, if there is nothing else, then use clear tape to secure the pages. Figure 12.4 shows how to repair a book with glue.

There are other methods of fixing loose pages back into books.

For paperbacks, you may prefer to staple the pages together again with a giant stapler. If you are mending a thin pamphlet, you could try making a series of about eight or 10 holes 4 mm (1/8 inch) from the spine using a hole punch, and then securing the pages with string.



Spread glue thinly on both surfaces. Then press the surface together. Wait until the glue has dried (about 24 hours) before putting the book back on the shelves. Covering a book after gluing it would give it extra protection.

Figure 12.4. How to repair a book with glue.

Most librarians find their own way to mend books.

S. M. Abdullah, working at the Mombasa Industrial Training Centre, advises:

*A book that is torn and falling to pieces never attracts a reader. To mend these books, you need basic materials such as cloth, tape, glue, needle, and thread.*

Here are some tips on how to repair or prevent damage caused by borrowers:

- **Corners folded back** Some people like to remember where they are in a book by folding down the corner of the page. This spoils the book, weakens the page, and is annoying for the next person who reads it. Solve this problem by encouraging readers to use bookmarks.
- **Damaged covers** Damage to the book cover will weaken the book and pages will fall out. Use dust jackets (you can make these yourself using strong paper or sticky-back plastic) and strengthen weak areas with strong tape. Explain to readers that bending a book's spine will cause it to snap just like a bone.
- **Lost pages** If you cannot find the missing pages, the book (especially if it is a story book) should be removed from the library. If you find the pages, you could try to stick them back into the book or even sew them.
- **Sticky pages** These are caused by readers making dirty fingermarks on pages or by eating food as they read. Stickiness can result in the page tearing. Sometimes wiping a damp cloth carefully over the sticky bit will clean up the pages.

## Looking after magazines

Magazines may need special care too, but for different reasons. Because they are quite thin and are often arranged in large piles, they can easily be removed without the librarian noticing. One way to stop this is to make a magazine folder, as shown in figure 12.5 a and b, or simply secure a long piece of split bamboo down the centre fold of the magazine.

This helps stop readers from taking magazines out of the library without permission. It is recommended that you do not let people borrow magazines; instead, encourage them to read magazines in the library.

## Weekly routine



Books may be damaged while they are on loan. If you see any books with torn covers, spines that need to be glued, or loose pages, put them on one side and repair them once each week (see chapter 12). If you cannot make repairs, the book should be withdrawn from the library stock.

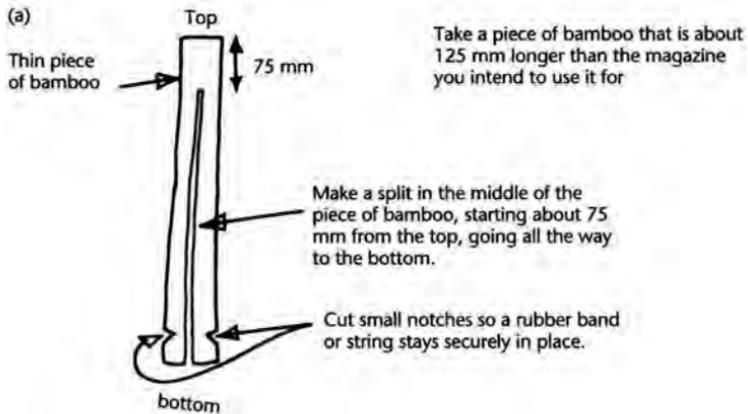


Figure 12.5a. How to make a strong magazine folder.

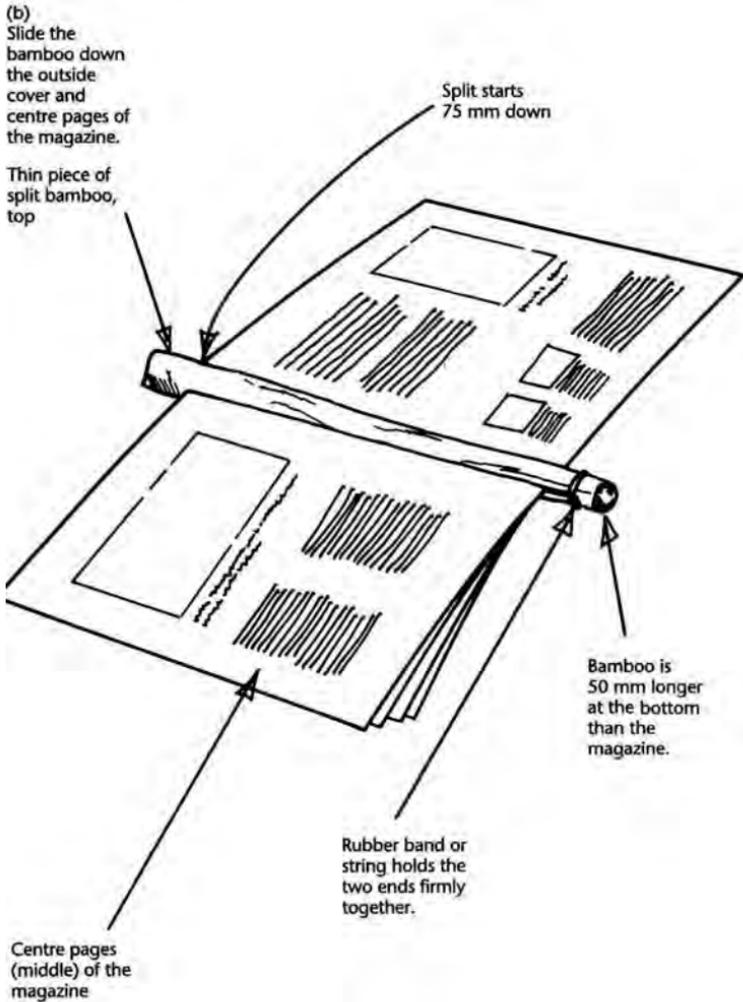


Figure 12.5b. How to make a strong magazine folder.

## 13. Helping Readers to Use the Library

### **What can you do to encourage readers to use the library?**

The library should be a place people enjoy visiting, so try to make it a friendly place. In the past, libraries had many rules. Some librarians even refused to allow readers to talk in the library building. Today's librarians think that is an unhelpful rule. If readers are confused about something, let them ask their friends for help first. If they read a book or magazine article they enjoy, let them tell their friends about it. Talking quietly in the library should be allowed, as long as other readers are not distracted.

Students must also be taught how to use their library so that they feel confident to find the information they need for their studies. Primary schoolteachers should make sure children know as much as possible about the library. The roots of a good education are put down at a young age and the same is true for library skills. Encourage children to visit the library and choose their own reading books.

### **Is the library for enjoyment or study?**

The library is a place to study, but think for a moment about how you learn best. It is much easier to learn if you are enjoying a subject. Libraries contain information for life. If you show students how a library works whilst they are still at school, then they will continue to use libraries after they leave. They will also be able to help their families and friends to use libraries, not only to find information but also to borrow books to read for pleasure.

The key point to remember is that students must understand that the aims of the library are to help their studies and their English reading skills and to provide leisure books. But to achieve these aims, you must make the library an enjoyable place. Show students that the library is a lot more than another classroom.

*Ask the school to allocate library periods in the school timetable so that students will be oriented on the use of the library and have the chance to come to the library regularly.*

*- Gwen Thulile,  
Librarian, Hillside High School, Swaziland*

## **How do you make the library interesting for readers?**

One of the best ways to attract readers to the library is to run three basic 'library tours'. The first will be about books, the second about how the library works, and the third will address the use of stock in the library.

Before each library tour, plan what you want to say, taking care to keep your message simple. Before you start, estimate how many people will fit into the library. Make sure that every person on your library tour will be able to see the things you are pointing out. If you have student library assistants, they can lead the tours after they are trained.

## **The book tour: all about books**

Do your readers know much about books? The purpose of this tour is to help readers become much more familiar with books. It is usually worth explaining some library terms to them. You could ask each reader to find a book and then go through the following points together.

- The book's name (e.g. *Petals of Blood*) is usually called its title.
- The person who wrote the book (e.g. Ngũgĩ wa Thiong'o) is called the writer or author.
- *Petals of Blood* is a story book. Story books are sometimes called fiction books or novels. You can identify a fiction book by its spine label. *Petals of Blood* will have a spine label reading 'F.T'. The 'F' stands for

'fiction' and the 'T' is short for the author's last name, Thiong'o.

- Now ask readers the title of the book they are holding. Who is the author? Encourage people to point out where the title and author's name are written. These are usually on the spine, on the book jacket or front cover, and in the front of the book on the title page. If readers can learn to identify these parts of the book with no problems, this will be a great help to you.
- Point out the library's name and the return date label, which tells readers when books that they borrow should be returned to the library.
- Explain that books are fragile. Show people how to turn pages and explain the importance of using bookmarks. Tell readers that they should always have clean hands when handling books, and that if they borrow a book they must keep it in a clean, dry, and safe place.
- Show readers an information (non-fiction) book. Point out the contents page. Explain that it is usually at the front of the book and that it lists the main subjects the book's author has written about. Show everyone the index. Explain that it is usually at the back of the book and that it lists topics alongside a page number. If readers then turn to that page, they will find information about the topic.
- Ask how people think they could find what they are looking for in an information book. Listen to their ideas and then prove the usefulness of the contents page. Ask readers to work in pairs and use the contents and index pages in your library's information books to find out about a particular topic (e.g. flags).
- To finish off the lesson, ask the younger children to draw some of the flags they have found. Ask older students or adults to find out when the flag was first designed and some more information about the country.

This will probably be enough information for the readers' first library tour. Make sure you ask if they have any

questions. Congratulate them for doing so well and invite them to come back to the library soon.

## **The library tour: how the library works**

The aim of this tour is to explain how the library works and how readers can use it. The following points are recommended as the basis for this tour:

- Explain that books are divided into two main sections: fiction and information (non-fiction) books. Point out the difference between these books by saying that fiction books are stories and that all other books are for looking up or reading about facts or information about the world.
- Show readers where the bookshelves are and how books are filed from left to right, top to bottom. All shelves have shelf guides that indicate what books are kept on those shelves.
- Take the readers to the fiction section. Explain that you must use the alphabet to find your favourite author's book. Tell everyone that books are arranged in alphabetical order, so that all the books by authors whose last name starts with the same letter (e.g. 'A') are kept together. All the books by authors whose last name starts with A will be together and will have a spine label marked 'F.A'. All the books by authors whose last name starts with B will also be kept together and will have a spine label marked 'F.B', and so on until you reach Z. For tips about teaching alphabetical filing, see chapters 9 and 14.
- Hold up a book such as *The Flute* by Chinua Achebe. This should be shelved in the A section because Achebe's last name starts with A. *Cutting for Stone* by Abraham Verghese would be on the bookshelves with other books by authors whose last name starts with V.
- Go to the information bookshelves. Explain that information books are divided (or classified) into subjects. Ask readers to suggest a favourite subject. If it is sport, then indicate where the sports books are.

Point out the wall chart or poster that shows where to find books on sports. Explain that the coloured labels or stickers make it easier to find the books you want. Check that everyone understands the system: if books with a purple sticker are for sports information, ask them in which section they would find a book on basketball. They will have to look at the wall chart to find the answer: all sports books have a purple spine label and the classification number 700. Make up your own examples from your library's stock.

- Point out that if readers want quick answers, they should go to the reference section. These books contain so much information and are usually so expensive that libraries do not lend them, to prevent loss. Make sure everyone knows how to use a dictionary, an encyclopaedia, etc.
- Say that all fiction books and all information books, except those in the reference section, can be borrowed. Explain briefly how borrowing works.
- Explain that there is other stock in the library besides books – subject files, project boxes, magazines, audio-visual equipment, etc. Show people where these are and what kinds of information they can expect to find.
- Introduce the library monitors and perhaps members of the library committee.
- For homework, ask the students to pair up and draw a map of the library showing where the stock is kept. Check that students fill in as much information as possible on their map. You could display the best maps on the library wall, perhaps close to the entrance.

### **The skills tour: using the library**

The purpose of this tour is to develop the skills that readers will need to use the library properly. It follows on from the previous tour. Tell readers to work in pairs with the map they made at the end of the last tour.

- Ask readers to go and find specific items that you select based on your stock. For example, you could ask them to find:
  - \_ A news story in *Time* magazine about a pop group (e.g. UB40)
  - \_ A quick answer about the type of bean chocolate is made from (this should be from an encyclopaedia in the reference section)
  - \_ The fiction book *Sosu's Call* by Meshack Asare
- Once you know students can find their way around the library, devise a treasure hunt and play the Treasure Hunt Game (see below).
- Always encourage readers to ask questions. If you see some people are having problems understanding the library, explain again. Try to give them a special lesson that involves learning by doing. People learn faster if they have to do things (you could make up a personal treasure hunt to help a reader with particular difficulties).
- Encourage people to help each other find books. If someone still has problems, think of a new and simpler way to explain how the library works or help them find books until they get used to it.

## Treasure Hunt Game

Tell students to find a particular page in a book, say page 8 of *Dancing in the Dust* by Kagiso Lesego Molepe.

When they find that page, they will also find a clue card (made by you) telling them to go to, say, page 91 of the thesaurus (kept in the reference section). Each clue card will direct students to another book. This is a very good way to introduce the title catalogue.

## How to use signs and posters in the library

Putting up signs around the library will help people to use it and will also make the library look more interesting.



Figure 13.1. Posters remind readers of the library rules (Swaziland).

### **Information shelf guides**

These signs tell people which books are on each shelf. Draw them in neat letters and pin them (with drawing pins) above the correct shelves (e.g. history, English, business studies, craft, science). Look back at figure 10.3 in chapter 10 for an example.

### **Skill level guides**

If your readers have very different levels of ability in English, try to grade all fiction books and use stickers to show the different levels. At a primary school, or for a classroom library, you could use a circle for 'beginning to read', a square for 'moving on', and a triangle for 'longer stories'. If you are using colour coding for subject classification, we recommend that you avoid colour coding for skill level markers.

Put up a sign showing what the symbols mean. This will help readers choose the right book for their age and skill level. The descriptions you choose are very important. Terms such as 'beginning to read', 'moving on', and 'longer stories' encourage people much more than subjective terms such as 'easy' and 'difficult'. A book is not easy for

a beginner reader; it is only easy for a literate adult (see chapter 9 for more on fiction classification systems). You could put some of the simpler reading books into a browser box (see chapter 3) or on a shelf to encourage children to decide which book they would like to read. In Botswana primary school libraries, they call very simple books ‘snack books’. The librarians encourage the children to read one of these books when they arrive as a warm-up, before they move on to a book at their reading level.



*Figure 13.2. The ‘snack corner’ label on the top of the cabinet means that the books displayed there are for readers to start with before they move on to more difficult books (Botswana).*

### **Library opening times**

A sign or poster that clearly shows when the library is open and when it is closed encourages people to come at the right time and avoids disappointment.

### **Library rules**

You can also make and display useful signs with rules and tips on, for example, how to treat books well, how to borrow books, etc. Encourage people to obey the library’s rules by using friendly reminders such as ‘using bookmarks

makes books last longer' instead of negative statements such as 'do not bend pages'. Some libraries write friendly reminders on paper bookmarks that they hand out to users. This is a nice way to get people to read and obey the rules.

## How else can you attract people to the library?



Figure 13.3. Plants in the library make it beautiful (Lesotho).

### **Make the library look attractive**

There are many ways to make the library a pleasant place to visit. Here are some ideas:

- Paint it.
- Hang curtains in the windows.
- Have fresh flowers or plants on the librarian's table.
- Put up colourful displays.
- Make comfortable places for people to sit and read (for pleasure rather than for study).

Some of these may prove difficult, but all of them will encourage readers to enjoy going to the library.

## **LIBRARY TIP**

To promote literacy and attract students to the library, occasionally write a message such as 'Ask the librarian for a sweet' and post it on the library door. Then be prepared with a bag of sweets to pass out to the careful readers (take the sign down before all the sweets are gone).

### ***Hold regular library activities***

Encourage people to become involved with the library. One way to do this is to start a library club to help train student or community librarians and to give you some help running the library and preparing, returning, and mending books.

*Without this (help), running the school library is a mammoth and impossible task for one person. If your students are actively involved in such work, they will naturally take a pride in the library, and feel it is their library.*

*- Chris Lane, Kenya*

## **LIBRARY TIP**

Hold fun activities for library club members to help them get to know the stock. One method is to introduce new books and types of books (e.g. crime stories) by reading an exciting section or chapter. When you have finished reading, ask a few questions about the content to check that everyone has understood the action. Find out if they liked the story. If they did, tell them where to find similar books.

If you find this encourages people to read more, you may decide to arrange your fiction books by type of book or genre. Many librarians organise some fiction books into separate sections, for instance:

- Thrillers
- Historical novels

- Family sagas
- Animal stories
- Ghost stories
- Mysteries
- Romance

The advantage of this system is that if someone likes a particular type of book, perhaps a romance, they will be able to find others of the same type. This is something people cannot do if fiction is arranged alphabetically by the author's last name. Note that if you decide to divide fiction books into genres, you will first need to take a quick look at each fiction book so that you can put them into the correct section.

### ***Encourage suggestions***

Have a suggestions book in the library and encourage users to write down their ideas.

### ***Display students' work***

Ask teachers to pass on excellent classwork, poems, and paintings to you. Then stick them on to large sheets of coloured paper and put them up with drawing pins to make a colourful wall display around the library. Ask students to help you display their work. You could give a prize for the best display. Try to coordinate major classroom topics with displays of students' work in the library. Invite teachers and their students to organise regular exhibitions for the library. Never leave the same work displayed for a long time, as it might become torn and dirty.

The next chapter has more ideas about attracting readers to the library and promoting reading.

## Opening the library checklist



- In a school library, give tours to all students and teachers when your library first opens, and to all new students and teachers thereafter.
- Remember to explain:
  - \_ The parts of the book (see chapter 4)
  - \_ How to care for books
  - \_ Where to find information and fiction books
  - \_ Any rules, especially about borrowing books



*Figure 13.4. A librarian plays a game with students. Paper game boards are placed on the table and then sealed with varnish so they are part of the library furniture (Lesotho).*

## 14. Improving Readers' Library Skills and Encouraging People to Use the Library

### What is the point of improving readers' library skills?

For readers to benefit from the library, they need experience with using the stock. The more often they come to the library and feel comfortable there, the more they will benefit from the library resources.

*The main goal is to turn your library into a cultural centre, where children will like to go, enjoy, and discover, where EVERYONE is welcome.*

*- Jana Rohová and Václav Patěk,  
Sector Leaders, DAPP Malawi*

### Make imaginative displays

#### ***New-book shelf***

Make sure readers know when any new fiction or information books are given to the library. Display any new books on a separate shelf. Try to make the display look exciting by adding something that is in the title (e.g. a football, if it is about a small girl who starts to play football) as well as the actual book(s).

#### ***Theme shelves***

To attract reluctant readers, you could put some books with similar stories on separate shelves. Popular themes include mystery, murder, and romance.

#### ***Local authors***

Are there any famous writers in your country? Put together a display of their books and a photograph of the author too, if you can find one. Ask local bookshops to help you or, better still, ask the author. If you are lucky, authors may come and visit the library to read from their books or talk about their work.

### ***Local-language books***

Having a section of local-language books will promote literacy in both English and the local language. In addition to purchasing these books, you can also help readers create books:

- Have students write their own stories.
- Have students interview parents and elders about their life experiences or oral history.
- Invite parents or elders to come to the library to tell a story. Write down the story.

Using any of these suggestions, you can compile the best ones into a book to add to the library stock. You can make it into a contest, if you like. You can also translate baby books into the local language and write the translation into the book. In Lesotho, some of the librarians have students translate children's books into Sesotho, and then they paste the translations into the books or write them directly into the book.

### ***Using the notice board***

Ask the library club to help you organise a group willing to decorate the notice board regularly. Change the displays two or three times a term. Help find decorations for the notice board. Colourful posters are often available from companies, non-governmental organisations (NGOs), visitors, travel shops, hotels, embassies, high commissions, and tourist offices.

### ***Creating a culture corner***

Help preserve your local culture by creating an area of the library to display items from your community. Keep a table or area to attractively display traditional tools, foods, crafts, clothing, weapons, and household objects that are labelled in your local language and English. In the Botswana primary school libraries, they build a low round wall in a corner of the library to house the culture corner and represent a rondavel. Elders are invited to sit inside and tell stories. Ernest Ankomah, in Ghana, says, 'The local

traditional chief usually enjoys donating the items in the culture corner of our libraries.'



*Figure 14.1. Culture corner in a Botswana library.*

### ***My world***

Newspaper cuttings about the successes of people known to readers could be pinned up. When you read the newspapers or local magazines, look out for information about local families and events in nearby villages or the region. This will help you to encourage people to read and become familiar with the newspaper and magazine stock in the library.

### ***Theme tables***

A theme table is similar to a culture corner; the difference is that the theme table display should focus on just one aspect of life. Ask the library club to collect pieces of interesting information (e.g. objects, poems, and stories) about one particular subject or theme. Some themes that have proved successful are holidays, homes, the environment, animals, the night sky, town, and village life. Having a display about HIV/AIDS can provide life-saving

information and help students and families who are struggling with discrimination or caring for sick relatives.



*Figure 14.2. A poster makes it easy to find the HIV/AIDS display (Lesotho).*

### **Book reviews**

Encourage readers to write short book reviews in an exercise book. Keep the reviews close to the fiction shelf, where others can read them and see which stories their friends think are interesting to read.

### **Organise library events**

Holding special events is an excellent way to encourage readers to make more use of the library and to build support in the community. 'Carry out a sensitisation campaign in the community so that they see the library as part and parcel of their education,' says Jabu Simelane, Librarian, Vusweni High, Swaziland. Hold events in the library, such as guest speakers, skits, and musical performances. Once people start coming to the library for any reason, they are likely to come again.



Figure 14.4. A library parade in Mbabane, Swaziland.

### **Opening Day/Library Day**

Make the opening of the library a big event and invite the community (including chiefs, district school administrators, parents, students, etc.). Then plan to have a Library Day each year to invite the community to celebrate the accomplishments of the year. Here are a few dates you might want to celebrate:

- 21 March: World Poetry Day
- 23 April: World Book and Copyright Day
- 21 June: Short Story Day
- 8 September: International Literacy Day

### **Story hour**

Younger children always enjoy listening to stories. If the story is particularly good, then this can be an excellent activity for secondary school students too. Encourage students to sit themselves comfortably and then read the story to them. You might like to do this under a shady tree or even at night. The librarian should prepare for story hour by reading the book (or chapter) in advance. It is important

to use your imagination when you read and to try to make the characters come alive: use different-sounding voices when a new person or animal 'speaks'. If you enjoy singing, there is sure to be a chance for you to sing parts of the story too! Perhaps you can invite another teacher or community leader to read a story and also invite an elder to tell a story. Try using puppets to tell or read the story.



Figure 14.5. Story hour in Lesotho.

### **Reading to parents and grandparents**

Ask children to read aloud to adults in the community at a special event or once each week for homework.

### **Book club**

Have a weekly or monthly meeting where readers discuss the books they have read. If you have multiple copies of a book, they can all read the same book, which can lead to good discussions. If they all read different books, each reader should briefly review their book in their own words so the others can decide if they want to read it.

### **Writing club**

Have a weekly or monthly meeting where library patrons can share their own writing. Encourage a supportive and

encouraging atmosphere where writers give each other suggestions for improvement. Depending on the number of people interested and the length of the stories they are writing, you might want to alternate. For example, at one meeting, you can discuss the writing of a few members, and at the next meeting, the others will have a chance. The writers can leave their work in the library in advance of the meeting so that everyone will have a chance to read it ahead of time. Encourage the writers to submit their best work to the Golden Baobab Prize ([www.goldenbaobab.org](http://www.goldenbaobab.org)) or to Short Story Day Africa ([www.shortstorydayafrica.org](http://www.shortstorydayafrica.org)) or to local competitions. If the authors agree, keep the best stories in the library for others to read.



*Figure 14.6. Children read to adults outside a Lesotho library.*

## **More ideas for school libraries**

A good way to provide practical experience is to use games and projects to explain different ways to find information. This helps students remember library information and it will be fun.

### ***Why are games and projects useful?***

Games and projects are useful because they help build literacy skills. This increases students' confidence, which

makes visiting the library more enjoyable for them. Many of the ideas in this chapter can be used for both primary and secondary school students.

First make sure you give students their personalised library tour. There are lots of ideas in chapter 13. The projects and exercises in this chapter are for classwork and teamwork and to encourage individual study. You may find it useful to give the winners a small prize to help encourage students to join in these library activities. If you have access to the Internet, you will find a link to reading games for primary students on this site: [www.peggykaye.com](http://www.peggykaye.com) (click on 'games').

### ***Art projects***

Incorporating art and literacy into library activities will fully engage students and help them develop their skills and love of learning. A few ideas are listed below, a complete lesson plan is provided in appendix C, and, if you have Internet access, additional lessons from DAPP-Malawi are available on the Library Resources page at [www.africanlibraryproject.org](http://www.africanlibraryproject.org). Projects can focus on a specific topic, such as planets, or on a type of writing, such as poems or folktales. Displaying students' art projects will boost their confidence. When you are doing a project, try to encourage them to use library resources, the supplies you provide (even a pencil and paper is fine if you do not have other art supplies), and their creativity. You can alternate having them work in groups and as individuals. Encourage them to share their knowledge and imagination with their classmates.

### ***Making and using bookmarks***

The purpose of a bookmark is to help readers remember where they stopped reading. It also encourages people not to spoil books by bending book corners to mark the page they have reached.

Give students pieces of stiff card, cut to about 20 x 5 cm (8 x 2 inches), and ask them to decorate them. You might give a prize for the best one.

Remind students to put their names and class name/ number on the bookmark. Any student short of design ideas should be encouraged to draw people, places, a favourite sport, or a popular saying.

### *Posters*

Students can make posters of their favourite books to encourage others to read them.

### *Mobiles*

Mobiles are a useful way to display information. For instance, if a student is having problems finding out about groundnuts for agricultural or science studies, suggest small groups of students draw a variety of locally grown crops. Then divide the students into pairs or threes and ask them to cut out their pictures. With the librarian's help, the students then identify which library classification section each picture belongs to. Next ask the students to add the correct classification colour to their picture(s). Finally, make the pictures into a mobile and hang it from a high point in the room. This will give students a quick reminder about where they can find information about agriculture, and will also serve to decorate the library. Mobiles can, of course, be made using pictures from a variety of favourite subject areas.

### ***Reading activities***

#### *Presenting a book at school assembly*

From time to time, a student can be allowed to give a brief oral review of a favourite book at assembly. If you reserve this honour for those who have used the library well or who are members of the library club or the book club, it will encourage other students to become involved in the library.

#### *Start a story*

Ask a student to summarise the first chapter of a story book. (This could be done with several students if they wanted to act it out.) Then hold up the book, so everyone can see what the cover looks like, and ask students to guess how the story ends.

### *Top 10*

Grade fiction books into a 'Top 10' at the end of term by asking students to vote for their favourite library book.

### *Make your own book*

Encourage students to produce their own books. The best ones should be kept in the library for everyone to enjoy reading.

#### **TEACHING TIP**

Always remember to check that students understand. Here are two ways to do this:

#### Comprehension cards

You can keep a few multiple-choice question cards that ask questions about a particular fiction book. Although this is a good way for you to find out if the student has understood the story, it is a potentially tedious exercise for the student. It might even make the student start to dislike reading if there is always a test at the end of each book, so use this activity only on an occasional basis.

#### Team worksheets

These can be devised for and answered by small groups of students. The team that finishes first is the winner.

### *Readathon*

This is a fun reading competition. It is most successful with secondary school students and fairly confident readers. The aim is to see how long a class can keep reading a storybook out loud. Students take it in turns to read, each reading one page. Give a prize to the form that reads the most pages. Encourage all competitors to vote for the student who reads in the most interesting way.

### Reading diary

Have students record the books they read. Check them once a week or once a month, and give a small prize to each student who completes the diary.

### Reading contest

Have students track the books they read during a school term. Award prizes for the most books read (or the highest number of pages read).

Name of Contestants	Reading with Speed	Good Pronunciation	Observation of Punctuation	Reading Aloud	Total
Gloria	3	2	2	5	12
Veronica Ameh	4	3	2	5	14
Aminu Akohi Akuf	3	2	1	4	10
B. Hannah	3	3	2	2	10
A. Seawee	2	1	1	2	6
Zimbabwe Benjamin	3	4	3	4	14
Sakji Emma	2	2	1	5	10
Richard Injira	4	3	3	5	15
Solomon Ofiri	2	2	1	3	8
Takji Emma	3	2	2	3	10

JHS 2

Figure 14.7. This poster from a library in Ghana shows the results from a read-aloud competition. Students were awarded points in each category: reading with speed, good pronunciation, observation of punctuation, reading aloud (reading loud enough).

### Current events

Read a short passage or news item from an international magazine such as *Newsweek* or a magazine published in your area. Then ask students to talk about what it means

for them, their country, and the world. This is especially useful for secondary school students.

### ***More games to teach library skills***

#### *Authors game*

Tell everyone in the group to pretend to be an author. First, they can think up a title for their book. Then, on a large piece of paper, help students draw an imaginary book cover for their pretend book, including their own name as the author. Finally, all the students pretend to be books and line themselves up in alphabetical order.

#### *Jigsaw*

Ask pairs of students to draw large maps of the library, showing where the stock is being kept. Their maps should include fiction, non-fiction, and reference books; magazines; notice boards; etc. When the maps are finished, ask the students to cut them up into 10 large pieces. Each pair then muddles up the pieces and swaps with another pair. Who puts the jigsaw together the fastest?

#### *General knowledge quiz*

Quizzes are an excellent activity for secondary school students. A library quiz should test students' knowledge of what is available in the library and develop their library skills. Quizzes encourage students to use a variety of information stock – dictionaries, atlases, magazines, and encyclopaedia – as well as rehearse library rules and match up specific subjects with their classification labels.

Set 10 questions, the answers to which can be found in the books and stock in the library. Figure 14.8 shows an example of the sort of questions you might set. Give students two or three weeks to find the answers. Then, when all the students are together, perhaps at assembly or at an end-of-term party, you can announce the names of the students who found all the correct answers. If you have a small prize, then put those names into a container and ask one of the other students to pull out the name of the winner.

- Put these words in the order they appear in the dictionary: excuse, examination, extra, expel.
- What does 'sustainable' mean?
- What colour spine label would you find on a book about volcanoes?
- Where are books on beekeeping kept in the library?
- What is the capital city of Vietnam?
- Which countries share a border with Uganda?
- What was the main story in *Time* magazine? [Put issue number and date - it is fine to substitute any magazine you have.]
- How many players are needed for a rugby union team?
- Looking at the display about turtles [use your own library display], name the nearest turtle nesting beach to the school. [Ask a question that can be answered by looking at the display.]
- What happens if you lose a library book?

*Figure 14.8. Sample general knowledge questions for a library quiz.*

## 15. Library Checklists and Routines

### Why have checklists?

A checklist is a list of essential tasks. Setting up a library involves a number of tasks and it can be easy to forget to do them all or to do them in the recommended order. A checklist helps to remind you what you need to do to set up a library and in what order to do it.

### Why have routines?

A routine is a task you do regularly. Establishing a set of library routines will help you and your helpers to remember to do all the essential tasks in the library, such as putting books back on shelves and checking all books are returned by the specified date. The librarian; library monitors, volunteers, and club members; staff; and the library committee should all be involved with library routines. Some of these tasks will need to be performed daily, some weekly, some monthly, and some every few months or at the end of every term. Routines ensure that the library is well organised and well maintained.

### How to set up checklists for your library

First you must plan what you need to do, step-by-step. Make sure your plan is logical and that it involves your readers. Then write down lists of tasks in the order in which they need to be done. Model checklists are given below.

#### *Before opening the library*



- Organise a library committee and decide on library rules, opening times, staffing, and the amount of help you need from library monitors.
- Decide on the method of lending books (see chapter 11).
- Prepare the library room, make the bookshelves, and organise equipment and stationery (see chapter 3).

- Check that the library is secure.
- Get to know the different types of library stock and parts of a book. If you already have a library, remove damaged or inappropriate stock (see chapter 4).
- Make an accession register. Glue the nameplate and, depending on your lending method, a return date label inside all books (see chapter 6).
- Divide books into fiction and information (non-fiction). Give all fiction books a spine label. Divide information books into subject areas. Give each information book a spine label (see chapters 7 and 9).
- Make library catalogues. This will include a shelf list and title catalogue (see chapter 8).
- Put books on shelves. Information books are arranged by subject. Fiction books are arranged in alphabetical order by the author's last name or by reading level (see chapter 9).
- Make shelf guides so that books can be found easily. Put up a subject index and posters on the walls to make the library more attractive and to remind readers of any rules about using or borrowing books (see chapter 13).
- Make sure that your lending system is fully operational, so that records can be kept of who has borrowed which books (see chapter 11).

### ***Opening the library***

- In a school library, give tours to all students and teachers when your library first opens, and to all new students and teachers thereafter.
- Remember to explain
  - \_ The parts of the book (see chapter 4)
  - \_ How to care for books
  - \_ Where to find information and fiction books
  - \_ Any rules, especially about borrowing books

### ***Daily routine***

- Ensure the library is open at the times you have told everyone.
- Beginning of day: change the date stamp.
- Let readers borrow books.
- Put returned books back on the shelves (set aside any damaged books).
- Dust the shelves and sweep the floor.
- End of day: Lock up money, lockable cupboards, and the door.

### ***Weekly routine***

- Check which readers have borrowed books that have passed their return date.
- Ask library monitors to remind readers to return their books.
- Repair books.

### ***Monthly routine***

- Change displays.
- Organise competitions or library games.
- If you have ordered books, check when they will arrive at the library. When they arrive, follow the new books routine below.
- Tally the month's visitors and books checked out (see chapter 18).
- Plan a meeting of the library committee.
- Check on the library finances and plan fundraising, if appropriate (see chapter 17).
- Order more books and other stock (see chapter 16).

### ***New books routine***

- Add every new book to the accession register and give it an accession number (see chapter 6).
- Glue in the nameplate (see chapter 6).
- Decide if the book is fiction or information (non-fiction).

#### *Fiction books (see chapter 9)*

- Decide where the book should be filed in the fiction section. Sort books into skill levels if you are setting up a library at a primary school or a classroom library.
- Mark the spine of the book with an 'F' for 'fiction' and the first letter of the author's last name.
- Make a shelf list card and a title card for the new book.
- Tell readers about the new book.
- Put the book on the shelves.

#### *Information (non-fiction) books (see chapter 7)*

- Decide what subject each book is about.
- Classify it in the appropriate section.
- Mark the spine of the book with a classification label.
- Make a shelf list card and a title card for the new book.
- Tell readers about the new book and make a display.
- Put the book on the shelves.

### ***Damaged books routine***



Books may be damaged while they are on loan. If you see any books with torn covers, spines that need to be glued, or loose pages, put them on one side and repair them when you have time (see chapter 12). If you cannot make repairs, the book should be withdrawn from the library stock.

***End-of-term routine (do twice each year in community libraries)***

- Clean the library very well. Use insect sprays.
- Ask for all books to be returned to the library. At the end of each year, you should organise a stocktake (see chapter 8).
- Make a list of missing books and try to find them. If you cannot find a book, it should be withdrawn from stock. This means crossing it out of the accession register and removing it from the shelf list and title catalogue.
- Check your books to see if they are all appropriate. Any out-of-date or damaged books should be removed from the library.
- Thank library monitors, volunteers, and club members for their help.
- Remember to ask if anyone has any ideas on how to make the library even better.



*Figure 15.1. A librarian helps a student read aloud (Lesotho).*

## 16. Increasing Your Library Stock/ Improving Your Library Skills

### How can you find more stock for your library?

One guaranteed way to increase your library stock is to produce your own materials, either in English or your local language (see chapter 14 for more on this topic).

Another way to increase your library collection is to ask as many people as possible for more stock. Local families, business people, and former students are often keen to help improve the library. 'Ask publishers, parents, and children to donate books,' recommends Fikile G. Mnisi, Librarian, St. Joseph's Primary School, Swaziland.

Thank book donors by writing their names inside the books they donate. A nice way to do this is by using 'bookplates,' which are paper labels you fill out and glue on to a blank page. If making or buying bookplates is not possible, you can make a rubber stamp saying, 'This book was donated by...' or simply ask someone with attractive handwriting to write the donor's name in the book.

If there is another library near you, consider having a book swap. Offer duplicate copies of your stock or books that are seldom or never read because they are the wrong reading level for your readers.

You can also request free books by writing letters to donor agencies (see below for a list) or by inviting officials to visit your library, so that you can explain your plans for the library.

If people are unable to donate books, or gift books are the wrong level for your readers, you should consider buying books. This can be done at local bookshops or by using a catalogue supplied by overseas companies. In order to purchase books, you may need to fundraise (see chapter 17). It is recommended that you organise fundraising locally before approaching aid organisations. In a school, you may need to prove to your school's headteacher

that the library needs a bigger book-buying budget (see chapter 17).

### **Where can you get free books for your library?**

Donated books are free. Some may have been used by people in other countries, before they are given to your library, but this is not a problem if the books are in good condition.

If you know what types of books your library needs, write a letter on headed paper explaining to the potential donor, or aid organisation, exactly what books you need.

Your letter should include details of:

- The number of students at the school or the number of people the library serves (see chapter 18)
- The readers' level of education and reading abilities
- Whether you need multiple copies (for lessons)
- Whether the books are for a classroom, school, or community library
- Whether your library is in a rural or urban area
- Any types of books or titles you particularly need. If you just say 'textbooks', you may get textbooks from a different country that are not useful to your students, but realise that you are unlikely to get the exact textbooks you want except from a donor in your own country. It's most helpful to specify the type of book you want, like non-fiction science books for readers at an upper primary reading level, or fiction books for adults who are learning to read.
- Your contact information

If you are sending a letter by mail, it should be signed by two people – the librarian and the headteacher, for example, or the librarian and a local government official. Remember to keep a copy of the letter, as you may have to wait a long time for an answer. If you have access to email to make your request, do so. You are more likely to

get a reply, as it is much easier for the donor to reply. Some organisations will not open email attachments, so it is a good idea to type the letter directly into the email.

If you have already received books from the African Library Project (ALP), please be aware that ALP does not send supplemental shipments of books. If you have not received books from the African Library Project, please be aware that we do not accept requests from individual libraries except through our partner organisations in Africa. As of 2014, we are working in Botswana, Ghana, Lesotho, Malawi, Sierra Leone, South Africa, and Swaziland. If you are in one of those countries, contact the ALP partner organisation in your country (see appendix D). If you are in another country, we accept inquiries only from large governmental or non-governmental organisations that can start 30 to 60 libraries each year.

Try writing to the following organisations for more information about getting free books for your library.

### **Bibliodef International**

Are you aware of a school, a children's home, or other social service institution in a developing country where children would love to read, but do not have any children's books at all? Send your request for children's books to Bibliodef.

State clearly:

- What kind of institution: a school, an orphanage, or another project for child care, with a short description
- The ages of the children who are going to read the books
- How many children are going to use the books
- Proportion of boys and girls
- The official language of the region and the country

- Name, address, and a contact person of the institution where the books are to be sent
- A telephone number of the contact person and, if available, a fax number and email address

You can submit the proposal by email to [biblioneef@kb.nl](mailto:biblioneef@kb.nl) or by post to:

Stichting Biblioneef Nederland  
P.O. Box 90407  
2509 LK  
The Hague

Website: [www.biblioneef.org](http://www.biblioneef.org)

If you are in South Africa, you should request books from the Biblioneef office there: [www.biblioneefsa.org.za](http://www.biblioneefsa.org.za)

### **Book Aid International**

Book Aid International (BAI) sends out more than 700,000 books a year in its work supporting education and literacy in less developed countries:

*Book Aid International increases access to books and supports literacy, education and development in sub-Saharan Africa. We provided 507,787 new books to over 2,000 libraries last year alone and have sent more than 30 million books to partner libraries since 1954.*

BAI books are distributed by in-country distribution partners- library services, local NGOs, or distribution committees. To request books please contact the relevant partner organisation in your country, listed on the website. Please note that the books would have to be collected from them, and they may charge a small fee to cover their costs.

Book Aid International  
2 Coldharbour Place  
39/41 Coldharbour Lane  
Camberwell, London  
SE5 9NR  
United Kingdom

Website: [www.bookaid.org/our-work/where-we-work/request-books](http://www.bookaid.org/our-work/where-we-work/request-books)

### **Books Abroad**

Books Abroad sends carefully selected parcels weighing approximately 8 kg (20 lb.) each (approximately 50 books) directly to educational establishments outside of the United Kingdom.

Books Abroad sends educational, library, and resource books for all ages to places of greatest need. Books Abroad's service is free. To ensure continuity of service, Books Abroad prefers to communicate with a person in authority in the requesting organisation, after the initial contact has been made by a teacher or other staff person.

Books Abroad  
Unit 1, Richmond Avenue Industrial Estate  
Rhynie  
Huntley  
Aberdeenshire  
Scotland AB54 4HJ  
United Kingdom

Website: [www.booksabroad.org.uk](http://www.booksabroad.org.uk)  
Email: [info@booksabroad.org.uk](mailto:info@booksabroad.org.uk)

### **Darien Book Aid Plan, Inc.**

Darien Book Aid is a non-profit, all volunteer organisation that builds a foundation of peace, understanding, and friendship by distributing free books. Book Aid sends books in response to specific requests from libraries and schools all over the world.

Because of severe financial constraints, they are only able to send a small box of books weighing a maximum 8 kg (20 lb.) for each qualifying request. Keep this in mind when you provide the following information in the body of your email (they do not open attachments):

- The name of your institution and the type of education or services you offer
- The ages of the people who are the intended readers
- The English reading level of the intended readers – beginning, intermediate, or advanced
- The types of books that would best fill your needs – textbooks, reference books, story books, fiction, non-fiction, etc. (Please be as specific as possible so that they may fill your needs as closely as they can.)
- Your mailing address in the exact form it should appear on the mailing label, including a phone number if that is necessary.

Darien Book Aid Plan, Inc.  
1926 Post Rd.  
Darien, CT 06820  
USA

Website: [www.darienbookaid.org](http://www.darienbookaid.org)  
Email: [Kitty Graves, DarienBookAid.International@gmail.com](mailto:Kitty.Graves@DarienBookAid.International@gmail.com)

### **Hesperian Foundation**

The Hesperian Foundation, publisher of health guides, including *Where There Is No Doctor*, provides free books to health workers who cannot afford the cost of purchasing and shipping Hesperian health guides. They send thousands of free books in response to requests from community health workers and schoolteachers. Due to limited funds, they are unable to fulfil all of the requests for free books they receive, and must give priority to requests from people living in poor countries who will

be able to share the resources widely with others in their communities.

To apply to Hesperian's Gratis Books programme, please fill out the online form at the website listed below.

Website: [hesperian.org/gratis](http://hesperian.org/gratis)

### **International Book Bank**

International Book Bank (IBB) is one of the largest book-sending agencies in the world. It has offices in Canada and USA. The recipient must pay the shipping and handling charges, but IBB may be able to help find sponsors. If you want to make use of IBB's services, fill out the online form: [www.internationalbookbank.org/information-request](http://www.internationalbookbank.org/information-request)

Telephone number (executive office): 410.685.BOOK (2665)

Email: [info@internationalbookbank.org](mailto:info@internationalbookbank.org)

### **African Children's Libraries**

Provides books and training for libraries in Ghana, Liberia, and Nigeria.

African Children's Libraries  
2221 NW 12th Street  
Corvallis, Oregon 97330-1459  
USA

Website: [www.africanchildrenslibraries.org](http://www.africanchildrenslibraries.org)

Email: [ann@africanchildrenslibraries.org](mailto:ann@africanchildrenslibraries.org)

Telephone: (541) 757-2467

### **Peace Corps**

Peace Corps is an American volunteer agency that sometimes supplies equipment such as books for school libraries. Write directly to the Peace Corps office in your country.

Website: [www.peacecorps.gov](http://www.peacecorps.gov)

## **Embassies and High Commissions**

Write to the High Commissioner at the office in your country.

### **The British Council**

The British Council has offices in many countries and its staff can offer free advice about setting up a library. They can also tell you if there is a policy for donating books or giving grants for books to schools in your country.

Although the British Council does supply some books, these are usually suitable for post-graduate study only.

Website: [www.britishcouncil.org](http://www.britishcouncil.org)

### **Rotary Club**

Many local Rotary Clubs can provide donated books. Rotary International often pays for shipping. Rotary Books for the World currently provides books to Lesotho, Malawi, Namibia, Swaziland, Zambia, and Zimbabwe from their base in South Africa.

Beth Thomas  
Governor D9300 (2009-2010)  
P.O. Box 264642  
Three Rivers 1935  
South Africa

Telephone: 27.16.423.2689 (Home)

Telephone: 27.82.924.4857 (cell)

Email: [betco@pixie.co.za](mailto:betco@pixie.co.za)

### **Churches**

Many churches and NGOs publish picture and reading books that readers may enjoy. Some may also run bookshops in your country and be willing to donate stock.

As well as writing to these organisations, you could also invite Embassy Officials, High Commissioners, or aid donors to visit your library. At a school library, make sure you discuss this with the headteacher and other staff before you send an invitation.

### **Why must gift books be checked carefully?**

The books that will be most useful for the readers at your library will be books that are interesting, appropriate, and in good condition. Assess each book carefully (using the suggestions in chapter 5) and decide if people at the libraries will enjoy using it and/or if they will find it useful for their studies.

Some libraries have good experiences when they are sent gift books and some have bad experiences. If the books you receive were not appropriate from a donor, it is a good idea to thank them and let them know that these types of books do not work so that they can be more selective when sending books to fill other requests.

### **Where can you buy stock for your library?**

If you are going to buy books, the first place to look is in bookshops in your country. You should visit these with other members of the library committee to help you select appropriate books. If you do not know which books you want, a useful source of information is the National Library. Wherever possible, you should liaise with the National Library and read their review journals.

You could also try contacting library suppliers. These are businesses that specialize in selecting and supplying books to libraries. Some offer free catalogues and others can recommend useful titles for your library.

### ***Books by local authors***

It can be difficult to obtain books written by local writers or authors from neighbouring countries. If the books you want are not available locally, try writing to overseas library

suppliers or publishers for their catalogues. These are usually free.

### **African Books Collective Ltd**

This is a non-profit-making organisation that was set up in the UK. It has a large catalogue of creative writing by African authors. The catalogue is free and includes an order form. You can view the catalogue online at [www.africanbookscollective.com](http://www.africanbookscollective.com) or request a paper copy.

All orders must be sent with full payment, including postage and packing. The address to write to is:

African Books Collective Ltd  
PO Box 721  
Oxford OX1 9EN  
United Kingdom

### **International Board on Books for Young People (IBBY)**

If you want to know more about children's books published in your country, you could try writing to IBBY. There are IBBY branches throughout the world, including Ghana, Rwanda, South Africa, Uganda, and Zambia.

For more details about your nearest IBBY member's address, contact the head office in Switzerland:

International Board on Books for Young People  
Nonnenweg 12  
Postfach CH 4003  
Basel, Switzerland

Website: [www.ibby.org](http://www.ibby.org)



*This library in South Africa needs some new books to fill the shelves. Notice the cushions on the lower shelves; readers can take those out to sit on while reading.*

As you order new books or receive donated books, remember, 'You have the opportunity to create an exciting space for children. Do your best to make sure that students and school staff get involved in promoting books and including them into the curriculum,' recommends Jade Orgill, Breadline Africa Project Manager, South Africa

### ***Specialist books***

The following organisations have books on more specialised subjects. You could write to them for free catalogues or more details about what they publish.

## The Islamic Foundation

The Islamic Foundation produces some interesting books for children and students, such as *Muslim Nursery Rhymes* by Mustafa Yusuf McDermott.

For a full list of books contact:

The Islamic Foundation  
Markfield Conference Centre  
Ratby Lane  
Markfield  
Leicestershire  
LE67 95Y  
United Kingdom

Telephone: (01530)24494

Fax: (01530)244946

Website: [www.kubepublishing.com](http://www.kubepublishing.com)



*These learners in South Africa are happy to have new posters on the wall of their library. Even a small purchase for your library can boost interest and engagement.*

## **Practical Action Publishing (formerly Intermediate Technology Publications)**

For your free catalogue, which lists many books offering practical advice, write to:

Practical Action Publishing  
The Schumacher Centre for Technology & Development  
Bourton on Dunsmore  
Rugby  
Warwickshire CV23 9QZ  
United Kingdom

Website: [www.developmentbookshop.com](http://www.developmentbookshop.com)  
Telephone: +44 (0)1926 634501  
Fax: +44 (0)1926 634502  
Email: [publishinginfo@practicalaction.org.uk](mailto:publishinginfo@practicalaction.org.uk)

## **Teaching Aids at Low Cost (TALC)**

This is a group that specialises in health topics and ideas to help children learn via the TALC programme. Popular publications include the Child-to-Child readers.

TALC  
3A Beaumont Works, Sutton Road  
St Albans, Hertsfordshire, AL1 5HH  
United Kingdom

Telephone: +44 (0) 1727 853869  
Fax: +44 (0) 1727 846852  
Website: [www.talcuk.org](http://www.talcuk.org)  
Email: [info@talcuk.org](mailto:info@talcuk.org)

## **How to solve coupon payment problems**

Some aid agencies (e.g. UNESCO) that fund schools supply them with coupons rather than cheques or cash. You can also purchase these coupons from the National Commission for UNESCO in your country so that you can buy books from overseas suppliers.

If you are having difficulties exchanging your UNESCO coupons for books for the library, you should contact UNESCO at its headquarters in Paris:

Offices are located in two places in the same area:

7, place de Fontenoy  
75352 Paris 07 SP  
France

1, rue Miollis  
75732 Paris Cedex 15  
France

Telephone: +33 (0)1 45 68 10 00

Website: [www.unesco.org](http://www.unesco.org) (put 'coupons' into the search box on the page to find more information)

### **Internet resources**

If you have access to the Internet, you will find relevant materials at these sites (also consult chapter 19):

#### **Appropedia**

[www.appropedia.org/Welcome\\_to\\_Appropedia](http://www.appropedia.org/Welcome_to_Appropedia)

This is a site for collaborative solutions in sustainability, poverty reduction, and international development through the use of sound principles and appropriate technology and the sharing of wisdom and project information. All materials can be downloaded as free pdf files.

#### **Project Gutenberg**

[www.gutenberg.org](http://www.gutenberg.org)

Project Gutenberg offers over 38,000 free high-quality ebooks: choose among free epub books and free Kindle books – download them or read them online. All ebooks were previously published by bona fide publishers.

## **How do you choose books from a catalogue?**

The answer to this question will depend on your budget and on which books you need. It is best to choose books with a colleague, asking the advice of teachers in different subjects or members of the library committee.

Hardcover books are more expensive, but they usually last longer than paperback books. Note, however, that protective dust jackets (from library suppliers or made by yourself from strong paper or plastic) can ensure paperback books have a long life.

When you have decided which books the library needs and can afford, you will need to complete the order form. Figure 16.1 explains how to do this. Then you must send your order off. This will probably involve going to a bank and asking for an international money order or a banker's draft. If you have not done this before, ask the school accountant or a bank clerk to help.

It is important to keep a record of books you have ordered. You can do this using an exercise book, as shown in figure 16.2.

If you purchase new books, you may be very determined to keep them safe, but take the advice of Umaru Bangura, Director of the Society for Knowledge Management, Sierra Leone: 'Books are for use. Allow your pupils to use them and better themselves.'

## **Where can you get magazines for the library?**

You may find your library is already being sent some free magazines and newspapers. If you are not on a mailing list, try asking the chief librarian or library assistant at the public library if they can help you organise some magazines to be sent to your library.

1 Qty is short for 'quantity' – the number of books you want.

2 Write down the author's name if you know it.

3 Some booksellers ask for the book's code number. If they do, put in the ISBN if you know it.

4 '@' means 'each', so five books at £2.50 each = £12.50.

QUANTITY	TITLE/AUTHOR	CODE	PRICE
5	A is for Africa	-	@2 50
Total Cost of Publications			12 50
Add Postage and Packing			3 00
TOTAL			15 50

5 Check the order form to see how much you must pay. Air mail is much quicker than surface mail.

6 Do not send cash – organise an international money order at your bank.

Figure 16.1. How to complete an order form for books.

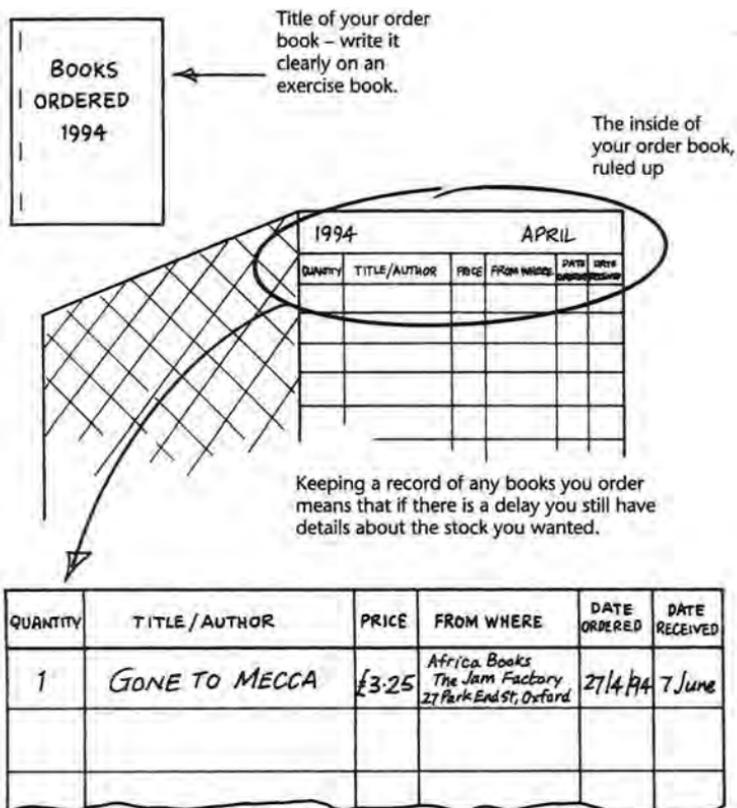


Figure 16.2. How to keep a record of books you have ordered.

## How can you improve your library skills?

Many libraries welcome visiting librarians as observers or an extra pair of hands to help, which is an excellent way to learn by doing. If you are an African Library Project library, ask ALP's partner in your country to recommend some of the best libraries so that you might ask them if you can visit.

You may find your local technical college or university offers residential or distance education courses in library skills. The best place to ask is at the public library or the college or university.

Many universities offer distance education courses. Usually these require a computer with Internet access. Before enrolling in any distance education programme, verify that the university is accredited.

The University of South Africa has many courses in library science. They are offered in the Department of Information Science, which is part of the College of Human Sciences.

Website: [www.unisa.ac.za](http://www.unisa.ac.za)

The International Federation of Library Associates and Institutions (IFLA) offers a wide range of help for libraries in the developing world. This includes scholarships for in-service training, a publications programme, the establishment of community information/resource centres, and literacy work.

For more about the IFLA's work, write to:

IFLA Regional Office for Africa  
Ms. Lindy Nhlapo, Regional Manager  
c/o University of South Africa  
P.O. Box 392  
Pretoria 0003  
South Africa

Telephone: +(27)(11)471 2826

Fax: +(27)(11)471 2200

Website: [www.ifla.org/hq](http://www.ifla.org/hq)

Email: [iflaafrica@unisa.ac.za](mailto:iflaafrica@unisa.ac.za) or [lnhlapo@unisa.ac.za](mailto:lnhlapo@unisa.ac.za) or [ifla@ifla.org](mailto:ifla@ifla.org)

## **New books routine**

- Add every new book to the accession register and give it an accession number (see chapter 6).
- Glue in the nameplate (see chapter 6).
- Decide if the book is fiction or information (non-fiction).

### *Fiction books (see chapter 9)*

- Decide where the book should be filed in the fiction section. Sort books into skill levels if you are setting up a library at a primary school or a classroom library.
- Mark the spine of the book with an 'F' for 'fiction' and the first letter of the author's last name.
- Make a shelf list card and a title card for the new book.
- Tell readers about the new book.
- Put the book on the shelves.

### *Information (non-fiction) books (see chapter 7)*

- Decide what subject each book is about.
- Classify it in the appropriate section.
- Mark the spine of the book with a classification label.
- Make a shelf list card and a title card for the new book.
- Tell readers about the new book and make a display.
- Put the book on the shelves.

## 17. Bookkeeping and Fundraising

While a library does not require a large budget, you will have some expenses. This chapter covers planning for expenses, keeping accounts (bookkeeping), and fundraising.<sup>1</sup>

### **Expenses: what expenses can you expect and how will you pay them?**

First make a list of needed supplies (stickers, posters, poster boards, paint, labels, boxes, tape, exercise books/ logs for record keeping, stamp, etc.). See chapter 3 for a list of required and optional furniture, equipment, and stationery. After you have checked which items you already have and which you need to purchase, you can develop a budget.

Second, decide whether the librarian will be paid. If so, how will the funds be supplied? Here are some possibilities:

- Librarians are paid through school fees.
- Ask the community council or the district administrator to fund a librarian.
- Membership fees: a small amount per person or per family paid once each year (pick a price that fits your community).
- Schools could reduce or waive school fees for a student if a parent/guardian works as the librarian.
- For a community library, hold a community meeting to get ideas to find solutions for hiring a librarian.
- For a school library, hold a parent–teacher meeting to get ideas from parents and teachers.

Most libraries have to fundraise to cover their expenses. Suggestions for fundraising are given later in the chapter.

---

<sup>1</sup> Some of the information in this chapter is from *Libraries for All*, a manual written by Laura Wendell for UNESCO (1998), used with permission from UNESCO.

## How to keep simple accounts

### *Why keep accounts?*

Keeping account records helps you check how much money you have spent on the library. It will also help you budget how much money you need to spend on the library next year. At a school library, the school accountant will also need to see your records.

The librarian and the library committee must work together to safeguard the money raised by the library and to keep clear records of how it is used. It is essential to keep a record of everything you spend on the librarian, library room, furniture, equipment, stationery, and stock.

This will involve two main tasks:

1. Always ask for a receipt (a note of the cost of your purchases and the date, written on headed paper with the seller's signature) when you buy anything for the library. Keep all receipts in a safe place.
2. As soon as you have bought any item, write down the date, the amount spent, and a short description of what you have bought in your accounts notebook (see figure 17.1 below).

One of the first decisions you must make is where to keep the money raised by the library. The best place is in a bank account or an account at the post office. In order to open a bank account, you must decide who will have the authority to take out money on behalf of the library (anyone who knows the account number can deposit money). Generally, the treasurer and/or president can take out money. Requiring both of them to sign for the money improves security, but it can be very inconvenient.

To open an account, the person(s) who will have signing authority must bring the money and their identification papers to the bank. Often, a passport or other document with a photo is required. The bank clerks will help them fill out the necessary forms. They will probably have to present their identification papers each time they

withdraw money at the bank (shops may also want to see identification before accepting a cheque). In some countries, you can also get an account at the post office, which may be more convenient than the bank.

If you live in a place where political instability or other factors make it undesirable to keep the library's money in a bank, you will need to find another solution. A strong box with a good lock will generally discourage most thieves, even more so if the box is hidden from view. If someplace in the community has a safe, such as a shop, a church, or an NGO, they may be willing to let you use it. In general, your chances of avoiding theft will be greatest if only a few people know where the money is kept.

Once you have decided where you will store the library's funds, you will need to set up a system for keeping track of them. Keeping good records will allow you to report to the community, see if you are within your budget, plan your budget for next year, show your donors how their money was spent, know what equipment or furniture the library owns, and know at all times how much money the library has. The easiest way to keep track of these funds is to record all of the library's deposits and purchases by date. After each entry, record the total amount left in the account. This is called a balance sheet. You can buy special notebooks called ledgers for recording this information or make your own. Here is an example of all the income and expenses for a small library for the month of January:

Date	Description	Expense	Income	Balance
1 Jan. 2013	Benefit party (this money was used to open the account)		\$200.00	\$200.00
10 Jan. 2013	Books from the Book Corner	\$98.50		\$101.50
12 Jan. 2013	Tape, pens, stamp pad from Ahmed's shop	\$15.00		\$86.50
13 Jan. 2013	Donation from the literacy club		\$20.00	\$106.50
17 Jan. 2013	Candles and Kerosene	\$3.00		\$103.50
20 Jan. 2013	Desk and four chairs from Mr. Finch, the carpenter.	\$70.00		\$33.50
25 Jan. 2013	Dictionary from the Book Corner	\$20.00		\$13.50
27 Jan. 2013	Sale of donated corn		\$65.00	\$78.50

Figure 17.1. Sample balance sheet.

In addition to keeping a balance sheet, you should also save the receipts for all of the purchases you make. You can use the receipts to verify how the money was spent and correct any errors made when entering the numbers in the balance sheet. If necessary, the library committee can always check a receipt by talking to the person who issued it. Most shops will automatically provide a printed receipt. If they do not, be sure to ask for one. Within your community, people may not be used to giving receipts. In that case, a simple handmade receipt is fine (see figure 17.2 for a sample).

I (name) received (the amount of money) from (the library) for (list the good or services) on (date).

(signature)

For example:

I, Mr. Finch, received \$70.00 from the community library for one table and four chairs on 20 January 1997.

*Edward Finch*

Figure 17.2. Sample receipt.

Often, the librarian is responsible for recording all the income and expenses of the library, and the treasurer is responsible for actually writing cheques and making the bank deposits and withdrawals. It is a good idea to have two different people responsible for keeping the records and getting the money from the bank.

The following examples show why:

Example 1: The library holds a big fundraising event. The treasurer collects all of the money and takes it to the bank. Then he or she records the amount deposited in the record book. Since no one but the treasurer knows how much money was raised, what is to stop the treasurer from taking some money and depositing the rest? If, however, someone else records each donation (or, better yet, gives

people receipts for their donations and keeps a carbon copy of the receipts for the library), then there will be a record of how much money was raised and everyone will know if some of it is missing.

Example 2: The librarian takes out \$50.00 from the bank account, but only records taking out \$30.00. He or she spends \$30.00 on supplies for the library and \$20.00 on a new outfit. If no one but the librarian is responsible for the bank account and the record book, he or she may never get caught. If, however, the treasurer has to go to the bank to get the money for the librarian, then the librarian will have to account for the total amount to the treasurer.

These examples are not meant to imply that the librarian or anyone on your library committee is dishonest. They simply show that when all the records and the money are in the hands of the same person, there is no way to verify that the money is being handled responsibly. Someone could be dishonest or not – there is no way to tell and there is no way for the librarian to defend himself or herself against any accusations. You want your accounting system to clearly show the community and your donors that their money was used for the library. It is therefore in your interest to have two different people responsible for keeping records and signing at the bank.

### Action steps

- Set up a bank or postal account or make another plan to keep the money safe.
- Keep records of all the library's income and expenses.
- Save receipts from purchases.
- Clearly divide responsibilities between the treasurer and the librarian.

## **Fundraising**

Raising money is one of the most important (and challenging) jobs of the library committee. Here are some tips to make your fundraising more successful:

1. Demonstrate that the library committee is responsible and trustworthy by reporting to the community how past donations were spent.
2. Involve as many people in the fundraising as possible. People are more likely to make donations when asked by their friends or family than when asked by a stranger. You may wish to form a 'friends of the library' club. For any event, ask your best supporters to bring 10 people each.
3. Be focused. If you want to raise money for books, make a list of specific books. People prefer to give money when they know exactly how it will be used.
4. Set realistic goals. It is better to beat a small goal than fall short of a large one.
5. Keep track of who contributes. People who give once are more likely to give again.
6. Don't ask the same people for money in the same way too often. Use a variety of approaches.
7. Always thank every donor!

Here are some ideas for fundraising activities:

### ***Auctions***

Ask people in the community to donate goods or services (e.g. repairing a roof). Then 'auction off' the donations. Each person who wants to buy an auction item must offer a higher price than the one before. Whoever offers the highest price for an item buys it.

### ***Dances or parties***

Try to get musicians or someone with a good collection of recorded music (a DJ) to provide free music and/ or someone to donate food and drinks. You can charge

people a small fee to get into the party, and you will also make money on the food and drinks.

### ***Sell school supplies or snacks***

Libraries in communities where school supplies are not readily available sometimes sell them to make money. This requires money to buy the first group of supplies. If there are already people selling school supplies in your community, try to think of something else you could sell, such as cookies, drinks, or other items. Perhaps you can sell them at a community event such as sports day.

### ***Church collections***

If your church or other religious institution regularly takes a collection from the congregation, you can ask them to make a second collection for the library.

### ***Solicitations***

Ask people to make donations to the library. The donations do not have to be money. In many places, it might be easier for people to give some of their crops at harvest time or donate crafts or goods that they sell. The library committee can either sell, auction, or raffle off these donations for money. They may also be able to use them to pay the librarian. Some community members who work or study in distant places may only return for special holidays or festivals and you may therefore want to ask for donations or hold a fundraising event during these times.

### ***A library garden***

If you live in a farming community, perhaps someone on the library committee or in the community would let you use a piece of land to raise crops for the library. This is a lot of work, but can potentially be a great source of income. Finding people to work the land may be difficult. The library committee should take a leading role in volunteering their time. During planting and harvesting, the whole committee can work together. When there is not as much work, you can rotate the responsibilities. In urban areas, try planting a courtyard garden. You could even

grow peppers, tomatoes, or herbs in pots on a rooftop, porch, or balcony.

### ***Sporting events***

Ask players or teams to hold a match and charge people a small sum to come and watch.

### ***Performances***

You could put on a play, puppet show, storytelling session, concert, reading by a local author, or other performance at the library and charge people to attend.

### ***Movies***

If your library is able to get a DVD player, VCR, or film projector, you can have movie nights. Charge an admission fee and sell drinks and snacks. (Ensure that guests keep the drinks and snacks outside!)

### ***Grants***

Some NGOs and/or governmental organisations will give money to a library. This is called a grant. Each donor organisation generally has its own application forms and guidelines. It is best to write them a brief letter (or, better yet, visit their offices) to explain the project and ask for an application. If there is an American Peace Corps Volunteer or other aid worker in your community, they can sometimes work with you to get grants to help with a project. Since the process of applying for a grant can be very long and complicated, make sure you contact someone at the donor organisation to find out if your project qualifies before filling out all the forms. It is best to talk with someone at the organisation in person to get advice about the process before you begin. If possible, also talk with someone who has received a grant from the donor.

### ***Book sales***

Sell the books that can no longer be used in the library (see chapter 5).

You can apply for a grant of US\$1,000 from the International Association of School Librarianship (IASL) to purchase books for school libraries, but be aware that they receive many more applications than they can fund.

Applications may be in print or electronic form. The application should be sent to the Chairperson of the Awards Committee of IASL at:

International Association of School Librarianship  
65 E. Wacker Place  
Suite 1900  
Chicago, IL 60601  
USA

Website: [www.iasl-online.org/awards/books4children.html#applications](http://www.iasl-online.org/awards/books4children.html#applications)  
Email: [iasl@mlahq.org](mailto:iasl@mlahq.org)

Applicants must guarantee shelves, space, personnel, and service, and verify this through a letter or other documentation from the school's headteacher or designated supervisor. Information should also be provided about the school. The name of the contact person, mailing address, telephone number(s), fax number, and email address (as available) should be included with the application. Applicants should demonstrate their ability to make effective use of the funding by responding to the questions on the application form. Two letters of support are needed to accompany the application. These may come from the school's headteacher or other designated education or library authority.

The letters should provide details of the school or institution and the library and guarantee facilities and availability of personnel to care for books. The deadline for receipt of applications is April 1 each year.

### ***Haircuts***

Ask a local hairdresser to donate his or her time and spend a day giving haircuts and/or styling at the library. This is really fun and may encourage some people to visit the library who have never been there before.

### ***Small coin jar***

Ask library users to bring a penny to contribute. At a school, you can have a jar in each classroom and have a competition. The class that contributes the most gets a small prize.

### ***Car washes***

Volunteers wash cars for a fee.

### ***Fun walks***

Each participant contributes a fee and/or each participant asks sponsors to pledge donations if they complete the walk.

### ***Wearing private clothes***

At a school library, you can allow the students to come to school without a uniform if they make a small contribution to the library.

### ***Used goods sales***

Ask for donations of clothing, dishes, etc., and sell them.

### ***Logo items***

Create T-shirts or other items with the library name on them and sell them. Be careful that you don't spend more money on materials than you make on the items. You might want to design the item and figure out how much it will cost, then take orders. That way, you will only purchase as many items as you have buyers.

### ***Raffles***

This is a simple way to turn one donation into many. The basic idea is to sell people chances to win a prize. The more the prize is worth, the more people will be willing to pay for the chance to win it.

Example: Esther donates a cow for the library raffle. The library committee sets up a table at the market and sells people raffle tickets (slips of paper on which they write down their name and address or phone number). The tickets are stored in a closed box or bag until the end of the raffle period (a day, a week, or a month) when the winner is chosen by pulling out one ticket.

### ***Fees/fines***

This is a very important issue. Some libraries decide to charge a yearly membership fee and/or to charge fines when books are not returned on time (see chapter 11). While this may bring in money for the library, it may also prevent some people from using it. This is an issue the committee will need to discuss at length before deciding.

Using the list above, and your own creativity, the committee should make a list of fundraising events you plan to do. For each one, list how much money you expect to raise. Remember that you may need to purchase supplies or pay people to help with some of the fundraising. You will need to plan very carefully to make sure that you don't spend more on these fundraising events than you can raise. In reality, it is very hard to predict how much money you will make from a fundraising event until you do it a few times. You should therefore plan on more fundraising events than you think you actually need in case some do not work out. When you do a fundraiser, keep careful notes of the procedures you followed so that if you want to repeat it, you will have all the information.

### **Action steps**

1. Recruit as many volunteers as possible to help with fundraising.
2. Select fundraising events from the list above or create your own.
3. Set goals for each fundraising event – how much you want to raise and why.
4. Report back to the community how much you raised and how it was spent.

## **18. Keeping Track of Progress**

Imagine your library one year after you have opened it. Perhaps you have had some difficulties along the way, but you now know that it is running smoothly and being used by many people. How can you demonstrate that your library is working well? Unlike a shop, you cannot show monetary profits. Unlike a farm, you cannot point to your harvest. Your product is intangible. And yet it is still important to keep track of your progress, which is sometimes called measurement and evaluation or monitoring and evaluation (M&E).

### **Why should you keep track of the activity at your library?**

You will be able to identify areas that need improvements. This will help to address any needs that are currently not being met. As a result of improving these areas, there should be an increase in the use of the library.

Taking evidence of your library's success to your chief, headteacher, or district office will be a powerful signal that you are serious about wanting to improve the library and may result in additional financial support (for librarian wages, books, furniture, supplies, etc.). These numbers can also help when requesting more books.

With this information, you will be able to celebrate your accomplishments!

### **How should you keep track of activity at your library?**

Recording how many books are being checked out is a great way to see how much reading is a direct result of the library. Recording which books are checked out will help to assess which subjects are of interest to the readers who come into your library. If you are lending books and using a lending register (exercise book), you already have a system for recording this information (see chapter 11). At the bottom of each page, total the number of books



Date	Name	Age			Time In	Time Out
		0-13	14-20	21+		

Figure 18.2. Visitor log for a community library (visitors can tick their age category)

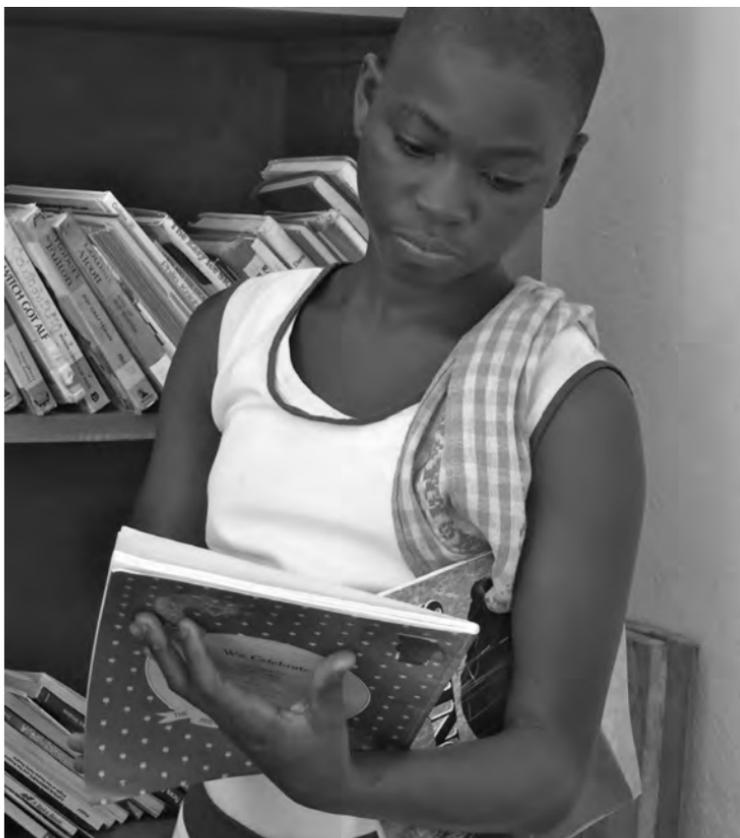


Figure 18.3. A student selects a book to read (Ghana).

## 19. Using Computers in Your Library

This chapter describes the steps to take when thinking about adding computers to your library, the kinds of equipment you will need, some destinations for learning online, and suggestions about making rules for your users.<sup>1</sup> If this chapter is not relevant to you now, you may skip it. Perhaps it will be useful to you in the future.

### Are you ready for computers in your library?

If your library space has access to electricity, and your library staff has the funding and enthusiasm to care for computer equipment, you may be ready to add a world of information to your library's collections. However, a lot of pre-planning is required before the computers arrive, and they require time, labour, and funding at the initial stage and on an ongoing basis.

Computers are like expensive livestock. While they provide wonderful resources, they cost money to feed and maintain, they can get viruses and worms, and they can die. However, unlike livestock, they cannot create offspring themselves. An initial donation of computers or similar resources is just the start of an ongoing expense your community will have to provide.

Many schools in industrialised countries avoid setting up computer labs in their libraries because of the cost involved in repairing, replacing, and

Before you decide...

- Discuss with your library committee the specific costs and benefits of having a computer.
- Visit a library that uses computers.
- Find sources for continuous funding and training.
- Decide if and how you want to use a computer in the library.

<sup>1</sup> Some of the information in this chapter is from *Libraries for All*, a manual written by Laura Wendell for UNESCO (1998), used with permission from UNESCO.

upgrading hardware and software. In the 1990s, many public libraries in the US required continuous outside funding (from the Gates Foundation) to introduce and maintain computers for library users. Eventually, these libraries included maintenance costs in their budgets and hired special staff to work with computers.

If you have a number of library users who know how to use computers, they may encourage you to install computers that are available to library users, and they may have ideas about how they can be maintained. If a school wants a computer for staff, it might be more appropriate and safer to put a computer in an office instead of the public space. Computers belong in libraries when they expand the quest for knowledge beyond the print collections.

What you need to accompany one (1) computer:

- Electrical outlet
- A plug and cord that match the socket type, watts, and volts for your local electrical system
- A surge protector
- A monitor
- A keyboard
- A mouse
- A mouse mat
- A room that can be locked
- A room that is dry and protected from dust
- Designated table and chair
- In dusty areas, a cover for the equipment when it is not in use

Consider what you have available. Do you have reliable access to electricity? Is there a business that provides computer support nearby, and will you be able to pay the fees needed for repairs? Is there a company that provides Internet access, how can you connect to it, and how much

does it cost? Who will train users to enjoy the library's computers, and does this person have the time to do this? Can the computers be stored in a secure building?

Questions to answer:

- What equipment do we need, and can we maintain it over time? What equipment should we start with?
- Who can help us maintain the computers?
- Where will our equipment go inside the library? Where will it go in relation to electrical outlets?
- When? When will there be someone to watch the equipment, and when will learners get to use it?
- How will we train the users and maintain the equipment?



*Figure 19.1. This library in Malawi has one computer for library users to share. To keep it clean, it is covered when not in use.*

## **Digital technology vocabulary**

You may have heard a lot of the vocabulary surrounding computers and the Internet, and there are new products

and services all the time! Here are some basic descriptions of computer concepts and types of equipment.

A computer is a machine that processes and stores information. Mobile phones are computers, and when they are connected to mobile networks, they help you communicate by receiving and sending information. The computers that will be useful to you in a library will need electricity, hardware, and software. Computers are more useful when they can access the Internet, but there are many ways to use and enjoy them without an Internet connection.

Personal computers (or PCs) require an operating system, which directs the computer's actions, and software programmes (also called applications), which give you the ability to do things with the computer. For example, if you have a desktop computer that uses a Windows operating system, you can use a programme called Microsoft Word to type letters and create signs for printing. In order to print things from your computer, you need a printer, software for the computer to send instructions to the printer, special ink for the printer, and, of course, paper.

Some computers come with their operating systems already installed, and others require you to install the operating system and the software. You can add software to your computer using a device (DVD, CD, flash drive) or you can download it using an Internet connection. In many cases, software and operating systems cost money. For example, the Windows operating system owned by the Microsoft Corporation costs money to buy and use. However, Linux-based operating systems are free and include free software for download from the Web.

There are many kinds of computers that could be useful in your library. Desktop computers usually stay in one place, and a desktop system requires the computer device itself (often the size of a small suitcase), a monitor or screen,

a keyboard, and a mouse. A computer's effectiveness depends on the speed of the processor (measured in hertz), the amount of memory it has, and the size of its hard drive (both measured in bytes).

#### BYTE SIZE

1 bit = smallest unit of data used by a computer

1 byte = 8 bits

Kilobyte (KB or K) = 1000 bytes (about one paragraph of text)

Megabyte (MB) = one million bytes

1 CD-ROM holds about 700 MBs

Gigabyte (GB) = one billion bytes

1 DVD can hold about 5 GBs. Most computers have a few GBs of short-term memory.

Terabyte = one trillion bytes

A server with a terabyte of content will provide countless multimedia files for a local area network (LAN). Most new computers can store one or more terabytes of information.

Laptop computers are more portable, and they include the computer, monitor, keyboard, and mouse. In the past, laptops were generally more expensive than desktop computers, but a number of small laptops, often called netbooks, are now less expensive. Keep in mind that netbooks, tablet computers, and smartphones were originally created for mobile users with regular Internet access. In addition, their small size makes them easier to steal!

## Accessing digital information

There is countless information available on the Internet, and most people get to it from their computers through the World Wide Web, an interconnected network of digital content,

including websites and web pages. You can view web pages and sites using special programmes called ‘web browsers’. Some of the more popular web browsers are Firefox, Internet Explorer, and Google Chrome, and they direct you to resources with URLs, the specific addresses for websites (e.g. [www.google.com](http://www.google.com) and [www.africanlibraryproject.org](http://www.africanlibraryproject.org) are URLs). URLs end with particular letters, or codes, depending on the type of organisation responsible for them and the country from which they originate. For example, a site that ends in ‘.edu’ usually comes from a school in the United States, and a web page that ends in ‘.gov.za’ comes from a site belonging to the South African government.

### URL Endings

- .com = a company
- .edu = a school
- .gov = government

The World Wide Web is a treasure trove of information for discovery! As you explore websites and introduce your users to them, always consider the source of the information. Anyone with the available tools can publish pages on the World Wide Web, so would you trust the word of just anyone? Teaching Internet users to evaluate what they have found is an important part of a librarian’s job. Particularly for new Internet users, a checklist of questions for deciding whether a web page is useful helps clarify how web content is created and why it is shared. Even if you don’t have Internet access in your library, if you think the library users are accessing the Internet in Internet cafés or via mobile phones, it would be a good idea to teach them about evaluating resources that they find online. Finding information online is like fishing: you may catch fish, but you may also catch a snake.

Wikipedia, the Free Encyclopedia, is a huge website filled with information and countless details. It is unique because its content is authored by many people around the world, and no one in particular. For example, do you know who has written, updated, and edited Wikipedia's entry for the African Library Project ([en.wikipedia.org/wiki/African\\_Library\\_Project](http://en.wikipedia.org/wiki/African_Library_Project))? Sites

like Wikipedia have lots of essential information, as well as some unreliable content. How do you know what to trust? Verifying what you find on the Web involves a bit more time. Since you have access to many websites, you can verify the information with more than one source. For example, using [www.africanlibraryproject.org](http://www.africanlibraryproject.org) can help you verify the ALP Wikipedia article.

#### Some URL Endings by Country

- Botswana = .bw
- Ghana = .gh
- Lesotho = .ls
- Malawi = .mw
- Rwanda = .rw
- Sierra Leone = .sl
- South Africa = .za
- Swaziland = .sz
- Uganda = .ug
- United Kingdom = .uk

#### Web Evaluation ABCs

**Authority and Accuracy:** Who is the author, and what authority do they have on this topic? Can you confirm the information is true from another reliable source?

**Bias:** What is the purpose of the information? Is the author trying to get you to buy something? Or to believe something that may or may not be true?

**Currency:** Is the information up to date?

In general, finding digital content can be done by searching or browsing. Using a search engine (e.g. Google) is a common starting place in research, and is useful if you know what terms to use, but it can lead to many unreliable sites. Sometimes it is easier to start by browsing a reliable website with lists of useful resources selected by educators. We recommend the Internet Public Library ([www.ipl.org/div/subject](http://www.ipl.org/div/subject)), which is a website portal with resources recommended by librarians and organised by subject. Most effective Internet research involves a combination of searching, browsing, and constant evaluation of sources.

In addition to evaluating web content itself, you must also evaluate the programmes you are asked to download from the Web while you are online. 'Computer viruses', 'malware', 'spyware', 'worms', and 'adware' are terms for the unwanted computer programmes you can unintentionally download to your computer from the Internet or through the discs you plug into it. Some of these programmes can 'kill' your computer, and many will make it run poorly.

#### Some Common Digital File Formats

- .doc = Documents for reading, writing and printing
- .exe = Executable file for loading software onto your computer
- .html = A web page file format
- .jpg = Images, especially photos
- .mpeg = Media file, such as audio or video
- .pdf = Documents for reading and printing
- .rtf = Rich text files, such as documents for reading, writing, and printing
- .txt = Text only. Many books are available for free download in this format.

## **Digital formats**

Digital content comes in many different formats. Once you have found useful information on the Internet, it may require special programmes to read or use. Sometimes you will need to download software through your web browser. For example, you may find a useful book, handout, or article that ends in 'pdf' and it will require free software called Adobe Reader to appear on your browser or computer. It is difficult to know when software is useful or harmful. Search the Internet for advice on the formats and the software.

For digital content available offline, you also need special software or hardware. Your computer discs require special disc readers. For example, DVDs, which can contain multimedia files, including encyclopaedias, games, and movies, need to be played in a DVD disc drive. You need a USB plug on your computer to load content from a USB drive, which is highly portable for moving materials, but can also easily spread malware.

## **Implementation: setting up computers and digital access**

### ***Rules for library users***

In general, the most important rule to consider is who will be allowed to use the computers. While your computers could ideally be available and accessible to all as learning tools in universal education, this may not be realistic in the beginning. In schools, you can use computer access as an incentive for good behaviour; in a small community library, you could charge fees to those who use the computers, in order to pay maintenance costs. Time limits on computer use are common for libraries around the world, as are rules requiring clean hands and no food or drinks nearby.

Once you have decided to include computers in your library, there are many set-ups. You may start with one computer and add Internet access and more computers, and each new addition creates new questions to consider.

Here are some common set-ups for small libraries:

### **1. One library computer for staff or selected users/no Internet connection**

Perhaps your library users want a place to create and print

Computer Use Policies

Who?

What?

Where?

When?

How?

letters, or you would like to manage your library's collections using a computer catalogue. You may have electronic resources available via CD-ROM or DVD. A single computer in a secure location works for all of these

possibilities and more. If your monitor is big enough and your computer connects to a DVD player, you can show movies. A school can use the laptop as a portable tool for classroom demonstrations or can restrict its location to the library building.

Who gets to use it? If it's for staff only, they will still need rules and training. If it is for the public or learners, create rules and plan for enforcing them. Who supervises users? What system will they use for signing in or timing users, and who will help them?

### **2. One library computer for users/Internet connection**

If you are able to access the Internet, there are more possibilities for finding additional resources on demand, and for communicating with users around the world. Global exposure is not always good! Give your users some rules and education about what they can download and where they should go. Malware can hide in your computer during your digital travels, but firewalls and anti-virus software can provide protection. Some libraries also choose to add Internet filters to their computers to restrict the type of information their users see.

### **3. Multiple computers with a Local Area Network (LAN)**

You may have slow or unreliable Internet access. If you have multiple computers, you can connect them to each other so they can share resources using a local area network (LAN). This is useful when you have large numbers of CD-ROMs, programmes, and files on a few computers, or if you own a server, a digital library of thousands of resources available through a computer connection. This set-up will require a consultant with the technical know-how to set it up, but it is an effective solution to providing a lot of resources to your community without dependence on an Internet connection. One example is the eGranary Digital Library ([www.widernet.org/eGranary](http://www.widernet.org/eGranary)) provided by the WiderNet Project.

### **4. Multiple computers with Internet connection**

Having more computers with access to the Internet means more resources and access! The rules you create about who can use them, what they can access, and how long they can spend at a time become even more important, as does your effort in enforcing the rules! Depending on the connection and service you use, the number of computers will affect the speed of your Internet connection, particularly if one computer in the bunch is downloading a large file (many bytes). Connecting your computers to each other and the Internet may require a server, and you will need to budget for computer support and someone to supervise computer lab hours and users.

### **5. Laptops with wireless Internet connection**

In some parts of Africa – especially rural areas – access to the Internet through wireless and satellite connections is the best way to get online. Laptops, netbooks, and other portable devices may be less expensive and may be geared towards your library users. One example comes from One Laptop per Child ([one.laptop.org](http://one.laptop.org)).

Having more access and more users means more opportunities to break, steal, and infect your computers,

and if you have policies for how to handle these situations, you will be able to enjoy them better. Try to visit a library or school that has laptops and wireless connections to learn about their rules and experiences.

- Who will guard the computers and manage them when they are not in use?
- Which groups can use the computers?
- Where can the laptops go? (Classrooms? Offices? Hostels? Home?)
- What happens when a computer gets broken? Stolen?

## Resources

### ***Reading Books Online (for Free)***

- International Children's Digital Library: [en.childrenslibrary.org/index.shtml](http://en.childrenslibrary.org/index.shtml)  
An interactive collection of digital books from cultures and languages all over the world.
- Online Books Page: [onlinebooks.library.upenn.edu](http://onlinebooks.library.upenn.edu) is a place to search a comprehensive set of books available for free online from different digital libraries, such as Project Gutenberg and Hathi Trust.

### ***Learning English Online***

- BBC's Learning English Portal: [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)
- Learning English from Current Events: [www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)
- Learning English from the Guardian (UK) Newspaper: [www.guardian.co.uk/education](http://www.guardian.co.uk/education)

### ***Using the Internet and Computers***

- Evaluating Internet Resources: [www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content](http://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content)

### LIBRARY TIP

In Malawi, the librarians who are graduates of DAPP Teacher Training College build pedagogical workshops for their primary schools that are also used by the community. In addition to housing the library, they have computers. At the end of the reading room is a large television in a cabinet that can swivel around to be displayed outside. There are benches outside so the community can come and watch movies at night.



*Figure 19.2. At night, community members sit at these benches to watch a movie on the television that is located behind the shutters (Malawi).*

- Evaluating Websites: [prezi.com/ow\\_pw0vbsfsz/evaluating-websites-presentation](http://prezi.com/ow_pw0vbsfsz/evaluating-websites-presentation) from Lara Skelly of the University of Cape Town Libraries (SA)
- Beginning Guide to Computers: [www.homeandlearn.co.uk](http://www.homeandlearn.co.uk) includes free online courses for complete beginners.
- W3 Schools Tutorials: [www.w3schools.com](http://www.w3schools.com) includes tutorials for those who want to learn how to make websites themselves.

### ***Internet Resources by Subject***

- Internet Public Library: [www.ipl.org/div/subject](http://www.ipl.org/div/subject) is a website portal with resources recommended by librarians and organised by subject.
- Wikipedia: [en.wikipedia.org/wiki/Portal:Africa](http://en.wikipedia.org/wiki/Portal:Africa)  
The world's 'Free Encyclopedia' written and edited by volunteers can be edited by anyone, so it is a good idea to verify what you learn here. The 'References' and 'External Links' sections are often very useful for finding additional websites on your topic.

### ***Distance Learning in Africa***

- Open Educational Resources Africa: [www.oerafrica.org](http://www.oerafrica.org)  
Facilitated by the South African Institute for Distance Education, this site includes portals for agriculture, health, foundation courses, and teacher education.
- Tessa Africa: [www.tessafrica.net](http://www.tessafrica.net)  
Teacher Education in Sub-Saharan Africa is facilitated by Open University from the United Kingdom and is a resource site for teaching materials from Africa.
- African Virtual University: [www.avu.org](http://www.avu.org) is an intergovernmental organisation providing diplomas and degrees.

### ***Computer Donations and Training***

Collaborative initiatives in your area may be the fastest and most effective ways to get computers in your library. They can provide installation, training, and ongoing support to many communities, who can then learn from each other. There are many smaller NGOs targeting Information and Computer Technology (ICT) development in individual African countries, and major donors sometimes prefer to work at the country level. Here is a list of some major charities, most of which charge fees for refurbishing and shipping and sometimes for the hardware:

- Computer Aid International: [www.computeraid.org](http://www.computeraid.org) is a UK-registered charity that refurbishes computers for distribution to the developing world. In addition to sending PCs, laptops, and operating systems, they

recently launched the ZubaBox, a solar-powered Internet café.

- InterConnection.Org: [www.interconnection.org](http://www.interconnection.org) is a US-based charity providing refurbished computers.
- IT Schools Africa's Computers for African Schools Project (ITA-CFAS): [www.itschoolsafrica.org](http://www.itschoolsafrica.org) sets up Internet computer labs in African schools and provides training and support.
- WiderNet Project: [www.widernet.org](http://www.widernet.org) is a US organisation providing training and resources in areas with poor digital communication. The eGranary Digital Library is their 'Internet in a Box', providing millions of multimedia documents through local area networks.
- World Computer Exchange (WCE): [www.worldcomputerexchange.org](http://www.worldcomputerexchange.org) is a US-based charity that provides used computers and technology to schools, libraries, community centres, and universities in developing countries.



## Appendix A. Keywords

**Accession number:** A unique number given to each library book recorded in the accession register.

**Accession register:** A record of books in the order that the library receives them.

**Alphabetical order:** A way of sorting information into A-to-Z order. Fiction books, for example, are usually organised in alphabetical order by the author's last name.

**Atlas:** A book of maps.

**Audio-visual stock:** Items you can listen to (audio) or watch (visual). It includes tapes, videos, CDs, and DVDs.

**Author:** A person who has written a book or an article.

**Bar code:** A design, usually on the back cover of a book, consisting of numbers and parallel lines that can be read by machines to confirm the price of the book. Bar codes can be found on many different products, including books.

**Book club:** A group that meets regularly to discuss books.

**Bookend:** A heavy object, perhaps a stone or wooden 'L' shape, used to keep books standing upright on bookshelves.

**Book jacket:** A strong paper cover or sticky-back plastic cover that protects a book.

**Bookmark:** A narrow piece of card that can be put inside a book to remind the reader which page they have reached.

**Book pocket:** A paper pocket, sometimes called a card pocket, into which an information ticket about a library book can be placed. When the book is borrowed, the ticket is removed and stored for easy reference by the librarian. Book pockets are often combined with the school nameplate and return date label. They are usually glued to a page near the front of a book.

**Bookshelf:** A flat board in a cupboard, or against a wall, on which books are arranged. Bookshelves can also be a specially made set of shelves. This is the best place to display books and other library stock. It is possible to make temporary bookshelves and book cupboards from a variety of materials (e.g. tea chests).

**Borrow:** To take away books or other stock, with the librarian's permission, for a set period of time.

**Borrowing system:** A method that allows people to take books out of the library for a set period of time, for study or leisure reading. A written record of who has borrowed the book helps the teacher-librarian to find the book if it is not returned by the date specified on the return date label.

**Browser box:** A low box, divided into sections, that can be used to display a few books. It is a good way to encourage reluctant readers to look at the different types of book available in the library and is recommended for primary school students.

**Caution fee:** Some schools ask parents to pay a caution fee at the start of each term. This is usually refunded if the student does not damage any of the school's property, including library stock.

**Classification:** A way to divide information books into coded subject areas. The books are labelled with identifying codes on the spine.

**Classroom library:** A way to organise and keep books in a classroom, especially recommended for primary schools.

**Contents:** A list of the subjects covered in a book. It is usually at the front of information books and is useful for finding out if the book you are looking through has the information you want.

**Copy:** In a library, a copy means one book. If you have several books, with the same title and by the same author,

then you have multiple copies. Each copy should be given its own unique accession number.

**Copyright:** A legal term that protects writers' work from reproduction for a specific number of years without the permission of the publisher.

**Date stamp:** A rubber stamp, used with an ink pad, that can be set to a specific date and used on the return date label.

**Dewey Decimal Classification (Dewey or DDC):** One method of dividing or classifying information books by subject.

**Dictionary:** A book that gives the meaning of words, arranged in alphabetical order.

**Display:** An attractively arranged group of objects. Displays are used to encourage people to visit the library.

**Divider card:** Stiff paper used to divide a collection of index cards into easy-to-check sections. They are often a little taller than and/or a different colour from index cards.

**Dust jacket:** A protective cover for a book, usually made of thick paper or sticky-back plastic.

**Encyclopaedia:** A reference book (or set of books) where you can find quick answers to all sorts of questions.

**Fiction:** A story that is not based on fact. Types of fiction stories include thrillers, ghost stories, crime, romance, etc.

**File:** To arrange in a particular order.

**Fine:** A sum of money imposed as a punishment if borrowed books are brought to the library later than the agreed date stamped or written on the return date label.

**Flip chart:** A poster-sized information diagram. These often take a long time to draw, so they should be stored safely in the library, either rolled up or in a project box.

**Front cover:** Protective cover of a book. Most have the book's title written on it as well as the names of the author and publisher.

**Genre:** A type of fiction book (e.g. mysteries, romance, or science fiction).

**Hardback:** A book with a strong cover, usually more expensive and not as easily damaged as a paperback book.

**Index:** An alphabetical list of subjects together with page references, usually found at the back of information books.

**Index card:** Standard-sized record card with details about each item of library stock, usually arranged in a specific order.

**Information book:** A book that contains facts (e.g. textbooks and reference books).

**ISBN:** An individual number given to each published book, used by book publishers around the world to help identify books. It can be useful to know if you are ordering books from an overseas library supplier's catalogue.

**Issue box:** A container where index cards are filed in a systematic order. It is sometimes called an index box.

**Junior Colour Code:** A method of dividing or classifying information books by subject using different colour labels for each general subject area.

**Junior fiction:** Imaginary stories for young children.

**Ledger:** A large book for writing records down.

**Lend:** To allow library users to borrow books for a set period of time.

**Lending system:** See Borrowing system.

**Librarian or librarian:** The person responsible for organising the library. The best librarians will encourage everyone's interest in the library and share library decisions and

duties with a range of people, including library committee members, library club members, and library monitors.

**Library:** A place where books and other stock are kept in an organised way so that it is easy for users to find the information they want.

**Library club:** A club for students who are interested in learning more about the library and book management.

**Library committee:** A small decision-making group. At a school, it will include school staff, parents, and students. At a community library, it will include local leaders and residents, men and women.

**Library monitor:** A student responsible for helping the librarian with library tasks. It is best to make the job of library monitor a privilege.

**Library supplier:** A company that specialises in providing books, and sometimes stationery and other equipment, for libraries.

**Literacy:** The ability to read what you want to read and to write what you want to write. Schools, books, and libraries aim to develop literacy skills.

**Magazine:** A thin paper booklet published at regular intervals that contains very up-to-date information, stories, and photographs.

**Mobile:** A hanging display that can be used to show information and to decorate the library.

**Novel:** A book of fiction containing a single story.

**Oversize book:** A large book that does not fit on standard-sized bookshelves.

**Pamphlet:** A small booklet or handbook that does not have a spine.

**Paperback:** A book with a paper cover.

**Periodical:** Another name for a magazine.

**Photograph:** A visual information record. Photographs are always popular; however, they can be easily damaged or torn, so the best place to store them is in a photograph album.

**Poster:** A large picture, printed or drawn, designed to provide information. Posters can be made by the library club, or bought from shops, to decorate the library.

**Project box/subject file:** A box or file in which a variety of stock about the same subject (e.g. the weather) is kept. A project box is a good place to store pamphlets and videos, which might not be easy to see on bookshelves.

**Publication date:** The date when a book is published. It is usually found at the front of the book.

**Publisher:** A company that produces books or magazines.

**Quarterly:** A way of describing something that is done four times a year. Some magazines, for example, are published every three months – four times a year.

**Readathon:** A fun story-telling exercise when a series of students read a book, out loud, for a long time.

**Reference book:** An information book where readers can find answers quickly, and which cannot be borrowed from the library.

**Reprint:** A further edition of a book, produced by the publisher when the initial number of copies printed has sold out.

**Return date label:** A place in the book where the date by which a borrowed book must be returned to the library is written or stamped.

**Routine:** A task that is done regularly.

**Science fiction:** A type of fiction that describes imaginary future worlds, space travel, futuristic science and technology, and so on.

**Shelf guide:** A sign that shows library users where books and stock are kept on the bookshelves.

**Shelf list:** A complete list of all the books and stock in the library, kept in the same order as the books on the bookshelves.

**Silica:** A substance used to dry the air so that humidity does not damage audio-visual equipment.

**Skill level:** The stage of development a person has reached in their reading ability. Library books can be arranged according to skill levels or degrees of difficulty so that readers can easily find the right book for their current skill level.

**Spine:** The backbone of a book. If the spine is broken, the book's pages and cover may fall apart.

**Spine label:** A label glued to a book's spine so that you can quickly identify the subject area of the book and where it should be kept on the bookshelves.

**Stationery:** Pens, glue, paper, etc.

**Sticky-back plastic:** Plastic with one sticky side, which can be used to give added protection to book jackets or covers.

**Stock:** All items in the library.

**Stocktake:** A method of checking to see what stock is in the library. To make a stocktake, you will need a shelf list.

**Subscription:** Advance payment for a set number of magazines (e.g. for six months or one year). Most subscription offers will save you some money in the long term.

**Textbook:** A standard book for a particular subject of study.

**Theme table:** A table used for special displays on one topic. The theme 'What do we find on the beach', for example, might include a map of the local beach, pictures of special seabirds, some shells, dried seaweed, a turtle egg, and a project book from one of the classes with short stories and pictures of strange objects students have found on the beach.

**Thesaurus:** A reference book of synonyms organised alphabetically like a dictionary. It can help users increase their vocabulary.

**Title:** The name of a book.

**Title catalogue:** All of the titles of the books in the library, written down on individual index cards, then filed in alphabetical order.

**Title page:** The page at the front of a book where the title, author, and publisher are printed on it. It is usually a right-hand page and it is where you are recommended to glue the school nameplate and return date label.

**Title verso page:** The back of the title page. It usually contains information about the book (e.g. publisher, date published, etc.).

## Appendix B. Dewey Decimal Classification/Junior Colour Code

### Junior Colour Code

To help you decide how to classify books, most of this appendix is a list of different topics that fall under the different subject classifications/colours. If you are using the Junior Colour Code, find the topic and then go up the list until you see the colour listed as the heading for that section.

### Dewey Decimal Classification (DDC)

The Dewey Decimal Classification (DDC) is used throughout the world and is popular with many libraries. It is most useful for libraries with more than 500 information books. We include this information in case your library grows and you would like to implement DDC.

At its simplest, the Dewey system classifies books into 10 broad subject areas, which are coded by numbers. Each book has a spine label with a number shown on it, and that number tells the reader what subject area the book belongs in. Particular subject areas are given a range of code numbers recognised throughout the world. The 10 ranges start with the numbers 000, 100, 200, 300, 400, 500, 600, 700, 800, and 900. So, for example, if you want to classify a science book, you will look at the Dewey Decimal Classification schedule and see that science books take the code classification number 500 or 500-and-something (i.e. the range of numbers from 500 to 599). The science section will include books on a wide-range of sciences (e.g. chemistry, physics, biology, and mathematics).

#### Dewey Decimal Classification

Standard subject	Code number
Reference	000
Philosophy	100
Religions	200
Social sciences	300
Languages	400

Science	500
Technology, agriculture	600
Arts and recreation	700
Literature	800
History, geography, biography	900

Each of the 10 Dewey subject areas can be subdivided into more specific areas. For example, in the science section (Dewey number 500), there are 10 main subdivisions: 500, 510, 520, 530, 540, 550, 560, 570, 580, and 590.

#### Dewey Decimal Classification – Science section

##### 500 – Science (Dewey number)

General science	500
Mathematics	510
Astronomy	520
Physics	530
Chemistry	540
Geology	550
Fossils	560
Biology	570
Botany	580
Animals	590

If you wanted to look for information about trees, you would go to the nearest related subject area, which would be botany (580). Using the DDC schedule, you would find that information about trees is classified at 582.

If you are hoping to add more books to your library, perhaps aiming at a stock of more than 500 information books, the Dewey system can be very useful. This is because it works on a standard decimal system so that however much new knowledge is discovered or whatever is invented, a place can be made for new subjects in the classification.

Look again at the table on science (500). Within the 10 broad subject divisions more subject areas can be made. In the Dewey system, the decimal point is used so information can be even further subdivided. This is done by adding figures before or after a decimal point

in the closest related classification section. For example, you can find information on geology at 551. Information books about the weather are classified as a subdivision of geology and meteorology, but because the weather is a large subject, the decimal point is used. This means that all information books on the climate, clouds, snow, and wind, etc. will be classified under the Dewey system at 551.6.

Here is another example: if your library obtained a set of books on local poetry, the books would be classified under literature. The existing subjects under literature (800) might be poems (821) and drama/plays (822). Using the Dewey system, the new local poetry books could be given the classification number 821.8 for local poetry collections. They would then be placed on the shelves next to the general poetry books, but before the drama books.

It is not essential to use the Dewey method in your library, but if you do decide to use it, the science shelves (Dewey Decimal Classification number 500) might look like this:

#### Dewey Decimal Classification – Science shelves

Standard subject	Dewey number
Science	500
Mathematics	510
Algebra	512
Geometry	516
Physics	530
Mechanics	531
Heat	536
Chemistry	540
Geology	550
Climate and weather	551.6
Rocks	552
Biology	570
Seasons	574.2
Ecology	574.5
Fish	597
Birds	598
Mammals	599

Dewey Decimal Classification and		Junior Colour Code Schedule	
<b>000</b>	<b>References (No colour)</b>	331	Trade unions
001	Signs	331	Unemployment
004	Computers/Internet	332	Money
020	Libraries	338	Factories
030	Dictionaries	339	Poverty
030	Encyclopaedias	340	Law
060	Museums	341	European Community
070	Newspapers	341	United Nations
<b>100</b>	<b>Philosophy (Black)</b>	350	Local government
<b>200</b>	<b>Religion (Black)</b>	351	Police
220	Bible	355	Arms and armour
221	Old Testament	355	Guns
225	New Testament	355	Nuclear warfare
230	Christianity	355	War
232	Christmas/Easter	355	Weapons
232	Jesus Christ	356	Army
293	Buddhism	358	Air Force
295	Hinduism	359	Navy
296	Judaism	361	Charities
296	Talmud	362	Adoptions
296	Torah	362	Elderly persons
297	Islam	362.5	Child abuse
297	Koran	363	Disasters
297	Muhammad	363	Fire service
297	Qur'an	363	Lifeboats
298	Rastafarianism	363	Road safety
<b>300</b>	<b>Transport and Economics (Orange)</b>	363	Water safety
302	Media	364	Crime
304	Acid rain	364	Pirates
304	Pollution	364	Spies
305	Nomads	365	Prisons
305	Travellers	370	Education
306	Death	370	Schools
306	Families	380	Communications/ Email
306	Sexism	383	Post office/Stamps
307	Cities	384	Telephones
307	Communities	385	Railways
307	Town life	286	Canals
307	Village life	386	Boats
320	Apartheid	286	Harbours
320	Racism	386	Sea
323.4	Civil rights	386	Ships
325	Immigration	386	Submarines
326	Slavery	388	Bicycles
331	Careers	388	Buses
		388	Cars

388	Cycling	531	Weights
388	Motorcycles	531	Wheels
388	Roads	532	Water
389	Aeroplanes	533	Air
389	Helicopters	533	Gases
290	Customs	534	Sound
391	Clothes	535	Colour
391	Costumes	535	Light
394	Celebrations/Holidays	535	Shadow
394	Fairs	536	Fire
394	Festivals	536	Heat
394	Holidays	537	Electricity
398	Fairytales	538	Magnets
398	Folk tales	539	Nuclear physics
398	Ghosts	540	Chemistry
398	Legends	549	Minerals
398	Myths and legends	550	Caves
398	Nursery rhymes	551	Volcanoes
398	Witches	551.6	Climate
<b>400</b>	<b>Grammar and Language (Brown)</b>	551.6	Clouds
419	Sign language	551.6	Snow
420	English	551.6	Wind
430	German	552	Weather
440	French	552	Rocks
460	Spanish	554	Lakes
495	Asian languages	554	Oceans
496	African languages	554	Rivers
<b>500</b>	<b>Science (Yellow)</b>	554	Water
510	Mathematics	555	Mountains
510	Measuring	555	Valleys
510	Number	556	Deserts
510	Size	557	Rainforests
510	Symmetry	558	Grasslands
516	Shape	560	Fossils
520	Astronomy	560	Prehistoric life
523	Moon	567	Dinosaurs
523	Planets	<b>570</b>	<b>Biology (Green)</b>
523	Space	574	Countryside
523	Stars	574	Nature
523	Sun	574	Pond life
525	Tides	574	Sea life
529	Clocks	574	Seashore life
529	Daytime	574.2	Seasons
529	Night	574.5	Conservation
530	Physics	574.5	Ecology
531	Energy	574.5	Environment
531	Mechanics	575	Evolution
		576	Microbiology

580	Botany	599	Lions
580	Seeds	599	Monkeys
581	Plants	599	Rabbits
582	Trees	599	Seals
583	Flowers	599	Tigers
583	Grasses	599	Whales
586	Algae	<b>600</b>	<b>Technology (Red)</b>
586	Fungi	608	Inventions
586	Mosses	610	Doctors
586	Mushrooms	610	Hospitals
589	Bacteria	610	Medicine
589	Germs	610	Nurses
590	Animals	610	First aid
590	Zoology	612	Dentists
590	Zoos	612	Human body
592	Invertebrates	612	Ourselves
594	Crabs	612	Senses
594	Crustaceans	612	Teeth
594	Molluscs	613	Contraception
594	Octopuses	613	Exercise
594	Shells	613	Health
594	Snails	613	Hygiene
595	Ants	613	Sleep
595	Bees	613.8	Addictions
595	Butterflies	613.8	Alcohol abuse
595	Caterpillars	613.8	Drugs
595	Insects	616	Disability
595	Moths	616	Disease
595	Spiders	616.97	HIV/AIDS
595	Worms	616	Mental illness
596	Vertebrates	620	Engineering
597	Alligators	621	Electricity
597	Amphibians	621	Electronics/Computers
597	Crocodiles	621	Engines
597	Fish	621	Lasers
597	Frogs	621	Machines
597	Lizards	621	Nuclear power
597	Reptiles	621	Windmills
597	Snakes	622	Coal
598	Birds	622	Fuels
599	Apes	622	Gas
599	Bears	622	Mining
599	Wildcats	622	Oil
599	Chimpanzees	622	Petrol
599	Dolphins	624	Bridges
599	Elephants	624	Tunnels
599	Horses	628.5	Litter
599	Kangaroos	628.5	Rubbish

629	Robots	677	Fabrics
630	Agriculture	677	Materials
630	Farming	677	Silk
633	Cereals	677	Textiles
633	Corn	677	Wool
633	Crops	678	Rubber
633	Maize	684	Woodwork
633	Oats	686	Printing
633	Wheat	690	Building
634	Forestry	690	Houses
634	Fruit	<b>700</b>	<b>Leisure, Art, and Sports (Purple)</b>
634	Wood	720	Architecture
635	Gardening	725	Castles
635	Vegetables	725	Skyscrapers
636	Pet animals	726	Cathedrals
636	Farm animals	726	Churches
637	Dairy food	726	Temples
637	Milk	728	Houses
639	Fishing	728	Palaces
640	Housework	728	Clay
641	Cooking	738	Pottery
641	Drinks	739	Jewellery making
641	Eggs	740	Drawing
641	Food	745	Crafts
641	Meat	745	Leather
641	Vegetables	745	Origami
646	Needlework	745	Toys
646	Sewing	745.6	Calligraphy
646	Fashion	745.6	Handwriting
646.7	Hairdressing	746	Crochet
646.7	Makeup	746	Embroidery
647	Hotels	746	Knitting
647	Restaurants	746	Needlework
648	Shops	746	Patchwork
649	Child care	746	Furniture
651	Offices	747	Art
658	Markets	750	Painting
659	Advertising	750	Artists
666	Glass	759	Printing
668	Plastics	760	Cameras
668	Soap	770	Photography
669	Gold	770	Music
669	Iron	780	Pop music
669	Metals	781	Opera
671	Tools	782	Songs
675	Leather	782	Musical instruments
676	Paper manufacturing	786	Orchestra
677	Cotton	786	

789	Composers	<b>900</b>	<b>History and Geography (Blue)</b>
790	Hobbies	913	Archaeology
790	Stamp collecting	909	World history
791	Broadcasting	909.81	History of the 19th century, 1800–1899
791	Cinema	909.82	History of the 20th century, 1900–1999
791	Circuses	909.83	History of the 21st century, 2000–2099
791	Film	910	Exploration
791	Puppets	910	Geography
791	Radio	912	Atlases
791	Television	912	Maps
791	Video	920	Biography
792	Acting	920	Famous people
792	Ballet	929	Flags
792	Costume	929	Heraldry
792	Dancing	929	Names
792	Theatre	929	Surnames
793	Games	930	Ancient world
793	Magic	940	European history
794	Chess	940.3	First World War
795	Card games	940.53	Second World War
796	Athletics	941	Britain
796	Basketball	943	Germany
796	Boxing	943.6	Austria
796	Camping	943.7	Czech Republic and Slovakia
796	Cricket	943.8	Poland
796	Cycling	943.9	Hungary
796	Football	944	France
796	Gymnastics	944.2	Belgium
796	Judo	944.2	Luxembourg
796	Karate	944.3	Holland
796	Kite flying	944.4	Monaco
796	Motor racing	944.7	Switzerland
796	Netball	945	Corsica
796	Olympic Games	945	Italy
796	Roller skating	945	Malta
796	Skating	945	Sardinia
796	Skiing	945	Sicily
796	Sports	946.1	Spain
796	Tennis	946.9	Portugal
797	Driving	947	Russia (former Soviet Union) and Eastern Europe
797	Sailing	948	Scandinavia
797	Swimming		
798	Horse riding		
799	Fishing		
<b>800</b>	<b>Literature (Pink)</b>		
821	Poetry		
822	Drama		
822	Plays		

948.1	Norway	959.5	Malaysia
948.5	Sweden	959.5	Singapore
948.7	Finland	959.6	Cambodia
948.9	Denmark	959.7	Vietnam
948.9	Iceland	959.8	Bali
949.5	Greece	959.8	Borneo
949.6	Albania	959.8	Indonesia
949.7	Romania	959.8	Java
949.7	Former Yugoslavia	959.8	Philippines
	(Slovenia, Croatia,	960	Africa
	Bosnia and	961	Libya
	Herzegovina,	961	Tunisia
	Serbia, Montenegro,	962	Egypt
	Macedonia)	963	Ethiopia
949.8	Bulgaria	964	Canary Islands
950	Asia	964	Morocco
951	China	965	Algeria
951	Mongolia	966	Burkina Faso
951	Taiwan	966	Gambia
951.2	Hong Kong	966	Mali
951.5	Tibet	966	Mauritania
951.9	Korea	966	Niger
952	Japan	966	Senegal
952	Saudi Arabia	966	Sierra Leone
953	Bahrain	966.7	Ghana
953	Arabian Peninsula	966.9	Nigeria
953	Oman	967	Burundi
953	Qatar	967	Cameroon
953	Yemen	967	Chad
954	Bhutan	967	Gabon
954	Nepal	967	Rwanda
954	Pakistan	967	Somalia
954.92	Bangladesh	967.5	Zaire
954.93	Sri Lanka	967.6	Kenya
955	Iran	967.6	Uganda
956	Cyprus	967.8	Tanzania
956	Middle East	967.9	Mozambique
956.1	Turkey	968	Botswana
956.7	Iraq	968	Lesotho
956.91	Syria	968	Namibia
956.92	Lebanon	968	South Africa
956.94	Israel	968	Swaziland
956.95	Jordan	968.9	Malawi
958	Afghanistan	968.9	Zambia
959.1	Burma	968.9	Zimbabwe
959.3	Thailand	969	Madagascar
959.4	Laos	969	Mauritius
959.5	Brunei	969	Seychelles

970 America  
970 North America  
971 Canada  
972 El Salvador  
972 Guatemala  
972 Honduras  
972 Mexico  
972 Nicaragua  
972.9 Antigua  
972.9 Bahamas  
972.9 Barbados  
972.9 Bermuda  
972.9 Caribbean  
972.9 Cuba  
972.9 Dominican Republic  
972.9 Grenada  
972.9 Haiti  
972.9 Jamaica  
972.9 Montserrat  
972.9 Puerto Rico  
972.9 Tobago  
972.9 Trinidad  
972.9 West Indies  
973 USA  
980 South America  
981 Brazil  
982 Argentina  
983 Chile  
984 Bolivia  
985 Peru  
986 Colombia  
986 Ecuador  
986 Panama  
987 Venezuela  
988 Surinam  
989 Paraguay  
989 Uruguay  
990 Australasia  
993 New Zealand  
993 South Pole  
994 Australia  
995 Papua New Guinea  
996 Fiji  
998 Antarctic  
998 Arctic  
998 Greenland  
998 North Pole

## Appendix C. A Literacy Lesson

### The Magic Tree

**Goal:** To improve imagination, language skills, art skills, library skills

**What you need:** Paper, glue, pencils, watercolour paints and brushes (optional), and leaves from trees. At least a day in advance of the lesson, tell the children that they should bring at least five leaves from different trees. It's also a good idea for you to bring some leaves. You will also need some books on trees. You can either pull these from the shelves ahead of time or ask the children to find them as part of the lesson

**Duration:** 90 minutes, or you can leave out some of the activities if you have less time.

1. Go with the children around the school, so you can show them some trees and talk about them. Try to do some research ahead of time, so you can tell the children interesting information about the trees. Include how trees can be used for medical purposes (e.g. moringa trees).
2. Back at the library, ask the children to find books on trees, or, if you have already pulled the books off the shelves, let the children look in the books to see if they can find an interesting tree or plant.
3. Share the information. Each child can tell what he or she found out and why it is interesting.
4. Give paper and pencils to the children and tell them to draw a tree without leaves.
5. If you have paint, give it to the children. Then they should paint the leaves with watercolours and glue the leaves to the paper so the tree will have real leaves. (If you do not have paint, they can make a nice picture without it.)
6. If you want, you can also write the names of the colours of the leaves or ask the children to write them.



## Appendix D. African Library Project Contacts

**Botswana:** Botswana Ministry of Education & Training

Email: [kmanyegae@gov.bw](mailto:kmanyegae@gov.bw)

Telephone: +267 544 1876

**Ghana:** Michael Lapsley Foundation

Email: [lapsleyfoundationgh@yahoo.com](mailto:lapsleyfoundationgh@yahoo.com)

Website: <http://michaellapsleyfoundation.org/>

Telephone: + 233 244 429437

**Lesotho:** Peace Corps Lesotho

Email: [apcd@ls.peacecorps.gov](mailto:apcd@ls.peacecorps.gov)

Website: [www.lesotho.peacecorps.gov](http://www.lesotho.peacecorps.gov)

Telephone: +266 2231 3871

**Malawi:** DAPP Malawi

Email: [dappttc@africa-online.net](mailto:dappttc@africa-online.net)

Website: [www.dapp-malawi.org](http://www.dapp-malawi.org)

Telephone: +265 9999 68 445/ +265 183 42 77

**Sierra Leone:** Society for Knowledge Management

Email: [societyforknowledgmentsl@gmail.com](mailto:societyforknowledgmentsl@gmail.com)

Telephone: +232 7853 2210

**South Africa:** Breadline Africa

Email: [projects@breadlineafrica.org.za](mailto:projects@breadlineafrica.org.za)

Website: [breadlineafrica.org](http://breadlineafrica.org)

Telephone: +27 21 418 0322

**Swaziland:** Fundza

Email: [fundza@realnet.co.sz](mailto:fundza@realnet.co.sz)

Telephone: +268 404 5387

**USA:** African Library Project

Email: [info@africanlibraryproject.org](mailto:info@africanlibraryproject.org)

Website: [www.africanlibraryproject.org](http://www.africanlibraryproject.org)

Telephone: +1 650 851 3640

## Appendix E. Where Do Your Books Come From?

Your books come from various groups in the United States (and occasionally from another country) who have agreed to do a book drive and raise the funds to ship the books to libraries in the African countries with ALP partners. These groups come in all shapes and sizes, from schools to scout troops to church groups to corporations to individuals doing books drives as service projects. Many of these groups are repeat book drive organisers, some having collected enough books for more than 15 libraries so far! The one thing they all have in common is a passion for reading and a desire to ensure that anyone in the world who wants to read has a chance to do so.



*Photo E.1. These book drive organisers are ready to sort and pack the donated books.*

Each of these enthusiastic groups is matched with a specific library in Africa. We receive applications from each African library containing information about the community that will enjoy the library, the people

responsible for establishing and maintaining the library, and the kinds of books desired. These applications are incredibly valuable to our book drive groups, as they seek to fill the specific needs of each library project.

Each book drive collects 1,000 gently used books from the homes of American families who bought them for their children, then donated them so they could be enjoyed by African children. They also raise enough money to ship the books to Africa. To raise the money, many youth groups make and sell items, wash cars, hold raffles, and do jobs for people to earn money. The books have a long journey ahead of them. They are first shipped to our shipping partner in New Orleans, Louisiana. They combine 30–60 of these libraries into a large shipping container destined for a single African country. From New Orleans, the container of books sets off by ship to a major African port, at which point they transfer to rail or truck, depending on the final destination. Once they reach our African partner's headquarters, they are further sorted and distributed until each recipient library has all of their books. As of 2014, the African Library Project has started more than 1,400 libraries with 1.5 million books!

Our United States book drive groups would love to know more about their partner library and how the books are being used. Letters from students, teachers, administrators, librarians, parents, and community members are deeply appreciated. We see ongoing communication between book drive groups and libraries as a great way to facilitate cultural exchange and foster ongoing relationships between our countries. Many book drive organisers decide whether they will do another book drive depending on if they hear from their library project. Drawings, photographs, and even stories about the books would be enjoyed. Especially meaningful are personal stories of how a special book or group of books affected an individual. In your boxes of books, you should find a piece of paper with the contact information of the book drive organiser who sent you the books.

As the parent organisation, the African Library Project would also love to get feedback on how well the books we deliver meet the needs of the community for which they are intended. Were the books at the right reading level? Were they in good physical condition? Were some books more popular than others? Is there a category of book that you wish you had received? You can always communicate with the African Library Project directly via email at [info@africanlibraryproject.org](mailto:info@africanlibraryproject.org), or by mail to this address: 5 Thistle Street, Portola Valley, CA 94028 USA, or through the lead partner in your country.



*Figure E.2. These high school students collected enough books for three libraries. They are now ready to take them to the post office.*

## Appendix F: Writing a Great Thank-You Letter

### Why write a letter?

The African Library Project is able to send books because volunteers, called book drive organisers, collect the books and the money for shipping. The book drive organisers are individuals, families, schools, youth groups, church groups, or other organizations. Most of the book drive organisers are children or youth. Receiving a thank you letter lets them know that you appreciate the work they have done to get books to your community. This inspires them to continue to want to help others. Often, they sign up to do another book drive for another school after they receive a thank you letter. Your letter is the way the people that sent you books know that the books arrived and are being used.

### The best letters:

*Are personal.* Do address the letter to the specific book drive organiser. Their name should be on the packing slip inside every box. It might be the name of an individual or organisation. It is fine to write: “Dear Girl Scout Troop 673” or “Dear Westview High School.” If you cannot find a packing slip with the name, write “Dear Book Drive Organiser.” The ALP partner organisation in your country also gets a list of all the book drive organisers and their addresses in case you have not kept the papers inside the boxes of books.

*Are detailed and include a story (and photo).* Wait to write the letter until your library is set up and functioning. Include some specific details. For example, which are the favorite books among the learners? What changes have you noticed in their academic performance? How have the books helped the teachers? Sharing a story about one individual learner or teacher who has benefited academically or socially makes a great letter. Wherever possible, send a photo of your library with learners using

it, like the photo below of a young reader in Sierra Leone. This means a tremendous amount to the donors.

*Are appreciative.* Do thank the donor but do not ask for additional donations. Different cultures have different norms, and in American culture it is considered rude to ask for an additional donation at the same time you are thanking for the first one.

*Are timely.* Write within 6 months of when you added the books to your library.

### **Format and Delivery**

Your letter can be hand-written or typed. It can be on school letterhead or plain paper. It does not need the school stamp.

If the book drive organiser included an email address and you have email access, it is fine to send your thank you by email. If you do this, please cc: [info@africanlibraryproject.org](mailto:info@africanlibraryproject.org) and the ALP partner organization in your country.

Otherwise, deliver your letter to the ALP partner organisation in your country and it will be scanned and emailed to the African Library Project and to the book drive organiser.



# Index

## A

- accession
  - number 54-57, 187
  - register 10, 13, 41, 52, 54-57, 59, 187
- accounts 158, 159
- African Library Project 141, 155, 206, 207
- aid agencies 140-147, 166
- alphabetical order 76, 77, 81, 82, 112, 132, 187
  - catalogues 69, 74, 79
  - filing 76-82, 112
- atlases 34, 49, 57, 132, 202
- audio-visual equipment 45, 46, 52, 101, 187
- authors 56, 60, 71, 72, 76, 77, 79, 80, 110-112, 121, 148, 187
  - classifying 72, 74
  - game 82, 132

## B

- bar code 37, 187
- bookend 85, 187
- bookmark 41, 80-82, 106, 111, 116, 117, 128, 129, 187
- books
  - parts 36-38, 111
  - pockets 58, 95-98, 170, 187
  - reviews 124, 126, 129
  - tickets 33, 58, 95-97
  - tour 110, 111
- bookshelves 15, 25-28, 33, 34, 60, 61, 77, 83-86, 100-102, 112, 188
- bookshops 121, 139, 148
- borrowing 17, 32, 88-98, 113, 188
- browser boxes 29, 43, 116, 188
- budgets *See* accounts

## C

- cataloguing 68-72, 74
- caution fee 17, 188
- checklists 13, 19, 97, 107, 120, 134-138
- churches 147, 164, 201
- classification 17, 37, 60-67, 112, 113, 129, 132, 188, 195-204
- classroom libraries 9-11, 94, 101, 115, 188
- cleanliness 99-102, 138
- club, library 18, 20, 59, 74, 75, 90, 97, 118, 122, 123, 134, 191
- Colour Code, Junior 63-65, 190, 195
- committee, library 15-19, 48, 50, 51, 88-90, 93, 99, 134, 136, 148, 153, 159, 161-164, 168, 172, 191
  - duties 20
- comprehension cards 130
- computers 45, 46, 172-177, 180-186
- contents page 36, 39-41, 49, 111, 188
- copyright 38, 125, 189
- coupon payments 151, 152
- cover, book 37, 40, 67, 102-104, 106, 107, 111, 132, 153, 187-191
- culture 122, 123

## D

- daily routine 136
- damage 13, 17, 23, 25, 36, 92, 99, 107
  - and insects 101, 102
  - and readers 106, 188
  - and repair 104-106, 137
  - and rodents 102
  - and weather 99, 100
  - prevention 41, 102-104

date return tray 96, 97  
date stamps *See* return date  
design, building 21, 22  
Dewey classification 63, 195-204  
dictionaries 34, 48, 57, 88, 113,  
132, 133, 189, 198  
displays 18, 20, 29, 43, 117, 119,  
121-124, 128, 129, 136, 189  
divider card 32, 189

## E

encyclopaedia 34, 48, 57, 60, 88,  
113, 114, 178, 180, 185, 189, 198  
exercise books 10, 11, 20, 32, 55,  
57, 69, 70, 88, 93-95, 153, 158, 169,  
170

## F

fees/fines 12, 17, 31, 90-93, 158,  
168, 180, 188  
fiction 10, 34, 48-60, 69, 71-73, 76-  
81, 97, 110-112, 115, 116, 118, 119,  
124, 130, 137, 157, 189  
filing 72, 75-82, 97  
films/videos 45-47, 101, 165, 202  
fines *See* fees  
flipcharts 45, 189  
fundraising 139, 158, 161, 163-168  
furniture 25, 29, 33, 201 *See*  
*also* bookshelves

## G

games 80-82, 120, 127, 128, 132,  
202  
    Treasure Hunt 114  
genre 118, 119, 190  
gift books 51, 139, 148  
glossary 40, 187  
glue 31, 32, 104, 105

## H

handling (books) 99, 101, 102

hardback book 37, 104, 153, 190  
health topics 44, 123, 124, 144,  
150, 151, 185, 200  
humidity 100, 101

## I

index 36, 40, 41, 49, 111, 190  
index cards 32, 33, 190  
    shelf list 72, 73  
    title catalogues 71, 72, 79  
information books (non-fiction)  
34, 48, 49, 60, 72, 73, 79, 111, 112,  
137, 157, 190  
insects 21, 25, 33, 51, 101, 102,  
138  
Internet 152, 173-186, 198  
involvement (students/staff/  
community) 18-20, 109, 117-119,  
122-127, 163, 184  
ISBN 37, 190  
issue boxes 31, 33, 72, 96, 97, 190

## J

jackets, dust *See* covers  
jigsaw 132  
Junior Colour Code *See* Colour  
Code

## K

keywords 40, 187

## L

languages, local 53, 122  
leisure 2, 6, 21, 50  
lending *See* borrowing  
librarian 3  
library  
    club *See* club, library  
    committee *See* committee,  
    library  
    definition 6  
    monitors 11, 18, 20, 36, 47, 59,  
    74-77, 79, 85, 88, 92, 94, 97, 99,  
    134, 138

routines 13, 19, 97, 107, 120, 134-138  
skills 110-116, 132, 133, 155  
tips 8, 33, 52, 56, 59, 84, 118, 184  
tours 110-114  
types of 8, 10-12  
local area 7, 123

## M

magazines 4, 43, 44, 47, 52, 89, 106-108, 153, 191  
maps 45, 113, 132, 202  
measurement and evaluation (monitoring and evaluation) 169-171  
monitors *See* library monitors  
music 7, 45, 46, 65, 124, 163, 165, 201

## N

new books 59, 121, 137  
newspapers 42, 43, 47, 123, 153, 198  
non-fiction *See* information books  
novels *See* fiction

## O

office equipment 30, 31  
opening times 13, 17, 21, 23, 116  
ordering stock 148-155  
oversize books 60, 61, 191

## P

pamphlets 43, 44, 47, 66, 105, 191  
paperback books 37, 105, 153, 191  
periodicals *See* magazines  
photo albums 35, 192  
photocopying 23  
posters 2, 4, 5, 14, 24, 32, 36, 45, 64, 65, 72, 82, 88, 89, 91, 114-116, 122, 129, 158, 192

primary schools 6, 9, 10, 11, 21, 25, 29, 49, 78, 79, 109, 115, 116, 122, 123, 128, 205  
project boxes 47, 192  
projects 127-129, 205  
publishers 37, 38, 139, 148

## Q

qualifications, library 3, 155, 156  
quiz/questions 130, 132, 133

## R

racism 51  
reading  
  encouraging 6, 21, 43, 49, 53, 109, 118, 119, 121-131  
  readathon 130  
  skill levels 10, 78, 79, 115, 116  
  skills 7, 94, 131  
reference books 34, 40, 48, 57, 60, 113, 192  
repairs 104-106  
return date labels 39, 57-59, 88, 192  
rodents 102  
room, library, preparing 21-23  
routines *See* library, routines  
rules 16, 88-91, 109, 116, 117, 180-183

## S

schools 6-10, 36, 48, 49, 61, 75, 78, 93, 94, 110, 127-133, 148, 158, 159, 166, 167, 170, 173, 180, 181  
secondary schools 6, 9, 25, 34, 43, 49, 87, 95, 125, 130-133  
security 10, 22, 23, 75, 159  
shelf guides 61, 76-78, 86, 87, 112, 115  
shelf list 68, 72-75, 193  
shelves *See* bookshelves  
silica 45, 46, 101, 193  
specialist books 149, 150, 151

spine labels 37, 64, 66, 67  
spines, book 37, 40, 41, 83, 102,  
103, 104  
stationery 31, 32, 193  
stock 6, 7, 34, 35, 193  
stocktaking 23, 75, 193  
stories 21, 122, 123, 125-127, 129  
*See also* fiction  
subject 60-67  
subscription 193  
suggestions book 18, 20, 119  
suppliers 37, 71, 96, 148

## T

teacher 6, 7, 16, 35, 45, 49, 61, 92,  
94, 109, 119, 153  
teaching tips 4, 40, 80-82, 130  
textbooks 34, 48, 61, 193  
theft 22, 23, 160  
thesaurus 48, 194  
tickets, book *See* books, tickets  
title verso page 38, 62, 194  
tours 110-114

## V

ventilation 21  
videos 6, 35, 45, 46, 101  
visitor log 170, 171  
vocabulary 6, 50, 174-176  
volunteers 11, 18, 20, 36, 47, 59,  
74-77, 79, 85, 88, 92, 94, 97, 99,  
134, 138

## W

water damage 21, 25, 99, 100  
weather 99, 100  
weekly routine 97, 107  
worksheets 130